



Design for Learning

21st Century Online Teaching and Learning
Skills for Library Workers

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In Partnership With



Design for Learning 4 - Community

Exploring a sense of community online (Week 1 Lesson)



**This project was made possible in part by the Institute of Museum and Library Services,
Laura Bush 21st Century Librarian Grant Project #RE-06-14-0014-14.**

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Welcome to Week 1!

This lesson includes:

- Advance Organizer for Week 1 (video)
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In addition to the back/next buttons at the bottom of each page, you can use the lesson menu (on the side or below, depending on your device) to move through the lesson.

Advance Organizer for Week 1

Video Transcript:

“D4L Community Week 1: Advance Organizer”

https://youtu.be/gFXs_W7Wy_c

Here we are in week 1 of 4 for the Community module! This is Arden Kirkland.

Here’s what you can expect for this week:

This week’s lesson will get you thinking about your own prior experience in both face to face and online learning communities as we look at different types of online communities, and consider a couple of research-based models. We’ll also spend a lot of time thinking about both motivation and barriers to participation in communities, again working outward from your own experience.

I interviewed a few different people involved in managing online learning communities, and you can read their case studies either this week, or later in this module.

You’ll also jump right in to your first partner activity this week! You’ll compare and contrast motivation and barriers to participation for your intended learners for your project, and then

you'll work together to develop a creative online discussion activity.

So let's get started. At the beginning I've shared a list of vocabulary terms, but you don't necessarily need to read through the whole thing. Just know it's there in case you encounter a term you're not familiar with. Here we go!

Reflection 1

During most weeks, you will be prompted to complete at least one reflection question as you go through the week's lesson. Space is provided for these, along with other activities, in your D4L Instructional Design Workbook.

Before we really get started, make a list of some face-to-face learning communities you have visited or participated in (classes, professional association meetings, etc.)

What made them feel like a community (or not)?

Selected Vocabulary

 Dictionary	DEFINITION
sense of community	A model from McMillan and Chavis for the features that create a feeling of community: membership, influence, fulfillment of needs, and emotional connection
social constructivism	A model for learning that puts the emphasis on the social and collaborative aspects of learning, from the work of Vygotsky
hybrid community	A community that interacts both in face-to-face and online environments.
community of inquiry	A model from Garrison et al that sees the ideal educational experience as the proper balance of teaching presence, cognitive presence, and social presence.
social media	Apps and websites through which users can interact with each other socially.
personal learning network	(PLN) The people and groups a person follows and interacts with on social media to enhance their ongoing learning.

broadcast	Refers to social media apps that are public and intended to reach a wide audience.
narrowcast	Refers to social media apps that are private and intended to reach a small known audience.
social media listening	The act of observing or monitoring activity on selected social media platforms.
social media dashboard	A tool to help monitor and interact with multiple social media apps at one time.
1-9-90 rule	A statistic popularized by usability expert Jakob Nielsen to show that in most online communities, 90% of participants are lurkers, 9% are contributors, and 1% are creators (frequent contributors).
superuser	A member of an online community who creates/contributes the highest amount of content for the community.
lurker	A member of an online community who follows the contributions of others but does not add content themselves.
avatar	A visual representation of an online identity, ranging from an actual photo of a person to an idealized or abstracted image.
netiquette	Etiquette for interaction on the internet.
code of conduct	A document to set guidelines for interaction within an online community, to outline unacceptable behavior and procedures for responding to such behavior.
SMART objectives	Objectives that are Specific, Measurable, Achievable, Relevant, and Time-based.
intervention	An activity introduced to attempt improvement in response to a negative formative assessment.
metrics	A data measurement for quantifying specific activities as a part of assessment.
social density	the balance of social interaction in a particular environment, neither lonely nor overwhelming
conversation	the number of comments or replies per social media post (Kaushik)
amplification	the number of re-shares per social media post (Kaushik)
applause	the number of likes or favorites per social media post (Kaushik)

Types of Learning Communities

Video Transcript:

“D4L Community Week 1: Types of Learning Communities”

<https://youtu.be/R4KbJIbWOTk>

Hi! This is Arden Kirkland with a video for week 1 of the D4L Community Module about types of online learning communities.

What do I mean when I say an online learning community? Well here's a nice definition I found: "an online learning community is a public or private destination on the Internet that addresses the learning needs of its members by facilitating peer to peer learning." And even better, I found this definition on Wikipedia, which in itself is an online learning community: a public destination on the Internet that facilitates peer-to-peer learning—look at that!

I want to start by reminding you that we're all part of an online learning community right now, for this class. This community exists through a couple of different platforms: mostly Moodle, a little bit on Facebook, some of us have already met up in person at various conferences or will in the coming months.

In the forums so far for D4L, or with other online communities you're involved in, you've probably already experienced the importance of both give and take with the social aspect – those who put more out to the community end up getting more back in the form of responses and connections. We'll talk more about motivation and barriers to that in a minute.

There also are hybrid communities, including both face to face and online interaction. Some classes meet first in person and then move online –Some meet in person periodically, perhaps every month, but then meet more often online. I've personally had my best luck meeting online first and then meeting in person, though for others it's the exact opposite; that's a part of your own learning style.

This doesn't just apply to class settings, either. This screenshot shows my original session proposal on the blog for an UnConference called THATCamp. An UnConference is an informal participant-scheduled conference. For this unconference, everyone signs up to attend for a day or two, but nothing is scheduled. Everyone proposes ideas for sessions online by way of a blog, and people can comment and start the conversation there. That way, when you get there in person, you already have people you're looking for to talk with! But that's not it – then the conversation continues afterward, moving back online. For the THATCamp community, that happens most often on Twitter.

So here, in this screenshot you're seeing the very first people I followed on Twitter, after attending my first THATCamp. This small group grew into a much larger network of like-minded folks I can check in with from time to time about shared interests. A more formal term for this is a Personal Learning Network (or PLN).

Communities can extend out from a particular class or event, but then grow and morph to include new sub groups or form entirely new groups.

Many discussions of online communities try to break them down by type of community, as

shown in this table. Take a look at these definitions of what distinguishes between a community of interest, of place, of practice, of action, of circumstance, or of inquiry. Now think back to some of the online communities you have visited or participated in. Do they fit neatly into one of these categories?

Perhaps not. It's not uncommon for communities to combine one or more of these types, or to develop from one type into another, for example moving from a community of interest to a community of action when an issue arises that requires activism.

Let's talk about the layers of the kinds of communities that may be related to our roles as instructors. The class environment itself will function best if we nurture its own internal community. However, sometimes there's an option to continue a community after a class ends, or to combine different classes or sections into a larger group where the conversation can continue and thrive. Those are times when a community may move from one platform to another or use multiple platforms for different goals. Class members may also find support for their work in a class in another community, such as a larger community of practice, of interest, or of action.

In the next video, we'll talk about some theories and research to better understand online learning communities.

Models for Online Learning Communities

Video Transcript:

"D4L Community Week 1: Models for Online Learning Communities"

<https://youtu.be/uDpi32geDRM>

Hello again! This is Arden Kirkland with another video for week 1 of the D4L Community Module to share some theories and research about learning communities.

First I want to share the model of a community of inquiry. The name that you'll see again and again around this theory is Garrison, along with multiple other co-authors. I've included an article from Garrison et al on your optional additional reading for this week, but I've also provided a shorter article that references Garrison and others in a more introductory fashion. I won't go into great detail here, but this is a lovely summative graphic for the theory. We all love Venn diagrams. right?

The theory of the community of inquiry is based on the intersection of three different kinds of presence within the community: teaching presence, social presence, and cognitive presence. The idea is that the optimal educational experience is the perfect blend of all three of these. This is important to consider both as teachers and as learners.

In teaching this module, as you will soon be teaching your own capstone projects, it's not enough for me just to provide quality content. I also need to develop an environment in which you are all comfortable turning to each other and to me so that your interaction will enhance your learning process. As learners, you need to advocate for your own learning process by making sure that you are allowing time and energy for the balance of these that works best for you: interacting with each other, interacting with me, and thinking critically to apply the concepts you are learning.

Here's an important term, one that you may already be familiar with - the idea of social constructivism is often mentioned when you start looking at the idea of a community of inquiry. This is a very important theoretical underpinning in developing online communities, so I just wanted to define and discuss that here briefly.

This content is from an Open Educational Resource from University College Dublin that does a good job at quickly explaining this – look for that in the additional resources as well to see more. These concepts are derived from the work of Lev Vygotsky, who is considered by many to be the main theorist of social constructivism. I'll just read through this, and please note my emphasis: "Learning is perceived as an active, not a passive, process, where knowledge is constructed, not acquired . . . Emphasis is on the collaborative nature of learning and the importance of cultural and social context. All cognitive functions are believed to originate in, and are explained as products of social interactions. Learning is more than the assimilation of new knowledge by learners; it was the process by which learners were integrated into a knowledge community."

In the reflection I had you start with before these videos, I tried to get you thinking about what makes a community feel like a community. It turns out there's some research that has presented a model for this. In this table I'm showing you the 4 elements of the original research by McMillan and Chavis in 1986 about the idea of a "Sense of Community," along with the revised terms discussed by McMillan in 1996 when he revisited the topic. How do these match up with the elements of community you thought of in your reflection? Is there anything that you think McMillan and Chavis missed?

Your community is not a platform or a piece of technology, your community is people! This module follows the Diversity module on purpose – you can't possibly foster a sense of community with your learners unless you're already thinking about the principles of inclusion that we discussed in that module. Not only do you as an instructor need to be inclusive in your work with learners, but you need to help learners to interact with each other in ways that are also inclusive. We'll continue to explore this throughout this module.

In the next video we'll talk about characteristics of participation.

Challenge Yourself!

1. Which of the following is NOT a component of the Community of Inquiry model?

- A. Cognitive Presence
- B. Teaching Presence
- C. Social Presence
- D. Authoritative Presence

Reflection 2

Make a list in your workbook of some online learning communities you have visited or participated in.

What made them feel like a community (or not)?

Take some notes about what the different face to face or online learning communities you listed have in common.

Take some notes about how they're different.

How do they fit (or not) with the Community of Inquiry framework?

Participation

Video Transcript:

"D4L Community Week 1: Participation"

https://youtu.be/0MO_WNgtBw

Hello again! This is Arden Kirkland with another video for week 1 of the D4L Community Module to discuss some characteristics of participation in online learning communities.

Here I want to start by introducing you to the 1-9-90 rule. Jakob Nielsen, who's considered internationally to be the Guru of Web Page Usability, analyzed participation rates in a variety of large scale online communities and found that only about 1% of participants, sometimes known as superusers, create the majority of the content. Meanwhile, about 9% contribute only intermittently – for some, maybe only one post. The remaining 90% don't contribute content but simply view the content from others. That 90% are often referred to as Lurkers. These statistics have been confirmed by other researchers as well.

The negative connotation of the term Lurker goes back to earlier days of digital communities, communicating by way of bulletin board systems accessed through phone lines. The lines into the system were limited, so contributors were critical of those who tied up the line to read without contributing back. With current online systems, however, there's no similar liability in having a large number of users consume content without producing any.

So, what to do about lurkers in a learning environment? Well, it's important to consider their barriers to participation and try to offer alternative forms of participation, or otherwise make participation as easy and comfortable as possible (and the post cited here from Nielsen has some suggestions for that). But it's also important to recognize that that 90% of lurkers can still derive value as learners even if they're not actively contributing. The trick is getting that other 10% to be contributing, at least.

But think about different face to face learning scenarios you've been in, either as a teacher or as a student. Are those figures that different? Certainly in a large lecture class, the percentage of active student participation is going to be small. In a smaller class, you may have better luck – hence it's often a useful practice to put students in smaller groups to encourage more discussion or other kinds of participation. That's as true online as it is in a face to face setting, but online there may be more barriers to that, especially in a mostly asynchronous class and especially where people are in vastly different time zones.

Any individual student's participation is going to depend on their learning styles and their social comfort, so it's important to provide alternative methods of participation that will meet more diverse student needs.

The ARC model is a good one to remember along with a consideration of multi-modal participation – especially the aspect of a student's own sense of competence.

In the next video we'll talk more about the aspect of motivation.

Motivation

Video Transcript:

“D4L Community Week 1: Motivation”

<https://youtu.be/UPnrVJDPhXQ>

Hello again! This is Arden Kirkland with another video for week 1 of the D4L Community Module to talk more about motivation.

Let's step back a minute here to think about motivation for participating in any of these related communities, from class out to personal learning network. Remember when Dr. Marilyn Arnone

discussed the ARC model in the Orientation Module, from Deci and Ryan's Self-Determination Theory? The three key features of the ARC model she discussed all affect our motivation to participate at any given time.

This is also similar to the ARCS model for motivation that Marilyn shared in the Foundation Module, from John Keller. These four features are similar and also strongly affect motivation. Both these models are very helpful and I find myself going back and forth between them.

When I think about my motivation in a few different online communities, I've seen it evolve from curiosity, to a more urgent need to learn something in particular. Then after I've been in a community longer, I feel that I want to contribute to reciprocate for what I've learned, and this grows into a greater generosity, responding to the generosity of others in sharing their contributions. I can definitely see a connection between this evolution of my own involvement and the increase in all factors of the ARC model as I grow more comfortable in a community – the longer I'm there, the more I feel related, and the more I learn, the greater my sense of both competence and autonomy, to the point that I'm as comfortable contributing as I am learning from the contributions of others.

On the other side, my personal barriers to participation are often heavily on the side of the competence or confidence parts from these 2 models. Of course there's always the lack of time – how many times have you wanted to respond to someone's post but got busy and never got back to it? But even more so I think I'm held back by a lack of confidence – I feel like others can say things better than I can, or know more about it all than I do. But as a result, issues don't get raised that might be of benefit to the whole community! So it's importance to nurture confidence and trust so the conversation can emerge.

Different approaches to discussions can help with these motivations or barriers.

In many instructional settings, whether it's face to face or in a forum or on Twitter, it's easy to fall into a traditional discussion model of an instructor sharing a prompt to which only a few people respond. But this model really depends on students who are both motivated and somewhat outgoing, and therefore can be hard to maintain, even if people do participate at first. As time passes, whether it's across an hour of short term instruction or a month of a longer term activity, you're going to need to step up your game.

Please take a look at these 2 links under additional resources at the end of this lesson, with some ideas for more creative approaches to discussions. Mostly they're oriented toward a face to face setting, but I think there's a lot of potential to transfer these to different online platforms. So, as a part of your partner activity for this week, I want you to think creatively about some new ideas for alternative kinds of discussions online.

Challenge yourself!

2. According to the model researched by Jakob Nielsen, what percentage of participants are likely to be "lurkers" in large online communities, following but not contributing content?

- A. 30%
- B. 50%
- C. 90%

The 1-9-90 rule suggests that 1 % are frequent creators, 9% are intermittent contributors, and the remaining 90% are lurkers.

Reflection 3

What motivates you to participate in learning scenarios?

What barriers prevent you from participating?

Take some notes about this in your workbook.

How do these relate to the ARC or ARCS models?

Summing up Week 1

This brings us to the end of the lesson! But wait . . . there's a bit more for you to do this week:

The next page has a list of citations and recommended readings for this week. Then after you reach the page for the end of the lesson, you'll return to the main course page. From there, you'll see there's a book module with a collection of case studies of online communities. That's available for you to look through at your convenience, throughout all 4 weeks of this module.

To complete this week's work, there's an assignment for a partner or small group activity to discuss motivation and barriers to participation and brainstorm some creative discussion ideas. You'll find more details about that in your workbook and on the Moodle page for that assignment, where you'll submit a forum post to sum it up.

Then you'll be done with Week 1 and on to Week 2!

Additional Resources

For this week's instruction, you may find the following resources helpful.

Recommended Reading:

Fischer, G. (2011). Understanding, fostering, and supporting cultures of participation. *Interactions*, 18(3), 42–53. Retrieved from <http://l3d.cs.colorado.edu/~gerhard/papers/2011/interactions-coverstory.pdf>

Wilcoxon, K. (2011, October 3). Building An Online Learning Community. Retrieved March 1, 2016, from <http://www.learningsolutionsmag.com/articles/761/building-an-online-learning-community>

Videos

All of this week's videos are available on a playlist at YouTube:

https://www.youtube.com/playlist?list=PLw6HBD7UyT3ng5FwezE3G0IH74tbm_b-e

References:

Here are citations to sources mentioned in this module:

Constructivism and Social Constructivism. (n.d.). Open Educational Resources of UCD Teaching and Learning, University College Dublin. Retrieved March 8, 2016, from http://www.ucdoer.ie/index.php/Education_Theory/Constructivism_and_Social_Constructivism

Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*, 2(2–3), 87–105. [http://doi.org/10.1016/S1096-7516\(00\)00016-6](http://doi.org/10.1016/S1096-7516(00)00016-6) (open access version also at: http://auspace.athabascau.ca:8080/bitstream/2149/739/1/critical_inquiry_in_a_text.pdf)

Keller, J. & Suzuk, K. (2004). Learner motivation and e-learning design: A multinationally validated process. *Journal of Educational Media*, 29, 4.

McMillan, D. W. (1996). Sense of community. *Journal of Community Psychology*, 24(4), 315–325.

McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6–23.

Millington, R. (2012). *Buzzing communities: how to build bigger, better, and more active online communities*. [United States]: FeverBee.

Nielsen, J. (2006, October 9). Participation Inequality: The 90-9-1 Rule for Social Features. Retrieved March 17, 2016, from <https://www.nngroup.com/articles/participation-inequality/>

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68. Retrieved from http://home.ubalt.edu/tmitch/641/deci_ryan_2000.pdf

Answer Key:

1. D. Authoritative Presence

Teaching Presence, Cognitive Presence, and Social Presence are the three parts of the Community of Inquiry model

2. C. 90%

The 1-9-90 rule suggests that 1 % are frequent creators, 9% are intermittent contributors, and the remaining 90% are lurkers.