

# Community of Inquiry Framework

## Cognitive Presence (Part 3 of 4)

Garrison, Anderson & Archer

**What are the “big ideas” in your course/discipline?** What do you most want your students to take away?

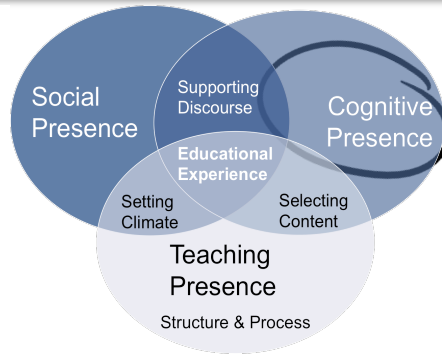
- Identify those things and develop major course activities around their assessment.

Then, what other important knowledge, skills and attitudes should students have?

- Develop additional course activities around their assessment.

Consider the knowledge you want students to learn:

- Provide multiple representations
- Provide multiple activities for practicing desired skills
- Use words and pictures simultaneously to explain concepts
- Use online discussion and writing activities to support conceptual learning and divergent thinking.
- Prompt online discussion with provocative, open-ended questions to encourage experimentation, divergent thinking & multiple perspectives
- Model and encourage diverse points of view through your own posts and by bringing attention to exemplar student posts
- Require discussion summaries that identify steps in the knowledge creation process
- Pose questions that generate different perspectives
- Pose questions that require students to combine new information to answer
- Scaffold learning activities that bring students to create solutions
- Gear activities so that student solutions are applicable in practice, work, or other non-course related activities
- Use Problem-based and case-based learning
- Design Thinking
- Begin with brainstorming exercises
- Use self-testing, practice assignments, simulations & other interactive activities to support skill development & convergent thinking
- Develop grading rubrics for discussion and assignments. Have students develop rubrics.
- Automate self-assessment quizzing with immediate feedback when possible
- Develop learning modules with opportunities for active learning, assessment & feedback that can be accessed frequently for remediation or enrichment
- Require frequent reflection assignments



| Cognitive Presence Indicators |                      |
|-------------------------------|----------------------|
| <b>Categories</b>             |                      |
| 1.                            | Triggering Event     |
| 2.                            | Exploration          |
| 3.                            | Integration          |
| 4.                            | Resolution           |
| <b>Indicators</b>             |                      |
| 1.                            | Sense of puzzlement  |
| 2.                            | Information exchange |
| 3.                            | Connecting ideas     |
| 4.                            | Applying new ideas   |

### ~ 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

Cognitive presence considers how students move through the learning process – how they approach new problems, grow in understanding, and convey it to their learning community.

Key elements:

- the goals established for the learners
- the methods used to achieve those goals  
~ through interaction and communication

The goal:

- have students integrate key concepts
- explore associated resources
- bring new knowledge and
- new ideas into the learning process

The focus of cognitive presence is to help students develop the means to move beyond the early stages of learning – to the stage where learning has meaning and where they can understand and apply new concepts.

Garrison, D. R., Anderson, T., & Archer, W. (2000).

**Cognitive Presence is enhanced when students can:** Connect ideas | Apply new ideas | Set the curriculum | Set the climate for learning | Inject knowledge from diverse sources |

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