CIDER SESSION

May 3, 2017 | 11:00am MT

D. Randy Garrison, Marti Cleveland-Innes, Norman Vaughan & Dan Wilton

Introducing the CoI Blog: A Community of Inquiry for the Community of Inquiry

IRRODL

Brought to you by the **International Review of Research in Open and Distributed Learning** (IRRODL) and the **Centre for Distance Education, Athabasca University**: Canada's Open University and leader in professional online education.

The CoI Framework

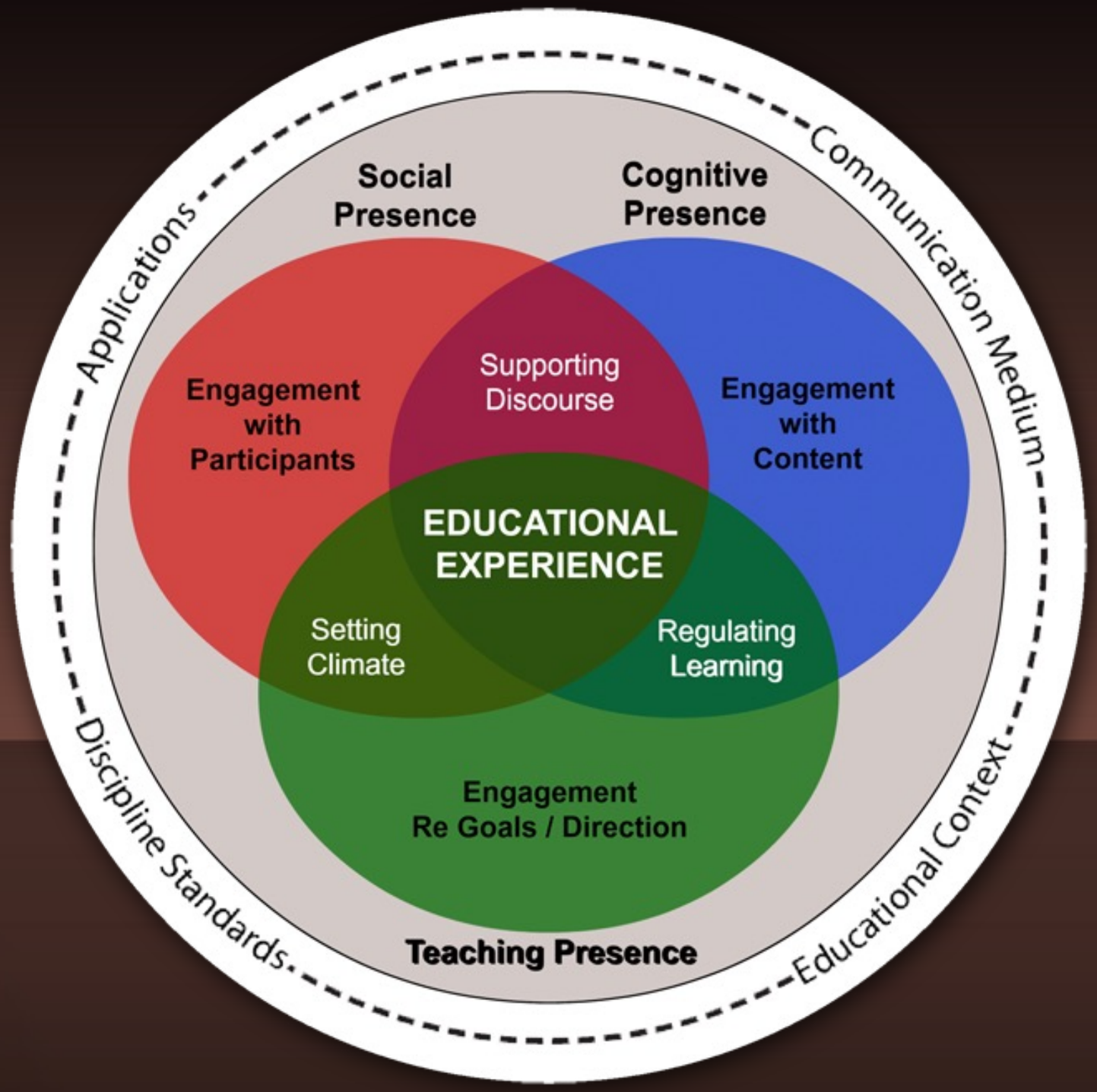
D. Randy Garrison

Professor Emeritus, University of Calgary

The CoI framework has been referenced in hundreds of publications and is the leading theoretical reference point for research in online and blended learning.
(Befus, 2016)

Origins

- Computer Conferencing: educational contexts
- Social Presence (late 1990s)
- Why did it catch on?
  - collaborative approach
  - comprehensive, coherent framework
  - methodology/CoI survey (research tool)



http://coi.athabascau.ca

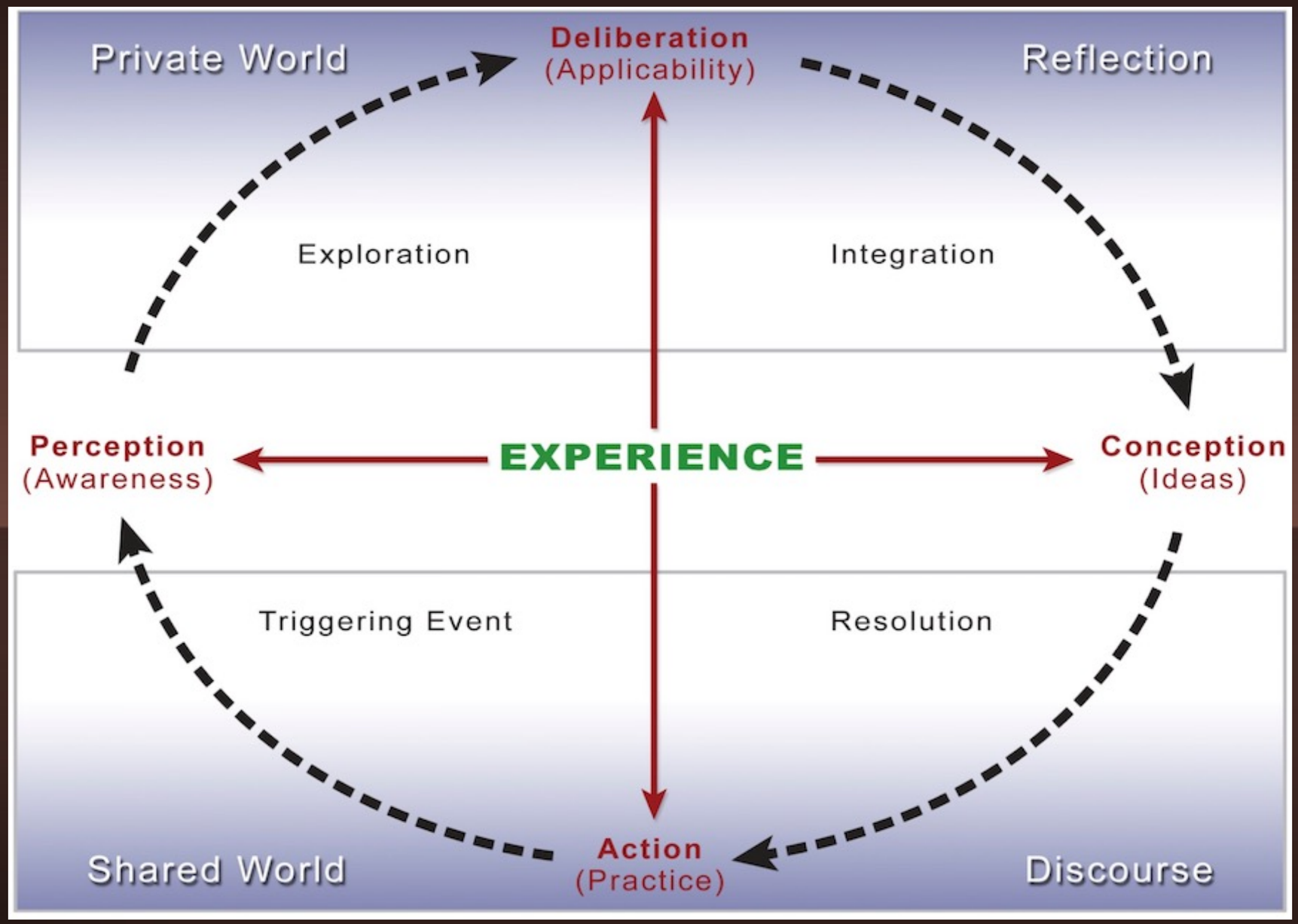
CoI Categories

ELEMENTS	CATEGORIES	INDICATORS (examples only)
Social Presence	Open Communication Group Cohesion Personal/Affective	Learning climate/risk-free expression Group identity/collaboration Self projection/expressing emotions
Cognitive Presence	Triggering Event Exploration Integration Resolution	Sense of puzzlement Information exchange Connecting ideas Appling new ideas
Teaching Presence	Design & Organization Facilitating Discourse Direct Instruction	Setting curriculum & methods Shaping constructive exchange Focusing and resolving issues

Social Presence

The ability of participants to **identify with the community** (e.g., course of study), communicate **purposefully** in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities.

CP - Practical Inquiry Model



TeachING Presence

The instructor **and** students must be prepared to clarify expectations, negotiate requirements, engage in critical discourse, diagnose misconceptions and assess understanding.

Teaching Presence

The teaching presence construct (leadership and expertise) is an essential but **shared function** (co-inquirer).

Research to date

Framework

The Community of Inquiry provides a coherent and **validated framework** to guide the creation of an effective and sustained learning community

(Arbaugh et al., 2008; Bangert, 2009; Garrison et al., 2010; Shea & Bidjerano, 2008)

SP Research

The hypothesized causal relationships predicted by the CoI framework have been confirmed.
(Shea & Bidjerano, 2009; Garrison et al., 2010)

These results point to the direct causal relationship between TP and CP while **SP acts as a mediating element.**

CP Research

Where learners were specifically tasked to resolve a problem, “participants engaged more in problem resolution than in problem formulation”.

(Murphy, 2003)

Similarly, when questions specifically asked students to engage in tasks requesting solutions, discussions did progress to the synthesis and resolution phase.

(Arnold & Ducate, 2006)

CP Research

Integration/resolution messages require more time for reflection and synthesis.

There will naturally be fewer integration messages considering there is a distillation of ideas (many to few ideas).

Many final assignments are individually constructed.

(Leng et al., 2009)

TP Research

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

(Akyol & Garrison, 2008; Arbaugh, 2008; Eom, et al., 2006; Shea et al. 2004, 2005)

TP is needed to establish CP and SP.

(Shea & Bidjerano, 2009)

Vitality of the Framework

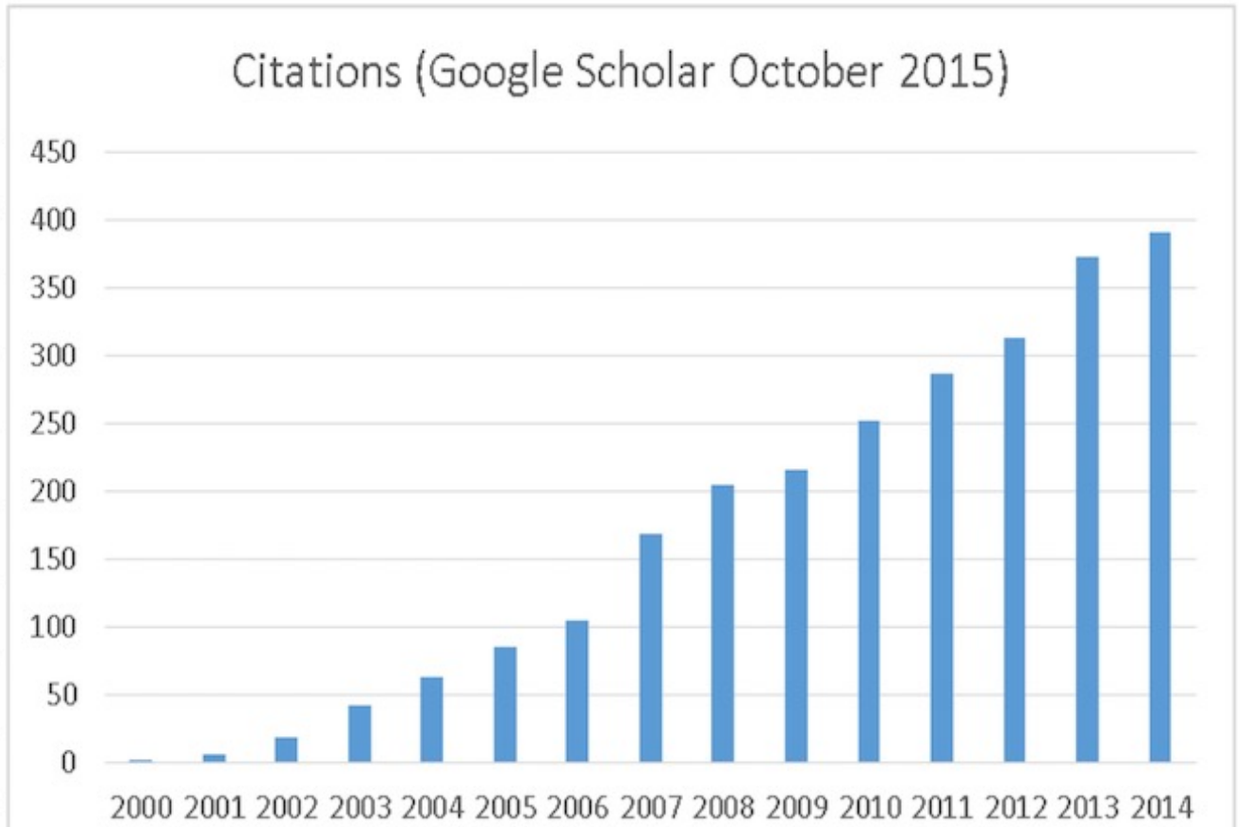
… the best criterion for the vitality of a paradigm is the amount of research stimulated by it.

(Tobias, 2016)

The synthesis of CoI research associated with the seminal CoI article indicated “a continuous upward trend not only in citation counts, but in frequency of application of CoI-based concepts and protocols in a widening variety of contexts and populations.”

(Befus, 2016, p.95)

Year	Google Scholar Citations
2000	2
2001	6
2002	18
2003	42
2004	63
2005	85
2006	105
2007	169
2008	204
2009	215
2010	251
2011	286
2012	313
2013	373
2014	391



(Befus, 2015)

New Research and Applications

Marti Cleveland-Innes, PhD

Professor and Chair, Centre for Distance Education, Athabasca University

Guest Professor, Department of Learning

KTH Royal Institute of Technology, Stockholm, Sweden

New Research

- The relationship between **cognitive and emotion presence** in a Community of Inquiry – Lynne Rabak
- A systematic review of the **Community of Inquiry survey** – Stefan Stenbom
- **520 citations** of the original article in 2016 and 2017; find the most recent publications citing the framework through Google Scholar

Applications

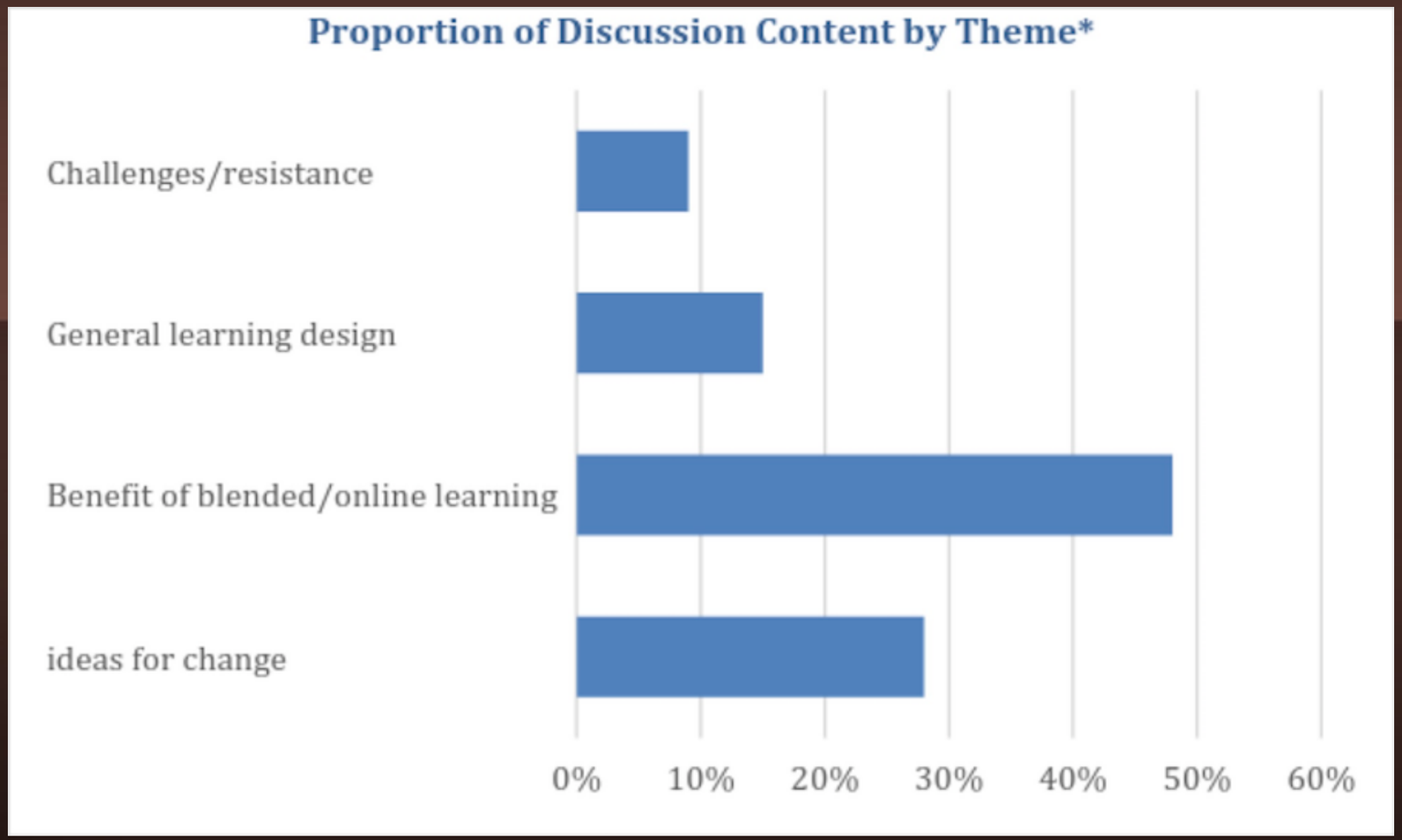
Research Development Day, Toronto, October 21st, 2017

A network of faculty and graduate students will **explore the impact of blended and online learning on necessary reforms in higher education**. The design and delivery of blended and online learning through the CoI will be examined in reference to key elements of higher education reform.

(Bryce, Iglesias, Pullman, & Rogova, 2016; Duderstat, 2009; Keeling & Hersh, 2011)

Applications

Using a blended CoI to engage faculty learning about CoI



Disciplinary Applications

CoI with teaching, cognitive, and social presences subscales could differ according to some educational contexts and must be investigated in such different contexts.

(Yang, 2016)

Introducing the CoI Blog:

www.thecommunityofinquiry.org

Dan Wilton

Developer, Athabasca University

THE COMMUNITY OF INQUIRY

A CoI FOR THE CoI

Welcome to the Community of Inquiry.

LATEST EDITORIAL

CONFIRMATION BIAS AND FAKE NEWS

D. Randy Garrison

April 3, 2017

Our goal with this Blog is to raise ideas and attempt to resolve issues associated with thinking and learning collaboratively in a purposeful community of inquiry.

I would like to initiate this Blog with a discussion on the topic of confirmation bias. This topic was the focus of a recent article that speaks to the core strength and reason for a community of inquiry approach. To this point, the article by Beran et al. (2015) explores the pressure to conform to the group in a way that is a "barrier to effective communication and learning" (p. 63).

The core message of this longitudinal study for me is that there is risk for conformity in collaborative online learning due to attachment and identification within the group. This is obviously relevant in the current environment of fake news and where individuals are increasingly trapped in their selected bubble. I explored this issue of conformity in some depth in a recent book titled *Thinking Collaboratively* (Garrison, 2016) that focused on the cognitive dimensions of thinking and learning in a community of inquiry.

RECENT ACTIVITY

The Relationship Between Cognitive and Emotion Presence
Martha Cleveland-Innes
May 3, 2017
This project explores the relationship between cognitive and emotion presence. It is based on new research, including important work by Lynne Rabak.

Test Project
Dan Wilton
May 3, 2017
This is a test

Norm Vaughan
Joined May 2, 2017
Professor, Mount Royal University, Canada
An educator and researcher with interests in blended learning, faculty development and K to 12 schooling, Dr. Norm Vaughan is a Professor

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Professor Emeritus, University of Calgary, Canada
D. Randy Garrison is professor emeritus at the University of Calgary. Dr. Garrison has published

EDITORIALS
FROM THE CoI RESEARCH COMMUNITY

CONTRIBUTE A GUEST EDITORIAL

Confirmation Bias and Fake News
D. Randy Garrison
April 3, 2017
Our goal with this Blog is to raise ideas and attempt to resolve issues associated with thinking and learning collaboratively in a purposeful community of inquiry. I would like to initiate this Blog with a discussion on the topic of confirmation ...

CONTRIBUTORS

D. Randy Garrison
EDITOR - Professor Emeritus - University of Calgary - Canada
Writes on confirmation bias
· Confirmation Bias and Fake News · Apr 03, 2017

RECENT COMMENTS

Dan Wilton on **Confirmation Bias and Fake News**
14 hours ago
This is a test comment.

D. Randy Garrison on **Confirmation Bias and Fake News**
14 hours ago
This is a test response.

CONFIRMATION BIAS AND FAKE NEWS

D. Randy Garrison

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Collaboration is an inherent human characteristic and central to human intelligence and evolution. While

CONTRIBUTE A RESPONDING EDITORIAL

ABOUT THE AUTHOR

D. Randy Garrison
Professor Emeritus, University of Calgary
D. Randy Garrison is professor emeritus at the University of Calgary. Dr. Garrison has published extensively on teaching and learning in adult, higher and distance education contexts. He has authored, co-authored or edited twelve books and well over 100 refereed articles/chapters. His recent books are Thinking Collaboratively: Learning in a Community of Inquiry (2016) and E-Learning in the 21st Century: A Community of Inquiry Framework for Research and Practice (3rd Edition) (2017).

EDITORIAL KEYWORDS

confirmation bias

RECENT EDITORIALS

Confirmation Bias and Fake News
D. Randy Garrison
April 3, 2017
Our goal with this Blog is to raise ideas and attempt to resolve issues associated with thinking

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OF INTEREST TO THE CoI COMMUNITY

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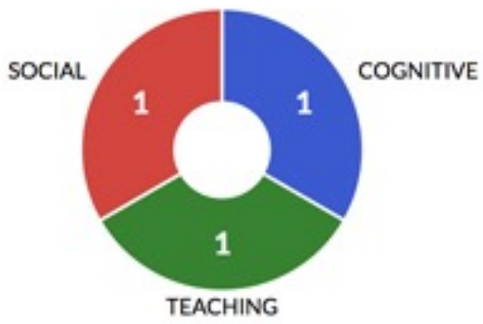
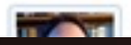


The Relationship Between Cognitive and Emotion Presence
Created May 3, 2017 by Martha Cleveland-Innes

This project explores the relationship between cognitive and emotion presence. It is based on new research, including important work by Lynne Rabak.

1 reply; last reply 17 minutes ago by Dan Wilton
This is a worthy topic of research. I have some documents you might find useful - would you like me to send them to you?



Test Project

CREATE A RESEARCH PROJECT

RECENT COMMENTS

Dan Wilton on **The Relationship Between Cognitive and Emotion Presence**
17 minutes ago
This is a worthy topic of research. I have some documents you might find useful - would you like me to send them to you?

THE RELATIONSHIP BETWEEN COGNITIVE AND EMOTION PRESENCE

Martha Cleveland-Innes

May 3, 2017

PRESENCES **Cognitive Presence**

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POST A **COMMENT**

Dan Wilton - 6 minutes ago
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Reply - Recommend

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Test Project
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SEARCH
RESULTS

TERMS: cognitive presence

EDITORIALS

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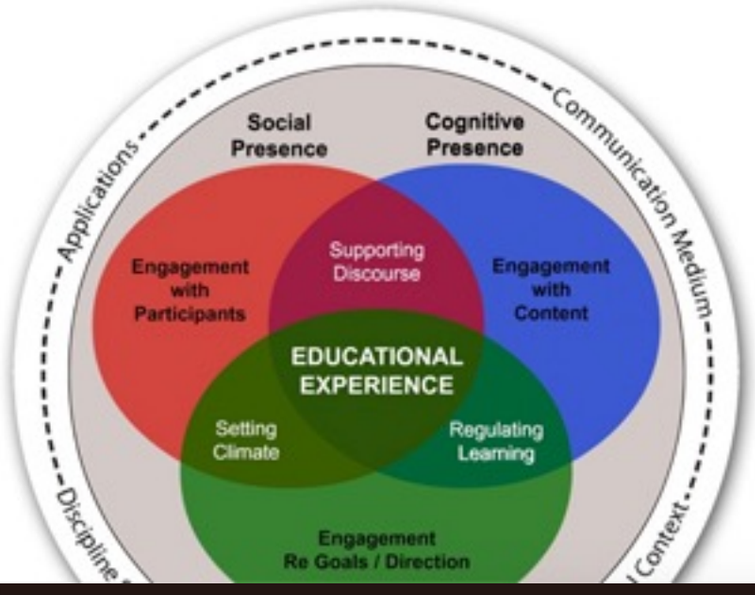
ABOUT **THE MODEL**

AN INTRODUCTION TO THE COMMUNITY OF INQUIRY

An educational community of inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding.

The Community of Inquiry theoretical framework represents a process of creating a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements: social, cognitive and teaching presence.



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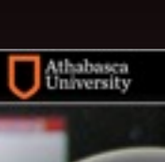

D. Randy Garrison
Retired professor, University of Calgary
Play a welcome message

Martha Cleveland-Innes
Professor, Athabasca University
Interim Head and Visiting Researcher, KTH Royal Institute of Technology
Play a welcome message

Norm Vaughan
Professor, Mount Royal University
Play a welcome message

DISCIPLINE-SPECIFIC CHAMPIONS

The Community of Inquiry is seeking active members to represent CoI research in their disciplines. If you would like to volunteer as a CoI champion for your discipline, please contact Dr. Marti Cleveland-Innes.

JOIN THE COI COMMUNITY

RECENT MEMBERS

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email

password

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You have THREE MINUTES to complete this form. Required fields are marked with an asterisk.

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Organization, school, or institution

Country

Select your country

*Email (**see note** about institutional addresses, eg. athabascau.ca)

*Password (minimum 6 characters)

*Repeat your password

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REGISTER NOW

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D. Randy Garrison

EDITOR

MEMBERS

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PROFESSION **Professor Emeritus**
COUNTRY **Canada**

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RESEARCH INTERESTS
community of inquiry

D. RANDY GARRISON'S EDITORIALS

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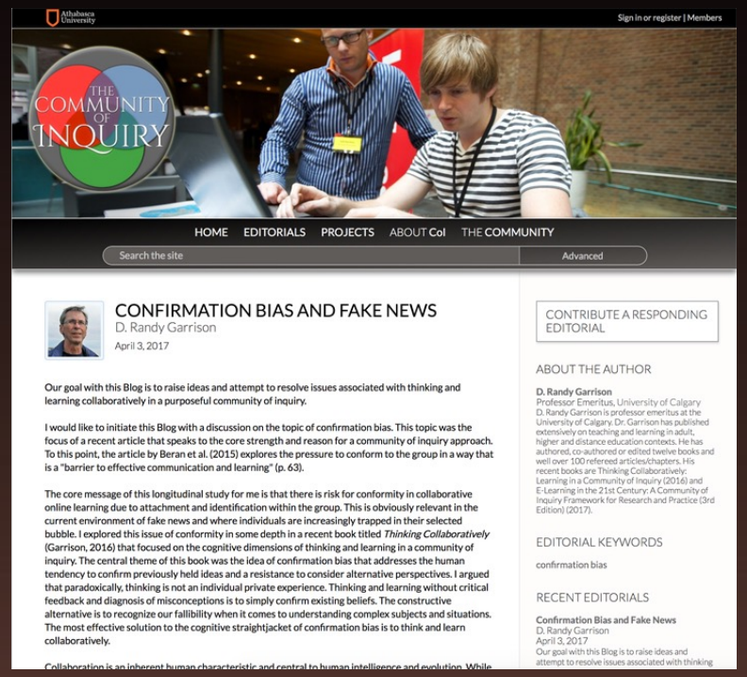
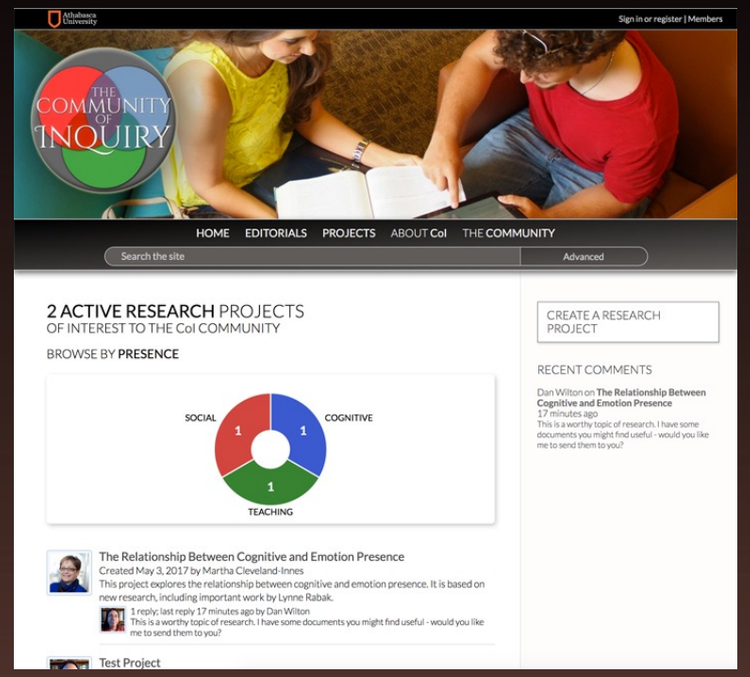
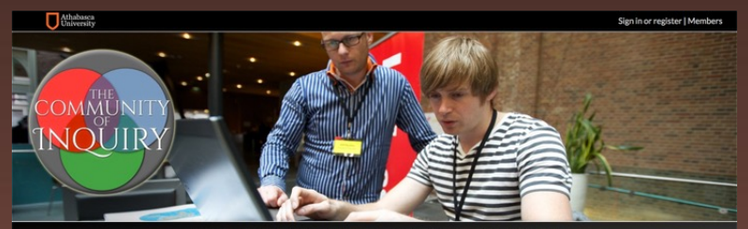
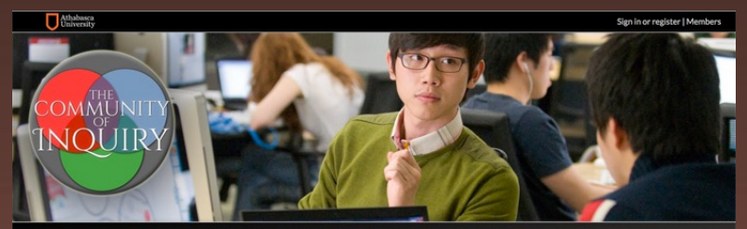
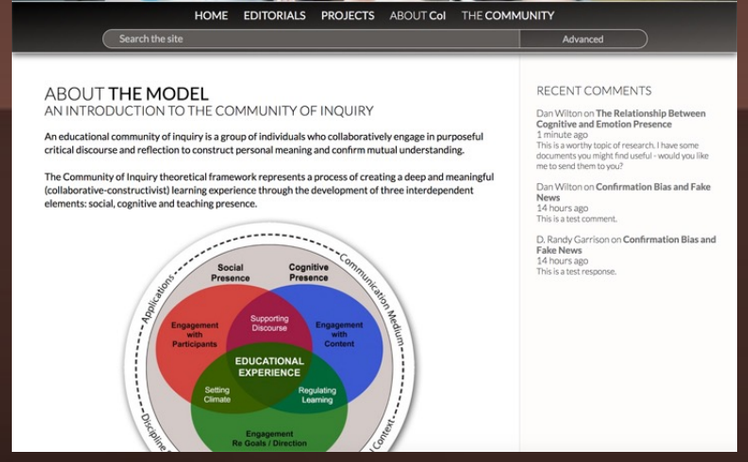
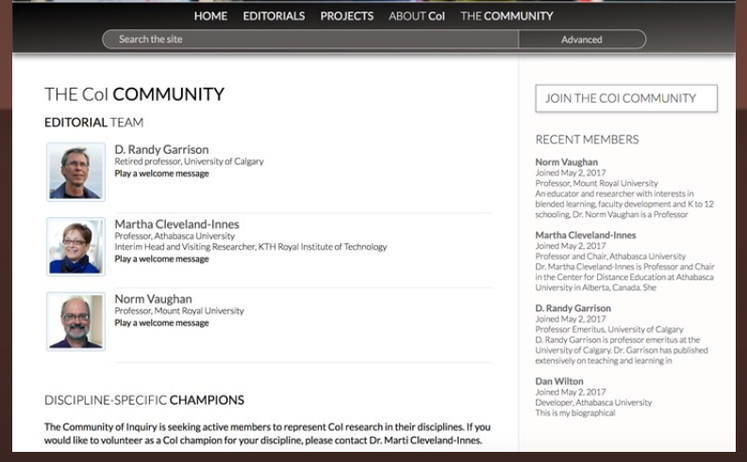


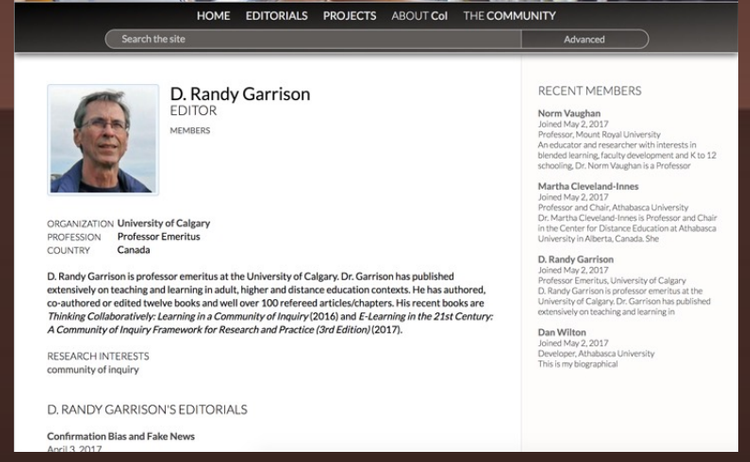












www.thecommunityofinquiry.org

Potential Blog Topics

Framework

- Confirmation bias
- Relationships between and among the presences
- What can be learned by understanding the interaction between pairs of presences (eg, CP & TP)

Social Presence

- Causal impact of SP
- Too much SP?
- Dynamics of SP over time
- New CoI elements (eg, EP)
- Communicative richness

Cognitive Presence

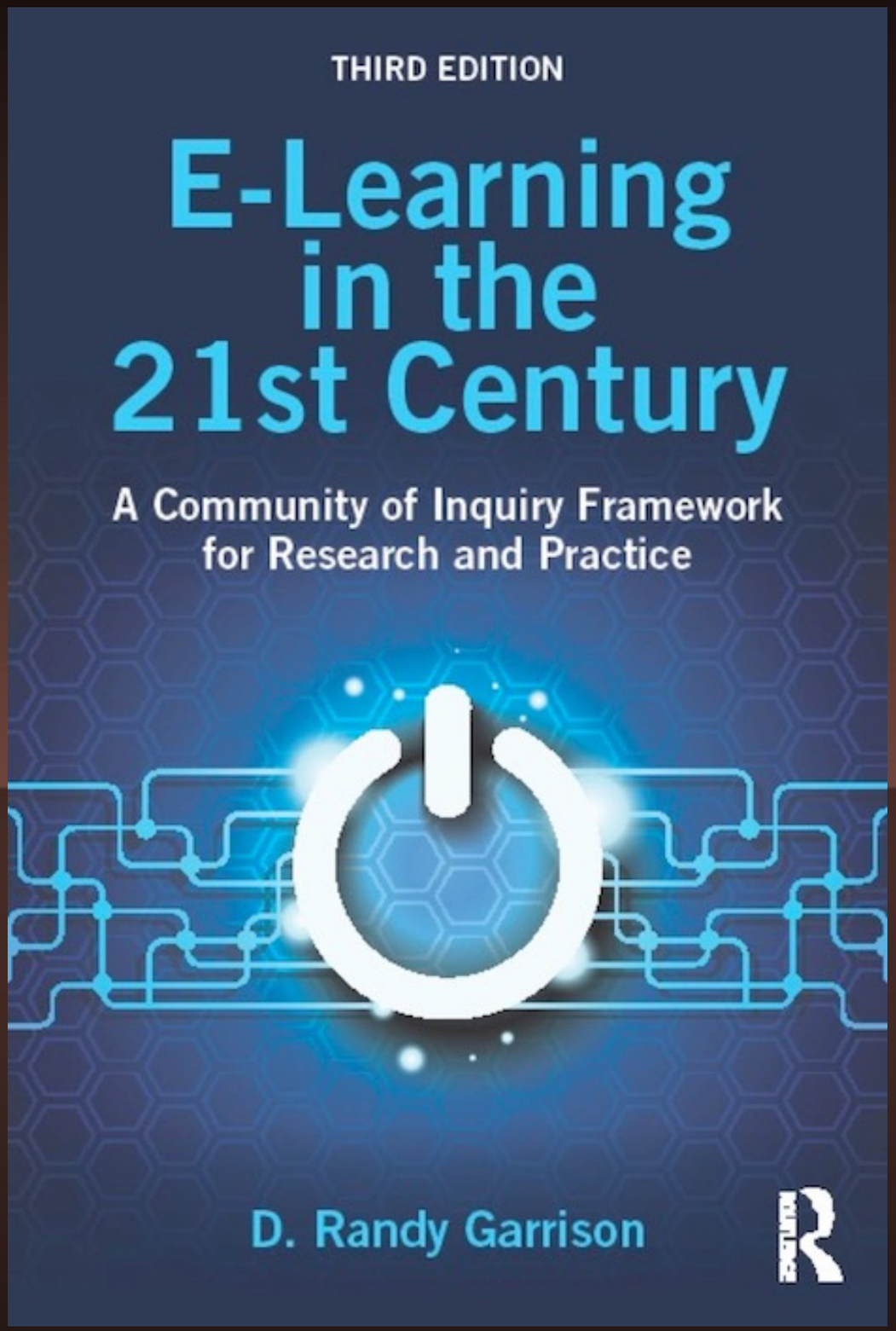
- Critical thinking and CP
- Validity of the CP construct - PI model
- Moving discussion to resolution
- Practical implications

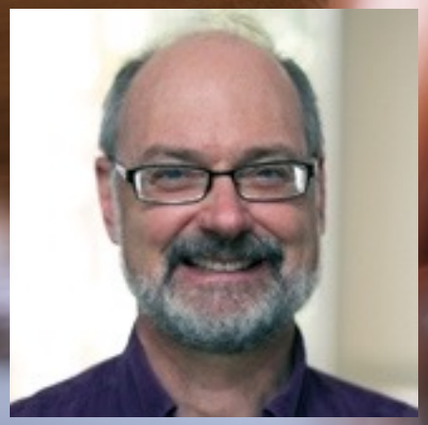
Teaching Presence

- TP in a MOOC
- Impact of teaching presence
- Role of TP for an effective and efficient educational experience.

CoI Blog

- **Goal**: create a community of inquiry
- **My Role**:
  - identify interesting research
  - present analysis (highlight, interpret, clarify)
  - facilitate & direct discussion
- **Participants**
  - identify research, issues
  - progressively take the lead


THIRD EDITION
E-Learning in the 21st Century
A Community of Inquiry Framework for Research and Practice
D. Randy Garrison



The Role of Facilitators

Norm Vaughan
Professor, Mount Royal University

CoI Blog - Our roles

TeachING Presence

Design & Organization

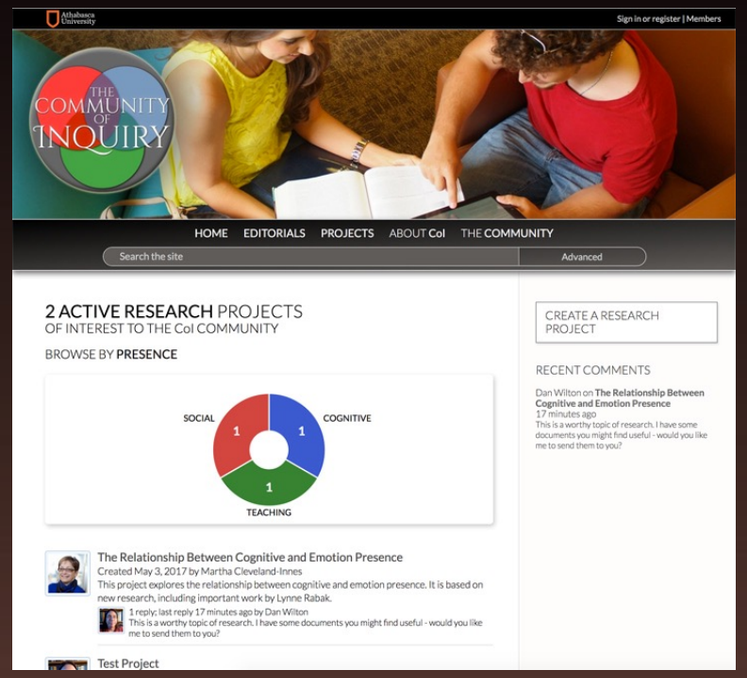
- Shared setting of goals & expectations

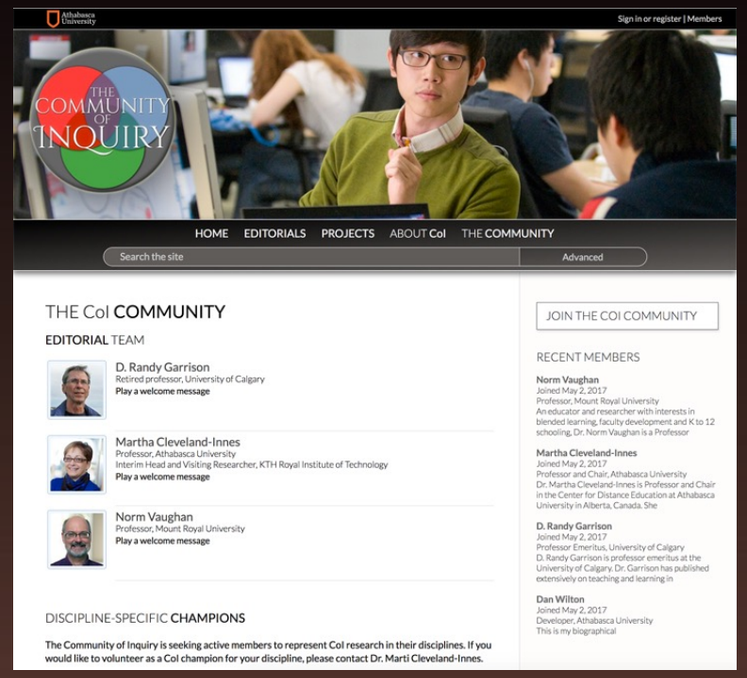
Facilitating Discourse

- Shaping constructive exchange

Direct Instruction

- Focusing and resolving issues





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CoI research

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Norm Vaughan • nvaughan@mtroyal.ca

Technical and site suggestions

Dan Wilton • dwilton@athabascau.ca