Question: **Did I succeed in creating a Community of Inquiry (COI) on my course?**

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COI states there need to be 3 'presences' for a successful course:

How I implemented this in my Psychology course:

| Cognitive | Actively wrestling with material, dialogue | → | Post 1, comment 2 on fora | Students can't give each other direct answers, only Socratic | Class work prepares for assignment | Peer feedback |

| Social | Being their real self in the community | → | Weekly live 'chat with Mirjam' | Lecturer tells personal stories | Ground rules | Small classes | Whiteboard for drawing |

| Teaching | What educators do to facilitate Social and Cognitive | → | Logical progression of assignments and materials | Lecture videos with face | Encourage students to ask questions | Give 'feedforward' |

Below is how I assessed whether it worked:

3 open Questions Thematic Analysis →

Cognitive presence themes:
Peers are for reassurance
"It made me feel like I am not alone, that others have the same concerns and issues that I have, that we're all in the same boat and improve our learning together."

Staff are for motivation and deeper learning
"you can only learn so much from other students"

Social presence themes:
Being yourself depends on knowing others
"I got to know some people in smaller discussions and group projects already, and when I meet them I feel encouraged to tell them about myself"

Live chat with lecturer is authentic encounter
"I feel encouraged to be myself by members of staff who present themselves as truly being open and honest and their genuine self"

Teaching presence theme:
Atmosphere arises out of course design
"it feels like I am allowed to talk and put my points across if I need or want to and it feels like that is due to the encouraging and supporting way the course is structured by the staff."

"It's a rather relaxed atmosphere to the point you are getting the work done and not fully realising it"

The study
32 participants from this course
Online questionnaire

17 rating-scale Qs One-sample t-tests →

Largest effects (t-values) for:
T Logical flow of assignments (11.2)
C Have to use what I learnt (9.1)
T Logical flow of materials (8.3)
S I know who teaching staff are (7.1)
C Content engages me (6.8)
C Assignments encourage learning (6.7)
T Feel encouraged in my learning (5.7)
S Feel secure to express self with staff (5.2)

Not significantly different (p-value) from midpoint of scale
S There is a sense of group identity (.489)
S I feel free to express emotions (.601)
C I feel I'm exploring with other students (.385)

Note: C = Cognitive presence, T = Teaching presence, S = Social presence

Answer:

Yes I did, but:
- **Teaching presence is easiest to achieve, social presence the hardest**
- **Greatest learning when staff become 'peers' in an authentic encounter**