Screening Potential Online Faculty with an Instrument that Explores Understanding of
Best Practices

(Best Practices Session)

ABSTRACT

This session will introduce participants to an instrument that can be used to screen faculty
for potential online teaching positions. The instrument explores an instructors perceptions
of the value of 34 elements related to teaching, social and cognitive presence. Efficacy of
the instrument will be demonstrated through findings from a mixed methods analysis of
instructors at an online institution.

Session Description

The most widely accepted model assessing the effectiveness of the online learning
experience is the Community of Inquiry Framework (Arbaugh, 2007). This model
assesses the interaction of three presences (Teaching, Social and Cognitive presence) as
they impact student satisfaction and cognition (Garrison, 2007). For the last seven years,
as this model has been developed, homogeneity of interactions across learner types has
been assumed as a result of a three factor model consistently emerging from confirmatory
factor analysis (Arbaugh, Cleveland-Innes, Diaz, Garrison, Ice, Richardson, Shea &
Swan, 2007).

This session will introduce participants to a derivative of the CoI survey which measures
the value faculty placed on each of the elements that comprise Teaching, Social and
Cognitive Presence. Data from an internal study that correlated faculty responses to the
survey with success in online teaching will be presented. Subsequent discussion will
focus on how the instrument can be used as an administrative screening tool when
considering potential instructors for teaching online courses. The administrative value of
the findings will be explored in terms of training efficiency and cost effectiveness.