

Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry



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LEARNING OUTCOME

After participating...

... you will be able to:

- *Design and organize a blended or online course*
- *Facilitate and moderate a blended or online course*
- *Direct and lead a blended or online course*
- *Assess student learning in a blended or online course*

■ **Agenda**

Teaching Presence

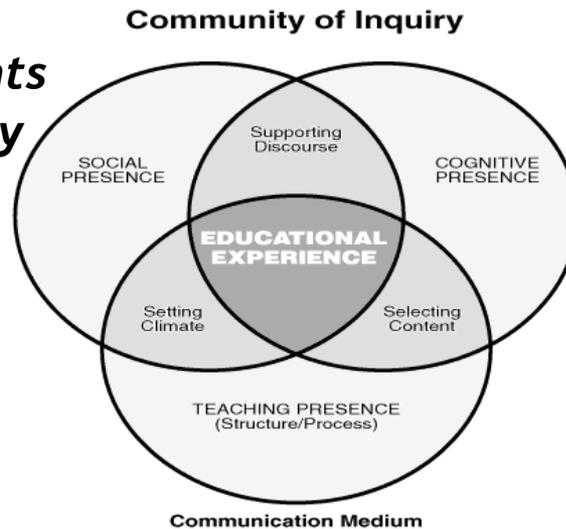
- ***Design & Organization***
- ***Facilitation & Moderation***
- ***Direction & Leadership***
- ***Assessment***



Community of Inquiry Framework

Social Presence

The ability of participants in a community of inquiry to project themselves socially and emotionally as 'real' people (i.e., their full personality), through the medium of communication being used.



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, D. R., Anderson, T., & Archer, W. (2000)

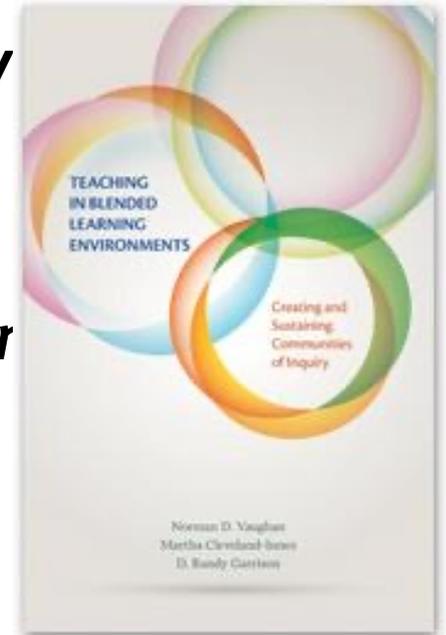
TEACHING PRESENCE

Categories of Teaching Presence

Categories	<i>Design & Organization:</i> Setting curriculum & methods	<i>Facilitating Discourse:</i> Shaping constructive exchange	<i>Direct Instruction:</i> Focusing and resolving issues
Indicators	<ul style="list-style-type: none"> • <i>Setting the curriculum</i> • <i>Designing methods</i> • <i>Establishing time parameters</i> • <i>Utilizing medium effectively</i> • <i>Establishing netiquette</i> 	<ul style="list-style-type: none"> • <i>Setting climate for learning</i> • <i>Drawing in participants, prompting discussion</i> • <i>Encouraging, acknowledging, or reinforcing student contributions</i> • <i>Identifying areas of agreement/ disagreement</i> • <i>Seeking to reach consensus/ understanding</i> • <i>Assess the efficacy of the process</i> 	<ul style="list-style-type: none"> • <i>Present content/questions</i> • <i>Focus the discussion on certain issues</i> • <i>Confirm understanding through assessment and explanatory feedback</i> • <i>Diagnose misconceptions</i> • <i>Inject knowledge from diverse sources e.g., textbook, articles, internet, personal experiences (includes pointers to resources)</i>

7 Principles of Blended & Online Learning

1. *Design for open communication & trust*
2. *Design for critical reflection & discourse*
3. *Create and sustain sense of community*
4. *Support purposeful inquiry*
5. *Ensure students sustain collaboration*
6. *Ensure that inquiry moves to resolution*
7. *Ensure assessment is congruent with intended learning outcomes*



DESIGN AND ORGANIZATION



ACTIVITY

1. Design for open communication & trust

Guidelines

- *Establish trust*
- *Get to know other participants*
- *Be willing to engage with community*

[Google Doc - Related strategies & activities](#)



1. Design for open communication & trust

Strategies/Activities

- *Introductory course letter*
- *Ice-breaker activities*
- *Netiquette guidelines*





ACTIVITY

2. Design for critical reflection & discourse *Guidelines*

- *Focus on course concepts*
- *Limit curriculum content to allow significant time for discourse and reflection*
- *Create opportunities for small group discussion*

[Google Doc - Related strategies & activities](#)



2. *Design for critical reflection & discourse*

Strategies/Activities

- *Introductory needs-assessment survey*
- *Student home page or blog activity*
- *Course outline activity*



FACILITATION AND MODERATION



ACTIVITY

3. *Create and sustain sense of community*

Guidelines:

- *Discussion should be focused around the group or team, not instructor*
- *Provide activities where participants must engage and rely on each other to accomplish a task or goal*

[Google Doc - Related strategies & activities](#)



3. Create and sustain sense of

community *Strategic Activities*

- *Create a separate discussion area for social/informal aspects of the course*
- *Arrange virtual office hours*
- *Model and encourage effective expression by sharing experiences/beliefs in discussions*
- *Maximize virtual connection/collaboration by including synchronous communications: chat, collaborative whiteboards, interactive video, blogs, wikis, etc.*
- *Create activities for you and the students to share experiences and support one another*
- *Set agreed-upon, shared norms for operating together in the learning community*





ACTIVITY

4. Support purposeful inquiry

Guidelines

- *Provide stimulating questions*
- *Keep discussion board focused*
- *Identify issues needing clarification*
- *Encourage students to respond to and build on ideas offered by other members of the community*

[Google Doc - Related strategies & activities](#)



4. *Support purposeful inquiry*

Strategies/Activities

- Inquiry focus for assignments – triggering event, exploration, integration, resolution/application
- Peer review of assignments
- Use of digital technologies to support assignments



DIRECTION AND LEADERSHIP



ACTIVITY

5. *Ensure students sustain collaboration*

Guidelines

- *Be supportive but expect students to be self-directed and work collaboratively*
- *Form a teaching presence to utilize in directly addressing and resolving conflict and tension*

[*Google Doc - Related strategies & activities*](#)



5. Ensure students sustain collaboration

Strategies/Activities

- *Learning contracts*
- *Project/Team charters*
- *Team-based learning (TBL)*
- *Problems and project-based learning*
- *Collaborative research papers*





ACTIVITY

6. Ensure that inquiry moves to resolution

Guidelines

- *Be prepared to contribute ideas and perspectives that will constructively shape the discourse.*
- *Identify and diagnose student misconceptions*
- *Make connections among ideas and summarize discussion before moving on*

[Google Doc - Related strategies & activities](#)



■ **6. Ensure that inquiry moves to resolution**

Strategies/Activities

- *Student self-coding of online discussion forum postings*
- *Student moderation of online discussions*
- *Student online discussion summaries*



ASSESSMENT



ACTIVITY

7. Ensure assessment is congruent with intended learning outcomes

Guidelines

- *Find balance between summative assessment and ongoing feedback to students*
- *Align feedback to enable students to achieve the learning outcome of the course*

[*Google Doc - Related strategies & activities*](#)



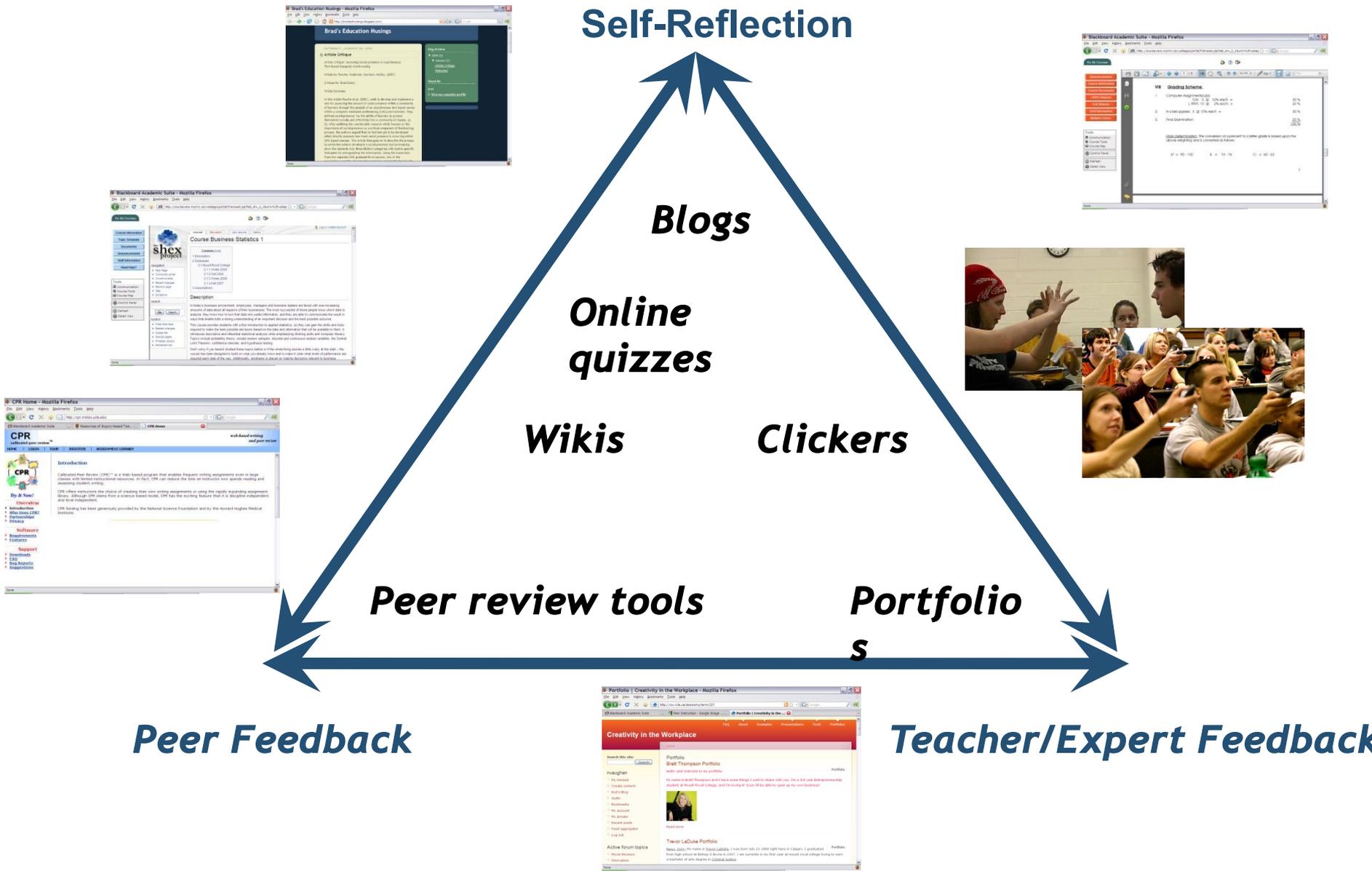
7. Ensure assessment is congruent with intended learning outcomes

Strategies/Activities

- ***Triad approach***
 - ***Self-assessment***
 - ***Peer assessment***
 - ***Teacher/Expert assessment***



Assessment Triad Approach



ako

- *In te ao Māori, the concept of ako means both to teach and to learn.*
- *It recognizes the knowledge that both teachers and students bring to learning interactions, and it acknowledges the way that new knowledge and understandings can grow out of shared learning experiences.*
- *This powerful concept has been supported by educational research showing that when teachers facilitate reciprocal teaching and learning roles in their classrooms, students' achievement improves (Alton-Lee, 2003).*

Visible Teaching - Learning

***When teachers SEE learning through the eyes
of their students***



***When students SEE themselves as their own
teachers***

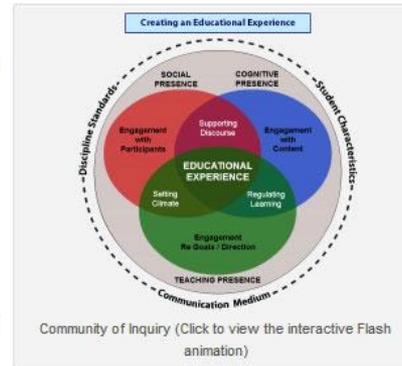
(Hattie, 2011)



The Community of Inquiry

Welcome

This interactive web-site is designed to collect published research about the Col and discuss these publications with interested researchers and practitioners. We hope to create a *community of inquiry about the Community of Inquiry framework!* Activity and discussion will focus on sharing empirical evidence, practice implications, and use of the framework for faculty development and course (re)design. One research project underway will review a sample of empirical studies and determine which, if any, patterns are emerging in the research being done on the Col Framework (Cleveland-Innes, Garrison & Vaughan). The second phase of a study on meta-cognition (self & co-regulation) within a Col (collaborative learning environments) has just been completed and a metacognitive construct and instrument has been confirmed (Garrison, Akyol & Nordstokke, unpublished). Recently, additional or expanded presences at work online have been suggested (Cleveland-Innes & Campbell, 2012; Vladimirschi, 2012). In sum, our aim is to offer the opportunity for continuous discussion about the framework by researchers and practitioners committed to the explication and implementation of inquiry-based practice in the development of online and blended learning communities.



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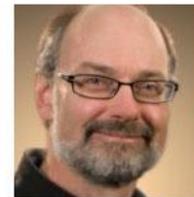
Dr. Randy Garrison

[Welcome Message \(mp3\)](#)



Dr. Marti Cleveland-Innes

[Welcome Message \(mp3\)](#)



Dr. Norm Vaughan

[Welcome Message \(YouTube\)](#)

The Community of Inquiry (Col) framework theory, methodology and instruments were developed during a Canadian Social Sciences and Humanities research funded project entitled "A Study of the Characteristics and Qualities of Text-Based Computer Conferencing for Educational Purposes" project which ran from 1997 to 2001. Central to the original study was the creation of a [model of a community of inquiry](#) comprised of three essential elements of an educational experience:

1. [Cognitive Presence](#)
2. [Social Presence](#)
3. [Teaching Presence](#)

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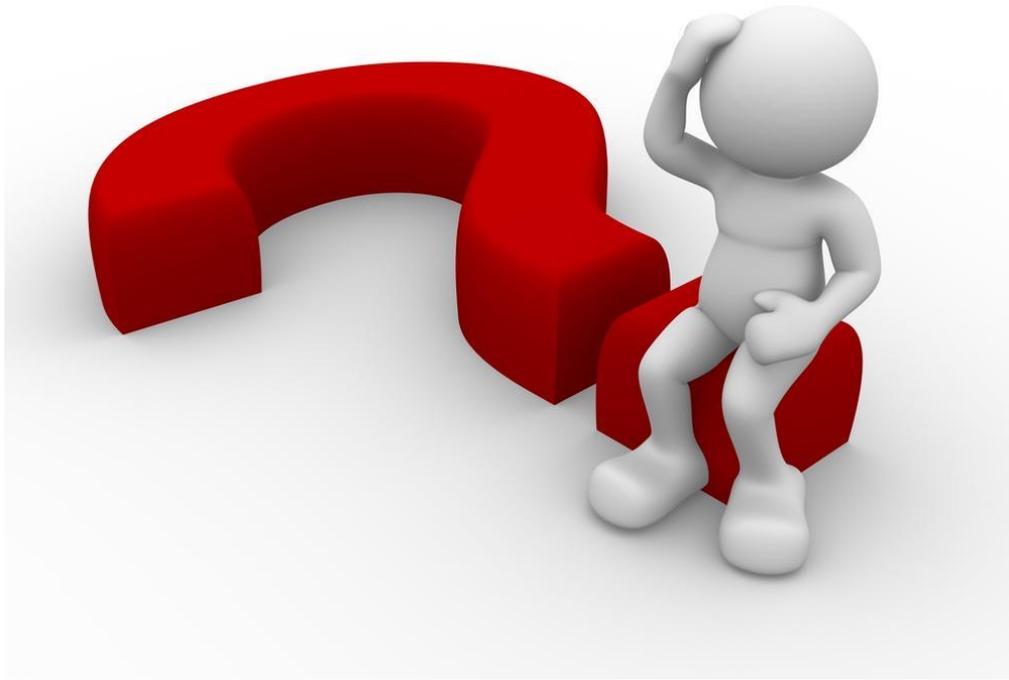
[Blended Learning Formats](#) by

[Helen Dolan](#)

<http://coi.athabascau.ca/>



QUESTIONS



ACADEMIC - IMPRESSIONS



TAKEAWAYS

Design & organization

- *Establish a social presence by creating an introductory course letter and icebreaker activities for the students*
- *Establish a cognitive presence by designing learning activities that focus on relevance, rigor, and relationships*

Facilitation & moderation

- *Use collaborative learning activities to build and maintain group cohesion*
- *Model and guide the inquiry process*

Direction & leadership

- *Use team activities, inquiry-based project rubrics, and learning contracts to encourage student respect and responsibility*
- *Have students sustain inquiry through self-coding, peer moderation, and use of the practical inquiry model to summarize online discussions*

Assessment

- *Triad approach - combination of self, peer, and teacher/expert*