Advance Organizer – whole module

- (Arden speaking – webcam)
Community Module Objectives

1. recognize the characteristics of teaching presence, cognitive presence, and social presence
2. evaluate positive and negative factors in existing online educational communities
3. identify the motivation for (or barriers to) community participation
4. develop a strategy for activities that fit with your community members’ motivation for participation
Community Module Objectives

5. determine the social media platforms that are most relevant to your instructional objectives
6. consider the role of a code of conduct or netiquette guide for an online educational community
7. construct a strategy for well-timed and appropriate discussion posts and responses on social media, both as a follower and as a leader
8. plan how metrics can be used to assess and improve how a social media strategy is meeting learning objectives
Advance Organizer – whole module

- (Arden speaking – webcam)
Community Module

Week 1

Advance Organizer
Advance Organizer – Week 1

- (Arden speaking – webcam)
Community Module

Week 1 Types of Online Learning Communities
“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. ”

Hey, wait! Isn’t Wikipedia a kind of online learning community? Collaborative community development of online learning resources?
## Class as Community

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Started by</th>
<th>Replies</th>
<th>Unread</th>
<th>Last post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised Introduction</td>
<td>Bethany McGowan</td>
<td>0</td>
<td>✓</td>
<td>Bethany McGowan Fri, 18 Mar 2016, 12:31 PM</td>
</tr>
<tr>
<td>Learning Activity 2 - Revised Introductions</td>
<td>Brent Cooper</td>
<td>0</td>
<td>✓</td>
<td>Brent Cooper Mon, 14 Mar 2016, 3:50 PM</td>
</tr>
<tr>
<td>How personal cultural values and beliefs might influence my role as an instructor</td>
<td>Beth Lewitzky</td>
<td>3</td>
<td>✓</td>
<td>Lorie Roy Sat, 12 Mar 2016, 6:45 PM</td>
</tr>
<tr>
<td>Learning Activity 2 - Revised Introductions</td>
<td>Arden Kirkland</td>
<td>21</td>
<td>✓</td>
<td>Lorie Roy Sat, 12 Mar 2016, 6:44 PM</td>
</tr>
<tr>
<td>Reflecting on Values and Beliefs</td>
<td>Kathy Smith</td>
<td>2</td>
<td>✓</td>
<td>Lorie Roy Sat, 12 Mar 2016, 6:42 PM</td>
</tr>
<tr>
<td>Revised Introduction</td>
<td>Jennifer Silverman</td>
<td>1</td>
<td>✓</td>
<td>Lorie Roy Sat, 12 Mar 2016, 6:39 PM</td>
</tr>
<tr>
<td>Learning Activity 2 - Revised Introductions</td>
<td>Mary Carrier</td>
<td>1</td>
<td>0</td>
<td>Lorie Roy Fri, 4 Mar 2016, 11:51 PM</td>
</tr>
<tr>
<td>How your personal cultural values and beliefs might influence your role as an instructor</td>
<td>Mary Carrier</td>
<td>1</td>
<td>0</td>
<td>Lorie Roy Fri, 4 Mar 2016, 11:48 PM</td>
</tr>
<tr>
<td>Revised Introduction</td>
<td>Jill Ballou</td>
<td>1</td>
<td>0</td>
<td>Lorie Roy Fri, 4 Mar 2016, 11:45 PM</td>
</tr>
<tr>
<td>Revised Introductions</td>
<td>Lydia Smith-Davis</td>
<td>1</td>
<td>0</td>
<td>Lorie Roy Fri, 4 Mar 2016, 11:41 PM</td>
</tr>
</tbody>
</table>
Hybrid Communities

Digital Collections of Material Culture

June 10th, 2009
Arden Kirkland
Tags: costume, material culture, museum, pedagogy, union catalog

Hello, everyone! I’ve been reading over everyone’s posts and comments, and letting it all percolate – but today’s my day to finally post my own thoughts.

Here’s my original proposal:

- Digital collections of material culture – how to make them, share them, and help students actually learn something from them!
- “Quick and dirty” ways for faculty to develop digital collections for the classroom, without giving up on metadata. For the recent workshop we held at Vassar, I’ve been working on demo collections (see grou.ps/digitalobjects/wiki/80338) to evaluate 8 different tools, including

I look forward to reading your comments – and to meeting you all in person later this month!

13 Responses to “Digital Collections of Material Culture”

suzanne Says:
June 12th, 2009 at 9:09 am
Arden, these are great ideas. The material culture perspective is a really important intervention into digital humanities work. How do we digitally empower visitors to have intimate experiences of objects? How can we represent artifacts online? These are questions museum folks are also working on. I look forward to talking about this soon!

Sterling Fluharty Says:
June 14th, 2009 at 10:43 pm
Now that a lot of smartphones are coming with digital compasses, CPS, and accelerometers built in, we need to be giving more thought to exploring the application of augmented reality in
Extended Communities

Personal Learning Network (PLN)
## Types of Online Communities

<table>
<thead>
<tr>
<th>Type</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community of Interest</td>
<td>shared interest in a specific topic</td>
</tr>
<tr>
<td>Community of Place</td>
<td>based on geography/location</td>
</tr>
<tr>
<td>Community of Practice</td>
<td>members doing the same activities, may be based on a profession</td>
</tr>
<tr>
<td>Community of Action</td>
<td>activism – acting to make a change</td>
</tr>
<tr>
<td>Community of Circumstance</td>
<td>people in the same situation, not by choice (like many health communities)</td>
</tr>
<tr>
<td>Community of Inquiry</td>
<td>educational</td>
</tr>
</tbody>
</table>

but, many communities combine more than one of these types


Evolving Communities

- class as community
- community from class continuing after class is over
- community from class joining with other sections, past or present, of a class
- extended/external communities
  - communities of practice
  - communities of interest
  - communities of action
Community of Inquiry

“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.”

(derived from the work of Lev Vygotsky, considered the main theorist of social constructivism)
## Sense of Community

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>membership</td>
<td>spirit</td>
<td>members distinguished from non-members, emotional safety, sense of belonging, personal investment</td>
</tr>
<tr>
<td>influence</td>
<td>trust</td>
<td>member can influence group, group can influence member</td>
</tr>
<tr>
<td>integration and fulfillment of needs</td>
<td>trade</td>
<td>reinforcement, common shared values, community activity is rewarding</td>
</tr>
<tr>
<td>shared emotional connection</td>
<td>art</td>
<td>members identify with a shared history, quantity and quality of interaction, closure to events</td>
</tr>
</tbody>
</table>


Your community . . . is people!

Community Module

Week 1 Participation
1-9-90 Rule

1% Creators
9% Contributors
90% Lurkers

Comparison

Face to Face

Alroyfonseca. (2006). Students in a lecture hall for the first class of Denis Rancourt’s Activism Course (SCI 1101) at the University of Ottawa, 13 September 2006. [Photo]. Retrieved from https://commons.wikimedia.org/wiki/File:Activism_Course.jpg

Online

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Started by</th>
<th>Replies</th>
<th>Unread</th>
<th>Last post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised Introduction</td>
<td>Bethany McGowan</td>
<td>0</td>
<td>1</td>
<td>Bethany McGowan Fri, 18 Mar 2016, 12:31 PM</td>
</tr>
<tr>
<td>Learning Activity 2 - Revised Introductions</td>
<td>Brent Cooper</td>
<td>0</td>
<td>1</td>
<td>Brent Cooper Mon, 14 Mar 2016, 3:50 PM</td>
</tr>
<tr>
<td>How personal cultural values and beliefs might influence my role as an instructor</td>
<td>Beth Lewitzky</td>
<td>3</td>
<td>2</td>
<td>Loraine Roy Sat, 12 Mar 2016, 6:45 PM</td>
</tr>
<tr>
<td>Learning Activity 2 - Revised Introductions</td>
<td>Arden Kinkade</td>
<td>21</td>
<td>4</td>
<td>Loraine Roy Sat, 12 Mar 2016, 6:44 PM</td>
</tr>
<tr>
<td>Reflecting on Values and Beliefs</td>
<td>Kathy Smith</td>
<td>2</td>
<td>3</td>
<td>Loraine Roy Sat, 12 Mar 2016, 6:42 PM</td>
</tr>
<tr>
<td>Revised Introduction</td>
<td>Jennifer Silverman</td>
<td>1</td>
<td>2</td>
<td>Loraine Roy Sat, 12 Mar 2016, 6:39 PM</td>
</tr>
<tr>
<td>Learning Activity 2 - Revised Introductions</td>
<td>Mary Carrier</td>
<td>1</td>
<td>0</td>
<td>Loraine Roy Fri, 4 Mar 2016, 11:51 PM</td>
</tr>
<tr>
<td>How your personal cultural values and beliefs might influence your role as an instructor</td>
<td>Mary Carrier</td>
<td>1</td>
<td>0</td>
<td>Loraine Roy Fri, 4 Mar 2016, 11:48 PM</td>
</tr>
<tr>
<td>Revised Introduction</td>
<td>Jill Bailou</td>
<td>1</td>
<td>0</td>
<td>Loraine Roy Fri, 4 Mar 2016, 11:45 PM</td>
</tr>
<tr>
<td>Revised Introductions</td>
<td>Lydia Smith-Davis</td>
<td>1</td>
<td>0</td>
<td>Loraine Roy Fri, 4 Mar 2016, 11:41 PM</td>
</tr>
</tbody>
</table>
Community Module

Week 1 Participation
Motivation

- Autonomy
- Relatedness
- Competence

ARC Model
(Self-Determination Theory, Deci and Ryan)
Motivation

ARCS Model
(John Keller)

- Attention
- Relevance
- Confidence
- Satisfaction
Motivation or Barriers

**Motivation**
- curiosity
- need to learn
- reciprocity
- generosity

**Barriers**
- lack of time
- nothing to offer
- fear of being misinterpreted
Participating in Discussions

- take discussions to a higher level
- experiment with different forms:
  - circle of voices
  - circular response
  - think, pair, share
  - snowball
  - jigsaw


(some selections at http://sphweb.bumc.bu.edu/otlt/teachingLibrary/Discussion/discussion_techniques.pdf)

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.

Este proyecto ha sido posible en parte por el Instituto de Servicios de Museos y Bibliotecas, Laura Bush 21st Century Bibliotecario Proyecto Grant # RE-06-14-0014-14.

The views, findings, conclusions or recommendations expressed here do not necessarily represent those of the Institute of Museum and Library Services.