

## Appendixes

Appendix A. Changes in content, social, and teaching presence implemented in 2014 and 2015 to increase participation and dialogue in online discussions in an online third-year undergraduate course at the University of Victoria. The changes implemented in 2014 were also implemented in 2015, unless specified otherwise. \*Indicates a change that was recommended by a learner.

	Changes for 2014	Changes for 2015
<b>Content</b>	<p>One of the two scientific papers was replaced with a video (TED Talk) on the topic*.</p> <p>Learners were provided with content about dialogue and community of inquiry.</p> <p>Forum leaders were encouraged to develop engaging questions to stimulate dialogue. After grading, each forum was opened so that learners could read contributions from all learners in the class.*</p>	

**Social**

Learners were asked to post a photo so that there was a visual representation of the author associated with each post in the online discussion.

Learners were required to introduce themselves and encouraged to read other learners' introductions and respond to the introductions of those in their group to build rapport and connection.

Teacher modeled these actions and responded personally to each introduction.

**Teaching**

Teacher took the role of the discussion leader of the forum of the first module to give an example.

**Presence**

Teacher provided general feedback on dialogue processes.

Increased the group size from 4 to 5 learners.\*

Teacher contributed lightly (1-2 times) in each forum, by bystanding and incorporating rationally supportive language (Baker 2004) to encourage interaction, while maintaining a learner-centric discussion space\*.

Teacher rewarded curiosity and invited learners to use figures and other visuals in their post to generate more curiosity and replies.