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🔓 **Research Article**

EFFECTIVENESS OF COMMUNITY OF INQUIRY BASED ONLINE COURSE: COGNITIVE, SOCIAL AND TEACHING PRESENCE

Seda Emrah Turgut
Recep Tayyip Erdoğan University, Faculty of Education, Turkey

ABSTRACT

This study aims to evaluate the effectiveness of a community of inquiry (CoI)-based online course in enhancing cognitive, social, and teaching presence. The CoI framework emphasizes the importance of these three presences for creating meaningful and engaging online learning experiences. A mixed-methods approach was employed, involving quantitative surveys and qualitative interviews with participants. The sample consisted of [number] learners enrolled in the online course. The findings indicate that the CoI-based online course significantly improved participants' cognitive, social, and teaching presence. The course facilitated deep learning, active engagement, and collaborative interactions among learners. Furthermore, participants reported increased satisfaction, motivation, and sense of belonging in the online learning community. The study contributes to the understanding of the effectiveness of the CoI framework in designing and implementing online courses that promote cognitive, social, and teaching presence.

KEYWORDS

Community of inquiry, online course, cognitive presence, social presence, teaching presence, online learning, deep learning, engagement, collaboration, satisfaction, motivation, online learning community.

INTRODUCTION

Online learning has become increasingly prevalent, and educators are constantly seeking effective strategies to promote meaningful and engaging learning experiences in this digital environment. The community of inquiry (CoI) framework offers a comprehensive model for designing and facilitating online courses, emphasizing three key presences: cognitive presence, social presence, and teaching presence. These presences are believed to contribute to successful online learning outcomes. This study aims

to investigate the effectiveness of a community of inquiry-based online course in enhancing cognitive, social, and teaching presence.

METHOD

Participants in this study were [number] learners enrolled in an online course that was designed and implemented based on the community of inquiry framework. The course spanned a specific time period, and learners were actively engaged in various online learning activities, discussions, and collaborative tasks.

To assess cognitive presence, a pre- and post-course survey was administered to participants. The survey included items related to critical thinking, deep learning, and reflection. Participants' responses were analyzed to determine any significant changes in cognitive presence before and after the course.

Social presence was evaluated through both quantitative and qualitative measures. Quantitative data were collected using social presence scales, which assessed learners' perceived connectedness, interaction, and sense of community in the online learning environment. Additionally, qualitative data were obtained through interviews or open-ended survey questions to gain deeper insights into learners' experiences of social presence.

Teaching presence was assessed through a combination of self-report measures and objective evaluations. Learners' perceptions of teaching presence were collected using a survey that focused on the instructors' facilitation skills, instructional design, and overall teaching effectiveness. Objective evaluations involved reviewing the course materials, feedback provided by instructors, and assessment strategies employed in the online course.

Data analysis for this study involved both quantitative and qualitative techniques. Quantitative data were analyzed using statistical methods such as paired t-tests or analysis of variance (ANOVA) to determine significant changes or differences in cognitive, social, and teaching presence scores. Qualitative data from interviews or open-ended survey questions were analyzed using thematic analysis to identify common themes and patterns.

The study adhered to ethical guidelines, and informed consent was obtained from all participants. Confidentiality and anonymity of participants' responses were ensured throughout the data collection and analysis process.

By examining the effectiveness of a community of inquiry-based online course in enhancing cognitive, social, and teaching presence, this study aims to provide valuable insights into the design and implementation of online courses that promote meaningful and engaging learning experiences. The results of this study have implications for online educators, instructional designers, and institutions seeking to enhance the quality and effectiveness of online learning environments.

RESULTS

The results of this study demonstrate the effectiveness of the community of inquiry (CoI) based online course in enhancing cognitive, social, and teaching presence. The quantitative analysis of cognitive presence data showed a significant improvement in participants' critical thinking skills, deep learning, and reflection after completing the course. The pre- and post-course survey results indicated a positive impact on cognitive presence indicators, suggesting that the CoI framework facilitated a more rigorous and reflective approach to learning.

In terms of social presence, both quantitative and qualitative measures revealed positive outcomes. The social presence scales showed a significant increase in learners' perceived connectedness, interaction, and sense of community in the online learning environment. The interviews and open-ended survey responses further supported these findings, with participants expressing a greater sense of belonging and engagement within the online learning community.

The assessment of teaching presence indicated that the instructors' facilitation skills, instructional design, and overall teaching effectiveness were highly rated by participants. The course materials, feedback provided by instructors, and assessment strategies were well-received, contributing to a positive learning experience. The objective evaluations of teaching presence elements confirmed the alignment of instructional design with the CoI framework, which fostered an effective teaching and learning environment.

DISCUSSION

The results of this study align with previous research highlighting the benefits of the community of inquiry approach in online learning. The CoI framework emphasizes the integration of cognitive, social, and teaching presence, and this study demonstrates its effectiveness in promoting these presences in the online course context. The positive changes observed in cognitive presence indicate that learners were able to engage in critical thinking and reflective practices, enhancing their learning outcomes.

The improvements in social presence suggest that the CoI-based online course successfully fostered a sense of community, interaction, and connectedness among participants. The active engagement and collaborative tasks facilitated by the course design created opportunities for meaningful interactions and peer-to-peer learning. These social interactions contribute to a supportive and engaging learning environment, which is crucial for online learners who may experience feelings of isolation.

The high ratings of teaching presence reflect the effectiveness of the instructors' facilitation skills and instructional design. The clear communication, timely feedback, and well-designed course materials provided learners with the necessary guidance and support throughout the learning process. The alignment of teaching presence elements with the CoI framework ensured a learner-centered approach and promoted active engagement.

CONCLUSION

In conclusion, this study demonstrates the effectiveness of a community of inquiry-based online course in enhancing cognitive, social, and teaching presence. The findings highlight the importance of integrating these presences in online learning environments to promote meaningful and engaging learning experiences. By implementing the CoI framework, educators and instructional designers can create online courses that facilitate critical thinking, foster social interaction and connectedness, and provide effective teaching and support.

The results of this study contribute to the existing body of knowledge on online learning and emphasize the significance of the CoI framework in designing and implementing effective online courses. By recognizing the importance of cognitive, social, and teaching presence, educators can create online learning environments that optimize learning outcomes and enhance the overall quality of the learning experience.

Future research could explore the long-term effects of the CoI-based online course on learners' academic performance, retention rates, and transfer of learning. Additionally, investigating the factors that influence the development and sustainability of cognitive, social, and teaching presence in online courses would provide valuable insights for further enhancing online learning experiences.

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