DIFFERENCES IN STUDENTS’ PERCEPTION OF THE COMMUNITY OF INQUIRY IN A BLENDED SYNCHRONOUS DELIVERY FORMAT

The blended synchronous delivery mode offers students flexibility to access educational opportunities. In this real-time setting, the instructor is teaching in a room with face-to-face students while other students are attending from a satellite site via an online platform. Asynchronous learning activities are also taking place, usually online. In this context, just like in any delivery mode, all students should have access to equal learning opportunities; yet, studies, including this research, have found differences in face-to-face and online students' perceptions of the community of inquiry in a blended synchronous delivery mode.

The Community of Inquiry (CoI) framework was adopted as theoretical lens for this research. Developed by Garrison and Arbaugh (2007), it suggests that there are three elements essential to an educational transaction, namely the teaching presence, the social presence and the cognitive presence. Shea and Bidjerano (2010) later added a fourth presence, the learner presence.

Conclusion and resources of this research will be presented in the webinar.

Authors

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Anne-Marie Lafontune has been a permanent teacher at Cégep de la Gaspésie et des Îles for 9 years. Before, she has taught English as a second language for two years in South Korea, one year in France at the Lycée de Chéyliard and one year at Flinders University in Australia. With a B.A. in sociology and politics from McGill University, she has just completed her master's degree in education. She introduces you to her subject which is the differences in student’s perceptions of the Community of Inquiry in a blended synchronous delivery format, for which she received the Canadian Association for Teacher Education Award (CATE Award). Anne-Marie also researched the cognitive approach at Lehman University in New York in 2009 and is currently involved in a research project on the Helsinki pedagogical model in Finland.

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Sawsen Lakhal is an Associate Professor in the Department of Pedagogy at the Université de Sherbrooke and Program Director of the Master in College Teaching. She is also the Chair of the research center CRIFPE-Sherbrooke, regular member of the Research Group in Pursuit of Validity and member of the board of directors of Canada’s Collaboration for Online Higher Education Research.

Since she has been hired at the Université de Sherbrooke, she has received several research grants from Social Sciences and Humanities Research Council (SSHRC), Fonds Québécois de la de recherche sur la société et la culture (FRQSC) and the Ministère de l’Éducation et de l’Enseignement supérieur of the province of Quebec as a principal researcher and co-researcher. Her research interests include applications of technology to higher education, online and blended learning, persistence in distance courses and programs, validity of the assessment of learnings and of the assessment methods, quantitative methods and statistical model validation.

This webinar is funded by the ministère de l’Éducation et de l’Enseignement supérieur.