

Community of Inquiry

Where we have been and where we are going?

CIDER Presentation: October 19, 2022

Randy Garrison, University of Calgary

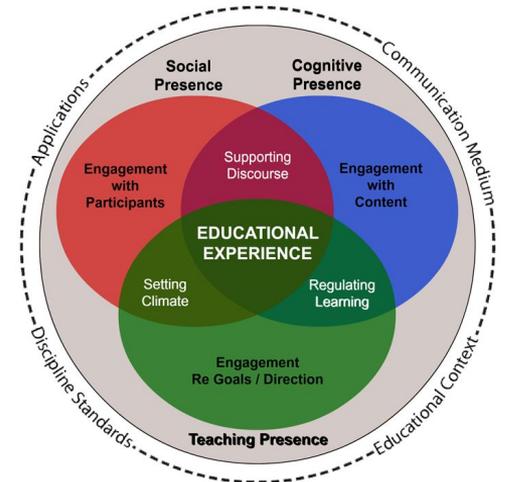
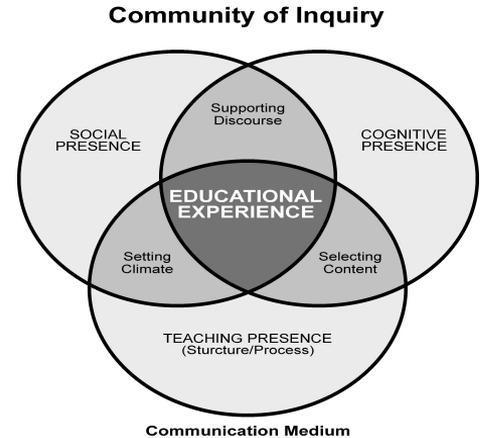
Martha Cleveland-Innes, Athabasca University

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

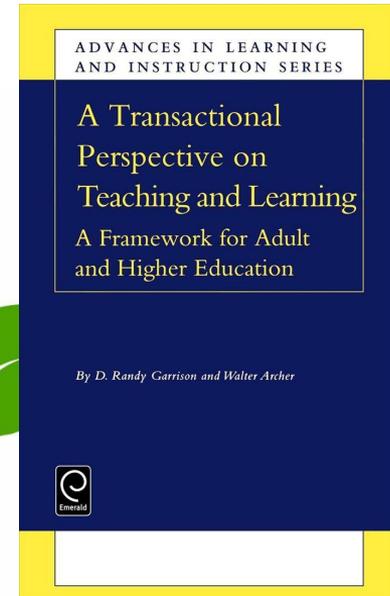
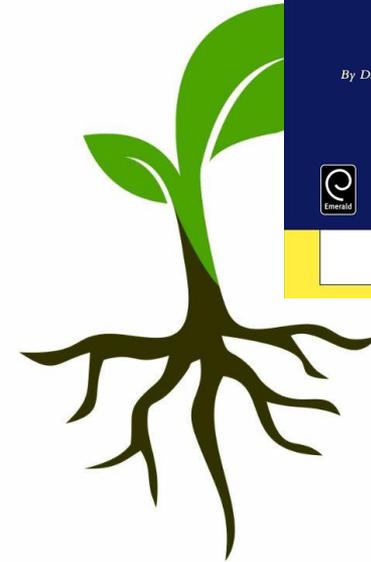
Overview

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)



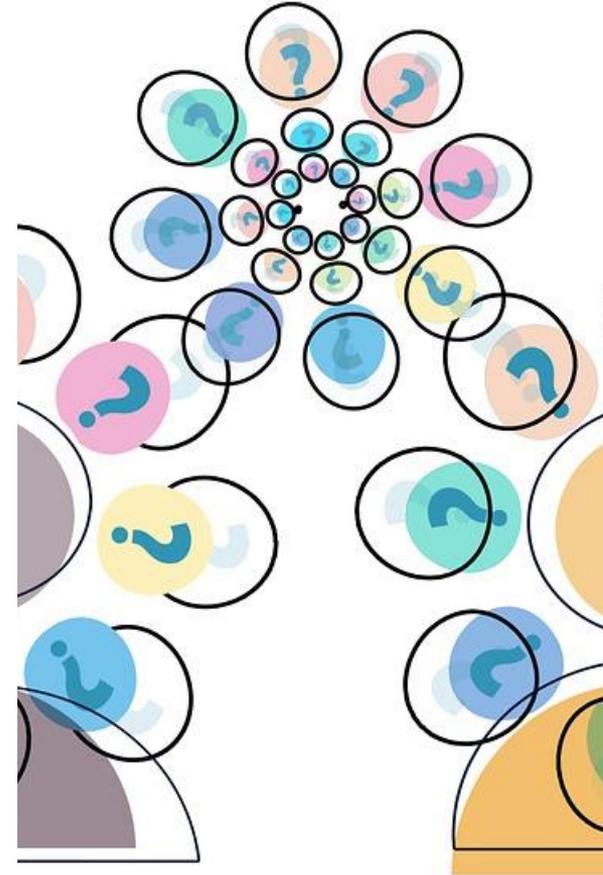
Conceptual Antecedents & Roots

- Collaborative constructivist
- Dewey/Habermas
- Terminology from Lipman



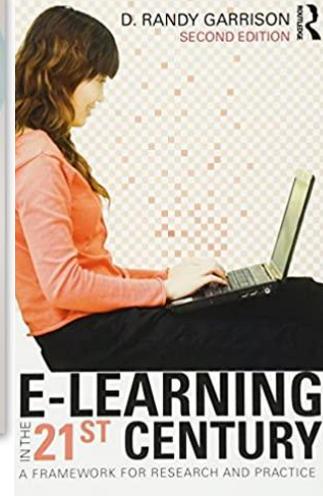
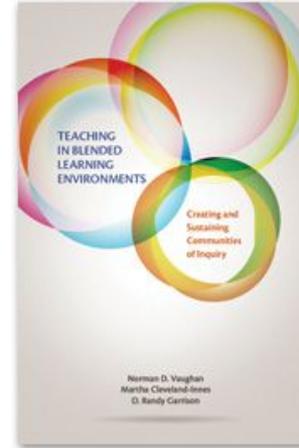
Why?

- 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

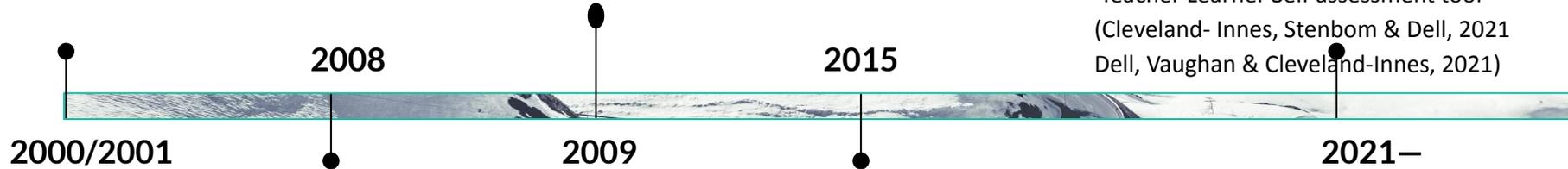
Garrison, Anderson & Archer (2000;2001)
Garrison & Archer, 2000

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

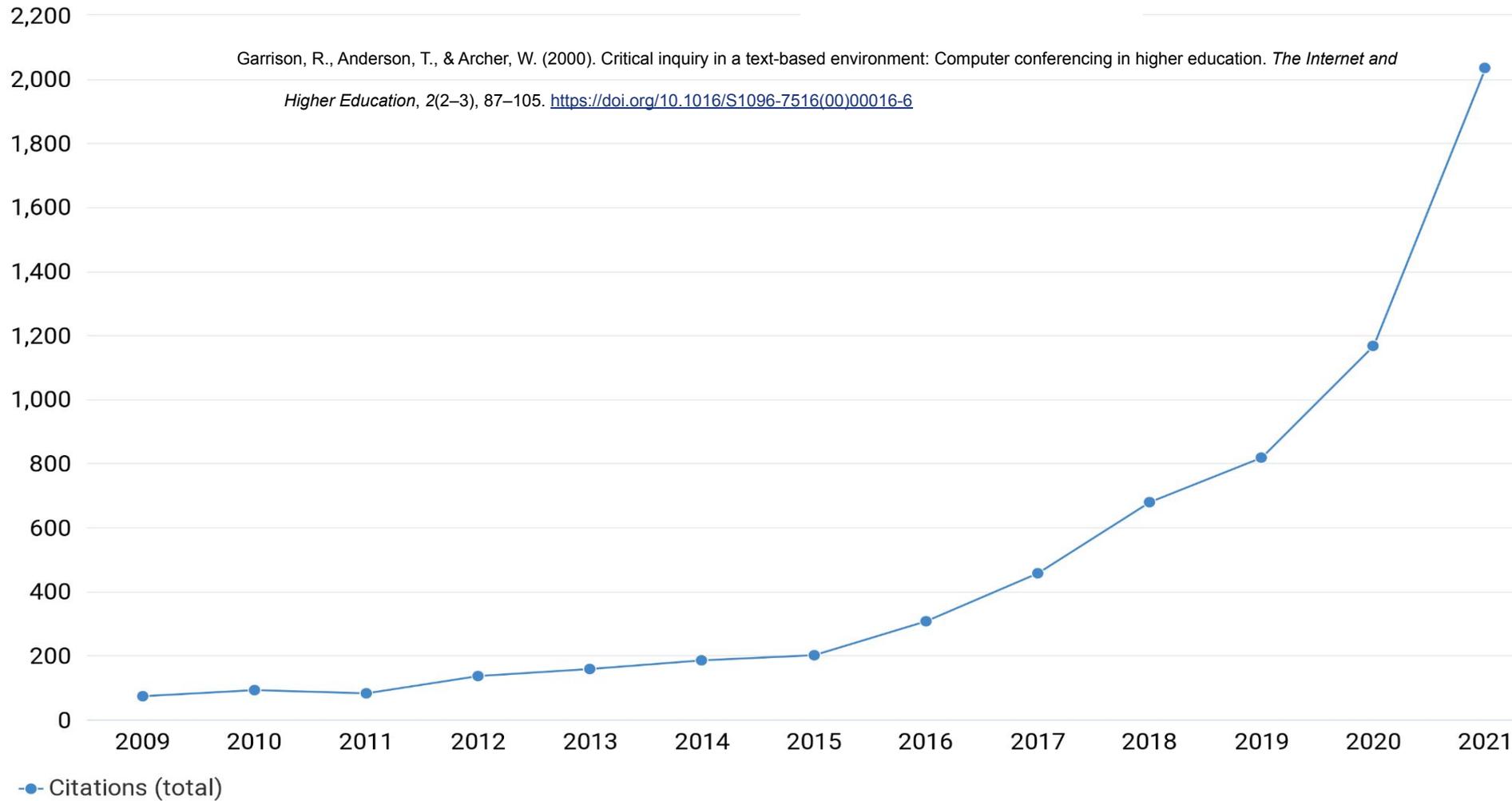
(Arbaugh, Cleveland-Innes, Diaz,
Garrison, Ice, Richardson, Shea, &
Swan, 2008).

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"> <tr> <td>Supportive Presence</td> <td></td> </tr> <tr> <td>Facilitating Presence</td> <td></td> </tr> <tr> <td>Social Presence</td> <td></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 COMMUNITY OF INQUIRY

HOME EDITORIALS PROJECTS PUBLICATIONS ABOUT CoI DISCUSSIONS COMMUNITY

Search the site Advanced

BROWSE CoI PUBLICATIONS

155 RECORDS

The CoI Repository currently contains 155 publications from 68 sources, representing the work of 315 authors. Wherever possible, the repository also archives open access publications; there are currently 55 full-text resources available.

You can browse the entire repository by date originally published or date added to the repository, or browse by various criteria below.

BROWSE THE CONCEPTUAL FOUNDATIONS

A SELECTED CONCEPTUAL WORK - 2004 Journal Article

Cognitive presence in online learning

Kanuka, Heather - Garrison, D. Randy

The purpose of this study was to advance understanding of how to facilitate higher levels of learning when using asynchronous text-based Internet communication technology. The framework used to guide this study is based on the community of inquiry model developed by Garrison, Anderson, and Archer (2000). Crucial methodological constructs ...

BROWSE BY STUDY CHARACTERISTICS

RECENT RECORDS

Confirmatory Factor Analysis on the Sub-Construct of Teaching Presence in the Community of Inquiry
Nasir, M. Khalid M.; Surat, Shahlan; Maat, Siti Mistima; Karim, Aidah Abd; Daud, Md. Yusoff

This study aims to re-examine the reliability and validity of three sub-constructs in measuring the level of teaching presence from one of the essential elements in the Community of Inquiry model. The measurement ...
Posted October 18, 2022

Facilitating critical thinking in asynchronous online discussion: comparison between peer- and instructor-redirection
Oh, Eunjung Grace; Huang, Wen-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...

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
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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.

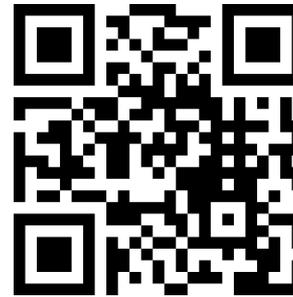


Future Research

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



QR code to submit



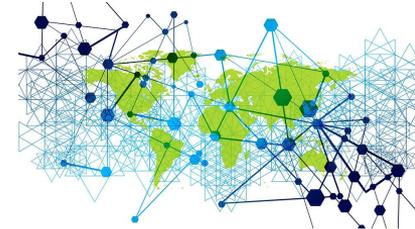
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Future Research

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



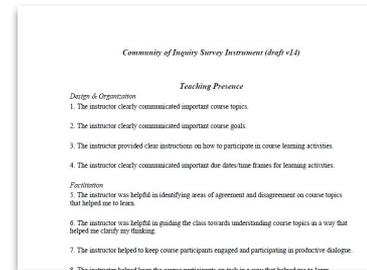
Future Research



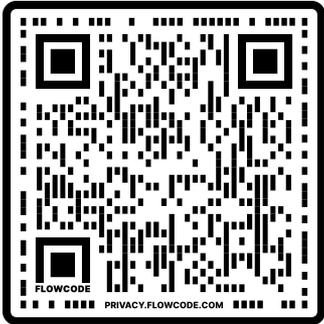
04 | Scaling Col

05 | Linkages to global education goals (UNESCO)

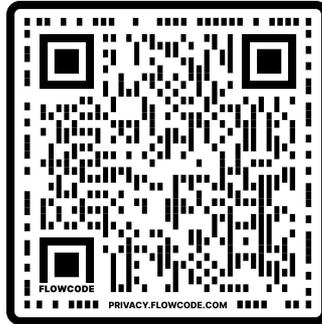
06 | Revisiting the empirical tools (transcript coding /Col survey)



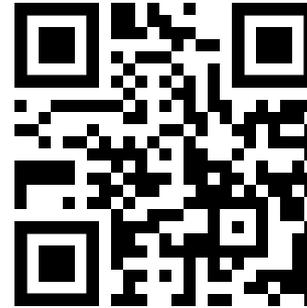
Thank you



**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**

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