Checklist
Engaging in Teacher and Social Presence
in an Online Learning Environment

In the online portion of my course, I engage in the following strategies/behaviors to demonstrate teacher presence:

☐ I provide information about myself (that is appropriate) via a mini-biography (written or dynamic) in order to demonstrate that I am a human being, and to create a connection with the students.

☐ I welcome the students, and provide information regarding how the course will unfold.

☐ On a regular basis, I make sure to announce any changes, events, additions to the course etc., using the diverse forms of communication available.

☐ I provide timely and constructive feedback on a regular basis.

☐ I encourage student input, participation and feedback. For example, I ask students what their thoughts are, what they already know on a topic, etc.

☐ I ensure that students are aware of my availability and the means they may use to contact me, as well as provide regular opportunities for one on one communication (e.g. via email, an online conferencing system, etc.). I also offer opportunities for students to meet with me in person.

☐ I participate in and facilitate discussions and other online activities.

In my course, I engage the following strategies/behaviors to encourage social presence:

☐ I invite students to introduce themselves to their classmates and the professor by sharing information through a mini-biography (e.g. career path, interests, hobbies, pictures, etc.).

☐ I provide a virtual meeting space where students can socialize (e.g. online discussion room).

☐ I offer collaborative learning and evaluation activities so that students can interact with others in the course.

☐ I organize synchronous online activities when possible and appropriate.

☐ I call students by their name.

I also try to improve the learning environment, in order to support both Teacher and Social Presence:

☐ I organize my course in a manner that is user-friendly, clear, congruent, and sequential.

☐ I provide clear and concise information and directions.

☐ I provide adequate time for students to complete assignments, and activities, as well as to reflect on what they have learnt and produced.

☐ I offer choices. For example, I provide options for the types of activities and assignments that students can complete.

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