

# Within and Across: Cultivating a Culture of Presence in an Asynchronous Online Program

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## The Context

### Our Program

Asynchronous Master's Program for Teachers

5 Course Sequence w/ Culminating Action Research Project

Lots of Students, Sections, Adjuncts

## A. Collaborative Design and Continuous Improvement

### Example 1: Collaborative Backwards Design of Courses

**Module 1: What are My Professional Interests and How Can I Critically Think about Them as a Teacher-Researcher?**

**Module 2: What Are Literature Reviews and Why Do I Even Need One?**

**Module 3: How Do I Find What I'm Looking For and How Do I Keep Track of It All?**

**Module 4: How Do I Know If a Source or a Claim is Credible?**

**Module 5: How Can I Synthesize So Much Information?**

### Example 2: Cross-Course Student Survey about Presence

<b>Teaching</b>	<ul style="list-style-type: none"> <li>The instructor helped keep course participants engaged and participating in productive dialogue.</li> <li>The instructor provided feedback in a timely fashion.</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>I was able to form distinct impressions of some course participants.</li> <li>Online discussions helped me develop a sense of collaboration.</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>Course activities piqued my curiosity.</li> <li>I can apply knowledge created in this course to my work or other non-class related activity.</li> </ul>



## B. Threaded Learning Tools

### Example 1: Research Journal

**RESEARCH JOURNAL**

Table of Contents

EDRS 502 Journal Entries

EDRS 510's (Readings Journal) Journal Entries

EDRS 502 Journal Entry 1

EDRS 502 Journal Entry 2

EDRS 502 Journal Entry 3

EDRS 502 Journal Entry 4

EDRS 502 Journal Entry 5

EDRS 502 Journal Entry 6

EDRS 502 Journal Entry 7

EDRS 502 Journal Entry 8

### Example 2: Culminating Program Performance Assessment

SHARON WALKER SCHOOL OF EDUCATION  
Spring 2022 Action Research Conference

Wednesday, April 27  
4:00 pm - 5:00 pm

- ❖ The Impact of Technology on Student Self-Efficacy in the Secondary Mathematics Classroom \_\_\_\_\_ Student A
- ❖ The Impact of a Sight Word Intervention on Student Fluency Performance and Engagement \_\_\_\_\_ Student B
- ❖ Understanding How Positive Student/Teacher Relationships Affect Classroom Engagement \_\_\_\_\_ Student C
- ❖ Social and Emotional Learning Impacts \_\_\_\_\_ Student D

## The Concept

### Online Presence

Teaching

Social

Cognitive

## C. Faculty Development and Mentoring

### Example 1: Instructor Notes

Topic:	Notes:
Writing Center Submission	A. Students are submitting their draft Application Assignment 1's to the Writing Center. After they have received and integrated feedback from the WC they will submit...
3.1 - Quant. vs. Qual.	A. The hardest part of this assignment for students is usually Part 2: Assumptions behind Research Paradigms. We want to cultivate the idea that...
3.2 - Problem Statements	A. There is an exercise in 3.2 where they dissect an existing problem statement and there is an "answer key" for this assignment because it is more...
What's New in Module 3	A. For the veterans in the group... this entire module used to be one half of a module so we've stretched it out to allow more time for processing both...
When Responding to Module 2 Student Work	A. If you aren't seeing substance give a "0/Does Not Meet Expectations" for the Contributions to the Learning Community piece and give them a...

### Example 2: Student Work Sample Review Activity

