

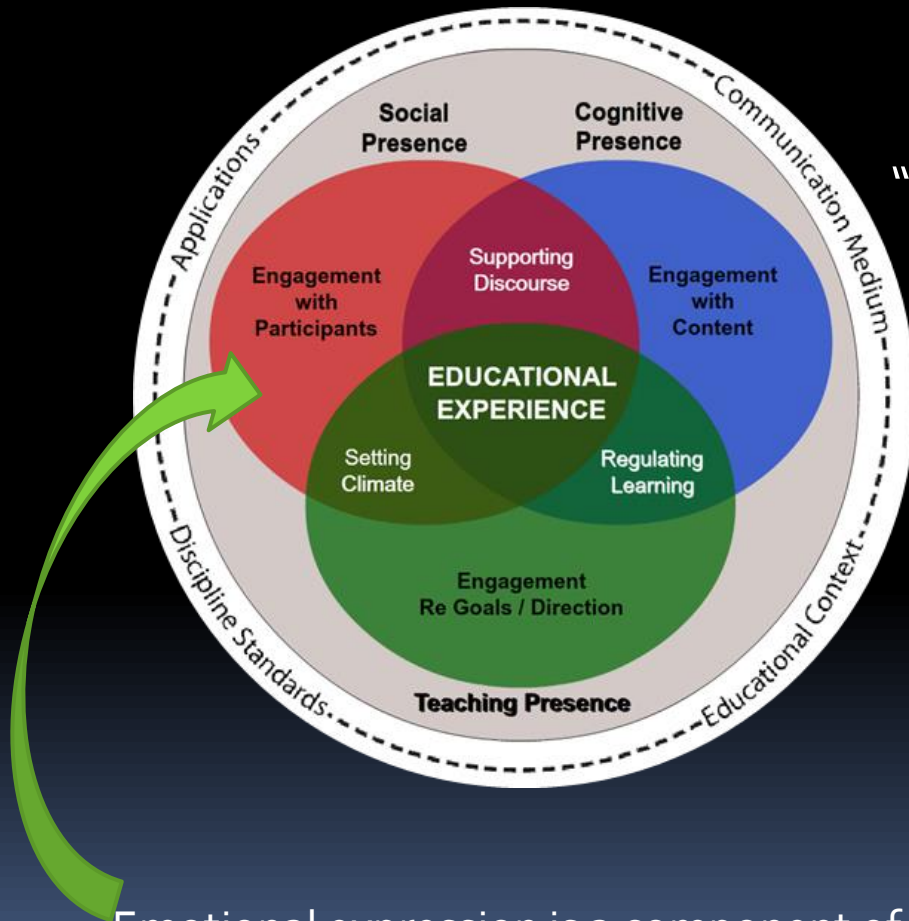
EMOTIONS & LEARNING

*NEW DIRECTIONS
IN
EDUCATION*



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Community of Inquiry



Social Presence

“the ability of participants in a community of inquiry to project themselves socially and **emotionally**, as ‘real’ people (i.e., their full personality), through the medium of communication being used”

(Garrison, Anderson & Archer, 2000, p. 94)

Emotional expression is a component of learning contained in Social Presence

Since the Col was introduced...

“In recent years, there has been a **growing interest** in the **role of emotions** in academic settings, especially in **how emotions shape student engagement and learning**”

(Linnenbrink-Garcia & Pekrun, 2011, p. 1).

Neuroscience and learning

PHYSIOLOGY

Amygdala

“Fight or flight” reactions in learning

Hippocampus

Organizing information as it's learned (short- and long-term memory)



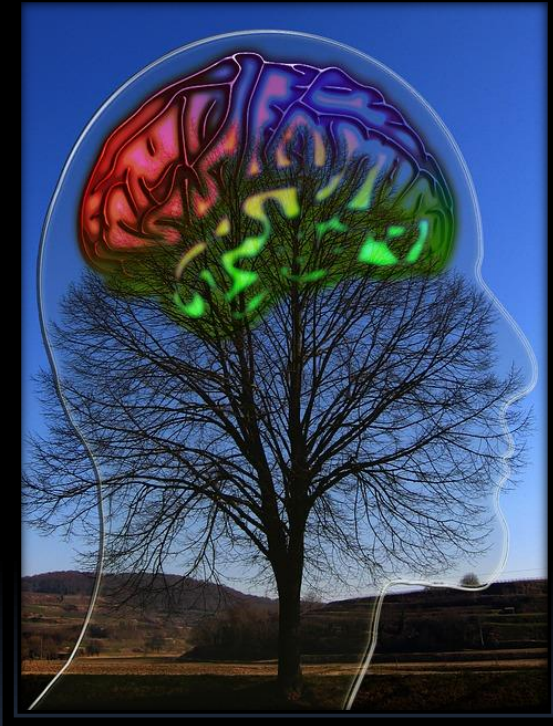
“The brain **does not separate** emotions from cognitions” (Owen-Smith, 2004, p. 11)

“Emotion and cognition, feeling and thinking, are **fundamentally interrelated**”

(Immordino-Yang, Sylvan, 2010, p. 114)

Medical science and learning

Encouraging medical students to use emotions in decision-making and not remain rational and detached.



“Emotional and cognitive systems, even if distinct, are strictly interwoven and interdependent, and these interconnections drive an active and appropriate adaptation to the environment”

(Giani, Brascio, Bruzzese, Garzillo, Vigilante, 2007, p. 332)

Cognition & Metacognition

Thinking and thinking about thinking



“pedagogies **focused** on the **cognitive** domain **without engaging the affective** may result in relatively incomplete, temporary, and unsophisticated learning”

(Chick, Karis, & Kernahan, 2009, p.4).

Academic Emotions

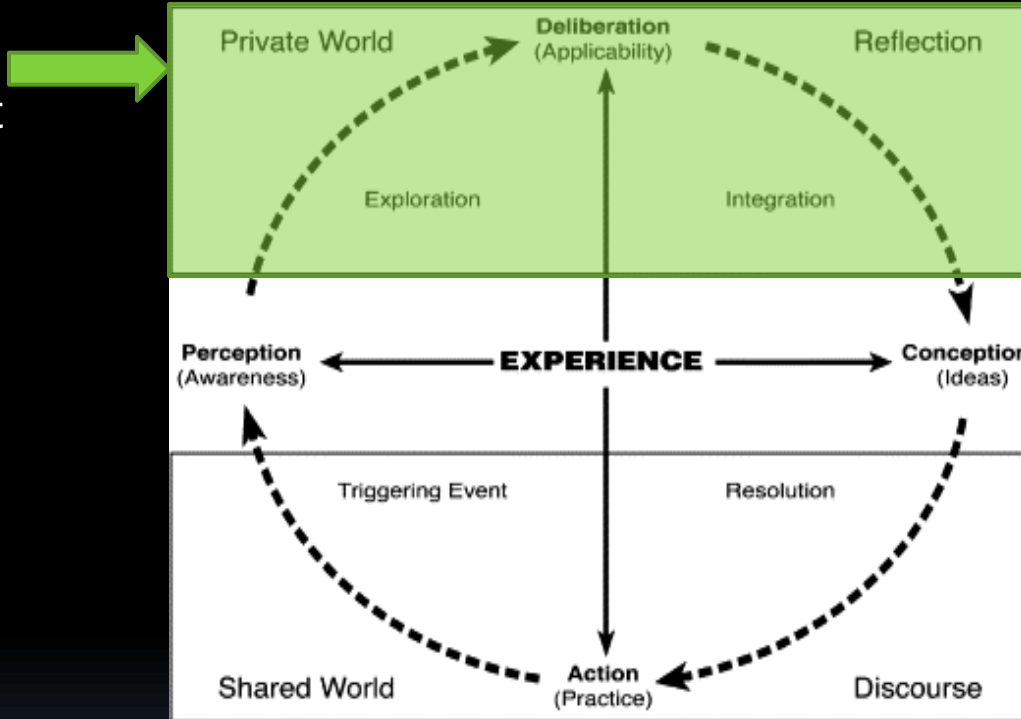
“are closely tied to students’ self-appraisals of competence and control in the academic domain, to the values and goals they attach to **learning and achievement**, and to **classroom instruction** and **social environments** affecting control, values, and goals.”

(Pekrun, Goetz, Titz & Perry, 2010, p. 103)



Col – Cognitive Presence

The private world is not devoid of emotions and their impact on reflection



Practical Inquiry Model
(Garrison & Arbaugh, 2007, p. 161)

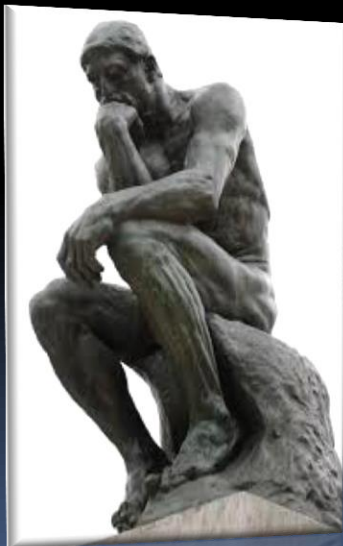
“cognitive problem solving is at the same time also emotional problem solving”

(Giani et al., 2007, p. 333).

Col – Cognitive Presence

“Clearly these more **abstract phases of knowledge** construction will *not* be most evident in **student interactive discourse** (threaded discussions) but should, instead, be **evident** in activities designed to allow for their demonstration, such as **integrative papers, projects, case studies and the like**”

(Shea , Hayes, Vickers, Gozza-Cohen, Uzuner, Mehta, Valchova, & Rangan, 2010, p. 15)



“Meaningful engagement....may mean that a student is **engaged vicariously** by following the discussion, **reflecting** on the discourse, and actively constructing meaning individually....students may be cognitively present while not interacting or **engaged overtly**”

(Garrison & Cleveland-Innes, 2005, p. 144).

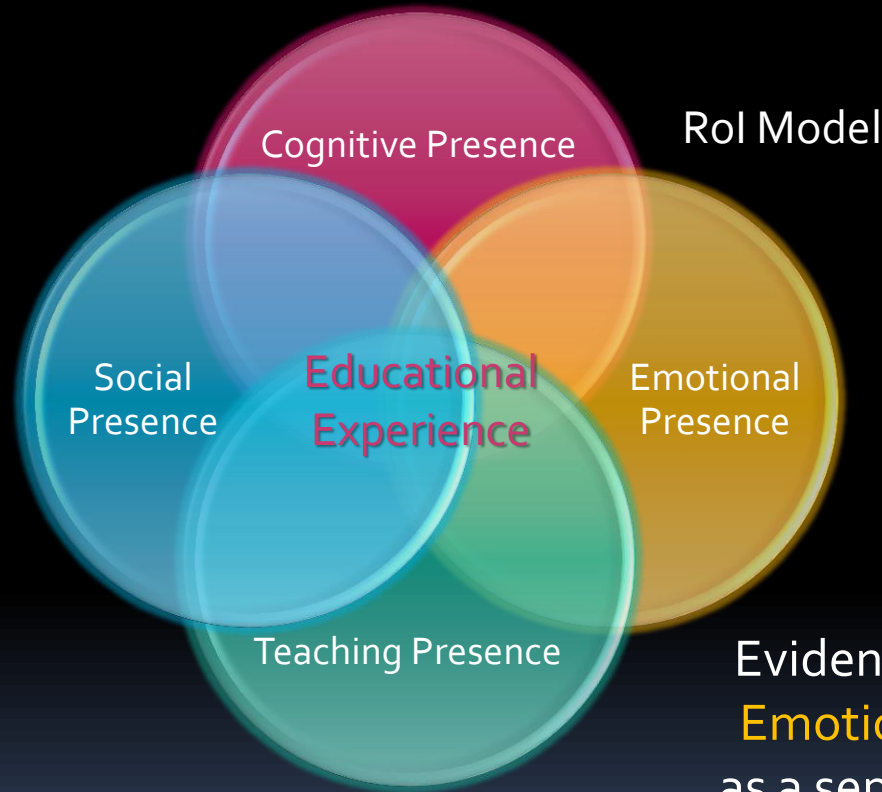
Emotional Presence: 4th Presence

Relationship of Inquiry (RoI): 1-1 interaction | Col research

Definition:

“the outward expression of emotion, affect, and feeling by individuals and among individuals in a community of inquiry, as they relate to and interact with the learning technology, course content, students, and the instructor”

(Cleveland-Innes & Campbell, 2012, p. 283)

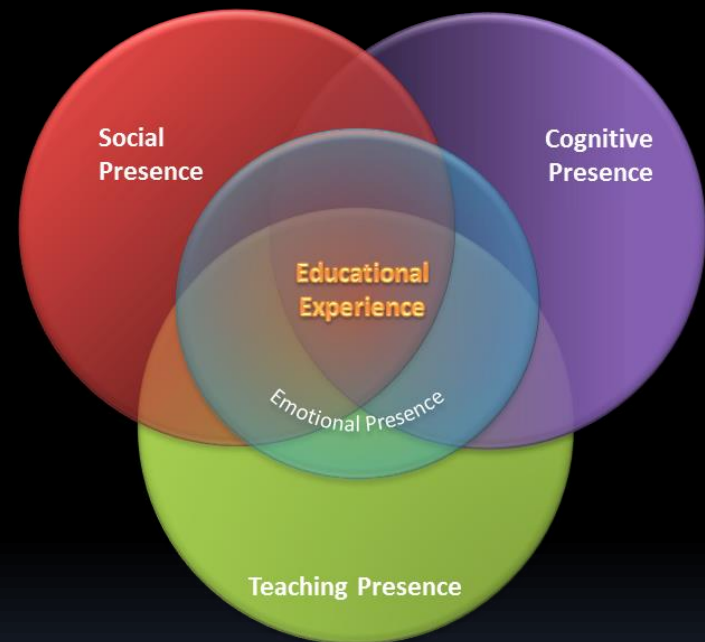
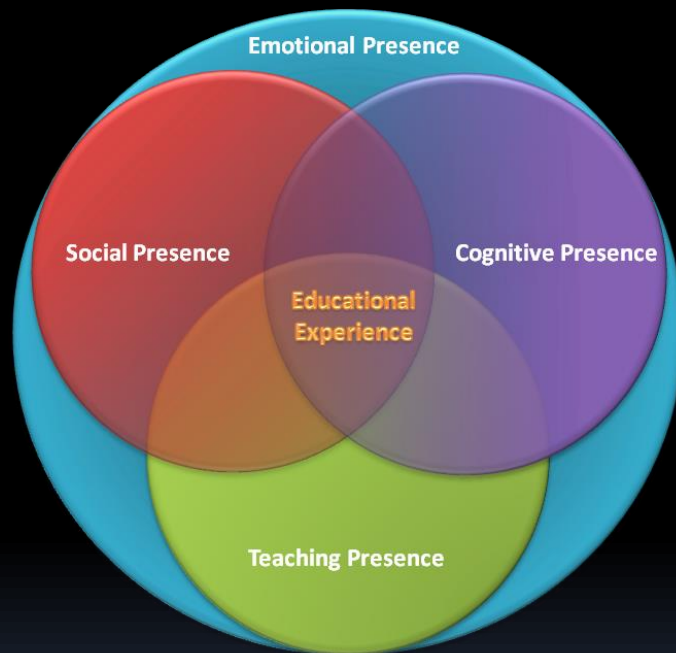


Evidence supporting
Emotional Presence
as a separate element
in the online experience

Cleveland-Innes, Ally, & Wark (2012)
Stenbom, Cleveland-Innes, & Hrastinski (2012)

4PCol Model

- Emotional Presence as Foundation?
- Emotional Presence as Complementary?



“In addition to examining relationships between and among the elements of the framework, researchers should consider studying other variables in concert with the Col elements, including the course or subject matter...and characteristics of learners and/or instructors”

Emotions | Learning | Presence | ?

- Elicited differently in online , F2F, blended environments?
- How to accurately measure when devoid of non-verbal cues online?
- Impact of voice vs. text communication (addition of para-verbal cues)?
- M-learning flexibility: effects on emotions and learning outcomes?
- Different contexts/domains = different outcomes?
- Causes for diversity in emotional response, and then in emotional presence?
- Course design with emotions accounted for via 4PCoI = deeper learning?

Cognitive and Emotional Presence Interplay:

Does Emotion have an eliciting or hindering effect on
Cognition/Cognitive Presence?



Graduate Student Panel: The Col Framework

**Cultural presence in diverse
online environments**

Viviane Vladimirschi

CIDER SESSION

December 2014

The Problem

- ✓ **Culture plays a major role in online learning** (Bates & Gpe, 1997; Morse, 2003; Hewling, 2005; Moore, 2006; Edmundson, 2007, 2009).
- ✓ **Literature is in its infancy and there are deficiencies in research-based studies especially in regards to globalization of education and cross-cultural issues** (Gunawardena, Wilson, & Nolla, 2003; Edmundson, 2007; Zawacki-Richter, Bäcker & Vogt, 2009).
- ✓ **Asynchronous text-based computer-mediated communication (CMC) learning communities have afforded a growing number of cross-cultural learners the opportunity to study in internationally renowned universities or institutions** (McIlsac, 2002).
- ✓ **Some of the factors that hinder successful online learning are: inability to understand specific cultural references, language limitations, inability to question authority (instructor or peers), differing emotional needs, time zone limitations, and technological limitations** (Zhao & McDougall, 2008; Uzner, 2009; Zhang & Kenny, 2010).



Culture and the Col Model



- ✓ **The Col model does not consider cultural issues and multicultural online engagement** (Morgan, 2011).
- ✓ The underlying assumption of this study is that, **as instructors project their personalities in the online environment via their teaching and social presence, both of which are largely rooted in their dominant culture, their values, beliefs and attitudes will significantly affect learners' social and cognitive presence.**

Culture: *“the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual”* (Matsumoto, 1996, p. 16).

“Cross-cultural” refers to interaction among individuals from different cultures (<http://tinyurl.com/44vlwv3>).

The Study

- ◆ **Purpose:** to explore how instructors of online courses accommodate and make provisions for culturally diverse learners in an online community of inquiry.
- ◆ **Theoretical frameworks used:** Col framework & MES Framework (Guyton & Wesche, 2005) → **Adapted Multicultural Efficacy Scale (AMEQ)**
- ◆ **Sample population:** 10 online instructors from two Alberta post-secondary institutions volunteered to participate in the study.
- ◆ **Methodology:** Mixed methods with more more emphasis placed on the qualitative phase than on the quantitative phase.



Data Collection

◆ Three-phase approach with intramethod mixing (Johnson & Turner, 2003).

- **Phase 1:** Collecting qualitative data using the Adapted Multicultural Efficacy Questionnaire (AMEQ).

❖ The AMEQ, Online Survey 1, was designed to assess instructors' perceived multicultural efficacy in teaching cross-cultural students online. This survey contained fifteen open-ended survey questions. The AMEQ was administered to all ten participants during the months of June and July, 2011.

- **Phase 2:** AMEQ data underwent inductive qualitative analysis.

- **Phase 3:** Administering revised Col instrument to target population.



Qualitative Data Collection

◆ Qualitative data (open-ended AMEQ survey responses):

- ✓ “grounded theory approach”
- ✓ “open coding”
- ✓ “axial coding”
- ✓ “selective coding”



Cultural Indicators and Matrix Results

Indicator abbreviation	Definition
ACC	accommodation - instructor adapts or modifies instructional material to address cross-cultural students' needs (also includes ways in which instructor adapts or modifies instructional material for cross-cultural learners)
CON	contextualization - instructor takes into account specific cultural factors when adapting curricula and activities
CSS	creation of safe spaces - instructor develops and incorporates activities designed to promote the success of cross-cultural learners
ENC	encouragement - instructor encourages cross-cultural collaborative online engagement
ANT	anticipation - instructor can anticipate online cross-cultural learner difficulties
PREV	prevention - instructor can take preventative measures to lessen or relieve learner difficulties
ADAP	adaptation - instructor can adapt to concerns and expectations of culturally diverse learners
ID	identification - instructor can identify solutions to possible online cultural clashes
KOD	knowledge of diversity - instructor can identify ways in which culturally diverse learners contribute to the online learning community and environment
SOD	supportive of diversity - instructor encourages online learners to assimilate and accept the perspective of ethnic and cultural groups different from their own

	A : SP - OC	B : SP -GC	C : SP- AE	D : TP - D	E : TP - DI	F : TP - F
1 : ACC	0	0	0	8	0	6
2 : ADAP	3	0	0	6	2	9
3 : ANT	0	0	0	0	2	4
4 : CON	1	0	0	7	3	3
5 : CSS	4	0	0	3	3	5
6 : ENC	4	0	1	0	0	7
7 : ID	4	0	0	2	1	6
8 : KOD	8	0	0	1	1	1
9 : PREV	1	0	0	3	4	6
10 : SOD	5	0	0	1	0	6
Total Frequ ency	30	0	1	31	16	53

Building onto the Col instrument

Core Codes	Cultural indicator
Teaching presence – design and organization	Q 35. The instructor allows for adjustments to the design and organization when necessary to accommodate cultural diversity.
Teaching presence – facilitation	Q 36. The instructor supports interaction among culturally diverse learners.
Social presence – open communication	Q 37. Open communication in this community allows for culturally diverse presentation.



Quantitative Data Analysis

- ◆ Quantitative data (phase 2) : collected using the revised version of the original 34-item Col survey instrument. The revised Col instrument was administered to the same sample population during the months of August and September, 2011. Nine participants ($N = 9$) from the original sample population responded to the questionnaire.

Data results for Spearman's rank correlation test

	Teaching Presence	Social Presence	Cultural Indicators
Teaching Presence	1.00	0.91	0.86
Social Presence	0.91	1.00	0.73
Cultural Indicators	0.86	0.73	1.00



Conclusion

- **Qualitative data results revealed that:**

- Instructors appear to be quite cognizant of cultural diversity and have strong multicultural efficacy in terms of their knowledge of diversity and the strategies that they use to promote learning and prevent conflict.

- In the absence of any cross-cultural design, instructors use facilitation activities that take into account cultural diversity when assigning group work that encourages learners to apply the course contents to their own personal contexts and that encourages multiple perspectives in online discussions.

- Open communication seems to be a strategy for promoting learning and preventing conflict.

- **Quantitative data results indicated that:**

- Most instructors are not only aware of the importance of design and organization in the Col context, but also willing to make necessary adjustments to accommodate culturally diverse learners.

- Supporting interaction between culturally diverse learners via facilitation is a practice adopted by most respondents.

- 56% of the respondents agreed that open communication enables learners to present themselves as culturally diverse.



A Multi-Vocal Thematic Synthesis of CoI Research

Madelaine Befus, MA, Ed.D. Student
Athabasca University

The Problem

- The volume and diversity of the body of Col-based research literature poses a daunting task for researchers and theorists seeking evidence of the veracity of the Col framework and its applications.
- A catalogued collection of Col-based research currently does not exist.

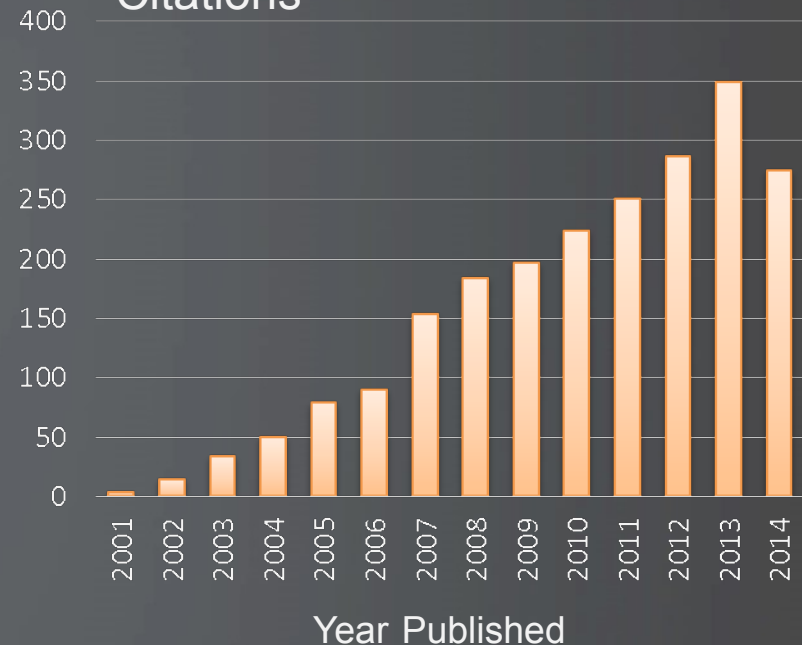
Feasibility

Digitization of academic journals and databases, in concert with the communication and dissemination affordances provided by the Internet, development of scholastic search engines such as Google Scholar, and improvements to research software programs, have increased the feasibility of locating, gathering, and analysing the documents that form the data for this research synthesis.

Scope of the Research

Empirical, peer-reviewed studies, citing the Garrison et al. (2000) keystone article, and published in English.

Garrison et al., 2000, GS Citations



Research Questions

- What is the nature, focus, and context of empirical research that has been undertaken on the Col framework since the publication of the Garrison et al. (2000) seminal paper?
- What factors have contributed to the continuing popularity of the Col framework?

Multi-Vocal Defined

Multi-vocal literature [sets] are comprised of all accessible writings on a common, often contemporary topic. The writings embody the view or voices of diverse sets of authors (academics, practitioners, journalists, policy centers, state offices of education, local school districts, independent research and development firms, and others).

(Ogawa & Malen, 1991, p. 265).

Outcomes

- A thematic synthesis of Col-based empirical research giving meaning to isolated facts, reconciling seemingly diverse results, and interpreting knowledge in such a way that it becomes pragmatic for practitioners and policy makers.
- An open, coded, searchable, and sortable, online database of Col empirical research.

Methodology

A multi-vocal, thematic synthesis research methodology incorporating an overlapping, iterative, inductive approach to data coding and analysis.

Stage

1 Literature Search and Acquisition

Step

- 1 Data location
- 2 Data acquisition

2 Artefact Appraisal

- 3 Data inclusion
- 4 Artefact assessment and quantification
- 5 Study characteristic appraisal

3 Thematic Coding and Analysis

- 6 Data export
- 7 Study characteristic analysis
- 8 Identify basic themes
- 9 Identify organizing themes
- 10 Identify global themes identification

Home > Groups > Community of Inquiry Research Alliance > Library



Library

CoI Meta-Analysis Stabilized Data Set

Trash

Tags

- 3-D
- Academic Ach...
- active learn...
- adjunct facu...
- Asynchronous...
- asynchronous...
- Audio feedba...
- Australia
- authentic le...
- Blended Lear...
- Blended lear...
- business
- Cameras
- Canada
- case study
- CMC
- Cognitive pr...
- Cognitive pr...
- CoI
- CoI Applied ...
- CoI content ...
- CoI Empirica...
- CoI Framewor...
- CoI Framewor...
- CoI in Highe...

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<input type="checkbox"/>	Online and blended communities of inquiry: Exploring the dev...	Akyol et al.	Journal Article	2009/12/03	2009	The International Review of Research in Open and Distance Learning	7/28/2014 9:22 AM
<input type="checkbox"/>	The relationship between course socio-epistemological orient...	Akyol et al.	Journal Article	January 2010	2010	The Internet and Higher Education	7/28/2014 9:22 AM
<input type="checkbox"/>	Does The Use of Online Technology Improve Student's Performa...	Alamu et al.	Journal Article	2013	2013	e-mentor	7/28/2014 9:22 AM
<input type="checkbox"/>	Cognitive Presence in Virtual Learning Community: An EFL Cas...	Alavi and Taghizadeh	Journal Article	2013	2013	The Journal of Distance Education/Revue de l'Éducation à Distance	7/28/2014 9:22 AM

Pilot

- 50-item pilot study successfully completed in order to calibrate study methodological approaches and assess feasibility of data acquisition and manipulation.
- Custom artefact retrieval, database cataloguing, and data exporting processes using Google Scholar, Zotero, text, and spreadsheet programs documented.

Time Frame

December 2014 – Proposal defended

January to March – Research conducted

April to May – Dissertation write up, online database published