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Educational Communities of Inquiry: Theoretical Framework, Research and Practice

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Educational Communities of Inquiry: Theoretical Framework, Research, and Practice



Zehra Akyol & D. Randy Garrison

Zehra Akyol (Canada) and
D. Randy Garrison (University of Calgary, Canada)

Communications technologies have been continuously integrated into learning and training environments which has revealed the need for a clear understanding of the process. The Community of Inquiry (COI) Theoretical Framework has a philosophical foundation which provides planned guidelines and principles to development useful learning environments and guarantees successful educational experiences.

Educational Communities of Inquiry: Theoretical Framework, Research, and Practice is an extensive reference that offers theoretical foundations and developments associated with the COI theoretical framework. This collection is a valuable source of ideas, research opportunities, and challenges for scholars and practitioners in the field of education technology.

Topics Covered:

- Assessment in a Col
- Critical Thinking in a Community of Inquiry
- Global Perspectives, Culture, Gender
- Institutional Case Studies
- Learning and the Role of Learners
- Metacognition in a Community of Inquiry
- Problem Solving in a Community of Inquiry
- Strategic Planning
- Teaching and the Role of Teachers

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Market: This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners and is ideal for classroom use.

Zehra Akyol is a researcher and practitioner with interest in teaching and learning online and blended learning environments. She got her PhD degree in the field of Educational Technology. She conducted her doctoral research at University of Calgary focusing community development in online and blended learning environments and the factors affecting the development of communities of inquiry in these learning environments. Recently, she is studying metacognitive development in a community of inquiry environment in relation to learning and cognition. She is a member of the community of inquiry research group and on editorial review boards of several journals in the distance education and educational technology.

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