

Getting Ready to Teach Online: Preparing Online Faculty to Teach, Using Reflective Learning to Build a Community of Inquiry.

Institutions of higher education employ a variety of techniques to onboard new online faculty (Hewett & Powers, 2007, Thompson, 2006). Research studies indicate that the method used for online faculty preparation may be a key influencer on the success of faculty's first teach. (Annand, 2011, Richardson & Swan, 2003, Stacey, 2002). Through the use of presence, the Community of Inquiry (COI) model suggests that ongoing active engagement builds a sense of belonging to an online learning community. (Garrison & Anderson, 2003, Swan & Ice, 2010)

For over ten years, a global research university, in partnership with a for-profit organization, has utilized a reflection oriented, structured onboarding process to create an initial COI, amongst new online faculty. Participants report that active engagement in learning activities that integrate reflection with technology creates a sense of connection that continues afterwards, as they move forward to teach their first online class. This best practices session explores the conceptual framework used by the onboarding process and participants' reflections that indicate an emerging COI.

Annand, D. (2011). Social presence within the community of inquiry framework. *The International Review Of Research In Open And Distance Learning*, 12(5), 40-56. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/924/1855>

Garrison, D. R., & Anderson, T. (2003). *E-learning in the 21st century: A framework for research and practice*. London: Routledge/Falmer.

Hewett, B., & Powers, C. E. (2007). Online teaching and learning: Preparation, development, and organizational communication. *Technical Communication Quarterly*, 16(1), 1-11

Richardson, J.C. & Swan, K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks*, 7 (1), 68-88.

Stacey, E. (2002). Social presence online: Networking learners at a distance, education and information technologies. *Education and Information Technologies*, 7 (4), pp.287-294.

Swan, K. & Ice, P. (2010). The Community of Inquiry framework ten years later: introduction to the special issue. *Internet and Higher Education*, 13(1-2), 1-4.

Thompson, D. (2006). Informal faculty mentoring as a component of learning to teach online: An exploratory study. *Online Journal of Distance Learning Administration*, 9 (3), 1-10.