

# Chapter 16

## Using Video Feedback to Create Faculty Presence in the Virtual Classroom

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### **ABSTRACT**

*The inherent transactional distance in online learning often leads to student feelings of disengagement, disconnection, and anxiety. The increasing reliance on technology exacerbates this issue by eliminating key elements of human communication such as facial expressions and tone of voice. To mitigate these issues, faculty are increasingly turning to video feedback which can enhance the sense of faculty presence. This approach aims to replicate aspects of in-person communication vital to fostering a connected, engaging, and supportive learning environment. This chapter explores the efficacy of video feedback in establishing social, teaching, and cognitive presence as described by the Community of Inquiry Model. Through an examination of recent research on faculty perceptions, the chapter underscores the potential of video feedback to foster a more interactive, engaging, and humanized online learning environment, while also highlighting the need for further faculty training and best practices.*

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## USING VIDEO FEEDBACK TO CREATE FACULTY PRESENCE IN THE VIRTUAL CLASSROOM

Given the transactional distance inherent in online learning (Moore, 2013), students often report feeling disengaged, disconnected, anxious, and alone. To add to this, increasing trends toward the use of technology without human interaction are rampant. Examples of this in everyday life include self-checkouts, self-driving cars, online travel arrangements, and using artificial intelligence applications like ChatGPT. As a result, the shift towards more technology and less human interaction has eliminated many of the more unique elements of human communication, such as facial expressions, eye contact, pauses, tone of voice, gestures, and other non-verbal cues that cannot be replicated by technology – even emojis fail here (Hehir et al., 2021; Waytz, 2019). To address student concerns about feeling disengaged, disconnected, anxious, and alone in the online classroom, many faculty have explored video feedback to bridge the virtual distance. The hope is that, at the same time, this will also help to provide a stronger sense of faculty presence (Bialowas & Steimel, 2019; Collins et al., 2019). Using video feedback or asynchronous video exchanges assists with humanizing the fully online classroom. It is believed to be a pivotal factor when establishing faculty presence in the fully online classroom. This presence is essential to work towards creating, as most research suggests that faculty presence facilitates learning and engagement in the fully online classroom (Seckman, 2018). Lazarevic et al. (2023) agree and emphasize the potential of using video technology to create teaching, social, and cognitive presence in the online classroom.

Faculty presence was first alluded to within the *Community of Inquiry Model* proposed by Garrison et al. (2003). In this model, Garrison describes how learning occurs within a community through three different routes, namely:

1. *Social presence*, where learning occurs by engaging and interacting with other individuals.
2. *Teaching presence*, where learning occurs through the direct instruction of faculty.
3. *Cognitive presence*, where learning occurs by creating a sense of puzzlement and interest in a subject.

As discussed above, creating this learning community with different types of presence is particularly important in the fully online classroom. By creating social, teaching, and cognitive presence, students can feel part of a larger community where they are no longer disconnected, isolated, and alone. As a result, student learning and engagement are enhanced.

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