Building Community Online using the **Community of Inquiry Model**
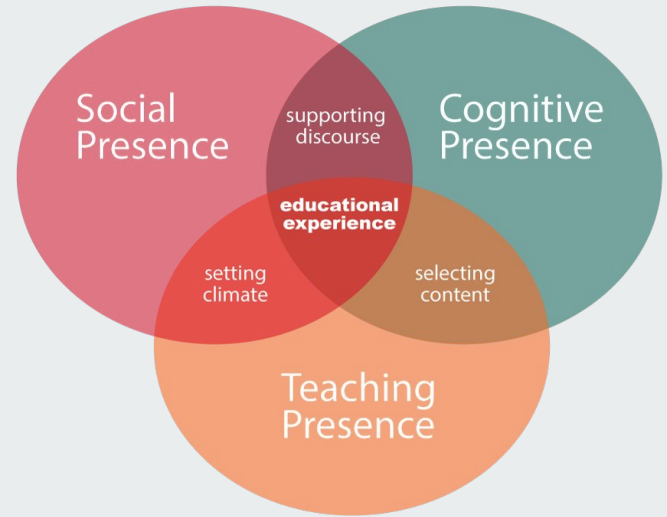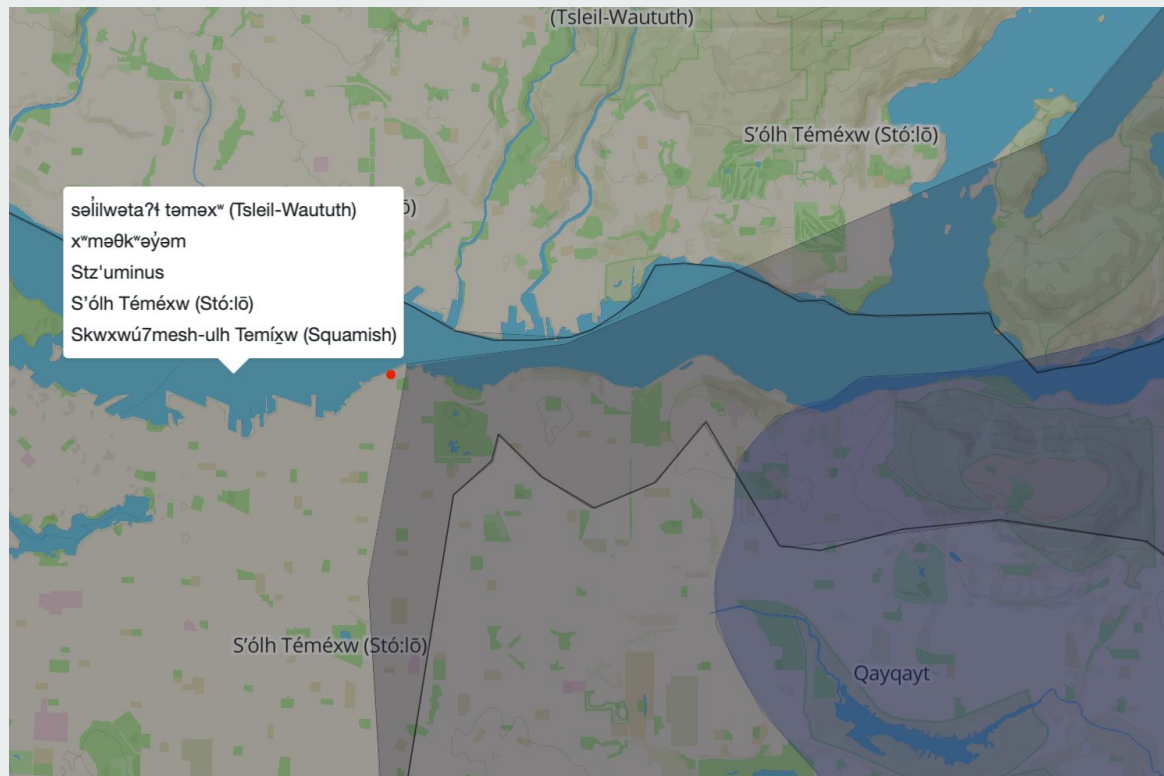

Garrison, Anderson & Archer, 2000

Territory Acknowledgement

sel̓ílwətaʔɬ təməxʷ (Tsleil-Waututh)

xʷməθkʷəy̓əm

Stz'uminus

Sʼólh Téméxw (Stó:lō)

Skwxwú7mesh-ulh Temíx̱w (Squamish)

Introductions

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Session Communication

- Chat to ask questions
- Use annotation tools for activities
- This session is being recorded

Agenda

- Community of Inquiry Model

- CoI Instructional Activities in Practice

- Next Steps

Interacting with others is a key component of our ability to learn new things. This can happen naturally in the classroom, but it doesn't always happen so easily in an online class. As we have seen, online students are typically isolated, sitting alone behind a computer screen, engaging with class content by themselves. They experience little, if any, real-time exchanges or collaboration with other people, whether students or the instructor.

Flower Darbey (2020)

Activity

How do you build community in your current online class?

Accessing annotation tools if you are viewing a shared screen

While viewing a shared screen or shared whiteboard, at the top of your screen, click **View Options** then *Annotate*.
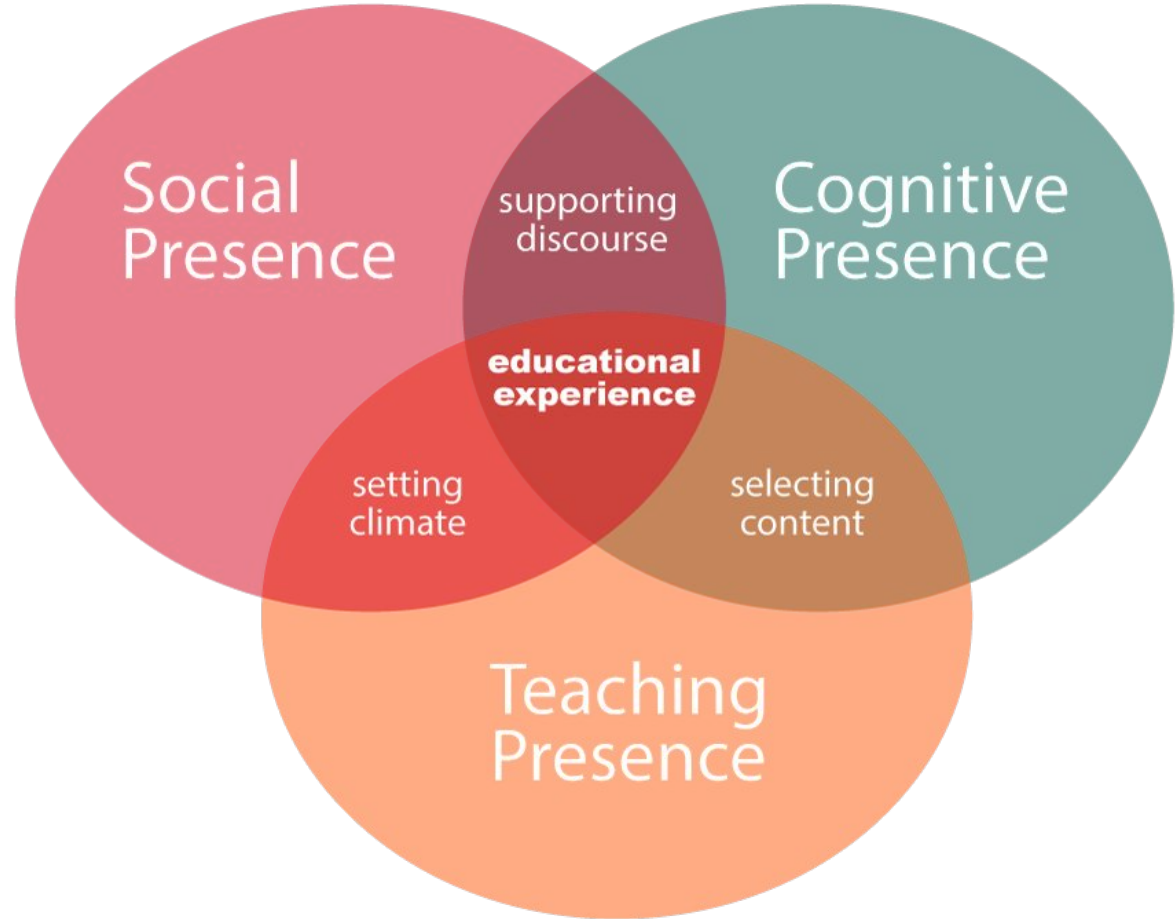
Annotation tools

You will see these annotation tools:

How do you build community in your current online class?
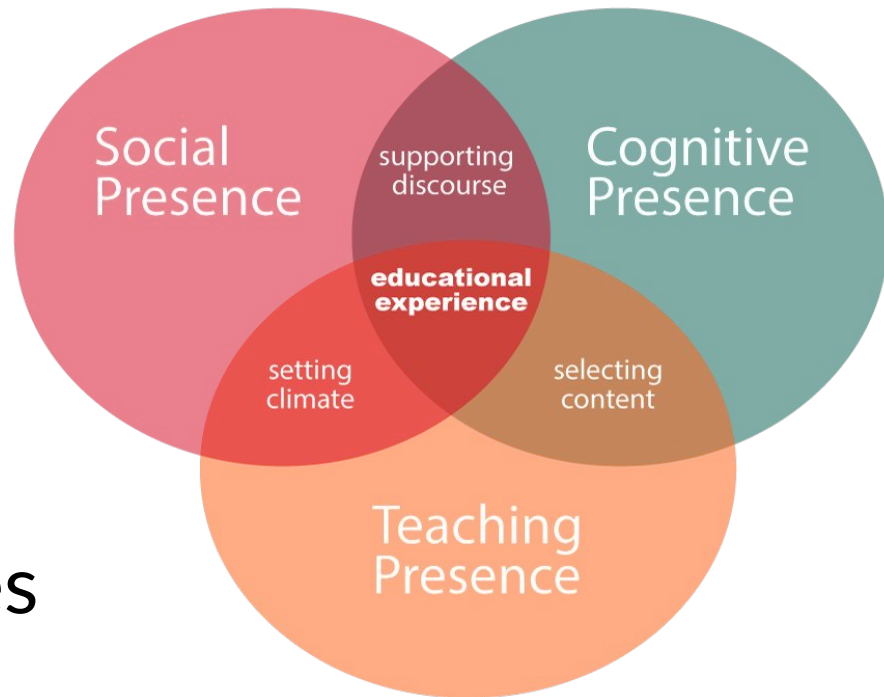
Community of Inquiry Framework

Format

What is it?

Why it's important?

Instructional Activities in Practice

History of
Community of Inquiry (CoI)

What is it?

The Community of Inquiry (CoI) model developed by **Garrison & Vaughan (2008)** provides a research informed framework to guide the design of an online course by considering the relationships between the instructor, students and course content. The model has three main themes: **Social, Teaching, Cognitive.**
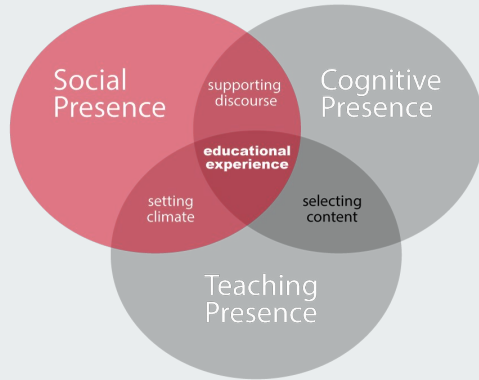
Social Presence

01
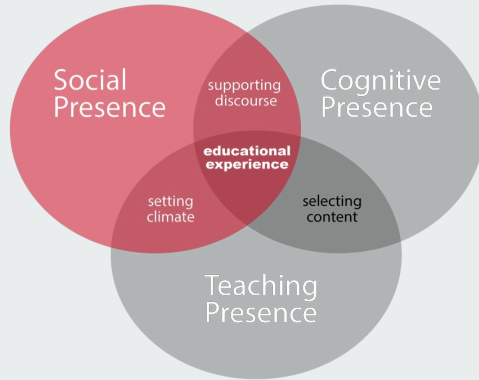
What is it?

Social presence is the ability of learners to project their personal characteristics into the community of inquiry, thereby presenting themselves as 'real people.'
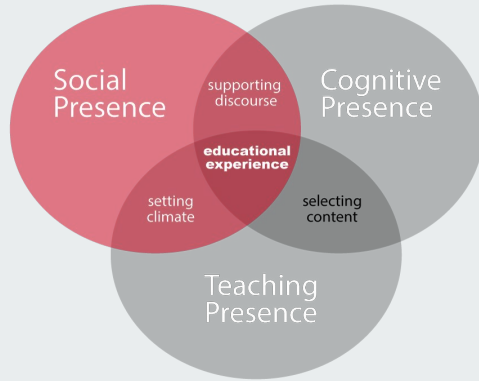
Social Presence

01

Why is it Important?

A strong social presence builds a climate of trust and environment of comfort and safe **risk-taking.** This foundation makes the learners ready for your teaching presence and cognitive presence.

Social Presence

01

Social presence has three components:

1. Emotional (Affective)

2. Open communication (Interactive)

3. Group Cohesion

CoI Instructional Activities in Practice

Social Presence

✓ **Introductions**
"Meet Your Classmates" discussion, where you and students introduce yourselves to one another

✓ **Icebreakers**
Develop initial course activities (e.g., ice breakers) encourage the development of swift trust

✓ **Videos**
Videos of yourself to introduce the course and particular topics

✓ **Student-to-Student**
Explicitly explain to students to the importance of student-to-student interaction so that they can view classmates' perspectives as valuable

✓ **Feedback**
Personalized feedback; one-to-one emails

✓ **Synchronous Meetings**
Consider including real time communications

✓ **Discussions Threads**
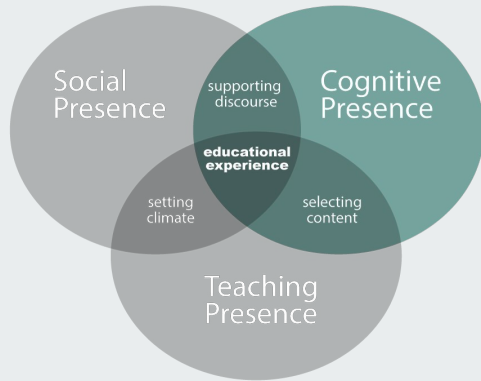Make students responsible for sustaining discussion threads

Activity

How are you or how do you hope to create Social Presence in your course?

How are you or how do you hope to create Social Presence in your course?
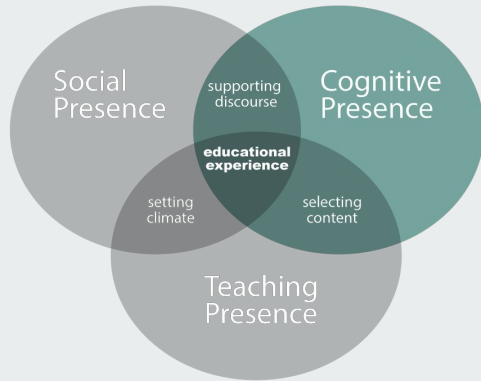
Cognitive Presence

03

What is it?

The primary focus of cognitive presence is to develop a higher-order thinking process (i.e. critical thinking or practical inquiry) that integrates existing learning with new learning through reflection, discussion, and feedback.

Cognitive Presence
O3

**The PIM includes four phases:**

1. Add
2. Add
3. Add
4. Add

Cognitive Presence

✓ **Self-testing**
Use self-testing, practice assignments, simulations & other interactive activities to support skill development & convergent thinking.

✓ **Learning Activities**
Develop learning activities that are relevant, challenging, collaborative engaging and require deep thinking.

✓ **Real-world**
Encourage learners to make thoughtful decisions and apply what they are learning, when possible, to real-world situations.

✓ **Group work**
When appropriate, utilize group and team-based learning to build collaborative knowledge and solve in-depth problems.

✓ **Goals**
Ask learners to identify their learning goal(s) for the course
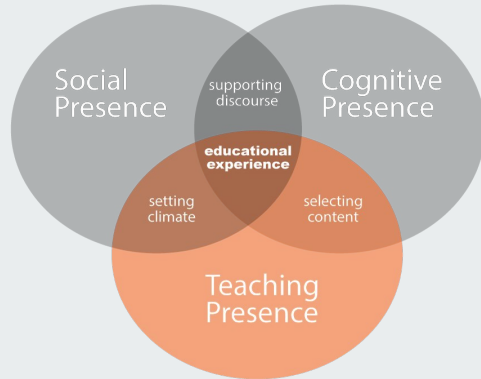
Teaching Presence

02
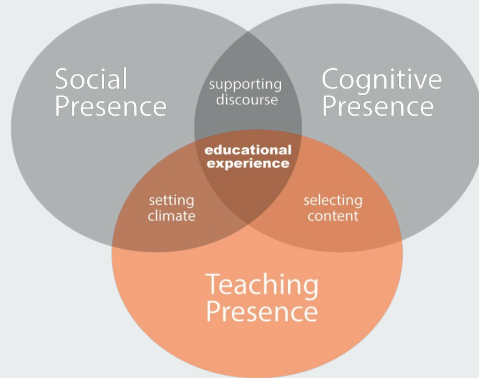
What is it?

Teaching presence includes designing and developing the course and guiding and supporting the learners during the course delivery.

Teaching Presence

02

Social Presence

Cognitive Presence

supporting discourse

educational experience

setting climate

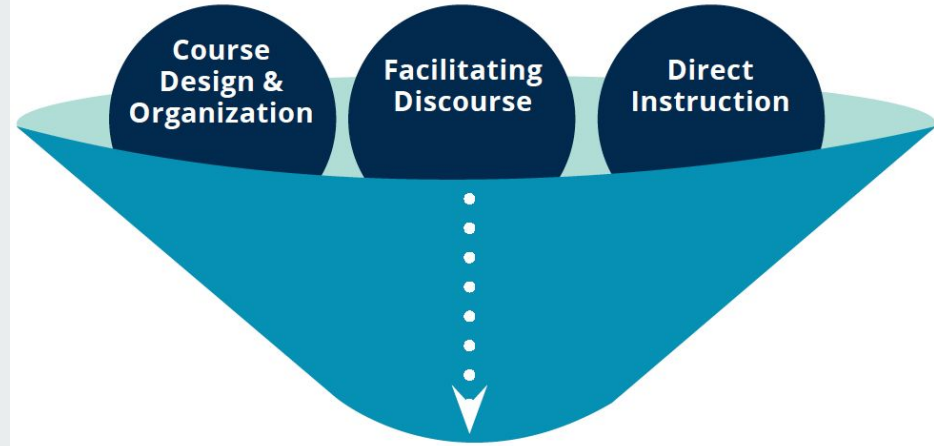selecting content

Teaching Presence

Why is it important?
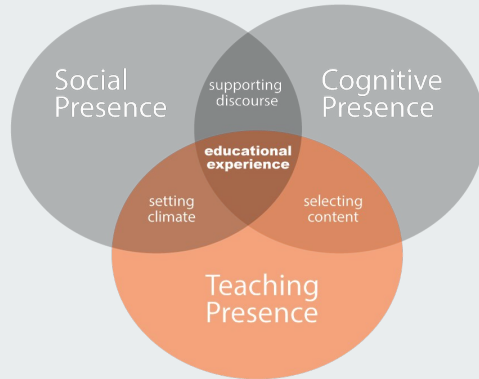
Teaching presence is manifested in everything the instructor does to **guide, support, and shape** the learners' experiences.

Teaching Presence

02

Social Presence

Cognitive Presence

supporting discourse

educational experience

setting climate

selecting content

Teaching Presence

Course Design & Organization

Facilitating Discourse

Direct Instruction

Teaching Presence

CoI Instructional Activities in Practice

Teaching Presence

Course Orientation
Share a course overview and welcome message

Inject New Knowledge
Suggest new resources/content; inject knowledge from outside resources

Expectations
Communicate expectations for teacher participation

Diagnose
Diagnose misperceptions, confirm understandings, and summarize discussions.

Announcements
Use announcements to ensure students are aware of responsibilities, due dates, and other activities.

Personal Sharing
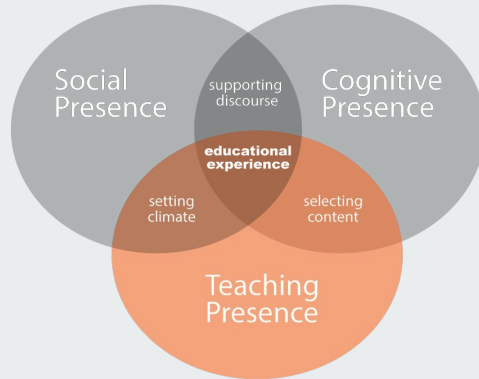Provide personal anecdotes and commentary on the teacher's own efforts to master material

Activity

In your breakout room share how incorporate teaching presence when you design and teach an online course.
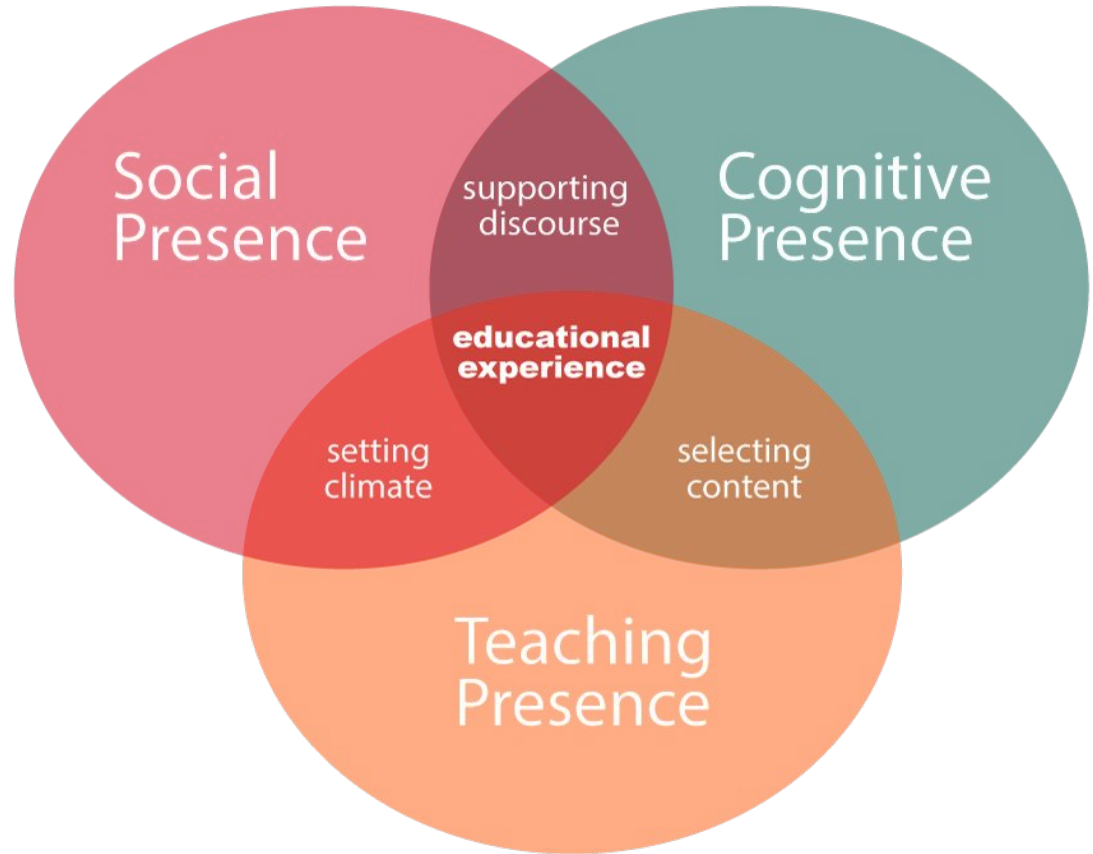
Teaching Presence

O2

Teaching presence has three components:

1. Instructional design and organization (e.g., setting curriculum, designing methods, etc.)
2. Facilitating discourse (e.g., setting course climate, acknowledging or reinforcing student contributions, etc.)
3. Direct instruction (e.g., summarizing the discussion, presenting content/questions, etc.;

Share back

Summary

Social Presence

Cognitive Presence

supporting discourse

educational experience

setting climate

selecting content

Teaching Presence

Garrison, Anderson & Archer, 2000

Questions?

Next Steps

References

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- DARBY, F.; LANG, J. M. Small Teaching Online : Applying Learning Science in Online Classes. San Francisco, CA: Jossey-Bass, 2019. v. First edition ISBN 9781119619093. Disponível em: http://search.ebscohost.com.ezproxy.library.ubc.ca/login.aspx?direct=true&db=nlebk&AN=2145811&site=ehost-live&scope=site. Acesso em: 19 jun. 2020.
- McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. Journal of Community Psychology, 14, 6-23. doi: 10.1002/1520-6629(198601)14:1%3C6::AID-JCOP2290140103%3E3.0.CO;2-I