Creating and Managing your Learning Community

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Aims

Learner community

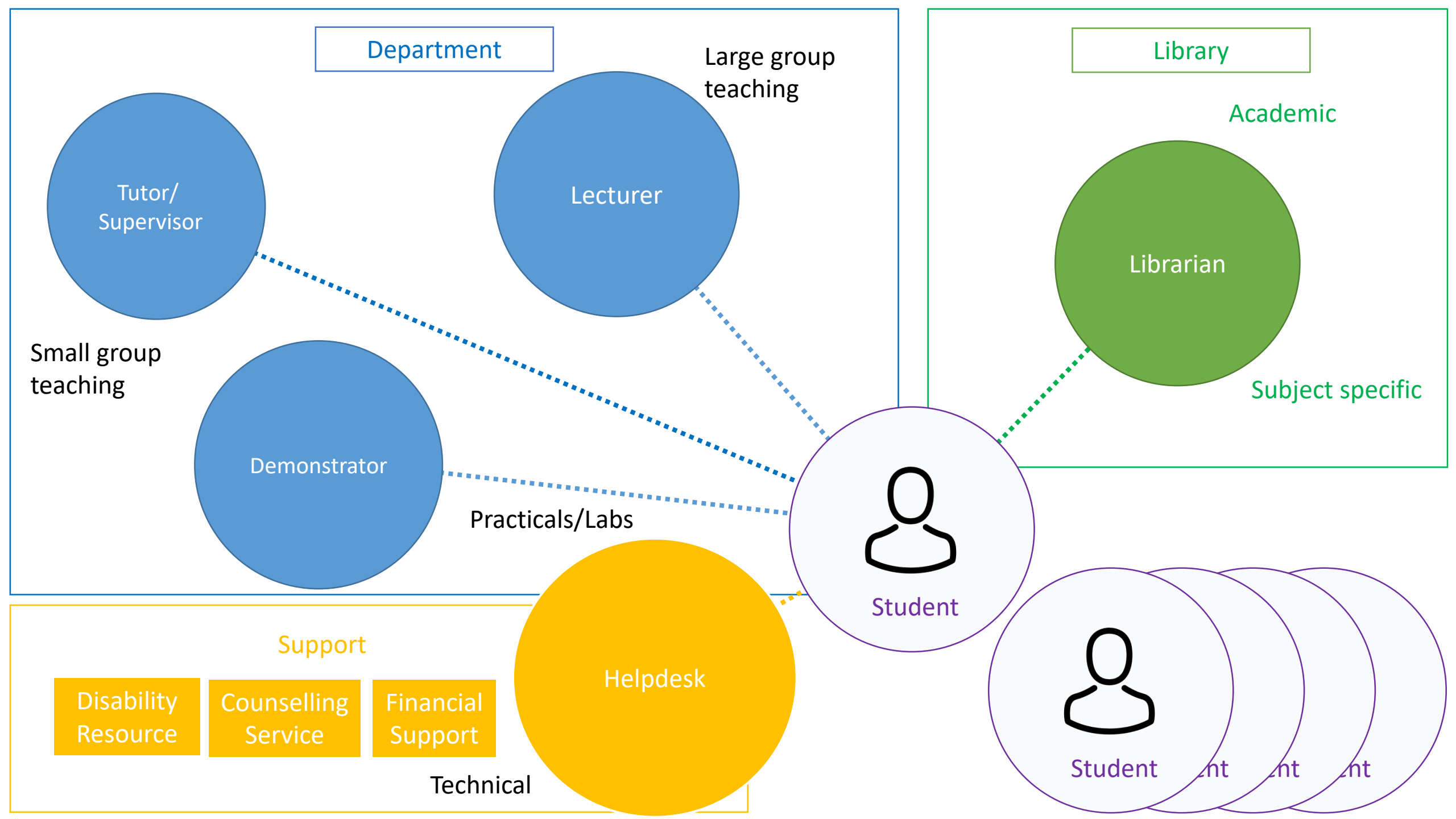
Communities of Inquiry

E-moderating

An example

Forum best practice

Your community

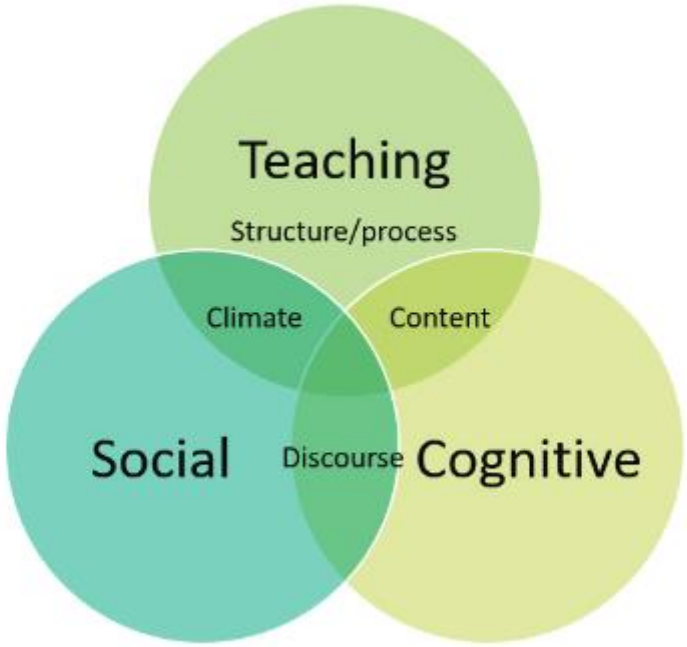

Department
Large group teaching
Tutor/ Supervisor
Lecturer
Small group teaching
Demonstrator
Practicals/Labs
Library
Academic
Librarian
Subject specific
Student
Support
Disability Resource
Counselling Service
Financial Support
Helpdesk
Technical
Student

Communities of Inquiry

An educational community of inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding. source

Presence

a sense of belonging to the group



outcomes driven intellectually challenging tasks

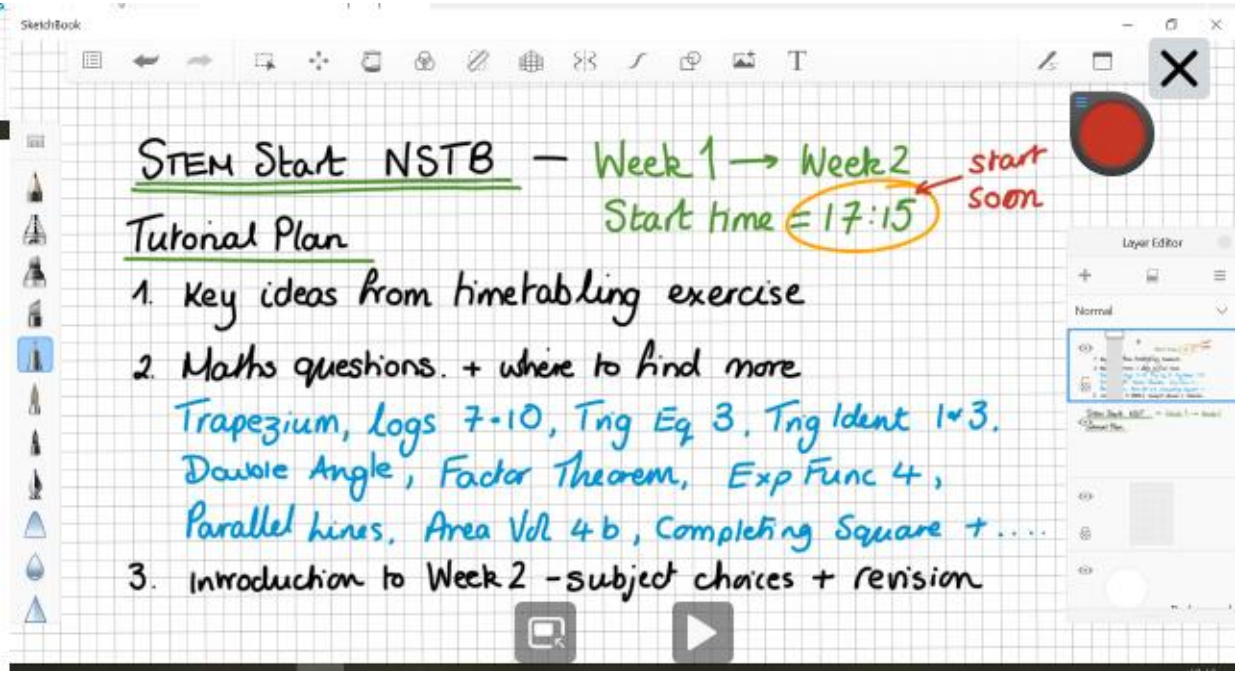
Research in Learning Technology 2019, 27: 2240-
http://dx.doi.org/10.25304/rlt.v27.2240

Teacher Presence

Introduce
Structure
Respond

Welcome

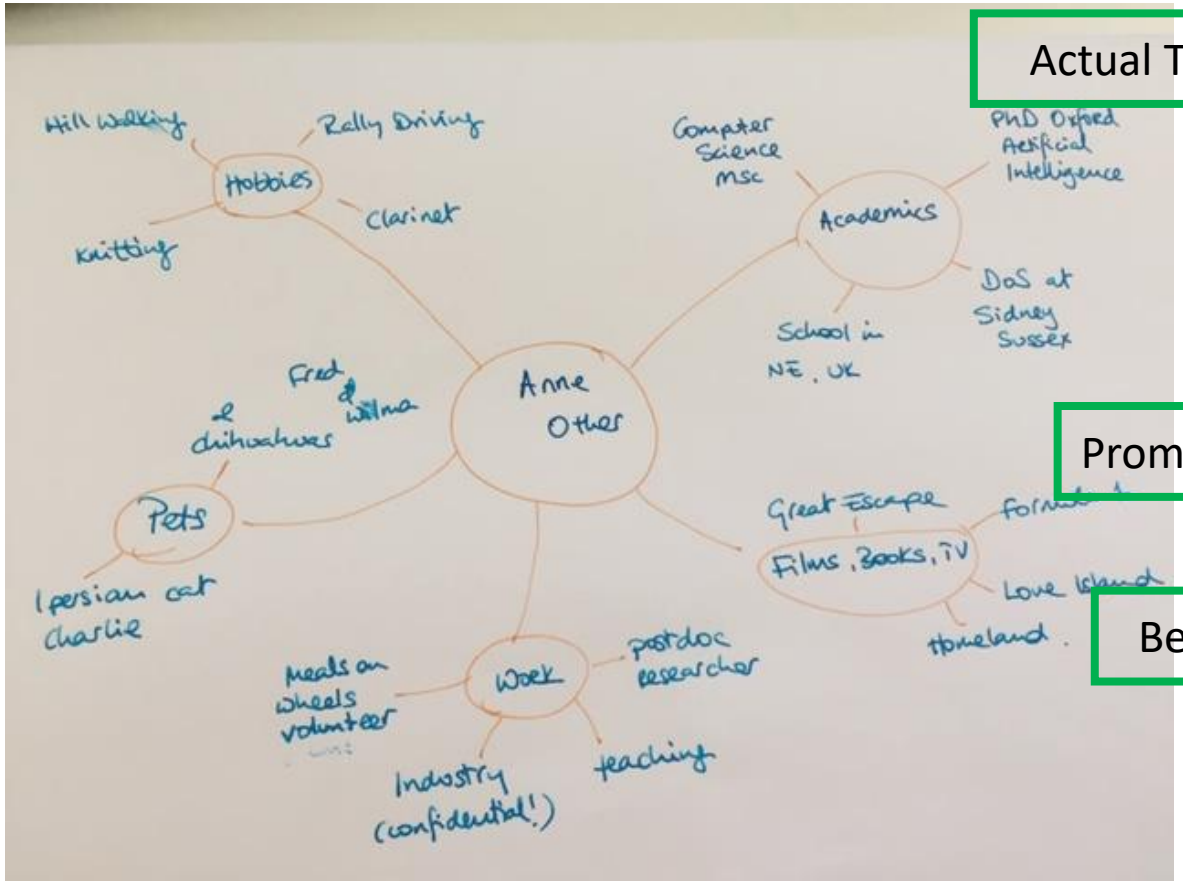
Watch the video below to hear from the Course Director, Dr Lisa Jardine-Wright talking about her observations of the challenges new students face when they arrive in Cambridge and why she is here to help you on this course.



Tutorials

- Congratulated the 2 colleges with highest ‘turnout’ for an activity
- I’ve seen some great examples in the forum *quote 1*, *quote 2*
- Responses to students – either to answer their question or draw in someone else’s viewpoint or comment on data
- Feedback, naming names

Ice-breaker



Purpose (not enough

Actual Task

Instructions

In preparation for that, let's take a moment now to introduce ourselves…using a mindmap! Take a look at my 'MeMap' and then sketch your own.

Share this with your peers by expanding the box below to find the forum for your college. Click on the link to go to the forum to add a new discussion (post). Take a photo of your map and upload it to your post.

How to

Prompt to interact

Have a look at the MeMaps of your friends and see if you can find anything in common. If you do, say so!

Be nice!

You are grouped together with people in your college so you will be working with people you will meet when you get here and no-one else will see your contribution. You will have to post something here before you can see what anyone else has written.

Psychological Safety

Re: 's Mind Map
by Lisa : - Wednesday, 4 September 2019, 9:29 AM

Hi , thanks for your map. I know there is a great archery society at Cambridge - are you going to continue with it or try something new?

p.s. Don't spend too long on these activities (design etc) we want you to have some time off 🙂

Social presence

A feeling of belonging to a group

Connecting with individuals

Re: **'s Mind Map**
by - Wednesday, 4 September 2019, 9:44 AM

Hi! I also enjoy badminton but am not very good at it, maybe we could play together at some point if there's a non competitive team? S

Permalink | Show parent | Edit | Split | Delete | Reply

Re: **'s Mind Map**
by - Wednesday, 4 September 2019, 12:04 PM

Hi, I'm the exact same! I've always enjoyed badminton but I'm not too great at it (or any sport really)- would be cool to play with you both.

S

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Social Presence in Discussion Tasks

OUP & Pam Gordon, Norwalk Community College

Example with a community-building component

What does Felix Gonzalez-Torres's *"Untitled" (Portrait of Ross in L.A.)* from 1991 mean?

- What is the *form* of the work and how can it change?
- **What is your experience with terminal diseases?**
- **What is your experience with candy? (Describe positive and negative aspects.)**
- What do you think the *content* of the work is based on the form, context, and your personal experience?

Cognitive Presence

Supervisor Role Play

Context

Every week you'll be asked to work through a set of problems or to write an essay (or essay plan) which you will hand in before your supervisions to be marked and then discussed in supervision. To help you understand what supervisors are looking for, you are going to play the role of the supervisor and mark some work submitted by your students.

Reason for doing activity

Physical Scientists - work through these three submitted solution examples and mark them according to these criteria

Actual task

As you did for the analysis last week, try to come up with one comment about something in the submissions you reviewed that you saw had been done well and this time, two constructive suggestions for improvement.

Post your comments in your college discussion. You will not see any other comments until you have posted your own. You have up to 30 mins to change your post so don't worry if it doesn't appear instantly.

How to…

Did your peers spot things you didn't? Do you agree with what they say?

Prompt to interact

What will you now change about the way that you write your own solutions?

Prompt to reflect

Forum Type

Q&A: Can’t see other contributions until you have posted your own

Forces participation

Prevents ‘lurking’

Contributions are not influenced by more confident voices

Builds trust (me map)

Creates multiple threads rather than one discussion

Affects depth of discussion

Some people miss out

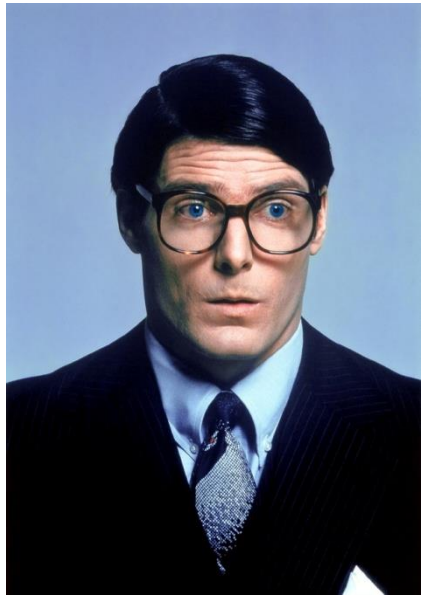
Repetitive

A good forum post

Generate discussion

- Reason for listening
- Lead by example
- Say hello
- Ask a question
- Respond and build
- (2 paragraphs)

Fostering Independence



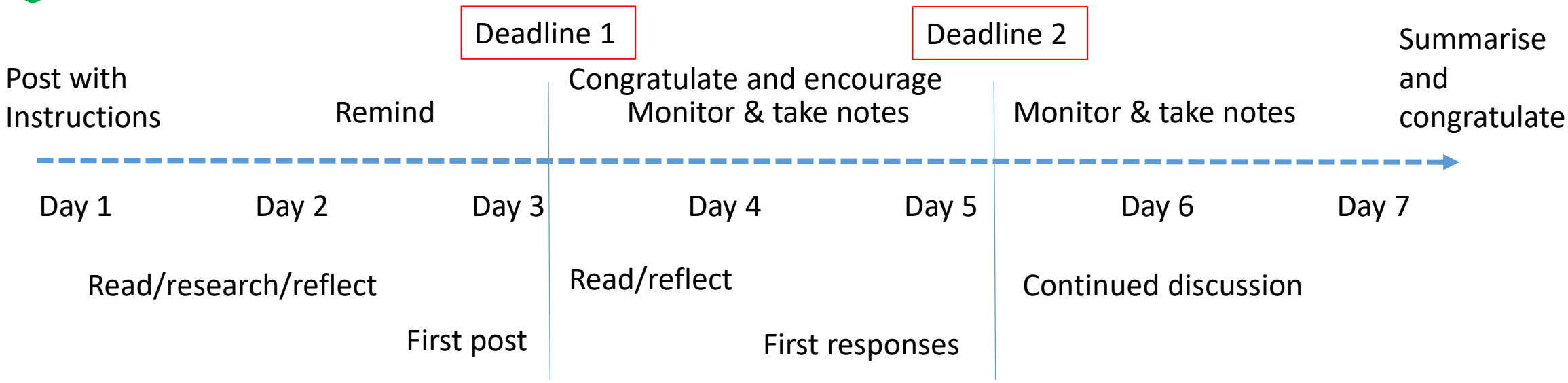
Don’t step in every time

Invite responses from the group before you give the ‘ultimate answer’

State your time commitment

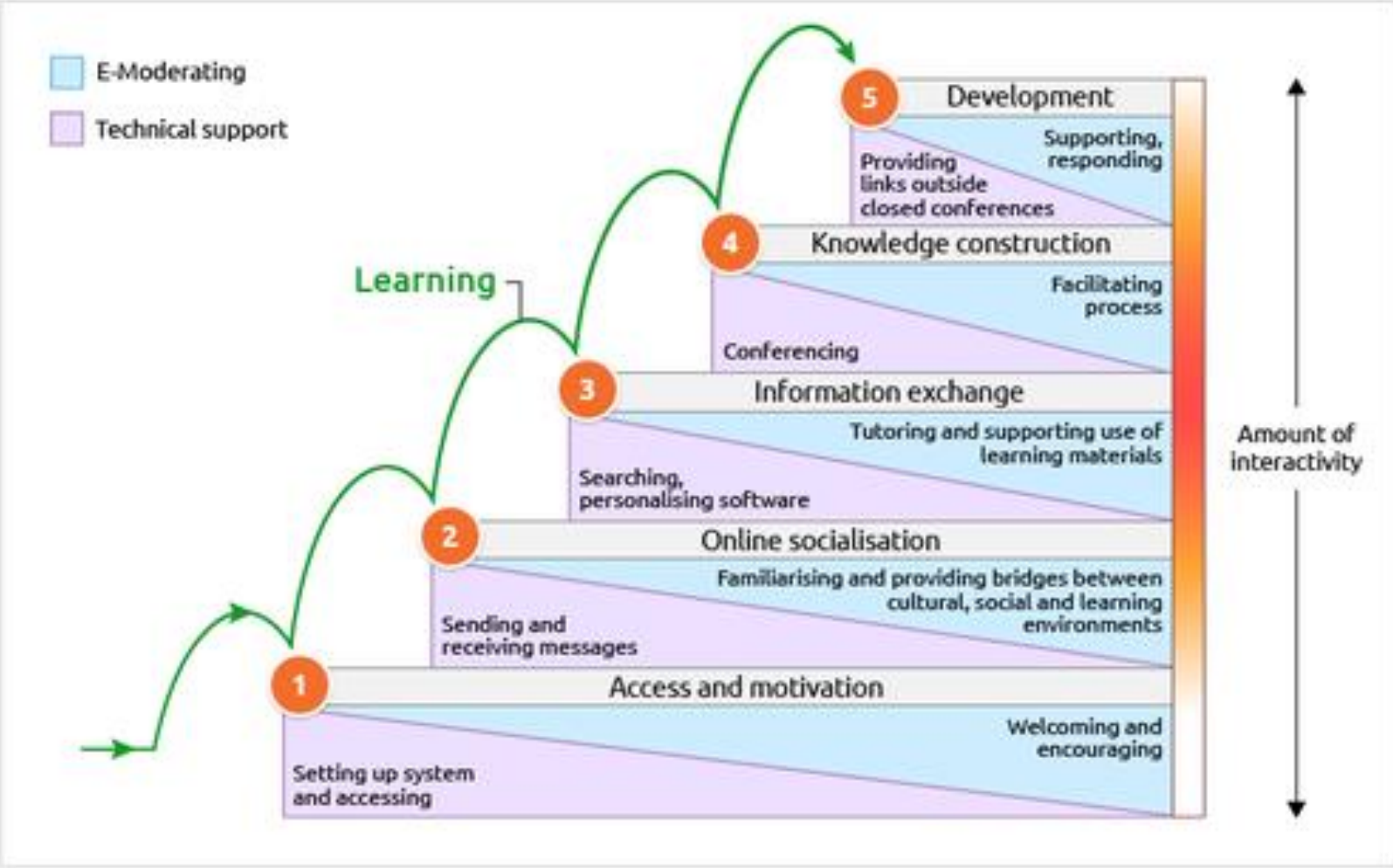
Time

Teacher



Student

What is e-moderating?



[Gilly Salmon's 5 stage model]

Your Community

Personal

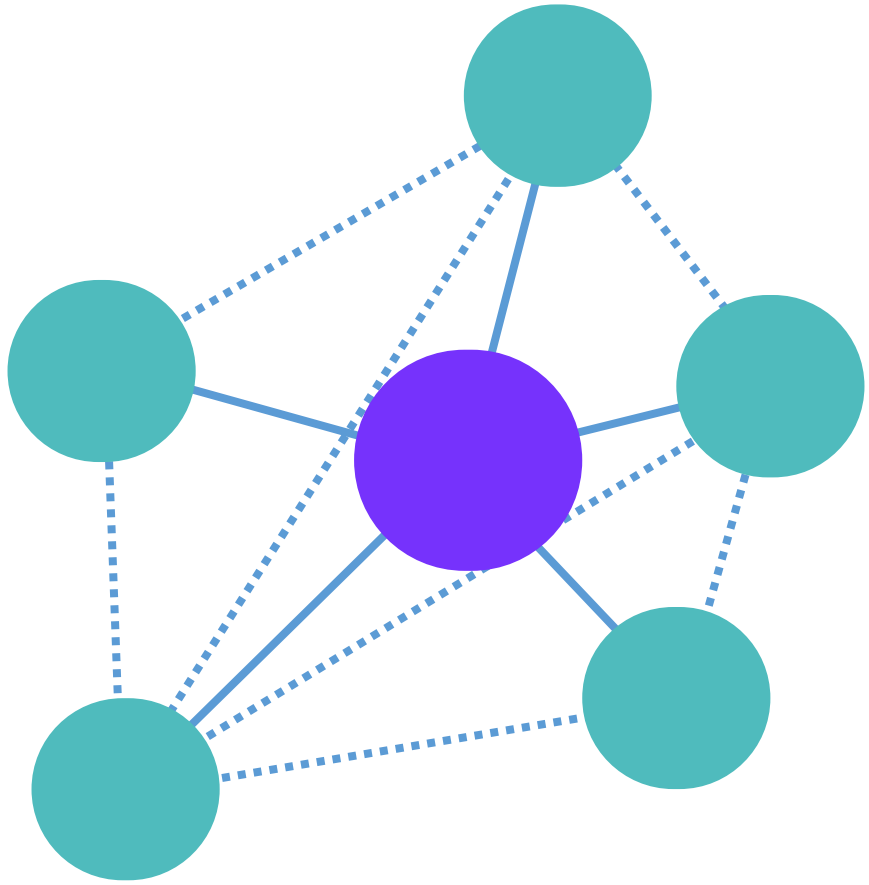
1. Peer moderation
2. Peer observations

Local

1. Your institution
2. Your subject specialists (incl. librarians)

Global

1. Learning Creative Learning
2. Association of Learning Technologists (ALT)
3. EdSurge
4. FutureTeacher



Thank you!

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