
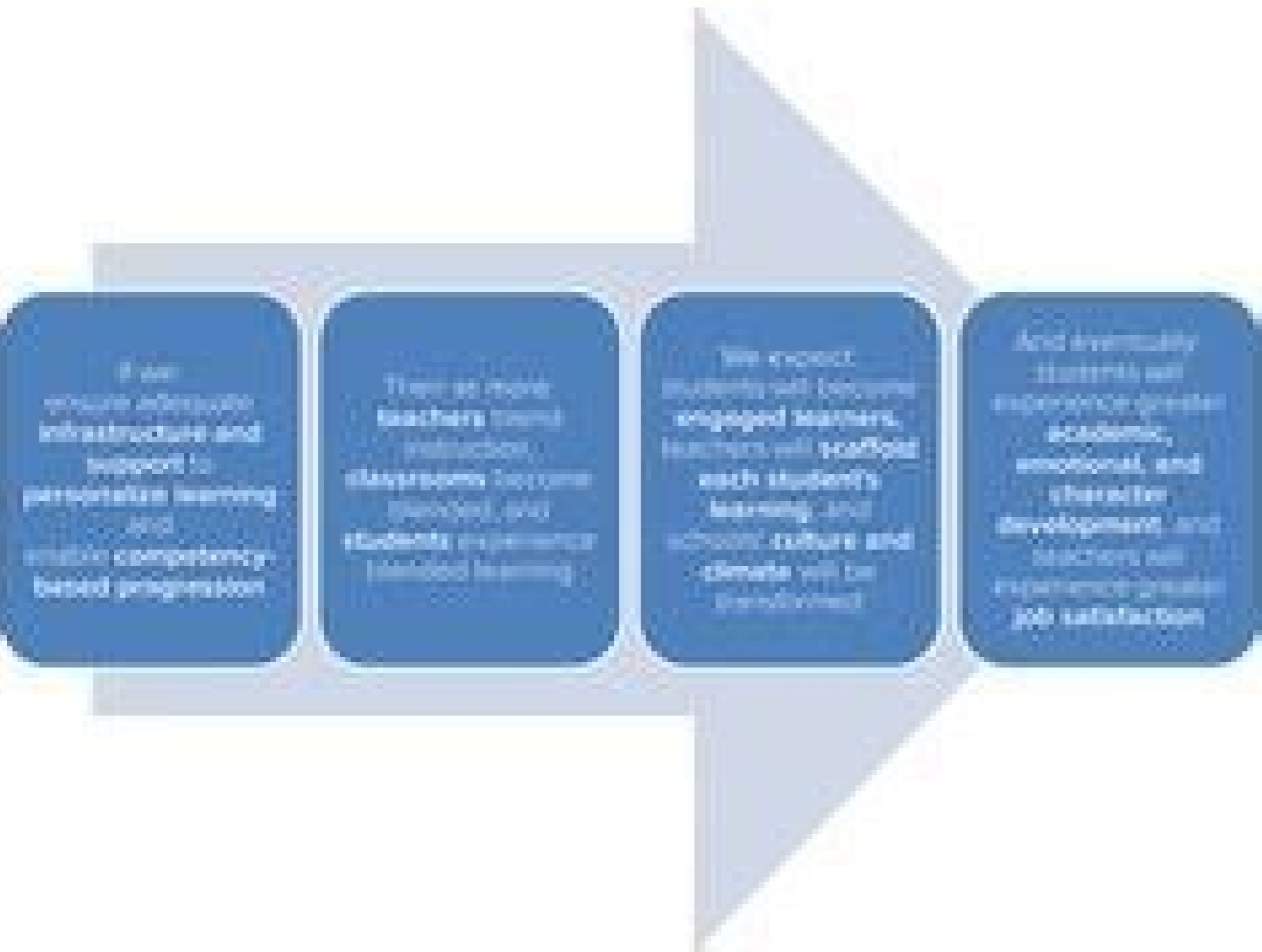
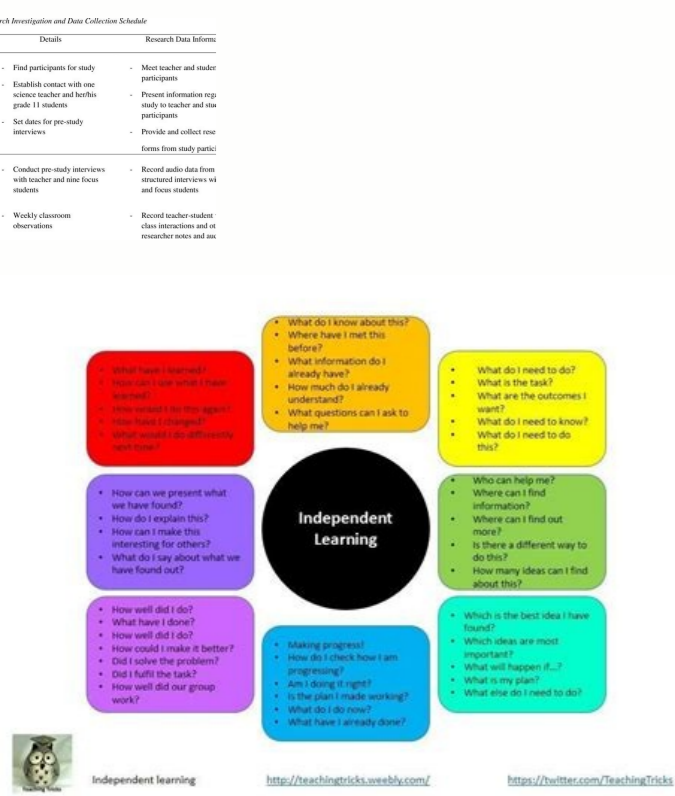


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<p>Learning to use one's mind well</p> <p>This article describes an initiative to transform course redesign initiatives in terms of leadership, support, and preliminary findings. Based on the Inquiry Through Blended Learning (ITBL) program created to support faculty engaging in blended course redesign. Garrison, Archer, and Archer's (2008) Community of Inquiry framework has been adapted to a blended environment in order to provide faculty participants with opportunities to discuss and reflect on key redesign questions, explore and experience blended learning from a student perspective, and implement and evaluate their own course redesigns. This article describes the inquiry process and the preliminary lessons learned from the implementation of the ITBL program.</p>	<p>Less is more: depth over coverage</p> <p>This article describes an initiative to transform course redesign initiatives in terms of leadership, support, and preliminary findings. Based on the Inquiry Through Blended Learning (ITBL) program created to support faculty engaging in blended course redesign. Garrison, Archer, and Archer's (2008) Community of Inquiry framework has been adapted to a blended environment in order to provide faculty participants with opportunities to discuss and reflect on key redesign questions, explore and experience blended learning from a student perspective, and implement and evaluate their own course redesigns. This article describes the inquiry process and the preliminary lessons learned from the implementation of the ITBL program.</p>	<p>Goals apply to all students</p> <p>This article describes an initiative to transform course redesign initiatives in terms of leadership, support, and preliminary findings. Based on the Inquiry Through Blended Learning (ITBL) program created to support faculty engaging in blended course redesign. Garrison, Archer, and Archer's (2008) Community of Inquiry framework has been adapted to a blended environment in order to provide faculty participants with opportunities to discuss and reflect on key redesign questions, explore and experience blended learning from a student perspective, and implement and evaluate their own course redesigns. This article describes the inquiry process and the preliminary lessons learned from the implementation of the ITBL program.</p>
<p>Personalization</p> <p>This article describes an initiative to transform course redesign initiatives in terms of leadership, support, and preliminary findings. Based on the Inquiry Through Blended Learning (ITBL) program created to support faculty engaging in blended course redesign. Garrison, Archer, and Archer's (2008) Community of Inquiry framework has been adapted to a blended environment in order to provide faculty participants with opportunities to discuss and reflect on key redesign questions, explore and experience blended learning from a student perspective, and implement and evaluate their own course redesigns. This article describes the inquiry process and the preliminary lessons learned from the implementation of the ITBL program.</p>	<p>Student-as-worker, teacher-as-coach</p> <p>This article describes an initiative to transform course redesign initiatives in terms of leadership, support, and preliminary findings. Based on the Inquiry Through Blended Learning (ITBL) program created to support faculty engaging in blended course redesign. Garrison, Archer, and Archer's (2008) Community of Inquiry framework has been adapted to a blended environment in order to provide faculty participants with opportunities to discuss and reflect on key redesign questions, explore and experience blended learning from a student perspective, and implement and evaluate their own course redesigns. This article describes the inquiry process and the preliminary lessons learned from the implementation of the ITBL program.</p>	
<p>Demonstration of mastery</p> <p>This article describes an initiative to transform course redesign initiatives in terms of leadership, support, and preliminary findings. Based on the Inquiry Through Blended Learning (ITBL) program created to support faculty engaging in blended course redesign. Garrison, Archer, and Archer's (2008) Community of Inquiry framework has been adapted to a blended environment in order to provide faculty participants with opportunities to discuss and reflect on key redesign questions, explore and experience blended learning from a student perspective, and implement and evaluate their own course redesigns. This article describes the inquiry process and the preliminary lessons learned from the implementation of the ITBL program.</p>	<p>A tone of decency and trust</p> <p>This article describes an initiative to transform course redesign initiatives in terms of leadership, support, and preliminary findings. Based on the Inquiry Through Blended Learning (ITBL) program created to support faculty engaging in blended course redesign. Garrison, Archer, and Archer's (2008) Community of Inquiry framework has been adapted to a blended environment in order to provide faculty participants with opportunities to discuss and reflect on key redesign questions, explore and experience blended learning from a student perspective, and implement and evaluate their own course redesigns. This article describes the inquiry process and the preliminary lessons learned from the implementation of the ITBL program.</p>	<p>Commitment to the entire school</p> <p>This article describes an initiative to transform course redesign initiatives in terms of leadership, support, and preliminary findings. Based on the Inquiry Through Blended Learning (ITBL) program created to support faculty engaging in blended course redesign. Garrison, Archer, and Archer's (2008) Community of Inquiry framework has been adapted to a blended environment in order to provide faculty participants with opportunities to discuss and reflect on key redesign questions, explore and experience blended learning from a student perspective, and implement and evaluate their own course redesigns. This article describes the inquiry process and the preliminary lessons learned from the implementation of the ITBL program.</p>
<p>Resources dedicated to teaching and learning</p> <p>This article describes an initiative to transform course redesign initiatives in terms of leadership, support, and preliminary findings. Based on the Inquiry Through Blended Learning (ITBL) program created to support faculty engaging in blended course redesign. Garrison, Archer, and Archer's (2008) Community of Inquiry framework has been adapted to a blended environment in order to provide faculty participants with opportunities to discuss and reflect on key redesign questions, explore and experience blended learning from a student perspective, and implement and evaluate their own course redesigns. This article describes the inquiry process and the preliminary lessons learned from the implementation of the ITBL program.</p>	<p>Democracy and equity</p> <p>This article describes an initiative to transform course redesign initiatives in terms of leadership, support, and preliminary findings. Based on the Inquiry Through Blended Learning (ITBL) program created to support faculty engaging in blended course redesign. Garrison, Archer, and Archer's (2008) Community of Inquiry framework has been adapted to a blended environment in order to provide faculty participants with opportunities to discuss and reflect on key redesign questions, explore and experience blended learning from a student perspective, and implement and evaluate their own course redesigns. This article describes the inquiry process and the preliminary lessons learned from the implementation of the ITBL program.</p>	

A Blended Faculty Community of Inquiry: Linking Leadership, Course Redesign, and Evaluation

Norman Vaughan, University of Calgary
Randy Garrison, University of Calgary

ABSTRACT
This article describes an initiative to transform course redesign initiatives in terms of leadership, support, and preliminary findings. Based on the Inquiry Through Blended Learning (ITBL) program created to support faculty engaging in blended course redesign. Garrison, Archer, and Archer's (2008) Community of Inquiry framework has been adapted to a blended environment in order to provide faculty participants with opportunities to discuss and reflect on key redesign questions, explore and experience blended learning from a student perspective, and implement and evaluate their own course redesigns. This article describes the inquiry process and the preliminary lessons learned from the implementation of the ITBL program.

RÉSUMÉ
Cet article décrit une initiative de réforme de cours menée en termes de leadership, d'appui et de résultats préliminaires. Basé sur le programme d'apprentissage par l'expérience (ITBL), ce programme d'enseignement par l'expérience (ITBL) a été adapté à un environnement hybride afin de permettre aux participants de discuter et de réfléchir sur des questions clés de la réforme, d'explorer et de faire l'expérience de l'apprentissage mixte de la perspective de l'étudiant, et de mettre en œuvre et d'évaluer les réformes de leurs propres cours. Cet article décrit le processus d'enquête et les leçons apprises de la mise en œuvre du programme ITBL.

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