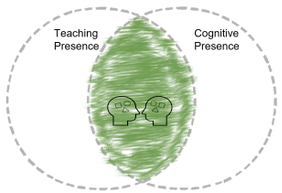
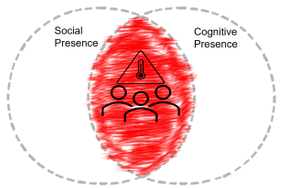
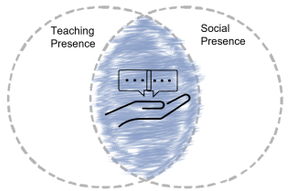
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# Community of Inquiry: Student Self-Assessment and Praxis Tool

| Regulating Learning | Setting Climate | Supporting Discourse |
|---|---|---|
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Welcome to our learning community. This course is built with the Community of Inquiry (CoI) 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 CoI 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 CoI framework. Use the last column for reflection and to document growth and development throughout the course.

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

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| **CP-TE1.** I pose problems, questions that help engage and increase my own, and my peers' interest in the course concepts. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase engagement<br>Increase Interest | |
| **CP-TE2.** I attempt to add content and discussion that triggers cohesive inquiry, open mindedness, and interest towards deeper exploration. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase curiosity<br>Increase Interest | |
| **Cognitive Presence - Exploration**<br>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<br>Date _____ 1.Never<br>Date _____ 1.Never | Supporting Discourse  | Increase curiosity<br>Increase Interest<br>Increase belonging/inclusion<br>Increase self- regulation | |
| **CP-E2**I participate in discussions in a way that helps my peers appreciate different perspectives and express emotions in relation to content. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Supporting Discourse  | Increase acceptance<br>Honoring diversity<br>Emotional literacy | |
| **CP-E3**I create opportunities for collective brainstorming that helps myself and my peers explore content dilemmas and related questions. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase confidence<br>Increase pride<br>Increase self-directedness | |
| **CP-E4**I provide a variety of information sources (literature and links) to help myself and my peers think collaboratively to explore problems. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Promote mastery<br>Increase curiosity | |
| **Cognitive Presence- Integration**<br>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. | | | | |

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| **CP-I1**I 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<br>Date _____ 1.Never<br>Date _____ 1.Never | Supporting Discourse  | Increase metacognitive awareness<br>Increase critical thinking | |
| **CP-I2**I 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<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Generate curiosity<br>Increase reflection<br>Increase reflexivity | |
| **CP-I3**I feel confident to apply learning strategies that help myself and my peers rationally examine assumptions, ideas, and evidence to confirm understanding. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase confidence<br>Increase pride<br>Promote co-regulation<br>Increase metacognition | |
| **Cognitive Presence - Resolution**<br>Resolution can come from reducing complexity by constructing order or discovering a contextually specific solution to a defined problem. | | | | |
| **CP-R1**I use the discussion board to discuss/describe the ways I am applying knowledge from the course. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase metacognition | |
| **CP-R2**I have developed contextually specific solutions to course problems. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase pride<br>Increase confidence | |
| **CP-R3**I can directly apply the knowledge created in this course to my everyday life and/or work. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase Confidence<br>Increase Lifelong learning disposition | |
| **Teaching Presence - Design & Organization**<br>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. | | | | |

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| **TP-DO1**I actively engage to meet important due dates/time frames for the course activities. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Setting/Cultivating Climate  | Decrease hesitation<br>Self-regulation and planning | |
| **TP-DO2**I participate in broadening and channeling course content to aid collective understanding. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Supporting Discourse  | Reduce confusion<br>Promote shared metacognition | |
| **TP-DO3**I direct attention and effort to participate in course learning activities, based on the evolving needs of our learning community. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase comfort | |
| **Teaching Presence - Facilitation**<br>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-F1**I 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<br>Date _____ 1.Never<br>Date _____ 1.Never | Supporting Discourse  | Reduce ambiguity<br>Increase metacognition<br>Increase task motivation | |
| **TP-F2** My actions reinforce and develop responsibility for the collaborative climate and sense of community. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Setting and Cultivating Climate  | Increase belonging<br>Increase co-regulation | |
| **TP-F3**I encourage my peers to explore new concepts in this course by showing appreciation and gratitude for well reasoned responses. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase curiosity | |

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| **TP-F4**I feel confident taking on the role of teacher for my peers when the opportunity arises. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase self-efficacy<br>Increase confidence | |
| **TP-F5**I keep my peers engaged and participating in productive dialogue in this course. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Supporting Discourse  | Increase engagement<br>Decrease boredom<br>Increase co-regulation | |
| **TP-F6**I am helpful in guiding our course discussions towards understanding key concepts in a way that helps us all clarify our thinking. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase metacognitive monitoring | |
| **Teaching Presence - Direct Instruction**<br>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-DI1**I help to focus our course discussions on relevant issues in a way that leads to deeper exploration. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Setting and Cultivating Climate  | Increase engagement<br>Increase interest<br>Increase metacognition | |
| **TP-DI2**I contribute to our course discussions in a timely fashion. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase Motivation | |
| **TP-DI3** I add to course discussions and activities in a way that connects outside resources and personal examples. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Regulating Learning  | Increase Self-efficacy | |
| **Social Presence - Affective (Personal) Expression**<br>“A respectful and supportive climate is important to establish the emotional and intellectual conditions necessary for critical reflection and discourse” (Garrison 2017, p.45) | | | | |

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| **SP-AE1** I ask questions to get to know my peers in order to create a sense of belonging. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Setting and Cultivating Climate  | Promote belonging | |
| **SP-AE2** I create opportunities to let my peers get to know me on a personal level. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Setting and Cultivating Climate  | Promote belonging<br>Extend trust | |
| **SP-AE3** I approach discussion in a way that models respective and supportive interaction. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Supporting Discourse  | Increase comfort<br>Increase confidence<br>Promote inclusion | |
| **Social Presence - Open Communication**<br>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-0C1** I try to ensure my peers feel comfortable conversing about related topics in this course. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Setting and Cultivating Climate  | Increase comfort | |
| **SP-0C2** I work to ensure my peers feel our learning community is a safe space for emotional expression and respectful participation. | Date _____ 1.Never<br>Date _____ 1.Never<br>Date _____ 1.Never | Supporting Discourse  | Increase comfort<br>Promote risk free expression<br>Increase trust | |
| **Social Presence - Group Cohesion**<br>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<br>Date _____ 1.Never | Setting and Cultivating Climate  | Promote belonging | |

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

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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