



2018 eucen Autumn Seminar *Barcelona (ES), Thu 15 – Fri 16 November*
Embracing Cultural Diversity in University Lifelong Learning (ULLL)

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

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UNED

The project:

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

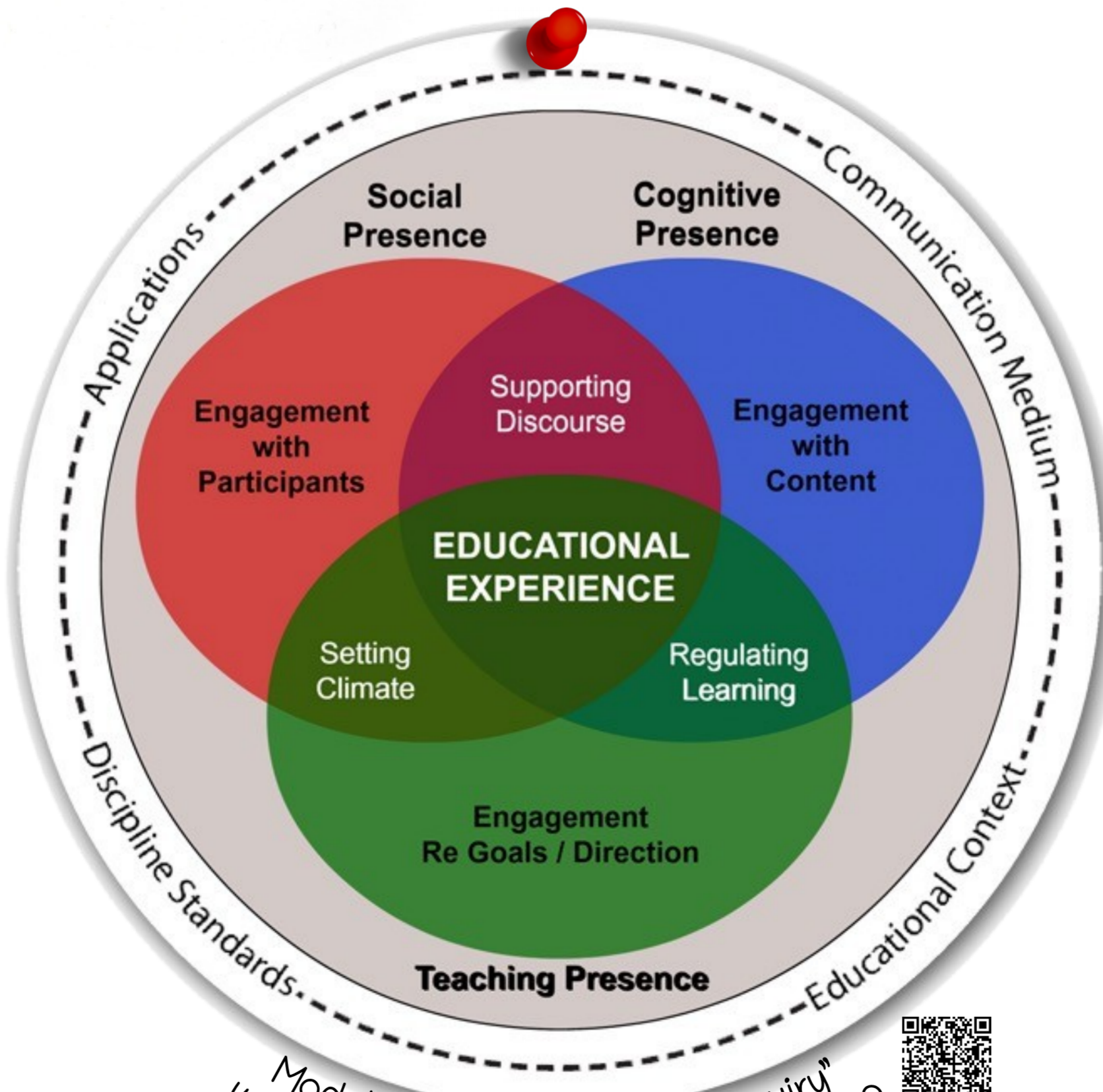
The aim is to set recommendations based on the analysis:

- 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.

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.



Model of "Community of Inquiry" www.thecommunityofinquiry.org/co



✓ 162 responses of students from 25 subjects of Degree or Master (mostly: 41% of Degree in Community Education, 29% of Degree in Pedagogy, 24% of Masters...).

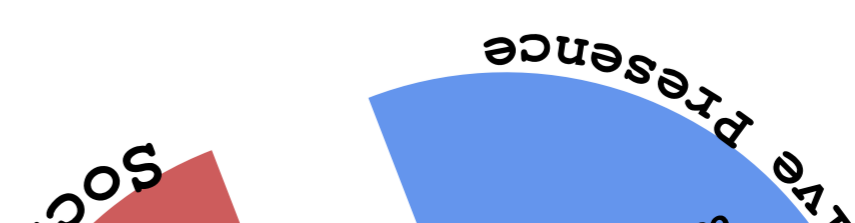
✓ Average age: 37 years.

✓ 75% self-identified as woman.

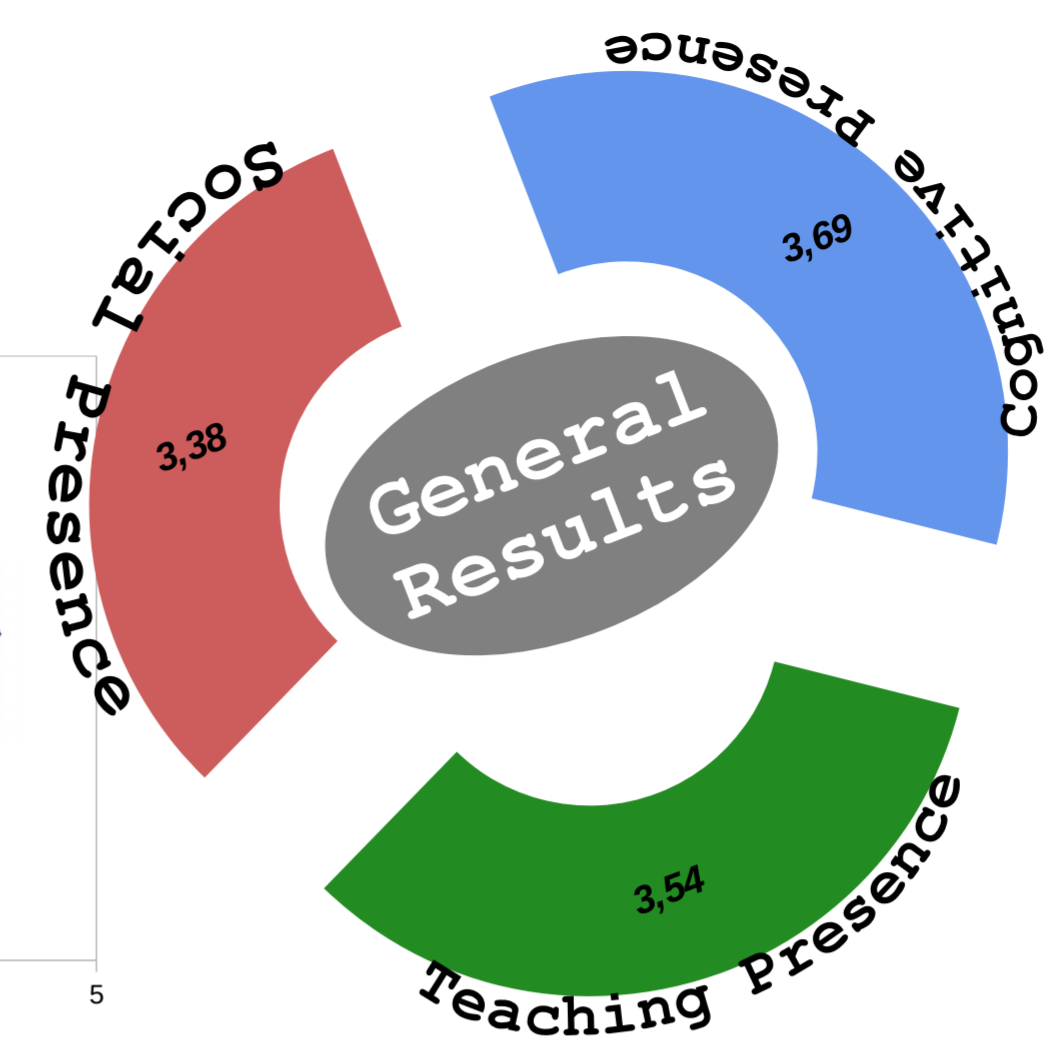
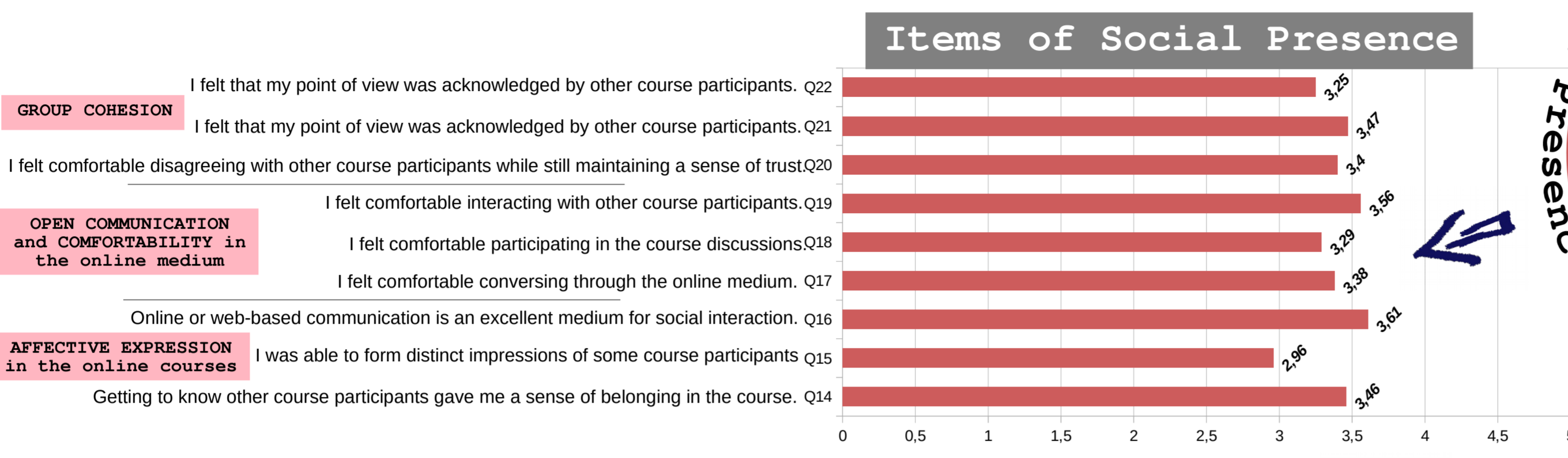
materials and methods

- ✓ Survey of 34 quesns (teaching presence: 13 / social presence: 9 / cognitive presence: 12).
- ✓ Likert rating scale (1 to 5).
- ✓ An open-ended question for each dimension or presence.
- ✓ Translation into Spanish and adaptation to the particular characteristics of the UNED.

First findings:



First findings:



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 competences in higher distance education as a contribution to lifelong learning, particularly putting into value the role of the social presence in 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.

- Some literal extracts (from open questions)
- "Participation should be more promoted through collaborative work or discussions in forums"
 - "Raising teamwork"
 - "All the discussions I have had about the content of the subject have been through whatsapp. The forum is a linear and obsolete tool that also keeps the teacher-student role hierarchized"
 - "The most positive and productive interaction has taken place outside the virtual classroom"
 - "Collaboration between colleagues is not facilitated, individual work was more pursued"
 - "The platform is not very active. It is little used and it is boring (the teachers also read it). Students use Facebook groups for the freedom that they give and because it is faster"

References

- ★ Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)
- ★ Gil-Jaurena, I. (2017). The Development of Intercultural Competences in Online Environments. In K. Cheong Li & E. Tsang (eds.). *ICOIE 2017 Proceedings: International Conference on Open and Innovative Education* (pp. 319-327). The Open University of Hong Kong.