Transcript – Community of Inquiry Model

[Music plays. Venn Diagram of Community of Inquiry Model appears:

The three large categories are:

* Social Presence
* Cognitive Presence
* Teaching Presence]

A circle is drawn and labeled “Social Presence.” Social Presence is students interacting with each other and their instructor. This includes trust and respect; community and purpose; and open conversation.

A circle is drawn that overlaps “Social Presence.” It is labeled “Cognitive Presence.” Cognitive Presence is students and faculty interacting with content. This includes critical thinking in content area, constructing meaning, and is based on Dewey’s Practical Inquiry Model.

A third circle is drawn that overlaps with “Social Presence” and “Cognitive Presence.” It is labeled “Teaching Presence.” This is instructor interaction with students and content. This includes course design, facilitating discourse, direct instruction, and responding to students.

A box is drawn outside the Venn diagram. Inside is written: Students can add to the teaching presence in a course through group work and student-led activities.

Inside the overlap between Social Presence and Cognitive Presence, the presenter writes “supporting discourse.”

Inside the overlap between Social Presence and Teaching Presence, the presenter writes “setting climate.”

Inside the overlap between Teaching Presence and Cognitive Presence, the presenter writes “selecting content.”

In the center where all three presences overlap, the presenter writes in all caps – LEARNING.

A box is drawn around the Venn Diagram and is labeled “Learning Environment.” [Music fades.]

**Note:** [Community of Inquiry Model](https://coi.athabascau.ca/) **itself was created by Randy Garrison, Marti Cleveland-Innes, and Norm Vaughan.**