Teaching Presence and Leadership

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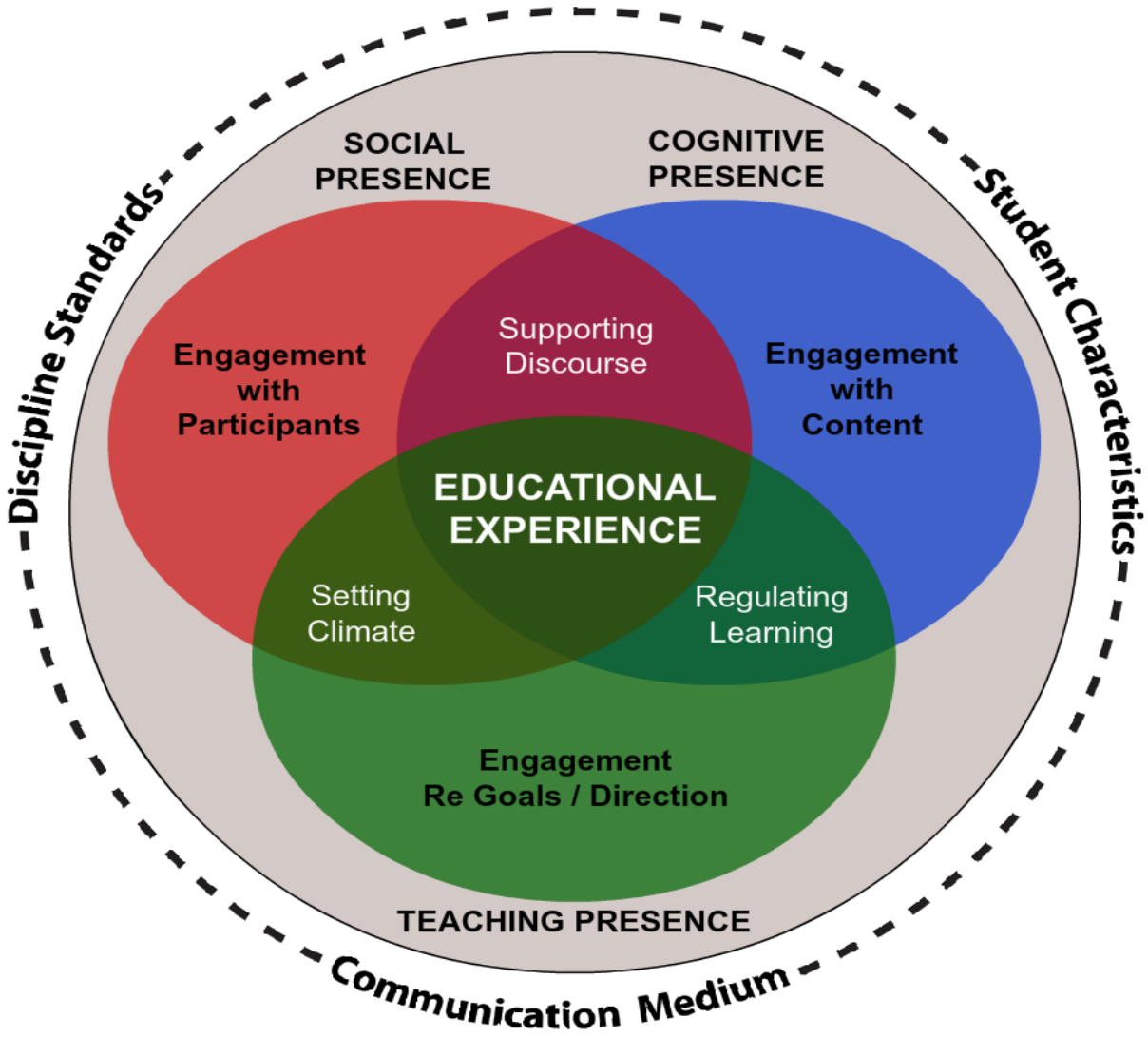
Overview

- Community of Inquiry
- Teaching Presence
- Leading Faculty Development
- Leading Collaboratively

COMMUNITY OF INQUIRY

Creating an Educational Experience



CoI

A Community of Inquiry can be understood through the dynamic fusion of three presences – social, cognitive and teaching.

The Evidence

- Studies have emphasized the importance of community as a key factor in successful e-learning (Conrad, 2005; Haythornthwaite & Kazmer, 2004; Rovai, 2002; Shea, 2006; Shea, Li, & Pickett, 2006).

- The Community of Inquiry provides a coherent and validated framework (Arbaugh et al., 2008; Bangert, 2009; Garrison et al., 2010; Shea & Bidjerano, 2008) to guide the creation of an effective and sustained learning community (Arbaugh, 2008).

TEACHING PRESENCE

Teaching Presence

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

Leading Collaboratively

The foundational premise of a community of inquiry is that all participants are expected to assume the responsibilities of both teacher and student.

TeachING Presence

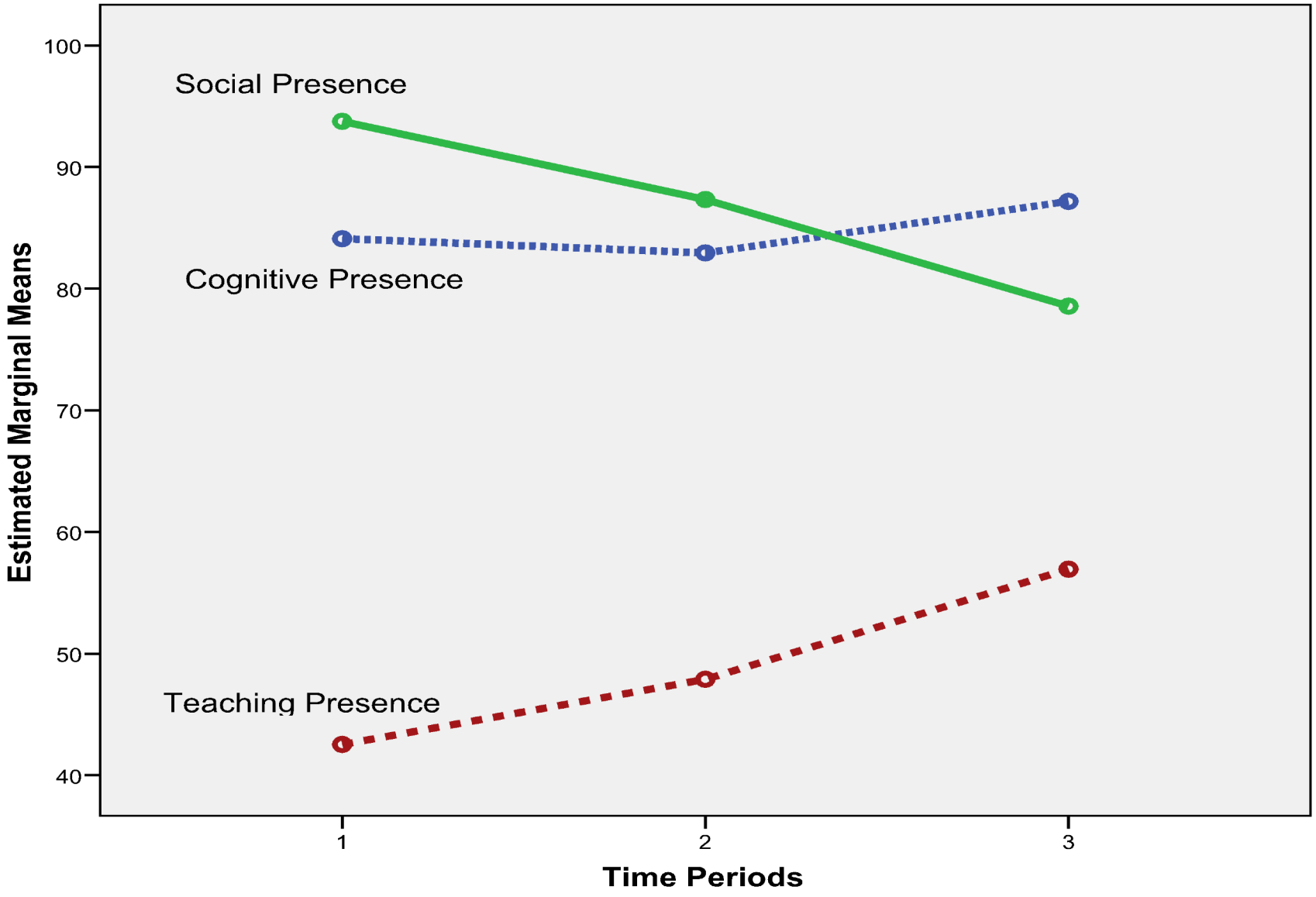
All participants in a CoI must be prepared to negotiate goals, engage in critical discourse, assess understanding, and (re)develop strategies.

TP Evidence

- The TP construct has been the most researched and understood to be central to a successful CoI.
- There is strong evidence to also support its tripartite structure.

Research

Teaching presence is a significant determinate of student satisfaction, perceived learning, and sense of community.



PLOT OF ELEMENTS OF CoI OVER TIME

Reference

Akyol, Z., & Garrison, D. R. (2008). The development of a community of inquiry over time in an online course: Understanding the progression and integration of social, cognitive and teaching presence. *Journal of Asynchronous Learning Networks*, 12(3), 3-22.

Summary

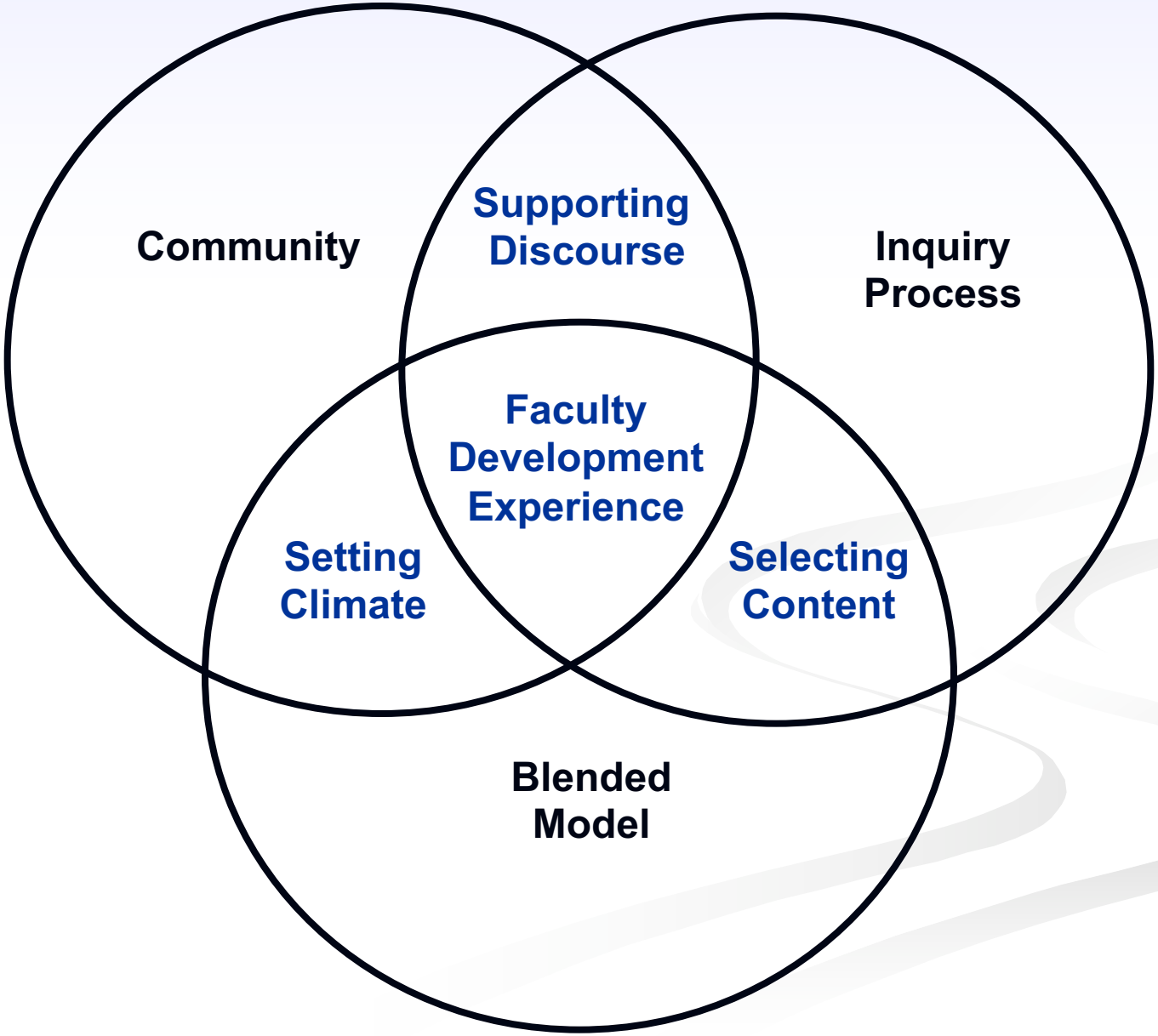
Creating and sustaining a collaborative community of inquiry requires leadership informed by an understanding of the dynamics among and within the presences.

(see Akyol & Garrison, 2008).

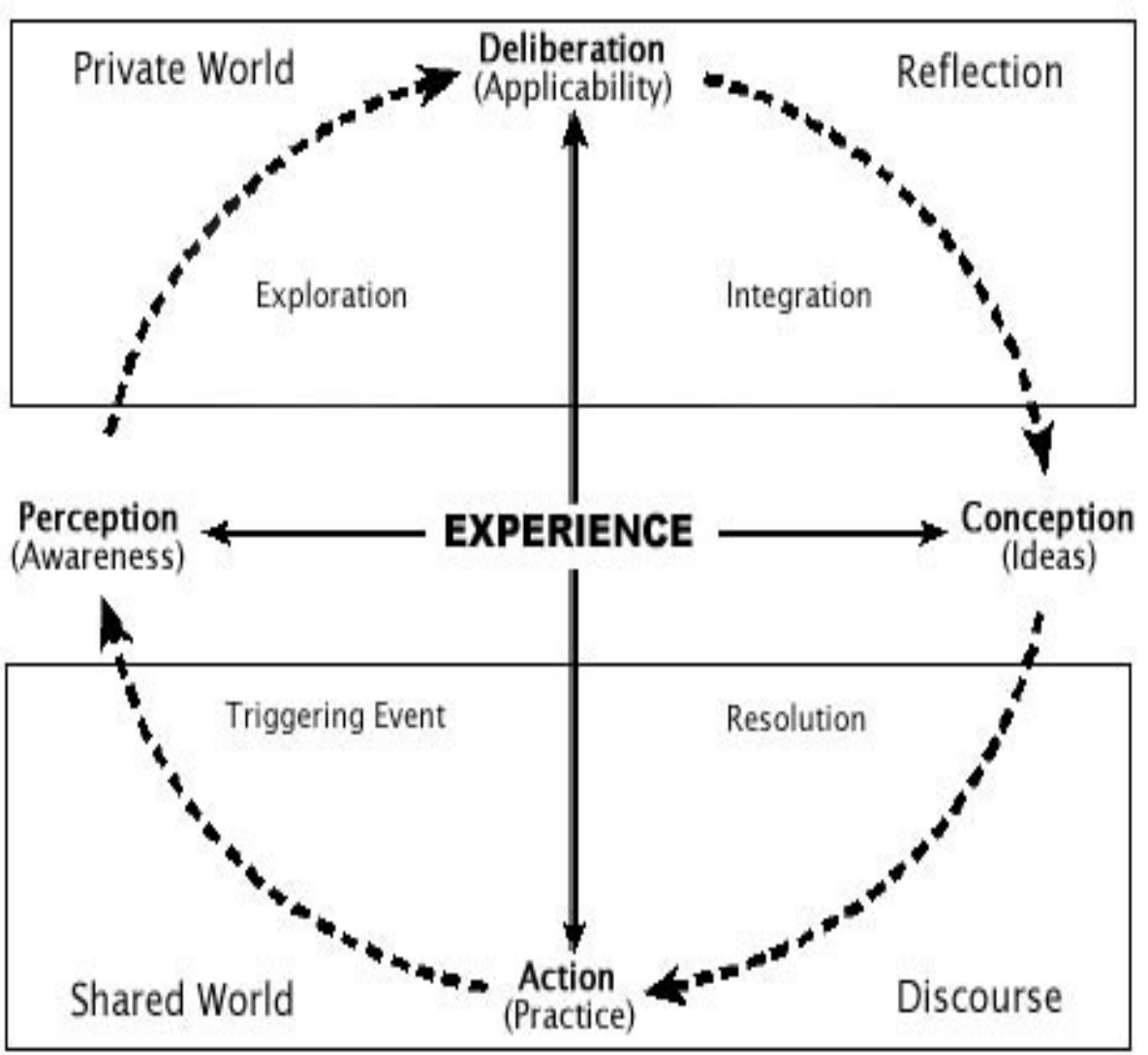
Leading Faculty Development

Community of Inquiry Framework

Adapted for a Blended Faculty Learning Community



Practical Inquiry Model



Blended Faculty Community of Inquiry

1. Before face-to-face (FTF) session
2. FTF session
3. After FTF session
4. Preparation for next FTF session

Triggering Events

- Redesign of an existing course for blended and online learning – making one's implicit assumptions about a course explicit
- Triggering of new ideas and perspectives about teaching and learning
- Support – community members realize they are not alone in experiencing a particular issue or concern (importance of participation and shared understanding which leads to a sense of "trust and risk taking" within the group)
- Importance of community and face-to-face (physical) presence in this stage

Inquiry Cycle – Before FTF Session

Nature of Inquiry	Learning Activities	eLearning Tools/Resources
Faculty Member • Create a ***triggering event*** • Advanced organizer • Stimulate connections Faculty Developer • Determine faculty prior knowledge or experience with the topic or issue	a) Reading/Writing • Pre-reading assignment or activity on a specified topic or issue • Followed by a self assessment quiz, survey, or discussion forum b) Listening/Writing • Auditory/Visual presentation of information • Followed by a self-assessment quiz, survey or discussion forum activity	i) Communication • Announcements section of an LMS • Group email feature within an LMS • Discussion forum ii) Posting or linking to pre-reading assignments • Web-based library indexes and abstracts • Social bookmarking (Diigo) iii) Digital learning objects • Podcasting • Adobe Presenter • Learning Object Repositories iv) Self-assessment quizzes v) Anonymous surveys

Exploration

- Utilizing experiential learning opportunities
- Sharing experience with other faculty and students
- Sharing of stories (power of narrative)
- Creating an online discussion forum to capture the sharing
- Taking advantage of faculty mentors – people with previous FLC experience

Inquiry Cycle – During FTF Session

Nature of Inquiry	Learning Activities	eLearning Tools/Resources
• Defining the *triggering events* (key questions) • Beginning to *explore* the questions	a) Talking/Listening • Dialogue with community faculty members about the specified issue or topic • Mini-lecture and/or tutorial addressing the results of the pre-session quiz or survey • Large or small group discussion or activity • Assistance with course redesign project	i) Displaying quiz or survey results ii) Conducting in-class quizzes and surveys to promote dialogue and small group work iii) Displaying digital learning objects and resources iv) Displaying assignments and previous course redesign work

Integration

- Project focus – forces one to make tentative course redesign decisions (reification)
- Faculty regularly presenting project artifacts and/or issues to the community in order to get feedback from other members and to help confirm their own understanding
- Piloting portions of the projects with the student members of the community

Inquiry Cycle – After FTF Session

Nature of Inquiry	Learning Activities	eLearning Tools/Resources
• Further ***exploration*** and a start towards ***tentative integration*** through the ability to connect theory to practice/ application	a) Reading/Writing • Anonymous class exit survey • Online discussion with community participant moderation b) Talking/Listening + Reading/Writing • Individual or group project meetings **Preparation for next FTF Session** a) Reading/Writing • Pre-reading assignment or activity on a specified topic or issue • Followed by a self assessment quiz, survey or discussion forum	i) Anonymous surveys ii) Communication • Announcements • Group and individual emails • Online discussion forums • Virtual meeting spaces iii) Individual and group project work • Assignment folders within LMS • Groups work area within LMS • Weblogs • Wikis iv) Opportunities for further exploration • External links section within LMS

Resolution/Application

- Intentionally engaging in the scholarship of teaching and learning process
- Getting ethics approval (early) to formally evaluate the course redesign project
- Collecting quantitative and qualitative data regarding student learning outcomes and perceived satisfaction related to the redesign
- Dissemination of results beyond the community – departmental, institutional, and external presentations and publications

Inquiry Cycle – Next FTF Sessions

Nature of Inquiry	Learning Activities	eLearning Tools/Resources
Resolution/ Application	*a) Talking/Listening/Writing* • *Review of online discussion activities* • *Individual or group presentations* • *Final group thoughts on the topic or issue* • *Begin the dialogue on the next topic or issue*	*i) Displaying quiz or survey results* *ii) Display of online discussion forums* *Online discussion forums within LMS* *iii) Displaying course redesign project work*

Reflections on SoTL

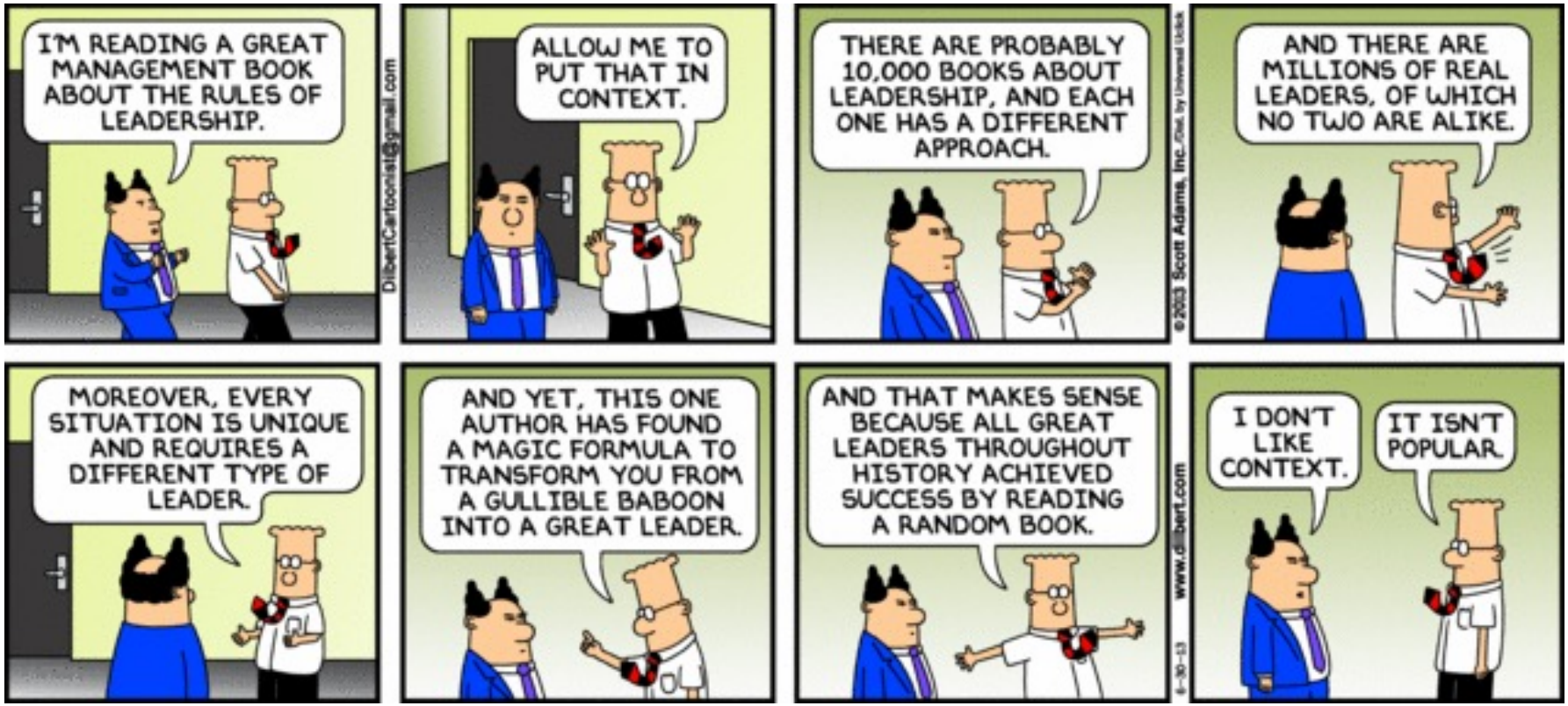
Improvement in higher education will require converting teaching from a “solo sport” to a “community-based research activity.”

(Herbert Simon, Carnegie Mellon University)

LEADING COLLABORATIVELY

Institutional Strategies

LEADERSHIP



Dilbert, June 30, 2013

THREE LEADERSHIP THEORIES

From a distributed perspective, leadership is a system of practice comprised of a collection of interacting components: leaders, followers, and situation. These interacting components must be understood together because the system is more than the sum of the component parts or practices." (Spillane, 2005)

Shared leadership "a dynamic, interactive influence process among individuals and groups for which the objective is to lead one another to the achievement of group or organizational goals or both" where "this influence process often involves peer, or lateral, influence and at other times involves upward or downward hierarchical influence" [Pearce and Conger (2003).

Emergent or emerging leadership attends to the dynamic hand off of responsibility among competent team members. (Yoo, 2003).

1) How do we fashion design and organization to support collaborative leadership?

2) Instructor of record has the power of the pen; what strategies of direct instruction and facilitation can the instructor of record offer to maximize shared leadership of the process?

3) How are students prepared and rewarded for this role?

Leadership

- A purposeful learning transaction requires leadership.

- Teaching presence provides the leadership in different ways (design, facilitation, direction) for different purposes (social, cognitive presence).

Are educational institutions creating an environment for innovation?

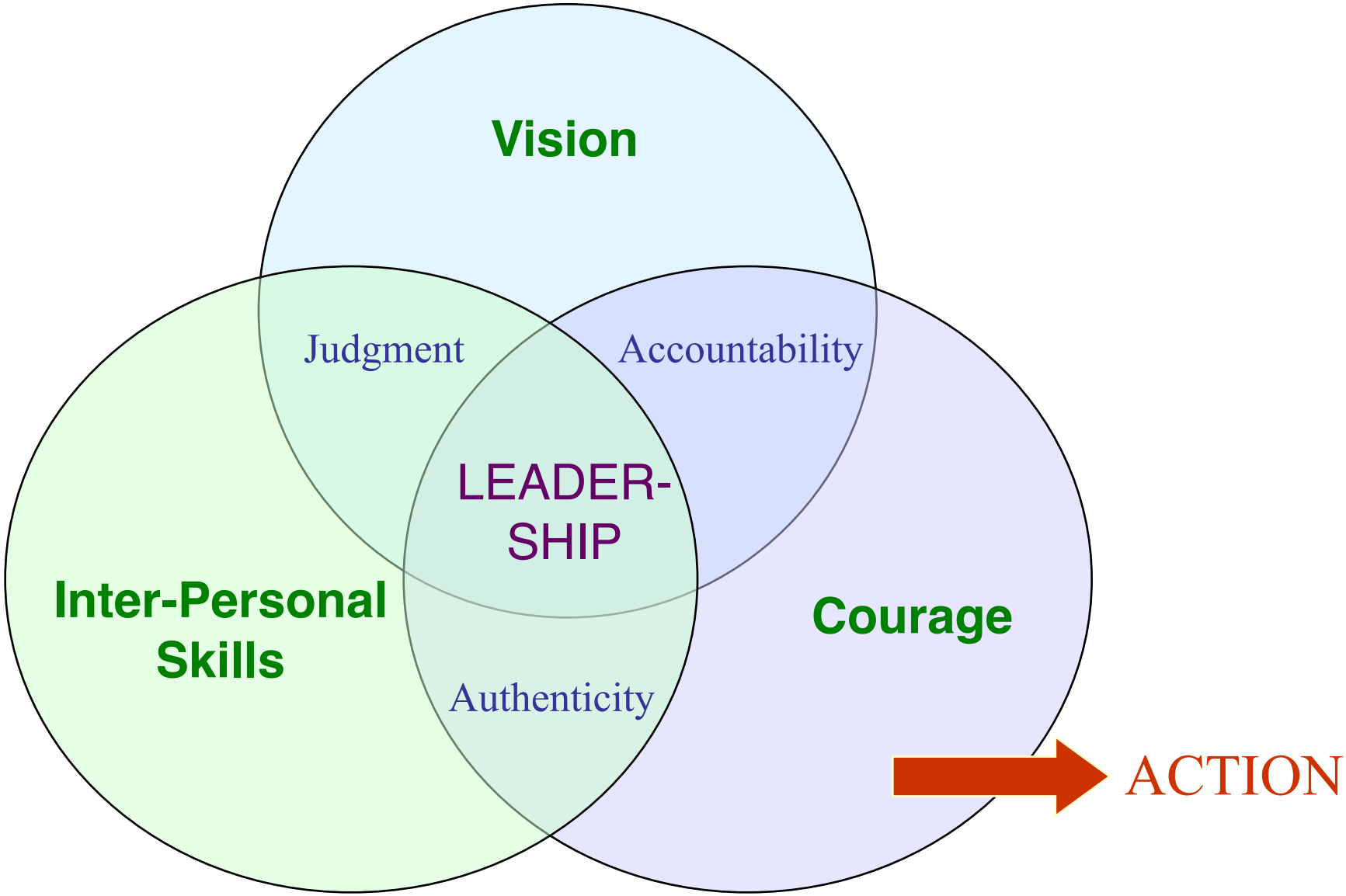
How optimistic are you that educational institutions are embracing change?

Strategic Challenges

- Awareness and understanding of online and blended learning
- Commitment to fundamental redesign
- Resources and faculty development
- Student resistance to increased responsibility
- Teaching-research imbalance

What kind of leadership?

What is the greatest leadership challenge we face in the classroom and institution?


Vision
Judgment
Accountability
LEADER-
SHIP
Inter-Personal
Skills
Courage
Authenticity
ACTION

Leadership

The challenges of leadership today demand abilities that go well beyond an individual with an engaging personality who can provide good sound bites and has an uncanny knack for remembering names.

Garrison, 2008

Collaborative Leaders

Collaborative leaders are not necessarily defined by a charismatic personality but are open, flexible, and courageous.

Collaborative Leadership and the CoI

- Leaders are designers, stewards and teachers (facilitators)
- Many of the qualities can be found in the teaching presence construct.
- Collaborative leadership is central to practical inquiry.