

## A Guide for Identifying and Eliciting Cognitive Presence (CP)

*adapted from practical inquiry descriptors and indicators (Garrison & Anderson, 2003)*

| CP Phase                | Description   | Identifying Cues  | Question Stems/Strategies  |
|-------------------------|---|---|--|
| <b>Triggering Event</b> | Activity or question designed to engage, capture student interest, and generate curiosity. May be a dilemma or authentic problems students can relate to. | <ul style="list-style-type: none"> <li>• Sense of puzzlement</li> <li>• Realization of a problem or issue</li> <li>• Desire to find out more</li> <li>• Comment or question that takes the discussion in a new direction</li> </ul> | <p>Questions that focus on a problem, issue, dilemma, event, challenge, learning task. May be a controversial statement to open discussion.</p> <ul style="list-style-type: none"> <li>• What are the pros/cons of...</li> <li>• How would handle this problem/issue/dilemma ?</li> <li>• What do you think are the differences (or similarities) between ...?</li> <li>• What about the problem/issue/question or dilemma presented surprised you the most?</li> <li>• How would you describe or explain XYZ?</li> </ul> <p>Probing questions.</p> <ul style="list-style-type: none"> <li>• Why do you think <i>person A</i> said that?</li> <li>• What are your initial thoughts or reactions to XYZ ?</li> <li>• Imagine that...</li> <li>• What would you do if ...</li> </ul> |

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| <b>Exploration</b> | Students begin to understand the nature of the problem; begin to search for relevant information and possible explanations. | <ul style="list-style-type: none"> <li>• Brainstorming ideas</li> <li>• Information exchange</li> <li>• Personal narration/opinions</li> <li>• Suggestions or unsupported conclusions</li> </ul> | <p>Questions that ask for clarification:</p> <ul style="list-style-type: none"> <li>• Can you put that another way?</li> <li>• What’s an example of what you’re talking about?</li> <li>• Can you explain your reasoning?</li> <li>• Student X says this. Can anyone explain this in another way?</li> </ul> <p>Questions that ask students to take on various viewpoints</p> <ul style="list-style-type: none"> <li>• What would you say if you agreed with X? With Y? With Z?</li> </ul> <p>Questions that ask for more evidence:</p> <ul style="list-style-type: none"> <li>• How do you know that?</li> <li>• What does the author say that supports your argument?</li> <li>• What evidence is there to support this position, idea or claim?</li> <li>• Can someone find an article/website/video clip related to this topic?</li> </ul> <p>Questions that explore ideas or perspectives that have not yet emerged</p> <ul style="list-style-type: none"> <li>• Are there areas of this discussion that need further exploration?</li> <li>• What are we missing?</li> </ul> |
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| <b>Integration</b> | <p>More focused and structured phase of meaning making. Reflective phase marked by critical discourse that shapes understanding. Students and instructor may probe for deeper understanding, correct misconceptions.</p> | <ul style="list-style-type: none"> <li>• Connecting or building on ideas of others</li> <li>• Synthesis or convergence of information (may be tentative)</li> <li>• Creating solutions or explanations with rationale or justification</li> </ul> | <p>Questions that focus on relationships or connections</p> <ul style="list-style-type: none"> <li>• How do these ideas relate to each other?</li> <li>• Student X says this but student Y says that. Could these two viewpoints be reconciled?</li> </ul> <p>Questions that focus on initial synthesis of ideas</p> <ul style="list-style-type: none"> <li>• What are one or two important ideas that emerged from this discussion?</li> <li>• Where do we seem to have agreement on these issues, what are our areas of disagreement?</li> <li>• Which theory is the most consistent or valuable?</li> </ul> <p>Questions seek to test tentative solutions</p> <ul style="list-style-type: none"> <li>• Under what circumstances is this correct?</li> <li>• What might be the likely effect of X?</li> <li>• How might things be different if X didn't happen</li> <li>• Does this argument hold up in all circumstances? Where might it break down?</li> </ul> |
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| <b>Resolution</b> | The resolution to the problem or dilemma. Testing and/or application of the solution in a real world context. Can lead to additional triggering events. | <ul style="list-style-type: none"> <li>• Wrap up</li> <li>• Construction of frameworks or solutions</li> <li>• Testing, applying or defending solutions</li> <li>• Metacognitive awareness</li> </ul> | <p>Questions seeking solutions, synthesis, and verification.</p> <ul style="list-style-type: none"> <li>• Does everyone agree with this conclusion?</li> <li>• What did I learn in XYZ? And what will I do with what I learned in XYZ?</li> <li>• Where do you think your answers, ideas, or explanations came from?</li> </ul> <p>Questions that have students appraise their solutions/responses based on evidence.</p> <ul style="list-style-type: none"> <li>• How do you know this solution, remedy worked?</li> <li>• What evidence do you have to support your evaluations and/or judgments?</li> <li>• What is the value of this?</li> <li>• What assumptions have been confirmed or put into question?</li> </ul> <p>Questions that ask students to create, present, and defend project work or case studies.</p> <ul style="list-style-type: none"> <li>• How would you respond to someone who disagrees?</li> <li>• Based on the evidence, what can you deduct from...?</li> <li>• What explanation is most consistent with the data?</li> <li>• Does your solution logically follow from the evidence/data?</li> </ul> <p>Online debates, project based assignments, and case studies can be used to move students through all four stages of cognitive presence.</p> |
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