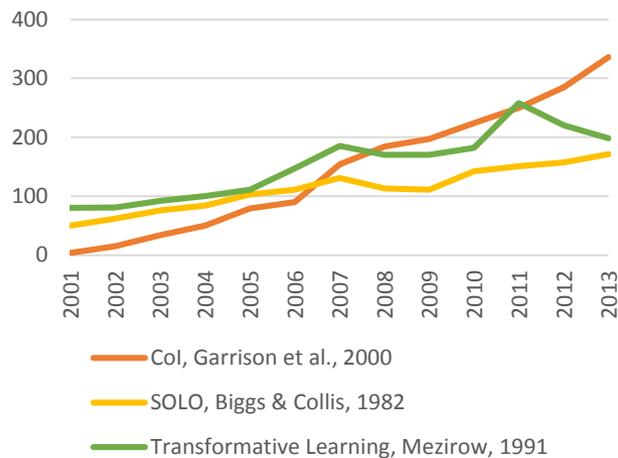# Community of Inquiry:
The Phenomenon and the Influence

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Ed.D. Student
Athabasca University

CIDER Presentation
October 1, 2014

CoI, SOLO & Transformative
Comparative Chart
Google Scholar Citations by Year

- CoI, Garrison et al., 2000
- SOLO, Biggs & Collis, 1982
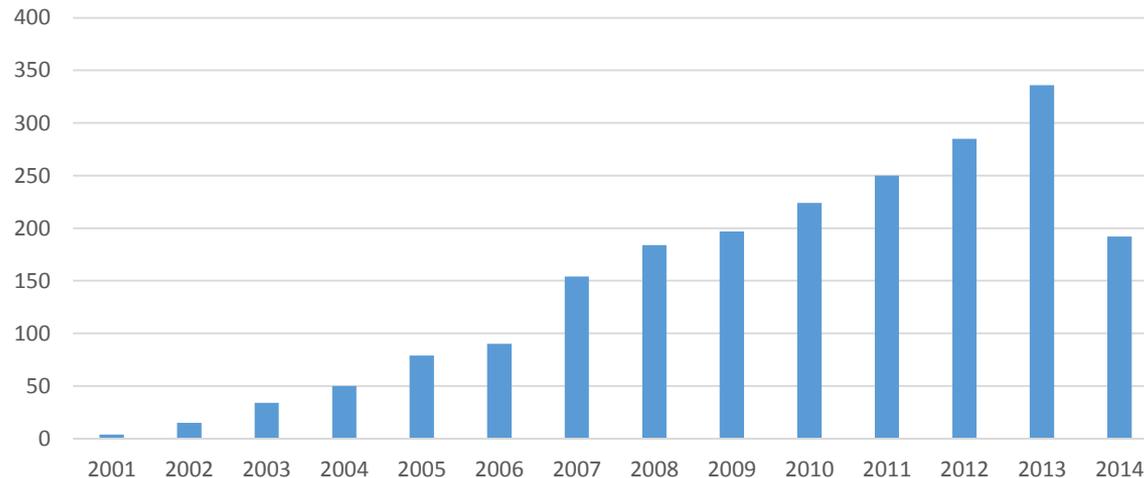- Transformative Learning, Mezirow, 1991

Today's Agenda

- Define the Problem

- Discuss the Purpose

- Describe the Outcomes

- Work commenced:
  - Phase 1 of the CoI Research Alliance Applied Meta-analysis
  - Proposed Doctoral Research

- Discussion

The Problem

The volume and diversity of the body of CoI-based research poses a daunting task for researchers and theorists seeking evidence on the veracity of the CoI framework.

Garrison, Anderson and Archer, 2000
Google Scholar Citations

The Problem Continued

The Problem Continued

Creating an Educational Experience

www.cooper.com/olliophant.png
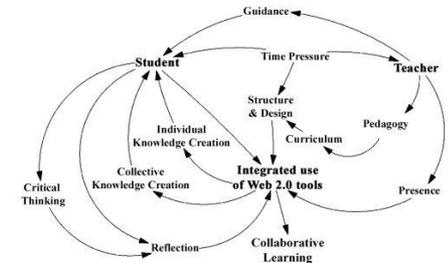
den Exter et al., 2012
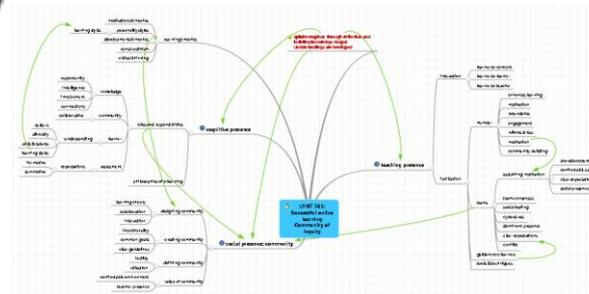
Wanless, J., LRNT 505: Successful Online Learning, Community of Inquiry, 2009
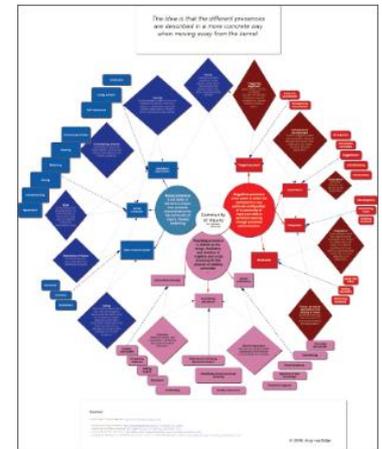
© 2008; Joop van Schie

The Purpose

1. Examine, analyze and report thematic characteristics of the corpus of CoI-based empirical research.

2. Provide a coded, searchable and sortable, open, online database of CoI empirical research.

CoI Citation History

**Community of Inquiry
Google Scholar Article Citation History**
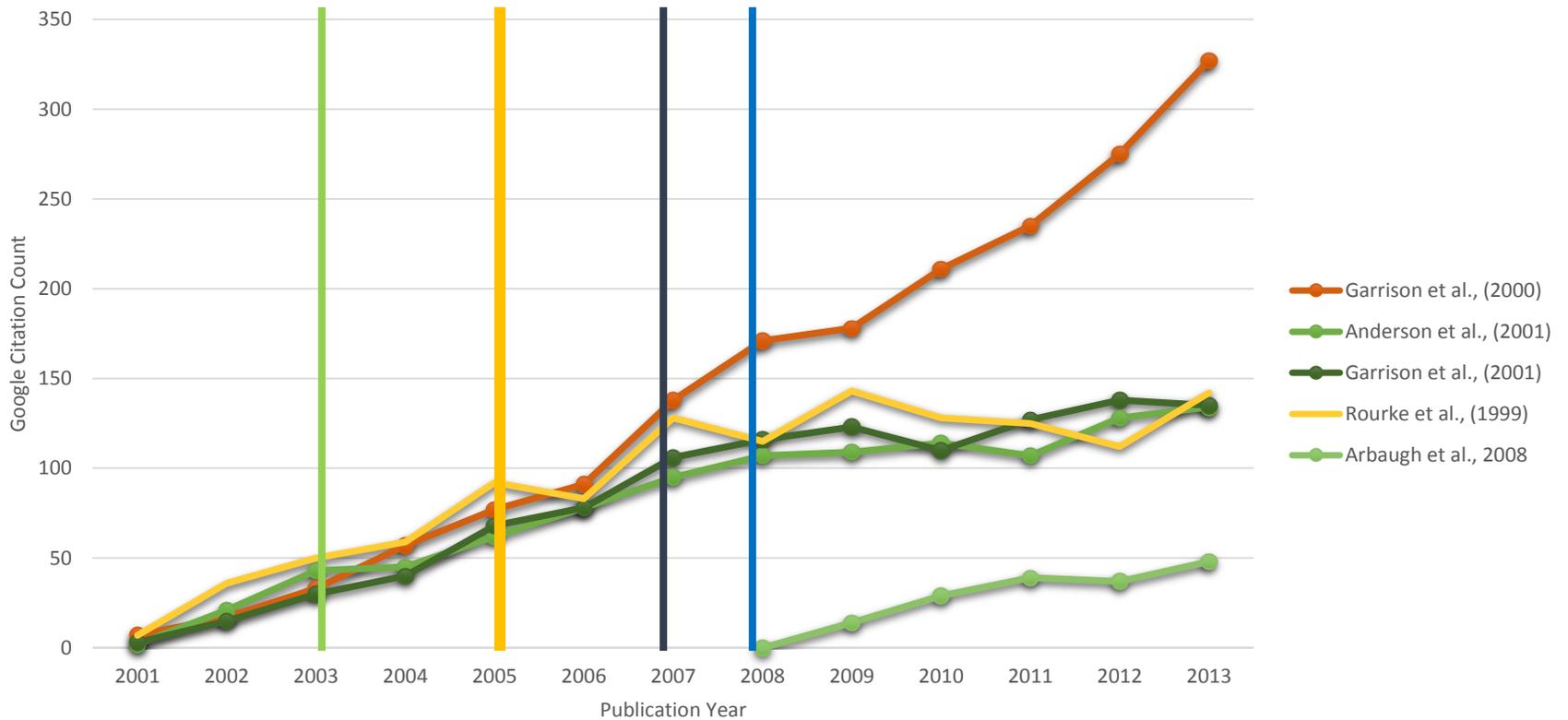
CoI Applied Meta-Analysis
Athabasca Mission Critical Project

- Purpose: To gain a better understanding of the state of empirical Community of Inquiry research

- Research Team: Madelaine Befus, MA, Dr. Martha Cleveland-Innes, Dr. D. Randy Garrison, Dr. Marguerite Koole, Dr. Norm Vaughan

- Time Frame: August 2013 to April 2014

- Data: Peer-reviewed, empirical studies citing Garrison et al. (2000) and Arbaugh et al., (2008)

- Method:
  - Google Scholar search
  - Acquisition of full-text articles
  - Compilation of study data sample characteristics
  - Applied meta-analysis of data study sample characteristics
  - Phase 2: applied meta-analysis of results and conclusions

CoI Applied Meta-Analysis
Phase 1 Procedure

Google Scholar

Initial search result of 649 items; resulting shortlist of 53 deemed too diverse for meta-analysis

Revised search parameters included:

- Garrison, Anderson and Archer (2000) citation
- Arbaugh, et al., (2008) citation
- Documented use of the CoI survey tool(Arbaugh, et al., 2008)
- Empirical, quantitative or mixed-method research
- Peer-reviewed, full-text copy available

Resulted in 147 items

Final meta-Analysis dataset included 73 articles

CoI Applied Meta-Analysis
Phase 1 Procedure Continued

Dataset items examined to identify

- Level of Evidence
- Study Focus
- CoI Element(s)
- Educational Setting
- Study Location

- Study Population
- Sample size
- Research Method
- Analysis Method

CoI Applied Meta-Analysis
Level of Evidence

		Studies	Total Participants
1	Randomized experimental trials or meta-analyses	1	43,932
2	A high-quality synthesis containing recommendations	0	
3	Comparative, multicourse case studies or large-sample quantitative or mixed studies	36	80,510
4	Small-sample, single-site quantitative or mixed studies.	36	1,693
5	Descriptive studies and/or self-report stories.	0	
6	The opinion of respected authorities or expert communities without additional data.	0	
	Total	73	126,135

CoI Applied Meta-Analysis
Analysis of Study Focus

Study Focus by Year

Legend:
- Exploring components of CoI
- Development and validation of CoI instrument
- Using CoI instrument to measure effects (context, discipline, instructional tools, course design…)
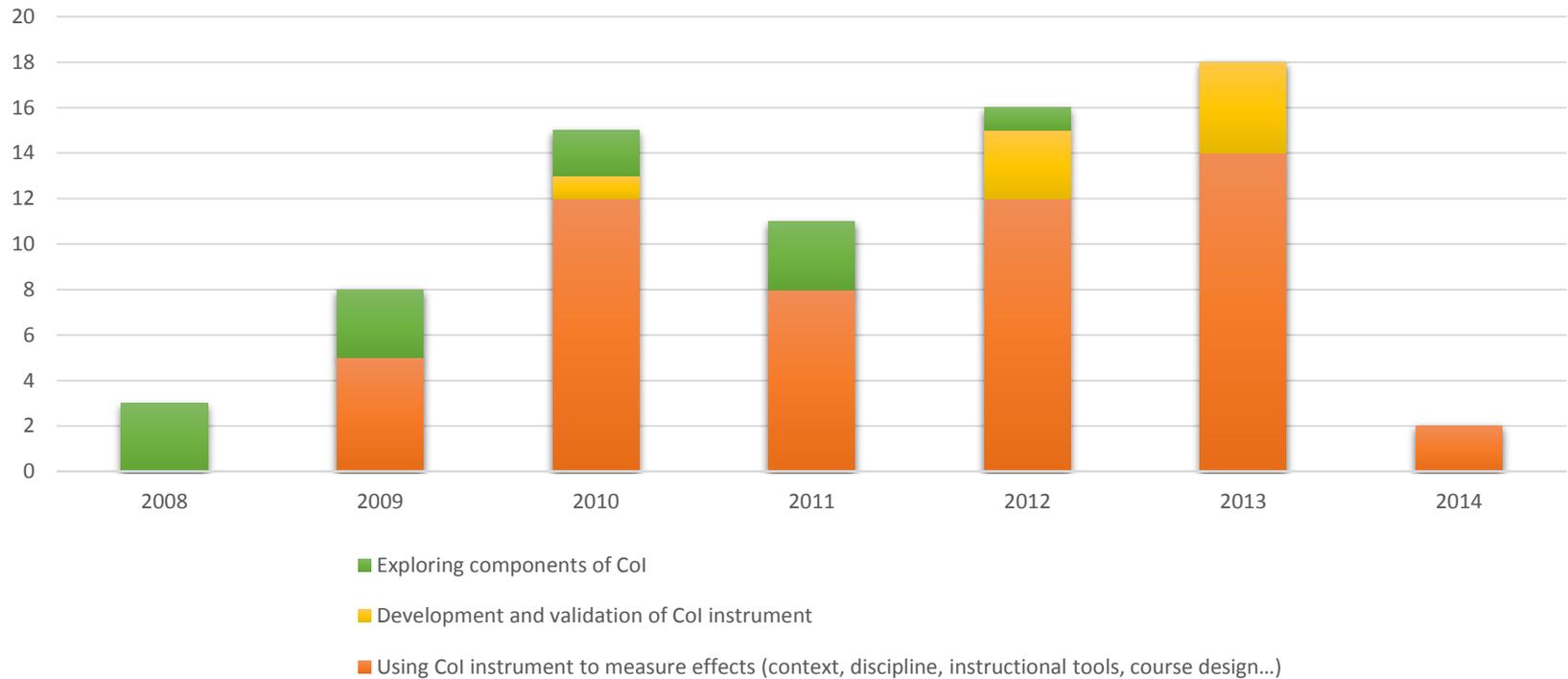
CoI Applied Meta-Analysis
Study Emphasis

Pie chart:
- Entire Framework — 88%
- Cognitive presence — 4%
- Social presence — 1%
- Teaching presence — 3%
- Teaching & Social — 1%
- Teaching & Cognitive — 3%
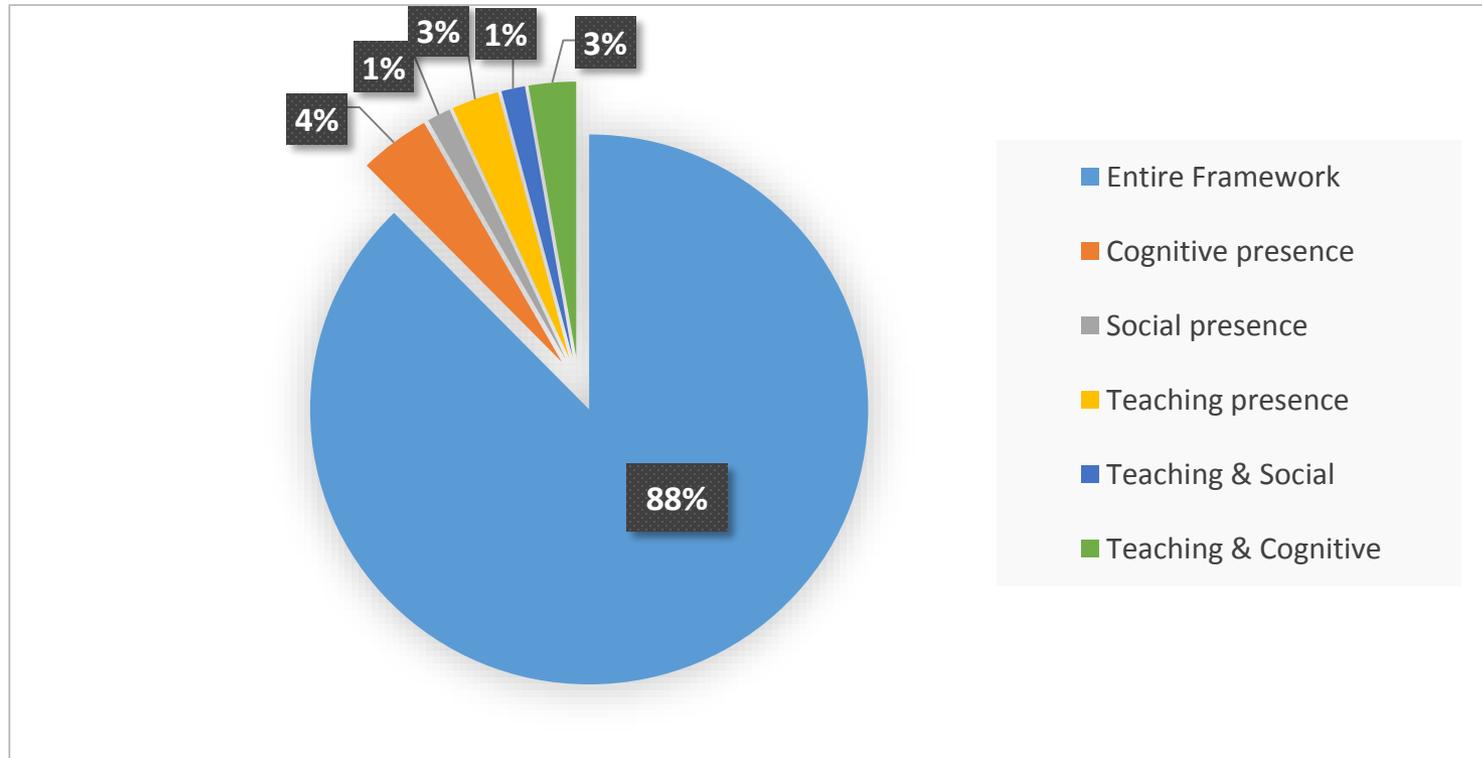
CoI Applied Meta-Analysis
Study Settings

Pie chart — Study Settings:
- Fully Online: 73%
- Blended: 12%
- Blended & F2F: 1%
- Blended & Fully Online: 10%
- Online & F2F: 3%
- Not stated: 1%
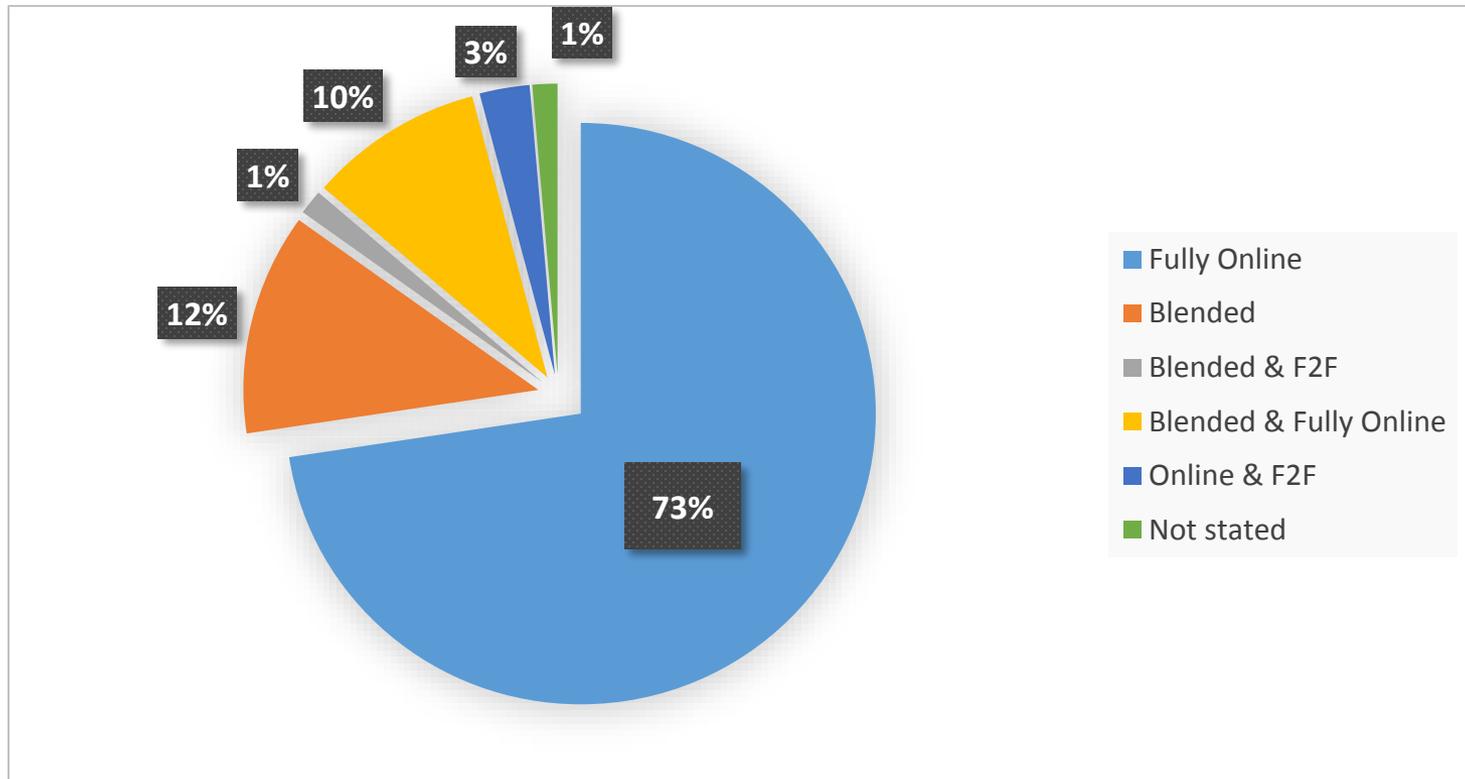
CoI Applied Meta-Analysis
Geographic Setting

Legend:
- North America
- Europe
- South Africa
- Australia
- Other
- Not stated

Values shown: 74%, 8%, 4%, 3%, 4%, 7%
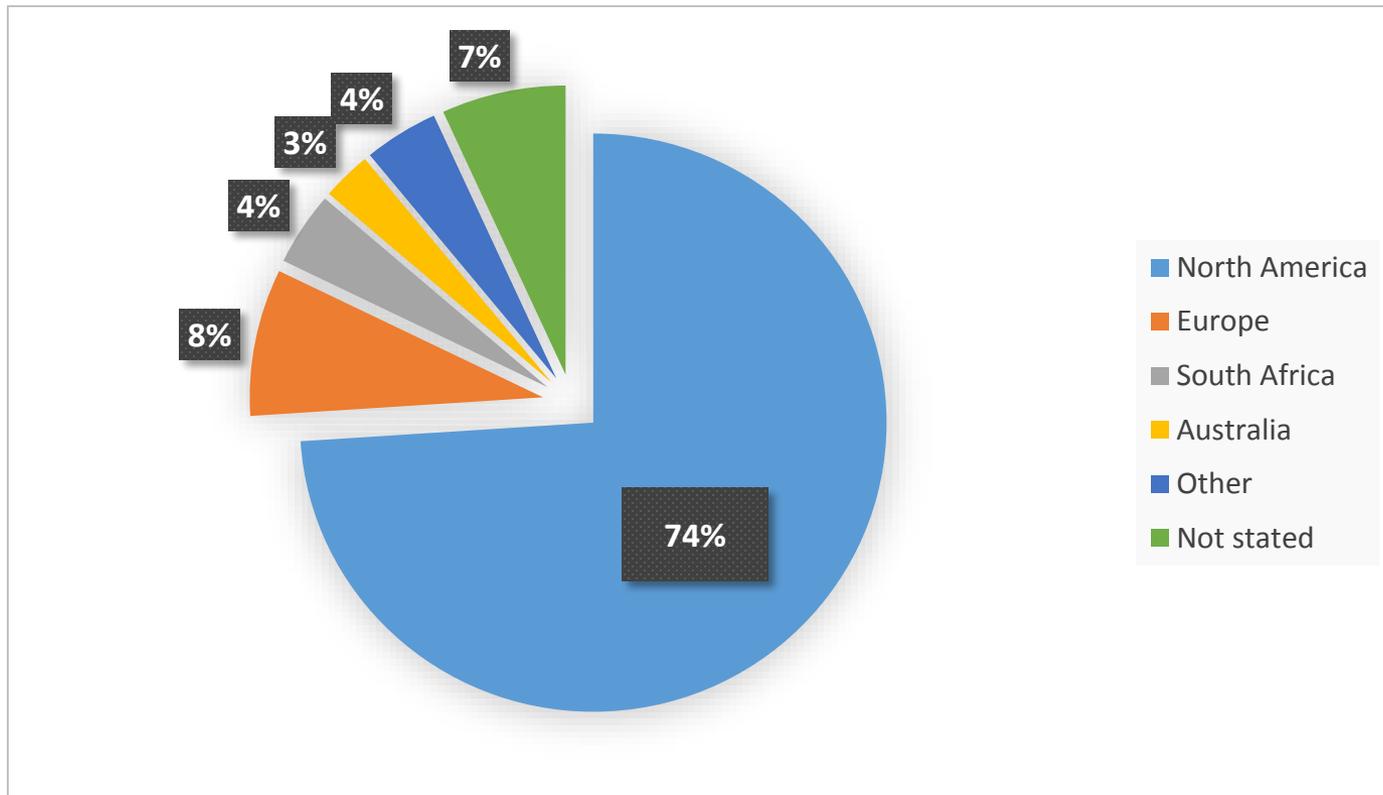
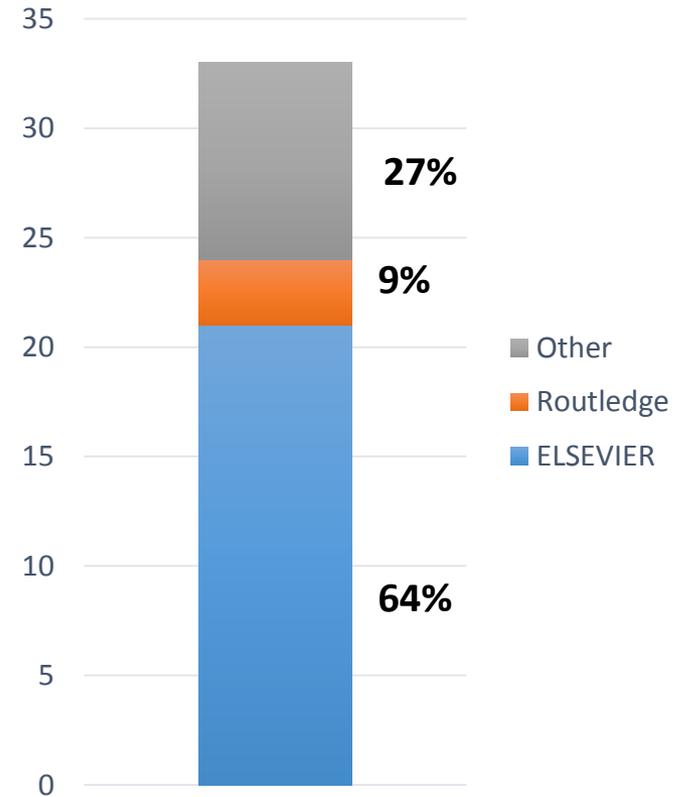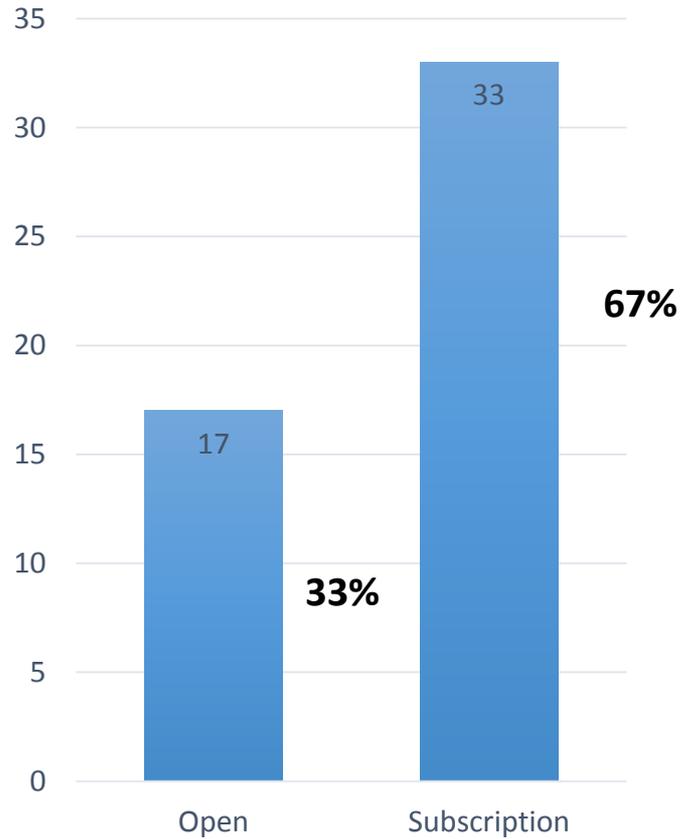# CoI Applied Meta-Analysis
Study Populations
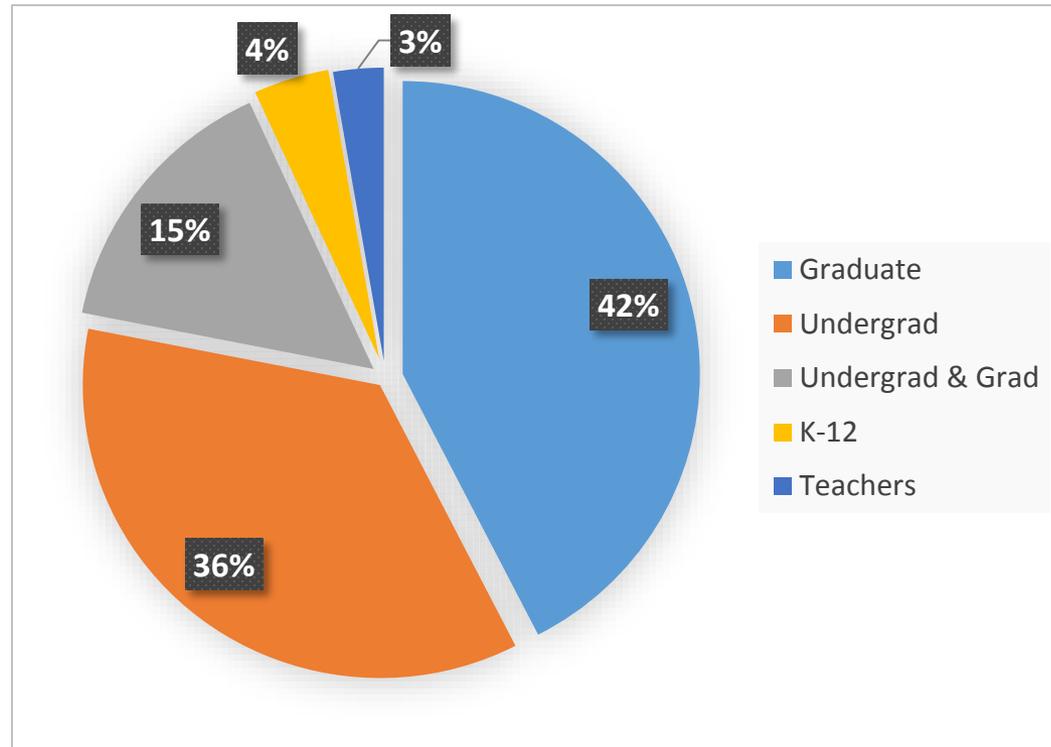
CoI Applied Meta-Analysis
Publications Statistics

CoI Applied Meta-Analysis
Summary of Preliminary Findings

Results so far reveal a preponderance of CoI empirical studies conducted in North America (74%), based on research conducted using undergraduate and graduate student participants in formal higher education online settings (96%), and a scarcity of studies involving elementary and secondary students or non-traditional educational settings (4%).

Of the 73 studies included in this applied meta-analysis, 73% were found to have used the CoI instrument to measure effects of educational interventions or change (context, discipline, instructional tools, or course design), 16% focused on studying the development or validation of the Arbaugh et al. (2008) CoI instrument, and only 11% focused on examining the CoI framework itself.

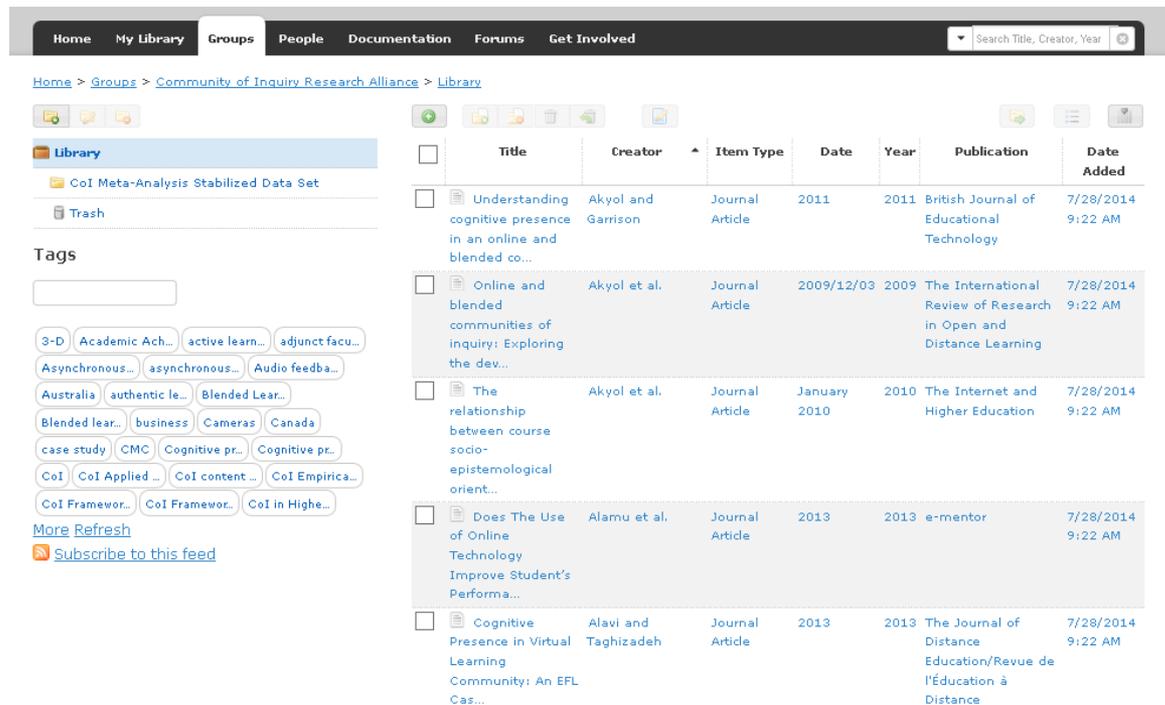# The Community of Inquiry: An Examination of the Phenomenon and Influence

M. Befus, Athabasca University, Ed.D. Program
Proposed Doctoral Research Study

- Purpose: Define and analyze comprehensive characteristics of the corpus of existing empirical CoI research in order to better understand the far-reaching phenomena of the CoI framework and its implementation in distance education.
- Researcher: Madelaine Befus, MA, Ed.D. student supported by dissertation committee: Dr. Susan Moisey, Dr. D. Randy Garrison, and Dr. Peter Arthur, UBC
- Time Frame: completion by April 2015
- Method:
  - Thematic Synthesis (Thomas & Harden, 2008)

Proposed Doctoral Research Study Outcomes

1. Published thematic synthesis of CoI-based empirical research studies from 2000-2014

2. Online, open database of CoI-based empirical research attached to the CoI website.

Community of Inquiry

Influence

Moore, M. (2013) states the CoI is one of "the four main theories that have evolved during that history" (p.1)

Halverson et al., (2013), in a thematic analysis of blended learning research published from 2000 to 2011 concludes "the community of inquiry framework seems to be one of the most utilized theories for blended learning at this time" (p. 24).

"The Community of Inquiry model is likely to continue to be popular. Although technologies, research forms and educational practices are also likely to change, questions of student social and cognitive engagement are sure to remain central" (Remesal & Friesen, 2014, p. 3).

Future Directions

- Conduct Phase 2 of Athabasca CoI Alliance applied meta-analysis

- Complete doctoral research

- Publish online database of CoI research

- Publish reviews of CoI research

- Support CoI researchers and practitioners through CoI website

Join the Conversation

Discussion Options

- Adobe Connect audio

- Adobe Connect text chat

- CoI Website Membership and Discussion Forums: https://coi.athabascau.ca/

- Email: coi@Athabascau.ca or madelaine.befus@gmail.com

- Twitter: #coimodel

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Van Schie, J. (2008). Community of Inquiry Concept Map. Retrieved from https://coi.athabascau.ca/coi-model/