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Enhancing Instructor Presence and Learning Experience Through Asynchronous Video Communications (AVC) in an Online Introductory Course in Translation

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Outline

» Aim

- Show the usefulness of AVCs in enhancing the teacher's presence in an online translation course.

» Content

- Definition of AVCs
- How AVCs can be incorporated in the online environment in order to reinforce the human element in teacher - learner interaction.
- Advice on using AVCs

» Conclusion

- Teacher presence in translation
- Teacher presence and roles summary

Text-based prevalence in online content and communication



- » “ Primary methods of content delivery in online courses predominantly consist of text/reading and communication tools such as email and chat. ” Hartsell and Chi-Yin Yuen (2006: 39).
- » In a list of 24 resources for practitioners, Salmon (2011: 215) presents 9 strategies - no. 9 titled creating ‘presence’ - to help e-moderators “create a ‘feeling’ of presence online”, all of which are text-based.

What are AVCs?

- » Asynchronous video communications (AVCs) are instances of multimedia (visual or oral) speech acts integrated in a learning experience and addressed to a learning audience that are produced by the teacher, and mediatized (digitalized, registered and converted) in a specific video file format that can be read and viewed from a computer screen or other reading tool at a time convenient to the audience.

Framework



- » As defined by Anderson, Rourke, Garrison and Archer (2001), teaching presence comprises three crucial components:
 - design and organization of the learning experience;
 - discourse facilitation; and
 - direct instruction.

AVCs in Designing and Organizing the Course



- » AVCs can complement text-based explanations through oral reinforcement giving additional cues related to course content and expectations. This use of AVCs adds a human touch to the learning experience.
- » AVCs can also serve as a metacommunication tool that helps to shape communication and interaction between the teacher and the students.

AVCs in Discourse Facilitation

- » A first function relates to the student-teacher interactions - One important use of the AVC here is comparable to what can be done in class by referring to a question or a comment from a student (by using the student's first name). Examples: Role-modeling
- » Second function of AVCs in discourse facilitation consists in encouraging constructive comments on translation process and developing evaluative skills with the students.

AVCs in Direct Instruction and in Defining a New Mode of Lecturing



- » The experience of my video vignettes made me see lecturing as a completely different activity that is closely related to AVCs and that can be referred to as asynchronous video lecturing (AVL).
 - wrap-up a particular class with abstract thinking and conceptual conclusions
 - How to's – technical competencies
 - all the communication from the teacher regarding post-assessment and examination activities.

Advice on Using AVCs

- » Keep it short (and simple!)
- » Segmentation of content in several AVCs
- » External scenarization of AVCs is important (titles, structure)
- » News report style guide for coaching
- » Dual role of information transmission and knowledge building demonstrations
- » Systematic integration of AVCs in the course outline
- » Plan enough time for recordings and editing

Conclusion

- » Through the prism of the three-pronged model of teacher presence developed by Anderson, Rourke, Garrison and Archer (2001), I tried to show how AVCs are and can be used in teaching translation to highlight various components of the model.
- » Over and above their varied advantages, AVCs add a human touch to the learning experience in the text-based environment.
- » Student comments

Translation teacher presence and roles with AVCs

- Design and organization
 - “e-conductor”, “e-judge”
- Facilitating Discourse
 - “e-initiator”, (“e-super-user”, “e-translator” and “e-problem-solver”), “e-super-reviewer”
- Direct Instruction
 - “e-super-reviewer”, “e-lecturer”, “e-analyst”, “e-coach”, “e-valuator”

Thank you!