**Week 1 Seminar - Online Communication Tools**

**Seminar leaders: Marieke Holtkamp, Laura Mann and Jane Jacek**

**Questions to keep in mind:

“What does effective online communication look like? How can we leverage the web in order to communicate with learners over a distance? What are the necessary components for effective communication in online teaching and learning environments? What are the benefits and problems associated with online communication? How can we lessen the problems through our online teaching practice? Also, how do we draw out those students who are not comfortable with online communication?

Readings**

 **Required Readings:
a) Chapter 3 in Online and Social Networking Communities: Online Communication Tools**

**Recommended Readings:
a) Education for a Digital Age
Part 5 Engagement and Communication
Section 25 Tools For Online Engagement and Communication pg 381**[**http://www.colfinder.net/materials/Education\_for\_a\_Digital\_World/Education\_for\_a\_Digital\_World\_part5.pdf**](http://www.colfinder.net/materials/Education_for_a_Digital_World/Education_for_a_Digital_World_part5.pdf) **b) Synchronous and Asynchronous Communication Tools in Distance Education A Survey
of Instructors by R. Branon and C. Essex** [**http://www.mdecgateway.org/olms/data/resource/6314/Synchronous%20and%20Asynchronous%20Tools.pdf**](http://www.mdecgateway.org/olms/data/resource/6314/Synchronous%20and%20Asynchronous%20Tools.pdf) **c ) Learners' Perspectives on What is Missing from Online Learning: Interpretations through the Community of Inquiry Framework by E Stodel, T Thompson, C MacDonald**[**http://www.irrodl.org/index.php/irrodl/article/view/325/743**](http://www.irrodl.org/index.php/irrodl/article/view/325/743)

**d) Creating Social Presence in Online Environments by Steven R. Aragon (link follows)**

[Creating Social Presence in Online Environments](http://portfolio.educ.kent.edu/daltone/cmc/articles/jp_aragon.pdf)

**Activities
1. Twitter
Live conversation Monday and Thursday night (7pm-8pm) Hashtag #OLTD503tools**

* Participate in live twitter feed and contribute at least one tweet. (If these times do not work for you then scroll through and tweet another time.)

**Guiding Questions**

* What makes for an effective online communication tool?
* Best synchronous/best asynchronous tool?
* Are tools that can be used both synchronously and asynchronously more effective/useful?
* Information overload has been identified as a concern for students (Chapter 3). Which tools avoid information overload and help with information organization and classification? Which tools encourage chaos and overload?
* Share links to online communication tools you use in your classroom.
* Community of Inquiry Framework: How does the tool encourage teacher presence, cognitive presence, social presence?
* In reference to the case study in Chapter 3 (Ekademia): How do you feel about keeping social and academic spaces separate?

 **2. Google Form: Online Communication Tools Survey**

* Contribute to Google Form by answering questions about a variety of online communication tools, address/link to be emailed to students
* The findings will be the guide for our D2L discussion forum
* Complete by Wednesday, January 16 (evening)
* [Online Communication Tools Survey](https://docs.google.com/spreadsheet/viewform?formkey=dDJwbTR2cHpTNkRSRWlFa3FwclZXQlE6MQ)

 **3. D2L Discussion - will be open on Monday, January 14**

* Contribute one discussion post with a question, idea, thought...
* Comment on one other post
* Results from the survey will be posted Thursday January 17

 **Questions to guide reflection:**

* Were you surprised by any of the findings? If so why or why not
* What are the similarities or differences between synchronous and asynchronous communication that appear in the findings?
* Presently what appears to be the most used online communication tool? Why do
you think this is so? Do you feel this is an effective tool to create social presence, cognitive presence and teacher presence? Explain why or why not.
* What online communication tool mentioned in this week’s required reading have you not used before and could see yourself incorporating into your teaching?

**To Do List

Read:**

**Chapter 3 in Online and Social Networking Communities: Online Communication Tools- to be read by Monday January 14th to be prepared for Twitter discussion
See also recommended list

Activities

1) Twitter : Hashtag #OLTD503tools**

* Live Twitter Feed Times: Monday and Thursday (7pm-8pm)
* Participate in live twitter feed and contribute at least one tweet. (If these times do not work for you then scroll through and tweet another time.)
* We hope everyone will continue posting throughout the week, as we will be checking in daily and responding to tweets

 **2)** [**Google Form: Online Survey Communication Survey**](https://docs.google.com/spreadsheet/viewform?formkey=dDJwbTR2cHpTNkRSRWlFa3FwclZXQlE6MQ)

* Complete survey, involves answering a variety of questions related to online communication tools
* The findings will be the guide for our D2L discussion forum
* Complete by Wednesday January 16

 **3) D2L Discussion**

* Will open on Monday January 14
* Relating to findings from the Google form survey and related readings
* Contribute one discussion post
* Comment on one other post

2. Twitter

 Live conversation Tuesday night (6:30-8:30?) #503tools, #oltd \*I combined both of these as #OLTD503tools and started the stream Do we want to do two days, 30 minutes each or more if it goes on, this gives people a chance to pick a day that works best for them or join in both days. Perhaps one day could be the opening day of our week and then later in the week.

Sure - what about Monday eve then Thurs? And encourage people to continue posting thoughts as they answer the form and do the readings.

Good idea

I like the idea of two nights and shorter time frames. Gives everyone a chance to participate. We can check in randomly throughout the week to respond to tweets

Good idea. If we all respond she will see we are all involved in the communication.

Participate in live feed or review during week - add at least one tweet?

-Questions for #oltd503tools

* What makes for an effective online communication tool?
* Best synchronous/best asynchronous tool?
* Community of Inquiry Framework: How does the tool encourage teacher presence, cognitive presence, social presence?I’m kind of into this idea of incorporating the COI into thinking about the use of online communication tools. What do you think about me (Laura) developing a set of questions that relates this to the communication tools to add as part of the form. I’m not sure exactly how it will look yet but I like the idea of connecting to another theory/framework. I added a question to the form trying to incorporate the three components - it may not be detailed enough though.Cool, I’ll look at it and see what I can add. Maybe a little pre-amble summarizing what the chapter says aobut it. Thanks ladies!! How many questions do we want or can we have on the form?
* In reference to the case study in Chapter 3 (Ekademia): How do you feel about keeping social and academic spaces separate? I like this one, relevant and will get convo’s started I think - a good twitter ?Yes to twitter and possibly to carry on in the discussion. Do we want to set a due date for the readings this will break the week down for the students and they will be prepared to communicate on this topic?

What about sending them a google doc like this one as their \*course\* outline. Starting with the readings, then twitter (incd dates), then tell the when the form will be ready (Monday?) and that discussion will follow.

We can also include a to do list. I found this very helpful.Good idea. Do you want to start it a the bottom of this then we can copy and paste it into a new doc when we are ready to send? Maybe make it our goal to send it our by Thursday?

I’d be happy to do this. I think Kim wants us to share it with her before we send out to students.

Great! I’ll keep working on the form. If we aim to send the outline by Thursday to Kim we could send it Friday to the others?

I think we will be ready. Later Thursday if needed letting Kim lknow we woulld like to send it out Friday.

3. Google form

 Contribute to Google Form by answering questions about a variety of tools

Questions:

Have you used \_\_\_\_\_\_\_\_\_\_ as to communicate online?

Benefits?

Challenges?

Ways to improve?

From Chapter 2 of our e-text: Communities of Inquiry - How does the online communication tool facilitate teacher presence, cognitive presence and social presence?

How likely might the following tools contribute to information overload?

List of possible online communication tools as suggested in Chapter 3:

Asynchronous tools

* Discussion forums (ex: LMSs)
* Blogging
* Microblogging (ex: Twitter)
* Wikis (also: google drive)
* Podcasting
* ePortfolios
* Social bookmarking sites (ex: delicious, scoop)
* Media sharing sites (ex: youtube, flickr)
* Social network sites (ex: Facebook, LinkedIn, MySpace)

Synchronous tools

* Chat tools
* Instant messaging
* Internet Telephony (ex: Skype)
* Audio and videoconferencing (ex: Elluminate)
* Virtual worlds/classrooms

Twitter/discussion question: In the book these tools are divided this way (above) - I’d like to suggest there is a lot of overlap. Ex: google drive is considered Asynch but here we are using it synchronously

Totally agree! Many of the tools could fit both categories - ie: twitter, we will be using it both synchronously and asynchronously.

Do we want a question in the form that addresses this?I’ll put one it - yes/no and why? Then we can extend the discussion into twitter and the discussion forum.

4. There is also the discussion page set-up for our use in D2L - I wonder how we could use it? Or maybe it could be one of our questions in the form: We could evaluate it as a communication tool?

 Questions to guide reflection in relation to Google Form findings

* Were you surprised by any of the findings? If so why or why not
* What are the similarities or differences between synchronous and asynchronous communication that appear in the findings?
* Presently what appears to be the most used online communication tool? Why do

 you think this is so? Do you feel this is an effective tool to create social presence,

 cognitive presence and teacher presence? Explain why or why not.

* What online communication tool mentioned in this week’s required reading have you not used before and could see yourself incorporating into your teaching.

Ideas:

1)We could ask students to complete the Google Form by a certain day in the week and then post the finding in the D2L discussions post for discussion of the findings. Great idea!!

2) We have students share an online communication tool they use that they have had success with. I just learned about Kidblog from one of our classmates in OLTD 502. Would love to read about how they use it. We all have a wealth of knowledge and are using great tools. If they do not have a tool they are keen on then perhaps they could research a new tool they would like to try and explain why. I like this - could this be a question on the form? Maybe they could write about one tool they have used successfully?

I thought we could then compile a list , including the write ups and share it with everyone. Could this be done in the form? I like this idea too. Let’s add it to the form for sure. I have added it to form (roughly) - feel free to re-word :)

\*\*Remember Kim is responding to all posts, so this will take us time.

5. Reflection post in Blog? We (seminar leaders) could each reflect on our learning and or pose questions in our own personal blog post related to the feedback, conversation and readings (maybe have our “students” comment on one of our posts?) \*\*I don’t know, maybe this is too much?? Good idea.

Another Idea: We could share our experiences with online communication in our blog. Then students respond to one post.I’m thinking what we have below is enough - maybe save our blog for the re-cap thing due Feb 3?

I agree! Ok sounds good to me.

Learners will:

1. Complete required readings

2. Participate in live twitter feed (or scroll through at later date) and contribute at least one tweet

3. Complete google form

4. Add to discussion forum after we post form results?

This is definitely a solid 5-8 hours of work for “our” students. Let’s use this as the framework then work on developing great questions for our twitter “meet” and form.

Sounds great! I think we need to be careful to not overwhelm them, just enough work :)

Are we doing 5, or is 1-4 enough?

To Do List

Read:

Chapter 3 in Online and Social Networking Communities: Online Communication Tools- to be read by January 14th to be prepared for Twitter discussion

See also recommended readings

Discussions:

1) Twitter #OLTD503tools

* Participate in live twitter feed and contribute at least one tweet. (If these times do not work for you then scroll through and tweet another time.)
* We hope everyone will continue posting throughout the week, as we will be checking in daily.
* Live Twitter Feed Times: Monday Thursday

2) Google Form: Address

* Answering a variety of questions related to online communication tools- please answer all questions
* The findings will be the guide for our D2L discussion forum
* Complete by January

 3) D2L discussion forum

* Will be open on
* Reflect on the findings from Google Form (do we want them to contribute one discussion post and one comment or just a post?)Let’s put a few questions up on the discussion forum for them to answer and guide comments. We can build the questions on what comes up in twitter and through the form.
* Comment on one other post