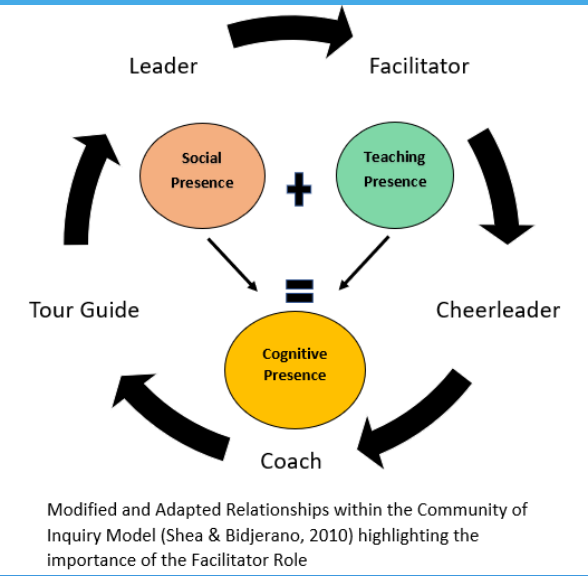


Community of Inquiry Framework

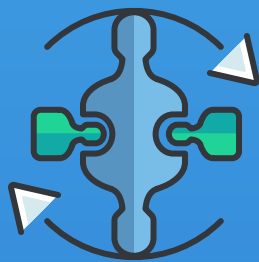
What is a Community of Inquiry?

A Community of Inquiry is a social constructivist approach to learning (Huang, Hurt, Richardson, Swan & Caskurlu, 2020). The Facilitator is not only a leader and coach, but also the Facilitator is responsible for ensuring that social, teaching and cognitive presences are sustained and enhanced throughout the duration of the online learning relationship with students in a municipal learning environment.



Social Presence

- Video introductions of self and others, personal stories
- Water cooler chats via Slack
- Icebreaker and collaborative activities



Teaching Presence

- Create specific, relevant and timely course content
- Scaffold concepts, model information, raise questions and facilitate discourse
- Clarify content, provide formative and summative feedback, encourage peer feedback



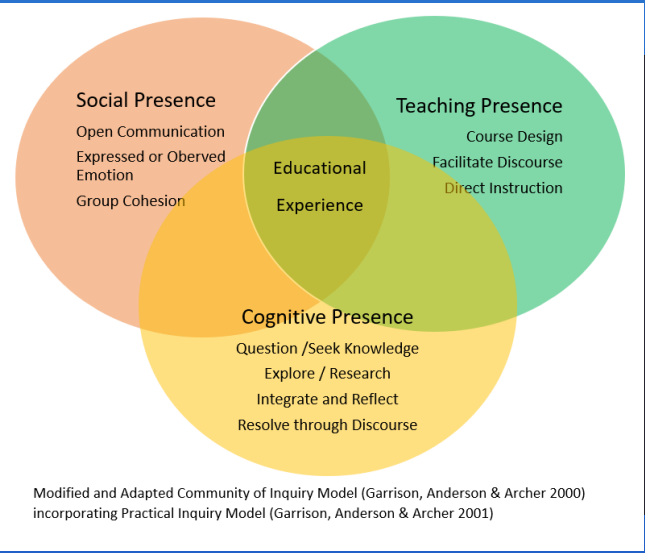
Cognitive Presence

- Ideas and concepts to trigger thinking
- Illustrate and demonstrate knowledge (via video and audio)
- Group work, open discourse and reflection
- Share thoughts and feelings, reflective questions to promote resolution



How does the relationship affect student success?

The relationship among the three presences develops and enriches the student’s learning experience providing deep and meaningful learning through satisfaction with the course, satisfaction with the instructor, actual learning together with a sense of belonging within and among the learning community (Akyol & Garrison, 2008; Arbaugh, 2008; Richardson, Arbaugh, Cleveland-Innes, Ice, Swan, & Garrison, 2012 as cited in Huang, et. al 2020).



A municipal learning environment involves creating a social presence to build trust and open communication, a teaching presence that provides real life examples and feedback together with a cognitive presence that encourages divergent thinking and group work toward resolving the challenges of today, tomorrow and the future.

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