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Developing teaching presence in online learning through shared stakeholder responsibility

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Developing Teaching Presence in Online Courses Through Shared Stakeholder Responsibility

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Exploring Teaching Presence through a Proposed Conceptual Framework

Teaching presence is “the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally, meaningful and educationally worthwhile learning outcomes” (Anderson et al., 2001, p. 5) and part of the triune components of the Community of Inquiry (Col) model for constructivist e-learning (Arbaugh et al., 2008). Col identifies teaching presence as a critical role in online learning through its direct connection to the design of learning experiences. Such experiences help facilitate reflection and discourse to maintain a dynamic learning environment (Garrison, 2011) with instructors, designers and students as key stakeholders.

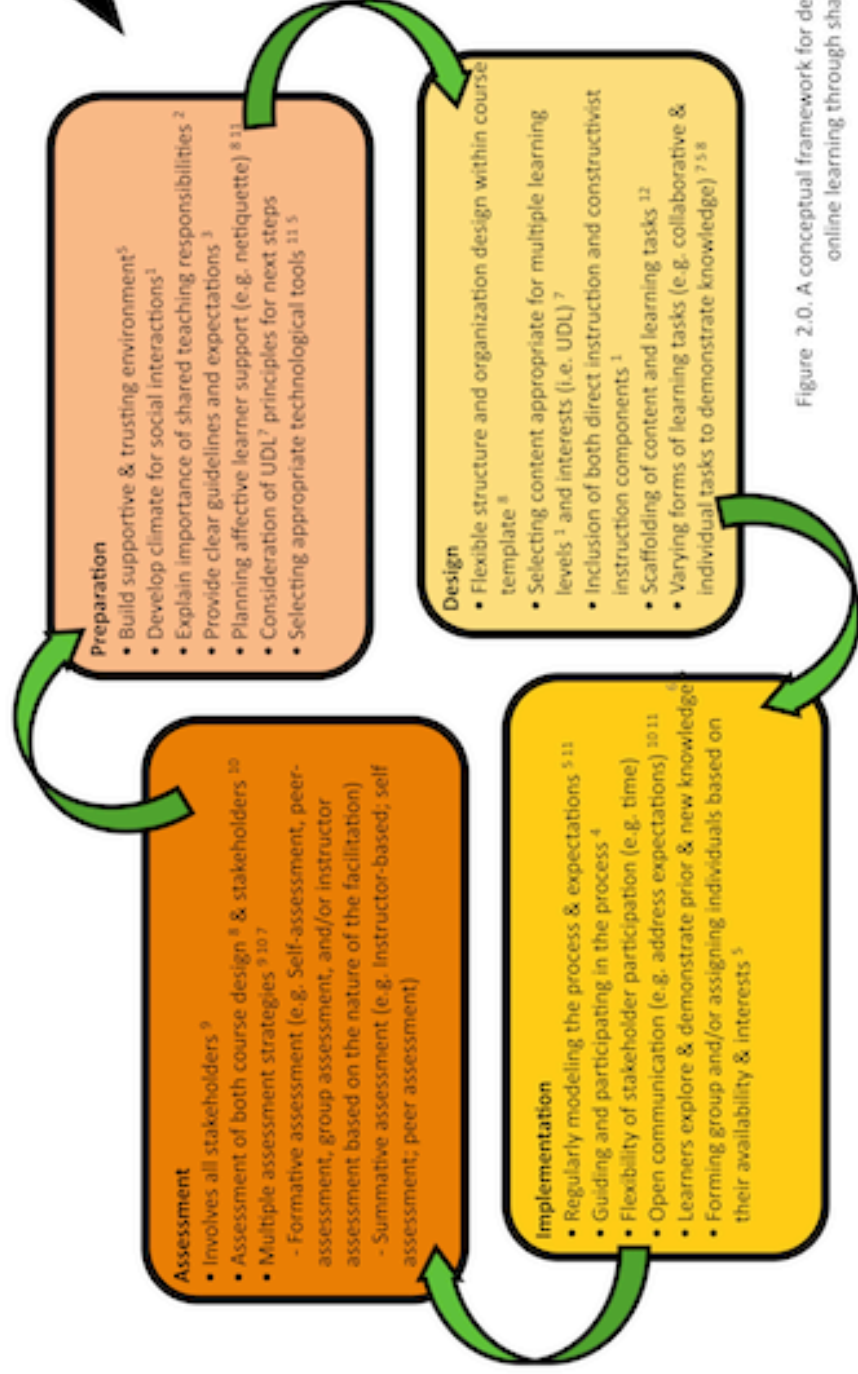


Figure 1.1 Adapted from
Community of Inquiry (Garrison, 2011)

Figure 2.0. A conceptual framework for developing teaching presence in
online learning through shared stakeholder responsibility

References

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