

TCC 2015 ONLINE CONFERENCE  
HAWAII 2-0: THE FUTURE IS NOW  
March 17-19, 2015



# REGULATION OF LEARNING AS DISTRIBUTED TEACHING PRESENCE IN THE COMMUNITY OF INQUIRY FRAMEWORK

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Presentation available online at <http://www.slideshare.net/joaopaz>

# OVERVIEW

- **The Community of Inquiry framework: Social, Cognitive and Teaching Presence**
- **The Learning Presence debate**
- **Regulation of Learning as Teaching Presence**
- **Preliminary results of an empirical study**

## Learning in a virtual community

- Social Structure
- Social Learning
- Virtual Learning Environment
- Text-based asynchronous interaction



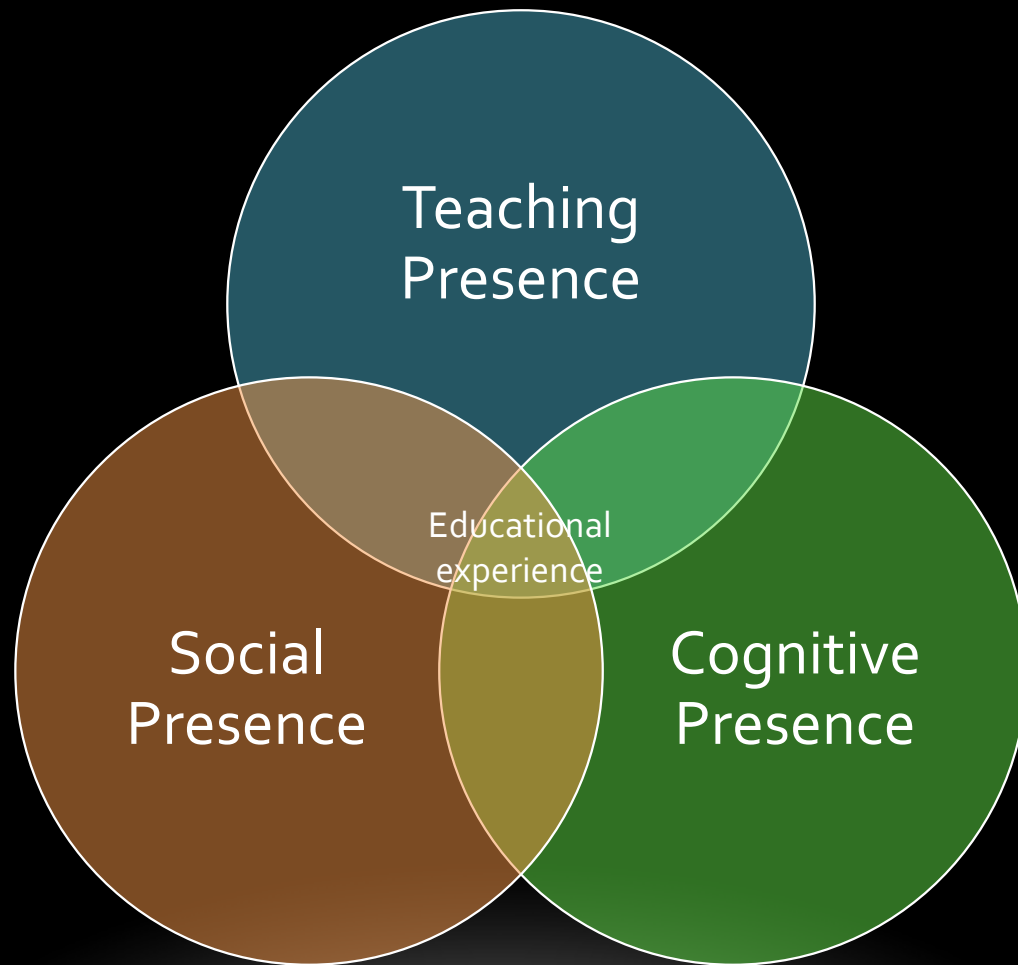
# **The Community of Inquiry framework: Social, Cognitive and Teaching Presence**

## Community of Inquiry

- Educational
- Collaborative and critical
- Higher-Order Learning Outcomes
- Social Interdependence
- Cognitive Independence

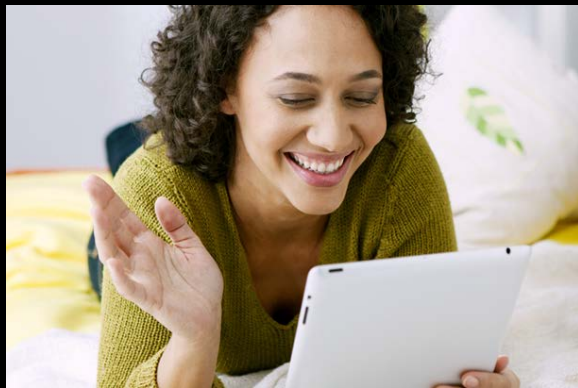


# THE COMMUNITY OF INQUIRY FRAMEWORK



# SOCIAL PRESENCE

Affective Expression



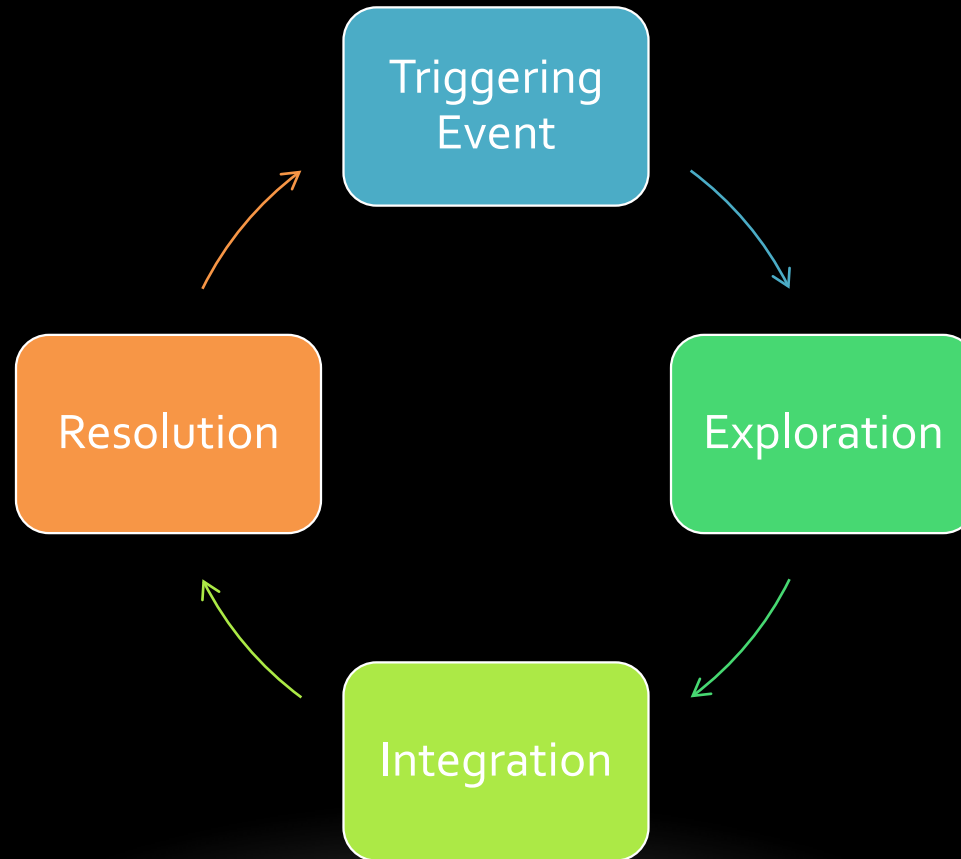
Open Communication



Group Cohesion



# COGNITIVE PRESENCE





# TEACHING PRESENCE

## Design & Organization



## Facilitating Discourse



## Direct Instruction (incl. Assessment)



# The Learning Presence Debate



## 2010-13 Shea et al

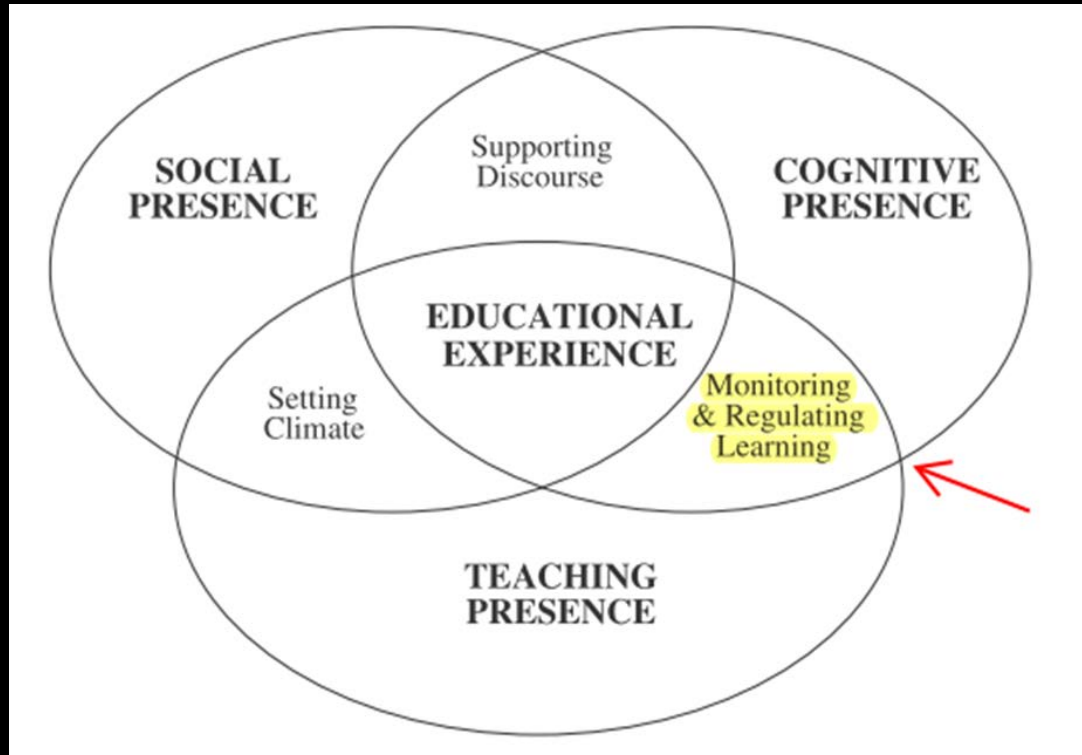
- Study interactions in whole courses
- Interactions in groupwork not codable by the Col framework
- Student ≠ Teacher role
- Extend the model : **Learning Presence**
- Coding Scheme of LP based on Zimmerman SRL phases: Forethought, Performance (Monitoring and Strategy Use) and Reflection



## 2011-13 Garrison & Akyol

- Self-Directed Learning and Metacognition already in Col (2003)
- Not only Self- but mainly Co-Regulation of Learning
- Student ↔ Teacher: all actors exert 3 presences
- Place for a Metacognition Construct but not a fourth Presence

# Regulation of Learning as Teaching Presence



Akyol, Z., & Garrison, R. (2011). Assessing metacognition in an online community of inquiry. *The Internet and Higher Education*, 14(3), 183–190. doi:10.1016/j.iheduc.2011.01.005

## Self-Regulated Learning as Teaching Presence?

- Individual Process
- Learning, not Teaching



~~Self-Regulated Learning~~  
Regulation of Learning  
as Teaching Presence

Individual → **Social**

Regulated Learning →  
**Regulation** of Learning

Co-Regulation → **Distributed**  
Teaching Presence

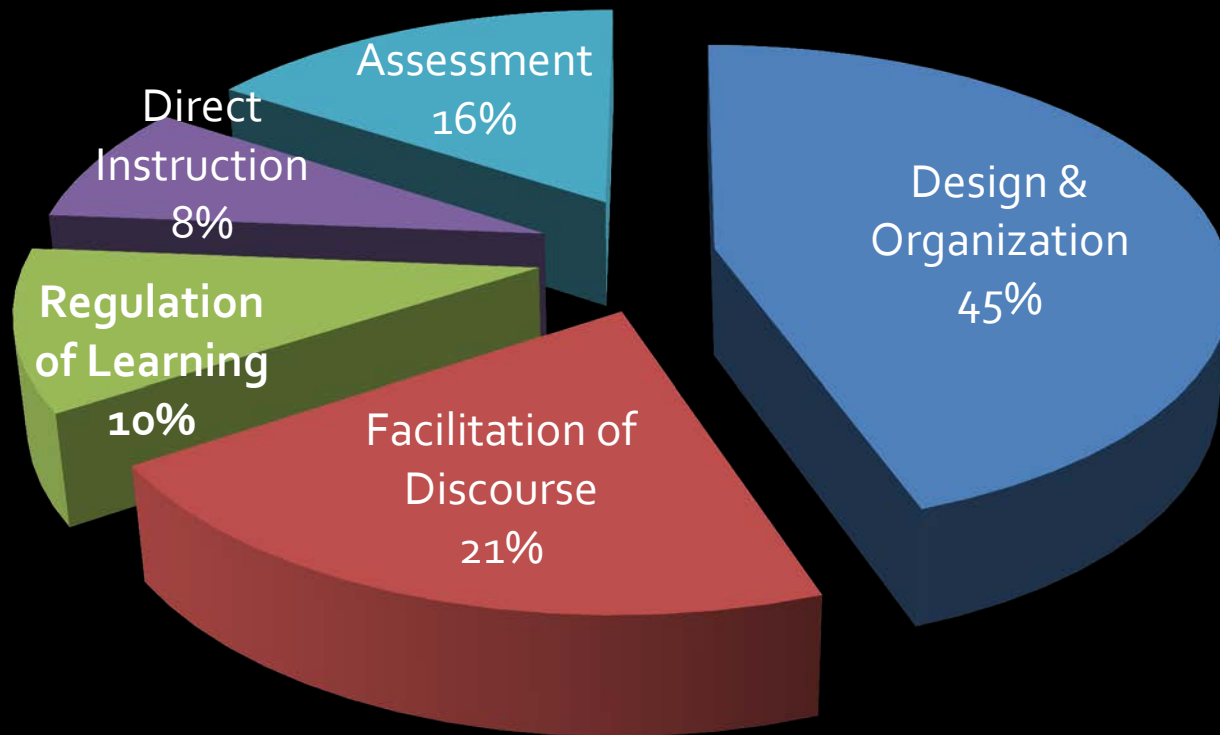
Leadership in regulating social  
learning processes



# Preliminary results of an empirical study



# TEACHING PRESENCE RESULTS



# DISTRIBUTED TEACHING PRESENCE RESULTS

Teaching Presence	Teacher (Freq.)	(%)	Stds (Freq.)	(%)
<i>Design and Organization</i>	75	48,1	81	51,9
<i>Facilitation of Discourse</i>	24	32,4	50	67,6
<i>Direct Instruction</i>	5	17,9	23	82,1
<i>Regulation of Learning</i>	2	5,4	35	94,6
<i>Assessment</i>	33	60,0	22	40,0
<b>Total</b>	139	39,7	211	60,3

# REFERENCES

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Shea, P., Hayes, S., Smith, S. U., Vickers, J., Bidjerano, T., Pickett, A., Jian, S. (2012). Learning presence: Additional research on a new conceptual element within the Community of Inquiry (CoI) framework. *The Internet and Higher Education*, 15(2), 89–95.  
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Salamat  
Спасибо  
谢谢  
Eskerrik asko  
감사합니다  
Дзякуй  
Gracias  
Asante  
Merci  
Kiitos  
Dankie  
Thank You  
obrigado  
Gracias  
ขอบคุณ  
dziękuję  
Tak  
ありがとう  
szonör

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