



Evaluate Presence in Online Language Learning

One of the central components of the Community of Inquiry framework is the relationship among different types of presence in an online community – teacher presence, social presence, and cognitive presence. Learning how to create and encourage these relationships will be key activities for facilitators hoping to build community in an online space.

Building community is an important part of online learning because it helps to combat feelings of isolation that a learner can experience while learning in an online environment. The reflections listed below have been adapted from a survey posted on the [Community of Inquiry website](#) and can help your understanding of presence in online environments.

This tool will help you understand presence in online learning and support you in reflecting on your mindset for fostering community in an online space. This tool supports you in evaluating your teacher presence, social presence, and cognitive presence throughout your course or activity.

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Evaluate Presence

Review the statements in the checklist and check off the ones that were represented in your course or activity. Once you have completed the checklist, reflect on the following:

- Were there any gaps in the types of presence you planned for and expected, compared to what took place?
- Was the balance of the types of presence suitable for your context?
- What changes need to be made?

Teaching Presence

DESIGN AND ORGANIZATION

- I clearly communicated important course topics.
- I clearly communicated important course goals.
- I provided clear instructions on how to participate in course learning activities.
- I clearly communicated important due dates/time frames for learning activities.

FACILITATION

- I was helpful in identifying areas of agreement and disagreement on course topics.
- I was helpful in guiding the class towards understanding course topics in a way that helped learners clarify their thinking.
- I helped to keep course participants engaged and participating in productive dialogue.
- I helped keep the course participants on task.
- I encouraged course participants to explore new concepts in this course.

DIRECT INSTRUCTION

- I helped to focus discussion on relevant issues.
- I provided feedback that helped learners understand their strengths and weaknesses.
- I provided feedback in a timely fashion.



Social Presence

AFFECTIVE EXPRESSION

- Getting to know other course participants gave learners a sense of belonging in the course.
- Learners were able to form distinct impressions of some course participants.
- Learners had a sense that online or web-based communication is an excellent medium for social interaction.

OPEN COMMUNICATION

- Learners felt comfortable conversing through the online medium.
- Learners felt comfortable participating in the course discussions.
- Learners felt comfortable interacting with other course participants.

GROUP COHESION

- Learners felt comfortable disagreeing with other course participants while still maintaining a sense of trust.
- Learners felt that their point of view was acknowledged by other course participants.
- Online discussions helped learners to develop a sense of collaboration.

Cognitive Presence

PROMPT

- Content, discussion, and questions posed in the course increased learner interest in course issues.
- Course activities piqued learner curiosity.
- Learners felt motivated to explore content-related questions.

EXPLORATION

- Learners utilized a variety of information sources to explore problems posed in this course.
- Brainstorming and finding relevant information helped learners resolve content-related questions.
- Online discussions were valuable in helping learners appreciate different perspectives.

INTEGRATION

- Combining new information helped learners answer questions raised in course activities.
- Activities helped learners construct explanations/solutions.
- Reflection on course content and discussions helped learners understand fundamental concepts in this course.



RESOLUTION

- Learners can describe ways to test and apply the knowledge created in this course.
- Learners have developed solutions to course problems that can be applied in practice.
- Learners can apply the knowledge created in this course to their work or other non-course related activities.

Based on your reflections in this checklist, consider additional ways that you can collect feedback from future learners. The concept of presence is challenging to evaluate in an online course or activity. More feedback can be useful; however you will also need to pinpoint your feedback to avoid having too much information to sift through. Providing opportunities for feedback from learners frequently throughout a course or activity can help you watch for positive or negative indications about your own and your learners' presence. Reflect on what information is useful to listen to and observe in an online language learning setting.

Checklist based on the COI Survey - <https://coi.athabascau.ca/coi-model/coi-survey/>

