Social presence is the ability of learners to project their personal characteristics into the community of inquiry, thereby presenting themselves as 'real people.'

Cognitive presence is the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication.

Teaching presence is defined as the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educational worthwhile learning outcomes.

Community of Inquiry © R. Garrison T. Anderson

Focus In order to project oneself as a real person, one's focus must be directed towards topics and tasks of real personal interest.

Identity Social presence, with its focus on freedom to express one's true nature, is dependent upon the learner being able to create a sense of their personal identity.

Contributing factors: permanence, personal responsibility, control over content and writing for an infinite audience

Safety One cannot project one's 'real' self and establish social presence unless one has a feeling of safety, whereby users have reasonable expectation that their input will not be ridiculed or result in their prejudicial or unfair

Style Connected to the development of an online identity or 'real' voice is the use of a specific writing and presentation style.

Ownership of Space Social presence is also constrained by ownership of space in which triggering ideas are introduced, explored through discussion, then integrated and finally resolved through application.

Collaborative environment in which triggering ideas are introduced, explored through discussion, then integrated and finally resolved through application.

Triggering cognition general topic or area of interest but are not directed to blog on specific questions or narrow teacher-defined topics.

Exploration personal reflection as well as social exploration

Integration Once learners have had opportunity to investigate and reflect on a topic they are ready to construct meaning from new ideas in a process that continually involves focus on actual application and testing of ideas developed through discourse and on real world problems and applications.

Activities related to design and organization, facilitating discourse and direct instruction.

Direct instruction whereby the subject matter knowledge of the teacher is shared with the students.

Emotional expression Open communication Group cohesion


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