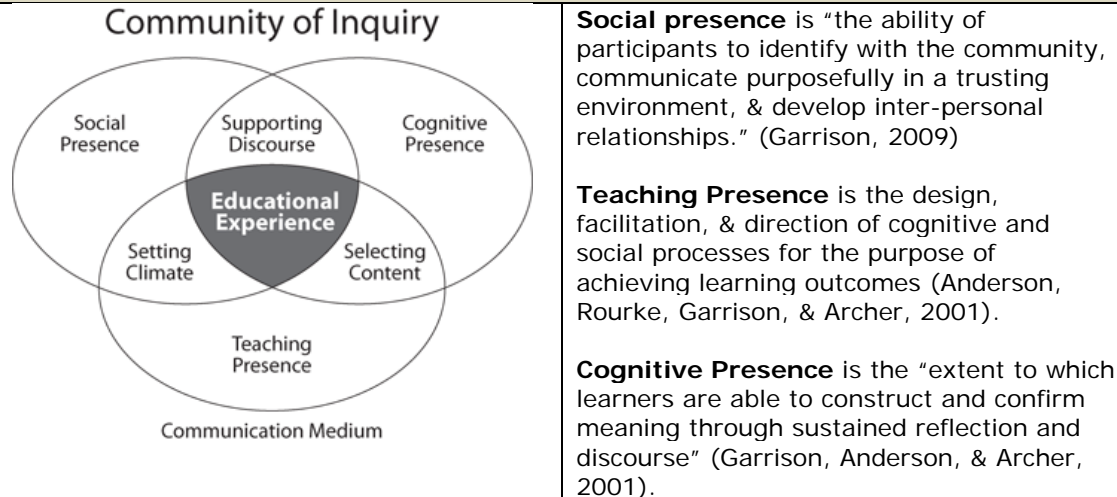


Force Field Exercise

A Demonstration by Linda Ralston

Issue: What insights regarding the **Community of Inquiry theoretical framework** might provide to stimulate thinking and foster engagement among a community of online learners?



Positive Accelerators of Success (Driving Forces)	Barriers that Inhibit Improvement (Restraining Forces)
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<p>Social presence</p> <ul style="list-style-type: none"> +communication context created through familiarity, skills, & motivation + small break-off discussion groups with a small number of participants will provide an opportunity for sustained dialogue on a single topic +cohesion and a sense of belonging is important for sharing personal meaning +positive & regular sharing through the mediated discourse +users adapt their linguistic & textual behaviors to the solicitation and sharing of socially revealing & open communication. +collaboration draws on learners to share experience for the purposes of constructing and confirming meaning 	<p>Social presence</p> <ul style="list-style-type: none"> -lack of familiarity and student motivation to network -lack of computer skills limits the use of the content management system & collaboration tools -large discussion groups producing excessive numbers of postings become a burden for students to review - a lack of group cohesion - less active participants detract from a community of leaders -communication is focused on the translation of information rather than on collaboration and fostering a community of inquiry
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<p>Teaching Presence</p> <ul style="list-style-type: none"> + continual tutor presence, characterized by short messages acknowledging a student's contribution & followed by guidance, increases student activity +tutor/teacher constructively critiques contributions is crucial to achieve higher-order learning outcomes, must include explanatory feedback +Skype and live Chats include a clear instructor presence 	<p>Teaching Presence:</p> <ul style="list-style-type: none"> - asynchronous text-based communication lacks a personal image/touch -infrequent response to mail messages and postings may be interpreted as disinterest - infrequent assessment and feedback -lack of content expertise leads to superficial discussion questions, dependence on text-heavy PPTs, & insufficient critique of student assignments. -lack of pedagogical expertise leads to dependent on PDF presentations & asynchronous discussions -lack of computer skills limits the use of technology to facilitate synchronous or
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	asynchronous collaboration
<p>Cognitive Presence</p> <ul style="list-style-type: none"> +welcomes new ideas from outside the course +links facts, ideas, & notions to the lesson +more creative thinking & increased discourse regarding a topic +tutor/teacher should provide thinking (activities) following lectures to encourage time to reflect before contributing to the discussion after students have formulated their thoughts +sharing/comparing, dissonance, negotiation, co-construction, testing, and application +a synergy between reflection & communicative action. +dynamic relationship between personal meaning and shared understanding (i.e., knowledge). 	<p>Cognitive Presence</p> <ul style="list-style-type: none"> -putting down new ideas -repeats information from the readings or lectures without inference -resistance to search for information, knowledge and alternatives; students expect information to be delivered to them by the instructor

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