

Contents

<i>List of illustrations</i>	ix
<i>Preface</i>	xi
<i>Acknowledgements</i>	xv
1 Introduction	1
<i>A new reality</i>	2
<i>Myths</i>	5
<i>Conclusion</i>	7
PART I	
The conceptual framework	9
2 Theoretical foundation	11
<i>Philosophical perspective</i>	11
<i>A transactional view</i>	
<i>Theoretical concepts</i>	
<i>Principles</i>	
<i>Conclusion</i>	20
3 Community of inquiry	22
<i>The learning community</i>	23
<i>Computer conferencing</i>	
<i>Text-based communication</i>	
<i>A conceptual framework</i>	27
<i>Cognitive presence</i>	
<i>Social presence</i>	
<i>Teaching presence</i>	

4	The technology of e-learning	32
	<i>Defining educational technology</i>	33
	<i>Generations of distance education technology</i>	34
	<i>First generation</i>	
	<i>Second generation</i>	
	<i>Third generation</i>	
	<i>Fourth generation</i>	
	<i>The net and distance education</i>	39
	<i>Education technology and interaction</i>	41
	<i>Teacher–student interaction</i>	
	<i>Student–student interaction</i>	
	<i>Student–content interaction</i>	
	<i>Teacher–content interaction</i>	
	<i>Teacher–teacher interaction</i>	
	<i>Content–content interaction</i>	
	<i>The semantic network and e-learning</i>	46
	<i>Conclusion</i>	47
5	Social presence	48
	<i>A non-verbal community</i>	48
	<i>Categories of social presence</i>	50
	<i>Affective responses</i>	
	<i>Open communication</i>	
	<i>Cohesive responses</i>	
	<i>Practical implications</i>	53
	<i>Conclusion</i>	54
6	Cognitive presence	55
	<i>Conceptual background</i>	56
	<i>Critical thinking</i>	
	<i>Practical inquiry</i>	
	<i>Cognitive presence descriptors</i>	60
	<i>Conclusion</i>	63
7	Teaching presence	64
	<i>Roles and functions</i>	65

<i>Design and organization</i>	67
<i>Facilitating discourse</i>	68
<i>Direct instruction</i>	70
<i>Conclusion</i>	71

PART II

Applying the framework

73

8 Guidelines for practice

75

Learning activities 76

Teaching–learning guidelines

Design and organization

Facilitating discourse

Direct instruction

Conclusion 90

9 Assessment and evaluation

92

Assessing e-learning 92

Functions of assessment

Assessing quality

Assessing participation

Assessment activities 98

Database of learning products

Authenticating assessment

Student participation

Course evaluation 101

Conclusion 104

10 Organizational issues

105

Strategic innovation 106

Policy development

Infrastructure

Leadership 112

Conclusion 113

11 Future directions

115

Properties of e-learning 115

Communities of inquiry 117

Developments on the Net 118

Volume

Velocity

Variety

Value

Conclusion 122

Appendix A 125

Appendix B 129

References 153

Index 161