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## Increasing Social Presence in Graduate Online Courses via Instructional Design

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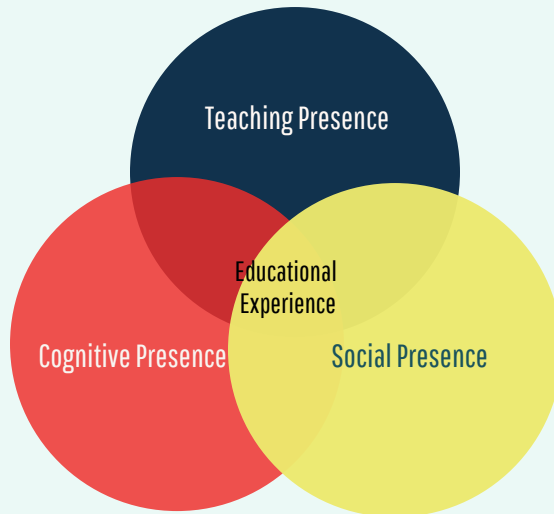
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# Increasing Social Presence in Graduate Online Courses via Instructional Design

## CONTEXT

### Community of Inquiry

(Garrison, Anderson, & Archer, 2000)



Due to the separation of time and location, social presence is difficult to achieve in online programs (Akcaoglu & Lee, 2016).

### Theoretical Foundations

**Social Presence Model** (Whiteside, 2015)  
**Connected Learning Model** (Ito, et al, 2013)  
**Community of Inquiry (CoI) Framework** (Garrison, Anderson, & Archer, 2000)  
**Connectivism** (Siemens, 2005)

## PURPOSE & METHOD

This study sought to discover recent instructional design practices for increasing social presence in online graduate courses. According to Community of Inquiry Framework, teaching, social, and cognitive presence are key components necessary to engage students in a deeper and meaningful learning environment.

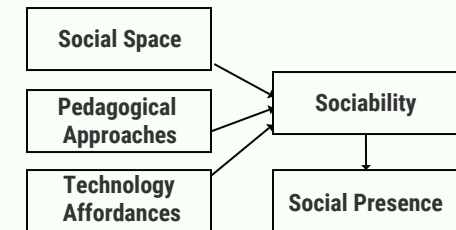
**Research Question:** What are recent instructional design practices for increasing social presence in online graduate courses?

### Review of Literature and Online Artifacts

- Online Graduate Programs and their footprints
- Research Articles
- Blogs

Literature and Artifacts between 2015-2020 were selected and analyzed.

## RESULTS



### Instructional Design Practices

- Video discussion, reflection, interviews, and debates (Flipgrid)
- Social media for professional connection (Twitter Chat, WeChat)
- Blogs, Podcasts, and Audio group discussion (Voicethread)
- Synchronous communication/Virtual community time (VR Classroom)/Instant messaging
- Collaborative group assignments (Wiki/Mind map/Google Documents)
- Small group size
- Faculty investment

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