



# QLT Online Workshop 3

## How to establish a strong online teacher presence

KPI12: Students experience a subject that provides structured opportunity for **staff-to-student interactions** in the online space

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# QLT (Online) standards

Feedback form: <https://goo.gl/57YPpL>

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# Introductions



Please share your name, school and anything interesting!  
What subjects do you teach? What format are they? DE, I, mixed,  
small/large etc.

# The power of...

**12 landing pages**



**p2p interaction**  
(peer-to-peer)



**s2s interaction**  
(staff-to-student)



**KPI9: Students experience initial quality assured subject Interact2 site landing pages and basic outline**

**KPI11: Students experience a subject that provides the opportunity for peer-to-peer interaction in the online space**

**KPI12: Students experience a subject that provides structured opportunity for staff-to-student interactions in the online space**

**Teacher to student interaction.....**

WELCOME





# What you **need** to do (KPI12)

**Communication:** You should be communicating subject information with students **clearly and regularly** (e.g. announcements or...)

**Facilitation:** There should be some **planned strategies** for building teacher presence throughout the session (e.g. using online meetings, or...). You should also **initiate** discussions (e.g. via the Discussion Boards, or...), not just respond to queries, and make sure you respond to questions at least once a week.

# What is 'Teacher Presence'?

“The question is not as much about creating *a* teacher presence, but about creating *your* presence. While we can learn a lot from imitating how others act online, the goal is to allow *your own* authentic presence to emerge.”

*Carole Hunter, QLT Leader*

Read Carole's blog post '[Finding your own online presence](#)' on the QLT Online Blog

Visibility in  
the  
'classroom'

Asynchronous

Collaborative  
spaces

Building a  
learning  
community

Social

Learner  
engagement

Learner  
interaction

Effective  
communication

Psychological

Emotional

Teaching  
online

Synchronous

# Discussion Forums....

## Teacher role during the asynchronous discussion process:

- Expect students to contribute at a higher level than f2f
- Important as moderator, motivating participation,
- socializing in the online context,
- facilitating information exchange
- Encourage peer moderation

Read more about Teacher Presence through the QLT Online Blog: <http://uimagine.edu.au/qltonline/category/staff-to-student/>



# Announcements

12 announcements are  
**NOT 'social media'**.  
They are official university  
communication.

- Clear subject line
  - Adhere to protocol for official communication - greetings and closings
  - Add correct signature
  - Regular
  - Informative
  - Consider a weekly 'template' approach
  - Include hyperlinks and images
-

# Announcements - suggested template

Subject line: (Subject code) Week 1 (Name of module or focus)

Dear students

An interesting comment about the previous week, something about the learning that has taken place

Any important information that needs to be shared up front.

What you should be working on:

- List module and other reading material
- List pending assignments
- List online meetings or activities to be part of

What you should be planning for:

- Assignments coming up
- Meetings and activities coming up

Closing greeting

Full name

Signature (with email and telephone)

READ Judy O'Connell's blog post, '[Images in Announcements - what's the catch?](#)' on the QLT Online blog





# QLT Online Workshop 3

## How to establish a strong online teacher presence

KPI12: Students experience a subject that provides structured opportunity for **staff-to-student interactions** in the online space

# Adobe Connect - managing online meetings

**Attendees (1)**

- Active Speakers
- Hosts (1)**
  - Julie Lindsay
- Presenters (0)
- Participants (0)

**Video (1)**    Stop    [Volume Icon]    [Mute Icon]    [Fullscreen Icon]

Julie Lindsay

# Read more about Teacher Presence....

HAAS | LEARNING (Fred Haas, 2015)

“The value of teacher presence early and often in online learning”

<https://haaslearning.wordpress.com/2015/02/04/the-value-of-teacher-presence-early-and-often-in-online-courses/>

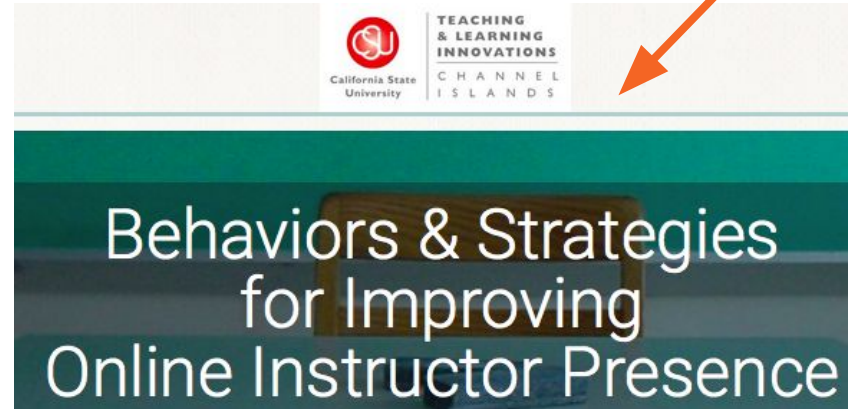
TRANSFORMING EDUCATION (Virginia Vigil, 2014)

“Teacher presence and learner engagement in the online classroom”

<https://vpadillavigil.wordpress.com/2014/07/30/meaningful-learning-teacher-presence-learner-engagement-and-in-the-online-classroom/>

Look! Great list of behaviours and strategies!

<http://page.teachingwithoutwalls.com/instructorpresencestrategiesci>



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# CSU Examples of Teacher to Student interaction

EMR441 - Deb Clarke

EMH441 - Paul Grover

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# EMR441

## Deb Clarke

As a subject in the CSU Online Teaching and Learning Model pilot study, **EMR441 Curriculum Method 1: Health, PE and Outdoor Education** was redesigned to include one of Garrison, Anderson and Archer's (2000) overlapping lenses – teacher presence – to promote student engagement in learning by **“strengthening the students’ sense of their learning being facilitated by a caring and skilled content and online learning specialist”**

Garrison, R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text based environment: Computer conferencing in higher education, *The Internet and Higher Education*, 11(2), 1-14.

TOP 3 - according to Deb!

- Welcome page
- Announcements
- Screencasts

Paraphrase: For the first time in 14 years DE students marks have not been LOWER than I - this may be due to screencasts and an enhanced Teacher Presence, including student engagement with assessment.

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## EMR441 Curriculum Method 1: Health, Physical and Outdoor Education

Hi folks and welcome to EMR441 Curriculum Method 1: Health, Physical and Outdoor Education. I'm Dr Deb Clarke and I am your subject coordinator. If you have any questions or wish to chat please feel free to contact me:



[dclarke@csu.edu.au](mailto:dclarke@csu.edu.au)



+61 26338 4475 or post a question in the [Staff Room](#).



Read my posting to learn a little more about me, and post your own [Blog](#) so your peers/colleagues can learn a little about you too!

In Week 2 of the session I will arrange for an [online meeting](#) which will provide you with the opportunity to meet your colleagues.

**Stacey is a past student** who shares her experiences of the subject. Click on her photo and she will provide you with some key tips relating to studying this subject by distance.



Previous student shares

Personal blog post - sharing, building empathy

To get started on the Module learning activities click the **START** button below. The learning activities in the Modules have been designed to assist you to achieve the outcomes of the subject. As a distance learner you will need to manage your time carefully so the study schedule in your subject outline suggests a week by week sequence of learning.

I wish you well in your studies and hope that together we enjoy the session.

Dr Deb Clarke



Don't you just want to push the button?

Alternative approach to navigation

Greeting!

Alternative contact methods

- S-EMR441\_201630\_B\_D (Curriculum Method 1: Health & Physical Education and Outdoor Education)
- Getting Started in the Subject
- Subject Outline - Explore the assessment tasks & subject expectations
- Modules - Open to complete learning activities
- Resources - Look in here for extra learning materials & examples of assessments
- eReserve

- Blog - Add your responses to the learning activities in here
- Announcements - Check out what's going on
- Online meetings - Connect here to join scheduled meetings with subject coordinator & your peers
- Online Meetings recordings
- Staff Room - Come in for a chat with colleagues

- EASTS - Submit your assessment tasks here
- My Grades - Check your grades so far
- Evaluation - Drop in and have your say

- COURSE MANAGEMENT
- Control Panel
  - Content Collection
  - Course Tools
  - Users and Groups

# EMH441 & EED408 Paul Grover

Curriculum Method 1: Society  
and Environment  
Successful Teaching

Teacher presence elements:

- Engaging multimedia on landing page
  - Hyperlinks from landing page to discussions
  - Discussion forum design for communication and teacher feedback on contributions
  - Weekly podcasts
  - Regular online meetings in Adobe
-

**Subject information**

- Welcome
- Introduction
- Study Schedule - with hyperlinks
- Subject Outline

**Subject Study Resources**

- Discussion Forums
- Personal Learning Journal
- Subject Resources
- BOSTES
- Tutorial Groups
- Chat Room
- Announcements
- CSU Replay

**Subject Study Modules**

- Module 1
- Module 2
- Module 3
- Module 4
- Module 5
- Module 6
- Module 7
- Module 8
- Module 9
- Module 10

Navigation that has sub-headings and includes all modules

Discussion forum with summarised lecturer feedback

**Lecturer feedback thread**

	Date	Thread	Author	Status	Unread Posts	Total Posts
<input type="checkbox"/>	15/03/16 16:14	<b>LECTURER FEEDBACK Discussion Forum 2</b>	Paul Grover	Published	1	1
<input type="checkbox"/>	02/03/16 13:49	<b>Module 1 Topic 2 Discussion Forum</b>	Paul Grover	Published	60	60

**Paul Grover** 2 months ago

**LECTURER FEEDBACK Discussion Forum 2**

Hello everyone,

Thank you for the rich and insightful comments here - this will be a relatively brief feedback commentary as the learning activity for the discussion forum was quite tightly focused. What interests me is the way the Graduate Teacher summaries you have created indicate the qualities of a successful teacher at that particular stage of their career. This is a useful guide and resource for you in both undertaking your interview and in your critical reflection on the responses of the teacher you interview. As you read different people's summaries you do get a strong sense of the diverse qualities (skills and knowledge and dispositions) a successful teacher will exhibit and possess in their professional roles and responsibilities - in the classroom, with colleagues, within the school culture/context, in their professional learning and in the community.

When you look at the elements of the Australian Professional Standards for Teachers you can see the comprehensive nature of the professional role of a teacher. Teachers are required to gather evidence in their professional practice to demonstrate the achievement of these standards during their professional career, and this is an ongoing professional development process. So, when you look at the stage development across the different professional categories in the second part of the learning activity, this demonstrates quite clearly the diverse ways this professional growth and development will be exhibited in a teacher's professional life - in their teaching, in school involvement, in community involvement and in professional learning. All these aspects will inform your own thinking about the features that constitute successful teaching that will at the same time enhance successful student learning.

Thanks again for your thoughtful and focused responses, and all the best for your assessment item 1 planning and preparation,

Paul

Subject Information

- Welcome & Introduction
- Subject Outline
- Study Schedule
- Calendar

Subject Study Resources

- Weekly Topic Minilecture Podcast
- Announcements
- Discussion Forums
- Adobe Connect Tutorial
- Online meeting
- Personal Learning Journal
- Subject Resources
- BOSTES

Subject Study Modules

- Module 1 - Topic 01
- Module 1 - Topic 02
- Module 1 - Topic 03
- Module 1 - Topic 04
- Module 1 - Topic 05
- Module 2 - Topic 06
- Module 2 - Topic 07
- Module 2 - Topic 08
- Module 2 - Topic 09
- Module 2 - Topic 10
- Module 3 - Topic 11
- Module 3 - Topic 12

# Weekly Topic Minilecture Podcast



## Topic 12 Minilecture Podcast (11 mins)

Attached Files: [Topic 12 Minilecture Podcast.mp3](#) (9.911 MB)

This Minilecture Podcast (11 mins) focuses on the following topics:

- assessment item 2 questions and the final week of study
- Standard 6 & Standard 7 of the Australian Professional Standards for Teachers - and Topics 11 & 12 (Study Module 3)
- content and agenda for Wednesday's live tutorial (Wed 5-6pm)



## Topic 11 Minilecture Podcast (9 mins)

Attached Files: [Topic 11 Minilecture Podcast \(9 mins\).mp3](#) (8.092 MB)

This minilecture podcast (9 mins) focuses on these study elements:

1. An update on using Google Scholar in assessment item 2
2. An update on the Content and Submission Guide for assessment item 2
3. Assessment item 2 resources and lesson planning
4. The Topic Study program for the final 2 weeks of our subject study
5. Assessment Item 2 support resources update



## Topic 10 Minilecture Podcast (13 mins)

Attached Files: [Topic 10 Minilecture Podcast \(13 mins\).mp3](#) (12.25 MB)

The focus of this week's minilecture podcast is:

- The Topic study and its relationship to the assessment item preparation
- Literacy and Numeracy activities - how to integrate them into your planning of the content of the scripted lesson plan
- Resources for assessment item 2 planning

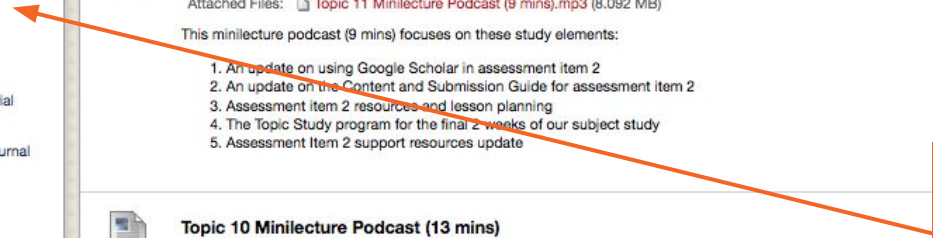


## Topic 9 Minilecture Podcast (11mins)

Attached Files: [Topic 9 Minilecture Podcast \(11mins\).mp3](#) (10.24 MB)

This Topic 9 Minilecture Podcast (11mins) focuses on the following topics:

- Samples for Assessment Item 1 and their value for Assessment Item 2
- Sample lesson plans arriving as a guide for assessment item 2
- Research resources for EED502 Part 2 assessment item 2 - locating research resources
- This week's tutorial and the value of the tutorials for assessment item planning and online Topic studies in Topics 8 & 9
- Release of all Topics to the end of the subject study



Regular podcasts shared - description text and length included

# Adobe Connect Tutorial Online meeting

S-EED408\_201630\_W\_D

(Successful Teaching)

## Subject Information

Welcome & Introduction

Subject Outline

Study Schedule

Calendar

## Subject Study Resources

Weekly Topic Miniature  
Podcast

Announcements

Discussion Forums

Adobe Connect Tutorial  
Online meeting

Personal Learning Journal

Subject Resources

BOSTES

## Subject Study Modules

Module 1 - Topic 01

Module 1 - Topic 02

Module 1 - Topic 03

Module 1 - Topic 04

Module 1 - Topic 05

Module 2 - Topic 06

Module 2 - Topic 07

Module 2 - Topic 08

Module 2 - Topic 09

Module 2 - Topic 10



## ADOBE CONNECT ONLINE MEETING ROOM

Click on this link to enter the Adobe Connect Meeting Room - then please login as a 'Guest' to enter the live tutorial meeting.



## Adobe Online Tutorial 12 (17 mins)

The final live Tutorial was held this evening, and it was a short meeting (17 mins) as most people are focusing on final planning for assessment item 2 of course (thanks for joining me in the give some tips and hints for making best use of our subject site resources, and provided some final comments for your subject study. The address for the 17 min recording is:

<https://connect.csu.edu.au/p7ztw5q3lvc/>



## Adobe Online Tutorial 11 (1 hour)

This week's live tutorial focused on the following topics:

1. Questions on assessment item 2 - word count for EED502 Part 2, research method in EED502 Part 2, resources for assessment item 2 (00mins-15mins approx)
2. What is the most important thing to remember when teaching/as a teacher? (a question for an experienced teacher) (15mins-25mins approx)
3. How have you remained so passionate for so long? (insights from teaching experience) (25mins-35mins approx)
4. If there was one thing you would have done differently when you first became a teacher what would it be? (a question to an experienced teacher) (35mins-45mins approx)
5. How have you managed to incorporate multimodal texts into your class to cater for all students' abilities? (insights from practice) (45mins-55mins approx)
6. Concluding comments - and next week's final live tutorial.



## Adobe Online Tutorial 10 (25 mins)

This is a shorter tutorial (25 mins) as we had a smaller number of questions and issues and I am very aware that people are focused on their planning for assessment item 2. The topics for support your assessment item 2 planning:

1. Key resources for finding evidence from the literature (EED408) and research information (EED502) - BOSTES assessment information (Topic 10) and Google Scholar (about 00-10 n
2. Locating literature and research resources for assessment item 2 - from the Interact2 subject site resources, prescribed text and beyond (10-25mins)

<https://connect.csu.edu.au/p13ch6xy4xo/>

All the best for your Topic studies and learning activities, and for assessment item 2 planning...don't hesitate to ask any questions via our assessment item 2 discussion forums (for Part 1

Cheers,

Paul

Adobe Connect Tutorial  
Online Meeting



What strategies would you like to know more about?

What strategies can you share today?

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# Quality check in Session 2



**27 June  
(Landing page)**



**Session 2 Mid-session break  
(Interaction)**



# FoArtsEd Site to support KPI development



Faculty of Arts and Education

Welcome

## Welcome to QLT Online FoArtsEd sandpit

**THIS IS WHERE YOU WILL FIND NEW IDEAS AND STRATEGIES FOR IMPROVING APPROACHES TO ONLINE LEARNING. IF YOU WANT TO KNOW SOMETHING...JUST ASK!**



**JULIE LINDSAY**

**Contact:** [jlindsay@csu.edu.au](mailto:jlindsay@csu.edu.au)

**Twitter:** [@julielindsay](https://twitter.com/julielindsay)

**LinkedIn:** <http://au.linkedin.com/in/julieannelindsay>

**Tel:** (02) 6933 4507

Hello everyone!

This i2 organisation is designed for all schools and subjects in the Faculty of Arts and Education to support improving online learning across all subjects. This applies specifically to KPI9, KPI11 and KPI12.

Participants are also invited to read and learn from the [QLT blog/website](#) - and join in the [community discussion!](#)

For more 'How to...' inspiration and to view the complete collection of workshops, videos and support material across KPI9, 11 and 12 access the [FoArtsED QLT 'How To' doc.](#)

**How can online learning approaches improve and enhance student engagement in subjects?**

**A little about me...**

I am the Quality Learning and Teaching Leader (online) for the Faculty of Arts and Education. I am also an Adjunct for the School of Information Studies.

0-QLTFoArtsEd (QLT Online FoArtsEd Sandpit)

Welcome

QLT Online Blog

Cheat Sheet

KPI9 Landing Pages

Banners & Navigation

Static Landing Pages

Dynamic Landing Pages - A modular design

Landing Page Makeovers

IKC101 before

IKC101 after

ISL211 before

ISL211 after

ISL260 before

ISL260 after

ISL100 before

ISL100 after

ISL101 before

ISL101 after

KPI11 Strategies to enhance student interaction

Tools for interaction

ORGANISATION

# QLT Online – Blog and Community

<http://uimagine.edu.au/qltonline/>

The screenshot shows the QLT Online website interface. At the top, there's a header with the title "Quality Learning & Teaching - Online" in a white, handwritten-style font over a background image of people. Below the header is a dark navigation bar with links: "About", "Online QLT standards", "Professional learning", and "Community".

The main content area is divided into three columns:

- Left Column (Grey):** Contains a "FOLLOW:" section with social media icons for Twitter and YouTube. Below it is a "GENERAL SEARCH" section with a search bar and the text "To search type and hit enter". Further down is a "CATEGORIES" section with a "Select Category" dropdown menu. At the bottom of this column is a "SEARCH BY STANDARD, FACULTY, STRATEGY OR TECHNOLOGY" section with a list of tags including "assessment", "asynchronous", "iLBS", "blogging", "Captivate", "collaboration", "communication", "Creative", "Commons", "CSU Support Services", "discussion", "board", "email", "eportfolio", "Facebook", "Flickr", "forums", "FoS", "GoogleMaps", "image", "Interact2", "landing page", "links", "navigation", "online meeting", "open education", "resources", "peer-to-peer", "peer assessment", "staff-to-student", and "student".
- Middle Column (White):** Titled "STRATEGIES, TIPS AND EXAMPLES FOR IMPROVING LEARNER ENGAGEMENT". It features three blog posts:
  - KPI9 - LANDING PAGES / QUICK TIPS** (JUNE 13, 2016): "Design approaches to I2 navigation". The post text says: "The navigation menu – content and layout design – is part of the landing/welcome when students enter a subject in Interact 2. Schools and subject coordinators have various approaches to this. Let's..."
  - KPI11 - PEER-TO-PEER** (JUNE 3, 2016): "Discussion forum strategies for student interaction". The post text says: "This post shares some essential and basic strategies for setting up and managing a discussion forum within Interact 2. It builds on the recent post by Judy O'Connell, 'Discussion board structure - ...'"
  - KPI11 - PEER-TO-PEER** (JUNE 1, 2016): "Documenting learning with a CSU Thinkspace".
- Right Column (Grey):** Titled "MORE". It features a "JOIN OUR COMMUNITY!" section with a colorful graphic of people and the text "ONLINE FORUM". Below this is a paragraph: "After logging in, you can access the forums through the 'Community' link in the top menu." At the bottom is a "LOGIN" section with fields for "Username:" and "Password:".

Search by 'category' and 'keyword'

Blog posts advice & tips

Community – login, discuss & share

# Professional development for QLT



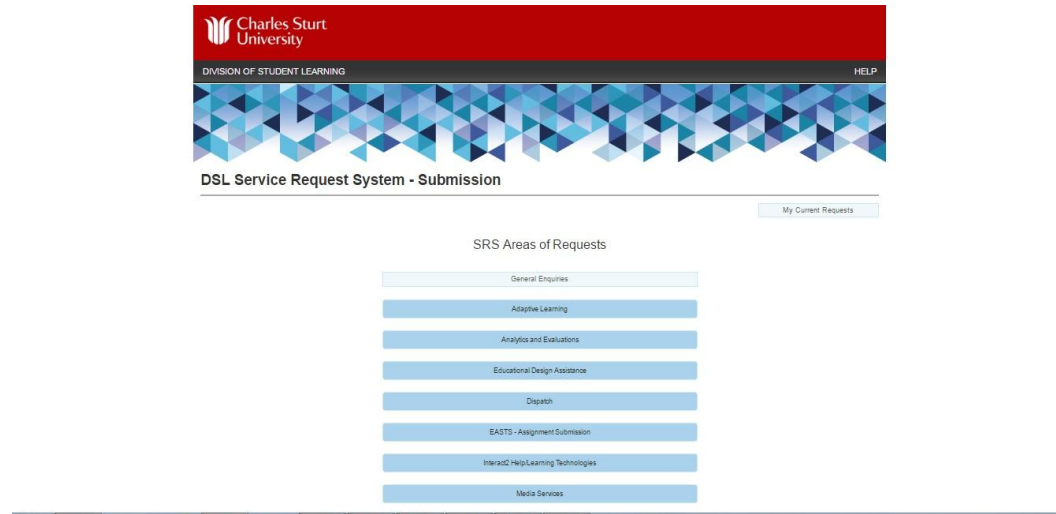
Watch the Faculty of Arts and Education space on the QLT blog!  
<http://uimagine.edu.au/qltonline/professional-learning/faculty-of-arts/>

Book a PD session to support KPI 9, 11 and 12 development across courses and subjects.

Julie Lindsay  
[jlindsay@csu.edu.au](mailto:jlindsay@csu.edu.au)

# Support from Division of Student Learning (DSL)

If you would like support to meet or exceed QLT requirements outside the support offered by the QLT leads the process is that you will submit an SRS to DSL using <https://online.csu.edu.au/de/dewsrsc.sqt?run=TopicRequest>



The screenshot displays the Charles Sturt University Division of Student Learning (DSL) Service Request System (SRS) submission interface. The page features a red header with the university logo and name, and a dark grey navigation bar with 'DIVISION OF STUDENT LEARNING' and 'HELP' links. Below the header is a decorative banner of blue and white triangles. The main content area is titled 'DSL Service Request System - Submission' and includes a 'My Current Requests' button. The 'SRS Areas of Requests' section lists ten categories: General Enquiries, Adaptive Learning, Analysis and Evaluations, Educational Design Assistance, Dispatch, EASTS - Assignment Submission, Interact Help/Learning Technologies, and Media Services.

Charles Sturt University  
DIVISION OF STUDENT LEARNING HELP

DSL Service Request System - Submission

My Current Requests

SRS Areas of Requests

- General Enquiries
- Adaptive Learning
- Analysis and Evaluations
- Educational Design Assistance
- Dispatch
- EASTS - Assignment Submission
- Interact Help/Learning Technologies
- Media Services

Email me  
[jlindsay@csu.edu.au](mailto:jlindsay@csu.edu.au)  
anytime

Feedback form: <https://goo.gl/57YPpL>



KEEP  
CALM  
AND STAY  
IN  
TOUCH!