

**A THEORETICALLY-INFORMED APPROACH TO REFLECTIVE TEACHING
PRACTICES IN AN ONLINE EAP CONTEXT: A MIXED METHODS ACTION
RESEARCH STUDY**

Kris Pierre Johnston

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Abstract

The sudden transition to online instruction during the COVID-19 pandemic presented novel challenges for English for Academic Purposes (EAP) instructors employing collaborative pedagogies to provide important scaffolding to support academic writing instruction. Using a facilitating framework, such as the Community of Inquiry (CoI) framework, a model of online learning, can assist EAP instructors in course development by supporting EAP instructors' reflective teaching practices. The CoI informs decision-making when designing collaborative writing tasks and pedagogical approaches by providing useful heuristics that measure student learning experiences. This study explores an instructor's experience in implementing a Mixed Methods Action Research approach to reflective practice using the CoI framework and survey instrument to guide course development and collaborative writing task design in a year-long online EAP course. This study aims to understand to what extent the CoI supports reflective practice and to examine pedagogical issues that emerge that inform the use of the CoI for these purposes. Findings reveal that the CoI framework effectively guides reflective teaching practices and fosters meaningful learning experiences by breaking down the three constructs into actionable items, facilitating interactivity, discussion, and collaboration, and providing scaffolding for learners. However, findings also emphasize the need to use the CoI framework with caution and to develop a deeper understanding of pedagogical theory and practice to better address challenges in collaborative writing tasks. Overall, this study contributes to a deeper understanding of effective EAP pedagogy in online settings and has the potential to inform the design and delivery of future online EAP courses using the CoI as a facilitating framework.

Dedication

This dissertation is dedicated to my beautiful and loving wife who supported my academic journey through these many years and made this achievement possible. I look forward to supporting you now on your own academic journey. I also dedicate this work to my children, one who came at the start of my journey, and the other who came at the end. Your presence taught me to appreciate and value every moment I had both with you and away from you as I endeavored to complete this monumental task. This is also dedicated to my parents whose encouragement and understanding helped me along the way, helping me maintain clarity of purpose and resolve, especially my mom who started me on this path in the first place. Thank you all.

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Chapter One: Introduction

Introduction

This study took place during the mass transition to online instruction during the COVID-19 pandemic and explores my experience as an instructor grappling with the planning and implementation of a year-long English for Academic Purposes (EAP), a full credit course that ran from the Fall Term in 2020 until Winter Term 2021. This unprecedented global emergency provided a unique opportunity to study the shift to online instruction in the context of EAP from an instructor's point of view.

By the Summer 2020 term, most higher education courses were already conducted fully online and by Fall 2020, with the impending likelihood of this extending into the Winter 2021 term. EAP instruction, challenging in itself, was exacerbated by the COVID-19 pandemic. Travel restrictions meant international students who left had to remain in their countries of origin, and those who stayed, faced social distancing measures and classroom closures ordered by the federal and provincial governments.

Although early reports indicated significant disruptions to learning across a variety of fields of study (Doreleyers & Knighton, 2020), the proportion of international students rose despite the pandemic. However, it was pointed out early on that this demand for Canadian education was contingent on whether universities and colleges could deliver an effective long term approach to online or blended learning placing pressure on EAP teaching staff to effectively support international students and their transition into Canadian Higher Education (Frenette, Choi & Doreleyers, 2020; Usher, 2018).

Many teaching staff at these institutions were given only a few weeks, days or even hours to prepare to teach remotely. For many teachers their approach to online instruction was

unplanned. Emergency remote teaching forced many to “triage” their lessons in response to the changing needs of their students (Gacs, Goertler & Spasova, 2020; Lockee, 2021).

Crisis-response methods adopted did not reflect typical online education (Hodges et al., 2020; Lockee, 2021). Most courses were designed with F2F contexts in mind, were limited in their delivery methods and were not guided by proven online education theories (Adedoyin & Soykan, 2020; Lockee, 2021). Although the digital transformation of Higher Education began decades ago, and accelerated during the COVID-19 pandemic, it was unlikely that students at the start of the pandemic had a “contemporary online education experience” (Adedoyin & Soykan, 2020, p. 3).

As an EAP instructor, I have taught a wide range of programs in Canadian universities and colleges for both pre-acceptance bridging programs as well as language support for those enrolled in full-time study. Like many, I had never taught in an online environment before. Like most educators, there was a worry that the lack of time for planning an effective approach to course design and implementation might mean limiting or compromising one’s teaching practice to survive in the short-term. As my own teaching beliefs are informed by collaborative and social constructivist thinking, I have always approached second language (L2) writing pedagogy as an interactive process and completed in collaborative groups. Thus, my main concern at the start of the 2020 term was how to approach L2 writing pedagogy in a fully virtual learning environment that would lead to a sense of community among my learners in order to support collaborative learning during writing tasks. As such, I turned to the CoI framework for guidance, which I had previously studied during my MA degree program where I completed a Major Research Project (MRP) that analyzed the potential of the CoI for collaborative writing pedagogy in virtual learning environments (Johnston, 2015).

The Community of Inquiry (CoI) framework has been increasingly used in Higher Education over the last 20 years to facilitate and support online instruction, as it helps keep learning consistent with the values of higher education to support discourse and reflection in a community of inquiry (Arbaugh et al., 2008; Swan & Ice, 2010). Specifically, the CoI was designed to describe, explain, and predict learning in an online environment by defining the dynamic relationship between teacher, student and learning task over time in online courses (Garrison, Anderson & Archer, 2010; Shea et al., 2012). Community and inquiry, together, form a “pragmatic organizing framework of sustainable principles and processes for the purpose of guiding online educational practices” (Swan, Garrison & Richardson, 2009, p. 5).

My Master’s research found that the CoI was ideal for facilitating collaborative writing pedagogy as it takes a holistic approach by not focusing on the transmission of content (cognitive) but also stresses the role of the learning community (social) and the facilitation of learning (teaching) (Johnston, 2015; Johnston & Lawrence, 2018). In addition, it facilitates active learning (i.e. encouraging interaction and collaboration between students and teachers thus promoting deep learning through discourse, critical thinking, and reflection), flexibility (i.e. able to be applied in various educational contexts) and inclusivity (i.e. recognizes the need to support all learners regardless of competency or needs) (Johnston, 2015; Johnston & Lawrence, 2018). In addition, the CoI encourages reflectivity (i.e. encourages continual improvement and adaptation based on experience and student feedback) (Johnston, 2015; Johnston & Lawrence, 2018). It encourages and supports reflective teaching practices by acting as a heuristic that measures student learning experiences. This helps instructors make more informed pedagogical decisions during course design and implementation which is essential to EAP practice.

Reflective practice is essential in EAP as in EAP there is no overarching, prescribed pedagogical approach or methodology (Kenny, 2016). EAP instructors should employ a range of theory and methods informed by experience and expertise that best achieve a given learning objective and that is in accordance with the context, learners, and needs analysis, teaching standards and learning abilities (Hutchinson & Waters, 1987; Kenny, 2016). Instructor pedagogical knowledge and beliefs should be constructed from experience, experimentation, research and reflection (Ding & Bruce, 2017). This stresses the importance of the teachers' experience and skill in establishing an effective EAP course for their students. Teachers should be knowledgeable of how to apply a variety of theories and methodologies to develop an effective course. Thus, the teacher's experience as well as experimentation that includes ongoing investigation and reflection on their professional practice should inform the application of pedagogical principles.

Reflective practice can be described as an iterative process of planning, reflection and re-planning that occurs during the course design and implementation process over time (Ding & Bruce, 2017). Reflective practice involves finding solutions to problems that emerge during teaching. This impacts teachers' views about "why", 'what' and 'how' to teach" leading to "significant changes and developments in teaching experiences" (Ferdowsi & Afghari, 2015, p. 21).

Generally, reflective teaching requires teachers to perceive their teaching processes and their role in them. By exploring one's teaching practices through a critical lens, one can expand one's attitudes and awareness, which can ultimately provide greater support for their students (Ferdowsi & Afghari, 2015). Reflectivity helps instructors gain insight by examining the "assumptions of everyday practice" (Ding & Bruce, 2017, p. 142). Ding and Bruce (2017) state

that “through reflectivity ... many teachers gain confidence to express, utilize and further develop their personal theories of language teaching” (p. 142). Reflective practice helps online teachers analyze their teaching processes, attitudes, and language teaching philosophies; in so doing, teachers generate greater confidence and skill to teach online which in turn encourages and supports learning among students.

Since EAP courses are made up of a heterogeneous group of students that brings with them a range of competencies and needs, which requires a differentiated instruction approach, reflective teaching supports teachers’ efforts to help learners develop their own problem-solving and decision-making processes that provide a foundation for critical thinking skills (Ferdowsi & Afghari, 2015). Reflective teaching encourages innovation in teaching as it focuses teachers’ attention on ways to improve performance through critical self-evaluation, thus, acting as an engine for continual professional development and personal growth (Ferdowsi & Afghari, 2015). Thus, there is a need among EAP instructors to employ facilitating frameworks, like the CoI, to inform their reflective practice.

This study represents a logical next step of my research started in my MA, which was to put the CoI principles into practice to support online teaching during COVID-19, leveraging the CoI framework and reflective practices to cater to diverse student needs effectively. Specifically, this study attempts to operationalize the stated objectives of the CoI and to use the CoI survey instrument as a heuristic to create a sustained learning community throughout various collaborative writing assignments.

Problem Statement

The main aim of EAP instruction is to help students develop specialized linguistic knowledge and literacy skills and in so doing foster effective communication skills within the

academic and research contexts in which they hope to enter (or continue) (Basturkmen & Wette, 2016; Charles & Pecorari, 2016). EAP takes a holistic approach that involves the interdependent development of a range of literacy and language skills. Linguistic skills development is usually embedded within authentic reading and writing tasks rather than taught directly. EAP courses are often goal-oriented, requiring students to accomplish a succession of tasks and assignments that are specially designed to target a combination of linguistic and literacy skills embedded in reading and writing activities in addition to a range of supplementary 21st century skills like collaboration and digital literacy skills that support communication and learning (Dashtestani & Stojkovic, 2016; Dede, 2010). By understanding the goals of EAP instruction, EAP instructors are better equipped to create online courses that are structured to help students effectively develop the skills they need to succeed in their academic and research pursuits.

Collaboration is considered an important 21st century skill as collaborative work is a common feature in EAP courses and in academia and considered important to achieve one's academic and educational goals (Bruffee, 1993; Dede, 2010; Li, 2014). As such, group projects are a major component in a variety of courses across fields of study, and thus a common feature of EAP coursework as it is a necessary skill that will help students succeed in group work when pursuing their degree programs. EAP practitioners leverage the benefits of collaborative learning approaches in the implementation of major research projects that involve critical discussion and shared decision-making across the various stages of the writing process, including planning, idea generation, research, editing and revision with group members sharing ownership of the resulting text (Li, 2014; Lunsford & Ede, 1990; Storch, 2011). Collaborative learning is considered a situated activity that emphasizes interaction and collaboration to support second language (L2) development (Li, 2014). Such integration of writing and speaking has been shown to be more

effective than learning independently (Storch, 2011; Weissburg, 2006). Thus, group projects, as well as other collaborative activities like critical discussion and shared decision-making, provide a more effective learning environment than independent learning. This is important for EAP coursework and to support L2 language development. Understanding the importance of collaboration in online teaching can help teachers prepare and plan their courses effectively.

In addition, EAP students are required to use a variety of computer technologies to complete coursework, conduct research, and collaborate with teachers and classmates as these are skills required of them in their future coursework (Dhillon & Murray, 2021; Kenny, 2016). The increased prevalence of technology in higher education has placed a greater focus on the digital competencies of students (Dhillon & Murray, 2021). Digital or information literacy involves the ability to search, find, organize and process information from a range of different types of media (Mishra & Kereluik, 2011). Moreover, students develop social skills necessary to manage, share and create meaning through a range of technologies in collaborative learning contexts (Dhillon & Murray, 2021). Teachers need to be aware of the digital competencies of their students and the social skills necessary to collaborate in online learning contexts. They should also be familiar with the various computer technologies their students will need to use in order to complete coursework and research effectively. All of these skills are necessary for students to be successful in their online courses.

Online education provides a unique opportunity for EAP instructors to integrate digital skills development alongside the development of other skills. Online education is flexible, adaptive, allows for differentiated instruction, integrates authentic materials in situated learning contexts, supports unique opportunities for communicative and collaborative tasks, and promotes self-regulation and independent learning skills (Gacs, Goertler & Spasova, 2020). Effective

learning in an online course involves: consistent and active participation, time management and setting goals, engaging with course content and materials, asking questions and seeking help, collaborating with classmates and adapting to technology and learning platforms (Singh, Steel & Singh, 2021). This is greatly supported through fostering a sense of community among learners which stimulates and sustains learner engagement and active learning practices (Lomicka, 2020). In short, teachers need to understand the best practices for online education so they can effectively engage their students in an online learning environment. By understanding this, teachers can create a learning environment that promotes active participation, time management, collaboration, and self-regulation. This in turn can help foster a sense of community among learners, which can support learner engagement.

However, in virtual learning environments human interaction is highly constrained and cannot be guaranteed (Johnston & Lawrence, 2017; Lambert & Fisher, 2013). The lack of shared physical and temporal space can result in feelings of social isolation (Storch 2011, Swain, 2000). These ‘immediacy’ concerns are caused by the perceived psychological distance between the teacher and students in virtual environments (Swan & Shea, 2005). This sense of distance impacts the forming of personal relationships among learners (Dean, Lee-Post & Hapke, 2017; Gacs, Goertler & Spasova, 2020). However, immediacy issues can be mitigated through the fostering social presence, or the positive effect of being able to sense others at the ‘other end’ of a communication exchange (Ko, 2012; Short et al., 1976). Thus, instructors need to be cognizant of the fact that there may be feelings of social isolation due to the lack of shared physical and temporal space. This sense of distance between the teacher and students should be accounted for when designing an effective online course.

Social presence is defined as “an individual’s ability to demonstrate his/her state of being in a virtual environment and so signal his/her availability for interpersonal interactions” (Kehrwald, 2008 as cited in Lehman & Conceição, 2010, p.5). “Thought, emotion and behaviour work together to create social presence” (Johnston & Lawrence, 2017, p. 8). The degree to which learners display these interrelated aspects fosters greater social presence (Johnston & Lawrence, 2017). This human feel can soften the restrictions inherent in computer-mediated communication (Kear et al, 2012, Lawrence, 2013) making interaction seem real, not technologically-mediated; thus, establishing a sense of community and belongingness (Swan & Shea, 2005). Teachers can foster greater engagement and participation in the online learning environment by understanding social presence as being important for teachers to facilitate learning online and to support their teaching objectives and learning aims. Thus, by recognizing the importance of thought, emotion, and behavior in creating social presence, teachers can create an environment that is more conducive to learning.

However, unlike on social media platforms or online gaming communities, interaction, and thus social presence, does not form spontaneously in online courses. The reasons for social interaction and group formation on social media and online education are very different. Social media platforms offer virtual spaces where people form groups around shared interests, similar values, beliefs and thinking which sustains continual engagement and interaction (Lambert & Fisher, 2014). In online courses, virtual learning community members are most likely made up of individuals with distinct personality traits, interests and goals which can impede community formation and interaction among group members (Lambert & Fisher, 2013). Moreover, unlike academic learning communities, which are composed of individuals who share a common inquiry, reasons for enrollment in an online course may differ, and if the course is required,

learners may not be inspired to even interact (Lambert & Fisher, 2013). Swan and Shea (2005) argue that virtual learning community members should demonstrate a strong commitment to their community, understand and follow the conditions of membership based on socially constructed behaviour, and their success or failure is dependent on their ability to move from being an outsider to become a fully inducted member of the online community (Swan & Shea, 2005).

However, defining success varies greatly depending on the goals of the community and the learner themselves. One's overall learning experience may be enhanced by becoming a fully inducted member of the virtual learning community, as it provides greater opportunities for collaborative dialogue and support, it does not necessarily determine one's ability to achieve success in the broadest sense. However, before this can occur, one must engage in what Lave and Wenger (1991) term "legitimate peripheral participation". According to Lave and Wenger (1991), learning is a social process that occurs through participation and engagement in a community of practice. New members of the learning community at first observe on the periphery of the community and then gradually become more incorporated and active as their skills and knowledge increase. Thus, success may be defined in terms of academic achievement, level of engagement, completion of tasks and assignments, skills development, exam scores, to name a few. One does not need a virtual community to achieve these. Success is possible through independent or solitary tuition.

However, the concept of virtual learning communities is based in part on research on social presence and Wenger's studies of communities of practice insofar as learners perceive themselves as socially interacting in online courses and relate such perceptions to learning. This suggests that online courses can be understood and investigated as communities of practice (Swan & Shea, 2005). In turn, this evidence is used to demonstrate the development of learning

communities. For example, research conducted by Gunawardena and Zittle (1997) demonstrated that interaction between students in an online course resulted in increased perceptions of social presence and was found to be a key predictor of perceived learning. The focus of virtual learning communities tends to be on students' perceived learning and not on academic achievement, however.

Research into virtual learning community's draw much from social learning theory, based on sociocultural tenets and constructivist thinking (Swan & Shea, 2005). Social learning approaches view learning as being social in nature, involving social interaction between peers (same level, grade or status), either direct, mediated or remembered (Swan & Shea, 2005). Social learning theory contends that cognition is couched within a social context, that knowing is distributed among members of a group, and that learning occurs in a community. Situated learning theorists argue that learning is inseparable from the context in which it occurs. Situated approaches contend that classroom learning is rarely social and are far removed from practice and thus lead to an unacceptable failure rate among students (Swan & Shea, 2005). According to Swan and Shea (2005), "the notion of learning communities is rooted in the observation that knowledge and learning are a natural part of the life of communities that share values, beliefs, languages and ways of doing things. Knowledge in this view is inseparable form practice and practice is inseparable from the communities in which it occurs." (Swan & Shea, 2005, p. 5). Thus, online instruction in Higher Education is often designed to support various forms of 'social learning' often in the form of online discussion forums. In this context, the success of online courses is related to the amount of discussion required (Swan & Shea, 2005).

Creating an engaging, supportive learning environment that encourages interaction mitigates immediacy issues caused by a lack of shared physical space, like the classroom, and

provides a collective scaffolding to support sustained engagement with learning tasks (Lawrence, 2014; Lehman & Conceição, 2010; Storch 2011, Swain, 2000). Social interaction, which supports positive feelings of social presence, should be methodically cultivated to connect learners and provide constant opportunities for feedback (Johnston & Lawrence, 2017; Lehman & Conceição, 2010; White, 2003). However, there are preconditions necessary to the development of community including modified online behaviors, comfort with communication technologies, asynchronous communication, course pedagogy and content, and scheduling demands of online learning (Swan & Shea, 2005). Therefore, unlike on social media platforms, it often is explicitly the responsibility of the online instructor to develop an environment that promotes engagement and language learning through collective scaffolding, which emphasizes the need for enhanced social interaction and feedback to generate a social presence throughout learning tasks. Rovai (2002a) developed a Sense of Classroom Community Index (SCCI) to measure students' sense of community in both traditional and online classes and found much greater variability among online classes which emphasizes this point.

To leverage the benefits of a learning community, course structure, leadership, and learner connectedness should be designed into an online course itself for community formation to be initiated and sustained (Lambert & Fisher, 2013). A study by Rovai (2002b) found that online courses placed greater emphasis on course structure rather than on interaction, which impedes students' sense of community. He stresses the need for online instructors to be cognizant of the importance of facilitating dialogue among students. Rovai (2002b) outlines four important factors for community formation in online distance education courses, namely spirit (i.e., forming personal connections), trust (i.e., sharing responsibility), interaction (i.e., expressing personal information and empathy to others), and common expectations (i.e., committing to

shared goals). In addition, Brown (2001) outlines a similar three levels or stages in the development of belongingness in a class community, namely: making online acquaintances, community conferment, and camaraderie. Simply, facilitating dialogue and promoting trust, team spirit, common expectations, interaction etc. among the students supports a sense of belonging among classmates. This in turn helps create an environment in which students can learn from each other, build relationships, and engage in meaningful conversations.

Online EAP instruction is a complex undertaking, incorporating language learning, content knowledge instruction, academic skills and digital literacies development. In addition, to support a meaningful learning experience among students online, there is a need to foster the development of a sense of community among learners to mitigate issues caused by lack of shared physical and temporal context in the virtual learning environment that negatively impacts positive feelings of social presence that impede community formation. Therefore, there is a greater need to carefully plan and design learning tasks. A major focus is on stimulating ongoing interaction that can initiate and sustain feelings of community that can support the learning process. Teachers need to create learning tasks that stimulate ongoing interaction that can initiate and sustain feelings of community to support the learning process.

Thus, the main challenge faced by EAP instructors online is how to foster a virtual learning community that mitigates the negative effects of social isolation in technology-mediated learning environments. This requires taking a theoretically-informed and strategic pedagogical approach to facilitate interaction, trust, and a shared sense of belonging among diverse students to support a learning process.

The Community of Inquiry Framework

At the root of the CoI emphasizes how fostering a sense of community facilitates deep and meaningful learning (Garrison, Anderson & Archer, 2001). A learning community refers to a group of learners who share similar academic goals that meet regularly to collaborate on course assignments, readings or research projects. Engagement in a learning community is considered a high-impact practice as it encourages active and integrative learning and has a positive impact on academic achievement, persistence, retention and satisfaction (Greenfield, Keup, & Gardner, 2013; Lomicka, 2020). Learning communities in classroom environments can form organically among learners or fostered through group work or collaborative learning activities. According to the CoI, meaningful learning is sustained by the presence of three overlapping constructs: cognitive, social and teaching presence (Garrison, Anderson & Archer, 2001). These presences are in constant search of balance, shifting over time (Swan, Garrison & Richardson, 2009). Thus, creating a learning community online can be more difficult than in a traditional classroom because it cannot be achieved organically and so teachers should create a balance of cognitive, social and teaching presence.

As a way to implement the various guiding theoretical principles of the CoI framework, a survey instrument was developed and validated by a collaborative research team for educators and institutions wishing to operationalize online learning experiences or courses in academic contexts and across languages (Arbaugh et al., 2008; Ma et al., 2017; Moreira, Ferreira & Almeida, 2013; Olpak & Cakmak, 2018; Swan, Garrison & Richardson, 2009; Velázquez, Gil-Jaurena & Encina, 2019; Yu & Richardson, 2015).

Table 1 shows the organization of the survey instrument, which is separated into the CoI framework's three elements, i.e., Teaching Presence, Social Presence and Cognitive Presence.

Questions are organized under each element's categories and designed to predict or measure various indicators that may help an educator or course designer understand to what degree a specific concept will be or was achieved during the collaborative learning task. Thus, this survey instrument can help teachers measure and track progress in order to understand the degree of success achieved in establishing teaching, cognitive and social presence. This information can then be used to make informed decisions and adjustments to the course to improve the learning experience and outcomes. The survey instrument also outlines a framework for teachers so they can ensure their online courses achieve the desired results.

Table 1

Community of Inquiry Framework: Elements, Categories and Indicators

Elements	Categories	Indicators (examples)
Teaching Presence	Design and organization	Setting curriculum & methods
	Facilitating discourse	Sharing personal meaning
	Direct instruction	Focusing discussion
Social Presence	Open communication	Risk-free expression
	Group cohesion	Encourage collaboration
	Affective expression	Use of emoticons
Cognitive Presence	Triggering event	Sense of puzzlement
	Exploration	Information exchange
	Integration	Connecting ideas
	Resolution	Apply new ideas

Purpose of Study and Research Questions

This study aims to explore the use of the CoI as a conceptual framework and heuristic to inform reflective teaching practices for the purpose of supporting a collaborative approach to writing in an online EAP context through the fostering of a sense of community among learners. The CoI provides important metrics that integrate the various principles of the CoI framework to

ensure a meaningful learning experience. These metrics can inform and guide reflective teaching practice for the purpose of informing task design and adjustments to the pedagogical approaches of two major writing assignments over a single year-long course to better support and reach learning outcomes. This study informs EAP pedagogy.

The questions that guide this study are as follows:

1. To what extent was the CoI framework perceived as useful by the instructor in supporting their reflective teaching practices for the purpose of planning and implementing an effective pedagogical approach to collaborative writing pedagogy in an online EAP context?
2. What types of unanticipated pedagogical issues arose during course design and delivery and how do those unanticipated issues relate to the CoI and inform the use of the CoI in an online EAP context?

Rationale for the Study

Reflective practice can be an important research component for EAP practitioners. By conducting research using established and theoretically-sound methodology, EAP practitioners are able to better understand what is needed for their students and how to provide it. This research enables practitioners to transition from ‘language instructors’ to ‘practitioners’, meaning they are better able to understand the complexities of their students’ needs and find ways to meet them (Ding & Bruce, 2017). It is also important for practitioners to develop theoretical knowledge within and beyond EAP to become a member of the EAP discourse community and other communities in academia (Ding & Bruce, 2017). In addition, practitioners should have a deeper understanding of instructional and learning design theories to effectively design their

courses and provide students with the necessary linguistic, academic and digital skills (Bach, Haynes & Smith 2007; Bates & Poole, 2003; Rapanta et al., 2020).

The COVID-19 pandemic has forced universities to rapidly transition from in-person to online instruction, which has put more pressure on EAP programs and instructors to equip international students with the skills needed to succeed in their degree programs (Frenette, Choi & Doreleyers, 2020; Usher, 2018). Thus, it is essential for practitioners to understand how research and scholarship are conducted in EAP in order to effectively design and implement courses, as well as engage in knowledge-building to contribute to the EAP knowledge base (Ding & Bruce, 2017).

Reflective practice can also help practitioners develop theoretical knowledge within and beyond EAP, to help them understand how research and scholarship are conducted in EAP, and develop a deeper understanding of instructional and learning design theories in order to effectively design their courses and provide students with the necessary skills (Ding & Bruce, 2017; Ferdowsi & Afghari, 2015; Leitch & Day, 2000; Zeichner & Liston, 2013). The COVID-19 pandemic has only increased the need for effective online teaching strategies and the pressure on EAP programs and instructors to equip international students with the skills needed to succeed in their degree programs.

Summary and Overview

The remaining dissertation is organized into five chapters. Chapter 2 reviews the literature, outlining important concepts, theory and research as well as a detailed review of the theoretical framework used in this study. Chapter 3 presents the research methodology, procedures regarding data collection and analysis. In addition, it provides an overview of the pedagogical approach used during the study. Chapter 4 presents the findings from the student

surveys from Phase 1 and Phase 2 with teacher reflections as well as the findings of focus interviews that present a range of themes that emerged. These findings shed light on student learning experience and levels of satisfaction. Chapter 5 presents a review of the key findings along with a discussion regarding the research questions that were investigated in this study. This is followed by recommendations for further practice and research and concluding remarks.

Chapter Two: Literature Review

Introduction

This chapter reviews important areas of research, concepts and theories relevant to EAP and this study. Firstly, the aims and objectives of EAP as a field of research are presented. This will be followed by an exploration of the aims of EAP as a practice including EAP writing pedagogy. This will be extended through a discussion on relevant concepts and findings relating to collaborative writing pedagogy as well as collaborative writing facilitated through technological means. This is followed by a discussion on the underlying theory and principles of reflective teaching practices. Lastly, the chapter will present a thorough discussion on the underlying theory, concepts and research findings regarding the Community of Inquiry framework.

Overview of Relevant Literature in the Field

English for Academic Purposes

English for Academic Purposes (EAP) is a field of research and practice that focuses on language instruction and research for academic purposes. Originally a branch of English for Specific Purposes (ESP) under the umbrella of Applied Linguistics, EAP has since established itself as a separate field due to the global dominance of English as the language of academic research and instruction (Basturkmen & Wette, 2016; Hyland & Hamp-Lyons, 2002). EAP research emerged from the needs of early EAP practitioners who used authentic texts used by their students to determine their linguistic needs and inform the development of EAP materials (Charles & Pecorari, 2016). Early EAP research focused on practical concerns within local contexts based on the needs of specific students (Hyland & Shaw, 2016). Current EAP research continues to focus on the pragmatic needs of practitioners and the specialized forms of discourse

L2 learners need to comprehend and acquire to read, conduct, or write academic research in English (Basturkmen & Wette, 2016; Charles & Pecorari, 2016; Hyland & Shaw, 2016; Perez-Llantada & Swales, 2017). Key concepts in EAP include genre, authenticity, discourse community, communicative purpose, and audience (Hyland, 2016). Instructors should understand the aims of the field of English for Academic Purposes in order to be able to identify the linguistic needs of their students to develop appropriate materials. By understanding the key concepts in EAP, teachers can better equip their students with the skills necessary for success in the online learning environment.

EAP pedagogy focuses on purposeful language that facilitates discursive competence, or the ability to engage in social, generic, and textual competencies (Ding & Bruce, 2017; Hyland & Shaw, 2016). EAP instruction utilizes authentic materials and tasks, which expose learners to more abstract language that requires them to rely on immediate context for coherence, rather than the everyday language used in interaction (Ding & Bruce, 2017; Hyland & Shaw, 2016; Cummins, 1982). EAP instruction is guided by four main principles: authenticity, groundedness, interdisciplinarity, and relevance (Hyland & Shaw, 2016). These principles involve the use of authentic materials and tasks, a commitment to research-based pedagogy, the incorporation of a range of theories and practices, and ensuring that the skills and literacy taught are linguistically and contextually relevant to the learners (Hyland & Shaw, 2016). Genre-based instruction, which focuses on socializing students into new academic discourses through the study of text characteristics and stages and the development of students' ability to construct texts independently, is often employed in EAP instruction, particularly in the teaching of reading and writing skills such as essays and research reports (Basturkmen & Wette, 2016). By understanding the principles of EAP pedagogy, teachers can craft courses focused on helping students learn to

construct text and engage in academic discourse. Thus, EAP instructors are better able to create courses that are tailored to the needs of their students for the purpose of developing their discursive competence.

EAP Writing Pedagogy

Writing is perceived as a difficult skill to acquire for non-native speakers due to linguistic differences between their first language (L1) and English (Hinkel, 2003; Hyland, 2005; Li, 2014). It was once assumed that L2 writing pedagogy should follow the same established academic English composition theory and processes that were originally developed for L1 audiences, delivered through a monolingual and monocultural lens (Silva, 1993). Research has shown that the processes involved in writing in the L1 and L2 are different. For one, although both L1 and L2 writers prioritize text generation, L2 writers allocate a higher proportion of their time to this activity (80% vs. 50%) (Manchon, 2016). Findings indicate that writing in one's L2 is more laborious as it requires more attention to linguistic and rhetorical form (Manchon, 2016), possibly due to L2 writers' limited lexical reservoir (Silva, 1993). Furthermore, L2 writers generally do less planning (globally and locally) than L1 writers with greater difficulty setting goals and organizing generated text. L2 writers spend more time revising though this is not an intuitive process and require specific instruction and greater support when editing.

Understanding the differences between L1 and L2 writing is important for teachers who wish to teach online as it helps instructors develop teaching strategies that are tailored to the needs of L2 writers, such as providing more support and instruction for editing and revising. Teachers should be aware of the limitations of L1 writers such as their limited lexical reservoir and anticipate this in their planning stages as well as be able to respond to these challenges as they emerge.

In EAP, writing is viewed as a critical language skill (Basturkmen & Wette, 2016; Charles & Pecorari, 2016; Hinkel, 2011; Manchon, 2016) as the written text is important in academic work as it is the main way knowledge is produced, assessed, and communicated as well as a way to create meaning through reflection and self-expression (Abdullah et al., 2020). The main aim of EAP writing instruction is to develop an awareness of the specific rhetorical and linguistic components of a specific genre of writing as well as to raise awareness of various processes involved in composition as well as the importance of meeting the expectations of the task, audience and developing a clear and effective voice (Basturkmen & Wette, 2016). Thus, developing writing skills in an EAP course is tantamount as it will be the main skill required for continued academic success. Thus, teachers should appropriately plan for increased writing instruction and support throughout their online course.

Although there is no single effective method to L2 writing instruction, a range of approaches have been developed over time to address various aspects of L2 writing (Charles & Pecorari, 2016). An approach is selected for the purpose of meeting a need, raising awareness or reaching a teaching objective. EAP instructors generally take a product-oriented or process-oriented approach to writing instruction. Product-oriented approaches focus on the ultimate product, like an essay or research report, assessing “what the product should look like” (Abdullah et al., 2020, p. 2). This may involve assessing the various parts of a composition and comparing this to an exemplar. Instructors need to understand the different approaches to L2 writing instruction in order to be able to select the most appropriate approach for their students and the objectives they are trying to achieve. Knowing the difference between product-oriented and process-oriented approaches can help teachers to plan and deliver effective online writing lessons.

Taking a process-oriented approach focuses on the steps involved in producing a composition and thus focuses on “what writers actually do as they write” (Abdullah et al., 2020, p. 2). Process approaches involve writing as a recursive process, and breaking the composition process down into a series of discrete steps (i.e., the prewriting stage, drafting stage, revising stage, etc.) with ongoing feedback providing additional guidance along the way. Students develop their own voice by expressing their identity by taking a personal stance towards a general topic of interest (Charles & Pecorari, 2016) and by using their unique linguistic resources. Process-oriented approaches foster skills necessary for writers to solve problems inherent in writing independently, developing a transferable range of tools to employ in future writing contexts (Abdullah et al., 2020). Teachers can help students develop their writing voice and build the skills necessary to write independently. Process-oriented approaches to teaching provide teachers with a range of tools they can use to help their students become better writers. This is particularly important for teachers who wish to teach online, as it gives them a framework for helping students develop writing skills.

Other effective and common approaches to EAP writing instruction include taking study skills or a genre-based approach. Academic study requires learners to become proficient in a range of written genres as a way to demonstrate various types of knowledge. These pedagogical process genres differ from expert genres, namely written assignments are high stakes genres as they are both a vehicle for learning as well as assessment. Their performance as academic writers will determine a pass or fail. A genre structure is derived from the disciplinary content in which it is embedded, and so the EAP teacher should select learner genres most relevant for their students’ needs (Charles & Pecorari, 2016). Genre-based approaches employ a variety of noticing activities, using specialized texts as exemplars, or genre models, before starting guided

or independent writing practice (Charles & Pecorari, 2016). The genre-based approach to EAP writing instruction allows teachers to select the most appropriate genres for their students' needs based on the disciplinary content they are embedded in. By using specialized texts as exemplars, teachers can provide their students with the necessary tools to become proficient in a range of written genres.

Taking a study skills approach means integrating various skills that support writing into the writing instruction itself (e.g., referencing, accessing databases, finding and using sources). Study skills approaches focus specifically on the strategies that are necessary for the production of successful academic texts (Charles & Pecorari, 2016). Often EAP instructors combine different approaches when designing L2 writing tasks to best reach various teaching and learning objectives. For instance, a composition-based writing course may include both process-based tasks to highlight the various stages of composition, or a genre-based approach may include corpus-based tasks to integrate specialized lexicon embedded in the genre being analyzed (Charles & Pecorari, 2016). Instructors with the knowledge and tools to design a wide range of effective writing tasks are able to combine different approaches to create assignments that are tailored to the specific needs of their students.

In addition, writing in an EAP context involves accessing a variety of written texts for instruction or research purposes. In EAP, reading skills are often developed in tandem with writing skills. As students are rarely required to write spontaneously (i.e., most academic writing is based on some sort of source material or utilizing a range of research sources that are referenced throughout), reading skills are developed within authentic tasks that require learners to process these materials by focusing on what is linguistically and/or contextually relevant to students' needs (Hirvela, 2016; Hyland & Shaw, 2016). Instructors need to be aware of the

importance of reading as well as writing skills for students to succeed in the digital world. This means they need to provide students with tasks that focus on what is linguistically and/or contextually relevant to their needs, helping to create more effective and engaging online learning experiences.

Reading for writing skills (RFW) are defined as when the reading process is guided by the need to produce one's own text (Hirvela, 2016). Taking a RFW approach takes two directions. One, is input-based, in which learners use reading as input for learning about writing in the target language and are then able to use this as a model for writing (e.g. modeling rhetorical and linguistic features that can be imitated). Reading is framed as a way to learn about writing (Hirvela, 2016). The other is output-based, in which students should transfer content from material read to a text that they write. Here the focus is on the act of writing and the text-production processes that enable the writer to appropriate source text material in accepted ways (Hirvela, 2016). This helps online instructors develop courses whereby instructors give students guided reading material that models writing and activities that help them apply what they read to their own writing. This method can also teach pupils how to appropriately appropriate source text for research purposes.

EAP practitioners leverage the benefits of collaborative learning approaches in the implementation of major research projects that involve critical discussion and shared decision-making across the various stages of the writing process, including planning, idea generation, research, editing and revision with group members sharing ownership of the resulting text (Li, 2014; Lunsford & Ede, 1990; Storch, 2013). In short, instructors can better engage and help students by understanding how to facilitate collaborative learning online.

Collaborative Learning

Collaborative learning has roots in sociocultural theory (SCT) first formulated by Vygotsky (1978) and further by the work of Leontiev (1978, 1981) and Wertsch (1985). SCT serves as a conceptual framework that helps describe and explain learning that occurs during collaboration (Li, 2014). From a SCT standpoint, collaborative learning provides a collective scaffolding that enables higher levels of performance than otherwise able to achieve independently (Li, 2014; Donato, 1994).

During collaborative learning tasks individual learners support each other's learning by taking on a variety of interchangeable roles (i.e., tutor, coauthor, sounding board or editor) when needed. This requires learners to vocalize usually internal 'linguaging' processes, which can provide opportunities for gaining new insight about their own language proficiencies and gaps in their knowledge (Storch, 2011; Swain, 2000) acting as a cognitive tool to mediate thinking (Swain & Deters, 2007). This can eventually develop into an ongoing learning strategy where learners are using language to consolidate what they know about language.

Collaborative learning, as a form of situated learning, requires the use of authentic contexts, activities and assessment in conjunction with guidance from "expert modeling, mentoring, and legitimate peripheral participation" (Dede, 2010, p. 11). A collaborative learning approach effectively models the collaborative experience students will encounter in their future careers (Dede, 2010). In collaborative approaches, the instructor role is reframed as facilitator (Chu et al., 2021) and thus moves from the traditional role of "knowledge deliverer" to a "mediator of students' knowledge development" (Chu et al., 2021, p. 115). Online, collaborative learning requires a deeper knowledge and application of digital literacies. However, many web-based applications have been purposely built and developed to support this type of

collaboration. In other words, in an online context, the instructor's responsibility in enabling collaborative learning is emphasized. Online instructors should not simply deliver information but rather be active mediators of knowledge development (Chu et al., 2021). In addition, since many web-based apps have been developed to assist online collaborative learning, there is a demand for a deeper understanding and application of digital literacies within an EAP course.

Small group collaboration has been employed in both academic and language classrooms for decades (Li, 2014). Collaborative learning is defined as “an instruction method in which students at various performance levels work together in small groups toward a common goal” (Gokhale, 1995 as cited in Li, 2014, p. 17). Collaborative learning can involve peer writing and teaching as well as the use of discussion groups. Collaborative learning can be used to reframe learners as passive recipients of information to active participants and investigators in their own construction of knowledge by involving learners in a process of “social and intellectual negotiation” where learners are responsible for each other’s learning (Li, 2014, p. 18). Collaborative learning supports the development of critical thinking, problem-solving skills, and group process skills (Li, 2014; Gokhale, 1995; Warmoth, 1998). In addition, collaborative learning fosters reflection on their own learning process which provides a platform for exploring real-world knowledge work (Li, 2014). In short, as collaborative learning encourages students to be active participants in their own learning by encouraging reflection on one’s own learning process, beneficial for exploring real-world knowledge work, it is important for online instructors to understand and leverage the benefits of collaborative learning to create an effective and engaging learning environment.

L2 writers benefit from a writing pedagogy that is process-oriented and collaborative in nature, viewing writing assignments in stages over longer periods of time; each stage or draft

focusing on specific strategic, rhetorical and linguistic concerns separately (Raimes, 1985). Through interaction, problem-solving and meaning making in group activity, collaborative writing tasks can expose L2 learners' exposure to a variety of writing styles and rhetorical strategies, and can encourage the building of new lexical and grammatical resources, as this constant comparison between writers can lead to increased reflective writing practices, attention to form and meaning (Li & Zhu, 2013; Ohta, 1995; Storch, 2011), and awareness of one's varying levels of language proficiency (Cumming, 1990; Storch, 2011). This is essential for online teachers since it shows how a process-oriented and collaborative writing pedagogy can improve L2 writing. This technique can introduce students to a variety of writing styles and rhetorical strategies, encouraging reflective writing, form and meaning awareness, and language mastery. This insight helps teachers construct effective online writing classes and activities for students.

Challenges of Collaborative Learning

The challenges of collaborative learning have been well-researched and are important for educators taking a collaborative approach to their online courses. Kreijns, Kirschner and Jochems (2003) argue that building a sense of community and affective structures in computer-supported collaborative learning (CSCL) environments require the building of trust and belonging among learners as well as the willingness to take risks. This is dependent on social interaction. However, the main pitfall is the assumption that learners are willing to initiate and sustain social interaction in computer-supported collaborative learning CSCL environments. They state that social interaction is greatly constrained by the negative effects of the computer-mediated communication (CMC) technology used. Factors include the quality or level of media richness, communication apprehension, and limited communication media. In addition,

time was seen as a major factor as time is required to accumulate enough socio-emotional cues to establish an affective structure in collaborative learning environments, whether face-to-face or mediated by technology. This may not be possible in some online courses with tight schedules and students with competing course loads. This speaks to the need for instructors to carefully consider the technologies selected to support student collaboration and provide enough time for social bonds to be established and strengthened.

Kerr and Bruun (1983) warn of the so-called free-rider effect. They argue that group size tends to increase social loafing effects whereby the size of the group has an influence on a member's share of the payoff, proportional contribution, or uniqueness, affecting motivation. In other words, apathy may occur as behavior becomes less noticeable and the effectiveness of efforts declines. Simply, they argue that group members reduce their effort as the perceived dispensability of their efforts for group success increases which leads to group motivation losses. This is defined as coordination costs by Carnegie Mellon's Eberly Center. Strategies to reduce coordination costs include forming small groups, designating class time for group meetings, assigning roles, and building digital literacy, communication and conflict resolution skills.

Similarly, Burke (2011) notes a main challenge of collaborative learning lies in group dynamics. Specifically, in groups, there are inherent pressures to conform. In addition, discussions tend to be dominated by one or more members. Long term, some members may overly rely on their group mates, especially when tasks become increasingly challenging or require extended time to complete. Burke (2011) suggests that such issues can be anticipated and mitigated through facilitating collaborative learning in defined stages of group work that include teaching students to work in a group, monitoring these groups, and assessing the group. Instructors should introduce, prepare and facilitate group involvement and participation. Group

evaluation should be transparent. Rubrics can help outline expectations, provide objective grading, and help students conceptualize the assignment. In addition, students should be randomly assigned to maximize heterogeneity, rather than self-selected groups which can lead to self-segregation and socializing over working on the project. Also, groups should be small to help build cohesion and unity. Small groups can be better for helping students to learn how to manage conflict and disagreements. In short, collaboration should be planned and implemented in an informed way as to best leverage the benefits of collaborative learning and anticipate issues that will inventively emerge.

Other Considerations for Collaborative Writing Approach

The concept of collaboration may not be readily understood by everyone nor the importance of learning collaborative skills in the L2 learning process. If learners are able to perceive value in collaboration (i.e., improvement can be made), then participation levels increase (Lee & Wang, 2013). Therefore, instructors should spend ample time on developing student understanding of what it means to collaborate (Kessler, 2009; Storch, 2011). This means orienting them to concepts of collective ownership (Ducate et al, 2011; Wheeler et al., 2008). This also includes modeling effective communication strategies or conflict management, or even assigning roles, in order to smoothly transition into collaborative activity (Ducate et al, 2011; Wheeler et al., 2008; Zorko, 2009). Positive perceptions of collaboration were shown to be contingent on previous positive experiences of collaboration (Bin, Hu Xiang, & Jeaco, 2012; Watanabe, 2008). This means that if properly oriented to collaborative learning, students' perceptions of the value of collaboration will strengthen over time as it is reinforced by positive experiences. To leverage the benefits of collaborative approaches in L2 learning, online instructors should teach students how to work in groups by modeling effective communication

and assigning roles to create supportive collaborative experiences that ensure positive attitudes toward collaboration among learners.

Short term collaborative writing tasks tend to be more cooperative in nature, focusing on individual respective parts not on the text as a whole and only providing limited feedback to peers (Storch, 2011; Tan, Wigglesworth & Storch, 2010). True collaborative activity has a better chance of developing over a longer period of time as trust, group cohesion and identity investment strengthen throughout the collaborative task (Kessler & Bikowski, 2010; Lawrence, 2013; Mak & Coniam, 2008; Storch, 2011). In addition, if not made to collaborate, students may divide up tasks to accomplish cooperatively; thus, working in a more individual manner (Lee & Wang, 2013). Studies have found that although there is a general feeling that collaborative writing tasks resulted in a positive learning experience, students may still feel they could have done better working alone (Elgort, Smith, & Toland, 2008; Lee & Wang, 2013). In other words, by understanding the advantages and disadvantages of different types of collaborative writing tasks, online instructors can adjust their online lesson plans to best meet the needs of their students. Knowing which tasks are more likely to produce positive learning experiences, and which tasks are more likely to lead to a feeling of not having done as well as one could have alone, can help teachers create lesson plans that are more likely to be successful and engaging.

Participants should have adequate social skills and be able to communicate quickly with each other. The degree of learning is directly contingent on the pattern of interaction that occurs in the group (Storch, 2002). For instance, groups with a high degree of mutuality, level of engagement, and equality, degree of control over the task, learn more (Bin, Hu Xiang & Jeaco, 2012; Kessler, 2009; Lawrence et al., 2009; Lee & Wang, 2013; Li & Zhu, 2013; Storch, 2002; Storch, 2011). Groups who are not able to develop mutual trust or tolerance of others' views tend

to struggle (Dirkx & Smith, 2004; Lee & Wang, 2013). Online instructors can foster more meaningful learning experiences by studying group interaction patterns and their effects.

However, a study by Kessler (2009) saw grammatical mistakes go uncorrected, though it was shown that students did in fact recognize the inaccuracies. It was found that these grammar mistakes went unchanged as students understood the task to be meaning-focused not form-focused, and reported that since the mistakes did not affect understanding, they went untouched (Kessler, 2009). Instructors need to help students understand how to critically assess a peer's contribution, when to edit it and what type of revisions are necessary (Ducate et al, 2011). For online teachers, this emphasizes the significance of educating students to identify and evaluate grammar errors. Instructors should teach students when and how to correct errors. This information can improve online teaching and help students notice and correct grammar errors that will improve the overall quality of their writing.

Benefits of Technology-Mediated Collaborative Writing Instruction

In a virtual environment, learners are provided ample opportunities for collaboration leading to greater L2 competency. Games and simulations also involve opportunities for target language socialization “based on collaborative goal-based social relationships that operate outside the restrictions of institutionalized learning contexts” (Peterson, 2010, p. 75; Thorne, 2008). It has been shown that writing tasks in these intensely collaborative online environments can and do support sustained interactive collaboration between learners in both online and offline contexts across varying levels of proficiencies (Li & Zhu, 2013). Such levels of interactivity facilitate high degrees of both interdependence and autonomy among learners (Aydin & Yildiz, 2014; Kessler, 2009; Kessler, Bikowski & Boggs, 2012; Li & Zhu, 2013; Stoddart, Chan & Liu, 2016; Storch, 2011). This helps online teachers realize how online learning can encourage

teamwork and socializing, which is essential for language learning. Games and simulations foster teamwork, interdependence, and autonomy, helping language learners. Online writing tasks promote longer interactive collaboration, bridging proficiency gaps.

Using collaborative technology reduces stress related to writing and helps build confidence (Chao & Lo, 2009; Ware & Kessler, 2013; Yu & Lee, 2016) likely due to the effects of collective scaffolding that forms during collaborative writing tasks (Storch 2011; Swain, 2000). Although students may not enjoy the collaborative process, studies have shown that L2 writing skills are improved through editing, revising, and employing critical thinking (Ducate et al, 2011; Wheeler et al., 2008; Zorko, 2009). Collaborative technology reduces stress and boosts writing confidence thus assisting students in developing their language skills during collaborative writing assignments.

Web-based software and communication applications can support collaborative interactivity not possible in F2F settings, and if used appropriately, can enhance the learning experience in a way that is more challenging than possible without the use of technology (Lambert & Fisher, 2013; Storch, 2011). Firstly, web-based technologies provide access to a variety of multimodal content and research databases, and facilitate content creation, sharing and interaction, i.e., “resources for language learning and frameworks within which language learning can take place” (Charles & Pecorari, 2016, p. 98). This allows for greater exposure to both authentic genre-based materials but also to the potential to in a way that would otherwise be impossible in a text-based classroom experience (Charles & Pecorari, 2016). Thus, web-based technologies can offer a variety of advantages that could enhance the learning experience for students.

Secondly, cloud-based apps enable EAP learners to revise each other's content through open editing where learners continuously refine, co-edit and build on each other's thoughts. Open editing involves ongoing peer feedback that enhances the immediate sense of audience, which can in turn engage investment at various stages of the writing process, as well as emphasize the importance of linguistic form to clearly convey meaning (Lawrence et al., 2009; Storch, 2011). This sense of immediacy between writer and audience can reinforce the notion of interdependence between writer and reader relationships by showing how writing is a social activity within a social context whereby a writer shapes "their discourse to involve the reader" as they are simultaneously "influenced by the reader's expectations" based on community practices (Hyland, 2005, pp. 37-38; Hyland, 2000; Kuteeva, 2011). L2 writers have also been seen to spend more time planning and revising when using interactive writing technologies than when working on paper (Chao & Lo, 2009; Li & Zhu, 2013), which may be the result of an extended sense of audience (Lawrence et al., 2009). Online instructors should be aware of cloud-based tools and their open editing affordances and how this assists EAP learners to better integrate the use of these technologies in their course design and lesson plans.

Thirdly, web-based instruction also incorporates collaborative and group learning into task design, creating learner-centred and needs-specific learning environments in multilingual contexts (Dashtestani & Stojkovic, 2015) aiding instructors in differentiating their instruction, removing barriers and providing accessibility to learners with disabilities (Dean, Lee-Post & Hapke, 2017). Online teachers should appreciate the necessity of building learner-centered and needs-specific learning environments that are accessible to learners with disabilities. It also emphasizes the benefits of incorporating collaborative and group learning into task design to differentiate education and remove barriers for learners.

Lastly, integrating the use of Google Docs or Office 365 into learning tasks contribute to the socialization into the culture of practice of mainstream academic and professional tools, alongside “naturally-occurring technology practices and discover ways to incorporate them into their curriculum and instruction” integrating both the personal and academic lives of L2 learners and leading to increased learner engagement (Kern, Ware & Warschauer, 2016, p. 565). Moreover, students benefit from ongoing research skills support, including training in the process of searching, evaluating, annotating, and citing the sources. EAP learners develop a high degree of digital literacy and to use a range of technologies to effectively research and write collaboratively online (Kern, Ware & Warschauer, 2016). Thus, online teachers should incorporate the use of tools such as Google Docs or Office 365 in learning tasks, as this can socialize L2 learners into mainstream academic and professional tool culture and boost learner engagement. Students need help discovering, analyzing, annotating, and referencing materials as well as learn how to use a variety of technologies to research and write collaboratively online by doing this.

Factors Affecting Online Collaboration

When social interaction is mediated through technology, communication is complexified through “multiple layers of context: linguistic, situational, cultural and virtual” requiring greater degrees of mutual commitment (Kern, Ware & Warschauer, 2016, p. 565). Therefore, successful online communication relies on the ability to “develop and sustain interaction even in the face of potential contextual ambiguity” (Kern, Ware & Warschauer, 2016, p. 565). Students often choose to ignore linguistic, situational or cultural misunderstandings when they emerge, change topics or leave the conversation altogether. This avoidance strategy results in missed communication opportunities and causes the communication to ultimately break down. In other words,

collaboration ends when there is “low levels of participation, indifference, tension between participants, or negative evaluation of the partner group or their culture” (O’Dowd & Ritter, 2006, p. 624). This shows possible communication challenges for online teachers. Due to the complexity of online communication, students may avoid misconceptions. Missed communication chances can disrupt partnership. Understanding this helps online instructors prepare for potential obstacles.

Instructors should socialize students into collaborative, technology-mediated practice, including communicating with professors and classmates, participating in productive, collaborative group discussions, sharing documents, resources, and information, and the co-construction of knowledge via written assignments or research reports, all across a range of applications and modalities (Hamp-Lyons, 2011; Kern, Ware & Warschauer, 2016). This process involves conscious integration and planning of explicit stages inherent in collaborative writing, namely role-assigning, planning, brainstorming, drafting, reviewing, revising, and editing and collaboration patterns (e.g. joint writing, parallel writing, single writing with feedback) (Kern, Ware & Warschauer, 2016). Understanding this helps online instructors outline the process of how to effectively integrate technology-mediated practice into their teaching. It also outlines explicit stages and collaboration patterns that are essential for successful online teaching.

Tasks cannot be designed in a way that can be simply divided up and completed. They should be designed to require real collaboration as opposed to cooperation (Ducate et al, 2011; Wheeler et al., 2008) and this collaboration should be explained as being mandatory (Lee & Wang, 2013) as evaluation will be based on how well individuals work together. This ensures equal and reciprocal collaboration (Elgort et al, 2008; Lee & Wang, 2013; Li & Zhu, 2013) and discourages social loafing, or the uneven distribution of work, which can undermine the

collaborative spirit of the task and affect student perception of learning gains (Ashcraft & Treadwell, 2007; Lee & Wang, 2013). This helps online professors design assignments that demand meaningful collaboration and discourage social loafing, which can affect student learning. Teachers can maximize student learning by assuring equal and reciprocal collaboration and clarifying that evaluation will be based on teamwork.

Technology-mediated collaborative writing tasks should follow a distinct approach to collaborative writing tasks conducted in physical classrooms. As online collaboration requires longer periods of time in order for interpersonal relationships to develop. This requires that learners are fully oriented to online collaboration and fully supported throughout their interactions. As a result, instructors should design, structure and scaffold engaging tasks, orient learners to specific roles and responsibilities, define online communication protocols and encourage collective ownership of the writing process (Ducate, Anderson & Moreno, 2011; Johnston & Lawrence, 2017; Storch, 2011; Wheeler, Yeomans & Wheeler, 2008). Online collaboration requires more preparation and coaching than in-class collaboration. To facilitate writing, teachers should plan activities, assign roles, establish online communication channels, and offer support.

Designing a collaborative writing task with an appropriate, user-friendly virtual learning environment (VLE) can reduce the need for technical support from the teacher. This also means that students engage in higher levels of active collaboration faster (Ducate et al, 2011; Storch, 2011; Zorko, 2009). Additionally, preliminary training for collaborative writing and the use of the VLE can allow students to gain proficiency before starting the collaborative task (Ducate et al, 2011; Wheeler et al., 2008; Zorko, 2009). This can be done by conducting a practice activity that can help students build the necessary technical and social skills for creating an effective

collaborative work approach within their teams (Ducate et al, 2011; Lin & Kelsey, 2009). For online teachers, this indicates that students can learn to collaborate and use a VLE without technological support from the teacher. Teachers can help students learn to collaborate faster by giving instruction and practice. This can boost learning efficiency.

Theoretical Framework

Reflective Practice through Action Research

The concept of reflective teaching practice is rooted in Dewey's ideas of reflective learning. Dewey (1933) saw reflection as being moral in nature. One reflects not just one's actions but also on their consequences (Leitch & Day, 2000). The reflective practitioner, though concerned with the practical concern of improving practice, has a moral obligation to develop a broader understanding of self in society (Leitch & Day, 2000). Dewey saw the reflective practice as being fundamentally experimental and requires a process of informed inquiry (Zeichner & Liston, 2013). From Dewey's point of view, the reflective experience passes through five steps: 1. Something confusing occurs; 2. An interpretation is made; 3. Analysis helps define the problem; 4. The original interpretation is modified based on the results of the analysis; 5. A plan of action is devised, implemented and evaluated (Zeichner & Liston, 2013). This helps online instructors appreciate the need for reflection as reflective teaching helps teachers understand their behaviours and their effects. It also stimulates inquiry and experimentation, which can help teachers change their approach and create new strategies to grow as teachers. It helps online teachers adapt to the ever-changing online environment and better serve their students.

According to Dewey (1933), reflection is a systematic and disciplined thought process rooted in scientific inquiry. Reflection serves to deepen one's understanding and draw connections between experiences and ideas. In doing so, it fosters continuity in learning. Dewey

(1933) argues that reflection requires community interaction and values the personal and intellectual growth of all participants (Dewey, 1933; Hébert, 2015; Rogers, 2002).

Dewey's ideas of reflection were expanded upon by Schon. By observing practitioners' thinking process in action, Schon (1983) developed his 'reflection-on-action' and 'reflection-in-action' model of reflective thinking (Hébert, 2015; Leitch & Day, 2000).

Reflection-on-action refers to practitioners reflecting on their practice before and after a teaching experience, considering pedagogical issues that may happen and their response to it as well as issues that emerged during teaching and considering what can be done to address them.

Reflection-in-action refers to practitioners responding to pedagogical issues as they unfold and responding in the moment. Schon adds a third type, namely reflecting-for-action, which refers to the reflective process involved in planning next steps once practice has been reviewed (Zeichner & Liston, 2013). Schon's model views reflection as something that is ongoing and iterative, and oriented towards the task of problem-solving emergent issues or affirming taken approaches and interventions (Zeichner & Liston, 2013). Understanding the concepts developed by Schon, helps the online instructor to prepare, respond, and reflect on their lessons by helping them anticipate and address educational challenges via reflection-on-action and reflection-in-action activities.

Action research (AR) is considered a type of formal reflective practice as it shares many similarities with existing reflective models. Both are iterative processes that are problem-solution oriented, and aim to improve practice through "the application of practical judgment and the accumulated personal wisdom of the teacher" (Leitch & Day, 2000, p. 183). Reflective processes within an AR approach focus on "building teachers' capacities to self-evaluate" (Leitch & Day, 2000, p. 183) and can support teachers' efforts to understand their own practice as well as the situation in which the practice takes place and thus improve practice (Carr & Kemmis, 1986;

Crookes, 1993; Kemmis & McTaggart, 1982). Action Research, as a formal approach to reflective teaching, helps online teachers self-evaluate, understand, and improve their work by providing an iterative process. It can also help online teachers apply practical judgment and knowledge.

Action research (AR) is a cross-disciplinary methodological approach that “focuses on learning about practical issues for the purpose of improving or changing them” (Greenwood & Levin, 2007; Hinchey, 2008; Ivankova & Wingo, 2018, p. 981). AR is often associated with education, often called ‘practitioner research or practice-based research’ (Carr & Kemmis, 1986; Crookes, 1993; Kemmis & McTaggart, 1982; Van Lier; 1989). AR can be used to improve practice, the understanding of practice, and the situation in which the practice takes place (Carr & Kemmis, 1986; Crookes, 1993; Kemmis & McTaggart, 1982). Research questions arise from an educator’s immediate needs, concerns or problems. In other words, AR helps online teachers analyze and improve their practice by providing ways to discover issues and find answers based on their own experiences thus helping them choose online teaching techniques and materials. Action research also helps teachers assess their teaching performance and make modifications based on those assessments (Carr & Kemmis, 1985; Crookes, 1993).

A central aspect of AR is its equal and simultaneous focus on both ‘action’ and ‘research’ (Burns, 2005). The action component involves planned interventions, where concrete strategies, processes or activities are developed within the research context in response to a perceived systemic or pedagogical problems or queries (Burns, 2005). Action research involves iterative cycles of planning, action, observation, and reflection, which helps online instructors apply research-based problem-solving to their practice, discover and fix systemic or pedagogical difficulties.

Reflective teaching practice is greatly supported through the use of a facilitating framework. In the case of teaching EAP online, there is a need for a framework that can help teachers conceptualize learning in virtual environments and how the dynamics of learning change over time. In addition, teachers need to be able to anticipate and make sense of pedagogical issues as they emerge and be able to plan effective interventions to support learning. Above all, teachers need to be able to initiate and sustain a feeling of community among their learners. One framework that was developed for the purpose of facilitating learning in higher education online, is the Community of Inquiry (CoI) framework. The CoI helps online teachers understand how learning works in virtual environments. In tandem with reflective teaching practice and AR methodology, the CoI can help teachers foresee pedagogical challenges and arrange effective student support. It helps teachers build community, which is crucial for online learning.

The Community of Inquiry

The CoI emphasizes that a sense of community facilitates deep and meaningful learning (Garrison, Anderson & Archer, 2000). Establishing and sustaining a community of learning online requires a shared intellectual pursuit wherein teachers and students are engaged in critical thinking and discourse, which is essential for higher order thinking. This community of inquiry engenders purposeful relationships among learners that are supported by the teacher (Garrison & Arbaugh, 2007). Online instructors should develop meaningful interactions, critical thinking, and supportive relationships to create an online learning community. Developing a community of inquiry with an online course allows teachers to foster deeper learning through meaningful collaborative learning activities.

The Community of Inquiry framework was developed between 2000 and 2003 by Randy Garrison, Terry Anderson Walter Archer to address issues emerging from an online graduate program created to facilitate online discussion forums. As student collaboration and interaction is central to higher education, there was a need to develop a theoretical model to explain the online learning experience (Swan & Ice, 2010). The framework was developed with the goal to bring together the potential of computer conferencing with the fundamental goals of formal education, which is the creation and sustainability of a community of inquiry. Community and inquiry, together, form a “pragmatic organizing framework of sustainable principles and processes for the purpose of guiding online educational practices” and research (Swan, Garrison & Richardson, 2008, p. 5). By understanding and applying these principles and processes, teachers can create an effective and engaging online learning experience for their students.

Generally, the CoI was developed to describe, explain, and predict learning in an online environment, and helps keep learning consistent with the values of higher education to support discourse and reflection in a community of inquiry (Arbaugh et al., 2008). The CoI facilitates an “empowering, supportive learning community” for the purpose of “managing the dynamics of learning within collaborative learning groups over time” (Johnston & Lawrence, 2017). The Community of Inquiry (CoI) framework proposes that to create this meaningful educational experience, a sustained presence of three overlapping constructs: cognitive, social and teaching presence is required (Garrison, Anderson & Archer, 2000). These presences are in constant search of balance shifting over time (Swan, Garrison & Richardson, 2008). This helps online instructors determine what makes an effective learning experience for their students. Simply, according to the CoI, creating and maintaining this equilibrium between these three constructs is crucial to achieving an online courses’ overall learning outcomes.

Generally, the CoI is a process model of online learning based on collaborative constructivist views. It is concerned with the importance of community and collaborative social knowledge construction in a higher education context (Swan, Garrison & Richardson, 2009). The CoI views learning as the process of meaning-making during learner interaction in a socio-cultural context (Kozan & Richardson, 2014). According to Swan, Garrison and Richardson (2008), community and inquiry, together, form a “pragmatic organizing framework of sustainable principles and processes for the purpose of guiding online educational practices” (p. 5). In short, fostering student participation and knowledge construction by understanding collaborative constructivism as embodied by the CoI, can help online instructors create engaging student activities that support community formation through collaboration.

Understanding the concept of community of inquiry, social constructivism and distributed cognition can help online instructors create a meaningful and successful learning experience for their students. This involves understanding how learning is socially situated, how knowledge is co-constructed, and how practice and knowledge are inseparable from the communities in which they occur. By utilizing concepts such as virtual learning communities, social presence theory and communities of practice, teachers can create a successful learning environment for their students and ensure their learning experience is meaningful and successful.

Theoretical Foundations

An ideal of Higher Education (HE) is discourse and reflection shared among a collaborative community of scholars. This notion of community is rooted in the belief that “knowledge and learning are a natural part of the life of communities that share values, beliefs, languages and always do things” and thus, “knowledge in this view is inseparable from practice and practice is inseparable from the communities in which it occurs” (Swan & Shea, 2005, p. 5).

In other words, by understanding the value of shared discourse and reflection within a community, online instructors should seek to create a virtual learning environment in which students can readily interact with each other, easily share ideas and work together to share and build knowledge.

The concept of community of inquiry is based on a community of philosophical inquiry theory inspired by the educational philosophies of Peirce, Dewey and Lipman and expanded to other fields and subjects. It demonstrated its capacity for “bridging the gap between learning, research and practice by actively engaging those concerned with a particular issue” (Dumitru, 2012, p. 239). Specifically, the theory of community of inquiry has also incorporated elements from Dewey’s ideas of practical inquiry and social constructivist learning (Dumitru, 2012). Dewey saw inquiry as being at the heart of education and involved a simplified version of the scientific method, which linked problem-solving to meaningful learning. By collaborating, students would be compelled to take responsibility for their own learning experience, construct meaning and confirm it through interaction with peers (Swan, Garrison, Richardson, 2009). This provides a framework for students to actively engage with each other and the material. By incorporating elements from Dewey's ideas of practical inquiry and social constructivist learning, students are seen as being not only able but required to take responsibility for their own learning experience and work together with their peers to construct meaning and achieve shared learning aims. This is an effective way to bridge the gap between learning, research and practice, and it can help create an effective online learning environment.

Constructivism is a theory which combines theories from cognitive science and sociocultural principles (Hampel, 2003). There is a focus on the learner and their pre-existing knowledge and skills. This theory contends that this can be built upon with the help of others.

Knowledge cannot be transferred but is rather co-constructed (Hampel, 2003). Social Constructivists view knowledge as being socially constructed and learning as a process of meaning-making that occurs during interaction between peers in a community of learners. Meaning-making and confirmation of this meaning require collaboration in learning communities (Swan, Garrison & Richardson, 2008). Thus, Constructivism emphasizes the necessity for online instructors to focus on students' existing knowledge and skills and urge them to build on them with others. This approach also promotes social interaction and meaningful discussion between teachers and students to develop knowledge by supporting meaning making.

Socially-oriented approaches to education view learning as not an internalized process but rather something that happens during interaction. Learners co-construct any communicative activity they participate in and they do this from their own socio-history and for their own goals (Hampel, 2006). Sociocultural thinking sees the human mental functioning as being situated in context, i.e. social interaction, culture, institutional contexts and history. In other words, according to Hampel (2006), understanding human mental processing is inseparable from the setting in which individuals or groups operate. This means human mental functioning is socially-situated. Lund (2008) notes that language is therefore not seen as a reflection of mental processes but rather mediates and shapes thinking in conjunction with other cultural tools (semiotic or material). Thus, online teachers should understand how students use social and cultural tools to co-construct their learning environment. As learning is considered a socially-situated activity, online teaching requires collaboration and communication. Understanding language as a mediator and shaper of thought can help teachers build relevant and interesting online learning experiences for students.

Social learning approaches view learning as being essentially social in nature and that learning involves social interaction between peers (same level, grade or status), either direct, mediated or remembered (Swan & Shea, 2005). The concept of situated learning views learning as being inseparable from the physical and social context it occurs in. For learning to happen, the learner's social and physical context should be embedded in a meaningful activity (Swan & Shea, 2005). In addition, the concept of distributed cognition views learning as being situated in interaction (Swan & Shea, 2005). Knowing and understanding something is not an isolated phenomenon but rather comes about through interaction with others or with the cognitive tools that facilitate these interactions (Swan & Shea, 2005). The focus shifted the concept of learning from simple knowledge transfer to fostering social competencies that support knowledge creation (Dumitru, 2012). For online instructors, this shows that learning is best enhanced by social interaction, either direct or mediated. Online instructors should be able to construct relevant activities that allow students to connect with each other or with cognitive tools.

To enhance its operational character, the development of the CoI adopted and developed elements from Wenger's Communities of Practice model. Wenger's study of communities of practice (COP) situated learning in practice, arguing that practice is social in nature, and in practice, knowledge is co-constructed by community members (Swan & Shea, 2005). The concept of virtual learning communities is rooted in research in social presence theory and Wenger's (1997) study of communities of practice. Wenger's Community of Practice situated learning in practice; thus, arguing that practice is social in nature, and in practice, knowledge is co-constructed by community members (Swan & Shea, 2005). Swan and Shea (2005) suggest that online courses can be seen as being communities of practice as online community members demonstrate a strong commitment to their community, understand and follow the conditions of

membership based on socially constructed behavioral rules, and their success or failure is dependent on their ability to move from being an outsider to become a fully inducted member of the online community (Swan & Shea, 2005). Understanding social presence theory helps conceptualize important aspects of a supportive online learning environment which can be leveraged during lesson planning and task design.

In summary, the notion of a community of inquiry is rooted in educational philosophies such as Peirce, Dewey and Lipman, and that it has incorporated elements from Dewey's idea of practical inquiry and social constructivist learning. Additionally, socially-oriented approaches to education view learning as an interaction process, and that knowledge is socially constructed and co-constructed. The concept of virtual learning communities is also rooted in research in social presence theory, and it is suggested that online courses can be seen as communities of practice. This theoretical grounding that underlies the CoI framework gives online teachers a theoretical framework for planning and facilitating online courses by providing insight on how to effectively construct a collaborative, knowledge-sharing environment for online learning where the main aim is to build community among students to improve engagement and thus learning.

The Three Constructs

Teaching Presence. The construct of Teaching Presence (TP) refers to the design, facilitation, and direction of cognitive and social presences for the “purpose of realizing personally meaningful and educationally worthwhile learning outcomes” (Garrison, Anderson & Archer, 2000, p. 101-102). Garrison and Arbaugh (2007) state that “although both social and content-related interactions among participants are necessary in virtual learning environments, interactions by themselves are not sufficient to ensure effective online learning; they need to

have clearly defined parameters and be focused in a specific direction, hence the need for teaching presence” (p. 163).

Specifically, TP helps sustain cognitive and social presence through designing instruction and facilitating learning by aligning all the components of a community of inquiry with the learning outcomes, learner needs and abilities (Kozan & Richardson, 2014). In other words, TP is the key element in the CoI as it establishes and facilitates cognitive and social presence. Studies have shown that TP strongly correlates with “student satisfaction, perceived learning, and sense of community” (Tolu, 2013, p. 1052).

TP is broken down into three activities, namely design and organization, facilitating discourse and direct instruction. According to Fiock (2020), instructional design and organization components are course materials, lesson plans and activities developed before the start of the course, while facilitating discourse refers to moderating student discussions and monitoring student understanding, and direct instruction includes providing ongoing learning support as the content expert.

Among these three categories, direct instruction is considered crucial and often requested by learners (Tolu, 2013). Direct instruction can also include “presenting content, summarizing the discussion, confirming understanding through assessment, providing timely feedback, clarifying misconceptions, providing content from various sources and experiences, and helping learners with technical problems” (Tolu, 2013, p. 1052). Studies have found that direct instruction has a positive correlation with student satisfaction and perceived learning (Shea, Pickett, & Pelz, 2003). A meta-analysis by Caskurlu et al. (2020) confirms this correlation.

In online learning, teaching is made up of to the role of the language instructor and the ability to design and facilitate tasks in accordance with their learners’ abilities and proficiencies

in mind, as well as understanding of the ecological affordances and constraints of the medium of instruction and interaction and chosen accordingly (Hampel, 2006). Therefore, teaching presence can also be provided by the collective ZPD established and maintained by the learners themselves. Expert learners can provide teaching presence during collaborative activity. In sociocultural terms, scaffolding can be provided by the teacher, tasks design and the learners themselves within the learning community. A study by Shea et al. (2006) found high levels of learning and community are correlated to both direct facilitation and effective instructional design and organization.

In summary, the concept of Teaching Presence helps online instructors design instruction that aligns with learning outcomes, learner needs and abilities using the Community of Inquiry (CoI) framework. It also reinforces the importance of direct instruction, such as presenting content, summarizing discussion, confirming understanding through assessment, providing timely feedback, clarifying misconceptions and providing content from various sources and experiences. Providing Teaching Presence helps to create a Zone of Proximal Development (ZPD) within the learning community to allow expert learners to provide teaching presence. It also helps instructors identify the ecological affordances and constraints of the medium of instruction and interaction and select tasks accordingly.

Cognitive Presence. Cognitive Presence means being “cognitively active, in that learners seek the most effective and efficient ways of solving a learning problem, and apply these solutions at the end” (Kozan & Richardson, 2014, p. 68). Cognitive Presence is considered the primary construct of the CoI as it is the primary concern of higher education and is vital for critical thinking (Garrison, Anderson & Archer, 2000) though it is considered the hardest presence to establish and sustain as it depends on both a strong sense of teaching and social

presence to provide direction and group cohesion that engages students with learning tasks (Arbaugh, 2007; Tolu, 2013).

The construct of cognitive presence is based on John Dewey's practical inquiry model which consists of four iterative and cyclical stages: a triggering event, exploration of possible problem-solving strategies, integration of solutions, and resolution of the problem. Cognitive Presence pertains to learners' ability to make meaning through communication (Garrison, Anderson & Archer, 2000; Tolu, 2013). According to Fiock (2020), a triggering event provides "activities related to the inquiry process" where exploration is supported by activities that provide opportunities for students to "brainstorm, discover, and openly discuss problems in an environment that supports such learning" (p. 139). In addition, the integration and resolution stage involves "instructional activities developed around reflection" (p. 139). Moving through these phases involve students in an environment of "reflection and discourse; analysis and synthesis" (Garrison, Cleveland-Innes & Fung, 2010, p. 32). As such, sustained engagement "throughout the process enables movement toward the resolution phase" (Fiock, 2020, p. 139). However, as Kozan and Richardson (2014), warn this is either hampered or enhanced by the medium of communication employed during the learning task. Collaborative communication through technology-mediated means requires a high degree of socio-emotional support from its participants and should be anticipated by the instructor (Kozan & Richardson, 2014).

A study by Garrison and Cleveland-Innes (2005) found that interaction during a course is not enough to establish cognitive presence, especially when there is an absence of structure and leadership in the course. A study by Wang and Shan (2018) confirmed this. They found that simple discussions only lead learners to lower phases of cognition. Findings suggest that collaborative learning approaches can be used to enhance student perceptions of self-efficacy and

support a more autonomous learning activity among students. They suggest that online collaborative learning activities should “consider providing learners specific backgrounds and goals, to promote learners’ critical reflections by increasing the complexity of task design” (Wang & Shan, 2018, p. 1164).

Cognitive presence is often facilitated online through careful task design that incorporates a purposeful use of technology to aid communication and collaboration (Kozan & Richardson, 2014). Specifically, cognitive presence can be facilitated by the embedded outcomes of the task and its fit with the ecological affordances and constraints of the communication tool being used and its ability to facilitate the collaborative effort to reach these outcomes, i.e. the ability to make meaning during interaction. To establish cognitive presence, teachers should put great emphasis on planning, including understanding how course design, teaching methods and approaches, materials and activities support critical and meaningful learning (Garrison & Cleveland-Innes, 2005; Tolu, 2013).

Fiock (2020) argues that instructional cognitive presence strategies should include having students “self-select topics they are curious about within the topic being taught, facilitating critical analyzation discussions (role-playing discussions), creating course rules to allow for an open environment for different perspectives, and encouraging students to share with each other resources related to the course topic” (p. 139).

In summary, critical thinking requires cognitive presence which is the CoI's main concept and is based on John Dewey's practical inquiry paradigm which is a process-oriented approach to learning and includes a triggering event, problem-solving strategies, integration, and resolution. Online learning requires critical thinking, therefore cognitive presence is crucial for online instructors. Teachers can foster critical thinking and problem-solving by planning and

understanding course design, teaching techniques, materials, and activities. Self-selected themes, critical analysis dialogues, open venues for varied perspectives, and course-related materials can all be used to boost students' cognitive presence and thus learning.

Social Presence. The construct of social presence originated from Short et al. (1976) study that investigated the phenomenon of 'social presence', defined by Short as the feeling of being able to perceive one's interlocutor during interaction in a virtual environment (p. 67-68). The concept of Social Presence is important as it helps explain the positive psychological effect of perceiving someone at the "other end" of a communication exchange in a virtual space devoid of an actual physical presence (Ko, 2012, p. 67). Social Presence, in online language learning, is often described in terms of social interaction, i.e., the ability of a task or environment to facilitate social interaction either in one mode or multiple modes and the learners' sense of being able to perceive their interlocutor (Ko, 2012).

Kear et al (2012) suggest that an increase in social presence makes the interaction seem real, not technologically-mediated; thus, establishing a sense of community and belongingness. They state that this human feel can soften the restrictions inherent in computer-mediated communication (Kear et al, 2012). Social presence research usually looks at differences between face-to-face classroom and virtual ones. Studies into social presence and immediacy look at the effect this psychological distance has on learning (Swan & Shea, 2005). Early studies focused on the impact on teachers' immediacy behaviours on cognitive and affective learning, newer research looks at the intervening variables that mediate the teacher-learner relationship (Swan & Shea, 2005). Studies have linked teacher immediacy behaviour and an increase in learners' affective learning and the impact this has on their cognitive learning (Swan & Shea, 2005). The

notion of social presence can be said to have been an early impetus for the Community of Inquiry framework.

In the CoI, the construct of Social Presence has been expanded, and is defined as “the ability of participants in a community of inquiry to project themselves socially and emotionally, as ‘real’ people (i.e., their full personality), through the medium of communication being used” (Garrison, Anderson & Archer, 2000, p. 94).

Social presence is composed of three components, namely emotional expression, open communication and group cohesion (Garrison, Anderson & Archer, 2000). Emotional expression is considered the foundation of a community of inquiry (though not a main driver) (Garrison, Anderson & Archer, 2000). Fiock (2020) suggests that activities that aim to support affective expression include “encourage initial and introductory content that helps develop trust and interactions among peers” (p. 139).

Open communication refers to mutual and courteous communication. Fiock (2020) recommended setting of course rules for learners to follow that encourage/require participation in discussions as well as providing opportunities for “both peer-to-peer and peer-to-instructor connections (e.g., journals, blogs, and discussion) [that] will allow for open lines of communication” (p. 139).

Group cohesion speaks to the establishing and maintaining of a sense of community where group membership supersedes individuality. Social interaction underpins cognitive presence by helping to establish a sense of community among learners. To support group cohesion, Fiock (2020) suggests designing learning tasks, assignments or projects that require collaborative problem-solving and critical discussions that “allow for the integration of community building” (p. 139).

According to Garrison and Arbaugh (2007), Social Presence has been shown to be vital for cognitive presence by building mutual understanding and creating personal and purposeful relationships (p. 160). Studies have shown that it is possible to support high degrees of social presence during computer mediated communication (Richardson & Swan, 2003) though this online interaction requires effective planning and use of strategies to sustain it (Rourke, Anderson, Garrison & Archer, 2001; Swan, 2004; Tolu, 2013).

In summary, social presence, or the ability to perceive one's virtual interlocutor, is crucial for learning in virtual environments as it increases social interaction and the sense of belonging in a community. It also promotes mutual understanding and meaningful connections, supporting greater cognitive presence. Social presence helps students and teachers feel linked, which can improve language acquisition. It also humanizes computer-mediated interactions, making learning more engaging and thus less 'mediated'. Knowing how to sustain social presence can help online instructors effectively plan engaging lessons.

A Dynamic Model

Swan, Garrison and Richardson (2008) stress that the CoI framework is a dynamic model in so far as it is in constant search of balance among all three presences as in each presence and their categories interact and shift over time and across courses. Much research has focused on one construct to the detriment of the others. However, they argue that the strength of the framework lies within the dynamics of the whole community, i.e. all three overlapping constructs.

In a study by Shea and Bidjerano (2008) to investigate the impacts of teaching and social presence on cognitive presence, they showed that both teaching and social presence made up 70% of variation in learners' reported level of cognitive presence. Furthermore, it was found that

social presence was directly related to the establishment of teaching presence. In other words, social presence did not directly affect cognitive presence but served as a mediating force between teaching and cognitive presence (Swan, Garrison & Richardson, 2008). Shea and Bidjerano (2008) concluded that “teaching and social presence represent the processes needed to create paths to epistemic engagement and cognitive presence for online learners” (p. 17).

Kozan and Richardson (2014) found that the inter-relatedness between the three constructs shifts over time and as community formation begins to emerge. In their study, they found a strong inter-relatedness among all constructs. They suggest that efforts to increase Cognitive Presence may also increase Social Presence, which in turn strengthens Cognitive Presence. Garrison and Arbaugh’s (2007) argue that Social and Cognitive Presence are equally important as mere social interaction is not enough to establish a Community of Inquiry. Efforts to increase Social Presence should facilitate interaction that supports cognition helping learners form what Garrison terms “purposeful relationships” (Garrison & Arbaugh, 2007, p. 160). In other words, Social Presence is supported through social interaction that fosters critical thinking and learning, simultaneously (Kozan & Richardson, 2014).

Another study by Akyol and Garrison (2008) investigates how each of the presences and their categories interact and evolve over time. It was found that social and teaching presence and their respective categories changed over time though proportionately cognitive presence and its categories remain consistent. It was also found that cognitive and teaching presence were directly correlated to over student learning and satisfaction, but social presence had little impact. The authors note that the degree to which social presence affected learning experience may be due to context as in the importance of social presence on learning may vary from context to context. They suggest that “the integration of the elements of a community of inquiry should be designed,

facilitated and directed based on the purpose, participants and technological context of the learning experience” (p. 16).

Findings from a study by Hosler and Arend (2012) confirm the importance of cognitive and teaching presence as important factors for student learning and satisfaction, though stressed that cognitive presence made the most significant contribution. They found that cognitive presence can be controlled directly through the actions of the teacher, specifically the category of facilitated discourse had the most significant effect on the relationship between teaching and cognitive presence.

In a study by Lee (2014), found evidence between social presence and cognitive presence. Specifically, they found that cognitive density did not directly correlate to higher quality of learning. They found that differences in cognitive presence among groups of learners was due to differences in patterns of social presence within these groups. They suggest that higher levels of social presence lead to better quality of cognitive presence. Their findings suggest that teaching presence was required for higher order thinking to occur, particularly higher levels of direct and focused instruction and facilitated discourse. They recommend that in addition to enhanced teaching presence, online forum discussions among students should involve more dynamic/synergetic approaches, such as allowing students to take on various roles, such as initiators of the discussion topic or acting as forum moderators, which shifts the focus away from teacher-centred interactions.

In summary, teaching, cognitive, and social presences interact and change over time. Teaching and social presence have a significant impact on cognitive presence. Social presence mediates instructional and cognitive presence. For example, social presence can affect cognitive presence by allowing students to play different roles in social exchanges such as in online

discussion forums. Overall, cognitive and teaching presence affect student perceptions, learning and satisfaction. Online instructors can leverage their understanding of how teaching, cognitive, and social presence affect student learning and satisfaction to inform task design.

The CoI Survey Instrument

CoI research in the beginning focused on “qualitative content analysis of asynchronous text-based discussion transcripts to describe student interactions and discourse” (Maddrell et al., 2017, p. 247). In 2008, researchers developed a 34-item instrument (Arbaugh et al., 2008). The main aim of the survey instrument was to be able to “efficiently measure and study the relationships among the three presences based on students’ perceptions of their participation in the learning environment” (Maddrell et al., 2017, p.247-248). The development of the CoI survey instrument shifted research from “content analysis of online discussion transcripts to surveying online learners using the CoI instrument” (Castellanos-Reyes, 2020, p. 25).

The first validation study of the CoI survey was a multi-institutional development and validation study focused on operationalizing the CoI framework in 2008 (Arbaugh, et al., 2008). Additional validation studies followed (Garrison, 2017 & 2018; Swan, et al., 2008), including non-English learning environments, e.g. Chinese (Ma, et al., 2017), Portuguese (Moreira, et al., 2013), Spanish (Velázquez, Gil-Jaurena & Encina, 2019), Turkish (Olpak & Cakmak, 2018) and Korean (Yu & Richardson, 2015) language contexts. A review of the literature on CoI survey research by Stenbom (2018) confirms that the CoI survey provides a reliable and valid measure of the constructs that make up the CoI. Findings confirm that teaching presence is a sound predictor of students' perceptions of cognitive presence with “social presence as a partial mediator” (Stenbom, 2018, p. 27).

For many online instructors in higher education contexts, the CoI survey is a commonly used method for assessing and understanding the three presences of teaching, cognitive, and social presence in online learning environments. Knowing the pros and cons of this survey instrument can help online instructors select or develop appropriate and effective online teaching approaches that enhance the three presences and theoretically the learning experiences of their students by identifying areas for development. Additionally, understanding the criticisms of the CoI survey can help teachers become aware of important aspects of online learning that the survey may be lacking, such as recent proposals for alternative constructs such as learner presence, emotional presence, and autonomy presence, to name a few.

Critiques of the CoI

The Community of Inquiry framework has been critiqued in the literature as interest has grown among researchers and practitioners. Themeli & Bougia (2016) criticize the CoI for being overly focused on peripheral issues such as student satisfaction rather than on deeper and more meaningful learning. Castellanos-Reyes (2020) states that learners do not always achieve high levels of critical thinking in online discussion boards due to course design and that the framework needs additional components to be more meaningful. Caskurlu, et al. (2021) emphasize the need for a more interpretive, comprehensive, and updated synthesis of earlier qualitative research focused on factors that impact the quality of students' online learning experiences. They argue that the CoI framework does not take into account certain elements of online learning, such as learners' involvement in an online learning community and its management, and does not provide tips for how to design effective online courses. Rourke & Kanuka (2009) argue that few studies have investigated learning in communities of inquiry, and the existing studies are methodologically weak. They argue that most studies focus

on constructs of the framework rather than learning outcomes. For instance, self-report measures used in the studies are inadequate in assessing deep and meaningful learning.

Kozan & Caskurlu (2018) point to the lack of comprehensive and descriptive review of earlier research on the framework. They also argue that the CoI is inconsistent with John Dewey's work on community and inquiry suggesting further discussion and comparison of the theoretical underpinnings of the CoI framework with the focus of the framework on collaborative-constructivist purposeful learning communities of inquiry. Kineshanko (2016) also points out the fragmented nature of existent empirical research on the CoI, which lacks comprehensive understanding. Heilporn and Lakhal (2020) argue that the CoI categories have not been empirically verified and lack knowledge about internal dynamics and their influence on learning outcomes or areas of improvement in online and blended courses. Similarly, Cooper and Scriven (2017) point out inadequate explication of links between CoI constructs and a variety of methodological concerns with self-reporting as a measure of student learning. Díaz, et al. (2010) argue the CoI lacks construct validity. They argue the lack of correlation between student ratings of importance and the presence of certain CoI items.

Xin (2012) argues that the CoI does not explicitly reflect the functional entanglement of human communication. She states that online discussions involve exchanges in natural language, where each utterance performs multiple functions; these functions are inseparable aspects of teaching and need to be taken into consideration when studying online dialogue. Annand (2011) argues the CoI is based on an artificially constructed online learning experience, undermining the formation of true communities of inquiry. He argues that there is an over-emphasis on the importance of group-based interaction during the learning process and does not address directly the effects of individualized learning. In addition, Annand (2019) argues that the CoI is based on

the unexamined assumption of the need for sustained communication to enable deep and meaningful learning.

However in response to this criticism, Akyol et al. (2009) argue that the CoI is widely used in online and blended teaching and learning, and has yielded promising results. The strength of the CoI is in its emphasis on constructivist orientation that focuses on how we construct knowledge, rather than an objectivist focus on learning outcomes. Garrison (2012) states that the CoI is a generic theoretical framework that is essential to a collaborative constructive approach to learning. He argues that critiquing the CoI framework from an incompatible paradigmatic perspective is misleading and counter-productive. He argues that the CoI should be viewed as a merely means to study collaborative constructivist educational transactions and is best used as a rubric to test for functioning communities of inquiry. Ultimately, the CoI is a framework used for personal reflection and critical discourse, and offers the ability to gain metacognitive awareness and ability through sustained discourse and feedback. Garrison (2011) also notes that social presence is a key construct in the CoI framework as social interaction plays an essential role in a collaborative constructive approach to learning.

Gaps in the Literature This Study Aims to Address

CoI research and development now span more than twenty years and have experienced a massive uptick in interest during the COVID-19 pandemic across all areas of Higher Education. However, there have been a few tentative steps towards studying the CoI framework for the purpose of language learning, writing and EAP.

A study by Yamada et al. (2014) in Japan investigated affective factors with learning behaviours in the application of the CoI framework for English as a Foreign Language (EFL) in Japan and found a correlation between perceived social presence and its ability to enhance

cognitive presence during asynchronous discussions. This study indicates that increased social interaction leads to deeper discussions.

A study by Wang et al. (2016) in China evaluated the affordances of the WeChat social media platform for the development of communities of inquiry in semi-synchronous language exchange and the emergence of the three presences between learners of Mandarin Chinese and learners of English. Findings confirmed the establishment of the three presences in CoI; however, these findings were specific to WeChat-supported semi-synchronous language exchange.

Another study by Sun, Franklin and Gao (2017) in China, explored how the GRE Analytical Writing Section Discussion Forum (an informal online language learning forum in China) supported the development of English writing proficiency among its members. The CoI was enlisted as a theoretical framework to generally explore the emergence of teaching, cognitive and social presence in this environment through the use of an adapted CoI survey. Findings from this survey showed strong evidence of high levels of perceived teaching, cognitive and social presences among community members.

There have been several studies of the CoI and its application to online collaborative writing instruction. In the context of composition studies, Stewart (2021) In her review of the literature, finds that CoI has only been “narrowly applied to writing studies” (p. 5) and none have employed the use of the CoI survey as an assessment tool. Her findings suggest “theoretical overlaps between the CoI Framework and the goals of composition instruction” (p. 12) that “prioritize student-centred learning environments that facilitate peer interaction and assume learning is a result of dialogue and reflection” (p. 12). She states that these overlaps “justify the employment of the CoI Survey to the context of online writing instruction, and this study shows

that the CoI Survey is a valid measurement of the CoI Framework in that context” (p. 12).

Stewart states that using the CoI survey would help instructors assess writing courses by giving voice to their students. In addition, combining the CoI survey with other measures of assessment could allow instructors and researchers to properly assess “impact of collaboration on students’ writing-related knowledge and abilities” (p. 12).

A study by Hilliard and Stewart (2019) “variations in medium blend and high blend first-year writing (FYW) students’ perceptions of the categories associated with teaching presence, social presence, and cognitive presence” (p. 27). Their findings suggest that high-blended students rated the three presences higher than their medium blended counterparts. Further analysis revealed that high-blended students were presented with more opportunities for interaction during online sessions which resulted in high levels of reported CoI.

There has also been some limited attention to the CoI in EAP research. A study by Englander and Russell (2022) investigated the experience of international students and instructors in an EAP program during the sudden shift to emergency remote teaching during the pandemic through a CoI lens. Their findings confirmed that the CoI provided a useful heuristic for examining course content and promoting a shared understanding among instructors that helped them modify or enhance their teaching approaches to support feelings of teaching, cognitive and social presence among students. However, social presence was found to be least correlated to perceptions of meaningful learning and satisfaction (though not a determinant) whereas teaching presence was strongly correlated (strongly determinant).

This research study is important for the field of online instruction with regard to writing instruction in English for Academic Purposes (EAP) context as it adds to the growing interest in the research of the Communities of Inquiry (CoI) framework for online language learning, EAP,

and collaborative writing instruction. It provides evidence regarding the importance of the CoI in establishing teaching, cognitive and social presence among students and instructors within these contexts.

Summary

This chapter outlined the importance of EAP educators understanding the intricacies of EAP practice and research as well as the complexities inherent in EAP writing instruction. In addition, this chapter provided a discussion on the need for reflective teaching methods underpinned by an Action Research methodology and how this, in tandem with the community of inquiry (CoI) framework, can be employed to provide a means for online EAP instructors to develop deep and meaningful learning experiences in online environments through the use of collaborative learning approaches, with a focus on writing instruction.

Chapter 3 will provide information about the mixed-method approach followed in the action research design and the process used to conduct it. Quantitative and qualitative data were collected through the CoI-informed teaching journals as well as CoI-based student surveys and semi-structured focus group interviews. This chapter will include information about the collection and analysis of data and a description of the research setting, its participants, and the facilitator-researcher's role in data collection and analysis and how this was used to inform pedagogy across assignments in Phase 1 and 2. Quality criteria and ethical considerations were presented to support the validity of the study as well as a list of important limitations.

Chapter 3: Methodology

Introduction

Creating an interactive and supportive learning environment is essential for online instruction, especially in online EAP contexts that focus on writing instruction. This can be achieved through active involvement with course content and resources, goal setting, collaborating with classmates, and developing learning communities both in the classroom and online. According to the CoI, cognitive, social, and teaching presence should be balanced to sustain meaningful learning, and reflective teaching practice can help improve instructional effectiveness. This study attempts to employ the CoI as a conceptual framework and heuristic to inform reflective teaching techniques to help facilitate a collaborative approach to writing in an online EAP context by encouraging a feeling of community among learners. The CoI framework offers significant measures that incorporate its many principles for the purpose of aiding instructors in providing meaningful learning experience among their learners. These metrics can inform and direct reflective teaching practice to make improvements to pedagogical techniques and task design to better support and achieve learning outcomes.

Reflective teaching practices in this study are supported through the use of an action research methodology as a way to incorporate a formal approach to self-reflection that involves data gathering, analysis, change implementation, and continuing reflection and modification. Mixed methods action research helps answer research questions by integrating qualitative and quantitative data. This technique is crucial for reflective teaching practice because it helps identify areas for development from a range of complementary data sources and informs decision-making by providing a full understanding of how teaching practices affect student learning results.

As such, this study takes a mixed methods action research (MMAR) approach, utilizing the CoI survey instrument to guide course design and implementation as well as to collect important data that can be used to identify areas where intervention is needed, design effective intervention approaches and then measure the efficacy of these interventions to determine whether further support or action is needed. In so doing, this study aims to critically assess the extent to which the CoI was perceived as helpful in reaching these aims and to identify issues that emerged that the CoI did not account for. This study explores the following research questions:

1. To what extent was the CoI framework perceived as useful by the instructor in supporting their reflective teaching practices for the purpose of planning and implementing an effective pedagogical approach to collaborative writing pedagogy in an online EAP context?
2. What types of unanticipated pedagogical issues arose during course design and delivery and how do those unanticipated issues relate to the CoI and inform the use of the CoI in an online EAP context?

This chapter presents a detailed discussion of the mixed methods action research design with a rationale that shows why taking an MMAR approach is uniquely suited for this type of exploratory research. This chapter then describes the context of the study, including course description, course schedule and major writing assignments as well as the pedagogical and technological approaches taken to support learners throughout the completion of these assignments online. This chapter also provides a detailed description of the research participants and recruitment process. This is followed by a discussion on the methodology of the study and rationalization of the methods and techniques used as well as the data collection and analysis

methods implemented. This chapter concludes with ethical considerations undertaken to ensure validity as well as a number of limitations associated with this study.

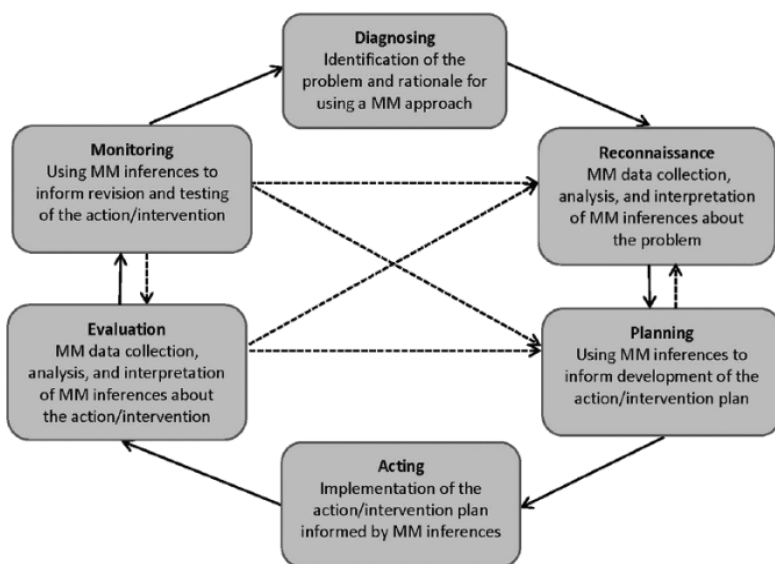
Research Design

This study followed the MMAR methodological framework developed by Ivankova (2015), based on the steps outlined by Lewin (1948), to guide the data collection phase. An MMAR methodology was chosen over other methodologies as it most aligns with the continuous improvement aim of reflective teaching. MMAR allows for a more holistic and context-specific understanding as well as assessing and understanding student learning experiences over the course of two collaborative writing assignments online whereby results inform task design. Thus, MMAR facilitates the practical application of research findings.

Figure 1 illustrates the different phases of the MMAR process. During each phase, methodological and procedural components of mixed methods research are used to systematically inform and enhance each step in the action research cycle providing an integrated approach to action research. The MMAR framework consists of six phases: diagnosing, reconnaissance, planning, acting, evaluation, and monitoring. Although the phases follow one another sequentially within a cycle, there is some interaction depending on the needs and purposes of the study (Ivankova & Wingo, p. 988). AR cycles are “fluid, open and responsive” rather than rigid (Kemmis & McTaggart, 1987).

Figure 1

Mixed Methods Action Research Framework (from Ivankova, 2015)



According to Ivankova and Wingo (2018), during the diagnosing phase, the mixed methods approach helps identify a problem and the rationale for investigating the problem. The reconnaissance phase involves using a mixed methods design to “conduct a preliminary assessment of the identified issue by drawing on multiple data sources and stakeholder perspectives” (Ivankova & Wingo, 2018, pp. 988-989). During the planning phase, an intervention based on the mixed methods inferences gathered in the preliminary assessment is planned and then implemented during the acting phase. This is followed by an evaluation phase. At this stage, a mixed methods approach informs the quantitative and qualitative data collection instruments and procedures. Analysis of the qualitative/quantitative data and the integrated results determine whether the desired outcomes had been reached. A monitoring phase follows when decisions are made regarding whether to continue with the current planned intervention, conduct further evaluation and refinement of the intervention plan, or return to the

reconnaissance phase to explore the problem in more depth, revising the intervention plan based on new mixed methods inferences (Ivankova & Wingo, 2018).

Rationale

AR produces both conceptual knowledge as well as “new ways of knowing” (Herr & Anderson, 2005, p. 58), while MM integrates both quantitative and qualitative methods, creating more “enhanced ways of learning” (Ivankova & Wingo, 2018, p. 980). As AR is a broad methodological approach, it is both possible and even advisable for researchers to integrate other approaches (McNiff & Whitehead, 2011).

Mixed Methods (MM) are used to collect, analyze and integrate both quantitative and qualitative data in order to generate more detailed and justifiable conclusions (Tashakkori & Creswell, 2007), which helps address more complex research questions that are both exploratory and confirmatory in nature, revealing a larger picture of a problem (Greene, 2007; Teddlie & Tashakkori, 2009). Mixed methods allows researchers to explore a range of perspectives unseparated from their context; helping researchers understand how these perspectives formed through lived experiences or cultural influence (Creswell et al., 2011; Morse & Niehaus, 2009). According to Greene, Caracelli, and Graham (1989), there are five main reasons for adopting a mixed methods approach: triangulation, complementarity, development, initiation, and expansion.

The conceptual and methodological similarities between the two approaches make it possible to integrate and provide a more systematic approach to the action/intervention planning, implementation, evaluation, and monitoring phases of AR (Ivankova, 2015). According to Ivankova and Wingo (2018), combining MM procedures with AR cycles produces more “scientifically sound, contextually relevant, and effective plans for action/intervention” and

ensures “better transferability of the action/intervention results to other professional and community settings” (p. 980). MMAR addresses "a practical issue in a systematic and dialectic way by using multiple methods, drawing on multiple stakeholders' perspectives, thereby producing credible and valid results” (Ivankova & Wingo, 2018, pp. 986-987). Table 2 shows the most commonly shared and complementary characteristics of both methods.

Table 2

Common Characteristics of Mixed Methods and Action Research (from Ivankova and Wingo, 2018 and Ivankova, 2015)

Conceptual	<ul style="list-style-type: none"> ● Providing comprehensive information ● Moving from exploratory to explanatory and to confirmatory in a dialectical manner ● Using reflective practice moving to the next study phase ● Adopting a collaborative approach to research
Philosophical	<ul style="list-style-type: none"> ● Having a pragmatic philosophical foundation ● Applying a transformative/advocacy lens seeking social justice ● Combining outsider-insider perspectives
Procedural	<ul style="list-style-type: none"> ● Following principles of systematic research inquiry ● Using quantitative and qualitative methods ● Following a cyclical process consisting of clearly defined study phases

Research Context

This study took place in an online EAP course; a year-long English for Academic Purposes (EAP) full credit course that ran from the Fall Term in 2020 until Winter Term 2021. The course was delivered online and consisted of 19 students predominantly from Iran or other Middle Eastern countries (63%) and China (37%). 15 students were residing in their home countries at the time with only four students in Toronto, Canada. All students were entering into their first undergraduate degree program. Ages of the class generally typically ranged between 19 to 25 though there was one mature student.

EAP 101 is designed to provide opportunities to develop academic, linguistic and critical skills appropriate for any general education or Humanities course at the university. The course embeds these learning outcomes within the exploration of content knowledge specific to a range of societal issues in Canada (e.g. the history of colonialism, Canadian multiculturalism, bilingualism, Indigenous rights, and immigration issues).

Students develop a range of academic writing skills, including recognizing various genres of written material, analyzing primary and secondary materials to identify and explain connections between ideas within a text and between texts, identifying a stance or position in a text, carrying out research to expand context and explore course concepts, and developing one's position and perspective in relation to a text in writing, in addition to skills such as collaborating with others to prepare coursework, evaluating information provided by peers and course material, being able to articulately express one's views in response to others' perspectives, among others.

Students are expected to explore these themes through both fiction and non-fiction texts and video as well as student presentations and class discussions. EAP students were required to read weekly assigned texts, submit a critical analysis of this reading and participate in an online forum discussion.

In addition, EAP 101 requires students to complete a major writing project in the Fall term, namely a critical response assignment (CRA). The CRA is a 500-800 word critical analysis paper whereby students respond in essay format to Bissoondath's 2002 article titled "The simplification of culture. In *Selling Illusions: The Cult of Multiculturalism in Canada*".

Students were also required to complete a major research inquiry project (RIP) at the end of the Winter Term. These projects accounted for 55% of their total grade in EAP 101 (for a full

description of the course, requirements and assessment see Appendix A). The Research Inquiry Project (RIP) is a research paper that assesses current issues relating to the current state of a chosen Call for Action as outlined by the Truth and Reconciliation Commission (TRC) in Canada. The RIP was conceived as a multimodal essay combining text with a purposeful use of audio-visual content. The textual component is in the form of an 800-1000 word essay and follows a similar process of completion as the CRA whereby students work in small groups to complete various stages of the assignment over the course of the Winter Term.

Research Participants

There were 19 registered students from a range of backgrounds, cultures and countries. The lowest level of English proficiency for entry into EAP programs is an IELTS band score of 6.5 though students had a mix of proficiency levels across the four skills. Most students had some digital literacy though many scheduled private support sessions with me as their instructor throughout the first month. These sessions included questions about how to use Teams and Word for the purpose of communication, collaboration and assignment completion. Other sessions focused on basic skills associated with word processing and APA formatting.

As the study participants were active students in a course in which I was teaching, the ethics protocol of my research proposal required students to remain anonymous to me as the researcher. The basic demographics of the students in this study are unknown. As a result, no demographic data was collected on participating students. Seven out of nineteen students self-selected to take part in the research, though only six students completed both end-of-term surveys and the focus group interview at the end of the second term. One student chose not to participate in the final interview.

Online Course Delivery

During this course, students were required to attend an hour-long synchronous class meeting each week. Unlike in-person classes that usually run for approximately three hours per week, the move to online instruction greatly reduced class meeting times. The decision to limit class meeting times was in part due to the taxing nature of synchronous video meetings. This was especially challenging due to the different time zones students were in. Time zones can be a problem for international students taking online academic courses, namely because scheduling conflicts can arise with live online classes and meetings, deadlines for assignments may fall outside of a student's normal waking hours, time differences can make communication with instructors and classmates difficult. In addition, different time zones can create confusion regarding class schedules and availability.

Moreover, due to the constraints inherent with online communication, the spontaneous nature of small group discussions normally experienced in the classroom would be compromised. Thus, instructors were encouraged to leverage both synchronous and asynchronous means to facilitate student engagement and learning throughout the course.

Thus, weekly class meetings focused mainly on short content-based seminars that covered challenging concepts or issues discussed in weekly course readings as well as provided additional instruction and support regarding assignments. Class discussions were carried out on a private forum discussion board with participation monitored by the instructor and counted towards an overall participation mark. Students could also book one-on-one meetings with their instructor during office hours to support a range of needs, including content queries, assignment help and technical issues throughout the week.

To support learning and deliver course materials and instruction, EAP 101 instructors were provided the option to use a combination of Moodle and Zoom or the cloud-based platform Microsoft 365 which is provided to all registered students and supported by the tech department. As part of EAP goals, I chose Microsoft 365 as I felt this would support students' real world technical literacy development by encouraging the use and learning of the platform's suite of apps, such as OneDrive, Word and Powerpoint, which is already required knowledge for university students to produce and store various assignments and presentations. In addition, the release of Microsoft's video conferencing Teams application provided a learning and collaboration environment that was designed to integrate seamlessly with these applications, which would reduce students' technical literacy skills development. Moreover, this would provide a unified learning environment that would facilitate greater communication and collaboration among learners. Furthermore, as Teams and Microsoft 365 applications are available for mobile devices, there would be reduced immediacy issues between learners and their colleagues and with their instructor as students would be able to readily connect. Teams also provides the ability to set up private channels that could act as forum discussion boards by facilitating asynchronous dialogue and content sharing.

Thus, Teams was used for both synchronous class meetings as well as asynchronous communication and semi-synchronous collaborative and interactive activities. Each team had their own channel and OneDrive folder in which to communicate and work on shared files together. All written work was done on the web-version of Microsoft Word accessed through Microsoft 365 and Teams. All classwork was stored in the shared OneDrive folder assigned to their group and accessed through their Teams channel.

Pedagogical Approach to Writing Assignments

The CRA and RIP assignments were chosen as they presented a unique opportunity to study online writing pedagogy over an extended period of time. Both papers are high stakes assignments that synthesize topics and themes covered in the course. In addition, both assignments were major papers that involved research and critical reading skills and required multiple stages of writing and feedback that would benefit from peer collaboration and group work. Finally, both assignments represented two common genres of writing, i.e., a critical analysis and research paper, which meant that a similar pedagogical approach could be taken to support students across each stage of the assignments. This would allow me to conduct one cycle of my action research in the Fall term with the CRA as my main learning activity, and use the results of my observations and CoI student survey to inform interventions designed and implemented during the RIP assignment.

The CRA and RIP assignments follow a genre-based, process-oriented approach to writing pedagogy insofar as a genre-based approach supports students' acquisition of writing skills specific and relevant to common writing practices required in a range of courses and programs. Genre structures are inherent to certain disciplinary content (i.e., in this case those that are consistent with general Humanities course) and embedded within the task through exemplars (i.e., genre models) in conjunction with a series of noticing activities that guided their group discussions through the various steps of the research and composition stages. This supported writing by providing them important feedback before beginning their independent writing practice.

Furthermore, a process approach to writing views writing as a recursive process and guides the composition process through a series of discrete steps (e.g. brainstorming, planning,

outlining, drafting and revising) that is supported through ongoing instructor and peer feedback. A process-oriented approach fosters problem-solving skills that are greatly enhanced through collaborative learning processes. Students were placed into small collaborative groups of 3 or 4. In these groups, students shared decision-making responsibilities as well as conducted group research and planning tasks. This supports greater critical thinking and group process skills through a series of collaborative discussions that involve negotiation and exposure to differing points of view as well as differing communicative and learning strategies.

For both the CRA and RIP, students worked in small groups of three or four via Teams to complete all the various stages of the assignment. Throughout these stages, students engaged in critical discussions while doing their preliminary research. Each group had opportunities for both peer and instructor feedback to support research, critical thinking, planning and revising. For a detailed description of both assignments and assessment criteria see Appendix A Course Description.

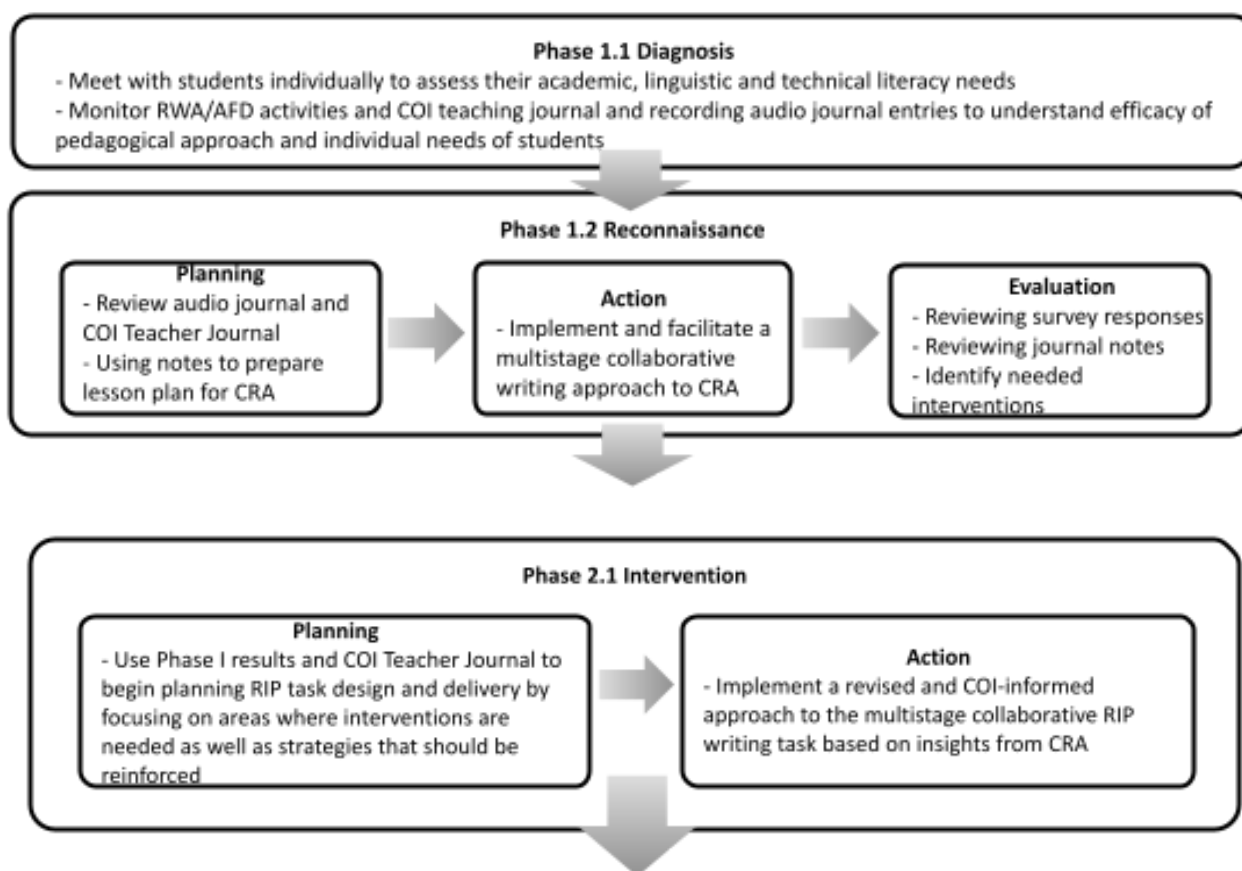
Research Methods

The Action Research process used in this study followed the facilitation and completion of the CRA and RIP assignments over two phases in the Fall and Winter terms. The Action Research process used in this study builds upon the MMAR model that was highlighted earlier. Phase 1 involved the completion of the CRA to support the design and monitoring of the intervention in Phase 2, which consisted of the RIP assignment. Figure 2 provides an overview of the two phases of the study and how the results from one phase informed the other. Overall, the Action Research process in this study aimed to use a mixed-methods approach to investigate and improve the implementation of an intervention. Using the CRA and RIP assignments in this

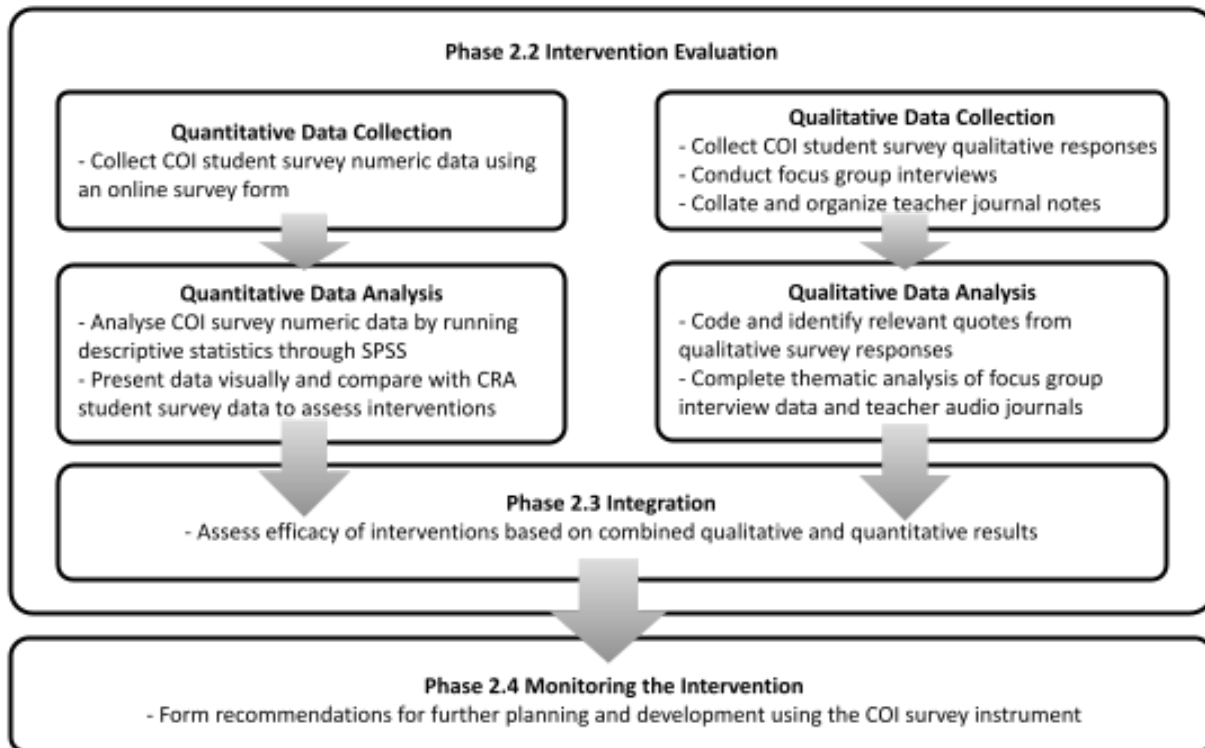
way facilitated a process of reflection, planning, and action to support the implementation of the intervention.

Figure 2

Mixed Methods Action Research Process¹



¹ Based on Davidson et al.'s 2008 study from Ivankova and Wingo, 2018



Data Collection and Instrumentation

As a MMAR, this study employs data collection instruments typical to both AR and MM research. This study involved the use of detailed teaching journals and recordings that aided my reflective teaching practices to identify needed intervention and inform my pedagogical approach when designing these interventions. In addition, as a Mixed Methods study, a CoI-based quantitative-qualitative survey was disseminated at the end of each term upon completing the CRA and RIP assignments. In addition, participants were invited to participate in one of two focus group interviews that were conducted at the end of the course. Table 3 shows the study timeline with regards to assignment and course completion in relation to data collection.

Table 3*Study Timeline and Assignment and Course Completion Schedule*

Phase 1.1 Diagnosis	RWA/AFD & CRA Stages 1-3	<i>Start of Fall Term 2020 to 12/7</i>	<i>Student interviews, Monitoring RWA/AFDs, Teacher Journal Notes</i>
Phase 1.2 Reconnaissance	CRA Submitted	<i>12/7/20 - 12/20/20</i>	<i>Student survey conducted, analyzed and triangulated with teacher journal</i>
Phase 2.1 Planning	Winter Break	<i>12/20 until start of Winter Term 2021</i>	<i>Interventions identified and planned; recorded in teacher journal; lesson planning conducted</i>
Phase 2.2 Action	RIP Stages 1-3	<i>01/11/21 - 04/18/21</i>	<i>Collaborative activity facilitated and interventions monitored; teacher journal note-taking</i>
Phase 2.3 Evaluation	RIP Submitted	<i>Start of Term until 12/7</i>	<i>Student survey conducted, analyzed and triangulated with teacher journal notes; focus group interviews conducted and findings coded and thematically analyzed.</i>
Phase 2.4 Integration & Monitoring	End of Term	<i>12/7 - 12/20</i>	<i>A thorough analysis and evaluation of the data informs further course design and development.</i>

Teacher Self-Survey

This survey was completed weekly during Phase 1.1 Diagnosis Phase during the first four weeks of the Fall Term (see Appendix B). This survey was used to guide reflective teaching practices during students weekly RWA and AFD assignments. I conducted a self-assessment score to assign to each of the 33 Community of Inquiry (CoI) statements. I used a scale of 1-4 (1 being highly disagree and 4 being highly agree with the statements) to evaluate my performance. This aided my reflective process by facilitating a dialogical exchange with myself with the aim

of aligning my pedagogical decisions with the principles of the CoI for the purpose of better understanding of the needs of my students before planning the CRA assignment. This self-assessment allowed me to focus on areas that I perceived to represent my students' immediate needs. I identified areas of potential intervention and used them to guide my reflective process by using the CoI to inform my teaching journal and self-assessment. This helped me to develop a deeper understanding of the CoI framework, its aims and limitations.

This survey is adapted from the CoI Student Survey (see Appendix C) main difference is that each prompt has been rephrased as a teaching objective. For instance, in the CoI Student Survey, the first prompt states, “My instructor clearly communicated important topics and issues related to the assignment”, and in the CoI Teacher Self-Survey it becomes, “I clearly communicated important topics and issues related to the assignment”. Like the CoI Student Survey, there was a box for additional comments below, which were completed with great detail to record any relevant detail, issue or experience that could be used for triangulation at a later stage.

Teaching Journal

A teaching journal (see Appendix D) was devised to record my teaching experiences throughout the various stages of each assignment as well as to guide the development of these assignments using the CoI survey instrument and MMAR practices. The journal is separated into four sections based on the AR model developed by Kemmis and McTaggart (1988). This model was chosen for its simplicity as it summarizes the essential phases of the AR succinctly (Burns, 2005). This model is essentially a self-reflective spiral of planning, acting, observing, reflecting and re-planning for the purpose of improving a pedagogical approach. This model helped me move from one critical step to another, making improvements through systematic steps. My

reflections lead each new stage of planning, i.e. each planning stage is not separated but rather embedded in action and reflection. In sum, the journal attempted to reflect the stages inherent in Action Research and guide task design and delivery using CoI principles.

Section 1 presents a guided reflection based on the three presences and subsections of the CoI survey instrument. Each subsection has a list of prompts based on the CoI survey questions written in note-form and as teaching objectives. My goal was to elicit a 'strongly agree' response from each student for each CoI survey instrument. In this way, I could use the CoI survey instrument to anticipate issues before they occurred.

Section 2 provides space for notes that recorded my experiences and thoughts throughout the task itself. Due to the length and complexity of the CoI survey, Section 2 is separated into five main sections loosely connected to the three presences. The Admin, Technology and Teaching Notes sections provided space to record ideas connected to Teaching Presence and related to pragmatic concerns related to course management, technical issues or instructional issues. The Participation Notes section was connected to Social Presence and provided space for notes regarding issues that emerged during collaborative activities, issues with communication and interactivity, or affective issues encountered during one-on-one or group meetings. Assignment Notes were connected to Cognitive Presence and provided space for issues related to reading comprehension, issues with understanding concepts covered in the assignment, challenges regarding the completion of various sub-steps of each stage of the CRA and issues concerning levels of engagement or critical thinking.

Section 3 provides space to record results from CoI Student Survey and CoI Teacher Self-Survey. Section 4 provides space for notes that focus on ideas for improvement based on the results of the data analysis in Section 3 as well as notes generated in Section 2.

Teaching Audio Journal

After each stage of Phase I and Phase II, I recorded a reflective audio journal entry. Reflections were made upon completion of individual stages and phases of the study. Recordings were made via Otter.ai. This platform records audio and transcribes speech into text at real speed. It also allows for pausing and the ability to write textual notes within the live transcription. This multi-modality allowed me to express a broader range of feelings and thoughts. I could also read my transcriptions at different stages for further reflection and to review for planning purposes.

Reflections focused on personal thoughts and experiences as well as my own recollections prompted by nine questions regarding my experience with the CoI framework. This process helped me focus on the guiding principles of the CoI and keep my reflections focused on my teaching experience using the CoI (see Appendix E). This discussion helped capture important insights relevant to the third research question, such as unanticipated pedagogical issues. Audio recordings can be emergent and unrestrictive, and can capture thoughts, ideas, connections and revelations that written notes cannot. I would reflect on each prompt and express myself as a spontaneous stream-of-consciousness, exploring recent experiences and making lateral connections.

Student Survey

A student survey was disseminated at the end of each term after the CRA and RIP assignments were collected (see Appendix C). These surveys are the main instruments of data collection and used primarily for evaluating interventions planned and implemented for each assignment. This survey was originally designed as a way for students to assess an online course in its entirety and not for assessing student learning experiences across an individual writing assignment and therefore was adapted from the original CoI survey instrument. For instance, as

this study is focusing on learners' experience during an online collaborative writing task, the word 'course' has been substituted with 'assignment' to focus their attention on their collaborative learning experience across an assignment not as a general course assessment (or assessment of the instructor). In addition, as these students' first language is not English, statements were adjusted to suit their level of English proficiency.

In addition, the neutral choice from the likert scale options was removed due to concerns that this may be seen by students as a 'no opinion' option. A study by Krosnick et al. (2002) suggests that offering a neutral choice results in a smaller effective sample size with less statistical power by encouraging respondents with low levels of knowledge to forgo the work of choosing an answer, which lessens their influence on survey findings. They argue that deleting this option and measuring attitude strength directly is more effective if they wish to gather as many legitimate opinions as possible. Thus, allowing students to select neutral choices may discourage students from offering a more considered and definite response that could provide more actionable data, essential for identifying and planning interventions. In other words, providing this 'no opinion' option could lead to instances where I would not be able to determine students' experiences for the purpose of identifying and designing interventions. Instead, this survey provided the choice between 1. Strongly agree or 2. Somewhat agree or 3. Somewhat disagree and 4. Strongly Disagree. I felt that as a teacher, this would provide more actionable data.

These alterations to the student survey from the previously validated CoI survey did not compromise its validity as the modifications were done thoughtfully and were targeted and context-specific. In many cases, the changes aided students comprehension by accommodating their English proficiency levels and thus reducing potential misunderstandings to enhance its

face validity. In addition, modifications shifted the focus away from students' experiences of the entire course to their experiences within specific writing assignments they were being asked to assess. This increased content validity. Moreover, removal of the neutral choice from the Likert scale was supported by the findings of Krosnick et al. (2002) study. Shifting to a 4-point scale from a 5-point scale simply redirected potential neutrality to more firm stances that produced more actionable data which supported the identification of areas where intervention may be required.

Moreover, the original survey is quantitative in nature and does not collect any qualitative data. As collecting both quantitative and qualitative data could be used to add more understanding to quantitative data provided by the survey, below each question and likert scale, students were prompted to add any details or explanations. This would provide opportunities for students to express themselves, make suggestions or recommendations or offer insight to why they selected the score they did. This would allow me to add granularity to my reflection of the survey results and develop more insightful and informed decisions regarding interventions.

CoI-Based Semi-Structured Focus Group Interviews

At the end of the course, participants were invited to participate in a focus group interview. Focus group interviews were facilitated as semi-structured discussions (see Appendix F). Interviews were conducted online via Zoom in two groups of three and four and were approximately 45 minutes in length. Each interview was recorded. Discussion prompts were grouped into three categories pertaining to the CoI's three elements, teaching, social and cognitive presence. These prompts were adapted from the prompts in the CoI survey instrument to guide the discussion or initiated discussion when interest flags. The prompts attempted to

instigate discussion relevant to the RIP assignment, students' experience with collaborating in groups, and what their overall learning experience was.

Focus groups interviews were chosen over individual interviews for timing purposes. Simply, most students were engaged in preparing for final exams during the window in which interviews could be conducted. Conducting group interviews in the form of a semi-structured discussion would reduce timing constraints and make it possible for more students to participate. Such an approach can offer flexibility in discussion/responses catering to participant input. Moreover, since the CRA and RIP assignments were collaborative in nature, a collaborative dialogue seemed fitting as students could discuss their experiences in the presence of others with the hope of engaging students in a more critical analysis of their experiences. Unlike one-on-one interviews, focus groups are a collective process that produces original thoughts and interpretations that may be followed throughout the conversation (Rakow, 2011). These group procedures may produce information that is useful to the group as a whole and to others in similar circumstances (Rakow, 2011), which is highly relevant for this study where students share similar experiences across a course and throughout the completion of their assignments. Finally, focus groups are useful for giving voice to groups with less authority and enabling participants to form new interpretations of their personal circumstances (Rakow, 2011). In this case, a focus group format could encourage more participation from students by shedding the role of student, which is a subordinate role within an education context, and empowering them to be more vocal within a group of peers.

However, there are notable disadvantages to focus group research. Acocella (2012) argues that group dynamics can invalidate results as there is a lack of individual control when responding to questions and thus presents the risk of conformism and groupthink. She argues that

group dynamics can lead to; dominance of certain individuals or perspectives, difficulty in getting an accurate picture of all perspectives, individuals not being able fully in control of their answers and may provide expected answers, and participants agreeing with the dominant opinion instead of providing unique perspectives. Suggested mitigation efforts include: create a homogenous groups, asking questions challenging social norms and general consensus, inviting people with direct experience of the topic, asking questions in the third person, highlighting that not everyone possesses the same information, and making the topic interesting and familiar to participants (Acocella, 2012).

Class Procedures

Phase 1.1 RWA/AFD (Diagnosis). Phase 1.1 Diagnosis covered the first four weeks of the Fall Term in which I instructed EAP 101. This stage involved initial and ongoing individual meetings with students. In addition, it involved planning, facilitating and monitoring weekly reading and writing assignments (RWA) based on a weekly assigned text as well as an asynchronous forum discussion (AFD) assignment. The aim of Phase 1.1 Diagnosis was to understand the challenges inherent in online writing instruction when attempting to facilitate various technical, academic and writing skills development among this unique group of students in a simulated and guided collaborative process before Phase 1.2 Reconnaissance involving the CRA assignment was initiated.

Skills developed during these first four weeks regarding the completion of the RWA/AFD assignment would be crucial in the CRA. It was important to develop firsthand knowledge that would inform efforts to facilitate a collaborative approach to the CRA writing assignment. The aim was to eliminate any issues that might emerge that could affect efforts to provide a positive collaborative experience among my students before the CRA begins as the CRA accounted for a

large proportion of their overall mark. In addition, the RWA/AFD assignment offered a unique opportunity to become familiar with the CoI framework and survey instrument.

The aim of the RWA/AFD assignment was to engage students with the weekly readings more deeply than is possible during their weekly synchronous class meetings and to encourage class interaction beyond the class meeting times in order to both provide greater opportunities for academic, technical, linguistic and rhetorical support and feedback from their instructor and peers but also to initiate and sustain a sense of community among students to support the collaborative writing aims of the critical reading analysis (CRA) assignment.

The RWA/AFD weekly assignment required students to read an assigned article or chapter and write a 150-word critical response based on a prompt provided by the instructor and posted on the Teams AFD channel. Students submitted their response on the online Microsoft Word app available via their Microsoft 365 accounts and integrated with Teams for instructor feedback. After receiving feedback and a chance to reflect and revise, students posted their response on a class Teams channel for the class to read and respond to. Students had one week to conduct their discussion asynchronously. During the discussion, students were required to read and respond to at least two posts. Responses had to go beyond simply agreeing or disagreeing. They had to build off of or contrast their classmates' posts and support their ideas with careful reasoning. They in turn had to reply to any responses they received. Student participation levels were recorded for assessment purposes for their end of course grade. Table 4 shows the weekly RWA/AFD assignment procedure with suggested due dates for completion.

Table 4*RWA/AFD Assignment Procedure*

	Step 1 - Mon	Step 2 - Tues	Step 3 - Wed	Step 4 - Thurs to Sun
Student Activity	Read assigned reading, attend class meeting and participate in class discussion	Submit outline and rough draft of RWA based on writing prompt	Revise and submit final RWA and post on AFD channel	Respond to two student posts and reply to all responses received
Teacher Activity	Conduct class meeting lecture and guided class discussion	Provide written linguistic and rhetorical feedback	Assess final RWA assignment submission	Monitor student forum discussions

To help guide my CoI-informed reflective process, detailed notes were kept in the CoI-informed teaching journal (see Appendix D) as well as recorded in ongoing audio teaching journal entries based on reflections of weekly outcomes and emergent issues regarding the CoI and my pedagogical approach (see Appendix E). Upon the completion of student assignments, entries were made in the teacher self-survey (see Appendix B) whereby a self-evaluation score was assigned to each of the 33 CoI statements based on personal reflections of the teaching experience. The data collected by these surveys was simply for reflective purposes and was meant only as a form of self-assessment.

Low self-assessment scores (i.e., a score of 2 or 1) flagged areas for special attention in the following interaction of the RWA/AFD. In this analysis, I used a self-assessment score to evaluate each of the 33 Community of Inquiry (CoI) statements, assigning a score of 1-4 (1 being highly disagree, 4 being highly agree with the statements). This self-assessment was used as a form of reflective practice to identify the most immediate needs of the students. Areas with low

self-assessment scores (2 or 1) were identified as potential areas for intervention, and the reflective process was guided by the use of the CoI informed teaching journal and self-assessment. This approach helped gain a better understanding of the CoI framework, its aims and limitations. This process helped focus reflective practice on areas perceived to represent students' immediate needs and used to respond through careful adjustments to the pedagogical approach as issues emerged. The initial diagnosis generated from this activity assisted in the planning Phase 1.2 Reconnaissance by helping to identify areas of where potential intervention was needed.

Phase 1.2 CRA Stages 1-3 (Reconnaissance). The goal of Phase 1.2 was to generate a range of mixed methods data from the Phase 1.2 student survey disseminated and returned by students after the CRA was submitted. Quantitative results would help identify areas where intervention was needed and additional qualitative data generated from student comments in addition to teaching journal notes, were used to inform intervention planning for the RIP in Phase 2 to create positive change outcomes.

Planning for the CRA involved ensuring the teaching and learning outcomes were in line with the stated aims of the course and the assignment description and evaluation weighting outlined by official EAP 101 course description and outline (see Appendix A). The pedagogical approach and materials designed and developed were informed by Phase 1.1 Diagnosis. This was accomplished by reviewing my teaching journal, audio recordings, and self-survey results and creating a list of planning statements for each CoI statement. This was recorded in my teaching journal and used to guide my pedagogical approach to the CRA lesson plan. Intervention suggestions generated during the diagnosis phase were not hard and fast plans. Adjustments and

changes were made throughout the CRA in response to my reflection on student needs stage by stage and week-by-week.

Phase 1.2 studied students' learning experience during the Critical Reading Assignment (CRA) which was conducted as a collaborative research and writing assignment whereby students worked in small groups of 3 or 4 to collaboratively conduct research, prepare an outline, provide peer feedback and conduct the oral interview together though each student writes their own critical response paper and submits it for an individual mark. This assignment is separated into three stages: outline, first draft and final draft. Table 5 shows the CRA completion procedure and completion schedule.

Table 5

CRA Procedure and Completion Schedule

Stage 1 Analysis and Outline	Step 1: Critical analysis of reading and draft outline	Completed collaboratively	<i>Due 11/15/20</i>
	Step 2: Final outline and interview with teacher		<i>Due 11/16/20</i>
Stage 2 Drafting	Step 1: First draft	Completed individually	<i>Due 11/23/20</i>
	Step 2: Self-Editing and teacher feedback		<i>Due 11/30/20</i>
Stage 3 Revision	Step 1: Peer review and feedback	Completed collaboratively	<i>Due 12/7/20</i>
	Step 2: Revision and final draft submission		<i>Due 12/7/20</i>

The evaluation process involved assessing the descriptive analysis of the quantitative findings. However, it is noted that the low n values of the quantitative data limit generalizability though this was not the aim of the study. The descriptive analysis was conducted instead to provide a useful, relative snapshot of students' perceptions and a way to identify areas that require reflection. This involved analyzing the student survey data to evaluate each of the 33 Community of Inquiry (CoI) statements whereby students assigned a score of 1-4 (1 being highly

disagree, 4 being highly agree with the statements). Due to students' overly positive responses to the survey statements, I was inclined to focus on mean scores lower than 3.5 as mean scores. Below this threshold indicate that there was room for improvement, as well as any statements that received individual scores of 2 or lower as this indicates unequal learning experiences that require attention. In addition, I used the qualitative comments left by students below each quantitative statement to monitor for negative or constructive criticisms to flag any areas for improvement of my students' learning experience. To ensure validity in the evaluation process of the Critical Reading Assignment (CRA), a descriptive analysis of the quantitative findings was conducted.

By collecting both quantitative data and qualitative feedback from stakeholders, including students and the teacher, it was ensured that the identified areas of concern were agreed upon and the identified interventions are more reliable. In addition, each survey statement provided an opportunity for students to leave comments. Students left both positive and constructive feedback that helped to identify needed interventions as well as add important insights that could guide planning. This helps to identify areas of concern that are agreed upon by all stakeholders (i.e., students and teacher). The gathering of complementary evidence from both students and the teacher could potentially be used to inform the identification of needed interventions.

Phase 2 RIP Stages 1-3 (Intervention). The goal of Phase 2 was to evaluate whether the planned interventions saw positive change in the learning experience. Findings would suggest what interventions should be integrated into ongoing course design and learning design of the RIP in future iterations and those that should be monitored.

The main assignment used to complete this stage was the Research Inquiry Project (RIP). RIP is a multimodal essay that assesses current issues relating to reconciliation with Indigenous

communities in Canada. A multimodal essay combines text with a purposeful use of visual and audio content. How this is achieved is up to each student. However, students are evaluated on how effective their multimodal approach is in supporting or enhancing the textual components. Modalities that can be included are: images, video, audio recordings, animations, graphs, or interactive HTML activities. The textual component is between 800-1000 words.

Procedure. This assignment is completed in three stages. The first stage is an annotated bibliography and is worth 10% of the final grade. The second stage is a research proposal, which is 5% of the final grade. The final stage is writing a multimodal report, which is worth 15% of the final grade. In total, the RIP is worth 30% of the final grade. See Table 6 for the RIP procedure and completion schedule. Students work in collaborative groups of three or four to select one of the Calls to Action as written by the Truth and Reconciliation Commission of Canada, and then conduct in-depth literary research for the purpose of summarizing and synthesizing important issues related to the chosen topic. This assignment is made up of three assignments, each with multiple stages that should be completed collaboratively.

The RIP differed from the CRA as the assignment was composed of three stages that were assessed. Table 6 shows the RIP assignment procedure and completion schedule. The assignment was separated into three stages: Annotated Bibliography, Proposal and Multimodal Essay. Each required a separate lesson plan, materials and rubrics. Collaborative activity was carefully planned into each task and provided careful instruction, modeling and exemplars. Weekly synchronous group check-ins were conducted and participation monitored asynchronously. Expectations for participation were carefully outlined and reinforced as part of task assessment. During this stage, notes were taken in Section 3 of the teacher journal as well as weekly entries

in the audio journal. These notes focused on my experiences and thoughts at various stages of task facilitation as well as drawing connections between the CRA and RIP tasks.

Table 6

RIP Procedure and Completion Schedule

Stage 1 Annotated Bibliography	Step 1: Choosing Call-to-Action	Completed collaboratively	Due 2/14/21
	Step 2: Annotated Bibliography Draft	Completed collaboratively	Due 2/22/21
	Step 3: Final Annotated Bibliography	Completed collaboratively	Due 2/25/21
Stage 2 Research Proposal	Step 1: Brainstorm	Completed collaboratively	Due 3/14/21
	Step 2: Proposal	Completed collaboratively	Due 3/16/21
Stage 3 Essay Writing	Step 1: First Draft	Completed individually	Due 3/29/21
	Step 2: Final Draft	Completed individually	Due 4/12/21
	Step 3: Peer Assessment	Completed collaboratively	Due 4/18/21

Phase 2 involved reflecting on survey results submitted by student-participants after completing the collaborative RIP assignment at the end of the Winter Term 2021. Findings include a descriptive analysis of quantitative data collected from the survey. Results to be reflected on focus mainly on those areas where interventions were identified and planned. In addition, analysis included a comparison between results of the Phase 1 survey with the results of the Phase 2 survey to understand the degree to which interventions affected students' perceived learning experience. Furthermore, a focus group interview was conducted to gather more explanatory data regarding students' learning experiences during the RIP assignment.

Data Analysis Procedures

Quantitative Data

SPSS 28 was used for descriptive analysis of the quantitative data generated by the CoI student surveys. As I was only interested in student responses for the purpose of identifying where an intervention was needed, I limited my quantitative analysis to a simple descriptive analysis that included minimum and maximum scores, a mean score and SD calculation. This helped me understand both an overall assessment of students' learning experience regarding individual categories of each construct, it helped me identify individual responses as well. Data from the Phase I survey first presents the average percentages of the participants' responses according to presence, subsection and prompt. This analysis helped to indicate areas that are significant and require intervention.

Data from the Phase II survey, repeated the processes in the first phase regarding the CoI student survey results. In addition, a comparative analysis was conducted of the two student surveys to assess levels of improvement or deterioration across the three presences. This informed planning by providing information regarding what needs to be sustained and what needs greater support and focus.

Qualitative Data

Qualitative data from surveys were analyzed using a qualitative description (QD) approach. Although this is a "less transformative approach to qualitative analysis", it will preserve the voice of the students as it maintains a "data-near analysis" (O'Sullivan et al, 2017). As this data was generated by an 'additional comments' box, their responses extend and enhance individual survey prompts. Preserving this is important to understand individual student experiences and thoughts as they are expressed without a biased interpretation.

A thematic analysis of the transcripts was conducted with codes and code groups being organized into three main categories (i.e., teaching, cognitive and social presence). Themes were then discussed, forming implications that focused on where the program could be improved or areas that were successful and needed to be reinforced.

Ethical Considerations

Study participants were active students in a course in which I was teaching. Thus, the ethics protocol of my research proposal required students to remain anonymous. The basic demographics of the students in this study are unknown.

In the first term, students sent an email that introduced the study and invited students to an information session hosted by a colleague via Zoom to discuss the aims of the research and what they would have to do if they chose to participate. Students were invited to ask questions to have their concerns addressed. For those interested, a consent form (see Appendix G) was sent out. Students would have to read and sign the consent form to officially join the study and receive a student survey at the end of term. As the course was a year-long, ethics protocol at the university required students to sign another consent form in the Winter Term to participate in the second survey (see Appendix H). In addition, those interested in participating in a focus group interview would sign a third consent form to participate (see Appendix I).

In the initial information session, students were assured that since the focus of the study was on online course design and pedagogy, not on student performance, their identities would remain confidential from me, their teacher and primary researcher. They were informed that their participation would be optional and would not have any impact on their coursework and final grade. Thus, they were told that they would complete each survey only after they had submitted

their major written assignments (i.e., a critical analysis paper and a major research project). Each survey would take roughly 30 minutes to complete.

Therefore, maintaining anonymity was a condition for this study as set by the university's ethics review protocol as this study involved participants who were actively participating in a credit course where the primary researcher was also the course director. Students could only participate on their own volition, without coercion and without my knowledge. Thus, I enlisted the help of a trusted and neutral colleague to manage research-related duties within the class.

In this process, my colleague contacted my students via email to introduce the research project and provide a Zoom link for students to join the initial information session. She conducted the sessions and fielded questions during the meeting and after, sending out and collecting informed-consent forms and following up on late submissions. She sent out the survey links at the end of each term and fielded inquiries or help requests from students as they emerged.

The form, constructed using Microsoft forms and hosted on the university server, was set to not collect any personal data, and so the results of the survey could be analyzed without revealing student identities. So, for the reconnaissance phase, the CRA survey data was reviewed to inform the planning of the RIP without knowing who had completed the survey.

At the end of the Winter term, after final grades were submitted, participants were sent invitations by my colleague to take part in a focus group interview. Interested students were sent separate informed-consent forms (*see Appendices G, H and I*) to complete and return. A colleague conducted the focus group interviews via Zoom. The video feed was disabled for all participants. Students were told that only audio would be recorded, and were asked at the start of the interview to provide a pseudonym to be used both during the interview and for transcription

to maintain their anonymity. Audio files were uploaded to a shared folder on OneDrive via a secure graduate student Microsoft 365 account. All data would be deleted after 7 years from the end of the study as required by the ethics committee.

As an inducement, participants were offered a small \$20 Amazon gift certificate for completing both surveys as well as an additional \$20 gift certificate to participate in focus group interview; for a total of \$40 per participant as recompense for their time in this study regardless of whether they completed the study or not. All participants, even those who withdrew, were offered a summary of the findings of the study.

Limitations

There are a number of limitations to this study. One major limitation is the sample size. Only seven out of 19 students in the class took part. A study of the whole class, as well as individual groups, would create more conclusive and richer findings. As a class, individual groups could have been observed and interviewed to record and study their group dynamic and how they approach collaborative activities and what challenges they faced together. In other words, the context in which their experience was embedded could have been kept intact, offering a fuller picture of their collaboration.

Another major limitation of this study is the lack of a point of comparison. As this study was embedded within my own teaching context and relied on student self-selection, due to low numbers, there was a lack of a control group or class to more deeply assess the varied impacts of such CoI-informed teaching. However, it is to be stressed that the purpose of this study was not to necessarily assess the efficacy or validity of the CoI as a survey instrument or necessarily about whether it can help achieve higher levels of learning among my students but rather to explore the perceived effectiveness of taking a CoI-informed reflective approach to online course

development from an instructor's point of view. In other words, the main focus of this study was on the instructor's perception of the CoI for reflective teaching practices and not on the learners' development. Future research can address this limitation by using a randomized controlled trial design or comparing the CoI-informed version of the course with other versions in different contexts.

Summary

Chapter 3 provided information about the mixed-method approach followed in the action research design and the process used to conduct it. Quantitative and qualitative data were collected through the CoI-informed teaching journals as well as CoI-based student surveys and semi-structured focus group interviews. This chapter included information about the collection and analysis of data and a description of the research setting, its participants, and the facilitator-researcher's role in data collection and analysis and how this was used to inform pedagogy across assignments in Phase 1 and 2. Quality criteria and ethical considerations were presented to support the validity of the study as well as a list of important limitations. Chapter 4 will first present the mixed methods findings of Phase 1 and a discussion on how this informed intervention planning in Phase 2. Then, Phase 2 findings will be presented with an analysis on the efficacy of the interventions planned along with a discussion on the unanticipated pedagogical issues that emerged from the teaching journals.

Chapter 4: Findings

Introduction

This study examined reflective teaching practices in an online EAP context utilizing a mixed methods action research methodology and the CoI framework to inform course design and implementation over three collaborative writing assignments. This chapter is divided into two main sections as outlined by the Action Research research methods, namely Stage 1 Diagnosis and Reconnaissance, which presents findings from the RWA/AFD and CRA assignments conducted in the Fall Term, and Stage 2 Intervention, which presents findings from the RIP assignment. Both Phase 1 and 2 sections are organized into the three main sections of the CoI framework and survey instrument, i.e., Teaching, Cognitive, and Social Presence. Each section includes a summary of the quantitative and qualitative findings collected by the CoI survey and teacher journals, and in the case of the RIP, emergent themes gleaned from focus group interviews, and a summary as to the extent to which the CoI informed my reflective practice with regards to planning, implementation and evaluation to support efforts to provide effective online learning as well as highlights emergent issues not supported by the CoI.

Phase 1.1 RWA/AFD (Diagnosis) Findings

The RWA/AFD was implemented to engage students more deeply with the weekly readings through academic discussion which in turn would help establish and sustain an ongoing community of inquiry. As a result, this weekly debate would theoretically encourage class interaction beyond the class meeting times and support their eventual group collaboration for the CRA and RIP assignments. In addition, this activity would provide greater opportunities for academic, technical, linguistic, and rhetorical support and feedback that would benefit their critical thinking and writing skills development. As described in Chapter 3, a teacher self-survey

was completed each week for the first four weeks. Analysis of the data was used for reflective purposes to identify potential areas of intervention to improve delivery and support for the weekly RWA/AFD assignment. Analysis of the teacher self-survey focuses mainly on the final week of the RWA/AFD teacher self-survey although data and journal notes from across the three iterations were used to inform planning for the CRA. The following summarizes the main findings and recommendations that would form a base diagnosis for the purpose of planning Stage 1.2 Critical Response Assignment, their first collaborative writing task, which would help the identification and intervention planning for Stage 2 Research Inquiry Project, their main collaborative writing assignment. This stage also helps inform the instructor on the use of the CoI for reflective purposes and its limitations. Emergent pedagogical issues are also noted. For a full descriptive analysis and discussion informed from teaching journal notes (see Appendix J).

An Analysis of Findings of the Three Presences

According to my analysis of the survey data, acceptable results were eventually achieved in Teaching Presence, specifically regarding TP Design and Organization, as well as TP Direct Instruction over these three weeks. However, challenges occurred in areas where direct assistance was not possible under TP Facilitation, specifically TP05 (identifying areas of agreement and disagreement), TP06 (clarifying thinking), TP07 (motivating through discussion and feedback) and TP10 (developing a sense of community). In addition, TP11 (focusing group discussion on relevant topics) posed a significant challenge regarding Direct Instruction.

According to journal notes, there were challenges in supporting critical reading skills development, providing a greater array of supplementary reading and audio-visual materials, facilitating guided interaction during class meetings and AFDs, supporting student community formation and participation in AFDs, facilitating deeper and more critical engagement with

issues raised in assigned reading, and providing guidance, modeling, and direct feedback consistently. For a deeper analysis and discussion of the data (*see Appendix K*).

Additionally, self-assessment of efforts to provide Cognitive Presence improved over time. However, low ratings for CP14 (exposing issues that lead to increased interest), CP15 (different stages increased motivation), CP16 (making connections across fields), CP18 (collaboration resolves issues and questions), and CP22 (reflecting on learning experience fosters deeper understanding) persisted. According to teaching journal notes, there were challenges regarding encouraging and eliciting connections with students' culture and language to sustain engagement as well as drawing connections with the issues that emerged from the assigned readings. Students had difficulties making parallels between the research and writing process of the RWA/AFD assignment with other courses and assignments. In addition, challenges emerged concerning the ability to encourage independent student interaction to form purposeful relationships between students by utilizing immediate means of communication (e.g. Chat in Teams) to facilitate greater teacher-student interaction, reflecting on learning experiences to understand important concepts and ideas of the course. Lastly, difficulties emerged with regards to students making use of feedback to inform the writing process, which indicates a need for providing more flexible booking options for students who need more differentiated instruction and support.

Lastly, an acceptable level of Social Presence was achieved despite low confidence in self-assessment of this construct. However, persistent areas of concern were SP26 (forming personal relationships among group members) and SP30 (feeling comfortable to interact and communicate with groupmates). Teaching journal notes reveal difficulties with self-assessing dynamics within student relationships. In addition, it was found that most students felt

uncomfortable with video feed on during small group discussions. Efforts focused on encouraging interpersonal exchanges during small group discussions with video feed on as well as increasing instructor availability and presence on Teams. However, it was perceived that students still needed to be able to reach out to each other easily and feel comfortable relying on each other for support.

In summary, according to CoI research, the three presences interact in a complex and dynamic way. Cognitive Presence is essential in encouraging students to form meaningful connections with the material and to engage in critical thinking, Social Presence is necessary in order to facilitate relationships between the students, and Teaching is necessary in order to provide guidance and feedback consistently. In the case of this survey, the data suggests that while acceptable results were achieved in TP Direct Instruction and Organization, challenges occurred in areas where direct assistance was not possible, such as TP Facilitation as well as internal cognitive processes as outlined in CP Triggering Event, Exploration and Integration, or where self-assessment is not wholly possible as in SP Affective Expression and SP Open Communication, which depend on dynamics within students' personal relationships with classmates. As such, it is important to simply be aware of the different presences and how they interact in order to provide the best possible instruction for their students. The following is a summary of the actions needed as informed from the analysis of the teacher self-assessment data and teaching journal notes.

Reflection on Facilitating CRA

To foster a deeper understanding of the topics discussed and to support the development of critical reading and argumentative writing skills, the CRA plan had to include facilitating exposure to a range of perspectives, providing direct instruction and supplementary readings,

flexible office hours to provide learning support, teacher prompts in student exchange threads, and clear expectations for participation. Greater teacher presence in the forum discussions, student exchange threads, and class meetings encouraged critical thinking, deeper discussion, and a better sense of audience and peer feedback, while allowing for a free space for students to interact freely.

Efforts in facilitating the CRA assignment provided students with the necessary resources to support their research efforts. To this end, a channel for supplementary material was provided and students were encouraged to make comparisons between what they were reading and their own lived experience and culture during class discussions. All assignments required students to connect and cite ideas from multiple sources. To foster interactivity during forum discussions and to increase the quality and amount of peer feedback they received, the teacher modeled and simulated involvement. In order to provide more flexible and direct communication, office hours were expanded and the Teacher's Chat feature in Teams was leveraged. Working on shared documents through Teams was also encouraged in order to create a supportive learning environment. Finally, feedback was provided on various stages of writing before submitting a final draft, and opportunities were provided for students to meet with the teacher at various stages of writing. An ongoing writing seminar was offered after weekly class meetings to better support student understanding and approach to writing a critical response.

The focus of the teaching plan was on encouraging meaningful and deep discussions from students. Time was taken during class meetings to discuss the goals and objectives of the discussion to ensure that students were aware of what was expected of them. Guided small group discussions were provided to help students connect with each other. When requested or when needed, communication with students individually took place. To further facilitate

communication, more flexible office hours were offered and the use of various communication features in Teams was demonstrated.

Phase 1.2 CRA Stages 1-3 (Reconnaissance) Findings

In this phase, reflections from the RWA/AFD were used to inform the planning of the critical response assignment (CRA), a collaborative writing assignment due at the end of the Fall Term and involved students working in small groups of 3 or 4 synchronously and asynchronously via Microsoft Teams and facilitated through the use of the web version of Microsoft Word that provides open-editing affordances. After which, research participants completed an online student survey that collected both quantitative and qualitative data.

Thus, Phase 1.2 studied students' learning experience during the collaborative CRA assignment in order to identify areas for improvement regarding the main research inquiry project (RIP). Quantitative results from a student survey were analyzed to evaluate 33 Community of Inquiry statements and qualitative comments from the survey were used to monitor for negative or constructive criticisms. As discussed in Chapter 3 Methodology, given students' generally positive responses, attention was drawn to mean scores below 3.5 as a way to indicate potential areas that require intervention. In addition, individual scores of 2 or lower also indicated uneven learning experiences and thus required intervention. Moreover, qualitative student comments were also analyzed for constructive or negative feedback that was used to flag areas for intervention.

An analysis of the findings along with a thematic analysis of teaching journal notes were used to identify areas where adjustments and changes could be made in response to student needs and thus develop an effective intervention plan. Interventions implemented would then be assessed in Stage 2 after students completed the RIP assignment. The following outlines the

primary findings and recommendations that would help identify interventions needed for Stage 2 Research Inquiry Project, their main collaborative writing assignment in the Winter Term, and inform reflective teaching practice regarding the use of the CoI for collaborative writing task design online and its limits. Noted are emerging pedagogical concerns not readily explained or supported by the CoI.

Teaching Presence

Findings showed that the students were generally satisfied with their instructor's communication and organization of important topics and goals (mean scores ranged from 3.62 to 3.87) but there was some variation in the ratings. The instructor was successful in helping the participants understand the topics and issues covered in the course (mean scores ranged from 3.38 to 3.88) but TP05 (*My instructor helped me identify areas of agreement and disagreement concerning various assignment topics*) fell below the target score of 3.5. The students felt that the instruction was relevant, provided meaningful feedback, and was understandable (mean scores were 3.63 to 3.87). However, TP03 (*My instructor provided clear instructions on what to accomplish and how to participate in the various stages of the assignment*) and TP12 (*The feedback my instructor provided at different stages of the assignment helped me recognize strengths I can build on and areas where I can improve so I can apply this knowledge to future assignments*) received constructive comments and were flagged for intervention in the next stage. One student stated that the group outlining process was not positive for them as it required compromise of their ideas and resulted in frustration. The original aim of the group outlining task was to encourage collaboration and resolve conflicting ideas but not all students may have fully understood or realized this. Below is a deeper discussion of the findings using teaching notes to explore the issues further.

TP03 Clear Instructions. Although TP03 received a mean score above my limit of 3.5 there was one constructive/negative comment which highlights for me that not everyone's experience was positive and thus requires intervention. Four out of seven survey respondents left comments for TP03. Out of these four comments, three of these comments suggested that the multi-staged approach to the assignment was deemed helpful by carefully delineating stages of progress keeping students on track throughout. Expectations regarding the assignment and procedures were clearly communicated along with rubrics provided was useful for understanding assignment objectives and how student performance would be assessed. However, one student stated:

I just didn't like the part that we had to make a group outline. This made me face trouble writing the final essay because the outline was not the thing that I had planned to write and I had to accept changes that my group mates made in it.

This suggests that for some the concept of collaboration might not have been fully understood or realized for all. For this student at least, working collaboratively on the outlining stage meant compromising one's ideas and voice by following group consensus, which created feelings of frustration negatively impacting student perceptions of the quality of their final essay.

The original aim of the collective outline task was to introduce the procedures associated with producing an outline in a group to provide opportunities for discussion and support within a shared zone of proximal development (ZPD). Part of collaboration is learning how to manage contrasting ideas and resolve conflict. In the case of the CRA, students would be exposed to different points of view regarding Canadian multiculturalism and through collaborative dialogue would be pushed to explore and investigate the issues in more depth; hopefully turning to the research to confirm or inform previously held biases and beliefs. This was to reinforce the

importance of using the outline as a tool for organizing one's thoughts throughout the research process and making decisions that would positively affect the writing process.

According to the journal notes, there were multiple modes of instruction provided and supported but not everyone took advantage of this. In the final draft submissions, I felt there were a lot of errors made that affected their marks that were easily avoidable by asking questions, referring to the instructions or outlines or taking the self-editing and peer feedback more seriously. I met with students after marking and many were hoping to fix their mistakes after my feedback to change their scores and were surprised to learn that this was a final mark. My interviews with a handful of students revealed that many of them failed to spend time editing or checking. In one meeting, a student expressed that she believed her mark was the result of me simply not liking her personal writing style. Based on my audio journal, many students did not carefully read the assignment requirements or rubric even after they received their marks and therefore did not have a clear understanding of how they would be assessed and how assessment was affected by the collaborative process undertaken in the CRA stages. I planned to do a special CRA feedback workshop in the new year to address this before we move on to the Research Inquiry Project.

TP05 Identifying Areas of Agreement and Disagreement. This statement received an average score of 3.38, below my threshold of 3.5. This lower average could indicate that students were not as confident with understanding the current academic debate regarding the policy of multiculturalism in Canada. Since the majority of respondents assigned a score of 3 (i.e., somewhat agree), it can be understood that more can be done to support this stage of instruction when facilitating the Research Inquiry Project.

According to the journal notes, during the RWAs and AFDs, students had difficulty making connections across weekly readings which were carefully chosen to provide a balanced understanding of the issues with conflicting points of view from a variety of academic scholars. These views were discussed in class meetings in a short teaching presentation and guided discussions. This was further supported through posting a range of articles and videos from news media accessible through a Teams channel created for each week of the course that could be used to inform weekly RWAs and AFDs. However, based on the superficial and under-developed and supported AFD discussions, it was apparent that students were not integrating these discussions and resources into their weekly writing assignments. Without accessing a range of research sources, it is difficult to understand current academic debate. Much of student discussions and writing used only sources that (loosely) supported their personal opinion and biases. Students would write their thoughts and then read or use citations that generally confirmed their biases. This 'confirmation bias' was reflected in their final CRA submissions.

In addition, audio reflections showed that I had hoped that students would have had enough insight and understanding with Canadian multiculturalism through their completion of the weekly AFD assignments which explored every facet of the CRA article's topic of multiculturalism. However, with the CRA, I wanted to avoid providing undue influence on their critical discussions during their group collaboration as I felt I might receive similar papers across the class.

TP12 Feedback. Although this statement received a high average score of 3.87, there was one comment that provided constructive feedback and thus flagged this statement for intervention. One student suggested that although feedback provided was helpful, it was not always clear as to what steps can be taken to improve their work. This student stated,

Whenever you're going off or something needs improvement he will let you know and also show you the steps, but it is fair to say that his help and guidance is vague most of the time especially when it comes to planning such as outlines and writing your first draft, because i think he wants to help you but he does somehow lose you, and if you don't keep up with him and try your best you will not find your way.

According to the journal notes, students were provided a range of different types of written and verbal feedback that focused on their planning, argumentation and structure. However, students struggled with how to incorporate both instructor and peer feedback which supports this students' critique that feedback needs to be given in a way that can be integrated into the assignment or lead to greater understanding as to how to approach each stage more effectively and efficiently for future assignments. According to my audio reflections, it may be in part due to students' misinterpreting the aims of feedback, i.e., feedback helps to inform students' thinking and decision-making process that can result in stronger analysis rather than to provide instruction on how to accomplish each task based on what I want to see.

In summary, teaching presence findings suggest that a multi-staged approach to an assignment had a positive impact on students' experiences, as evidenced by a high mean score for the assignment (TP03). However, some students struggled with the outlining stage and had to compromise their ideas, which led to a negative comment from one student. Despite multiple modes of instruction being provided, some students did not take advantage of them and made avoidable errors. Lack of clear understanding of the assessment criteria and surprise at final marks were also reported issues. Findings also revealed that students struggled to understand the current academic debate (TP05) and often used sources that confirmed their biases. Feedback was provided to students but was not always clear on how to improve their work.

Cognitive Presence

Results indicate that the respondents were moderately motivated by the CRA assignment and felt satisfied with the collaborative process and ability to use multiple sources to research topics. The mean scores for all survey items were positive, ranging from 3.25 to 3.87, with low standard deviations suggesting a high degree of agreement among the students. However, there were some flagged statements that needed intervention in the next stage, namely CP14 (*I was exposed to specific issues in the assignment that increased my interest and made me want to find out more*), CP16 (*I felt motivated to explore outside the assignment topic to make personal connections or connections across fields*), CP17 (*I used a variety of information sources when researching the topics in the assignment*), CP18 (*Working collaboratively with my group mates throughout the assignment helped me resolve difficulties, challenges and questions I had*) CP 19 (*Being able to communicate and discuss topics and issues with my group mates helped me see the value in listening to different perspectives*) and CP21 (*Working collaboratively through the various stages of the assignment helped me construct a critical understanding that helped me form my own views on the subject-matter*). Below is deeper discussion of the issues using qualitative comments left by students as well as teaching journal notes to provide greater detail.

CP14 Exposure to Issues Increased Interest. This statement scored lower than my goal of an average of 3.5. Suggesting not everyone felt strongly about the topics and issues explored in the CRA assignment. Three comments were recorded, which suggested that although students were engaged with issues mainly due to the ability to check understanding and receive suggestions from their instructor. This helped create a sense of progress that kept them engaged with the assignment and issues they were researching. Specifically, one student stated,

I always try asking Kris to see if I'm on the right track because that's the most important job to do, and he is always there to help you out with it ... but due to the end of term I was tired so somehow lacked focus.

According to my teaching journal, students stayed mostly on a superficial level and did not go as deeply into the assigned reading. However, the main aim of the CRA was to focus on the stages of the writing process and demonstrate the importance of editing and feedback and completing everything that is required in an assignment, which students were successful in doing. However, according to my audio journal, I noted that due to the time constraints and placement of the CRA assignment in the term, students seemed overloaded with their other coursework and maintaining their work schedules. Many seemed to lack focus and thus there is a practical need to plan collaborative work in a way that facilitates the timely completion of the various stages of the assignment to facilitate deeper collaborative effort.

CP16 Motivation to Explore Outside Assignment Topic. This statement achieved an average score of 3.25, which was lower than my cutoff of 3.5 average, and suggest that not all students felt highly motivated to explore topics outside issues related to the CRA assignment. Unfortunately, there were no qualitative responses left by students so I can only conjecture based on my journal notes. According to my teaching journal, students were required to incorporate a second source and draw connections to the ideas they were exploring the assigned reading. However, my notes indicate that not every student was able to adequately achieve this aim. According to my audio notes, student integration of multiple sources resulted in one or two simple citations with little attempt to draw relevant connections across these sources with the main reading assignment. This suggests that perhaps students were simply attempting to satisfy

the requirements of the assignment without understanding the relevance or importance of supporting their analyses with multiple sources.

CP17 Using a Variety of Information Sources. Although this statement received an average of 3.5, it received one score of 2, which indicates that for at least one student, there needs more support with regards to how to incorporate a range of sources into the final writing assignment. There were two qualitative comments received. One student stated, “I searched a lot of articles for connections which also helped me afterwards”. However, one student states, “Some group students don't pay attention and due to this time wasting is a problem”. This suggests that although students may have understood how to conduct research, there were issues regarding collaboration, which had a negative effect on this stage of the writing assignment. According to my teaching and audio journal, this tension among group members may have been directly caused by the collaborative nature of the CRA outline. Students seemed to not understand why the research analysis stage was done collaboratively. The intention was for students to engage students in critical thinking during collaborative group discussions during the research and outlining stages. Students would be exposed to differing points of view and through negotiation they would be able to gain a deeper understanding of the text. In addition, they would be able to pool their knowledge of different sources explored in the RWA/AFD to incorporate into their outline and draw connections across these sources. However, although they had interacted with each other during weekly forum discussions, frustrations with meeting each other to conduct discussions arose with many completing their research and outline stages asynchronously and cooperatively rather than collaboratively.

CP18 Working Collaboratively Resolves Challenges. Although this statement achieved an average of 3.5, it received one score of 2, which suggests that for at least one student,

collaboration within their group did not support their learning process throughout the assignment. Three comments were recorded. One stated, “There were certain questions that I either didn't know the answer to or couldn't find that my classmates either knew or were able to find, that also benefited me”. However, another student commented that “Since we had to make the essay individually, I preferred to have my own outline. If we had to do a group essay then we were better to have a group outline. The group outline made a mess in what I had planned to write based on my own outline”. In addition, another comment stated, “I want to do this assignment alone because of the time difference. Some group students don't pay attention and due to this time wasting is a problem”. According to my journals, students worked productively in groups and helped to support each other's questions. This was evident in the fact that one-on-one appointments decreased over the course of the assignment and deadlines were met punctually by most groups. In addition, peer editing completed by students was generally detailed and constructive.

CP19 Value of Listening to Different Perspectives. This statement also received an average of 3.5 suggesting that many students saw the value in being exposed to different points of view. However, this statement also received one score of 2. Only one comment was recorded. This student states, “It is always fascinating to see other points of view because that is when you could truly look in deeper or get closer to the truth”. However, according to my journal notes, there was a general reticence to expressing dissenting views in groups in order to avoid ‘conflict’. My discussion with students revealed that many felt that group harmony superseded the need for honest debate, a really interesting finding

CP21 Developing a Critical Understanding through Collaboration. This statement achieved a score of 3.5 average with one score of two. Only one comment was received stating

in response to collaborative group work helping achieve a higher degree of critical thinking, “At least in our group it didn’t happen”. According to my journal notes, many groups worked productively and resulted in greater critical thinking. However, students tended to work more 'cooperatively', rather than collaboratively, insofar as tasks were divided up and assigned to group members rather than completed together. Individuals’ work was often ‘compiled’ together without editing for cohesion and coherence. When writing their final papers, many students simply wrote out the outlines they created in groups without attending to the organization and cohesion of their compositions, creating a list-like report of the areas their group researched rather than a coherent progression of arguments with a strong central theme and reflective conclusions.

In summary, cognitive presence findings suggest that students in the class generally struggled with integrating multiple sources into their writing. The collaborative nature of the CRA outline caused tension among group members with many finding it difficult to express dissenting views. Students generally lacked understanding of the relevance of integrating multiple sources. Lastly, groups worked cooperatively rather than collaboratively which limited the educational value of the assignment.

Social Presence

The results of a survey regarding social presence suggest that the participants had a positive experience with their group. The mean scores for items SP25 (*I felt a sense of belonging in my group*), SP26 (*I felt like I got to know my group mates individually*) and SP27 (*I found that the virtual environment and the communication tools we used during the assignment helped me interact and collaborate successfully with my group mates*) were all 3.25, indicating a sense of belonging, knowledge of group mates, and successful interaction and collaboration. The results

of the Open Communication survey showed that participants generally felt comfortable expressing their feelings and opinions and participating in collaborative discussions. The results of the Group Cohesion survey showed a positive attitude towards the group with a mean rating of 3.5 or higher across all three items. However, some constructive comments were made and some items were flagged for intervention in Phase 2 including SP30 (*I felt comfortable participating in the collaborative discussions at different stages of the assignment*) and SP32 (*I felt comfortable contacting and interacting with my group mates whenever I needed to do so during the assignment*). The qualitative results show that while some participants felt a sense of belonging and a positive pressure to complete their work, others did not feel that they had formed personal relationships or that the technology-mediated communication was successful. Below is further discussion using teaching journal notes and qualitative comments left by participants to gain clearer insight for intervention planning.

SP25 A Sense of Belonging. This statement received a low average of 3.25 and a score of 2 suggesting that for some, a sense of belonging was not established. However, comments received only were confirmatory in nature. One comment simply stated that a sense of belonging did develop within the students' group. The other comment suggested that group chats via Teams (or third-party apps) increased the sense that students were members of a group with specific responsibilities that created a sense of belonging and positive pressure to complete their bit for the assignment. They stated, "the group chat and work was useful as you felt obligated to the group". According to journal notes, during the initial stages of the CRA, students remained engaged with each other as these states required collaboration. During the writing stage, however, students did not reach out to each as much though some students reported asking others for help. However, at least one group had major issues with members disengaged during

collaborative learning tasks. Without engagement and interaction, there is no space of affective expression and thus a sense of belonging cannot form.

SP26 Forming Personal Connections. This statement received a low average of 3.25 and a score of two which suggests that not all students felt like they formed personal relationships with their group mates over the assignment. However, no comments were left for this statement. However, according to journal notes, during collaborative meetings I attended or was aware of, students were successfully able to meet though not always face-to-face. In addition, not all students participated equally in the forum discussions with some more actively engaged in discourse with their classmates.

SP27 Technology-Mediated Collaboration. This statement also received a low average of 3.25 and a score of 2. This suggests that not all students felt that the technology-mediated means of communication used during the assignment were conducive to successfully carrying out collaborative communication. There were three comments received. One comment stated that the chat function on Teams (or third-party apps) created a sense of immediacy between the student with their instructor and their groups which encouraged them to reach out more often when they needed help. They stated, “We were able to chat or go on calls regarding our assignment whenever needed”. However, two comments were critical of Teams. One stated, “Teams is a reasonable tool to communicate but applications like Zoom, Discord and Whatsapp were more useful for communication”. Another stated, “Sometimes Microsoft Teams did not work properly”. Journal notes corroborated this finding. Although students were provided a Teams channel in which to communicate with me and their group, many students switched to email, WeChat or WhatsApp for their group communications. Students used Teams to primarily

reach out to me for individual questions or to engage in class meetings or our weekly forum discussions. This made it difficult for me to monitor their collaborative activity on Teams.

SP30 Participating in Collaborative Discussions. Although this statement received a high average of 3.62, it received one score of 2. This suggests at least one student was not comfortable with reaching out to their group mates throughout the assignment. There were only two short comments received. One student confirms their ability to communicate successfully with their group mates. However, one comment states, “They were mostly unavailable”. According to my journal, students in Iran and China had to use a proxy to access Microsoft Teams meaning they could not receive notifications until they started up their proxy server and logged into their university Teams account seriously undermining their asynchronous communications. This led to feelings of frustrations in students’ ability to self-organize and manage their group tasks.

SP32 Contacting and Interacting with Group Mates. This statement received an average score of 3.5 though one rated this statement with a score of 2. This suggests at least one student did not feel that their group mates actively listened and valued their opinion. There were only two comments received. One confirmed that group mates listened to one another. However, one comment stated that “everyone had a say whether they participated or not”. Arguably, this could mean that they felt that having ‘a say’ should depend on the level of engagement group members displayed. In other words, it is unfair that those that do not engage in group discussions still get to have an equal say in how the project develops. However, one comment stated that this was not felt in their group even though it was perceived in other groups. According to my journal notes, for most students, this was their first time working in groups as collaborative learning is not a feature in the education systems they were coming from. Students had expressed that they

saw the collaborative aspect of the CRA assignment as just part of the assessment, not as a skill that could enhance the learning process, though this feeling changed over time as they began to see the benefits of working together, especially once the group gelled and began relying more on each other. However, it is also my experience that collaborative learning is supported by previous positive experiences with collaboration. This means that students' experience with the CRA would support their experience with the RIP.

In summary, social presence findings suggest that many students did not feel a sense of belonging within their group, which may have been caused by or exacerbated by their level of comfort with the technology-mediated means of communication (i.e., Teams). Additionally, some students reported group mates not actively listening during collaborative discussions nor valuing their opinion and contribution during group work. These issues were compounded by students' lack of experience with collaborative learning and understanding of its value in the learning process.

Teaching Journal Findings: Emergent Pedagogical Issues

A thematic analysis of teaching journals revealed four main themes that guided the implementation of the interventions in Phase 2, namely communication and feedback, technical challenges and support, writing process and evaluation, and time management/prioritization (see Appendix L). Table 7 below presents important areas of consideration for intervention planning.

Table 7

Emergent Pedagogical Issues

Theme	Issues
Communication and feedback	<ul style="list-style-type: none"> ● Give feedback effectively through technology-mediated means ● Anticipate and attend to student's emotional responses when providing feedback

	<ul style="list-style-type: none"> ● Support students struggling with demands of group work
Writing process and evaluation	<ul style="list-style-type: none"> ● Clarify evaluation of first drafts ● Provide constructive feedback ● Individualize support ● Support self-editing and peer-editing processes ● Support greater self-reflection and self-assessment for personal growth
Technical challenges and support	<ul style="list-style-type: none"> ● Help students adapt to different technology platforms for specific purposes ● Increase access to technical support ● Support collaborative learning strategies development ● Support students' understanding of formatting and other academic literacy issues
Time management and prioritization	<ul style="list-style-type: none"> ● Help students manage time and prioritize assignments due to busy schedules ● Set clear expectations and deadlines but provide some leeway when necessary

Intervention Planning

By understanding how the three presences interact dynamically from this complementary range of data can provide a comprehensive picture of the student experience and inform effective intervention.

Teaching presence findings suggest that while students were able to complete the assignment successfully, they had difficulty integrating sources and understanding the academic debate which calls for more direct instruction regarding how to successfully engage in research and the role academic debate has in developing and supporting critical thinking. Reflections stressed the importance of providing constructive feedback that focuses on the content and organization of the writing as well as the importance of self-editing and peer-editing processes as a way to better understanding in the writing process. Reflections also revealed issues with

students becoming defensive when receiving feedback and thus there is a need to help students understand the role of feedback and how to integrate feedback in their learning process.

Cognitive presence findings show that students had difficulty expressing dissenting views, understanding the relevance of integrating multiple sources, and working collaboratively, which shows the importance of supporting these processes through meta discussion and teacher modeling efforts. Reflections revealed that many students struggled with the technical challenges of collaborative learning, such as sharing work with group members or formatting issues, and the importance of providing video instructions and workshops for those who may have difficulty with written instructions. In addition, reflections stressed the importance of time management and prioritization in completing assignments, and the challenges of busy schedules for students. They also discuss the need to give students leeway when necessary due to busy schedules, but also the importance of setting clear expectations and deadlines to better support and assist student collaboration.

Finally, social presence findings suggest that students were not feeling a sense of belonging within their group, which may have been caused by their level of comfort with the technology-mediated means of communication, as well as their lack of experience with collaborative learning, which points to the need for students to develop greater social skills as they relate to managing group dynamics. Reflections revealed the challenges of online learning, including the need to adapt to different technology platforms and the importance of technical support for students to support group communication dynamics and collaborative workflows.

The intervention plan for Teaching Presence sought to improve the group planning and outlining stages for the Research in Practice (RIP) assessment and foster a better understanding of how to collaborate in groups. It also aimed to provide more opportunities for group meetings

to support deeper critical thinking during the research stages. In addition, there was further discussion on the aims of feedback and how students could incorporate teacher and peer feedback to improve their writing.

The intervention plan for Cognitive Presence provided students with the necessary guidance and instruction to successfully complete their Research and Inquiry Project (RIP). Specifically, it required students to make connections across weekly readings during forum discussions and introduced them to collaborative learning strategies for the initial research and proposal stage and Annotated Bibliography assignment. Additionally, it provided workshops on accessing research materials, assessing sources for credibility, and building reference lists. It also encouraged peer feedback on their research in groups prior to submitting for teacher feedback. Finally, it fostered a deeper understanding of collaborative learning and provided a more guided approach to support collaboration during group work.

The intervention plan for Social Presence sought to promote collaborative learning and improve student participation levels. It involved monitoring participation levels and reaching out to under-participating students. There was also a focus on the use of video and engaging more during weekly forum discussions. Digital learning skills development was facilitated, particularly with the use of Teams, to support collaboration. Students were allowed to self-select the mode of communication used to communicate with group members and an opportunity was provided for students to reflect on the aims of collaborative learning.

Based on the thematic analysis of the audio teaching journals, interventions were needed regarding emergent pedagogical issues, such as providing a more comprehensive approach to helping students successfully learn in a virtual environment, which included providing clearer instructions and visual/video resources to assist with understanding collaboration,

communication, and community building and its role in research and writing. Furthermore, there was a need to provide regular self-reflection and self-assessment to track progress, as well as provide support materials and individualized help when needed. Additionally, expectations and deadlines were set while also being flexible with busy schedules. This plan was designed to promote student success and engagement in a virtual learning environment.

Phase 2 RIP Stages 1-3 (Intervention Evaluation) Findings

Phase 2 studies student learning experiences over the course of the collaborative RIP assignment in the Winter Term. The RIP assignment was composed of three stages and was worth 30% of the final grade. Collaborative activities were carefully planned into each task and were based on the analysis of Phase 1.2 findings and reflections. Student participation was monitored through the use of detailed observations in teaching journals. At the end of the RIP assignment, a second student survey was administered. In addition, two focus group interviews were conducted. This Phase 2 section evaluates whether the planned interventions for the RIP assignment provided positive change cases in the learning experience for the research participants. Results of the survey and interviews are used to suggest what interventions should be integrated into future iterations. Analysis of the data would help determine if the interventions were successful or further interventions were needed. The following analysis will present for each construct (i.e., teaching, cognitive and social presence) quantitative findings from the student survey and then a thematic analysis of the focus group interviews and teacher journals. Findings will be integrated in a summary regarding further integration and monitoring as well as a discussion on pedagogical issues that emerged and how this informs further course iterations.

Teaching Presence: Quantitative Results

Quantitative results of the second student survey (*see Table 8*) found TP03 Clear Instruction and TP05 Areas of Agree/Disagree received a mean score of 4. TP12 Feedback received a three as the lowest mark though achieved a 3.86 mean score.

Table 8

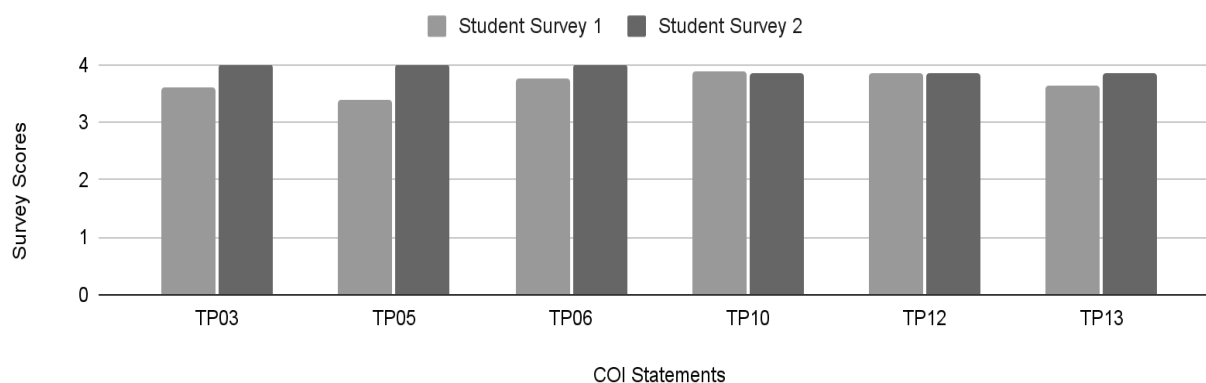
Comparing Student Survey Results

No.	N	Min	Max	Mean	SD	SS1	Diff
TP03	7	4	4	4	0	3.62	0.38
TP05	7	4	4	4	0	3.38	0.62
TP12	7	3	4	3.86	0.378	3.87	-0.01

TP03 and TP05 saw a significant increase (*see Figure 3*). This suggests interventions were successful in providing enhanced support in areas of the design and implementation of task and lesson plans as well as feelings of being supported throughout the collaborative learning process. TP12 essentially remained the same though mean scores were well above my 3.5 threshold. This suggests students worked more productively in groups and saw improvements in their writing and ability to work collaboratively to achieve the aims of the RIP assignment.

Figure 3

Teaching Presence: Comparing Student Survey 1 and 2 Results



Teaching Presence: Qualitative Results from Focus Group Interviews

Perceptions of Online Learning. Students felt that working online provided more access to the teacher and opportunities for more differentiated support and feedback. The written modality in an online learning environment provides more time to reflect and consider what one wants to say better which supports deeper engagement and critical thinking during online discussions, which tends not to be supported in a classroom environment. Students found that online learning provided important anonymity not afforded in the classroom that emboldened students to ask questions and engage with the teacher. One student stated,

Taking this course online was the best thing because when I'm in the classroom environment, I cannot easily ask questions. I don't know why. When I don't see people, I feel more comfortable. That's weird. I know. But online made it really easier than it was actually in a school environment. Because when you write, want to make sure that you your grammar is correct, you read couple of times you think about what you're writing, you corrected, you go for them, but you just don't write, but when you talk, you don't have the chance to correct yourself, you don't have the chance to think about your grammar, you just talk. You just think about it, you correct yourself, you edit your writing, and you have more chances to learn and correct yourself, basically, by writing.

However, some learners felt that online learning was not as effective as classroom-based learning. Some students felt that online learning does not provide necessary discipline compared to F2F contexts, does not separate study with personal life and is not as motivating as F2F contexts. One stated,

Online learning is not comparable to face to face learning because I procrastinate and it takes me a lot of time to get myself to do something. And I love learning in class and

doing everything in class and just leaving it there. And maybe do it on my own at home like a little bit, but online learning was not that much interesting for me.

Another student stated that in the classroom, students could reach out to the professor before or after class for help or schedule an appointment with a professor during office hours which created unique learning opportunities. They state,

[Online learning] is not comparable to face-to-face classes in person classes, because every time I had a question, I would [have to] Google it or YouTube it and then if I get it, like half of the answer would go with it. I was like , maybe that's it. But if I was going to university, I would definitely go to my professor and ask my question, maybe even learn something new. And that would be very different.

However, despite the constraints of Teams and Word, teacher technical support and knowledge as well as the way the affordances were used in the course helped improve students' perceptions of Teams. Also, working on Teams developed useful technical literacy skills (i.e., Teams) that students felt were transferrable to other courses. One student stated,

The use of Teams were, I would say, the best platform that I've ever used. Because it's basically because [my teacher] made it very useful. He would keep uploading stuff, and the sections that he had made for different stages of the that made it so useful.

Using Teams to Facilitate Collaborative Writing. Communicating on Teams provided feelings of immediacy between student and teacher that supported students through writing challenges allowing students to contact group mates for immediate help when teacher was not available. Notifications from MS Teams via email or mobile app increased feelings of immediacy and support. Lastly, organizing MS Teams into channels according to task, stage and purpose provided easy access to supplementary resources and purposeful dialogues with the

instructor and classmates that are supported by the chat feature integrated into these channels.

One student stated,

So, I would say, the platform that we were using, like Microsoft Teams, had made so many different sections and named it and that we knew where to find what, and this really helped, because like in a class, everything is in one section. And not many things are like in different sections. So, you can just go, you have to keep looking for which PowerPoint or things you want. But in the Microsoft Teams that my instructor created, he had made different sections and named them for different stages, so that you could just follow up with them. And this made it really easy for us, and especially like Microsoft Teams.

However, there were several constraints that had a negative impact on students' perceived learning experience. For instance, many considered underdeveloped and less useful than other applications students were accustomed to for communication and collaboration. Students felt that communicating in Teams required more steps and technical know-how than third party apps they already used. In addition, students found using MS Word through Teams was perceived as less usable than other word processing apps, like Google Docs, due to technical challenges they faced while using Word on Teams. This includes issues with track changes and formatting, both important for collaboration and final editing. One student stated,

You couldn't write on Teams ... when you try to write the feedback, or you will try to do your assignment on Microsoft Teams will keep glitching.

Thus, many found that Teams were only useful for communicating with their instructor, accessing resources and course materials, and attending class meetings. Due to the issues with the web-based Word application, students avoided using the collaborative features, like

comments and track changes, and worked on Google Docs or simply emailed drafts back and forth.

Some even found communicating via Teams was not as efficient as other third party apps they already used in their daily lives like WhatsApp. One stated,

For the assignments, we created a WhatsApp group. Easy to, especially arranging the time to meet much easier to communicate through whatsapp group. And we only met or posted the main stuff that we wanted my instructor to ask questions or anything on Teams and communicated only for important stuff and met on Teams otherwise, arranging time to meet we just chose WhatsApp.

Impact of process-oriented approach on writing skills development. Students perceived viewing writing as a process enlightening and helpful as it separates writing assignments into finite and achievable steps that, when followed, result in a finished written 'product'. This approach fostered positive feelings of self-efficacy, independence and confidence that had a positive impact on their RIP. One student states,

At first I thought it's a disaster and I would screw it up because it was really hard. It seems huge for me and I didn't know where to start. I was so scared and the best thing was that our professor had broken into steps and asked us first for an outline. They gave us a week then a draft then a week, then the final. And it really helped me because I didn't even notice how I did it, but it came out perfectly. I was really confident at the end.

Most students perceived the outline stage as being an important tool for conducting research and organizing their writing which led to an overall improvement in the quality of their writing. Previous experience with the CRA helped them feel more confident with the outlining stage in the RIP, which had a positive effect on their writing. One student stated,

Doing the outline is a better way. I mean, I focused a lot on my outline when doing my RIP assignment. But in the CRA assignment, I didn't care too much about the outline. I was so focused on the essay, and I didn't know how to write it. So, in my RIP assignment, I did focus on my outline, and I worked on it really, really, so much on it. I spent, I guess, two weeks or like, more than two weeks on it. I didn't write my essay, I mean, the whole essay in my RIP assignment in just one day, I guess. So, it helped me a lot, like doing the outline first and focusing on that, developing it, working on that multiple times. And then I wrote the essay in just one day. So, it helped me a lot.

However, students felt that they required more non-graded practice writing with exemplars and feedback to support learning. Providing instruction on how to use online databases for research would be helpful. One student stated,

What I would say, like we didn't have that much practice, we only had like one practice. And the next one is the one that will be marked. My instructor would give us examples. And he would like, Teach us how it should be done. But there wasn't much practice after. Like every single book that we have for other stuff, they always have practice questions, or things that you can try to practice and improve yourself. But it was only the AFDs, which wasn't that much academically written. And for academic writing, I would say the only practice that you had was giving, getting feedback from the teacher. But if we had another sample that we wouldn't have in March, and it was only for like, pure feedback, and it wasn't counted with anything. We simply would have had a better outcome because you could have made your mistakes over there and learned it, so you wouldn't make it.

Impact Of Teacher Support. Students felt that teacher support helped them manage tasks outside of class time with reminders and updates helped them stay on track. They felt

supported when the instructor reached out to ensure understanding and progress, or to mitigate effects of online learning on students' individual engagement, participation or challenges during the writing process. In particular, immediate teacher response to queries provided important support as generally students need support in the moment they are working on assignments. These opportunities provided important affective support and encouragement mitigated feelings of stress and affected overall performance positively. One student stated,

[My instructor] really cares for the students. He went above and beyond to make sure that your needs are met as your questions are answered, and you get the help that you need. And he was like, 24-7, almost 24-7 available. So, very fast response every time. And that really was very huge encouragement and support that I wanted to do well in this class, because he really did an excellent job. He works with his heart. So, that was really encouraging to me. Even if there were times that I was really overwhelmed with my other classes. I tried my best to do what I needed to do for his class.

Academic writing posed a serious challenge that was supported through regular teacher feedback at different stages in the writing process and seen as crucial for improving writing skills. Particularly, feedback was perceived as being valuable for improving writing even without being required for evaluation. One stated,

I think practice and, and taking feedback seriously, every time I got any feedback or observations from my professor, I was really paying attention. And I went back to my assignment to search for any mistakes, and I tried to fix them. I know that didn't have any mark for me. But at least it could improve me for future assignments.

Summary of TP Findings

With regard to individual intervention results, TP03, TP05 and TP06 saw a significant increase with all students scoring these statements with a 4 (see Figure 3). This suggests interventions were successful in providing enhanced support in areas of the design and implementation of task and lesson plans as well as feelings of being supported throughout the collaborative learning process. TP10 and TP12 essentially remained the same though mean scores were well above my 3.5 threshold. TP13 also saw an increase with the lowest score given being 3. This suggests students worked more productively in groups and saw improvements in their writing and ability to work collaboratively to achieve the aims of the RIP assignment.

Overall, the qualitative data in this study suggests that students experienced online learning to be a positive experience in terms of access to the teacher, feedback and support, and improved technical literacy. Despite some constraints regarding technical issues, students felt that the application Teams were useful for communicating with their instructor, accessing resources, and attending class meetings. The process-oriented approach to writing was seen as helpful and the teacher support was seen as crucial for improving writing skills. In addition, students found that working on Teams developed useful technical literacy skills that they felt were transferrable to other courses.

The quantitative and qualitative findings from this study suggest that the intervention was successful in providing enhanced support for students in the areas of design and implementation of task and lesson plans, and feelings of being supported throughout the collaborative learning process. Students experienced online learning as a positive experience, with access to the teacher, feedback and support, and improved technical literacy. Process-oriented approaches to

writing were seen as helpful, and students found that working on Teams developed useful technical literacy skills that were transferrable to other courses.

Cognitive Presence: Quantitative Results

A descriptive analysis of the second student survey for Cognitive Presence looked at the survey results of six different groups (CP14, CP16, CP17, CP18, CP19, and CP21) (see Table 9). The mean for each group is between 3.71 and 3.86 and the standard deviation is between 0.378 and 0.488. Overall, the survey results indicate that the responses to the survey are generally consistent across all six groups, with all groups having a mean of 3.71 and above and a standard deviation of 0.488 or lower. This suggests that the groups are responding similarly to the survey, indicating that there are no major differences in opinion between the groups.

Table 9

Comparing Student Survey Results

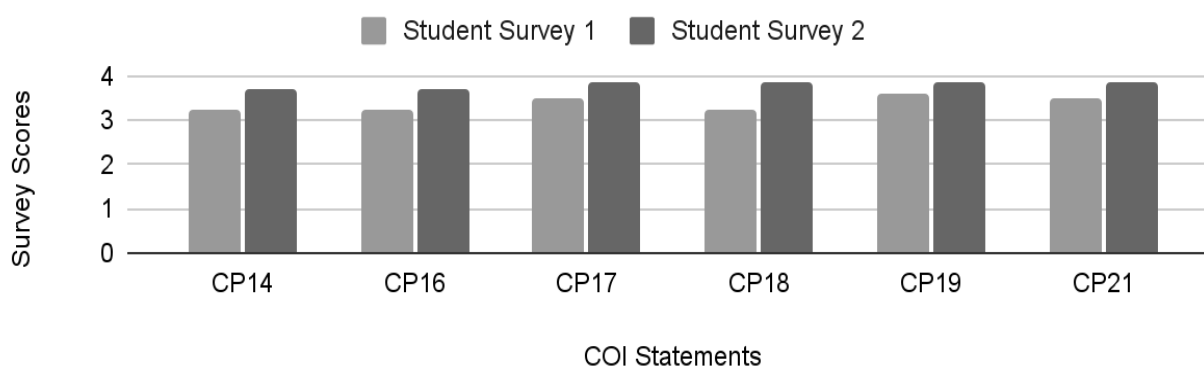
No.	N	Min	Max	Mean	SD	SS1	Diff
CP14	7	3	4	3.71	0.488	3.25	0.46
CP16	7	3	4	3.71	0.488	3.25	0.46
CP17	7	3	4	3.86	0.378	3.5	0.36
CP18	7	3	4	3.86	0.378	3.25	0.61
CP19	7	3	4	3.86	0.378	3.63	0.23
CP21	7	3	4	3.86	0.378	3.5	0.36

Nearly all statements saw a significant increase in student ratings though CP24 remained the same across both surveys (see Figure 4). With regards to the interventions taken, all statements saw a significant increase with lowest scores being 3. This suggests that students felt engaged with the assignment topic and motivated to conduct a rigorous and thorough investigation. Students felt comfortable with giving and receiving feedback and understood how to integrate this feedback into their research and writing process. Students felt supported in their

groups and comfortable with academic debate which fostered the development of critical thinking skills.

Figure 4

Cognitive Presence: Comparing Student Survey 1 and 2 Results



Cognitive Presence: Qualitative Results from Focus Group Interviews

Impact Of Course Topic On Learner Engagement. The focus of the RIP was exploring one specific Call-to-Action outlined in the Truth and Reconciliation (TRC) report first published in 2015 after six years of interviews with Indigenous peoples across Canada. The RIP required students to research issues related to their chosen Call-to-Action and reasons for its inclusion in the report. Students also had to report on the current state of the Call-to-Action, in other words, whether there were any governmental actions being taken, and if so, what was being done to address this and if not, why not and what should be done.

For many in the class, this was their first exposure to Indigenous issues in Canada. Focus group interview findings suggest that this topic was very motivating, and engaged students in the research process, helping form a clearer picture of the history of Canada. Some were even able to use their research to form connections with issues raised in other courses. One student notes,

I knew a little bit about indigenous people but not that deep in their history, and I didn't know anything about the reconciliation commission, the call to actions, so I didn't know anything about. And I also didn't know much about the current situation that they are in. So, it really got me curious, I could do lots of research. And also I had another class, Anthropology. I was in an elective class, Women Culture. So, we had a major part talking about Indigenous women in indigenous society and culture and what happened, it was really, really eye opening. And now I can say that I have a heart for indigenous, but I have a burden on the hearts of indigenous people. And I really love them. And I hope I can be a help to improve their situation somehow. I know it's a big wish. It's a big dream.

It was also found that supplementary multimedia content provided to students via the RIP Teams channel deepened student engagement with the topic by providing an enriching human feel. In other words, video resources helped students understand the human element and real-world ramifications of what they were researching. One student states,

Actually, every time we had a discussion with him, I was really interested in most of the topics like about indigenous people's history of Canada, they were interesting to me, especially the YouTube videos. I usually watched more than what was assigned. So, I think they were interesting. And they were not just homework. I think it was the same for some of my friends, because it engages people when it's in video. When it's in presentation rather than just essays.

Effect Of Supplementary Learning Activities. In addition to supplementary resources provided, students found that their weekly AFDs and student presentations based on course readings provided opportunities for interaction and debate that led to valuable insights. Weekly AFDs provided an opportunity to write about issues covered in the RIP, exploring ideas and

questions before having to choose a research focus or begin their research which had a positive effect on their research project. In addition, weekly forum discussions provided greater support with reading as they were able to work together to achieve a deeper understanding of the reading text. This increased overall effectiveness and efficiency regarding research skills and supported their writing skills development. Furthermore, these weekly writing tasks were seen to establish effective writing habits that improved academic writing approaches, particularly the use of outlining to organize thoughts and arguments before beginning the writing stage, which was seen as helpful for the RIP. Class discussions deepened engagement with course topics and helped develop critical thinking and voice as students were exposed to their peers' differing points of view and insight to their unique thought processes. In addition, the sense of audience encouraged students to focus on aspects of suasion knowing their ideas would be shared with others. Students felt motivated to create convincing and persuasive arguments that would result in spirited debates with classmates. Students stated that they looked forward to these weekly forum discussions and encouraged greater participation over time.

To be honest for this class? The best part was these AFD assignments, the shorts and like one paragraph assignments that we had to write. That really, really helped my writing skill because I had to be very precise and clear and for a month of like 100 words, I had to deliver what was in my mind. And it really was also thought provoking because I had to think about every subject and do my research. And I loved it. I really loved it. And also discussions, the responses we gave to other students or students challenged us, I mean, asking us questions, so we had to think it helped my critical thinking, and it helped my writing skill a lot. I can see a big difference in my writing skills. That was the best practice for me, I think that I had to write one paragraph every week.

However, not all students perceived AFDs as being relevant practice for their major assignments (i.e., CRA and RIP). Although the point of the AFD was to provide ongoing writing practice that involved reading, analysis, planning, drafting and editing processes that mirrored the process-writing approach to their major assignments, one student felt that the interactive nature of the AFDs should not have been written in an academic tone. This student stated,

I would say the AFD. And the final project that we had to do were really, as the AFDs were something that you could add on from your own experience. And it wasn't ... it shouldn't have been formally written. Because you were talking to other classmates, but our RIP was something totally different that had to be researched based and nothing from your own opinion.

This illustrated a misunderstanding of the goal/focus of the AFDs. The AFDs was not to express personal opinions regarding issues raised in an assigned reading, but to reflect on their understanding of the issues and arguments presented by the author and have this reflection inform their views. These views were expressed in community-based discussions that exposed students to a range of views that would in turn drive a deeper analysis of the reading. The asynchronous modality of these discussions on Teams perhaps reflected student experiences on social media platforms like WhatsApp or Facebook and thus encouraged a more 'informal' approach to writing. This points to the influence of a virtual environment on communication styles and expectations.

Conducting Research. Students expressed unfamiliarity with a process-oriented approach to writing though noted its benefits with regard to making the task of writing more approachable and achievable. In addition, students expressed that they had not previously been exposed to Indigenous history in Canada prior to EAP 101 and had little or no knowledge of

issues they would be researching and thus no personally held biases or beliefs. For some this resulted in confusion at the beginning of the RIP as this lack of knowledge required ‘real’ research, that included the gathering and reading of academic resources, which was completed in the Annotated Bibliography stage. This required several group meetings as they narrowed down their topic, which posed a major challenge for some though greatly supported by scheduled instructor check-ins. One student stated,

For me, the biggest challenge was narrowing my topic. And it was hard because it was really broad. And I had to be focused on very few either, and [my teacher] was a huge, huge help to help me to narrow my topic. And go deeper in details of just being concise and being focused on a couple of things. And as be all over the place. And because I was overwhelmed. I had so much to tell, and I couldn't say that in just 800 words. That was the biggest challenge.

Perceived Improvement Across Writing Assignments. The process-approach to writing the RIP increased confidence as students began moving through and completing each stage of the assignment. Students credited positive feelings of self-efficacy with their previous experience with the CRA. Making connections between their experience with the stages involved in research and writing during the CRA helped them reflect on past mistakes or strategies that could inform their work on their RIP. This increased overall efficiency from CRA to RIP regarding their ability to work collaboratively during the research and planning stages (i.e., reading, analysis and outlining) and greater coherence and cohesion in their final RIP composition. One student stated,

The first assignment, the CRA, took me lots of time to and probably because it was the beginning, in fall, so you're still in the learning process at the beginning. So, it was much

harder, but it was much easier for me and I did [the RIP] faster because obviously we did lots of writing during this one year course right at the beginning. I could see the improvement with the RIP assignments that show how much faster I am in my readings and writings. Overall much easier.

Perceived Transferable Skills. One important aim of an EAP course is to foster skills development that support students' learning in their academic courses. Many students commented on a range of skills they developed that were directly or indirectly transferable to other courses. For instance, academic skills such as APA formatting and in-text citations were perceived as beneficial as it transfers to other studies. Also, research skills, including how to assess the credibility of sources were perceived as being important for other courses as well as critical thinking and argumentation skills were seen as important for their academic success in their degree programs. Students also felt that their approach to academic writing and overall writing skills, including their grammar and lexical resources, improved considerably and were beneficial even for non-humanities courses. One student stated,

So, I can perfectly remember that our fifth lab for biology was exactly that, we would have to write an outline, and then it had references, as well as the cover of the essay that we would have to write. And this exactly has, we had reviewed it in both CRA and for RIP, and [my EAP 101 teacher] had told us how to do the cover page of your report, and how the references should be cited, and how you should use your in text citation. So, this was really helpful because we can use it in our biology. It was something that I hadn't learned before.

Summary of CP Findings

Nearly all statements saw a significant increase in student ratings though CP24 remained the same across both surveys (see Figure 4 below). With regards to the interventions taken, all statements saw a significant increase with lowest scores being 3. This suggests that students felt engaged with the assignment topic and motivated to conduct a rigorous and thorough investigation. Students felt comfortable with giving and receiving feedback and understood how to integrate this feedback into their research and writing process. Students felt supported in their groups and comfortable with academic debate which fostered the development of critical thinking skills.

This analysis shows that the course topic of the RIP had a positive impact on student engagement. Students found the topic to be motivating, engaging and eye-opening, while the use of supplementary multimedia resources and weekly AFDs and discussions added to the overall student engagement and skills development. Research skills, critical thinking and writing skills were seen to have improved, with students feeling better equipped to tackle other writing assignments in their degree programs. The RIP provided an important opportunity for students to explore and reflect on Indigenous issues in Canada, with many students forming a connection to other courses and topics covered in their degree. Overall, this qualitative analysis has highlighted the importance of topics and activities chosen for EAP courses as they can have a significant impact on student engagement and learning outcomes. It is important to continue to explore the impact of course topics and activities to ensure that EAP courses are meeting the needs of students and helping to foster their development as effective academic writers.

The quantitative and qualitative findings from this analysis demonstrate that the RIP course topic was effective in increasing student engagement, skills development, and critical

thinking. Students felt engaged with the assignment topic and motivated to conduct a rigorous and thorough investigation, supported in their groups and comfortable with academic debate, and better equipped to tackle other writing assignments in their degree program. The interventions taken also saw a significant increase in student ratings, suggesting that the course topic, supplementary multimedia resources, and weekly AFDs and discussions had a positive effect on student engagement and learning outcomes. Ultimately, this analysis shows the importance of topics and activities chosen for EAP courses and their potential to foster student development as effective academic writers.

Social Presence: Quantitative Results

A descriptive analysis of the second student survey Social Presence (*see Table 10*) examines the survey results of 7 students in five different surveys (SP25, SP26, SP27, SP30, SP31, and SP32). The mean of all of the surveys is 3.59. The highest survey results were found in SP30 and SP31, with means of 3.71. The lowest survey results were found in SP26, with a mean of 3.43. Overall, the survey results were fairly consistent, with the majority of the surveys having a mean of 3.57. The highest survey results were found in SP30 and SP31, with means of 3.71, while the lowest survey results were found in SP26, with a mean of 3.43.

Table 10

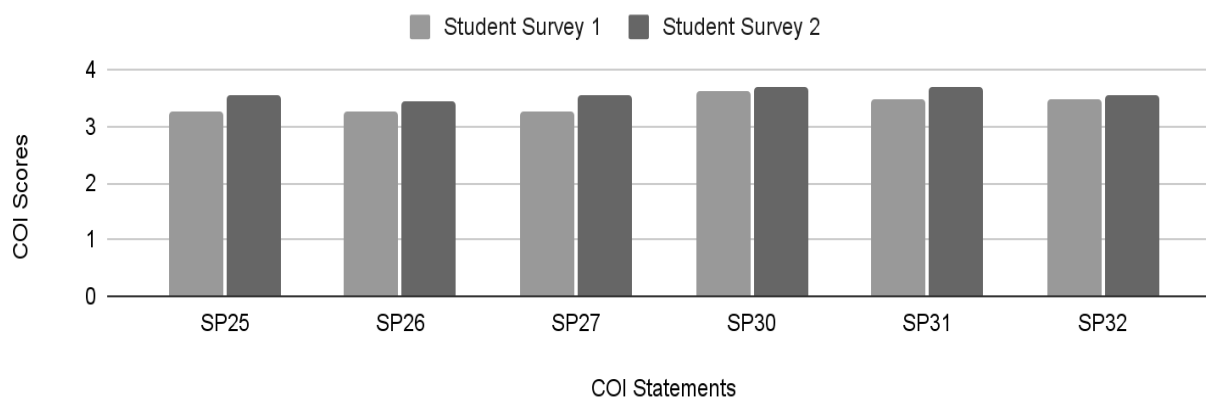
Comparing Student Survey Results

No.	N	Min	Max	Mean	SD	SS1	Diff
SP25	7	2	4	3.57	0.787	3.25	0.32
SP26	7	2	4	3.43	0.787	3.25	0.18
SP27	7	2	4	3.57	0.787	3.25	0.32
SP30	7	3	4	3.71	0.488	3.63	0.08
SP31	7	3	4	3.71	0.488	3.5	0.21
SP32	7	3	4	3.57	0.535	3.5	0.07

Survey findings suggest that overall feelings of Social Presence increased (*see Figure 5*). Results suggest that students' sense of community improved across assignments. Although SP33 saw a slight decrease, the mean is still above my threshold of 3.5. However, it can be said that the overall scores for Social Presence, although near or above my threshold of 3.5, were well below average scores given to Teaching and Cognitive Presence. With regard to the results of interventions taken, findings show a marked improvement and general increase across all statements, SP25, SP26 and SP27 all received one score of 2, which means for one student, the interventions did not improve their experience. This means that there is still a need to support group communication and participation during collaborative learning tasks using online means to ensure equal participation, sustained interaction, and community formation that supports collaborative learning.

Figure 5

Social Presence: Comparing Student Survey 1 and 2 Results



Social Presence: Qualitative Results from Focus Group Interviews

Impact of technology on social interaction. Over the course of the school year, students' dissatisfaction with Teams as a mode of collaborative interaction increased with

regards to using it as their main form of communication and collaboration within their groups. Many groups turned to third party apps like WhatsApp (e.g. Iranian and Arabic students) or WeChat (e.g. Chinese students) to facilitate their daily group communication and group organization. Many stated that this move aided interaction and their collaborative efforts as it provided greater immediacy with group mates due to notifications and the ability to communicate via their mobile devices and thus creating a greater sense of peer support, teamwork and community. Although Teams has a mobile application, most students preferred third party apps due to their use in their everyday communication with friends and family. Many stated these apps were familiar and thus more comfortable to use. One stated,

Firstly, I want to say that [my teacher] allowed us to use WhatsApp and is very helpful. If anytime we're not confident or we don't understand, we can personally share with our [group]. So, that is really helpful for us. But usually other professors do not allow us to use WhatsApp. So, this is very helpful for us because it's much faster and you can comment on each other's posts on WhatsApp very quickly. It's just easier on WhatsApp to communicate and arrange a time to meet up or like for small chit chats. It's easier than Teams. In Teams [students] are not too chatty, like for everyday use.

However, many students used Zoom or Teams for their group meetings so as to be able to work on shared documents synchronously. Many students though reported that these group meetings were often audio only as many students chose not to turn on their videos. Some students stated that often students turned their cameras off despite wanting to use video due to peer pressure.

My group members were not angry. They didn't like that I turned mine on. And they were like, No, I don't want to turn it on. Blah, blah. So, I didn't force them. I turned off mine

too. It was only audio and they didn't feel comfortable to have the video on. And it was very disconnected. We just talked about the assignment. And that's it. At the beginning, we just chatted a little bit about how we're doing. But I think it was a language barrier kind of.

This lack of video created feelings of disconnectedness in some groups and was seen to affect collaboration negatively as it was seen to impede the forming of personal relationships within the group. Without the human feel provided by video, many felt they did not get to know their group mates well which they perceived had a negative impact on their RIP. Students felt that there needed to be more opportunities outside of their group meetings that provided a chance to see their classmates face-to-face in a casual context where they could chat and get to know each other and establish connections.

Sense of Community. Students felt that weekly AFDs fostered feelings of community and belonging in the course by establishing a community presence. Weekly interactions helped students know their classmates which helped form connections during group work. Some students stated that AFDs was even more effective in supporting community formation than group work in the CRA or RIP. This sense of community increased confidence as it encouraged self-expression. AFDs provided insight into their classmates' thinking and writing styles that supported group work. One student stated,

It definitely did have an impact because like, especially the AFD is so you can know up to a point what a person is like, based on their writing, it will show their personality up to your point. So, every week, we would have contact with everyone. And we would give our opinions to them. And the feedback based on what they would write, I would say we

had fairly known each other, like even with the ones that we weren't into any groups for the CRA and , we could still know which person would go in the right way.

Effect of Relationship Formation on Student Collaborative Learning Experience.

Students found that working collaboratively in groups during the RIP fostered feelings of empathy, respect, trust and mutual support that led to the formation of personal relationships and feelings of friendship. These social connections encouraged participation due to a shared sense of belonging in the group which was seen as important for collaboration. One student stated,

Knowing my classmates affected my writing and how I reacted to, like, every feedback I got because at least I knew that other people are thinking like me, or are in the same situation and how you're dealing with it. And , it was good to know. And I made some friendships here.

Personal self-expression was perceived as being valued and supported during group discussions despite contrasting views. Positive collaborative experiences were felt to depend on recognition of personal contributions to the group discussion. In addition, group decisions made unanimously led to feelings of being valued that had a positive effect on their learning experience. One student stated,

We had lots of respect for each other when we discussed the differences, different opinions that we had. And, I think we were all very open minded. And we can, as a group, come to a conclusion specially choosing the written in the research project, choosing the references, and working on the annotated bibliography. So, there we have lots of different opinions. But on each we discussed why we think this is the best resource. And as a group, we decided, but I'm happy with my experience with my group.

And I felt like my opinion was valued. And we walked through the disagreements in a good way.

Importantly, group cohesion and enhanced feelings of peer support increased learner independence and reliance on their group when questions or concerns arose, reducing the need to reach out to the teacher, which increased positive feelings of self-efficacy. One student stated, I messaged my group members from private messaging. So, we started to get to know each other as the time went. We were sharing our ideas when we were confused. And when we didn't want to bother our teacher too much. We asked the questions to each other. So, we clarified each other's questions. It was really good.

However some groups reported unequal levels of participation in their groups. Conflict resulted from non-participating group members not being able to understand or keep up with group discussions at later stages of RIP assignment. Group members who did not participate in collaboration were ultimately left on their own, falling out of step with their groups. One student stated,

So, the ones who didn't put as much effort as the others were kind of on their own.

Because the very first part, which was the annotated bibliography, and we had to find resources, we had to agree on the resources that we would find. So, you, you kind of had to like to choose at least some of the resources that we needed to find. So, if you didn't, if you were in person at that point, you did kind of miss like 50% of the work. And later on, when we would discuss something in our paragraph or in our outline of work, you wouldn't really get us so you would kind of have a conflict with us.

Effect of Collaborative Learning on Writing Development. Students perceived collaborative learning as being helpful for completing a major assignment like the RIP, especially

during preliminary research stages as group discussion provides important alternative perspectives and additional ideas that are ultimately beneficial for writing. One student stated,

So, in the annotated bibliography, one of the various things that was useful was that each person was supposed to find different resources. And at the end will show each other the resources that we found for the topic that we all had to write something about. So, this was really helpful, because I would see the different points of view that my other colleagues have. We're gonna have that found and we're going to write about it, and this basically helps me to add some other points in my paragraphs if I had missed them.

Participating in group work exposed students to new perspectives as well as contrasting views expressed during group discussions. This led to deeper critical thinking and the questioning of personal biases that supported their research and writing efforts. One student stated,

Yes. Actually, it made me think twice or triple about what I think so I started to judge my own thinking, are they correct? Or am I correct? So, yes, it helped me and I sometimes corrected myself also. So, it has a positive impact sometimes, but sometimes I also reject their hypothesis. So, it added on my experience, of course, so it was in general.

Effect of Personal Relationships on Peer Editing and Feedback. Conducting group meetings was perceived as an important way of forming connections with group members. Knowing group mates and the type of feedback they give affected how students wrote their RIPs as personal knowledge of group mates during the editing process helps provide personalized feedback. This respect for group mates' opinions encouraged students to take peer feedback more seriously, allowing this to impact their writing. One student stated,

I could notice the mistakes better. And I could give them advice and based on my knowledge about them, about their writing style, I could help them better. And it was the same for me. They could help me in the ways I lack.

Summary of SP Findings

Results suggest that students' sense of community improved across assignments. Although SP33 saw a slight decrease, the mean is still above my threshold of 3.5. However, it can be said that the overall scores for Social Presence, although near or above my threshold of 3.5, were well below average scores given to Teaching and Cognitive Presence. With regard to the results of interventions taken, findings show a marked improvement and general increase across all statements, SP25, SP26 and SP27 all received one score of 2, which means for one student, the interventions did not improve their experience. This means that there is still a need to support group communication and participation during collaborative learning tasks using online means to ensure equal participation, sustained interaction, and community formation that supports collaborative learning.

This qualitative analysis shows that technology has had a significant impact on social interaction, particularly in the context of collaborative learning. Many students have turned to third party apps, such as WhatsApp and WeChat, to facilitate their group communication and organization as they are more comfortable and familiar to use. While most students used Zoom or Teams for group meetings, many students chose not to turn on their videos, leading to feelings of disconnectedness and affecting collaboration negatively.

Weekly AFDs were seen to foster feelings of community and belonging, which increased confidence, self-expression and recognition of personal contributions to the group discussion. Group cohesion and enhanced feelings of peer support increased learner independence and

reliance on their group when questions or concerns arose, reducing the need to reach out to the teacher.

Collaborative learning exposed students to new perspectives as well as contrasting views expressed during group discussions, leading to deeper critical thinking and the questioning of personal biases that supported their research and writing efforts. Knowing group mates and the type of feedback they give affected how students wrote their RIPs as personal knowledge of group mates during the editing process helps provide personalized feedback. Overall, technology has provided a platform for students to interact with one another in a collaborative learning setting, which has had a positive impact on their learning experience.

The overall findings from both the quantitative and qualitative analyses suggest that technology has had a positive effect on social presence, although there is still room for improvement. The use of third party apps, video conferencing, and weekly AFD check-ins have all been beneficial for fostering feelings of community and belonging, increasing learner independence, critical thinking, and collaboration. Additionally, students were able to rely on their group for feedback when needed, which has improved their research and writing efforts. Thus, technology has provided a platform for students to interact with one another in a collaborative learning setting, which has had a positive impact on their learning experience.

Teaching Journal Findings: Emergent Pedagogical Issues

A thematic analysis of teaching journals kept for Stage 2 Intervention RIP assignment revealed important themes that emerged or remained present over the course of Stage 2 Intervention and the RIP assignment, namely challenges with self-regulated learning and collaborative learning online (*see Appendix M*). Table 11 below summarizes emergent pedagogical issues gleaned from teaching journals kept in Phase 2.

Table 11*Emergent Pedagogical Issues*

Theme	Emergent Pedagogical Issues
Self-Regulation and Peer-to-Peer Learning	<ul style="list-style-type: none"> ● Provide consistent repetition of instructions versus allowing students to figure tasks out on their own ● Ensure that students fully understand and retain concepts including referencing and formatting procedures ● Ensure that students are meeting basic editing and formatting requirements outlined by the collaborative writing stages ● Create self and peer editing checklists informed by student responses ● Focus on the rubric and provide specific instructions to help with peer editing ● Create a structured and efficient process with use of templates, individual folders, and Microsoft Teams ● Emphasize importance of respect and responsibility in seeking and providing feedback in a timely manner
Collaborative Online Learning	<ul style="list-style-type: none"> ● Provide greater guidance using carefully scaffolded and scheduled stages that outline the writing process more thoroughly ● Provide resources to assist students with working in groups and using technological tools ● Provide individual folders and channels on Teams to facilitate richer communication and interaction ● Provide Word documents as exemplars and outlines to guide collaborative writing activities ● Provide technical workshops after weekly class meetings to address technical glitches

Monitoring and Integration

According to both quantitative and qualitative results of the study, all areas identified in Stage 1.2 Reconnaissance for intervention, were successful in their aims insofar as all areas of the CoI survey increased in student reporting and achieved a median score of 3.5 or higher in addition to positive self-reporting of their learning experiences in the focus group interviews. According to the results a feeling of community formed and maintained among collaborative

writing groups, and this supported a meaningful learning experience among learners. The aims and objectives of the RIP assignment were met with all students reporting positive impact of the assignment on their understanding of the topic and processes involved with researching, planning and writing an academic paper. In addition, students reported a positive experience with collaborative learning and its impact on their development of academic reading, critical thinking and writing skills. Thus, interventions planned and implemented in the RIP should be further refined and implemented in subsequent iterations of this assignment in an online context.

Based on the thematic analysis, it is clear that there are several challenges and issues that were continually encountered in facilitating learning and completing assignments in an online setting. These challenges include difficulties with peer editing and feedback, the further need for clarity on group work and instructions, struggles with formatting and referencing, time management and last minute work, and students' understanding and retention of concepts. Attempts were made to address these issues through various strategies, such as providing specific instructions, repeating instructions and providing resources, scaffolding tasks and creating self and peer editing checklists, and using technology such as templates and Microsoft Teams to facilitate feedback and peer review. However, limitations and challenges were encountered in using these strategies, such as the need to adapt to new technologies that resulted in sustained confusion and frustration among students that went under-reported.

This evaluation concludes with a series of issues that require further monitoring in subsequent iterations of the RIP assignment. Firstly, there is further need to develop and implement a more structured and efficient process for peer editing and feedback. This could include the use of templates or guidelines to help students provide specific and useful feedback to their peers, as well as regular check-ins with the instructor to ensure that the process is running

smoothly. Also, there is a continued need to provide additional support and resources for students struggling with group work and following instructions. This could include repeating instructions, offering extra help sessions, or creating videos or other multimedia resources to help students better understand the tasks and requirements.

In addition, future teachers will need to provide additional instruction and resources to help students fully understand and retain key concepts. Approaches, such as reiterating and revisiting key concepts in different ways, providing examples or case studies to help illustrate the concepts, or offering extra help sessions for students who are struggling, could help with this. Further iterations of this assignment should emphasize the importance of proper formatting and referencing in academic writing, which could include regular reminders about formatting requirements and the use of resources such as a citation guide to help students with referencing.

Additionally, there is a need to provide greater awareness and development of study skills, such as encouraging students to manage their time effectively and complete tasks in a timely manner, which can involve setting clear deadlines and expectations for assignments, as well as scaffolding tasks to help students break larger projects down into smaller, more manageable chunks.

Most importantly, due to issues relating to third party technologies (i.e., Microsoft 365) course administrators might benefit from exploring the possibility of developing new technology or software that are more purpose built for visualizing and organizing information for academic purposes. This could include working with developers or educators to create new tools or platforms that could help students better understand and retain key concepts, as well as facilitate feedback and peer review in an online setting.

Summary

This chapter presented the findings of a MMAR study conducted to analyze the impact of educational interventions on students' learning experiences across three collaborative writing tasks in an online EAP context using the CoI survey instrument to support reflective teaching practice as a heuristic to identify, plan, implement and evaluate interventions. The data obtained through surveys, observations and interviews was used to analyze the effectiveness of the intervention. The results suggest that the intervention had a positive effect on student learning outcomes though several issues were noted that require further monitoring in future iterations. Chapter 5 will discuss these findings and draw conclusions with regards to practical and theoretical implications.

Chapter 5: Discussion and Conclusion

Introduction

This chapter presents an analysis of the results from the action research study exploring the implementation of the Community of Inquiry (CoI) framework in guiding reflective practices across multiple online collaborative writing assignments in an online English for Academic Purposes (EAP) course. Findings are discussed in the context of recent literature. This chapter presents a discussion on the research questions followed by an exploration of practical applications that emerged from the study's findings. This chapter concludes with recommendations for potential future research and practice in this particular field.

Overview

The study aimed to assess the success of the reflective processes undertaken. Without a formal approach to reflective teaching practice that incorporated a MMAR methodology, data collected from the CoI survey may not have been enough as this study found that the qualitative data and teaching journals did much to inform ongoing adjustments to the collaborative writing tasks. The data collected informed reflective teaching practices that supported the collaborative approach to the RIP writing assignment and its impact on students' learning experiences. The survey results and focus group interviews indicate that the interventions planned and implemented were successful in supporting reflective teaching practices to promote positive student perceptions of their own learning experiences. All areas within each of the organizing constructs of the CoI survey increased, achieving a median score of the target of 3.5 or higher. Students reported positive experiences with collaborative learning and perceived improvements in their academic and writing skills development. This indicates that these interventions should be further integrated into future iterations of the RIP assignment.

However, a thematic analysis of teaching journals revealed several challenges and limitations encountered in facilitating online learning, such as difficulties with peer editing and feedback, difficulties with managing the dynamics of group work, struggles with formatting and referencing, time management, and the understanding and retention of concepts. Attempts should be made to address these issues through various strategies, such as providing specific instructions, repeating instructions, scaffolding tasks, and the use of the various technologies employed to support independent learning and skills development related to their assignments.

Recommendations for further monitoring include developing a more structured process for peer editing and feedback, providing additional support for students struggling with group work and following instructions, emphasizing proper formatting and referencing in academic writing, encouraging effective time management, and providing greater technical literacy through the direct instruction of a range of appropriate technologies to support the development of independent academic, language and writing skills development. Below is a discussion on the study's findings with relations to the research questions posed and investigated in this research.

Discussion

Research Question 1

To what extent was the CoI framework perceived as useful by the instructor in supporting their reflective teaching practices for the purpose of planning and implementing an effective pedagogical approach to collaborative writing pedagogy in an online EAP context?

The Impact of the CoI on Online Collaborative Academic Writing. The CoI provided a useful conceptual framework that helped design and implement an effective pedagogical approach to collaborative writing instruction as well as providing a useful heuristic for evaluating student learning experiences with regard to teaching, cognitive and social presence

that resulted in community formation that greatly supported student learning experience. This study demonstrated that the Community of Inquiry Framework to direct reflective teaching practice resulted in efforts made by the teacher to make informed and iterative changes in course delivery that had a positive impact on student satisfaction and learning experience during an online collaborative academic writing task.

This study found that students' positive perceptions of learning were impacted by teacher availability, feedback and support. The RIP course topic was motivating and engaging, and weekly forum discussions increased student participation and perceptions of improvements in academic, linguistic and writing skills. Technology greatly impacted social interaction, particularly in collaborative learning, with WhatsApp and WeChat being used for group communication and organization which also illustrated the importance of working with students to inform learner-centred tech use. Consistent communication, interaction and collaborative dialogue promoted a sense of community, self-expression, and acknowledgment of individual contributions. Group cohesion and peer support boosted learner independence and reliance on their group for questions and concerns, lowering the need to contact the teacher when faced with challenges. Personal understanding of and investment in group mates while editing helped students write their RIPs as feedback given and received was differentiated to personal writing challenges and thus more effective. All of these factors contributed to a successful online learning experience for students, which is in line with the Community of Inquiry Framework.

However, regarding my experience with using the CoI to guide reflective teaching practice, issues emerged, namely, the complexity with interpreting the CoI framework and survey results and how this was to inform task design.

Meaningful Communication in a Virtual Learning Environment. Understanding ‘presence’ is somewhat difficult for instructors to conceptualize and operationalize when designing collaborative writing tasks for online contexts. Xin (2012) argues that the concept of presence should be understood as meaningful communication that serves social, educational, and cognitive purposes. This is supported through facilitating communication functions, freedom of expression, and modeling behavior. She argues that Facilitating Discourse and Directed Instruction can have pedagogical effects, but successful communication essentially requires active participation from members and the facilitation of context-driven conversations.

This finding from Xin (2012) is relevant to using the CoI framework for reflective teaching practice as it highlights the importance of meaningful communication in an online learning environment. In this way, the CoI framework encourages teachers to be reflective and to think critically about the communication they are engaging in with their students for the purpose of improving their teaching practice. However, Xin (2012) suggests that as the CoI framework relies heavily on the teacher's own individual interpretations and experiences, results of the CoI survey may be conducted through a biased lens.

In my own experience, without the addition of a mixed methods approach where I could triangulate the survey findings with qualitative data from student comments, focus group interviews and my own teaching journals, I would not be able to truly understand the reasons behind the self-reported scores students left. I began to depend less on the survey scores, as they were overtly positive, and relied more on the comments left in conjunction with my notes to ascertain what issues students were experiencing and the reasons to which this was occurring. The qualitative data collected yielded richer, more contextualized findings that were overall more

insightful for task design and implementation as they resulted in more immediately actionable decisions.

Challenges of Implementing the CoI in an EAP Context. Xin (2012) suggests that the CoI framework can be difficult to implement in practice as it requires a significant amount of time and resources to facilitate meaningful communication which may not be possible in an EAP context where students are engaged in multiple course assignments and deadlines, and where students possess varying degrees of proficiency, or if the technology prescribed by the institution for online learning has limited functionality for supporting discourse.

In the EAP contexts described, communication needs to be meaningful to a certain degree as indicated by the CoI framework to facilitate student engagement and learning. However, the practical challenges of implementing the CoI framework, such as time constraints, multiple course assignments, and technological limitations, make it difficult to sustain a consistent level of meaningful communication throughout a given term. This tension between the CoI ideals and the realities of higher education contexts suggests that while meaningful communication is important, its degree of necessity should be balanced with the practical constraints faced by students and institutions.

I found that for many students the consistency of the RWA/AFD assignments was beneficial though participation in these discussions decreased as deadlines for major assignments, midterms and exams approached. In addition, it was found that collaborative writing tasks had to be carefully scheduled so as not to conflict with students' other coursework as they did not prioritize their EAP course in the same way as their core classes. In other words, although consistent and rich communication was indeed beneficial for student engagement and learning, it was not always possible to sustain a consistent level of engagement throughout a

given term. This underscores a tension between the ideals of the CoI and the practical realities of learning in a higher education context.

Importance of Teaching Presence in Achieving Cognitive Presence. According to the CoI, teaching presence is essential for sustaining cognitive presence. A study by Hosler and Arend (2012) found that both cognitive and teaching presence are important factors in overall student satisfaction though cognitive presence had the greatest impact. Interestingly, however, 47% of the differences in cognitive presence could be attributed to teaching presence. Specifically, facilitated discourse had the greatest impact between these two presences suggesting that teaching approach influences cognitive presence significantly. In addition, a study by Garrison, Cleveland-Innes and Fung (2010) emphasizes the importance of teaching presence for establishing and maintaining social and cognitive presence whereby teaching presence involves providing structure and guidance, encouraging deep thinking and discourse, and developing trust in the learning environment. In addition, a study by Archibald (2010) confirms teaching presence and its ability to support cognitive presence.

Hosler and Arend (2012) state that there is a general lack of understanding regarding how teachers can enhance teaching presence to effectively support cognitive presence directly. Garrison, Cleveland-Innes and Fung (2010) state that the CoI provides guidance and not an informed action plan for improving teaching presence and thus many instructors may not have the necessary skills to assess their own teaching presence using CoI results. Archibald (2010) argues that the CoI tends to place excessive focus on the role of teacher as the primary source of knowledge, and does not adequately take into account the perspectives of the students and the importance of student-centered approaches.

Thus, teachers using the CoI for reflective purposes should do so with caution. Although teaching presence is important, it is also important to take into account the perspectives of students and incorporate student-centered approaches into instruction. However, computer-mediated communication constrains the ability of teachers to form personal relationships with their students, making this a huge challenge. Thus, it was important for me to provide ample opportunities for students to reach out to me directly and meet one-on-one to discuss affective issues, learning challenges and provide differentiated learning support whenever necessary. As the CoI survey is conducted after course completion, these interviews and meetings with students were vital data collection opportunities that I relied on in my reflective practice.

The Dynamic Nature of Three Presences: Implications for Course Design and Facilitation. A study by Akyol and Garrison (2008) suggests that the roles of Teaching and Social Presence shift over time though Cognitive Presence remains relatively consistent. The study emphasizes that for teachers to make the most out of the CoI to guide their online courses, they should develop a deep understanding of the dynamic nature of the three presences stating that, the design and facilitation of the elements should depend on the goal and the context, participants, and technological setting. However, the authors note that the CoI does not provide a concrete sense of how the three presences are supposed to change over time, only that they do. This underscores the complex task of understanding these changing dynamics inform design and facilitation insofar as they relate to the goals of the learning task, individual participants and the technological setting in which learning will take place.

This suggests that teachers should take a long term approach to course design using informed methodologies like Action Research as this changing dynamic is not clearly outlined or

described by the framework itself. In other words, the changing dynamics of the three presences are to be experienced and anticipated by the instructor. This experience then can inform further iterations of the task or course design. Thus, some key takeaways for teachers include:

- Teachers should understand and adapt to the shifting roles of Teaching and Social Presence within the Community of Inquiry (CoI) framework to effectively design and facilitate online courses.
- Course design should cater to the specific goals, context, participants, and technological settings of each course.
- Teachers need to take a long-term approach to course design, incorporating informed methodologies like Action Research to anticipate the changing dynamics of the three presences.
- Teachers should be flexible, adaptable, and responsive to the evolving needs of their online courses, leading to better learning outcomes for students.
- Cognitive Presence remains relatively consistent, but Teaching and Social Presence shift over time.
- The CoI framework does not provide a concrete sense of how the three presences change over time, so teachers need to experience and anticipate these changes and adjust their course designs accordingly.

Students' Perceptions of the Community of Inquiry in Online Writing Classes.

Regarding the CoI for collaborative writing, a study by Hilliard and Stewart (2019) used the CoI survey to investigate the effect of time spent online on students' perceptions of teacher presence, social presence, and cognitive presence in a blended writing class. The results showed that students in classes with more than a third of the course taught online had a more positive view of

their learning than those with less than a third of the course taught online. This challenges the notion that face-to-face learning is more beneficial than online learning and raises questions about cognitive presence in first-year writing courses. The study suggests however that further research is needed to understand the effect of interactive and collaborative online activities on students' views of their course and learning. That is to say more needs to be understood regarding how collaborative pedagogy should be best used in conjunction with interactive and collaborative Web 2.0 technologies. In other words, blended courses may be more effective simply by the fact that students have increased interaction with teachers and classmates with the effect being that personal relationships form more easily.

This puts the onus on online instructors who do not have the benefit of blended learning options to understand how best to facilitate collaboration in a fully virtual environment and requires intense reflective teaching practice perhaps informed through an AR methodology in that they are able to collect useful data that can be leveraged in an environment that heavily constrains interpersonal communication and thus organic community formation as in this study where students mostly interacted with each other use asynchronous or semi-synchronous modalities.

Using the CoI as an Assessment Tool for Collaborative Writing. A study by Stewart (2019) shows that the CoI provides an important assessment tool that gives a voice to students in the evaluation process as it takes into account how students learn and asks how much they think they learn from interacting with their peers. Interestingly, findings show that communication with peers is not always considered as being a productive part of learning though students' may report high satisfaction and positive perceptions of their learning experience.

This finding is relevant to using the CoI framework for reflective teaching practice because it provides evidence that students can benefit from collaborating with their peers though they may not always be aware of its benefits and positive impact on their learning. This emphasizes the importance of conducting awareness-raising discussions with students to help them understand the process and benefits of collaborative learning with regards to writing skills development as many students either do not have previous experiences with collaboration, or have not had a positive experience with collaborative learning. This further highlights an important point regarding the CoI.

Although the CoI focuses on facilitating community formation through collaborative dialogue, it does not provide direction on how teachers should facilitate collaborative learning. In my own course, students reported not having previous experience with collaborative learning as this type of learning was not a feature of the education systems in which they were coming from, e.g. China, Pakistan and Iran. For many of them, it was the first time and there was a concerted and consistent effort to help students understand the principles and processes of collaboration which required continued exposure to and experience with collaborative learning (i.e., the RWA/AFD and CRA) for students to comprehend the aims and benefits of this approach, specifically with regards to writing. This tends to be a needed goal in these types of first year EAP courses in post-secondary institutions. Efforts were mostly informed through reflective teaching practice and my own experience with collaborative instruction, interviews with students and qualitative data gathered, rather than stemming from the analysis of the CoI survey itself.

Thus, it can be said that the CoI provided a useful construct that guided the aims of the collaborative writing tasks and provided a useful heuristic in which to gather important data with regards to the three constructs important for online EAP teaching and learning: teaching,

cognitive and social presence. This helped keep reflective efforts focused on developing a learning environment that provided a balance of the three presences for the purpose of sustaining community formation to support students' learning experiences.

However, due to the complex nature of the CoI framework as well as a lack of guidance regarding how to approach collaborative learning that takes into account the technological setting as well as student perceptions of collaboration. This study argues that the CoI survey requires a formal MMAR approach to adequately inform ongoing adjustments to the collaborative writing tasks. The CoI is helpful though it requires rich qualitative data, triangulated with detailed observations and teaching notes, to help interpret quantitative data to avoid bias and to inform pedagogical decisions made throughout each stage of collaborative writing tasks. This is a tall order as this requires a huge amount of effort and time, which may not be possible for many teachers to enact.

However, as mentioned, teachers need to take a long term view of their own course development and may find that the effort is worthwhile. This suggests that a pedagogical guide should be developed to help teachers facilitate collaborative writing in line with the principles of the CoI. Furthermore, strategies, approaches, and techniques should be developed and disseminated to reach the aims of the CoI. Finally, survey-based tools should be created to provide real-time data collection and analysis, and the findings should be presented in a visual representation like a set of gauges and charts along with student comments within the virtual learning environment.

Research Question 2

What types of unanticipated pedagogical issues arose during course design and delivery and how do those unanticipated issues relate to the CoI and how does this inform the use of the CoI in an online EAP context?

Self-Regulation and Independent Learning. Several pedagogical issues persisted throughout the study that were not readily supported by the CoI though were addressed somewhat through reflective teaching practice. Specifically, findings indicated difficulties encountered in providing support and guidance to students while encouraging independent learning behaviors. Specifically, there were issues with students understanding the benefits of and following the guidelines for peer editing as well as engaging in collaborative activities in a timely manner suggesting issues with self-regulation. In addition, students struggled with collaborative group dynamics and communication and group discussions as well as task completion, managing time and reaching deadlines. This highlights issues of self-efficacy, self-regulation and emotional intelligence not currently part of the CoI model but nonetheless are important for teachers to facilitate better support for student learning experience.

For instance, a study by Shea et al. (2012) found that learner self-regulation is a key predictor of learning. The study found that successful self-regulators use strategies that help online students do well. Thus, the authors suggest that the concept of learning presence can help expand on the shared instructional roles of progressive collaborative forms of learning and make the CoI more useful for describing and explaining online learning.

Shea and Bidjerano (2012) argue that self-regulated learning (SRL) is an important part of both classroom-based and online learning. Findings from this study suggest that SRL is linked to how students rate the quality of teaching, social presence, and cognitive presence. They argue

that cognitive benefits of SRL are the same regardless of the learning environment though this is dependent on the ability of students to interact and communicate comfortably through technology-mediated means. The authors argue that though teaching presence and social presence are important for achieving cognitive presence, social-cognitive models of SRL are better at reflecting the dynamics of online learning environments. They argue that qualitative research paradigms should be used to better understand SRL in online and blended learning environments.

In addition, Wang and Shan (2018) and Shea and Bidjerano (2010) found that self-efficacy, influenced by teacher and social presence, plays a crucial role in online collaborative learning and the development of independent learning skills. Their findings emphasize the significance of integrating the COI framework in online EAP contexts to foster student self-regulation and engagement.

An Expanded Construct of Social Presence. Issues emerged regarding self-regulation that were not adequately anticipated by the current CoI framework. The CoI could better help address self-regulation through an expanded construct of Social Presence, namely Social-Learning and Social-Teaching Presence. A study by Shea et al. (2014) argues that high correlations between social and cognitive presence as well as between social presence and learning presence demonstrate the high degree to which online learning is socially mediated. Shea et al. (2014) argue that meaningful interactions for learning depend on learners connecting socially. They argue for an expanded CoI model that includes Social-Learning Presence, which emphasizes collaboration, communication, problem solving, and peer-to-peer learning through the use of social media, discussion forums, and other online tools, as well as Social-Teaching Presence, or the degree to which a teacher is visible and available to students to provide

guidance, feedback, and support and to sustain a respectful and supportive learning environment. Both constructs are important for students in feeling connected to their learning community.

This is in line with the finds of a study by Richardson and Lowenthal (2017) which looked into the importance of teacher social presence in online courses and found that teacher presence is a strong predictor of how students' perceptions of their learning experience, including what they think they know and how motivated they are in engaging with the course materials and learning tasks. This study looked specifically at accelerated online courses that were not designed by the facilitator and did not have access to the authoring tools to make adjustments or tailor the course materials and approach to student individual needs. Findings suggest that students perceived a positive learning experience when instructors successfully displayed their personality and teaching values in the course, were communicative and timely with feedback. These efforts effectively initiated a sustained and engaging level of social presence in their online courses which is an important part of the CoI framework.

An expanded CoI that includes Social-Learning and Social-Teaching Presence could anticipate potential issues related to social interaction and collaboration in course design and delivery as well as issues related to teaching presence (e.g., accessibility, guidance, timely feedback).

Impact of Technology on the CoI in Online Learning. This study highlighted persistent difficulties among students with navigating the various technological tools employed for the course delivery, some of which were beyond the control of students, such as technical issues experienced with Microsoft 365 applications when completing collaborative writing tasks. Although efforts were made to address these issues, such as by providing more guidance and structure for the writing process, individual group channels and folders on Teams to better

support collaborative work and group organization, and prepared exemplars, outlines and stage-based work schedules with deadlines to better support task completion, including peer feedback and editing, challenges among student persisted throughout. This suggests that technology has a potentially substantial effect on student learning experience.

A study by Radovan and Kristl (2017) that used the CoI as a guide to investigate how teachers in higher education accept and use learning management systems (LMS) and how their use of LMS affected how they teach online showed that immediate social influence was the most important factor for LMS acceptance among teachers. However, the instructional design and learning processes implemented were largely shaped by the LMS tools and how useful they are seen to be for achieving teaching objectives and learning outcomes rather than the aims and principles of the CoI.

In addition, a study by Stenbom (2018) that reviewed the CoI survey found that blended instruction was better at supporting teaching, cognitive and social presence better than strictly online instruction, as blended learning provides greater opportunities for interpersonal communication and organic community building that supports presence online. In addition, findings found that synchronous, or a combination of synchronous and asynchronous modalities, were better in supporting the three presences than only asynchronous courses for similar reasons.

A study by Asoodar et al. (2014), investigating the use of partner-based blogging among students, confirmed this. Although findings from this study found that writing together in an online learning community was perceived as beneficial by students and led to perceived improvements in student writing skills development, it was found that using a strictly asynchronous modality to facilitate peer review was not seen as effective by students as it did not provide adequate levels of discursive interactions that could support meaning-making that could

help students understand edits they received. These findings suggest the impact platforms and tools have on teaching and learning with regards to implementing the CoI in online courses.

In the case of this study, a blended approach was not an option for course delivery. Additionally, synchronous communication among students was often avoided with preference towards asynchronous collaboration, which was a point of contention among students and discussed in the focus group interviews. This highlights a major issue with the CoI. It does not directly address the technology used to facilitate collaborative learning nor the modalities available to support communication. Thorne (2003) argues that the way students use and understand internet communication tools is shaped by their personal, shared, and cultural history. This affects how they use language, engage with others, and create authentic communication. These tools aren't just "there"; they're shaped by the people using them and the society they're part of. Through my own reflective practice, I was able to understand from students that they wished to use technologies they were used to or had proficiency in and were averse to using the prescribed technologies of the course. Many expressed improved learning experience when being allowed to switch to third party apps. For Chinese students, WeChat was preferable, and for students in Iran and Pakistan, WhatsApp was preferable. Students also preferred using Google Docs or other word processing apps other than MS Word. For the RIP, collaborative activity moved away from the course technologies and thus limited my ability to monitor activity. This was not anticipated and highly surprising.

This perhaps suggests that technology used to facilitate online learning has an impact on how students perceive their own learning experience, and as major stakeholders, students should have a voice in what technology is used or at least have agency in which tools they choose in which to communicate and carry out collaborative learning tasks. In the case of this study, many

student concerns regarding technology (i.e., Teams and Word) were somewhat allayed once they were given the freedom to choose the tools they were most comfortable in using. This could also mean that platforms and tools used for online courses should be better suited for the aims of learning and be chosen, or developed, with student and teacher needs in mind.

Addressing the Learning Needs of Students and the Role of Technology. The CoI did not address specific learning needs of students as it does not provide guidance on how to support independent study skills, or interpersonal skills, required in academic and collaborative learning. Thus, this suggests the need for an expanded framework to better encapsulate the full extent of student learning experiences in an online context such as those based on self-regulated learning or motivational theory, or those suited to guided the development of 21st Century skills such as P21, which can provide a greater understanding of the learning process or guide pedagogy by providing more direct assistance in skills-based task design. In addition, the CoI does not factor in the impact of the technology used by institutions to facilitate online courses. This perhaps requires additional frameworks that are specifically designed to help teachers with understanding the role of technology in online education, namely the technological, pedagogical, and content knowledge (TPACK) framework, which is an integration of these three elements to create an understanding of how to effectively use technology in teaching and learning.

A study by Papanikolaou, Makri, and Roussos (2017) looked at how synthetic design activities affect the synthetic knowledge of teachers-to-be and how certain parts of the TPACK (Technological, Pedagogical, and Content Knowledge) and CoI models relate to each other. Findings found that teachers could improve their TPACK through synthetic activities and that there were specific links between the TPACK and CoI frameworks. Findings suggest that a

framework could be developed for constructivist-oriented pre-service teacher training programs in Technology Enhanced Learning that could incorporate both TPACK and CoI principles.

As Stenbom (2018) argues, the CoI does not capture the full range of teaching practices or the context in which teaching is taking place. The CoI can be greatly enhanced through expanding the current model or being paired with other frameworks. With regard to reflective teaching, as this is a complex undertaking for online instructors, and their ability to conduct MMAR research may be limited or impossible, a theoretically-informed teaching journal could be constructed to better guide their reflections for the purpose of guiding collaborative task design, which could include task design procedures as well as pre- and post- reflective self surveys that can elicit reflective inquiry into teaching practice, encourage observation, and provide a way to consolidate and visual this data in a way that can inform pedagogy.

Implications

Pedagogical Implications

This study has had an impact on my approach to online teaching. As an instructor, the Community of Inquiry (CoI) has become an integral tool for my reflective teaching practice. Despite the complexities involved, it guided me in providing adequate support and fostering independent learning behaviors among students by providing a nuanced understanding of students' perceptions of online collaboration and how to better support their learning experience during collaborative writing tasks. Insights gained from this study revealed important pedagogical implications.

Firstly, the CoI can be used as a tool for reflective teaching practice to inform collaborative online writing pedagogy but used with caution. The data collected from the CoI survey can inform ongoing adjustments to collaborative writing tasks but done with rigorous

adherence to a MMAR approach to reflective teaching practice. Additionally, teachers need to be aware of the technological setting and student perceptions of collaboration when using the CoI to guide their teaching. A CoI-based pedagogical guide and survey-based tool could be better developed to provide real-time data collection and analysis that does not rely on an extensive MMAR research methodology to generate usable data for the practical aims of task design and development.

In addition, when using the CoI for reflective teaching practices to inform collaborative online writing pedagogy, teachers should be mindful of the difficulty in providing support and guidance to students while encouraging independent learning behaviors; they should also focus on understanding the dynamics of online learning environments and creating a learning environment that supports student self-regulation. Additionally, they should also be aware of the impact of technology used by institutions to facilitate online courses. Finally, teachers should consider creating a theoretically-informed teaching journal to better guide their reflections for the purpose of guiding collaborative task design.

In sum, the CoI student survey can promote meta-cognitive awareness of online learning and related strategies, and teachers can use it for reflective teaching practice to understand online learning dynamics and support student self-regulation. While action research is crucial for improving teaching methods in online courses, caution should be exercised when using the CoI survey.

Theoretical Implications

The CoI framework can be used to foster reflective teaching practices for the purpose of guiding collaborative online writing pedagogy as the CoI does encourage teachers to be reflective and to think critically about the communication they are engaging in with their

students and helps to provide a structure for understanding the complexities of teaching presence, cognitive and social presence within online contexts. Additionally, the CoI provides a heuristic for gathering important data regarding student perceptions of their learning experience, but it does not provide direct guidance on how teachers should facilitate collaborative learning. Thus, it is important to develop a CoI-based pedagogical guide to help teachers facilitate collaborative writing pedagogy in a way that is in line with the principles of the CoI, and to develop survey-based tools to provide real-time data collection and analysis. This is greatly supported through the use of MMAR methods as an effective way to implement the CoI survey instrument to assist in course development.

In addition, the CoI should be expanded to include Social-Learning and Social-Teaching Presence to better encompass student learning experiences in the online context and to help teachers develop strategies that promote student self-regulation skills which greatly supports collaborative learning aims and outcomes.

Lastly, technology used by institutions to facilitate online courses should also be taken into account as it has an impact on communication, interaction and collaborative learning activities. In this way additional frameworks such as TPACK can be used to understand how to effectively use technology in teaching and learning, plan accordingly and provide opportunities for greater reflection which ultimately better informs teachers' pedagogical decisions making process. Finally, a theoretically-informed teaching journal should be constructed to guide online instructors in their reflective practices and collaborative task design to help guide reflections when student data collection is not permissible or possible. In this way, teachers can still benefit from theoretically-informed reflectivity.

Limitations and Future Research

This study presented many limitations. As mentioned in Chapter 3, this study had limited participant numbers which affected generalizability of the findings in addition to a lack of a control group inhibiting a more comprehensive assessment of the CoI. A research effort examining is needed in order to gather more comprehensive and conclusive data from larger and varied groups of participants that present a broader array of dynamics and experiences of individual groups. In addition, future research could introduce a control group for comparison to more accurately assess the impacts of CoI-informed teaching.

Another issue regards anonymity. Firstly, member checks could not be conducted to add details regarding comments made during the interviews that needed clarification and explanation. This is an essential part of participatory AR and MM qualitative research. Also, students could not indicate specific individuals in their groups and thus my own knowledge of individuals and group dynamics could not be put into play during qualitative data analysis. Future research should implement protocols for member checks in a way that maintains anonymity which in turn could provide essential clarifications and details during interviews. The inclusion of knowledge about individuals and group dynamics would support richer qualitative data analysis adding greater nuance and explanatory power.

Another limitation was that the multiple roles the instructor/researcher played in this study (as research, instructor and data source) may have introduced confounding variability into the findings. As student participants were aware that their instructor was also the researcher and would eventually analyze their survey and interview responses, this knowledge may have affected their responses as they could not be certain their responses were fully anonymous. Thus, future research should aim to separate the roles of instructor and researcher in order to minimize

potential bias and confounding variability. In addition, future research could involve an independent third party to analyze the data to ensure objectivity and minimize any potential bias that could come from the instructor/researcher's multiple roles.

In addition, it is possible that student perceptions of the three "presences" may naturally increase over time as students experience more of the course and that perceived improvements in students' development were not necessarily due to the ongoing adjustments made during action research and rather the natural outcome of taking part in a year-long EAP course. Indeed, it might be that students' academic, linguistic and writing skills improved despite my reflective teaching efforts. Again, this was not the intended aim of the study. Future research could involve a more longitudinal study design that tracks changes in students' perceptions of the three "presences" over a longer period of time (i.e., beyond the duration of a single course). This would provide insight into whether these perceptions naturally increase over time as a result of continued exposure to the course, or if they are directly influenced by interventions in teaching practices. This could involve the use of a control group who are not subjected to the same interventions or reflective teaching efforts. This would help establish whether improvements in students' academic, linguistic, and writing skills occurred as a result of the teaching interventions, or independently of them.

Conclusion

The CoI model is based on collaborative learning and building a sense of community, aligning with learner needs (Garrison, 2003). As stated, it was originally designed for analyzing and evaluating online courses, but has evolved to support reflective teaching practices (Garrison, 2003; Kumar & Ritzhaupt, 2014; Richardson, et al., 2017). The CoI provides a framework for analyzing interactions between Social-Learning Presence, Social-Teaching Presence, and

Cognitive Presence, and can inform ongoing professional development and teaching improvement. The CoI is widely recognized as a framework for designing and evaluating online learning experiences (Garrison, 2003; Kumar & Ritzhaupt, 2014; Richardson, et al., 2017). The CoI provides a theoretical framework for understanding the complex interactions between teaching presence, cognitive presence, and social presence in online learning, more or less unaffected by the rapid shifts in teaching modalities and platforms as the CoI is founded on constructivist social learning theory rather than in technology-use specifically (Caskurlu, et al., 2020; Castellanos-Reyes, 2020; Dempsey & Zhang, 2019; Kineshanko, 2016).

The interest in expanding the CoI framework to include emotional and self-regulatory aspects of online learning is rooted in the desire to better support student engagement, motivation, and well-being rather than call into question the foundational principles of the three main organizing constructs of the CoI per se (Kozan & Caskurlu, 2018; Shea & Bidjerano, 2010, 2012; Shea, et al., 2012; Shea, et al., 2014; Shea, Li & Pickett, 2006; Shea, et al., 2005). Though with credible criticisms of the CoI mounting, abandoning, rather than developing, the CoI would mean losing benefits of a well-established comprehensive framework. The CoI provides valuable support for reflective teaching practices that can inform course development and implementation by creating an opportunity for critical discourse. Dalley-Hewer et al. (2012) argue that including emotional and self-regulatory aspects in the CoI instructors can support student engagement, motivation, and well-being without compromising its foundational principles. The CoI, as a comprehensive framework used to support reflective teaching practice, can inform course development by emphasizing and creating opportunities for such critical discourse. These opportunities encourage, and even require, interprofessional critical discourse that is relevant in contexts, like EAP, where students are from different backgrounds or areas of study, helping

students learn from one another in a collaborative dialogue. Dalley-Hewer, et al. (2012) however, stress that instructors should avoid unintentionally impeding critical discourse when identifying pedagogical approaches that should foster it. They argue that facilitating a learning experience through careful construction of learning outcomes, trigger materials/scenarios, and learning activities and paying attention to students' stage of study and prior life experience creates a supportive online context that encourages deep and meaningful disagreement, which can help achieve the desired result of collaborative learning.

Stewart (2019) argues that the CoI should be viewed as a pedagogical practice and a learning outcome, and used to assess the impact of collaboration on students' writing-related knowledge and abilities. She states that the CoI highlights the complexity of student success in a writing course beyond producing high-quality writing at the end of the semester. The CoI provides an assessment instrument to measure the extent to which online writing courses function as communities of inquiry. In addition, Stewart (2021) states that social learning is a key component to examine and students' comfort in the online space is influenced by their unique contexts and power dynamics. She argues that the CoI examines how social presence, comfort, attitudes, and social learning influence students' perceived and actual social learning in an online environment and is useful for designing and assessing interactive learning in technology-mediated First Year Composition (FYC) courses. For instance, the CoI provides a framework for examining the complexity of online learning and measuring social presence in online discussion forums. Additionally, the CoI can be used to explore how to foster social presence, social comfort, and attitudes about online learning, and promote meaningful social learning among students in an online environment. While improving online EAP instruction is an important concern, the effectiveness of CoI is not a less germane question. However, the point

remains, the CoI at this moment represents a starting point for those interested in examining and fostering collaboration in their own reflective teaching practice and pedagogical tool-box, which is key to effective online EAP instruction.

This study has shown that the CoI framework can support reflective teaching practices which in turn supports meaningful learning experience among students. This is done by breaking down the three constructs into actionable items, facilitating interactivity, discussion and collaboration, and providing necessary scaffolding for learners to achieve what is not possible for learners during solitary study. It encourages data collection and understanding of the CoI to support action research methodology, and can be used to create curriculum, lesson plans and potentially develop new technology or software.

This study also demonstrates that reflectivity is a vital part of EAP practice, as it allows practitioners to reflect upon their teaching and make improvements to better reach the aims of the course through dynamic and informed pedagogical decision-making process. The CoI framework can be helpful in guiding reflective teaching practice as it provides a structure and framework for building a sense of community and facilitating meaningful discussions among students. However, it is not enough on its own to address all the pedagogical issues that students face in an online learning environment. Therefore, teachers should have a deep understanding of pedagogical theory and practice and use reflective teaching practices in order to develop strategies that will facilitate meaningful learning experiences during collaborative online writing tasks. When applying the CoI for reflective teaching practice, teachers should keep in mind the recognition that incorporating teaching presence, cognitive presence, and social presence goes beyond simply following the results of the CoI survey. Teachers should be aware that the CoI

does not provide specific strategies for addressing the challenges faced by students, such as those related to time management, self-regulation, formatting, referencing, or academic skills.

Therefore, it is important to approach reflective teaching using the CoI with the same rigor as research. In other words, EAP instructors should be researchers of their own practice. This can be accomplished by using appropriate methodology, such as AR, whereby practitioners develop a theoretically-informed foundation for their reflections which can guide them in making more meaningful and actionable objectives. These objectives can then be measured to evaluate and further improve practice. In the context of online EAP, it is essential that practitioners use methodology to guide their reflective teaching practices to ensure they are making meaningful reflections and are able to design actionable objectives that can be measured, and in turn add to the growing academic and professional discipline that is EAP.

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Appendix A: Course Description and Outline

Course Director: Kris Pierre Johnston
 Contact: krispj@yorku.ca
 Class Day: Monday 4-6 pm (EST)
 Office Hours: Monday 8am-4pm and 7-9 pm

COURSE DESCRIPTION

This course has two main objectives. First, it aims at fostering those language skills which students using English as a second language need to succeed academically in the multicultural, English-medium context at York. The course accomplishes this goal primarily through content, rather than explicit language exercises, as is appropriate to learners at the university level. Second, the course aims to promote students' awareness of various aspects of Canadian society through the discussion and analysis of fiction and non-fiction texts focused on exploring themes such as language and communication, culture and identity, immigration and multiculturalism and Canada's minorities.

Note: This course comprises the English as a second language requirement for incoming English as a second language students. It may be counted as fulfilling the general education Humanities requirement. Course credit exclusions: ESL 1450.

COURSE ORGANIZATION

In this course, teaching and learning activities will be both synchronous and asynchronous. The synchronous mode of teaching will correspond with the course's scheduled meeting times. Please see the course calendar below for how the synchronous and asynchronous elements will work in relation to the course's scheduled meeting times.

Note: Synchronous learning happens in real time when all students log into an online platform at the same time. On the other hand, asynchronous learning does not happen at the same time. Students complete tasks at a time that is convenient for them.

TECHNICAL REQUIREMENTS

Online platforms used in this course (i.e. Moodle and Microsoft Teams) allow students to interact synchronously and asynchronously with the course materials, the course director as well as other students:

- To fully participate in this course, you will need a stable, high-speed internet connection and a computer with a webcam and microphone, and/or a smart device with these features.
- To join our class Teams, ensure you have the latest version of Microsoft 365: get your Microsoft 365 at <https://yuoffice.yorku.ca/>
- Once this is done, join our class Teams by clicking this link or searching the name of this course and clicking the 'join' button:

<https://teams.microsoft.com/l/team/19%3a20c4f5c930324f54aedc927bcf71791a%40thread.tacv2/conversations?groupId=c7a6fede-939a-4667-bb6c-85c1a5b46a47&tenantId=34531318-7011-4fd4-87f0-a43816c49bd0>

- Microsoft Teams is hosted on servers in Canada. This includes recordings done through Teams. The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. However, if you have privacy concerns about your data, provide only your first name or a nickname when you join a session.

Here are some useful links for your computing information, online learning resources and help:

- [IT Help](#)
- [Computing for Students Website](#)
- [Student Guide to eLearning at York University](#)
- [Online Learning from Learning Skills Services](#)

STUDENT LEARNING OUTCOMES

This course has two main objectives. First, it aims at fostering those language skills which students using English as a second language need to succeed academically in the multicultural, English-medium context at York. The course accomplishes this goal primarily through content, rather than explicit language exercises, as is appropriate to learners at the university level. Second, the course aims to promote students' awareness of various aspects of Canadian society through the discussion and analysis of fiction and non-fiction texts focused on exploring themes such as language and communication, culture and identity, immigration and multiculturalism and Canada's minorities.

In this course, teaching and learning activities will be both synchronous and asynchronous. The synchronous mode of teaching will correspond with the course's scheduled meeting times. Please see the course calendar below for how the synchronous and asynchronous elements will work in relation to the course's scheduled meeting times.

Online platforms used in this course (i.e. Moodle and Microsoft Teams) allow students to interact synchronously and asynchronously with the course materials, the course director as well as other students.

Students are expected to achieve outcomes relevant to content knowledge specific to the course, academic skills appropriate to first year university scholarly work, and critical skills that are the foundation of Humanities General Education courses. These outcomes will be addressed in the selection of course material, lectures, learning tasks and evaluation assignments.

Students will be able to:

- Understand the nature of social communication, register, and social conventions in the Canadian context
- Describe themes and stylistic elements in written texts that emphasize issues particularly relevant in Canada

- Identify some of the historical and political processes that have helped to structure Canadian culture and society, and engage in informed discussion
- Follow academic conventions and practices for acknowledging sources of information and ensuring academic honesty
- Recognize various genres of written material and report on its relationship to content
- Analyze content in primary and secondary material to identify and explain connections between ideas within a text and between texts
- Identify stance and position in written and aural materials
- Carry out research to expand context and explore course concepts
- Develop and express in writing one's positions and perspectives in relation to a text
- Verbally articulate one's views in response to other speakers and course content
- Collaborate with others to prepare and present course work
- Identify and evaluate information provided by peers, facilitators, or course material

COURSE MATERIALS

Available through Course Moodle Site:

<https://moodle.yorku.ca/moodle/course/view.php?id=165721>

EVALUATION

Evaluation of course work will be weighted as follows:

Critical response assignment	20%
● <i>Written response</i>	5%
● <i>Revision</i>	10%
● <i>Oral interview</i>	5%
Oral presentation	15%
Research inquiry project	30%
● <i>Annotated Bibliography</i>	10%
● <i>Proposal & Visual Outline</i>	5%
● <i>Multimodal Report (photo essay, presentation, video report)</i>	15%
Final open book assessment	15%
Participation	20%
Total	100%

Evaluation Policies:

Under normal circumstances, students will receive graded feedback worth at least 15% of the final grade prior to the final withdrawal date from the course without receiving a grade. Please note that an exam or term test worth more than 20% of the final grade will not be given during the final two weeks of classes.

Course Material:

All course readings comprise digital resources (secure library links, publicly available materials and open access education resources) which will be made available by the Course Director on the course eClass website. The readings include a range of topics reflecting the course description as well as representing a cross-section of genres. Course Directors are expected to use a minimum of 60% of the material in the course kit.

COURSE SCHEDULE

Note: This course schedule may be modified as needed as the course progresses. Any changes or updates will be notified in advance in class and/or through announcements on the Moodle course site.

Week	Class	Required readings (<i>completed before class meeting</i>)
Theme 1: Understanding Canada's Settler-Colonial Roots (Fall)		
0	09/14	Class Meeting: <i>Course Overview (Live & Recorded)</i>
1	09/21	Class Meeting: <i>Introduction to Theme 1</i> Readings: Dewing, M. (2013). <i>Canadian Multiculturalism: Background Paper</i> . Ottawa: Library of Parliament. http://www.multiculturalmentalhealth.ca/wp-content/uploads/2014/01/Dewing_Multiculturalism_2009-20-e.pdf
2	09/28	Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i> Readings: Taucar, C. E. (2004). Quebec-English Canadian history. In <i>Canadian federalism and Quebec sovereignty</i> (pp. 34-48). New York: Peter Lang Publishing. (PDF)
3	10/05	Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i> Readings: CBC News (2009, October 22). <i>Speaking out: Quebec's debate over language laws</i> . CBC News [online]. http://www.cbc.ca/news/canada/speaking-out-quebec-s-debate-over-language-laws-1.860189 Introduction to the Critical Response Assignment (Practice) - Three Steps
4	10/12	Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i> Readings: <i>Charter of Rights and Freedoms</i> https://www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccd/ressources-ressources.html#copy CRA (Practice) Step 1 Complete
5	10/19	Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i> Readings: Government of Canada. (2017). Who we are; Canada's history; Modern Canada; How Canadians govern themselves. In <i>Discover Canada</i> . https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada/read-online.html

<i>CRA (Practice) Step 2 Complete</i>		
6	10/26	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Gow, J. I., & Bishop, P. (2016). Government. In <i>The Canadian Encyclopaedia</i>. https://www.thecanadianencyclopedia.ca/en/article/government</p> <p><i>CRA (Practice) Step 3 Complete</i></p>
Theme 2: Expanding Canadian Multiculturalism (Fall)		
7	11/02	<p>Class Meeting: <i>Introduction to Theme 2 (Live & Recorded)</i></p> <p>Readings: Kubota, R. (2015). Race and language learning in multicultural Canada: Towards critical antiracism. <i>Journal of Multilingual and Multicultural Development</i>, 36(1), 3-12. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/informaworld_s10_1080_01434632_2014_892497</p> <p>Oral Presentation & Forum Discussion</p> <p><i>Introduction to the Critical Response Assignment (CRA) - Three Steps</i></p>
8	11/09	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Banting, K., & Kymlicka, W. (2010). Canadian multiculturalism: Global anxieties and local debates. <i>British Journal of Canadian Studies</i>, 23(1), 43-72. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/gale_ofa223827613</p> <p>Oral Presentation & Forum Discussion</p> <p><i>CRA Step 1 Complete</i></p>
9	11/16	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Berry, J. (2013). Research on multiculturalism in Canada. <i>International Journal of Intercultural Relations</i>. 37, 663-675. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/elsevier_sdoi_10_1016_j_ijintrel_2013_09_005</p> <p>Oral Presentation & Forum Discussion</p>
10	11/23	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Bakali, N. (2015). Contextualizing the Quebec Charter of Values: How the Muslim 'Other' is contextualized in Quebec. <i>Culture and Religion</i>, 16(4), 412–429. https://resolver-scholarsportal-info.ezproxy.library.yorku.ca/resolve/22910697/v3inone/19_cartacrciqss.xml</p> <p>Oral Presentation & Forum Discussion</p> <p><i>CRA Step 2 Complete</i></p>

11	11/30	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings:</p> <ol style="list-style-type: none"> Hulchanski, J. D. (2010). The three cities within Toronto. Toronto: Cities Centre. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991012505929705164 <p>Oral Presentation & Forum Discussion</p> <ol style="list-style-type: none"> Bezmozgis, D. (2019). Immigrant City. In <i>Immigrant City</i>. Toronto: HarperCollins Canada. https://www.harpercollins.ca/9781443457798/immigrant-city/ <p>Oral Presentation & Forum Discussion</p>
12	12/07	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Guo, Y., Maitra, S., & Guo. S. (2017). Social integration of Syrian Refugee Children in Canadian Schools: Three prominent Issues. <i>Canadian diversity</i>, 14(3), 5-7. https://www.ciim.ca/img/boutiquePDF/canadiandiversity-vol14-no3-2017-qtw2f.pdf</p> <p>Oral Presentation & Forum Discussion</p> <p>CRA Step 3 Oral Interviews</p>
Theme 3: Moving toward Truth and Reconciliation (Winter)		
	01/11	Class Meeting: <i>Introduction to Theme 3 (Live & Recorded)</i>
13	01/18	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings:</p> <ol style="list-style-type: none"> Truth and Reconciliation Commission of Canada. (2015). Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada. http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf <p>Oral Presentation & Forum Discussion</p> <ol style="list-style-type: none"> Truth and Reconciliation Commission of Canada. (2015). Calls to Action. http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf <p>Oral Presentation & Forum Discussion</p>
14	01/25	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Hare, J., & Pidgeon, M. (2011). The Way of the Warrior: Indigenous Youth Navigating the Challenges of Schooling. <i>Canadian Journal of Education</i>, 34(2), 93-111. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/jstor_archive_4canajeducrevucan.34.2.93</p> <p>Oral Presentation & Forum Discussion</p>

15	02/01	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: McIvor, O., Napoleon, A., & Dickie, K. M. (2009). Language and culture as protective factors for at-risk communities. <i>Journal of Aboriginal Health</i>, 5(1), 6-25. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/proquest1138543057</p> <p>Oral Presentation & Forum Discussion</p>
16	02/08	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Haque, E., & Patrick, D. (2015). Indigenous languages and the racial hierarchization of language policy in Canada. <i>Journal of Multilingual and Multicultural Development</i>, 36(1), 27-41. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/informaworld_s10_1080_01434632_2014_892499</p> <p>Oral Presentation & Forum Discussion</p>
17	02/22	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Thistle, J. (2019). Reconciliation. In <i>From the Ashes: My Story of Being Métis, Homeless, and Finding My Way</i>. Toronto: Simon & Schuster. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/mc13rm/alma991036294200905164</p> <p>Oral Presentation & Forum Discussion</p>
Theme 4: Redefining Canadian Identities (Winter)		
19	03/01	<p>Class Meeting: <i>Introduction to Theme 4 (Live & Recorded)</i></p> <p>Readings: Leung, J.H. (2020) The Dynamics of Cultural Identity of Chinese in Toronto, 1960s-2010s. In J. Li (Ed.), <i>The Transcultural Streams of Chinese Canadian Identities</i>. (pp. 174-184). Montreal: McGill-Queen's University Press. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/mc13rm/alma991000524039705164</p> <p>Oral Presentation & Forum Discussion</p> <p>Introduction to the Research Inquiry Project</p>
20	03/08	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Reid-Benta, Z. (2019). Pig head. In <i>Frying Plantain</i>. Toronto: House of Anansi Press. https://www.amazon.ca/Frying-Plantain-Zalika-Reid-Benta/dp/1487005342</p> <p>Oral Presentation & Forum Discussion</p>

21	03/15	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Munro, M. J. (2003). A Primer on Accent Discrimination in the Canadian Context. <i>TESL Canada Journal</i>, 20(2), 38-51. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/proquest62225850</p> <p>Oral Presentation & Forum Discussion RIP - Annotated Bibliography Due</p>
22	03/22	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Munro, M. J. (2003). A Primer on Accent Discrimination in the Canadian Context. <i>TESL Canada Journal</i>, 20(2), 38-51. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/proquest62225850</p> <p>Oral Presentation & Forum Discussion RIP - Proposal & Outline Due</p>
23	03/29	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Qadeer, M., & Kumar, S. (2006). Ethnic enclaves and social cohesion. <i>Canadian Journal of Urban Research</i>, 15 (2) 1-17. https://www-jstor-org.ezproxy.library.yorku.ca/stable/26192499?seq=1#metadata_info_tab_contents</p> <p>Oral Presentation & Forum Discussion RIP - Teacher Feedback Meetings</p>
24	04/05	<p>Class Meeting: <i>Lesson & Guided Discussion (Live & Recorded)</i></p> <p>Readings: Ghosh, S., & Wang, L. (2003). Transnationalism and identity: a tale of two faces and multiple lives. <i>Canadian Geographer</i>. 47(3), 269-282. https://onlinelibrary-wiley-com.ezproxy.library.yorku.ca/doi/10.1111/1541-0064.00022</p> <p>Oral Presentation & Forum Discussion</p>
25	04/12	<p>RIP Report Due Final Open Book Test</p>

MAJOR ASSIGNMENTS

For each major assignment (excluding the online tasks), a detailed assessment rubric will be uploaded to Moodle at least 2 weeks prior to the assignment due date.

Critical Response Assignment (20%)

In this task, you will respond to a text selected from the course reading list. Your response should demonstrate your in-depth understanding of the text. This assignment comprises 3 steps. Steps 1 and 2 will be completed in collaborative learning groups of three where you will discuss and assist each other over the first two steps. Each individual student will produce their own writing to submit.

In the final step to the assignment, you will have a one-to-one meeting with your instructor to discuss your revisions. During the interview, you will provide an oral summary of your writing as well as discuss your experiences of revising and editing the work, some strategies that you have used while incorporating professor's feedback, any challenges that you have encountered, and what you have learned by revising your work.

Evaluation:

1. Planning, Outlining and Drafting (5%)
2. Revising and Final Paper (10%)
3. Oral interview with your teacher (5%).

Oral Presentation (15%)

In this assignment, you will give an oral presentation of a selected course reading of your choosing. You will need to sign-up to reserve the topic and date [here](#). Your presentation will be recorded and posted on the Presentations and Forum Discussion channel on Teams.

Students are encouraged to make a recorded presentation and upload the recording to the Microsoft Teams area indicated by your instructor. The date and topic of your presentation will be decided at the beginning of the course. However, if for whatever reason students prefer doing a live presentation and discussion, please notify the instructor as early as possible.

Evaluation:

- Content (3.75%)
- Organisation (3.75%)
- Delivery (3.75%)
- Discussion (3.75%)

Research Inquiry Project (30%)

Purpose & Topic

Your research inquiry should be a summary and synthesis of a current issue relating to reconciliation with indigenous communities in Canada. Specifically, you will select one of the *Calls to Action* as written by the *Truth and Reconciliation Commission of Canada*. You are expected to do literary research, summarize and synthesize the important issues related to your chosen topic and disseminate your research progress and analysis in multistep assignments.

The final report should be in a multimodal form. A multimodal essay combines text with a purposeful use of visual and audio content. How this is achieved is up to you. You will be evaluated on how effective your multimodal approach was to communicating your thesis and how the mix of modalities played off each other. The textual component will be between 500-1000 words.

Your essay will combine text with one or more of the following modalities:

- Images (photos, illustrations, maps, cartoons, infographics, charts, tables, etc.)
- Video (news footage, raw footage, dramatic footage, re-enactments, interviews, etc.)
- Audio (podcast segments, music, commentary, interviews, comedy, stories, etc.)
- Web-based or embedded technologies (animations, gifs, live charts, interactive websites, H5P lessons or activities)

Process & Assessment

To fulfill this research project, you are required to complete three step-based assignments of the Research Inquiry (RI) project.

Steps/Assignments	Timeline	Evaluation weight
RI 1 Annotated Bibliography	March 15, 2021	10%
RI 2 Proposal + Outline	March 22, 2021	5%
RI 3 Multimodal Report	April 5, 2021	15%

Your assignments for the inquiry include the following:

Annotated Bibliography (10%)

Select minimum of 6 sources relevant to your research topic:

- 2 scholarly article specifically about Canada's indigenous communities published in a Canadian scholarly journal between 2011-2020
- 2 newspaper article published in Canadian news media between 2017 – 2020
- 2 up-to-date Canadian web source on TRC Calls to Action (2015-2020)

Formulate a preliminary research question based on the sources you have selected. Write an annotated bibliography for each source including:

- A short summary statement
- A statement explaining the significance and strengths of the source
- A statement explaining why this source is useful for your research

Evaluation criteria: (See step1 AB rubric)

- Quality and relevance of sources (e.g. currency, relevance, accuracy, authority, purpose, validity, etc.)
- Summary of the content of each source
- Usefulness and specific importance of each source for the research paper
- Academic writing & academic convention-APA Citations (Both in-text citations & citations in References)

Proposal + Visual Outline (5%)

Write a proposal for your essay (one or two paragraphs). The proposal should include a general introduction to your topic, context and its significance and research rationale based on:

- Information from your sources
- Thesis statement
- Main arguments

Include an essay outline that includes the multimodal content and approach you plan to use in your multimodal report.

Evaluation criteria:

- Relevance of research topic, context, and aim
- Background literature review (relation of the sources to the research aim) & research rationale
- Thesis statement & structural direction
- Visualization of the outline
- Academic writing & Academic conventions - APA

Multimodal Report (15%)

Your multimodal report should be organized in an academic manner, including:

- I. Introduction
 - A. Introduce your topic and explain the significance/importance of this topic, explain your position on the topic and formulate the argument you are making (thesis statement), and provide a roadmap/direction of the report
- II. Body
 - A. Support your argument using evidence from your sources, including direct quotes and paraphrased lines, with in-text citations in APA format
- III. Conclusion
 - A. Summarise and synthesize your argument to conclude your paper
- IV. References
 - A. Include a full list of the references that you used in the report

Evaluation criteria:

- Research topic, background/ rationale, aim & thesis (Introduction)
- Integration of key concepts & synthesis (Body & Conclusion)
- Integration of literature for development of supporting ideas & critical discussion (Body & Conclusion)
- Multimodality (combination of delivery modes – written, oral, semiotic, infographic, pictographic, filmographic, etc.)
- Overall Organisation of content, academic language & academic conventions (APA citation formatting)

Final Open Book Test (15%)

This will be an open book written test. Your active engagement with course materials and thorough understanding of required readings are essential to successfully write this test.

Online Participation/Active Learning (20%)

You will engage in various group learning tasks and activities based on the weekly readings and themes. Generally, these tasks include:

- Weekly forum discussions based on readings and student oral presentations (10%)
- Collaborative learning tasks (10%)

COURSE POLICIES & IMPORTANT INFORMATION

Participation Policy:

You are expected to participate actively in all synchronous and asynchronous class activities in a respectful manner. The meaning of active participation in this course includes class preparedness, attentive listening to instructions, sharing your ideas and commenting on others' ideas for constructive and meaningful discussions as well as respecting diversity/difference that everyone brings to class.

Academic Integrity Policy:

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty:

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Students are expected to be familiar with the resources on the Academic Integrity website:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Turnitin:

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course Moodle) for a review of textual similarity and the detection of possible plagiarism. In doing so, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

Missing and Late Assignments:

Students who miss timed-writing assignments and tests without prior arrangements/accommodations will be given a grade of 'zero' for that assignment. If out-of-class assignments

are submitted after the class due date, the grade will be deducted 5% per day late up to 7 days. Thereafter, the assignment will not be accepted.

Academic Writing and Research Support:

Students can receive writing support to improve and meet the departmental academic standards through the following academic resources and services:

- ESL Open Learning Centre (ESL OLC)
- This centre offers one-on-one tutoring, group tutoring, and various workshops for ESL students: <http://eslclc.laps.yorku.ca/student-resources/registration-and-sign-up-procedure/>
- SPARK – Student Papers and Academic Research Kit: <http://www.yorku.ca/spark/>
- Writing Centre in Writing Department: <http://writing-centre.writ.laps.yorku.ca/>

Academic Accommodation for Students with Disabilities:

York University provides services and accommodations for students with disabilities whether mental or physical, permanent, or recurrent, to help the students maximize participation in academic activities and support the accomplishment of academic requirements. Please contact me if you need academic accommodations due to disabilities. You can find the information regarding the policy, definitions of disabilities, and guidelines to seek accommodations in the following links:

- Policy on Academic Accommodation for Students with Disabilities:
<http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/>
- Guidelines & Procedures:
<http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>
- Student Accessibility Services:
<https://accessibility.students.yorku.ca/academic-support-accommodations>

Academic Accommodation for Students' Religious Observance:

The University is committed to respecting the religious beliefs and practises of all members of the community and making reasonable and appropriate accommodations to adherents for observances of days of religious significance.

If the schedules of class meetings, course assignments and tests conflict with your religious practice, please contact me for accommodation at the earliest opportunity, in person or via email. For the policy and guidelines on academic accommodation for religious practice, please read from the following link:

<https://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/>

Policy of Moodle/Zoom Recordings:

If the consent from all participants is granted, 1) the recordings of the synchronous meetings and/or academic activities should be used for educational purposes only and as a means for enhancing accessibility; 2) students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also FIPPA); and 3) all recordings will be destroyed after the end of classes.

Appendix B: Teacher Self-Survey

Teaching Presence (TP)

A. Design & Organisation

1. I clearly communicated important topics and issues related to the assignment.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

2. I helped students understand important assignment goals, guidelines and evaluation criteria to help me plan for success.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

3. I provided clear instructions on what to accomplish and how to participate in the various stages of the assignment.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

4. I clearly communicated important due dates for each stage of the assignment.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

B. Facilitation

5. I helped students identify areas of agreement and disagreement concerning various assignment topics.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

6. I helped students understand assignment topics in a deeper way to help me clarify my thinking.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

7. I helped my students keep themselves and their group mates motivated and engaged through discussion and feedback.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

8. I helped keep my students and their group mates on task in a way that helped them to learn effectively over the course of the assignment.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

-
9. I encouraged my students and their group mates to explore new concepts in this assignment.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-
10. I helped my students and their group mates develop a sense of community and teamwork.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-

C. Direct Instruction

11. I helped to keep group discussions focused on relevant issues that led to a meaningful learning experience for me during the assignment.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-
12. The feedback I provided at different stages of the assignment helped my students recognize strengths they can build on and areas where they can improve so they can apply this knowledge to future assignments.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-
13. I provided ongoing and meaningful feedback in a way students could understand and that was helpful to them.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-

Cognitive Presence (CP)

A. Triggering event

14. My students were exposed to specific issues in the assignment that increased their interest and made them want to find out more.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-
15. The different stages of the assignment and the tasks students had to accomplish were motivating and helped them engage with the assignment topic.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-
16. My students felt motivated to explore outside the assignment topic to make personal connections or connections across fields.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

B. Exploration

17. My students used a variety of information sources when researching the topics in the assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

18. Working collaboratively with group mates throughout the assignment helped students resolve difficulties, challenges and questions they had.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

19. Being able to communicate and discuss topics and issues with group mates helped students see the value in listening to different perspectives.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

C. Integration

20. Combining various sources of new information helped students get a clearer picture of the complex issues explored in the assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

21. Working collaboratively through the various stages of the assignment helped students construct a critical understanding that helped them form my own views on the subject-matter.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

22. Reflecting on learning experiences upon completing the assignment helped students understand important concepts and ideas of the course, i.e., Canadian culture and language.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

D. Resolution

23. Students can apply the knowledge they gained in this assignment to other assignments or coursework.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

24. Students have developed ways to solve certain problems they have that will make the next assignment easier.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

Social Presence (SP)

A. Affective expression

25. Students felt a sense of belonging in their group.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

26. Students felt like they got to know their group mates individually.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

27. Students found that the virtual environment and the communication tools used during the assignment helped them interact and collaborate successfully with their group mates.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

B. Open communication

28. Students felt comfortable voicing their personal feelings, thoughts or concerns with me, their instructor, and/or group mates during the assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

29. Students felt comfortable participating in the collaborative discussions at different stages of the assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

30. Students felt comfortable contacting and interacting with their group mates whenever they needed to do so during the assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

C. Group cohesion

31. Students felt they could trust their group mates enough to express their disagreement during collaborative discussions and felt encouraged to do so.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-
32. Students felt that their point of view was acknowledged and valued by their group mates.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-
33. Collaborative online discussions helped students develop a sense of teamwork with their group mates which was motivating.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-

Appendix C: Student Survey

Teaching Presence (TP)

A. Design & Organisation

1. My instructor clearly communicated important topics and issues related to the assignment.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

2. My instructor helped me understand important assignment goals, guidelines and evaluation criteria to help me plan for success.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

3. My instructor provided clear instructions on what to accomplish and how to participate in the various stages of the assignment.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

4. My instructor clearly communicated important due dates for each stage of the assignment.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

B. Facilitation

5. My instructor helped me identify areas of agreement and disagreement concerning various assignment topics.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

6. My instructor helped me understand assignment topics in a deeper way to help me clarify my thinking.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

7. My instructor kept my group mates and myself motivated and engaged through discussion and feedback.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

8. My instructor helped keep my group mates and myself on task in a way that helped me to learn effectively over the course of the assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

9. My instructor encouraged my group mates and I to explore new concepts in this assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

10. My instructor helped me develop a sense of community and teamwork among myself and my group mates.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

C. Direct Instruction

11. My instructor helped to keep our group discussions focused on relevant issues that led to a meaningful learning experience for me during the assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

12. The feedback my instructor provided at different stages of the assignment helped me recognize strengths I can build on and areas where I can improve so I can apply this knowledge to future assignments.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

13. My instructor provided ongoing and meaningful feedback in a way I could understand and that was helpful to me.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

Cognitive Presence (CP)

A. Triggering event

14. I was exposed to specific issues in the assignment that increased my interest and made me want to find out more.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

15. The different stages of the assignment and the tasks we had to accomplish were motivating and helped me engage with the assignment topic.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

16. I felt motivated to explore outside the assignment topic to make personal connections or connections across fields.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

B. Exploration

17. I used a variety of information sources when researching the topics in the assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

18. Working collaboratively with my group mates throughout the assignment helped me resolve difficulties, challenges and questions I had.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

19. Being able to communicate and discuss topics and issues with my group mates helped me see the value in listening to different perspectives.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

C. Integration

20. Combining various sources of new information helped me get a clearer picture of the complex issues explored in the assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

21. Working collaboratively through the various stages of the assignment helped me construct a critical understanding that helped me form my own views on the subject-matter.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

22. Reflecting on my learning experiences upon completing the assignment helped me understand important concepts and ideas of the course, ie.i.e., Canadian culture and language.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

D. Resolution

23. I can apply the knowledge I gained in this assignment to other assignments or coursework.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

24. I have developed ways to solve certain problems I have that will make the next assignment easier.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

Social Presence (SP)

A. Affective expression

25. I felt a sense of belonging in my group.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

26. I felt like I got to know my group mates individually.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

27. I found that the virtual environment and the communication tools we used during the assignment helped me interact and collaborate successfully with my group mates.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

B. Open communication

28. I felt comfortable voicing my personal feelings, thoughts or concerns with my instructor and/or group mates during the assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

29. I felt comfortable participating in the collaborative discussions at different stages of the assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

30. I felt comfortable contacting and interacting with my group mates whenever I needed to do so during the assignment.

1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:

C. Group cohesion

31. I felt I could trust my group mates enough to express my disagreement during collaborative discussions and felt encouraged to do so.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-
32. I felt that my point of view was acknowledged and valued by my group mates.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-
33. Our collaborative online discussions helped me develop a sense of teamwork with my group mates which was motivating.
1. strongly disagree 2. somewhat disagree 3. somewhat agree 4. strongly agree
You may add any additional comments, suggestions, thoughts or feelings here:
-

Appendix D: Teacher Journal

1. Anticipating/Planning (*Reflecting-before-Action*)

Teaching Presence

CoI Statement	Planning Statement
1. Assignment topics clearly communicated	●
2. Assignment goals clearly communicated	●
3. Expectations regarding participation clearly communicated	●
4. Due dates and time frames clearly communicated	●
5. Areas of agreement and disagreement on assignment topics facilitated.	●
6. Understanding of assignment topics facilitated	●
7. Engagement and sustained dialogue facilitated	●
8. Individual and group productivity managed	●
9. Exploration of new concepts encouraged	●
10. The sense of community actively managed and strengthened	●
11. Discussions on relevant issues in face-to-face classes facilitated	●
12. Positive and constructive feedback relative to the assignment's goals and objectives provided	●
13. Quick and ongoing feedback provided	●

Cognitive Presence

CoI Statement	Planning Statement
14. Interesting problems based on course-related issues posed	•
15. Curiosity during subsequent course activities supported	•
16. Exploration of content-related questions supported	•
17. Various information sources for research explored and encouraged	•
18. Brainstorming and researching to resolve content-related questions supported	•
19. Online discussions to increase exposure to various perspectives facilitated	•
20. Questions raised throughout assignment will be addressed	•
21. Explanations and/or solutions to individual problems provided	•
22. Reflection on course content and discussions based on fundamental concepts facilitated	•
23. Students can test and apply the knowledge created in this assignment	•
24. Students have developed solutions to course problems that can be applied in practice	•

Social Presence

CoI Statement	Planning Statement
25. A sense of community belonging facilitated	●
26. Forming distinct impressions of other individuals facilitated	●
27. Positive feelings toward web-based social interaction facilitated	●
28. Technical literacy of web-based communication tools supported	●
29. Participation in the course discussions supported	●
30. Social interaction supported	●
31. Dissent or opposition during group interactions encouraged and supported	●
32. Acknowledgment of individual point of view encouraged and supported	●
33. A sense of collaboration through group discussion facilitated and supported	●

2. In Class Notes (*Reflection-in-Action*)

Teaching-Related	
Class Management Issues	●
Digital Literacy Issues	●
Content Knowledge Instruction	●
Writing Skills Instruction	●
Learning-Related	
Weekly RWA Assignments	●
Presentation/AFD Discussions	●

CRA/RIP Assignments ●

Learner-Related

Class Engagement/Participation Issues ●

AFD Interaction Issues ●

Group Collaboration Issues ●

3. Evaluation of Self-Survey Results (*Reflection-on-Action*)

Example:

Table X

Design and Organisation Survey Results

No.	Item	N	Min	Max	Mean	SD
TP01	My instructor clearly communicated important topics and issues related to the CRA assignment.	8	3	4	3.75	0.463
TP02	My instructor helped me understand important assignment goals, guidelines and evaluation criteria to help me plan for success regarding the CRA assignment.	8	3	4	3.87	0.354
TP03	My instructor provided clear instructions on what to accomplish and how to participate in the various stages of the CRA assignment.	8	3	4	3.62	0.518
TP04	My instructor clearly communicated important due dates for each stage of the CRA assignment.	8	3	4	3.87	0.354

4. Integration & Intervention Planning for Monitoring (*Reflection-for-Action*)

	Actions to Reinforce	Interventions to Plan
TP	●	●
SP	●	●
CP	●	●

Appendix E: Teacher Audio Journal Prompts

What was your challenge, aim or focus in this iteration? Why?

What major changes did you make in this iteration to your lesson plan? Why?

What were some notable achievements or outcomes in this iteration?

What were some surprises or unintended results in this iteration? How did this affect your practice or research or both?

How did you feel overall about your own performance? Describe any thoughts or feelings about what you achieved.

What aspect of the CoI helped you when planning or reflecting on this interaction?

What aspect of the CoI did not help you when planning or reflecting on this interaction?

What types of unanticipated pedagogical problems and issues arose and how do those unanticipated issues relate to the CoI?

How did the CoI survey instrument help in developing the next assignment or activity?

Appendix F: Student Semi-Structured Interview Questions

Right now, I would like to know more about your experience during the (CRA assignment/RI project) in the (Fall/Winter) Term. Before we begin, however, what fake name would you like us to use to ensure your anonymity in this study?

Teaching Presence

1. How did you feel at the beginning of this assignment? Did you feel confident about what you had to accomplish? Did this feeling change throughout the assignment?
2. Did you feel supported? Did you feel your individual needs were being met? How was your instructor helpful? How were your group mates helpful?
3. What do you think could have been done to better support your learning? (i.e., different approach to teaching, new content, better instructions, etc.?)

Cognitive Presence

4. Was there anything that got you interested in this assignment or made you want to know more about the topic? If yes, what was it? If not, why?
5. What challenges did you experience during the assignment and how were you able to solve them?
6. What skills did you pick up from this experience? Do you feel like you could use these skills for other assignments or courses? What other skills did you develop that might not be course-related but useful?

Social Presence

7. Were you able to get to know your group mates? How much? Was it important to know them? Why or why not?
8. How did you feel about the online environments used in this task (i.e., Teams)? Do you feel like you could express yourself well? Did you enjoy using them to communicate? Was it helpful in completing your assignment? In what ways?
9. Do you feel like your point of view was recognized and valued by your group mates? If not/so, how did this affect you?

Appendix G: Informed Consent Form For Fall 2020 Survey

Study Name: *Going Online in Times of Pandemic: How the Community of Inquiry (CoI) Framework Guided Course Development and Pedagogy in One Remote-Learning English for Academic Purposes (EAP) in One Full-Year University Course*

Researcher:

Kris Pierre Johnston, Doctoral Candidate, Graduate Program in Linguistics and Applied Linguistics, Email: kpj@yorku.ca

Purpose of the Research:

This study explores how using the Community of Inquiry (CoI) framework (a theoretical online learning model) guided my approach to teaching an online ESL course. This study focuses primarily on my own journey as a teacher and will help me answer these important research questions:

1. In what ways was the CoI framework utilized in planning and implementing effective pedagogical approaches to online collaborative learning tasks, activities and assignments?
2. What types of unanticipated pedagogical problems and issues arose during course design and course delivery and how do those unanticipated issues relate to the CoI?
3. In what ways, and to what extent, was the CoI survey instrument useful in iteratively developing online collaborative writing pedagogies?

What You Will Be Asked to Do in the Research:

At the end of the Fall and Winter terms, you will be sent an online survey to complete. This survey will ask you to submit a fake name the researcher can use to refer to you and protect your anonymity. The survey will then ask you to rate your experience while completing a major assignment (Fall Term: Critical Response Assignment; Winter Term: Research Inquiry Project) using a five-point Likert scale (1 - Strongly Disagree; 5 - Strongly Agree). These statements are designed to measure the effectiveness of the online teaching approach used as it relates to your learning experience. There will be an area below each statement for you to add additional comments if you choose. This survey aims to understand your experiences learning online at different stages of the assignment. At the end of the survey, there will be an opportunity to add any thoughts regarding your experiences at any point of the online course. The results of this survey will be used to improve the future delivery of course assignments. This will take no longer than 30 minutes. You are under no obligation to participate in this study, and choosing to not participate will not influence the nature of your relationship with your teacher or college either now or in the future, nor result in any academic penalty relating to the course you are enrolled in.

Risks and Discomforts:

You will be asked for information related to your learning experience; however, it is to be understood that this survey does not aim to evaluate your learning in any way. The focus of this

study is on improving online teaching practices, and thus is researching the teacher not the student. Therefore, there are no foreseeable risks or discomfort concerning your participation in the research.

Benefits of the Research and Benefits to You:

You will be helping by contributing new knowledge and in-depth understanding of online language learning pedagogy. Your contribution and cooperation will be useful and informative to the use of technology integration into a curriculum at the post-secondary level for the purpose of sustaining an online community of learners that supports meaningful technology-mediated learning experiences. I can provide a summary of the findings upon the completion of research, which you may find informative.

Furthermore, participants will be offered a small \$20 Amazon gift certificate for completing both surveys as well as an additional \$20 gift certificate to participate in a focus group interview; for a total of \$40 per participant as recompense for their time in this study. Participants are not required to complete the above mentioned activities to receive payment and will still receive their gift card even if they decide to leave the study at any point. Due to the current pandemic, to adhere to social distancing guidelines and recommendations, these inducements will be in the form of an Amazon eGift Card and sent via email to the participants. Participants will be able to redeem and use these gift cards online.

Voluntary Participation:

Your participation in the study is completely voluntary and you may choose to stop participating at any time. Your decision not to volunteer will not influence the nature of your relationship with your teacher or college either now or in the future.

Withdrawal from the Study:

You can stop participating in the study at any time, for any reason, if you so decide. Your decision to stop participating, or to refuse to answer particular questions, will not affect your relationship with the researcher, your teacher, your college, or any other group associated with this project. In the event you withdraw from the study, all associated data collected will be immediately destroyed. You will also be provided a summary of the findings of the study at a later time.

Confidentiality:

Your anonymity is guaranteed. Your name and identity will not be collected during the survey. Thus, your name or any identifying characteristics that could possibly identify you will not appear anywhere in relation to this research. All information you supply during the research will be held in confidence and unless you specifically indicate your consent, your name will not appear in any report or publication of the research. All research data and participant discussions will be kept confidential from your professor, Kris Pierre Johnston, who will remove himself from the research activities until the course has ended and all marks submitted on April 13, 2021.

During this study, Dr. Farhana Ahmed will be acting as the Research Coordinator for this project and thus will be responsible for informing you about the ethical protocols of this research, for collecting informed-consent forms, for distributing the online links for the survey and answering any questions. Your data will be safely stored on a password-protected hard drive and only the research team will have access to this information. Upon completion of the research, the data will be kept for three years and thus will be permanently deleted by April 30, 2024. Confidentiality will be provided to the fullest extent possible by law.

Questions about Research?

If you have questions about the research in general or about your role in the study, please feel free to contact me, the researcher, Kris Johnston, kpj@yorku.ca, or my supervisor, Dr. Geoff Lawrence at Tel: 416-736-2100, extension 88729 or Email: glawrenc@yorku.ca. You may also wish to contact the graduate program office: Linguistics and Applied Linguistics at Tel: 416-650-8046 or Email: gradling@yorku.ca.

Legal Rights and Signatures:

I _____, consent to participate in the study: *Enlisting the Community of Inquiry (CoI) Framework to Guide Online L2 Academic Research and Writing Pedagogy in an English for Academic Purposes (EAP) Course during the 2020-21 Pandemic: An Action Research Study*, conducted by Kris Johnston.

I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature _____
Participant

Date _____

Signature _____
Principal Investigator

Date _____

Appendix H: Informed Consent Form For Winter 2021 Survey

Study Name: *Going Online in Times of Pandemic: How the Community of Inquiry (CoI) Framework Guided Course Development and Pedagogy in One Remote-Learning English for Academic Purposes (EAP) in One Full-Year University Course*

Researcher:

Kris Pierre Johnston, Doctoral Candidate, Graduate Program in Linguistics and Applied Linguistics, Email: kpj@yorku.ca

Purpose of the Research:

This study explores how using the Community of Inquiry (CoI) framework (a theoretical online learning model) guided my approach to teaching an online ESL course. This study focuses primarily on my own journey as a teacher and will help me answer these important research questions:

1. To what extent was the CoI framework perceived as useful by the instructor in supporting their reflective teaching practices for the purpose of planning and implementing an effective pedagogical approach to collaborative writing pedagogy in an online EAP context?
2. What types of unanticipated pedagogical issues arose during course design and delivery and how do those unanticipated issues relate to the CoI and inform the use of the CoI in an online EAP context?

What You Will Be Asked to Do in the Research:

At the end of the Fall and Winter terms, you will be sent an online survey to complete. This survey will ask you to submit a fake name the researcher can use to refer to you and protect your anonymity. The survey will then ask you to rate your experience while completing a major assignment (Fall Term: Critical Response Assignment; Winter Term: Research Inquiry Project) using a five-point Likert scale (1 - Strongly Disagree; 5 - Strongly Agree). These statements are designed to measure the effectiveness of the online teaching approach used as it relates to your learning experience. There will be an area below each statement for you to add additional comments if you choose. This survey aims to understand your experiences learning online at different stages of the assignment. At the end of the survey, there will be an opportunity to add any thoughts regarding your experiences at any point of the online course. The results of this survey will be used to improve the future delivery of course assignments. This will take no longer than 30 minutes. You are under no obligation to participate in this study, and choosing to not participate will not influence the nature of your relationship with your teacher or college either now or in the future, nor result in any academic penalty relating to the course you are enrolled in.

Risks and Discomforts:

You will be asked for information related to your learning experience; however, it is to be understood that this survey does not aim to evaluate your learning in any way. The focus of this study is on improving online teaching practices, and thus is researching the teacher not the student. Therefore, there are no foreseeable risks or discomfort concerning your participation in the research.

Benefits of the Research and Benefits to You:

You will be helping by contributing new knowledge and in-depth understanding of online language learning pedagogy. Your contribution and cooperation will be useful and informative to the use of technology integration into a curriculum at the post-secondary level for the purpose of sustaining an online community of learners that supports meaningful technology-mediated learning experiences. I can provide a summary of the findings upon the completion of research, which you may find informative.

Furthermore, participants will be offered a small \$20 Amazon gift certificate for completing both surveys as well as an additional \$20 gift certificate to participate in a focus group interview; for a total of \$40 per participant as recompense for their time in this study. Participants are not required to complete the above mentioned activities to receive payment and will still receive their gift card even if they decide to leave the study at any point. Due to the current pandemic, to adhere to social distancing guidelines and recommendations, these inducements will be in the form of an Amazon eGift Card and sent via email to the participants. Participants will be able to redeem and use these gift cards online.

Voluntary Participation:

Your participation in the study is completely voluntary and you may choose to stop participating at any time. Your decision not to volunteer will not influence the nature of your relationship with your teacher or college either now or in the future.

Withdrawal from the Study:

You can stop participating in the study at any time, for any reason, if you so decide. Your decision to stop participating, or to refuse to answer particular questions, will not affect your relationship with the researcher, your teacher, your college, or any other group associated with this project. In the event you withdraw from the study, all associated data collected will be immediately destroyed. You will also be provided a summary of the findings of the study at a later time.

Confidentiality:

Your anonymity is guaranteed. Your name and identity will not be collected during the survey. Thus, your name or any identifying characteristics that could possibly identify you will not appear anywhere in relation to this research. All information you supply during the research will

be held in confidence and unless you specifically indicate your consent, your name will not appear in any report or publication of the research. All research data and participant discussions will be kept confidential from your professor, Kris Pierre Johnston, who will remove himself from the research activities until the course has ended and all marks submitted on April 13, 2021. During this study, Dr. Farhana Ahmed will be acting as the Research Coordinator for this project and thus will be responsible for informing you about the ethical protocols of this research, for collecting informed-consent forms, for distributing the online links for the survey and answering any questions. Your data will be safely stored on a password-protected hard drive and only the research team will have access to this information. Upon completion of the research, the data will be kept for three years and thus will be permanently deleted by April 30, 2024. Confidentiality will be provided to the fullest extent possible by law.

Questions about Research?

If you have questions about the research in general or about your role in the study, please feel free to contact me, the researcher, Kris Johnston, kpj@yorku.ca, or my supervisor, Dr. Geoff Lawrence at Tel: 416-736-2100, extension 88729 or Email: glawrenc@yorku.ca. You may also wish to contact the graduate program office: Linguistics and Applied Linguistics at Tel: 416-650-8046 or Email: gradling@yorku.ca.

Legal Rights and Signatures:

I _____, consent to participate in the study: *Enlisting the Community of Inquiry (CoI) Framework to Guide Online L2 Academic Research and Writing Pedagogy in an English for Academic Purposes (EAP) Course during the 2020-21 Pandemic: An Action Research Study*, conducted by Kris Johnston.

I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature _____
Participant

Date _____

Signature _____
Principal Investigator

Date _____

Appendix I: Informed Consent Form For Focus Group Interviews

Study Name: *Going Online in Times of Pandemic: How the Community of Inquiry (CoI) Framework Guided Course Development and Pedagogy in One Remote-Learning English for Academic Purposes (EAP) in One Full-Year University Course*

Researcher:

Kris Pierre Johnston, Doctoral Candidate, Graduate Program in Linguistics and Applied Linguistics, Email: kpj@yorku.ca

Purpose of the Research:

This study explores how using the Community of Inquiry (CoI) framework (a theoretical online learning model) guided my approach to teaching an online ESL course. This study focuses primarily on my own journey as a teacher and will help me answer these important research questions:

1. To what extent was the CoI framework perceived as useful by the instructor in supporting their reflective teaching practices for the purpose of planning and implementing an effective pedagogical approach to collaborative writing pedagogy in an online EAP context?
2. What types of unanticipated pedagogical issues arose during course design and delivery and how do those unanticipated issues relate to the CoI and inform the use of the CoI in an online EAP context?

What You Will Be Asked to Do in the Research:

At the end of this course, after final marks are submitted, you will be invited to participate in a focus group interview. This interview will provide an opportunity for you to share your overall experience concerning specific learning tasks, procedures and technologies over the course of the two terms in more detail. These interviews will be audio recorded for transcription purposes. This will take between 60-90 minutes. You are under no obligation to participate in this study, and choosing to not participate will not influence the nature of your relationship with your teacher or college either now or in the future, nor result in any academic penalty relating to the course you are enrolled in.

Risks and Discomforts:

The information you provide about your experience will not be identified by your name. All the ideas you and your group members share will remain confidential and anonymous. Your identities, when reporting on the research in conference presentations or in any written reports or publications, will use a fake name. Please note that while your other group members who also participate in this group interview will be asked to keep these discussions confidential, there can be no guarantee that they do this. You also have the right not to answer any of the questions in the interviews.

Benefits of the Research and Benefits to You:

You will be helping by contributing new knowledge and understanding of online language learning and teaching. Your contribution and cooperation will be useful in helping to develop more effective online ESL courses at the university level. I can also provide a summary of the findings upon the completion of research, which you may find informative. Furthermore, participants will be offered a small \$20 Amazon gift certificate for completing both surveys as well as an additional \$20 gift certificate to participate in a focus group interview; for a total of \$40 per participant as recompense for their time in this study. Participants are not required to complete the above mentioned activities to receive payment and will still receive their gift card even if they decide to leave the study at any point. Due to the current pandemic, to adhere to social distancing guidelines and recommendations, these inducements will be in the form of an Amazon eGift Card and sent via email to the participants. Participants will be able to redeem and use these gift cards online.

Voluntary Participation:

Your participation in the study is completely voluntary and you may choose to stop participating at any time. Your decision not to volunteer will not influence the nature of your relationship with your teacher or college either now or in the future.

Withdrawal from the Study:

You can stop participating in the study at any time, for any reason, if you so decide. Your decision to stop participating, or to refuse to answer particular questions, will not affect your relationship with the researcher, your teacher, your college, or any other group associated with this project. In the event you withdraw from the study, all associated data collected will be immediately destroyed. You will also be provided a summary of the findings of the study at a later time.

Confidentiality:

Your name or any identifying characteristics that could possibly identify you will not appear anywhere in relation to this research. All information you supply during the research will be held in confidence and unless you specifically indicate your consent, your name will not appear in any report or publication of the research. All research data and participant discussions will be kept confidential from your professor, Kris Pierre Johnston, who will remove himself from the research activities until the course has ended and all marks submitted on April 13, 2021.

During this study, Dr. Farhana Ahmed will be acting as the Research Coordinator for this project and thus will be responsible for informing you about the ethical protocols of this research, for collecting informed consent forms, and for organizing mutually agreed interview times, conducting the focus-group interviews, and answering any questions.

Please note that complete anonymity cannot be guaranteed during these focus-group interviews as they will be conducted live in groups. However, steps will be taken to provide the highest level of anonymity possible. For instance, focus group interviews will be conducted using Zoom, and not in person, and using audio without video feed. You will select a pseudonym at the beginning of the interview that will be used in the transcriptions of the recordings and displayed on the video call in place of your own identity when you enter the Zoom meet. All audio interviews and recordings will be conducted by Dr. Ahmed. Transcriptions will be completed by Kris Pierre Johnston; however, identities are protected by the use of fake names. Your data will be safely stored on a password-protected hard drive and only the research team will have access to this information. Research data, including audio recordings and transcripts, will be kept for three years after the research is completed, after which time it will be deleted. Upon completion of the research, the data will be kept for three years and thus will be permanently deleted by April 30, 2024. Confidentiality will be provided to the fullest extent possible by law.

Questions about Research?

If you have questions about the research in general or about your role in the study, please feel free to contact me, the researcher, Kris Johnston, kpj@yorku.ca, or my supervisor, Dr. Geoff Lawrence at Tel: 416-736-2100, extension 88729 or Email: glawrenc@yorku.ca. You may also wish to contact the graduate program office: Linguistics and Applied Linguistics at Tel: 416-650-8046 or Email: gradling@yorku.ca.

Legal Rights and Signatures:

I _____, consent to participate in the study: *Enlisting the Community of Inquiry (CoI) Framework to Guide Online L2 Academic Research and Writing Pedagogy in an English for Academic Purposes (EAP) Course during the 2020-21 Pandemic: An Action Research Study*, conducted by Kris Johnston.

- By checking this box, I give my consent to being audio recorded during the focus group interview if I choose to participate.

I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature _____
Participant

Date _____

Signature _____
Principal Investigator

Date _____

Appendix J: Phase 1.1 RWA/AFD (Diagnosis) Full Descriptive Analysis

Teaching Presence

The following analysis focuses mainly on the final week of the RWA/AFD teacher self-survey; however, data and journal notes from across the three iterations were used to inform planning for the CRA. Based on journal notes and self-assessment, acceptable results were achieved, most notably with TP Design and Organization and TP Direct Instruction, more consistently over time. However, according to journal notes and the self-survey results below, challenges occurred regarding areas in which direct assistance was not possible, specifically regarding statements TP05, TP06, TP07 and TP10 under TP Facilitation. In addition, TP11 in TP Direct Instruction posed a significant challenge.

TP05 (*I helped students identify areas of agreement and disagreement concerning various assignment topics*) and TP06 (*I helped students understand assignment topics in a deeper way to help clarify thinking*) pertain to supporting critical reading skills development as it relates to the assigned readings and application of these skills to support their RWA/AFD assignments. According to journal notes, efforts focused on providing a greater array of supplementary reading and audio-visual materials as well as more targeted class lectures, discussion and opportunities to meet students one-on-one to provide more differentiated instruction opportunities. However, student discussions suffered from a lack of criticality and remained somewhat superficial. Critical reading skills and critical discussion would be crucial for collaborative group work in the CRA and thus were flagged for special consideration when planning my approach to the CRA.

TP07 (*I helped students keep themselves and their group mates motivated and engaged through discussion and feedback*), TP10 (*I helped my students and their group mates develop a*

sense of community and teamwork) and TP11 (*I helped to keep group discussions focused on relevant issues that led to a meaningful learning experience during the assignment*) were related on the perception of how well teaching presence supported student community formation and participation in AFDs to foster engagement and motivation with the assignment as well as my ability to facilitate deeper and more critical engagement with issues raised in the assigned reading. Efforts focused on facilitating guided interaction during class meetings and during AFDs with the instructor and group mates. This involved providing a greater degree of guidance, modeling and direct feedback over time. The instructor's ability to support engagement and thus interaction would be critical in forming a sense of community among students which is seen as critical for the collaborative aims of the CRA.

Cognitive Presence

The following analysis focuses mainly on the final week of the RWA/AFD teacher self-survey; however, data and journal notes from across the three iterations were used to inform planning for the CRA. Overall, self-assessments of efforts to provide Cognitive Presence improved over time with careful reflection and adjustments to the pedagogical approach in response to students' RWA/AFD submissions and quality of participation. Based on journal notes and self-assessments, acceptable results were achieved primarily through efforts to provide Teaching Presence. However, according to journal notes and the self-survey results below in Figure 6, efforts regarding CP14, CP15, CP16, CP18 and CP22 were continually rated low.

CP14 (*My students were exposed to specific issues in the assignment that increased their interest and made them want to find out more*), CP15 (*The different stages of the assignment and the tasks students had to accomplish were motivating and helped them engage with the assignment topic*) and CP16 (*My students felt motivated to explore outside the assignment topic*

to make personal connections or connections across fields) relate to the perceived ability to successfully bring students through the four stages of Cognitive Presence and sustain their engagement with the topics covered in the assigned reading. Efforts to support this involved encouraging and eliciting connections with students' culture and language and drawing connections with the issues that emerged from the assigned readings. In addition, parallels were made between the process of research and writing involved in the RWA/AFD assignment and how this is applicable to other courses and assignments. This was facilitated mainly during class meetings but eventually prompted me to require students to cite arguments or ideas presented in other readings or supplementary videos or texts provided to stimulate greater attempts by students to include such connections in their writing and forum discussions with mixed results. The ability to conduct research and engage in a wide-ranging inquiry of a given topic is essential for the CRA.

CP18 (*Working collaboratively with group mates throughout the assignment helped students resolve difficulties, challenges and questions they had*) in CP Exploration refers to my ability to encourage independent student interaction whereby students seek assistance from each other or establish collaborative relationships to assist their research, planning and writing stages. The aim of the AFD was to provide such opportunities for interaction where students could form such purposeful relationships with other students based on mutual or shared values or interests. These relationships, however, did not form spontaneously. In contrast, a greater need for teacher-student interaction emerged through more immediate means such as Chat in Teams which seemed to support a greater degree of communication between myself and my students. The CRA is a collaborative writing assignment and requires students to rely on each other for support.

CP22 (*Reflecting on learning experiences upon completing the assignment helped students understand important concepts and ideas of the course, i.e., Canadian culture and language*) in CP Integration refers to opportunities for students to reflect on what they learned and apply insights gleaned from the reflective process. Efforts were focused on written feedback during two different stages of the RWA, namely written linguistic, academic and rhetorical feedback on their first draft of their critical reading response as well as a formal assessment based on a rubric and the opportunity to discuss their assessment during office hours. In addition, responding to colleagues during their AFDs provided peer feedback. At first, there was an overt focus on the formal assessment rather than on reflecting on the feedback received and integrating this into their next RWA/AFD assignment. Efforts focused on raising awareness of the role of feedback and how it can be used to improve one's critical reading and thinking skills as well as to improve one's academic writing skills. This was facilitated mainly during drop-in writing seminars that were provided after the class meeting for those who were interested and workshopped chosen student RWA assignments to use as models. Office hours were extended and flexible booking options provided for students who need more differentiated instruction and support. Being able to use feedback to inform the writing process is crucial for the CRA as students will be required to complete a more in-depth and rigorous collaborative writing process.

Social Presence

The following analysis focuses mainly on the final week of the RWA/AFD teacher self-survey; however, data and journal notes from across the three iterations were used to inform planning for the CRA. Although self-assessments of efforts to support Social Presence improved over time, since this section proved the most difficult to self-assess, confidence was also the lowest among the three constructs. Figure 7 below shows self-assessment results and indicates

areas where greater attention is needed during the CRA. Based on journal notes, there were two main areas of concern that were flagged for monitoring during the CRA planning stage, namely SP26 and SP30.

SP26 (*Students felt like they got to know their group mates individually*) in SP Affective Expression refers to whether or not individual relationships between students had formed and if so has a positive impact on their learning experience. This statement was the most difficult to self-assess as one could only perceive student relationships through their interactions during the AFDs or during small group discussions. Based on journal notes, some students chose to respond to the same students week after week rather than respond to a post that interested them though this was not common.

In addition, according to journal notes, most students felt uncomfortable with turning on their video feeds during small group discussions though they did seem to feel comfortable communicating face-to-face. Therefore, it was difficult to ascertain students' feelings or perceptions toward each other. Efforts focused on encouraging interpersonal exchanges during small group discussions with video feed on as well as providing the option of posting an AFD response using video though these efforts were abandoned due to lack of interest. The CRA requires strong personal connections and the ability to know one's group mate to productively and successfully collaborate throughout the various steps of the CRA assignment.

SP30 (*Students felt comfortable contacting and interacting with their group mates whenever they needed to do so during the assignment*) in SP Open Communication refers to students' willingness to reach out for support from other students. According to journal notes, this statement was difficult to self-assess as there was little control over this as the instructor was not always privy to any communication that occurred beyond the class. However, according to

journal notes, the instructor was able to develop personal relationships with students, with many relationships deepening over time. This was greatly supported by offering increasingly flexible office hours and more immediate forms of communication via Chat on Teams. Students became more willing to reach out to the instructor when they needed help. Efforts focused mainly on increasing availability and presence on Teams, that included using the status settings helped to indicate whether the instructor was available online and open to communicating with students, as well as actively monitoring and participating in AFDs. Students will need to be able to reach out to each other easily and feel comfortable relying on each other for support during the various stages of the CRA.

Appendix K: Phase 1.2 CRA (Reconnaissance) Full Descriptive Analysis

Teaching Presence

TP Design and Organisation

A descriptive analysis of TP Design and Organization looks at the responses from a group of 8 students to 4 statements related to their instructor's communication of important topics and goals related to the CRA assignment. The responses to each statement were on a four-point scale ranging from 3 to 4. The mean response for each statement was 3.75, 3.87, 3.62, and 3.87 respectively, with standard deviations of 0.463, 0.354, 0.518, and 0.354 respectively. This indicates that the students were generally satisfied with their instructor's communication of important topics and goals regarding the CRA assignment, though there was some variation in their ratings.

Results suggest an overall effectiveness of the design and organization planning undertaken at the start of the CRA. All statements track above 3.5 with minimum ratings 3 or higher. This suggests that students had similar shared experiences. However, negative comments received regarding TP03 flagged this statement for an intervention in Stage 2.

TP Facilitation

A descriptive analysis of the TP Facilitation Survey Results shows that the instructor was successful in helping the participants understand the topics and issues covered in the CRA assignment (TP05, TP06, TP07, TP08, TP09, TP10) as the mean ratings ranged between 3.38 and 3.88. The standard deviation ranged between 0.354 and 0.518, indicating that the ratings were consistent across the survey items. Overall, the instructor was successful in helping the participants understand the topics and issues covered in the CRA assignment, and in motivating

and engaging them, as well as helping them develop a sense of community and teamwork among themselves.

Results suggest an overall effectiveness regarding how well students felt generally supported in understanding the complexities of the issues related to Canadian multiculturalism and felt supported in their research, group discussions and planning stages prior to writing their final CRA paper. However, TP05 fell below the target of a median score of 3.5 or higher. This statement also received constructive comments by students.

TP Direct Instruction

This descriptive analysis indicates that the students surveyed were generally satisfied with the instruction they received. The mean scores on each of the items TP11, TP12, and TP13 were all 3.87, 3.87, and 3.63, respectively, with standard deviations of 0.354, 0.354, and 0.744, respectively. This suggests that the students felt that the instruction was relevant, provided meaningful feedback, and was understandable, even if the understanding was not universal. The range of answers for each item was also fairly narrow, with the minimums being 3, 3, and 2, respectively, and the maximums being 4, 4, and 4. This suggests that the instruction was generally seen as being of a high quality.

Direct Instruction results point to the overall effectiveness of the approach to facilitating group work and providing ongoing support, feedback and formative assessment. However, TP12 received constructive comments that resulted in this statement being flagged for an intervention in Stage 2.

Cognitive Presence

CP Triggering Event

A descriptive analysis of these survey results suggests that the respondents were moderately motivated by the CRA assignment. The mean for CP14, CP15, and CP16 were all around 3.25, 3.63, and 3.25, respectively. This indicates that the respondents felt moderately motivated by the specific issues in the CRA assignment, the different stages of the tasks, and the ability to explore outside the assignment topic. The standard deviation for all three items was relatively low at 0.463, 0.518, and 0.463, respectively. This suggests that the responses were relatively consistent, with most of the respondents feeling moderately motivated by the CRA assignment.

Results for this section suggest a high degree of agreement, CP14 and CP16 both received median scores below the target of 3.5 in addition to receiving constructive feedback from students. These statements were flagged for intervention in Phase 2.

CP Exploration

A descriptive analysis of the CP Exploration Survey Results shows that the participants are generally satisfied with the collaborative process and the ability to use a variety of information sources to research topics. The mean rating for CP17 (I used a variety of information sources when researching the topics in the CRA assignment) was 3.5, with a standard deviation of 0.756. The mean rating for CP18 (Working collaboratively with my group mates throughout the assignment helped me resolve difficulties, challenges and questions I had) was 3.25, with a standard deviation of 0.707. Lastly, the mean rating for CP19 (Being able to communicate and discuss topics and issues with my group mates helped me see the value in listening to different perspectives) was 3.63, with a standard deviation of 0.744. This indicates that the participants found the collaborative process helpful and were able to see the value in considering different perspectives.

Across all CP sections, regardless of high median average scores, all three statements received at least one score of 2. In addition, CP18 received constructive feedback from students. All three statements were flagged for an intervention in Stage 2.

CP Integration and Resolution

A descriptive analysis indicates that the students in the CP Integration Survey have generally positive attitudes towards the CRA assignment. The responses to the survey items ranged from 2-4, with most students rating the survey items at 3 or 4. The mean scores for all of the survey items were 3.5-3.87, and the standard deviation for each item was relatively low, ranging from 0.354-0.756. This suggests that most of the students had similar views on the CRA assignment and that their opinions were not widely varied. Overall, the survey results suggest that the students found the CRA assignment to be an effective learning experience.

CP Integration results for this section show all statements scored a mean of 3.5 or higher. However, CP21 generated a score of 2 with an additional constructive comment; thus, flagging this statement for an intervention in Stage 2.

Social Presence

SP Affective Expression

A descriptive analysis of the survey results from items SP25, SP26 and SP27 suggests that the participants generally had a positive experience with their group assignment. The mean scores for each item are all 3.25, indicating that the participants felt a sense of belonging in their group, got to know their group mates, and interacted and collaborated successfully with their group mates. The standard deviations for these items are 0.707, 0.886, and 0.707 respectively, indicating that the responses were relatively consistent. Overall, these survey results suggest that the participants had a positive experience with the group assignment.

This section scored the lowest with all three statements receiving score averages beneath the target 3.5 and all receiving at least one score of 2. CP27 received one constructive comment. All three statements were flagged for intervention in Stage 2.

SP Open Communication

A descriptive analysis looks at the results of an Open Communication Survey conducted with 8 participants. The survey included three items (SP28, SP29, SP30) regarding the participants' comfort level with voice their personal feelings, thoughts or concerns, participating in collaborative discussions and contacting and interacting with group mates during a CRA assignment. The results of the survey indicate that the participants generally felt comfortable voicing their feelings and opinions (mean of 3.63/4 on SP28) and participating in collaborative discussions (mean of 3.5/4 on SP29). They also felt comfortable contacting and interacting with their group mates (mean of 3.63/4 on SP30). The standard deviations for these three items were 0.518, 0.535, and 0.744 respectively, suggesting that the responses were fairly consistent across participants.

Survey results show an overall high average score for each statement in SP Open Communication. However, SP30 received a score of 2 in addition to a negative comment. SP30 was flagged for intervention in Stage 2.

SP Group Cohesion

This descriptive analysis of the SP Group Cohesion Survey Results examines the responses to three survey items. All 8 participants responded to the survey items. The survey items asked participants to rate their feelings on a scale of 1 to 4. The survey results indicate that the mean rating across all three items was 3.5, with a standard deviation of 0.6. The lowest rating was 2 and the highest rating was 4. The mean rating for item SP31 was 3.5 with a standard

deviation of 0.535, the mean rating for item SP32 was 3.5 with a standard deviation of 0.756 and the mean rating for item SP33 was 3.63 with a standard deviation of 0.518. This suggests that the participants generally had a positive attitude towards the group and felt encouraged to express disagreement and have their points of view acknowledged and valued. The results also suggest that the participants developed a sense of teamwork through the collaborative online discussions.

Survey results suggest that SP Group Cohesion achieved an overall satisfactory score with all three statements achieving a mean score of 3.5 or higher. However, SP32 received one score of 2 which points to at least one student feeling that their contributions to the group are undervalued or ignored. In addition, although SP31 received an average score of 3.5, several constructive comments suggest greater support with collaborative dialogue that can support feelings of trust within the group. SP31 and SP33 were flagged for intervention in Stage 2.

Appendix L: Phase 1.2 - CRA Teaching Journal

Previous Week Reflections (RWA/AFD - CRA Practice Assignment)

Teaching:	<ul style="list-style-type: none"> ● Instructions provided before class in various modes ● Create way to sign up for office hours and group meetings throughout CRA stages ● Focus on asynchronous or semi-synchronous methods of instruction to support students in different time zones and levels of busy-ness ● Need a booking system for students to book appointments
Assignment:	<ul style="list-style-type: none"> ● 5-5:45 will be a weekly workshop on assignment-related instructions or extra help and Q&A sessions to support students' work ● Set strict deadlines for each stage
Teaching	<ul style="list-style-type: none"> ● Create videos based on core concepts in the reading to assist critical thinking along the way; can base these videos on student queries
Participation:	<ul style="list-style-type: none"> ● Maintain contact with students and student groups via chat and group channels as well as team folders and docs
Technology:	<ul style="list-style-type: none"> ● Create a shared document and folder in OneDrive where groups work collaboratively and keeps teacher connected

1. Before (Planning)

TP - Design & Organization

1. Assignment topics clearly communicated
2. Assignment goals clearly communicated
3. Expectations regarding participation clearly communicated
4. Due dates and time frames clearly communicated

- | |
|---|
| <ul style="list-style-type: none"> ● Will provide assignment document with consolidate assignment instructions ● Will provide video instruction for Stage 1 (will break down assignment into stages 1-4 and have students focus on one stage at the time week-by-week) ● Will provide extra assignment workshop 5-5:45 pm every week after class time to cover anything missed including reinforcing weekly goals, how to participate and deadlines and timeframes |
|---|

TP - Facilitation

5. Areas of agreement and disagreement on assignment topics facilitated.
6. Understanding of assignment topics facilitated

7. Engagement and sustained dialogue facilitated
8. Individual and group productivity managed
9. Exploration of new concepts encouraged
10. The sense of community actively managed and strengthened

- Will create a video of core concepts for the assignment as well as a discussion of the state of Canada at the time of publication; this should situate the topic in the context of the times
- Will offer extended office hours this week to assist questions based on the reading; any queries will be address and recorded on video and posted to share
- Each group will be assigned a channel to communicate with each other and the teacher; this will help me to jump in whenever necessary to clear any misunderstandings or point them in the right direction
- Will share any insights, connections or ideas across the teams to avoid teams getting stuck
- Will introduce the idea of collaborative research, how to participate in this and how to rely on each other for feedback or support

TP - Direct Instruction

11. Discussions on relevant issues in face-to-face classes facilitated
12. Positive and constructive feedback relative to the assignment's goals and objectives provided
13. Quick and ongoing feedback provided

- I will set up an open forum that will support research skills and for everyone to ask questions and benefit
- The focus will be on sharing ideas and providing positive support throughout each stage
- Each stage will provide opportunities for peer feedback and teacher feedback in various modalities

CP - Triggering event

14. Interesting problems based on course-related issues posed
15. Curiosity during subsequent course activities supported
16. Exploration of content-related questions supported

- The main argument will be discussed today in our workshop: is Canadian multiculturalism doomed to fail? Is it a delusion?
- Students will be asked to bring connections they have made throughout our RWA and AFD assignments that will inform their views and arguments
- Questions will be posed in the workshop that can assist them in their initial reading and what to discuss during their critical analysis and outlining stages

CP - Exploration

17. Various information sources for research explored and encouraged
18. Brainstorming and researching to resolve content-related questions supported
19. Online discussions to increase exposure to various perspectives facilitated

- Stage 1 provides an assigned reading; however, additional texts, popular sources and videos will be required in the assignment
- Students will work collaboratively and share ideas synchronously/asynchronously and guided by the outline
- Students will be asked to discuss their outline with me before moving through to their first draft assignment; this will provide me a chance to question their ideas and encourage other avenues to explore

CP - Integration

20. Questions raised throughout assignment will be addressed
21. Explanations and/or solutions to individual problems provided
22. Reflection on course content and discussions based on fundamental concepts facilitated

- Students will receive various levels of help via our different channels; personal support through Chat, group support in their Team channels and global support in our CRA forum
- Explanations and direct instruction will be provided across different modalities and continuously as they emerge
- Groups and individuals will be required to reflect on the various stages as part of their assignment

CP - Resolution

23. Students can test and apply the knowledge created in this assignment
24. Students have developed solutions to course problems that can be applied in practice

- This assignment consolidate various skills (ie. linguistic, cultural, academic, writing, interactive, etc.) they have built up over our RWA and AFD weekly assignments
- Outcomes of this stage of the assignment will be applied to Stage 2
- This stage of the assignment is directly relevant to other courses that require collaborative research or group work

SP - Affective Expression

25. A sense of community belonging facilitated
26. Forming distinct impressions of other individuals facilitated

27. Positive feelings toward web-based social interaction facilitated

- Groups will be small consisting of 5 groups of three and one group of 4
- They are free to meet synchronously, semi-synchronously or asynchronously throughout the next four weeks
- Most technical literacy issues have been addressed; however, leveraging and mastering the collaborative affordances of web-based Office tools will be the next challenge

SP - Open Communication

28. Technical literacy of web-based communication tools supported

29. Participation in the course discussions supported

30. Social interaction supported

- How-to video will be created to assist learners in how to access their share folders and docs; this will also be covered in the first workshop
- Discussions will be supported through various channels
- Social interaction is supported through chat

SP - Group Cohesion

31. Dissent or opposition during group interactions encouraged and supported

32. Acknowledgment of individual point of view encouraged and supported

33. A sense of collaboration though group discussion facilitated and supported

- This will occur due to the nature of group collaboration and critical analysis
- Different views can be explored in the CRA assignment by including a counter-argument section in their write-up (this has been introduced in previous RWA assignments)
- Collaboration will be supported through teaching presence and carefully scaffolded stages throughout the assignment

2. During (Implementing) - Stage 2

Admin Notes:	•
Assignment Notes:	• Stage 1 instruction doc and video provided on all channels (general and on group channels)
Teaching Notes:	• Individual reminders were sent for Stage 1.1 pertaining to the individual draft outlines to be completed before meeting as a group to work on Final outline

	<ul style="list-style-type: none"> • More than half responded; several responded after I prodded them; some have not responded at all
Participation Notes:	<ul style="list-style-type: none"> • 50% of outline drafts completed on individual work docs by November 16; When I checked with missing students, a few responded and had worked on separate docs and were going to copy and paste onto these ready to work on the final group outline • Part of the instructions was to greet classmates on their group channels; this was only completed by the students who showed up at class • Participation began mostly after Stage 1.2 began on the following Monday - 100% of students were completed their draft outline before their collaboration on the Monday • Groups met continuously with both synchronous and asynchronous work ... synchronous work was done to make decisions and allocate tasks; asynchronous work consisted of SMS communication and track changes to the group doc • Only Group 6 (group of four) had difficulties with two classmates not participating or showing up to meetings (Hongxiao and Anqi) ... Anqi did show up to meetings but had difficulties participating equally; Hongxiao did not show up to meetings or participate; had to meet with him individually and he must use his own individual outline to complete the assignment • Final outline meetings: two groups met me early on Friday before the assignment was due; one group booked a meeting early on for the Tuesday; three groups have been having troubles confirming meeting date with me (only confirmed two of the remaining two on Tuesday with one still waiting for)
Technology Notes:	<ul style="list-style-type: none"> • Mostly everyone had an easy time getting together over the week to meet and collaborate on their shared documents • Only one Group decided to move their collaboration onto What'sApp (something I tried to discourage but decided not to push this as one the students (Elham) has been having a lot of issues with Teams and MS for some reason (but they did talk to me on Teams when they were ready for feedback)
Other:	<ul style="list-style-type: none"> •

2. During (Implementing) - Stage 2

Assignment Notes:	<ul style="list-style-type: none"> • Only Hongxiao and Yihong were truly late but they did complete by Monday evening
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Teaching Notes:	<ul style="list-style-type: none"> • No major misunderstandings; however, we will see how well they did their self-editing checklist after peer-editing • This week is self-editing but I can see from their first drafts that they probably didn't do this although they were provided with a checklist to go over (this is the hardest thing to do is foster a sense of how to edit one's own paper ... so this is an introduction to that and expectations are low ... next term we'll spend more time on this skill)
Participation Notes:	<ul style="list-style-type: none"> • No collaborative activity in Stage 2 • I wonder if there is a way for them to interact with me more during these self-editing and first draft stage (I can act as the MKO)
Technology Notes:	<ul style="list-style-type: none"> • No issues with Teams but it is tiresome using Word and Teams for collaboration as Google Docs is just so much better (ie. students complain about Teams screwing up their formatting ... so there are real consistency problems across MS web apps that are really frustrating) • The only useful things about teams is the SMS chat, video conferencing, file sharing/storage (I guess), forum area (however, lots of issues regarding UX and UI ... nothing really flows)

2. During (Implementing) - Stage 3

Admin Notes:	<ul style="list-style-type: none"> • Delivered peer feedback forms in individual folders • Posted notice regarding peer feedback as well as a video on how to complete the peer feedback form and posted written instructions • Overall, this stage was completed ... students received their feedback ... feedback was detailed to high degree; however, I would facilitate this peer feedback differently next time but the anonymity I think worked well
Assignment Notes:	<ul style="list-style-type: none"> • Students had to go over a similar checklist completed in stage 2 self-editing checklist; however, there were several errors that persisted across the class which means either they didn't actually do the self-editing checklist (which means I have to check that they did this next time before they can move on) or they did not look at the peer editing feedback closely (in that case I will have to ensure they do next time by including this as a marked assignment ... the peerfeedback was not marked but attention to editing was ... I don't think it was enough)

Teaching Notes:	<ul style="list-style-type: none"> • I made a big mistake by missing the Monday class (due to illness though) ... students are not really paying attention to instruction videos or written instruction or course/assignment outlines to the degree in which they need to ... the live workshops at least are attended by over half the students so helps mitigate issues before they happen ... • This was the first major assignment so issues regarding attention to instruction were going to crop up ... I also intentionally wanted to hand over independent learning responsibilities to the students so I guess I expected difficulties in this process to some degree
Participation Notes:	<ul style="list-style-type: none"> • Missed class this week so didn't have a live workshop which I think led to some disorganization ie. some students did their feedback form quickly and I was able to deliver this but others left to last moment ... in fact one student contacted their assigned peer (which was supposed to be anonymous) directly to let her know he would be completing it late • Students didn't really have a lot of queries though so I think the forms helped students participate in feedback well and without major issues ... the feedback forms were very detailed
Technology Notes:	<ul style="list-style-type: none"> • Teams and Microsoft Word have been glitchy and has led to difficulty in formatting in terms of working on a document in Teams which is not great for collaboration • Also, MS Word comments and track changes in the web app and Teams are not that easy to sign off on ... students cannot see my comments clearly and there is no way to accept edits or suggestions ... Google Docs is much more user friendly in this regard ... I really wish Google had a Teams
Other:	<ul style="list-style-type: none"> •

3. After (Analyzing) - Stage 1-3

Self-Survey Results:

Teaching Presence:	Cognitive Presence:	Social Presence:
Design/Organization: 3.25	Triggering Event: 2.33	Affective Expression: 3.33
Facilitation: 3	Exploration: 2.66	Open Communication: 2.66
Direct Instruction: 3	Integration: 2	Group Cohesion: 2.66
	Resolution: 4.5	

4. Re-Planning (Reflecting)

Admin Notes:	<ul style="list-style-type: none"> ● Need to introduce time management and study management discussion and skills development ● Go over CRA in a workshop at start of term ● Reinforce or change teacher office hours
Assignment Notes:	<ul style="list-style-type: none"> ● Make rubrics more visible ● Add Stage 4 to the Stage 3 Peer Feedback that provides harder feedback from me and requires a second individual meeting with me. ● Must grade Self-editing, Peer Feedback and Teacher Feedback to reinforce this ● Next project needs to focus on the quality of the research, understanding of the reading, use of in-line quotes and APA formatting for this, as well as the quality of their critical thinking ● Must find a way to take up the issues in the readings and focus on critical reading skills in AFDs and the RI project ● Need to address how to bring in additional sources and how to draw connections ● Introduce bonus assignments or provide links to other sources like video or audio
Teaching Notes:	<ul style="list-style-type: none"> ● Must engage students in critical thinking ... This can be done in the AFDs ... the presenters can moderate and I will provide core concepts, introduce new concepts and then play devil's advocate .. this will require me to create new rubric and objective for AFD assignments next year to better support the RI project ● Must provide chances for self-reflection after each stage ... Can students self-evaluate?
Participation Notes:	<ul style="list-style-type: none"> ● Must construct groups that share similar challenges to reduce social loafing and increase responsibility of group participants (ie. nowhere to hide)
Technology Notes:	<ul style="list-style-type: none"> ● Must introduce Docs, Editing plugins or software and calendar app (ie. more technology to assist language development, academic skills and time/study management) ● Workshop needed on group work and collaboration

Appendix M: Phase 2 Teaching Journal

1 Pre-Planning Reflections

Teaching & Technology Notes

<ul style="list-style-type: none"> • The CRA teacher journal was done as one assignment and attempting to do the journal for each stage was a challenge. However, due to the scope of the RIP assignment and duration, I will be breaking down the teacher journal into stages correlating to the three graded parts of the project. These will then inform ‘next year’s RIP’ as well as the next stage of THIS assignment. At the moment, the major finding is that the COI was not set up for individual assignments throughout a course but rather across a course in general. • Must engage students in critical thinking ... This can be done in the AFDs ... the presenters can moderate and I will provide core concepts, introduce new concepts and then play devil’s advocate .. this will require me to create new rubric and objective for AFD assignments next year to better support the RI project • Must provide chances for self-reflection after each stage ... Can students self-evaluate?
<ul style="list-style-type: none"> • Must introduce Docs, Editing plugins or software and calendar app (ie. more technology to assist language development, academic skills and time/study management)

<ul style="list-style-type: none"> • Develop critical thinking skills • Develop self-reflection skills or opportunities for self-reflection • Introduce new technical tools to assist writing, editing and research
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TP Design & Organization

1. Assignment topics clearly communicated (3.00:3.71)
2. Assignment goals clearly communicated (4.00:3.86)
3. Expectations regarding participation clearly communicated (3.00:3.71)
4. Due dates and time frames clearly communicated (3.00:3.86)

<i>Constructive (-)</i>	<i>Reinforce (+)</i>
<ol style="list-style-type: none"> 1. Did not like doing group outline <ol style="list-style-type: none"> a. Forced them to make decisions together that impacted final essay and did not result in what they wanted 	<ol style="list-style-type: none"> 1. Teacher communication clear <ol style="list-style-type: none"> a. Ongoing explanation and support important to create positive experience 2. Ongoing support important <ol style="list-style-type: none"> a. Carefully scaffolded multi-stage approach was informative - allowed student to focus on other things like

	<p>vocabulary rather than instructions</p> <ol style="list-style-type: none"> b. Providing extra office hours outside regular time helpful c. Individual help important d. Ongoing feedback important <ol style="list-style-type: none"> 3. Clear Expectations <ol style="list-style-type: none"> a. Rubric provided - was useful for assignment objectives b. Detailed explanations c. Stages clearly delineated - helpful 4. Time management <ol style="list-style-type: none"> a. How to use calendar app to keep on top of due dates b. Weekly reminders of due dates
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<ol style="list-style-type: none"> 1. Focus on critical thinking and how to support arguments using citations; need greater connection to research 2. Greater emphasis on the need for careful editing and feedback 3. A lot of avoidable errors <ol style="list-style-type: none"> a. Encourage asking questions, referring to the instructions or outlines or taking the self-editing and peer feedback more seriously b. Met with students after marking and many were hoping to fix their mistakes after my feedback to change their scores and were surprised to learn that this was a final mark c. My interviews with a handful of students revealed that many of them failed to spend time editing or checking d. None of them really checked the assignment requirements or rubric even after they received their marks 4. Time management skills <ol style="list-style-type: none"> a. Due dates of various stages not making it onto calendars <ol style="list-style-type: none"> i. Consistency of a Monday due date for each stage worked well as it set an expectation and the longer time durations for each step also helped reduce stress

<p>TP - Design & Organization - Plan</p> <ul style="list-style-type: none"> ● Collaborate on research, editing and feedback (not on outline or other graded assignments) ● Communicate assignment goals more clearly ● Reinforce editing process ● Provide exemplars, guides, templates and instructional videos ● Develop time management skills
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TP Facilitation

5. Areas of agreement and disagreement on assignment topics facilitated (2.00:3.43)
6. Understanding of assignment topics facilitated (3.00:3.86)
7. Engagement and sustained dialogue facilitated (4.00:3.71)
8. Individual and group productivity managed (4.00:3.71)
9. Exploration of new concepts encouraged (2.00:3.86)
10. The sense of community actively managed and strengthened (3.00:4.00)

<i>Constructive (-)</i>	<i>Reinforce (+)</i>
<ol style="list-style-type: none"> 6. Help with analysis <ol style="list-style-type: none"> a. Although teacher provided important support, student did not feel they learned this well enough 	<ol style="list-style-type: none"> 6. Critical thinking skills <ol style="list-style-type: none"> a. Going over analysis process important 7. Cultivate interest to increase motivation <ol style="list-style-type: none"> a. Instilling interest is as important as teaching well b. (Even with low attendance) maintaining engagement important 8. Outlines important <ol style="list-style-type: none"> a. Help important during this process 9. Encourage deeper thought and investigation important <ol style="list-style-type: none"> a. Expanding the topic important b. Focus on new terms and concepts important c. Covering academic norms in detail important 10. Team work makes the dream work <ol style="list-style-type: none"> a. Working collaboratively results in knowing classmates well b. Students can rely on each other and ask questions and receive help

5. I thought students would have had enough of this through their completion of the weekly AFD assignments which explored every facet of the CRA article's topic of multiculturalism ... students still had difficulty making connections across all the readings ... there was a general lack of rigorous thinking, support and evidence and connections in the resulting writing which points to the need for greater discussion on the topic they are reading ... I didn't want to get involved at this level seeing as I have been involved during the AFD assignments and offer workshops on core concepts .. I

also did not want to influence their thinking or I would get similar papers across the class ... I stand by this decision however but I wonder how I can facilitate deeper critical thinking (group discussions on Teams has been impossible ... as nobody wants to speak, not even in text mode ... the AFDs have been very productive and interactive but if they are not bringing these discussions into the assignment then I am not sure what else I can do ... might have to schedule individual meetings or work closer with the groups ... groups worked well to support each other though)

6. might need to do teacher feedback after peer feedback before they submit final next time so I can force them to go deeper
7. There have been positive comments about the course that were unprovoked, also more individual students have been reaching out for meetings with me ... in these discussions I have been able to provide both feedback and important motivation
8. I think breaking everything down into stages and multiple foci and deadlines helped make the writing process more achievable .. I think students need to be more aware of time management and study management skills though so this needs to be addressed moving forward ... I need to somehow teach them how to leverage their calendar apps
9. Students are kind of sticking with their own personal experiences and perspectives rather than going deeper and taking a more rigorous and unbiased view ... a lot of the AFD discussion questions have resulted in more personal dialogues ... I might have to address this in the new year and force the questions to be more connected to the reading itself students basically think that the way they think is justified simply because they wrote it rather than keeping an audience in mind and having to prove their arguments using academic evidence and reasoning ... this must be addressed through possible group discussions
10. groups gelled mostly ... I only had one issue with my group of 4 ... I had two high performing students with two underperforming students which resulted in one student basically disengaging with the group ... I had to work with this student privately ... next term I will pair students with similar challenges (usually what I do at this stage and usually works)

TP - Facilitation - Plan

- Encourage deeper discussion on topics and concepts being researched
- Focus on study skills and group productivity
- More help with critical analysis or analysis of topic or research materials
- Help students draw connections across sources
- More individual feedback and drafting stages
- Increased number of stages with clear milestones and deadlines (integrate use of calendar app)
- Focus on having the research inform students' views (rather than overly relying on their instincts and ingrained biases) - How can they confront their own writer's bias (special workshop?)
- Monitor participation and collaboration more (add graded component that is connected to participation mark)

TP Direct Instruction

11. Discussions on relevant issues in face-to-face classes facilitated (3.00:3.86)
12. Positive and constructive feedback relative to the assignment's goals and objectives provided (3.00:3.86)
13. Quick and ongoing feedback provided (3.00:3.71)

<i>Constructive (-)</i>	<i>Reinforce (+)</i>
<p>12. Feedback is good but requires clearer assistance</p> <ol style="list-style-type: none"> a. Guidance can be vague concerning help with outlining and drafting - can lose their understanding (too fast or not individualized enough) - need to step up to keep up <p>13. Help is easy to get but lack of clarity on how to receive a good grade</p> <ol style="list-style-type: none"> a. Need more help understanding grading as it relates to writing 	<p>11. Ensure everything is relevant to the learner throughout the stages of an assignment (keep group work focused on task at hand)</p>

<p>11. The AFD assignments are very engaging and motivating, however few connections are being made to the assignment which could have benefited from the insight they gained from these discussions and readings ... not sure how to bridge this moving forward ... need to go deeper and be more critical ... I think that I will engage more with them next term in the AFD assignments</p> <p>12. students have been offered a lot of feedback in different modes that relate to the requirements of the assignment in the RWA and AFD assignments ... in the CRA they were provided teacher feedback at the outline stage that focused on their planning, argumentation and structure; however, they were to do a self-editing checklist and incorporate peer feedback (thought this was not as effective as hoped but did not surprise me ... may incorporate fourth stage with teacher feedback before final submission)</p> <p>13. It was constructive criticism so it was direct and was difficult for a few students to handle ... they mistook my post-submission feedback with marking though and did not check the rubric ie. how it was marked; I met with many students to go over this after and clarify things which helped so this is something I might have to do next time ... one student was very defensive and claimed that I simply did not like her writing style ... I wrote a lengthy reply and let her know that she lost marks for missing large parts of the assignment that were required .. I was also able to express to her more tips about academic writing that would help her which was helpful for her</p>
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TP - Direct Instruction - Plan

- Provide more clearer and useful feedback relative to the assignment's goals and objectives
- Focus feedback on grades, ie. how to get a good grade
- Direct instruction on how to draw connections across various sources
- Self-editing and peer editing checklists need to be graded to ensure that editing has direct impact on their work
- Constructive feedback should be done in a more sympathetic manner and students need to understand that feedback does not mean an effect on their grades (ie. go through the grading rubric beforehand) ... all grading will be done at the end of the course (so technically have until final submission to work on all the stages)

1.2 Cognitive Presence

Admin/Assignment Notes

- Need to introduce time management and study management discussion and skills development
- Reinforce or change teacher office hours

- Make rubrics more visible
- Add Stage 4 to the Stage 3 Peer Feedback that provides harder feedback from me and requires a second individual meeting with me.
- Must grade Self-editing, Peer Feedback and Teacher Feedback to reinforce this
- Next project needs to focus on the quality of the research, understanding of the reading, use of in-line quotes and APA formatting for this, as well as the quality of their critical thinking
- Must find a way to take up the issues in the readings and focus on critical reading skills in AFDs and the RI project
- Need to address how to bring in additional sources and how to draw connections

- Need to include study management skills workshop
- Make rubrics more visible, clear and within reach of the students
- Editing must be incorporated into each stage of assignment and graded
- Focus on quality of research and validity of sources; use the workshops to provide opportunity or video to explore the details

CP Triggering Event

14. Interesting problems based on course-related issues posed (2.00:3.29)
15. Curiosity during subsequent course activities supported (3.00:3.71)
16. Exploration of content-related questions supported (2.00:3.29)

<i>Constructive (-)</i>	<i>Reinforce (+)</i>
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14. End of term and fatigue affects motivation and interest	14. Important to reach out to stay on track
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<p>14. They stayed mostly on a superficial level and did not go as deeply into the assigned reading as they should have but again this was not my responsibility nor the main objective of the assignment ... the CRA focused a lot on the stages of the writing process, importance of editing and feedback and completing everything that is required in an assignment .. Next term this will be accepted and will then focus on the quality of the research and critical arguments being made.</p> <p>15. covered in the AFD but maybe not in the CRA ... I don't think the issues brought up in the assigned reading was actually taken up ... so this must be addressed</p> <p>16. yes they had to incorporate a second source and draw connections to the ideas they were exploring the assigned reading .. this was not done very successfully and needs more focus</p>
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<p>CP - Triggering event - Plan</p> <ul style="list-style-type: none"> ● Keep in mind their busy schedules and not to overload them ● Develop deeper reading skills ● Create opportunities for them to use their groups to better understand topics; how to leverage group collaboration to support critical thinking skills

CP Exploration

17. Various information sources for research explored and encouraged (2.00:3.29)
 18. Brainstorming and researching to resolve content-related questions supported (3.00:3.29)
 19. Online discussions to increase exposure to various perspectives facilitated (3.00:3.57)

<i>Constructive (-)</i>	<i>Reinforce (+)</i>
<p>17. Group mates' lack of attention wastes time - increased independent work preferable</p> <p style="padding-left: 20px;">a. Shared group outlines not helpful and negatively impacted grade and learning experience</p> <p>18. Preferable to do individual outline for individual paper</p>	<p>17. Research helps to draw connections which is useful skill</p> <p>19. Group work can help solve issues quickly</p> <p style="padding-left: 20px;">a. Other POVs help understand topics in a deeper way</p>

<p>17. assigned reading ... the second source could be anything but tended to be another article and a couple did a video</p>

18. students worked productively and being in groups helped to support their questions ...
However, I made peer editing anonymous as I was worried they would not give hard enough feedback ... detail was high and was very honest ...
19. yes and no ... we need to provide a much higher degree of contrast

CP - Exploration - Plan

- Communicate explicit expectations regarding group work
- Group collaboration is graded somehow (group evaluation anonymous survey?)
- Individual graded components are clearly communicated (sense of ownership important)
- Make peer editing part of group work and not anonymous (graded as well)

CP - Integration (2.00:3.61)

20. Questions raised throughout course were addressed (2.00:3.71)
21. Explanations and/or solutions to individual problems provided (3.00:3.43)
22. Reflection on course content and discussions based on fundamental concepts facilitated (1.00:3.71)

<i>Constructive (-)</i>	<i>Reinforce (+)</i>
21. Group work did not result in increase critical thinking or help form own views on the topic	22. Provided insight on overall course topic of culture and language of Canada

20. More can be done to help them with the assigned reading and parse out the ideas and explore them
21. the birth of critical thinking is there ... but students worked more 'cooperatively' in their groups rather than truly collaboratively
22. This was not done

CP - Integration - Plan

- More individual assistance
- Facilitate understanding of important concepts
- Group work needs to focus on critical thinking, editing and feedback
- Focus on tightening focus by reducing ideas
- Distinguish between 'cooperative' and collaborative group work

CP Resolution

23. Students can test and apply the knowledge created in this assignment (4.00:3.71)

24. Students have developed solutions to course problems that can be applied in practice (4.00:No Data)

<i>Constructive (-)</i>	<i>Reinforce (+)</i>
	23. Transferable skills developed <ol style="list-style-type: none"> a. Critical thinking skills applicable to other courses b. Understanding of Canada helps situate learner in new home

23. Yes, this is the complete process for any writing assignment 24. They have successfully completed a major assignment throughout the different stages both collaboratively and independently without major teacher involvement ... I think confidence is higher but not sure after they receive their marks ... I am sure it was not as high as many hoped
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CP - Resolution - Plan <ul style="list-style-type: none"> ● Leverage the use of grades as a motivator ● Keep them working independently but a bit more support than last time ● Focus on reminding them about what they already know and refer to resources created in the past rather than new notes ... reinforce independent learning skills
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1.3 Social Presence

Participation Notes

<ul style="list-style-type: none"> ● Must construct groups that share similar challenges to reduce social loafing and increase responsibility of group participants (ie. nowhere to hide)
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SP Affective Expression

25. A sense of community belonging facilitated (3.00:3.29)
 26. Forming distinct impressions of other individuals facilitated (4.00:3.29)
 27. Positive feelings toward web-based social interaction facilitated (3.00:3.43)

<i>Constructive (-)</i>	<i>Reinforce (+)</i>
27. Technology glitches <ol style="list-style-type: none"> a. Teams not always work properly b. Other tools like Zoom, Discord 	25. Group work increased positive pressure to engage and complete work 26. Chat tool on Teams for immediate needs

and Whatsapp deemed as better for communication	<p>27. Open communication important</p> <ol style="list-style-type: none"> a. Teacher provided space to express ideas and feelings b. Ability to express oneself in one's group crucial for assignment completion
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<p>25. during stage 1-2 I think students remained engaged with each other ... stage 3 onward students did not reach out to each as much though some students reported asking others for help</p> <p>26. yes in the collaborative meetings they were finally able to meet face to face and get to know each other</p> <p>27. I don't think there is any major love for Teams but some students have said they have overcome their negative feelings toward it with time and practice</p>

<p>SP - Affective Expression - Plan</p> <ul style="list-style-type: none"> ● Perhaps recommend Google Apps as a way to collaborate as Teams does not work well enough to work on documents ● Discourage radio silence ... have students check their channels on Mondays and once throughout the week and make sure they know that I will take their channel into consideration when creating the final participation mark ● Encourage leadership ● Make sure there is a communicative or collaborative task to do every week (this can be graded for the participation mark) ● By allowing them to focus on their own ideas but still share this will help get to know each other and project themselves into the group
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SP Open Communication

28. Technical literacy of web-based communication tools supported (3.00:3.71)
 29. Participation in the course discussions supported (2.00:3.57)
 30. Social interaction supported (3.00:3.57)

<i>Constructive (-)</i>	<i>Reinforce (+)</i>
30. Group members not available	

<p>28. Need a workshop on Word and track changes/comments</p> <p>29. Some students clearly went along with their group mates ... some students wrote papers based on an outline they didn't understand .. and lost their voice in the process</p> <p>30. I think so ... there have been no complaints otherwise ...</p>

SP - Open Communication - Plan

- Ensure social interaction is open by encouraging students to push each other to respond
- Use Google Docs for better collaborative interaction I think

SP Group Cohesion

31. Dissent or opposition during group interactions encouraged and supported (2.00:3.43)
 32. Acknowledgment of individual point of view encouraged and supported (3.00:3.43)
 33. A sense of collaboration though group discussion facilitated and supported (3.00:3.57)

<i>Constructive (-)</i>	<i>Reinforce (+)</i>
<p>31. Lack of trust leads to not feeling comfortable with expressing disagreement</p> <p>32. Didn't always feel listened to during group collaboration</p>	<p>31. Discussion and sharing helped to formulate coherent plan and to accomplish assignment goals</p> <p style="padding-left: 20px;">a. Ability to effectively communicate led to increased collaboration (three drafts of outline)</p> <p>32. Being recognized in group important</p> <p style="padding-left: 20px;">a. Feeling listened to</p> <p style="padding-left: 20px;">b. "Everyone had a say whether they participated or not"</p> <p>33. Group work productive</p> <p style="padding-left: 20px;">a. Provides motivation through sharing each other's work</p> <p style="padding-left: 20px;">b. Create sense of obligation to participate and engage</p>

31. more so in the AFD ... but it is clear from the final papers that groups did not push each other hard enough and lead by consensus or capitulated to the strongest (not wisest) voice in the group ... peer editing was anonymous so it was far more direct and contrastive
32. again hard to say ... this could be a good thing to discuss
33. I think it was neutral ...

SP - Group Cohesion - Plan

- Trust established though group tasks
- Work on listening skills by incorporating strategies into the assignment
- Encouraged disagreement or expressing contrastive views especially during peer editing

2 Planning Action

2.1 Pre-Planning Reflection

Teaching Presence

TP - Design & Organization

(2) Goals and objectives clearly communicated and documented

- Will include instructional slides that break down the objectives of each step
Class meeting will include a project overview, stage 1 instructions, assessment and timeline for completion
- Group work will be peer assessed with careful instruction on how to complete group tasks collaboratively

Time management workshopped and monitored

- Class meeting and instructional materials will include important dates and a reminder on how to add to calendar
- Due dates generally fall on Mondays to create consistency
- Deadlines and due dates will be communicated weekly

TP - Facilitation

(7) Engagement and sustained dialogue facilitated

- Teacher will touch base with groups daily or at least weekly to reinforce teaching presence on the channels

(8) Individual and group productivity managed

- Expectations are expressed at the start of each week or task
- Assessments for both individual and group work
- Major graded aspects of assignments are individually produced and assessed to increase ownership and motivation

Critical thinking and analysis skills integrated into each weekly objective and lesson materials

- For Stage 1, source appraisal and critical evaluation procedures built into the preliminary research steps and group work
- For Stage 2, a teacher appointment for proposals will be required

Research skills supported with workshops and videos

- Each week will focus on a different aspect of the stage that is due that week as well as individual students queries will be made into videos and posted on the workshop channel

- ❑ Collaborative skills supported through instruction and integrated into weekly steps

- Assessment and procedures built into planning and will be supported through peer assessment and grading rubrics

- ❑ Feedback and self-reflection integrated into each weekly steps and supported open communication on group channels

- Each stage will provide a chance for self-reflection, teacher feedback and/or peer feedback; group mate peer evaluation form and self-editing/self-assessment forms completed at end of each stage

- ❑ Research process supported through direct instruction and documented (videos etc.) and integrated into weekly plans

- Planning on offering recorded workshops weekly that focus on specific assignment related research and writing skills

- ❑ Multimodal support materials (video, templates, links, resources) provided weekly

- Will continue adding research links, resources, tools and recordings in appropriate channels

- ❑ TP - Direct Instruction

- ❑ (12) Positive and constructive feedback relative to the assignment's goals and objectives provided

- Have been providing less commentary and more probing questions to stir reflection
- Have not been adding any directly negative comments or heavily contrasting view (ie. Niki's AFD discussion question) ... will continue to do this
- Constructive feedback will be provided beforehand
- Grading will focus on rubric with positive and constructive comments pertaining to the rubric and the mark

(13) Quick and ongoing feedback provided

- This will done within 24 hours for student query
- All other feedback will be built into the procedure with deadlines attached

Relevant feedback that pertains only to task at hand and based on rubric

- repeated

Tone of feedback kept open-ended and contains positive reinforcement

- repeated

Rubrics and grading provided weekly and referred to in feedback

- repeated

Editing skills reinforced through group work and submission requirements

- All stages will include self-editing, peer review and teacher feedback to support the importance and development of editing and feedback

Cognitive Presence

CP - Triggering event

(14) Interesting problems based on course-related issues posed

- Provided a shortened list of call-to-actions that related to themes already explored in this class and in AFDs and presentations

Topic engagement - why this is important work

- Needs to be supported through discussion - Can introduce this as part of Stage 2

Collaborative work helps develop deeper reading skills

- Group work integrated into each step and stage

CP - Exploration

(17) Various information sources for research explored and encouraged

- Group work includes preliminary research survey that will include finding an array of source materials that they must discuss and select from

- ☐ (18) Brainstorming and researching to resolve content-related questions supported

- Group work will include completing the first step of stage 1 (preliminary research survey) which will support the next step (annotated bibliography first draft)

- ☐ (19) Online discussions to increase exposure to various perspectives facilitated

- Group discussions will facilitate discussion and debate
- Peer review steps will expose students to different perspectives in a deeper way

- ☐ Collaborative research process demonstrated and supported through careful integration in weekly planning

- Yes see lesson plan

- ☐ Expectations of participation in group work voice directly and participation graded (5% of remaining participation mark)

- Has been introduced but this aspect will be covered again and repeated at the end of each stage when students do a peer evaluation for their group

- ☐ CP - Integration

- ☐ (21) Explanations and/or solutions to individual problems provided

- Will create videos for every student inquiry to share to class with demonstrations
- Templates are provided to assist group work and individual work

- ☐ (22) Reflection on course content and discussions based on fundamental concepts facilitated

- A variety of concepts relating to the topic is discussed and researched weekly via AFD as well as core concept classes
- Teacher feedback and peer feedback via forum discussions provided weekly

- How collaboration can improve research ideas, direction and focus demonstrated through weekly group assignments

- See plan and yes

- CP - Resolution
 - (23) Students can test and apply the knowledge created in this assignment

- If this means the topic, not sure but the research process yes (as this is the point of the program)

- Reflect on how this prepares us for Stage 2 - Opportunity for self-reflection - supported through individual meeting appointments

- Yes see plan

- Social Presence
 - SP - Affective Expression
 - (24) A sense of community belonging facilitated

- Increased social support and discussion may foster this more strongly

- (25) Forming distinct impressions of other individuals facilitated

- Same after increased group meetings, peer review and feedback will increase this notion

- Focus on their own ideas and share to the group for feedback - will help get to know each other and project themselves into the group - this can be reflected upon once a week as well in class meetings and workshops

- May include more discussion on this during instructional meetings and incorporate into the steps of group tasks

- SP - Open Communication
 - (30) Social interaction supported

- Allowing students to use other apps for communication like WeChat and WhatsApp to convenience or comfort reasons
- Allowing also students to collaborate in an unmonitored space

- Group work strategies: expectations on how to use group channel to communicate and collaborate - part of graded participation mark

- Yes see plan

- Encourage taking an initiative - give permission to push each other and have expectations and voice those expectations - supported through direct communication with teacher

- This can be supported during peer evaluations

- Encouraged disagreement or expressing contrastive views especially during peer editing - demonstrated in workshops and discussed in groups

- Same or can be discussed before instructions
- Groups were self-selecting so this may result in better communication

- SP - Group Cohesion
 - (32) Acknowledgment of individual point of view encouraged and supported

- See above

- Weekly communicative or collaborative task to do every week - graded for the participation mark - Trust established though group tasks

- Yes see plan

Stage 1 - Annotated Bibliography

Teaching Presence	
Admin:	<ul style="list-style-type: none"> • Ensuring students are actively participating has been tricky as they have moved their discussions onto other apps; have been having to bother groups for updates
Instruction:	<ul style="list-style-type: none"> • Class meeting was well-attended; no huge questions regarding instructions or confusion on how to proceed • Provided templates, slides and videos preemptively which helped guide students at first as instruction issues did begin to occur as they engaged with the assignment but instead of repeating myself

	<p>I was able to share links to the three different types of instruction which was really useful</p> <ul style="list-style-type: none"> • Students will never truly read instructions though so posting like and providing answers to specific (and informed) questions is important ... I let students know daily I was available for questions especially during the week the Preliminary Research Survey was due
Technology:	<ul style="list-style-type: none"> • Three groups have moved communication on to other apps (WeChat and WhatsApp)
Support:	<ul style="list-style-type: none"> • Requests to make 'how to' videos for preliminary research and annotations • How to videos were produced and became really important tools moving forward especially as many students didn't come to the first class or did but needed more in-depth help • Was able to link back to these videos when students had questions covered by the videos ... feedback was positive ... students who used those resources did well
Evaluation:	<ul style="list-style-type: none"> • Combine Self-Evaluations and Peer Evaluations on same form and send out at end of each stage
Cognitive Presence	
Topic and Research:	<ul style="list-style-type: none"> • Research remained mostly focused on written modality
Assignment:	<ul style="list-style-type: none"> • A few groups did not get approval for their preliminary research as it was done properly or done to the degree in which it was useful ... however after denying approval and extending deadlines groups came together and completed the work properly (a lot of it came down to just not getting ahead and leaving things to last moment) • Group 5 did not do individual ABs so had to redo this ... they managed to complete their peer reviews as well
Social Presence	
Participation:	<ul style="list-style-type: none"> • As students became more engaged with the assignment, major issues started to appear, ie. not starting on the group aspect soon enough and having scheduling issues
Group Collaboration:	<ul style="list-style-type: none"> • Two groups had issues with collaboration: both groups had difficulty with getting each other to communicate and make meetings

	<ul style="list-style-type: none"> ● I had to get involved with three groups on behalf of their group mates to make sure their collaboration during the preliminary research ended on a positive note ● Definitely need more workshop group work ... even though I covered this and even broke the assignment down and added an evaluation aspect ... there is still a breakdown of communication that leads to stress among group mates ... I think this can also be facilitated by a different app ... many groups moved over to WhatsApp or WeChat (a more familiar environment) for daily communication which I think was really helpful ● Once communication was established, students were able to work in groups to complete the peer review for their ABs in time ● Only one student (Yihong) did not give feedback to their group even though he received from his group mates
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Stage 2 - Research Proposal & Outline

Teaching Presence	
Admin:	<ul style="list-style-type: none"> ● Students got very busy with their Midterms so it was extremely difficult to get a chance to meet every student one-on-one during this time; several students felt they did not need to meet me though after, they realized it was important to do so ● One student felt so overwhelmed that our meeting included a discussion of mental health; the meeting resumed afterwards though was not very productive
Instruction:	<ul style="list-style-type: none"> ● The original proposal survey that was meant to make the process easier confused a lot of students, who completed it but left a lot of very general or repetitive information e.g. they simply took the call-to-action and repeated it throughout the survey which could result in a good proposal ● During my meetings I created sentence prompts for each survey point that helped them conceptualize what the survey was asking them ● The main issue was not really understanding what a call-to-action was nor why it was needed, which of course was the main premise of the assignment; the challenge was also understanding their own biases towards indigenous peoples (ie. why do they matter and why not just assimilate them etc. so big topics ... I had many one-on-one meetings where we discussed these biases which led into discussions about what aims of social sciences were as well as what academic research and writing was or should try to do ... very heady conversations ... because of the

	<p>isolating nature of online learning ... I found these individual discussions very important for both the teacher (me) and student</p> <ul style="list-style-type: none"> ● Overall, I was planning on doing more peer work during Stage 2 but judged at the last moment that coming from Stage 1 collaborative activity, the depth of the topic itself, and the time of the year with midterms and student stress through the roof, I changed course and made Stage 2 a Teacher-Student collaboration, which proved to be a good choice as I was able to attend to student needs more thoroughly especially at this crucial stage, ie. proposal and outline, which would then inform their final paper ● Also, I added an outline as Step 2 of Stage 2, but looking back I would not do this again ... Instead I would do Stage 1 - AB & Proposal and then Stage 2 - Outline & First Draft and then Stage 3 - Final Draft and Multimodal Elements (and even a presentation or discussion maybe) ... I was following the original curriculum and very unsure about how much I could change this ... I also over-estimated the amount of time and attention students had ... I had to extend their time by week for the outline as the proposal stage took so long as they struggled with the topic a lot ● That also meant I had to chop an entire week of Stage 3 which meant no time for a Second Draft which as it turns out was not needed anyway nor possible ● We should have started Stage 1 AB right away with the beginning of Term 2 when we began doing Theme 3 and the AFDs. That would have been an ideal time to do this
Technology:	<ul style="list-style-type: none"> ● The main issue with Teams has been its difficulty with maintaining formatting when uploading ● Also, issues with how to share or where to share materials ... everything is only folders or forums
Support:	<ul style="list-style-type: none"> ● Most students had issues with the proposal so there needs a multi-step process with lots of sentence prompts and exemplars ● Outlines need to be included in the Stage 3; again with more exemplars mainly helping students understand how to use their research (ie. reading) to shape their paper (ie. research inquiry); most students wrote down their ideas first onto their outlines, including their concluding points and summaries before actually doing their research (ie. they intended to find research that supported their pre-formed biases rather than have the research inform their views) ● Many confused the research paper with an argumentative paper, so they felt they had to be critical rather than present what they found out in their research

Evaluation:	<ul style="list-style-type: none"> ● I was able to provided one-on-one meetings and written feedback before their final submission ● Evaluations were left until after the entire RIP was submitted as I wanted them the freedom to make edits or changes throughout the process as they learned more ● This was a good decision as many students have been demotivated or stressed about marks ... I did not want marks to get in the way of the total project which should be seen wholistically
Cognitive Presence	
Topic and Research:	<ul style="list-style-type: none"> ● As mentioned previously, students came with a lot of their own unquestioned or pre-programmed bias towards indigenous peoples; many of my students came from Iran or China which have indigenous or tribal populations that are persecuted or oppressed; many students also had a preconceived notion of Canada that did not always connect to Indigenous people's struggles with their treatment by the federal governments and colonial powers; this was to be expected but several students at first were openly critical of indigenous peoples and questioned why they were complaining or whether it would be better to assimilate ... some very deep conversations; if I did this course again I would have spent a lot more time facilitating these discussions as part of the AB and Proposal (which would be Stage 1 as mentioned) ● Many students did not totally understand the process of research and what it means to research; this needs more attention ● Many students needed help understand how to have research inform their views rather than impose their views on the research ● I felt that I provided many opportunities to learn about these struggles in my core concepts classes as well as the AFD forum discussions; but overall the main challenge was using research skills to challenge our own ideas and present the research we read in a way that is neutral and to draw new conclusions from the data and have that change how we perceive things ... This lesson I believe students received but next time needs a much more planned approach (I thought I did but I underestimated their needs ... the proposal was slotted as a week but required almost three weeks to complete ... this was the biggest surprise)
Assignment:	<ul style="list-style-type: none"> ● They nor I really understood the need for a multimodal essay. I understand that multi-literacies are important to develop but in the first year they have enough to learn in terms of academic writing, academic English, research skills and 21st century skills ... there was just no time to address this or perhaps this type of

	<p>aspect could be better explored as part of the AFD discussion forums which I think would help them explore the topic in a more creative and non-conformist way and would actually fit the medium better (ie. online forums as naturally multimodal not essays)</p>
Social Presence	
Participation:	<ul style="list-style-type: none"> ● During this time, students did not have much interaction with each other ● However, they did interact with me asynchronous on chat and synchronously during our meetings; office hour appointments also grew during this time ● AFD discussions fell sharply toward the end of Theme 3 and beginning of Them 4 due to midterm stress
Group Collaboration:	<ul style="list-style-type: none"> ● See above

Stage 3 - Multimodal Essay

Teaching Presence	
Admin:	<ul style="list-style-type: none"> ● Once students submitted their outlines with teacher feedback, they began working on their Rough Drafts
Instruction:	<ul style="list-style-type: none"> ● Rough drafts incorporated any teacher feedback they received on their outlines ● I originally thought I would give them teacher feedback during their second draft but due to more time needed on the Proposal and Outline stage, I had to cut this week ● Instead students had essentially two weeks to do a rough draft, do the self-editing checklist and peer-feedback form before doing their final draft ● The Second to last class, I did a workshop on how to do a title page, how to format multimodal content and how to do the self-editing checklist and used a student sample to cover other issues to look out for ● During this workshop I also instructed them on how to the do the peer editing form which was the same as the AB peer feedback form procedure so everyone was able to do this easily this time as it was the second time to do it ● I also decided to keep this stage fairly open and less structured to reduce stress ● I also extended the due date to Tuesday, April 13 (the day after the final exam) to reduce their stress further and give them time

	to really spend time on editing and ask questions (I have remained accessible throughout the weekend and Monday and Tuesday)
Technology:	<ul style="list-style-type: none"> • I wish there was a better way to provide peer feedback using technology ... At the moment there are track changes, comments but it would be better to provide a way to give peer feedback and evaluations automatically ... this is not possible with the forms app ... I have provided rubrics and comments area they had to fill out but it is not ideal or easy to use
Support:	<ul style="list-style-type: none"> • I decided not to provide teacher suggestions on their rough drafts but rather have them focus on their own feedback and peer feedback to reinforce what they know about writing ... they have received enough teacher feedback in their weekly AFDs
Evaluation:	<ul style="list-style-type: none"> • Evaluations are part of the peer feedback forms
Cognitive Presence	
Topic and Research:	<ul style="list-style-type: none"> • See Stage 2
Assignment:	<ul style="list-style-type: none"> • I wish we could have had a final forum or presentation aspect to this assignment and separate the multimodal aspect of this assignment • Also, there needs to be a much more detailed drafting procedures
Social Presence	
Participation:	<ul style="list-style-type: none"> • Participation is really low at this point in the year