

Community of Inquiry

Where we have been and where we are going?

CIDER Presentation: October 19, 2022

Randy Garrison, University of Calgary

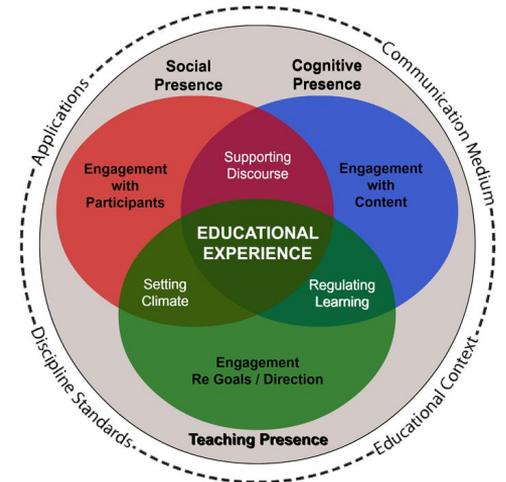
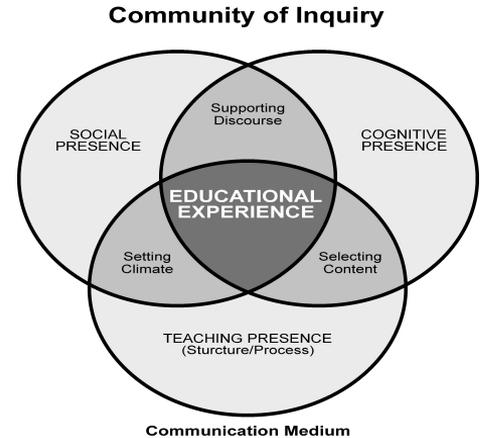
Martha Cleveland-Innes, Athabasca University

Stefan Stenbom, KTH Royal Institute of Technology

Norman Vaughan, Mount Royal University

Debra Dell, Athabasca University

Dan Wilton, Athabasca University



Abstract:

The Community of Inquiry Framework is a more than 20-year-old distance education framework that focuses on community-based teaching and learning methods. In the time since its development, there has been a range of tools and resources developed to aid the establishment and evaluation of a Community of Inquiry. This presentation will provide a historical overview, current status, and future research opportunities for this important distance learning framework.

As part of the presentation, the team will introduce a “living synthesis” environment: a curated research repository and community space for researchers, practitioners, and students to share and discuss key publications, core principles, and new developments within the CoI research community. In this interactive session, participants will be invited to contribute to a lively conversation about the CoI and where we go from here.

The presenters include representatives from the “three generations” of CoI researchers: D. Randy Garrison (University of Calgary, emeritus), Martha Cleveland-Innes (Athabasca University), Norman Vaughan (Mount Royal University), Stefan Stenbom (KTH Royal Institute of Technology), Debra Dell (Athabasca University), and Dan Wilton (Athabasca University).

Agenda

1

20-year retrospective

3

Introducing Col- Living
Synthesis Community site

2

Recent and in progress
Projects

4

Future, emerging and
needed research

Go to menti.com and use the code 5888 0398

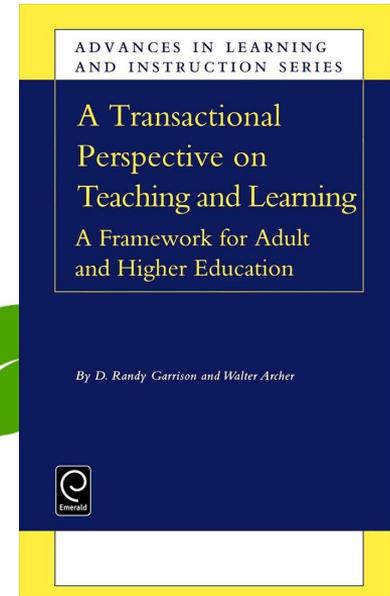
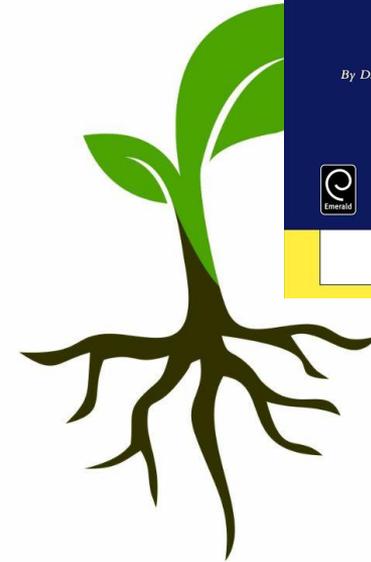
Overview

In Col “the focus is on *the process of inquiry* and does not fixate on outcomes. In this regard, the Col framework describes a process of *shared discourse and personal reflection* in constructing and testing meaning. Through collaborative inquiry, learners construct personal meaning but collaboratively confirm understanding” (Garrison, 2022 in press)



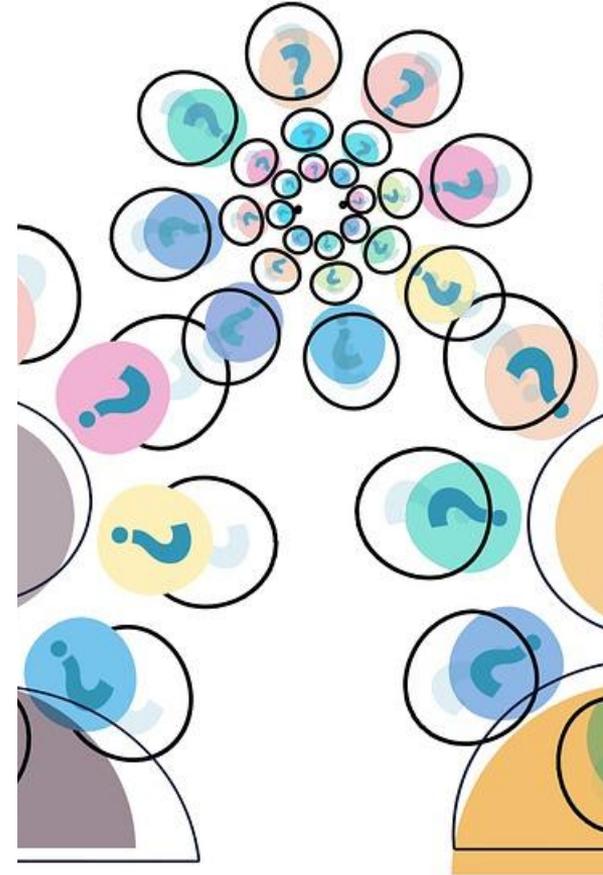
Conceptual Antecedents & Roots

- Collaborative constructivist
- Dewey/Habermas
- Terminology from Lipman



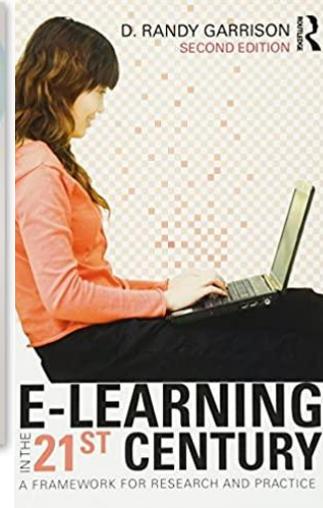
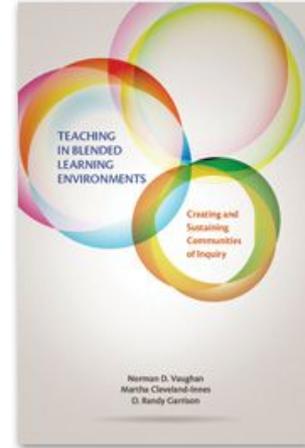
Why?

- Created as a matter of necessity
- First use in a blended learning graduate program
- Focused on ensuring high levels of interaction
- Transactional focus meant viewing the technological environment as exogenous



Goals and Intended Outcomes

- Shared enactment of presences
- Knowledge constructed through inquiry
- Deep and meaningful learning
- Maximum generalizability -applicability to mediated as well as face-to-face learning environments



Developmental Timeline

Seminal Publications & origin

Garrison, Anderson & Archer (2000;2001)
Garrison & Archer, 2000

Practical Application & Blended Learning

Garrison & Vaughan, 2008
Akyol, Vaughan, Cleveland-Innes, Garrison

Present & Future

(Cleveland-Innes, Stenbom & Garrison, 2023);
Learning Analytics (Kovanovic, et al., 2016)
Teacher Learner Self assessment tool
(Cleveland- Innes, Stenbom & Dell, 2021
Dell, Vaughan & Cleveland-Innes, 2021)



Instrument Development

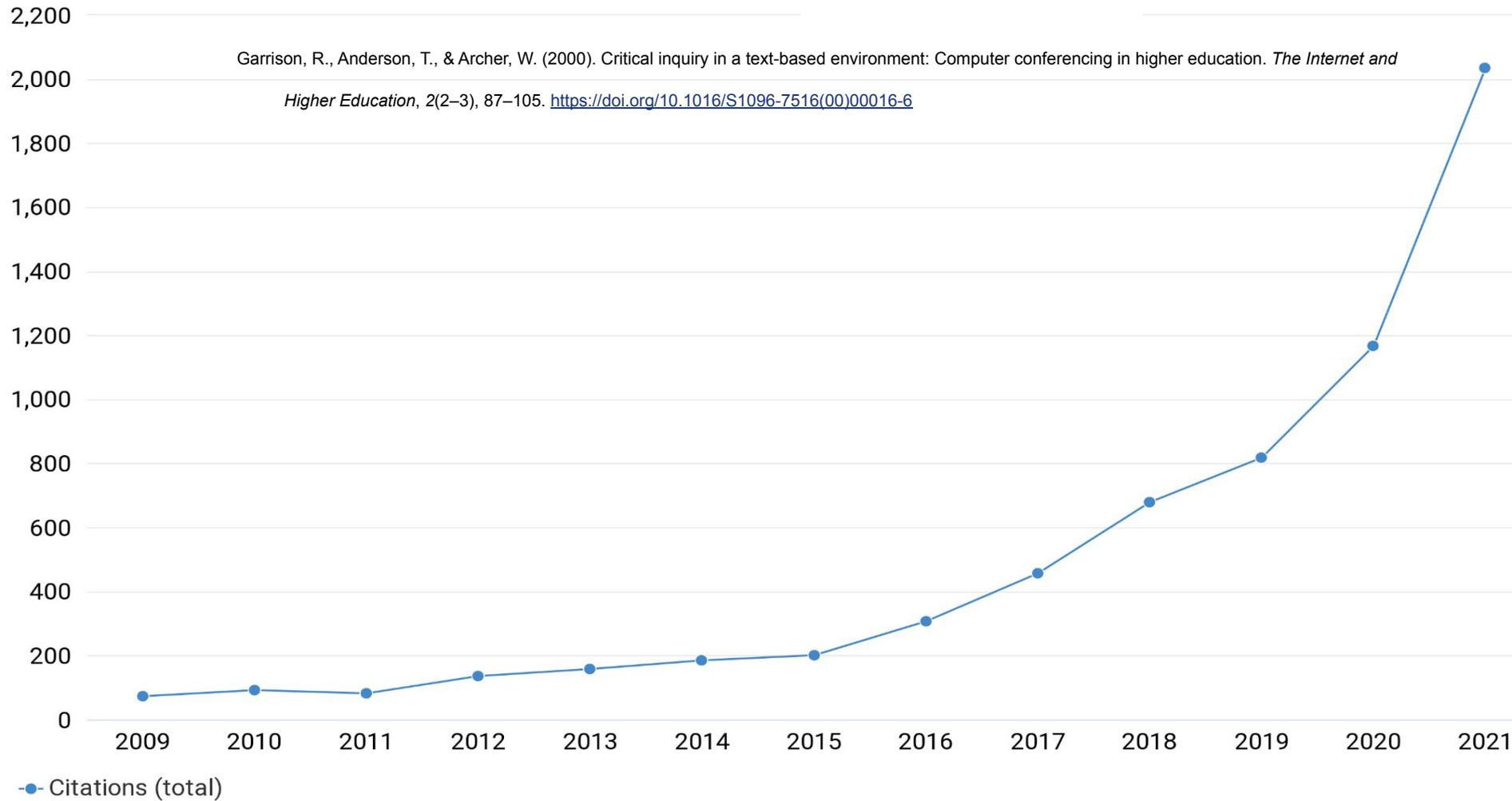
(Arbaugh, Cleveland-Innes, Diaz,
Garrison, Ice, Richardson, Shea, &
Swan, 2008).

Attention to Learning Regulation and Metacognition

Garrison & Akyol, 2015a, 2015b
Kilis & Yildirim, 2018

Citations in each year.

Garrison, R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2–3), 87–105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)



Col: Seven Principles of Blended learning Book

Athabasca University Press - early 2023





Recent and in progress research



Dell, D. (2021). Emotional presence in community of inquiry: A scoping review and delphi study.

Kim, G. C., & Gurvitch, R. (2020). Online education research adopting the community of inquiry framework: A systematic review. *Quest*, 72(4), 395-409.

Olpak, Y. Z. (2022). Community of Inquiry Framework: Research Trends Between 2000-2020. *Online Learning*, 26(2).

Stenbom, S. (2018). A systematic review of the Community of Inquiry survey. *The Internet and Higher Education*, 39, 22-32.

Current Research

Community of Inquiry: Student Self-Assessment and Praxis Tool

Regulating Learning

Setting Climate

Supporting Discourse

Welcome to our learning community. This course is built with the Community of Inquiry (CoI) theoretical framework. A large part of the model is based on the belief that we all have shared responsibility to contribute to teaching and learning, and that in doing so we deepen our own ability to become inclusive critical thinkers. You can do this by building your skills in three key areas: supporting the discourse, setting the climate, and self and co-regulation of learning. This self-assessment tool is built to help you make practical connections to the CoI framework. Embedded throughout the tool you will find links to emotional presence and affective learning outcomes through attention to increasing feelings of engagement, curiosity, belonging, pride, gratitude, and confidence regarding, or reducing feelings of discontent and hesitation. Consider this tool both an advanced organizer and an in situ reflection tool.

Instructions: Read the behavioral indicator in column one, give yourself a rating in column two at the beginning (date), the midpoint (date), and the end of the course (date). Celebrate your success and use columns three and four to develop a deeper understanding of the learning theory that is the foundation of the CoI framework. Use the last column for reflection and to document growth and development throughout the course.

CoI Survey Item	Self-Rating	CoI Overlap	Emotional Presence /Affective learning connection	My evidence, indicators, or pedagogical practice						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Supportive Presence</td> <td style="width: 20px; height: 10px;"></td> </tr> <tr> <td>Facilitating Presence</td> <td style="width: 20px; height: 10px;"></td> </tr> <tr> <td>Social Presence</td> <td style="width: 20px; height: 10px;"></td> </tr> </table>	Supportive Presence		Facilitating Presence		Social Presence		1. Never 2. Rarely 3. Sometimes 4. Often 5. Always			
Supportive Presence										
Facilitating Presence										
Social Presence										

Cognitive Presence – Triggering Event

Triggering events are dilemmas or problems that have practical resonance. They often include deeper questioning and generation of constructive ideas (Garrison, 2017).

CP-TRIG (I pose problems, questions that help engage and increase my own, and my peers' interest in the course concepts.	Date _____ 1 2 3 4 5	Regulating Learning	Increase engagement	Increase interest
	Date _____ 1 2 3 4 5			
	Date _____ 1 2 3 4 5			

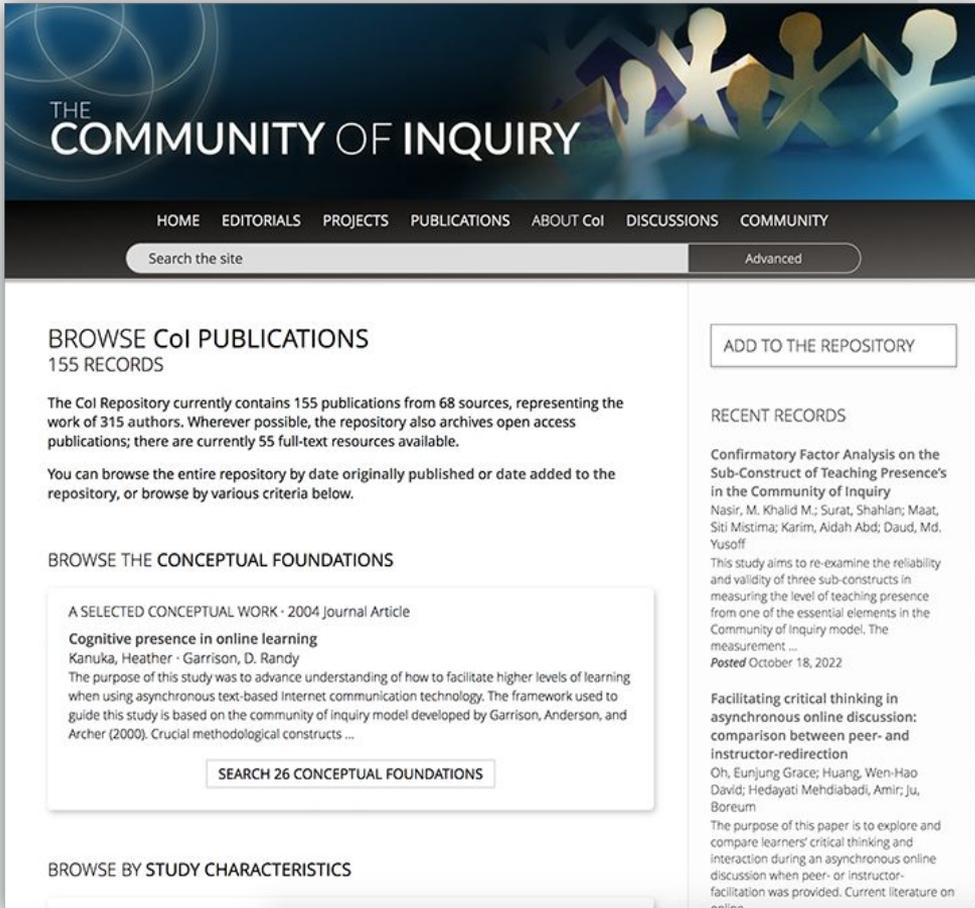
Col: Student Self-Assessment and Praxis Tool

Drs. Debra Dell, Norm Vaughan

Students' Support Of Their Own And Other Students' Process Of Inquiry In An Online Chat System

Malin Jansson, Drs. Stefan Stenbom, Stefan Hrastinski, Fredrik Enoksson





The screenshot shows the homepage of the Community of Inquiry website. At the top, there is a navigation bar with links for HOME, EDITORIALS, PROJECTS, PUBLICATIONS, ABOUT CoI, DISCUSSIONS, and COMMUNITY. Below the navigation bar is a search bar with the text "Search the site" and an "Advanced" button. The main content area is divided into several sections: "BROWSE CoI PUBLICATIONS" with 155 records, "BROWSE THE CONCEPTUAL FOUNDATIONS" with a search button for 26 foundations, and "RECENT RECORDS" listing two articles. The first article is "Confirmatory Factor Analysis on the Sub-Construct of Teaching Presence in the Community of Inquiry" by Nasir, M. Khalid M.; Surat, Shahlan; Maat, Siti Mistima; Karim, Aidah Abd; Daud, Md. Yusoff. The second article is "Facilitating critical thinking in asynchronous online discussion: comparison between peer- and instructor-redirection" by Oh, Eunjung Grace; Huang, Wen-Hao David; Hedayati Mehdiabadi; Amir; Ju, Boreum.

Introducing the new CoI Repository

www.thecommunityofinquiry.org

An initial base of >150 curated publications

Over 30% with full, open access text

Searchable across a range of dimensions

Open to member submissions

Partners



integration of thoughtfully selected and complementary face-to-face and online approaches and technologies. A direct result of the transformative ...

SEARCH 26 CONCEPTUAL FOUNDATIONS

BROWSE BY STUDY CHARACTERISTICS

ANY Study design
ANY Col focus
ANY Data analysis
ANY Research method
ANY Specific instrument
ANY Study population
ANY Study contribution

Match ALL characteristics Match ANY characteristic

SEARCH BY CHARACTERISTICS

BROWSE BY PUBLICATION YEAR

2022 (7)	2021 (23)	2020 (6)	2019 (8)	2018 (9)	2017 (11)
2016 (12)	2015 (4)	2014 (7)	2013 (11)	2012 (6)	2011 (9)

Facilitating critical thinking in asynchronous online discussion: comparison between peer- and instructor-redirection
Oh, Eunjung Grace; Huang, Wei-Hao David; Hedayati Mehdiabadi, Amir; Ju, Boreum
The purpose of this paper is to explore and compare learners' critical thinking and interaction during an asynchronous online discussion when peer- or instructor-facilitation was provided. Current literature on online ...
Posted October 18, 2022

Exploring the influences of MOOC design features on student performance and persistence
Xing, Wanli
Massive open online courses (MOOCs) face persistent challenges related to student performance, including high rates of attrition and low student achievement scores. Previous studies that have examined the performance of ...
Posted October 18, 2022

Investigating student engagement in blended learning settings using experience sampling and structural equation modeling
Manwaring, Kristine C.; Larsen, Ross; Graham, Charles R.; Henrie, Curtis R.; Halverson, Lisa R.
We investigated activity-level student engagement in blended learning classes at the university level. We used intensive longitudinal methodology to collect activity level engagement data throughout a semester for 68 ...
Posted October 18, 2022

Care, Communication, Support: Core

Living Synthesis: A meta-community and living systematic review

Living Reviews are a type of evidence review collation that attempt to provide a continual and up to date summary of literature in a given area. They are thought to provide avenues to reduce duplication and correct issues with out of date systematic review publication cycles (Akl et al., 2020; Synnot et al., 2021).

Col repository artifacts are catalogued along a set of common article review criteria. The entire database is searchable by these criterion and publishable to common spreadsheet software.



A community
 constructing itself
 through:
 a shared research base,
 both curated and
 communal
 active, developing projects
 longer-form reflections
 ubiquitous discussion

BUILDING A GLOBAL COMMUNITY OF INQUIRY

The Community of Inquiry includes 418 members from 62 countries.

418 MEMBERS

GROWTH OF THE COMMUNITY

View by number of MEMBERS OR COMMENTS

THE COMMUNITY OF INQUIRY

HOME EDITORIALS PROJECTS PUBLICATIONS ABOUT COI DISCUSSIONS COMMUNITY

Search the site

MOTIVATION AND THE CoI FRAMEWORK

D. Randy Garrison
October 6, 2022

CONTRIBUTE A RESPONDING EDITORIAL

ABOUT THE AUTHOR

D. Randy Garrison is Professor Emeritus at the University of Calgary. He has published extensively on teaching and learning in adult, higher and distance education contexts. He has authored, co-authored or edited three books, 94 articles, 68 book chapters, 40 conference proceedings and more than 100 academic presentations. His most recent work, Garrison, D. R. (2021). Learning in the 21st Century: A Community of Inquiry Framework for Research and Practice (3rd Edition). Garrison, D. R. (2021). Fostering Collaborative Learning in a Community of Inquiry. Garrison, D. R. & Vaughan, S. (2008). Research on Learning in Higher Education: Frameworks, Progress and Guidelines. Garrison, D. R. & Archer, W. (2005). A Meta-analysis of Perspectives on Teaching Learning Frameworks for Adult and Higher Education. Curriculum vitae

THE COMMUNITY OF INQUIRY

HOME EDITORIALS PROJECTS PUBLICATIONS ABOUT

Search the site

9 ACTIVE RESEARCH PROJECTS OF INTEREST TO THE COI COMMUNITY

BROWSE BY PRESENCE

5 SOCIAL, 5 COGNITIVE, 7 TEACHING

Supporting Discourse using Technology-Mediated Communication: The Community of Inquiry Model in Second Level Education

THE COMMUNITY OF INQUIRY

HOME EDITORIALS PROJECTS PUBLICATIONS ABOUT COI DISCUSSIONS COMMUNITY

Search the site

ADVANCED PUBLICATIONS SEARCH

Enter one or more search terms. To export your results as a CSV table, select Export.

GENERAL SEARCH

SEARCH EXPORT

OR ADD FILTERS

Year range: 1999 to 2022

Format: Any format

Country: Any country

Language: Any language

Contribution: Any contribution

RECENT RECORDS

Confirmatory Factor Analysis on the Sub-Constructs of Teaching Presence in the Community of Inquiry
 Ngai, Yi-Hsiang, McJure, Sandra, Watt, Siti Maszita, Karim, Arian, Abd-Allah, David, Madi
 Posted October 18, 2022

Facilitating critical thinking in asynchronous online discussion: comparison between peer- and instructor-reflection
 Oh, Euryoung, Gwak, Huiang, Wei-Hsiang, David, Hsiang, Meehoback, Anne, Ju, Borum
 Posted October 16, 2022

Exploring the Influences of MOOC Design Features on Student

OPEN A NEW TOPIC

RECENT COMMENTS

D. Randy Garrison on Motivation and the CoI Framework
 5 days Ago

Ming-Yu, Thanks for your question. While this does not have a more detailed response, let me briefly say that both your work and the CoI Framework is grounded generally in Dewey's work, although Dewey did not adopt this term explicitly. As far as the terms community of inquiry from Lomax (2003) is all self-referring.

Ming-Yu on Motivation and the CoI Framework
 6 days Ago

Dear professor, recently I have read the community of inquiry that created by Lomax (2003) and you also say, I am wondering the relationship between your community framework and Lomax's. Are there some relationship between learning community (community of inquiry/Lomax's) and community of inquiry (your)?

Rick Hobcock on The CoI Community
 2 days Ago

Supporting Discourse using Technology-Mediated Communication: The Community of Inquiry Model in Second Level Education

Rick Henderson on Supporting Discourse using Technology-Mediated Communication: The Community of Inquiry Model in Second Level Education

Professional Learning Opportunities

Latest post October 13, 2022 by Ben Wilson - 4 posts

Your teachers are welcome to register at COI as on the first day of the MOOC April 15, 2022. After that date, however, registration will be closed. The MOOC will use a weekly schedule of topics, but the materials and discussions from earlier weeks remain open until late October, as do all. Anyone who registers by April 15 will also have read-only access to the materials after that date - so if you can get your...

The CoI Community

Latest post September 28, 2022 by Rick Hobcock - 51 posts

Thank you so much!

Is there a name for an ad hoc, undesignated, teacherless Community of Inquiry?

Latest post August 2, 2022 by Ben Wilson - 4 posts

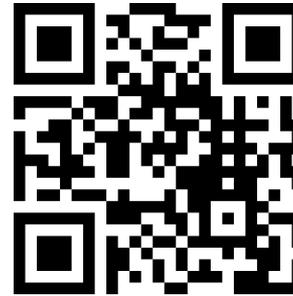
We've discussed learning as a complex and an emergent self-organizing activity, and it might be interesting to explore the possibility of a self-organizing community of inquiry...



Future Research

Where would you like to see more research done within the Community of Inquiry framework?

QR code to submit



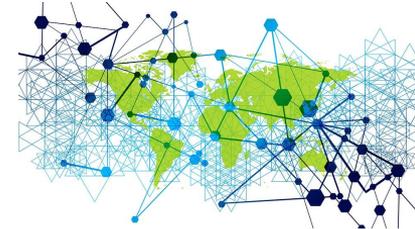
Go to menti.com and use the code 5888 0398

Future Research

- 01 | Exploring Col as a practical tool/guidance for educators
- 02 | Regulation and the overlaps of the presences
- 03 | Learning Analytics



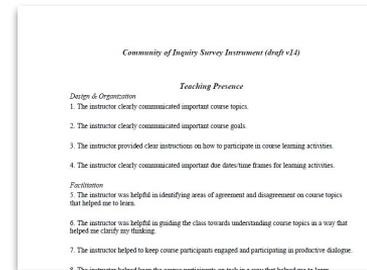
Future Research



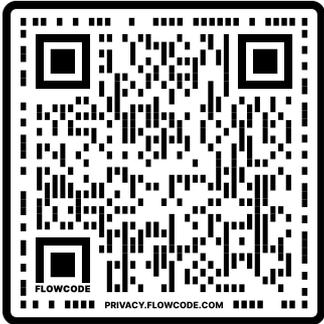
04 | Scaling Col

05 | Linkages to global education goals (UNESCO)

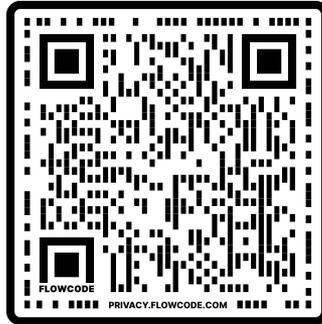
06 | Revisiting the empirical tools (transcript coding /Col survey)



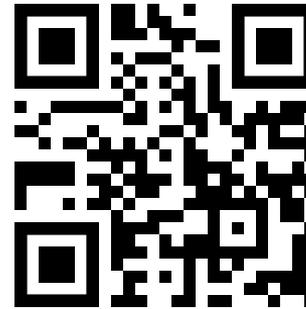
Thank you



**Participant
Experience in an
Inquiry-Based
Massive Open Online
Course**



Col Repository



**Commonwealth of
Learning/Athabasca
University
Leading Change MOOC**



**Commonwealth of
Learning/Athabasca
University
Designing for Col
MOOC**

Contacts



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