

INDEX

A

Abyss Museum of Ocean Science, 101
Access Wisconsin, 100
Alcañiz, M., 9, 20
Anderson, T., 5, 8, 11, 20
Announcements, 67–69; final course, 81;
sample end-of-course, 80; sample
script for, 67–68; sample Twitter, 69
Arbaugh, J. B., 7
Archer, W., 5, 8, 11
Argyle, M., 18
Assessing the Online Learner (Palloff and
Pratt), 118
Assignments, feedback on, 71
Asynchronous, definition of, 113
Avatar, 16, 99, 125; definition of, 113
Avatar (film), 19
Avons, S. E., 5, 15, 18

B

Baldor, M. J., 77
Bañoa, R., 9, 20
Being there, feeling of, 1, 3, 5, 7, 12, 20,
23
Being There for the Online Learner
model, 14, 21–24; implementing,

23–24; instructional design
framework, based on, 26–42;
understanding, 22–23
Being together, feeling of, 1, 3, 5, 7,
12, 23
Berg, R., 120
Biocca, F., 2, 3, 8
Biographical sharing, 58–60;
form, 59
Blau, I., 5
Blog, definition of, 113
Blogspot.com, 99, 101, 102, 104
Bloom, B., 10
Boetcher, J., 119
Botella, C., 9, 20
Bower, B., 117
Brookfield, S. D., 86
Burgess, K. R., 70
Burgoon, J., 2, 3, 8

C

Camp Darfur, 101
Case studies, 76
Caspi, A., 5
Christie, B., 8
CmapTools software program, 74

- Cognitive presence, 8, 11; definition of, 113
- Collaborating Online: Learning Together in Community* (Palloff and Pratt), 120
- Collaborative activities, 75–76
- Comeaux, P., 119
- Communication and Collaboration in the Online Classroom* (Comeaux), 119
- Communication log, 85
- Community of Inquiry Model (Garrison, Anderson, and Archer), 11
- Community of Learning and Inquiry model (Garrison, Anderson, and Archer), 8
- Conceição, S.C.O., 72, 77, 99, 117
- Conceição-Runlee, S., 14, 28, 76, 120
- Concept map, 74; definition of, 113
- Conquering the Content* (Smith), 118
- Conrad, R., 117, 119
- Content, type and focus of, 26–27
- Coombs, N., 70
- Cooperative activities, 73–75
- Course activities, 77–78
- Creating Web-Based Training course as team (activity case sample 3): activity description for, 104–105; activity tasks for, 105; approaches to knowing if presence was there in, 108; determinants of presence for, 107; and end-of-online-course evaluation activity, 106–107; how presence was experienced in, 107–108; and learner engagement in team project discussions, 108; and learning management system user progress report, 108; and self- and team evaluation at end of course, 108–109
- Creative writing course, 34–35
- Cunningham, C., 70
- ## D
- de Ridder, H., 5, 15, 18
- Deaf learners, 70
- Dean, J., 18
- Debates, 75
- Debriefing, end of course, 83–84; learner involvement in, 86
- Desnoyers, C. A., 77
- Digital storytelling, 76
- Dimensions of the learner, 20–21; definition of, 114
- Ditton, T., 8, 9
- Donaldson, J. A., 117
- Drop box, definition of, 114
- ## E
- Electronic office hours, 69–70
- Electronic portfolio, 114; feedback (e-portfolio), 71–72
- Emotional intelligence, 20, 21
- Emotional presence, 9, 114
- Enactive perceptual process, 7, 20
- End-of-course communication, 78–79
- End-of-course evaluation activity, 106–107; and design document, 106; and team project evaluation, 107; and WBT final project, 106
- Engaging the Online Learner: Activities and Resources for Creative Instruction* (Conrad and Donaldson), 117
- Environmental experience, 17–18
- Evaluation, final course, 86–87; and approaches for gathering information on sense of presence,

- 89; and end-of-course evaluation activity, 106–107; and questions to ask for determining presence, 90–92; and team project evaluation, 107; using information gathered from, 88–93
- Experience, types of: environmental, 17–18; objective, 15–16; social, 16–17; subjective, 15
- ## F
- Facebook, 70
- Feedback: e-portfolio, 71–72; instructor, 83; self- and peer, 81, 82
- Finkelstein, J. E., 119
- Fishbowl activity, 75
- Formative evaluation, 114
- Freeman, J., 5, 15, 18
- From Distance Education to e-Learning: Lessons along the Way* (Bower and Hardy), 117
- ## G
- Garrison, D. R., 5, 7, 8, 11, 20
- Genome Island, 100
- Getting to know you and your course (activity case sample 1), 95–99; approaches to knowing if presence was “there,” 98; description, 95–96; determinants of presence for, 98; how presence was experienced in, 97–99; and introduction of self to “Getting to Know You” forum, 96; and learner engagement in discussion, 98; and learners and instructor engagement in non-content related areas, 98–99; and learning management system user progress report, 98; and reviewing course content, 96–97; and “Sharing Almost Everything” forum, 97; tasks, 96–97
- Getting-to-Know-You Survey, 48, 54, 56–58
- Getting-to-know-your-group or -team activity, 62–64
- Glowacki-Dudka, M., 14, 120
- Goleman, D., 21
- Group discussions, 75; learner involvement in, 86
- Gunawardena, C. N., 5, 6
- ## H
- Hanna, D., 14, 120
- Hardy, K., 117
- Hargreaves, A., 16
- Harms, C., 2, 3, 8
- Hawkins, R. P., 16–17
- History of philosophy course, 32
- ## I
- Ice-breakers, 60–62
- Ijsselsteijn, W. A., 5, 15, 18
- Immersion, 19
- Individual data sheet, 68; sample, 55
- Information Access and Adaptive Technology* (Cunningham and Coombs), 70
- Inspiration® software program, 74
- Instructional presence, 72–73
- Instructor: and instructor-led activities, 66–67; presence of, 11; role of, 27–28; support, mentoring, and tutoring activities for, 70–71
- Interactive strategies, 27
- International Spaceflight Museum, 101
- Involvement, 19

K

Kehrwald, B. A., 5
Kort, B., 21
Krathwohl, D., 10

L

Learning experience, format of, 27
Learning in Real Time (Finkelstein), 119
Learning management system (LMS), 29, 44, 85; definition of, 114; user progress report, 108
LeDoux, J., 21
Lehman, R. M., 6, 7, 26, 120
Linden Lab, 115
Logical and instructional activities, 72–73
Logistical forum of group interactions, 85
Logistical presence, 72, 114
Lombard, M., 8, 9
Lurkers, 114

M

Making Sense of Online Learning (Shank and Sitzte), 118
Masia, B., 10
Massachusetts Institute of Technology (MIT) Learning Companion project, 21
Mayer, J. D., 20
McIsaac, M., 5
Memorial University Distance Education and Learning Technologies, 100
Mentoring, 70–71
Munro, J. S., 3, 26
Museum of Distance Education, 100
MySpace, 70

N

National Oceanic and Atmospheric Administration (NOAA) Virtual Island, 100
Netiquette rules, 40, 53–54
New Media Consortium (NMC) Conference Center, 100
Noe, A., 7, 20
Nonmediation, illusion of, 18
Nutrition Game, 101

O

Objective experience, 15–16
Olgren, C., 26
147 Practical Tips for Synchronous and Blended Technology Teaching and Learning (Lehman and Berg), 120
147 Practical Tips for Teaching Online Groups (Hanna, Glowacki-Dudka, and Conceição-Runlee), 120
One-way instructor content presentation activities, 73
One-way learner sharing of course materials, 74
Online course, instructional design framework for: and course design task and timeline for existing course, 38; and creating online course, 37–38; determinants of presence in, 26–30; and getting learners “there” for online course, 40–41; and getting self “there” for online course, 37–40; and incorporating sense of presence in online course, 38–40; training for, 37; understanding, 30–31; using, 32–36
Online course design (Appendix 2), 119–120
Online environment, 114
Online group or team activities: facilitating, 63–64

Online Teaching Survival Guide
(Boettcher and Conrad), 119
Orientation activities, learner
participation in, 85

P

Palloff, R., x, 2, 8, 118, 120 Paper
critique activity, 79–81
Penn State University World
Campus, 100
Perceptual presence, 7, 114
Perceptual systems approach, 6, 11, 110
Picard, R., 21
Pingree, S., 16–17
Pratt, K., x, 2, 8, 118, 120
Presence, activities that create sense of:
case examples of, 95–111; before
course begins, 45–64; at end of course,
77–84; and how to know if presence is
realized, 84–93; during online course,
65–77; overview of, 43–45
Presence, determinants of: defining, 113;
examples of, for three online courses,
33; and format of learning experience,
27; and interactive strategies, 27; and
kinds of support provided, 29–30;
and role of instructor, 27; and type
and focus of content, 26–27; and type
of technology, 29; for use at end of
course, 77, 78; for use before course
begins, 45, 46; for use during course,
65–66
Presence, experience of, 13–24;
environmental, 17–18; objective,
15–16; social, 16–17; subjective, 15;
and type of experience, 15–18
Presence, modes of, 18–20; defining, 114;
and immersion, 19; and involvement,
19; and realism, 18; and suspension of
disbelief, 19–20

Presence, sense of: creating, 3–4; creating
syllabus with, 109; and creation of
online learning community, 11–12;
defining, 3, 115; emotional aspect of,
9–10; *versus* engagement, 4;
importance of understanding, 2–3;
look and feel of, 3–4; and online
environment design, 10; and online
interactions among participants,
10–11; psychological aspect of, 8–9; as
result of perceptual process, 6–7; role
of, in online environment, 1–12;
social aspect of, 8; understanding,
7–12; what is known about, 4–6
Presence, sense of, in online
environment, 25–41; and creative
writing course, 34–35; determinants
of presence for, 26–30; and examples
of determinants of presence for three
online courses, 33; and framework for
designing online courses with sense of
presence, 30–36; future of, 109–111;
and getting self “there” for online
course, 37–40; and history of
philosophy course, 32; and making
presence happen in online course, 36;
and technical project management
course, 35–36; using framework for,
32–36

R

Realism, 18
Reilly, T., 21
Rey, B., 9, 20

S

Salovey, P., 20
Scavenger hunt activity, 46–54; definition
of, 115; sample, 48–54
Schmidt, S. W., 72, 99

Science Friday, 100
Second Life®, 16, 19, 70, 76–77;
description of, 115
Second Life® participation and blogging
(activity case sample 2): approaches
to knowing presence was “there” in,
103–104; description of, 99;
determinants of presence for, 103;
evaluating, 102; getting started in,
99–100; how presence was
experienced in, 103; mid-course
feedback for, 104; and participating in
conference, workshop, or group,
101–102; resources for, 102; sharing
resources in, 101; synchronous
meetings in, 104; tasks, 99–102;
transcripts of postings in, 104; and
visiting sites and looking for
resources, 100–101
Shank, P., 118
Sheridan, T., 17
Shih, L. F., 6
Short, J., 8
Sitze, A., 118
Skype, 16, 44, 69–70
Sluyter, D., 20
Smith, R., 118
Social experience, 16–17
Social presence, 3, 11, 115
Special needs learners, 70
Stein, S., 20
Stoner, M., 2, 3, 8
Subjective experience, 15
Summative evaluation, 115
Support, 29–30
Suspension of disbelief, 19–20
Swan, K., 6
Syllabus: creating, with sense of presence,
109; sample, 121–132
Synchronous, definition of, 115

T

Teaching presence, 115
*Teaching Strategies in the Online
Environment* (Conceição), 117
Technical project management course,
35–36
Technology, types of, 29
Telepresence, 3
Thorndike, R. L., 20
Training resources (Appendix 1),
117–118
Tsunami Demonstration, 100
Tu, C., 5
Tutoring, 70–71
Twitter, 69, 70, 76

U

Using Wikis for Online Collaboration
(West and West), 120

V

Virtual, 9
Virtual Hallucinations, 101
Virtual Learner (Palloff and Pratt), 118
Virtual License Plate, 60
Virtual space, 9, 115
Virtual team projects, 76–77
Virtual world, 9, 115

W

WBT. *See* Web-Based Training course
(WBT)
Web-Based Training course (WBT),
104–109; final project, 106
Weinstein, E. A., 20
Welcome letter activity, 45–46; and
sample online course welcome
letter, 47
West, J. A., 120
West, M. L., 120

What Do You Like activity, 60, 61–62
Where in the World Are You activity,
60, 61
Whole-group discussion, 82–83
Wikis, 76
Williams, E., 8

Y
YouTube, 99

Z
Zittle, F., 5

