COMMUNITY OF INQUIRY FRAMEWORK IN TEACHING DEVELOPMENT

THEORY IN THE SCHOLARSHIP OF TEACHING AND LEARNING

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A QUEST FOR QUALITY

• Nursing shortage > Faculty shortage

• Growing demand for online delivery

• Desire for high-quality programs & courses

(Brooks & Morse, 2015; AACN, 2015).

• Academic approach to academic development
A COMMUNITY OF INQUIRY

coi.athabascau.ca

http://www.thecommunityofinquiry.org/
**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.

**Cognitive Presence**
The extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry.

**Teaching Presence**
The design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.
“A total of 103 journal papers published between 2008 and 2017 were reviewed to reveal the context, research design, and results obtained using the survey. These results specify that the Community of Inquiry survey provide results that are valid and reliable. The instrument has been used effectively to examine learning experiences and to compare different premises in many contexts.”


In 2016 began testing a revision of the measurement tool from the teacher point of view; first in workshops then with teachers in Portland Oregon USA, at BNU in China, and at Mid-Sweden University.
Test the conceptual validity

Assess position of emotional presence

Testing the tool in Swedish and Chinese

Emotional Presence
The extent to which learners and teachers adapt their behaviour to accommodate the overt and covert presence of emotion.
LITERATURE REVIEW

• Nursing & CoI -- Application & Validation
  (Townsend, 2015; Carlon et al., 2012; Mayne & Wu, 2011, ...and more)

• Col guiding faculty development -- Program design
  (Paskevicius, & Bortolin, 2016; Lee et al., 2010)

• Nursing faculty development and the Col--gap
FINDINGS--DEMOGRAPHICS

- N= 76
- Years teaching **
- Delivery: Online/blended/ face-to-face**
- Highest degree**
- Setting—clinical/theory
- Level of program: Undergrad/graduate
- Campus: Community College/ University
- Summit attendance
HIGHEST DEGREE

- BSN
- MSN
- DNP, PhD
- Other

- BSN
- MSN
- DNP, PhD
- Other

- BSN
- MSN
- DNP, PhD
- Other

- BSN
- MSN
- DNP, PhD
- Other

- BSN
- MSN
- DNP, PhD
- Other

- BSN
- MSN
- DNP, PhD
- Other

Teaching

- SP
- CP

- TP

Emotional

- EP

p = .016

p = .023
DELIVERY METHOD

<table>
<thead>
<tr>
<th>DELIVERY METHOD</th>
<th>Social Presence</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2F</td>
<td>3.7</td>
</tr>
<tr>
<td>Online SP</td>
<td>3.8</td>
</tr>
<tr>
<td>F2F</td>
<td>3.9</td>
</tr>
<tr>
<td>Online CP</td>
<td>4</td>
</tr>
<tr>
<td>F2F</td>
<td>4.1</td>
</tr>
<tr>
<td>Online TP</td>
<td>4.2</td>
</tr>
<tr>
<td>F2F</td>
<td>4.3</td>
</tr>
<tr>
<td>F2F</td>
<td>4.4</td>
</tr>
<tr>
<td>Online EP</td>
<td>4.5</td>
</tr>
</tbody>
</table>

p = .015
<table>
<thead>
<tr>
<th>No. of Years Teaching in a Nursing Program</th>
<th>EP-TP In my role as instructor, I demonstrate emotion in my presentations and/or when facilitating discussions, online or face-to-face.</th>
<th>EP-CP I find myself responding emotionally about ideas or learning activities in my course.</th>
<th>Mean Score by Presence: EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 10 (n=41)</td>
<td>4.32 (.65)*</td>
<td>3.76 (.94)*</td>
<td>4.17 (.40)*</td>
</tr>
<tr>
<td>10+ (n=35)</td>
<td>4.06 (.68)</td>
<td>3.34 (.87)</td>
<td>3.96 (.44)</td>
</tr>
</tbody>
</table>

*p-value <.05
Mann–Whitney U test
“Results indicated 90% agreement with the theorized measures of four presences.”


“… four of the six items measuring emotional presence clustered into a single factor. The remaining items measuring the other three presences clustered as expected based on the theoretical model.”

• Analyze in detail the complete data set
• Look for relationships among presences and teacher experience
• Propose standards for the level of each presence needed to ensure a community of inquiry has been developed in the course/in the group
NEXT STEPS

• Preliminary Findings

• International collaboration

• Collaboration and stronger connections across campuses and programs.
Community of Inquiry Model (CoI)

What is Community of Inquiry?
The Community of Inquiry Model (CoI) serves as a framework for informing methodologies and approaches to course design and delivery. Based on Social Constructivist education theory and research, the CoI identifies and measures three principle elements critical to a successful online learning environment – social, cognitive, and teaching presences.


Helpful Websites
Use the link below to explore additional CoI resources.

Innovative Teaching Strategies
The CoI concept encourages us to think outside the box. Our challenge is to meet the learning styles of a totally wired generation with techniques that fit the way they think. Social media rules. YouTube used to be forbidden in academics. Now we are able to download our

Conferences/Webinars
Check here for news on upcoming conferences, webinars and recordings of past ChSU conferences regarding the Community of Inquiry.

Research
Do you know how the Community of inquiry (CoI) framework is impacting teaching and learning? See how it’s making a significant impact on face-to-face, blended and online environments and discover new and valuable research to help you move your teaching...
Questions