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Corrigendum: Meaningful connection in virtual classrooms: graduate students' perspectives on effective instructor presence in blended courses

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In the published article, there was a mistake in the Results section. A correction has been made to Results, *Findings from the semi-structured interview*.

This section previously stated:

“Several themes (Table 4) emerged in relation to the open-ended survey asking participants (n = 10) to describe significant factors in establishing and maintaining an effective online instructor presence. The survey questions (Supplementary Appendix B), focused on effective instructor presence behaviors, actions, and position, and the related effects on learners. The resulting themes, as seen in Table 4, are: (1) The instructor connects early and often, (2) The instructor is visible, connected, and engaged, (4) The instructor builds trust and sets the stage for learning, and (4) Disconnected instructor presence results in students feeling overwhelmed and anxious.”

The corrected section appears below:

“Several themes emerged in relation to the semi-structured interview questions (Appendix A). The resulting themes, as seen in Appendix are: (1) The instructor connects early and often, engaged, (2) The instructor is visible, connected, and engaged, (3) The instructor builds trust and sets instructor presence results in students feeling, and (4) Disconnected instructor presence results in students feeling overwhelmed and anxious.”

The authors apologize for this error and state that this does not change the scientific conclusions of the article in any way. The original article has been updated.

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