

# DOWNLOAD PDF COMPUTER-MEDIATED COMMUNICATION AS AN INSTRUCTIONAL LEARNING TOOL: A COURSE

## Chapter 1 : Learning Management Systems | Instructional Design Australia

*October - Computer-Mediated Communication: A vehicle for learning. Linda D. Grooms Regent University - School of Education USA. Abstract. The axiom of humanity's basic need to communicate provides the impetus to explore the nature and quality of computer-mediated communication as a vehicle for learning in higher education.*

Behaviorism[ edit ] This theoretical framework was developed in the early 20th century based on animal learning experiments by Ivan Pavlov , Edward Thorndike , Edward C. Tolman , Clark L. Hull , and B. Many psychologists used these results to develop theories of human learning, but modern educators generally see behaviorism as one aspect of a holistic synthesis. Teaching in behaviorism has been linked to training, emphasizing the animal learning experiments. Since behaviorism consists of the view of teaching people how to do something with rewards and punishments, it is related to training people. Skinner wrote extensively on improvements of teaching based on his functional analysis of verbal behavior [45] [46] and wrote "The Technology of Teaching", [47] [48] an attempt to dispel the myths underlying contemporary education as well as promote his system he called programmed instruction. Cognitivism[ edit ] Cognitive science underwent significant change in the s and s. While retaining the empirical framework of behaviorism , cognitive psychology theories look beyond behavior to explain brain-based learning by considering how human memory works to promote learning. The Cognitive concepts of working memory formerly known as short term memory and long term memory have been facilitated by research and technology from the field of Computer Science. Another major influence on the field of Cognitive Science is Noam Chomsky. Today researchers are concentrating on topics like cognitive load , information processing and media psychology. These theoretical perspectives influence instructional design. This form of constructivism has a primary focus on how learners construct their own meaning from new information, as they interact with reality and with other learners who bring different perspectives. Under this framework the role of the teacher becomes that of a facilitator, providing guidance so that learners can construct their own knowledge. Constructivist educators must make sure that the prior learning experiences are appropriate and related to the concepts being taught. Jonassen suggests "well-structured" learning environments are useful for novice learners and that "ill-structured" environments are only useful for more advanced learners. Educators utilizing a constructivist perspective may emphasize an active learning environment that may incorporate learner centered problem-based learning , project-based learning , and inquiry-based learning , ideally involving real-world scenarios, in which students are actively engaged in critical thinking activities. An illustrative discussion and example can be found in the s deployment of constructivist cognitive learning in computer literacy, which involved programming as an instrument of learning. Instructional design The extent to which e-learning assists or replaces other learning and teaching approaches is variable, ranging on a continuum from none to fully online distance learning. Synchronous learning refers to the exchange of ideas and information with one or more participants during the same period. Examples are face-to-face discussion, online real-time live teacher instruction and feedback, Skype conversations, and chat rooms or virtual classrooms where everyone is online and working collaboratively at the same time. Since students are working collaboratively, synchronized learning helps students become more open minded because they have to actively listen and learn from their peers. At the professional educational level, training may include virtual operating rooms. Asynchronous learning is beneficial for students who have health problems or who have child care responsibilities. They have the opportunity to complete their work in a low stress environment and within a more flexible time frame. If they need to listen to a lecture a second time, or think about a question for a while, they may do so without fearing that they will hold back the rest of the class. Through online courses, students can earn their diplomas more quickly, or repeat failed courses without the embarrassment of being in a class with younger students. Students have access to an incredible variety of enrichment courses in online learning, and can participate in college courses, internships, sports, or work and still graduate with their class. Linear learning[ edit ] Computer-based

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training CBT refers to self-paced learning activities delivered on a computer or handheld device such as a tablet or smartphone. For this reason, CBT is often used to teach static processes, such as using software or completing mathematical equations. Computer-based training is conceptually similar to web-based training WBT which are delivered via Internet using a web browser. Assessing learning in a CBT is often by assessments that can be easily scored by a computer such as multiple choice questions, drag-and-drop, radio button, simulation or other interactive means. Assessments are easily scored and recorded via online software, providing immediate end-user feedback and completion status. Users are often able to print completion records in the form of certificates. CBTs provide learning stimulus beyond traditional learning methodology from textbook, manual, or classroom-based instruction. CBTs can be a good alternative to printed learning materials since rich media, including videos or animations, can be embedded to enhance the learning. Help, CBTs pose some learning challenges. Typically, the creation of effective CBTs requires enormous resources. The software for developing CBTs is often more complex than a subject matter expert or teacher is able to use. The lack of human interaction can limit both the type of content that can be presented and the type of assessment that can be performed, and may need supplementation with online discussion or other interactive elements. Computer-supported collaborative learning Computer-supported collaborative learning CSCL uses instructional methods designed to encourage or require students to work together on learning tasks, allowing social learning. CSCL is similar in concept to the terminology, "e-learning 2. This collaborative learning differs from instruction in which the instructor is the principal source of knowledge and skills. The neologism "e-learning 1. Collaborative apps allow students and teachers to interact while studying. Apps are designed after games, which provide a fun way to revise. When the experience is enjoyable the students become more engaged. Games also usually come with a sense of progression, which can help keep students motivated and consistent while trying to improve. Known as "eTwinning", computer-supported collaborative learning CSCL allows learners in one school to communicate with learners in another that they would not get to know otherwise, [72] [73] enhancing educational outcomes [74] and cultural integration. Further, many researchers distinguish between collaborative and cooperative approaches to group learning. For example, Roschelle and Teasley argue that "cooperation is accomplished by the division of labour among participants, as an activity where each person is responsible for a portion of the problem solving", in contrast with collaboration that involves the "mutual engagement of participants in a coordinated effort to solve the problem together. Flipped classroom This is an instructional strategy in which computer-assisted teaching is integrated with classroom instruction. Students are given basic essential instruction, such as lectures, before class instead of during class. Instructional content is delivered outside of the classroom, often online. This frees up classroom time for teachers to more actively engage with learners. Combinations of these techniques include blogs , collaborative software , ePortfolios , and virtual classrooms. The current design of this type of applications includes the evaluation through tools of cognitive analysis that allow to identify which elements optimize the use of these platforms. Classroom microphones, often wireless, can enable learners and educators to interact more clearly. Video technology [80] has included VHS tapes and DVDs , as well as on-demand and synchronous methods with digital video via server or web-based options such as streamed video and webcams. Telecommuting can connect with speakers and other experts. Interactive digital video games are being used at K and higher education institutions. With recent developments in smartphone technology, the processing powers and storage capabilities of modern mobiles allow for advanced development and use of apps. Many app developers and education experts have been exploring smartphone and tablet apps as a medium for collaborative learning. Computers and tablets enable learners and educators to access websites as well as applications. Many mobile devices support m-learning. Mobile devices such as clickers and smartphones can be used for interactive audience response feedback. Social media in education Group webpages, blogs , wikis , and Twitter allow learners and educators to post thoughts, ideas, and comments on a website in an interactive learning environment. Social networking encourages collaboration and engagement [89] and can be a motivational tool for self-efficacy amongst students.

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## Chapter 2 : Computer-mediated communication - EduTech Wiki

*Computer Mediated Communication in Language Teaching and Learning* The term *Computer Mediated Communication (CMC)* encompasses all forms of human communication that are mediated in some way by computer. These forms include email, instant messaging, listservs, blogs, chatrooms, gaming, and online instructional forums.

Advanced Search Abstract The purpose of this action-research study was to explore how well various instructional strategies translate to a text-based Internet learning environment and facilitate higher levels of learning. The participants were 19 adult learners enrolled in an online degree program at a Western Canadian research university. The results of the study provide support for the position that text-based Internet communication technologies can facilitate effective learning environments through the use of certain instructional strategies, resulting in the ability to facilitate higher levels of learning. The Problem For more than a decade, institutions of higher education have been exploring ways to improve teaching and learning practices through creative and innovative uses of Internet technology. There is evidence that these perceptions are growing as Internet technology becomes more pervasive and transparent. The survey participants further expressed that the use of Internet technology is effective at achieving greater student participation and greater student interest: Underpinning these beliefs is the assumption that asynchronous text-based Internet communication technology, by its very nature, can facilitate higher levels of learning i. For example, Lapadat argues that with asynchronous text-based Internet technology, learners have the means to carefully compose their ideas and thoughts into a written form of communication. This, according to Garrison and Anderson ; see also Harasim, "in combination with the time-lag inherent in asynchronous communication" provides learners with opportunities for critical reflection, which is necessary for higher ordered learning. In an effort to legitimize these claims, research has been conducted on the effectiveness of learning in the online classroom. Perhaps the only consistent finding is that deep and meaningful learning is not easily achieved in the online classroom e. Even if it is shown that Internet technology can bring about higher levels of learning e. At present, then, achieving higher levels of learning i. Yet in spite of the evidence that higher levels of learning are difficult to achieve in the online classroom, interest in its use in higher education continues to grow. Given the expanding interest and demand for online learning, there is a critical need to advance our understanding of how to facilitate effective online learning activities. Background to the Study and Guiding Theoretical Framework Prior research has revealed that the application of educational technology theory to the design and delivery of online learning plays a critical role in facilitating higher levels of learning Kanuka, a. An explanation for this lack of effectiveness is that group discussions often keep both instructors and learners in their comfort zones, resulting in a trivialized e. A problem with asynchronous text-based discussion was first observed by Henri over a decade ago, and was explained as an inability to deal with the abundance of information or to interpret the elements of meaning that have significance within the learning process. Their explanation was that the use of the Internet has surpassed the development of theory on which to base such uses. More recent investigations continue to reveal the pressing need for further research in understanding how to facilitate effective online learning environments e. In particular, research has indicated a need for students to ground their academic knowledge in meaningful practice, and to do so in diverse ways from diverse perspectives e. Diverse ways of learning, in turn, can be effectively facilitated by using diverse instructional strategies. Instructional strategies are deliberate, planned goal-oriented learning activities that can be used to move learners from low levels of learning e. Instructional strategies are effective at facilitating higher levels of learning because they actively involve learners in ways that force them to use diverse ways of thinking and learning. There is evidence to suggest that students who use active and diverse learning strategies are more likely to acquire a sophisticated level of understanding than students who do not use such strategies Williams, Prior research by the author of this article also explored issues of how, when, why, and in what ways to use diverse instructional strategies effectively in the online classroom. The outcome of this prior research was the

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development of an empirically validated framework comprised of principles to guide the design of web-based learning. Using the Delphi Technique, this prior study asked a panel of experts 26 scholars from across North America who are practitioners and researchers of web-based instruction to identify constructs which they believe are necessary to use in order to facilitate higher levels of learning in web-based distance delivered learning environments Kanuka, a. A follow-up question to this same panel of experts asked them to identify specific activities i. Table 1 summarizes the results of these studies. Table 1 Principles of teaching and learning adapted from Kanuka, a , b Principle Instructional Strategies 1. Engagement with abstracted phenomena. Higher levels of learning involve active and purposeful engagement with complex abstracted phenomena.

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## Chapter 3 : Computer-mediated communication - Wikipedia

*In this case the innovation was the Internet, encountered both as the primary mode of delivery for the Computer-Mediated Communication in Education (TE ) course and as a tool to be integrated into the student's own instructional practices.*

Mean number of participants logged on each week 9. In most cases, it appears that students logged on and read the conference at least once a week, and many students logged onto the conference once a day. In the course, computer records indicate that students spent about three hours a week logged on to the conference. There were 11 participants in the course, 10 of whom had little prior experience with computers, and by the end of the first week of the course, 6 of the 11 participants had successfully connected with the conference. Four additional students joined the following week, and the final participant logged on by the third week. The mean number of participants who signed on each week was 9. The average number of notes for each week of the first course was The average number of notes authored by each student was The course originally had 16 students. In the fourth week, 1 of the students dropped out of the course, leaving 15 students. Of these, 14 had logged on during the first week and all had logged on by the end of the second week. Most students logged on at least once a week, with an average "attendance" of Even though the course structure was different in the course, in that there was a good deal more activity required in the learning partnerships and in the small groups, the mean number of notes each week in the main discussion was This was quite similar to the mean for the course. In , the average number of notes authored by each student was In computer-mediated communication instruction, the teacher or instructor plays an important set of roles. Not only does she or he structure the experience, but the instructor also provides an important role model with his or her own contributions to the conversation. The instructor encourages participation, demonstrates appropriate responses, summarizes the discussion from time to time, and redirects the attention of the group when it gets off track. In the two courses, the instructor was the largest contributor of notes, writing between three and four times as many notes as the students. This is a much lower percentage of the "air time" than is typical in a face-to-face group. In the course, the students were asked to write a small essay individually concerning their views of community development. These individual assignments were transmitted to the instructor and placed on-line for the other students to read. The second assignment was a cooperative writing assignment. The students were divided into small groups and each group was asked to choose a case study from one of the texts and to write an analysis of the case using the theoretical material in the course. In the course, two assignments were given that required cooperative writing by the students. In the first assignment, students were paired into learning partnerships and asked to write a joint paper. These learning partners replaced the individual assignments in the course. There originally were eight pairs, but one pair was dissolved when a student dropped out of the course. Of the seven remaining pairs, five were active in writing the assignment on-line. Although the remaining two pairs completed the assignment, they were not as active on-line. Both of these inactive pairs lived together. Thus, they completed the assignment off-line and sent the assignment as a complete piece. Analyzing the five on-line partnerships, it was found that they required a mean of The second assignment in the course was the same as that for the course. The students were divided into small groups and each group was required to write an analysis of a community development case study. The small groups required an average of In the small group assignments, the students authored a mean of Two students dropped out of the small groups after authoring notes. Without these students, the range was from notes. The students who dropped out of the small group lived together and, here again, completed the assignment off-line and sent the assignment as a complete piece. Synchronous Versus Asynchronous Participation The analysis of the transcripts of the main conference and the learning partnerships indicated a number of interesting patterns. Except for a primitive facility for sending one line notes to other participants who are concurrently logged on to the system, all notes are written and posted to the conferences, where they may be read at some later time

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by other participants. Nevertheless, notes tended to cluster on certain days. It was as if the participants tended to like immediate feedback and worked on the computer at the same time. By examining the time stamp on pairs of notes, one can count the number of notes sent on the same day in comparison with the number of notes sent on different days. All notes sent on the same day as the preceding note were coded as synchronous, whereas notes sent on a different day than the preceding note were marked as asynchronous. This coding stretches the definition of synchronous, but it seems to reflect the orientation of the students, who commented that they felt like they were working together. In the main conference, there were about twice as many synchronous notes as asynchronous notes. In the five active learning partnerships, the synchronous rate was even higher. The mean ratio of synchronous to asynchronous notes was  $2.0$ . In the small groups the mean ratio of synchronous to asynchronous notes was  $1.5$ . Clearly, one of the successful strategies for writing a paper together was to be on-line at approximately the same time on the same day. Too often, contributions tend to be disjointed. The experience in the computer conference was quite different. Out of a total of notes, or  $100\%$  Except for notes about course management, most of the discussion in the main conference dealt directly with the course topics. This statistic understates the case, as a great number of notes referred in a general way to course readings, but were not counted for this analysis. Notes Containing Hints The students in both the and courses were very helpful to one another in suggesting hints for using the system. In both courses, a specific HELP conference was set up and was very active. Student Achievement Overall Course In these small courses it was difficult to quantify student learning and compare that learning with courses offered in other modes. Although quantitative comparisons are not possible, the dropout rate in these two courses appeared to be as low or lower than the dropout rates in other off-campus courses. The results in the courses were very impressive. The students were able to integrate the course readings very well and apply their learning to actual case studies. The papers were well-written and were carefully related to the material of the course. The grades were similar or superior to those for similar courses offered face-to-face. The instructor felt that, in many ways, student performance was superior to similar face-to-face courses. In particular, it was observed that these students paid closer attention to course materials, had discussed the materials in more depth, and had clearly identified important issues and developed individual positions related to these issues. Given the extensive literature available on the topic, attention to the literature was an important goal of the course. Learning Partners The joint papers in the second course seemed superior to the individual papers written on the same topic prepared for the first course. One of the difficulties with using small groups in a course is that one or more groups may have difficulty with interpersonal problems and end up letting one person do most of the work. Because the instructor could view the complete transcripts of five of the seven learning partnerships, it was clear that both partners contributed substantially to the effort. The learning partnerships were judged as highly successful as an instructional technique in the course. Small Groups During both courses, each of the small groups succeeded in producing a good-to-excellent analysis of a case study. Although there was more variation in the rate of participation than in the pairs, each student volunteered for a role in the production of the paper and contributed to the final effort. Out of seven small groups in the two courses, only one experienced difficulty with the assignment. The small group papers demonstrated mastery of the content, and the ability for the whole group to see the developing paper allowed for good discussion on various points. The quality of the writing was superior to small group efforts working face-to-face, where typically there is only enough time for one student to be responsible for the final product. Student Reflections on Experience Overall Course Data on student satisfaction was collected in a number of ways for both the and courses. Students in both courses were asked to respond to Likert scales on a number of issues. Because there were so few students in each course, the Likert scales were not analyzed statistically. Satisfaction was high in both courses - with both the structure of the course and the interaction with the instructor. At the end of the courses discussions were conducted about the experience and a number of themes emerged. First, students commented quite positively on the convenience of computer-mediated communication. They commented specifically on being able to work during times that were most appropriate to them in that they had energy or uninterrupted time to concentrate.

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As one student said, when commenting on what she got out of the course, I feel that I got an awful lot out of the course. I put a lot of time and effort in the course, but I could only do that because I have a computer sitting in my den that I can use. The other course that I took I was always behind. Whereas with this one, I could catch up. Several students reported about the value of being able to access the computer at times when the course work did not conflict with other family responsibilities. Young children often need attention during the critical 5: With computer-mediated communication system, people could work during the day when children were elsewhere, or work late at night or during the early morning. This convenience allowed the student to devote full attention to academic work without being distracted by other family concerns. The second major theme that emerged during the interviews was the strong relationship between the course and the required reading. You are not going to read very much in Community the name of the conference before you realize that you have to do the reading. Even if you are not going to contribute, you still have to do the reading. I have never been in a course like that where there has been so much internal pressure to stay up. What did I accomplish in the others and what did I accomplish here? In this method it has been almost compulsory to do the reading.

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## Chapter 4 : Introduction to E-Learning Course | Purdue University

*See also: Computer-supported collaborative learning, Computer-supported instructional communication, etc. 2 Technical and social aspects of CMC Advantages of CMC. 1. Computer mediated communication breaks down geographical barriers to communication enabling collaboration through communication over distance. 2.*

Forms[ edit ] Computer-mediated communication can be broken down into two forms: All parties are engaged in the communication simultaneously; however, they are not necessarily all in the same location. On the contrary, asynchronous computer-mediated communication refers to communication which takes place when the parties engaged are not communicating in unison. In other words, the sender does not receive an immediate response from the receiver. Most forms of computer mediated technology are asynchronous. Scope[ edit ] Scholars from a variety of fields study phenomena that can be described under the umbrella term of computer mediated communication CMC see also Internet studies. For example, many take a sociopsychological approach to CMC by examining how humans use "computers" or digital media to manage interpersonal interaction, form impressions and form and maintain relationships. The study of language in these contexts is typically based on text-based forms of CMC, and is sometimes referred to as "computer-mediated discourse analysis". The study of communication to achieve collaboration "common work products" is termed computer-supported collaboration and includes only some of the concerns of other forms of CMC research. Popular forms of CMC include e-mail , video , audio or text chat text conferencing including "instant messaging" , bulletin board systems , list-servs and MMOs. These settings are changing rapidly with the development of new technologies. Weblogs blogs have also become popular, and the exchange of RSS data has better enabled users to each "become their own publisher". Characteristics[ edit ] Communication occurring within a computer-mediated format has an effect on many different aspects of an interaction. Some of those that have received attention in the scholarly literature include impression formation, deception, group dynamics, disclosure reciprocity, disinhibition and especially relationship formation. CMC is examined and compared to other communication media through a number of aspects thought to be universal to all forms of communication, including but not limited to synchronicity , persistence or "recordability", and anonymity. The association of these aspects with different forms of communication varies widely. For example, instant messaging is intrinsically synchronous but not persistent, since one loses all the content when one closes the dialog box unless one has a message log set up or has manually copy-pasted the conversation. E-mail and message boards, on the other hand, are low in synchronicity since response time varies, but high in persistence since messages sent and received are saved. Properties that separate CMC from other media also include transience, its multimodal nature, and its relative lack of governing codes of conduct. The medium in which people choose to communicate influences the extent to which people disclose personal information. CMC is marked by higher levels of self-disclosure in conversation as opposed to face-to-face interactions. Anonymity and in part privacy and security depends more on the context and particular program being used or web page being visited. However, most researchers in the field acknowledge the importance of considering the psychological and social implications of these factors alongside the technical "limitations". Language learning software CMC is widely discussed in language learning because CMC provides opportunities for language learners to practice their language. Thus, considerable concern has arisen over the reading and writing research in L2 due to the booming of the Internet. Benefits[ edit ] The nature of CMC means that it is easy for individuals to engage in communication with others regardless of time or location. CMC allows for individuals to collaborate on projects that would otherwise be impossible due to such factors as geography. By allowing an individual to communicate in a location of their choosing, CMC call allow a person to engage in communication with minimal stress. When communicating through an electronic medium, individuals are less likely to engage in stereotyping and are less self-conscious about physical characteristics. The role that anonymity plays in online communication can also encourage some users to be less defensive and form

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relationships with others more rapidly. Moreover, according to Dr. Sobel-Lojeski of Stony Brook University and Professor Westwell of Flinders University, the virtual distance that is fundamental to computer-mediated communication can create a psychological and emotional sense of detachment, which can contribute to sentiments of societal isolation.

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## Chapter 5 : Instructional Strategies for Online Courses

*Computer-mediated communication as an autonomy-enhancement tool cations, however, include the need to offer guidance and help learners monitor.*

What is a Learning Management System? Single piece of software that provides a platform for online learning content and communication tools. It is used to deliver a blend of traditional classroom instruction and Online delivery. It allows easy management of the learning materials and tracking of student learning. Used by students, teachers and administrators. It supports a collaborative learning community and Multiple modes of learning What are the benefits and who can benefit from a LP? Save time on administrative tasks Simplify organisation Easily and quickly communicate with parents Enables Parents to: To know what is going on in the school To get involved with the school Enables administrators to: Communicate on a one-to-one or one-to-many basis Contribute to learning resources Enables the teacher to: Access resources and tools to support planning, information sharing within the school and outside the school. Share the burden of creating resources with colleagues. Import material from other sources. Extend learning beyond the classroom and traditional timetables. Submit and track activities, including evidence for assessment Enables learners to: Personalise home pages with learning tools such as tasks, diaries and files. Gives every learner access to a personal online web-space where they can store course work and their achievements. Store all their work. Display their work to peers and teachers. What features do LMS usually include? Features that all Users have: Differential access for students, teachers and administrators. This includes Login Names and Passwords Personalised working spaces. Individualised folders for participants home pages and work. Easy navigation, help pages, quick links, Pervasive references links for everyone Searching facility within the LP and outside the LP Easy-to-use content creation tools. Easy authoring tools for text, hyperlinks and graphics. Web page editing with templates for content pages. Communication and collaboration functions such as Email, Asynchronous collaborative learning discussion forums for group learning, threaded discussions Synchronous collaborative learning chats for live instruction in classroom settings. Features that Tutor Interfaces have: Access control Flexible course design and delivery. Support of reusable learning objects. Ability to track student progress. Features that Student interfaces provide: Access to learning resources with a personalised study units, course materials, syllabuses, basic teaching material for self-paced coursework. It is gaining popularity as web services are being implemented across the state. Opensource free The most adaptable learning platform Moodle over , registered users on this site alone, speaking over 70 languages in over countries. This is an example of a third generation of LPs?. Robbins suggests the following stages in the evolution of Learning Content Management Systems: Generic content libraries Stage 2: Learning content management systems. I suggest there is a fifth stage which includes these third generation LPs?. These include virtual teams, knowledge- and learning communities and a networked economy. What is the potential for LMS? LMS have the potential to free us from constraints that currently prevent the full integration of technology in the classroom. The provision of a simpler, user friendly, group friendly system may help us to overcome the barriers that we now face. The change from command based computers to the GUI interface meant many more people such as myself were more comfortable using computers. The simplicity and ease of using a LMSs? Could this be what teachers need to get greater use of computers in schools.? The learning management system used by LrnLab? Teachers do not want to have to learn complicated software programs. As the ease of use improves so too will the frequency of use. You should look for the following features: An open interface with other software such as Oasis which is the software the NSW public schools use for administration. The LP must function as a stand-alone application and it also needs to be able to interface effectively with other systems such as Oasis for student data. The interfaces needs to support simple integration formats such as XML. Security The LP must contain security and encryption mechanisms to protect the learning content and user data. The LP needs to have secure user privileges, which set permission

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to levels that users need but do not allow security to be compromised. It should also contain an automatic backup system. Automated implementation processes Deployment and implementation should not be too difficult or take too long. It should have an installation wizard that gives you options for customisation. Easy-to-use content creation tools Teachers need to be able to create course content with authoring applications they are familiar with or a simple WYSIWIG editor embedded in the system. Flexible course design and delivery The LMs? Support of reusable learning objects Although the initial creation of learning objects takes some time, the benefit comes when it can be used again. Administrative applications The LP should be able to manage enrollment and progress of learners, as well as course content, timing, and tracking. Assessment tools The best LPs? It is important to have a system that allows for a variety of assessment strategies: Communication and collaboration functions As well as being able to study alone the LP should provide opportunity to interact with the technology, teacher, or peers. The learning environment is more effective if the student can interact with the learning materials; become active learners. Asynchronous and synchronous communication allows for collaborative work. Facilities for content migration The LP must offer easy-to-use conversion tools. What sort of barriers will I have to hurdle to make it work? Barrier Solution People resisting the change from the status quo. Develop a shared vision, show strong leadership. Educate all stakeholders about the benefits. Demonstrate how easy it is to create courses and use the LP. Resistance from "the belief - or fear - that the ultimate aim of instructional technology is to reduce or even remove the human element of instruction. The cost of preparing materials is high. The cost of maintaining, revising and updating courses is high. Gain administrative and government support if possible. Emphasise the long term cost effectiveness. Emphasise that embracing technology can be a solution to increased "demands and reduced resources" Bates The unique pedagogy of e-learning requires special skills in learning design and interaction design. Create an Instructional designer position to maintain the quality of the learning materials and work with subject experts. Provide templates and best practice examples for all staff to see. Time and workload to implement, develop and maintain the LP. Emphasise the time saving over the long term. Provide relief from the classroom for teachers to develop materials and become familiar with the LP. Provide incentives and rewards for effective implementation. Students who are not well-motivated or organised will reject this learning environment. Educate students on effective ways of organizing their work; naming files and creating folders. Students working alone will miss having contact and interaction with their peers and the teacher. Provide a mix between face to face and on line learning according to the needs of the students. The tutor really needs to be flexible about the way they provide support. Teachers have a diminished role and a sense of loss of control. Ensure that staff appraisals do not disadvantage teachers who use the LP extensively. Run professional development programs that educate teachers about the advantages and merit of learner centered teaching methods and how the LP can facilitate this process. Course requirements emphasise individual teaching criteria and objectives so it is difficult to make assessments within this collaborative learning environment. Remind teachers that there are usually group work objectives included in syllabi and show them ways of assessing individual achievements within a collaborative environment. Introvert students who find it difficult to communicate with groups will feel a sense of pressure. Train teachers to identify and support these students.

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## Chapter 6 : Educational technology - Wikipedia

*Computer-mediated communication (CMC) is defined as any human communication that occurs through the use of two or more electronic devices. While the term has traditionally referred to those communications that occur via computer-mediated formats (e.g., instant messaging, email, chat rooms, online forums, social network services), it has also been applied to other forms of text-based.*

Overview and Perspectives by Zane Berge berge guvax. Introduction As used in this book, the term computer-mediated communication CMC signifies the ways in which telecommunication technologies have merged with computers and computer networks to give us new tools to support teaching and learning. CMC describes the ways we humans use computer systems and networks to transfer, store, and retrieve information, but our emphasis is always on communication. In our model, the computer network is primarily a mediator for communication rather than a processor of information. As it is currently used to support instructional purposes, CMC provides electronic mail and real-time chat capabilities, delivers instruction, and facilitates student-to- student and student-to-teacher interactions across a desk or across the world. These uses are enabling and promoting several paradigmatic shifts in teaching and learning, including the shift from instructor-centered distance education to student-centered distance learning and the merging of informal dialogues, invisible colleges, oral presentations, and scholarly publications into a kind of dialogic or even multilogic virtual university. Considered together, the chapters in this volume revolve around the questions: Overview and Perspective , the first in a 3-volume set, provides an overview of several themes relating to the use of computer-mediated communication both in class and in distance learning. Further, learners may now use the same tools and methods that professionals use; at the same time, pioneer educators using CMC are taking an interdisciplinary, project- oriented approach to teaching and learning--all of which creates authentic practice. We find that CMC is changing instructional methods in several ways, including: Both of these factors can improve the quality, quantity, and patterns of communication in the skills students practice during learning- a change that requires, in many cases, both teachers and students to learn different roles. Educators often categorize the use of instructional CMC in three ways: Computer conferencing provides e-mail, interactive messaging, and small and large group discussion. In CAI, the computer is used to structure and manage both the presentation of information and the possible responses available to the human user. Uses of computer conferencing, informatics, and CAI include: As the authors in this volume discuss the various methods, it becomes clear that there are many benefits to using CMC, but there are also some limitations that must be recognized. As the reader moves through these chapters, it will become apparent that one of the greatest benefits of CMC is its ability to liberate instruction from the constraints of time and distance. The convenience of access from home, school, or office permits many students and instructors to better meet travel, job, and family responsibilities. Educators and trainers, especially those involved in distance learning, have been searching for the "Holy Grail" of instruction for a long time--to be able to teach and have students learn anything, anytime, anywhere. To a large degree, CMC now can fulfill two-thirds of this desire. CMC promotes self-discipline and requires students to take more responsibility for their own learning. On the other hand, because students must manage their own learning, this newfound independence may be a hindrance to those students who need more structure. No one can deny that we have entered an information age in which power comes to those who have information and know how to access it. If we consider which factors of CMC will be most important to education in the information age, it seems that our goals should be to develop self-motivated learners and help people learn to find and share information. If designed well, CMC applications can be used effectively to facilitate collaboration among students as peers, teachers as learners and facilitators, and guests or experts from outside the classroom. One of the more important aspects of CMC use in instruction is that it is text-based. Facility in writing is essential across the entire curriculum, and with the present technology one cannot communicate on a computer network without writing. Just as important, if

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used effectively, CMC encourages and motivates students to become involved in authentic projects and to write for a real audience of their peers or persons in the larger world community, instead of merely composing assignments for the teacher. At the same time, we must recognize that not all students can express themselves well in writing, and, even for those who can, the act of writing and using online text-based applications can be a time-consuming struggle. In this regard, there is an emerging body of literature, added to by several authors in this volume, who speak from their own experiences concerning the empowerment of persons with disabilities, physical impairment, disfigurement, or speech impediments, which hinder their equal participation in face-to-face encounters. CMC promotes an equalization of users. Further, it is impossible to know if another person took several hours to draft a one screen response, or several minutes. Responses are judged by the ideas and thoughts conveyed, more so than by who is doing the writing. As a result, the lack of social cues and the asynchronous nature of the medium affords those with physical limitations or personal reticence the possibility of participating fully and equally in communicative activities within a mainstream environment. However, researchers realize that when social context cues are minimized nonreticent personalities can be encouraged to become overly zealous in their responses, or to become publicly inflammatory and aggressive on a personal level in ways that generally do not occur in other media. Second, it has been noted that some students prefer the social aspects of the classroom and are unsettled by the lack of face-to-face interaction in CMC, or the lack of a sometimes charismatic lecturer during presentation. Another potential benefit of CMC is in promoting multicultural awareness. With the demographic make-up of many countries changing so rapidly, it is becoming increasingly important to develop communication skills for a culturally diverse community and world. Still, although CMC enhances some of these valuable skills for the 21st century, we must remember that because the bulk of CMC is conducted in English and in the written rather than in the spoken word, it may perpetuate some cultural hegemonies. However, still others believe that the lack of social cues and face-to-face interaction increases the sense of isolation for persons using this medium to teach and learn. They point out that CMC may interfere with face-to-face relationships or be addictive. However, as the chapters in this volume make clear, we cannot deny its value as a teaching tool. We simply need to remember that responsible use of CMC means using it in addition to other media, not as a replacement. As educators, our job is to provide options to fit a variety of learning styles, and it is in this regard that CMC can help the most. There are technical benefits to using CMC, such as the ease of circulating and archiving files and documents e. On the other hand, the learning curve, with regard to learning the system and the technical "how tos" of the computer and telecommunications, can be steep. The cost of buying and supporting systems or accessing other networks is a significant "overhead" item in schools and colleges today, as is the cost and inconvenience of upgrading, repairing, or replacing hardware. With so many systems to learn and sources to tap, information overload has become a problem as some users struggle with the lack of criteria to help them to decide what to keep and what to discard from the swiftly flowing stream of incoming information. All these factors--the idea that teachers, information designers, and instructional developers can use CMC to promote collaboration, cooperation, the sharing of ideas, and as an equalizing medium--means that the roles of students and teachers will change. No longer perceived as the sole experts and information providers, teachers become facilitators and guides. Conversely, students are no longer passive learners, attempting to mimic what they see and hear from the expert teacher. They become participants, collaborators in the creation of knowledge and meaning. Yet we must attempt not to reproduce or augment the problems associated with the gap between technology "haves" and "have nots" when we design CMC and computer conferencing applications and curricula. Every software, networking, or curriculum innovation reflects, to some degree, the unarticulated assumptions about the world view of the culture that created it. We must be aware of this fact and strive to create and use CMC innovations that allow for multiplicity, for change, for difference. In response to increased pressure on universities and instructors to provide instructional delivery systems that go beyond the traditional "chalk-and-talk" form of lecture, computer-mediated conferencing has emerged as a tool for instructional communication not bound by prescribed meeting times or by geographic proximity. As part of course

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planning, we must address issues such as course goals, hardware availability, and student readiness. Large expenditures on CMC for the classroom will not help unless teachers understand how the technology helps fulfill the goals of the course. To this end, the chapters in this volume provide examples and practical advice. Chapter 1 provides a foundation for understanding the terminology and processes of computer-mediated communication. Santoro defines CMC and gives examples of the various ways in which computers are used to mediate human communication, especially in support of instruction. This chapter describes how typical members of the academic community use computers for direct, human-to-human communication, informatics, and computer-aided instruction. Santoro describes the basic functions of electronic mail, group conferencing, and interactive messaging systems before going on to discuss the purposes of online databases and campus-wide information systems. This chapter provides the basic concepts and context necessary for understanding the more specific and in-depth information provided in later chapters. In Chapter 2, Jill H. Ellsworth addresses the second half of our title, "And the Online Classroom. For many students, CMC provided a new avenue for learning--one not reliant on time, location, or instructor--that allowed them to access information in an exploratory fashion. Further, CMC gave many students a chance to use electronic mail, computer conferencing, and synchronous communication with their peers to independently build their own useful knowledge structures. However, many CMC applications require that students first take the time to learn considerable information and skills and be provided with access to computers and software that can be costly. Ellsworth determined that CMC enhances both the teaching and the learning process. In considering the major benefits of CMC, her students said that they appreciated the timely feedback, the accessibility of faculty and resources outside of class hours, and their ability to get more out of the class. Shimabukuro, in Chapter 3, examines the potential impact of computer-mediated communication on writing instruction by developing a future scenario in a college setting. However, the scenario is equally relevant to other instructional levels. He next describes the growth of computer networks, using a generational model: In the fourth generation model, the traditional college campus is no longer the focal point of instructional delivery; instructors and students are electronically linked around the world, and they seldom, if ever, meet face-to-face. Faculty offices do not have to be grouped at a single geographical location; instructors are able to work out of home offices, often far removed from a physical campus. A campus may house conferencing and administrative facilities, but traditional classrooms have all but disappeared--the future campus is primarily the geographical base for the mainframe or whatever system functions as the network server. Shimabukuro has based his future scenario on the ways the university community might use CMC in a fourth generation network, and he closes his chapter with a discussion of the consequences and implications of this model for classroom teachers today. The chapter gives an in-depth report on a pilot project that enabled two courses using the Internet to unite classes of hearing and deaf students from Gallaudet University and the Rochester Institute of Technology into a single, virtual classroom. Two-thirds of the participants were hearing impaired, and one was blind. The success of this project demonstrates ways in which CMC can mainstream disabled learners into the educational system. Kinner and Coombs take the position that the personal computer equipped with adaptive technology is one of the most empowering and liberating tools in the lives of persons with physical disabilities. The computer, along with the CMC it enables, opens education and the entire information world to a new population. Further, it has been demonstrated that CMC can enable this population in a mainstream environment. In Chapter 5, Ann Pemberton and Robert Zenhausern explore how CMC can be used as a rehabilitation technique by providing basic computer literacy, motivational reading, writing, and thinking activities, and an introduction to the world to adolescents with educational disabilities. The authors summarize actual classroom situations that have arisen over the past two years as a result of their CMC activities, and at the same time show how special education teachers can use CMC to address their own professional needs. They draw their examples from the archives of a series of listserv discussion groups located at St. The chapter concludes with tips for teachers and a list of available online resources specific to the needs of those involved in special education. Fowler and Daniel D. Wheeler Chapter 6 conducted a

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nationwide survey of 25 Kindergarten-Grade 12 teachers actively using computer-mediated communications in their classrooms and found that these teachers were pleased with their successes. The teachers reported that their use of CMC contributed to the development of a cooperative learning environment in which their students worked not only with each other, but also with peers around the world. They also noted an increase in cultural understanding and an improvement in writing skills. These teachers, all enthusiastic pioneers of CMC, overcame considerable difficulties to achieve their successes, but noted that better institutional support will be necessary if CMC is to become widespread in K classrooms. In Chapter 8, Katy Silberger examines changes in the traditional role and structure of libraries in higher education as they face the technological opportunities and pressures stemming from increased use of new electronic information formats, such as electronic journals and monographs, and electronic publishing networks. In forecasting the role of the library of the future, Silberger notes that the proliferation of electronic text will add to, rather than replace, paper-based library holdings. Not all libraries will choose to archive electronic text, but instead will provide local, national, and international access and retrieval services for their patrons. Silberger believes libraries will remain the scholarly information centers of universities, but increasingly, their added role will be to facilitate research and communication within the global scholarly community. Indian students can adapt to the features of CMC that promote cooperative, active learning; however, the text-based nature of the medium is problematic, especially when students are required to participate before they have ascertained the relative ranking of other correspondents. But as long as students are allowed to watch, "listen in," and reflect prior to active participation, CMC can help them learn some of the skills necessary for success in the information society.

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## Chapter 7 : Computer-Mediated Communication and the Online Classroom: Overview and Perspectives

### *Schedule of the Training for CSTDay 1 Duration Key Points Responsible*

Blog Course Descriptions Note: Not all courses are offered every semester, and new courses may be added at any time. Check the schedule of classes , for the latest offerings.

**Instructional Systems Development I [3] Online Fall, Spring and Summer** This course includes the elements of analysis, design, development, implementation and evaluation. An emphasis is placed on micro-level design issues including analysis, design and evaluation. Learners work through the ISD process to assemble a training or education project that is ready for implementation. A design plan and lesson plan is constructed to allow learners real-world experience in the ISD process. The online section of this course is taught using an asynchronous delivery format. Taken in first semester and consent of department EDUC It promotes a sequential process through which instructional designers define performance problems, analyze performance gaps, identify root causes, propose training solutions, design appropriate learning events and craft evaluation strategies to measure the efficacy of their recommended approaches. Students will prepare multiple project documents throughout this real-world, real-time applied learning event, culminating in a final project portfolio of professional-grade ISD work.

**Adult Learner [3] Online Fall, Spring and Summer** This course covers adult learning theories, instructional strategies and other aspects of adult learning and human performance improvement, with a special emphasis on the implications for design, delivery, evaluation and the application of learning.

**The Online Classroom [3] Online Summer only** In this course, various aspects of computer-mediated communication and instruction are examined. A broad range of distance education issues and applications are explored from a theoretical and practical standpoint. This course is taught using an asynchronous delivery format. EDUC recommended and consent of department.

**Principles of Distance Education [3] Online Spring only** This course provides students with a foundation in history, theory, organization, technologies and instructional procedures used in distance education. Students gain experience with several distance-education delivery systems.

**Corporate Distance Training [3] Online Fall only** This course identifies how to maximize utilization of organizational technology to deliver distance training. Students will examine case studies to explore current practices and future trends in business application of distance learning. There will be some optional synchronous sessions that will be recorded for later viewing.

**Issues in Consulting for Training and Development [3] Online starting spring Spring only** Students examine the various roles, functions, skills and knowledge needed of internal and external consultants to help solve human performance problems. EDUC and consent of department.

**Best Practices in Training, Development and Performance [3] Online Alternating Summers** This course provides participants with awareness of strategies, practices, and ideas concerning training and development issues. Professionals in the training field will be featured as guest speakers. This course is offered in alternating summer sessions. This course is taught using a synchronous online delivery format. Issues that influence training implementation, such as ethics and interpretation, are also addressed.

**Survey of Instructional Technology Applications [3] Online Fall and Spring** First in a series of three Instructional Technology courses, this course exposes students to a range of multi-media tools used to design interactive instruction including computer-based training CBT and web-based training WBT products. Through analysis and hands-on experience with each tool, the students identify the properties of each tool, describe the strengths and limitations and evaluate their application for different learning events. This course formerly was EDUC The online section of this course is taught using a synchronous delivery format. This course requires the purchase of Captivate software.

**Multi-Media Project Management [3] Online Fall and Spring** The last of three Instructional Technology courses, this lab-based course allows students to apply project development and multi-media design skills by completing an industry-based design project. The course is divided into four or more discrete modules that teach specific multi-media development applications required to execute and complete the design project. By the conclusion of the course, each student possesses comprehensive

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knowledge of the applications and how to apply them to a multi-media design project. There will be some synchronous sessions that will be recorded for later viewing. The course is designed for students to explore the field of HPI and to identify the skills and knowledge inherent in HPI profession that may also benefit students in ISD or other professions. Professionals from the field of HPI will be guest speakers for the synchronous lectures of this course offering. ISD for Informal Learning [3] Online Currently Not Offered This course considers multiple formats for providing extended learning opportunities beyond the classroom or training center. Throughout the semester, students will examine multiple informal learning tools and determine how best to identify, foster, and sustain a professional learning network. Students will also discuss and debate the relevance of social learning as a medium for ongoing professional development, as well as a strategic learning partner for business. Managing Training and Performance Function [3] Online Currently Not Offered This course will address the management of training, workplace learning and performance. The course is designed with multiple real world applications and skills required in management positions. Emphasis will be on applied projects and practical approaches used successfully by professionals from the field of training and performance. This course is offered in the summer of even numbered years e. Managing Your Career [3] Online Winter session only This course will provide students with tools, strategies and techniques to manage their career successfully. The main objective of the course is to prepare students to advance their career goals. Additionally, students will assess their interests, knowledge, skills, abilities and competencies to for specific job opportunities in the field of workplace learning. Students will receive individual career counseling and coaching in their job search process. This course will also cover: Managing career paths and transitions; career challenges faced by workplace learning professionals; working with recruiters, HR and hiring managers; marketing yourself to employers and clients; forecasting future jobs and competencies; resume and cover letter development; interviewing strategies and practice; and performance appraisal strategies. It will also address how to use a portfolio as career development and evaluation tool for individuals in managing their own careers, and how organizations can use portfolios in the talent management arena to recruit, asses, develop and evaluate current employees and potential employees. Students will create a professional portfolio and conduct an actual job search incorporating their portfolios. Project Management [3] Hybrid On-Campus Currently Not Offered In this course students examine the fundamental project management principles within the context of the instructional systems development model. Students apply the project management principles to solve training and development case studies and simulations. Design for How People Learn [3] Online Currently Not Offered This course explores how people learn and the ways that Instructional Designers may integrate that knowledge into the practice of design. This is an inquiry-based course that focuses on three primary questions. Participants emerge from the course having explored, and deeply reflected on, available research from which they will derive meaningful and sustainable personal learning that is fully incorporated into their instructional design practice. The course focuses on the process of applying research design models and methodologies to the analysis of performance problems or opportunities for organizations, teams or individual workers. Students will develop and apply a variety of systematic measurement and evaluation tools, including extant existing data research, surveys, benchmarking, and focus groups while conducting performance and root cause analysis in the context of needs assessments or front end analysis. A statistical analysis software package will be used to analyze and report research data. Full MA program admission status, completion of 10 out of 12 program courses and consent of department. ISD Project Seminar [3] Online Fall, Spring and Summer This course provides the advanced graduate student in the ISD program the opportunity to analyze an educational or training problem, and apply the complete instructional systems development process to the design and development of a comprehensive instructional program to meet the needs determined by the analysis. The student is expected to design a project plan and follow the plan as he or she designs and develops all the instructional material necessary to support delivery of the comprehensive instructional system. The instructional system is expected to include an evaluation component and reflect the proper application of ISD principles in the overall design. EDUC T, completion of 10 out of 12 program courses and consent of

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department. Human Performance Technology [3] On-Campus Currently Not Offered This course focuses on a synergistic examination of the current issues related to the design, development, delivery and evaluation of training systems for employee training in industry and business. Corporate organization, financial, social and political factors are analyzed in terms of their effect upon the efficacy and efficiency of such training programs.