



Designing Social Presence in an Online MIS Course:

Constructing Collaborative Knowledge with Google+ Community

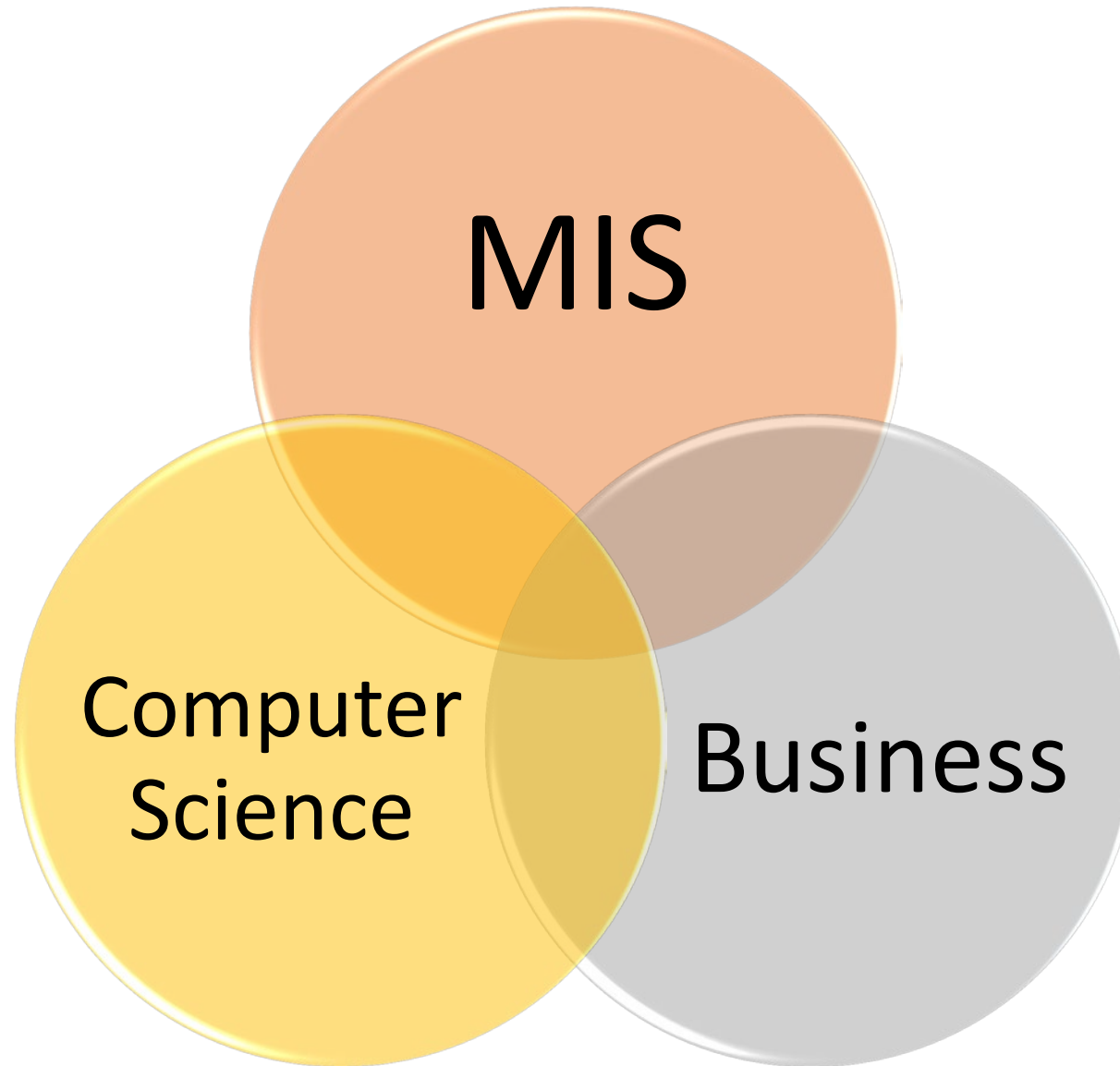
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Technology, Colleges and Community (TCC) Conference
March 18, 2015 8 am Track B Online

Designing & Delivering an Online Course

– Context –

- New instructor tasked to put a Management Information Systems (MIS) course online
- Two sections of MIS course; 60 students
- Some students are participating from neighbor islands
- Only three months to develop and deliver
- Available tools – Laulima CMS, basically no tech support except Laulima support, no funding support



Management Information Systems (MIS)

Online Course

- MIS course is a 3 credit required subject for all business majors.
- To prepare students to successfully participate in IT-enabled, rapidly changing business environments.
- To give an overview of how information systems are deployed in business at all levels of an organization.
- Textbook topics (Gallaughier, 2013): basic business concepts, software, hardware, Cloud computing, databases, business intelligence, telecom & security and company specific chapters (Netflix, Amazon, Facebook, and Google)

If you were this instructor ...
What would you do? Where would you start?

Write your thoughts in the left side window of Blackboard Collaborate.
You have 30 seconds to respond. Thank you.



Learning Design & Technology at UH Manoa

Luckily the instructor had past online experience and several ETEC/LTEC courses under her belt.



Online Teaching & Learning Good Practices

- a sense of community and a sense of belonging
- Solid content and resources
- Relevance to the learner's life
- Scaffolding exercises
- Collaborative learning
- A safe learning space
- Social and meaningful interactions

Online Community of Inquiry (Col) Framework

Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2). 87–105.

“Learning occurs within the Community [of Inquiry] through the interaction of three core elements” (p. 88): cognitive presence, social presence, and teaching presence.

The community of inquiry model is essential for deep and meaningful educational experiences.

Cognitive Presence in Col

Cognitive presence is the extent to which the participants in the Col are able to *construct meaning through sustained communication and reflection*.

This is an important element in critical thinking, and what educational institutions often present as one of the goals of education. Learners' reflections on their learning process are part of this element.

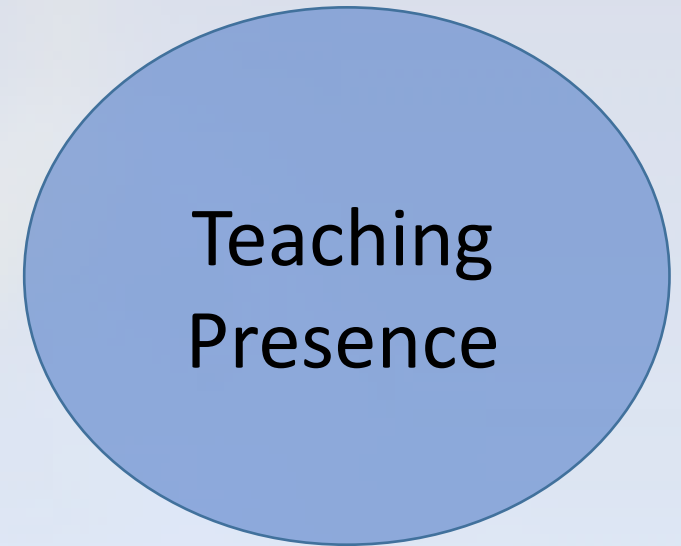


Cognitive
Presence

Teaching Presence in Col

Two functions of teaching presence are the design of the educational experience and the facilitation of collaborative inquiry.

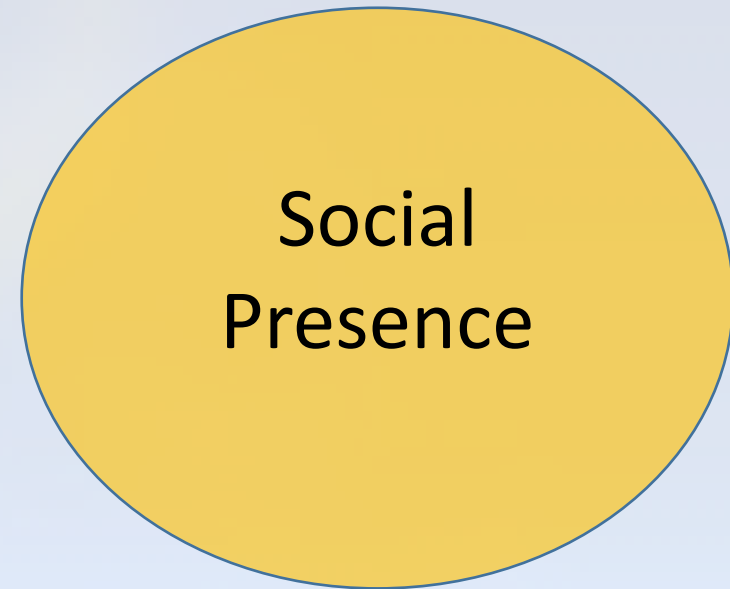
The design of the educational experience involves the selection, organization, and presentation of the materials, development of learning activities, and assessment. The facilitation is primarily done by the instructor in a traditional learning space; however, this responsibility may be shared by participating students.



Social Presence in Col

Social presence concerns how much participants in the Col can project and present themselves as “real people” and develop personal and affective relationships.

Garrison et al. (1999, p. 99) identified three categories of social presence: *emotional expression*, *open communication*, and *group cohesion*. The three categories are closely related to learners' task motivation and persistence.



Community of Inquiry Framework

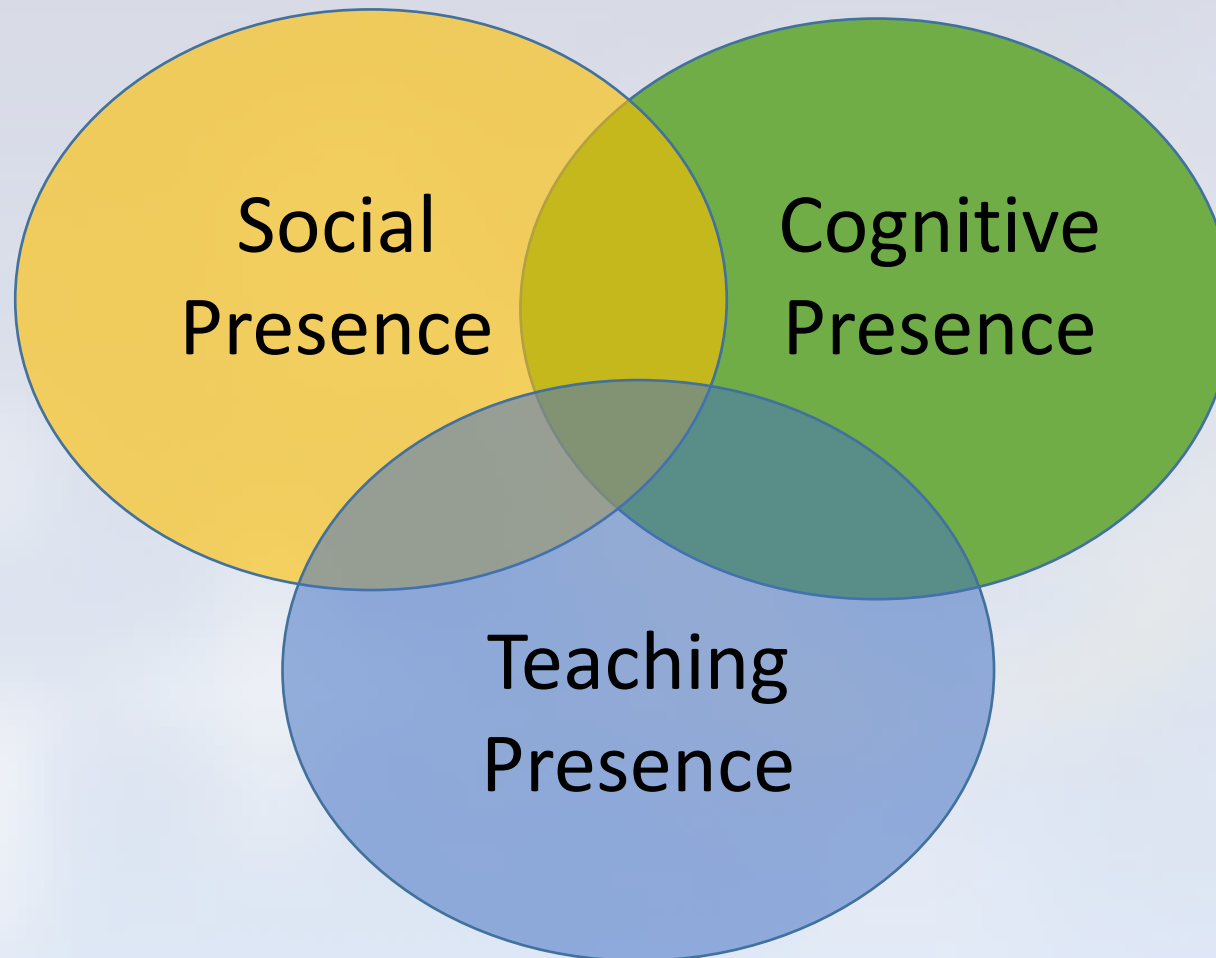




Figure 1. Elements of an Educational Experience (Garrison et al., 1999, p. 88).

How can we design strong social presence in an online course?

The task is to create an online learning space that affords:



emotional expression



open communication



group cohesion



Collaboration

The “act of collaboration is an act of shared creation and/or shared discovery” and the difference between collaboration and common information exchange is “the difference between *being deeply involved in a conversation* and lecturing to a group. The words are different, the tone is different, the attitude is different, and the tools are different”

(Schrage, 1995, pp. 4–5, cited by Garrison et al., 1999, p. 95; italics mine).



Designing an Online Course

Community of Inquiry (CoI) Theory in Mind

Course Grading Components

- Tech hands-on website creation (5%)
- Tech hands-on Excel practice (15%)
- Reflection blogs (apply biz concept in personal context) (25%)
- Unit tests (25%)
- Discussions (15%)
- Collaborative group project (biz case study) (15%)

(100%)

- Textbook (Gallaughier, 2013)
- Lecture videos

Designing an Online Course Community of Inquiry (CoI) Theory in Mind

Course Components

- **Tech Hands-on website creation (Weebly)**
- Tech Hands-on Excel practice
- Reflection Blogs (apply biz concept in personal context)
- Unit Tests
- **Discussions**
- Collaborative Group Project (biz case study)

Designing an Online Course Community of Inquiry (CoI) Theory in Mind

Course Components

- **Tech Hands-on website creation (Weebly)**

- Tech Hands-on Excel practice

- Reflection Blogs (apply b

- Unit Tests

- **Discussions**

- Collaborative Group Proj





What is Google + Community?

- Google's social networking site similar to Facebook
- Launched by Google, Inc. as an invitation-only service on June 28, 2011
- The second-largest social networking site in the world; 300 million active daily users.
- Why Google+ not Facebook?
- Privacy concerns – my previous study showed that students are concerned about their privacy in the use of SNS in classroom (Hitosugi 2011)
- Google+ restricted users from adopting fake names until July 2014.

Invite-Only Google+ Community

- The Google+ site for the MIS course was made an invitation-only private community. Only the instructor and students could become members.

What kind of community are you making?

Public

Your community will be open to the world

Private

What do you want to call it?

Can people search for your community?

No, hide it from searches ▾

[Learn more about privacy](#)

[Cancel](#) [Create community](#)

..._F14...

Notifications on



Private 29 members

Search community

All posts

Announcement

Questions?

Discussion 5 (11/12-19)

Thoughts from Lecture Video

On Reflection Blog

Group Project

Self Intro Website Links

Discussion 1 (9/4-11)

Discussion 2 (9/17-24)

Discussion 3 (10/8-15)

Discussion 4 (10/23-30)

Events

Share what's new...



Text



Photos



Link



Video



Event



Poll



Claire Hitosugi OWNER

Group Project - Nov 23, 2014

Team: ... This is a little friendly reminder that your group project video is due tonight. Thank you.

+1

Add a comment...



Discussion 5 (11/12-19) - Nov 23, 2014

I still remember the day I signed up for a Facebook account. It was in April 2008 and back then Facebook wasn't as popular as it is today. A friend in the Philippines introduced it to me. I use Facebook to keep in touch with friends and families around the world. I really think that Facebook is a great way to

Read more (19 lines)

+1



Claire Hitosugi OWNER Nov 25, 2014

... Thanks for sharing your sort of love & hate relationship with Facebook. I believe many people are. Thanks!

Add a comment...



Discussion 5 (11/12-19) - Nov 19, 2014

#Instagram



Group Project - Nov 24, 2014

#Google

Hi everyone,
This is our Google Part 2 video by the Business Buds

BUSA 345 Google Part 2

IP Addresses and Geotargeting

Geotargeting: Occurs when computer systems identify a user's physical location for the purpose of delivering tailored ads or content (**geolocation**)

- Google AdWords has the option to specify to whom ads appear based on location
 - Can draw custom ad-targeting regions on a map
- Based on **IP address**: Every device connected to the internet has a unique IP address assigned by an organization
 - IP address changes depending where you connect to internet
 - Not completely accurate
- Proxy servers**: 3rd party computers that pass traffic to and from a specific address without revealing the address of the connected user

+1



Claire Hitosugi OWNER Nov 24, 2014

Thank you, ...! Awesome! Good Job! Please send me your PDF of this slides. Mahalo!

Add a comment...



On Reflection Blog - Nov 21, 2014

#Blogging

I'm a little bit behind on the reflection blog but I'd like to share "Collaborative-filtering"

Reflection Blog

+1

Add a comment...

About this community

Invite people

This community was created for students of ... This site is private.



University of Hawai'i - West O'ahu



Group Project - Nov 24, 2014

Hello everyone,
Here's Google Part 1 by Team: ...
<http://youtu.be/...>

+1

3 comments



Claire Hitosugi OWNER Nov 24, 2014

Thank you so much for your hard work! Sorry I could not get to this un now.

Add a comment...



Discussion 5 (11/12-19) - Nov 20, 2014

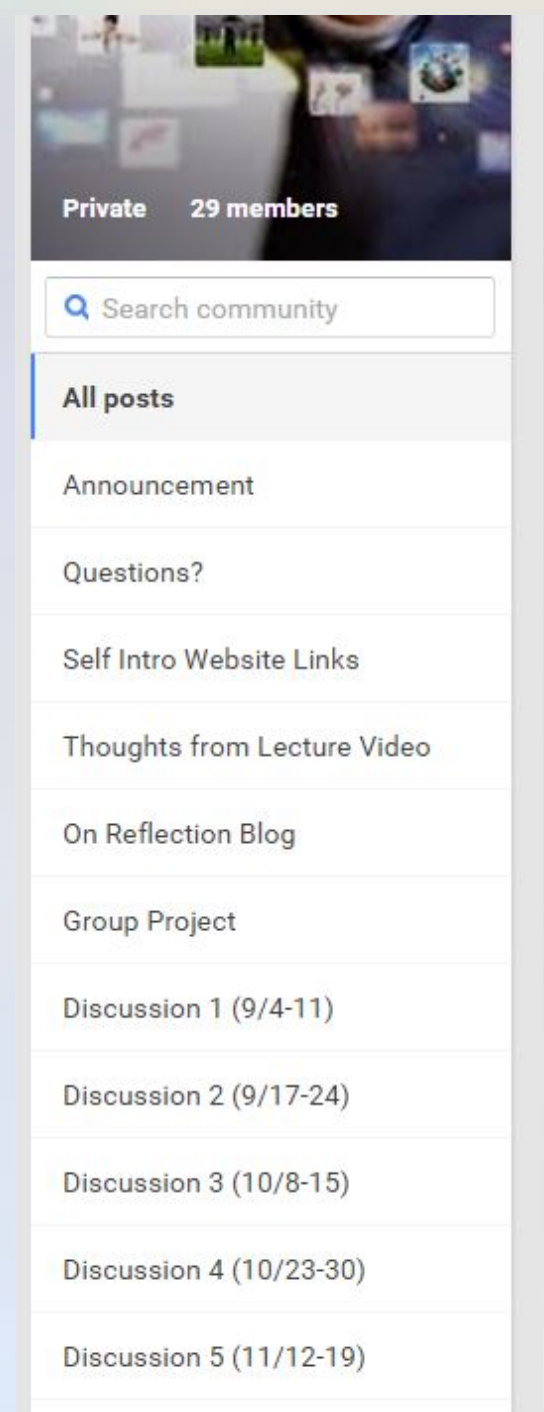
How do you use Facebook/social media?
As for me i don't use facebook. I used to be signed up a few years ago who kind of started with people in Hawai'i it was getting to be really popular. I noticed that it was a site that created a lot of drama and people i feel were

Read more (30 lines)

+1

The Roles of Google+ in MIS Class

- Self-Introduction Website Links
- Five Discussions (Prompt: Youtube and guiding questions)
- Group Project Communication Platform
- Announcements & Questions
- Thoughts from Lecture Video (Food for Thought)



Results

- 62 students registered for the course; 60 students completed the website creation assignment in the first two weeks; 57 successfully completed the course.
→ High retention rate (92%)
- For many students, the first time creating a website, or using Google+
- Students posted 655 discussion comments on Google+ over the 15-week semester, which means that every student posted about eleven or twelve comments.
- Sharing knowledge and constructing new knowledge through discussions, i.e., RFID use, Facebook use

- Rich blog posts
- Meaningful discussions
- Evidence of emotional connections, group cohesion and open communication
- End-of-the-semester student evaluations (eCafe): Positive comments overall

Students' mid-semester responses to:
Q: "So far what I enjoyed most in this class was..."



Students' responses in mid-semester to:
Q: "So far what I enjoyed most in this class was..."



“My overall evaluation of this course is...”



Students' response to the question (eCafe)::
“My overall evaluation of this course is...”



Students' response in mid-semester to:
Q: "So far what I enjoyed least in this class was..."



Students' response in mid-semester to:
Q: "So far what I enjoyed least in this class was..."



Testimonial from Student Evaluation eCafe

“I really enjoyed the use of Google+, Weebly, and the online course website. The course website made it so easy to access the information I needed pertaining to our course assignments, group project and all other information on the class.

I wish all teachers would create something like this; especially for online courses! I also love that I am now more familiar with Google+ and Weebly, they're both such useful apps.”

Discussion & Conclusion

- The course successfully demonstrated how an MIS course can be designed and delivered online based on the Col model.
- Google+ SNS can be effectively used to promote the students' social presence in an online learning environment.
- Students' websites, where they wrote about themselves and posted blogs, had *synergic effects* with Google+ on their social presence.
- Special attention must be paid to students from underserved communities.
- A variety of resources must be provided, including access to the instructor in f2f office hours and by telephone, chat, video-conferencing, and email.

Q&A

Any questions?



Thank you for coming to my session!

