

Establishing presence online through the "Community of Inquiry" framework

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<https://coi.athabasca.ca/coi.model/>

Community of inquiry

“involves (re)constructing experience and knowledge through the critical analysis of subject matter, questioning, and the challenging of assumptions”

“educational learning experience is both collaborative and reflective”

Garrison et al, 2001

Informed by Dewey's work on community and inquiry

Meaningful online educational experience



Informed by Dewey's work on community and inquiry

Online teaching

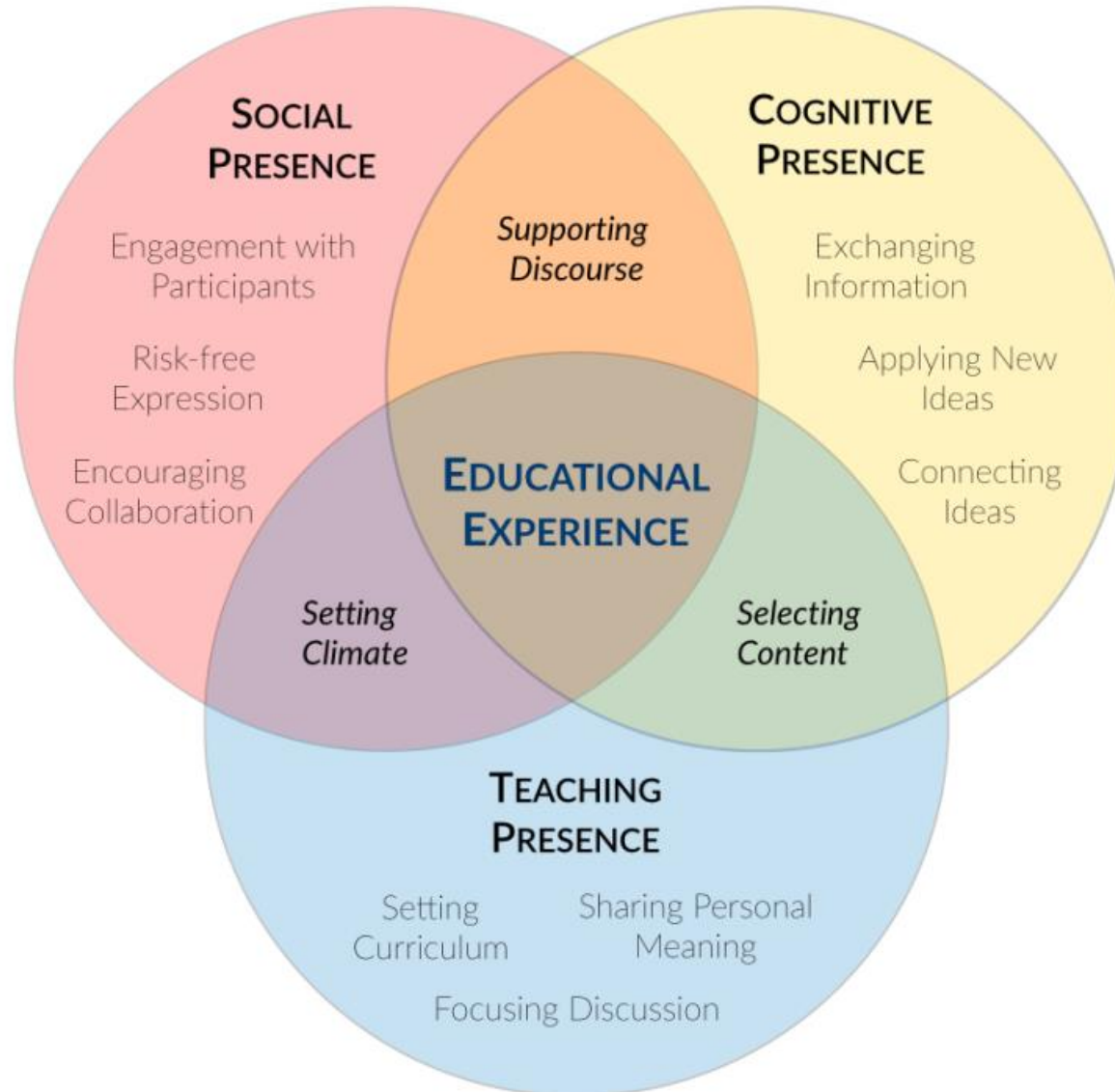
Synchronous

- Interaction at the same time
- Communication in real time
- Allows for instant feedback and clarification
- Tools: video conferencing, live chat, shared documents, live video streaming etc.

Asynchronous

- Interaction at different times
- Communication not in real time
- Allows student to work at their own pace
- Tools: discussion forum, video, assignments, peer assessment etc.

The Community of Inquiry Model



Adapted from Garrison, D.R., Anderson, T., Archer, W. (1999) Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education* 2(2), 87-105

Discussion in groups

Discuss the three dimensions in the model:

- How do you plan and organize your teaching now? Are there areas that might need more support for students?
- How can the model help in planning and reflecting on teaching online?

Document your discussion in Googledocs.

Summarize your discussion in the main room after discussion.