

Community of Enquiry coding template (Anderson, Garrison, Rourke)

Elements	Categories	CatCode	Indicators	Examples
COGNITIVE PRESENCE Assign ONE CatCode within a message unit of analysis ↑ ↑ ↑ <i>code up when certain (if multiple categories code to highest)</i> ↑ ↓ <i>code down when in doubt (if not clear which phase is being reflected)</i> ↓ ↓ ↓ ↓	Resolution (committed to solution – deductive by testing validity) critically assessing the concepts and indicating a commitment to a solution and deductively testing its validity	cr	Critically assessing solutions, application of idea(s) or hypothesis (es)	vicariously testing and applying new ideas using thought experiments and consensus building
	Integration (tentative connecting) tentative conversion or connecting of relevant ideas capable of providing insight into the dilemma	ci	connecting ideas, creating solutions, gaining understanding of information and knowledge, looking for insights, integrating into coherent idea or concept.	Assessing the applicability of ideas in terms of how well they connect and describing the issue or event under consideration.
	Exploration (inquisitive and divergent) searching for ideas to help make sense of a problem or issue	ce	exchanging information, discussing ambiguities, in search of information and knowledge, seeking alternatives, search for clarification, trying to make sense of solution or problem.	A divergent phase characterized by brainstorming, questioning, and information exchange.
	Triggering event (evocative & inductive) conceptualizing a problem or issue	cte	Identifying or recognizing a problem (perhaps resulting from an experience).	Expressing a sense of puzzlement or unease. Asking questions

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<p>SOCIAL PRESENCE</p> <p>Assign a CatCode to each thematic * AND/OR discrete syntactical unit of analysis within each message</p> <p><i>No number limit on occurrences of each instance of category identified</i></p> <p><i>No hierarchy assigned to the categories</i></p>	Emotional expression (affective)	see	<p>emoticons, autobiographical narratives, expressing humour, self-disclosure, sharing of feelings, experiences, attitudes and personal interests</p> <p>expressing a willingness to maintain and prolong contact, and tacitly indicating interpersonal support, encouragement, and acceptance of the initiator.</p>	<p>Conventional expressions of emotion, or unconventional expressions of emotion, includes, repetitious punctuation, conspicuous capitalization, emoticons: “I just can’t stand it” “When ...!!!!” “ANYBODY OUT THERE!”</p> <p>Teasing, cajoling, irony, understatements, sarcasm: the banana crop in Edmonton is looking good this year :-)</p> <p>Presents details of life outside of class, or expresses vulnerability. “Where I work, this is what we do...” “...I just don’t understand this question”</p>
	Open communication (interactive)	soc	<p>risk-free expression, acknowledging others, being encouraging recognition of each other’s contribution, creating relevant and constructive comments based on prior contributions</p> <p>Referring explicitly to other’s transcript or quoting from others script.</p>	<p>Direct references to contents of others’ posts : “In your message, you talked about Moore’s distinction between”</p> <p>Students ask questions of other students or the moderator: “Anyone else had experience with WEBCT?”</p> <p>Complimenting others or contents of others’ messages: “I really like your interpretation of the reading”</p> <p>Expressing agreement with others or content of others’ messages: “I was thinking the same thing. You really hit the nail on the head.</p>
	Group cohesion (cohesive)	sgc	<p>encouraging collaboration, helping and supporting, focused collaborative communication that builds participation and empathy</p> <p>Phatics and salutations: vocatives (i.e. addressing participants by name) and addressing the group as “we”, “our” or “us”.</p>	<p>Addressing or referring to participants by name: “I think John made a good point.” “John, what do you think?”</p> <p>Addresses the group as we, us, our, group: “Our textbook refers to...”, “I think we veered off track...”</p> <p>Communication that serves a purely social function; greetings, closures: “Hi all,” “That’s it for now” “We’re having the most beautiful weather here”</p>

* a single thought unit or idea unit that conveys a single item of information extracted from a segment of content (Budd, Thorp and Donohue 1967)

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<p>TEACHING PRESENCE</p> <p>Assign a CatCode for each category within a message unit of analysis</p> <p><i>Record only one of each identifiable category per message</i></p>	<p>Instructional management (design & organisation)</p>	<p>tim</p>	<p>Macro level comments structuring content,</p> <p>defining & initiating discussion topics,</p> <p>establishing discussion groups & organisational guidelines,</p> <p>concerned with planning issues, issuing deadlines;</p> <p>advice on construction of content,</p> <p>utilising medium effectively; establishing netiquette;</p>	<p>This discussion is intended to give you a broad set of tools/skills which you will ... <i>(nb note how these macro level statements are distinct from tbu comments)</i></p> <p>This week we will be discussing ...</p> <p>I'm going to divide you into groups and you will ...</p> <p>Please post a message by Friday...</p> <p>Try to address issues that other have raised when you post.</p> <p>Keep your messages short.</p>

	<p>Building understanding (facilitating discourse - social)</p>	<p>tbu</p>	<p>identifying areas of agreement and disagreement</p> <p>seeking to reach consensus,</p> <p>encouraging, acknowledging, reinforcing learner contributions</p> <p>setting climate for learning, concerned with academic integrity of community of learners,</p> <p>drawing learners in</p> <p>efficacy of the process, moving discussion along,</p>	<p>'Joe, Mary has provided a compelling counter example to your hypothesis. Would you care to respond?'</p> <p>'I think Joe and Mary are saying essentially the same thing.'</p> <p>'Thank you for your insightful comments.'</p> <p>"Don't feel self-conscious about 'thinking out loud' on the forum. This is a place to try ideas out after all."</p> <p>'Any thoughts on this issue?' 'Anyone care to comment?'</p> <p>'I think we're getting a little off track.'</p>
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	Direct instruction	tdi	<p>Presenting content/questions focusing and pacing discussion, answering questions,</p> <p>summarizing learning outcomes or issues,</p> <p>confirming understanding through assessment and explanatory feedback</p> <p>diagnosing misconceptions,</p> <p>injecting knowledge from diverse sources (includes pointers to sources)</p> <p>responding to technical concerns</p>	<p>'Bates says... What do you think?'</p> <p>'I think that's a dead end. I'd like you to reconsider.'</p> <p>'The original question was ... Joe said ...Mary said ... we concluded that ... We still haven't addressed...'</p> <p>You're close, but you didn't account for ... this is important because ...'</p> <p>'Remember Bates is speaking from an administrative perspective, so be careful when you say ...'</p> <p>'I was at a conference with bates once, and he said ... You can find the proceedings from the conference at ...'</p> <p>'If you want to include a hyperlink in your message, you have to ...'</p>
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