Table 2

OLS Predicting Final-Grade Percentage from Social Presence and Course Modality

	No Interaction		Interacted	
	B	P	B	P
Social Presence (0–6)	2.284	0.000 ***	1.356	0.027 **
Distance Offering (0–1)	−3.109	0.193	−12.480	0.003 ***
SP * Distance			3.149	0.006 ***
Intercept	73.957	0.000 ***	77.726	0.000 ***
n	144		144	
R²	0.165		0.210	
P	<0.001***		<0.001***	

Source: Daigle and Stuvland 2020c.
Note: *p<0.1, **p<0.05, ***p<0.01.

when we interact social presence and course modality (R²=0.041). Nonetheless, social presence is a significant predictor of knowledge gains.

Second, we considered the relationship of social presence with final grades in the course. The interacted model in table 2 is particularly interesting. The interaction between social presence and modality is statistically significant (p<0.01), suggesting a unique effect for the interaction. Although all three regressors in the model are statistically significant (i.e., each has a unique contribution), the interaction being significant implies that the magnitude of effect for social presence is different depending on the delivery modality. Moreover, the course performance gains made by increasing social presence for online students surpasses the gains made by face-to-face students. Thus, there is even more to gain when improving the perceived fidelity of the learning environment if that environment is virtual.

In addition to knowledge gains, our findings confirm the positive relationship between social presence and course satisfaction noted in the literature. For instance, we found that approximately 34% of the variation in student evaluations can be explained when we consider a student's perception of social presence. When compared to the knowledge-gains models, the magnitude of effect is higher and thus instructive for faculty who aspire to better evaluations: increase social presence and you will be evaluated more positively.

Based on the social-presence literature and our own analysis, we recommend that faculty enhance perceptual social presence in their online classes, both synchronous and asynchronous. What does this look like? We believe the most intuitive way is to blend asynchronous content with synchronous interaction. This interaction can take various forms: small-group discussions via video conferencing, office hours, and live mini-lectures. This provides different types of students the option of how to engage with the content and it requires some level of student–student and student–instructor interaction (albeit technology mediated). Instructors can be present, virtually, at scheduled times during the week so that students experience the sense of "being present" and "belonging" online at levels expected in the face-to-face university experience.

Whereas pairing asynchronous classes and course content with synchronous interaction faculty and student interaction may be ideal, we also acknowledge that circumstances (e.g., connectivity and work schedules) may not allow students to attend or tune in to live class sessions. Regardless, we feel perceptual social presence can be enhanced even in a fully asynchronous scenario. In that scenario, we recommend that faculty pursue the enhancement of social presence through asynchronous course components (e.g., incorporating interactive discussion boards and asynchronous lecture content) that allow learners to post questions or comments viewable by the instructor and other students.

Ultimately, a high-quality blended experience uses best practices of both the real-time engagement of synchronous education (i.e., the high social presence in-person experience) and high-quality asynchronous education. This blended model allows for both greater and more varied social presence and, we think, should be considered a best practice for preserving good learning outcomes in the age of small, socially distant classes.

Data Availability Statement

Replication materials are available on Dataverse at https://doi.org/10.7910/DVN/OGTHTO. ∎

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RAPIDLY MOVING ONLINE IN A PANDEMIC: INTENTIONALITY, RAPPORT, AND THE SYNCHRONOUS/ASYNCHRONOUS DELIVERY DECISION

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This article discusses the thought process for shifting courses to online delivery. I taught three courses this past spring: a politics

course on ethnic conflict (PEC), a senior research seminar (SrSem), and a general education interdisciplinary senior seminar (ISS) focusing on sustainability. Although this article focuses primarily on the ISS, I cross-reference the other courses for comparison. I model my classrooms on a community of inquiry (figure 1), which provides (1) a richer educational experience by combining social presence—the interconnectedness of learners and teachers in the classroom and beyond (Garrison, Anderson, and Archer 1999, 94–96); (2) cognitive presence—teacher–student and student–student interactions (Garrison, Anderson, and Archer 1999, 93–94); and (3) teaching presence—that which faculty provide such as learning materials, discussions, and activities (Garrison, Anderson, and Archer 1999, 96–97). The model fully

Rapport is about creating an environment in which students and faculty interact to achieve common goals (Benson, Cohen, and Buskist 2005; Glazier 2016; Wilson, Ryan, and Pugh 2010). Rapport is built on engagement and communication, not simply by "being nice" (Wilson, Ryan, and Pugh 2010). Rapport is about both student engagement and professor perception (Wilson and Ryan 2013). Moreover, rapport is the essence of the social presence necessary for an effective community of inquiry.

When I was planning the transition online, each of my three courses needed to be evaluated in light of learning outcomes and the need to continue the community of inquiry. The PEC course is an upper-division course with 22 students (both political science and international relations majors) who meet twice weekly for
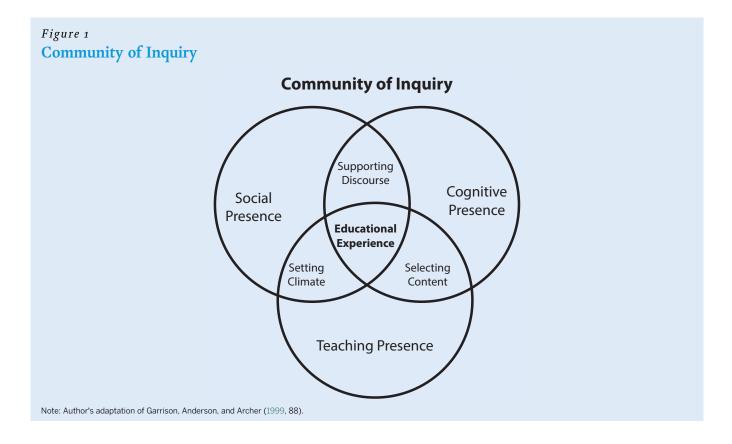
Moving the courses online required thinking about timing, delivery, and learning objectives, with the latter being the most important factor in maintaining rapport.

engages students in all aspects of the learning process. My courses needed to maintain the same dynamic after moving to remote learning (ironically, where the model originated).

Moving the courses online required thinking about timing, delivery, and learning objectives, with the latter being the most important factor in maintaining rapport. The goal for all of my courses is to build a community of peers who are actively listening to one another (Hamann, Pollock, and Wilson 2009) and the essence of the cognitive presence in classes—virtual or otherwise. Building rapport with students, which Glazier (2016) found to be essential to student success in online classes, was crucial for creating an environment in which students would succeed.

80 minutes. In person, the first two thirds of the class session are lecture/discussion, followed by three exams for assessment, and ending with a multiday simulation of intrastate conflict resolution (including writing and engagement). The transition to a synchronous online format was simple—even with the simulation, which combined video-conferencing and a Slack workspace (http://slack.com), a professional version of social media that allows people to chat messaging style and to share information and documents.

The SrSem course was the easiest to transition because the pandemic shutdown occurred as the students were about to begin weekly one-on-one sessions to discuss progress and troubleshoot

Figure 1
Community of Inquiry

Note: Author's adaptation of Garrison, Anderson, and Archer (1999, 88).

their thesis projects. Moving those weekly meetings to Zoom was seamless, with screenshare turned on in both directions.

The ISS course, a three-hour seminar limited to 20 students, is required of all undergraduates as the culmination of their general education. Learning outcomes are set by the General Education Committee, and all ISS courses must meet the same objectives regardless of topic. My ISS course examines where humans fit in the natural world by asking "Are we of it or against it?" to encourage students to think about their actions as part of a larger process—the proverbial "Circle of Life." In person, the ISS course includes rich discussions of readings as well as documentary and theatrical videos. Discussion and regular weekly writings formed the bulk of the course assessment, along with a short video story capstone project.

A three-hour synchronous Zoom class would be difficult if not impossible to accomplish effectively. Although I did not poll students, I knew that they all were stressed seniors concerned about the rapid shift in their educational environment and uncertainties about the last few months of their education. The in-person syllabus required students to complete (1) 14 weekly writing assignments (750 words each) responding to a set of open-ended questions on the required learning materials for the unit (several of which had to be replaced with new materials that were more readily available); and (2) eight biweekly writing assignments (450 words each) in which students could introduce new readings, video, and other content and then discuss the connections to any theme from class. All of the weekly essays were posted on the Sakai Learning Management System. Revising the ISS syllabus entailed rethinking the writing assignments and replacing the in-class discussions. To ensure that discussions continued, I realigned the writings to focus on the weekly prompted essays. I eliminated the biweekly essays; students already had completed three or four before the transition. They completed their weekly essay with a Monday due date and then had two responses in lieu of the biweekly essays: responding to three fellow students' work (200–250 words each) and replying to any comments received on their own weekly essay (50 words each). The number of weekly essays remained the same with six weeks of responses, increasing the net writing by 250–500 words per week.

To continue building on the rapport established when the class was in-person, after we moved online I commented on every student's weekly essay and on at least one peer comment. This served both classroom-social and cognitive-presence obligations. I also built rapport through weekly but optional virtual meetings at the beginning of the regularly scheduled class time. The first week, most but not all students (i.e., 14 of 20) joined the optional meeting to discuss the revised plans and the need for further adjustments (e.g., subsequent meetings averaged 10 students). My initial planning for the switch included more flexible due dates for the weekly essays and responses. In online meetings, students wanted more structure to ensure sufficient source material for their comments and responses. We mutually revised the schedule to better fit class needs. Overall, the transition to online allowed students to perform as well or better (based on student grades) than the previous semester's face-to-face courses. Finally, students in both online meetings and emails expressed appreciation for the thoughtful transition process and the effort to maintain our learning environment, albeit differently.

Moving to a virtual environment requires intentionality to keep students focused on the learning environment and the educational experience. As Garrison, Anderson, and Archer (1999, 89) noted, "cognitive presence is a vital element in critical thinking." Maintaining that cognitive presence online requires adaptability and a student-centric approach to building a community of scholars engaged in thoughtful and meaningful dialog. The intentionality of the process is critical. Any course can transition to virtual if the instructor is willing to thoughtfully consider how to adapt it to students' needs and, most important, to learning outcomes. ■

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TOWARD AN ETHIC OF CARE AND INCLUSIVITY IN EMERGENCY E-LEARNING

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The COVID-19 pandemic has brought about rapid and dramatic changes to higher education. In this article, I reflect on the transition of a graduate seminar composed of 30 students from more than a dozen countries. A third of the way into the semester, and with only a few days' notice, faculty were instructed to move teaching from on-campus seminars to fully online. With my colleagues, I worked to provide a new model of education built on inclusivity and care. It would be easy to lament the problems involved in this transition. Instead, I focus on what we can learn from the experience and the new possibilities that emerge.

I highlight two interrelated lessons that have long-term relevance. First, emergency e-learning presents an opportunity to take stock of advancements in politics teaching and to actively reconsider the pedagogies, strategies, and tools through which we teach and learn. Second, to address inequalities in our classrooms—which are accentuated in online learning—it is important to foster collaborative, nonhierarchical, and reflexive scholarly communities. Both of these lessons highlight the need to cultivate a culture of care and inclusivity in our classrooms—regardless of how our courses are comprised, whether face to face or online.

Learning from Emergency e-Learning

When I reflect on my experiences, it is clear that the shift to e-learning provided important opportunities that conventional "business-as-usual" teaching models could not. I had to reassess