Course Discussion Guide
Instructor Guide for Supporting Cognitive Engagement

To support cognitive presence, look for indicators of all four levels of cognitive presence (Galikyan & Admiraal, 2019). In a study on student engagement in asynchronous online discussions Galikyan and Admiraal (2019) found that "integration and resolution frequencies significantly predicted student final grade".

Level of cognitive presence	Do students…?	Do/ did you…?
1) **Triggering event**: A problem/ question observed or explained to which learners can relate	Table problems Ask to clarify Ask for more information Ask if others experience similar problems	Prompt essential questions Provide guiding questions
2) **Exploration**: Understanding the essence of a problem and searching for relevant information and explanations	Offer information that fits Ask for more details	Provide a framework as to where and how to extensively explore?
3) **Integration**: Highly reflective level on which students construct meaning from information that was shared during exploration and integrate new knowledge into existing belief systems.	Hypothesize new interpretations of the discussed problems Build hypotheses on readings, topics from micro lectures, and experiences or statements of fellow students Link concepts together Connect evidences to existing their knowledge system Reflect upon their existing knowledge Assess new knowledge about a topic Develop solutions	Give tasks that connect the learning goal with a broader meaning? Prompt the reflection of dispositions and habits around the topic? Ask what the facts *mean* as opposed to what the facts are? Provide questions that frame the content and provide an organizing structure for learning? Model what you want your students to do? (and comment it on a metacognitive level)
4) **Resolution**: Direct or mental modelling of solutions	Finalize the discussion with a justified solution or conclusion Test ideas Discuss related real-world problems Discuss about the meaning of information Defend solutions	Make sure that topics lend themselves down to resolution? Does your course content require resolution?

References

Galikyan, I., & Admiraal, W. (2019). Students' engagement in asynchronous online discussion: The relationship between cognitive presence, learner prominence, and academic performance. *The Internet and Higher Education*, *43*, 1–9. https://doi.org/10.1016/j.iheduc.2019.100692