

Learning Presence in the Community of Inquiry: New Evidence for an Emerging Construct

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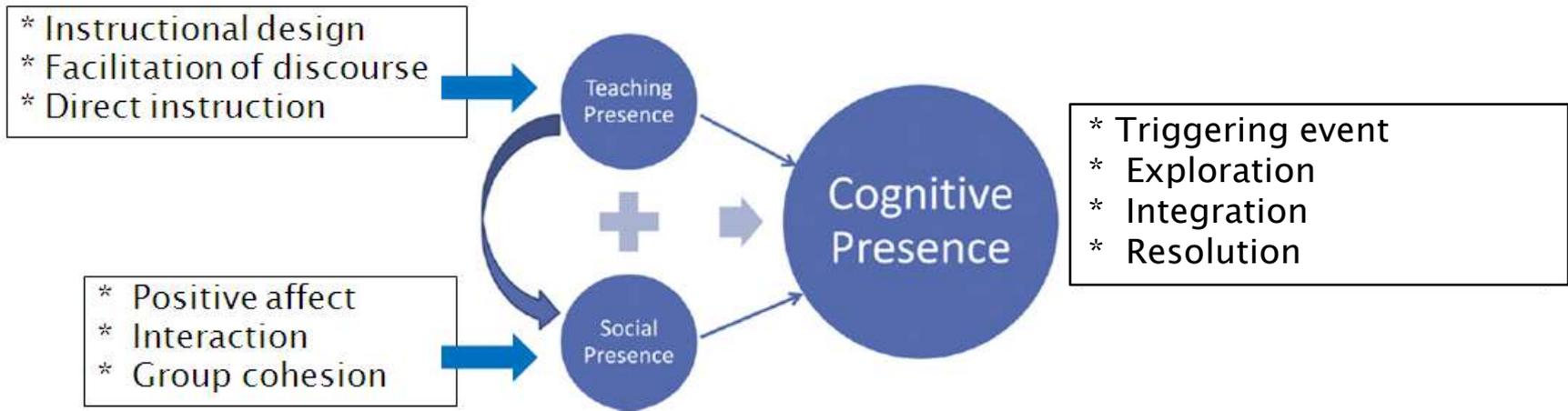
Overview

- ▶ Introduction
 - ▶ Review of CoI Model
 - ▶ Learning Presence as a new construct in Community of Inquiry model
 - ▶ Summarize study, methods and results
 - ▶ Propose tentative model
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Introduction

- ▶ Many students in online courses
 - Unprepared for student-centered learning
 - Struggle with understanding the instructor role
 - Slow to grasp concept of collaborative learning
- ▶ What separates students who are successful in adapting from those who are not?
 - Self-regulation of learning (Means, et al, 2009)

COI Model: A Theory of Online Learning



COI is the most current and widely used model that explains successful online learning. But it is not without limitations.

Problematizing the Col Model

- ▶ The model includes three elements needed to create a meaningful online learning experience

BUT

- ▶ What is underarticulated in this model are behaviors that active and engaged students bring to online learning

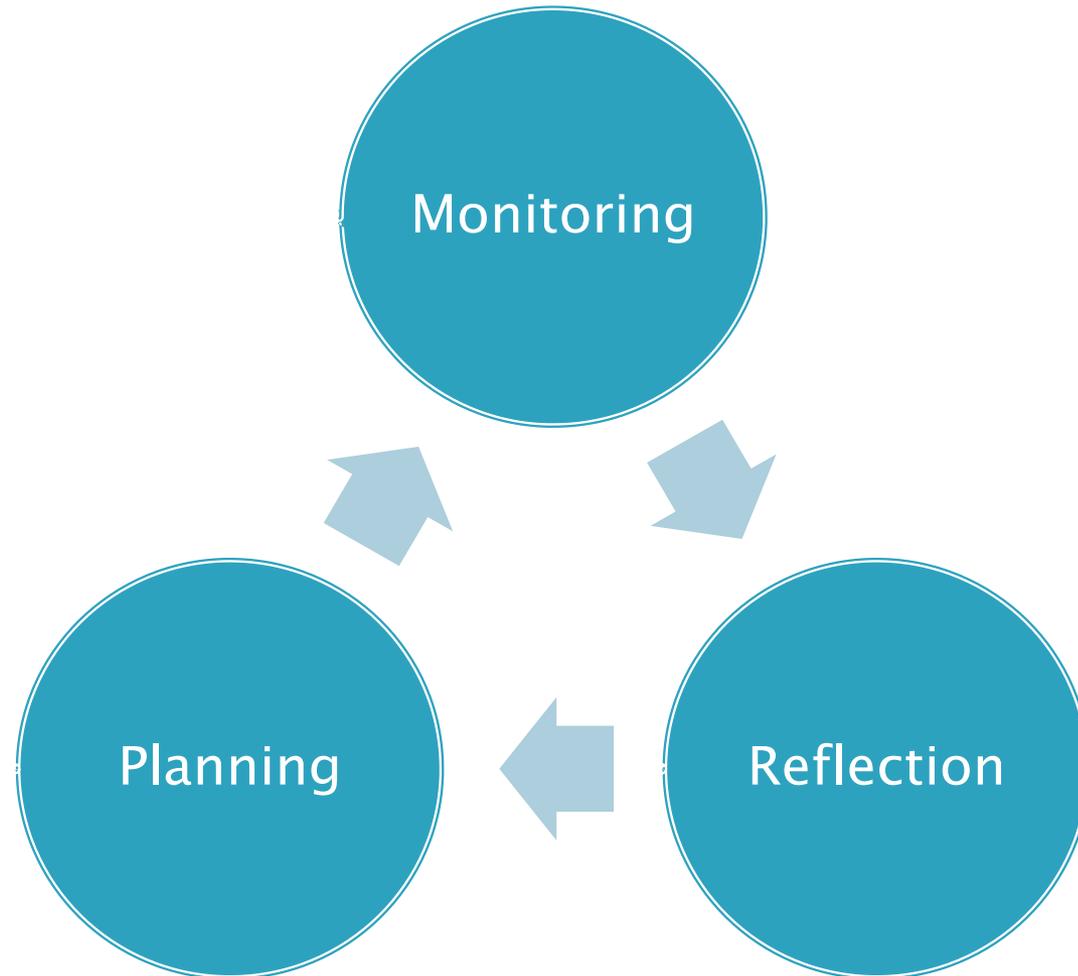
Learning Presence: A new addition to the model

- ▶ Learning Presence – a new dimension of the COI model
 - Accounts for learner agency, control, and co-regulation
 - Large scale survey research found LP to be strongly correlated with SP, TP & CP.

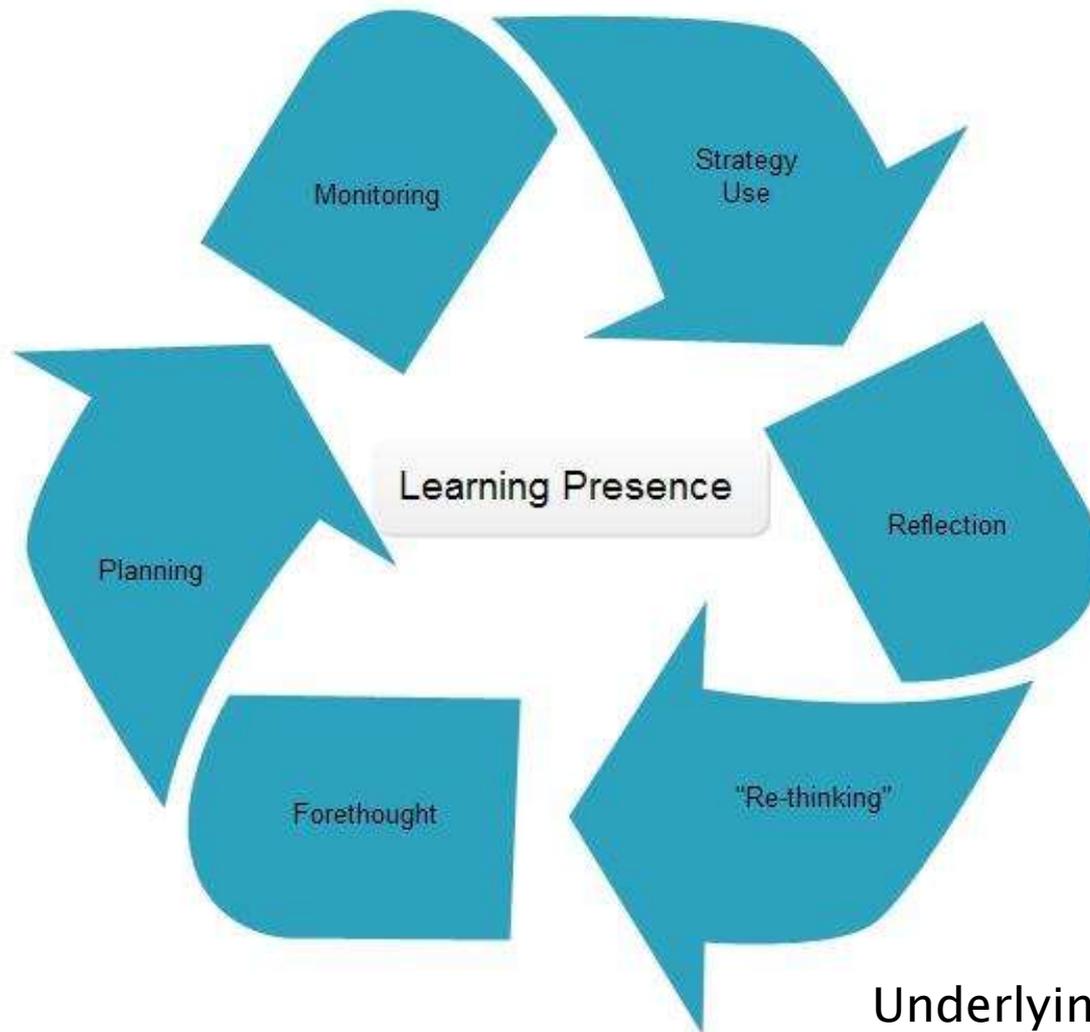
(Shea et al., 2012; Shea & Bidgerano, 2010)



Learning Presence Defined



Learning Presence Defined



Underlying framework:
Zimmerman's SRL, 2000,
2001

Current Study Context

- ▶ A graduate level research methods blended course Fall 2010 term
- ▶ 18 doctoral students divided into teams
- ▶ Teams as facilitators of discourse and instruction:
 - led small group and whole class discussions on research method of their choice
 - worked with instructor to select readings and activities

Research Question

- ▶ When part of the instructional role is shared with students is there an impact on the expression of self- and co-regulation (learning presence) as measured through quantitative content and social network analysis?
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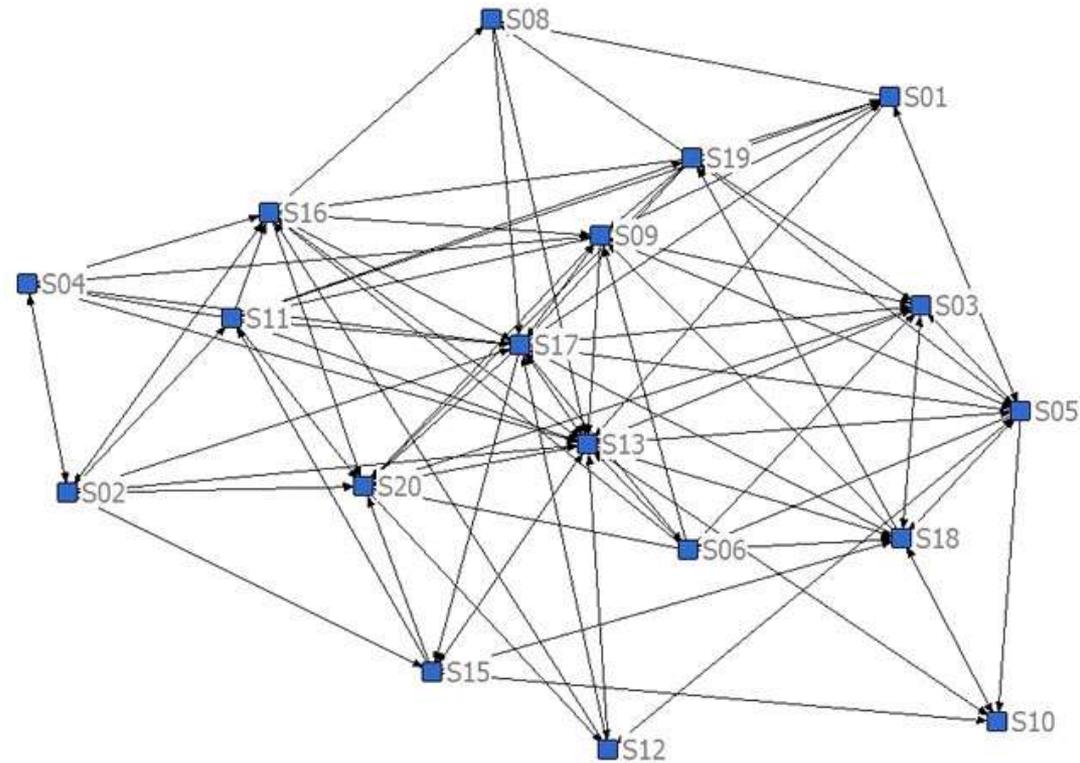
Methods: Quantitative Content and Social Network Analysis

Quantitative Content Analysis:

- ▶ Examined 5 online discussion transcripts
- ▶ Coded for SP, TP, CP and LP
 - Initial coding average IRR = .775
 - After negotiation average IRR = .991

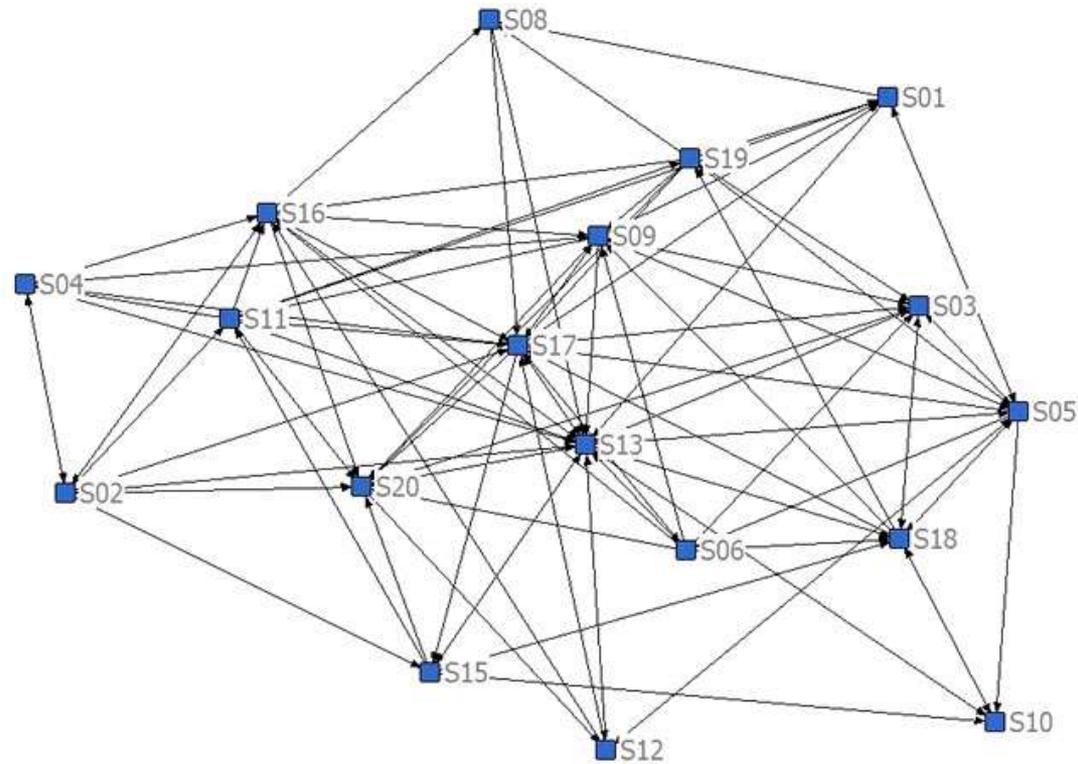
Social Network Analysis

- ▶ SNA looks at “relationships between social entities” Wasserman & Faust (1994)
- ▶ Interaction represented as a network graph
- ▶ Ties between student “nodes” based on data from 5 combined discussions



How do Col measures relate to network centrality?

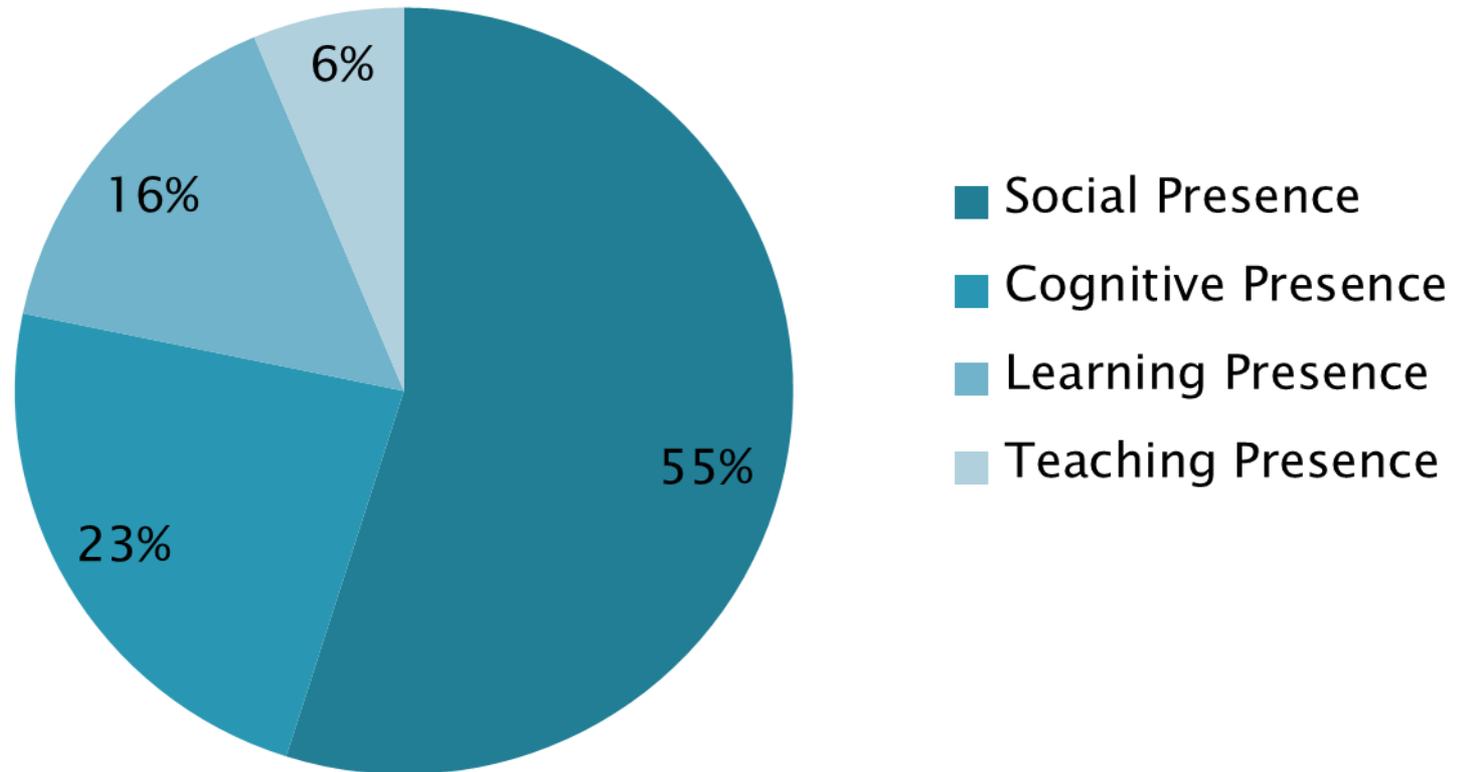
- ▶ Calculated each student's Col measures for all 5 discussions
- ▶ Students at center have higher interaction
- ▶ Students at edge are less active



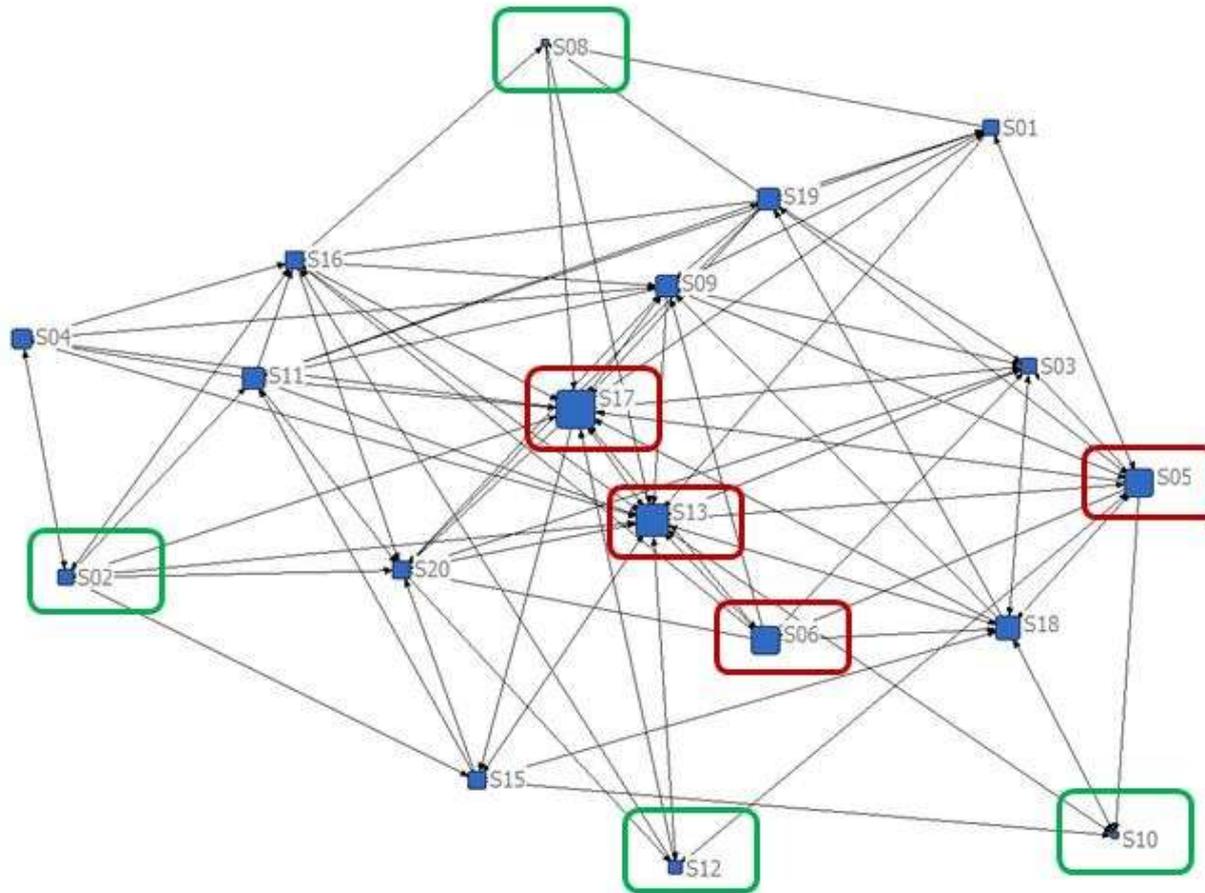
Results



Distribution of Col Measures in All Discussions



Centrality and Social Presence



Students Ranked by SP Counts	
S17	62
S13	50
S05	43
S06	41
S18	32
S09	31
S19	31
S11	29
S04	27
S15	23
S16	22
S20	21
S03	19
S01	18
S02	16
S12	15
S08	2
S10	1

Correlations

Spearman's rho Correlations: Centrality and Col Measures

	Centrality	LP s	CP	TP	SP
Centrality	--	.885***	.869***	.451^	.878***
LP		--	.753***	.483*	.794***
CP			--	.302	.952***
TP				--	.265
SP					--

Note. *p<.05, **p<.01, ***p<.001, ^p<.10

SNA results

- ▶ Students with highest rankings for SP, CP and LP occupied advantageous network positions for centrality
- ▶ Centrality important because it correlates with positive outcomes*
- ▶ Student rankings for SP, CP and LP were statistically significant using Mann–Whitney U tests
- ▶ TP not statistically significant

**Aviv, Erlich, Ravid, & Geva, 2003; deLaat, Lally, Lipponen & Simons, 2007; Heo, Lim & Kim, 2010*

Spearman's rho Correlations Among COI measures

	LP	CP	TP	SP
LP	-			
CP	.753***	-		
TP	.483*	.302	-	
SP	.794***	.952***	.265	-

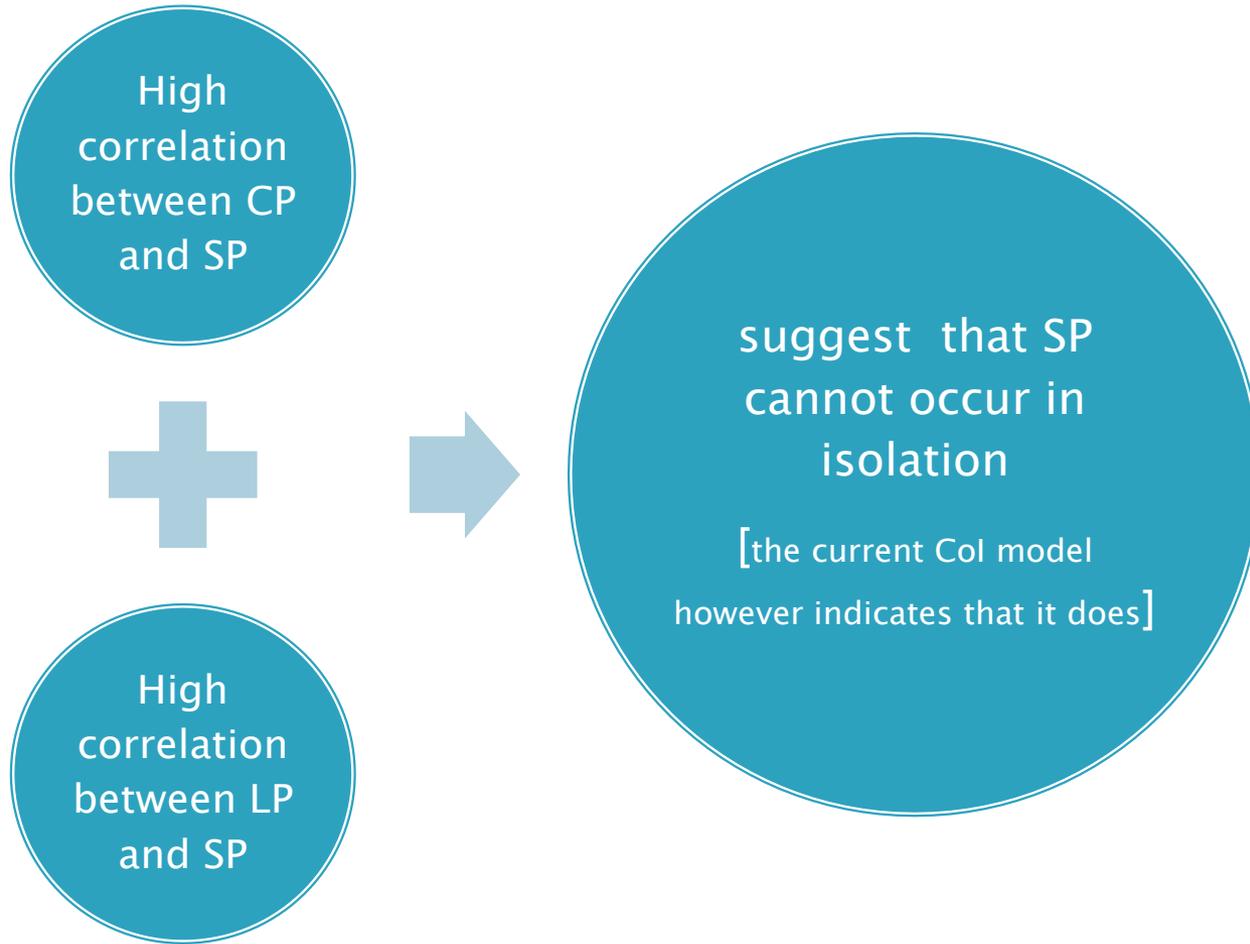
* $p < .05$, *** $p < .001$

Interpretation of findings

High correlation between CP and SP (.95) → highlights the social nature of learning

High correlation between LP and SP (.79) → suggests that a component of LP is strategic relationship management through interaction.

Key message



Interpretation of findings:

TP was not frequently displayed in the students' discourse, despite the specific assignment of TP roles to students



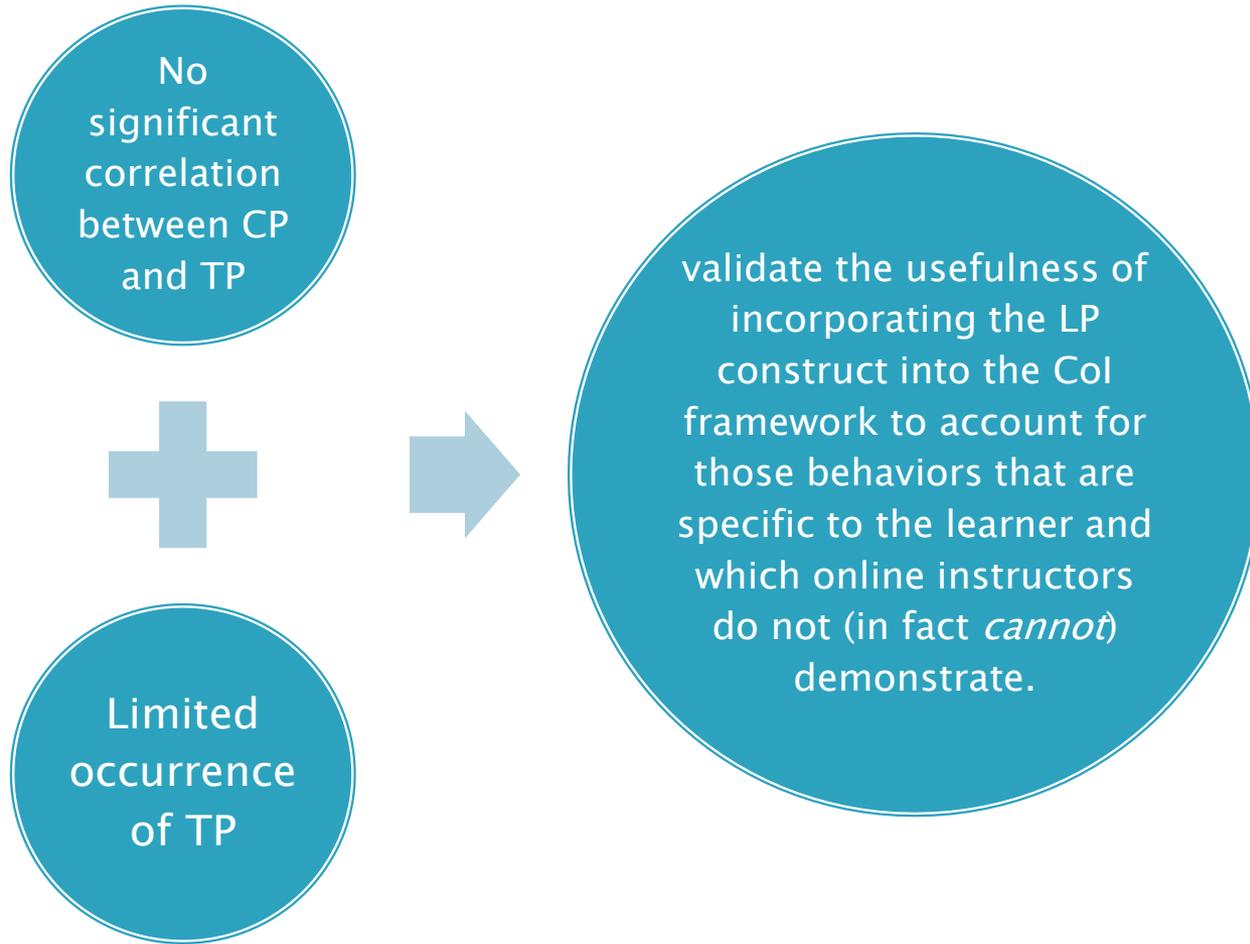
perhaps because the roles underlying TP signify 'teacherly' activities reflecting expectations of what teachers typically do, not what students do.

No significant correlation between CP and TP



calls for a reconceptualization of the TP construct within the current model

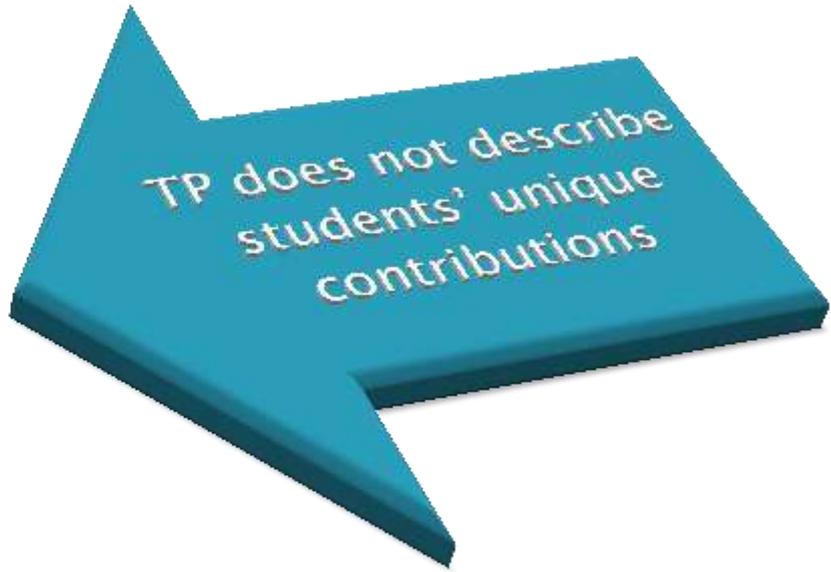
Key message



Problem



SP cannot occur in isolation



TP does not describe students' unique contributions

The current Col model needs to be reconceptualized to account for these limitations

Emerging model

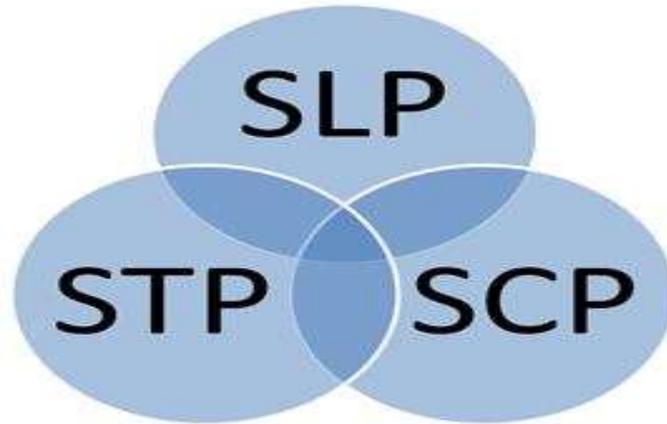
“...emerging perspectives of SRL move beyond Zimmerman’s (1989) earlier conception of social context being a component in the triadic process, and toward social being at the core of SRL.”

(Hadwin & Oshige, 2011)

“Social” is at the core of online learning...



The proposed model



Learning + Social Presence of Students (Social-Learning Presence - SLP)

Teaching + Social Presence of Instructors (Social-Teaching Presence - STP)

Socio-Cognitive Presence of Community of Inquiry (Socio-Cognitive Presence - SCP)

This tentative model retains three forms of presence, yet reflects the unique contributions of students and teachers to the model, emphasizing the socio-cognitive nature of learning.



Thank you!

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