Community of Inquiry (CoI) Framework

Introduction (Part 1 of 4)

Garrison, Anderson & Archer

Inquiry

• Is problem or question driven
• Includes critical discourse
• Incorporates research methods such as information gathering and synthesis of ideas
• Practical inquiry is shaped by the rigorous and purposeful process of reflection and discourse to construct meaning and confirm knowledge

Stages of Inquiry

1. Triggering Event — Sense of Puzzlement
2. Exploration — Information Exchange
3. Integration — Connecting Ideas
4. Resolution — Applying New Ideas

Takeaway: Learning is social, and research data confirms that students report higher satisfaction and better learning when there is active engagement (Dewey, 1916; Vaughn, 2011)
Community of Inquiry Framework

**Social Presence** (Part 2 of 4)  
Garrison, Anderson & Archer

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**First things first:**
Begin with introductions!
Create a forum or section of your course where you and students introduce yourselves to one another.
- Post avatars and profiles
- Use and encourage students to post brief introductory videos
- Develop initial course activities to encourage the development of swift trust, such as through icebreakers
- Have an off-topic forum, welcome students to post (as comfortable) photos/videos/links to appropriate social media
- Make active engagement a significant part of course grades.

- Communicate clearly your expectations for quality
- Students establish netiquette guidelines
- Self-select study-buddy or team
- Assign group roles to help them to engage...

**Then give them a good reason:**
1. Develop open-ended, critical thinking discussion questions...
   a. Use the Critical Thinking Guide! (criticalthinking.org) and also require it
2. Encourage learners to share experiences, examples, ideas and feelings
3. Structure collaborative learning activities
   - Small group discussion | Problem based | Project based | Case studies |
   - Design Thinking projects | Group Presentations / digital storytelling– digital recording, web 2.0 tools (see IDeL site Resources: gvsu.edu/idel/)
4. Collaboration via Blogs, Wikis, Google Tools

**Ice Breakers: Two Lies and A Truth | Share what they wanted to do when they grew up | Most embarrassing mishap using a computer | Three words- Ask participants to write a story together, each adding only three words | Personal Cards representing themselves using trading cards:**
http://bighugelabs.com/flickr/deck.php | What’s on your reading list? | Same and different – in groups, something each has in common something that is unique

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**~ Social Presence ~**

The ability of participants to
- Project themselves socially and emotionally,
  - as well as the degree to which they feel socially and emotionally connected to others (Garrison, Anderson & Archer, 2000)
- Identify with the community (e.g., course of study)
- Communicate purposefully in a trusting environment
- Develop relationships by way of projecting their individual personalities.” (Garrison, 2009)
- The sense of feeling connected to others (Gamberini et al., 2004)
- The perception of others being aware of one’s presence through communication (Lowry et al., 2006)
  - Emotional Expression
  - Open Communication
  - Group Cohesion

“In online higher education, building community is particularly important because it cannot be taken for granted” (Swan & Garrison, year)

“Community means meaningful association, association based on common interest and endeavor. The essence of community is communication” (John Dewey, 1916)

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g.decker, 2016
What are the “big ideas” in your course/discipline? What do you most want your students to take away?
• Identify those things and develop major course activities around their assessment.
Then, what other important knowledge, skills and attitudes should students have?
• Develop additional course activities around their assessment.
Consider the knowledge you want students to learn:
• Provide multiple representations
• Provide multiple activities for practicing desired skills
• Use words and pictures simultaneously to explain concepts
• Use online discussion and writing activities to support conceptual learning and divergent thinking.
• Prompt online discussion with provocative, open-ended questions to encourage experimentation, divergent thinking & multiple perspectives
• Model and encourage diverse points of view through your own posts and by bringing attention to exemplar student posts
• Require discussion summaries that identify steps in the knowledge creation process
• Pose questions that generate different perspectives
• Pose questions that require students to combine new information to answer
• Scaffold learning activities that bring students to create solutions
• Gear activities so that student solutions are applicable in practice, work, or other non-course related activities
• Use Problem-based and case-based learning
• Design Thinking
• Begin with brainstorming exercises
• Use self-testing, practice assignments, simulations & other interactive activities to support skill development & convergent thinking
• Develop grading rubrics for discussion and assignments. Have students develop rubrics.
• Automate self-assessment quizzing with immediate feedback when possible
• Develop learning modules with opportunities for active learning, assessment & feedback that can be accessed frequently for remediation or enrichment
• Require frequent reflection assignments

Cognitive Presence is enhanced when students can: Connect ideas | Apply new ideas | Set the curriculum | Set the climate for learning | Inject knowledge from diverse sources |
Getting Started ~
• Introduce yourself – course orientation video and personal welcome
• Be clear about how students should address you
• Promptly answer e-mail
• Use short videos to introduce the course and particular topics

Course Design and Management ~
• Ensure courses are well organized and that the organization is clear to students & easy to navigate
• Have someone review your course for clarity & consistency
• Clearly state course goals, instructional expectations, and course schedule.
• Provide students with explicit and redundant instructions
• Provide clear grading guidelines including rubrics for complex assignments
• Design courses for learner choice, flexibility & control
• Ask for feedback on how the course could be improved

Building Understanding ~
• Design diverse graded activities to complete every week
• Establish a climate that creates a sense of course community
• Help students clarify their thinking
• Keep students on task, engaged, and participating
• Encourage students to explore new ideas
• Establish opportunities for critical reflection and discourse that will support systematic inquiry
• Diagnose and remediate misconceptions
• Confirm understanding through informal and formal assessment
• Promote metacognitive awareness and insure that inquiry progresses through to resolution (see CoI TIP part 1)

Direct Instruction ~
• Select, develop, and present content
• Provide students with frequent, timely, helpful, and supportive feedback
• Ask leading questions and focus discussion on issues that aid student learning
• Provide explanations or demonstrations to help learners better understand the content
• Inject knowledge from diverse sources with links for students to pursue
• Interact with your students on a whole class, group and an individual / personal basis

The three major categories under teaching presence are
1. instructional design and management,
2. building understanding, and
3. direct instruction

Establishing teaching presence means creating a learning experience for students to progress through with instructor facilitation, support, and guidance.

As instructors we actively
• guide our students through course materials,
• reinforce key concepts, and
• foster student engagement

These components of teaching presence are critical to a successful student learning experience.

References


