



Photo by [Ioana Cristiana](#) on [Unsplash](#)

Introductions

Please type in chat:

YOUR NAME

ORGANIZATION & ROLE

HOW ARE YOU GENEROUS IN THIS
SEASON?

Creating Communities of Inquiry (COI) in Any Setting

Meagen Farrell

9 December 2024

Mini-Professional Development Institute





Classroom
In Person



Online
Synchronous



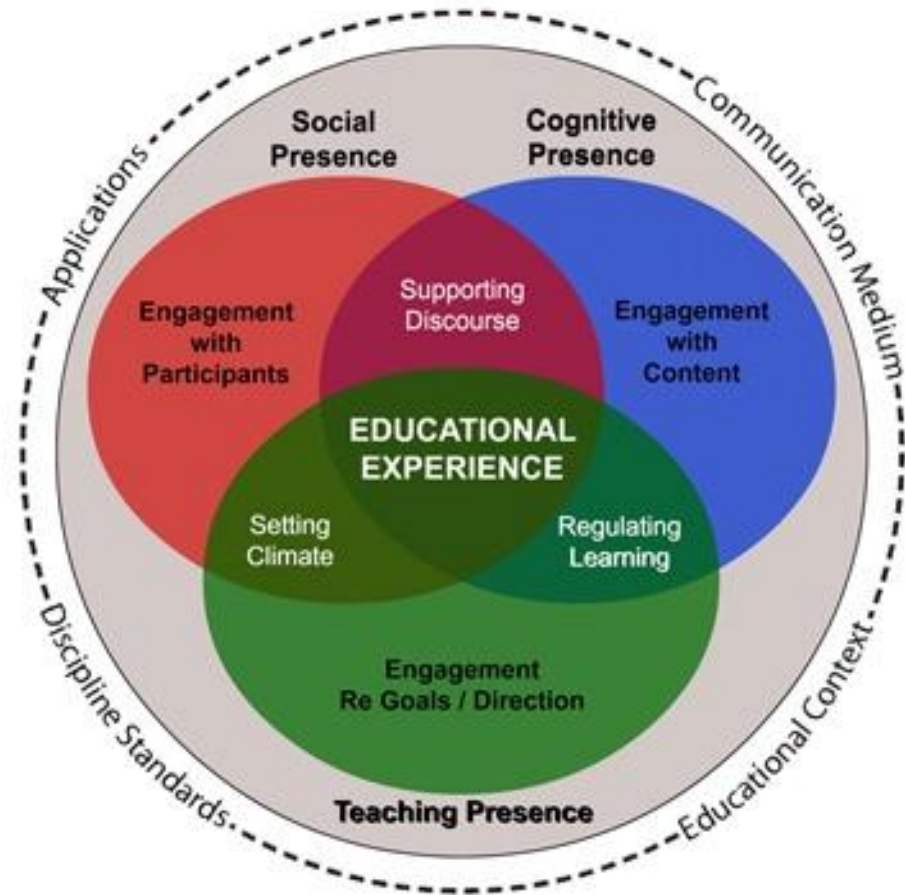
Online
Asynchronous

How can you build a Community of Inquiry (COI) for all students?



AGENDA

- Review: Community of Inquiry (COI) Framework
- Cognitive Presence
 - Examples
 - Reflection: Standards
 - Sharing
- Social Presence
 - Examples
 - Reflection: Participation
 - Sharing
- Teaching Presence
 - Examples
 - Reflection: Feedback
 - Sharing



Community of Inquiry (CoI) framework (1999)

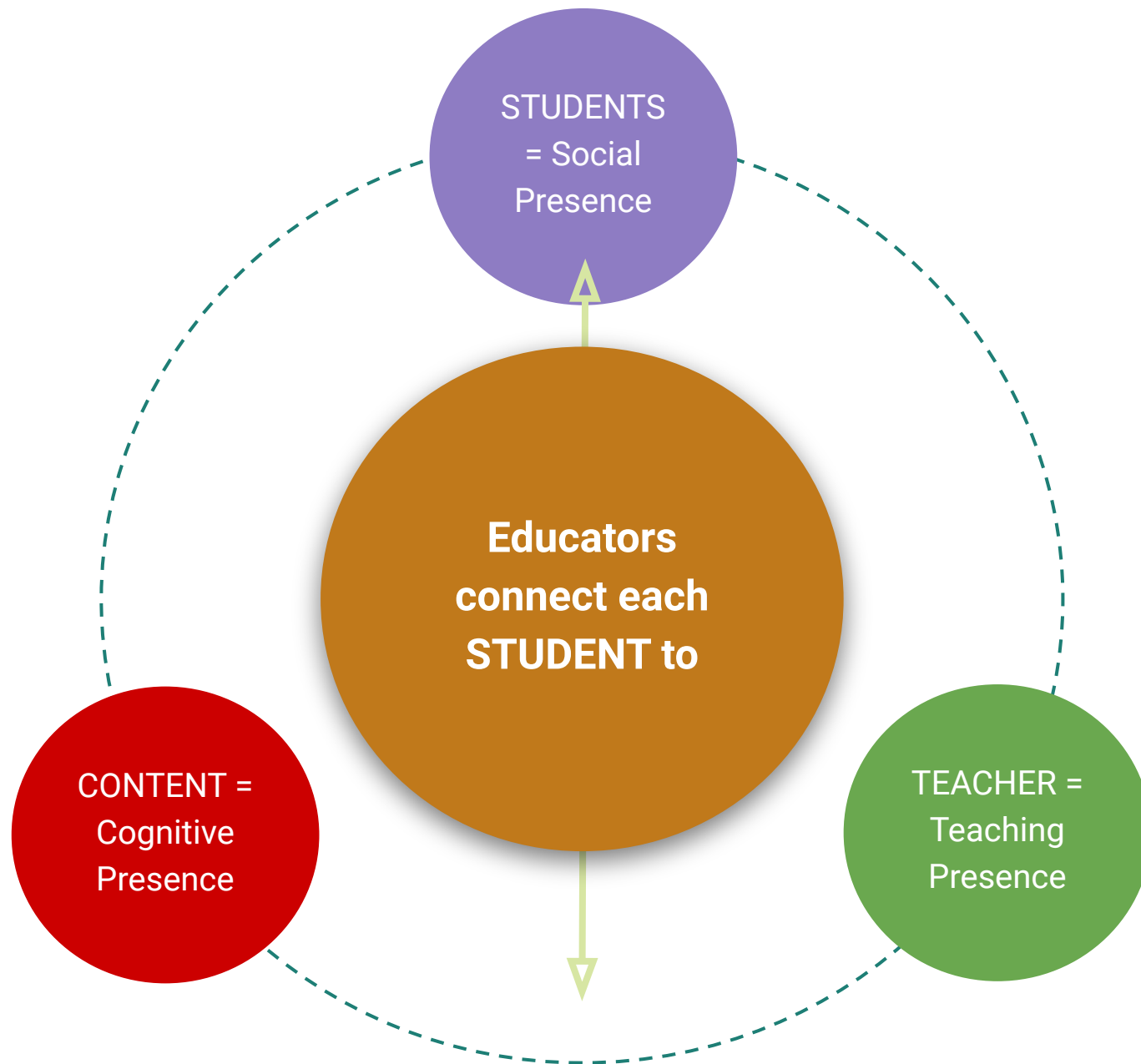
Concept source: Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education*, 2(2-3), 87-105.

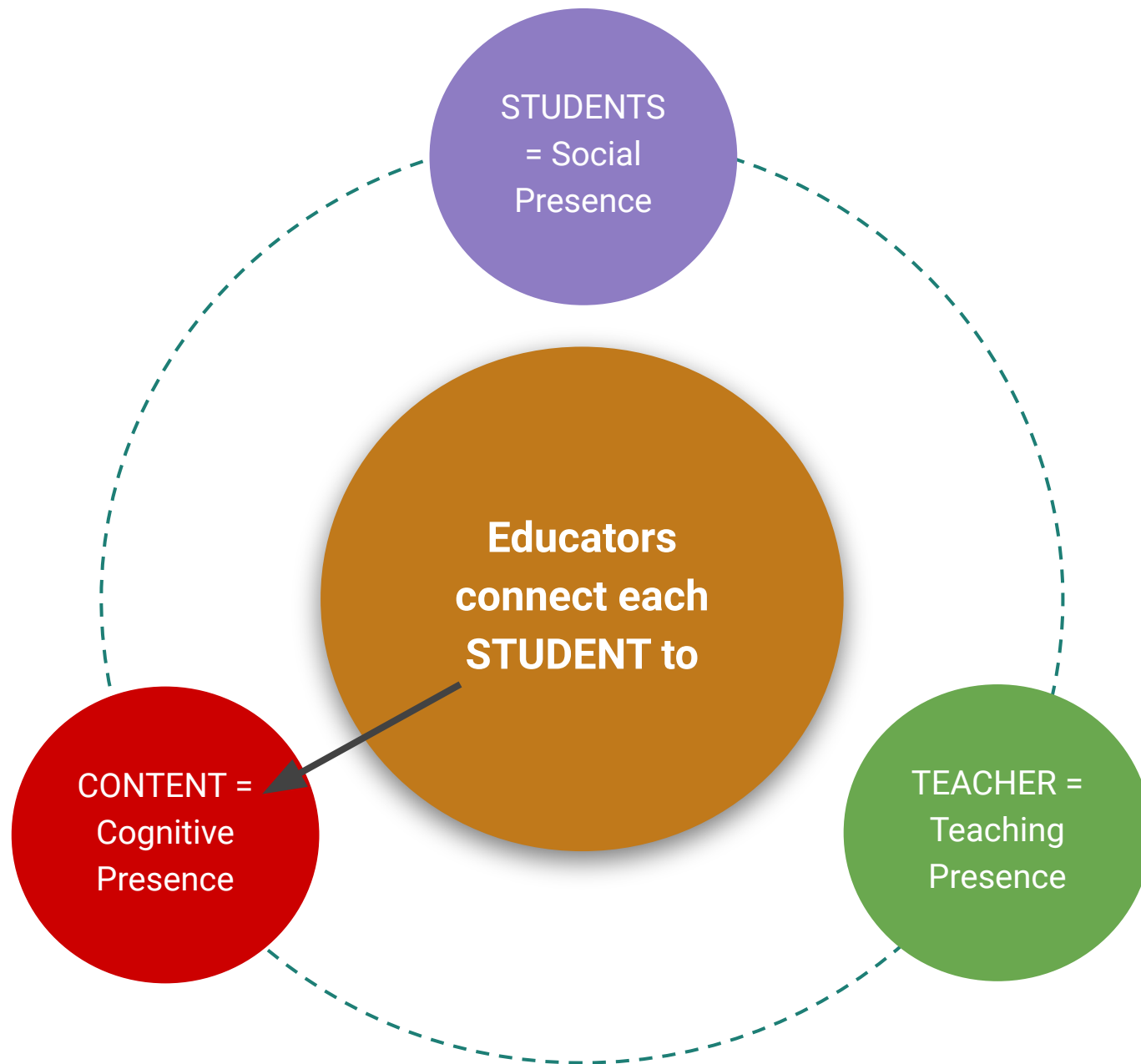
Image source: The Community of Inquiry framework. Image used with permission from the Community of Inquiry website and licensed under the CC-BY-SA International 4.0 license (<https://creativecommons.org/licenses/by-sa/4.0/>). The original image is located at <https://www.thecommunityofinquiry.org/coi>

Figure 2:
Col categories and indicators

Col ELEMENTS	CATEGORY	INDICATORS (EXAMPLES ONLY)
Teaching Presence	Design and organization	Setting curriculum and activities
	Facilitating discourse	Shaping constructive exchange
	Direct instruction	Focusing and resolving issues
Cognitive Presence	Triggering events	Sense of puzzlement
	Exploration	Information exchange
	Integration	Connecting ideas
	Resolution	Applying new ideas
Social Presence	Affective expression	Self-projection, expressing emotion
	Open communication	Learning climate/risk-free expression
	Group cohesion and collaboration	Group identity/collaboration

Gojali, I., Istiqomah, F., & Widiati, U. (2022). A systematic review of online ELT research in Indonesia during the COVID-19 pandemic through the community of inquiry framework. *Journal of Information Technology Education: Research*, 21(1), 501-546. <https://www.learntechlib.org/p/223178/>





Example: Cognitive Presence

O*NET Childcare Workers 39-9011.00

<https://www.onetonline.org/link/summary/39-9011.00>

WORK ACTIVITIES

Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.

LESSON ACTIVITIES:

- Large group discussion: Have you ever bought books for your class or child, or borrowed from the library? How did you decide which one(s)?
- Review textbook pages about age-appropriate books for young children. Complete handout with categories of books, and find a book title/author for each category.
- Small group discussion: Share what you found in your exploration of book titles.
- Together, create a bibliography of book titles per CDA credential age group.

Example: Cognitive Presence

O*NET Security Guards 33-9032.00

<https://www.onetonline.org/link/summary/33-9032.00>

WORK ACTIVITIES

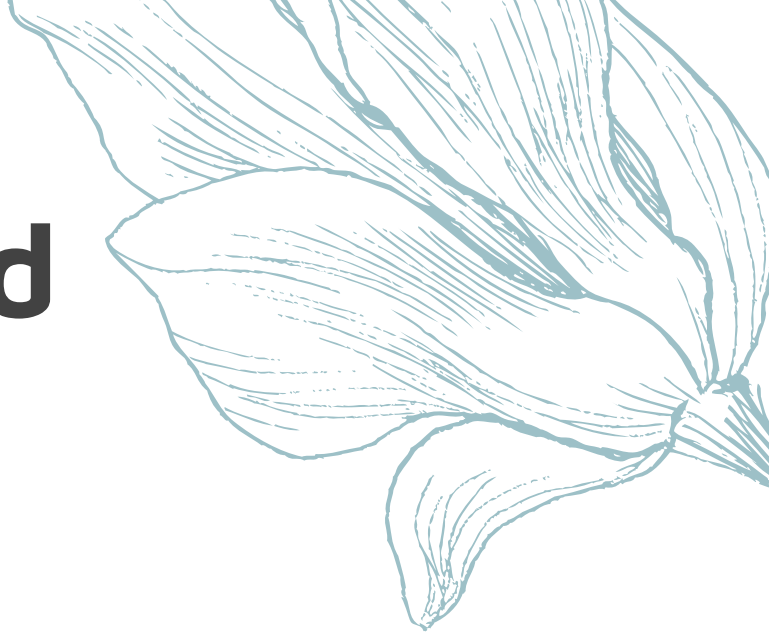
Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

LESSON ACTIVITIES

Demonstrate the use of estimation, calculation, percentages and probability to produce better outcomes in the field of security.



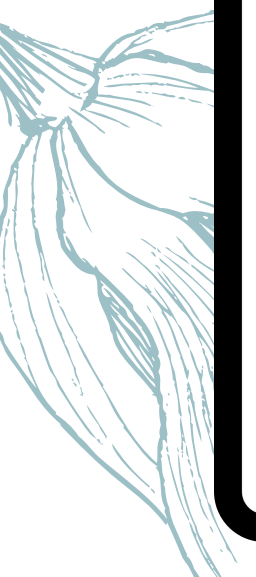
How can you build Cognitive Presence?

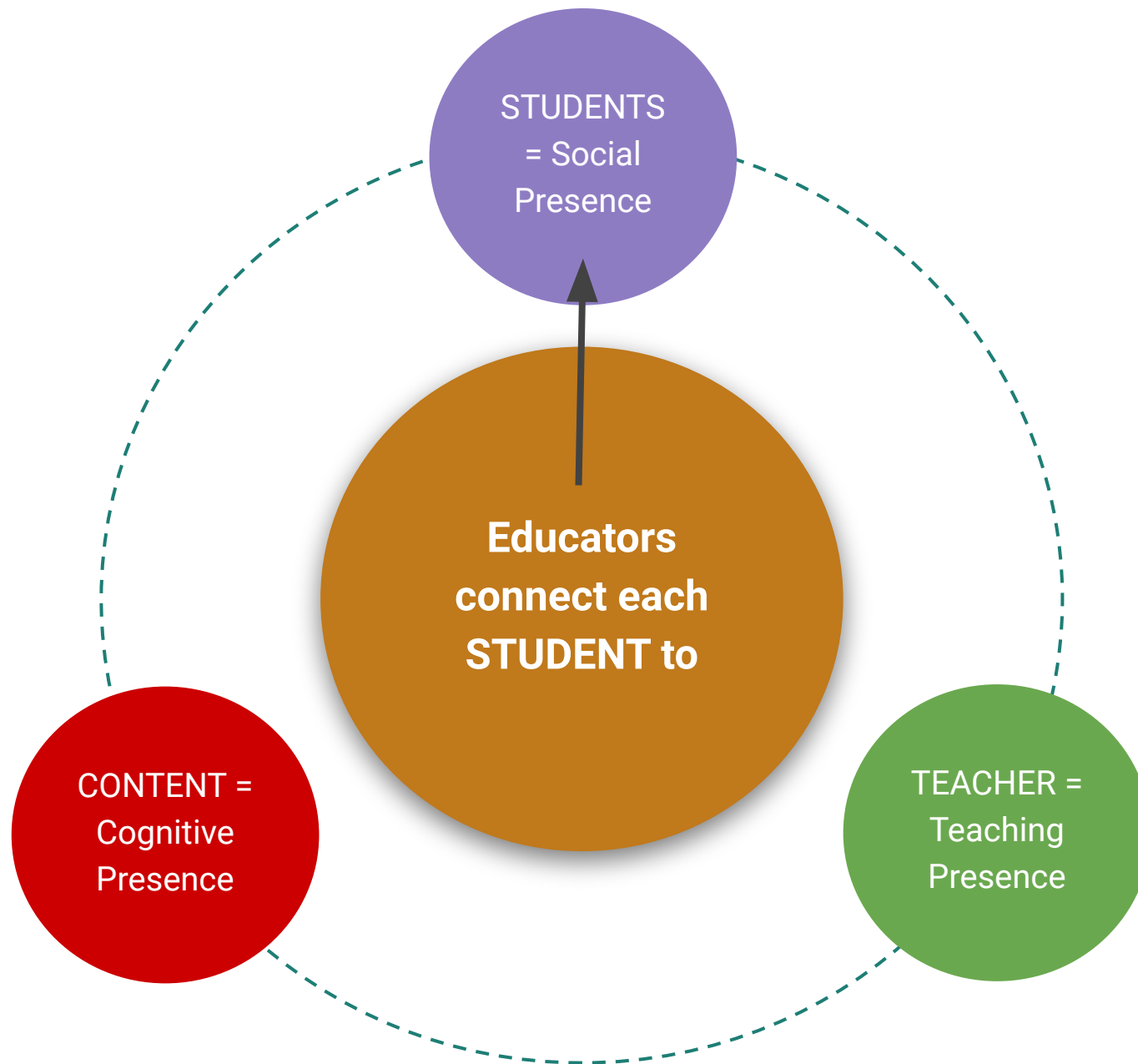


Focus on the standards!

Find one upcoming lesson plan, and **share** the standards for that lesson

<https://bit.ly/coi-osse24>





Example: Social Presence

I previously used tools such as Google Forms <https://docs.google.com/forms/> and ClassMarker <https://www.classmarker.com/> as part of the “process and practice” routine to assess learning. Though they worked, they can isolate students in a test taking environment.

Moving those same guided practice activities to an interactive tool like Kahoot! <https://kahoot.com/> can engage all learners regardless of location and increase their social presence. Kahoot! lets learners test their knowledge individually, in groups, or in competition. Educators can find open-sourced resources or create their own Kahoot! Also, it is fairly inexpensive, so is worth exploring to include in my classroom routines.

Example: Social Presence

Something we could add to our lesson on the history of bioethics is an exploration of social identity through self-reflection. This reflection and sharing would help build the skills of EMPATHY and cultural competence because each student has a different background and personal history, and therefore different reactions to that history. For example, the Tuskegee Syphilis experiments might emotionally impact Black students more than Hispanic students. Hopefully more self-reflection would provide insight into other perspectives in uplifting ways to help them grow as future medical professionals.

START HERE!!!



Classroom

In Person



Online

Synchronous



Online

Asynchronous

**How can you build Social Presence
in any setting?**



Consider gaming

How can gamers **participate** in the same game and build community even when playing at different locations and times?



Music by Mikhail Smusev from Pixabay



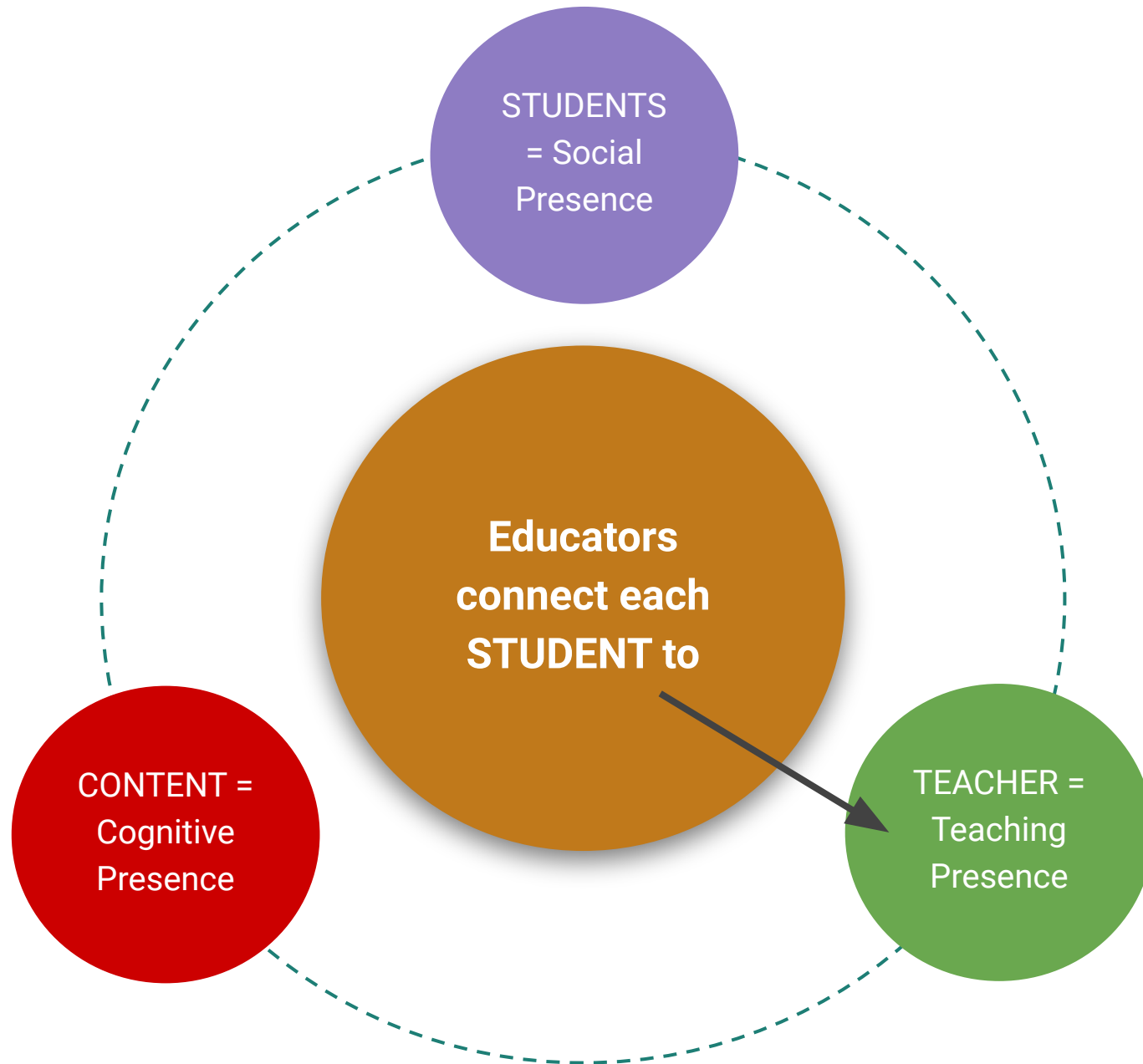
Your Turn!

Think about your lesson plan.

SHARE: How will you help asynchronous students participate just like the rest of the students?

<https://bit.ly/coi-osse24>





Example: Teaching Presence

Here is a recent example of a math lesson that encouraged active questioning and participation by students. Students came up with ways that math and numbers show up in their lives. The instructor then supported their responses by connecting their real life examples to mathematical concepts.

The students then demonstrated their understanding of the mathematical concepts by completing a Google Form problem set <https://docs.google.com/forms/> (which can provide instant feedback on correct answers) and writing a series of “I Can” statements. This method of assessment also built students’ skills in using common digital tools.

Example: Teaching Presence

Regular check-ins can be a type of formative assessment. For in-person sessions, the instructor can walk around the classroom while students participate in one-on-one discussions or small group activities. In remote or distance learning, students can use video conferencing with breakout rooms for group discussions, or for one-on-one feedback from the instructor. Be sure to maintain records of student progress and areas of improvement.

Another strategy is to facilitate self-reflection and goal setting. Prompt them to assess their own performance on specific learning standards, and set actionable goals. One model is to guide students to develop SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals. **Resource:** Goal setting activity from Facing History and Ourselves <https://www.facinghistory.org/resource-library/create-goal-discover-your-why>

FEEDBACK?



Classroom
In Person



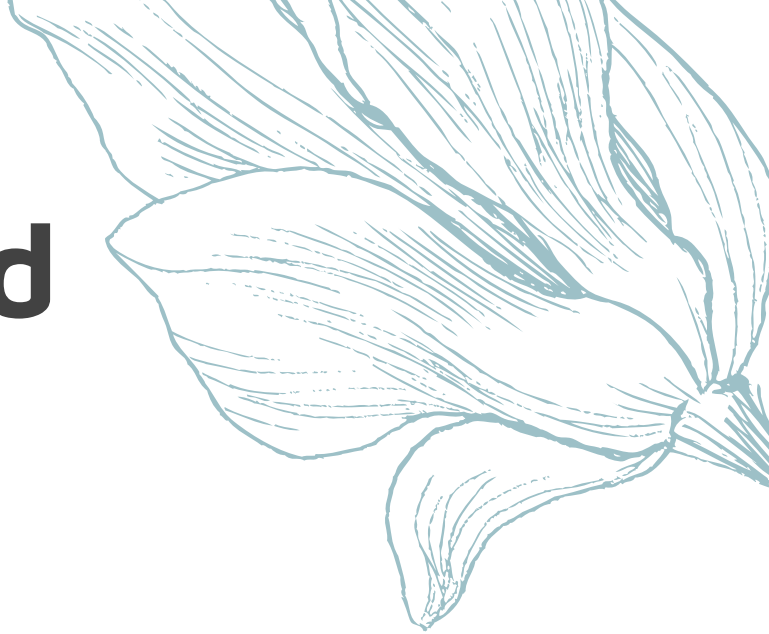
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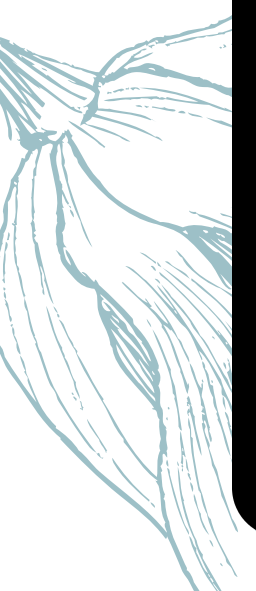


How can you build Teaching Presence?



Feedback! Share: How do you let *all students* know how they are doing?


<https://bit.ly/coi-osse24>



Resources for Instruction in All Settings


<https://etctechtoolkit.glideapp.io/>

[See slides & recording of webinar introducing this toolkit](#)



9:31

Home



EdTech Integration Strategy Toolkit

by EdTech Center @ World Education

This app is designed to help you find strategies, resources, and activities to support meaningful edtech integration and digital skill development.

[SHOW FULLSCREEN](#)

[SHARE APP](#)

Home Integrations EdTech Tools Digital Skills

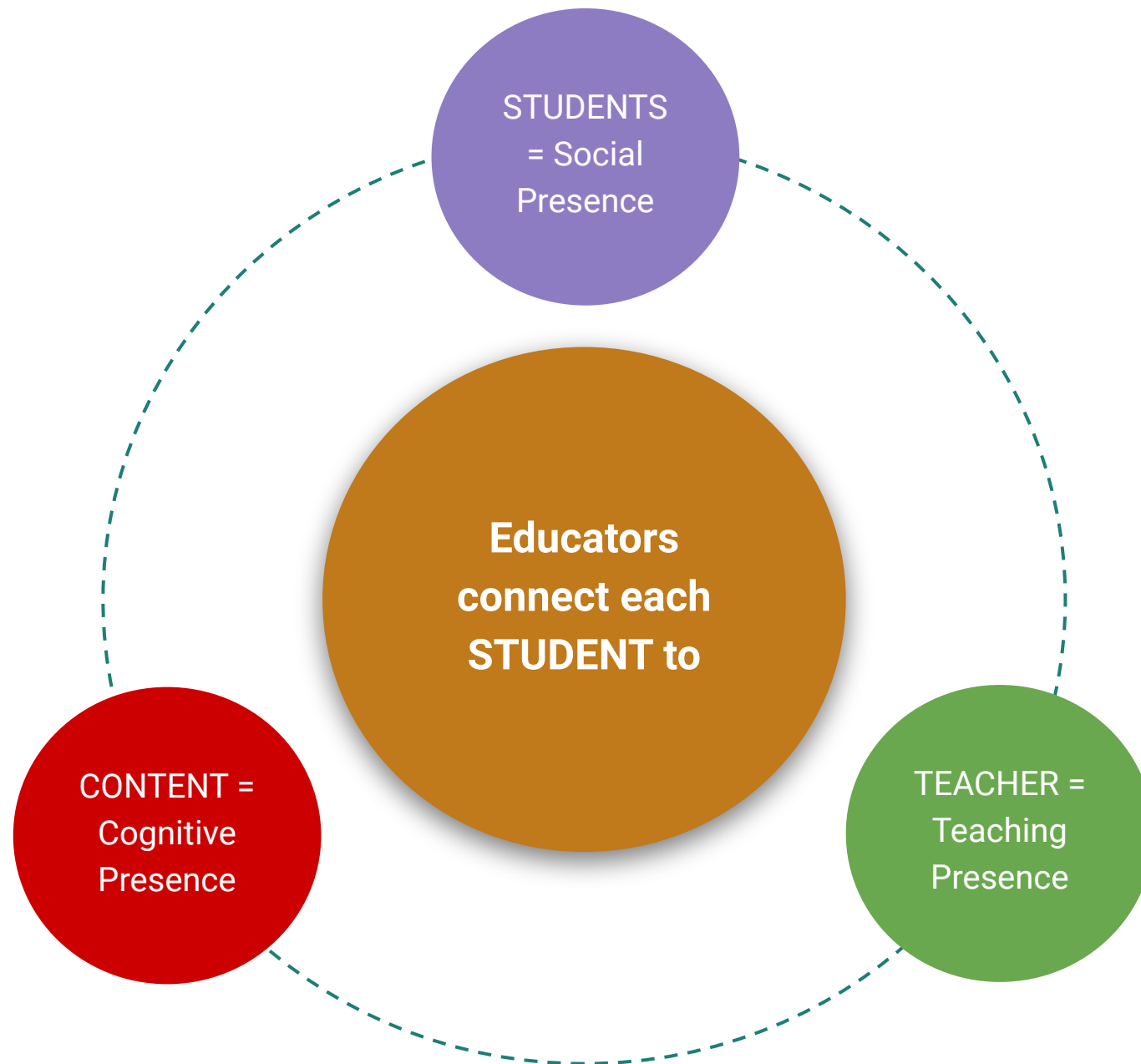
Thank you!

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mustseed.org





Source: Farrell H., M. (2024) *Creating Communities of Inquiry (COI) in any setting*. OSSE Adult and Family Education (AFE) & UDC Mini-Professional Development (PD) Institute [Webinar].