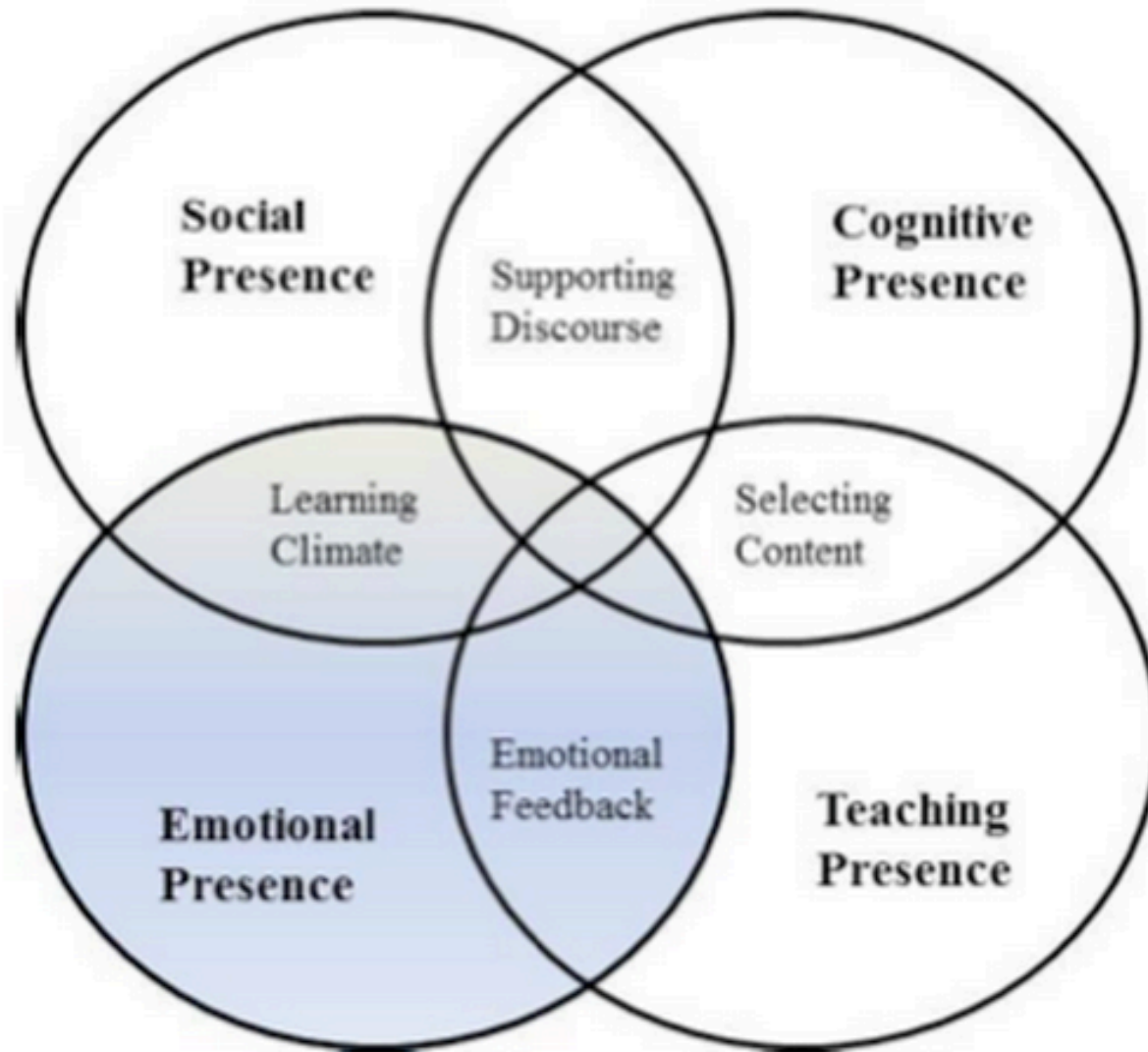


Extended Community of Inquiry Framework (Rienties & Rivers 2014)



Whiteside's social presence model (2015)



Figure 3: The Social Presence Model

Wang, Chen & Anderson (2014)

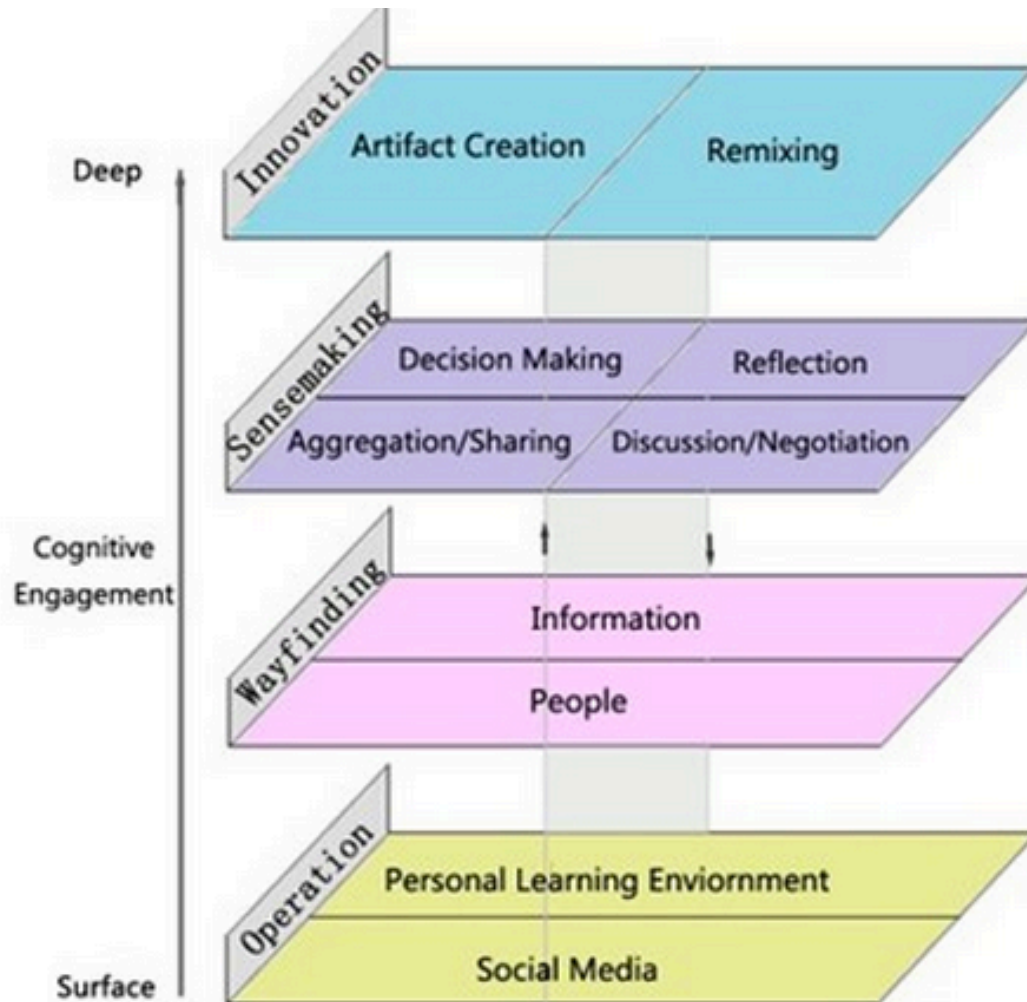


Figure 4. Framework for interaction and cognitive engagement in connectivist learning.

learner engagement in connected learning environments

activity

- posting/responding/commenting
 - curating
 - sharing
- classifying
- viewing
- drafting
- reviewing
- editing, revising
- categorising
 - tagging
 - rating
- producing, creating
 - remixing

knowledge generation & creation

- producing, creating
- meaning making
- connecting, integrating & extending
 - drafting & revising
 - reflecting
 - brainstorming
 - synthesising
 - arguing
 - analysing
 - questioning
- predicting, theorising, hypothesising
 - evaluating, critiquing
 - applying
 - problem-solving

social learning

- relationship building
 - collegiality
 - connecting
 - co-creating
 - collaborating
 - sharing
 - encouraging
 - supporting
 - reciprocating
 - participating
 - leading

Cognitive

Community of Inquiry (Garrison et al 2000)	Framework for interaction & cognitive engagement (Wang, Chen & Anderson 2014)
<p>Triggering – recognising problem, puzzlement</p> <p>Exploration – divergence, suggestions, brainstorming, opinions</p> <p>Integration – convergence, connecting ideas/synthesis, creating solutions</p> <p>Resolution – application, defending solutions</p>	<p>Operation Personal learning environment Social media</p> <p>Wayfinding Information People</p> <p>Sense making Decision making Aggregation Sharing Reflection Discussion Negotiation</p> <p>Innovation Artifact creation Remixing</p>

Stefan P. Schmid
 10.02.2014 · 18:59:44

The terror of tweeting
 Sorry to bring this up again. Besides having an awesome title, this article resonates strongly with my experience trying to convince training staff and faculty to "go public". In this case it's not about "not getting it". The fear of losing control seems to run deep.

This adds to our previous Twitter-related discussions here: <https://plus.google.com/114911896336915116400/posts/layCqQUhyXtJ> and elsewhere.

+Roz Hussin +Laura Gibbs +Janet Webster +George Station

The terror of tweeting: social medium or academic message?
<http://www.thegarden.com/higher-education-network/510>

+1 2

13 Kommentare

Laura Gibbs · 10.02.2014 · #f
 Thanks for this, +Stefan P. Schmid- and yes, I think this is definitely a part of the problem: "Social media involves a loss of control and an exercise in trust and openness." It's also a good explanation of why there is not much social learning going on in our classes either... trust, openness, de-centering, loss of control: very much the factors that keep people from changing how they teach. Our Center for Teaching Excellence (it used to be the "Instructional Development Program" but we've gone and become excellent of course) just launched a new website today... and is there even a glimmer of toward any kind of conversation in digital space? anything but top down content delivery?
 Sigh, nope, nope, and nope.

Stacy Zenke · 10.02.2014 · #f
 Do you see this article? if people want control (and yes, I think that's part of it - real control, or just symbolic control), then their lack of interest in Wikipedia is very understandable.

Roz Hussin · 10.02.2014 · #f
 +Stefan P. Schmid by showing your staff/faculty this video: <https://plus.google.com/+MarkPoole32/posts/1TvkYbQmwp>

FYI, it was forwarded to me by +Mark Poole and I had posted it on my Twitter sigma thread <https://plus.google.com/117219403239374562288/posts/MzjeU1P6hN>

Mark Poole · 10.02.2014 · #f
 Did someone write fear and terror. Here's something to help with change. I'm not finished with it yet. <http://goo.gl/vgrf0d>

George Station · 10.02.2014 · #f
 I differ with the author on one point, though I don't want to over-emphasize it: Based on first-hand testimony, meaning I can (but won't) name names, I think we do still have some colleagues with the fear of looking like your own grandparent who won't press a key on one of them newfangled computing machines. Some colleagues simply don't want to show a lack of tech-savvy in front of students. Really. To this day, Tech avoidance, sticking to e-mail and (at most) MS Office, is one way of showing this.

George Station · 10.02.2014 · #f
 P.S. I have a bit of the shakes myself with some tech, but not other tech. I'm not claiming to be an early adopter with anything but G+.

Problem presentation,
 Triggering phase

Relation to previous post,
 Triggering phase

Tagging participants

Shared resource,
 Triggering phase

Insight, Opinion,
 Triggering phase Exploration phase

Related video,
 Exploration phase

Reference to previous post,
 Integration phase

Related original content,
 Integration phase

Insight, opinion,
 Resolution phase

Social

Community of Inquiry – social presence (Garrison et al 2000)	Social presence model (Whiteside 2015)	Positive crowd learning (Milligan 2015)
<p><i>Project personal characteristics, presenting as real people:</i></p> <p>Affective expression Self-disclosure Humour Continuing a thread/reply Quoting from others Tagging others, referring to others, addressing others by name, using inclusive pronouns (vocatives) Asking questions Complimenting, expressing appreciation Expressing agreement Salutations</p>	<p>Affective association: emotion, humour, self disclosure</p> <p>Knowledge & experience: sharing experience & expertise</p> <p>Community cohesion: Sharing additional resources & information, approachable group members, greetings, salutations, vocatives</p> <p>Interaction intensity: level of interaction including agreeing, disagreeing, compliments, questions, acknowledgments</p>	<p>Seeks knowledge & feedback Shares openly & courageously Engages proactively Values reciprocity Supports others Recognised by peers Inclusive</p>

Emotional

(Cleveland et al 2012)

Positive personal affect

Appreciation, humour, joy, enthusiasm, happiness, desire, enjoyment, excitement, calmness, relief, pride, passion, delight, contentment, surprise, thankfulness, hope, yearning,

Positive social impact:

Supporting, encouraging, appreciating, complimenting, appreciating, celebrating

Use of emoticons, caps, exclamation marks

Negative personal affect

anxiety, dislike, disappointment, panic, anger, fear, stress, guilt, hopelessness, overwhelmed, frustration, boredom, confusion, tired, sick

Negative social impact:

Flaming, trolling, abusing, ridiculing, ignoring

Use of emoticons, caps, exclamation marks

Connectivist

Network analysis	Extending community	Creating
Number of connections Strength of connections	Moves beyond closed community Engages with external networks/communities Engages with external experts	Publishes/uploads/curates/shares to closed community Publishes/uploads/curates/shares to external community

Verbs

Actions	Digital (Churches, 2008)	Higher order cognitive (Bloom's)	Lower order cognitive (Bloom's)
<p>(Kitto 2015) CL Recipe: Create Like Share Tag Rate Collaborative Content Authoring: Adding Content Editing Content Deleting Content Linking (Associating Content) Tagging Content Tagging Collections</p> <p>Content Curation: Create Collection Adding Media to Collection Tagging Media in a Collection Tagging Collection Sharing Collection Sharing Item in Collection</p>	<p>Higher order producing publishing directing constructing mindmapping graphing remixing/mash up moderating alpha & beta testing programming animating filming, editing</p> <p>Lower order: bookmarking linking favouriting searching categorising/classifying /tagging subscribing uploading sharing following executing procedures</p>	producing creating meaning making connecting integrating extending drafting revising reflecting brainstorming synthesising arguing debating analysing questioning predicting theorising hypothesising evaluating critiquing experimenting applying problem-solving decision-making	listing describing reproducing explaining comprehending retrieving naming identifying recognising paraphrasing inferring

References

Churches, A (2008) *Bloom's digital taxonomy*. Available: <http://burtonslifelearning.pbworks.com/f/BloomDigitalTaxonomy2001.pdf>

Cleveland, Innes, M & Campbell, P (2012) Emotional presence, learning, and the online learning environment. *The International Review of Research in Open and Distance Learning*. 13(4): 269-292 Available: <http://www.irrodl.org/index.php/irrodl/article/view/1234/2333>

Garrison, R, Anderson, T, & Archer, W (2000) Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education* 2(2-3): 87-105

Kitto, K (2015) CLRecipe - Social Media Recipes for TinCan API Available: <https://github.com/kirstykitto/CLRecipe>

Krathwohl, D. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory into practice*, 41(4), 212-218.

Kreijns, K, Van Aker, F, Vermeulen, M & Van Buuren, H (2014) Community of inquiry: social presence revisited. *E-learning and Digital Media* 11(1)

Milligan, Sandra (2105) Crowd-Sourced Learning in MOOCs: Learning Analytics meets Measurement Theory. *Proceedings of the Fifth International Conference on Learning Analytics and Knowledge*, Poughkeepsie, NY 18-20 March

Rienties, B & Rivers, B (2014) Measuring and understanding learner emotions: evidence and prospects. *Learning Analytics Review* 1. Learning Analytics Community Exchange. Available: <http://www.laceproject.eu/publications/learning-analytics-and-emotions.pdf>

Wang, Zhijun, Chen, Li & Anderson, T (2014) A Framework for Interaction and Cognitive Engagement in Connectivist Learning Contexts. *The International Review of Research in Open and Distributed Learning*. Available: <http://www.irrodl.org/index.php/irrodl/article/view/1709/2838>

Whiteside, A (2015) Introducing the social presence model to explore online and blended learning experiences. *Online Learning* 19(2) Available: <http://olj.onlinelearningconsortium.org/index.php/jaln/article/viewFile/453/137>