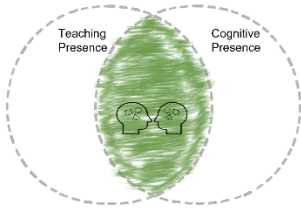
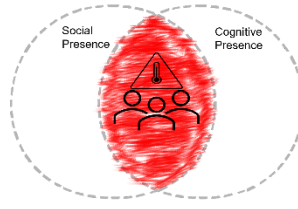


Community of Inquiry Facilitator Self-Assessment and Exploration Tool

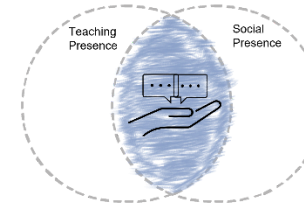
Regulating Learning






Setting Climate


















Supporting Discourse



















Instructions: Read the behavioral indicator in column one, give yourself a rating in column two. Use the last column to be explicit about how you work towards each indicator. Celebrate your success and use the other columns to build knowledge, reflect, and explore areas for growth.






CoI Survey Item	Self-rating	CoI Overlap	Emotional Presence/learning connection	My evidence, indicators, or pedagogical practice						
<table><tr><td>Cognitive Presence</td><td></td></tr><tr><td>Social Presence</td><td></td></tr><tr><td>Teaching presence</td><td></td></tr></table>	Cognitive Presence		Social Presence		Teaching presence		<div>1. Never</div> <div>2. Rarely</div> <div>3. Sometimes</div> <div>4. Often</div> <div>5. Always</div>			
Cognitive Presence										
Social Presence										
Teaching 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)										
I pose problems and question prompts that increase student interest in course content.	1 2 3 4 5		<div>⬆ Engagement</div> <div>⬆ Interest</div>							
I attempt to add content and discussion that triggers cohesive inquiry, open mindedness, and interest towards deeper exploration.	1 2 3 4 5		<div>⬆ Curiosity</div> <div>⬆ Interest</div>							
Cognitive Presence - Exploration										
Exploring problems, linking new and prior knowledge, providing, and deliberating of possible contingencies and solutions.										
I facilitate online discussions in a way that helps students appreciate different perspectives.	1 2 3 4 5		<div>⬆ Acceptance</div> <div>⬆ Honoring diversity</div>							

I encourage exploration and motivation to explore content-related questions.	1 2 3 4 5		↑ Curiosity ↑ Interest	
I create opportunities for students to combine information to explore questions raised in course activities.	1 2 3 4 5		↑ Curiosity	
Cognitive Presence- Integration Involves a combination of critical, creative, and intuitive thinking that occurs as you construct meaning and experience deep learning.				
I provide opportunities for reflection on course content and discussion that helps students to understand fundamental concepts.	1 2 3 4 5		↑ Metacognition	
I select learning activities that help students to construct explanations/solutions.	1 2 3 4 5		↑ Confidence ↑ Pride	
I provide a variety of information sources to help students explore problems posed in my course.	1 2 3 4 5		↑ Mastery ↑ Curiosity	
Cognitive Presence - Resolution Resolution can come from reducing complexity by constructing order or discovering a contextually specific solution to a defined problem.				
I create course components to build conditions for students to describe ways to test and apply the knowledge learned.	1 2 3 4 5		↑ Pride ↑ Confidence	
I create opportunities for brainstorming and finding relevant information that helps students seek resolution to content related questions.	1 2 3 4 5		↑ Confidence ↑ Pride ↑ Self-Directedness	
I provide opportunities for students to develop solutions to relevant problems that can be applied in practice.	1 2 3 4 5		↑ Confidence	

I create opportunities for reflection that help students apply the knowledge created in my course to his/her work or other non-class related activities.	1 2 3 4 5		↑ Metacognition	
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).				
I create opportunities for students to get to know their peers in this course in order to create a sense of belonging.	1 2 3 4 5		↑ Belonging	
I try to model online or web-based communication as an excellent medium for interaction.	1 2 3 4 5		↑ Comfort ↑ Confidence	
Social Presence - Open Communication Open communication is built through a process of recognizing, complimenting and responding to the questions and contributions of others, thereby, encouraging reflective participation and discourse” (Garrison, 2017, p.46).				
I work to ensure students feel comfortable participating in course discussions.	1 2 3 4 5		↑ Comfort ↑ Risk Free expression	
I create opportunities for students to develop comfort about interacting with other course participants.	1 2 3 4 5		↑ Comfort ↑ Interaction opportunities	
I try to ensure learners feel comfortable conversing online or in-person in my course.	1 2 3 4 5		↑ Comfort	
Social Presence - Group Cohesion Group cohesion in Col 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.				
I work to ensure students feel comfortable disagreeing with other course participants while still maintaining a sense of trust.	1 2 3 4 5		↑ Belonging	

I work to ensure students feel other course participants acknowledge their point of view.	1 2 3 4 5		↑ Honoring diversity ↑ Acceptance ↑ Belonging	
I create to ensure that online or in-person discussions can help students to develop a sense of collaboration.	1 2 3 4 5		↑ Shared Metacognition ↑ Belonging	
Teaching Presence - Design & Organization At a student level it's about structuring, planning, choosing what to add in terms of links and resources, materials that stimulate meaningful reflection Garrison uses the phrase “broadening and channeling course content” He also discusses the idea of influencing content based on evolving needs.				
I provide clear instructions on how to participate in course learning activities, including explicit teaching about collaborative constructivist learning design.	1 2 3 4 5		↑ Comfort	
I clearly communicate important course topics.	1 2 3 4 5		↓ Confusion	
I clearly communicate important due dates/time frames for learning activities.	1 2 3 4 5		↓ Hesitation	
I clearly communicate important course goals, including explicit teaching about collaborative constructivist learning design and metacognitive goals.	1 2 3 4 5		↓ Hesitation	
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.				
I am helpful in guiding the class towards understanding course topics in a way that helps students clarify his/her thinking.	1 2 3 4 5		↑ Metacognition	

My actions reinforce the development of a sense of community among course participants.	1 2 3 4 5		↑ Belonging	
I encourage course participants to explore new concepts in my course.	1 2 3 4 5		↑ Curiosity	
I help to identify areas of agreement and disagreement on course topics in a way that facilitates learning.	1 2 3 4 5		↑ Ambiguity ↑ Metacognition	
I provide opportunities for students to take on the role of teacher when the opportunity arises.	1 2 3 4 5		↑ Self-efficacy ↑ Confidence	
I keep course participants engaged and participating in productive dialogue.	1 2 3 4 5		↑ Engagement ↓ Boredom	
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).				
I provide feedback in a timely fashion.	1 2 3 4 5		↑ Motivation	
I provide feedback that helps students understand strengths and weaknesses relative to the course goals and objectives.	1 2 3 4 5		↑ Self-efficacy	
I help to focus discussion on relevant issues in a way that helps students to learn.	1 2 3 4 5		↑ Engagement ↑ Interest ↑ Metacognition	
I communicate that expressing emotion in relation to sharing ideas is acceptable in my course.	1 2 3 4 5	 EP – (Cognitive Presence)	↑ Emotional literacy	

In my role as teacher, I demonstrate (role model) emotion in my presentations and/or when facilitating discussions, online or in-person.	1 2 3 4 5	EP – (Teaching Presence) 	↑ Confidence	
I acknowledge the emotion expressed by the students in my course.	1 2 3 4 5	EP – (Teaching Presence) 	↑ Belonging ↑ Trust	
I find myself responding emotionally about ideas or learning activities in my course.	1 2 3 4 5	EP – (Cognitive Presence) 	● Role model metacognition	
I create space for students to feel comfortable expressing emotion through the online medium or in the in-person classroom.	1 2 3 4 5	EP – (Social Presence) 	↑ Comfort	
I create space to ensure emotion is expressed, online or in-person, among the students in my course.	1 2 3 4 5	EP – (Social Presence) 	↑ Metacognition ↑ Trust	

Totals

	Total	Average
Cognitive	/55	
Social	/45	
Teaching	/70	
Emotional	/25	



