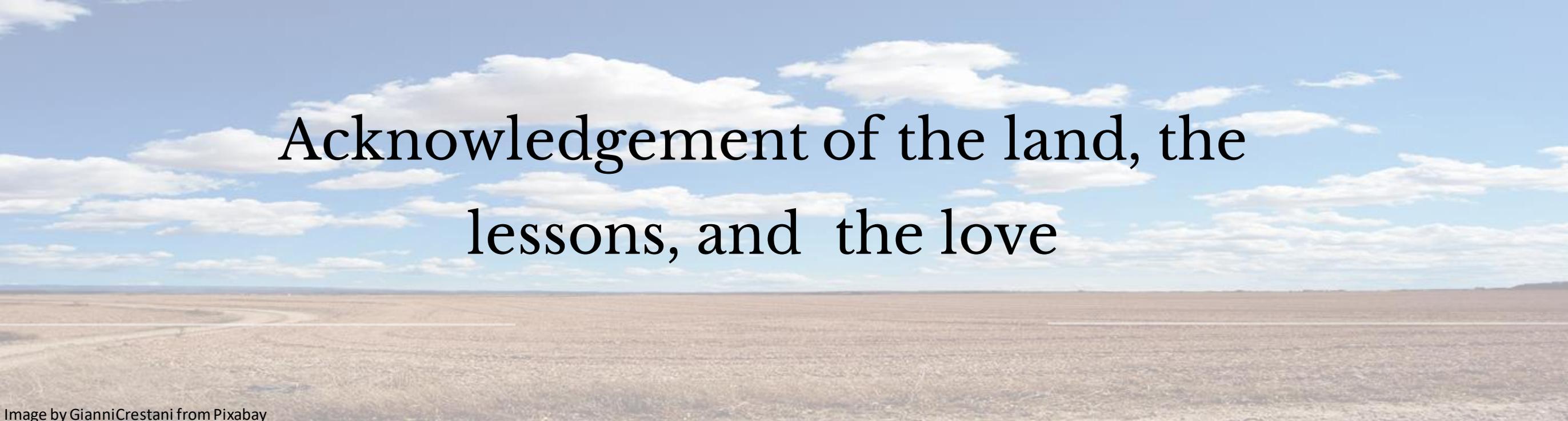# Emotional Presence Indicators in an Online Community of Inquiry

**A Scoping Review and
Delphi Study of Student
and Facilitator
Experience**

Debra Dell

Acknowledgement of the land, the lessons, and the love

I am speaking to you from my home in Saskatoon, Canada on Treaty 6 traditional Territory.

My acknowledgement to the Indigenous peoples of Canada goes far beyond indebtedness for the sharing of this nations land. I acknowledge that many of by biggest life lessons about emotions, trauma informed care and teaching, and emotional resiliency comes from the gift I have been given that allows me to work closely in Indigenous communities.

It was long before my journey into academia that I learned the lessons of emotional attunity, and collaborative constructivist way of being. I have deep gratitude not only for the land, but for the lessons and for the loving belonging I was gifted with in Canada and many other parts of the world.

I am committed to Truth and Reconciliation, and hope that one day emotionally present pedagogy will be one of many necessary avenues towards that goal.

thank you

Committee

Dr. Martha Cleveland-Innes
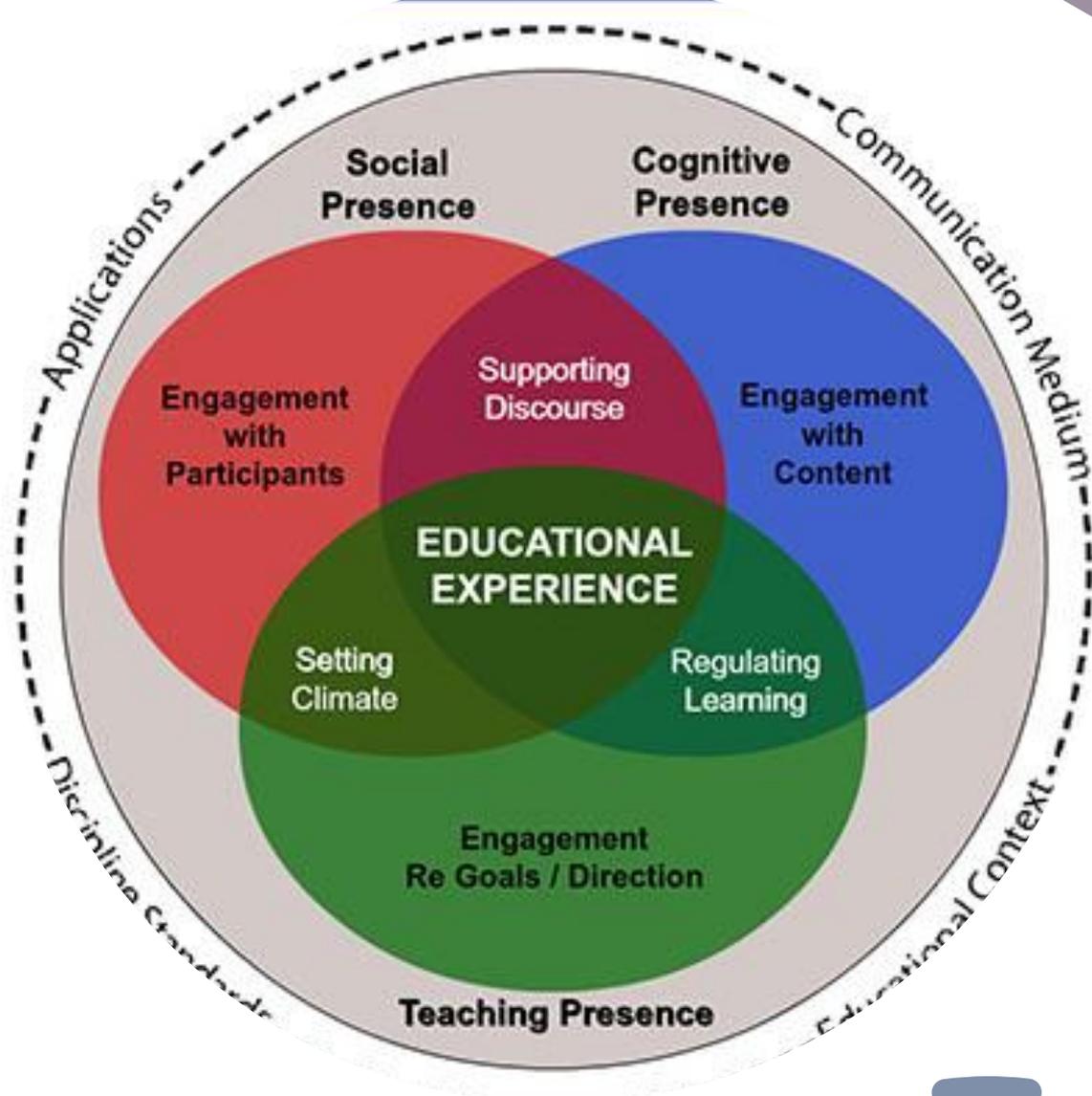
Dr. Pamela Walsh

Dr. Norm Vaughan

Cohort and Intercohort

For the collaboration, prompts to stretch thinking, peer review , memes and bad puns

Delphi Participants

For the generous sharing of time, ideas, and compassion for an emerging scholar

Community of Inquiry

- 20 year old Distance education focused learning framework
- Based on a collaborative constructivist philosophy of learning
- 20 years worth of research, in many contexts
- Most cited framework in distance learning
- Made up of three presences that harmonize to support the educational experience
- Many calls for changes/additions/adaptations to include additional presences
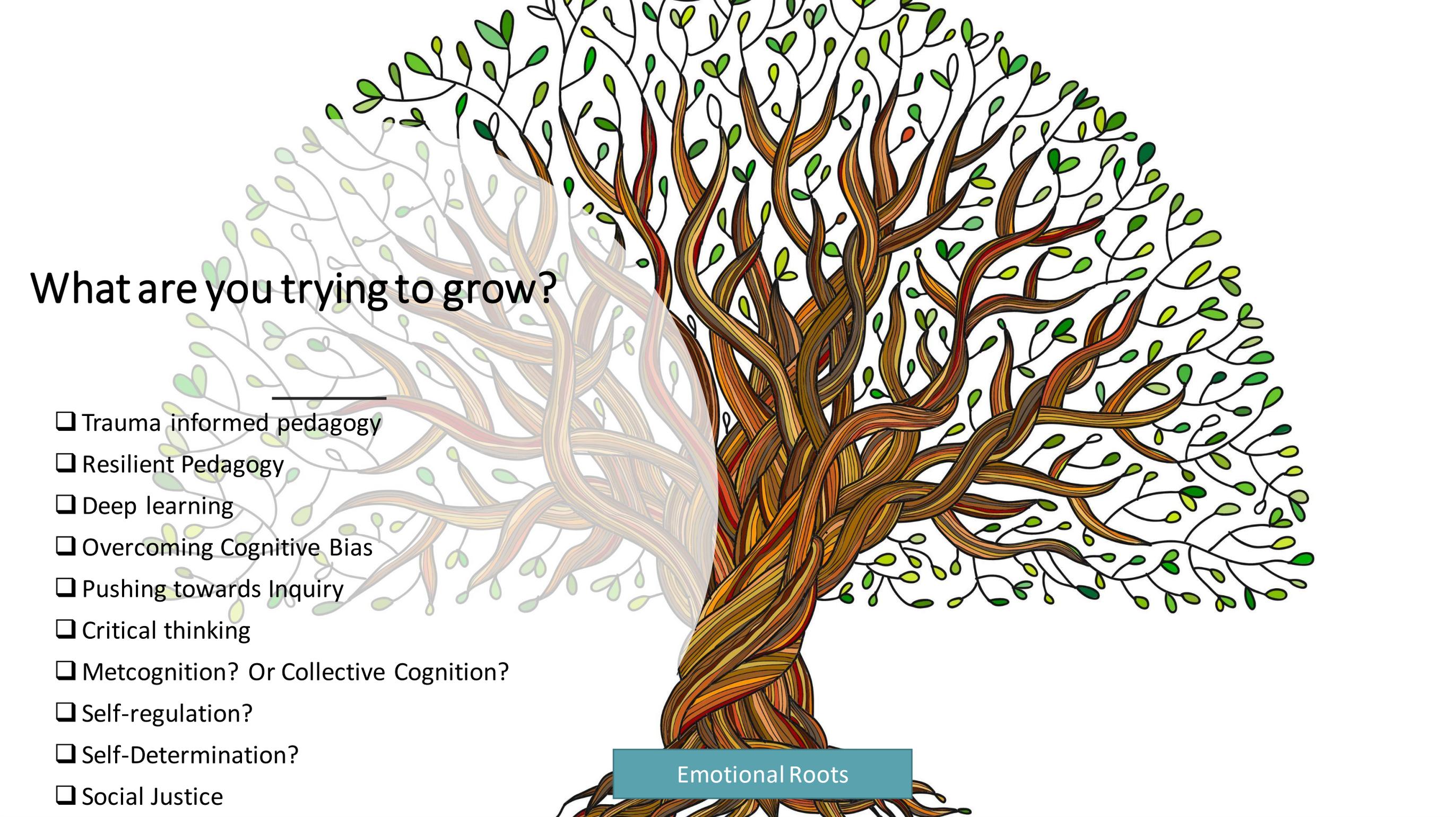- A recent research agenda focused on emotional presence

Garrison, R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, *2*(2–3), 87–105. https://doi.org/10.1016/S1096-7516(00)00016-6
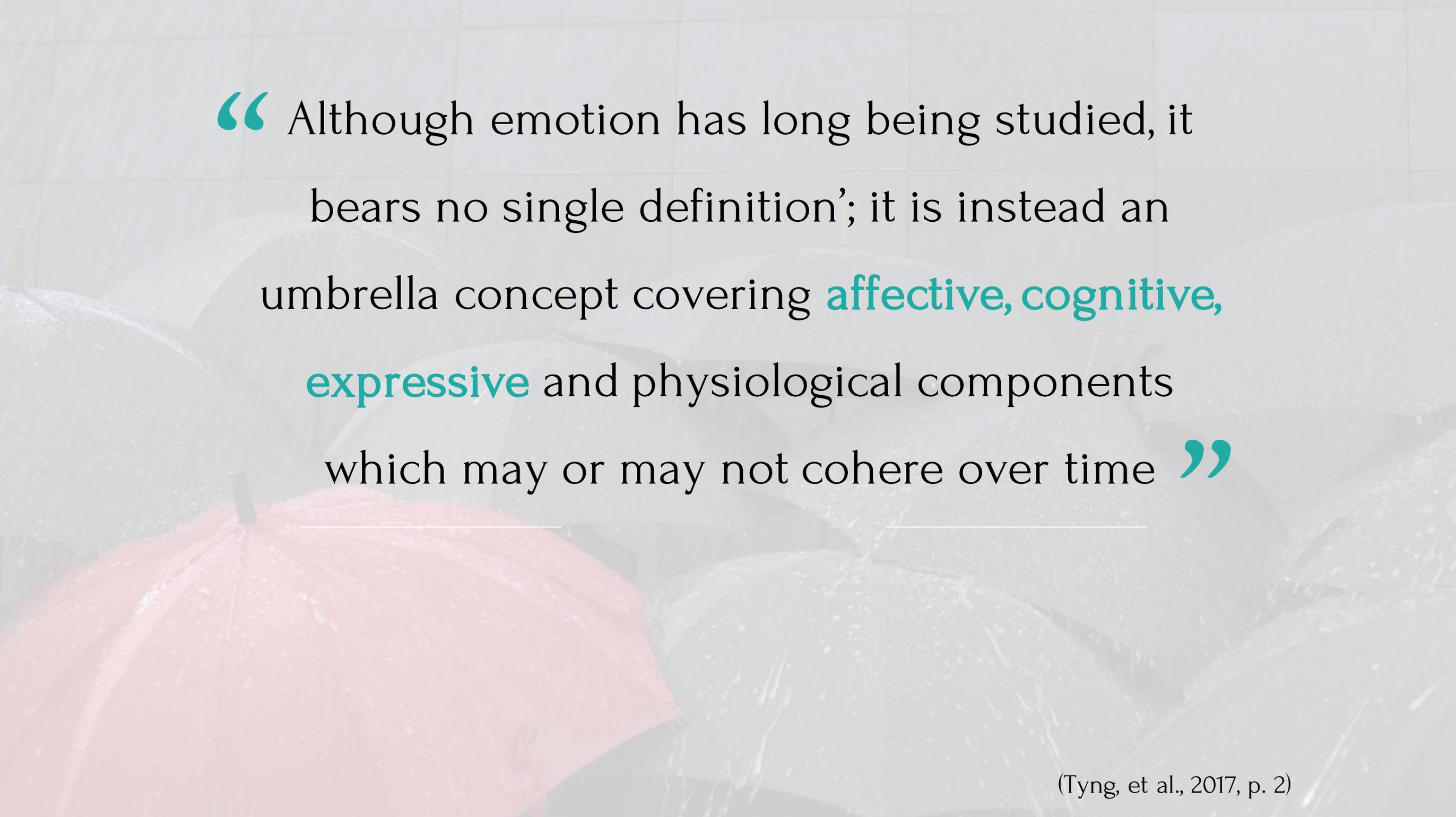
Why Did you join the session today?
What is your **interest** in emotional presence?

What are you trying to grow?

_____

❑ Trauma informed pedagogy

❑ Resilient Pedagogy

❑ Deep learning

❑ Overcoming Cognitive Bias

❑ Pushing towards Inquiry

❑ Critical thinking

❑ Metcognition? Or Collective Cognition?

❑ Self-regulation?

❑ Self-Determination?

❑ Social Justice

Emotional Roots

" Although emotion has long being studied, it bears no single definition'; it is instead an umbrella concept covering affective, cognitive, expressive and physiological components which may or may not cohere over time "

(Tyng, et al., 2017, p. 2)

Cognitive

☐**Cognitively**- Affective science is clear; studies abound about the importance of emotion in cognition and learning (Cavanagh, 2016; OECD, 2017). **CoI needs refinements to keep up with the changing knowledge that affective science provides.**

Social

☐**Socially**- the science of collaborative learning combined with the call for socially fused 21st century learning dispositions is important. **CoI may be able to better articulate socially relevant emotions.**

Teaching

☐**Teaching -**Caring and Trauma informed pedagogy are emerging themes, themes I think would be already captured if CoI more robustly dealt with emotions

☐**Teaching and modelling matter**

Emotional Presence

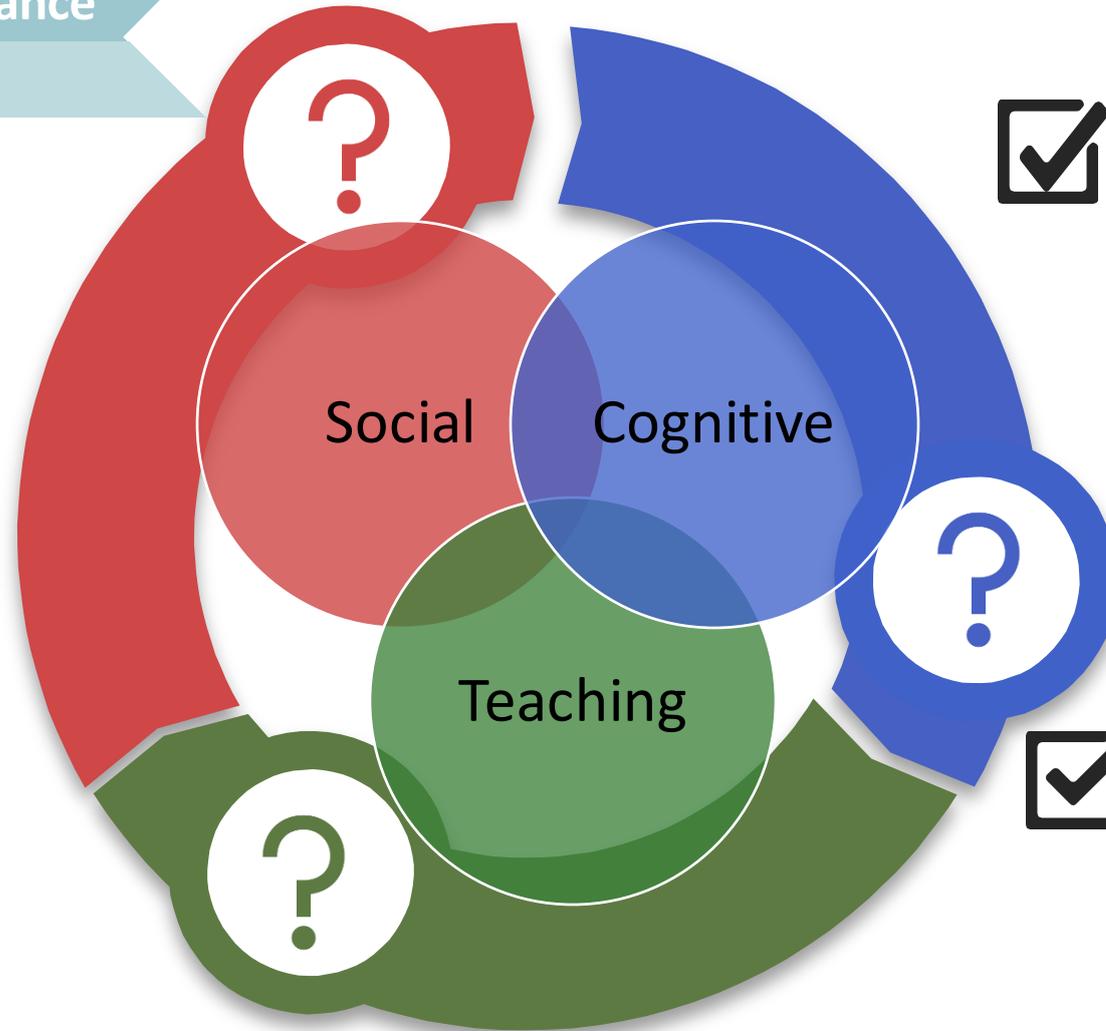Crucial consideration-**to remain as an important tool in the explosion of online learning**

S

☑ **Social- Emotional**
 What are the specifics of social emotions? And how do they contribute to learning in groups?
Relational Trust (Bryk & Schneider)
(Dewey, Garrison, Vygotsky)

☑ **Cognitive - Emotional**

How does emotion propel or block thinking?
(Mesirow, Brookfield, Schon, Izard)

☑ **Teaching- Emotional**
What contributes to climate and safety of expression?
(Brookfield, Schwartz, bell hooks)

Social

Cognitive

Teaching

This study could help inform this established void by taking an exploratory view of how students and facilitators in a Community of Inquiry perceive, contribute to, label, and manage individual and collective emotions in order to facilitate learning and collaborative learning goals. The work will build on the work of those who have already begun the work of construct building and defining emotional presence as a crucial consideration in CoI (Cleveland-Innes & Campbell, 2012; Majeski et al., 2018).

Research Questions
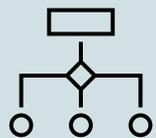
Scoping Study	**R1 What is known from the existing literature about emotions in online learning situations?** **Secondary literature analysis involves answering questions such as:** **a. How are emotions defined?** **b. What emotional taxonomies are used to delineate discrete emotions and emotional blends and socially infused emotions?**
Delphi	**R2. What Community of Inquiry Framework indicators support the development and maintenance of academically important emotions?** Secondary analysis will involve answering a. What pedagogical elements of CoI help regulate, build or sustain academically important (inter/intra and collective) emotions? b. What is the learning significance of the emotional climate in a CoI?

EMOTIONAL TAXONOMIES

Need for a collaborative congruent emotional taxonomy

(Pekrun, 2006; Barret, 2016)

1

EMOTIONALLY PRESENT PEDAGOGY

An identified gap, though some preliminary work has been done (Brookfield, 2012; Cleveland-Innes & Campbell, 2012; Majeski et al., 2018).

8

7

AFFECTIVE SCIENCE

What is known about emotions in cognition (Cavanagh, 2016; Lipman, 2003)

2

COI

Elucidating the model (Garrison et al, 2000)

6

ROOTS OF COI

A focus on emotions in the foundational philosophies that informed COI (Lipman, 2003)

EMOTIONAL CONTAGION

Socially implicated cognition. (Cavanagh, 2016; Immordino-Yang, 2011,)

3

5

DIGITAL CONTAGION

Contagion in TEL (Yang et al, 2018, Xin et al, 2019)

4

EMOTIONS IN TEL

A broad look beyond COI (Artino, 2012, Loderer et al., 2018)
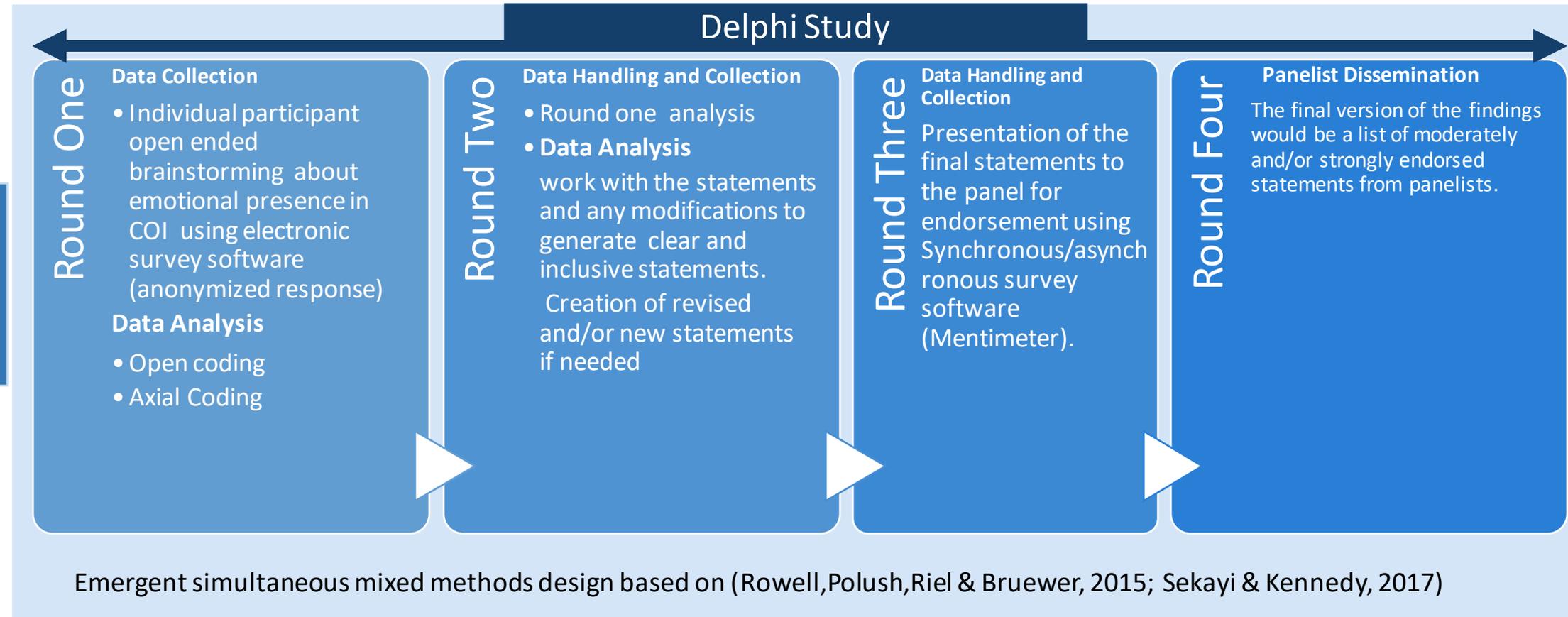
Literature Summary and Significance

- The inclusion and purposeful expansion of the Community of Inquiry Framework is still in its preliminary stages and the breadth and depth of emotional indicators within the Community of Inquiry have not yet been fully articulated.

- The interplay of cognition and emotion, and the calls for changes to the Community of Inquiry Framework to represent a more current understanding of emotions and their importance in socially infused learning are cogent and critical considerations.

- The prominence of emotional presence as both a distinct presence and as a coexisting presence within the original three presences may benefit from continued refinement, including a deeper understanding of how active facilitation of emotional presence helps establish an emotional climate that is conducive to optimal learning (Rienties & Rivers, 2014; Williams, 2017).

- A deeper consideration of emotional presence as more than the outward expression of emotion, with attention to community-based affect diffusion and contagion, could be an important addition.

"it could be argued that emotion **is the gravity** of a Community of Inquiry in that it is pervasive, holds things together, plays an essential role in decision making, and is often the prime mover (volition)"
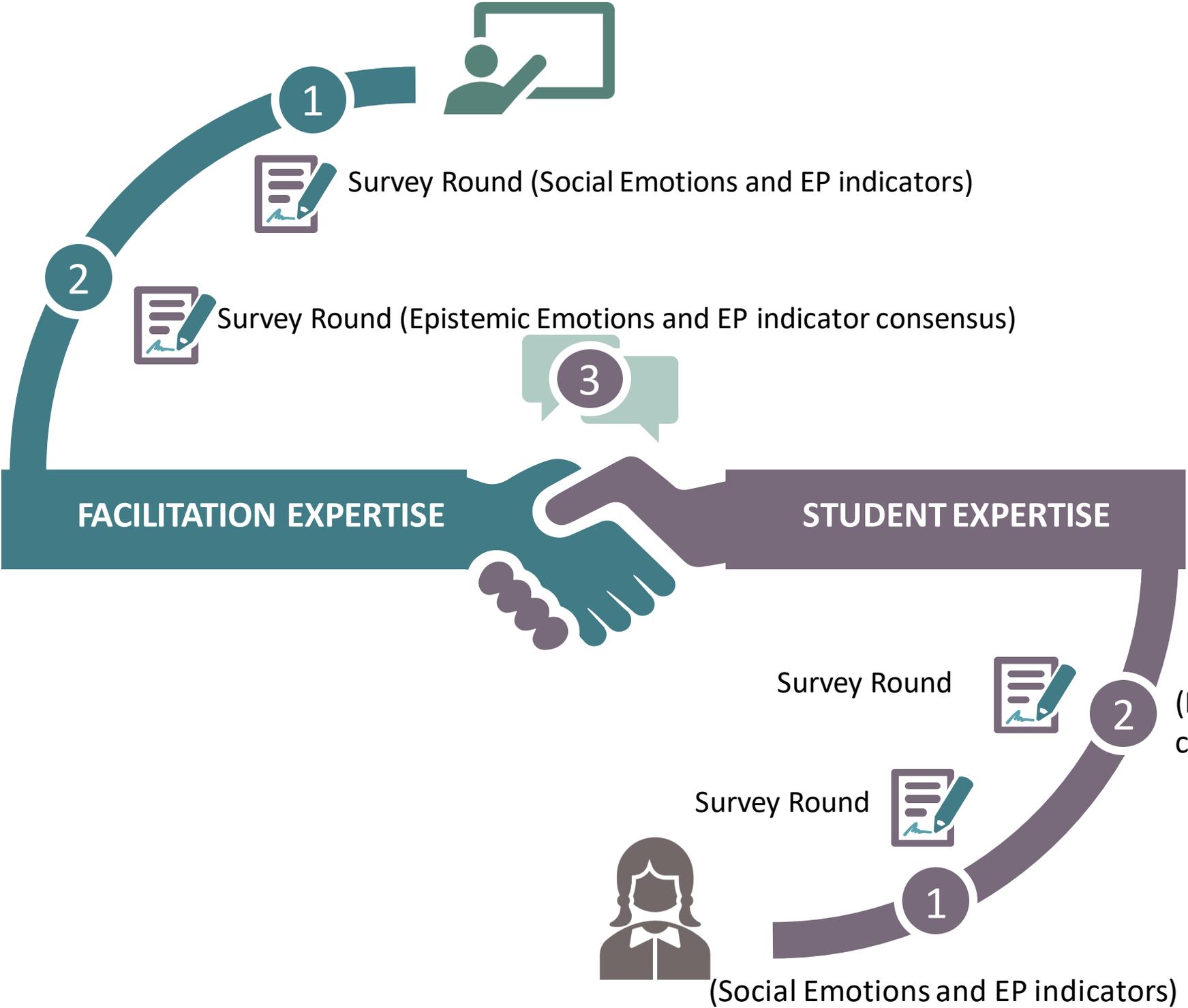
(Garrison, 2017, p. 41)

Research Design

Delphi Study

Round One

Data Collection
- Individual participant open ended brainstorming about emotional presence in COI using electronic survey software (anonymized response)

Data Analysis
- Open coding
- Axial Coding

Round Two

Data Handling and Collection
- Round one analysis
- **Data Analysis**
  work with the statements and any modifications to generate clear and inclusive statements.
  Creation of revised and/or new statements if needed

Round Three

Data Handling and Collection
Presentation of the final statements to the panel for endorsement using Synchronous/asynchronous survey software (Mentimeter).

Round Four

Panelist Dissemination
The final version of the findings would be a list of moderately and/or strongly endorsed statements from panelists.

Scoping Study (Informs Delphi)

Recruitment of 2 Panels
- Direct mail plus snowball
- Twitter

Emergent simultaneous mixed methods design based on (Rowell, Polush, Riel & Bruewer, 2015; Sekayi & Kennedy, 2017)

Delphi was really a method that had **goodness of fit** to my topic, question and the state of the field.
It was a **distributed intelligence** way to investigate framework built on distributed intelligence and emotional presence

A DUAL EXPERTISE DELPHI

1 Survey Round (Social Emotions and EP indicators)

2 Survey Round (Epistemic Emotions and EP indicator consensus)

3

FACILITATION EXPERTISE   STUDENT EXPERTISE

Survey Round 2 (Epistemic Emotions and EP indicator consensus)

Survey Round

1 (Social Emotions and EP indicators)

M Method

Data Collection

- Scoping Study-Google Sheets /Zotero
- Survey development using survey monkey (Round 1 &2)
- Third round Delphi using ZOOM/Mentimeter so that experts can see consensus building on screen and interact through discussion.
- Using these two data collection tools allows for anonymity, and consensus as defined in Delphi literature, both tools also offer analytical functions
- CDAS software (MaxQ or Nvivo)
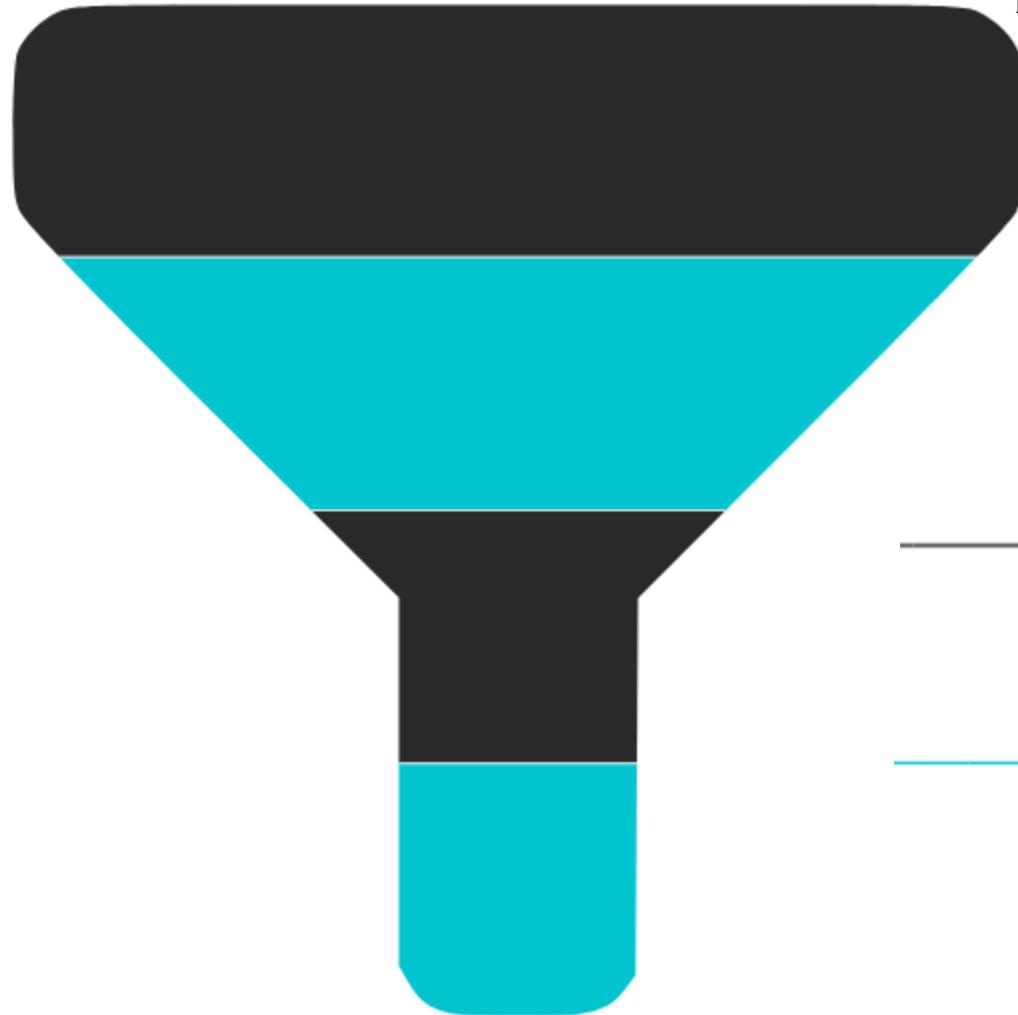- Otter.ai for transcription so nothing is lost.

Scoping Study

What is known from the existing literature about emotions in online learning situations? (emotional theories, taxonomies, labels, lexicon)

Initial Review (380)

2010-2020 "emotions" AND "online learning" distance learning" OR "blended learning" with the additional key word "learning"

Reading For Inclusion (123)

After title and abstract reading- Reading for inclusion of emotions and human (non AI) detection, higher education

Excluded and Included

31 excluded due to context or use of AI emotion detection., 6 added from reference mining

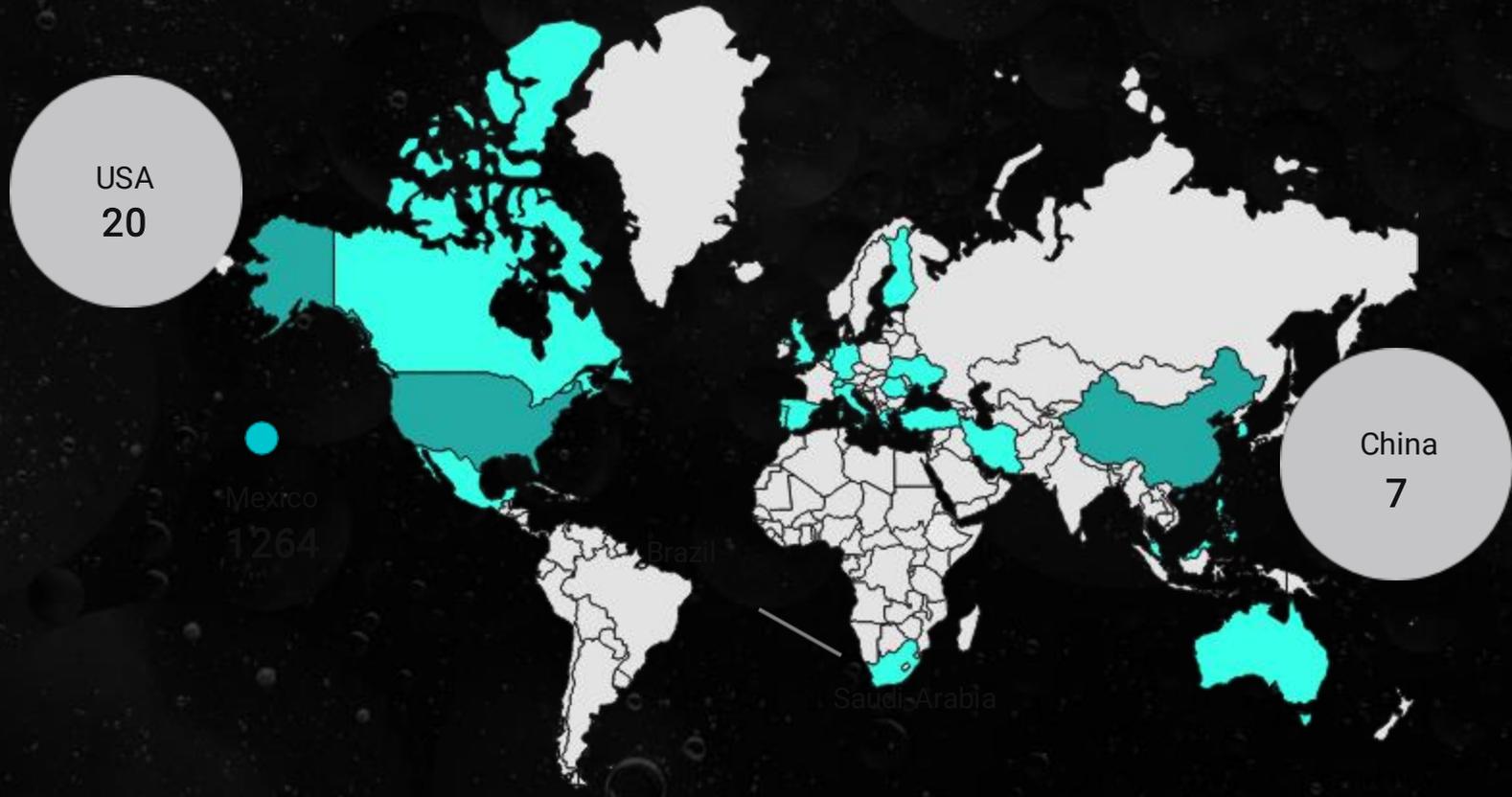### Total Included in review (98)

Coded to excel chart

This Links to methodology Record here

(Added through Ref mining)

Huivershorn, K, Shaila Mulholland, author

| Learning Model /context... All ▾ | Emotion Measurement All ▾ | Country All ▾ | Emotion Theory Family All ▾ |
| Emotion specifics All ▾ | Population All ▾ | Method(ology) All ▾ | Social Emotions? All ▾ |

Title	Author	Method(ology)	Country	Emotion Measurement	Emotion Theory Fam	Emotion specifics	Learning Model /context/	Population
Communication and Social Presence: The Impact on Adult Learners' Emotions in Distance Learning	(Angelaki & Mavroidis, 2013) (ref mined)	Survey/questionnaire	Greece	Self report	No identification	10 named emotions (5 posit	1 course	learner
Can massive communities of teachers facilitate collaborative reflection? Fractal design as a possible answer	(Clarà et al., 2017)	Conceptual/ theoretical	Australia	N/A lit or conceptual	No identification	collaborative reflection throug	MOOC	learner
Cognitive Emotions in E-Learning Processes and Their Potential Relationship with Students' Academic Adjustment	(D'Errico et al., 2018)	Case study	Italy	Self report	Appraisal	intruduces a cog emotions taxonomy(list)		learner
Analyzing How Emotion Awareness Influences Students' Motivation, Engagement, Self-Regulation and Learning Outcome.	Arguedas, Marta; Daradoumis, Thanasis; Xhafa, Fatos	Case study	Spain	Sentiment analysis	No identification	emotion analysis model (Argu	Fully online 1 course- hig	learner
Control--value theory: Using achievement emotions to improve understanding of motivation, learning, and performance in medica	Artino, Anthony R.; Holmboe, Eric S.; Durning, Steven J.	Conceptual/ theoretical	USA	N/A lit or conceptual	Appraisal	Pekrun CVT (18 pos/10 neg)		learner
Exploring the complex relations between achievement emotions and self-regulated learning behaviors in online learning	Artino, Anthony R.; Jones, Kenneth D.	Survey/questionnaire	USA	Self report	Appraisal	Pekrun CVT	self paced online course-	learner
Achievement appraisals, emotions and socio-cognitive processes: How they interplay in collaborative problem-solving?	Avry, Sunny; Chanel, Guillaume; Bétrancourt, Mireille; Molinari, Gaëlle	Experimental- no control	Switzerland	self and other	Appraisal	Pekrun CVT		learner
The association between motivation, affect, and self-regulated learning when solving problems.	Baars, Martine; Wijnia, Lisette; Paas, Fred	Experimental- no control	Netherlands	Self report	Basic	Watson (Panas scale)	self regulated online envi	learner
Emotions in Response to Teaching Online: Exploring the Factors Influencing Teachers in a Fully Online University	Badia, Antoni; Garcia, Consuelo; Meneses, Julio	Survey/questionnaire	Spain	Self report	Basic	Badia (2014) scale	teachers who teach onlin	facilitator
Regulation and socio-emotional interactions in a positive and a negative group climate.	Bakhtiar, Aishah; Webster, Elizabeth A.; Hadwin, Allyson F.	Case study	Canada	self and other	Contructionist	COPES regulation framework	collaborative group proje	learner
		Conceptual/						

By Country

USA
20

Mexico
1264

Brazil

Saudi Arabia

China
7

Canada
5

United Kingdom
5

Australia
5

Primary Emotion Theories in Online Education Research

Basic

Appraisal

Constructionist

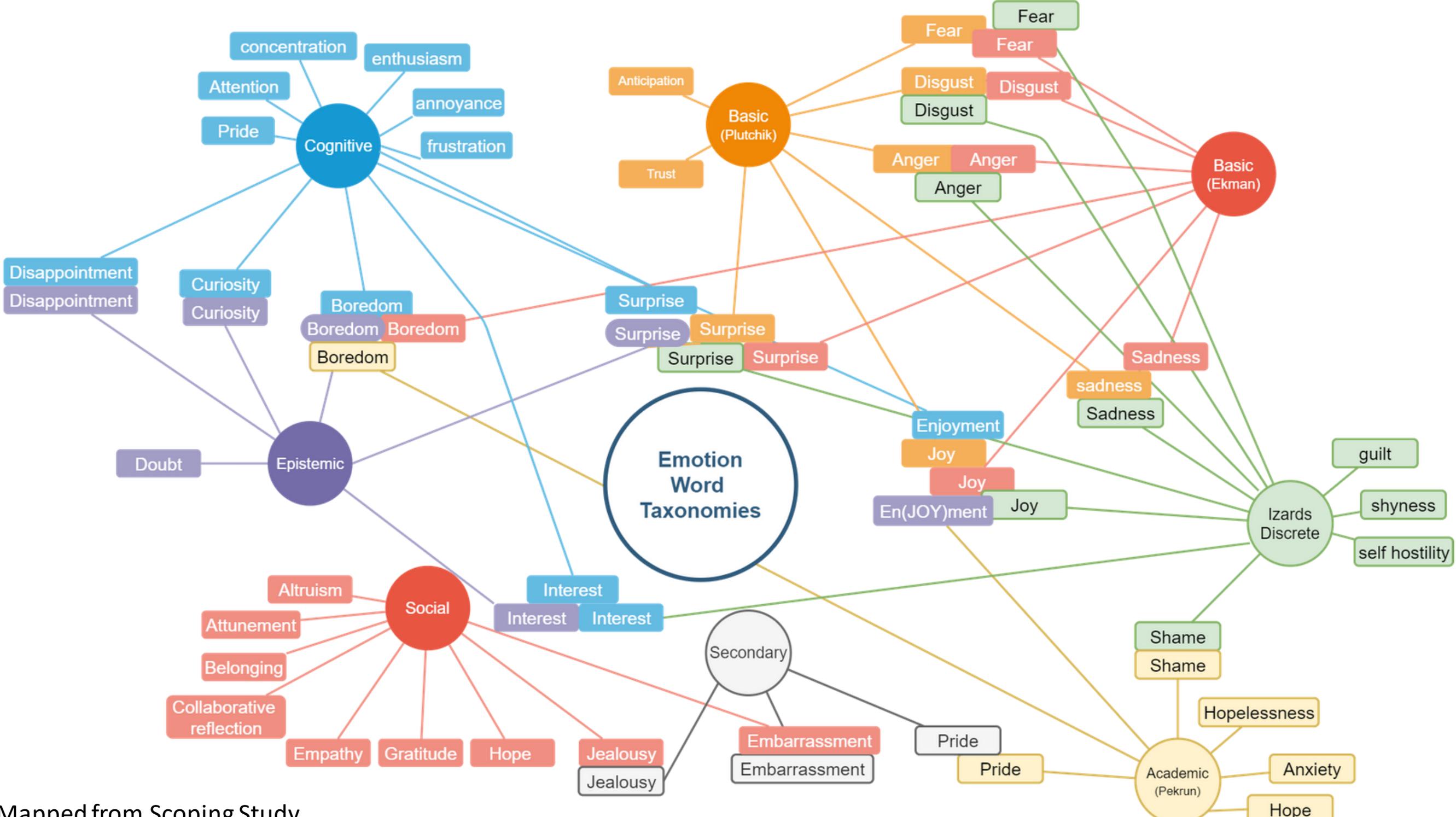- Artificial intelligence theories
- Sentiment Analysis
- Universal emotions theories

- Pekrun CVT

- More socially implicated
- Strongly connected to cognition

Taken together most emotions theories fall into one of three main categories: basic emotions theories, constructionist emotions theories, and appraisal type theories (Scherer, 2015).

Mapped from Scoping Study

Scoping Study Reflections

COI is a learning framework that really takes a holistic view of how learning happens, it does not privilege the **cognitive** view of learning over the **socially constructed**, and equally recognizes the collective teaching as an important contributor, as such the purposeful integration of emotional or affective presence in COI may benefit from the same degree of balanced consideration.

- Very few are describing what " online learning" means in specifics therefore hard to tell if there is a social/collaborative constructivist flavor to design
- Many are discussing emotions in online learning but speaking specifically about individual reaction to one-way content (not social)
- Many studies based in time snapshot rather than the dynamics of emotions (i.e. from confusion to clarity as the dynamic learning journey)
- Positive emotions are sometimes used as a proxy for learning
- Several are measuring emotional response in a self regulated (transmission based) learning environment so findings will not have a significant practical application to COI
- While emotions are recognized as a crucial part of **regulated learning** in groups, studies tracing the **manifestation of emotion regulation in collaborative learning** processes are still scarce (Järvenoja et al., 2019)

(Next step in the Journey)

The Delphi process

12. Please explain your answer above (question 11)

13. When you think of the idea of **emotional presence** in COI. How would you describe what role **a facilitator** might play in creating or sustaining emotional presence? What are the indicators of instructor emotional presence?
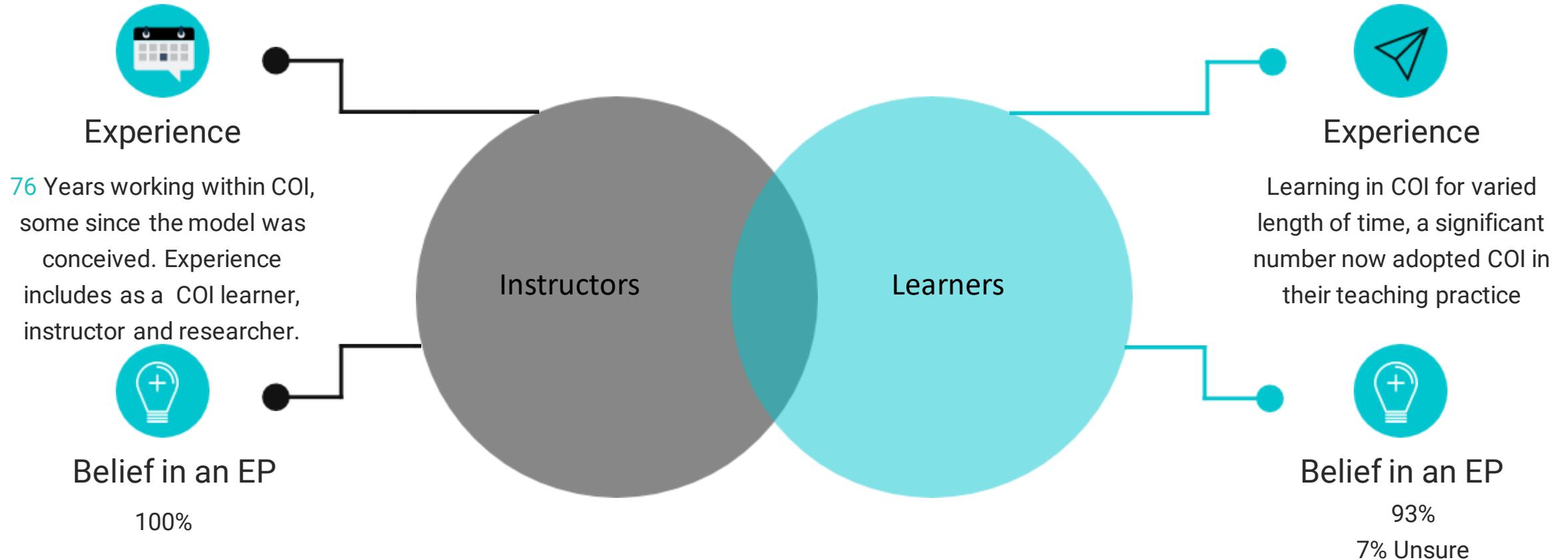
14. When you think of the idea of **emotional/affective presence** in COI how would you describe what role **a COI learner** might play in creating or sustaining emotional presence?

15. The following list of **socially informed or relational** emotions was identified during the scoping study and literature review that preceded this research, please indicate how often you saw indicators of, felt, or extended this emotion

"This process, interspersing questionnaires and controlled opinion feedback in a protected anonymous environment, constitutes a powerful mechanism to expose and articulate diverse views and to help in creating knowledge and solving complex policy issues"
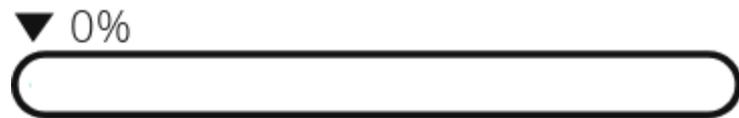
(Hirschhorn, 2018, p. 310)

Delphi Panelist Experience

Experience

76 Years working within COI, some since the model was conceived. Experience includes as a COI learner, instructor and researcher.

Instructors

Belief in an EP

100%

Experience

Learning in COI for varied length of time, a significant number now adopted COI in their teaching practice

Learners

Belief in an EP

93%

7% Unsure

Working with other classmates during and after class was the norm in all my online courses. The instructors often gave time to discuss assigned topics and encouraged a collaborate experience for all. **A positive fallout of this has been the formation of strong collegial and personal relationships**; these relationships continue to behave in a "collaborative"" fashion, long after the courses are completed.
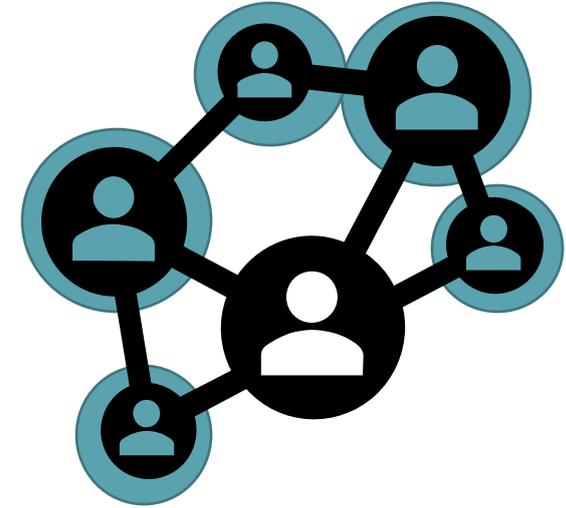
Familiarity

Have you heard of Emotional Presence as it relates to COI?
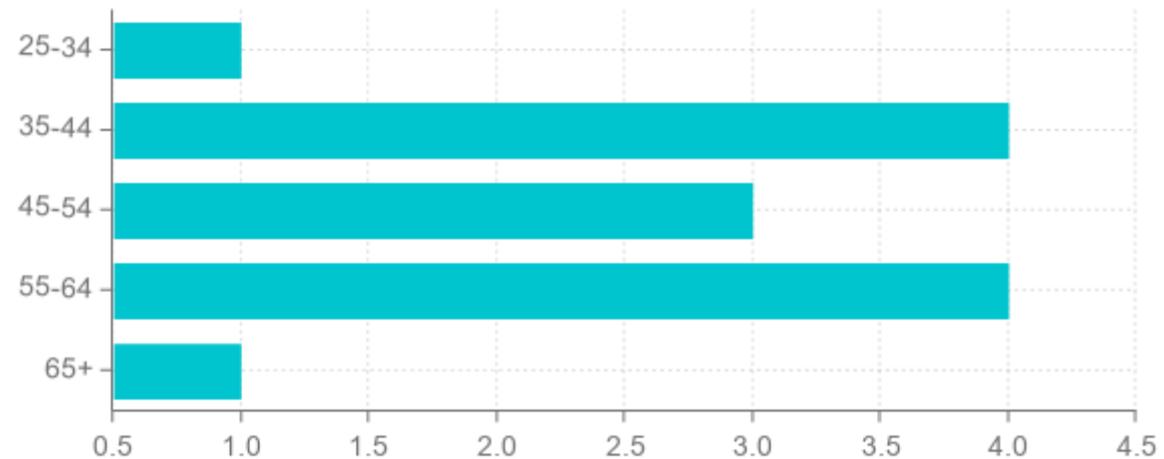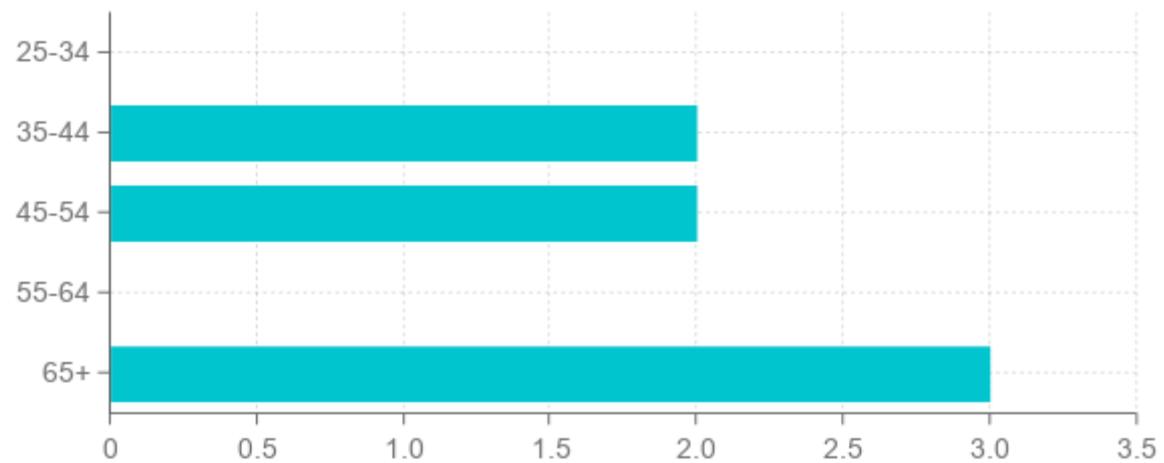
90%

Combined Familiarity

Yes

100% ▼

No

▼ 0%

Yes

▼77%

No

▼23%

Panelist Age Range

Learner

Instructor

PANELISTS BY REGION

The panelists come from 6 different countries, four different regions and speak four different languages as first language.
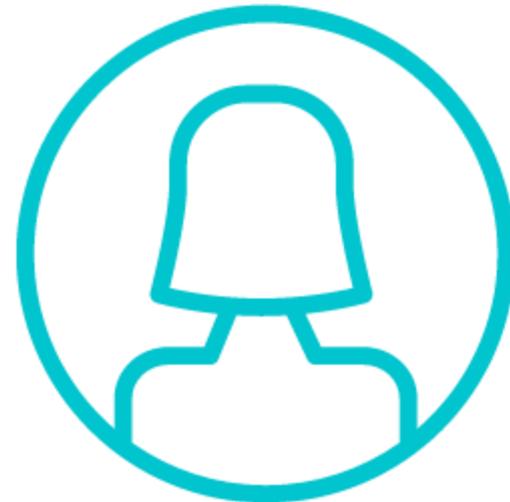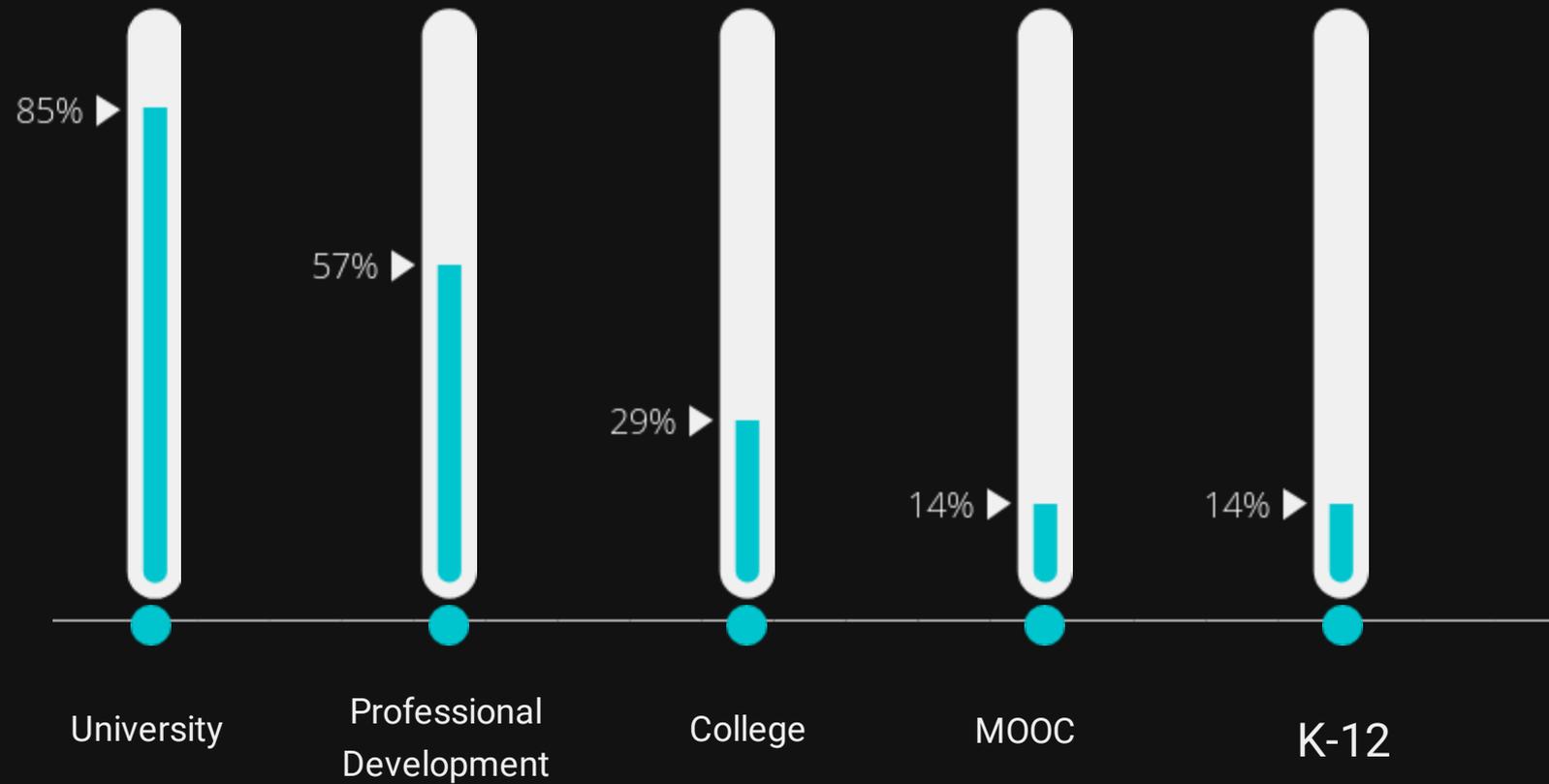
United Kingdom

North America

Europe

South America

Panelists by Sex

INSTRUCTOR

57%

43%

LEARNER

23%

77%

LEARNING CONTEXT

COI facilitation experience by type

85% ▶

57% ▶

29% ▶

14% ▶

14% ▶

University

Professional
Development

College

MOOC

K-12

Strongly disagree

Emotional presence is evident in cognitive, social and teaching presence ways

3.9

At times, negative emotions lead to significant learning for me.

4.1

There is a progressive degree of learning within a COI including a more mature EP of self.

3.9

Adding explicit recognition of EP to COI would make it more "humane"
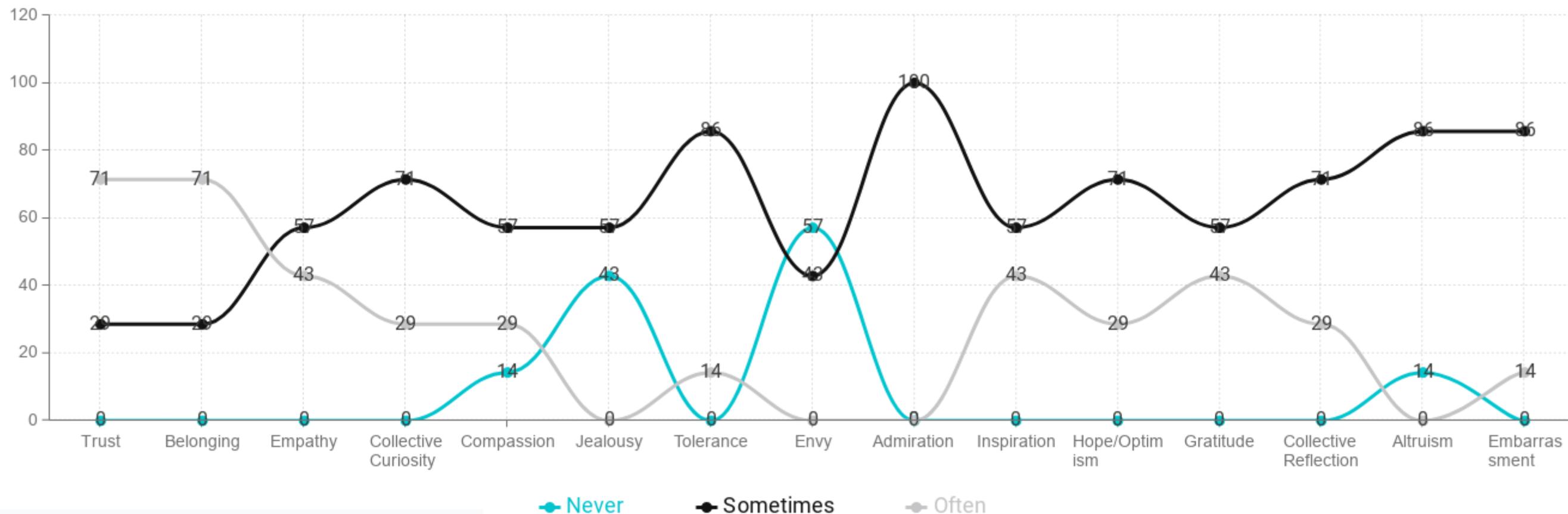
3.7

Being more explicit about emotional presence in COI would improve the framework

4.2

Strongly agree

The following list of socially informed or relational emotions was identified during the scoping study and literature review that preceded this research, please indicate how often you saw indicators of this emotion
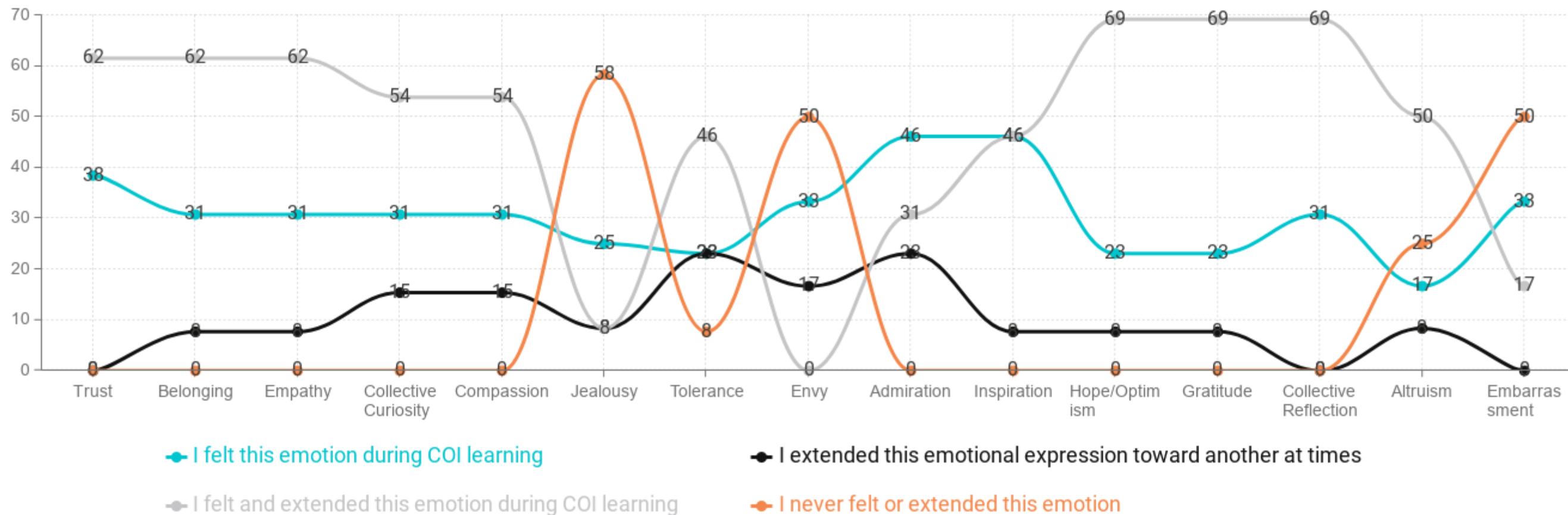
Social Emotions (Instructors)

Respondent Added social emotions

Despair, Thankfullness, Joyfulness, Relief
Annoyance (2), humour, hostility

The following list of socially informed or relational emotions was identified during the scoping study and literature review that preceded this research, please indicate how often you felt or extended any on the list

Social Emotions (Learner)

- I felt this emotion during COI learning
- I felt and extended this emotion during COI learning
- I extended this emotional expression toward another at times
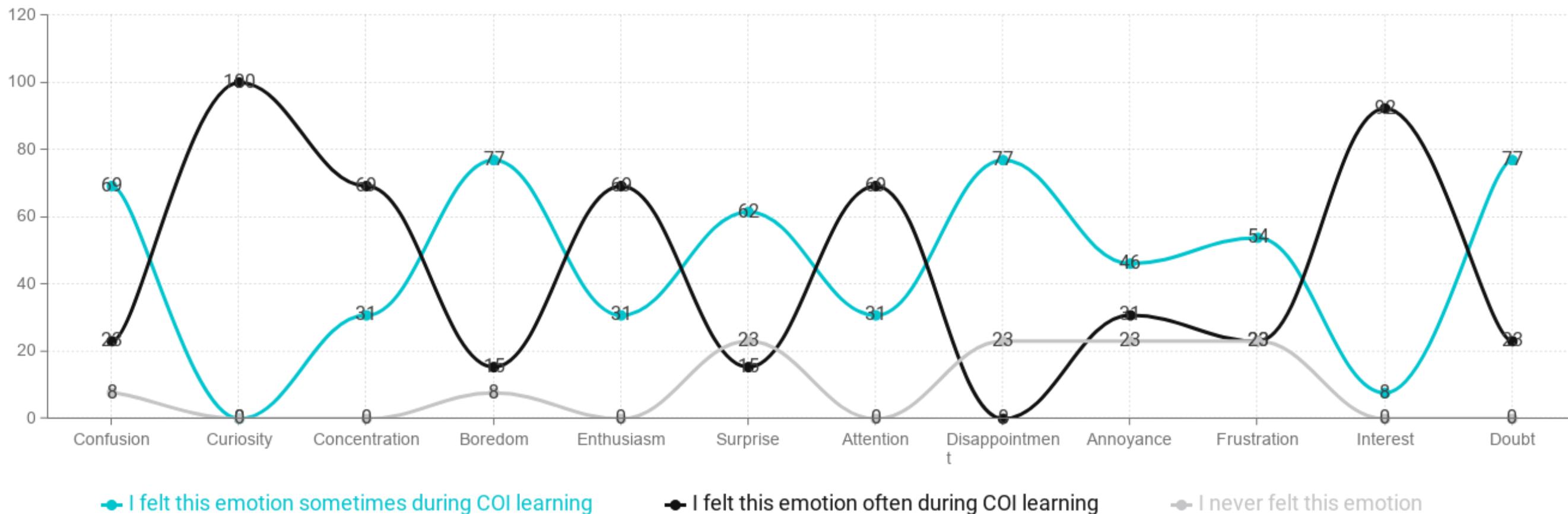- I never felt or extended this emotion

Respondent Added social emotions

curiosity, feeling of need, anger (2), sadness, concern (2) respect, acceptance of diversity, happiness, disappointment, feeling discriminated, annoyance impatience "WTF?!" caring, frustration, wonder, relief, joy, enjoyment, disappointment

The following list of socially informed or relational emotions was identified during the scoping study and literature review that preceded this research, please indicate how often you felt this emotion (Learner)
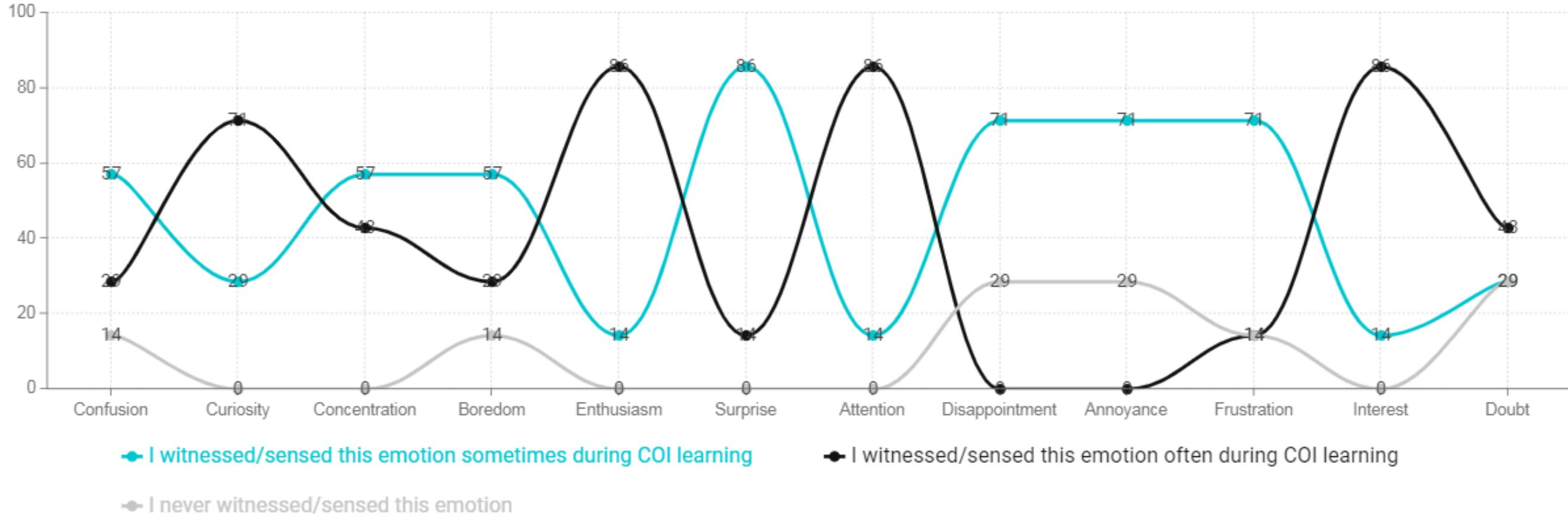
Epistemic Emotions

- I felt this emotion sometimes during COI learning
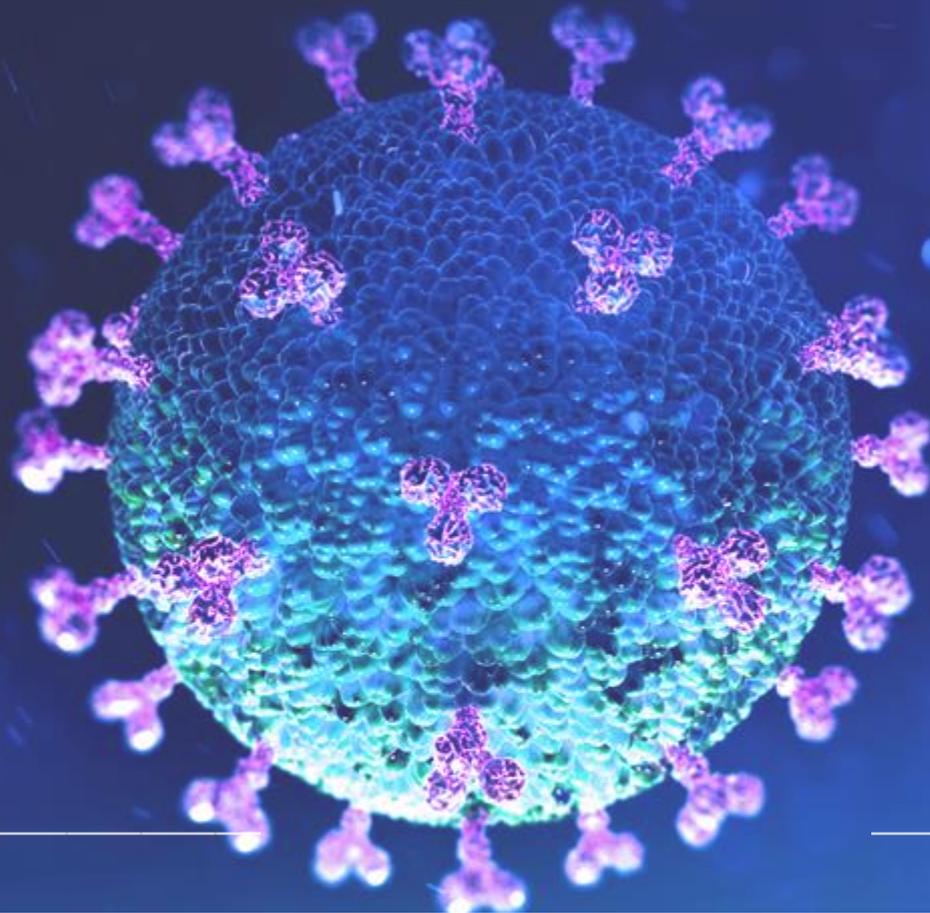- I felt this emotion often during COI learning
- I never felt this emotion

"Epistemic emotions, like curiosity, wonder, astonishment and most famously doubt seem to have a **causal influence on the conduct of inquiry,** especially on the conduct of scientific investigation"(Thagard, 2002, p. 236)
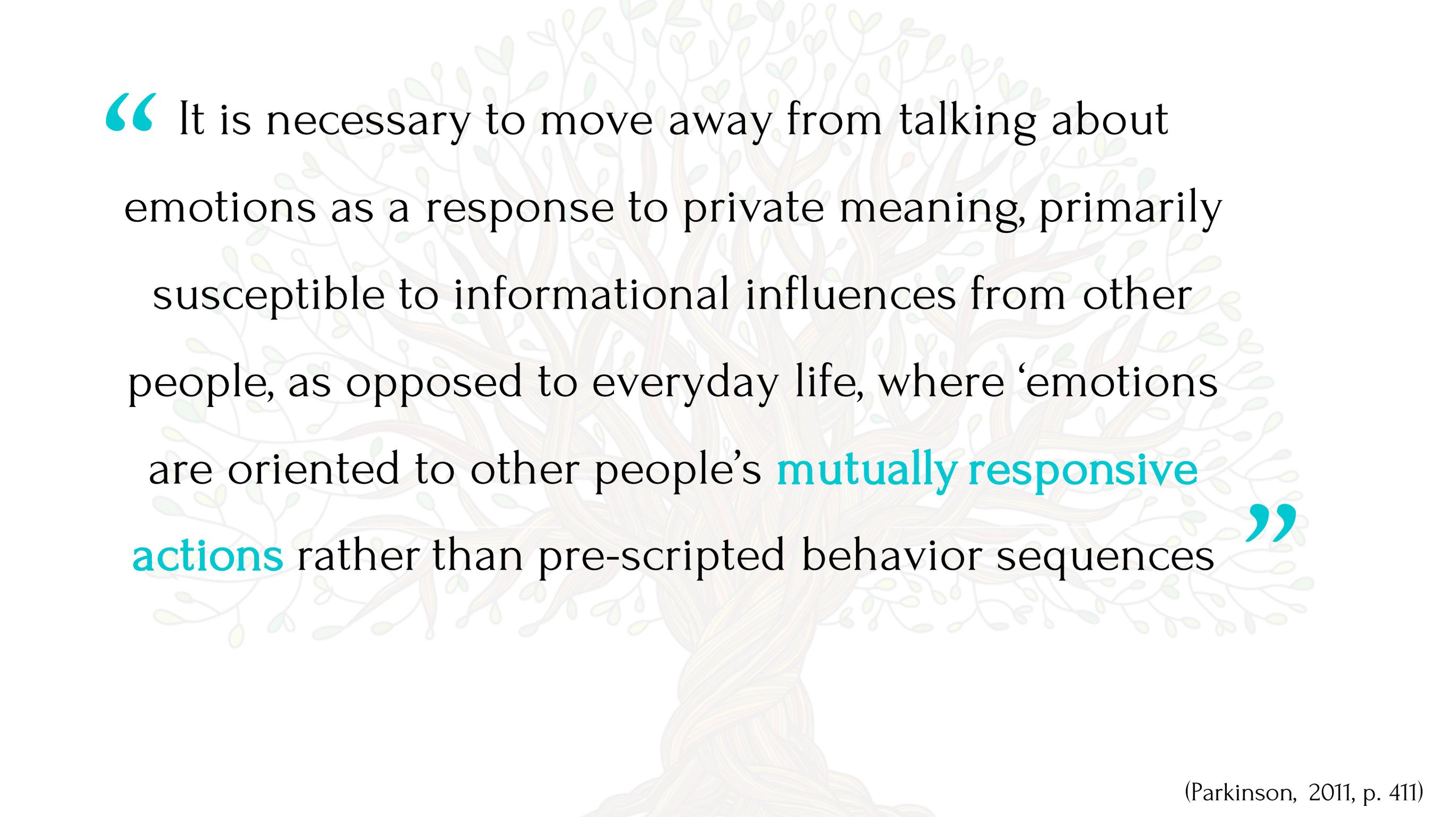
The following taxonomic labels for epistemic or cognitive emotions/feelings have been identified in the scoping study and literature review that preceded this research. Please indicate how often you saw evidence or indicators (witnessed/sensed) each of these during your COI facilitation?

Epistemic Emotions

- I witnessed/sensed this emotion sometimes during COI learning
- I witnessed/sensed this emotion often during COI learning
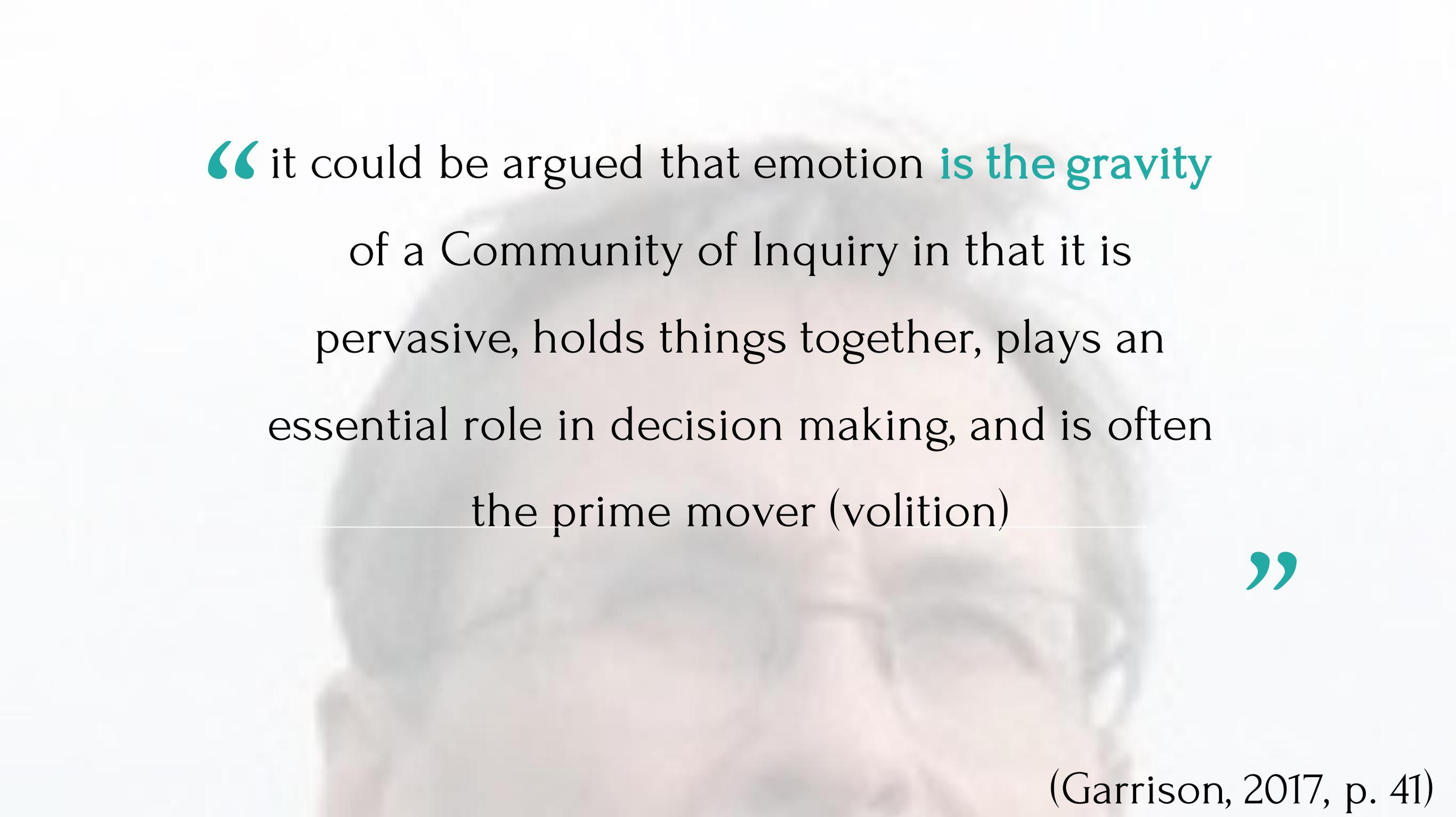- I never witnessed/sensed this emotion

The current status of [Distance Education]DE as being a part of mainstream education has both **opportunities** and **threats**. As an opportunity, this transformation into mainstreaming requires change, adaptation, and evolution in theory and practice, and thus is a catalyst for the advancement of DE as a discipline (Bozkurt, 2019, p. 502)

" It is necessary to move away from talking about emotions as a response to private meaning, primarily susceptible to informational influences from other people, as opposed to everyday life, where 'emotions are oriented to other people's **mutually responsive actions** rather than pre-scripted behavior sequences "

(Parkinson, 2011, p. 411)

" but that phrase -'emotion in learning'- can be problematic, as it proposes a set of feelings in a boundaried psychological space (learning) rather than as part of a fluid life narrative "

(Hewson 2017, p. 2)

"it could be argued that emotion **is the gravity** of a Community of Inquiry in that it is pervasive, holds things together, plays an essential role in decision making, and is often the prime mover (volition)"

(Garrison, 2017, p. 41)

The thing about gravity is it is forceful, we can **prepare** for it or ignore it and see what happens..

How are you?

broken, sad, lonley, hurt, upset, alone,
depressed, suicidal, angry, hateful,
breaking down, screaming, dead, empty,
nothing, crying, shouting, giving up,
hiding, wearing a mask, cutting, horrible,
down, hollow, worthless, misunderstood,
incapable, inferior, vulnerable, distressed,
lost, pathetic, ashamed, bitter, forced,
uneasy, tense, dominated, pessimistic,
distrustful, tearful, crushed, offended,
aching, wronged, shaky, timid, wary,
victimised, tortured, pained, lifeless,
cold, dull, nervous, scared, suspicious,
alienated, numb, stressed, bruised

I'm fine

THANK YOU

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