The "Community of Inquiry" model as a framework for intercultural distance education

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The project:

Use of the Community of Inquiry (CoI) model in the analysis and evaluation of courses at UNED (SPAIN)

The CoI model:

Proposed by Garrison, Anderson and Archer in 1999 has been translated and applied in different contexts and learning formats such as:
* Online education, distance learning and blended learning.
* “Conventional” courses and MOOCs.

First findings:

The aim is to set recommendations based on the analysis:
* Make improvements based on the subjects analyzed;
* Problematize the CoI model in relation to the existing international literature;
* Validate the internal consistency of the survey translated and adapted to the particular context;
* Identify future lines of work;
* And make the questionnaire available to the scientific community for its use and replication.
First findings:

GROUP COHESION
I felt that my point of view was acknowledged by other course participants. Q22
I felt that my point of view was acknowledged by other course participants. Q21
I felt comfortable disagreeing with other course participants while still maintaining a sense of trust. Q20

OPEN COMMUNICATION and COMPATIBILITY in the online medium
I felt comfortable interacting with other course participants. Q19
I felt comfortable participating in the course discussions. Q18
I felt comfortable conversing through the online medium. Q17

AFFECTIVE EXPRESSION in the online courses
Getting to know other course participants gave me a sense of belonging in the course. Q14

I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.

Discussion and more:

We have the opportunity to rethink the design and delivery of the online courses in order to create a better framework for the development of intercultural contribution to lifelong learning. Particularly, online environments.

First steps:
- Proposing new collaborative activities to promote mutual knowledge and understanding.
- Reformulate the teacher-student relationship in online communication moving towards more horizontal relationships.
- Dynamize the online platform to move from the obligation of participation in the forums to its stimulation.

References