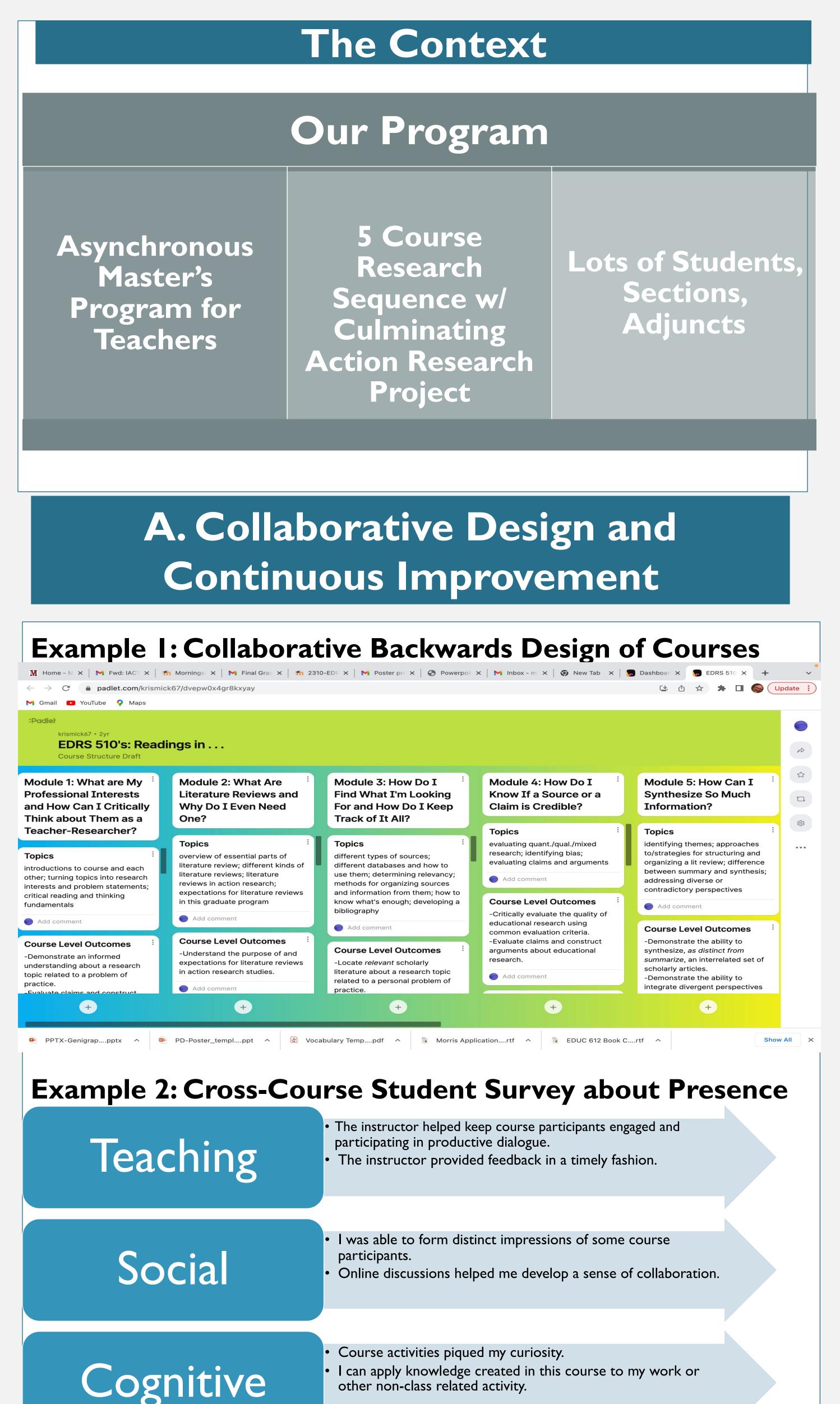
Within and Across: Cultivating a Culture of Presence in an Asynchronous Online Program

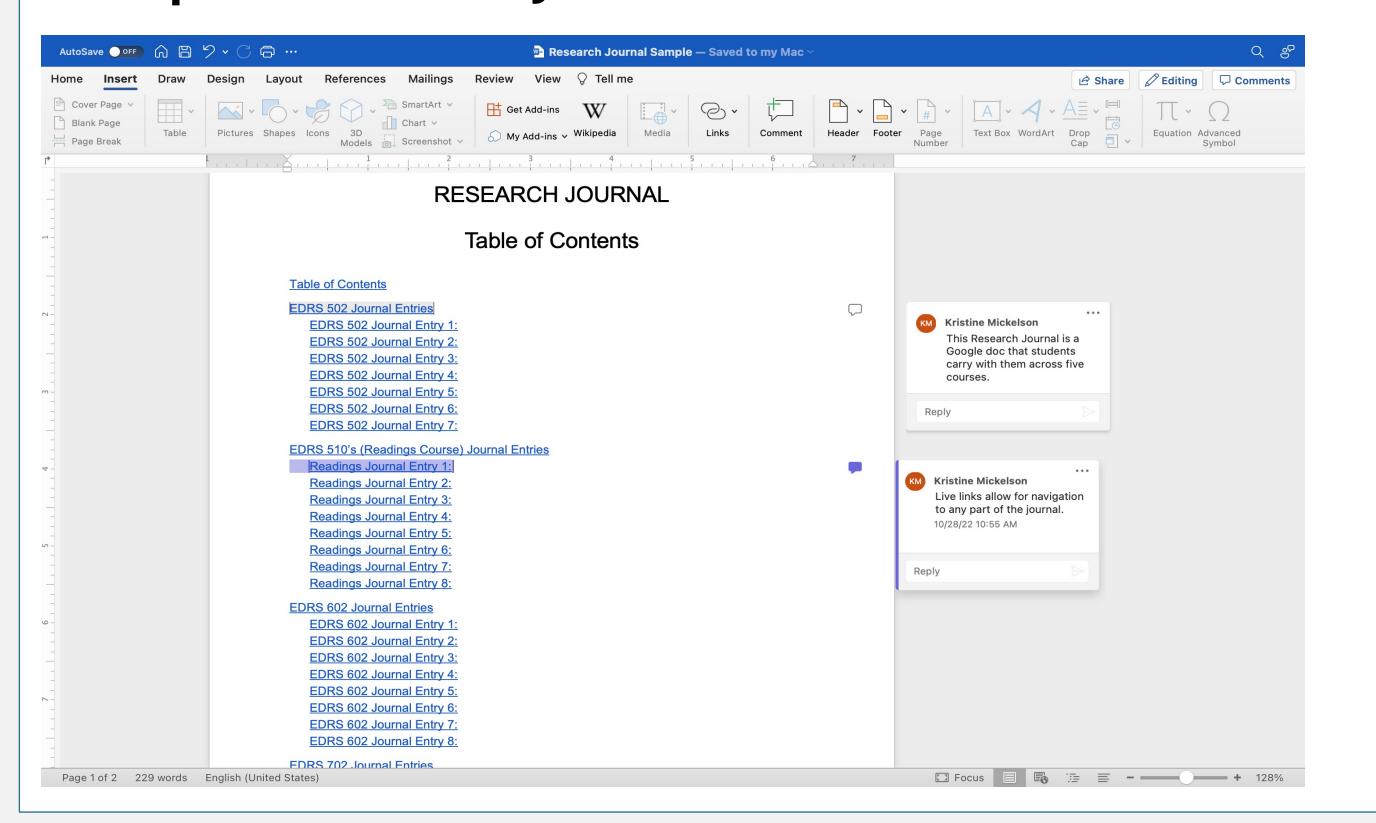
Kris Mickelson, Ph.D. and Kim Christopherson, Ph.D. Sharon Walker School of Education; Morningside University, Sioux City, IA





B. Threaded Learning Tools

Example I: Research Journal



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

- 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 I: Instructor Notes

Topic:	Notes:
Writing Center Submission	A. Students are submitting their draft Application Assignment I'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

Review and plan action

Submit individual feedback

Meet to discuss and plan action