Doctorado en Sistemas y Ambientes Educativos

Facultad de Pedagogía

Universidad Veracruzana

Research Report

The following report gives account of the research activities carried out by Darlene González Miy, student of the doctorate program, from April 4 to May 6, 2016, for the project entitled: The Community of Inquiry and the development of the oral skill in virtual English courses, under the supervision of Dr. Jennifer C. Richardson, professor of the Learning Design and Technology Department of Curriculum and Instruction at the College of Education at Purdue University, with an estimated total time of 150 hours.

Week 1: April 4 – 8

1) Presentation of the current research project to explain what has been done to this point.
2) Exploration of the structure of the online language course and the way oral activities are encouraged along with the use of different ICT tools, with the objective of developing the oral skill.
3) Discussion of initial findings related to the social, cognitive and teaching presence in the data collected.
4) Revision of bibliography provided on ways to increase of each of the 3 presences, to consider what activities and design decisions fit within each of the 3 presences for a content analysis.

Week 2: April 11-15

1) Meeting with Wayne E. Wright, Professor of Literacy and Language, Department of Curriculum and Instruction to receive advice on ways to promote oral skills in online classes using application such as Voice Tread, as well as the use of an oral rubric that might be helpful to the purpose of determining the development of skills in oral assignments.
2) Meeting with Dr. Richardson to discuss on the approach for the content analysis of the online language course. Once the course activities were mapped, it was suggested that cognitive presence could be related to the oral skills from the course objectives. Suggestions were also given for considering the 'instructor presence'.
3) Revision of content analysis procedures in specialized bibliography.

Week 3: April 18-22

1) Meeting with Dr. Richardson to discuss on the sequence of the inquiry model and the different levels of resolution.
2) Content analysis in-progress: Development of categories, subcategories, descriptions and examples from the students' assignments for each one of the presences.
3) Analysis of evidence from students' data in the online language course for each one of the presence charts.
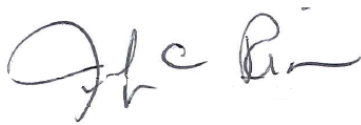
Week 4: April 25 – 29

1) Meeting with Maricel Lawrence, associate director of Digital Education to converse about the process of instructional design process that Purdue University follows to develop online courses.
2) Partial development of charts and data for the teaching presence*.
3) Partial development of charts and data for the social presence. *
4) Partial development of charts and data for the cognitive presence. *

Week 5: May 2-6

1) Meeting with Dr. Karen Swan to discuss the research and receive advice on the way to link each one of the presences to the indicators of the oral skill. Suggestion were made about:
   -an existing cognitive presence but unrevealed or 'hidden'.
   -considering the 'learner presence' to reveal the 'hidden' cognitive presence.
   -Use content analysis for each one of the presences not by each single posting but for entire learning spaces, as a way to observe the development through time.
2) Setting of a Spanish version of the CoI framework with suggested process steps to be validated statistically. *

*Prior to the visit it was stated that the time would be a limitation to develop all the work at once, however specific actions would be directed in the right way and concluded at a subsequent stage and integrated in the methodology chapter of the thesis.

Signed on the 6th of May 2016 at West Lafayette, IN.

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   Jennifer C. Richardson   Luz Edith Herrera Díaz   Darlene González Miy
      Researcher /Advisor   Thesis Director   PhD student