# A Community of Inquiry Building: Revealing the Process and Its Result

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## Abstract

*This paper is aimed at reporting the findings of a study which builds an online community of teachers of young learners in Indonesia. How the community of inquiry in the study is created and what the teacher interaction looks like will be revealed. The data source is the teachers' discussion forum. Their discussion posts are examined to determine how the teachers support one another in their online community. The analysis reveals online interaction, which highlights the differences in interaction among teachers based on the length of their teaching experience. According to the study findings, there is significant variation in the postings of teachers of young learners. In light of Cognitive Presence, online interaction among teachers falls more heavily on the category of assistance support than on the need for assistance. In light of social presence, online interaction among teachers indicates the great courtesy of teachers in nominating or addressing one another.*

## 1. Introduction

A study highlighting a typical classroom interaction [1] has widely portrayed Initiation-Response-Feedback (Teacher's Initiation - Students' Response - Teacher's Feedback) or IRF moves which have been argued as a common structure in classroom discourse. Teachers are almost always the initiators and the feedback providers. This conventional set of IRF moves is thought to be the most common pattern seen across classroom grade levels [2].

The advancement of technology has been influential in all aspects of human life, including in education. Learning is no longer regulated to the four walls of a classroom; therefore, studies have switched to online interaction. As online courses continue to grow, online interaction has then been an interesting issue to inspect. One recent study [3] focuses on the aspect of politeness in online interaction between teachers and students. Meanwhile two other studies [4] and [5] examine instructional issues on online interaction among students.

In this study, the Community of Inquiry (CoI) as introduced by a researcher [6] serves as the theoretical framework. The condition thought necessary for learning covers these three presences: 1) social presence, 2) cognitive presence, and 3) teaching presence. Social presence is defined as "the ability of participants to identify with a group, communicate openly in a trusting environment, and develop personal and affective relationships progressively by way of projecting their individual personalities." [7] Cognitive presence is defined as "the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry." [7] Teaching presence is defined as "the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes." [7].

The CoI framework argues that it is critical to ensure participation in a collaborative and reflective process in order to understand an issue or problem, search for relevant information, connect and integrate information, and actively confirm understanding [7]. Discussion forums appear to be an obvious facility for presenting this engaging process, and are thus ordinarily used in online classes. A discussion forum, which is one type of computer-mediated communication tools, allows learners − in this study, teachers of young learners − to interact.

Because of the available time for reflection, this type of asynchronous forum discussion is argued to be even superior to synchronous face-to-face discussions in terms of critical thinking and knowledge co-construction [4]. To the best of the writers' knowledge, no studies have examined interaction patterns among teachers of young learners, revealing cognitive and social presences in discussion forum postings. In addition, more research on online interaction is needed to raise awareness of the importance of online communication in today's education society.

Conducted to respond to this particular intention, this study sheds light on answering the following questions:

1. How does the teaching presence get to this specific community of inquiry?
2. Associated to the different lengths of teaching experience among the teachers, how would the cognitive and social presences be viewed by taking into account the scaffolding interaction in this specific community of inquiry?

## 2. Early Childhood Education in Indonesia

Early childhood education is no longer regarded as an optional supplement to education in Indonesia, but rather as a prerequisite for progressing to the next education level. To commemorate the 100th anniversary of Indonesia Independence in 2045, the Indonesian Ministry of Education and Culture aims to cultivate a comprehensive intelligence in the younger generation through five stages of development [8].

In 2019, Indonesia entered the third stage of development, which is the standardization of national education quality with a focus on early childhood education. According to the data from the Indonesian Ministry of Education and Culture, nearly 300,000 early childhood education teachers were estimated to be spread across the country in 2017. This makes holding professional development program face-to-face difficult [9].

This particular concern drives the research team to respond by preparing a proposal to join the national competition to get funded by the Indonesian government. The detailed description will be available in findings section [4.1] as the answer to the first research question.

## 3. Research Method

Descriptive in nature, this study was qualitatively driven. There was no manipulation, no treatment. It was intended to describe the process of building the teaching presence among a particular community of inquiry. Furthermore it was intended to disclose the result of the existence of this community in relation to the cognitive and social presences. To this particular result, the study drew attention to the analysis of the scaffolding interaction found in the discussion forums in the online class established for the community of teachers of young learners.

### 3.1. The Research Team and the Teachers' Profile

Three researchers and also eighty-nine teachers were involved. The three researchers were involved in the teaching presence while the 89 teachers in the discussion forum for reflective discussion. The three researchers were the authors of this article. The teachers (all female) were from both state and private schools. They had different length of teaching experience: 23 (25.84%) teachers had less than 6 years of teaching experience, 17 (19.10%) teachers 6-10 years, 19 (21.35%) teachers 11-15 years, and 30 (33.71%) teachers had more than 15 years of teaching experience.

### 3.2. Data Collection Procedure

Regarding the first research question, this study relied on the research proposal and the notes of the research flow. Regarding the second research question, this study gathered information from 89 teachers engaged in the discussion forum postings. Therefore after the research proposal was granted, the data collection was commenced by preparing more strongly the online class so that teachers of young learners could join the online class with the discussion required from them as a community of learning. The researchers concentrated on the last module to reveal the interaction among teachers at the end of the online class. The data collection procedure was then continued by downloading the postings in the forum discussion. As they were written postings, no transcribing work was needed.

### 3.3. The Data Source and the Research Data

As previously mentioned, the research proposal and the notes of the research flow became the data source with regard to the first research question.

Concerning the second research question, eight reflective discussion forums became the data source. The discussion forum postings on Module 4 with the theme of 'Recreation' were taken as the data to answer the second research question. To be more specific, the research data were in the forms of statements from 89 teachers engaged in the discussion forums guided by the predetermined reflective questions. The questions cover the following eight sets of items: (1) What do think of the two learning videos related to the teaching of 'Recreation'? Have you ever tried the activities? (2) What are the strengths and weaknesses in the activities? What obstacles might arise when you implement these activities in your classroom? (3) How can you as a teacher emphasize the STEM concept through this learning activity and relate it to the sub-themes of 'Recreation places' and 'Recreation activities'? (4) After watching the activities presented in the video, explain alternative activities that can be used in learning. Express your opinion by looking for other alternative activities that you have not implemented in your school, (5) What do think of the two videos of which the learning activities related to the teaching of 'Recreation' are implemented in class? (6) What obstacles might arise when you implement these activities in your classroom? (7) What strategies can you apply to solve the obstacles? and (8) Propose some alternative activities that can be implemented.

### 3.4. Data Analysis Procedure

In light of the first research question, the research proposal and the workflow were portrayed in qualitative description. Essential information regarding how the teaching presence was built was

highlighted. The three researchers complemented each other in reading the proposal and the workflow. They worked together to get satisfying qualitative description.

In light of the second research question, data analysis in this qualitative study started during the data collection process − indicating that data collection and data analysis must be a simultaneous process in a qualitative research [10]. The discussion forum postings were quantified by calculating the total number of posts classified based on the analysis parameter (presented at the end of this Analysis Procedure section). The preliminary analysis procedure was concerned with determining units of analysis from these major data.

The statements made on the forums were the focus of the macro analysis. They were initially divided up into units of analysis. The postings in the discussion forums that were downloaded made it quite simple to get the basic units. They were classified as the first unit of analysis when the initial posting emerged as one teacher reacted to the reflective question created by the researchers and this posting was responded to by other teachers. They were coded as the second unit of analysis or simply another unit of analysis when a second initial posting arose as another teacher reacted to the inquiry and this posting was responded to by others.

The posted statements (henceforth, the postings) were then coded for the interaction variables or 'scaffolding categories' to facilitate further understanding of teacher interaction. The coding technique was carried out to assist qualitative analysts to reduce huge amounts of text to manageable units so that the data could be explained for further analysis [11].

Regarding the coding for the interaction variables, this particular study was guided by the modified interaction analysis parameter [12]. Two categories in the employed parameter had been merged into one as after carefully rereading them, the writers thought that they could be simply combined. The two categories considered one in this study are Fur.As. and Fb.As. (Further assertion or Fur.As. is an assertion or answer to issues indicating the progress of **the on-going discussion** of a particular issue and not to a new problem, meanwhile Feedback assertion or Fb.As. is an evaluation of the previous response as the answer of or an opinion about **something the group is discussing**). The label of Fur.As. is kept in this study (The modified categories for the micro analysis is presented in Table 1).

Table 1. Categories for scaffolding interaction analysis

| | |
|---|---|
| Dir. M | Direction Maintenance: keeping each other in pursuit of the task and working towards its completion, directing action on the task, or initiating a point of discussion. |
| Ref. Q | Simple referential question: a simple appeal for information; request of verbal response for checking the prepared answer after individual work or checking the result of the individual work. |
| Cla. R | Clarification request: a probing question asking for help to get clarification or for re-explanation. This then indicates that a request is made for an issue being discussed and not to a new issue. |
| Conf. Ch | Confirmation check: a question asking for confirmation, for focusing, for evaluating, or for inquiring whether peers agree with a proposition conveyed. |
| Com. Ch | Comprehension check: an attempt to check if peers have understood the previous issue discussed, or an attempt to prevent communication breakdown. |
| Sim. As | Simple assertion: an initial assertion without explanation as a start of new issue discussion. It functions to state an opinion or to provide a relevant answer about an issue discussed for the first time. |
| Fur. As | Further assertion: an assertion or answer to issues indicating the progress of the on-going discussion of a particular issue and not to a new problem (self or from peers). It is the answer to a clarification request or confirmation check. Included here are (1) a response to a question or request indicating the progress of ensuring the point of discussion, (2) a simple repetition of the issue discussed, of (in)complete utterances previously stated (self- or other-repetition) as a sign of participation, and (3) a simple completion to an unfinished response or answer (self or from peers). |
| Oth. As | Other assertion: a statement or response that does not provide an answer expected from the previous request. Coded also as Oth.As are (1) 'Bidding' utterances revealing a permission to answer or nominating oneself to speak, (2) an excuse for not participating or answering, and (3) an introductory response before the 'real' response. |
| Ext. Exp. | Extended explanation: an assertion that provides detailed help typified by modification or rephrasing that may contribute new ideas or provide information or details to help peers self-restructure what is being discussed. Included as Ext.Exp is a clue contributing to a solution, answer or understanding of an issue discussed. |
| Ind. Cor | Indirect correction: a more target-like reformulation of peers' previous utterances. Both partial and complete reformulations are included. |
| Di. Cor | Direct correction: explicit corrections with or without a metalinguistic explanation; a prompt |

| | |
|---|---|
| | intended to elicit an exact imitation or to serve as an exemplary response to an elicitation; an explicit statement that a peers' utterance is incorrect. |
| Mo. Op | Modified output: a reformulation of a previous utterance or a response to feedback (self or from peers) resulting in a more accurate or complex form or idea. This is an additional code following Fur.As. Mo.Op is also identified by a more accurate response to peers' clarification requests as well as confirmation checks. |
| Nom | Nomination: an additional code accompanying a question mentioning the peer names. Nom is realized by items like peers' names, 'you', or 'your'. |
| Gr. M+ | Positive Group Maintenance: an additional code accompanying a question or an assertion likely to maintain group harmony and lower affective barriers in interaction. Gr.M+ is coded for utterances that (1) encourage peers (e.g. praise) and, thus, provide affective support. (2) make an explicit indication to peers' contribution, and (3) reveal there is an invitation to participate. |
| Gr. M- | Negative Group Maintenance: an additional code accompanying a question or an assertion that might lower group cohesiveness or decrease harmony maintenance. Utterances coded Gr.M- cover those showing lack of confidence, readiness, and frustration control. |
| Err. Exp | Erroneous explanation: another additional code to an assertion that gives misleading or inaccurate information. |
| Un. As | Unidentified assertion: an attempt to participate but not executed resulting in an utterance with no clear function or with meaning hard to understand. |

Adapted from [10 ]

One posting by a teacher could be coded for multiple categories. *Saya setuju dan pendapat ibu Nurul juga pernah saya lakukan dengan memberi media anak untuk menggambarnya walaupun hasil yang dibuat anak bermacam-macam hasilnya* [Translation: I agree and I have ever performed Ms Nurul's idea by providing media so that the children can draw it though the results from the children are varied] was coded for FurAs 'Further Assertion', ExtExp 'Extended Explanation', and Nom 'Nomination'. This one posting was then considered to be of three categories for its scaffolding interaction analysis. Two coders − the colleagues of the writers − were engaged in the micro analysis. Inter-rater reliability was ensured by using simple percentage agreement. Where there was disagree-ment in the coding, discussion was held to arrive at unanimous decisions.

# 4. Findings and Discussion

## 4.1. Answer to Research Question 1

The 3-person research team primarily worked together to build this particular community of inquiry. The teaching presence was made available by initially sending a research proposal to join the competition held by the Indonesian Ministry of Education, Culture, Research, and Technology. After the proposal was granted, the research team and a 2-person team of Learning Management System worked together to prepare the online class for the teachers.

This study was prepared for three consecutive years. It was aimed at introducing STEM-oriented instruction so that the teachers of young learners would have a better understanding about STEM education. They were expected to be encouraged to implement it in their own context in class. The first and second years of the study were designed similarly to embrace (1) the initial seminar and workshop, (2) the online class, and (3) the closing seminar for the wrap-up. Four instructional themes for young learners education were be included in the first year study and four others (will be) in the second year. The third year study was planned for the implementation of STEM-oriented teaching by the teachers whose implementation would be assisted and assessed by the researchers (As this study was of the first year study partially reported here, only the online class of the first year was presented later).

This study was attended by 116 teachers. Among these teachers, merely 89 teachers were engaged in the discussion forum postings. Having no participation in the discussion forum, 27 (23%) teachers joined the class by only completing the assignments and/or only doing the quizzes.

The online class was designed by using a Moodle-based Learning Management System. The online class which lasted eight weeks for the first year study was designed for four-module learning covering four themes: (1) Animals, (2) Vegetables, (3) Jobs, and (4) Recreation. Each module consisted of eight learning activities: the overview section till the conclusion. To be more specific, each module covered (1) The module overview, (2) Learning Activity 1, (3) Learning Activities 2A, 2B, 2C, and 2D for reflective discussion guided by questions 1-4 respectively), (4) Learning Activity 3 (Alternative learning activities), (5) Learning Activities 4A, 4B, 4C, and 4D for reflective discussion on alternative learning activities guided by questions 1-4 respectively), (6) Additional materials on teaching young learners, (7) Comprehensive quiz, and (8) Conclusion. Obviously revealed is that Learning Activities 2 and 4 were intended for the reflective discussion among the teachers. They were asked to post their ideas in the asynchronous discussion forum. These learning

activities were set to provide opportunities for the teachers to carry out their online interaction.

## 4.2. Answer to Research Question 2

Occurring once, one uncategorized word, i.e., 'test' or one of 3042 postings to code was deleted among the postings leaving the Un.As category removed in the table. Other categories [Ref.Q], [Com.Ch], [Sim.As], [Oth.As], [Ind.Cor], and [Err.Exp] were also removed since they did not appear in this study.

From the postings, 228 units of analysis were obtained. All analysis units downloaded were analyzed; they were not sampled. Further micro analysis was guided by the modified interaction analysis parameter (Table 1). From all units of analysis, the coded postings were reported to amount to 3041. Intercoder agreement was reported to be 85.09% (2612 of 3041 codes). The codings which indicated disagreements between the two raters − amounting to 14.10% − were not included in the data analysis. From 2612 scaffolding functions coded, this study found that only 10 categories were used in the teacher interaction (see Table 2).

Table 2. Scaffolding interaction related to teaching experience length

| | Category | Length of Teaching Experience | | | | Total | % |
|---|---|---|---|---|---|---|---|
| | | A | B | C | D | | |
| 1 | Dir.M | 44 | 65 | 62 | 56 | 227 | 8.69% |
| 2 | Cla.R | 1 | 1 | 3 | 5 | 10 | 0.38% |
| 3 | Conf. Ch | 0 | 0 | 0 | 1 | 1 | 0.04% |
| 4 | Fur.As | 283 | 222 | 276 | 287 | 1068 | 40.89% |
| 5 | Ext.Exp | 74 | 114 | 128 | 153 | 469 | 17.96% |
| 6 | Dir. Cor | 0 | 1 | 3 | 2 | 6 | 0.23% |
| 7 | Mo.Op | 1 | 1 | 0 | 4 | 6 | 0.23% |
| 8 | Nom | 168 | 134 | 216 | 220 | 738 | 28.25% |
| 9 | Gr. M+ | 13 | 19 | 23 | 23 | 78 | 2.99% |
| 10 | Gr. M- | 1 | 0 | 7 | 1 | 9 | 0.34% |
| Total | | 585 | 557 | 718 | 752 | 2612 | 100% |
| | | 22.40% | 21.32% | 27.49% | 28.79% | | |
| Grand Total | | 2612 | | | | | |
| | | 100% | | | | | |

Note:
A: < 6 years; B: 6-10 years; C: 11-15 years; D: >15 years

| | |
|---|---|
| 1.Dir.M | Direction Maintenance. |
| 2.Cla.R | Clarification request. |
| 3.Conf.Ch | Confirmation check. |
| 4.Fur.As | Further assertion. |
| 5.Ext.Exp | Extended Explanation. |
| 6.Dir.Cor | Direct Correction. |
| 7.Mo.Op | Modified Output. |
| 8.Nom | Nomination. |
| 9.Gr.M+ | Positive Group Maintenance. |
| 10.Gr.M- | Negative Group Maintenance. |

Indicated in Table 2, the four groups of teacher are slightly equal in terms of scaffolding activity in their online interaction − about 20% each and the highest percentage (slightly below 29%) goes to teachers having more than 15 years of teaching service. This group of teachers engaged the most in the online interaction.

It is interestingly found that among the scaffolding categories, Conf.Ch had the smallest occurrence (only 1 occurrence; Table 2). This might be due to the length of teaching experience (more than 15 years of teaching service). This came from a 'senior' teacher who might be courageous enough to ask for confirmation. To be more particular, this senior teacher asserted 'Bagaimana bunda Nn, selama kegiatan disuruh anak mendengarkan penjelasan gurunya tentang kebun binatang hanya melalui gambar? Membosankan anak, bu. [translation: What do you mean, Ms Nn? The students are asked to listen to the teacher's explanation about ZOO by only looking at the picture?]

It is also interestingly found the teachers of less than 6 years of teaching service do not perform any Dir.Cor. Perhaps culture has something to do with this pronouncement. Eastern culture is leaking into most Asian countries due to the lack of courage among the "younger" people to reprimand their senior counterparts, especially when those comments are straightforward [16], [17].

This study is similar to a previous study [12]. Further assertion (an assertion to issues indicating the progress of the on-going discussion of a particular issue and not to a new problem) in this study occupies the first rank (slightly below 41%) in the occurrence. Students' interaction in the previous study [12] and teachers' interaction in this study with regard to Fur.As becomes the most frequent occurrence. This might indicate that in a learning community of both students and teachers, cognitive presence appears when the task is structured or guided. In the previous study [12] the students are given a task (learning to be an expert) to later share their expertise while the teachers in this study are given tasks to answer questions during their reflective discussion. Yet, this study does not display similar result with an earlier study [13] which reports that Clar.R occurs the most frequently. The interaction happening in the earlier study engages students who want to know more while the one in this study happens among in-service teachers who own ample content knowledge and thus perform more on assertion of ideas during the on-going discussion.

This study reveals that Nom 'Nomination' is the second rank (slightly above 28%). It contradicts the result of the previous study [12] which recounts that

student interaction does not make use of Nom as many as this study under report indicates. This is understood as the community of teachers might be more polite in addressing one another in their communication especially in a formal mode of discussion.

Further analysis was done to the scaffolding functions appearing in this study. Referring to [12], two categories were further detected. The first category included Cla.R 'Clarification request' and Conf.Ch 'Confirmation check' which were classified as those scaffolding functions naturally accounted for the need of assistance in interaction (Table 3). The second category shielded more scaffolding functions: Fur.As 'Further assertion', Ext.Exp 'Extended Explanation', Dir.Cor 'Direct Correction', and MoOp 'Modified Output' (Table 4). The second group of scaffolding functions were those accounting for assistance support [12]. Since Dir.M 'Direction Maintenance' (constituting slightly below 9%) did not belong to any of the groups as it actually showed procedural matters within a reflective discussion, it was excluded in the discussion for Cognitive presence. To identify the cognitive presence in teacher interaction, the contrast between the two (interaction showing request of assistance and endowment of assistance is presented in Figure 1.

Table 3. Scaffolding interaction revealing need of assistance

| | Categories | Length of Teaching Experience | | | | Total | % |
|---|---|---|---|---|---|---|---|
| | | A | B | C | D | | |
| 1 | Cla.R | 1 | 1 | 3 | 5 | 10 | 90.91 % |
| 2 | Conf.Ch | 0 | 0 | 0 | 1 | 1 | 9.09% |
| Total | | 1 | 1 | 3 | 6 | 11 | 100% |
| | | 9.09 % | 9.09 % | 27.27 % | 54.55 % | | |
| Grand Total | | 11 | | | | | |
| | | 100% | | | | | |

Note: Cla.R: Clarification request; Conf.Ch; Confirmation check.

Table 4. Scaffolding interaction revealing support of assistance

| | Category | Length of Teaching Experience | | | | Total | % |
|---|---|---|---|---|---|---|---|
| | | A | B | C | D | | |
| 1 | Fur. As | 283 | 222 | 276 | 287 | 1068 | 44.99 % |
| 2 | Ext. Exp | 74 | 114 | 128 | 153 | 469 | 19.76 % |
| 3 | Dir. Cor | 0 | 1 | 3 | 2 | 6 | 0.25% |
| 4 | Mo. Op | 1 | 1 | 0 | 4 | 6 | 0.25% |
| Total | | 375 | 338 | 407 | 429 | 1549 | 100% |
| | | 24.21% | 21.82% | 26.28% | 27.70% | | |
| Grand Total | | 1549 | | | | | |
| | | 100% | | | | | |

Note: Fur.As: Further assertion; Ext.Exp: Extended Explanation; Dir.Cor: Direct Correction; Mo.Op: Modified Output.

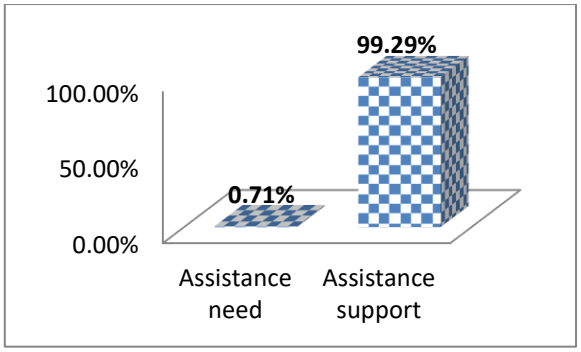


Figure 1. Scaffolding interaction

It is evidently found in this study that teachers of young learners support one another by expanding the knowledge among them − providing further assertion, giving more explanation, giving direct correction, and modifying output (reformulating responses resulting in a more accurate or complex idea − much more than asking one another for assistance. This shall reveal the research question of how the cognitive presence would be viewed.

In light of the social presence, the postings coded Nom, Gr.M+, and Gr.M- were further analysed.

Table 5. Scaffolding interaction (social presence-oriented)

| | Category | Length of Teaching Experience | | | | Total | % |
|---|---|---|---|---|---|---|---|
| | | A | B | C | D | | |
| 1 | Nom | 168 | 134 | 216 | 220 | 738 | 89.45 % |
| 2 | Gr.M+ | 13 | 19 | 23 | 23 | 78 | 9.45% |
| 3 | Gr.M- | 1 | 0 | 7 | 1 | 9 | 1.09% |
| Total | | 182 | 153 | 246 | 244 | 825 | 100% |
| | | 22.06 % | 18.55 % | 29.82 % | 29.58 % | | |
| Grand Total | | 825 | | | | | |
| | | 100% | | | | | |

As indicated in Table 5 among the three categories appearing, Nom 'Nomination' is the highest rank reaching slightly below 90%. The community of teachers are polite in their communication. This study demonstrates teachers' exceptional courtesy in nominating or addressing one another though most of them use only a short "Bu", or "Bunda" [translation: "Ma'am"] without the complete name. They do not say "I like your idea as it is … ." They politely say "I like your idea, Bu, as it is … ." or "I like your idea, Bunda, as it is … ." In their social interaction, the teachers maintain group harmony and lower affective barriers more than they show lack of confidence, readiness, and frustration control. Only about 1% occurrence is found for negative group maintenance (compared to 9% which indicates positive group maintenance). This shall reveal the research question of how the social presence would be viewed.

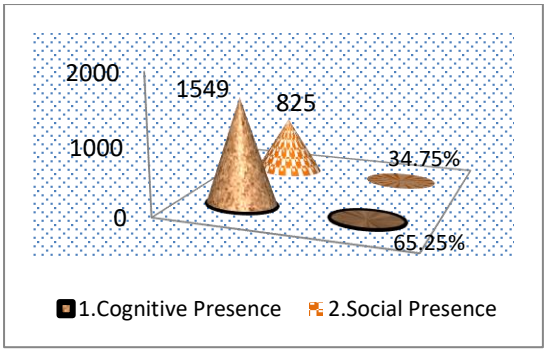


Figure 2. Cognitive-social presences

Eventually, the answer to the second research question is also presented in Figure 2. More on-task interaction (slightly above 65%) occurs in the discussion forum.

## 5. Conclusion

The study has revealed online interaction among teachers of young learners in Indonesia. It commences with the description of how the teaching presence is put up. In light of cognitive presence and social presence, the study reveals the heterogeneous scaffolding categories covering 10 types namely Direction Maintenance, Clarification request, Confirmation check, Further assertion, Extended Explanation, Direct Correction, Modified Output, Nomination, Positive Group Maintenance, and Negative Group Maintenance.

Some studies [12-14] have proved the strength of role assigning in student group interaction. Another study [15] has also proved that when roles are assigned, members will do their assigned role as expected and there is no monopoly from certain members. Another study [12] has even revealed that rotating roles assigned to low achieving students can increase these particular students to be engaged more. Further studies can then assign roles which are to rotated for teachers in small groups so that various responses can be obtained. Roles like 'captain', 'encourager' can be added with a specific 'elaborator' role or the role of "Courteous conflict creator" (p.37) [18], i.e., one that introduces differing opinions. To this particular additional group member role it is anticipated that the short postings of FurAs like 'Agree' can be expanded to reveal more insightful discussion among teachers.

## 6. Acknowledgement

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