

# Preface

This book is the culmination of eight years spent developing our own community of inquiry through research design, data collection, content analyses, and collaborative composing—all while establishing relationships, both working and friendship. In March 2017 at the Conference on College Composition and Communication (CCCC) in Portland, Oregon, the four authors of this book attended an Online Writing Instruction (OWI) Standing Group meeting. Not having met previously, we found ourselves in a conversation together, given our individual interests in and research with varying aspects of the Community of Inquiry (CoI) framework. At that meeting, we formed a subcommittee that evolved into a research team. Supported by two internal grants at our respective institutions and a 2018 CCCC Emergent Researcher Award, we collected survey and interview data in 2017–2018 and collected interview and course observation data in fall 2019. Our collaboration has resulted in four journal articles, a book chapter, and this book—not to mention the affinity and friendships that have naturally occurred as a result of weekly Zoom meetings and annual conference travel.

This book focuses on the data we collected in fall 2019: in-person and virtual observations and interviews with nine instructors and 20 students enrolled in hybrid and online first-year writing courses at four universities across the United States. We particularly focused on our participants' experiences with peer review, examining the extent to which those workshops functioned as communities of inquiry. We used the results to develop a writing studies-specific version of the CoI framework, which we hope writing instructors, writing program administrators, and writing center professionals will use to design digitally mediated learning environments that foreground collaboration and community.

As this data was collected pre-COVID-19 pandemic and before generative AI tools like ChatGPT became available, our analyses, findings, and resulting discussions won't address the impact of the COVID-19 pandemic or generative AI on OWI. As we hope readers will agree, the CoI framework remains applicable to instruction in a wide range of contexts and modalities, and we look forward to future research that applies CoI concepts to writing studies in ways that examine post-COVID-19 emergency online learning and/or generative AI in writing instruction.