

WHAT'S YOUR PRESENCE IN THE CLASSROOM?

Establishing and nurturing your instructor social presence

DARE TO BE VULNERABLE

Who are you as a human being?



- Build a welcoming Home page in Canvas
- Share your **values**: What do you value as an instructor and why?
- Incorporate imperfect, authentic videos to your course
- Incorporate **storytelling** and time for **informal interaction** (e.g., stories about yourself as a novice in the discipline)

A COMPASSIONATE SYLLABUS

A compassionate, equitizing mindset



- Aim for **compassionate language**
- Emphasize **support and opportunities**
- Account for **different backgrounds**
- Embrace **mistakes as part of learning**

INTENTIONAL COMMUNICATION

A relationship requires more than one



- Write a **pre-course welcome message**
- Reach out to students. **Be proactive**
- Hold **regular office hours**
- Use announcements in Canvas

CHECK-IN WITH STUDENTS

Consider the "invisible backpack"



- Initial **"Getting to know you"** survey
- **Mid-semester check-in** survey
- Spaces for **free reflection** about the course experience (e.g., discussion forums, exit tickets, Padlet boards)

CALIBRATE YOUR FEEDBACK

Consider the human being



- Recognize **what students do correctly**
- Be clear about **what to improve**
- Offer guidance on **how to improve**
- Use a **positive, constructive tone**

NEED SUPPORT OR WANT TO BRAINSTORM?

Email me at benitezj@smccd.edu or [schedule a 1:1 meeting](#)



Instructor
Social
Presence
Defined

SPECIFIC ACTIONS AND
BEHAVIORS OF THE
INSTRUCTOR THAT
ESTABLISHES THEM AS
A REAL PERSON DURING
THE COURSE RATHER
THAN DURING COURSE
DESIGN