A Guide for Identifying and Eliciting Cognitive Presence (CP)
adapted from practical inquiry descriptors and indicators (Garrison & Anderson, 2003)

<table>
<thead>
<tr>
<th>CP Phase</th>
<th>Description</th>
<th>Identifying Cues</th>
<th>Question Stems/Strategies</th>
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</table>
| **Triggering Event** | Activity or question designed to engage, capture student interest, and generate curiosity. May be a dilemma or authentic problems students can relate to. | • Sense of puzzlement  
• Realization of a problem or issue  
• Desire to find out more  
• Comment or question that takes the discussion in a new direction | Questions that focus on a problem, issue, dilemma, event, challenge, learning task. May be a controversial statement to open discussion.  
• What are the pros/cons of...  
• How would handle this problem/issue/dilemma?  
• What do you think are the differences (or similarities) between ...?  
• What about the problem/issue/question or dilemma presented surprised you the most?  
• How would you describe or explain XYZ?  
Probing questions.  
• Why do you think person A said that?  
• What are your initial thoughts or reactions to XYZ?  
• Imagine that...  
• What would you do if ...


| Exploration | Students begin to understand the nature of the problem; begin to search for relevant information and possible explanations. | • Brainstorming ideas  
• Information exchange  
• Personal narration/opinions  
• Suggestions or unsupported conclusions | Questions that ask for clarification:  
• Can you put that another way?  
• What’s an example of what you’re talking about?  
• Can you explain your reasoning?  
• Student X says this. Can anyone explain this in another way?  

Questions that ask students to take on various viewpoints  
• What would you say if you agreed with X? With Y? With Z?  

Questions that ask for more evidence:  
• How do you know that?  
• What does the author say that supports your argument?  
• What evidence is there to support this position, idea or claim?  
• Can someone find an article/website/video clip related to this topic?  

Questions that explore ideas or perspectives that have not yet emerged  
• Are there areas of this discussion that need further exploration?  
• What are we missing?  

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### Integration

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.

- Connecting or building on ideas of others
- Synthesis or convergence of information (may be tentative)
- Creating solutions or explanations with rationale or justification

<table>
<thead>
<tr>
<th><strong>Integration</strong></th>
<th><strong>Questions that focus on relationships or connections</strong></th>
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<tbody>
<tr>
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<td>- How do these ideas relate to each other?</td>
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<tr>
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<td>- Student X says this but student Y says that. Could these two viewpoints be reconciled?</td>
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**Questions that focus on initial synthesis of ideas**

- What are one or two important ideas that emerged from this discussion?
- Where do we seem to have agreement on these issues, what are our areas of disagreement?
- Which theory is the most consistent or valuable?

**Questions seek to test tentative solutions**

- Under what circumstances is this correct?
- What might be the likely effect of X?
- How might things be different if X didn’t happen?
- Does this argument hold up in all circumstances? Where might it break down?
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| Resolution | 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. | Wrap up  
• Construction of frameworks or solutions  
• Testing, applying or defending solutions  
• Metacognitive awareness | Questions seeking solutions, synthesis, and verification.  
• Does everyone agree with this conclusion?  
• What did I learn in XYZ? And what will I do with what I learned in XYZ?  
• Where do you think your answers, ideas, or explanations came from? Questions that have students appraise their solutions/responses based on evidence.  
• How do you know this solution, remedy worked?  
• What evidence do you have to support your evaluations and/or judgments?  
• What is the value of this?  
• What assumptions have been confirmed or put into question? Questions that ask students to create, present, and defend project work or case studies.  
• How would you respond to someone who disagrees?  
• Based on the evidence, what can you deduct from...?  
• What explanation is most consistent with the data?  
• Does your solution logically follow from the evidence/data? |

Online debates, project based assignments, and case studies can be used to move students through all fours stages of cognitive presence.