

*The intertwining of cognitive, social and
affective dimensions of online presence*

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Research in CSCCL

- Learning as essentially social and cultural rather than individual and cognitive (Koschmann, 1996)
- Social and cognitive presence seen as separate (e.g. Garrison & Anderson, 2003)
 - the social context is often seen as playing a minor, supporting part (e.g. Meyer, 2003)
- Social presence: affective and cohesive communication grouped together (e.g. Garrison & Anderson, 2003)
- Challenge: explore the relationship between cognitive, social and affective dimensions of online presence

Emotion and cognition

- Neuroscience on emotion (Phelps, 2005)
 - reaction to stimuli that elicit a
 - physiological arousal response
 - Amygdala
- Theological debates
 - faith and reason - revelation vs. observation and logic
- Enlightenment
 - theological debates become psychological
 - Descartes: 'principle of doubt'

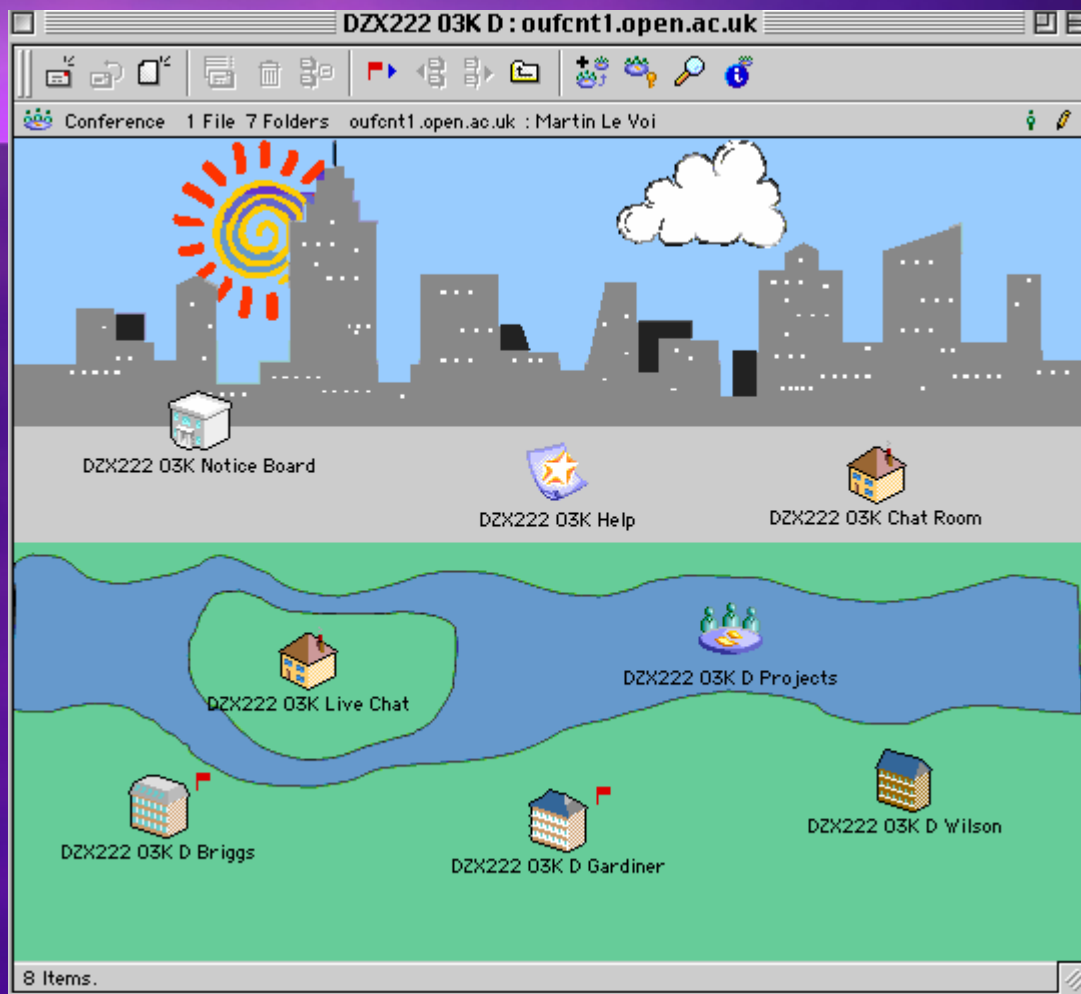


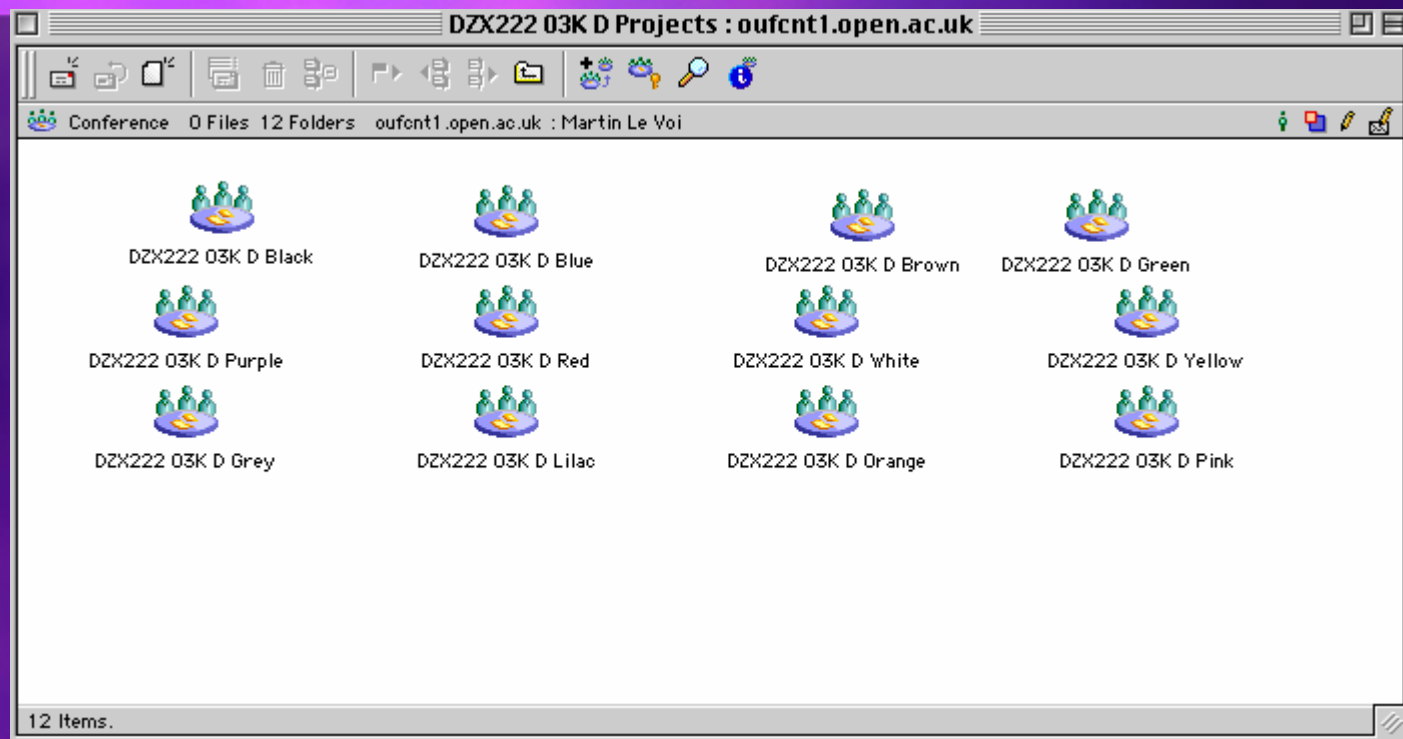
“It is not wrong to say that emotion interferes with thought. So it often does, and very seriously too. But that is not the whole story. Emotion also empowers thought. If nothing mattered, how much would we think at all? And again, it is not nonsense to say that thought can interfere with emotion. The fact is that the relations between the two are complex and variable.”

(Donaldson, 1996 p. 328)

Two data sets

- Open University, UK
 - a *virtual summer school* of psychology students
 - First Class conferencing software
 - two groups (six students in each) (N=12)
- University of Otago, NZ
 - core paper in the Postgraduate Diploma in Teaching, Faculty of Education
 - full year (26-week) paper, with 13 students enrolled in 2006
 - Web Crossing software





DZX222 03K D Briggs : oufent1.open.ac.uk

Conference 29 Files 8 Folders oufent1.open.ac.uk : Martin Le Voi

DZX222 03K D Briggs Red DZX222 03K D Briggs Green DZX222 03K D Briggs Blue Briggs Week1 Archive Week 2 (memory) Archive Week 3 (Communication) Archive of summaries etc. Off topic discussion DZX222 03K D Briggs Live Chat

Name	Size	Subject	Last Modified
Sarah Maloney	2K	presentations	29/1/04 1:06 am
Kay Peadar	2K	presentations	26/1/04 6:04 pm
Paul T. Smith 3	2K	Presentations	26/1/04 5:46 pm
Chris Ludlow	2K	Re(2): Presentations	26/1/04 1:39 pm
Gaby Skupinski	2K	Re: Presentations	25/1/04 10:41 am
Julie Parker 2	2K	Presentations	25/1/04 10:27 am
Oliver J. Ashmore	1K	Re(3): Black group presentation	24/1/04 6:10 pm
Martin Le Voi	2K	Re(2): Black group presentation	24/1/04 2:42 pm
Martin Le Voi	2K	Re(3): Black group presentation	24/1/04 2:39 pm
Oliver J. Ashmore	2K	Re(2): Black group presentation	23/1/04 4:47 pm
Chris Makepeace	509K	Re(2): DZX222 D Brown Presentation	23/1/04 4:16 pm
Oliver J. Ashmore	2K	Re: Black group presentation	23/1/04 2:56 pm
Donna Pickering	25K	Blue room presentation	23/1/04 9:24 am
Martin Le Voi	2K	Re: DZX222 D Brown Presentation	22/1/04 8:30 pm
Martin Le Voi	2K	Re: yellow groups presentation	22/1/04 8:23 pm
Martin Le Voi	3K	Re: Black group presentation	22/1/04 8:15 pm
Martin Le Voi	2K	Re: DZX222 Red Presentation	22/1/04 8:02 pm
Martin Le Voi	2K	Re: DZX222 D Purple Project Presentation	22/1/04 7:53 pm
Martin Le Voi	2K	Re: White Group Presentation	22/1/04 7:47 pm
Martin Le Voi	2K	Re(2): DZX222 D GREEN Presentation	22/1/04 7:37 pm
Helen L. Warren	24K	White Group Presentation	21/1/04 9:28 pm
Kay Peadar	27K	yellow groups presentation	21/1/04 2:03 pm
Nuala Donovan	27K	Black group presentation	21/1/04 1:52 pm
Nuala Donovan	27K	Re: DZX222 Red Presentation	21/1/04 1:50 pm
Jo Covell	34K	DZX222 Red Presentation	20/1/04 11:21 pm
Vicky Stavrides	24K	DZX222 D Brown Presentation	20/1/04 10:52 pm
Chris Ludlow	30K	Re: DZX222 D GREEN Presentation	20/1/04 9:30 pm


1 item selected.

Classroom

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Classroom

Welcome to the classroom.

It's in here all the learnin' happens. Your formal conferences/discussions all take place within [insert appropriate phrase most similar to 'these four walls'] 

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Semester 1- Week2: Personal Conceptions of Teaching

Email this Discussion

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Semester 1- Week2: Personal Conceptions of Teaching



09:39am Mar 6, 2006

Hi All-

This week we will consider the role of reflective practice in improving teaching through the use of various types of evidence of teaching practice, think about articulating our own conceptualisations and philosophy of teaching (in preparation for the first assignment) and consider all of this in light of the New Zealand context.

Use the following questions as a kick-start (you don't have to answer them all- select what you wish and the conversation can go from there!):

- What are your impressions of the readings? What was useful? What made you think?
- What are some core elements of your philosophy of teaching? Where do they come from?
- What may be some cautions about importing theory and pedagogy from elsewhere into the New Zealand context?
- What questions would you like to post for the rest of us?

Take care,

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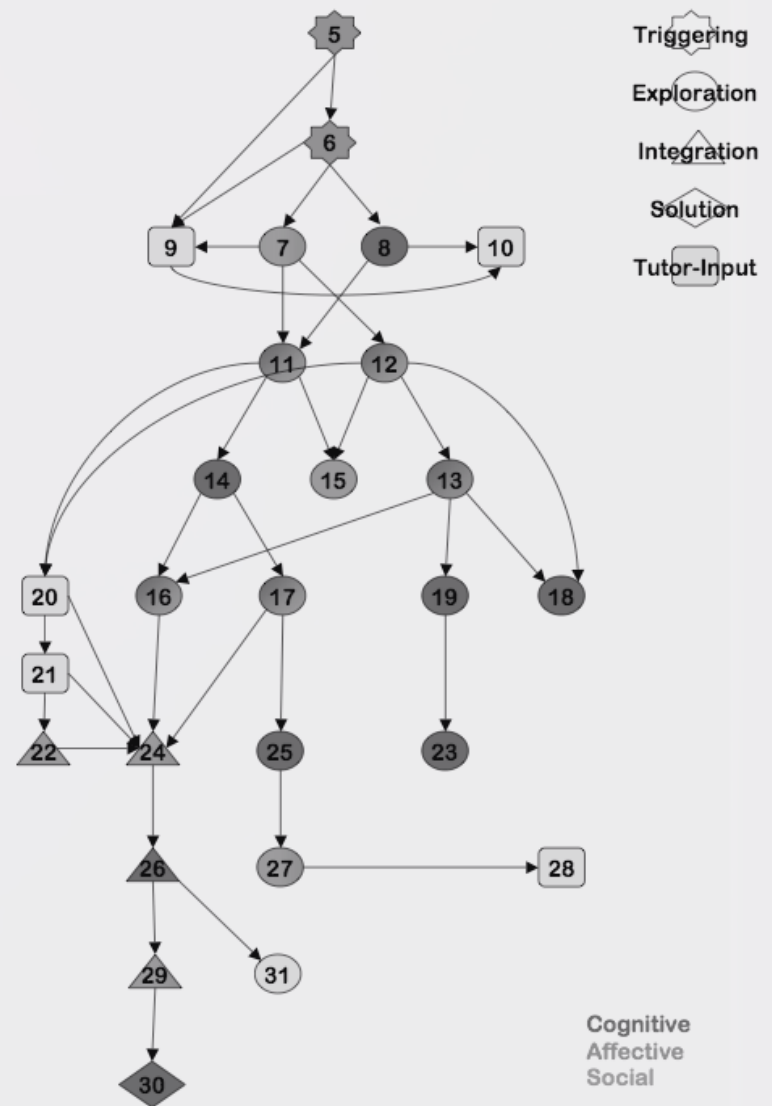
- [Caution about importing?](#) by [redacted] - Mar 6, 06 (1.)
 - [What have we learned?](#) by [redacted] - Mar 7, 06 (1.1)
- [Cultural divide](#) by [redacted] - Mar 6, 06 (2.)
 - [Technological Revolution slowing down?](#) by [redacted] - Mar 6, 06 (2.1)
 - [Hmm](#) by [redacted] - Mar 7, 06 (2.2)
 - [Pandora's Box](#) by [redacted] - Mar 7, 06 (2.2.2)
 - [Relevance](#) by [redacted] - Mar 21, 06 (2.4)
- [From \[redacted\] via \[redacted\]](#) by [redacted] - Mar 7, 06 (3.)
 - [Mixed metaphors?](#) by [redacted] - Mar 7, 06 (3.1)
 - [Teacher as Researcher](#) by [redacted] - Mar 7, 06 (3.1.1)
 - [teachers as reflectors](#) by [redacted] - Mar 7, 06 (3.1.1.1)
 - [Cole and Knowles](#) by [redacted] - Mar 7, 06 (3.1.2)
- [Reflection on readings](#) by [redacted] - Mar 7, 06 (4.)
- [Andrew's Environment](#) by [redacted] - Mar 7, 06 (5.)
 - [Time, now there's the rub...](#) by [redacted] - Mar 7, 06 (5.1)
 - [Norman Bates visits \[redacted\] shower](#) by [redacted] - Mar 8, 06 (5.1.1)
- [Will you respect me in the morning?](#) by [redacted] - Mar 7, 06 (6.)
 - [Dissing](#) by [redacted] - Mar 8, 06 (6.1)
- [reflecting on reflection](#) by [redacted] - Mar 8, 06 (7.)
 - [Journal writing](#) by [redacted] - Mar 8, 06 (7.1)
- [Self reflection blog](#) by [redacted] - Mar 9, 06 (8.)
 - [You've Got Mail](#) by [redacted] - Mar 9, 06 (8.1)
 - [critical friends](#) by [redacted] - Mar 10, 06 (8.2)

Methodology

- message-level documentation of the cyclical process of online *practical inquiry* - *trigger*, *exploration*, *synthesis* and *solution* (Garrison and Anderson, 2003)
- exploration of *cognitive*, *social* and *affective* dimensions within each message and at each phase of the shared knowledge building cycles (using NVIVO)
- *conference activity graphs* (Hara, Bonk and Angeli, 2000)

Activity graph - phases

Open University data, 5-30
'Project proposal'



Social, emotional and cognitive dimensions

Jennifer - 10:01am Feb 28, 2006 (1.)

3 questions

What do I expect of myself? Man, don't you hate the way you have to soul search on the first day!!! I intend to participate as much as I can, allocate sufficient time in my week to allow for this, not always after 10 at night! I promise [redacted] to do the readings and contribute on line.(Well at least I'll try!)

Social Presence
Emotional Presence

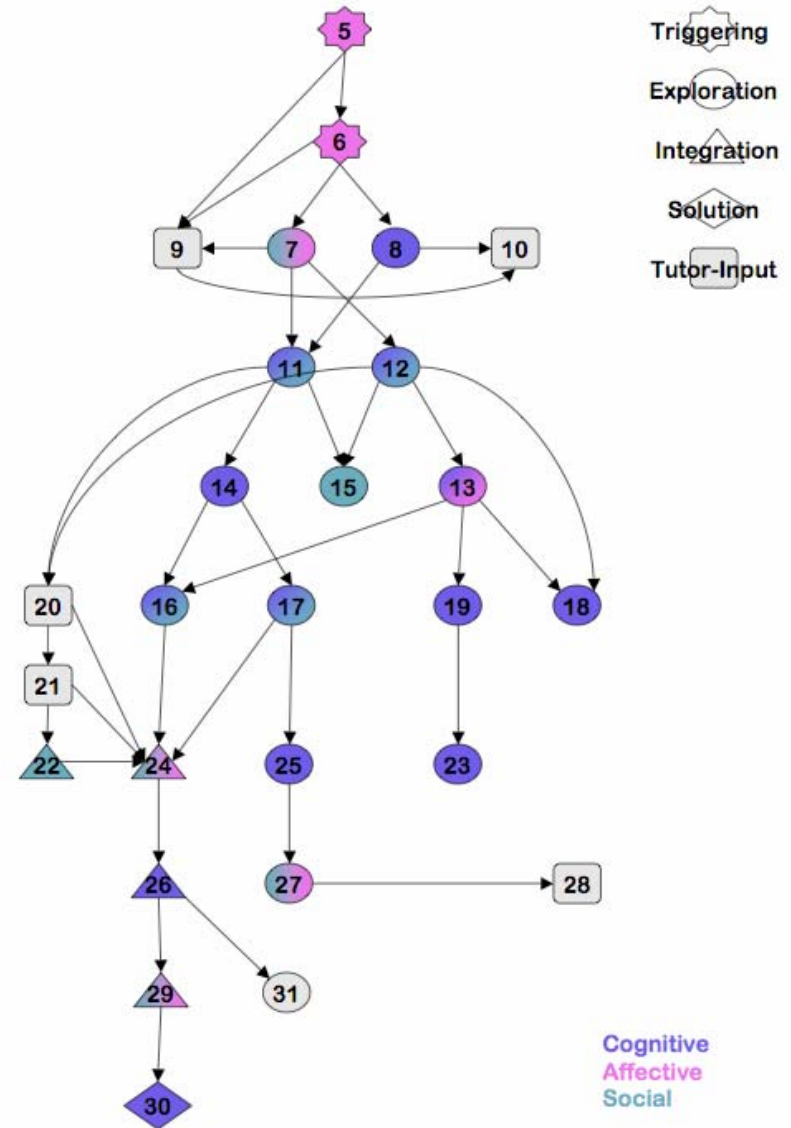
What do I expect from my Colleagues?I'm interested in all your interesting thoughts and responses, I hope to be stimulated by the diversity of the group and inspired by being involved.

Social Presence

What do I expect from [redacted]? Keep us on the right track Susan! I may require some hand holding as I'm not that confident about being on the right track to reach acceptable outcomes and meet course requirements.

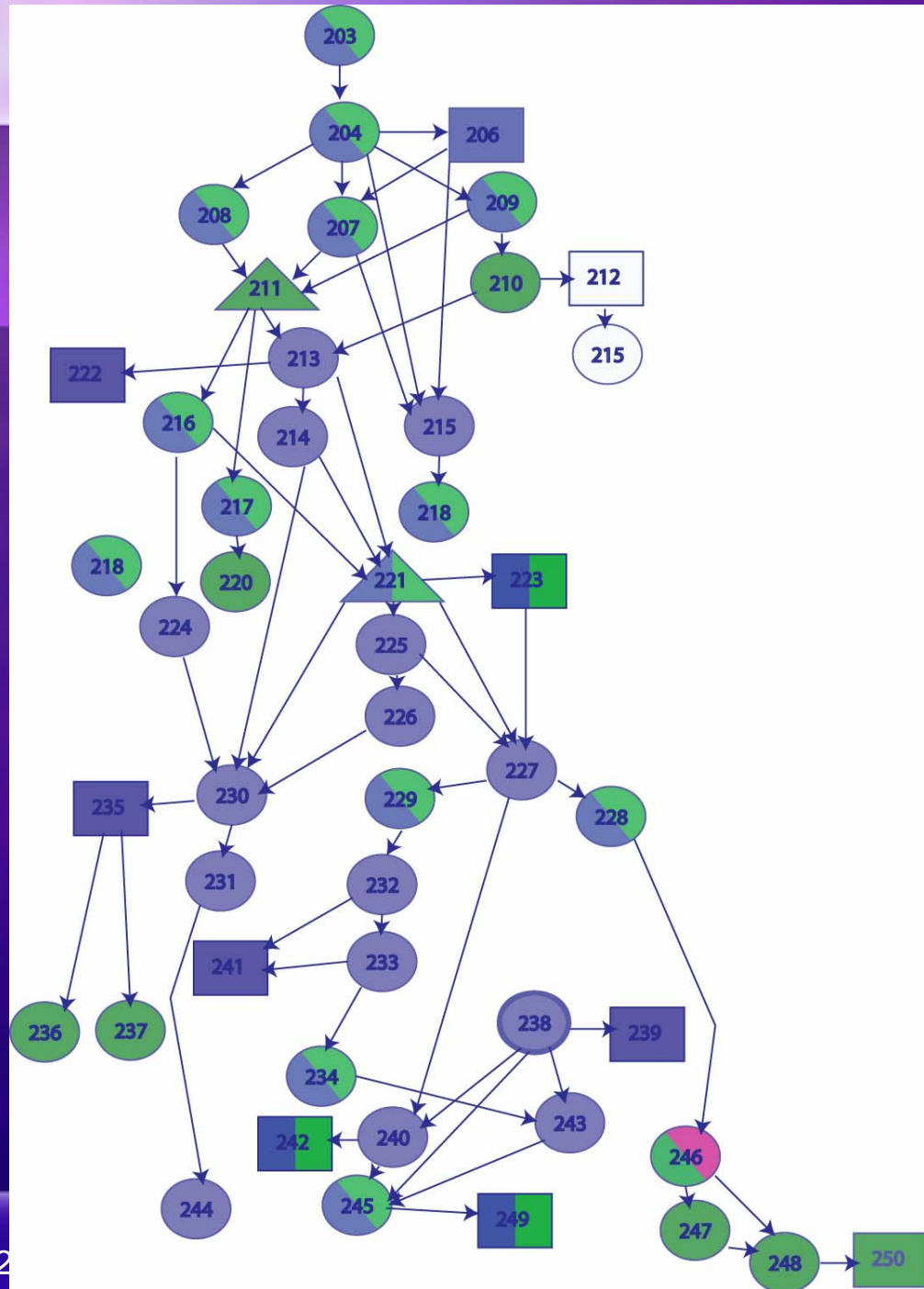
Activity graph - phases and dimensions

Open University data, 5-30
'Project proposal'



Activity graph - complexity

Open University data,
203-250
Analysis and write up



Key challenges

- Phases
 - Overlapping, simultaneous, intertwining themes
 - Solution phase - typically left implicit in Open University data
 - Integration - would require interdependence (OTAGO data)

Methodology to explore

- within-message complexity
- complexity of online presence within the cycle
 - emotion as trigger
 - social and cognitive interlinked
- temporality - how dynamics change
 - emotional content often used to deal with conflict or stress
 - the social dimension becomes stronger when clear organisation of joint efforts is crucial (e.g. several themes are discussed in parallel)