ON A QUEST
to increase social presence & online learning self-efficacy

Research into
Online Student
Orientation
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to increase social presence & online learning self-efficacy
Research into Online Student Orientation
OBJECTIVE:

• explore the significance of social presence and online learning self-efficacy in online learner success and retention

• discuss the role of orientation and online students’ perceived sense of social presence

• examine online student’s sense online learning self-efficacy pre and post orientation

• develop ideas for using orientation to help enhance a sense of social presence and online learning self-efficacy
Exploring the significance of social presence and online learning self-efficacy in online learner success & retention.
Social Presence

personal and purposeful relationships

& course retention
Online Learning
Self-Efficacy

to complete an online course
to interact socially with classmates
to handle tools in a CMS
to interact with instructors
to interact with classmates academically
THE ROLE OF ORIENTATION

a programmatic approach to addressing online student retention
Study Background
EXAMINING

online students’ sense of social presence & online learning self-efficacy pre / post orientation
### Independent Samples T Test for Social Presence Scores by Group

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
<th>Mean Difference</th>
<th>SE of Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Presence Score</td>
<td>3.906</td>
<td>25</td>
<td><strong>.001</strong></td>
<td>1.03157</td>
<td>.26410</td>
<td>.48765 to 1.57548</td>
</tr>
</tbody>
</table>

**Cohen's d** 1.530

Shapiro-Wilk: Experimental (W = 16, 0.898, p < 0.074) & Control (W = 11, = 0.952, p = 0.674)
Levene’s test for equality of variances (F = 1.395, p = 0.249)
Experimental Group: M = 4.38 / SD = 0.51 & Control Group: M = 3.34 / SD 0.87
Wilcoxon Signed Rank Test Summary of the Pre and Post Orientation Online Learning Self-Efficacy (SE) Scores

<table>
<thead>
<tr>
<th>Wilcoxon Signed Rank Test Summary</th>
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<tbody>
<tr>
<td>Total N</td>
</tr>
<tr>
<td>Test Statistic</td>
</tr>
<tr>
<td>Standard Error</td>
</tr>
<tr>
<td>Standardized Test Statistic</td>
</tr>
<tr>
<td>Asymptotic Sig.(2-sided test)</td>
</tr>
</tbody>
</table>

*p < .05

Shapiro-Wilk: Pre-Orientation (W = 12, 0.756, p = .003.) & Post-Orientation (W = 12, 0.833, p = 0.023)
Friedman’s: χ² (1, N = 12) = 5.33, p < .021.
Kendall’s W: 0.44
Pre-Orientation: Mdn = 8.90 & Post-Orientation: Mdn = 9.70
Matched-Pairs Rank-Biserial Correlation of r = .77-.23 = .54
Developing Ideas

for using orientation to help enhance a sense of social presence and online learning self-efficacy
Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
  - Complete session evaluation*

*Each session evaluation completed (limited to one per person per session) = one contest entry. **Five (5) $25 gift cards** will be awarded