**ANA 525 ASSIGNMENT 06 WRITING UP YOUR RESEARCH**

**KOHEI NISHITANI**

# Results/Findings

In exploring thematic analysis of how faculty members facilitate instructor presence in the online learning environment, four main themes were identified from the analysis of the interview data: The four categories were Instructor’s Participation and Interactions, Online Learning Experience, Challenges and Adaptations in Online Learning, and Instructor Effectiveness.

## 1.Instructor’s Participation and Interactions

This work shows that communication tools and interaction plans are key to building instructor presence in the online environment. One of the respondents stated, “Having a group chat is definitely good… drop-in sessions are one of the best ways to communicate with students.” This highlights the need to engage the learners and use different communication media in virtual learning environments. The role of individualized instructor interaction was also stressed by the participants. A student said, “I think more one-on-one contact hours, like the drop-in sessions that we are supposed to attend and then getting actual feedback in form of videos would be helpful.” This suggests that learners have a positive perception of those teachers who attempt to build relationships at online.

The data also showed that some courses may need the instructor to be more involved than others. One student noted that, “maybe the classes that have a lot of discussion may not need the instructor to be as active because you’re already talking a lot in the chat.” This means that the instructors require designing their presence based on the need of a specific course.

## 2.Online Learning Experience

In other words, the collected data analysis shows that the concept of online learning is expressed in the design of a course and the attitude of students to it. Several participants reflected on course design, with one participant highlighting the following: “The course must be designed in a way where it’s interesting…” This means that, the consideration that goes into developing an effective course is very important if students are to be motivated in the online classes. The students also asked for more discipline during the online learning process. According to one of the participants: ‘I think the most important thing is time management so that you can be studying and not wasting time on other activities at home.” This means that for online learning to be effective, the learner must have good self-management skills.

The results also indicate that students’ attitude towards online learning may affect their experience. One of the participants said, ‘I think it is quite comparable in that regard, in that you have to consider it as an online course or a face-to-face course’. This means that students who are consistent in their learning modalities may do well during online learning.

## 3.Challenges and Adaptions in Online Learning Environment

The study reveals that although online learning promotes flexibility it comes with its own difficulties. Another said, “I think I learn in person better,” which seems to be a common problem among students who have challenges in undertaking online classes. However, another interviewee pointed out the career benefits, “I do believe that online learning has impacted my career in some way and for the better.” This has particularly helped me with taking courses and working at the same time which has helped in enhancing my knowledge and skills in the workplace. The data shows that solving these challenges may depend on students being proactive. In the words of one participant, ‘It’s quite a challenge to remain motivated day in day out…’ This shows that motivation is a critical factor in online learning environments because students easily lose motivation.

## 4.Instructor Effectiveness

This is what we gathered from the data that instructor course effectiveness is directly related to feedback and availability online. One student emphasized the importance of timely responses, “I assume that they will answer within a day because I always try to search for online sources to find answers to my questions if I don’t get it I will send an e-mail to my instructor”. This shows that timely feedback from the instructor is important especially in cultures to keep the students participating and assisting in learning in online classes. The findings have also given a new face that feedback should be personalized. This was echoed by one of the participants who deemed it helpful to receive feedback on assignment submission or in other words individual attention insisted that teachers play an important role in the online classes.

Furthermore, the results show for students, embracing the instructors who will use more creativity in their online lecturing. One of the interviewees stated that ‘‘The instructor pretty much relied upon common tools,’ hence, there is still a possibility of instructors to be creative when it comes to the use of technology and or strategies that are used in online courses.”

# Discussion

The purpose of this research was to understand how faculty members create instructor presence in online courses. As Bryman (2015) notes, "Writing up your research will contain many other features, such as referring to the literature on which you drew, explaining how you did your research, and outlining how you conducted your analysis" (p. 662). In line with this guidance, this discussion will explore the implications of our findings and their relevance to existing literature.

The thematic analysis provides strong evidence indicating that communication customization and application of multiple media forms are important predictors of perceived instructor presence. Bryman (2015) emphasizes the importance of such analysis, stating, "Your writing should point to particularly salient aspects of the tables, graphs, or other forms of analysis you present" (p. 665). Our analysis highlights the importance of drop-in sessions and individual feedback in reducing the transactional distance of online learning.

These empirical results about course design and self-discipline in online learning confirm that both instructors and students have roles in constructing effective online learning experiences. This aligns with Bryman's (2015) advice that "You should make clear the implications of your findings for your research questions" (p. 668). Our findings imply that institutions may need to offer support for both instructors in course design and students in developing online learning skills.

The difficulties noted, especially concerning information retention and motivation, indicate that online instructors need to utilize a variety of instructional methods. As Bryman (2015) suggests, "You might draw attention to any limitations of your research with the benefit of hindsight" (p. 668). While our study provides insights into these challenges, future research could explore specific strategies to address them.

The emphasis on instructor responsiveness underscores the importance of clear communication expectations in online courses. This aligns with Bryman's (2015) point that "It is often valuable to propose areas of further research that are suggested by your findings" (p. 668). Future studies could examine which aspects of instructor behavior significantly affect online students' perceptions of presence and academic performance.

In conclusion, facilitating instructor presence in online learning environments requires a multifaceted approach. As Bryman (2015) advises, "A Conclusion is not the same as a summary. However, it is frequently useful to bring out in the opening paragraph of the Conclusion your argument thus far" (p. 667-668). Our study contributes to the understanding of effective online teaching strategies by highlighting the importance of communication, engagement, course design, and responsiveness in creating a strong instructor presence in virtual learning environments.