Social presence and cognitive presence in an on-line training program for teachers of Portuguese

RELATION AND PREDICTION

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Navegar no Português

The in-service teacher training program *Navegar no Português* (Sailing in Portuguese) was:

- A nationwide project to improve the scientific, didactic and computer skills of the teachers involved.
- More than 200 teachers, both moderators and trainees, were organized in 11 regional teams.

- Building on the community of inquiry model (Garrison & Anderson, 2003),
- a research to relate social and cognitive presence, to verify on which dimensions of both variables the correlation was more evident & if and how social presence can predict cognitive presence

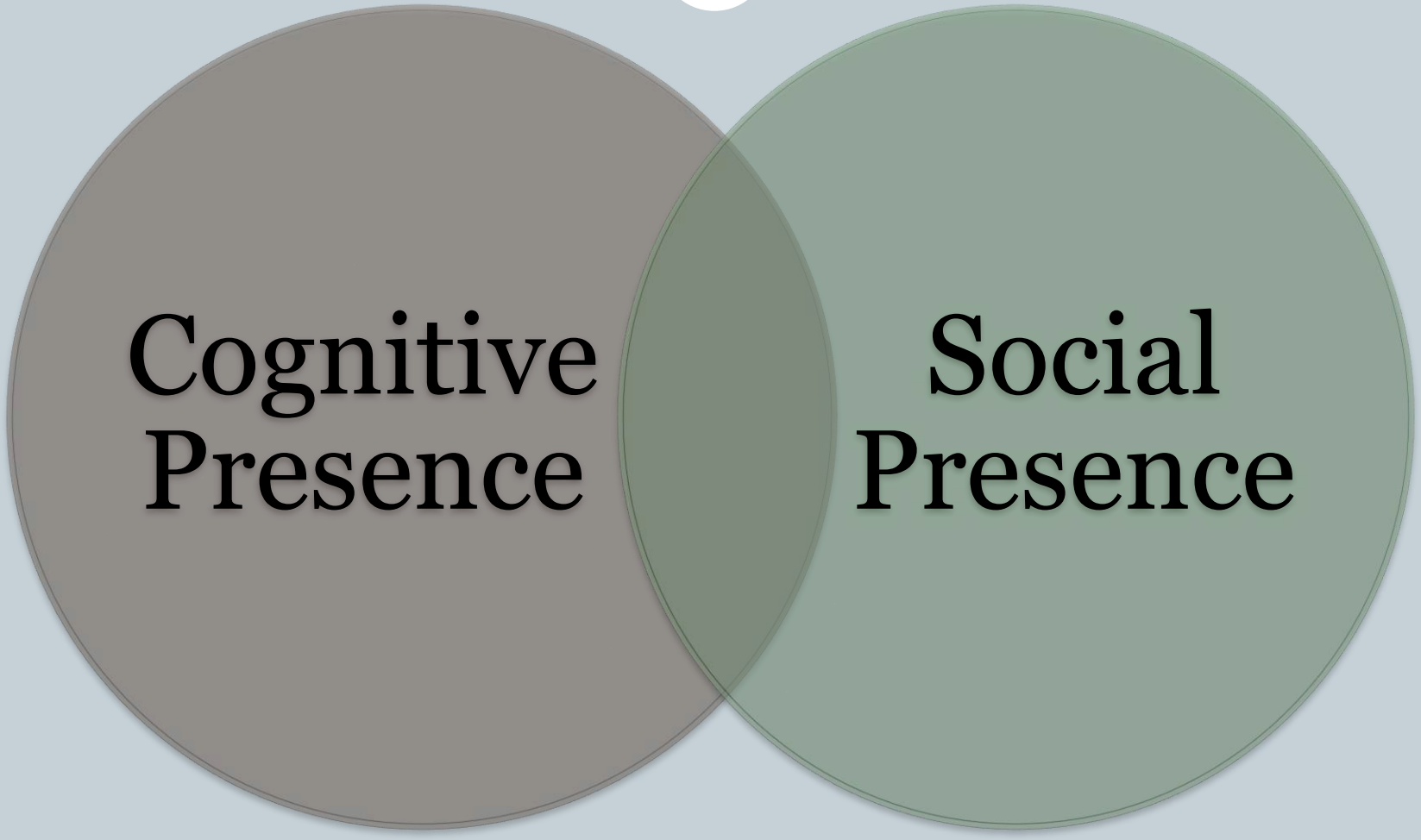
References to the *Presence* construct

- Moore (1989)- Taxonomy of interaction
- Moore (1991) -Theory of transactional distance
- Distance: cognitive & psychological
- 2 clusters: structure & dialogue

Dialogue, Engagement & Sense of community

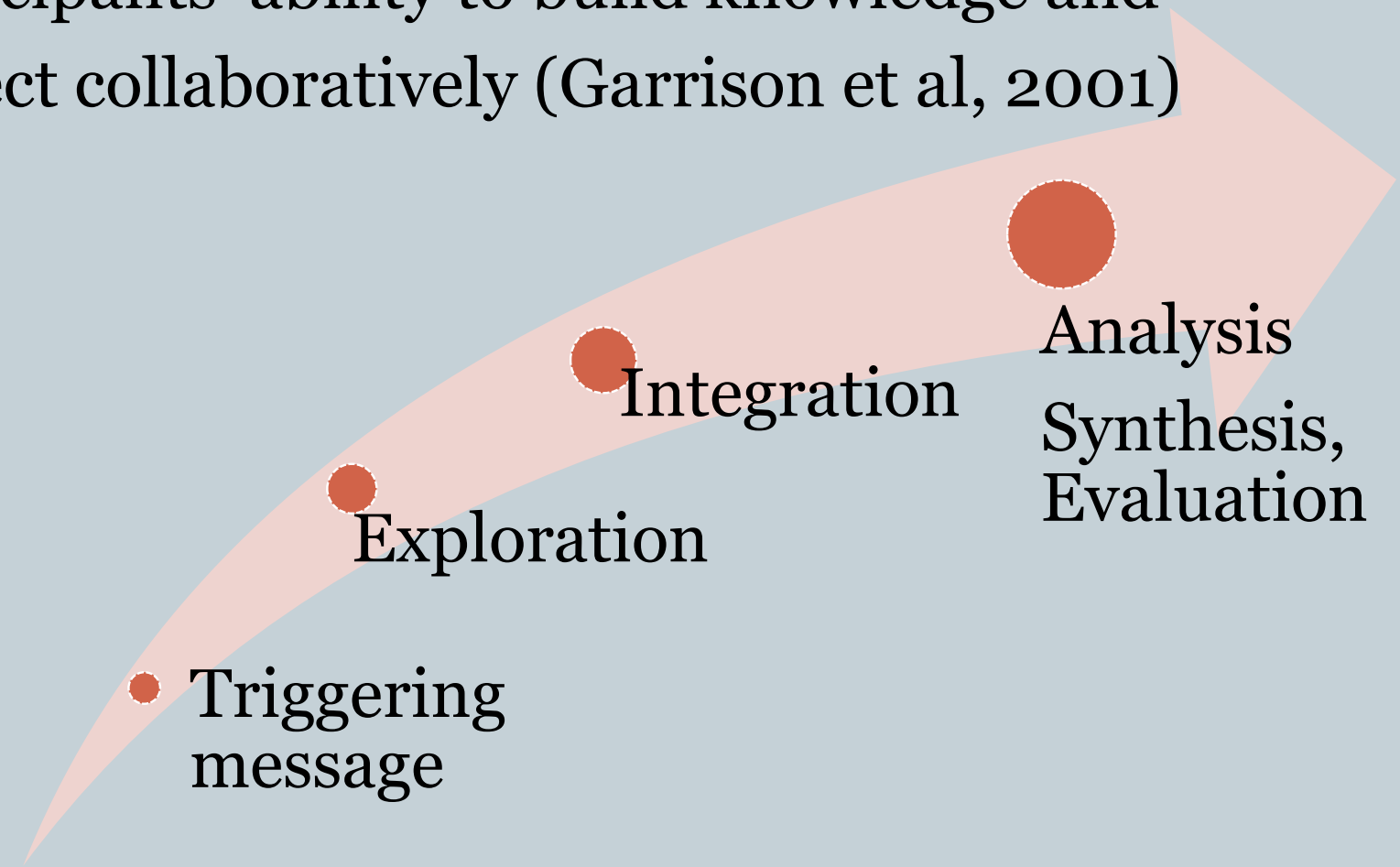
Designing activities based on dialogue, such as forums, encouraging interaction between the tutor and the students and among students has proved to influence positively on students' motivation, sense of community and engagement (Jorge, 2001)

Cognitive and Social Presence: relation



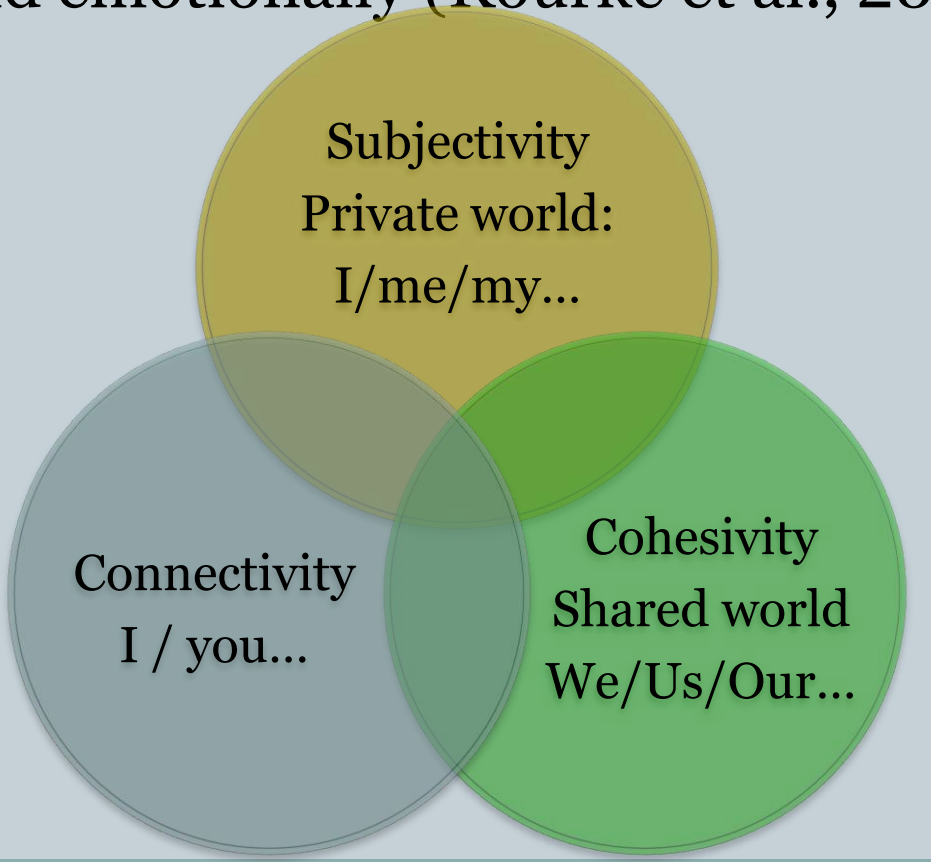
Cognitive Presence

Participants' ability to build knowledge and reflect collaboratively (Garrison et al, 2001)



Social presence

The participants' ability to project themselves both socially and emotionally (Rourke et al., 2001)



Research questions

- Research question 1 (R1): What is the relationship between social presence and cognitive presence?
- Research question 2 (R2): What dimensions of both variables are more related?
- Research question 3 (R3): (How) Can social presence predict cognitive presence?

Method

- Research material: 676 forum's messages with 2512 sentences.
- hybrid nature of communication style: a great amount of sentence-words and sentence segments, exclamations, emoticons, acronyms, punctuation and other expressive strategies.
- Cognitive presence: Unit of analysis: **message.**

  Coding: Two teachers of Philosophy were selected as coders for cognitive presence, since most of this codification often implies much inference.

- Social Presence: Unit of analysis: **sentence**

  Coding: messages were segmented by the researcher and an expert in Linguistics,

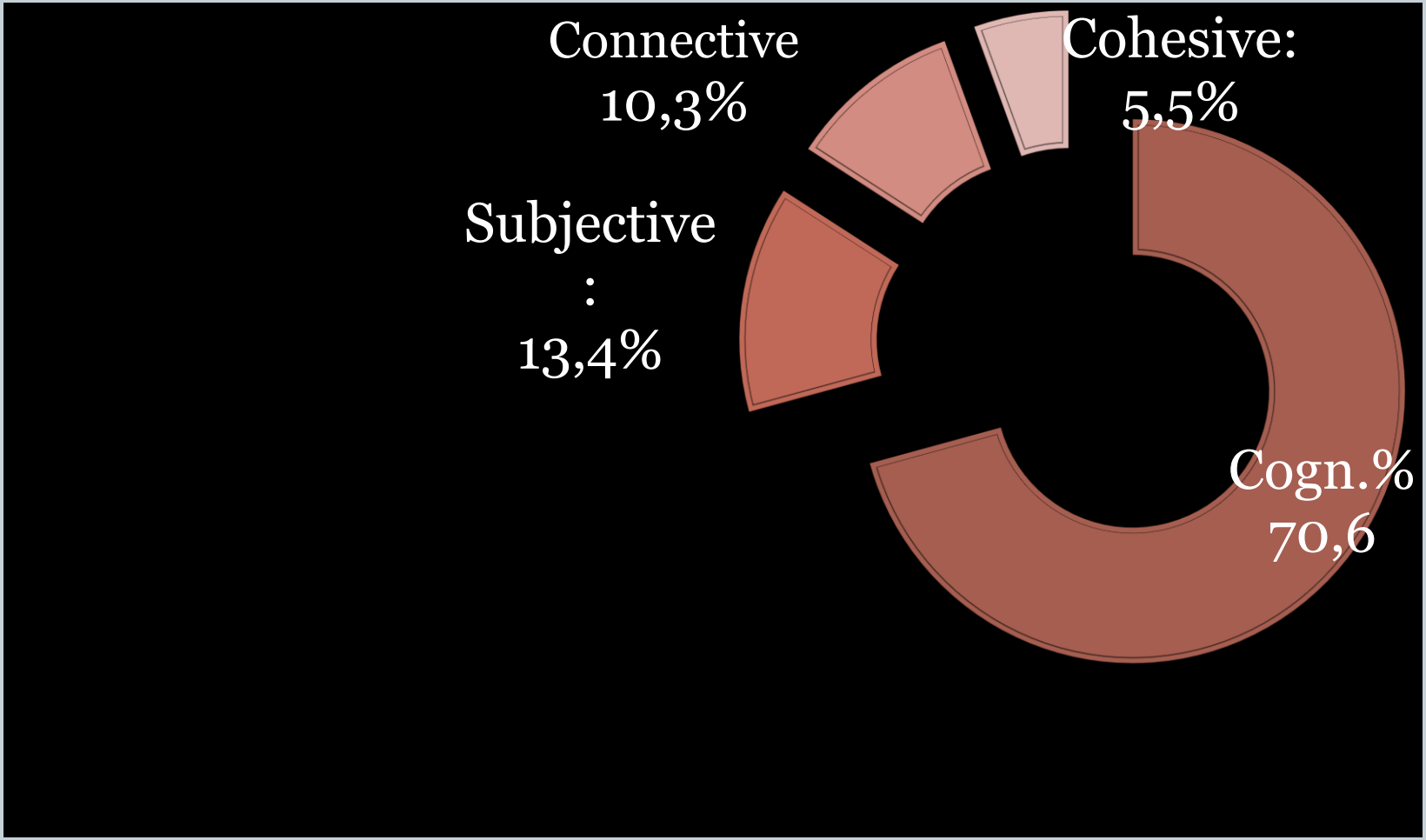
Correlations among dimensions of social and cognitive presence were established, in order to detect if or how social presence is correlated to cognitive presence.

Coding agreement

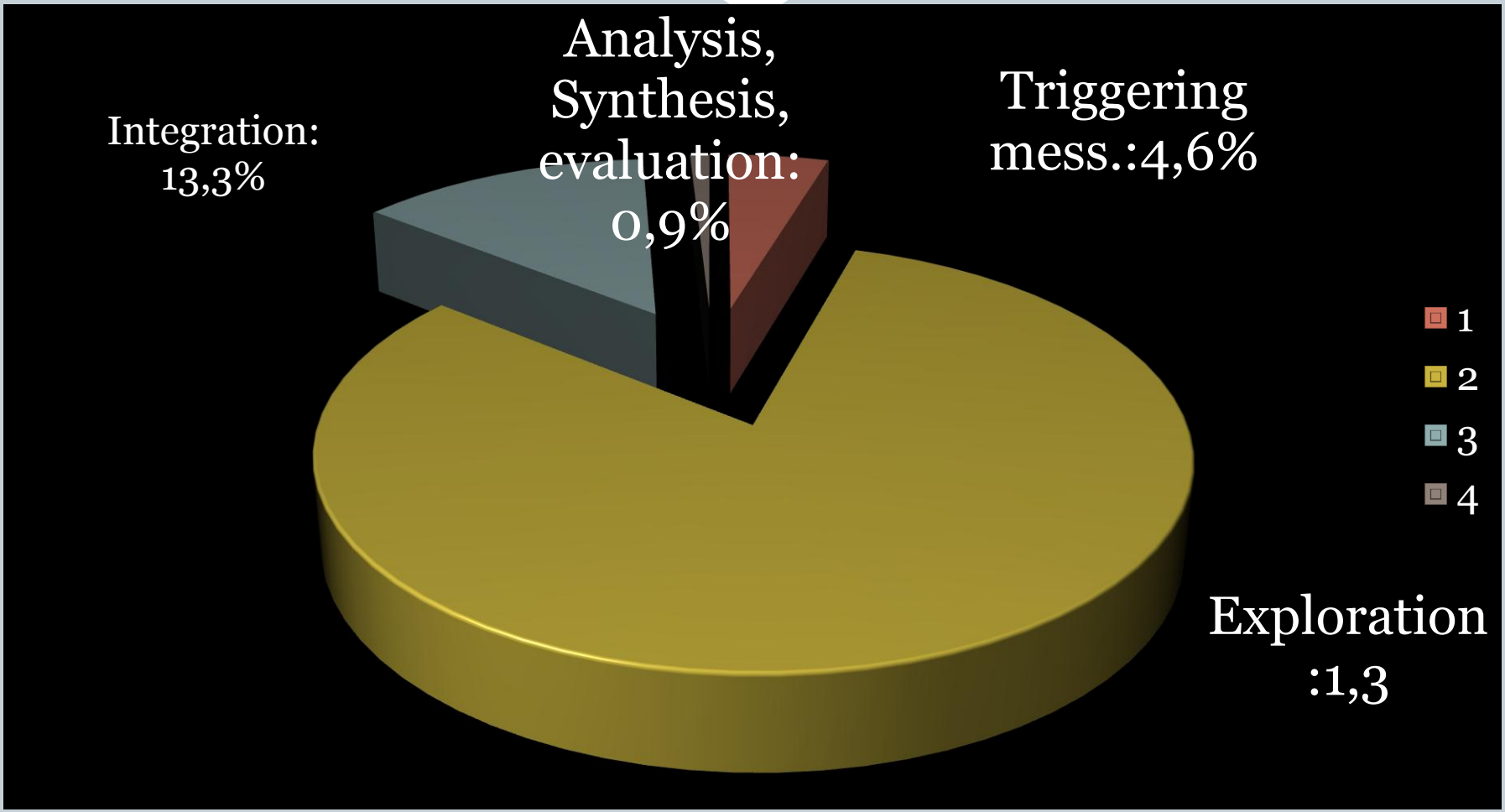
- Cognitive presence: 86,9% of agreement;
- Social presence: 85,0%

- both coders and researcher had to agree upon a **unique codification** to proceed to the next statistical analyses

Results: Social presence



Results: Cognitive presence



Relation (R1)

To measure the correlation between social and cognitive presence, the method of correspondence analysis results was used, showed a low level of correlation ($r = 0{,}125$), though a significant one.

Relation (R2)

- The correlation between cognitive and social presence only showed evident at the phases of exploration and integration of the first.
- In triggering and resolution messages, social utterances hardly occur.

Other associations (R2)

- The stage of exploration is more associated with self-disclosure,

- Results don´t indicate that higher levels of social interaction are associated with higher levels of reflexivity.

Social & cognitive presence: Prediction? (R3)

Group 1

Icebreaking week

Group 2

No icebreaking week

Method: stepwise: Beta: 0.039 / p:0.129
Conclusion: No significant differences in cognitive presence between groups 1 and 2

Thank You!

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