

Title: Advanced Language Learning Online – The Community of Inquiry Model Re-discovered

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This paper will explore the application of the Community of Inquiry model (Garrison, 2007) within the context of design, development and instruction of a new Advanced Russian Writing Skills online course. The course design project was an institutionally supported initiative aimed at exploring innovative and leading-edge pedagogy in order to develop new models, and a more reflective practice teaching in language, literature and culture.

This pilot project involved a year long design process, leading up to a course launch in January 2014. A model of “backwards design” (Wiggins & McTighe, 2001) was used to guide the alignment of course components in the online environment. This course design explored dimensions of instructor presence, social presence and cognitive presence across both synchronous and asynchronous course activities, which were explored and evaluated in order to implement the effective engagement of students. The course design process was particularly challenging due to a variety of learners (non- and heritage speakers of Russian) in the classroom with different language proficiency levels (IH-AM).

The results of this project will be generalizable as a disciplinary approach to second language teaching, in particular as replicable, modularized course components were developed. Example module and activity templates will be shared. The intentional mapping of the community of inquiry model to the various activities and assignments will be used to illustrate the process of alignment of learning outcomes, assessments, activities and modalities. Transparent articulation of the scaffolded learning process offers benefits to both student and instructor in metacognitive and reflective processes. In addition to presentation of the design process, the results of a corresponding scholarly study of student experience will be shared. Qualitative and quantitative data have been collected and analyzed to provide a reflection of the learner perspective.

Garrison, D. R. "Online Community of Inquiry Review: Social, Cognitive, and Teaching Presence Issues." *Journal of Asynchronous Learning Networks* 11.1 (2007): 61-72.
<http://files.eric.ed.gov/fulltext/EJ842688.pdf>

Wiggins, Grant, and Jay McTighe. "What is backward design?." *Understanding by Design*. 1st edition, Upper Saddle River, NJ: Merrill Prentice Hall (2001): 7-19.