CREATING A COMMUNITY OF INQUIRY IN ONLINE LIBRARY INSTRUCTION

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SOCIAL CONSTRUCTIVISM

Lev Vygotsky (1896-1934)
COMMUNITY OF INQUIRY MODEL

- Cognitive Presence
- Social Presence
- Teaching Presence
COGNITIVE PRESENCE
THE FOUR PHASES OF CRITICAL INQUIRY

• TRIGGERING EVENT
• EXPLORING
• INTEGRATION
• RESOLUTION
### Model of the Information Search Process

<table>
<thead>
<tr>
<th>Feelings (Affective)</th>
<th>Initiation</th>
<th>Selection</th>
<th>Exploration</th>
<th>Formulation</th>
<th>Collection</th>
<th>Presentation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncertainty</td>
<td>Optimism</td>
<td>Confusion</td>
<td>Clarity</td>
<td>Sense of direction / Confidence</td>
<td>Satisfaction or Disappointment</td>
<td>Sense of accomplishment</td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td></td>
<td>Frustration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frustration</td>
<td></td>
<td>Doubt</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Clarity</td>
<td></td>
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</tr>
</tbody>
</table>

**Thoughts (Cognitive)**
- vague → focused
- increased interest
- increased self-awareness

**Actions (Physical)**
- seeking relevant information
- Exploring
- seeking pertinent information
- Documenting

(Kuhlthau, 2004, p. 82)
WHAT DOES THE RESEARCH SAY ABOUT COGNITIVE PRESENCE?

• Student Interaction ≠ (necessarily) Cognitive Presence (Garrison & Cleveland-Innes, 2005)
• Most Discussion Boards are ineffective (Darabi et al., 2011)
• Difficult to reach Resolution (Darabi, Arrastia, Nelson, Cornille, & Liang, 2011; Vaughan & Garrison, 2005)
• Discussion boards may not impact cognitive or teaching presence (Cho & Tobias, 2016)
INCREASING COGNITIVE PRESENCE
Thinking about the information cycle, describe three advantages and three disadvantages of receiving news from Twitter or Facebook in a new thread. Should we rely on Twitter or Facebook as a source of information? Why or why not? You must respond before you can see other responses.

You will also be following up with a peer. Find someone who responded similarly to you. Now it’s time to debate them. So, if they (and you) said we should rely on Twitter or Facebook, describe why we shouldn’t.
INCREASING COGNITIVE PRESENCE

CO-CREATING KNOWLEDGE THROUGH COLLABORATIVE ASSIGNMENTS
INCREASING COGNITIVE PRESENCE

Created by Gerald Wildmoser from Noun Project
Marcia Rapchak

RE: Are libraries dying, or just evolving?

Excellent response, Robert (though I am biased). Libraries have, for a long time, wanted to be the place that supports democracy through education of its citizenry. While libraries can evolve, though, will people continue to be willing to have their tax dollars support them in the age of ubiquitous information?

Robert

RE: Are libraries dying, or just evolving?

Marcia,

I am sure most people most people are willing to have their tax dollars fund libraries if the funds are available. Cities and towns with financial hardships would probably see it as a way to save money. I guess it could be considered contributing to the economical-educational gap in the country. Those who can afford libraries will have them and the rest will not. I think it would be more of a financial decision vice technological.

Robert
TEACHING PRESENCE
WHAT DOES THE RESEARCH SAY ABOUT TEACHING PRESENCE?

• PERCEIVED TEACHING PRESENCE PREDICATES PERCEIVED SOCIAL AND COGNITIVE PRESENCES (SHEA & BIDJERANO, 2009)

• COLLEGE AND UNIVERSITY STUDENTS – FACILITATION OR FEEDBACK AS MOST IMPORTANT (KUPCZYNSKI, ICE, WIESENMAYER, & MCCLUSKEY, 2010)

• ANOTHER SURVEY INDICATED FACILITATION AND DIRECT INSTRUCTION MOST IMPORTANT (SHEA, LI, & PICKETT, 2006)
WHAT DOES THE RESEARCH SAY ABOUT TEACHING PRESENCE FOR MORE ADULT STUDENTS?

• Instructor’s ability to engage higher-order thinking skills (Kupczynski et al., 2010)

• In an online training program, direct instruction most important, but all aspects of teaching presence correlated with satisfaction (Miller, Hahs-Vaughn, & Zygouris-Coe, 2014)
INCREASING TEACHING PRESENCE: DIRECT INSTRUCTION
To the right of the search boxes, you see dropdown boxes that say "Select a Field." This is the default (keyword) search. You can use the dropdown to search for title, author, publication, and more.

If you scroll down, you can see ways to limit your results. We won't be using those today, but know that they are there.

Hit Next to learn about how you can use Boolean in Academic Search Elite.
EXAMPLES

Share your screen - Google Hangouts

Google Hangouts would like to share the content of your screen with talkgadget.google.com. Choose what you'd like to share.
Currency

Not just the date of publication

- currency of information provided
- currency of references used
- timeliness for the topic at hand

Ask yourself - does currency matter for my topic? Why or why not?
INCREASING TEACHING PRESENCE: FEEDBACK
TYPES OF FEEDBACK THAT INCREASE TEACHING PRESENCE

- Written Comments
- Audio
- Video
INCREASING TEACHING PRESENCE: INSTRUCTIONAL DESIGN

Image from Luigidibello from Wikimedia Commons. (CC BY 3.0)
EXAMPLES

ADDIE Model from Fav203 (CC BY-SA 3.0)

Backward Design Model from S thibeau (CC BY-SA 3.0)
INCREASING TEACHING PRESENCE: FACILITATING LEARNING

• Ask engaging / controversial questions
• Question participants ideas or ideas from the course/reading
• Highlight important / challenging points in the discussion
• Make connections between ideas / synthesize
• Offer different perspectives
• Summarize

(Garrison & Anderson, 2003)
SOCIAL PRESENCE
WHAT DOES THE RESEARCH SAY ABOUT SOCIAL PRESENCE?

• Providing introductions, engaging in collaborative projects, sharing personal experiences, having discussions as a class, and sharing resources significantly contributes to social presence (Shackelford & Maxwell, 2012)

• Social presence ≠ satisfaction (necessarily) (Joo, Lim, & Kim, 2011; Kim, Kwon, & Cho, 2011).

• Social presence has been shown to increase cognitive presence (Bernard et al., 2009; Lee, 2014)
INCREASING SOCIAL PRESENCE: COMMUNICATION
### EXAMPLE: SMALL GROUP DISCUSSION

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Message</th>
<th>Author</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/17/16</td>
<td>11:16 AM</td>
<td>Citation Style</td>
<td>Marcia Rapchak</td>
<td></td>
</tr>
<tr>
<td>1/25/16</td>
<td>10:04 AM</td>
<td>Group Member Roles</td>
<td>Marcia Rapchak</td>
<td></td>
</tr>
<tr>
<td>1/22/16</td>
<td>8:04 PM</td>
<td>research question</td>
<td>Nigel</td>
<td></td>
</tr>
</tbody>
</table>
EXAMPLE: TWITTER HASHTAGS

#DLS17
#ALAAC16
#LOEX 16
EXAMPLE: BREAKOUT ROOMS
EXAMPLE: VIDEOCONFERENCEING

By Fuelrefuel CC BY-SA 3.0
ASSESSING COI

34 ITEM SURVEY VALIDATED (ARBAUGH ET AL., 2008)

HTTPS://COI.ATHABASCAU.CA/COI-MODEL/COI-SURVEY/
ISSUES WITH THE COI MODEL

• Is social presence really necessary? (Annand, 2011)
• Learning Presence or metacognition?
• Discussion board analysis and/or self-report
  • Authentic assessment of artifacts of 5,000 students = high cognitive presence (Shea & Bidjerano, 2009)
CONCLUSION

• **ALL PRESENCES RELATED AND NECESSARY**
• **TEACHING PRESENCE ESSENTIAL THROUGHOUT**
• **PRESENTING CONTENT IS NOT ENOUGH**
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REFERENCES


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