

APPENDIX 1. Community of Inquiry Blended Learning Evaluation

SP: Social Presence **CP:** Cognitive Presence **TP:** Teaching Presence **EP:** Emotional Presence

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	
1. Students in my course can describe ways to test and apply the knowledge learned.	1	2	3	4	5	CP: <i>Resolution</i>
2. My actions reinforce the development of a sense of community among course participants.	1	2	3	4	5	TP: <i>Facilitation</i>
3. Students in my course are motivated to explore content-related questions.	1	2	3	4	5	CP: <i>Triggering Event</i>
4. Course activities pique students' curiosity.	1	2	3	4	5	CP: <i>Triggering Event</i>
5. I acknowledge emotion expressed by the students in my course.	1	2	3	4	5	EP: (<i>Teaching Presence</i>)
6. I clearly communicate important due dates/time frames for learning activities.	1	2	3	4	5	TP: <i>Design and Organisation</i>
7. Students in my course are able to form distinct impressions of some other course participants.	1	2	3	4	5	SP: <i>Personal Expression</i>
8. I clearly communicate important course goals.	1	2	3	4	5	TP: <i>Design and Organisation</i>
9. I provide feedback in a timely fashion.	1	2	3	4	5	TP: <i>Direct Instruction</i>
10. I provide feedback that helps students understand their strengths and weaknesses relative to the course goals and objectives.	1	2	3	4	5	TP: <i>Direct Instruction</i>

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	
11. I help to identify areas of agreement and disagreement on course topics in a way that helps students to learn.	1	2	3	4	5	TP: <i>Facilitation</i>
12. Students feel comfortable disagreeing with other course participants while still maintaining a sense of trust.	1	2	3	4	5	SP: <i>Group Cohesion</i>
13. Reflection on course content and discussions helps students understand fundamental concept.	1	2	3	4	5	CP: <i>Integration</i>
14. Expressing emotion in relation to sharing ideas is acceptable in my course.	1	2	3	4	5	EP: (<i>Cognitive Presence</i>)
15. Online discussions are facilitated in a way that is valuable for helping students appreciate different perspectives.	1	2	3	4	5	CP: <i>Exploration</i>
16. I encourage course participants to explore new concepts in my course.	1	2	3	4	5	TP: <i>Facilitation</i>
17. I clearly communicate important course topics.	1	2	3	4	5	TP: <i>Design and Organisation</i>
18. Combining new information helps students answer questions raised in course activities.	1	2	3	4	5	CP: <i>Integration</i>
19. Brainstorming and finding relevant information help students resolve content-related questions.	1	2	3	4	5	CP: <i>Exploration</i>
20. In my role as instructor, I demonstrate emotion in my presentations and/or when facilitating discussions, online or face to face.	1	2	3	4	5	EP: (<i>Teaching Presence</i>)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	
21. Learning activities help students construct explanations/solutions.	1	2	3	4	5	CP: <i>Integration</i>
22. Students feel their point of view is acknowledged by other course participants.	1	2	3	4	5	SP: <i>Group Cohesion</i>
23. Students in my course feel comfortable taking on the role of teacher when the opportunity arises.	1	2	3	4	5	TP: <i>Facilitation</i>
24. Students utilise a variety of information sources to explore problems posed in my course.	1	2	3	4	5	CP: <i>Exploration</i>
25. I keep course participants engaged and participating in productive dialogue.	1	2	3	4	5	TP: <i>Facilitation</i>
26. Students feel comfortable interacting with other course participants.	1	2	3	4	5	SP: <i>Open Communication</i>
27. I provide clear instructions on how to participate in course learning activities.	1	2	3	4	5	TP: <i>Design and Organisation</i>
28. I find myself responding emotionally about ideas or learning activities in my course.	1	2	3	4	5	EP: <i>(Cognitive Presence)</i>
29. Getting to know other course participants gives students a sense of belonging in my course.	1	2	3	4	5	SP: <i>Personal Expression</i>
30. Students feel comfortable conversing online or face to face in my course.	1	2	3	4	5	SP: <i>Open Communication</i>
31. Online or web-based communication is an excellent medium for interaction with and among my students.	1	2	3	4	5	SP: <i>Personal Expression</i>

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	
32. Problems posed increase student interest in course content.	1	2	3	4	5	CP: <i>Triggering Event</i>
33. Students feel comfortable expressing emotion through the online medium or in the face-to-face classroom.	1	2	3	4	5	EP: <i>(Social Presence)</i>
34. I help to focus discussion on relevant issues in a way that helps students to learn.	1	2	3	4	5	TP: <i>Direct Instruction</i>
35. Students can apply the knowledge created in my course to their work or other non-class-related activities.	1	2	3	4	5	CP: <i>Exploration</i>
36. Students feel comfortable participating in course discussions.	1	2	3	4	5	SP: <i>Open Communication</i>
37. Students develop solutions to relevant problems that can be applied in practice.	1	2	3	4	5	CP: <i>Resolution</i>
38. I am helpful in guiding the class towards understanding course topics in a way that helps students clarify their thinking.	1	2	3	4	5	TP: <i>Facilitation</i>
39. Online or face-to-face discussions can help students to develop a sense of collaboration.	1	2	3	4	5	SP: <i>Group Cohesion</i>
40. Emotion is expressed, online or face to face, among the students in my course.	1	2	3	4	5	EP: <i>(Social Presence)</i>