**Survey of learning experience on the basis of the model of community of inquiry**

Teng, D. C. E., Chen, N. S., & Leo, T. (2012). Exploring students' learning experience in an international online research seminar in the Synchronous Cyber Classroom. *Computers & Education*, *58*(3), 918-930.

35 Items
4 Dimensions with 11 Facetts

## Teaching presence
*Design and organization*
1. The moderator/session manager clearly communicated important course goals.
2. The moderator/session manager provided clear instructions on how to participate in course learning activities.
3. The moderator/session manager clearly communicated important due dates/time frames for learning activities.

*Facilitation*
4. The speaker and moderator clearly communicated important course topics.
5. The speaker and moderator were helpful in identifying areas of agreement and disagreement on course topics that helped me to learn.
6. The speaker was helpful in guiding the class towards understanding the topic in a way that helped me clarify my thinking.
7. The speaker helped to keep course participants engaged and participating in productive dialogue.
8. The speaker encouraged course participants to explore new concepts in this course.
9. Speaker and moderator actions reinforced the development of a sense of community among course participants.
10. The session manager's intervention helped facilitated the flow of the course.

*Direct instruction*
11. The speaker, moderator, and session manager helped to focus discussion on relevant issues in a way that helped me to learn.
12. I felt comfortable with the speaker's speaking speed.
13. The pace of speaker's presentation was right for me to understand the key points of the talk.
14. The speaker provided feedback in a timely fashion.

## Social presence
*Affective expression*
15. Getting to know other course participants gave me a sense of belonging in the course.
16. I was able to form distinct impressions of some course participants.
17. Synchronous Cyber Classroom provided adequate tools for social interaction.

*Open communication*
18. I felt comfortable conversing through the tools provided in Synchronous Cyber Classroom.
19. I felt comfortable participating in the course discussions.
20. I felt comfortable interacting with other course participants.

*Group cohesion*
21. I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.
22. I felt that my point of view was acknowledged by other course participants.
23. Online discussions with other course participants help me to develop a sense of collaboration.

## Cognitive presence
*Triggering event*
24. Problems posed by other course participants increased my interest in course issues.
25. Invited talks are thought-provoking.

26. I felt motivated to explore content-related questions.

*Exploration*
27. I utilized a variety of information sources to explore problems or assignments posed in this course.
28. Brainstorming and finding relevant information helped me resolve content-related questions.
29. Online discussions were valuable in helping me appreciate different perspectives.

*Integration*
30. I was able to combine information learned from different talks to answer questions raised in course activities.
31. Learning activities helped me construct explanations/solutions for the problem I had.
32. I was able to reflect on course content and discussions to understand fundamental concepts in this class.

*Resolution*
33. I can describe ways to apply the knowledge created in this course in some e-learning practices.
34. I have developed solutions to course problems or assignments that can be applied in practice for future research.
35. I can apply the knowledge created in this course to my research work or other non-class related activities.


5-point scale (1 (strongly disagree) to 5 (strongly agree))

Cronbachs α: NA