HIGH-TECH HUMAN-TOUCH FOR ONLINE COURSES: RULES AND PRINCIPLES FOR HUMANIZING YOUR ONLINE COURSE

Khawla Shnaikat, MA
Ayman Ahmed AlQudah, MA
University of Dammam, KSA

Abstract

The noticeable progress and development in online learning and its technologies has made it necessary to pay attention on how to have high touch courses with high tech as well. Technologies sometimes make things complicated if it is not added intentionally. The aim of this study is to build a guide that explains how to make online courses more human. The answer to this question comes through a set of brilliant and sequenced steps that each instructor can follow to humanize online courses. This is presented after critically reviewing COI model, and accommodating the results of the COI with a real case study.

Keywords: Online teaching, MOOC, distance learning, virtual learning environment (VLE)

Introduction

Teaching process in general, depends on the ways used by teachers to pass information to students. Thus, the great evolution in the education process and the rapid changes in learning approaches, makes it necessary to develop and adopt some techniques in fulfilling learning objectives and reach out to a lot of people. However, this begins at class rooms reaching to the best that can be reached through electronic learning (e-learning) and online learning. Consequently, e-learning has become one of the most effective parts of the education process, and it is considered one of the approaches that give a competitive advantage to the educational system in universities (AlQudah, 2014).

E-learning mainly depends on the learning management system (LMS), which helps to take the education and learning process forward and beyond (AlQudah, 2014). Hence, it is considered as a medium that keep students engaged to the e-learning process. In literature, we have many learning management systems, such as: Canvas, Blackboard, and Moodle.

However, teaching using these techniques has totally changed. The main point we are studying in the education process progress, is the lack of humanity touch in the learning process, and the decrease in the interaction between teachers and students, which mainly appears with the use of distance learning.

Furthermore, this learning process depends on our inspection and observation for Humanizing Online Instruction (The Human MOOC). However, this is a massive online open course (MOOC) that has been published via Canvas community. The Human MOOC as a case study for the practical application of Community of Inquiry (CoI) framework, helps to guide the instructors to make their online courses more human. The CoI with its three elements, which are the Teaching presence, the Social presence, and the Cognitive presence, are considered as the key point for humanizing online courses. We classified the course modules into three categories depending on the CoI elements and search where the course modules meet the CoI precisely. Hence, the deep investigation for the human MOOC leads us to conclude on some instructions which guide the instructors to build a more human online course.

I.

2. Community of Inquiry (CoI) Framework

By critically reviewing CoI model, it comes to enhance the online learning process, and gives a methodology for studying the online learning. This model was firstly grounded through the understanding of the education process by John Dewey (Swan et al., 2009). After that, the CoI framework has been developed by Garrison Anderson and Archer as mentioned in Garrison et al. (2007). Upon their development for the CoI model, it mainly consists of three elements: Teaching Presence, Social Presence, and Cognitive Presence (See Figure 1).

Figure 1 Community of inquiry framework

An explanation for the three CoI model elements, its categories and its indicators are depicted in Figure 2. In the next subsections, we will go further in the CoI framework.

ELEMENTS	CATEGORIES	INDICATORS (examples only)
Social Presence	Open Communication	Risk-free expression
	Group Cohesion	Encourage collaboration
	Affective Expression	Emoticons
Cognitive Presence	Triggering Event	Sense of puzzlement
	Exploration	Information exchange
	Integration	Connecting ideas
	Resolution	Apply new ideas
Teaching Presence	Design & Organization	Setting curriculum & methods
	Facilitating Discourse	Sharing personal meaning
	Direct Instruction	Focusing discussion

Figure 2 Community of inquiry elements, categories, and indicators.

2.1 Teaching Presence

This element is considered as the facilitator, director, and designer element for the other CoI elements (Garrison et al. 2007). In Virtual Learning Environment (VLE), the interaction between online course participants regarding course content is indispensable (Garrison et al., 2000). However, here comes the need for the teaching presence in the online course. Thus, it helps to fairly design and define all the factors that are needed to complete all the online course elements upon CoI model (Garrison et al., 2007).

After going further in the teaching presence element, we find that the meaning of the teaching presence is presented through its three components, which are: 1. Instructional design or organization 2. Facilitating discourse (building understanding), and 3. Direct instruction (Anderson, et al.).

2.1.1 Design Organization

The main point for this phase is that the teacher needs to think carefully in the process, structure, evaluation, and interaction components of the course (Anderson, et al.). Therefore, this means that the teachers of online course need to plan and design a structure for their course, especially when distance learning is applied on his online course. Hence, this signifies that classrooms are not available. Since teaching in digital format is completely different from typical teaching, a good plan structure is highly recommended in such online courses.

2.1.2 Facilitating Discourse

The reason behind having the facilitating discourse component, is to create motivation points and interest for the students in the course, and to keep the students engaged with their online course since this is a very critical issue. The founders of the three components of the teaching presence (Anderson, et al.), used the term "discourse" instead of "discussion" to shed the light on having necessity on sustained deliberation which marks the learning in CoI (Anderson, et al.).

2.1.3 Direct Instruction

Teacher roles are represented in giving feedback for student's participations and quality resources supplying. Thus, they provide direct instruction that helps the students in any subject in the course and any technical tools that are needed to complete the course and getting the complete understanding (Anderson, et al.). Generally, the teacher is responsible for the initiation and foundation of the intellectual climate in the course (Montgomeire 1997), and directs the instruction that model the course subjects and topics. In the literature, the opinions regarding teacher's role in the online course differs; hence, some says that the teacher plays the role of a facilitator and not a content provider (Vygotsky, 1985). In Anderson, et al., a classification for teacher roles is done, and an identification for the direct instruction was found.

2.2 Social Presence

The target for this element is to sense "real people" in the online course, and involve all participants socially and emotionally in the online course (Gunawardena and Zittle, 1997).

As depicted in Figure 2, the social presence can be defined through three categories which are affective expression, open communication, and group coalescence or cohesion. Social presence is essential in online courses (Garrison et al., 2000). Therefore, computer conferences can support collaborative communities of inquiry to establish social presence. The initiation of social environment in online courses and the more interaction between course participants, help them to form their own intellectual positions, and build the needed knowledge and understanding required from the course (Garrison et al., 2000).

2.3 Cognitive Presence

This element aims to have the real learning in the online course to build the needed knowledge. In other words, we can define it as a measurement of the learner's ability to form and contend meaning through sustained reflection and discourse (Garrison, 2001). The cognitive presence

in some contexts, is considered as a distinguishing characteristic for higher education (Dauer, 1989). Furthermore, the cognitive presence is the most attractive element to study and develop from CoI elements (Celani and Collins, 2005; Garrison and Cleveland-Innes, 2005; Moore and Marra, 2005).

The understanding of cognitive presence meaning can be more obvious through having a practical format for it. This practical format for the definition of cognitive presence comes in four phases, namely: Triggering event, Exploration, Integration, and Resolution, as shown in Figure 3.

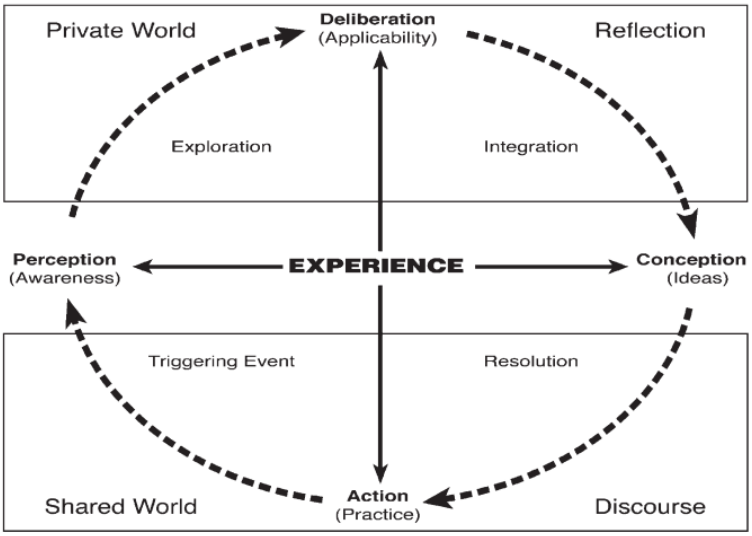

Figure 3 Practical inquiry model

2.3.1 Triggering Event

Triggering event is considered as a method that helps in finding an exciting point for the students in something related to course topics, and which leads to further inquiry in the course.

2.3.2 Exploration

This phase comes after the triggering event is completed. Here, the learners have to explore the event point, and they can do this individually or in groups.

2.3.3 Integration

Integration involves when the course participants start to collect the ideas and summarize the results that was concluded from the previous phases. As a result, they will get a new knowledge regarding the event issue.

2.3.4 Resolution

Here comes the time when the learners make use of the new knowledge, and try to use this knowledge in most of their life aspects. Resolution contributes in building community.

The combination of teaching presence and social presence contributes in reaching high level of cognitive presence. In addition, the integration between the three elements gives a productive and lucrative CoI, that outputs a successful and valuable online course that have the high-touch and the high-tech as well.

3. Case Study: The Human MOOC

The Human MOOC as we mentioned before, aims to teach the instructors how to add a human touch on their online courses (You can know more about the Human MOOC, the author of it, who is Mrs.Whitney Kilgore and about the course wayfinders on https://www.canvas.net/courses/humanizing-online-instruction). The course was divided into four weeks depending on the CoI frame work. In this section, we critically reviewed each week modules separately, and link it with the CoI elements. Also, we supported our description with snapshots from the Human MOOC course. In other words, we examined the human MOOC against COI elements.

3.1 Week-0: Start Here

As depicted in Figure 4, week number one has variation in modules. It starts with the course introduction, and to do list for course participants. It asks the course participants to determine their way finders and to customize their Canvas profile, since the human MOOC is implemented through Canvas LMS. It informs the course participants to introduce themselves to the Human MOOC community through videos. Also, it encourages participants to participate in the course using web services such as blogs, twitter, and other social media tools. Furthermore, it uses badges that motivate the participants. However, at the end of the week, it does survey regarding canvas LMS.

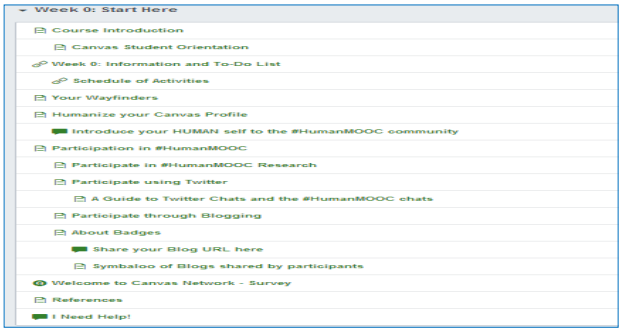

Figure 4 Week 0 modules (The #HumanMOOC, 2015)

As we noticed, week one was strongly affected by teaching presence and its three component. The teacher role is very obvious in defining and clarifying course subjects which represents the design organization component. Facilitating discourse comes through having tools such as badges and twitter. Also, we can observe how social presence takes place through involving social media tools, multimedia tools, and blogs. However, we took into consideration the course participant's opinion in the being used LMS through having surveys.

3.2 Week-1: Teaching Presence

Figure 5 shows week number two in the HUMAN MOOC. As in the previous week, the architecture for the week was organized in a way that supports the existence of teaching or the instructor presence. It starts with the course overview and to do list, and then, the teacher should introduce himself through capturing definition video about himself.

The creation of course discussions regardless of whether they are graded or not, also supports the teaching presence in the course especially when the discussions and assignments are determined with badges. Thus, this means that the student will get a badge once he submits his/her assignment.

The teachers usually use to type the feedback for their students as a comment on the submitted assignments. Also, the use of multimedia tools especially those that are mobile, helps in establishing an instructor's presence which is considered a key aspect in building an online community.

In the being studied HUMAN MOOC, the use of multimedia tools such as VoiceThread and FlipGrid contributes in increasing the teaching presence which enhance the quality of courses.

Using audio feedback is preferable for the students more than text-based feedback (Ice et al. 2007). The reason behind this is that the students can get more information from the audio feedback than what they can get from text-based even though it is time consuming. The HUMAN MOOC mentioned a software called audacity for making audio feedback. However, the HUMAN MOOC stated that using voice and video when grading assignments humanizes the process and allows students to "hear" the intent of the message and better understand the feedback.

Through our review and practice, it is a good approach for the instructors to use a combination of text-based and audio comments, which is considered to be more beneficial than fully depending on audio feedbacks alone (Borup et al., 2011). It is also good that the teachers were advised to use asynchronous video communication since the audio feedback contains only vocal cues, and do not have visual cues such as facial expressions and hand gestures (Borup et al., 2011). The examination of such approaches in online courses students,

and the research results, shows that the use of such techniques satisfies the student's needs more.

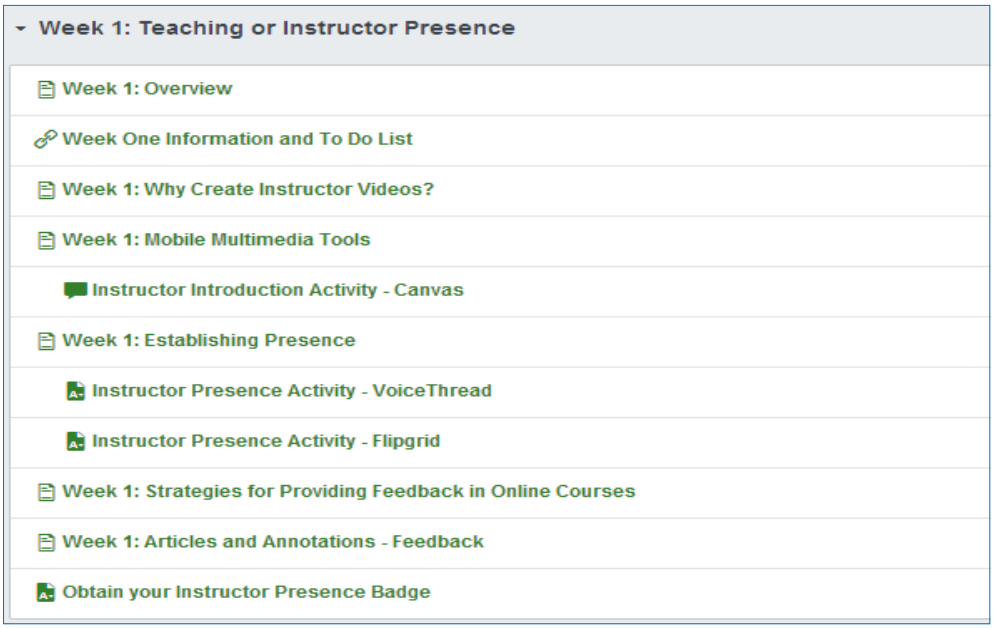

Figure 5. Week 1 modules (The #HumanMOOC, 2015)

Teaching presence presented by its three components which are, design and organization, facilitating discourse, and direct instruction influences student learning and satisfaction. Hence, teaching presence is very important in supporting cognitive presence (Akyol and Garrison, 2008).

3.3 Week-2: Social Presence

The Human MOOC approximately follows same architecture in all weeks. We can notice the overview and to do list. Then the course support the week 2 with some real participant opinion regarding social presence in the course such as Dr. Patrick Lowenthal. Dr. Patrick worked as an instructional designer for online courses, and he described what social presence entails and how it can be a "messy" construct. In addition, he mentioned that the social presence means how to find a way that helps the course participants to sense each other when they communicate through a communication medium. He also provides

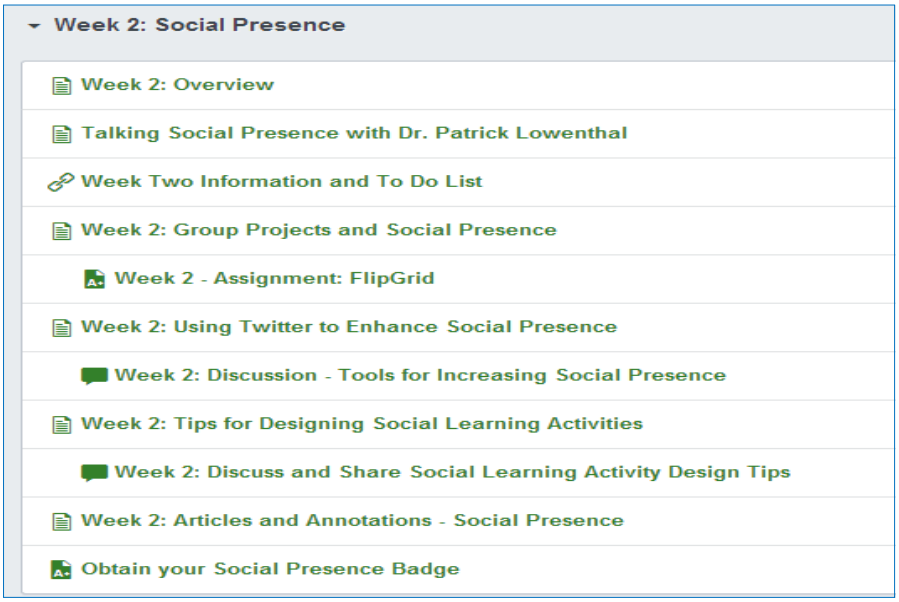

Figure 6 Week 3 modules (The #HumanMOOC, 2015)

Guidance about why social presence is important for online teaching and learning.

Consequently, the week modules were supported with assignments using FlipGrid, and posting some discussions that strengthens the existence of social presence, especially because they are asking about which tools could increase social presence in online courses. In addition to that, he mentioned some ideas that enhance social presence in the online courses, such as the use of social media tools like Twitter.

The module group projects and social presence that is found in week 2, mentioned that effective student-centric learning design provides students with opportunities to connect socially, collaborate on group projects, and discuss course content with each other. The teacher does not need to be at the center of the course for learning to occur. Group projects require group cohesion and oversight. Then the module recommended some great tools available to help the instructor implements groups in the online courses such as, Moxtra and Slack (The #HumanMOOC, 2015). Thus, it is good to notice how the Human MOOC builders, supports the week modules with articles and annotations that enhance course participant's abilities and understanding.

The social presence is clearly represented through week 2 modules. As we noticed, the development of virtual relationship, virtual knowing, and virtual clique are forming the social presence; thus, they enhance its positive impact on online courses (Ke, 2010).

3.4 Week-3: Cognitive Presence

In the last week modules, the practical aspect for the implementation of the cognitive presence phases is clearly obvious. This is because applying them, gives suggestions that contributes in fostering the cognitive presence. Thus, these suggestions are: 1. Sustained deliberation between peer students (means student-to-student discussion); 2. Having student-to-student communication to co-operate in course activity; 3. Give the management of learning activities to the role of the students, and let it be student-to-student; 4. Allow peer students to give each other comments and feedbacks; 5. Give peer students the role of observation and assessment; and 6. Let them build their own knowledge based on what they have learned (The #HumanMOOC, 2015). Subsequently, we applied the previous suggestions in face-to-face training course, and assessed the results through asking the students about their opinion in such approaches. The students showed a great acceptance, interact very well with course activities, and showed an enthusiastic feeling. Thus, they also described their knowledge to be an unforgettable kind, just because they are practicing it. As such, we are raising the sustainable awareness of students.

The modules as usual started with the overview and to do list. Cognitive presence is where learners construct meaning through critical discourse and metacognitive approaches. The practical inquiry (PI) model, which is the practical implementation for the CoI, includes four phases. These phases describe cognitive presence in an educational context generally and in online learning (The #HumanMOOC, 2015). Posting a discussion with the title “Developing your own triggering events” helps in understanding the idea behind these phases. Thus, it starts with recognizing a problem and ends with the resolution. Each phase from beginning to end, and the phases in between, has its specific tools. Triggering events tools includes course content tools, course discussion, polls, course media, and comment tool. Exploration phase tools are the internet searches, Google earth, databases, and OER repositories. The integration phase tools are Google Docs, EtherPad, Chat, Twitter, and Course discussion tool. The final phase which is resolution have the following tools; Blog, Mapping, Diagrams and Charts, Presentation tools, and Course Group tools.

Furthermore, another module that contributes in maintaining the cognitive presence in online courses, is the use of peering review. Hence, we can conclude the reason behind this technique in the following points: 1. Improve reading, writing, inquisitive, and analyzing skills for the students; 2. Translate student’s skills into practical applications; 3. Let the students live new learning experience, since their ideas and activities are not directed to the instructors only, but to audience of same mind level i.e. students like them; 4. Students will learn to educe and elicit comments and feedbacks on

their peer's work; and 5. Students will be more innovative since they are learning how to react to feedbacks and comments on their own work (The #HumanMOOC, 2015). Consequently, the peer review issues helps in establishing brain storming sessions and get all possible benefits for this technique. However, this is clear especially after asking the students about their opinion in this issue.

We assessed the implementation for online student peer review approach through teaching face-to-face training course. Therefore, the results show that: 1. Students like the attitude of being reviewers and play the role very well. 2. Students learn from their colleagues and examine their understanding better. 3. Students discover any possible problem regarding their information about specific topic. 4. Students could understand their peers much better than the teachers, since they are closer to each other. 5. Students received almost instant feedback and comments. 6. Students have the ability to distinguish the professional colleagues. 7. Students learn from their mistakes when they are at fault, and accept the contrast point of views quickly. Nevertheless, our assessment results are close and similar to the assessment results that were found in Wolfe (2004).

Our reviewing for Nagel and Kotze (2010) leads us to attain that student perceived the peer reviews positively. In this investigation, three themes emerged based on student's least favorite things about peer reviews. The three themes consisted of high feedback expectations, higher cognitive review feedback, and dissatisfaction with no grade association to the peer review assignment. However, the peer reviews increased cognitive presence and a sense of student's belonging.

Before week 3 ends, a survey about the user experience in canvas and the Human MOOC was made. The survey asked many questions such as, how strongly do you agree or disagree with the following statement: The course materials (lectures, videos, documents) have a positive impact on my learning experience. How strongly do you agree or disagree with the following statement: The course activities (discussions, assignments, projects, quizzes) have a positive impact on my learning experience. How likely are you to recommend a course on Canvas Network to a friend?. Therefore, from this survey, we can conclude how much the participant in the course is satisfied, and the statistics results which help in constructing a new vision to go forward.

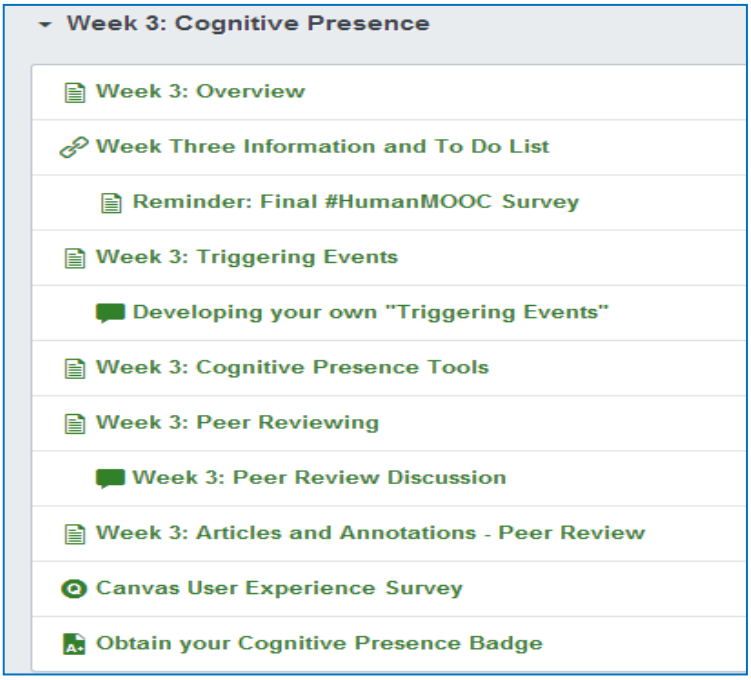

Figure 7. Week 3 modules (The #HumanMOOC, 2015)

At the end of week 3, more badges are created to motivate students more, and push them to participate in all discussions and assignments.

4. How to humanize your online course (Results)

The teachers especially the university and college teachers need to build what is called a natural critical learning environment (Brinthaupt et al., 2011). In this environment, the teachers should embed the skills and information they plan to teach in assignments, questions, and tasks. As a consequence, the students will find fascinating authentic tasks that will bustle curiosity, challenge students to rethink their assumptions and examine their mental models of reality, and motivate them to go for knowledge (Brinthaupt et al., 2011). Our role integrates with the natural critical environment in order to introduce human online course, which keep students engaged. Thus, the best that online teachers should do is depicted in Table 1 (Bain, 2004).

Re-energize student and keep them engaged	- Establish a learning environment. - Support and encourage student –to-student interaction and student-to-teacher interaction. - Playfulness and have a sense of humor in the course. - Use technologies intentionally (videos, chats, wikis, etc.) - Collaborative learning using technology tools (discussion tools, blogs, etc.)
Enthuse and excite students to learn (Triggering events and find curiosity points)	- Create learning atmosphere which is suitable for your students. - Find problems and questions that attract students to investigate, explore more, and make them curious. - Focus on knowing what thoughts and ideas the students already have. - Involve technology tools that engage students more.
Communicate with students after building professional relation with them	- Introduce yourself to students; it is preferable to do this through preparing an introductory video. - Keep in your mind the totality of students enrolled, the specific social position, role, and status of students. This helps you to plan for what is really needed for the course. - Try to not be strict regarding deadline and due dates. - Make comments on student's activity and give feedback individually. - Take notes and write reports regarding student's behavior and their communication.

Table 1. The best that online teachers should do (Bain, 2004)

Upon our observation and critical reviewing for the Humanizing Online Instruction: The #HumanMOOC, we conclude on the following points as a guide for all online teachers to help them more in making their online courses more human:

1. Plan for your online course and organize its structure from the beginning to the end. In other words, build the course mind map and make it clear as much as possible. Connect course mind map to a time schedule. Such approach could be one of the aspect for the design organization component in the teaching presence element.

2. Make your expectations clear and explicit; hence this means that the teacher should make it clear and easy for the students to know what to do and when to do it. This summarizes the facilitating discourse component in the teaching presence element.
3. The instructor needs to prepare the main target for the course which means specifying the learning objectives, introduction, course topics, discussions and assignments, articles and annotations for each topic, and make what is called To-do-list. This point is strongly related to the design organization component in the teaching presence element.
4. Clarify what is the need for the online and let the students know about the external resources that could help them in building more knowledge regarding course topics. Also, teachers should help students to learn and understand better, since such resources have a powerful impact on the students. Thus, we classified this point under the designing organization component of the teaching presence.
5. The instructor should keep in mind the Quality Matters (QM) rubrics when designing and building his/her online course and the learning outcomes for the course. This is related to the design organization component of the teaching presence. Thus, Figure 8 gives a sample from the international course design standards based on QM rubrics.

QUALITY MATTERS

QM

For more information visit www.qualitymatters.org or email info@qualitymatters.org

Quality Matters™ Rubric Standards
Fifth Edition, 2014, with Assigned Point Values

Standards			Points
Course Overview and Introduction	1.1	Instructions make clear how to get started and where to find various course components.	3
	1.2	Learners are introduced to the purpose and structure of the course.	3
	1.3	Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4	Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5	Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6	Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7	Minimum technical skills expected of the learner are clearly stated.	1
	1.8	The self-introduction by the instructor is appropriate and is available online.	1
	1.9	Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1	The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2	The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3	All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4	The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5	The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1	The assessments measure the stated learning objectives or competencies.	3
	3.2	The course grading policy is stated clearly.	3
	3.3	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5	The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3	All instructional materials used in the course are appropriately cited.	2
	4.4	The instructional materials are current.	2
	4.5	A variety of instructional materials is used in the course.	2
	4.6	The distinction between required and optional materials is clearly explained.	1

Figure 8. Quality Matters rubric standards

6. Use a Learning Management System (LMS) that has variation in online learning services and easy to use. Many LMS provides a strong and comprehensive help guide. The teacher is not supposed to be a technical support, but the teacher should guide the students to such help and direct them in some points. This will decrease the feelings of panic that the students may have due to technology. In addition, keep them focus on the course and remove negative thinking that happens because of the unawareness of such techniques and any tools related to E-learning. This means, the teacher's role is to provide the technical help resources which explains the facilitating discourse component in the teaching presence element. Examples of LMS systems that provide a powerful user guide are Canvas, Blackboard, and Moodle which is an open source LMS.
7. The teacher has to encourage and incite the students to introduce themselves to the other participants in the course through capturing videos for themselves. This video needs to be short and the students should talk about themselves in a profession way. The instructor's roles come into play by helping the students to accomplish this task and enthuse them from the beginning of the course. The teacher helps the students by letting them know about multimedia tools that capture videos or any available tool in the being used LMS. In this point, we can notice the facilitating discourse, direct instructions from the teaching presence, as well as the social presence aspect.
8. Activate the discussions activity in the course, and involve social media like Twitter in sharing such discussion more and more. This point comes under the triggering event phase of the cognitive presence, and the social presence plays its role also.
9. Involve social media and make use of it, but the instructor should keep in mind the intentionally use of technology. Figure 9 shows the most popular social media tools technologies.

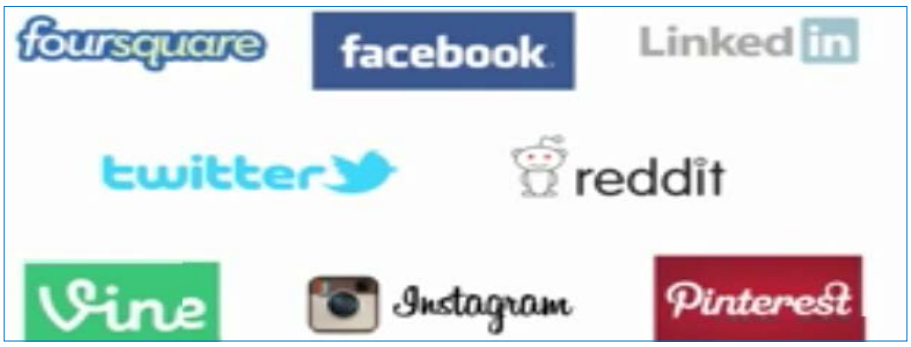

Figure 9 Most popular Social media tools and technologies

10. Motivate the students to participate in the course activities and in solving assignments through the use of badges. However, they are free.

Thus, the students feel proud when get them, and they announce such news through social media.

11. Encourage and enthuse students to participate in the course activities using Blogs. Enlighten them regarding the possible blogs, so that they can do the job.

12. Guide students to open the course on their electronic mobile devices, i.e. smart phones and iPad, etc. Such devices especially the types that are portable with multimedia tools, keep the students engaged and connected to their online course and its activity. This point strongly shows the Teaching presence element.

13. Create Assignments in the online course, and build them depending on using multimedia tools, and not only text based assignment. On one hand, teachers can use many multimedia tools such as; FlipGrid. The teacher role is to direct the students about how to use such tools, by providing links to users guide for such tools. Hence, this ensures that the students will finish the assignment very well. On the other hand, the teachers should evaluate multimedia tools carefully, and use the appropriate tools for his/her online course. The evaluation process could be done using social media tools, or any available education websites, such as, (https://www.diigo.com/user/hjdewaard). This part strongly explains the direct instruction component of the teaching presence element.

14. The Instructor should diversify in the feedback when making comments on students who participated in course activities. The Instructors should not depend on text and typing feedback only, but should use audio and video feedback. This is employed since the use of such approach enhances teaching presence and student's sense of the learning community.

15. Increase social presence level in the course by encouraging group work between the students. There are many tools which facilitate this idea for teachers, such as; Etherpad and Google Drive.

16. Keep students updated with the most new researches and published papers regarding the course topics. Teachers can add links to articles and annotations that shows what is new in a field or topic in his course. Hence, this will enhance research and the cognitive skills of the students.

17. The teachers should always keep triggering events in the course. Thus, this would strengthen the cognitive presence in the course.

18. The teachers needs a full and deep understanding of the practical inquiry model phases, and keep on it in their courses.

19. Assign to the students the role of reviewing assignment for each other. Thus, such approach is called peer review. This technique helps in keeping the students engaged to their courses and improving their reading and writing skills.

20. Always keep the student's participant's opinion in your mind and put it into consideration. This could be applied by creating surveys in the courses, may be regarding some topics, activities, or the being used social and multimedia tools in the online courses.
21. Teacher needs to add a fun and playfulness flavor on his/her online course. Having a sense of humor in online teaching and in teaching as a whole, can keep students engaged, re-energize them, and make them learn with joy. This way, the students have an unforgettable knowledge. Hence, our experience as students in the past is our proof for this issue. Here, we get back to the teaching presence element.
22. Teachers should login to their online course regularly. We are not saying it is a full day job, but teachers need to keep attention to their students and follow them up, especially when it is needed to give a personal feedback to them, i.e. video, audio or text feedback. This gives the students the feeling that their participations and their ideas are important, and teachers mean what they are doing. Dr. Patrick Lowenthal, who was an instructional designer, insists on this point as we noticed in the Human MOOC.
23. If any time the teachers faces a problem or felt confused regarding designing, building and developing an online course, they can consult the instructional designers in their organizations or institutions. Also, the guide we present is always available.

Conclusion

In conclusion, the usefulness of CoI appears clearly in the reflection of its elements and components on the online courses. The results give a successful and valuable online course that combines between the high-touch and the high-tech. Such courses help students more, and contribute in making the learning and teaching processes more efficient. In Table 2, we concluded the final actions teachers could do to establish CoI elements in their online courses. Thus, this means how they can have teaching presence, social presence, and cognitive presence in the online course, thus having a more human one.

Teaching presence aspects	Social presence aspects	Cognitive presence aspects
Humanize LMS profile. (Edit name, picture, bio, etc.)	Using social media. (Twitter, Facebook, etc.)	Triggering events (Problem based learning, Case Studies, Article, Video, Podcasts, Probing questions, sense of humor)
Personal Feedback. (Video, audio or text)	Digital story telling. (Video, audio or text)	Exploration (Searching, analyzing, divergent thinking and finding what is called Open Educational Resources (OER))

Evaluate Multimedia tools. (https://www.diigo.com/user/hjdewaard)	Discussions and Groups projects. (Google Docs , EtherPad, Chat, Twitter, and Course Discussion tool)	Integration(Discussions, brainstorming, asking more questions, determine contrasting viewpoints and contradictions areas, draw scenarios, convergent thinking, categorize ideas, making assignments, and create quizzes)
Surveys	Brainstorming.	Resolution (Cooperation and collaborative)
	Cooperation and collaborative (Wiffiti,VOKI, Bitstrips, Padlet and linolt, Diagrams and Charts, Blogs etc.)	Peer review (Information exchange)
	Surveys	Surveys
Badges	Badges	Badges

Table 2. Final principles teachers could use to apply CoI on their online courses

6. Future Work

Our future work will be the application of the previous principles to produce a real MOOC with the title "Website Programming using html5, JavaScript, and CCS3". The course will be published in Rwaq Academy and is available on the following link: http://www.rwaq.org/courses/html5-css3-js.

Acknowledgment

This paper is a reality through the help and support of Dr. Bandar Alamer, the dean of e-learning and distance learning deanship at the University of Dammam. Therefore, we express our sincere gratitude to Dr. Bandar for his guidance and encouragement during the course of this study.

References:

AlQudah, A. A. (2014). Models and frameworks for a successful virtual learning environment (VLE) implementation. American Journal of Software Engineering and Applications, 3(4), 33-45.

AlQudah, A. A. (2014). Accepting moodle by academic staff at the University of Jordan: applying and extending tam in technical support factors. European Scientific Journal, 10 (18).

Swan, K., Garrison, D. R. & Richardson, J. C. (2009). A constructivist approach to online learning: the Community of Inquiry framework. In Payne, C. R. (Ed.) Information Technology and Constructivism in Higher Education: Progressive Learning Frameworks. Hershey, PA: IGI Global, 43-

Garrison, D. R. & J. B. Arbaugh. (2007). Researching the community of inquiry framework: Review, issues, and future directions. Internet and Higher Education 10(3): 157–172.
Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. The Internet and Higher Education, 2(2-3), 87−105.
Anderson, T., Rourke, L., Garrison, D. R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context. Journal of Asynchronous Learning Networks, 5(2). Retrieved December 10, 2004, from http://www.aln.org/publications/jaln/v5n2/v5n2_anderson.asp
Montgomerie, T.C., Harapnuik, D.(1997). Observations on web-based course development and delivery. International Journal of Educational Telecommunications 3(2/3), 181-203.
Vygotsky L. (1985). Mind in Society. Cambridge: Harvard University Press.
Gunawardena, C., & Zittle, F. (1997). Social presence as a predictor of satisfaction within a computer mediated conferencing environment. American Journal of Distance Education, 11(3), 8−26.
Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking and computer conferencing: A model and tool to assess cognitive presence. American Journal of Distance Education, 15(1), 7−23.
Dauer, F. W. (1989). Critical thinking: An introduction to reasoning Oxford: Oxford University Press.
Celani, M. A. A., & Collins, H. (2005). Critical thinking in reflective sessions and in online interactions. AILA Review, 18, 41−57.
Garrison, D. R., & Cleveland-Innes, M. (2005). Facilitating cognitive presence in online learning: Interaction is not enough. American Journal of Distance Education, 19(3), 133−148.
Moore, J. L., & Marra, R. M. (2005). A comparative analysis of online discussion participation protocols. Journal of Research on Technology in Education, 38, 191−212.
The #HumanMOOC , Course Modules: Humanizing Online Instruction. (n.d.). Retrieved May 2, 2015, from https://learn.canvas.net/courses/503/modules
Ice, P., Curtis, R., Phillips, P., & Wells, J. (2007). Using asynchronous audio feedback to enhance teaching presence and students' sense of community. Journal of Asynchronous Learning Networks, 11(2), 3-25.
Borup, J., West, R.E., and Graham, C.R. (2011). "Improving Online Social Presence through Asynchronous Video," The Internet and Higher Education).
Akyol, Z., & Garrison, D. R. (2008). The development of a community of inquiry over time in an online course: Understanding the progression and

integration of social, cognitive and teaching presence. Journal of Asynchronous Learning Networks, 12(2-3), 3-23.
The #HumanMOOC, Course Modules: Humanizing Online Instruction. (n.d.). Retrieved May 12, 2015, from https://learn.canvas.net/courses/503/pages/week-2-group-projects-and-social-presence?module_item_id=122200
Ke, F. (2010). Examining online teaching, cognitive, and social presence for adult students.Computers & Education, 55(2), 808–820.
The #HumanMOOC, Course Modules: Humanizing Online Instruction. (n.d.). Retrieved May 14, 2015, from https://learn.canvas.net/courses/503/pages/week-3-triggering-events?module_item_id=122208
The #HumanMOOC, Course Modules: Humanizing Online Instruction. (n.d.). Retrieved May 22, 2015, from https://learn.canvas.net/courses/503/pages/week-3-peer-reviewing?module_item_id=122210
Wolfe, W. (2004). Online Student Peer Reviews. Proceedings of the 5th conference on Information technology education, Pages 33-37.
Nagel, L., & Kotze, T. (2010). Supersizing e-learning: What a COI survery reveals about teaching presence in a large online class. Internet and Higher Education, (13), 45-51.
Brinthaupt, T. M. Fisher, L. S. Gardner, J. G Raffo,. D. M. and Woodard J. B.. (2011). What the Best Online Teachers Should Do, Vol. 7, No.4, MERLOT Journal of Online Learning and Teaching.
Bain,K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press.