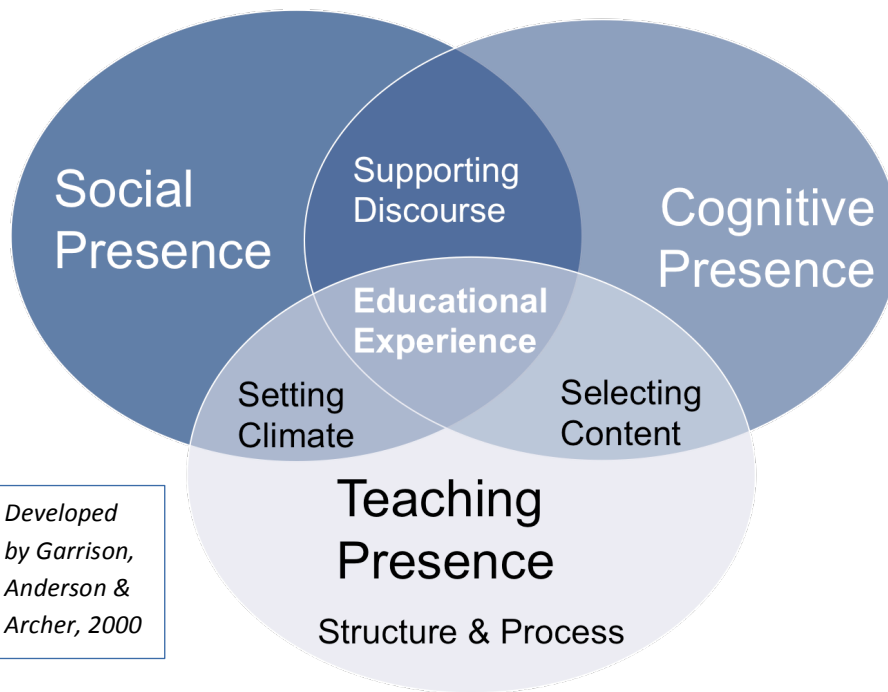


Community of Inquiry (CoI) Framework

Introduction (Part 1 of 4)

Garrison, Anderson & Archer



Developed by Garrison, Anderson & Archer, 2000

Community of Inquiry (CoI) Framework

- A process model of learning
- Grounded in a social-constructivist epistemology
- Assumes effective learning requires the development of a community of learners that supports meaningful inquiry

Learning occurs because of the interaction of social, cognitive and teaching presence

Social Presence:

The ability of participants to project themselves socially and emotionally, as well as the degree to which they feel socially and emotionally connected to others

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

Garrison, Anderson & Archer, 2000

Inquiry

Vaughn, N. (2011)

- Is problem or question driven
- Includes **critical discourse**
- Incorporates research methods such as information gathering and synthesis of ideas
- Practical inquiry is shaped by the rigorous and purposeful process of reflection and discourse to construct meaning and confirm knowledge

Stages of Inquiry

Garrison, D. R. (2011)

- | | | |
|---------------------|---|----------------------|
| 1. Triggering Event | → | Sense of Puzzlement |
| 2. Exploration | → | Information Exchange |
| 3. Integration | → | Connecting Ideas |
| 4. Resolution | → | Applying New Ideas |

Takeaway: Learning is social, and research data confirms that students report higher satisfaction and better learning when there is active engagement (Dewey, 1916; Vaughn, 2011)

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