

**Online Community of Inquiry Syllabus Rubric**  
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**Directions:** Award points to determine the course’s potential of developing an online community of inquiry (COI) through these interaction treatments identified on the syllabus: student-student (S-S), student-teacher (S-T), student-practitioner/expert (S-PE), and student-content (S-C).

Low potential for building an online COI	1-9 points
Moderate potential for building an online COI	10-17 points
High potential for building an online COI	18-25 points

Scale	Exemplary (5 points)	Above Average (4 points)	Moderate (3 points)	Basic (2 points)	Low (1 point)	Subtotal
<b>Instructional Design for Cognitive Presence</b>	Instructional design offers <b>extensive</b> cognitive activities such as exploration, integration, resolution, & <u>triggering events</u> (analysis, synthesis, or evaluation).	Instructional design offers <b>ample</b> cognitive activities such as exploration, integration, and resolution (applying new ideas). This is at the application level of inquiry.	Instructional design offers <b>adequate</b> cognitive activities such as exploration and integration (connecting ideas). This is at the comprehension level of inquiry.	Instructional design offers <b>minimum</b> cognitive activities such as exploration (exchange of ideas). This is at the knowledge level of inquiry.	Instructional design offers <b>limited</b> cognitive activities (e.g., no exchange of ideas) for interaction treatments.	
<b>Educational Technology for COI</b>	Technology could <b>extensively</b> facilitate a COI (e.g., email, assignment, forum, multimedia project, sharing tool, & <u>synchronous meeting tool for group work</u> ).	Technology could <b>amply</b> facilitates a COI (e.g., email, assignment, forums, multimedia project). Project sharing tool is used to obtain peer feedback or group collaboration.	Technology could <b>adequately</b> facilitates a COI (e.g., email, assignment tool, a forum tool). Multimedia is used for individual project for teacher’s view only.	Technology could <b>minimally</b> facilitate a COI with T-S and S-S interactions (e.g., email, assignment tool, & a forum tool).	<b>Limited</b> technology provided to facilitate a COI. For example, email and/or assignment tool for T-S interactions only.	
<b>COI Loop for Social Presence</b>	Open communication actions provide for <b>extensive</b> S-T, S-S, & <u>S-P/E interactions</u> and opportunities for student-led moderation of forums. Collaboration is required to build group cohesion and a rubric is provided.	Open communication actions provide for <b>ample</b> S-T and S-S interactions and opportunities for student-led moderation of forums. Collaboration is required to build group cohesion and a rubric or guidelines are provided.	Open communication actions provide for <b>adequate</b> S-T and S-S interactions to discuss content. Collaboration is encouraged to build group cohesion through words, a point-system, or by example.	Open communication actions provide for <b>minimum</b> S-T and S-S interactions such as a forum for questions/answers and/or watercooler socializing.	Communication actions are <b>limited</b> to S-T interactions only such as email. No open communication planned.	
<b>Support for Learner Characteristics</b>	<b>Extensive</b> learner support and available resources are identified (e.g., disability services, remedial services, strategies/tips, & <u>scaffolding assignments</u> ).	<b>Ample</b> learner support and available resources are identified and offered (e.g., disability services, remedial services, strategies/tips).	<b>Adequate</b> learner support and available resources are identified (e.g., disability services & remedial services or strategies).	<b>Minimum</b> learner support and available resources are identified (e.g., disability services or remedial services or strategies).	Learner support and available resources are <b>not</b> fully shared (e.g., no contact information).	
<b>Instruction &amp; Feedback for Teaching Presence</b>	<b>Extensive</b> information provided on instructor feedback format with prompt turnaround time. Multi-modal direct instruction is mentioned. Instructor offers virtual office hours, format, & <u>social media for classroom interactions</u> .	<b>Ample</b> information provided on instructor feedback format with prompt turnaround time. Multi-modal direct instruction is mentioned (e.g., narrated slides, video tutorial, or digital program). Instructor offers virtual office hours and format.	<b>Adequate</b> information provided on instructor feedback format. Text-based direct instruction is mentioned (or live lecture for blended course). Instructor offers specific virtual office hours.	<b>Minimum</b> information provided on instructor feedback format. No direct instruction mentioned. Instructor offers nonspecific virtual office hours.	<b>Limited</b> information provided on instructor feedback format. No direct instruction (focusing discussion) mentioned. Instructor does <b>not</b> offer virtual office hours.	