OnCreate

Evaluation Method

Presence

Evaluating Presence in Online Collaboration Courses

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Description of factor

In the context of online collaboration, the notion of presence means the degree of awareness about our collaborators in both synchronous and asynchronous collaboration contexts. Unlike physical presence, online presence is mainly conveyed through actions and their manifestations, sometimes completed through voice and video communication. Presence is a critical factor to create team awareness and a feeling of responsibility. Well communicated presence affords interaction among the team members and creates a sociable atmosphere. Presence in team environments in virtual spaces is more complex that in a dyadic relationship. The challenges of developing and maintain presence in virtual teams are even more severe when members transcends time, space, and culture.

Description of method

We provide a number of sets of questions aimed at different perspectives on the aspect of presence. These questions relate to both self-reflection as well as reflection of the team behavior. A number of question ask for additional qualitative information, marked with [Freeform], others have conditional follow-up questions, marked with "Y" and "N" respectively.

The sets of questions can be combined according to the specific evaluation needs of the course. While the questionnaire could also be used in full, we recommend a selection in order not to exhaust the students.

Survey Questions

Evaluation: Presence in Online-Collaboration-Courses

Rating scale:

1—Strongly Disagree; 2—Disagree; 3—Somewhat Agree; 4—Agree; 5—Strongly Agree

The answers from 1 to 3 are assigned to negative answer (N), answers from 4 to 5 to positive ones (Y). Conditional questions, marked with **Y** and **N***n*, appear in the questionnaire.

Note: Can also be used with a 6-part scale in case you want to avoid undecided answers.

1. **Social Presence of Student**

    1.1   I regularly took part in the online-course. *[Scale]*

    1.2   I have participate sufficiently in the Online-Course. *[Scale]*

    1.3   The other group members participated regularly in the Online-Course. *[Scale]*

    1.4   The other group members participated adequately in the Online-Course. *[Scale]*

    1.5   I actively motivated other group members to participate (in co-operation, teamwork, peer-feedback). *[Scale]*

    1.6   I was actively motivated to participate (in co-operation, teamwork, peer-feedback) by other group members. *[Scale]*

    1.7   I have the following suggestions to improve the social presence in online collaboration: *[Freeform]*

2. **Social Competence of Student**

    2.1   I enhanced my ability to work in a team.

    N   What prevents you to enhance your ability to work in a team? *[Freeform]*

    Y   How did you enhanced your ability to work in a team? *[Freeform]*

    2.2   From now on it will be easier for me to work in virtual team constellations more cooperative.

    N   What would help you for enhance your

co-operation activities within virtual teams?
[Freeform]

2.3   I was able to contribute my knowledge and my working abilities to the group.

N   What has prevented you to contribute your knowledge and your working abilities into the group? *[Freeform]*

Y   How did you contribute your knowledge and your working abilities into the group? *[Freeform]*

2.4   From now on it will be easier for me to contribute my knowledge and my working abilities into virtual groups.

N   What would help you for enhance your contribution of your knowledge and your working abilities into virtual groups? *[Freeform]*

2.5   I profitted by the knowledge and the working abilities of my group members

N1   What are the reasons you did not profitted by the knowledge and the working abilities of your group members? *[Freeform]*

N2   What would help you to improve to profit from the knowledge and the working abilities of your group members? *[Freeform]*

Y   How did you profitted by the knowledge and the working abilities of your group members? *[Freeform]*

2.6   I have assumed responsibility for the work success of my group?

N1   Why did you not assumed more responsibility within your group? *[Freeform]*

N2   What (kind of) technical tools would help you to assume more responsibility within a virtual group more easier? *[Freeform]*

N3   What (kind of) teachers' support would help you to assume more responsibility within a virtual group more easier? *[Freeform]*

Y   How did you assumed responsibility within your group?

3. Social Presence of Instructor / Teacher

3.1   The instructor / teacher regularly took part in the online-course.
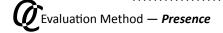
3.2   The instructor / teacher participated sufficiently in the online-course.

3.3   The instructor / teacher actively motivated the group members to participate (in co-operation, teamwork, peer-feedback).

3.4   I have the following suggestions to improve the social presence of the instructor / teacher: *[Freeform]*

4. Teaching Online Competence

4.1   The instructor / teacher deals with the specific characteristics of online teaching and learning.

N   I have the following suggestions to improve the Teacher's / Instructor's Online Competence: *[Freeform]*

4.2   The instructor / teacher gives the participants enough free space to act independently

4.3   The instructor / teacher gives the participants enough free space to act independently in their groups

4.4   The instructor / teacher gives the participants feedback and help at the right time

4.6   The instructor / teacher gives the participants helpful tips and constructive feedback

How to analyse & interpret

The scales and figures can be processed statistically. For non-statisticians we recommend using scatterplots for exploring possible correlations,

which is not sufficient for a scientifically rigid analysis, but gives enough insights to be used for course improvements.

The questionnaire can be used to look for weak and strong points in the course design with regard to presence. However, an absolute score cannot be derived from it and we recommend to use it as a tool for self-benchmarking and iterative improvement of the course design.

The free-form answers often provide already valuable hints on how to improve the course, although it still is adviseable to use an anonymized summary in order to discuss the results with the students. Ideally, the next course implementation should be co-created with students who just recently finished the course.

Literature

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