

Teaching Presence in Online Synchronous Classes of Exemplary ESL Teachers at WizIQ: *Preliminary Study*

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The screenshot displays the WizIQ Classroom interface. At the top, there are menu options: File, Edit, Content, and Screen. Below the menu, several document icons are visible: document.doc, Classes.pdf, Away.ppt, and record.xls. A 'Live Stream' window on the right shows four participants in a video grid. Below the video grid is a 'List of Attendees' section showing three names: Elizabethh, Charles, and George. A 'Chat' window is also visible, displaying a conversation between participants. In the center of the screen, a 3D pie chart is displayed with the following data:

Category	Percentage
Pirates	28%
Ninjas	31%
Clowns	41%

At the bottom of the interface, the 'Elapsed Time' is shown as 00:00:33, and the WizIQ logo is present.

WizIQ
education.online

[WizIQ Classrooms](#)

Teach | Learn

WIZIQ

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Recorded classes



The Edupunk PREMIUM

FT. WAYNE, Indiana, United States

Karaoke ESL Public Class

Rating:



Namrata Arora PREMIUM

English, Oral and Written English

Female, 29 Years | India

"I Speak You Speak English"

Rating:



[ESL Games](#)

[Karaoke ESL](#)

[Edupunk ESL 9/2011](#)

[Android App Inventor 101](#)

[Karaoke ESL Beginner](#)

[I Speak You Speak English](#)

[about Facebook](#)

[about YOU](#)

[Conversations on Work/Office Gossip](#)

[Hiring Terms](#)

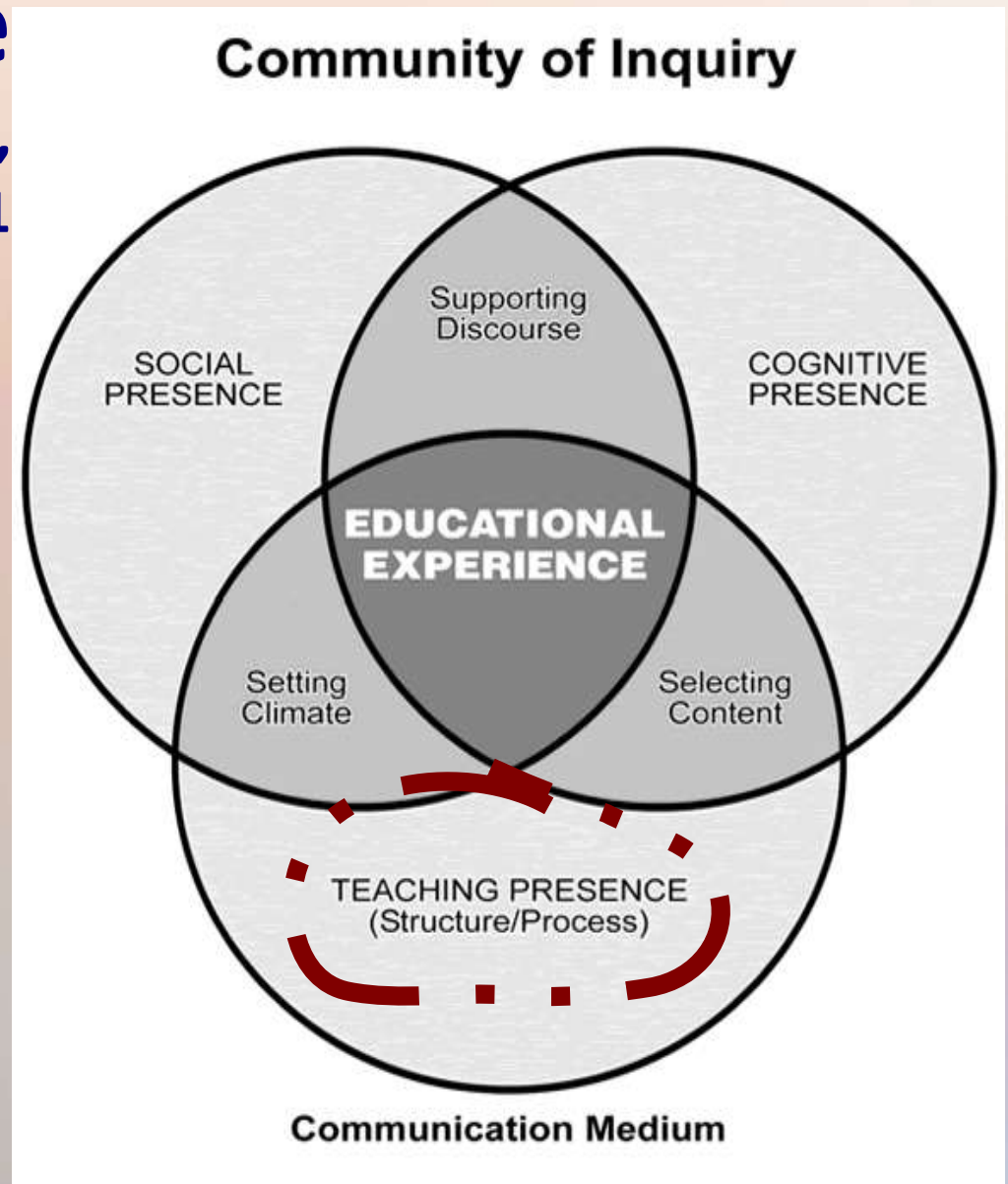
[LINKEDIN Profile](#)

[Spelling Quiz](#)

Teaching Presence

Anderson, Garrison,
Rourke and Archer 2001

Teaching presence has been the accepted term in online teaching research (Zhan et al 2007) to mean **“the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally and educationally worthwhile outcomes”**.



Source: <http://www.communitiesofinquiry.com/model>

Research in Teaching Presence

Shea et al (2010) summarized *teaching presence research* done from 2000-2009.

Most of these studies were based on based on *threaded discussions* in predominantly **asynchronous** environments.

Research in Teaching Presence

Though, Akyol (2009) suggested that the *construct* of **teaching presence** may hold true for synchronous learning environments, **new synchronous** systems have not been studied elaborately (Tremblay 2006, McBrein, Jones and Cheng 2009).

Only a **handful** of findings have been shared in research about **best** models and practices in the use of these emerging **virtual platforms** to examine online **teaching presence** in order to **inform** effective online teaching

(Swan 2003, Hoffman 2005, Tremblay 2006)

Specifically, through this preliminary study, I aim to:

- describe the nature of online teaching in synchronous live classes of an exemplary ESL teacher at WizIQ;

- examine emerging themes of teaching presence in synchronous learning environments



Speak English Now: Storytelling, Debates, Discussions

Public Class

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Price:
Free

Dr. Nellie Deutsch PREMIUM TEACHER

E-Learning Professional Development Specialist

Female | Toronto, Canada

Member since: Sep 13, 2007

Profile Summary

My name is Nellie (Muller) Deutsch. I am passionate about learning and consider myself a lifelong learner. I hold a Doctor of Education (Ed.D) in educational leadership specializing in curriculum and instruction and an MA in education specializing in curriculum and technology.

Teacher Statistics

 **Followers:** 1052

 **Following:** 236

 **Classes Conducted:** 323

 **Tutorials Added:** 222



74



Like

2K

WIZIQ
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Anyone can Teach & Learn Live, Online

Connecting with Online Learners

Nellie (audio+video): Ok...let's see. We got Romania, India and any other countries?

Sali (chatbox): iran

Nellie (audio + video): Taiwan...Lithuanian. Iran, yes. I see. Great. So we've got almost the whole world.....

Arun (chatbox): diversified session

Nellie (audio video): Diversified session...thank you, Arun.



Managing the **Virtual Classroom**

Codes of Communication	Other Communicative Acts for TechSupport
<p>audio/mic check</p> <p>1 =mic</p> <p>Tup</p> <p>Tdown</p>	<p><i>You are using the wrong port...you might want to connect with WizIQ support ...and tell them that you would like help.</i></p> <p><i>You have a slow connection....refresh your page.</i></p> <p><i>You can log out and log back in. Go ahead....don't let it bother you. I'm sorry, I'll refresh my page</i></p> <p><i>“Yeah, I think that's what's wrong. I took away Halima's mic because of the huge delay.”</i></p> <p><i>There are green bars beside your name. There are five bars and if they are all green that means you have a good connection.</i></p>

Engaging and Sustaining Language Learning

Learn Englis Online at LEO4U.org

WiziQ

Learning English Online LEO4U.org

Making Your Holiday The One To Remember.

Going on Holidays

Describe one holiday you took 😊
on leo4u.org discussion forum.

Mov.

Video



Chat

elena_zlatanova:Hello :)
Dr__Nellie_Deutsch:hello
elena_zlatanova:yes
Aka_Shekeladze:Hello teacher. I am new to your class. I can hear and see you
Dr__Nellie_Deutsch:tup
Dr__Nellie_Deutsch:tdown
elena_zlatanova:tup
Dr__Nellie_Deutsch:s
Aka_Shekeladze:we can't talk to you?
elena_zlatanova:Bulgarian in Southampton it is 1 pm
Dr__Nellie_Deutsch:Toronto 9AM
Aka_Shekeladze:I am from Gergia. 5:01PM
Aka_Shekeladze:yes
elena_zlatanova:beautiful day here too
Tina_Tamio:hi Dr_Nellie
Aka_Shekeladze:teacher, we can't talk to you? we can just write here during classes?

00:03:44 / 01:04:25



Validating Online Teaching&Learning Process

LEO4U.org

Learning English Online

LEO4U.org

Social Learning
Active Participation
Collaborative Learning

Dr__Nellie_Deutsch

WiZiQ

Video



Chat

Cata_Dumitriu:we have 24/7 chance to practice English online
animesh_kumar:YA
Dr__Nellie_Deutsch:tup
aka_Ken:tup
ish:yes
Sally_Kodira:tup
meity_mozes:yes
sajit_nair:tup
alanoodu_alanoodu:tup
Cata_Dumitriu:yes
Amanuddin_Hanif:tup
ish:tup
English_Online_Inc:absolutely
Cata_Dumitriu:even by mobile phone:)
sali:tup
Dr__Nellie_Deutsch:content
arun:tup

00:12:47 / 01:07:25



Validating **Online Teaching&Learning** Process

*“This was a great class.... **The class is YOU.***

***YOU** make the classes what they are. I'm just here to give **YOU** a chance but **YOU are doing everything**, and as*

*Cata said **PEOPLE TEACH PEOPLE.** It's not one person—it's not teacher teaching.*

*It's **everyone TEACHING everybody.***

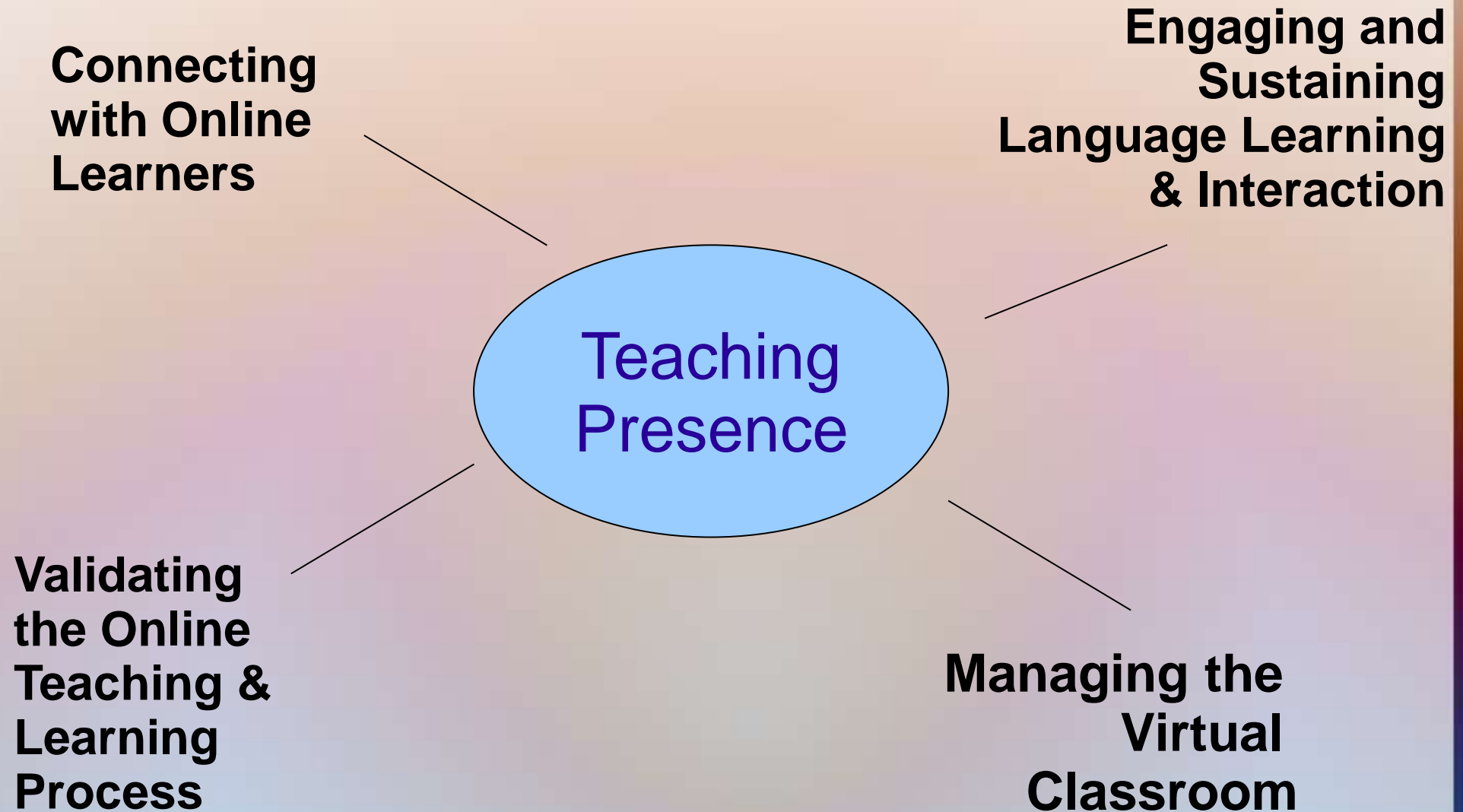
*And that's what's wonderful because **WE** are from **all over the world** and **WE're teaching, WE're connecting.***

*And I think that's what's the **internet** is bringing to **US.***

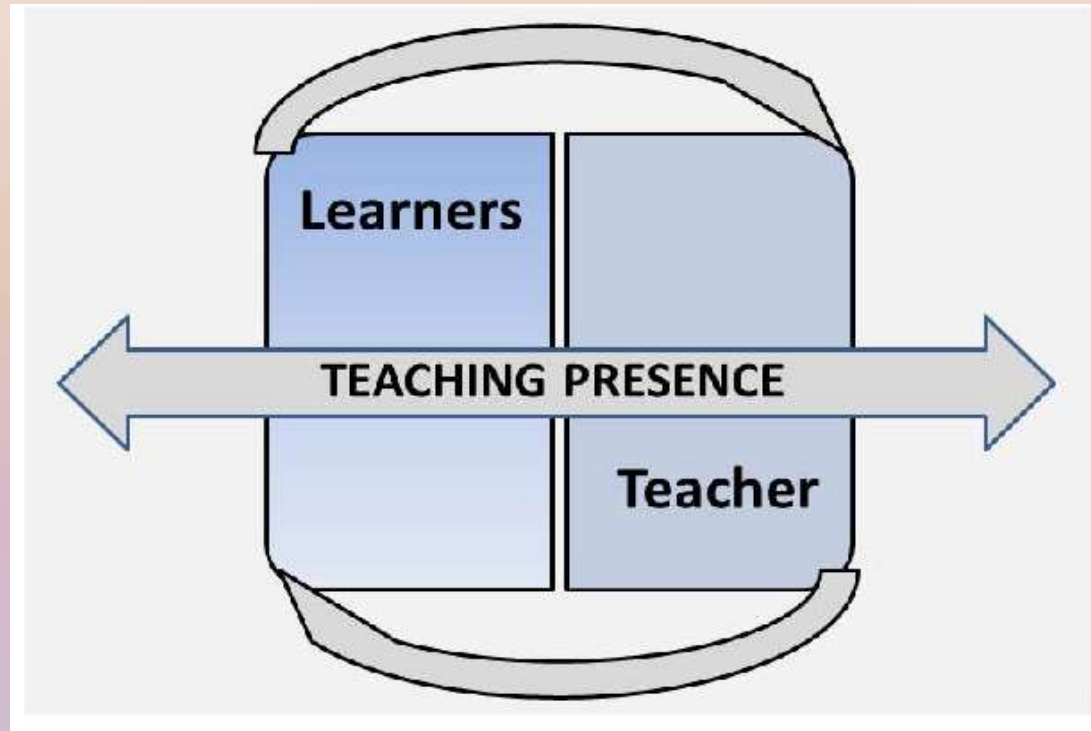
And I think it's wonderful.

*Thank **YOU.** Thank **YOU** everyONE.”*

Emerging Themes of Teaching Presence in Synchronous Platforms



Teaching Presence in Synchronous Platforms



Teaching Presence in synchronous platforms may be understood as communicative acts/efforts learners and teachers engage in towards learning together as they build their online identity.

Teaching Presence in Synchronous Platforms

**These acts can be explicit=planned and/or
implicit=in response to interactions.**

**Hence TP may be viewed in a spectrum of communicative acts
which may be learner driven or teacher driven**

**Arising interactions may be interpreted from the
teacher's and learners' views/beliefs
about online teaching and learning process,
knowledge of virtual platform features
and the role of technology in facilitating language learning.**

Salamat :)



www.upou.edu.ph



www.wiziq.com



www.integrating-technology.org



www.myeslfriends.com