Community of Inquiry (CoI) Framework

Supporting Discourse

Educational Experience

Selecting Content

Teaching Presence

Structure & Process

Social Presence

Cognitive Presence

Community of Inquiry (CoI)

Framework

• A process model of learning
• Grounded in a social-constructivist epistemology
• Assumes effective learning requires the development of a community of learners that supports meaningful inquiry

Learning occurs because of the interaction of social, cognitive and teaching presence

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

Cognitive Presence:
The extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry

Teaching Presence:
The design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes

Garrison, Anderson & Archer, 2000

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

Garrison, D. R. (2011)

Vaughn, N. (2011)

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)
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.  

Then give them a good reason:  
1. Develop open-ended, critical thinking discussion questions...  
   a. Use the Critical Thinking Guide!  
   b. Encourage learners to share experiences, examples, ideas and feelings  
2. 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/)  
3. 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  

~ Social Presence ~  
The ability of participants to  
- Project themselves socially and emotionally,  
  o 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)  
  o Emotional Expression  
  o Open Communication  
  o 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)
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 quizzesing 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
Community of Inquiry Framework
Teaching Presence (Part 4 of 4) Garrison, Anderson & Archer

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

~ Teaching Presence ~
the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.

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


