

### Inputs

#### Social Presence (Community of Inquiry)

- Encourage multiple perspectives in online discussion forum
- Require responses to other student posts

#### Instructor Presence (Community of Inquiry)

- Active engagement on the discussion board
- Model thinking in synchronous lessons
- Make explicit connections between activities and outcomes

### Inputs

#### Cognitive Presence (Community of Inquiry)

- Embed metacognitive skill development in formative learning activities and summative assessments
- Identify expectations and model reflective disposition towards content and assessment

### Activities

1. Student watch a video and complete a 3-5 question quiz
2. Students post weekly questions or reflections on the video and quiz in discussion boards prior to class
3. Tutor responds to some questions and reflections in the discussion board
4. Tutor discusses some questions and reflections in class
5. Students complete a video reflection + short exegeses summative assessment.

### Outputs

1. Students spend more time engaging with online content
2. Students see each other engaging online and in class on shared material
3. Tutor models engagement for students online and in class
4. Students see the connection between the activities and their assessment

### Outcomes

1. More students complete first assessment task and subsequent assessment tasks
2. More students include critical reflection in subsequent assessment tasks and improve their overall grade
3. More students report higher levels of satisfaction in the student surveys

### Evidence

- More discussion board comments
- Consistent attendance in class
- More views on select videos
- Increased engagement with quizzes

### Evidence

- Increased grade average
- Increased assessment completion rates
- Comments in student feedback
- Increased averages on student satisfaction surveys