

ASSOCIateOnline

Achieving Subject Specialist Online Communities for Teachers & Trainers in the post 16 sector, undertaking initial training

'Everybody's Talking' Online communication tools in action

The screenshot shows a web browser window with a profile page for 'JimStuff' on the left and a video call window titled 'Festoon - AMacintosh' in the center. The profile page includes a navigation menu with 'Home', 'Profile', and 'Blog', a profile picture, and text describing the user's occupation as a lecturer and their interests. The video call window shows six participants in a grid layout: Lipson Hawes (LHawes), Francine Wang (ipsly10), Ramon Martinez (RMartine), and three other participants. A promotional banner for 'skype & PayPal' is visible at the bottom of the call window, offering 120 SkypeOut minutes and free Skype voicemail. The browser's address bar shows 'http://space' and the page title is 'Festoon beta'.

November 22, 2005

restoon works with:

- Amazon
- CDW
- Logitech

Get a camera:

- Amazon
- CDW
- Logitech

New release unifies Skype with Google Talk! [download](#)

EyeCandy contest Win an iPod! [learn more](#)

Six people in a Festoon call.

Festoon - AMacintosh

File Sharing Help

Lipson Hawes (LHawes)

Francine Wang (ipsly10)

Ramon Martinez (RMartine)

GET 120 SKYPEOUT MINUTES AND FREE SKYPE VOICEMAIL when you buy Skype products for £10 or more using PayPal.

skype & PayPal

Learn more

Recent trackbacks

There are no items in this list. To

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IF ONLY?

To Sam, IM did not feel like *technology*, a term associated in many people's minds with objects that are complicated and difficult to understand or operate. When technology becomes "normal" in this way, it is no longer complicated, nor is it notable to its users. It is a fact of life, a way of being in the world, a producer of social subjects that find it unremarkable—so unremarkable that it seems "everybody does it."
(Lewis and Fabor 2005 p470)

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CAN / MUST WE (TEACHING PRACTITIONERS) EMBRACE LEARNING TECHNOLOGY OR ?

Ask the person next to you ..

What do you know about all of these new technological tools?

Do you / could you use any of them to support learning?

Do you want to?

WHAT IS ASSOCIATE ONLINE?

PROJECT OBJECTIVES

- To develop & adopt existing prototype software in order to provide in-service teachers engaged in initial training for the PCET sector with new opportunities to enhance their skills in the teaching of their subject specialism.
- To exploit and evaluate the capacity of different organisational contexts & curriculum specifications for using a shared, on-line set of services for the common purpose of enhancing subject specialist pedagogy.
- To develop effective means of facilitating and promoting engagement with a specialist on-line community.
- To maximise the scope and scale of a new, on-line means of providing the subject specialist pedagogy component of ITT for PCET.

SIZE AND SCOPE

Three year FDTL project

- Four partners (University of Huddersfield, Bath Spa University, University of Greenwich, Wolverhampton University)
- Able to address 4,500 in-service PCET trainee teachers who are studying at 71 locations (this represents 60%+ of all in-service trainee teachers in PCET)

NATURE OF PARTICIPANTS

- They are in-service teachers employed in roles requiring substantial use of Information and Communications Technology (ICT)
- They should be more interested than are most students in this area as new teachers undertaking initial training
- **But** they are not yet confident and competent with new technology. (Crawley 2005; Webb 2006)
- **So** part of the very rationale for the introduction of online communities into the training of new teachers is to enhance their experience of e-learning and, hopefully, their appetite for it.

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THE USE OF ON LINE COMMUNICATION TOOLS

What can OLCs contribute?

'Meaningful Discourse' (Gilbert and Dabbagh 2005)

- a) relating content to prior knowledge and experience
- b) interpreting content through the analysis, synthesis, and evaluation of understanding
- c) making inferences.

HOW CAN WE TRY TO ENSURE THEY DO?

Provide 'Effectively e-moderated e-tivities'
(Coady et al 2005)

Develop an evaluation framework from Salmon's
(2000) model and others i.e.

Stage 1 – Access and Motivation

Stage 2 – Online Socialisation

Stage 3 – Information Exchange

Stage 4 – Knowledge Construction

Stage 5 – Development

EVALUATING OLCTs – (1) MONITORING FORUMS

- ASSOCiate Forum
- Institute for Learning Forum
- Teacher Net Forum/s
- The Teaching Forum
- BBC 606 – Tottenham

Consider

- **Access** – set up and ease to get in
- **Volume** – number of contributors / threads / posts
- **Nature** – type of interactions taking place
- **Quality** – which level of meaningful interaction?

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EVALUATING OLCTs - MONITORING FORUMS

FORUM	ACCESS	VOLUME	NATURE	QUALITY
ASSOC	GOOD	GROWING BUT LOW	INITIATING, SUPPORTING	MAINLY a)
IFL	GOOD	LOW AND STATIC	INITIATING, SUPPORTING, CHALLENGING	MAINLY a)
THE EDUCATION FORUM	GOOD	STRONG AND GROWING	INITIATING, SUPPORTING, CHALLENGING	a) and b)
BBC 606	GOOD	HUGE	INITIATING, CHALLENGING, DISRUPTING	ONLY a)

WHAT NEXT FOR US?

- Continue monitoring Forums
- Started looking at weblogs
- Decide on others to look at (e.g. MSN / Skipe)
- Develop evaluation framework and ways of encouraging PCET teacher trainees to use OLCs

WHAT NEXT FOR YOU?

- Relevant initiatives and you are involved in
- Are you aware of others using these?
- What would you recommend?
- Do you have any models / frameworks to evaluate how they work?

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