

# USING THE COMMUNITY OF INQUIRY FRAMEWORK TO ENGAGE STUDENTS REMOTELY

By:  
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## INTRODUCTION

The spring 2020 online class transition allowed me to integrate the Community of Inquiry (CoI) Framework into my two ENG 102 classes as a way to frame learning.

## WHAT IS THE COI FRAMEWORK?

According to Garrison (2017), “Collaborative thinking and learning in a purposeful community of learners creates an environment where participants can explore and examine ideas while challenging personal biases” (Garrison, 2017, p. 12). This takes place in the form of three presences: social, cognitive and teaching.

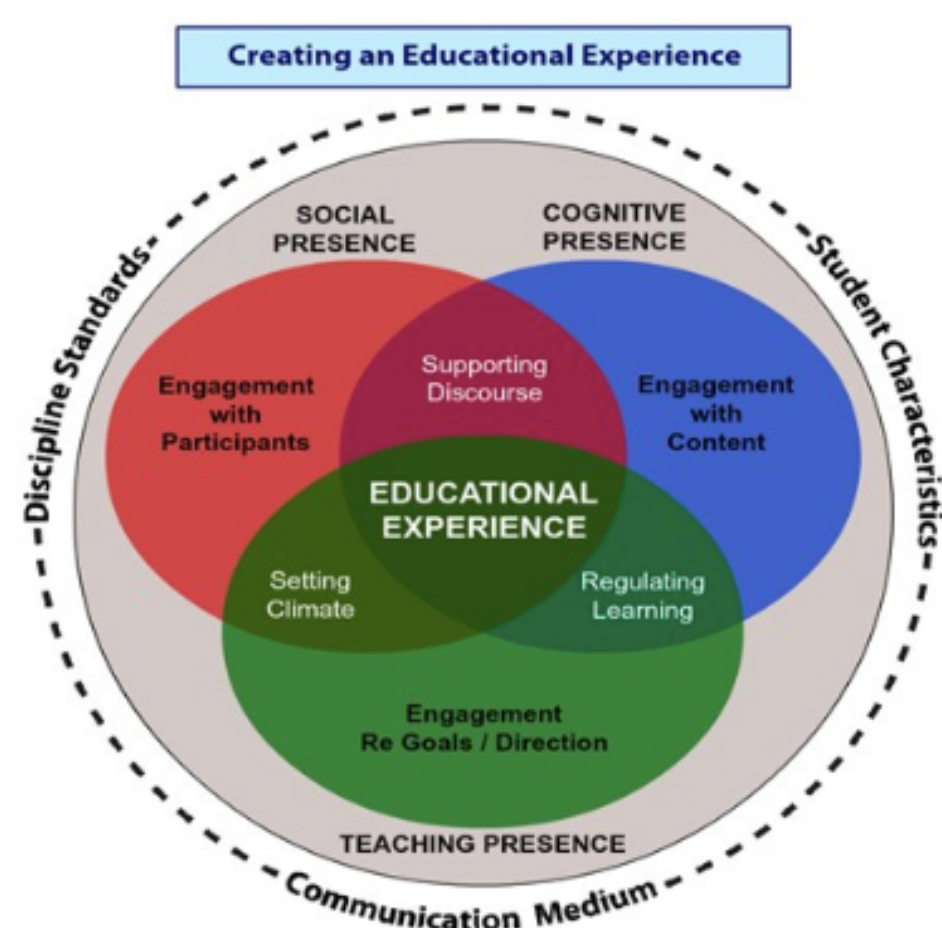


Figure 1: From Garrison, Anderson, and Archer's (2000). *Critical inquiry in a text-based environment: Computer conferencing in higher education model.*

## SOCIAL PRESENCE

Open communication, group cohesion, and opportunities to share personal experiences and/or affective responses are the three categories that help form the social presence (Garrison, 2016).



## COGNITIVE PRESENCE

The cognitive presence is the “thinking” element and promotes recursive learning. Students experienced the cognitive presence via:

- In-class activities testing them on what they read/watched
- Formal Writing Projects assessing how well they reached course goals
- Reflective Writing Activities

## TEACHING PRESENCE

The teaching presence requires three activities “design, facilitation, and direction of cognitive and social presences” (Garrison, 2016, p. 61).

WEEK 13: Project 3 / Academic Research  
(Monday, April 6 - Sunday, April 12)

Homework due by 11:59 pm on Friday, April 10

- Project 3. Activity 1
- Individual Discussion Post

Homework due by 11:59 pm on Sunday, April 12

- Response to a Peer's Discussion Post

Instructor Video (8 mins) - Important Info, Please Watch!

Step 1. Review Content  
Required

- Read: [Project 3 Assignment Sheet](#) AND [Watch My Video Explaining It](#)
- Watch: ["Scholarly Sources in the Social Sciences"](#) by Ben Richards (20 minutes)
- Read: The following sections about APA from our online textbook (10 mins):
  - ["Formatting your Paper in APA"](#)
  - [APA In-Text Citations](#)
  - [APA References](#)

Step 2. Complete In-Class Activity

- [Complete Project 3. Activity 1](#)

Step 3. Choose a topic and complete discussion post

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## TEACHING CONTEXT

- The semester began as a blended-classroom (i.e. mediated with technology) - each student was required to bring and use a laptop every class.
- Google Docs and Blackboard were used in tandem to provide students with a stable and interactive space to revisit class notes, readings/videos, activities (Google Docs) and to post materials for feedback and assessment (Blackboard).
- My blended face-to-face class made the online transition easier because students had prior experience with the technology and organization

## BENEFITS & CHALLENGES

- The blended learning environment already fostered the teaching and cognitive online presences.
- But the social presence was established when classes were face-to-face and was a challenge to foster during the transition

## TEACHING & COGNITIVE PRESENCES

- Easiest to promote because of prior experience with tech tools and organization
- Most teachers are comfortable with these presences
- 29 out of 36 students felt they learned a lot
- 23 out of 36 felt connected to me (the teacher)
  - **"Teacher and student communication is everything. If you succeed in having a good and strong relationship with your students you will automatically and will get students to have a great attitude towards the class."**
- 22 out of 36 students felt that the Google Doc was most helpful to their learning:
  - **"All questions, answers, assignments, and videos were all in one place"**

## SOCIAL PRESENCE

- Most difficult to promote quickly (i.e. mid-semester)
- 12 students felt connected to other students; 11 did not; 13 were neutral
  - **"learning everything by ourselves was excruciating"**

## FUTURE CONSIDERATIONS

- Integrate activities allowing students' to share experiences with each other
- Provide opportunities for students to teach each other
- Help students recognize and manage negative emotional responses to the online learning environment
  - **"My depression made me get behind and it was a struggle"**

### References