

A theoretical framework and model towards media-rich social presence design practices.

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Abstract

Educators are seeing rapid developments in online instruction with regard to not only available technologies, but also in design and teaching practices. Developing and maintaining social presence in an online environment is paramount to the success of a learning environment. This article touches upon some historical perspectives of social presence and proposes a theoretical framework and design guide towards media-rich social presence practices for future research. The design guide in this article adds to the historically text-based social presence applications by posing media-rich, higher-level thinking questions based upon a grounded theoretical framework.

<http://link.springer.com/article/10.1007%2Fs10639-012-9212-1>