8fed Gynhadledd Dysgu ac Addysgu

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# Crynoldebau / abstracts

Contact, content and connection

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Online or blended approaches to teaching and learning require a different approach to instructional design to achieve the same outcomes as face to face delivery (Keller, 2009).  
  
As Garrison, Anderson and Archer (2000) contend, a meaningful online educational experience requires social presence, cognitive presence and teaching presence to form a community of inquiry. However, it is social presence that is particularly hard to achieve in online learning environments (Stodel, Thompson & MacDonald, 2006).  
  
As we return to teaching in a very new setting, we need to develop a focus on relationship building and social learning. A sense of belonging is key to motivation (Ryan & Deci, 2000), so how can we build and maintain community among our students?  
  
In this session, Martine shares her experience of designing and delivering blended programmes, highlighting practical ways we can help students to feel connected to their learning, their teachers and each other, as socially distanced learning becomes the new normal.