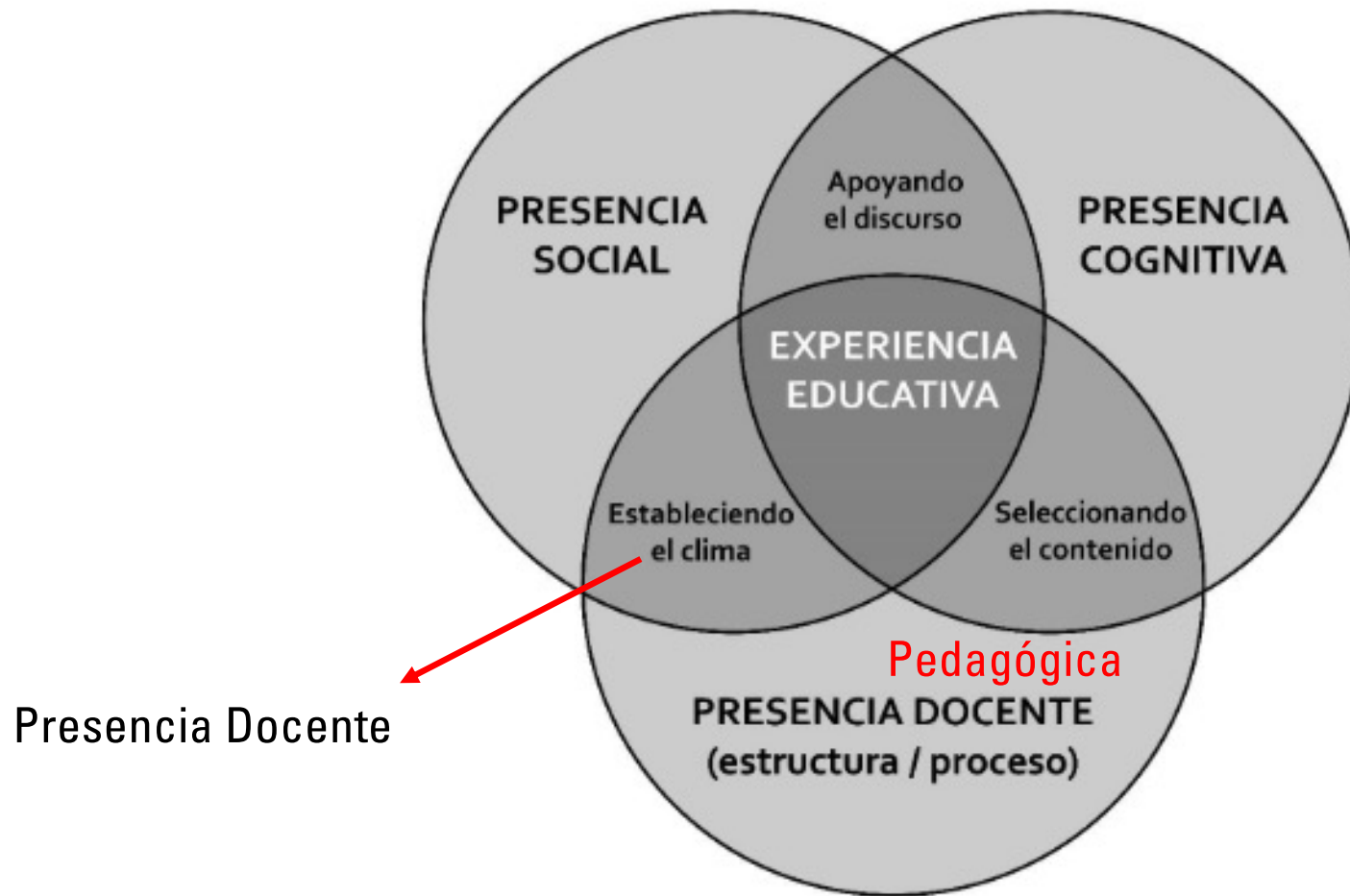


# Implementando una Comunidad de Indagación en Educación Online

Daniela (Ela) Castellanos-Reyes, M.Sc.

Purdue University

Octubre 22, 2021



Presencia Docente

Figura 1. Marco de la Comunidad de indagación. Tomado de "Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education", D.R. Garrison, T. Anderson y W. Archer, 2000, The Internet and Higher Education, 2, p. 88. Copyright 2000 de Elsevier Science Inc. Reimpreso con permiso.

# Presencia Social

Es “el grado con que los participantes se sienten **conectados** unos con otros en una comunidad online” (Boston et al., 2009; Garrison & Arbaugh, 2011).

# Presencia Pedagógica (Docente?)

El **diseño**, la **facilitación** y la **dirección** de los procesos cognitivos y sociales con el fin de alcanzar logros académicos **significativos**.

(Anderson et al., 2001).

# Presencia Docente

Las acciones y comportamientos del instructor que lo hacen proyectarse a sí mismo como una personal **real** en el aula online.

# Presencia Cognitiva

Es la medida en que los estudiantes son capaces de **construir y confirmar significado** (sentido) a través de la **reflexión y el discurso**.

(Garrison, Anderson, & Archer, 2001).



Figura 2. Modelo de indagación práctica. Tomado de "Online Community of Inquiry Review: Social, Cognitive, and Teaching Presence Issues" D. R. Garrison, 2007, *Journal of Asynchronous Learning Networks*, 11, p. 63. Copyright 2007 de ERIC. Reimpreso con permiso.

¿Cómo  
implementarlo?



# Compartiendo Abiertamente

Crear contenido corto compartiendo:

- Nombre
- Año en el programa / Carrera
- Una anécdota divertida / Hobby
- Aspecto favorito de la carrera
- Intereses de investigación

# Manteniendo el Curso

- Recordatorios (cada lunes / lunes, jueves, etc.)
- Recomendaciones para completar una trabajo final o tarea
- Resolver preguntas del curso

## Week 3 ▾

 Print

### Énfasis

You all did awesome work with considering what ID theory is. **. and isn't...** We are going to build on this some more during Week 3 by considering what the difference is between prescriptive and descriptive theory.

If you're feeling stuck on the analogy aspect, consider the following:

If you need a little more direction consider the following paragraph:

"An instructional analogy has been defined as an explicit, nonliteral comparison between two objects, or sets of objects, that describes their structural, functional, and/or causal similarities (Stepich & Newby; 1988). As an example, it can be said that: 'A red blood cell is like a truck in that they both transport essential supplies from one place to another through a system of passageways'" (Newby, Ertmer, & Stepich, 1995, p. 5).

Recomendaciones

Pistas

Resolver Dudas

### Reminders this week:

### Recordatorios

- Pre-work Assignment 2 is due Tuesday morning (2/2) @ 8:00 A.M.
- Asynchronous discussion from Tuesday morning through Thursday evening
- Synchronous session on **Friday morning from 10:30-12:00**
- Conceptual paper purpose statement and outline is due by 11:59 P.M. on Friday evening.

# Comunicación

- Diferentes formatos
- Emoji
- Media / Videos
- Retroalimentación constructiva e intencional

# Seguimiento

- Crear una lista de los perfiles de cada estudiante
- Emails de seguimiento

Mailbox



November 5, 2018 at 20:40



Checking-In

[Details](#)

To: Daniela Castellanos Reyes,

Hey Ela!

How is everything going? How are you liking the case-learning process? I know the last couple of weeks have been *especially* busy with not only case-work, but AECT, and facilitation prep! That's a lot to manage. You've consistently been an active voice in our discussion, and Elizabeth and I really appreciate this effort.

Let us know if we can be helpful in any way!

Adrie

## PoRTAL: Purdue Repository for online Teaching and Learning



The Purdue Repository for online Teaching and Learning (PoRTAL) digital repository is the go-to resource for anyone interested in online teaching and learning. Are you thinking about moving your courses to an online format? Are you already teaching online and looking for additional ways to engage your students? PoRTAL can help you improve your knowledge and skills as you seek to develop your online courses. Topics include: instructor strategies, course enhancement, pedagogy, active learning, sample tools, and policies to help make your job easier as an online instructor and your courses more engaging for your students.

As you browse through PoRTAL you will discover that each document is complete with an overview of the topic, an outline of evidence-based best practices (as applicable), and tips and tricks for implementing the ideas. We trust PoRTAL will be a powerful resource for you as you continue growing and developing your skills as an online instructor. Please check back regularly as we add more resources to the repository.

### Categories on this page:

- [Strategies for Online Teaching and Learning](#)
- [Getting Started...Thinking about Your Course Design](#)
- [Upping your Game](#)
- [Policies & Procedures](#)



PURDUE UNIVERSITY

PURDUE REPOSITORY FOR ONLINE TEACHING AND LEARNING

## Varying your Discussion Prompts as an Instructional Strategy



[https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/8.1\\_Varying\\_your\\_Discussion\\_Prompts\\_as\\_an\\_Instructional\\_Strategy.pdf](https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/8.1_Varying_your_Discussion_Prompts_as_an_Instructional_Strategy.pdf)



# Exploracion

	<b>Format</b>	<b>Description</b>	<b>Sample Question</b>
<b>1</b>	<b>Playground</b> Exploration Phase	Questions require the interpretation or analysis of a specific aspect of the material, or 'Playground', for discussion. Students are free to discover and interpret the material.	In the first paragraph of the web article, "Attributes of Good Listening," the author states that, "You cannot be a good leader unless you are a good listener." In 1-2 paragraphs explain in your own words what the author means by this. How are the two (listening and good leaders) related? Do you agree or disagree? Explain your reasoning.

# Integración

5	<b>Focal Question</b> Integration Phase	Questions relate to a specific issue and require students to make a decision or take a position and justify it. Students are asked to support one of several possible positions.	At this point in the semester, we have discussed learning and the theories of learning. Now we need to go one step further and discuss a very important element in that learning process – the learners. It is important that you think about all of the various types of learners you will potentially encounter; however, for this online discussion, we will focus on one specific type, the group of learners known as Millennials. This is the group that was born sometime between 1978 and 2000. They are a very unique group and one that you probably have some great insights into – most of you are members. Discuss the following: <i>Should the Gen Z learners be taught differently than how generations of learners of the past were taught?</i>
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# Resolución de Problemas

<p><b>Critical Incident</b></p> <p>Resolution Phase</p>	<p>Questions relate to a scenario or case study students have read; students are typically asked to propose solutions to the issues presented in the scenario/case study.</p>	<p>For the following scenario you'll be providing instructional design solutions—and there is no one “correct” solution, although there may be “optimal” solutions.</p> <p>Scenario: A group of 15 US Army personnel, stationed in Afghanistan, would like to work towards their college degree during their down time (as a unit their duties are scheduled so that the group as a whole is never on “down time” all at once. Since they have various backgrounds (all are high school graduates) you have been asked to teach an initial or pilot course for this group, one they can all take that will count as an elective: History and culture of Afghanistan, 1700-present. They are all tentatively to be stationed at this one location for at least the next 4 months. How would you proceed?</p>
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Revista mexicana  
de bachillerato a distancia

Presencia de *IRRODL* en la  
RMBD

Diseño de una Comunidad de indagación en cursos en línea

Holly S. Fiock

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Designing a Community of Inquiry in online courses

International Review of Research in Open and Distributed Learning  
Volume 21, Number 1

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January – 2020

## **Designing a Community of Inquiry in Online Courses**

Holly S. Fiock  
*Purdue University, USA*

# Mis publicaciones



Contents lists available at [ScienceDirect](#)

Computers in Human Behavior

journal homepage: [www.elsevier.com/locate/comphumbeh](http://www.elsevier.com/locate/comphumbeh)

The dynamics of a MOOC's learner-learner interaction over time: A longitudinal network analysis

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*Learning Design and Technology, Purdue University, West Lafayette, IN, USA*

TechTrends (2020) 64:557–560  
<https://doi.org/10.1007/s11528-020-00491-7>

COLUMN: HISTORY CORNER

## 20 Years of the Community of Inquiry Framework

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Published online: 24 March 2020

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**¿Cómo medirlo?**



# Análisis de Contenido

Rourke, L., Anderson, T., Garrison, D. R., & Archer, W. (1999). Assessing **social presence** in asynchronous text-based computer conferencing. *Journal of Distance Education*, 14(2), 50–71. Retrieved from [http://cade.athabasca.ca/vol14.2/rourke\\_et\\_al.html](http://cade.athabasca.ca/vol14.2/rourke_et_al.html)

Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, **cognitive presence**, and computer conferencing in distance education. *American Journal of Distance Education*, 15(1), 7–23.  
<https://doi.org/10.1080/08923640109527071>

Anderson, T., Rourke, L., Garrison, D. R., & Archer, W. (2001). Assessing **teaching presence** in a computer conferencing context. *Journal of Asynchronous Learning Networks*, 5(2), 1–17. Retrieved from <https://www.learntechlib.org/p/104046/>

# Encuesta

**Validación de la versión en castellano del  
cuestionario 'Community of Inquiry'**

**Validation of the Spanish version of the  
'Community of Inquiry' survey**

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