

Instructional Design and Facilitation as Contributors to Social Presence in  
Asynchronous Online Discussion Forums

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**WEB APPENDIX**

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## Web Appendix

Figure 1

### *Sociograms of Representative Forums*

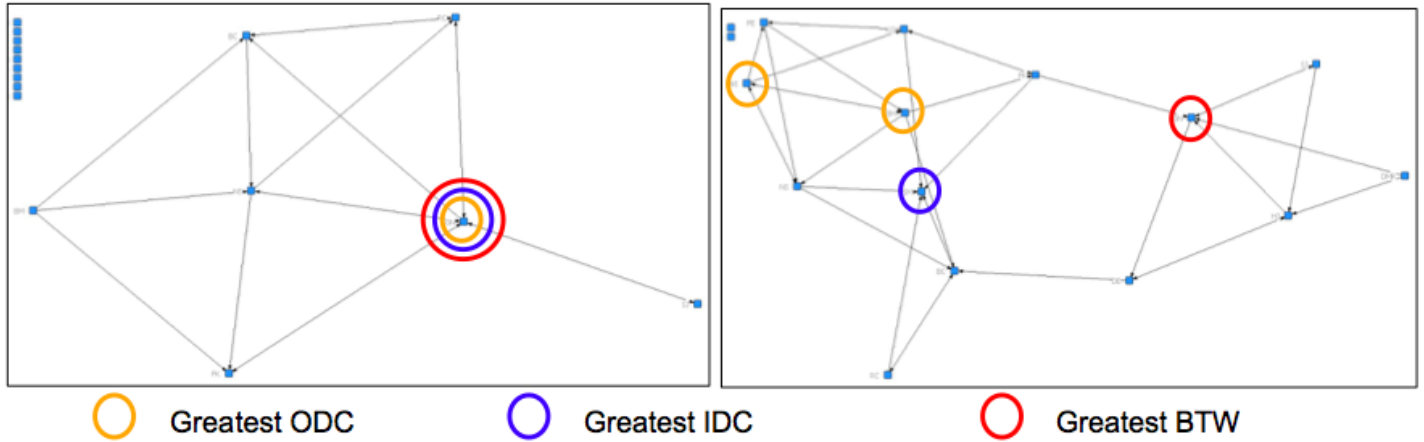


Figure 1a: Sociogram of Forum 11

Figure 1b: Sociogram of Forum 10

Table 1

### *Indices for Social Presence in Required and Optional Forums*

	Type of Forum	N	Mean	Std. Deviation	T-test for Equality of Means		
					df	t	sig(2-tail)
Average Degree	Required	12	3.168	1.606	13.687	2.338	<b>0.035</b>
	Optional	14	2.020	1.607			
Density	Required	12	0.186	1.090	12.972	2.510	<b>0.026</b>
	Optional	14	0.118	1.029			
Connectedness	Required	12	0.567	0.284	16.406	2.161	<b>0.046</b>
	Optional	14	0.369	0.154			

Table 2

*Indices for Social Presence in each Section*

	Type of Forum	N	Mean	Std. Deviation	T-test for Equality of Means		
					df	t	sig(2-tail)
Average Degree	2015	13	2.058	1.100	24	-2.065	<b>0.050</b>
	2016	13	3.041	1.318			
Density	2015	13	0.137	0.073	24	-0.842	0.408
	2016	13	0.161	0.072			
Connectedness	2015	13	0.380	0.234	24	-1.782	0.087
	2016	13	0.541	0.228			

Table 3

*Measures of Cognitive Presences*

		Section A		Section B	
Forum	Type	Thread Count Post Count	Counts of External Materials Referenced and Participants Referencing Them	Thread Count Post Count	Counts of External Materials Referenced and Participants Referencing Them
1*	Required	15 threads	19 references 12 participants	19 threads	16 references 9 participants

		142 posts		155 posts	
2	Optional	6 threads 41 posts	4 references 3 participants	14 threads 63 posts	2 references 2 participants
3	Optional	10 threads 49 posts	9 references 4 participants	13 threads 70 posts	10 references 5 participants
4	Required	13 threads 25 posts	1 reference 1 participant	18 threads 42 posts	2 references 2 participants
5	Optional	11 threads 60 posts	8 references 4 participants	13 threads 94 posts	22 references 5 participants
6	Required	18 threads 62 posts	14 references 5 participants	16 threads 107 posts	22 references 8 participants
7	Optional	12 threads 51 posts	14 references 3 participants	9 threads 70 posts	10 references 7 participants
8	Required	13	2 references	17	3 references

		threads 87 posts	1 participant	threads 127 posts	2 participants
9	Optional	10 threads 49 posts	11 references 5 participants	11 threads 68 posts	5 references 5 participants
10	Required	13 threads 55 posts	2 references 2 participants	16 threads 144 posts	10 references 5 participants
11	Optional	9 threads 36 posts	9 references 4 participants	11 threads 63 posts	15 references 6 participants
12	Optional	12 threads 44 posts	11 references 5 participants	14 threads 87 posts	10 references 5 participants
13	Required	14 threads 79 posts	19 references 7 participants	17 threads 108 posts	15 references 6 participants
Mean (SD)	All Forums	11.14 (2.97) threads	8.79 (6.08) references 4.00 (2.87) participants	10.92 (3.02) threads	8.23 (6.86) references 3.89 (2.19) participants

		55.71 (29.70) posts		74.87 (34.32) posts	
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\*Note that participants were explicitly encouraged to share external materials for the first forum which explains why the numbers for external materials and people sharing external materials were higher here than for other forums. Also note that the instructors responded to each participant, which often generated more discussion. So, the number of posts is also higher.

Table 4

*Representative Examples Indicating Cognitive Presence*

Category	Data Source	Examples of Cognitive Presence
Puzzling	Forum 6, Section A, puzzling over a situation	Participant 12: <i>As an art teacher, this always amazes me that the same people who hold board of education seats, have administrative power, or are vocal members of the community, will claim that the arts are frills in education, but will purchase \$400 designer purses, hire interior decorators, or pay high costs for concert tickets. Where do they think these designers, artists and musicians began their training? Did they miss the quiet kid who was always sketching in class during their own school days? Do people really not grow up and see that the creative classmate, became a successful professional?</i>
Exchange of Information	Forum 4, Section A, sharing of	Participant 9: <i>As an instructor, I require my students to participate in a minimum of 3 group projects per term. I have specific guidelines to help students succeed in groups. The first</i>

	personal practices	<i>assignment that groups are required to do is create a group contract. The contract is what they expect from one another and the consequences if someone isn't participating. The contract must include a section where duties can be completed by each student. ... The students also know that at the end of the project they are required to critique one another, self, and group.</i>
	Forum 4, Section B, sharing external resources (exchange between participants)	<p>Participant 11: <i>...It's surprising to me that there haven't been regulations created for home schooling...</i></p> <p>Participant 4: <i>There are actually regulations created for homeschooling that are at the state level. Here in NY, there are many rules and regulations. I checked out this site <a href="http://www.nyhen.org/RegsSum.htm">http://www.nyhen.org/RegsSum.htm</a> and found many that have been on the books for a while and several that are in the works.</i></p>
Connecting and Applying Ideas	Forum 12, Section B (applying what was in reading to personal experiences)	<p>Participant 8: <i>There is a lot that interests me in this section of the text, but I'm going to focus on the college preparedness portion since it directly impacts me as a college instructor. Due to open admissions, I have a wide range of abilities among my students, but one student sticks out...(detailed information related to the reading and the student followed)</i></p>