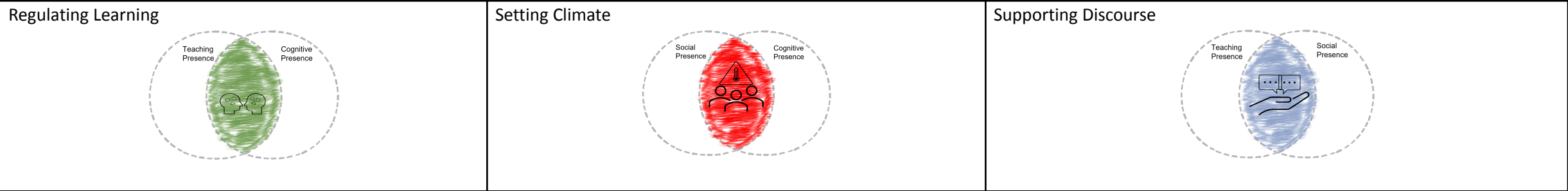


Community of Inquiry: Student Self-Assessment and Praxis Tool



Welcome to our learning community. This course is built with the Community of Inquiry (Col) theoretical framework. A large part of the model is based on the belief that we all have shared responsibility to contribute to teaching and learning, and that in doing so we deepen our own ability to become inclusive critical thinkers. You can do this by building your skills in three key areas: supporting the discourse, settling the climate, and self and co-regulation of learning. This self-assessment tool is built to help you make practical connections to the Col framework. Embedded throughout the tool you will find links to emotional presence and affective learning outcomes through attention to increasing feelings of engagement, curiosity, belonging, pride, gratitude, and confidence regulating or reducing feelings of discomfort and hesitation. Consider this tool both an advanced organizer and an in situ reflection tool.

Instructions: Read the behavioral indicator in column one, give yourself a rating in column two at the beginning (date), the midpoint (date), and the end of the course (date) You can use the dropdown to do this. Celebrate your success and use columns three and four to develop a deeper understanding of the learning theory that is the foundation of the Col framework. Use the last column for reflection and to document growth and development throughout the course.

Col Survey Item	Self-rating	Col Overlap	Emotional Presence /Affective learning connection	My evidence, indicators, or pedagogical practice						
<table><tr><td>Cognitive Presence</td><td></td></tr><tr><td>Teaching Presence</td><td></td></tr><tr><td>Social presence</td><td></td></tr></table>	Cognitive Presence		Teaching Presence		Social presence		1. Never 2. Rarely 3. Sometimes 4. Often 5. Always			
Cognitive Presence										
Teaching Presence										
Social presence										
Cognitive Presence - Triggering Event Triggering events are dilemmas or problems that have practical resonance. They often include deeper questioning and generation of constructive ideas (Garrison, 2017).										

CP-TE1. I pose problems, questions that help engage and increase my own, and my peers' interest in the course concepts.	Date _____ 1.Never ▾	Regulating Learning 	Increase engagement Increase Interest	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
CP-TE2. I attempt to add content and discussion that triggers cohesive inquiry, open mindedness, and interest towards deeper exploration.	Date _____ 1.Never ▾	Regulating Learning 	Increase curiosity Increase Interest	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
Cognitive Presence - Exploration Exploring problems, linking new and prior knowledge, providing, and deliberating about possible contingencies and solutions.				
CP-E1. I am motivated to explore content-related questions and I encourage my peers to explore these questions as well.	Date _____ 1.Never ▾	Supporting Discourse 	Increase curiosity Increase Interest Increase belonging/inclusion Increase self- regulation	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
CP-E2I participate in discussions in a way that helps my peers appreciate different perspectives and express emotions in relation to content.	Date _____ 1.Never ▾	Supporting Discourse 	Increase acceptance Honoring diversity Emotional literacy	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
CP-E3I create opportunities for collective brainstorming that helps myself and my peers explore content dilemmas and related questions.	Date _____ 1.Never ▾	Regulating Learning 	Increase confidence Increase pride Increase self-directedness	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
CP-E4I provide a variety of information sources (literature and links) to help myself and my peers think collaboratively to explore problems.	Date _____ 1.Never ▾	Regulating Learning 	Promote mastery Increase curiosity	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
Cognitive Presence- Integration In the integration phase, you may feel dissonance as you appraise the collective dialogue about personal beliefs, experiences, and practical examples related to course content. Integration involves a combination of critical, creative and intuitive thinking that occurs as you construct meaning and experience deep learning.				

CP-I1I utilize opportunities for reflection on course content and discussion that helps myself and my peers connect ideas to understand fundamental course concepts.	Date _____ 1.Never ▾	Supporting Discourse 	Increase metacognitive awareness Increase critical thinking	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
CP-I2I create opportunities for myself and my peers to combine information to explore questions raised in course activities by using a combination of reflection, discourse, and reflexivity.	Date _____ 1.Never ▾	Regulating Learning 	Generate curiosity Increase reflection Increase reflexivity	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
CP-I3I feel confident to apply learning strategies that help myself and my peers rationally examine assumptions, ideas, and evidence to confirm understanding.	Date _____ 1.Never ▾	Regulating Learning 	Increase confidence Increase pride Promote co-regulation Increase metacognition	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
Cognitive Presence - Resolution				
Resolution can come from reducing complexity by constructing order or discovering a contextually specific solution to a defined problem.				
CP-R1I use the discussion board to discuss/describe the ways I am applying knowledge from the course.	Date _____ 1.Never ▾	Regulating Learning 	Increase metacognition	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
CP-R2I have developed contextually specific solutions to course problems.	Date _____ 1.Never ▾	Regulating Learning 	Increase pride Increase confidence	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
CP-R3I can directly apply the knowledge created in this course to my everyday life and/or work.	Date _____ 1.Never ▾	Regulating Learning 	Increase Confidence Increase Lifelong learning disposition	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
Teaching Presence - Design & Organization				
At a student level i design and organization is about structuring, planning, and choosing what to add in terms of links, resources, and materials that stimulate meaningful reflection.				

TP-DO1I actively engage to meet important due dates/time frames for the course activities.	Date _____ 1.Never ▾	Setting/Cultivating Climate 	Decrease hesitation Self-regulation and planning	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
TP-DO2I participate in broadening and channeling course content to aid collective understanding.	Date _____ 1.Never ▾	Supporting Discourse 	Reduce confusion Promote shared metacognition	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
TP-DO3I direct attention and effort to participate in course learning activities, based on the evolving needs of our learning community.	Date _____ 1.Never ▾	Regulating Learning 	Increase comfort	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
Teaching Presence - Facilitation				
Facilitation is the central activity in an educational Community of Inquiry for developing worthwhile learning experiences as well as the awareness and strategies (shared metacognition) through sustained reflection and discourse among students and the teacher. Facilitative actions, on the part of both the students and the teacher, create the climate, support discourse, and monitor learning.				
TP-F1I help to identify areas of agreement and disagreement on course topics with my peers in a way that nurtures a shared learning experience.	Date _____ 1.Never ▾	Supporting Discourse 	Reduce ambiguity Increase metacognition Increase task motivation	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
TP-F2 My actions reinforce and develop responsibility for the collaborative climate and sense of community.	Date _____ 1.Never ▾	Setting and Cultivating Climate 	Increase belonging Increase co-regulation	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
TP-F3I encourage my peers to explore new concepts in this course by showing appreciation and gratitude for well reasoned responses.	Date _____ 1.Never ▾	Regulating Learning 	Increase curiosity	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			

TP-F4I feel confident taking on the role of teacher for my peers when the opportunity arises.	Date _____ 1.Never ▾	Regulating Learning 	Increase self-efficacy Increase confidence	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
TP-F5I keep my peers engaged and participating in productive dialogue in this course.	Date _____ 1.Never ▾	Supporting Discourse 	Increase engagement Decrease boredom Increase co-regulation	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
TP-F6I am helpful in guiding our course discussions towards understanding key concepts in a way that helps us all clarify our thinking.	Date _____ 1.Never ▾	Regulating Learning 	Increase metacognitive monitoring	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
Teaching Presence - Direct Instruction Direct instruction is not about lecturing - it is about scholarly and pedagogic leadership. Direct instruction is an essential ingredient in any formal educational experience in order to help students learn how to collaboratively take responsibility to monitor and manage their learning (shared metacognition).				
TP-DI1I help to focus our course discussions on relevant issues in a way that leads to deeper exploration.	Date _____ 1.Never ▾	Setting and Cultivating Climate 	Increase engagement Increase interest Increase metacognition	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
TP-DI2I contribute to our course discussions in a timely fashion.	Date _____ 1.Never ▾	Regulating Learning 	Increase Motivation	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
TP-DI3 I add to course discussions and activities in a way that connects outside resources and personal examples.	Date _____ 1.Never ▾	Regulating Learning 	Increase Self-efficacy	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
Social Presence - Affective (Personal) Expression “A respectful and supportive climate is important to establish the emotional and intellectual conditions necessary for critical reflection and discourse” (Garrison 2017, p.45)				

SP-AE1 I ask questions to get to know my peers in order to create a sense of belonging.	Date _____ 1.Never ▾	Setting and Cultivating Climate 	Promote belonging	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
SP-AE2 I create opportunities to let my peers get to know me on a personal level.	Date _____ 1.Never ▾	Setting and Cultivating Climate 	Promote belonging Extend trust	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
SP-AE3 I approach discussion in a way that models respectful and supportive interaction.	Date _____ 1.Never ▾	Supporting Discourse 	Increase comfort Increase confidence Promote inclusion	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
Social Presence - Open Communication Open communication is built through a process of recognizing, complementing, and responding to the questions and contributions of others, thereby, encouraging reflective participation and discourse” (Garrison, 2017, p.46).				
SP-OC1 I try to ensure my peers feel comfortable conversing about related topics in this course.	Date _____ 1.Never ▾	Setting and Cultivating Climate 	Increase comfort	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
SP-OC2 I work to ensure my peers feel our learning community is a safe space for emotional expression and respectful participation.	Date _____ 1.Never ▾	Supporting Discourse 	Increase comfort Promote risk free expression Increase trust	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
Social Presence - Group Cohesion Group Cohesion in CoI is linked to shared goals and strong communication. The group will feel more cohesive if individuals extend purposeful effort to demonstrate collaborative constructivist learning principles including respect for diversity, inclusion, and belonging. Group cohesion is developed over time and leads to a collective identity.				
SP-GC1 I work to ensure my peers feel comfortable disagreeing with each other while still maintaining a sense of trust.	Date _____ 1.Never ▾	Setting and Cultivating Climate 	Promote belonging	
	Date _____ 1.Never ▾			

	Date _____ 1.Never ▾			
SP-GC2 I work to ensure my peers feel their point of view is acknowledged before adding my own understanding.	Date _____ 1.Never ▾	Setting and Cultivating Climate 	Honoring diversity Extend acceptance Emotional resonance	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			
SP-GC3 I participate in or lead learning activities that help develop a sense of collaboration.	Date _____ 1.Never ▾	Setting and Cultivating Climate 	Shared metacognition Belonging Sustained motivation	
	Date _____ 1.Never ▾			
	Date _____ 1.Never ▾			

Totals

	Date _____	Total	Average	Date _____	Total	Average	Date _____	Total	Average
Cognitive		/60			/60			/60	
Teaching		/60			/60			/60	
Social		/40			/40			/40	



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