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Abstract
The purpose of this study is to explore social presence, cognitive presence and teaching presence in an online educational context, expecting to provide teaching strategies in response to them. Students in the course of e-Learning Theories, delivered by Department of Information and Communication at Southern Taiwan University, are participants in focus group interviews upon which are drawn to examine the context. The study found three results: First, constructing asynchronous learning networks is helpful in terms of increasing social presence, but the efficiency will decrease with time. Second, cognitive presence can be strengthened by highlighting discussion issues related to the context. Finally, the immediate feedbacks given by teachers have obvious effect on increasing teaching presence. Also, the results of this study can be provided as a reference for designing further activities of asynchronous learning networks.
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