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

~ 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.


*Theory in Practice*
References

Col Framework: Developed by Garrison, Anderson & Archer, 2000


