Breakdown of Original Activity – Example

Community of Inquiry Survey Instrument (draft v14)

Part of the critique is done using portion of the Community of Inquiry Survey Instrument (draft v14)
http://cde.athabascau.ca/coi_site/documents/CoI_survey_Draft_14b.doc

Areas were scaled using the Likert-type scale outlined at the bottom of the survey. Scaling and comments have been inserted into the body of the survey. Not all the questions were scaled or commented on. The answers were given by the instructor who also reflected on students perspectives also.

Community of Inquiry Survey Instrument (draft v14)

Teaching Presence

Design & Organization

1. The instructor clearly communicated important course topics.
    Agree 4/5. While there is an intention at the start of the lesson to outline the various components, this is not stressed, nor is it clear in the training notes.

2. The instructor clearly communicated important course goals.
    Neutral 3/5. Although the importance of Neurological levels is described to the students, it is not conveyed in a manner that will support integration of the concept in the affective domain at the higher levels, as defined by Blooms Domains of Learning. The challenge in teaching this topic is that for the students to master Neurological Levels questioning they must be learning and integration throughout the Cognitive, Psychomotor and Affective domains at the higher levels.

3. The instructor provided clear instructions on how to participate in course learning activities.
    Agree 4/5 While the basic instructions are clear there is not sufficient tie-in to the principles of Andragogy.

4. The instructor clearly communicated important due dates/time frames for learning activities.
    Agree 4/5 These time frames are for the breakout activities.

Facilitation

5. The instructor was helpful in identifying areas of agreement and disagreement on course topics that helped me to learn. Agree 4/5 Instructors encourage dialogue using Socratic method to encourage dialogue and integration of concepts.

6. The instructor was helpful in guiding the class towards understanding course topics in a way that helped me clarify my thinking. Agree 4/5 See question 5 above. In addition, there is insufficient attention given to principles of Andragogy which would help build buy-in and greater incentive to risk to learn.

7. The instructor helped to keep course participants engaged and participating in productive dialogue.

Agree 4/5 Instructors are skilled in engaging students and if the course guide and plan was more focused on attaining buy-in, curiosity and diversity of activities, there would be less pressure on instructor to carry the complete

load and responsibility for this. Less talented instructors would also be able to effect engagement and participation at higher levels.

8. The instructor helped keep the course participants on task in a way that helped me to learn.

Agree 4/5 Once again the lesson structure inhibits rather than supports this.

9. The instructor encouraged course participants to explore new concepts in this course.

Agree 4/5 While the instructor has a primary responsibility to do this, the structure of the lesson does not have the diversity and choice to fully capitalize in this area.

10. Instructor actions reinforced the development of a sense of community among course participants.

Neutral / Agree 3.5/5 While the instructors promote and support community, the structure of the activities could support much greater community with minor changes. This would include more time for discourse and reflection in small and large groups without the instructors presence or directing the outcome in a narrow focus.

Direct Instruction

11. The instructor helped to focus discussion on relevant issues in a way that helped me to learn.

Agree 4/5 The addition of "Important Questions to be asked" in the lesson plan would greatly enhance this area.

12. The instructor provided feedback that helped me understand my strengths and weaknesses.

Agree 4/5 This would be enhanced with more direction of what the students should specifically be taking notice of while engaged in interaction, experiential activities as well as greater focus on the different Domains of Learning while providing feedback. If there were a method for students to be given recorded or written feedback, this would also enhance the experience. One of the challenges is that the instructor is trying to give meaningful feedback sometimes to many students which structurally is an issue.

13. The instructor provided feedback in a timely fashion.

Agree 4/5 Feedback that is provided is given immediately after the activities. Once again, if there were a method for recorded or written feedback, student satisfaction would be higher.

Social Presence

Affective expression

14. Getting to know other course participants gave me a sense of belonging in the course.

Agree 4/5 The breakout and debrief helped students to start to feel as if they are developing community. More small group work and "structured chat" between students would reinforce this.

15. I was able to form distinct impressions of some course participants.

Slightly agree 3.5/5 The time and exposure to students is minimal. This could be greatly enhanced by formative assessment and observation of "structured chat".

16. Online or web-based communication is an excellent medium for social interaction.

Agree 4/5 Yes AND more opportunities would need to be built in to solidify this.

Open communication

17. I felt comfortable conversing through the online medium.

3-5/5 Neutral to Strongly Agree With a pre-course seminar and required reading and minimum equipment purchases and technical support this could be greatly enhanced. The technical aspect seem to be the greatest restriction for students. Also having a visual of each student would help them to feel more comfortable.

18. I felt comfortable participating in the course discussions.

4-5/5 See above comments.

19. I felt comfortable interacting with other course participants.

4-5/5 See above comments.

Group cohesion

20. I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.

N/A

21. I felt that my point of view was acknowledged by other course participants.

N/A

22. Online discussions help me to develop a sense of collaboration.

N/A

Cognitive Presence

Triggering event

23. Problems posed increased my interest in course issues.

Neutral 3/5 There is a great opportunity to increase the Cognitive presence in this learning activity in a way which will also enhance affective learning. This has to do with tying the content into the concept of greater success out in the world and directly into student's lives. This is an opportunity to also tie reflections into the course content to enhance affective learning also.

24. Course activities piqued my curiosity.

See above.

25. I felt motivated to explore content related questions.

See above.

Exploration

26. I utilized a variety of information sources to explore problems posed in this course.

Disagree 2/5 This is an area that is strongly underutilized. Information only comes from the course materials and instructor.

27. Brainstorming and finding relevant information helped me resolve content related questions.

Disagree 2/5 There should be more opportunity for brainstorming components in the activities and more avenues and requirements for investigation for other perspective and relevant information.

28. Online discussions were valuable in helping me appreciate different perspectives.

See above.

Integration

29. Combining new information helped me answer questions raised in course activities.

Disagree 2/5 This is an area that needs to be developed more fully.

30. *Learning activities helped me construct explanations/solutions.*

Disagree 2/5 This is an area that also needs to be developed more fully. Greater tie-in to the material and the impact it can have on people, their lives, and projects or goals may positively impact this area also.

31. Reflection on course content and discussions helped me understand fundamental concepts in this class.

Neutral to Agree 3-4/5 Although many students can cognitively express the fundamental concepts they have not integrated in the affective domain which is required for competency. Psychomotor skills are just beginning to develop, but still at the novice stage.

Resolution

32. I can describe ways to test and apply the knowledge created in this course.

Disagree 2/5 This is an area that should be addressed more fully and in greater depth. Puzzles and suggestions for exploration should be presented to the students for outside of class.

33. I have developed solutions to course problems that can be applied in practice.

N/A See above. This is an opportunity for students to increase their cognitive, affective and psychomotor skills applying the skills to their own lives outside of coaching.

34. I can apply the knowledge created in this course to my work or other non-class related activities.

Disagree 2/5 See above.

<u>5 point Likert-type scale</u>

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree