

REFERENCES

- Anderson et al. (2000). *Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education*. *The Internet and Higher Education*, 2(2-3): 87-105.
- Anderson, et al. (2001). *A Taxonomy for Learning, Teaching, and Assessing*. United States: Addison Wesley Longman, Inc.
- Arbaugh, J. B. (2007). *An Empirical Verification Of The Community Of Inquiry Framework*. *Journal of Asynchronous Learning Network*, 11 (1): 73-85.
- Ary, et al. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Biriyai, et al. (2014). *Online Discussion Forum: A Tool for Effective Student-Instructor Interaction*. *International Journal of Applied Science-Research and Review*, 1 (3): 111-116.
- Buraphadeja, V. & Dawson, K. (2008). *Content Analysis in Computer-Mediated Communication: Analyzing Models for Assessing Critical Thinking through the Lens of Social Constructivism*. *American Journal of Distance Education*, 22 (3): 130-145.
- Cohen, et al. (2007). *Research Methods in Education*. New York: Routledge Falmer.
- Darabi, et al. (2011). *Cognitive Presence In Asynchronous Online Learning: A Comparison of Four Discussion Strategies*. *Journal of Computer Assisted Learning*, 27 (3): 216-227.
- Dewey, J. (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Boston, MA: D.C. Heath & Co Publishers.
- Garrison, et al. (2001). *Critical Thinking, Cognitive Presence, and Computer Conferencing In Distance Education*. *American Journal of Distance Education*, 15 (1): 7-23.
- Garrison, R. D. (2003). *Cognitive Presence for Effective Asynchronous Online Learning: The Role of Reflective Inquiry, Self-Direction, and Metacognition*. New York: Elements of Quality Online Education: Practice and Direction.
- Garrison, D. R., & Anderson, T. (2003). *E-Learning in the 21st century: A framework for research and practice*. London: Routledge/Falmer.
- Garrison, D. R. (2011). *E-Learning in the 21st century: A framework for research and practice (2nd ed.)*. London: Routledge/Taylor and Francis.
- Garrison, D.R. (2015). *Thinking Collaboratively: Learning in a Community of Inquiry*. New York: Routledge.
- Hosler, K.A. (2009). *Examining the Effects of Teaching Presence on Student Satisfaction in Fully Online Learning Environment*. The University of Northern Colorado.

- Hosler, K. A. & Arend, B. D. (2012). *The Importance of Course Design, Feedback, and Facilitation: Student Perceptions of the Relationship between Teaching Presence and Cognitive Presence*. *Educational Media International*. 49 (3): 217-229.
- Garrison, R., & Kanuka, H. (2004). *Blended Learning: Uncovering Its Transformative Potential in Higher Education*. *The Internet and Higher Education*. 7: 95-105.
- Ladyshevsky, R. K. (2013). *Instructor Presence in Online Courses and Student Satisfaction*. *International Journal for Scholarship of Teaching and Learning*. 7 (1): Article 13.
- Lehman, R. M. & Conceicao, S.C.O. (2010). *Creating a Sense of Presence in Online Teaching: How to "Be There" for Distance Students*. San Francisco: Jossey-Bass.
- Lipman, M. (1991). (2003). *Thinking in Education*. Cambridge: Cambridge University Press.
- Redmond, P. (2011). *Exploring Teaching and Cognitive Presence in Blended Learning: Promoting Pre-Service Instructors' Critical Thinking*. A dissertation.
- Rourke, L. & Kanuka, H. (2009). *Learning in Communities of Inquiry: A Review of the Literature*. *The Journal of Distance Education*. 23 (1): 19-48.
- Rodriguez, M. A. (2014). *Content Analysis as a Method to Assess Online Discussions for Learning*. *SAGE Open*. 4 (4): 1-13.
- Rubin, B. & Fernandes, R. (2013). *Measuring the Community in Online Classrooms*. *Journal of Asynchronous Learning Networks*. 17. (3): 115-136.
- Stein, et al. (2013). *From 'Hello' to Higher-Order Thinking: The Effect of Coaching and Feedback on Online Chats*. *Internet and Higher Education*. 16: 78-84.