# Connect: a framework to build social presence amd connectedness in online learning

## Communication is responsive and supportive

• Students include all teaching staff in their correspondence for

transparency and to elicit timely response.

• Staff respond to student communications within 24 hours.

• Staff demonstrate support for students in their communication

in online teaching sessions, discussion board responses and

email enquiries.

## Optimal online presence

• Students ore provided with a wide range of methods to engage

with content, peers and staff online.

• Staff review and respond to student posts in discussion boards

and Padlets within a 24 hour period, and in a way that

encourages and extends student learning.

• All teaching staff offer a 1 hour online teaching session each week,

which is recorded for students unable to attend.

## Nurture educational and professional growth

• Online content is well designed & scaffolded to promote

educational and professional growth.

• Assessment is constructively aligned, and allows opportunities to

demonstrate educational and professional growth.

• Teaching staff nurture student growth using online methods, and

through a commitment to connect students to their course

content.

## Networking opportunities fostered

• Students ore provided with orientation and preparation materials

early and encouraged to network with peers using the online

course chat room.

• Students con attend online teaching sessions to engage in

learning and networking with peers and teaching staff.

• Students have opportunities to learn from and network with

industry representatives who offer Masterclasses online.

## Engaging communities of learning

• Teaching staff underpin their practice through o combination of

teaching presence, social presence and cognitive presence as

indicated in the Col framework (Garrison et al., 2000).

• Online content is designed by academics with expertise in the

discipline of knowledge, and using principles of UDL (CAST, 2018).

• Design of content promotes learning and engagement through

effective use of synchronous and asynchronous activities.

## Contemporary and authentic content

• Online content undergoes o process of review every six months by

academics who ensure content is always up-to-date and

contemporary to industry and the needs of the student cohort.

• Content and assessments ore authentic to the profession,

enabling students to directly apply learning to their practice.

## Timely and effective feedback for learning

• Markers and the feedback markers provide is considered essential

to supporting learning and development.

• Markers provide timely feedback that is consistent with the

principles of effective feedback for learning proposed by

Hendersen et al. (2019)