

EP504, Section 3
Online Collaborative Learning: Computer-Mediated Communication
Second Summer Session 2006
Tuesdays & Thursdays, 5:00-8:45 pm
Claxton Addition Room 242
<http://online.utk.edu>

This course will be offered fall 2008 on Tuesdays, 5pm-745pm.
Attached is the syllabus from last time. I will likely update it. It is now EP532.

Professor.

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Course description.

This three hour graduate course will investigate how online discussions, e-mail, IM and blogs can most effectively be integrated into learning environments. We will explore the theory, research and practice of using computer-mediated communication (CMC) tools to support both distance and blended teaching and learning environments. As CMC tools become more integrated into the lives of our students, teachers need to have an understanding of how these tools enable collaborative learning communities to be formed. Understanding these communities may enable teachers to use them to transform the educational landscape. We will read relevant articles, engage in face-to-face and online discussions, and conduct discourse analysis of CMC transcripts from a variety of learning environments. Questions that will be explored include:

- How can CMC tools be used to support collaborative dialogue?
- Which CMC tools are appropriate for various teaching and learning contexts?
- What theoretical frameworks are useful for understanding CMC?
- Which research methods can investigate online dialogue?

Materials.

All readings are posted in Blackboard. You'll need an instant messenger account and a web log (blog) space (livejournal, blogspot, etc.) to use with your small group. We will set these up on the first day of class. If you are able to bring a laptop with a wireless connection to the first class session, please do so.

Course Activities & Assessment.

Attendance & participation (10%) Come to class on time and be fully engaged. Enthusiastically participate in whole class and small group discussions. Check your UT email, group blog & Blackboard regularly. Let me know in advance about any irregularities in your attendance &/or participation. Absences &/or assignments submitted late will negatively impact your grade. There are no excused absences or excused delays for assignment completion.

Group CMC reflections (10%) The class will be divided into two groups for blog and IM conversations. Participation in one IM conversation with your group and regular posting to the blog will result in full credit for this portion of the course. We'll print out the blog and IM transcripts, exchange them, and analyze them as CMC data.

In-class article discussion (20%) Everyone will read one article per class session and be responsible for sharing main points with your group. To prepare for sharing the main points, please type up one-half to one-page (maximum!) of notes on your article to share with the group. Provide me with a copy at the end of each class session to receive full credit for this portion of the course.

Writing project (10% for outline + 50% for final draft). You have three choices for your final writing project: 1) review of the literature on a CMC topic of your choice (either synthesizing the readings covered in the class or a new topic) 2) a research proposal for a CMC study, or 3) a preliminary analysis of some CMC data we talk about in class or your own data set. An outline will be due early in the course so that I can provide feedback and guidance.

UT Grading Structure:

A=90-100%
B+=85-89%
B=80-84%
C+=75-79%
C=70-74%
D=60-69%
F=59% and below

Tentative schedule (subject to change).

| Class Session | Topic | Readings | Due today |
|----------------------|---|--|--|
| Tues July 11 | Introduction: Online, collaborative, and learning Discuss data sets and research/design interests Meet with small groups | Syllabus | Group web log and IM accounts created in class |
| Thurs July 13 | An overview of CMC, CSCL and online interaction | Herring 2001 Wallace 2003 Dillenbourg et al 1996 | |
| Tues July 18 | Changing teacher and learner roles in online environments Example from the field: Gina Phipps, Instructional design specialist, Innovative Technology Center, UT | McShane 2004 Fauske & Wade 2003-4 Koschmann 2003 | |
| Thurs July 20 | Dialogue as learning | Jenlink & Carr 1996 Stahl 2005 Wegerif 2006 | Outline of writing project |
| Tues July 25 | Synchronous, asynchronous, and blended learning environments | Davidson-Shivers, Muilenburg & Tanner 2001 Levin, He & Robbins 2006 Schweizer, Paechter & Weidenmann 2003 Oravec 2003 | |
| Thurs July 27 | Content analysis frameworks: Interaction and cognitive presence, social presence and | Henri 1992 Garrison, Anderson & Archer 2000 | Blog transcript due |

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|--------------------|---|--|--|
| | teaching presence Analysis of <i>Scenario</i> (?) transcripts | DeWever, Schellens, Valcke & Van Keer 2006 Gerbic & Stacey 2005 | |
| Tues August 1 | Example from the field - blogs in a high school environment: Kevin Thomas, 11th grade Honors English teacher, Central High School Analysis of our blog (?) transcripts | Henderson & Gilding 2004 Bryant, Sanders-Jackson & Smallwood 2006 Herring, Kouper, Scheidt & Wright 2004 Lenhart & Madden 2005 | |
| Thurs August 3 | Example from the field - IM in a middle school environment: Joellen Maples, South Doyle Middle School Analysis of <i>Webpals</i> (?) transcripts | Groenke, Maples & Duncan 2005 (everyone read) Kreijns, Kirschner & Jochems 2003 Thorne & Payne 2005 Jacobs 2004 | IM conversation transcript due |
| Tues August 8 | Communities of practice as analysis framework Analysis of our IM (?) transcript | Walker, 2004 Littleton & Whitelock 2005 Henri & Pudelko 2003 Guldberg & Pilkington 2006 | |
| Thurs August 10 | Frequently asked questions about CMC Share writing projects Course evaluations | Brett 2004 Neuhauser 2002 Beaudoin 2002 Caspi, Gorsky & Chajut 2003 | Final writing project due by midnight Friday August 11 |

Readings (full citations).

July 13

Herring, Susan C. (2003). Computer-mediated Discourse. Handbook of Discourse Analysis. Ed. Schiffrin, Tannen & Hamilton, pp. 612-634.

Wallace, Raven M. (2003). Online Learning in Higher Education: a review of research on interactions among teachers and students. *Education, Communication & Information*, Vol. 3, No. 2, pp. 241-278.

Dillenbourg, Baker, Blaye & O'Malley (1996). The evolution of research on collaborative learning. In Spade & Reiman (Eds) *Learning in humans and machine: towards an interdisciplinary learning science* (pp. 189-211). Oxford: Elsevier.

July 18

McShane, Kim. (2004). Integrating face-to-face and online teaching: academics' role concept and teaching choices. *Teaching in Higher Education*, Vol. 9., No. 1., pp. 3-16.

Fausk, Janice., Wade, Suzanne E. (2003-2004). Research to Practice Online: Conditions that Foster Democracy, Community, and Critical Thinking In Computer-Mediated Discussions. *Journal of Research on Technology in Education*. pp. 137-153.

Koschmann, Timothy. (2003). CSCL, Argumentation, and Deweyan Inquiry: Argumentation is Learning. J. Andriessen, M. Baker, & D. Suthers (eds.), *Arguing to Learn: Confronting Cognitions in Computer-Supported Collaborative Learning Environments*, pp. 261-269.

July 20

Jenlink, Patrick, Carr, Alison A. (1996). Conversation as a Medium for Change in Education. *Educational Technology*, January-February, pp. 31-38.

Stahl, Gerry, (2005). Group cognition in computer-assisted collaborative learning. *Journal of Computer Assisted Learning*, Vol. 21, pp. 79-90.

Wegerif, Rupert (2006). A dialogic understanding of the relationship between CSCL and teaching thinking skills. *Computer-Supported Collaborative Learning*, Vol. 1, pp. 143-157.

July 25

Davidson-Shivers, Gayle, Lin, Y. Muilenburg, and Tanner Erica J. (2001). How Do Students Participate In Synchronous and Asynchronous Online Discussions? *J. Educational Computing Research*, Vol. 25, Nos. 4. pp. 351-366.

Levin, Barbara B., Ye He, and Robbins, Holly H. (2006). Comparative Analysis of Preservice Teachers' Reflective Thinking in Synchronous versus Asynchronous Online Case Discussions. *Journal of Technology and Teacher Education*, Vol. 14(3), pp. 439-460.

Schweizer, Karin, Paechter, Manuela, and Weidenmann, Bernd (2003). Blended Learning as a Strategy to Improve Collaborative Task Performance. *Journal of Educational Media*, Vol. 28, Nos. 2-3. pp. 211-224.

Oravec, Jo Ann (2003). Blending by Blogging: weblogs in blended learning initiatives. *Journal of Educational Media*, Vol. 28, Nos. 2-3. pp. 225-233.

July 27

Henri, F. (1992). Computer conferencing and content analysis. In A. R. Kaye (Ed.), *Collaborative learning through computer conferencing: The Najaden papers* (pp. 115-136). New York: Springer.

Garrison, D. Randy, Anderson, Terry and Archer, Walter (2000). Critical Inquiry in a Text-Based Environment: Computer conferencing in Higher Education. *The Internet and Higher Education*, Vol. 2, Nos. 2-3. pp. 87-105.

De Wever, B., Schellens, T., Valcke, M., and Van Keer, H. (2005). Content analysis schemes to analyze transcripts of online asynchronous discussion groups: A review. *Computers & Education*, Vol. 46, Nos. 2006. pp. 6-28.

Gerbic, Philippa, and Stacey, Elizabeth (2004). A purposive approach to content analysis: Designing analytical frameworks. *Internet and Higher Education*, Vol. 8, Nos. 2005. pp. 45-59.

August 1

Henderson, Samantha and Gilding, Michael (2004). 'I've never clicked this much with anyone in my life': trust and hyperpersonal communication in online friendships. *New Media & Society*, Vol. 6, Nos. 4. pp. 487-506.

Bryant, J. Alison, Sanders-Jackson, Ashley, and Smallwood, Amber M.K. (2006). IMing, text messaging, and adolescent social networks. *Journal of Computer-Mediated Communication*, Vol. 11, Nos. 2, article 10. pp. 1-17.

Herring, Susan C., Kouper, Inna, Scheidt Lois Ann, and Wright, Elijah L. (2004). *Women and Children Last: The Discursive Construction of Weblogs*. Retrieved from web <http://blog.lib.umn.edu/blogosphere/> on 2/17/2006.

Lenhart, Amanda, and Madden, Mary (2005). *Teen Content Creators and Consumers*. Pew Internet & American Life Project. pp. i – vi, and 1-22.

August 3

Groenke, Susan L., Maples, Joellen, and Dunlap, Daniel (2005). Understanding and unlocking the Potential of Virtual Talkin Cyberspace. *English Leadership Quarterly*, Vol. 28, Nos. 2. pp. 3-9.

Kreijns, Karel, Kirschner, Paul A., and Jochems, Wim (2003). Identifying the pitfalls for social interaction in computer-supported collaborative learning environments: a review of the research. *Computers in Human Behavior*, Vol. 19, Nos. 2003. pp. 335-353.

Thorne, Steven L., and Payne, J. Scott (2005). Evolutionary Trajectories, Internet-mediated Expression, and Language Education. *CALICO Journal*, Vol. 22, Nos. 3. pp. 371-397.

Jacobs, Gloria E. (2004). Complicating contexts: Issues of methodology in researching the language and literacies of instant messaging. *Reading Research Quarterly*, Vol. 39, Nos. 4. pp. 394-406.

August 8

Walker, S. Aisha (2004). Socratic strategies and devil's advocacy in synchronous CMC debate. *Journal of Computer Assisted Learning*, Vol. 20, pp. 172-182.

Littleton, Karen, and Whitelock, Denise (2005). The negotiation and co-construction of meaning and understanding within a postgraduate online learning community. *Learning, Media and Technology*, Vol 30, No. 2. pp. 147-164.

Henri, F., Pudelko, B. (2002). Understanding and analyzing activity and learning in virtual communities. *Journal of Computer Assisted Learning*, Vol. 19, pp. 474-487.

Guldberg, K., and Pilkington, R. (2006). A community of practice approach to the development of non-traditional learners through networked learning. *Journal of Computer Assisted Learning*, Vol. 22, pp. 159-171.

August 10

Brett, Clare (2004). Off-line Factors Contributing to Online Engagement. *Technology, Pedagogy and Education*, Vol. 13, No. 1. pp. 83-95.

Neuhauser, Charlotte (2002). Learning Style and Effectiveness of Online and Face-to-Face Instruction. *The American Journal of Distance Education*, Vol. 16, No. 2. pp. 99-113.

Beaudoin, Michael F. (2002). Learning or lurking? Tracking the "invisible" online student. *Internet and Higher Education*, Vol. 5, No. 2002. pp. 147-155.

Caspi, Avner, Gorsky, Paul, and Chajut, Eran (2003). The influence of group size on nonmandatory asynchronous instructional discussion groups. *Internet and Higher Education*, Vol. 6, No. 2003. pp. 227-240.

Last updated July 11, 2006 by tpaulus@utk.edu