Learning in Communities of Inquiry: A Review of the Literature

Liam Rourke
Randy Garrison
University of Calgary

Overview

Learning in Communities of Inquiry (Col)

How much? A lot
What? Factual information
How? Didactic instruction, independent activities
Methodology

• Research synthesis (Ogawan & Malen)

• Databases:
  – Proquest Dissertations and Theses
  – Google Scholar
  – Col website
Did NOT Include

- non-Col
  - articles on e or b-learning outside of Col

- Learning processes
  - Content analysis of cognitive presence is not a measure of learning

Findings

Researching the Col 2000-200

- Reference Col: 252
- Study Aspects of Col: 57
Findings

Reports x APA Typ

- Empirical: 50
- Theory: 5
- Review: 2

Findings

Empirical Reports by Col Aspe

- CP: 26
- SP: 24
- TP: 23
- Learning: 5
1. Richardson & Swan (2003)

- “My level of learning that took place in this course was of the highest quality” 4.7/ 6
- Highest for individual projects and written assignments
- Lowest for class discussion and group projects


- “Overall, I learned a great deal in this course”
- Mean = ?
- $r_{\text{perceived learning, TP}} = .43 - .46$
3. Akyol & Garrison (in press)

- “I learned much in this course”
- $r_{\text{perceived learning TP}} = 0.55$
- Mean = ?


<table>
<thead>
<tr>
<th>Learned from peers</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of learning improved by online discussion</td>
<td>No</td>
</tr>
<tr>
<td>Broadened my knowledge of subject</td>
<td>Yes</td>
</tr>
<tr>
<td>Ability to integrate facts improved</td>
<td>No</td>
</tr>
<tr>
<td>Ability to develop generalizations improved</td>
<td>No</td>
</tr>
</tbody>
</table>
Synthesis of Learning in Col

<table>
<thead>
<tr>
<th>How much?</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>Low level, factual information</td>
</tr>
<tr>
<td>How?</td>
<td>Didactic instruction, independent activities</td>
</tr>
</tbody>
</table>

Problems (3)

1. Col as a research program
   - Few robust studies of learning
   - Self-report as a measure of learning
   - These self-reports as measure of learning in Col
Solutions

- Self-reports via surveys:
  - Rovai, Hobgood, Arbaugh
- SOLO taxonomy
  - Kanuka, Schrire, Meyer
- Concept-mapping
  - Hay (2007)
- Test blueprinting

Problems: CoI as Model of E-learning

<table>
<thead>
<tr>
<th>Study</th>
<th>Trig</th>
<th>Ex</th>
<th>Int</th>
<th>Res</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaughan (2005).</td>
<td>8</td>
<td>61</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Garrison (2001).</td>
<td>8</td>
<td>42</td>
<td>13</td>
<td>4</td>
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<tr>
<td>Schirire (2004).</td>
<td>14</td>
<td>41</td>
<td>33</td>
<td>9</td>
</tr>
<tr>
<td>Kanuka (2007)</td>
<td>11</td>
<td>53</td>
<td>26</td>
<td>10</td>
</tr>
<tr>
<td>McKlin (2001).</td>
<td>3</td>
<td>39</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Fahy (2002).</td>
<td>13</td>
<td>63</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Mean</td>
<td>10%</td>
<td>50%</td>
<td>21%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Problems: CoI as a means to deep and meaningful learning

<table>
<thead>
<tr>
<th>Deep Learning</th>
<th>CoI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce workload</td>
<td>Increases workload</td>
</tr>
<tr>
<td>Confront misconceptions</td>
<td>Little critical discourse</td>
</tr>
<tr>
<td>Student assessment</td>
<td>Grades for participation</td>
</tr>
</tbody>
</table>