

Annex: Summary of Instructional Activities for Col — FF Learning Design Mapping

This annex accompanies our blog [Facing Facts Online and the Anti-Hate Community of Practice](#). It maps our learning design against the instructional activities that the research literature identifies as characteristic of an effective “Community of Inquiry.” We found it to be super useful as a way to map the strengths of our approach and to identify areas for improvement. It also helped us see which activities might support our broader efforts to strengthen the anti-hate community of practice beyond our courses.

Source: Fiock, H. S. (2020). *Designing a Community of Inquiry in Online Courses*. *International Review of Research in Open and Distributed Learning*, 21(1), 135–153. FF learning design notes drawn from course documentation and reflective mapping exercise.

Note: Row numbers (# column) correspond to cross-references in the FF learning design column (e.g. 'See 2 above'). A legend of abbreviations is provided at the end of this annex.

Seven principles of good practice for the online environment	Col framework presences	#	Instructional activities	Facing Facts learning design
Student-teacher contact	Social presence	1	Create a "Meet Your Classmates" section of your course where you and students introduce yourselves to one another (Richardson, Ice, & Swan, 2009).	<i>Intro post, profile details and picture</i>
		2	Develop initial course activities (e.g., ice breakers) to encourage the development of swift trust (Peacock & Cowan, 2016; Richardson et al., 2009).	<i>Small groups in intro module, Sliido icebreakers.</i>
		3	Model and encourage the use of verbal immediacy behaviors in interactions with students (Richardson et al., 2009).	<i>e.g. using names, etc.</i>
		4	Encourage students to share experiences and beliefs in online discussion (Richardson et al., 2009).	<i>Welcome posts, DFs generally. Much of FF courses touch on beliefs, the subject matter means that it is built into our courses.</i>
		5	Encourage and support vicarious interaction (Richardson et al., 2009). Vicarious interaction - 'intersection of various interactions that promotes learning' (Dooley, Linder and Dooley, 2005, p.293)	<i>Yes - we try to prioritise connection across our learners in DFs, tutorials and particularly small groups within tutorials.</i>
		6	Use short videos of yourself to introduce the course and particular topics (Richardson et al., 2009; Seckman, 2018).	<i>Courses include several instructional videos. Plan to use padlet videos to introduce FF and tutor team.</i>
		7	Consider including real time communications using applications such as chat, collaborative whiteboards, interactive video, text or virtual messaging (Lowenthal & Dunlap, 2018; Richardson et al., 2009; Seckman, 2018).	<i>We have texts, use chat a lot in Zoom, students can use text in Moodle. Encourage LinkedIn posts and tagging.</i>
		8	Consider incorporating Web 2.0 applications in course activities, especially social software such as blogs, wikis, etc. (Richardson et al., 2009; Stephens & Roberts, 2017).	<i>Allow for clusters, role play, group activities in small groups, allow for group submissions.</i>
		9	Work within teams but change roles amongst students (Richardson et al., 2009).	<i>Allow for clusters, role play see 8 above.</i>

Seven principles of good practice for the online environment	Col framework presences	#	Instructional activities	Facing Facts learning design
		10	Explicitly introduce students to the importance of student-to-student interaction (Stewart, 2017).	<i>Integrated in tutorial and assignment scaffolding.</i>
		11	When possible, have course sizes with a smaller student-instructor ratio (Rovai, 2000).	<i>We have small groups. Knowing that small size is good is an important guiding principle to keep in mind when growing our cohorts</i>
		12	Consider conducting one-on-few coaching and mentoring; online course orientations (Lowenthal & Dunlap, 2018; Rovai, 2000).	<i>We have a very strong tutor-student ratio, including during tutorials. We have online course orientations in Week 0. Possible one-on-few mentoring for week three project and after course as part of network?</i>
		13	Have dedicated discussion for course introductions to help build a sense of community (Rovai, 2000).	<i>We have intro module, intro tutorial, intro posts.</i>
		14	Provide opportunities for student and teacher profiles within learning management system (Lowenthal & Parscal, 2008).	<i>Moodle has profile function and users encourages to complete it.</i>
		15	Incorporate audio and video within the course content (Lowenthal & Parscal, 2008; Seckman, 2018).	<i>Yes. Learners have comments on good balance in evaluations.</i>
		16	Share personal stories, professional experiences, and use emoticons (Lowenthal & Parscal, 2008).	<i>Yes — the topic is personal by nature, tutors are generally relaxed enough to share professional experiences, emoticons are common!</i>
		17	Address students by name (Lowenthal & Parscal, 2008).	<i>Yes, as above.</i>
		18	Make many human connections early in the course to ensure all students feel comfortable communicating with you and each other (Dunlap & Lowenthal, 2018).	<i>This is our approach. Evaluations suggest we do well at this. Can always look at ways to systematically increase.</i>
	Cognitive presence	19	Use content and process scaffolds to support discourse behaviors (Richardson et al., 2009).	<i>We have learning activities with these aims. Increase somehow?</i>
		20	Reflect on student-teacher interactions (Redmond, 2014).	<i>We have weekly team debriefs, focusing on tutorials, but also all aspects of course. Have evaluation, in-depth evaluation, course report and reflective blog.</i>
	Teaching presence	21	Provide frequent opportunities for both public and private interactions with students (Richardson et al., 2009).	<i>Public: DF, tutorials; Private: assignment feedback, mid-course check-ins. Other?</i>
		22	Design diverse, graded activities to be completed every week (Richardson et al., 2009).	<i>Yes, assignments — each are different</i>
		23	Explicitly introduce students to the importance of student-to-student interaction (Stewart, 2017).	<i>Yes — DFs, tutorials, intro tutorial. More?</i>
		24	Prepare for timely return of assignments and prompt response to students in email, chat, or discussion (Watson, Bishop, & Ferdinand-James, 2017).	<i>Yes — assignment schedule, tutorial follow up, mid-course check-in</i>

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		25	Be active in discussion boards; however, be aware that posting instructor ideas too soon can stop student discussion (Watson et al., 2017).	<i>Yes — perhaps be explicit about when tutors will take part in DF?</i>
		26	When possible, have course sizes with a smaller student-instructor ratio (Rovai, 2000).	<i>Yes — see above</i>
		27	Limit class size (Lowenthal & Parscal, 2008).	<i>Yes — see above</i>
		28	Promptly answer email (Lowenthal & Parscal, 2008).	<i>Yes - this has been transformed since we have introduced community manager role.</i>
		29	Show your character; personality is a good thing (Dunlap & Lowenthal, 2018).	<i>Yes — possibly also through intro videos. Build it into presentations and get relaxed so that it comes through during tutorials.</i>
		30	Have a sense of humor and share it if and when appropriate (Dunlap & Lowenthal, 2018).	<i>Yes, as above</i>
Cooperation among students	Social presence	31	Develop initial course activities (e.g., ice breakers) to encourage the development of swift trust (Peacock & Cowan, 2016; Richardson et al., 2009; Stephens & Roberts, 2017).	<i>See 2 above</i>
		32	Encourage students to share experiences and beliefs in online discussion; show multiple perspectives (Richardson et al., 2009; Stephens & Roberts, 2017).	<i>Part one — see above. Part two — show multiple perspectives. This is key to our learning design because our learning personas occupy different professional roles and therefore different perspectives. For the FP course, these perspectives can be quite diverse</i>
		33	Make participation in discussion a significant part of course grades (Richardson et al., 2009).	<i>We make tutorial attendance, assignments, including one DF (HS course) and in-content polls mandatory. Don't want to overburden short course with too much DF, esp because self-paced is quite demanding. This can be where 3-4 weeks courses show limitations.</i>
		34	Require discussion participants to respond to their classmates' postings and/or to respond to all responses to their own postings (Richardson et al., 2009).	<i>Commenting on each other's assignments is possible and encouraged. Make mandatory?</i>
		35	Have students serve as experts (e.g., lead a discussion; Richardson et al., 2009).	<i>Network members are tutors, SMEs and participants. We encourage students to share their professional and specialist expertise.</i>
		36	Encourage and support vicarious interaction (Richardson et al., 2009).	<i>See 5 above</i>
		37	Use tracking mechanisms to reward reading as well as responding to messages (Richardson et al., 2009).	<i>We have activity completion monitoring and then follow up mid-course</i>
		38	Design community building activities; allow students to rename generic groups for personalization (Richardson et al., 2009; Stephens & Roberts, 2017).	<i>Community-building — action planning towards the end of the course.</i>

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		39	Design collaborative activities – problem solving tasks, projects, small group discussions (Richardson et al., 2009).	<i>We have small group discussions in tutorials, successfully experimented with problem-solving tasks in a tutorial. Can have clusters for assignments Can be a challenge in short course.</i>
		40	Consider including real time communications using applications such as chat, collaborative whiteboards, interactive video, text or virtual messaging (Lowenthal & Dunlap, 2018; Richardson et al., 2009; Seckman, 2018).	<i>See 7 above. We have chat in tutorials, on Moodle platform. We use Padlet in network activities. Possibly use in problem-solving part of tutorial?</i>
		41	Consider incorporating Web 2.0 applications in course activities, especially social software such as blogs, wikis, etc. (Peacock & Cowan, 2016; Richardson et al., 2009; Stephens & Roberts, 2017).	<i>See 8 above</i>
		42	Work within teams but change roles amongst students (Richardson et al., 2009).	<i>See 9 above</i>
		43	Explicitly explain to students the importance of student-to-student interaction so that they can view classmates' perspectives as valuable (Stewart, 2017).	<i>Yes — emphasis in tutorials; allow viewing of each others assignments and to comment on each other's DF posts.</i>
		44	Create areas where students can communicate with each other (class email, student discussion tab, virtual social café, etc.; Peacock & Cowan, 2016; Stewart, 2017).	<i>DF, can also directly use chat function on Moodle</i>
		45	Use group discussion, group brainstorming sessions, and journaling/blogging to encourage reflective observation (Dunlap, Verma, & Johnson, 2016).	<i>DF for M2 (hate speech course) and available throughout. It is used by some for reflection. Journaling is an interesting idea.</i>
		46	Establish an appropriate social climate for in-group and cross-group communication that contributes to cultivating learning experiences (Stephens & Roberts, 2017; Szeto, 2015).	<i>Very important to have cross-group communication, try to have mixed tutorial groups, mixed identity; we also try to foreground learner identity. Is doing more too challenging for shorter courses?</i>
	Cognitive presence	47	Encourage experimentation, divergent thinking, and multiple perspectives in online discussion through provocative, open-ended questions (Richardson et al., 2009).	<i>Yes, we do provocative open-ended questions, planning problem-solving in tutorial(s). Can we improve this?</i>
		48	Model, support, and encourage diverse points of view in online discussion (Richardson et al., 2009; Stephens & Roberts, 2017).	<i>Yes — this has also been noted in our evaluations.</i>
		49	Use content and process scaffolds to support discourse behaviors (Richardson et al., 2009).	<i>See 19 above</i>
		50	Use peer review of discussion postings to shape responses (Richardson et al., 2009; Stephens & Roberts, 2017).	<i>Not so clear. Peers are encouraged to post and respond to DFs in any case. Perhaps not enough time for peer review to shape responses.</i>
		51	Allow areas (discussions, blogs, wikis, virtual café, and journals) where students can hear other students' intellectual property (their own ideas; Peacock & Cowan, 2016; Stewart, 2017).	<i>An idea to explore further, esp since we have professional/experienced learners. Should we create this somewhere? There is a link with FF network - meetings are places to share project ideas and challenges</i>

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		52	Provide student's views and comments in conversations (matching students with similar ideas; Stewart, 2017).	<i>We cross-refer posts by name in tutorial follow-up and other DFs</i>
		53	Use group discussion, group brainstorming sessions, and journaling/blogging to encourage reflective observation (Dunlap et al., 2016).	<i>We use DFs, assignments, tutorials for this.</i>
		54	Construct a formative assessment scheme for peer-supported learning that enhances both the student learning and instructor teaching experiences (Szeto, 2015).	<i>Formative assessment is our main approach; they are open for peer review and comment, tutors also contribute feedback.</i>
		55	Provide opportunities for higher order learning and experiential learning to engage students (Dunlap & Lowenthal, 2018).	<i>We follow Bloom's; learning order/sophistication progresses with course (e.g. strategic/action planning at the end of the courses). Experiential learning opportunities could be visible where people bring their own context into the course.</i>
	Teaching presence	56	Reflect on group work or peer-supported learning experiences (Redmond, 2014).	<i>3-4 course is too short for deep group work. Something to think about.</i>
		57	Restrain from being overly "present" in online discussions, rather facilitate student interaction (Richardson et al., 2009).	<i>Yes — this is part of our approach both to our tutorial facilitation and our DF 'presence'.</i>
		58	Apply collaborative learning principles to support small group discussion and collaborative projects (Richardson et al., 2009).	<i>Yes, we do this in small groups. Planning more problem-solving approach in future courses; collaborative projects are also at the intersection of Col and CoP</i>
		59	Be active in discussion boards; however, be aware that posting instructor ideas too soon can stop student discussion (Watson et al., 2017).	<i>See 28 above</i>
		60	Establish an appropriate social climate for in-group and cross-group communication that contributes to cultivating learning experiences (Stephens & Roberts, 2017; Szeto, 2015).	<i>Yes.</i>
		61	Structure collaborative learning activities (Lowenthal & Parscal, 2008).	<i>Yes, see above (there is a cluster of these)</i>
		62	Use group work strategies (Lowenthal & Parscal, 2008).	<i>Yes — see cluster above</i>
		63	Contribute to discussion forum throughout the week (Lowenthal & Parscal, 2008).	<i>Yes we do this</i>
		64	Use collaborative group projects to have students work on topics of their own choosing that still meet learning objectives of the course (Dunlap & Lowenthal, 2018).	<i>Yes — we give two options per project and the final assignment is especially learner-led</i>
Active learning	Social presence	65	Make participation in discussion a significant part of course grades (Richardson et al., 2009).	<i>See 33</i>
		66	Require discussion participants to respond to their classmates' postings and/or to respond to all responses to their own postings (Richardson et al., 2009).	<i>See 34</i>

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		67	Make students responsible for sustaining discussion threads (Richardson et al., 2009).	<i>This is an interesting idea. Not for shorter courses, but could be good for Network space.</i>
		68	Make students summarize discussion threads (Richardson et al., 2009).	<i>We model this — linking to other posts and bringing them together. Students also do this sometimes.</i>
		69	Have students serve as experts (e.g., lead a discussion; Richardson et al., 2009).	<i>See 35 above</i>
		70	Require students to incorporate materials from the discussions in their assignments (Richardson et al., 2009).	<i>This is a good idea. We do bring in points from sliidos embedded in the self-paced course. We give access to assignments across the cohorts. We could consider somehow requiring this — would be an interesting discussion.</i>
		71	Use tracking mechanisms to reward reading as well as responding to messages (Richardson et al., 2009).	<i>See 36 above</i>
		72	Journal or otherwise interact with your students on an individual and personal basis (Richardson et al., 2009).	<i>We do personalised check-ins and personalised feedback on assignments. Not sure what 'journal' means in this context</i>
		73	Consider incorporating Web 2.0 applications in course activities, especially social software such as blogs, wikis, etc. (Peacock & Cowan, 2016; Richardson et al., 2009; Stephens & Roberts, 2017).	<i>See 8 above</i>
		74	Incorporate audio and video within the course content (Lowenthal & Parscal, 2008; Seckman, 2018).	<i>See 15 above</i>
		75	Let students post video responses, use apps like screencasting (Dunlap & Lowenthal, 2018; Seckman, 2018).	<i>This is possible. We did this in a previous iteration. Will explore video introductions in 2026 FP course.</i>
	Cognitive presence	76	Identify big ideas you want students to take away from your course and develop major course activities around their assessment (Richardson et al., 2009).	<i>Yes. We have 'key takeaways' + assignments.</i>
		77	Identify important knowledge, skills, and attitudes students should learn and develop additional course activities around their assessment (Richardson et al., 2009).	<i>We have clear learning objectives. Not sure if we need to look again at 'attitudes'? Additional course activities are available as optional. 2026-2027 evaluation is measuring impact of our courses on skills, knowledge and aptitudes.</i>
		78	Provide multiple representations of the knowledge you want students to learn and multiple activities for practicing desired skills (Richardson et al., 2009).	<i>We use a wide array of LD approaches (audio, video, reading etc). Not sure that we are systematic in providing various ways of presenting the same knowledge.</i>
		79	Encourage experimentation, divergent thinking, and multiple perspectives in online discussion through provocative, open-ended questions (Richardson et al., 2009; Stephens & Roberts, 2017).	<i>See 47</i>
		80	Require discussion summaries that identify steps in the knowledge creation process (Richardson et al., 2009).	<i>We do this through key takeaways.</i>

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		81	Use peer review of discussion postings to shape responses (Richardson et al., 2009; Stephens & Roberts, 2017).	See 50
		82	Use online discussion and writing activities to support conceptual learning and divergent thinking (Richardson et al., 2009).	Yes. We do this, but it can be more explicit
		83	Use self-testing, practice assignments, simulations, and other interactive activities to support skill development and convergent thinking (Richardson et al., 2009).	We have quizzes. We would like to explore simulations
		84	Develop grading rubrics for discussion and course activities that reward desired cognitive behaviors (Richardson et al., 2009).	We have guidance on assignments. Our assessment is mainly formative, so no graded.
		85	Develop general learning modules with opportunities for active learning, assessment, and feedback that can be shared among courses and/or accessed by students for remediation or enrichment (Richardson et al., 2009).	Current approach is separate cohorts, but also developing micro learning, which could be useful here.
		86	Developing discussions about students' intellectual property (their own ideas; Stewart, 2017).	We do this informally, for example by responding to a student's DF post. It can go further, but perhaps it is difficult in a 3-week course. This links to Col-to-CoP journey
		87	Allow areas (discussions, blogs, wikis, virtual café, and journals) where students can hear other students' intellectual property (their own ideas; Peacock & Cowan, 2016; Stewart, 2017).	See 51 above
		88	Involve students with video, case studies, labs, stories, simulations, and games (Dunlap et al., 2016).	We work with past students Network members as SMEs , tutors and instructional designers. The 'porous boundary'.
		89	Provide video/audio lectures, have students complete readings, write position papers, and model building (Dunlap et al., 2016; Seckman, 2018).	We have video and audio, assignments. However not enough time for position papers and model building. Again, supports broader Network/ CoP development.
		90	Provide students opportunities where they can complete projects and simulations, engage in service learning and fieldwork (Dunlap et al., 2016).	Also something to support broader Network/ CoP development.— specifically thinking about the police network and Network Members projects.
		91	Develop student- or teacher-led discussion groups, debates, projects, and collaborative learning groups (Rovai, 2000).	We have discussion groups. We include a debate in FP course on racial profiling, and we will add this element to HS. Collaborative learning groups could support broader Network/ CoP development.
		92	Model higher-order thinking by frequently asking questions that probe students' knowledge (Rovai, 2000).	Produced facilitation guides for small group work on how to probe more deeply.
		93	Develop open-ended critical thinking discussion questions (Lowenthal & Parscal, 2008).	Assignments
		94	Incorporate reflective activities (Lowenthal & Parscal, 2008).	Built in throughout module.
		95	Let students create and post materials, search out and post resources (Dunlap & Lowenthal, 2018).	Yes, we allow this and encourage this.

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	Teaching presence	96	Explicitly introduce students to the unique nature and learning potential of online discussion (Richardson et al., 2009).	<i>This is known already — a little dated</i>
		97	Restrain from being overly "present" in online discussions, rather facilitate student interaction (Richardson et al., 2009).	<i>See 57</i>
		98	Apply collaborative learning principles to support small group discussion and collaborative projects (Richardson et al., 2009).	<i>See 58</i>
		99	Clearly state course goals and instructional expectations (Richardson et al., 2009).	<i>Yes we do this throughout courses in various ways - into module, tutorials, self-paced and assignments.</i>
		100	Provide a detailed course schedule including due dates for all assignments (Richardson et al., 2009).	<i>We have a very clear structure for this - share pre-registration and marketing.</i>
		101	Provide clear grading guidelines including rubrics for complex assignments (Richardson et al., 2009).	<i>We are at the right level, because we don't have complex assignments and our assessments are only formative</i>
		102	Clearly explain to students that course participation is not only a requirement, but a graded component of the course (Rovai, 2000).	<i>Yes, from registration.</i>
		103	Use continuous and authentic assessment strategies (Lowenthal & Parscal, 2008).	<i>Mainly formative, but clear feedback is given.</i>
		104	Create opportunities for students to solve their problems (Dunlap & Lowenthal, 2018).	<i>Yes, we do this mainly through assignments and DFs</i>
Prompt feedback	Social presence	105	Use audio/video to embed feedback on assignments within them (Lowenthal & Dunlap, 2018; Richardson et al., 2009).	<i>Interesting idea — should we try it?</i>
		106	Consider incorporating Web 2.0 applications in course activities, especially social software such as blogs, wikis, etc. (Peacock & Cowan, 2016; Richardson et al., 2009; Stephens & Roberts, 2017).	<i>See 8 above</i>
		107	Personalized feedback; one-to-one emails (Lowenthal & Dunlap, 2018).	<i>Yes, this has also progressed into one-on-one messages. For certain people we can offer 1-1 Zooms.</i>
		108	Walk-through or how-to screencasts/videos regarding specific feedback (Lowenthal & Dunlap, 2018).	<i>Not sure if this means how to give feedback for tutors or how to give feedback on learning activities. We do the latter.</i>
		109	Use of phone calls (Lowenthal & Dunlap, 2018).	<i>A bit vague. As mentioned above we can consider Zooms, etc.</i>
		110	Use peer review for relationship building (Lowenthal & Dunlap, 2018).	<i>Yes, we support this in assignments. Could strengthen the expectation that students provide feedback on each other's assignments.</i>
	Cognitive presence	111	Use peer review of discussion postings to shape responses (Richardson et al., 2009; Stephens & Roberts, 2017).	<i>See 50 above</i>
		112	Develop grading rubrics for discussion and course activities that reward desired cognitive behaviors (Richardson et al., 2009).	<i>See 84 above</i>

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		11 3	Provide frequent opportunities for testing and feedback (Richardson et al., 2009).	<i>We are working on this, especially as we broaden our tutor pool</i>
		11 4	Automate testing and feedback when possible (Richardson et al., 2009).	<i>We take a formative approach to testing so this might not be necessary. But we can automate monitoring of activity completion.</i>
		11 5	Develop general learning modules with opportunities for active learning, assessment, and feedback that can be shared among courses and/or accessed by students for remediation or enrichment (Richardson et al., 2009).	<i>See 85 above</i>
		11 6	Use peer evaluations in the form of feedback (Rovai, 2000; Stephens & Roberts, 2017).	<i>Not so clear. Possibly for longer courses. We allow peer access to assignments.</i>
		11 7	Construct a formative assessment scheme for peer-supported learning that enhances both the student learning and instructor teaching experiences (Stephens & Roberts, 2017; Szeto, 2015).	<i>See 54 above</i>
		11 8	Provide relevant individual and group feedback in a timely manner; feedback is essential, and be specific in your feedback (Dunlap & Lowenthal, 2018).	<i>Yes. We do this through DFs and assignments according to agreed schedules</i>
	Teaching presence	11 9	Provide frequent opportunities for both public and private interactions with students (Richardson et al., 2009).	<i>See 21 above</i>
		12 0	Provide students with timely and supportive feedback, personalized feedback, one-to-one emails (Lowenthal & Dunlap, 2018; Richardson et al., 2009).	<i>Similar to 118 and yes we do this</i>
		12 1	Design diverse, graded activities to be completed every week (Richardson et al., 2009).	<i>See 22 above</i>
		12 2	Prepare for timely return of assignments and prompt response to students in email, chat, or discussion (Watson et al., 2017).	<i>See 24 above</i>
		12 3	Provide constructive and timely feedback to students (Watson et al., 2017).	<i>Yes, similar to others</i>
		12 4	Provide feedback, even if feedback consists of a simple acknowledgement that the work was received (Rovai, 2000).	<i>Yes</i>
		12 5	Provide immediate feedback; post timely questions; share finished learning artifacts between groups of students (Szeto, 2015).	<i>Yes, these are all possible and done through DFs, assignments and tutorials.</i>
		12 6	Use continuous and authentic assessment strategies (Lowenthal & Parscal, 2008).	<i>Yes.</i>
		12 7	Send progress reports on participation and quality of postings (Lowenthal & Parscal, 2008).	<i>Yes — we send appropriate updates based on completion criteria and student performance</i>
		12 8	Grade frequently; every week or more often (Dunlap & Lowenthal, 2018).	<i>We have weekly assignments hat are graded.</i>

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		12 9	Make sure feedback is clear, explicit, and includes opportunities to ask questions for clarity (Dunlap & Lowenthal, 2018).	Yes.
Time on task	Social presence	13 0	Explicitly introduce students to the unique nature and learning potential of online discussion (Richardson et al., 2009).	See 96 above
		13 1	Consider incorporating Web 2.0 applications in course activities, especially social software such as blogs, wikis, etc. (Peacock & Cowan, 2016; Richardson et al., 2009; Stephens & Roberts, 2017).	See 8 above
		13 2	Instead of a text-based announcement, use a video walk through (Dunlap & Lowenthal, 2018; Seckman, 2018).	We do video walk-throughs and text-based announcements. Also need to think about accessibility and video-to-text ratio overall.
		13 3	Provide online orientation to the course, course video walk through (Lowenthal & Dunlap, 2018).	We have a live tutorial on this which is also recorded
	Cognitive presence	13 4	Identify important knowledge, skills, and attitudes students should learn and develop additional course activities around their assessment (Richardson et al., 2009).	See 77 above
		13 5	Use self-testing, practice assignments, simulations, and other interactive activities to support skill development and convergent thinking (Richardson et al., 2009).	See 83 above
		13 6	Avoid extraneous video and audio, do not add redundant on-screen text (Richardson et al., 2009).	Yes. This is a design principle for us
		13 7	Begin presentations with descriptions of components and organization (Richardson et al., 2009).	Yes. Each presentation has an overview.
		13 8	Allow learners to control the pace of presentations (Richardson et al., 2009).	Yes, this is possible for all of them
	Teaching presence	13 9	Design and review courses for clarity and consistency (Richardson et al., 2009).	Yes, we have reviewers of our courses and also we have debriefs for each course
		14 0	Ensure courses are well organised and that the organisation is clear to students and easy to navigate; online course orientation (Lowenthal & Dunlap, 2018; Richardson et al., 2009).	Yes this is done in several ways
		14 1	Provide suggested due dates for initial postings that promote mid-week engagement as opposed to weekend only postings (Lowenthal & Parscal, 2008).	We don't do this so explicitly because our community of learners is very busy, working full-time — flexibility is one of our design principles.
		14 2	Promptly answer email (Lowenthal & Parscal, 2008).	Yes
		14 3	Send progress reports on participation and quality of postings (Lowenthal & Parscal, 2008).	See 127 above.
		14 4	Have effective assessment tools/rubrics so students know how they are being assessed (Dunlap & Lowenthal, 2018).	Yes. We have clear completion criteria alongside a formative evaluation strategy

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		14 5	Map out all course requirements in advance so you and your students can plan out the workload at the start of the course (Dunlap & Lowenthal, 2018).	<i>Yes, we do this</i>
		14 6	Make sure your students can't get lost – make sure they know your expectations, what they should be doing, when it needs to be done, and your expectations for the course (Dunlap & Lowenthal, 2018).	<i>Yes, we do this and they have several ways to get in touch if any problems</i>
		14 7	Structure online learning resources so materials are one click away (Dunlap & Lowenthal, 2018).	<i>Yes</i>
		14 8	Address universal design for learning (UDL) principles in all created materials (Dunlap & Lowenthal, 2018).	<i>Yes. We also had our courses and approach reviewed by a UDL expert.</i>
Communicate high expectations	Social presence	14 9	Explicitly introduce students to the unique nature and learning potential of online discussion (Richardson et al., 2009).	<i>See 96 above</i>
		15 0	Explicitly explain to students the importance of student-to-student interaction so that they can view classmates' perspectives as valuable (Stewart, 2017).	<i>See 43 above</i>
		15 1	Create areas where students can communicate with each other (class email, student discussion tab, etc.; Stewart, 2017).	<i>See 44 above</i>
		15 2	Post introductions and expectations document before students are given access to the course (Lowenthal & Parscal, 2008).	<i>Yes in the intro module (Module 0)</i>
	Cognitive presence	15 3	Identify big ideas you want students to take away from your course and develop major course activities around their assessment (Richardson et al., 2009).	<i>See 76 above</i>
		15 4	Model, support, and encourage diverse points of view in online discussion (Richardson et al., 2009).	<i>See 48 above</i>
		15 5	Use content and process scaffolds to support discourse behaviors (Richardson et al., 2009).	<i>See 19 above</i>
		15 6	Develop general learning modules with opportunities for active learning, assessment, and feedback that can be shared among courses and/or accessed by students for remediation or enrichment (Richardson et al., 2009).	<i>See 85 above</i>
		15 7	Allow areas (discussions, blogs, wikis, virtual café, and journals) where students can hear other students' intellectual property (their own ideas; Peacock & Cowan, 2016; Stewart, 2017).	<i>See 51 above</i>
		15 8	Model and provide structured guidance; offer examples of papers and projects for samples (Watson et al., 2017).	<i>Good idea — potentially. We share assignments but not sure if it is necessary to show fully worked-out examples for our Col/CoP</i>
		15 9	Model higher-order thinking by frequently asking questions that probe students' knowledge (Rovai, 2000).	<i>Yes — we try this in tutorials, throughout self-paced parts and also in assignments and DFs.</i>

Seven principles of good practice for the online environment	Col framework presences	#	Instructional activities	Facing Facts learning design
	Teaching presence	160	Explicitly introduce students to the unique nature and learning potential of online discussion (Richardson et al., 2009).	<i>See 96 above</i>
		161	Provide students with explicit and redundant instructions for all course activities (Richardson et al., 2009).	<i>Yes we do this</i>
		162	Make goals clear and use redundancy (Richardson et al., 2009).	<i>Yes we do this</i>
		163	Provide clear grading guidelines including rubrics for complex assignments (Richardson et al., 2009).	<i>See 101 above</i>
		164	Provide students' views and comments in conversations (matching students with similar ideas; Stewart, 2017).	<i>Similar to other suggestions. We name-check students and link them up in this way</i>
		165	Provide instructor availability so students are aware of instructor response time (Watson et al., 2017).	<i>NA</i>
		166	Be concrete and explicit with instructions for all activities, assignments, and projects (Dunlap & Lowenthal, 2018).	<i>Similar to others. Yes we do this.</i>
		167	Make everything explicit: say more than you think you need to say (Dunlap & Lowenthal, 2018).	<i>Not sure if this is part of our explicit LD but we do take this approach. Good to be reminded!</i>
Respect diverse ways of learning	Social presence	168	Establish rules of Netiquette for your course (Richardson et al., 2009; Stephens & Roberts, 2017).	<i>Yes this is done from the beginning — community rules</i>
		169	Encourage students to share experiences and beliefs in online discussion; allow for multiple perspectives (Richardson et al., 2009; Stephens & Roberts, 2017).	<i>Yes, see 4 above</i>
		170	Have students serve as experts (e.g., lead a discussion; Richardson et al., 2009).	<i>See 35 above</i>
		171	Consider incorporating Web 2.0 applications in course activities, especially social software such as blogs, wikis, etc. (Peacock & Cowan, 2016; Richardson et al., 2009; Stephens & Roberts, 2017).	<i>See 8 above</i>
		172	Use group discussion, group brainstorming sessions, and journaling/blogging to encourage reflective observation (Dunlap et al., 2016).	<i>See 45 above</i>
	Cognitive presence	173	Provide multiple representations of the knowledge you want students to learn and multiple activities for practicing desired skills (Richardson et al., 2009; Stephens & Roberts, 2017).	<i>Yes.</i>
		174	Encourage experimentation, divergent thinking, and multiple perspectives in online discussion through provocative, open-ended questions, authentic products (Richardson et al., 2009; Stephens & Roberts, 2017).	<i>We try and strive for this.</i>
		175	Model, support, and encourage diverse points of view in online discussion (Richardson et al., 2009; Stephens & Roberts, 2017).	<i>See 48 above</i>

Seven principles of good practice for the online environment	Col framework presences	#	Instructional activities	Facing Facts learning design
		17 6	Use self-testing, practice assignments, simulations, and other interactive activities to support skill development and convergent thinking (Richardson et al., 2009).	See 83 above
		17 7	Develop general learning modules with opportunities for active learning, assessment, and feedback that can be shared among courses and/or accessed by students for remediation or enrichment (Richardson et al., 2009).	See 85 above
		17 8	Present words in spoken form, use words and pictures simultaneously to explain concepts (Richardson et al., 2009).	Yes
		17 9	Use group discussion, group brainstorming sessions, and journaling/blogging to encourage reflective observation (Dunlap et al., 2016).	See 45 above
		18 0	Involve students with video, case studies, labs, stories, simulations, and games (Dunlap et al., 2016).	See 88 above
		18 1	Provide video/audio lectures, have students complete readings, write position papers, and model building (Dunlap et al., 2016; Seckman, 2018).	See 89 above
		18 2	Develop student- or teacher-led discussion groups, debates, projects, and collaborative learning groups (Rovai, 2000).	See 91 above
		18 3	Consider collaborative work where students can share alternative viewpoints with each other (Rovai, 2000).	Yes, we do both, but possibly separately. For example tutorials — can share viewpoints; assignments are not necessarily collaborative. But we have done both in the past.
	Teaching presence	18 4	Provide frequent opportunities for both public and private interactions with students (Richardson et al., 2009).	See 21 above
		18 5	Design courses for learner choice, flexibility, and control (Richardson et al., 2009).	Yes — choices around going further, optional modules, choice of assignments
		18 6	Design learning experiences that address all learning preferences/styles; authentic products (Dunlap & Lowenthal, 2018; Stephens & Roberts, 2017).	Yes. We try this. Not sure that you can ever design for all learning styles and preferences
		18 7	Account for cultural differences (Dunlap & Lowenthal, 2018).	This is core to our LD and multi-stakeholder approach. Always improving though

Legend of abbreviations

Abbreviation	Meaning
CoI	Community of Inquiry
CoP	Community of Practice
DF / DFs	Discussion Forum(s)
FF	Facing Facts
HS	Understanding and Responding to Hate Speech course
LD	Learning Design
M0 / M2 / M3	Module 0 / Module 2 / Module 3
Moodle	Learning Management System used by FF Online
Padlet	Collaborative digital tool used in network activities
FP	Fair Policing and Hate Crime course
SME	Subject Matter Expert
UDL	Universal Design for Learning
Zoom	Video conferencing platform