

How can a Community of Practice concept and process support undergraduates learning experiences?

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requirement for the award of Ph.D.

Dublin City University
School of Education Studies

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Volume II of II: Appendices

DECLARATION

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Ph.D., is entirely my own work, that I have exercised reasonable care to ensure that the work is original, and does not to the best of my knowledge breach any law of copyright, and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

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Appendix A:

Module Descriptor ES314

Module Title	Project 1		
Module Code	ES3140		
School	School of Education Studies		
Online Module Resources			
Module Co-ordinator	Semester 1: Trudy Corrigan Semester 2: Trudy Corrigan Autumn: Trudy Corrigan		
Module Teachers	John Lalor Justin Rami Jane O'Kelly		
NFQ level	8	Credit Rating	5
Pre-requisite	None		
Co-requisite	None		
Compatibles	None		
Incompatibles	None		

Description
<p>This module aims to provide students with the theoretical knowledge and skills of understanding and conducting a comprehensive literature review. It enables students to critically reflect, evaluate and synthesise from a variety of sources in academic literature. This provides students with literature review skills that are academic, rigorous and valid in an education and/or training context. In addition students are required to research and present a detailed project proposal and a rationale for the proposed methodology.</p>
Learning Outcomes
<ol style="list-style-type: none"> 1. Conduct a comprehensive Literature Review within one or more of the following themes in education and/ or training - equality, access, inclusion, values, identity, intercultural learning, technology-enabled learning 2. Search, select and identify suitable sources of literature (policy documents/journals/books) within the research theme under investigation. 3. Analyse and evaluate relevant literature to student's area of professional development in the future. 4. Record, organise and classify literature resources 5. Critically reflect and synthesise material from a broad context of sources in the literature review. 6. Demonstrate the ability to write a literature review using a broad variety of literature and policy documents as part of a literature review chapter for a research project.

7. Consider the arguments and critique the debate within academic literature/theory and relate this to current practice in an education and or training context.

Workload	Full-time hours per semester	
<i>Type</i>	<i>Hours</i>	<i>Description</i>
Lecture	24	No Description
Group work	24	No Description
Library	48	No Description
Independent learning	100	No Description
Moodle discussion	24	No Description
On-line learning	30	No Description
Total Workload: 250		

All module information is indicative and subject to change. For further information, students are advised to refer to the University's Marks and Standards and Programme Specific Regulations

at: <http://www.dcu.ie/registry/examinations/index.shtml>

Indicative Content and Learning Activities

Theme 1.

Overview on how to conduct a Literature Review.

Theme 2.

Creating an Audit Trail of Literature Review sources.

Theme 3.

Comparing and Contrasting Literature Review sources.

Theme 4.

Identifying gaps in research/ literature.

Theme 5.

Critical Writing and critical review of literature sources.

Theme 6.

Connecting Literature Review to overall Research process.

Theme 7.

Develop a Project Proposal.

Assessment Breakdown

Continuous Assessment	100%	Examination Weight	0%
Course Work Breakdown			
Type	Description	% of total	Assessment Date
Assignment	<p>Part 1: Section A: Present a short Research Proposal outlining the research that you will pursue in Semester 2, including the research question, the rationale for the research, the proposed research methodology that you will use and an outline of the research context. It would be useful also to include a section on how you think this research will benefit you as a researcher. (Word count: 1000 words)</p> <p>Section B: Outline the purposes and benefits of a Literature Review as part of an academic research project or dissertation. Please refer to the readings</p>	40%	Week 9

	on Literature that you have received at the beginning of the module. (Word count: 1000 words).		
Assignment	Part 2: Complete a Literature Review related to the specific research interest that you have identified in your Research Proposal. This should include a comprehensive review of the literature in this research field, a detailed account as to why you have chosen to focus on specific aspects of literature and how these will support and scaffold the actual research, a critique of the literature outlining your own views on the concepts expressed in the literature and a discussion as to how the literature has identified gaps in the research field that your work might address.(Word count: 3000 words)	60%	Week 9
Reassessment Requirement			
Resit arrangements are explained by the following categories; 1 = A resit is available for all components of the module			

<p>2 = No resit is available for 100% continuous assessment module</p> <p>3 = No resit is available for the continuous assessment component</p>	
<p>This module is category 1</p>	
<p>Indicative Reading List</p>	
<ul style="list-style-type: none"> • Zina O'Leary,: 0, The Essential Guide to Doing Your Research Project, 978-1-84860-010-2 • Judith Bell: 2010, Doing your research project, Open University Press / McGraw Hill, Maidenhead, 978-0335235827 • Gina Wisker: 2009, The undergraduate research handbook, Palgrave Macmillan, Basingstoke, 978-0230520974 • Uwe Flick,: 0, An Introduction to Qualitative Research, 978-1-84787-323-1 • Jennifer Mason: 0, Qualitative researching, 0 7619 7428 8 • David Silverman: 0, Doing qualitative research, 1412901979 • Chris Hart: 1998, Doing a literature review, SAGE, London, 0 7619 5974 2 	
<p>Other Resources</p>	
<p>11002, Youtube, Writing your research proposal, 0, www.youtube.com/watch?v=uyoU4BwTHmo,</p>	
<p>Programme or List of Programmes</p>	
ET	BSc in Education & Training
ETF	BSc Education & Training (FACE) - Daytime
<p>Timetable this semester: Timetable for ES3140</p>	

Appendix B:

Interview Guide

Interview Guide

ET3 COP

Do you think the class was already a community before ES314?

Did you like the COP? How did you use it? Did you use HOs etc?

Did you use it more than you were expected to? Did you lurk?

Did you communicate with people outside your circle?

Benefits? Drawbacks?

Important to have lecturer?

Useful to have it throughout the degree? Timing? Other modules?

Facebook

Are you on Class FB page?

Do you find it useful? Is it different to the ET3COP?

In what way? Do you learn on FB or on the COP?

What do you think of Moodle/Loop?

Do you use Google Docs etc for groupwork?

Are you technical? Did you use App?

Collaboration

Do you feel that some people are competitive in the class?

Do you enjoy collaboration?

Do you think lecturers model collaboration enough?

Learning Styles

Do you see the relevance of your learning style to how you communicate physically or online?

Appendix C.

Transcript of interview Case Study One

P007: Okay so P007, um, Tuesday 15th April, yeah, interview. So what we're looking at is just the, uh, it, the community itself, right? So how do you use this, and the broad theme I have here that's why the personality trait comes in engages in college, motivation engagement and experience. So I just wanted to ask you first like, um, are you on the Facebook group?

Jane O' Kelly: Yeah.

P007: Yeah.

Jane O' Kelly: I'm on it.

P007: You're on that?

Jane O' Kelly: Yeah.

P007: Okay. Were you always on it?

Jane O' Kelly: Yeah, we started it ... we just, actually a few of us started it.

P007: Okay, good. So you were one of the instigators of it, and when did you start the group?

Jane O' Kelly: In first year.

P007: Okay great good, that's going for three years.

Jane O' Kelly: Yeah, yeah. It was just, it was more like to do kind of organizing like nights out and things like that. But then when assignment started to come through, we kind of just asked questions on that and the people that put out the information, even if it wasn't asked just to help people but different like readings or books that you could get online, like E-Books and just kind of grew from there and now its used for so many different things like for college [rack 0:01:08] and meeting up, and extras things on like charity events or such things like that. Like there's no, exactly is this first brilliant [inaudible 0:01:16].

P007: So what did you think ... actually two things, would you say then that there is a community of practice in the class already?

Jane O' Kelly: Yes. I would ... but just not everybody is on it.

P007: Okay.

Jane O' Kelly: Do you know it's ... it's not available to everybody because there's some people who aren't on Facebook or you know friends of those people on Facebook.

P007: Yeah.

Jane O' Kelly: Like it did just started out with us, the smaller groups and then it kind of grew, people started adding more and more people on to it but only our year, no other education and training year.

P007: Right, very good.

Jane O' Kelly: Right, so yeah I know just what I like.

P007: So what did you think of the community of practice that was presented you?

Jane O' Kelly: I thought it was a good idea because it was like that idea but there more people going to get on it from your class. Like, um, there were more mature students going to be on it? than on the Facebook page. So I just kind of, well it just seemed that they had ... I'd lost, I'd gotten a lot of emails from the mature students from not like ... do you know they sent information to the class and it was just brilliant. And actually because I was the class representative, they send it to me and I'd sent it on to the whole class. But a lot of people wouldn't use the email. Do you know what I'm saying, they just don't check their emails but they go on Facebook.

P007: Yeah.

Jane O' Kelly: We do use the Facebook a lot of the time to, from emails that we got, we'd tell people to go on and check their emails.

P007: Oh very good.

Jane O' Kelly: And, um, I suppose it's a community practice because it's an ongoing thing, and we'd do basically the same thing. I've been on it a good few times and I got an awful lot of information from it and feedback from people and stuff.

P007: Oh great.

Jane O' Kelly: And liked it anyway. The only thing was I found difficult to get on to sometimes.

P007: Oh really?

Jane O' Kelly: I went on through my email, like I didn't know if it had anything to do, if that's the only way to do it. That's the only way I know, I knew how to do it, follow the links that you gave to get on through there.

P007: Yeah, so you'd have to follow back and find that [inaudible 0:03:04].

Jane O' Kelly: Yeah, but it was easy enough to find, like it was starred. So, I remembered it.

P007: And did you, um, go on it only when it was timetable time, you went on at other times

Jane O' Kelly: No. Most of the time I didn't ... I didn't ... I'd only go there every ... oh no, when it was time to have the tables, because I'd usually be working on a Monday.

P007: Oh okay.

Jane O' Kelly: I think it was like on a Monday actually.

P007: It was a Monday, yeah.

Jane O' Kelly: Yeah. And I'd usually work it on a Monday because we weren't doing college last semester in [inaudible 0:03:32].

P007: No we were busy so we could make the timetable on the community.

Jane O' Kelly: Well, I'd go on assurance and see how the conversations, and have discussions with some of the other students. And I actually got my feedback from what I wanted to do at the beginning –

P007: Okay.

Jane O' Kelly: I wanted to do a different research project. And after talking to you and a few others, um, on the community, I decided against it because just as the ethics

P007: Yeah. I remember.

Jane O' Kelly: Yeah.

P007: And did you ever put stuff up for other people?

Jane O' Kelly: I think I put a few things up, but I didn't put much up. I put more on the Facebook page.

P007: Oka.

Jane O' Kelly: And I don't, I don't know why, I think maybe it was just, I'm always on Facebook unfortunately

P007: Yeah, well it's not unfortunately, everybody is like that. And, um, do you think it was, um, important to have the lecturer on it? Was it useful?

Jane O' Kelly: Yeah.

P007: You think that was useful?

Jane O' Kelly: Yeah, I do yeah because you were able to talk in person then as well about what you could explain exactly what was that chat about, well to be discussed online.

P007: So it was kind of the fact that you were able to get direct access outside of lecture hours

Jane O' Kelly: Yeah. Yeah and you didn't have to wait to email and if you were to email Jane, if you were busy ... you know it was a constant thing that was in ... instantly, it was like in emails like were they emailing back, did they see that or not?

P007: Yeah, did they check it or not.

Jane O' Kelly: Yeah. You'd see if you basically viewed or not, if you'd been online.

P007: Oh so you could see that?

Jane O' Kelly: Yeah, so I'd like that anyway. Do you know if you ... if you were ... I could see that you were online and when I sent your emails I wouldn't know if you were online.

P007: I hide that!

Jane O' Kelly: Yeah, like I'd try to check, yeah.

P007: Yeah, that's good. That's good, I like that part. And if you think it was right, um, the timing of it in third year or would you have any opinions on that, when it should happen?

Jane O' Kelly: See –

P007: Or do you think it would be useful?

Jane O' Kelly: Yeah, I do think it would be useful and I think it's very much like the facebook page only that it's just et3s

P007: Okay, and is that a good thing or a bad thing in terms of you –

Jane O' Kelly: Yeah, I think that's a good thing –

P007: Like you know in Facebook.

Jane O' Kelly: Because you've gotten other people's user. It might not talk to other people in the class but online it's different. You don't mind talking behind ... do you know, behind the screen. You just don't mind giving your opinion. I think if you're hidden whereas in class sometimes it can be a bit daunting as some other people have more of a voice than others and whereas on the screen you've got to think about what you're going to say and write it then and so I think even if the COP was made in first year like I know a lot of classes have the Facebook page, but all people didn't have access to Facebook.

P007: Right.

Jane O' Kelly: And having a community practice it as well as having a Facebook page.

P007: You don't think it would be too much? Because when you have Moodle aswell and you have Facebook, and then you have this one.

Jane O' Kelly: Yeah. [Mooder 0:06:24] would be more on for me. It's more ... I know it's, um –

P007: Yeah.

Jane O' Kelly: That lecturers you sent us, the lecture you gave us, that's the only time I use it. I was going to look at my, only thing ... like what's on that screen basically, what's on that screen.

P007: Yeah.

Jane O' Kelly: Um, the mail, um, I'd use that a lot, usually things that I'd like. If someone sent me information and they sent on to the whole class or if an assignment was due, I'd use that] and I'd also put it on to the Facebook page because I know there'd be some people that wouldn't look their emails and I'd say okay this,

blah blah blah, and then I'd say, look at your emails. Like the others day, um, Diarmuid the other class rep wanted to, um,

P007: Oh that's fine, I'm feeling a little charitable.

Jane O' Kelly: I mean he, um, he sent an email about class hoodies and organizing an event and he emailed it to me because at the minute he's staying off Facebook to focus on his exams. And so he text me and asks me what I say on the Facebook page because he knew some people wouldn't even look at them on their emails and or have loads them unseen or see them and just go delete delete delete

P007: Yeah.

Jane O' Kelly: So when we decided we'd put it up on Facebook and people responded from that. So, you know, I think you can have enough social communication. I don't think, they're all used for different things.

P007: Yeah.

Jane O' Kelly: You're going to be on Facebook no matter what, whether you're part of the ET3 page or not. And the having this other one with a lecturer involved is definitely where you ... is really good because you know that its definitely just used the ET3 and you're getting your feedback as well on different assignments which is actually helpful. I really ... I like it, I know I email ... I tend to email more because, um, I just can't seem to get emails from people –

P007: Yeah.

Jane O' Kelly: From the class, you know, Im usually on email more than anything.

P007: And do you find because you're a class rep though that you're actually much more aware of that communication process –

Jane O' Kelly: Mm-hmm, yeah.

P007: Than maybe would be if you weren't a class rep?

Jane O' Kelly: Maybe, because I get emails from ... like just from people right, left and center.

P007: Yeah, yeah.

Jane O' Kelly: Do you know, so, maybe – I don't really know.

P007: Do you think you might be that type of person anyway?

Jane O' Kelly: Maybe, I check my emails and my other on my Hotmails.

P007: But do you share? Do you like to share stuff?

Jane O' Kelly: Oh yeah, yeah, I do but I think there's an awful lot of people in the classn share often, it's brilliant because how many people ... I know a lot of people who don't come to class and I doubt they would have passed without some of the other people's input

P007: Yeah, yeah. They're lucky.

Jane O' Kelly: I saw an email in this class that she deserve medals to take for all they've done for the class definitely and they don't even want to be ... they don't want to be recognized. They don't want to be identified.

P007: Very good.

Jane O' Kelly: I mean, uh, that's something I ask like do you want me to say who it was that sent this. "Oh no, no, don't say that."

P007: Right.

Jane O' Kelly: Don't say that and I'm like, I have to tell them somebody sent this because I don't want them thinking I'm the one who came up with this and getting the ... what you call the praise or whatever. That's not fair either so

P007: And did you see ... well, thanks for that, it was very interesting. Did you see that the community of practice would reflect how the class works between the younger students and the older students generally?

Jane O' Kelly: Well you could see it was more than older students that were putting up information.

P007: Okay.

Jane O' Kelly: And I don't know, why maybe ... I actually, I don't know why that is, maybe some of the other students be afraid to put stuff up. And whereas if you're on Facebook, it's just that type of environment and people just put stuff up. So whereas if you're talking to the more mature students, you might be afraid that you're wrong, whereas if you were talking to people your age, if you are wrong, you're wrong.

P007: Yeah.

Jane O' Kelly: Do you know it's not a big deal.

P007: So there's a perception there that —?

Jane O' Kelly: Well, I don't know, I'm going to guess, and I'm thinking ... like I know I'd be slightly, I'd think a lot more before putting stuff on the COP.

P007: Okay.

Jane O' Kelly: Only because I know there's other people there that I know face to face and I'd be a little bit apprehensive.

P007: Okay.

Jane O' Kelly: But other than that I think it's really really good there's so much information on there.

P007: Okay.

Jane O' Kelly: And then I definitely go on and sign it ... I'd seen it on the night before I think last and it's just going through lot's of the different discussions and then ... and they're blogs and stuff on it. And, um, reading about other people's research and I find it really really interesting and just different insights and, uh, which is important I think because you're writing, they were just looking at yours.

P007: Yeah.

Jane O' Kelly: You make it differently, even theorists, people mentioning different theorist. Like I forgot him

P007: Yeah, yeah he's had a great step up.

Jane O' Kelly: Yeah, yeah. It's actually what I think anyway.

P007: No, that's very good to know because [inaudible 0:11:14] aren't meant to be space for everybody.

Jane O' Kelly: Yeah.

P007: People just observe, people contribute, people don't –

Jane O' Kelly: Yeah.

P007: You take on that's the pointers. Um, and do you think it should have been broadened out for other modules? Maybe that should have been started earlier or was it better to keep it just for the module

Jane O' Kelly: Well, I think, um, –

P007: You know the way your Facebook would cover everything.

Jane O' Kelly: Everything, yeah. I didn't just class it as for yours

P007: Oh good, okay, well that's good to know, yeah.

Jane O' Kelly: Well ... in my head I didn't. I, um, –

P007: Yeah, because I never said it was but I think there was a perception.

Jane O' Kelly: Yeah maybe there was a perception and maybe because it's such a big assignment . People would only use it for that.

P007: Yeah.

Jane O' Kelly: To avoid, complicating other things and being like talking about Francescas and then talking about yours and then talking about, do you know, like it's, um, maybe because it's such a big assignment that would be a good idea to have as just yours, or just some project data, a project one because you're focused on ... but then the people who write on the Facebook page now they're kind of losing out.

P007: Yeah.

Jane O' Kelly: On the other phase you begin on that.

P007: I mean were you aware of anyone that was deliberately not throwing out as the –

Jane O' Kelly: No.

P007: Principled stamps or anything that?

Jane O' Kelly: Oh no, no.

P007: No? That's okay.

Jane O' Kelly: No that means no action. No I didn't hear of anybody not going on because ... no, I don't know.

P007: That's good to know. Um, okay ... what should I say there, so that's just covered it, that's basically what we were just covering off there.

Jane O' Kelly: Okay.

P007: Okay and ... and that was trying to get out there and the personalitism if you are the kind of person who shares and does that stuff anyway.

Jane O' Kelly: Okay, yeah.

P007: You know? So like if you do that you'll realize we've got to do that online too. So that's very interesting. Um, I suppose this again is a kind of half and half face because if you could animate the spaces again, you'd contribute that because in the theory of communities, generally people tend to come up, who will animate the space without being told, you know?

Jane O' Kelly: Yeah.

P007: So were you happy in terms of motivation engagement to just go on board and use it at your time and you can turn things whenever you felt like, you didn't feed in anyway the [inaudible 0:13:19].

Jane O' Kelly: No, no, none at all, definitely, no.

P007: So as you were saying you got stuff edited in all kinds of ways?

Jane O' Kelly: I said it.

P007: Excellent. So probably just issues ... you don't have any issues around privacy or around copy rights, intellectual copy right hero stuff?

Jane O' Kelly: No, no, it's ... I think if somebody said, if somebody has something up and you want to use it, ask them.

P007: Okay.

Jane O' Kelly: I know if I find something I like, "Oh my God that's fantastic," which mime is this?

P007: Yeah, yeah.

Jane O' Kelly: If they mind you using this, then maybe look for something similar and then use that but no copy write. It would mean ... if somebody ... somebody asked me which mime is that. Sure in all fairness I'm not going to market their work anyway, how would I know?

P007: Yeah, because ...

Jane O' Kelly: I'm lost, I wouldn't be like I think it's ... that type of thing, to be honest.

P007: So the point of it is collaboration?

Jane O' Kelly: Yeah. We're all trying to help each other.

P007: Yeah exactly. Um, so you can see a place first in the module and that place for it within [inaudible 0:14:17]. So wouldn't necessarily have to come in earlier, hard to just say –?

Jane O' Kelly: No, I think it could. It could probably interest you, it could help others layman's and people ... like I know maybe it's this year and last year more so, that we were all kind of like, what's coming here at the end, we need to have university area or not at the quarries and also they're easier.

P007: Yeah.

Jane O' Kelly: I think [inaudible 0:14:45] is looking at me results and he's like, "God." Like, "Oh my God we're investing in class," and I think you could probably incorporate it into first year. Um, –

P007: But it mightn't build off until the final year.

Jane O' Kelly: Yeah, do you know what I mean? Yeah. We've just started getting used to it and that ... or even maybe just encourage them surf the Facebook page. The only thing is not everyone is on Facebook.

P007: Yeah, yeah that's true.

Jane O' Kelly: Whereas if you start off something that's to do with DCU –

P007: Yeah.

Jane O' Kelly: Like the DCU mail, um, everyone will at least be a member of it and they can go on to it at their leisure or whatever, you know, and have it as something extra.

P007: Yeah, no? That's good. Yeah, so it's just an extra support for yourselves and for me as well. Um, okay that was just what you prefer lecture, online assignments [inaudible 0:15:37].

Jane O' Kelly: Um, lecture. We much prefer common face-to-face, I don't like online. Like online tutorials aren't my thing, I think I much prefer community college and asking questions and then going online after and looking at the stuff.

P007: Right. Okay, just the mix?

Jane O' Kelly: Yeah, yeah, but to definitely the face-to-face.

P007: Okay.

Jane O' Kelly: I wouldn't like ... I don't like online.

P007: Right, so that's ... even though you're the ... when you're learning.

Jane O' Kelly: Oh yeah. No, no, no –

P007: So there's a very much a distinction between collaboration and the learning process, yeah?

Jane O' Kelly: Yeah, I ... like ask and ... I think it's different when you're in class and you're talking, you're speaking and then we can talk to you face to face and it's instant.

P007: Yeah, yeah.

Jane O' Kelly: And then online, if you've asked a question then you can go and do that or collaborate with the links and things.

P007: Yeah.

Jane O' Kelly: Stuff like that. I think there's that rapport –

P007: The relaters?

Jane O' Kelly: They're related and I think you need both.

P007: Okay.

Jane O' Kelly: But I don't think ... yeah, I don't think it's possible just to have one, definitely not just online.

P007: Okay, very good, thank you very much. I think we've just finished actually. Um, so it's just, and I've kind of asked this from you already, but just in case, it's just kind of this idea of differences and similarities and interactions from younger people and older people, and you've kind of touched on that in terms of Facebook and how people have, and also the older people tend to share gifts to things I'm sure.

Jane O' Kelly: Although, there is going to people who do that to you.

P007: Yeah. Oh no –

Jane O' Kelly: So [inaudible 0:17:00].

P007: Absolutely, all right, so that happens across the board–

Jane O' Kelly: Yeah. No, no, outside, but there's just a few people that have just don't want to understand.

P007: Okay.

Jane O' Kelly: They're really [inaudible 0:17:09].

P007: Excellent because this is in terms of our researchers. My research, what I've been reading of an issue is around peer support and cross-age peer support. So you'd have your peer support between your age group and your class group and then you have ... older people help the new younger people.

Jane O' Kelly: Yeah.

P007: Um, in one area and maybe younger people help the older people in other areas.

Jane O' Kelly: Yeah.

P007: So that's what I'll be looking at.

Jane O' Kelly: Yeah, definitely I notice there is a few that we teach in our class and like, you know, you're getting their perspectives and their views and differences and you'll be like, "Oh I need some painkillers."

P007: Yeah.

Jane O' Kelly: So I think, uh, it would be the same with them, like we could be talking to them and they're –

P007: Exactly.

Jane O' Kelly: So I think it's ... I think it's good that there is two different ... like age is not [inaudible 0:17:52].

P007: An approach of sense and experience.

Jane O' Kelly: Yeah, yeah definitely.

P007: Very good. Um, the last thing I was going to ask and as we're doing this, well thank you very much unless there's something else you'd like to add.

Jane O' Kelly: No I think that that really is –

P007: It's great. Just do you think Nicole it might be possible as a class rep for me at the end of May to have access to the Facebook group?

Jane O' Kelly: Yeah.

P007: I mean you can take a poll or whatever you'd like, but if you would literary just made me a member, so, I could ... I want to canton no more than I do in the community, what relates to college and what –

Jane O' Kelly: Okay.

P007: And so just to see how it's used and I would compare it then with how the community lives.

Jane O' Kelly: Yeah, you do mean the [inaudible 0:18:27]?

P007: No. I mean if they have stuff up there going, "Change the pink or whatever," fair enough.

Jane O' Kelly: No. I can tell you that that's definitely not there.

P007: So if there are any concerns I will understand that, but I just want to ask the questions because that would be very useful for the notes.

Jane O' Kelly: Yeah, no, no, absolutely.

P007: We did have one master over those I needed to do when I was on this, but, um, I think it might have made a difference that I was urnish in terms of the –

Jane O' Kelly: Okay, they might have been quite or have had some things, okay.

P007: So it would be very interesting for me to see it –

Jane O' Kelly: Maybe not about you but maybe the other lectures.

P007: Any other ... exactly.

Jane O' Kelly: Yeah.

P007: But purely from the research for the research I, um, I know personality's involved. I would be just checking the instances and the timing of when comment ship can –

Jane O' Kelly: Sure, marks or inter ... are things that have been marked anyway.

P007: Yeah, so that's why am saying at the end of May. Would that be okay?

Jane O' Kelly: Yeah. I'll definitely. I'll [crosstalk 0:19:15] and I'll let you know.

P007: He said he'd check.

Jane O' Kelly: Oh yeah, yeah, I know AI, I'll tell it to them and I'll ask, okay?

P007: Oh yes. Thank you very much.

Jane O' Kelly: No, good luck with that.

P007: I do appreciate this.

Appendix D:

Transcript of interview Case Study Two

Jane O'Kelly: Interview with P049 on Friday the 12th at half three. These are the kind of questions I was going to ask, Michael. We might not cover all of them. I had done previous research about two years ago, so some of them link into that. That's what they're about.

First question there is about the community. Did you think the class was a community before we started this year in ES314?

P049: I think that everybody's been helping each other out a lot more this year compared to previous ones. I actually think that the online community was a big help for people. Everybody felt a lot more supported by each other compared to how it was before. We already had a Facebook page and things like that, which was always helpful.

I don't know. The fact that everybody was able to pull up each other's ideas and things like that made it a lot easier.

Jane: Class was a community already, you felt?

P049 Yeah, it was, but it definitely enhanced it. This year it's definitely been enhanced.

Jane: Did you find that you were able to connect with people that you wouldn't normally hang out with on the community? Did you make any new connections?

P049 Yeah, I definitely did, just in working with other people and helping. We all supported each other in new ways. People that I hadn't really hung around with in the class, as you said. We all helped each other out a lot more.

I was doing similar projects. I'm doing a similar one to Simon in the class, so I wouldn't really have known for the past two years. Tanya was suggesting that we work together a lot more because our

projects are very similar, and we have been doing that. It's definitely created connections that weren't there before.

Jane: That's great. Glad to hear it. Did you try the Hangouts on it?

P049 The Hangouts? No.

Jane: The video call?

P049 No, my laptop can't. It's this new type of laptop. You can only use webcams and video chat with Skype for some reason.

Jane: I'm not going to be taking that into consideration on the tasks because lots of people couldn't use it anyway. [laughs]

P049 A lot of people don't even have the webcams on their laptops these days.

Jane: I know.

P049 Which is surprising.

Jane: I don't have a webcam on these, either. [laughs]

P049 I have one at home, but I have a laptop. It's this new thing. It only works with Skype, which is really annoying.

Jane: That is annoying. I actually did one on my phone with a student. I put the app on my phone.

P049 I use FaceTime and stuff like that for chatting.

Jane: You do use that technology anyway?

P049 I use the technology, yeah, but I didn't specifically use the Hangout ones.

Jane: Fair enough. That's my other question. Are you techy? Have you used Google Docs and Drive for your collaborations and stuff?

P049 Yeah, I use Google Docs for everything. I don't use Microsoft Word or anything like that. Google Docs is more helpful, I think, because you can access it from anywhere.

Jane: Yeah, I think it's great.

P049 It's brilliant. I've had problems in the past where my computer has crashed and stuff like that and I've lost work when I'm in the middle of it. I always felt that that was a lot easier because now you can just access from anywhere, and it's not actually stored on your computer. It's in the cloud, as Dad likes to call it.

Jane: It saves all the time.

P049 Yeah, after everything. After you change one letter, it saves right away.

Jane: It is. It's very good. Would you have used that with your groups this year?

P049 Yeah, we actually did because more than one person can access it. It makes it a lot easier. Everybody could be doing the editing and things like that together on it rather than having to continuously send it to one another.

Jane: There's a comment thing. Did you ever use that, those little comments?

P049 No, I didn't.

Jane: It's like Word has a tracking thing where you can put comments in. Google Drive has it, too. If you're all editing on the same thing, you can highlight a word and go, "That word doesn't fit right here,"

or, "This paragraph isn't great," and it'll keep the comment with the document all the way along right through to the final.

P049 Really?

Jane: Yeah.

P049 I didn't know that.

Jane: It's good.

P049 Sounds very good.

Jane: Would you use Gmail or chat with that, or would you be Facebooking at the same time?

P049 Facebook, usually. Probably because I'm so used to it. It's the one that's there. I don't know. I use Facebook, mainly, for chat with other students. Even just texting with iMessage and stuff like that. I wouldn't really use the Google Chat.

Jane: Do you use WhatsApp?

P049 Yeah.

Jane: A lot of people are using that at the moment.

P049 It's a lot handier. I don't know. You can do the group ones with it, so everybody can just comment on each other's things. It makes it a lot easier for when you're trying to organize things.

Jane: Is WhatsApp the same as Viber?

P049 No, you can't call on WhatsApp.

Jane: It's just group text?

P049 Yeah, it's basically just group text, but it's doing very well. It was just bought by Facebook for something like \$4 billion.

Jane: I just saw the Comrade report that texts are down 19 percent or something this year because everyone's using WhatsApp and Viber and stuff like that.

P049 There's now Snapchat, as well. That's the new thing, as well.

Jane: I hadn't even seen that because I'm over 40. [laughs] Now we're using Snapchat. Did you go on the community and look at it without posting things?

P049 Yeah.

Jane: You did? Did you get resources from it?

P049 Yeah. I probably should have posted more. The majority of the time, when I went on it I was looking at resources, other things people put up. I thought that was a lot more helpful. Just when we were coming up with the proposal and things like that, everybody was posting ideas about how to actually work the proposal. That was really helpful, definitely.

Everybody was putting up a lot of stuff that definitely benefited me. Even though we had a Facebook page in the past, the fact that we were graded on it this year made it more of a common thing for people to actually use it, the online community.

When you'd be using the Facebook page, people would just be like, "Do we have this class tomorrow?" and stuff like this. The community made it a lot more about the actual work, the content.

Jane: That's great. That was the idea. What had happened in the past before, and I don't want to put words in your mouth, but when I was talking to students before about Facebook...I'm on Facebook. Most people are on Facebook. There were two things. The mature students wouldn't go on Facebook that year, for whatever reason. There was an absence of mature students on Facebook.

Also, it was all being used for questions and logistical stuff. Practicalities.

P049 Yeah, it wasn't about the content. I'd say the mature students do in my...

Jane: In this year.

P049 Yeah, definitely. Anna posts all the time and stuff like that.

Jane: That was a big change from what I had before, but, also, the demographic in the class influences it. In previous years, there might be 20 percent mature students in the class.

P049 There's a smaller number of mature students, definitely, in my year. The fact that it is on Facebook, Stephanie never had a knack for anything like that. The mature students are some of the most active people I see on Facebook.

Jane: That's interesting. That's good to know. You never noticed a divide in the class? Is there a divide between mature students and traditional students? Not that there's that many left after the year.

P049 Yeah, kind of. There is in some ways. The mature students might go for lunch together more often and stuff like that compared to everybody else. That happens all the time, though. It's definitely there. Not on Facebook, but in reality there actually is.

Jane: I suppose it's understandable. Blah, blah, blah, we did that. Do you think it's important to have access to a lecturer? Do you think it's important to have the lecturer on the community?

P049 Yeah, definitely, because you're able to give us guidance. When we were posting stuff about our proposals, you were able to give us guidance about whether or not we were going in the right direction. It wouldn't have been as useful if you weren't on it. Definitely wouldn't have.

Jane: Would you say, then, it's beneficial, but would you think it's necessary?

P049 I'd say it's necessary.

Jane: To get people to engage?

P049 Yeah. Otherwise, people wouldn't be bothered as much, honestly. People just wouldn't be bothered to go on it. The fact that you're on it and the fact that people are actually able to get help, there's guaranteed help on the community from you and Trudy and Tanya. It makes it more a necessity for people.

For you to be on it, it's definitely a necessity.

Jane: Thank you. What do you think of the compulsory nature of it? When I ran it before, I didn't make it compulsory. I didn't put marks on it. 50 percent of the class said you should, and 50 percent said you shouldn't. So I went, "We've done it without. I'm going to try it with and see how it works this time." What are your feelings on that?

P049 I don't have experience before when it was without marks. I don't know what people did beforehand, but, definitely, I'd say, it did make it a lot more compulsory for people. Even when I went on it, I'd notice that people were doing it in a more formal way when they were posting things because they knew they were being graded. They definitely do it in a more formal way.

It looked almost fake, in some ways. I suppose you're always going to have that when you're being graded on things like that, and the fact that you and Trudy are on the page. You're going to have people acting differently on it.

Jane: Which is no harm in terms of professionalism. If you're pushing in the degree, is this a line? You have to have a professional side and a personal side, and they influence each other. When you're out in the world, you have to be professional. LinkedIn and all that kind of stuff, as well. You have to be professional. That was impetus set within it.

Do you think it should be kept just with that module or would you think it's a good idea to keep it going next semester without marks?

P049 No, I definitely think you've got to keep on next semester just because it relies us to help.

Especially now that we're going to be doing the full thesis, people are going to be needing a lot of help from each other and from you and Trudy. It means that you don't have to email and things like that.

Even with the fact that you go on it at set times and things like that, emails can be very infrequent.

People mightn't do it as often. On the community, I definitely think it'd be a necessity for next semester.

Definitely for the thesis. It's just because people are going to need a lot of help.

Jane: Absolutely. If you emailed me and I emailed you back, you get the answer. Nobody else gets it.

P049 Exactly. A lot of people are going to be asking the same questions.

Jane: Some are going to need examples of questionnaires, interviews, focus groups, and all that kind of stuff. We'll be able to populate that and comment on it and all that kind of stuff. It's not the most ideal platform. Did you find limitations around it or any challenges to it?

P049 No. For what it was there for, I didn't see any. For what its use is, I was able to use it as I was supposed to. I didn't think that I'd be able to do more than I actually was.

Jane: There was no point where you want, "Oh, I want to...No, I can't do that. This doesn't do it."

P049 No.

Jane: Grand. Just checking. With the previous platform I used, I could see who was on and who wasn't on. I can't do that with community with the Google. I can't tell. Also, it had an online chat facility that you could do it on the screen while they were working and that doesn't. Then, everyone seems to be using Facebook anyway so it doesn't make much difference.

That's great. That's really good to know. Do you think it would be good to have it in the degree earlier, the concept of a community, earlier?

P049 Yeah. From first year there was the Facebook page. I think having that in conjunction with a Facebook page. Some student is always going to go and set one of them up in first year for everybody. I would say having it from first year would make it a lot more beneficial for the entire time.

Obviously, when people are first going into college at the very beginning they're flabbergasted about the entire idea of it and how to get all their work done. The fact that all these essays and thing like that, they're more individual and you're not getting help as much.

Having the community there would make it a lot easier for people to feel like there's other people there that are in the same situation as them, and that they'd be able to get help from the lecturers if they needed it.

Jane: That's a good idea. Do you think it would be good to maybe have all the lecturers of that semester on it or something each semester?

P049 I'd say you'd find it tough to get all the lecturers on it.

Jane: I know.

P049 A lot of them barely use the Loop, really. I know you're supposed to, but some of them don't. It would be a good idea, but I'd say you would be hard-pressed to get them all on-board.

Jane: Yeah, that's something I'll have to sell.

[laughter]

Jane: We'll see how that goes.

P049 Make Joe go in and tell them.

Jane: Yes, exactly.

P049 The boss says this.

Jane: Yes, sir.

[laughter]

Jane: What do you think of Loop? Do you think Loop should be used more for interactive stuff? What way do you view it?

P049 No. [inaudible 12:39] was very psyched up about it when it came out and things like that, but I feel like it's basically the same thing as Meddle. I don't feel like it's there, except the fact that you can split your assignments on it. That's the one big difference. Other than that, I feel like it's the exact same thing. It feels like we've had the same thing for three years.

Jane: They're introducing this Facebook-like social networking tool type thing, but they didn't have it ready so I couldn't use it. That means, then, that the one on Loop, the interactive discussion forums and stuff like that, aren't good enough if they're introducing something else that's aside it. It's a mixed message.

It's a good repository. It's good for course content type of thing.

P049 Yeah, but, other than that, no one uses it kind of as an interactive thing at the moment, anyway, and I doubt people will. Honestly, when you have the community and you have Facebook, having another one is going to be completely over the top. It's not necessary, really.

Jane: No, it's not at all. You would think maybe, then, that Facebook would be your social stuff and other bits about the questioning?

P049 Yeah.

Jane: Do you think learning takes place on Facebook? I know that's a big question.

P049 No, definitely not. Do you mean in relation to college or all together?

Jane: College.

P049 No, definitely not. No. Basically, people just post something like, "Here's the timetable for the presentations." Maybe somebody might have a question. No, the majority of the time they wouldn't.

Jane: Do you think that's to do with a social status? You wouldn't want to look like a geek or a nerd or whatever?

P049 No, not on a college Facebook page. If you were posting it on your normal news feed or something like that, yeah. There's always this idea like in the past where you have all these American

films about the whole nerd versus that kind of thing. That's not really true. In reality, it's not like that in any way, shape, or form.

In movies, a lot like intelligence is always almost been something to be looked down upon, but in real life -- I don't know what this is like in other countries -- in Ireland, it's not at all.

Jane: It's valued.

P049 It's valued, definitely. I don't know. It's probably just something our parents have pushed on us and things like that. It's not at all like the films make it seem.

Jane: I don't think it's like those American stereotypes.

P049 If people have a question and they needed help, they do, they put it up.

Jane: We're nearly there. We did all that. There were two things that came up. Have you come across any kind of a competitive nature from school, the leaving sort and that kind of thing?

P049 Do you mean has it come into college, as well?

Jane: Yeah, in terms of your interactions with other classmates. I'm only asking this because it came up in my research. There was only one person who brought it up. They said they were very competitive, and there were only so many marks out there. They weren't going to share their stuff with other people to give them an edge or to dilute his own material.

P049 Not like that at all. I've actually been in trouble in the past because we helped each other too much, and our stuff came down to being too similar. There's no competitive nature whatsoever. Everybody is willing to work together.

Everybody knows if they're not willing to share their material, when it comes down to it they're not going to get any help if they need it. Nobody's like that. Everybody's willing to help each other out.

Jane: It's reciprocal, and people know when they need the help they're going to get it?

P049 Yeah.

Jane: That's great to hear. It was only one person. That's why I didn't even include it in my research, because it was only one person. Do you think that lecturers talk the talk enough and walk the walk? If we're going on about collaboration and interaction and peer support and all that, do you think the lecturers are doing enough to facilitate that?

P049 You have been the first lecturer in the last three years that's really put an edge on group work and things like that. You're the first person, really, who's ever created a forum where people are able to help each other out in more ways. Other lecturers in the past haven't bothered, but this year it's definitely become more of an idea.

Jane: That's good to know. You think it's a good thing?

P049 Yeah.

Jane: [laughs] Thank you. We're nearly there, then. I can't ask you about your learning style [laughs] because you don't know what it is.

P049 I can come back. Once I get off early, if you want, I can come back.

Jane: Thank you. I'll fly you off an email or something if that's OK. I don't want to disturb you if you're busy.

P049 No, Dad comes in every day so I can just hop a lift in with him. It's no problem.

Jane: Thanks.

P049 We only live in [inaudible 17:19] . It's only like a 10-, 15-minute drive.

Jane: You're talking to a south-sider here. I haven't a clue. [laughs] The sea is somewhere over there.

[laughs] That'd be great. Thank you, Michael. I'd appreciate that. It's interesting because a couple of the other students I was interviewing, they didn't notice the way that they might be an accommodator so they're not really on the details.

They might be a group person so they love the group work, love the collaboration, love the way they can communicate with each other online. That really suited them. I'm just trying to see if it doesn't suit other people.

P049 Personally, the community and stuff, it is great, and if I need help I'll go over it. Personally, I prefer doing an individual essay than a group presentation. That's just my nature. I think it's easier to be able to get down to it in your own time, and you don't have other people pressuring you to get it done at a certain rate.

Personally, I hate group presentations. I just hate them.

Jane: That's interesting, isn't it? That's the way you like to work, individual? Self-determined?

P049 Yeah. With the community, I have everybody working together, but it's still on their own individual work. That's the best part about it.

Jane: For you, it's covering off both options?

P049 Yeah.

Jane: That's interesting. Thank you for that, Michael.

P049 No problem.

Jane: I think that's everything, unless you have anything else to add?

P049 No, nothing else, I'm afraid.

Jane: Thank you very much. That was excellent. I've learned a lot.

P049 No problem.

Appendix E:

Transcript of focus group Case Study Two

<p>Facilitator: Thank you very much. Welcome to the focus group. We have P024, P038 and p005 from ET3 on Thursday 4th of December at 11:08. Thank you for coming.</p> <p>We want to get a sense of how you feel about the online community that we have been using in this module. Generally, how you approach ICT in terms of your college work and collaboration.</p> <p>Facebook, if you are using that, and also to a certain extent learning styles. How much you think that influences your participation online. That is the areas that I am looking at.</p> <p>My first question would be did you feel coming into this module for example, ES314, that the class was already a community and that you were a member of the community?</p> <p>P005 I suppose that community practice online which was done this year, I think I got to know the group better really. We do have a Facebook page as well. The difference between the Facebook page and the community of practice page is you got see more of the academic side of the students.</p> <p>Facilitator: You see a distinction between the Facebook page and the community?</p> <p>P005 Yeah, You can see it.</p> <p>P024: The community page is more academic. Everything about it is related to the course. Facebook page, people do post about whatever they want to know about either their assignment or the group, they want to get to know about their group and stuff but the community specifically is about education, education.</p> <p>Facilitator: Is that a good thing?</p> <p>P024: It is a good thing.</p> <p>P005 It's got useful information and shared information. You can get new ideas and stuff like that. Two heads are better than one.</p> <p>P038: Getting back to the question did you feel that the class was a community already? First year everybody was in their own little groups so you had a kind of number of communities. Second or third year, they merged a bit.</p> <p>The COP that was set up then brought everyone more together online and it was more academic. Whereas the Facebook page that was set up first year was more practicalities of what room are we in next, when is the</p>	<p>Academic side of students</p> <p>COP is more academic Course related – a good thing</p> <p>Source of new ideas Two heads better than one</p> <p>Own groups at start of degree Merging groups over time Facebook is a practical space Academic information not shared on FB</p> <p>FB is distracting</p>
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<p>assignment due. It was more practical stuff as opposed to academic stuff. Academic information wasn't really shared on Facebook as opposed to the community that we have online now.</p> <p>Facilitator: Do you think Facebook is a good medium for learning or is it better for that kind of logistical questioning stuff?</p> <p>P038: Personally, I find it a distraction, to be honest. It was only - Do you remember...we did the em? what was it called? What kind of learning...?</p> <p>Facilitator: The learning styles.</p> <p>P038: The learning styles. When I did mine, I was very a 'go solo' learner. That's what I understood and that made sense to me then. I found that getting notifications all the time, I was looking at the phone and I thought, "Geesh that thing again."</p> <p>[laughter]</p> <p>P038: It was one of those things. Part of the reasons as well was because of our research project. It wasn't in the same timeline as everyone else. I focused in on that and ignored everything else. If I was doing a subject that was the same as other people online. I probably would have been more involved online.</p> <p>I was waiting to see where this was going, reading up on that. It sounds a bit selfish, but I said, "Well, time is limited" with children and other bits and pieces going on. I would have liked to be more involved online. But I do find - Facebook...I've really cut back on that because you end up reading a load of rubbish and silly posts and having a cup of tea and going through it</p> <p>[laughter]</p> <p>You can on and look at the ET group, but there is a distraction there that you can start looking at other things and so on. It can be time consuming from that point of view.</p> <p>Facilitator: Certainly, other students would say that they have Facebook open as well as the community. They just tick and tack between and loads of other ones as well and their phone and go back and forth between it. It can be distracting. In terms of the class as a community then, did you see apart from the natural progression of the class changing over the years. You said, Lisa, that the community helped you. You were talking to people that you haven't talked to before or communicating with them?</p> <p>P005 I even think maybe in third year now we probably gelled better as a</p>	<p>Not a good medium for learning</p> <p>Linking learning styles Learning style affirming behavior</p> <p>Notifications from COP annoying Scale and frequency of notifications Student had different focus, different timeline COP not relevant</p> <p>Biding his time to engage Limited time Managing time online Enjoy being online Online activities are time consuming</p> <p>Gelling as a class in 3rd year Fun interaction guided by lecturer is necessary earlier in degree</p> <p>Know each other better in 3rd year</p>
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<p>group compared to first year. Probably if you look back at some of our modules and subjects in first year and second year...I know that we did a drama group with Irene. We suggested to her last year that some sort of interaction, fun groups to mix so the class can get to know each other better as opposed to classroom based, passive teaching.</p> <p>Facilitator: That's a good idea.</p> <p>P005 That was in one of the things that we brought up with her last year. In terms of the class, we definitely know each other better in third. Maybe first year, the module could have been improved to make sure we knew each other first year as opposed to third year.</p> <p>Facilitator: Do you think that the online community might be an assistance to put in first year?</p> <p>P005 Yes, I think so.</p> <p>P024: Definitely.</p> <p>[crosstalk]</p> <p>P005 First year is torture.</p> <p>P038: Even second year. First year is a little messy. Students are trying to find their feet and get used to the environment and it may be a little too much at first year to go online.</p> <p>Definitely, second year, everyone is familiar with the buildings, the rooms, the lecturers, the academic style of writing and reading and using the library and resources and that. It would be a natural progression in maybe second year to be involved in the COP.</p> <p>Facilitator: How did you feel about the fact that it was mandatory that we put marks against the use of it?</p> <p>P024: I struggled in the beginning to keep up with because I have a part-time job as well. If I am not in college, I'm at work. If I am not at work, I'm here. Even looking at my posts, you can see that in one of the weeks, I posted three or four tasks all together just because it was mandatory. It does make a difference. If it wasn't mandatory, there wasn't marks going for it I would have probably forgotten about it. It does make a difference.</p> <p>Facilitator: In terms of motivation.</p> <p>P005 I do the same as well. The first week, second week, we go to a good routine, but as the weeks go on, we forget about it and we get into the</p>	<p>First year is torture First year is messy A lot of information to take in</p> <p>Second year is better for COP Familiarity with processes Natural progression to COP</p> <p>Engaged with cop because of marks Busy lifestyle with work and college Other demands on time Marks ensured participation</p> <p>Participated purely for marks Slippage in tasks over time Managing own level of interaction</p> <p>More time at start of year to engage with COP Preferred 'lurking' Benefitted from reading posts</p> <p>Would look at COP but not post</p>
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<p>other assignments. If there wasn't marks there, we would have forgotten about it.</p> <p>Facilitator: That's fair enough.</p> <p>P038: I feel the same. At the start when there was more time, I was involved with it, but then people began to see the interaction drifted away because you started focusing on what you had to do. I think I'm one of those -- remember we were saying at the start about these people that are really involved and there are the people who are in the background looking...</p> <p>Facilitator: Like a lurker.</p> <p>[laughter]</p> <p>P038: I turned into one of them.</p> <p>Facilitator: You would have gone on and look at stuff and not necessarily post.</p> <p>[crosstalk]</p> <p>P038: I would go on to look, but not necessarily post.</p> <p>Facilitator: It was equally valid.</p> <p>P038: I got into a lot of tasks.</p> <p>[laughter]</p> <p>[crosstalk]</p> <p>Facilitator: A lot of people do that at the moment. Do you think it being an app on the phone helps? Did anyone use it as an app on the phone?</p> <p>P038: I used it on the phone. Very rarely use laptop Facebook, Google Plus, I use everything on the phone. I rarely use the laptop for that kind of stuff.</p> <p>Facilitator: Which in one way, it does limit your interaction as well. Would you see that as limiting in terms of amount of texts and stuff you put up or not?</p> <p>P038: No. I find it quite user friendly on the phone. It's quite good. The same detail is there that you would have on your computer. I got all my emails, everything, the personal email, the college email, Facebook,</p>	<p>All social media and ict is accessed through phone</p> <p>Mobile apps are not limiting Mobile apps are user friendly Mobile is portable Not site specific Receive timely information Laptop needs supports</p> <p>Can see that lecturer can watch how students use COP Posts in the night</p> <p>Students constantly on the go COP notifications were a reminder that it existed Reminder that there were things to do</p> <p>Lecturer is important</p>
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<p>Google Plus, all on the phone and all the notifications that come up.</p> <p>Facilitator: It's handy in that.</p> <p>P038: I found that let's say a lecturer cancels a lecture and if you're waiting to log onto your laptop, you could be sitting in class on your own waiting. It's handier because it's mobile and you can carry it around.</p> <p>Facilitator: Would you agree, p005?</p> <p>P005 Definitely, I suppose it'd be from a teacher's prospective as well. You probably get to how we're doing. Sometimes, I'll be laughing. The phone app will be ringing at three o'clock in the morning and you're like "Geesh."</p> <p>[laughter]</p> <p>P005 Some students are keen.</p> <p>Facilitator: Very much so.</p> <p>P005 I agree with what P038 said, it is a handy thing to catch up with accounts and stuff like that. I think it's good because you're constantly on the go as well. You would constantly be reminded as well, so many assignments and stuff to do that when you get a reminder or a text about it, community of practice. "Oh, I have to do that." It's a reminder as well.</p> <p>Facilitator: Do you think it's important to have a lecturer on it or on any kind of online learning tool for college ?</p> <p>P038: I think so, yeah.</p> <p>Facilitator: For you for college.</p> <p>P038: Yeah.</p> <p>Facilitator: That access to...</p> <p>P038: You can't assume that everyone knows how to set up an account and use it. You can't assume that, there's such an age variance in the class as well. People come from different backgrounds and the use of technology.</p> <p>Facilitator: Have you noticed that over the years, the distinction between people's use of technology may be related to age or just that it happens anyway no matter what age?</p> <p>P038: It's age and exposure. I've always used technology at work. While I</p>	<p>Lecturer can guide and model how to use the COP especially in terms of ICT</p> <p>Use of ICT depends on age and exposure</p> <p>Staggered familiarity with ICT through career</p> <p>kids are intuitive Kids are immersed in ICT ICT is second nature to them</p> <p>Design can become obsolete</p> <p>Not great on technology More an out doors person Learned about ICT through degree Need to be engaged with technology especially as educators</p> <p>Can see benefits of ICT Moved from books to online journals</p>
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<p>There's a community there on YouTube and it's lots and lots of Irish oral exams. You click on them and there's somebody doing their Irish exam. I am learning from that. That is something that I wouldn't have had back in 1995. It wouldn't have existed then.</p> <p>Facilitator: There's real value.</p> <p>P038: Definitely.</p> <p>Facilitator: The online tools are very useful, but also communities that are out there that are relevant and practical are useful. Potentially then, P065 this is what we have been talking about and thanks for coming, is that a community for the class is a useful thing for getting and for cohering the class as a community and also support for each other.</p> <p>Maybe introduce it earlier. Second year would be best.</p> <p>[crosstalk]</p> <p>P038: First year may be a little bit too soon.</p> <p>Facilitator: There is so much going on.</p> <p>P038: They're trying to find their feet and all that.</p> <p>P024: Everything is new to them, even the people and the lecturers. Coming from secondary school and going to the colleges is a huge difference, getting round the building in stuff so it would be a lot helpful.</p> <p>P065: I wonder if you could implement an informal community. We had that education page up on Facebook from the get go, but with no direction to it. It ended up being a forum for people to vent. People go, "Oh, help me. Can you help me on this."</p> <p>That's great. Here's a community for that.</p> <p>P024: What book do you use for this assignment and where the party and night out is.</p> <p>Facilitator: Has it changed over the three years, the Facebook community? No?</p> <p>P065: I would say settled down a little bit.</p> <p>[laughter]</p>	<p>No serious academic content</p> <p>FB a notice board not a community</p> <p>COP right place for peer support on academic work</p> <p>More strict guidelines on use</p> <p>COP purely for academic work</p> <p>Everyone knows its purpose</p> <p>The tasks are clear</p> <p>Use the COP but don't post</p>
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<p>: A little bit, but it's still not...</p> <p>P024: We get private messages or this person knows something more about this assignment, lets private message this person</p> <p>[laughter]</p> <p>P038: I'm at the new bar, is anyone coming over?</p> <p>Facilitator: You wouldn't put academics up. You wouldn't say what do you think about...</p> <p>[crosstalk]</p> <p>P038 No Serious academic content.</p> <p>P065: It's more of a notice board than a community circle.</p> <p>P024: This article is good for this assignment. That's the end of it.</p> <p>Facilitator: Do you think that there's a place -- have you have any ideas around this? What I was hoping for in terms of the online community was should we promote that type of discussion? If you're not on campus, you're not face-to-face. That you might have this area to discuss academic stuff in a safe, respectful place where you're not going to be slagged for being a nerd or geek or whatever, do you think that started to happen or that there is a way of getting that to happen or if it's the right place for it?</p> <p>P038: No, it's the right place for it. There are stricter guidelines on the Community of Practice. There wouldn't be on Facebook. The Community of Practice is just for academic work and sharing information, ideas, and articles and so on. Everyone knows that. Everyone felt that was outlined from the start. That's what it's been used for. There are clear ground rules as to how to use this.</p> <p>That its not for saying we're going for drinks next Friday or anything. You could see that from the very, very start. The exercises every week, it's clear that this is what you have to do each week. Even though it happened on at the end</p> <p>Facilitator: This the thing? I'm trying to think of ways of motivating people to actually peer support and collaborate with each other. In one way in terms of community of practice and communities, you don't force people to do these things. It should happen organically, for lack of a better word. It should happen in that way.</p> <p>I was wondering if you felt that was happening. Are you starting to build in</p>	<p>Invisible activity on COP because of Google setup</p> <p>Can see people on Loop and when they've logged in</p> <p>You can look at participants on Loop</p> <p>Advantage for shy people that others can't see them</p> <p>People don't want to ask the question but they want the answer</p> <p>Students will identify a student that is forward with questions and is open They will learn off her interactions</p> <p>Technical difficulties with Hangouts Macs are problematic Had to enable cookies to access Hangouts on laptop</p> <p>Also have difficulties with Facetime</p>
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<p>terms of helping each other?</p> <p>P038: I use it a fair bit, but I don't necessarily post. I am a creeper...</p> <p>Facilitator: A lurker.</p> <p>P065: He reads a lot of invisible activity.</p> <p>P065: Ghosting where you can...</p> <p><u>Break</u></p> <p>Facilitator: Sorry about that.</p> <p>P024: Oh, no problem.</p> <p>Facilitator: Yeah, that would be useful.</p> <p>P065: Again, as P038 said, there's a lot of invisible activity on the Google page that you wouldn't be able to notice and you wouldn't be able to see, because unlike Loop, you can't see when somebody's logged in and what they've done and what they've downloaded. But you can tell by...</p> <p>P024: The module.</p> <p>[crosstalk]</p> <p>P024: No, participants. When you look at the practice fence, it says last activity logged in two minutes ago, three minutes ago.</p> <p>[laughter]</p> <p>Facilitator: Very good.</p> <p>P065: plus one. You opposed.</p> <p>[laughter]</p> <p>Facilitator: Yes, exactly. Do you think that's a disadvantage on the Google community, that you can't see who's looking and who's not looking...</p> <p>P065: I'd say it's an advantage for shyer people who...I know everyone's reluctant to, like * would say this last year, if you're thinking of asking this question, I guarantee you three-quarters of the room is.</p> <p>People don't want to ask the question, but they do want to hear the</p>	<p>No difficulties with Facetime</p> <p>Need for very strong WIFI on both sides for Hangouts</p> <p>Normally a kind of Wizard which is helpful</p> <p>Don't think links been Loop and a COP is a good idea</p> <p>Loop has a clear purpose Appendix of big catalogue COP may get cluttered with irrelevance Keep the academic and informal separate</p> <p>Like structure of loop Use it to access and download course materials Only access and download course</p>
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<p>answer. They'll look for somebody, say, like *, who's quite forwards in coming with questions, and she's quite open about that and wants to learn. People will be able to learn off the back of that, because it's public and it's posted within the group.</p> <p>Facilitator: Yeah, great. That's good to know. Technically, do you have any problems with this? Not the fact that the...?</p> <p>P038: No, it's pretty straight forward.</p> <p>P024: No, it's pretty straight forward.</p> <p>Facilitator: Did you try the Hangouts for anything like that?</p> <p>P065: The hangout's we had, * and I tried the Hangout last Sunday I think it was again, and we both had technical problems. I think it is because we both had Macs, or it's optimized for...</p> <p>P024: It was creating some problem on my laptop as well. I have Samsung, and you have to download some or enable some cookies on the actual page, and then it would let you do the video talk. I'm not a very technological person. Me and technology don't go well, so it took me a while to work it out, but we did get it.</p> <p>P065: You see, what's funny is that when say someone like Facebook introduces FaceTime, and you can try and call someone, that doesn't work either. I've tried that several times with people, and if you call them, and you'll be sitting there looking at their phone and it will take about 30 seconds. Then when they try to answer it, it drops out.</p> <p>P024 it works for me!</p> <p>Facilitator: All right, OK.</p> <p>P065: I don't know if that's an implementation issue.</p> <p>P024: it works fine from a laptop.</p> <p>P038: You need very strong wifi on both sides</p> <p>[laughter]</p> <p>[crosstalk]</p> <p>P038: Otherwise, it just...</p> <p>Facilitator: It's a technical issue.</p>	<p>materials</p> <p>Don't use forums or discussions on Loop</p> <p>Find forums on Loop confusing</p> <p>Needs clear lecturer instruction Lecturer needs to know Loop</p> <p>Loop doesn't work on mobile phone</p> <p>Some sort of google app for Loop but only useful for printing</p> <p>Moodle is static FB is dynamic</p>
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<p>P065 Yeah, it's a technical issue.</p> <p>Facilitator: They are over-reaching really in terms our infrastructure here anyway for the moment.</p> <p>P038: Yeah, accepting them all won't be enough. There's normally a kind of wizard on most...</p> <p>P024 Yeah, that's pretty straight forward.</p> <p>P038 ...or a lot of the stuff and it just sets them up. Then the icon or the app appears then on your desktop.</p> <p>Facilitator: Great. In terms of Loop, because you brought Loop there, P065, in my confusion I probably missed it. In terms of Loop, I mean another modules you've been asked to discuss in forums and things like that on Loop and they're starting a new Facebookie type thing for Loop as well that I think...</p> <p>P065: I don't know whether the kind of collaboration between the two is a good idea because I feel like Moodle is your place of It's like the appendix of like a big catalogue of what you've been reading. It's got everything there for you. You know where you're going.</p> <p>Whereas if you start to integrate a community of practice within that, it might start to become cluttered with things that people have brought in and said, "Oh, look at this." You want to separate the academic from the informal.</p> <p>P038: I just choose it as structure almost down a week one, two, three, and four. If you're going through a particular topic for your assignment, then you go, "Yeah, that's week five," pull them all in, but I download them all and save them on my own files on the computer. That's all I use it for.</p> <p>P024: Yes</p> <p>P038: I don't get involved in forums or discussions. It's just to grab the lecture PowerPoints or whatever. I mean readings any articles and I have to classroom and just...</p> <p>Facilitator: Just grab them down.</p> <p>P038: ...just grab them and log off</p> <p>P024: The forums are very confusing for me. You have general forum for the whole module and then you have every week's forum. We were asked</p>	<p>Sports people know each other better</p> <p>Need for icebreakers guided by teachers All adults here trying to share information</p> <p>Sports people interact socially and formally</p> <p>Some courses you only interact through course Need to communicate socially first Reach a level of knowledge of each other Progress to Community for academic interaction Build trust</p> <p>Difficult with range of use and knowledge of ?ICT among lecturers</p> <p>Don't know everyone in class</p>
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<p>from of the module to post our groups, the member of the groups within one forum and people were posting in different weeks.</p> <p>The lecturer has actually missed the members and then they have a problem creating the group list. It was very confusing for me. I do what P038 does. Just download my stuff and that's it, leave it there.</p> <p>P005 I suppose the community practice can be used as an app on the phone but the Loop can't. You'd have another problem there. You can access the information quickly.</p> <p>Facilitator: Very good answer. Good point. Makes sense.</p> <p>Lisa ...as we post they delete for...maybe that was another option if Loop went...</p> <p>P005 MObile?</p> <p>[crosstalk]</p> <p>P065: Yeah. It's some sort of Google app that you can get from the Google Play Store, but it's only useful for cloud printing and things like that. I've got a PDF or an article up from, say, Moodle. You can't interact but you can kind of receive information.</p> <p>I got an article, I download that and then I sent it to the printer in the library or also in the cafe. I can walk over and print it whereas people have everything on the computers to try to print stuff, but there's no kind of notification or app, and you'd have for the Google Plus like you were saying.</p> <p>Facilitator: It's probably a combination of how you view Moodle and how it's also being presented to you by lecturers as well in terms of how you use it as a system, like a file retrievable kind of system as such instead of a collaborative tool.</p> <p>I mean in previous years, there's been design issues with Moodle that they felt it wasn't dynamic. So it is quite stable, because that's what it is, which is why we made the choice going with Google community, because it seemed to be more dynamic like Facebook, because we're all Facebook users rather than this stable finite design look. Would that be fair to say?</p> <p>Male Participant: Yeah.</p> <p>P005 Yeah.</p> <p>P024: Yeah</p>	<p>Not possible to know everybody</p> <p>Big class, different types of people Different levels</p> <p>Different ages and backgrounds</p> <p>There is more interaction with COP Learned peoples' names</p> <p>May suit shy people</p> <p>Safe on the COP</p> <p>Maybe a less formal continuous assessment week by week</p> <p>Concern the COP would become like Moodle</p>
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<p>Facilitator: The other thing with this, do you think that lecturers need to model more this collaborative approach? Do you think that there needs to be more in class, you were bringing up that idea of actually getting people, ice-breaking, getting together, working more informally in class, maybe modeling that whole collaborative idea first.</p> <p>P005 Yeah, I think certainly. I do another course apart from this sports courses. I suppose with the sports students compared to the teaching students, it's a lot more interaction with the sports people. They know each other a lot better as opposed to...</p> <p>Definitely during first year it would be an idea to break that ice, and get people to get to know each other as a group and as a class, and for the teachers to mix in there. Because, at the end of the day, we're all adults here trying to share information.</p> <p>Facilitator: Absolutely.</p> <p>P065: I was going to say the same thing, your point about these sports students is really relevant, because especially here the campus has a Gaelic football house and an athlete house, and lots of sports people will interact with each other socially and informally.</p> <p>Other courses you might not get that opportunity, because say the only thing you share is the course that you're doing, and you might not interact outside of that. Creating a community like you said gives that social interaction which allows you to then speak to each other more on a level, and then when it comes to the academic stuff, you can trust each other more rather than somebody who you've not spoken to for 12 weeks go, "Oh *, can you lend me that book."</p> <p>Facilitator: Yeah, OK. Do you think that should happen in every year or start of semesters or...?</p> <p>P038: I don't know whether it's possible, but nothings impossible. I think different disciplines, different learning styles, and different lecture styles. I don't think they'll all necessarily fit in. You have some lectures that are really into technology and use this thing in some lecturers that would just use PowerPoint, or you would just have some lecturers that would hand out handouts.</p> <p>It's such a range of styles of lecturing and learning there, that they won't all sit in well.</p> <p>Facilitator: That's a good point.</p> <p>P005 There was no reason why I did bring up that icebreaker. Is...I told</p>	<p>Natural to be competitive Worked hard to get somewhere Need to get the benefit</p> <p>Afraid of plagiarism Stories of people sharing and then being plagiarised</p> <p>Threshold to sharing Don't open yourself up to plagiarism</p> <p>Need for ethical behavior</p> <p>Need to be careful of uploading own work Your responsibility</p> <p>Share an article or link but not your own work</p>
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<p>you at sometimes you've been at class there, and you are looking at somebody new, and you think God is he in my class?I think that served, the main point is that it's something you are turning away and we are all different ages, and in different classes, and stuff like that but at the end of the year we are looking at the person across to us and, "You are in my class..."</p> <p>[crosstalk]</p> <p>[crosstalk]</p> <p>P038: I think it's the same as anything, our first year was 90. It's not possible to know everybody...</p> <p>Facilitator: You are not at the same level, anyway.</p> <p>Male Participant: Yeah.</p> <p>P024: No.</p> <p>P038: No. It's impossible. You have the different age...Ages and you got people going...</p> <p>[crosstalk]</p> <p>P038 ...different backgrounds, there's different cultures. So on, and so on. It's impossible to know everybody. There is more interaction. The online interaction, I got a few names this year...</p> <p>[laughter]</p> <p>P038: ...a few extra names. Also, for shier people, who won't put their hand up in the class, and say...you can put your question online without...You can have a little red face and your type with it There's not a lot of people looking at you...</p> <p>[crosstalk]</p> <p>Facilitator: It's the idea.</p> <p>P038 ...safety out there, I suppose. Do you know what I mean?</p> <p>Facilitator: Very good.</p> <p>P065: I wonder if with other courses, they have a continuous assessment thing, like you were saying, week, by week, by week, but without making it too formal. If there was a question set from the lecture, or from one</p>	<p>Learned about myself Reflective and deep thinker Lack of collaboration Revelation Learning style matched behavior</p> <p>Will take others ideas on board Tend not to share my own</p> <p>Struggle with group work Find it hard</p> <p>Very much a solo learner Connected with his own behavior Explained own behavior</p> <p>Felt was an active learner Shocked to see how balanced as a learner</p> <p>Made you think twice about learning style</p>
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<p>module, that people had to upload their answers.</p> <p>But again, that will just turn it into Moodle, wouldn't it? Where we drop in our assignments or our essays that would create quite a static interaction.</p> <p>Facilitator: Its good ideas, P065. I was thinking about different things like that, because the last task for the community is a reflective entry. We all know reflecting and marketing reflection, is problematic et cetera. And also people displaying how they feel about things as problematic. When there's a mark in place, you don't want to put something up that someone is going to take. [laughs] That defeats the purpose of sharing and collaborating if there's that sense.</p> <p>I was going to ask about that, because one of the things that came up in the previous years from a minority of people, but from traditional students, who would come straight from school into the third level course, were saying that they had a competitive attitude after going through the leaving search. Dash, they didn't want to share their good stuff, they didn't want people taking what they had.</p> <p>I'm wondering have you come across that with other students, or any idea...?</p> <p>P065: I'd say it's natural in a competitive environment, because you've worked hard to get your place somewhere and then you're working hard to get say a job at the end of it, or some benefit from it.</p> <p>I know it's good to be able to share, but at the end of the day if you...I have a cousin who shared his undergraduate thesis with somebody who he was very close friends with. Of course he made the mistake of allowing them to take it out of the room, and of course he spent six months in a tribunal working out with them that of the plagiarism that ensued as a result of that.</p> <p>Sharing to an extent, yes, but to keep yourself safe and to keep others safe. There is a level of sharing that has to be your maximum threshold otherwise you start wondering if you've covered the same material, even if you address it in different ways and you both have your own personal interpretations, it will look very, very similar, and that could arouse suspicions.</p> <p>Facilitator: OK.</p> <p>P038: I don't think that's something like that. You wouldn't really share your own essay, but you'd share an article that's out there that anybody can access. That's the difference. You wouldn't actually go onto the community of practice and say, "Here's an essay I did last year," and put it</p>	<p>COP activity would reflect how shy I am</p> <p>COP helped her come out of her shell</p> <p>Talked a lot more this year Don't ask questions in class but will responds to lecturer Change in behavior</p> <p>COP did help</p> <p>Did feel initially out of the COP Then people asked questions Don't know why people ask me</p>
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<p>up there. But you'd share a link, or a book, or an article, or a journal, or something like that.</p> <p>Facilitator: That helped you?</p> <p>P038: Anybody and they can go off, look at it and interpret it to what they want, and then write their own. I don't think you're open to that. If you give someone your essay, you're putting your...</p> <p>Facilitator: It's your own look out .</p> <p>Male Participant: Yeah.</p> <p>Facilitator: Well, thank you for that.</p> <p>[crosstalk]</p> <p>P038: Ethics involved</p> <p>[laughter]</p> <p>Facilitator: It's pretty important. We're nearly finished now. We had talked before you came in P065, about Facebook as well about the difference. Do you think there was learning then, I probably asked this already, but do you think you learned from the online community, from that interaction with each other?</p> <p>P038: I learned a lot about myself, and the penny only dropped with me when I did that learning styles test, because I was way over onto the right hand side. There was very, very little on the left hand side, and that's where I was falling down, and collaborating, and group work, and sharing, I was more reflective and a deep thinker.</p> <p>Then I said, "Jesus, that's why I find..." Once I know what I'm doing that I've done all from my own. That pointed it out to me.</p> <p>P065: Do you find other people's ideas help you bring yourself back to what you were originally looking at or make you think twice about the ideas you had?</p> <p>P038: I could think twice. I'd actually go back and think then...I'd consider it, and then look and see how it would fit in with what I was thinking already. Also, as to actually collaborating big style, sharing articles and all that, I'm not really very good at it, but I think that's down to a learning style.</p> <p>Facilitator: Well, that's very interesting.</p>	<p>Go to person</p> <p>Receive private messages looking for help</p> <p>COP broke the ice Learned more names Talk to a lot more people online and on FB</p> <p>Deliberately restricted my interactions on FB</p> <p>Lengthy discussions and debates on Fb over deadlines People getting angry</p> <p>Sardonic comments on FB COP is important Can't just share anything Have to have some structure</p>
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<p>P038: Definitely. It is.</p> <p>Facilitator: Very good. Thanks...</p> <p>[crosstalk]</p> <p>P038: Because I struggle a little bit with group work. I'd have an idea in my head, and try and I just find it hard.</p> <p>Facilitator: That's really interesting.</p> <p>P038: The penny dropped, and I did the learning styles test, and I was just way overloaded. It was very little. It was actually on the axis. It's only not much off the axis...</p> <p>Facilitator: Very good. What about any of you guys? Did you notice any correlation...?</p> <p>P024: Yes...</p> <p>[crosstalk]</p> <p>Facilitator: ...learning styles in this?</p> <p>P005 ...doing that learning styles there. I got a bit of a shock too. I always told myself as maybe an active learner prefer seeing it, before doing it, I thought the way and when we did this learning style, I was a happy medium.</p> <p>P038: You were balanced...</p> <p>[crosstalk]</p> <p>P005 Yeah balanced, I was trying to...I was really surprised with that, because I am the kind of person that "Two heads are better than one." I wouldn't be quite quick on my feet and thinking of ideas. I like people's opinions and thoughts.</p> <p>I gather them in my head, and then banging an essay, or whatever I have to do. I was surprised that all was a balance between all that. [laughs]</p> <p>Facilitator: I hope it wasn't a shock. I hope it was a happy surprise.</p> <p>[laughter]</p> <p>P005 No. There's always a positive way. I'd just say it probably made you</p>	<p>Trying not to clog up feed for others Trying to make less useless or derivative comments</p> <p>Post a lot, too much for some people</p> <p>Notifications at night</p> <p>Double notifications; google+ and then email</p>
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<p>[laughter]</p> <p>P065: Go to person</p> <p>[crosstalk]</p> <p>P024 I got private messages asking, "We have no clue about this groupwork we're going to be in, could you just help a bit a week?" It is group work. You are supposed to work at your own group...</p> <p>Facilitator: In a group. [laughs]</p> <p>P024: ...group. The Community of Practice did break an ice for me. This year, as P038 said, I've learned a lot more names [laughs] compared to last year, and talked to a lot more people, not in face-to-face, but even on the community, and on Facebook page as well.</p> <p>Facilitator: Great. That's good to hear. Thanks for that.</p> <p>P024: You are welcome.</p> <p>Facilitator: P065?</p> <p>P065: I actually have deliberately restricted my interactions with the Facebook page, because in the past, we've had very less work...</p> <p>P024: [laughs]</p> <p>P065: ...especially in the class where I was last year. We had very lengthy discussions and debates, over what deadline should be this...</p> <p>P024: [laughs]</p> <p>P065: ...and then people getting angry about this, that, and the other. It ended up with 47 comments...</p> <p>[crosstalk]</p> <p>Facilitator: Oh, yeah. [laughs]</p> <p>P065: ...and a couple of sardonic comments that set everyone ablaze. It was like, "Whoa!" Because ET, the Community of Practice is so important. I can't just share anything. I can't just share my thoughts. I've got to have some sort of constructed reflection on what we've been doing, and why this is important.</p>	<p>Clear facilitation from lecturer Guidance not instruction</p> <p>COP was organic took on a life of its own</p> <p>Students took it and ran with it</p> <p>Useful to have COP available Check back over thinking</p>
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<p>Even something like tangential, it's like a UPC code of ethics, where they got a European customer base, but they have to give people parity of quality for the price, and the Euro Zone. You've all got the same currencies. You should all get the same service.</p> <p>We need the high quality service across the board. Even though it seems superficial, it's the quality and the equality of access, Internet as a human right, and it just starts feeding in, and then somebody else, I think it was Roisin came back with some other company that was working in lesser economically developed countries, and they were working on educating those children there.</p> <p>The contribution, hopefully, it was useful, but I was trying to make a less useless, or derivative comments, so that I wasn't clogging up the feed for everyone else. So they could get important notification. Not like, "P065 has uploaded a link. P065 has uploaded a link."</p> <p>[laughter]</p> <p>Facilitator: So you limited your interaction deliberately</p> <p>P065: Yeah.</p> <p>Facilitator: I'm sorry to hear that.</p> <p>[laughter]</p> <p>Facilitator: You are not allowed to see this.</p> <p>P065: Imagine if your phone was going off every five minutes. It's like, "P065 has shared a link. P065 commented. P065 has post comment on your post."</p> <p>P024 : It's even worse when you get after 12 o'clock midnight. It's...</p> <p>[crosstalk]</p> <p>P038: ..double.notification. I get the Google+, and then the email. It tells me the email...</p> <p>[crosstalk]</p> <p>P024: ...about the Google+, and then you are like...</p> <p>Facilitator: You have to buy an alarm clock...</p>	<p>All use Google Docs and Drive</p> <p>Access it from the library</p> <p>Enjoy immediacy of face to face Online can be stagnant Desperate for responses</p> <p>Good to know online resources are there</p> <p>Prefer face to face Would not do online degree</p> <p>Need discipline of attending lectures</p>
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[crosstalk]

Facilitator: [laughs]

P005 ...in the class.

[laughter]

Facilitator: Do you think...from your learning side of that assignment, do you think you are just the type of person who loves that interaction on any other medium, to have that interaction is a good thing or not...?

P065: I think it is because sometimes I can just totally go off on a tangent. If I'm left to stew my own juices, then my thoughts train might be far too away from what we were initially planning. When somebody says, "Hey, what do you think about this?"

It's like somebody just pulling in the kite a little bit and saying, "No, we are going back over here." We are just keeping it under control. Keeping the direction good and stable. That interaction has really benefited me, in terms of just being able to bounce ideas off people.

Facilitator: Would you have lurked as well, just...?

[crosstalk]

P065: I'm a creeper.

[laughter]

Facilitator: Creeper sounds a bit weird .

[laughter]

Facilitator: I'm not sure about lurker either. It's a non-participating participant kind of phrase as well, and NPP that they use as well.

P038: I'm not saying that I love the literature of the COPs. They were talking about all the different people that would be on the site...

P065: Would you...?

[crosstalk]

P038: ...and say, "I don't like them. I'll be involved or be..."

[laughter]

Male Participant: I don't want to do that.

P065: Would you have analytics on page views per day?

Facilitator: I'm trying to get them. It's difficult. They are not great, Google around it. I'm going to learn our analytics thing tomorrow, seminar tomorrow, to see how I can get that, and see...

[crosstalk]

P065: It would be great, because if you see one post. Say, Tania has posted an article on educational reforms, in whatever county.. Then, you see that there's a spike in views on the page, or whatever, and there's about 76 views, but no one has posted.

You know that people are interacting, or they are logging in to check out the post, but they are not saying anything.

Facilitator: I had that before, and I used Ning before, which you pay for. I would do the online chat, and there would just being me, and there would be 35 pictures of people that are in the chat, but nobody is talking. I'll be going, [taps finger on table] "Could anyone like to say anything...?"

[laughter]

Facilitator: "...Tell a joke, whatever you like." [laughs] They'd all taken the time to come online, but they hadn't said anything. They were waiting. This isn't a lecture, you can join in. That's the other thing. It's the balance of the lecturer being online, as well.

I would see...it as co-facilitation, but it can depend on the type of lecturer that's online. Whether you are seen as directing everything, I would hope I was facilitating discussion, and just stepping in where I was needed, but not pushing.

P038: You could clearly see that...

Facilitator: Oh, good. That's good to know.

P038: ...if someone put up a link or a comment, you'd say your comment, and then say, "That was very interesting. Maybe you should do this." Or, "That's along the right lines." It was always guidance there. It was facilitating, it wasn't necessarily saying, "No, go to here and check this link out." It was constant guidance there...

[crosstalk]

Facilitator: Oh, that's good to hear.

Male Participant: ...out there.

Facilitator: Because I wouldn't want it to be everyone using it as another conduit to the lecturer, because it's meant to be for you and each other. Would you have felt that was the way it was turning into?

P038 It was quite organic. It took a life of its own.

Facilitator: Great.

P038: You could really see that the students took it and ran with it, but the lecturer was there, just watching over all the time, and dipping in and out. Not necessarily controlling it, or controlling...

[crosstalk]

P038 : ...the agenda. It was just dipping in and out when needed.

Facilitator: I intend to leave it there for next year. There will be different things. You really will be a community of practice next year, because you'll be out in the field. That's the practice element. It's a community of learners at the moment. There's distinction between it.

Do you think it will make sense to leave it there? I wouldn't be putting tasks on it, but I'll be on it. If people want to be on it, if they want help. Would it make sense to do that?

P024: Yeah, it does.

P065: Yeah. That will be nice that we have to log in and just check back. It's a nice [?] compilation of material that people have been adding to. You can scroll back and say, "Oh, yeah. I know what happened in this week." You go back and look at it, and see what you were thinking.

Facilitator: I'm going to see if it progresses. Last thing, because I'm going to let you go. Do you all use Google Docs, and the other technologies that are there for group work and collaboration and everything?

P024: Yeah.

P038: Google Drive and...

P024: Yeah, the presentations and everything goes on Google Docs.

Facilitator: So everyone's...

P024: You can access it from the library

Facilitator: All right. That's brilliant. I was just wondering. This is the first year where people are really using it properly now. They weren't using it before. Lastly, the blended learning idea, do you think a mix of face to face and online is the optimum, or do you have a preference?

P065: I certainly enjoy face to face because it gives you the immediacy whereas online can be a bit stagnant sometimes where you post something u[and you're desperate for a response. You're there, you made the effort, you're desperate for a response in the discussion, and you get, like you said, something back at 2:00 AM when you're fast asleep and your brain has thought about other things.

It's quite hard to get back into it, but it's nice to be able to, when you're in the mood, you might be in your pajamas at 6:00 AM or whatever, and you're able to get a couple of hours of material and work in when you wouldn't have had formal learning.

Facilitator: Very good.

P038: I prefer face to face. I know if someone said to me you can do your degree online...

[laughter]

P038: ...just know I wouldn't do it.

[crosstalk]

Lisa That's the reason...

P038: I need the discipline of being in college to attend the lectures. Then the addition of online resources and that complements and that's that, you know what I mean? It's access of 24 hours whereas your lecture is at a set time. It's finished in two hours, and that's it.

Facilitator: The attendance at lectures is important, that access to that class. It's a physical community as well, that class room space. Guys, thank you so much. That was really valuable, really interesting. I really appreciate it and apologies for the technical glitch.

<p>Facilitator: Thank you to P024 you're saving the day. [laughs]</p> <p>Facilitator: Thank you very much.</p> <p>[crosstalk]</p> <p>P024 Yeah it is.</p> <p>I'll ask you as class rep. I was going to send a final questionnaire in a week or so just to brief one to the whole class. I was going to ask maybe put on the community, but maybe to Facebook as well just to get that responses. Would that be OK with everybody?</p> <p>P024: Yep.</p> <p>P065: Yeah. I consent to that.</p> <p>P024: [laughs]</p> <p>Facilitator: Thank you very much. That's great P065. Guys, thank you so much. Really, really appreciate it, that and your time. I know you're very busy and...I hope everything's going OK.</p> <p>P024: Can I stop it?</p> <p>Facilitator: Yes, please.</p> <p>P024: OK...</p>	
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Appendix F:

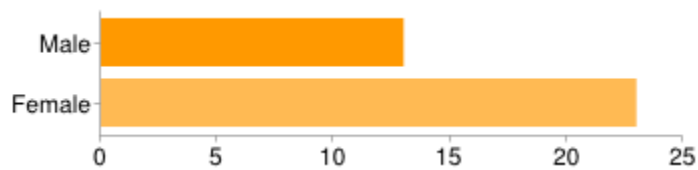
Questionnaire Report Case Study One

36 responses

Age

Under 21	6	17 %
21-30	2	58 %
31 - 40	4	11 %
41 - 55	5	14 %
55 or over	0	0%

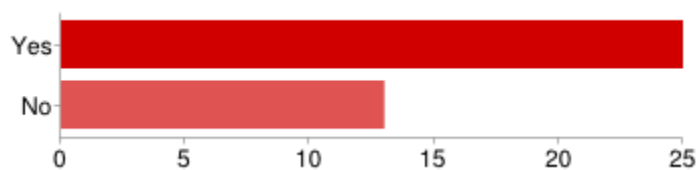
Gender



Male	1	36 %
	3	
Femal e	2	64 %
	3	

ET3 COP USE

Did you feel the ET3 class was already a community of practice before the online COP was introduced?



Ye	2	66
----	----------	----

s	5	%
No	1	34
	3	%

because we were already chatting amongst ourselves about course related topics. however i only ever chatted to those who i felt had similar insights and attitudes toward education

Somewhat, there was a group in existence on facebook but not all students were members and discussion was often unrelated to academics

A lot of our class is on facebook and there is a private facebook group that is part of that group that we could keep on contact with and ask any queries we had on this page.

because there was a facebook page already set up by the class reps.

Through the use of a Facebook group created by members of the class we were able to communicate collectively through the internet. We could ask questions while providing guidance and support for each other.

I feel that the class was already a distinct group, joined by mutual study of education, we worked together in many ways over the course of our degree before the online community of practice

Ive chose both yes and no because I think that our class group are very close, share opinions and help each other as best we can, however before COP was introduced we didn't have an online area where we could all contribute to.

There were a number of students working together informally in groups prior to the establishment of the CoP. I suppose the online CoP created a formal space that encouraged wider participation.

Through Facebook

Facebook groups, instant messaging etc.

We had a Facebook page where people asked questions about assignments, exams etc.

To a certain extent, between the mature students. A lot were happy to share resources that may have been applicable for certain assignments etc.

I dont think we had the confidence to approach each other and ask questions whereas within the community of practice, i could chat to people who had a topic related to mine, and some of the students that i didnt talk to in class actually sent me useful links and books regarding my topic

I felt everyone interacted and helped out one another.

We consistently shared information with one another freely

Why?

There was a lack of communication between the class members. I felt that there was also a feeling that class members were unwilling to share information as if there was a competitive advantage to withhold information.

Because we had no where to discuss information relevant to our assignments and thesis.

We have a Facebook page

I never would have asked questions online or asked others for help. However I feel this year with certain people in the class and sometimes with the whole class, we would share resources online and ask class questions through email, send on links to books and websites. Or give each other reminders. It has been really helpful this year.

We had worked already on several group projects in First and Second Year; I began the DCU Public Speaking Society in 2nd Year, and received some wonderful support from approx 2/3rds of the students in my class. Therefore we had a 'community' where we exchanged ideas and met for coffee etc, and were always open to others /everyone joining in for a chat or discussion especially regarding college work. However, the online COP managed to attract more people and allow them exchange their ideas more readily than the loosely-established COP that previously existed.

We had a facebook group that we posted helpful links and answered each others questions with but it was very informal.

via email -we shared notes, articles we had come across, anything we had found helpful or interesting that we thought others might find beneficial. we also did this spending many hours over coffee discussing ideas, sharing concerns, questions etc.

We did not speak to one another in the same way as the COP allowed us!

We had a facebook page set up before the COP but I still found the Cop was put to good use specifically for our thesis

I didn't know the class until later on in the year

Not as a whole class but there were small groups of friends that formed study groups.

Most students used a Facebook group as an online community

Had a place in facebook where we could ask each other questions

It is not something we used before, Maybe the younger students had some form of community of practice but i was not aware of it. The use of email with each other was how we (I) made contact with other students mostly.

As a class we were very engaging. However, there was a sense the class was split between mature and undergrad students. The COP allowed the class to become one COP opposed to the facebook group which was mainly undergrad, however mature students joined it as well. Which I found very beneficial as their input helped me.

To a certain degree because we have a facebook group and because of class discussions.

It was easier to share ideas among the class

Are you a member of the class Facebook group?

Yes	2	76
	8	%
No	7	19
		%
Othe r	2	5%

**Did you develop any new contacts or relationships through using the COP?
Please describe:**

No, I only used the COP for class member communication

Yes. I had regular contact with other class members who were working on similar projects as mine.

No, I relied more on the Facebook page as it was easier to access.

Yes it was use to contact our lecturer. We went online at the same time as a community. Everyone from the class didn't go on at the same time but the times I went online to use COP, there was 20-30 members. So I could make relationships with those who did not use the facebook page

No, just the same relationships but more advanced. We worked alongside one another and developed both friendships and learning.

Yes, with regard to the Special Education section the members of this group all helped me throughout my research. If it wasn't for the COP i doubt i would have been able to contact them or interact with them at such ease.

no, not really.

Not necessarily

Yes, if I posted a question and if another peer was doing research in a similar topic we would meet up to share thoughts. Hence, relationship increase.

Yes I made a few friends through the course.

No, only interacted with people who I would've been friends with outside of class

Better relationship with lecturers, easier to take to and get advice from

No

Yes

no i did not

Relationships with mature students improved a bit.

i think it gave me the opportunity to talk to some of the mature students who i wouldn't have normally talked to in class. by taking part in the community of practice, it made me approach these students in class and ask them questions about my topic and give them any useful advice that i could regarding theirs. but doing this also allowed me to get know them on a more personal level which i liked.

I began talking to other members of the class whom I would not have talked to previously when we were in college.

One of the younger students approached me for information based on something I had shared on the COP site. We had an interesting chat, discussing concerns and stresses of doing the research. She was amazed to discover we had all the same worries as everyone else. Some time later she came and sat with the 'matures' at lunch; it was the first time she had ever done this, but she felt comfortable doing it because we were so 'normal' (her word).

I may have shared resources and tried to offer help/ answer questions/ responded to posts for some students whom I wouldn't have contacted previously. I subsequently added them to my email list to include them in any group emails related to classwork that I sent out.

I didn't develop relationships, but I think it makes it easier to talk to people and ask questions.

Yes, I got to know Aisling Devine-Hutchinson a lot more, as well as Niamh Finlay. I was also impressed to observe how previously non-participating members of our class who openly declared they did not believe in the sharing of ideas as it 'undermined their work' (their words) as we were, after all, in competition with each other, actually share documents and tips quite openly on the online COP.

Yeah it was easy to get help from other students

yes, i was able to speak with members of the class on the cop site that i wouldn't ordinarily have spoken to, i made contacts with people from different social groups through the online community of practice

I got to know people slightly better but not that I would meet up with the outside of the COP.

Yes I found it was easier to mix with other members that I wouldn't get the opportunity to during class time.

Not really

No, I found it difficult to engage in the community page as facebook is something I sign into every day and get notifications on my phone if anything is posted in the group page.

Students who would not have interacted with became very helpful during the cop

How did you use the COP?

Attended timetabled chat sessions	2 1	19 %
Asked questions	2 3	21 %
posted up useful information	8	7%
contributed to groups	9	8%
Replied to classmates	2 3	21 %
emailed the lecturer	2 2	20 %
Other	3	3%

How did the COP help you with your work on ES314 research?

I'm afraid it didn't and this was my fault for not utilising it. I see its benefits and agree it could help with the sharing of ideas and resources but unfortunately i did not take the time to use it.

It encouraged me and also let me know that other people were struggling or having problems similar to me.

It allowed me to write to the lectures about issues occurring with me at the time. I got a rapid response and could ask a following question back. This was more sufficient and quicker than emailing.

emailing the lecturers really helped me throughout the year with any question i had which where easier answered

Firstly it gave me an idea of other peoples research perspectives and secondly it helped me realize everybody was at the same stage making me feel under less pressure

Yes, I received lots of help from others when I was formulating my research question.

i didnt really engage to be honest i dont believe its not that i wouldnt come around to this approach to learning or sharing information etc but i feel it would take me a while to get used to such a novel approach in a learning environment

Guided me in relation to aspects i had issues with. allowed me to voice my opinion and get questions answered

It gave me some idea of the areas other people were looking at

If I had a specific query or question I wanted to ask I could do so directly through the COP, instead of having to wait until class time. I could also see what other people were asking which made me aware of how everyone was progressing through the project.

I asked questions on the Facebook page, emailed lecturers and text classmates

It gave me the clarity to realize that my research topic needed to be changed.

It allowed me to ask any queries i had. I found that other classmates were very helpful in replying.

By answering questions, posting useful information.

It allowed me to interact with other classmates that were researching the same area. It also allowed me to confront the lecturer with problems that I encountered with ease.

I got some excellent reading resources from what other members had posted, i was also able to see the answers to questions that people had posted which helped me clarify some issues with my research

it allowed me to receive information from the lecture and my classmates regarding my topic such as useful links and ideas about how to go about the question i wanted to ask.

It gave me ideas, I also just liked knowing it was there if I had any questions or problems, I could see if the answer was already there, or ask the lecturer or the class.

Cop helped me because it was another support system set out for our class to communicate, chat, ask our lecturer questions, and post up information, and we got the opportunity to look at the information other classmates posted up. I think Cop was very important for our class, because we all live in different places so we could still work from home at allocated times set up by lecturer or when convenient

It helped you get ideas and share information with classmates you wouldn't normally communicate with

Gave useful information on the general topic of doing research

Broaden my aspect on different elements of research

The biggest advantage to the COP was the instant chat. Often people would post a question I had been thinking of myself and to see an instant answer to it was very helpful. others posting links etc was also helpful - having said that, it was something we did anyway outside of the COP.

Joined a group with students who were doing similar research projects to myself

You could ask questions as you pleased and get direct feedback. The class share ideas and opinions more openly than on class.

It helped me find information easily about my topic as some other people in the class were doing research around the same area and they posed up useful links.

I was given the opportunity to discuss freely with lecturers and classmates about content within the research

I got questions answered in relation to queries I had about my project by both the lecturer and classmates. I also got access to useful resources such as journal articles, web inks, news reports etc.

i got to see how the class was doing and ask for help if needed

By interacting at times, and at other times reading what everyone else was saying, gave me some invaluable pointers as to how to get started and develop my ideas for the research project.

It worked for me because my lecturer guided me on what things i needed for my research.

We could bounce ideas off each other in order to develop our own ideas. I enjoyed the "timetabled" sessions and found the questions and answers on the chat helpful - particularly the opportunities form students to help each other.

First and foremost by emailing lecturer. Getting tips/ answers from other students' queries. Reading posts etc.

It helped at the start during the proposal stage but after that it was up to myself

Can you see a use for it in other modules throughout the Degree?

Yes, for almost any module - except Quark! James would hav to continue to showhis purpose-made videos or the students would be totally lost! On the other hand, COP and videos combined would be a wonderful resource.

I can see it being used for EVERY module especially as deadlines approach

Yes it can be helpful for other courses but you cannot guarantee that everyone will avail of the service.

Absolutely! For the 3 years I was in this degree I always used Facebook to ask questions regarding assignments and stuff my classmates could answer.

I think if one was set up at the beginning of first year as a general COP for all modules it might prove to be very beneficial. I think it may even be used more if it was done this way. I know moodle has some kind of facility for this but in all honesty it was never used that way - possibly because it was never thought of as anything else other than where to access lecture notes, readings etc and to upload assignments.

Maybe. With other modules that involve a lot of outside work

Yes. I used it groupwork and felt that it was quicker and easier to get the work done because others lived at home or had to work so it worked economically better on many levels.
definitely.

yes if its put in place before a facebook page is set up.

It could be very beneficial for people who do not use facebook.

Yes

Not unless it was a universal system that was to be used by all modules, and in place of moodle.

Yes I used it to help with two other modules this year

Yes, i think it should be introduced in year one as i do group and team based learning.

I think if it had been introduced at an earlier stage in the degree, it would have been used across a range of modules

Yes, definitely. Its hard to remember all the modules we have done, but with micro teaching ideas on what we could teach each week, what went well for example I thought about the world this week using a globe worked well but using a map would have worked better. Then we could learn from each others mistakes. With exam subjects, for hints, tips and maybe sources. Also for work based practice, so we can discuss how we are getting on and again maybe get lesson ideas. I think it could benefit nearly all modules with cooperation from lectures.

I feel that use of a COP that links with all other modules would be of benefit. It would be a useful resource for students as well as lecturers. However it would need to be laid out in different sections of the site [i.e. a page for ES314 and another page for ES402 etc.

Yes, completely, for the same reasons as above.

Yes it is very helpful

Definitely. But we need to be told a timetabled time because I feel people only used it when they were told when to.

It benefitted the Project module because it was worth 15 credits. As there was a lot of work evolved it was a successful approach to ask questions as a lot of problems were occurring at the start. An overall COP page for the degree year would be beneficial. It would be similar to the Facebook page but the whole class would be involved.

Yes, I feel that it is a great way to communicate as you can ask direct questions to the lecturer and other students. Perhaps it would not be a replacement for face-to-face classes or lectures as I feel it is also good to be able to meet up and discuss issues. I also feel that, while it is a very useful medium to communicate through, it suits only a certain type of learner and perhaps some members found it difficult to get used to.

I think lecturers should introduce it more but i dont feel students will use it them selves, due to facebook being more common

Most definitely. when used for learning purposes it can be used on any module and develop students.

Yes as I said in my interview I believe it would be beneficial to incorporate it in 1st tear

Yes absolutely. i think it could be applicable to almost all aspects of education

Yes I think it could be implemented into every module.

yes id say it would be useful for any type of module but may take a while for people to get used to it

I think it can be used for any module, particularly ones including team work

It could be used in every module of the degree if introduced early enough - particularly as a repository for reading etc. and as a resource for asking questions to the group.

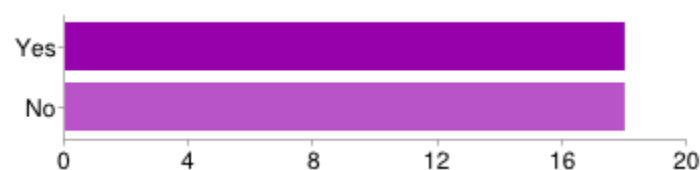
Possibly, it would be useful for group assignments.

Yes we developed mini communities of practice within all of our modules for the final year including group work for the webquest, philosophy and enterprise ed

Yes it was very useful.

It could be used of course for different modules, although I must admit I just never thought of using it for different modules. Perhaps that was because other lecturers were not involved only ET314 lectures were.

Should elements of the COP be compulsory?



Yes 18 50%

No 18 50%

If you answered yes, in what way?

Linked to assignment 1 35%

Marks awarded for individual use 4 13%

Marks awarded for collaboration 1 45%

Other 2 6%

If you answered no, why not?

because not everyone has access to the internet

because some students might not have access to a computer or internet and wouldn't be fair to make it compulsory

Until it became a universal system that was to be used by all modules, and in place of moodle, it wouldn't make sense to make its use compulsory. Furthermore, insisting on its use might alienate students would cannot or do not want to use ICT.

We learned about COP's in our Learning Organization module - one of the things that struck me was that COPs are something that happen voluntarily; in fact, I think I recall that they should never be compulsory, otherwise it defeats the purpose of them. I think when something is perceived as being part of the lecture/module it is thought of as being work - does that make sense? - so we tend to use it because we are supposed to, because we have to, rather than because we want to. Someone actually told me the only reason they used the COP was in case there was a list made of those who did and those who didn't; they were fearful that not being seen to use it would affect their grade.

I feel that a COP is a tool that is useful for access to information and to get questions answered. If it were compulsory students would lose sight of its benefits.

I think all students should be fully comfortable and experienced in using the COP before any elements are made compulsory.

Basically, it would create resistance if it was compulsory. From my experience of using it , it was nice to choose when I wanted to use it. If it becomes compulsory the online element is useless. Because online means anytime

I think if usage is compulsory, people will feel they need to contribute, regardless of whether or not they have anything valid or useful to say

Some people just feel more comfortable learning face to face and have not yet embraced technology

Some people may not be comfortable participating in something like it. I did not post things publicly on the COP but I did read things that other students posted.

I don't feel it can be made compulsory as it may not help every kind of student and i don't feel students need to use it.

Its a place to ask and find information so therefore I feel it should be down to the individual if they want to

It should be optional, should people would favor this form of communication and some wouldn't. It shouldn't be forced on anyone

Of course, people should be encouraged to take part in it, but it shouldn't be compulsory. Even on Facebook, there were some people who would never ask a question online.

Its a personal online centre, people may not wish to ask questions in the online chat service that everybody can see, although they could privately email the lecturer. Also people may not want to share their their ideas. People may not have the skills to use it.I think it should be up the to individual.

I think it depends on the student and if they are willing to contribute.

It would be hard to assess ones work on the COP. It should be incorporated, however I don't feel it should be compulsory.

I'm in two minds about this one! If yes, then perhaps if linked to assignments, but on an individual bases. I'm not sure about marks awarded for collaboration in Yr. 3 What about students with poor ICT skills though? (In particular mature students?, actually there is probably not that many)

Practical Use of COP

How early do you think it should be introduced in the Degree?

First year

In my opinion it should be introduced from the beginning

I would say 2nd semester in First year would be ideal.

At the beginning so everybody knows how to use it and engage in it.

The start.

From the first semester.

2nd year

1st semester of 1st year.

At the beginning

Personally I found it useful but again; if it became a universal system that was to be used by all modules, and in place of moodle it should be introduced from the beginning of the program.

I think it should be introduced from the time of the first assignment due date as it would help student to realise the value of having shared online resources

As early as possible for people to develop relationships as soon as possible.

I would think that a COP should be brought into the first year of the degree.

I feel a COP page for each year should be introduced at the start of each year.

First year as students can become more and more comfortable with it

possibly 1st year to familiarise students

I feel it should be used in some way at the beginning of first year to allow students to become accustomed to the COP. In this way if it is used throughout the degree students will be used to it, and perhaps then some elements may be made compulsory and marks be awarded through usage.

From get go

As early as possible, before groups have formed naturally, this way everyone will be open to what everyone else is saying.

straight away just to develop better relationships and being able to help each other

in first year!

At the beginning.

In the very first semester of year one. I struggled in first year and didn't feel comfortable asking the lecturers for help and I did not yet know anyone in the class and if that was there as a support it would have been great, makes it easier to get help, from the class and lecturer.

In the first semester - a sub-group within the class set up a Facebook page for ET programme but not everyone participated and not everyone got invited to join. I personally wouldn't join as I didn't want my personal Facebook associated with college.

i think it should be introduced as early as possible maybe first year, because it may allow people to get used to such a medium

Year one, semester one.

i think at the beginning because thats when most students are more enthusiastic. but more importantly than that, it gives students the chance to get to know each other as that can be a daunting thing when you first start university. i also think that because the students are not used to doing assignments etc, it gives them the opportunity to receive help from their other classmates and lecturers, give their own opinions and ideas which can in turn help others and to learn other ideas, beliefs and opinions.

When group work has started, it's an easy way to work together and share ideas. facebook doesn't really give you that option unless u private mail

At any stage, probably early so students can fully develop how to use it effectively

as soon as possible. but implement it gradually so as it can have time to develop and all students can learn how to use it.

at the start

First year to held bond students within a group

Yr. 1, for sure

1st year, 2nd Semester

I would argue for a COP being introduced in first year - one COP to cover all modules. People could feel free to dip in and out as needed or desired. I think it might give a more relaxed, less official feel to it. Personally, I would have found it very helpful. I also think it would have been used more by the whole class.

In first year so students feel that they have that extra support because it is pretty daunting talking to lecturers in first year, you think if you ask a "silly" question they will be docking you marks. You don't realise they are there to help.

Do you think training needs to be provided? In what form?

I think it's self explanatory - however I would think one lecture would be enough to introduce it.

Experiential learning of course, in the lab with Jane like we did for the google docs class for ICT/Webquest where students will use it on the spot and we can watch and learn by seeing it displayed on the wall of the class.

i think an introductory class would be useful for example: giving a lecture explaining how to use the community of practice but putting it up on the whiteboard and going through all the different tools etc that can be used on it

not necessarily. its straightforward and easy to grasp. Possibly an introduction during the first lecture on the interactive board to guide the class.

no, its easy to pick up

It is not essential in my opinion.

i dont know

No I don't think training is needed

Yes. A short training session would be beneficial either in house or a link to "How to use a COP" on-line.

No harm, to present a presentation demonstrating the basics.

in how to use the preferred site yes

Yes, a lecture/ workshop on how to use it and its benefits.

it may need to be provided. some students may be poor using this but it can be provided quite easily as it is not difficult to train students into this role.

for some students basic computer literacy and skills would be beneficial

Yes because they are many features of COP that I wasn't aware of until others told me.

Yes, different uses of the COP

Yes, people may not have the skills. Tutorials could be set up.

Any insistence on the use of an online CoP would require practical training to avoid alienating students would cannot use ICT.

No, I think students should learn from each other online, it will build bonds between students quicker.

Maybe for some people, a computer class helping everyone sign up and join the group and show the different things that it can be used for, like a workshop in the library for those who need it.

Maybe if people are struggling with computers etc. just to show them how to use the page.

yes, i think it is very difficult for a cohort of learners to change to a collaborative style of communication ie a community of practice who have been taught to be individual achievers since the beginning of secondary education

No, I feel most people are familiar enough with computers to manage. A reminder of appropriate conduct is all that may be needed

In all honesty I found the Ning site confusing. I felt it was assumed I would know how to use it. However, the same thing applies to moodle - we were told it was there and there seemed to be an assumption that we would know how to use it. I didn't, so didn't. So, I would say yes to training. Maybe a mini class - not unlike the ones we did for the webquest. I know we were

given an overview of it during lecture, but I just found it a bit complicated to negotiate. One of those mini classes would have helped.

No, not really; anyone who knows how to email, chat or go on Facebook should cope ok. Perhaps a once-off class presentation would be helpful, to explain and demonstrate all the features; initially, when I first logged in, I thought no-one else was on-line. I didn't realise that a whole conversation was going on until I clicked onto the correct button and saw the list of interactions, comments and conversations I had been missing! It reminded me of, as a kid, going into the wrong confession box and waiting ages for the priest to say something!

No it's straight forward

i don't think training needs to be provided for students using COP it is pretty straight forward possible for those less comfortable with technology, possibly in a tutorial type class

Yes should be a computer class

just using the page.

A small introduction should be given even just a slideshow on moodle.

No I think it is self-explanatory.

To use the COP. I don't think so. Everyone has the basic idea of how to use a computer so unless they had no computer skills then everyone should be fine using it.

It would be beneficial for students to be trained how to use the COP, maybe just one or two classes

Yes, at the beginning of first year, perhaps some tutorials of the basics of how the COP works. For example, how to log in, how to use the forum and chat elements.

Is it essential to have a lecturer facilitate the COP?

I think so while students are learning how to use it, having the lecturer there will encourage students to use it.

In the initial stages at least, to guide the workings, ethos and conduct of the COP, so that it doesn't denigrate into an academic version of Facebook - without the entertainment, but maybe a lot more 'group exclusive'!!

Is it not necessarily essential but I think the lecturer's presence can help keep the community focused, particularly at the beginning.

Important for feedback.

In order to make sure it is only college work being discussed and it's good to know you can get lecturer's feedback

I don't think I would go on it if the lecturer wasn't involved as if I had a question to my class I would ask them via text or Facebook, but the connection with the lecturer is the main benefit of COP in my opinion

It's helpful but not essential

It could be used as an academic form of Facebook and shouldn't need to be moderated.

To provide guidance and answer questions. The lecturer can even ask us questions.

to keep control of the topics being discussed.

It loses meaning and could turn into students posting any old rubbish

it implements a certain form of discipline but it also allows the students to know that they are headed in the right direction. for example: a student could ask for advice regarding their topic. many students could give a lot of advice that the student takes on board and uses but maybe it wasn't the right approach they should have taken so it should be supervised by a lecturer

I think as students we want to know the lecturers answers and views. As we assume they will be right about everything. It also makes sure the information being shared is correct

For any queries that cannot be answered by students.

So that the discussion stays on track and is guided.

it is helpful for the lecturer to be available on the COP, however the students can often be as helpful to each other

Yes because several students have said that the student facebook page is as much about who is excluded as it is about inclusion. That some nasty comments are made on it. I asked why do you stay on it - just walk away from it. Each responded, oh you have to be on it otherwise you'd be totally excluded from things, you wouldn't know what was going on! I think the knowledge of a lecturers presence, even as a benign presence, might deter some of the nastiness that can occur - create a safer environment for students to communicate. Also, it would provide an expert opinion on some of the questions raised, rather than student speculation.

because the lecturer would help guide the page.

It can be valuable because if the students didn't know the answer, a student would have to email the lecturer and find out and then post it to the community page. Which I feel would ruin the point of the community page because every student could just email the lecturer.

I feel it is as it allows the students to ask questions and get a definite answer back.

I think it's important because it is a way for the group to communicate with the lecturer

Because the lecturer gives the environment boundaries and a framework for the students to work from.

But it certainly was for me a major help knowing that the lecturer was available at a certain time each week to answer queries, etc.

To make sure right answers are being given

While it is certainly helpful, in my experience, students can learn just as much from each other as they can from their lecturer.

The COP is directed to helping learners gain more information in relation to a topic of study. If a lecture was unavailable, a crucial link to expert knowledge would be missing. For example; if I

were to ask a specific question in relation to an assignment such as "How best should I structure a particular essay?", I feel that the best answer would come from the person who is going to mark it [i.e. the lecturer]. Peers may give direction on specific topics and this would be valuable, however I would think that a lecture would guide me best.

I think it needs structure and guidance from a professional.

Provides clarity and although there should not be need for it at our age it provides moderation of the COP to prevent any harmful comments etc

Steer discussion in a productive direction

Students can become fixated on putting up things they think will please the lecturer

People are old enough when in a university in order to talk relate to each other.

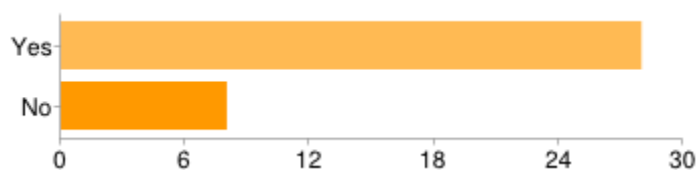
just maybe to model how such a medium may be used as i have said in the above training may be needed because this approach is so novel

Just for monitoring also I felt more comfortable when the lecturer was online with us in terms of asking questions. I knew the information I was getting was right then.

it is essential to be able to ask the lecturer for help and if the lecturer designates a time to go online most of the class will

it is helpful but not nessesary, as we dont need direction or guidance to share information with each other

Lecturers help to clarify any unclear areas rather than having a Chinese whispers situation



Yes 28 78%

No 8 22%

Why?

What would be your preference for how you access a COP?

Google + (Circles) 9 17%

Moodle	17	32 %
Facebook	19	36 %
Ning (existing COP)	8	15 %
Other	0	0%

Why?

Easy to access and navigate

They are educational learning networks rather than social networks. However, moodle and Ning need a little bit of dolling up in terms of design

Simply because I feel so many people are familiar with it, also very easy to use,only downfall would be the fact it could be distracting but realistically no mater which website is used the likelihood is FB will be opened on another tab

I feel most people are used to using this and are familiar with how it works.

Most used/

Because i checked moodle every day for notes and reading materials etc, so it would be right in front of me.

These are essential sites that students must use when in college, as for Ning, I have never heard of this site before.

Just more convenient. You could argue that some people might like to keep their Facebook private from certain people. Ultimately it is a lot better to use the informal environment of Facebook, where anyone can ask any question and not feel stupid.

Everyone is familiar with it

I have never used Google + (Circles). But if I had to choose from Moodle, Facebook or Ning I would choose Ning.

It has the most straightforward functions for students and people who are so familiar with technology.

Found it easy to use and accessible

As mentioned above I wouldn't want my private Facebook page linked to my college one - Ning provided clear boundaries around this and was set up specifically for the group.

It would be easier to access.

I use facebook nearly everyday so It would be useful of there was a link through facebook so I would be gaurenteed to check COP and encouraged to go online Cop

on it more then any site

easy to follow

I think its a medium used by old and young. The majority of people would know how to use it and negotiate their way around it. It would lend a less formal feel to the whole thing too - might encourage more to use it.

i have easy access to all those direct from my homepage

I like the layout of moodle and it is something we are already used to, we wouldn't have to join anything new. I have never heard of google circles but it would be interesting to learn about it.

it is my most used network, and it is liked with youtube and gmail, if the cop were linked with google, i think it would be more conveyient for more students

There is an app, it's easy to use, I use it every daymoodle because it is accessible to everyone as you need to access it for study materials and lecture notes anyway

People are going to access moodle anyway for other reasons. perhaps integrate it this way.

To make it as acessible and easy to use as possible.

Ning was very difficult to access I had to keep going back to your original email to copy the link. The other two options are easily accessible

Moodle or Facebook you are going to be on nearly everyday, facebook in particular and so to have the COP in a place that you are logging onto everyday anyway would promote people to use it more.

I use it daily anyway so this would be easiest

i dont think it matters where its run. Facebook is very handy in terms of access. as is moodle from the DCU webpage.

For me it's the easiest to access and already have a knowledge of how to use it

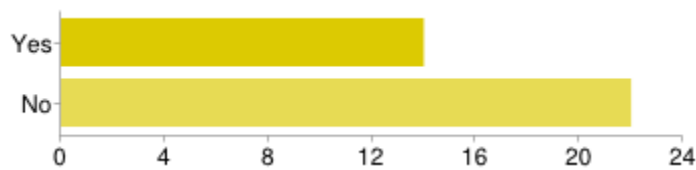
I have never used Google plus so I could not comment on it. However I have used Moodle and found it to be unappealing to use. I have used Face book and found sections of it to be very distracting. Nign is a tool that I feel is designed to be specifically user friendly and is used to achieve a specific goal of grouping people with similar interests.

I dont know which is best. they are all quite similar and can be used to aid students.

Not everybody is on Facebook. I personally only joined towards the end of the course. because its already there.

They are what I use the most.

Would you have any issues about privacy in terms of sharing your college work?



Yes 14 39%

No 22 61%

In what way?

i prefer to keep my college work to myself

I might sometimes be embarrassed to share ideas that could seem silly or basic in the view of my classmates

I think we can learn from each other and if it was facilitated by a lecturer they would know who put what up and if someone copied it.

Generally it is material for correction that will be posted and peer review can only help to improve it

If I thought it was helping classmates I would have no issues

I'd only put something online if I was happy for everyone to see it

I feel putting effort and research into my work is my own. There is the chance of plagiarising, however, I would not have a problem sharing my ideas and opinions.

Not sure about this ques. If you mean posting up assignments and so, then yes. I wouldn't be that confident in my work.

Some of my college work i like to keep to myself

Plagiarism. I have no problem showing people my work to try and help them and vice versa. My friends and I have looked at each others assignments to make sure we doing them correctly but I dont think I would be comfortable with sharing with the whole class because you cant trust that someone wouldnt choose to use part of your work as theirs. Also the fact of coming across as "stupid" to the rest of the class. I would not like everyone in the class to see my work incase they are judgmental or incase I am doing it wrong and then they'll see that I am doing it work.

I would have no issue in sharing resources that I have used. However I would not like to share any work that I have created [essays, projects etc.] until it is marked. My reason are that I would not like to be accused of plagiarism.

I'm quite private with my own work but would still help people

I spoke of this earlier; everyone can share their ideas and outlines, once they don't submit a version of their work online. We had an incident of student who told younger

students they would 'assist them with their writing'. It subsequently emerged although never reported, that they took parts out from the essays that had been sent for 'proof reading' of all those who naively sent their essays, and compiled one piece of work from them, with a little judicious editing of course, to make it 'their own'. Personally, I would have no problem sharing ideas, but would caution against anyone sending completed or work-in-progress assignments that could potentially be copied and plagiarised.

I would only share information with people I trusted

I wouldn't be confident to share my college work, especially that of personal reflections etc.

Personally, no, though I now some might.

None at all. We are all part of the same learning process - we should be helping each other through it as much as we can.

because some people by their very nature take the easy route in life and may just copy everything you have worked so hard to learn or create

Because I feel we are all here to succeed and none of us are going to end up in the same field of work, none of us are the same we are going to put our own stamp on it anyways.

Not within a college setting.

I'm just competitive. My work is my work, no one else's.

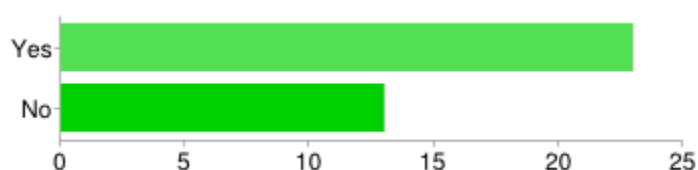
I would have an issue sharing unique work to a full class, as I would feel people might take it and pass it as their own. However, if individuals approached me to get a copy of my work so they could see what direction they should take in their line of work would be ok.

I feel that others could benefit from the work I submit and vice versa.

When I create some work for college I do so by citing the work of published academics. It makes no sense to be protective of your work when it comes to sharing it within a bounded CoP with your peers. However, if the site was commercial and the terms and conditions of use of the site allowed the site to retain posted material for commercial use then I would have concerns.

I have no problem helping out a colleague but I would be concerned to maybe someone using the main components of my work for theirs.

Would you have used the COP more if you could have accessed it through your mobile phone?



Ye 2 64

s	3	%
No	1	36
	3	%

Why?

don't have internet on my phone and I think if it was on our phones there would be no getting away from college. For me personally, I like college work and my personal life to be kept separate.

As mentioned before online is everywhere at anytime having an app to use increases accessibility and is user friendly

I access most things through my phone - its instant. I also think that, again, it would lend a less formal feel to the COP. I think young people would be more inclined to use it from their phones too. Coincidentally. my daughter was just complaining about a website the other day that didnt have an app for phones - she couldnt understand why anyone wouldn't have one!

Doesn't take as long to go on the internet on my phone as it does with a computer.

I access moodle on my mobile often due to its easy access

I hate the small screen and trying to type something on a mobile phone! Although, I can see the benefits this could have for some of the younger students who can manage to type no bother on their phone, and also for those students 'on the move', going home a long journey on the bus /train etc.

My phone won't let me access the internet because it keeps telling me, I must be over 18.

i could access it on my way to work, during my lunch breaks or if im in the library etc. it would be easier to access and could be accessed anywhere at any time. I definitely think this is a good idea.

I haven't had a mobile in a while, but there would be advantages to this certainly. It would be more accessible.

I always haven't phone, it's easy access any time any place

iphones smart phones etc easy to get internet

Not sure - I have Facebook on my mobile but rarely use it as I find it can be quite invasive at times.

because im never off my mobile phone

although my phone is fairly new it would do my head in id rather use a laptop

I don't like using my phone for the internet, the buttons and screen annoys me

Because I only have a Nokia and rarely use it for the internet.

Handier

Smartphones make it so much easier.

because it would have been a lot easier.

I used it very little as it was. Mobile access was not a deciding factor

I do not have wifi everywhere but I always have my phone, so having access on your phone would make it more available.

I was not always close to my laptop when the COP was active

It would allow me to check and update the COP when I am not around my computer.

It is a helpful thing to be able to access.

Easier access

the layout on a mobile would have been very tiny and difficult to negotiate

Because i am ashamedly a digital immigrant

It might be easier to check it more regularly if it was available on your phone. For example commuting to college or work.

It isn't possible to be at a laptop at particularly useful times, for example the online classes through the COP

I don't have a smart phone and I would be particular about allowing multi media tools and devices accessing every minute of my life. I think that too much access to social media etc. can be controlling of ones life and can prevent one from having the ability to reflect on what they have done.

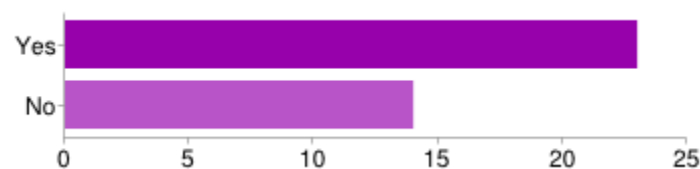
More accessible

I suppose the convenience of using my phone to access the CoP might have encouraged me to sign in more.

realistically allows for constant access

Personality Aspects

Do you like group work?



Ye	2	62
s	3	%

No	1	38
	4	%

Why?

Get different perspectives

Groups are great for getting other peoples views on modules.

They are far too time consuming. I enjoy sharing ideas with others and discussing potential solutions to problems etc, but then I like to go and do my own work, in my own time. We had three different sets of group work this semester - while I really enjoyed the company of those I worked with, I could have lived without the amount of hours that they took up. Its easy to say, oh they're not meant to take up that amount of time but when you are dealing with 7-10 opinions on the one subject, the negotiation alone is time consuming.

allows me to ask question and be more aware of information on projects

I find group work to be rewarding depending on the specific group which you are working with.

1st year in particular it helps you get to know people, I enjoy collaborating with people to fulfill a task. On the downside I felt I was relying on other peoples contribution for my final year grade due to the amount of group work.

it leaves room for diversity within a group. my own experience of doing group work allowed all of us to give our own opinions and open up to different ideas and perspectives. it also allowed us all to use our own strengths rather than focusing on our weaknesses

I like to have full responsibility for work. If I do an assignment on my my own and I do badly then I only have myself to blame however with group work this is not the case.

Only recently I lke group work; previous to 2nd Year, I was not fond of group work, as I wittenes a few memebbers who alwasy had an escuse for not having theior contribution reay adn left it up to others, who just did the extra work for the sake of the team. However, I believe the conceot of team-based learning should be introduced and implented in First semester, first year, as it ensures that each member is responsible to their group for the team work, creating accountabililty and eliminating potentially social loafers. The tutor has overall control of the teams, and if there is a problem the tutor will also facilitate sorting it out. If from the start it is made clear that there are penalties for not doing the appropriate work, such as occurs in tbl, then I think group work would be much better.

I dont enjoy working with other people when an important grade is at stake

I have had bad experiences however, I have had one good one, I think it depends, its harder to work with friends, because they take advantage.

I like it to a certain extent. But when there is group conflict and when people do not pull their weight it is annoying. For example we had a webquest to do and one member of the group literally did NOTHING and will still get credit for the assignment and receive the same group mark even though they didnt put in the effort. Working in groups with people you have worked with before can be fun and when you get to be creative together and share ideas, thats a positive of group work.

Yes I really think It is a great way to work and develop ideas. More people contribute and more arguments are made as it not one persons ideas.

I like the aspect of working together as a team. Joining and creating ideas to establish that one goal we all share.

I like to be independent and not rely on others work

You get different opinions and support

Group work is an effective method to achieving a goal as it provides for multiple perspectives and opinions on how a specific task should be done.

I like group work when the members are committed to the group task. Recruiting group members is the key to ensuring that the right people are chosen to work together. I have had substantial experience of group work and unfortunately it very rarely works out as well as I feel that it can.

Before college I would have said yes. But that was based on my experience in the workplace. Didn't really like group work in college. Yr. 3 was a disaster, this may be because all three projects involving groupwork was with the same people. Not a pleasant experience for some of us involved in group.

I do not like having to rely on others

too awkward to organize meetings when everyone lives in various areas of the country with cost of travel etc and hard keep everyone happy

Works on both your strengths and weaknesses, relates to real life situations, tests you

I feel I work better independently

. I feel it is easier to work on your own. By being able to set your own goals and work at your own pace I feel it is much easier especially in your final year when people are stressed and have other projects to complete.

This semester was tough because there was so much group work. Though I do like some group work.

Enjoy sharing ideas and hearing others

It helps you if you have strengths or weaknesses that other people in the group can help you. Other students can bring different ideas and expertise to the group which can help create a good assignment.

I like the interaction and throwing about of ideas, I learn from doing and feel that in group work there is elements of this.

Personally I think group work helps me to understand the purpose of the task and allows me to share my ideas with confidence. I bounce off other shared opinions which help me feel more confident about my own.

It can be inspiring talking with others and getting ideas and opinions.

Its good for sharing ideas

Often one or two people are left doing the majority of the work while the rest ease off

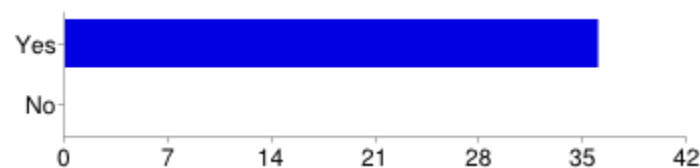
I have learned in year three that contributions are not fair and i feel it personally tainted my experience of my degree which i otherwise really enjoyed.

I found it easy to use, a good way of communication and it benefited team work

To a certain extent. It can ease the pressure if some marks are allocated to a team assignment and it gets us ready for the work place.

because for three years the college has harped on about how good group work is yet never modelled practically how group work should be performed. i believe some people are not team players and only have their own vested interests at heart. id say if you gave some people a group task and said they were getting marked on there ability to be a good group member ie democracy, listening skills etc the dynamic may change for the good

Do you think your personality affects how you communicate or collaborate?



Ye	3	100
s	6	%

No	0	0%
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How?

People prefer different things

Ofcourse, however, we can act differently depending on the context.

I am a bit shy, and would stay quite and let others have their way, even if I thought I had a better idea.

I like to see how people react to my ideas, with the COP I cannot see this and am therefore reluctant to post anything

I wouldnt comment or 'chat' on the scheduled times as i just dont like it am quite shy, id prefer to ask questions comments etc one on one

Different personalties may clash causing problems with group work

I find I'm often eager to have my ideas heard

I prefer those with an outgoing personality and who prove their worth through collaborative efforts which usually gets the work done, as they can ask outright what everyone is supposed to be doing! I like 'doers'; however, I am very aware that the quieter participants often have great ideas and its important that they are encoraged to speak up and be heard. However, there is

nothing worse than an autocratic passive-aggressive - I was lucky not to work with one of those in DCU, but have experience of same!

We have been put into groups since first year, on the assumption that group work is how people learn best. We have also been taught that individuals all have their own learning styles, that we shouldn't generalize about students. But that's exactly what's done with group work! Regardless of temperament, personality etc it is assumed that putting us into groups means we will all learn more than we would working on our own. I don't believe that group work is something that suits everyone. I prefer to work alone, but I can adapt to working in groups because it's in my nature to. There are others who can't do that, again because it's not in their nature to. They find group work difficult and stressful. I'm not sure that it's right to expect them to just 'get on with it'.

your personality defines how you cope with other people and situations

i think confidence has a lot to do with it.

An outgoing person may be able to communicate and give their opinions better than someone who may be shy and timid in a group.

You need to be open minded and patient among other things to collaborate or communicate. Not every person is and this is why groups can sometimes fall short.

Yes in a way although it is just confidence and people become more confident through group work in relation to their communication.

because if you have terrible listening skills or are dismissive of other people's efforts this will greatly affect communication

If you don't use the COP, what chances have you of meeting up with students??

Well obviously if someone is not a people person, they will have difficulty communicating within a group. If people are more willing to be open to new ideas and listen to others they will work better within a group.

If one's personality is shy, it would affect the group as that person would not be as included as other members because of being shy. However, if the team has a good team leader they should overcome this problem by allowing all to speak and working with them to share their ideas.

If you are quite you might not say what you really think or vice versa

I want to do well, i am old fashioned that commitments should be kept.

I like doing things myself if I need help I like to ask the person who assigned me the task

I have a background in engineering, which encouraged me to develop a keen sense of foresight. From the outset of a group task, I generally have a very strong and clear vision of how an overall process/ response to a challenge could work. It is because of this foresight that I am able to articulate my ideas quite clearly from the start. For some, this can be misunderstood as leadership. This causes problems because I prefer if a group takes collective responsibility for, and a collaborative approach to, completing group tasks, rather than resigning to the ideas of one member. I like to question people's ideas so that the group can move towards choosing the best possible outcome from the group. But again this can be misinterpreted as leadership. I

suppose being aware of these things can help me to try to communicate my position with other members more clearly. I would not be a shy person so I find it easy to get on with others.

I am quite an anxious person, and i like to work alone to elimiate the potential for problems or group conflict

If you are a shy person you might not like working in groups where as if you love talking in front of people you will find it easier because some people might not realise that their personality is affecting the group work.

Yes, at the beginning I remember being afraid to ask a question that everyone could read in fear that id seem silly, however over time I realised the importance of asking the questions and felt that it was easier to ask through the COP rather than in a lecture hall.

A outspoken person is going to be like that in any circle whether group work or not. A reserved person is not going to communicate well with others unless they trust them.

My style of communicating ensure that others understand what I am thinking as well as listening to what others have to say. I build up an understanding of my thoughts through sound and vision to help others understand what I am thinking. I also listen to what others have to say and reflect on there words before responding with my thoughts on what they have said. This therefore I think makes me an approachable person to communicate with.

Surely it affects everyone? I'm a fun guy, so, especially on Facebook, I'd ask a question, or say something that has a bit of comedy to it.

Well if I'm passionate about a subject I feel people think I want to "take charge" or I am pompous

Some people thrive on communicating and collaborating with others which helps them to improve their own work. However, there are many others who would prefer to take a more individual approach to their work which makes collaboration with other difficult.

Some people are born leaders and hence try to control a group

Some people(not in my experience but I have heard some stories) have a negative attitude towards group work and may not collaborate as positively as they would to individual work and may respond negatively to suggestions just because of their standing with the group concept

I'm a good mediator in a group and tend to keep the peace.

I am a shy individual and this sometimes holds me back.

Does your communication style or your willingness to collaborate change when you are online?

Yes I would feel more able to put out my ideas as I would not have to wait for others to stop talking.

Unsure

No

Yes. It can be hard for me to get my understanding across to others as I can not fully explain what I am trying to say without drawing on examples. Therefore some of what I try to say may be misunderstood. My willingness to collaborate can only be effected if I do not have the time to do so. By this I mean that If I can not type fast enough, I cannot communicate enough information in time.

Hard to tell, depends on the individual

no, not really

No I think people remain the same

I like to try to solve problems or help others whenever I can. Sometimes responding on-line can actually be more time consuming and more open to misinterpretation than face to face communication. Where possible I prefer to meet with people.

Yes, I would have a bit more confidence when online.

somewhat, as i can take more time to plan what i would like to communicate when im online

Perhaps, I would be more open when we are together physically as a group. if we were online we would just send each other the work we need , there would be no chit chat

No

It depends - for example I rarely post on Facebook because it's too public when as if I was speaking with a person/people face to face I would be more open.

not necessarily. I think that it is easier to be distracted however at times i feel that it is easier to engage as I could be in the library studying while interacting with the COP gathering information that is of benefit to me. Sometimes during a 2 hour lecture not all of the information is relevant to my specific topic and I feel that if the relevant information was available I could take it and then continue to study. COP allows me to take the information that connects to my specific area while still concentrating on other aspects of my study. Im not tied down to a 2 hour lecture.

No, not in relation to prescribed group work, for these we created individual facebook groups where I contributed, in the COP however I contributed very little

If anything it increases. Talking face to face with friends in a group, the conversation always starts with some other topic besides the assignment.

I was definitely a lot more forthcoming on line (on this occasion)

I don't think so

yes i like to talk to people face to face

No I think I am equally free and willing to contribute both online and face-to-face.

No, it stays the same.

In a way it does, as it is sometimes easier to discuss collaboratively online because you don't have to physically meet up, which often causes the most problems in group work if people have other commitments. It might seem less 'effort' to meet online than to meet face-to-face, therefore changing your attitude to a more positive approach to working collaboratively.

I like face to face, again, showing my age.

It should improve - mine generally does.

Not particularly no.

It is more focused towards work. The Facebook page can sometimes turn social whereas COP is 100% work.

Yes, not sure what exactly is meant, body language and voice tone helps

No, I feel if a group is depending on your input, then whether online or in person it is still essential. However, it may be easier online as organising to meet up is not an issue

See above Well some people might be more confident to talk online because they are behind the computer screen and they feel more comfortable that way.

i wouldn't normally ask questions in class as i don't feel comfortable but it is not an issue when it comes to being online

Personally I prefer face to face interaction but from the FB group I see people that would not contribute in class or speak very often contributing much more and asking much more questions.

What did you personally like about the COP?

Good for communication, seeing questions being answered that you may be embarrassed to ask etc

gave useful sites to use for my research

How each person gave suggestions and we formed our own opinions. it allowed for us to gain a broader understanding of our topics.

freedom to ask lecturer questions and getting a great reply leading to continued conversation which improved my work

The convenience i.e. you can use it when it suits you to do so. It is also beneficial to be able to contact so many different people with relative ease. I like the fact that it is a bounded community, as this elevates privacy concerns.

The grouping. I liked that each research area was divided and separated. It helped me to gain more specific and condensed information about my topic and also allowed me to interact with those studying within that area also.

I'm sorry Jane i wasn't on it enough to say

Everyone helping one another, a sense that everyone is on the same page

I like the interaction and ease of COP. You just go online and there is no stress about contributing or just looking at others' ideas.

That I could go online at any time and ask a question if something was worrying me.

Because i was new to the class, i got to know people.

I liked that we could use it anytime and look at what people had posted up. I especially like the instant chat room that everybody could join in with. It was like a virtual conversation. The fact

that our lecture was online at the same time as us was helpful because we could get answers to questions straight away

The security

No longer shy or embarrassed to say things, because it doesn't put all the attention on me. I also felt better knowing it was there if I needed help.

The relaxed and helpful ambiance that it created; everyone online appeared to support and advise the person who was appealing for help at the time. people were willing to answer and help

I liked the way the whole class was involved online. We could ask questions to the lectures and get a rapid response. Our research questions were categorised into groups.

The notion of idea sharing was appealing

Being able to interact with fellow classmates.

The fact multiple students answer questions in different ways

1. The opportunity to see the topics others had chosen for their research - very interesting
2. Being able to help others with their work

I liked how it was easy to navigate.

The availability of a lecturer, the opportunity of some collaboration and knowing that we were all in the same boat by seeing what stage people were at, particularly at the start when people were establishing research questions

The ability to get instant feedback from the lecturer without having 20 students queuing to talk to the lecturer

I liked that it was a place where questions could be answered in several ways and these answers could all help to build a better profile for the answer to the question.

giving me the confidence to ask questions and queries that I had

I liked the fact that some people were genuinely offering help to other students

The instant chat facility.

I liked that we could put resources in a common shared environment to help each other

Interacting with the mature students.

I liked the way there was a discussion about the research projects all the time and it was easy to talk to the lecturer about ideas and problems

It was helpful for the research exam and for the research in general. It was handy to be able to go online and ask your lecturer and fellow classmates questions to which they responded quickly

. I liked the interaction and access to guidance and support.

What did you not like about the COP?

I don't think there was anything specifically that I didn't like. I think that it worked very well among our group.

How necessary it felt to log in to a COP session

nothing,

I found Ning difficult to access

There's nothing I particularly didn't like, I just wouldn't use it in terms of chatting to other students etc

N/A

I felt it was used by a set number of people. I actually stopped using it after a while because it felt as if only a handful of people were on it. I'm sorry to have to admit to this but after a while I forgot it was even there.

Can't think of anything - except that it has to be held at a specific time, so that everyone can be involved, and that can be difficult to constantly maintain.

it was difficult to keep track of the conversation ie everyone could be talking at the same time and possibly about different things

The speed of the chat room and the vast numbers of people asking different questions left me at times to get confused as to what questions were being answered.

I am not great with social network and every time I wanted to log on, I had to find the original email. As when I went on to Ning it told me I wasn't a member.

access to it ..I didn't like the site

I felt it allowed for nothing I didn't already do via another platform, or in face-to-face communication

Chats were not saved. Had to be quick to keep up if typing.

The group chat was difficult to keep up with

there was nothing that I disliked

I didn't like that it was independent. I would have preferred if it was linked up to Facebook

That it was not introduced in year one

nothing in particular

I did not like the way it replaced lecture times. I felt we should have the lectures and that evening there would be a follow up session on the COP to address anyone's issues. I felt the chat bar went a bit 'crazy' at times. By this I mean, when a lot of people were online, and all using the one chat bar, it was hard to follow the conversation.

I liked the COP, didn't find any problems with it.

The chat became overwhelming when a lot of people were online.

The physical layout of the site. I felt that a more basic and clear structure wouldn't have been as intimidating. If people can clearly see where everything is and where to write, they might be

less afraid of using it and more encouraged to join in. The chat room was always overloaded whenever I signed it, so I became discouraged from using it. It was a shame that there were a minority of users who seemed to contribute most, I would have preferred more collaboration. Also, I found it distracting sometimes. I stopped using facebook because I felt that it changed my behaviour whereby I would constantly sign in to check for updates... I started to do the same with the CoP. This was problematic because I was checking my email, checking moodle and also the CoP. As I mentioned previously, one universal system would abate these concerns.

prefer face to face

the access part i had to find the email initially sent out to sign in

That it was not incorporated into the degree at an earlier stage.

Sharing your work if nobody shares theirs

Have you any suggestions as to how the COP could be more useful or relevant to future students?

No

Create an app for mobiles to make it accessible and increase awareness by encouraging students to use it all the time rather than at set times (like Facebook)

I would suggest that it is implemented in 2nd year and that perhaps when students are starting their thesis chapters they should be giving deadline to have them done and they could use this facilitation to post them up. This would take off some pressure coming up to the end . Some students didn't use the timetable we were given to carry our our chapters.

Use it as much as its needed. Don't fear posting something and ask questions that will enhance your learning. Reply to others and they will help you in the future.

Stress more on the benefits of COP and how it can be used efficiently and more students can use it better.

Again i think it would be great in year one so students can build on their use of it

Apologies to keep repeating this but: one universal system that was available from the beginning of the course might be the best approach.

Introduce it in the first semester.

Have it introduced earlier, make sure students are aware they can email lecturer, possibly lecturer mailing them first

I would return to my suggestion that it be set up in first year. I think if it was set up from the start, with everyone added to it then it would become something we were all used to using and would be more inclined to use.

As mentioned above, perhaps using a more basic or clear site with just one chat box and a main page that people can post up and ask questions.

Ensure people are aware when it is available for use and for what.

Being introduced as early as possible.

I feel an overall class page would be beneficial. With each module divided into groups.

However, I felt I really benefitted from the COP and I know other students did as well. :D

I feel it was very effective this time around but maybe if there could be a vote on preference of website? maybe if the timetable was slightly stricter? (ie. have attendance marks although I doubt this would be possible) as it is easy to ignore but VERY helpful

Introduce from first year and maybe use moodle if possible.

-

It could be useful for all modules throughout the year not just one particular one

Students should be encouraged to participate as an entire class rather than just some individuals. Perhaps award marks towards assessment for weekly participation

Don't have it on Ning. Have it on a Facebook page.

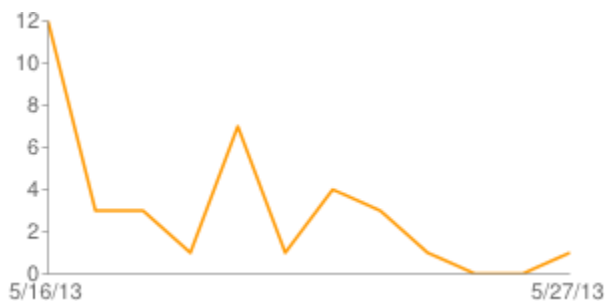
Use it in 1st year as part of an assignment that way students will know how to use it for future years. Our Facebook page was really helpful so the cop could be future years Facebook page :)

I think it was fine the way it was, just not appealing to me personally

Can't think of anything relevant; except perhaps to introduce the COP concept and practice early in First year, first semester, so that new students can become accustomed to the idea, the using of it and getting familiar with it, as early as possible, hence utilise it regularly and effectively for enhanced collaboration between class mates and perhaps inter-disciplinary departments

just use it in first year.

yes and agenda may be agreed on prior to going online each week and maybe ask people to take different tasks to research a bit like the jigsaw method. oh yeh and remind people it is not for chatting or talking to just one student maybe if students are having a conversation they could do this privately or one to one start it early and perhaps have guides and references up to help students



Appendix G:

Questionnaire Case Study Two

ET3COP

Please answer all questions as honestly and as fully as you can. There are no right or wrong answers. All answers will be anonymised and kept confidential. Thank you.

Name:

Age:

Please tick the relevant range

Gender:

- ☐ Male
- ☐ Female

Are you on the Facebook class page?

- ☐ Yes
- ☐ No

How do you use the Facebook class page? *

Do you think learning takes place on the Facebook class page? *

Learning meaning 'knowledge acquired through study, experience, or being taught'

- ☐ Yes
- ☐ No

Please explain?

What ICT tools do you use for communication in group tasks?

- ☐ Text
- ☐ Email
- ☐ Google Docs / Drive
- ☐ Facebook
- ☐ WhatsApp
- ☐ ET3COP
- ☐ Viber
- ☐ Phone calls
- ☐ Other:

Do you think the class was a community before the introduction of the ET3COP?

- ☐ Yes
- ☐ No
- ☐ Other:

Do you think the ET3COP has contributed to the feeling of the class as a community?

Please describe, in your opinion, in what way the ET3COP has affected the community feeling of the class

The COP and You

Did you like the ET3COP? Why?

Do you think the ET3COP was of benefit to you?

- ☐ Yes
- ☐ No
- ☐ Other:

Why?

▲

▼

What were the benefits in particular for you?

▲

▼

Seeing where peers are in relation to me

	1	2	3	4	5	
Very beneficial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not beneficial at all

Discussing topics with peers

	1	2	3	4	5	
Very beneficial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not beneficial at all

Sharing resources with peers

	1	2	3	4	5	
Very beneficial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not beneficial at all

Accessing the lecturers when I need to

	1	2	3	4	5	
Very beneficial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not beneficial at all

Taking control of my own learning through connecting with peers

1 2 3 4 5

Very beneficial ○ ○ ○ ○ ○ Not beneficial at all

Connecting with classmates I don't know that well

	1	2	3	4	5	
Very beneficial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not beneficial at all

Did you learn on the ET3COP?

Learning meaning 'knowledge acquired through study, experience, or being taught'

Have you browsed the COP without posting?

Please describe how you used the COP (outside of posting tasks)

Did you find the tasks helpful? In what way?

Please explain how you felt about the tasks

Do you think it was necessary to have a lecturer on the COP? Why?

Please explain your answer.

Did you have any difficulties with the idea of, or your use of the ET3COP?

Please explain your answer.

COP Technical Questions

Did the Hangout work for you? Was it useful?

Did you use the COP through an App on your phone?

- ☐ Yes
- ☐ No
- ☐ Sometimes
- ☐ Other:

Did having an App for the COP make a difference to your participation?

COP - the future

Do you think the COP should be compulsory with marks attached?

Do you think a COP would be useful on the degree for other modules?

- ☐ Yes
- ☐ No
- ☐ Other:

When do you think would be the optimum time to introduce it on the Degree?

Do you think the COP works on Google+?

- ☐ Yes
- ☐ No

If no, why not?

Please also indicate any ideas you may have for another platform

Have you any suggestions on how to improve the use of the COP for your learning?

Learning Styles

If possible, try and remember your learning style as indicated by the Kolb Learning Style Inventory

How would you describe yourself as a demographic of learner?

- ☐ Traditional student (moved directly from post-primary to higher education)
- ☐ Adult learner (accessing higher education for the first time after a gap from formal education)
- ☐ Lifelong learner (accessing further and higher education when possible)
- ☐ None of the above
- ☐ Other:

In your opinion does your learning style affect:

- ☐ Your view of groupwork
- ☐ How you interact online
- ☐ How you behave in lectures

Can you explain further?

Do you have a preference for groupwork or individual work?

Please explain in terms of class activities and then assignments

As a trainee educator, in your opinion, should educators take learning styles into consideration when designing instruction?

Submit

Never submit passwords through Google Forms

Appendix H:

Nandi, Hamilton and Harland (2012)

Framework of Quality Interactions

Framework for evaluating interaction quality between students				
Criteria	Poor	Satisfactory	Good	Excellent
Asking questions	Asking irrelevant questions	Questions from subject matter or topic of discussion	Questions with clear background	Questions indicating ability and evidence to carry out research
Answering questions	Providing wrong answer	Posting correct answers	Providing detailed answers	Detailed answers with examples and suggesting multiple solutions if applicable
Justification	No justification of points	Justification based on personal opinion	Justification using existing cases, concepts or theories	Justification using existing cases, concepts, or theories and providing clear discussion of implications
Clarification	Regurgitation of information	A clear explanation of available information	Explaining available information using relevant examples	Articulating available information to expand on ideas presented, including the use of examples
Critical discussion of contributions	No engagement with other learners' contributions	Some basic discussions about other learners' contributions	Consistent engagement with other learners' contributions and acknowledgement of other learners' comments on own contributions	Contributing to a community of learners, with consistent engagement and advancement of each other's ideas
Ideas (+new) from interactions	No evidence of new ideas and thoughts from interaction	Some new ideas developed as a result of interaction	Some solutions and new ideas as a result of interactions	Collaborative approach to solution seeking and new ideas developed
Posting opinions	Opinion on irrelevant	Opinions on relevant	Opinions that trigger	Opinions that indicate

	topic	topic	discussion	the knowledge of the subject matter and prompts feedback
Providing feedback	Wrong and short feedback	Accurate feedback	Detailed feedback	Detailed feedback with acknowledgement for understanding if applicable
Sharing knowledge and experience	No sharing of outside knowledge	Sharing generic information that is easily available from outside sources	Sharing real-world examples that may not be immediately obvious to other learners	Sharing real-life knowledge, personal experience, and examples of similar problems/solutions
Relevance	No application or discussion of relevance to questions asked	Application of knowledge to questions asked	Application of knowledge including discussion using relevant examples	Knowledge is critically applied and may include discussion of limitations
Using social cues to engage other participants	No engagement with others in the discussion forum	Answering some basic question posed by facilitator other learners	Engaging with the work and discussion of other learners	Engaging and encouraging participation with fellow discussants in the forum

Appendix I:

Garrison, Anderson and Archer (2000)

Social Presence Categories

Category	Indicators	Definition
Affective	Expression of emotions	Conventional expressions of emotion, or unconventional expressions of emotion, includes, repetitious punctuation, conspicuous capitalisation, emoticons
	Use of humour	Teasing, cajoling, irony, understatements, sarcasm
	Self-disclosure	Presents details of life outside of class, or expresses vulnerability
Interactive	Continuing a thread	Using reply feature of software, rather than starting a new thread
	Quoting from others' messages	Using software features to quote others entire message or cut and pasting selections of others' messages
	Referring explicitly to others' messages	Direct references to contents of others' posts
	Asking questions	Students ask questions of other students or the moderator
	Complimenting, expressing appreciation	Complimenting others or contents of others' messages
	Expressing agreement	Expressing agreement with others or content of others' messages
Cohesive	Vocatives	Addressing or referring to participants by name
	Addresses or refers to the group using inclusive pronouns	Addresses the group as we, us, our, group
	Phatics, salutations	Communication that serves a purely social function; greetings, closures

Appendix J:

Excel Record of interactions of COP and

Facebook Case Study One

Code	Class	Age status	COP Status	Initiator/Responder	Source	Date	Time	Chat Type	no. of emails
p001	ET3	Traditional	COP member	Initiator	FB Like	1.10.12		like	3
p001	ET3	Traditional	COP member	Lurker	COP chat	1.10.12		lurker	
p001	ET3	Traditional	COP member	Absent	COP chat	8.10.12		absent	
p001	ET3	Traditional	COP member	Absent	COP chat	15.10.12		absent	
p001	ET3	Traditional	COP member	Initiator	Facebook	17.10.12	22.22	expressing appreciation	
p001	ET3	Traditional	COP member	Lurker	COP chat	22.10.12		lurker	
p001	ET3	Traditional	COP member	Absent	COP chat	29.10.12		absent	
p001	ET3	Traditional	COP member	Absent	COP chat	12.11.12		absent	
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	1.01.12	15.18	exploration	3
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	1.01.12	15.23	exploration	
p002	ET3	Non-Traditional	COP member	Responder	COP chat	1.01.12	15.23	use of humour	
p002	ET3	Non-Traditional	COP member	Responder	COP chat	1.01.12	15.23	asking questions	
p002	ET3	Non-Traditional	COP member	Responder	COP chat	1.01.12	15.23	expressing agreement	
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	1.01.12	15.23	referring explicitly	
p002	ET3	Non-Traditional	COP member	Responder	COP chat	1.01.12	15.23	expressing agreement	
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	1.01.12	15.23	expressing agreement	
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	1.01.12	16.36	Addresses group	
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	8.10.12	16.11	referring explicitly	
p002	ET3	Non-Traditional	COP member	Responder	COP chat	8.10.12	16.18	exploration	
p002	ET3	Non-Traditional	COP member	Responder	COP chat	8.10.12	16.22	exploration	
p002	ET3	Non-Traditional	COP member	Responder	COP chat	8.10.12	16.22	vocatives	
p002	ET3	Non-Traditional	COP member	Responder	COP chat	8.10.12	16.22	expressing appreciation	
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	15.10.12	15.07	referring explicitly	
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	15.10.12	15.14	vocatives	
p002	ET3	Non-Traditional	COPmember	Initiator	COP chat	15.10.12	15.16	vocatives	
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	15.10.12	15.3	referring explicitly	
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	15.10.12	15.39	referring explicitly	
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	15.10.12	15.39	referring explicitly	
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	15.10.12	15.43	referring explicitly	

p002	ET3	Non-Traditional	COP member	Initiator	COP chat	22.10.12	15.48	expressing appreciation	
p002	ET3	Non-Traditional	COP member	Responder	COP chat	22.10.12	15.49	expressing appreciation	
p002	ET3	Non-Traditional	COP member	Initiator	COP chat	12.11.12	16.1	asking questions	
p002	ET3	Non-Traditional	COP member	Responder	COP chat	12.11.12	16.1	expressing appreciation	
p002	ET3	Non-Traditional	COP member	Responder	COP chat	12.11.12	16.34	vocatives	
p003	ET3	Traditional	COP member	Initiator	COP chat	1.01.12	15.23	Addresses group	7
p003	ET3	Traditional	COP member	Initiator	COP chat	1.01.12	15.23	asking questions	
p003	ET3	Traditional	COP member	Initiator	COP chat	1.01.12	15.23	vocatives	
p003	ET3	Traditional	COP member	Responder	COP chat	1.01.12	15.23	vocatives	
p003	ET3	Traditional	COP member	Responder	COP chat	1.01.12	15.23	expressing appreciation	
p003	ET3	Traditional	COP member	Initiator	COP chat	1.01.12	15.23	asking questions	
p003	ET3	Traditional	COP member	Responder	COP chat	1.01.12	15.23	expressing appreciation	
p003	ET3	Traditional	COP member	Absent	COP chat	8.10.12		absent	
p003	ET3	Traditional	COP member	Absent	COP chat	15.10.12		absent	
p003	ET3	Traditional	COP member	Absent	COP chat	22.10.12		absent	
p003	ET3	Traditional	COP member	Responder	Facebook	6.11.12	15.36	exploration	
p003	ET3	Traditional	COP member	Responder	Facebook	6.11.12	15.37	exploration	
p003	ET3	Traditional	COP member	Initiator	Facebook	6.11.12	12.18	Addresses group	
p003	ET3	Traditional	COP member	Responder	Facebook	6.11.12	12.43	expressing emotion	
p003	ET3	Traditional	COP member	Responder	Facebook	12.11.12	19.05	open communication	
p003	ET3	Traditional	COP member	Absent	COP chat	12.11.12		absent	
p004	ET3	Non-Traditional	COP member	Lurker	COP chat	1.01.12		lurker	2
p004	ET3	Non-Traditional	COP member	Lurker	COP chat	8.10.12		lurker	
p004	ET3	Non-Traditional	COP member	Absent	COP chat	15.10.12		absent	
p004	ET3	Non-Traditional	COP member	Initiator	COP chat	22.10.12	16.52	phatics	
p004	ET3	Non-Traditional	COP member	Initiator	COP chat	29.10.12	15.33	referring explicitly	
p004	ET3	Non-Traditional	COP member	Initiator	COP chat	29.10.12	15.37	referring explicitly	
p004	ET3	Non-Traditional	COP member	Responder	COP chat	29.10.12	15.37	expressing appreciation	
p004	ET3	Non-Traditional	COP member	Initiator	COP chat	29.10.12	15.37	referring explicitly	
p004	ET3	Non-Traditional	COP member	Initiator	COP chat	29.10.12	15.5	referring explicitly	

p004	ET3	Non-Traditional	COP member	Responder	COP chat	29.10.12	15.56	referring explicitly	
p004	ET3	Non-Traditional	COP member	Responder	COP chat	29.10.12	15.59	asking questions	
p004	ET3	Non-Traditional	COP member	Responder	COP chat	29.10.12	15.59	exploration	
p004	ET3	Non-Traditional	COP member	Responder	COP chat	29.10.12	16.05	expressing agreement	
p004	ET3	Non-Traditional	COP member	Responder	COP chat	29.10.12	16.14	expressing appreciation	
p004	ET3	Non-Traditional	COP member	Initiator	COP chat	29.10.12	16.2	referring explicitly	
p004	ET3	Non-Traditional	COP member	Initiator	COP chat	29.10.12	16.51	Addresses group	
p004	ET3	Non-Traditional	COP member	Absent	COP chat	12.11.12		absent	
p005	ET3	Non-Traditional	COP member	Initiator	COP chat	1.10.12	15.04	asking questions	4
p005	ET3	Non-Traditional	COP member	Initiator	COP chat	1.10.12	15.08	asking questions	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.08	salutations	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.08	asking questions	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.08	self-disclosure	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.08	expressing appreciation	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.08	use of humour	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.08	expressing appreciation	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.13	expressing appreciation	
p005	ET3	Non-Traditional	COP member	Initiator	COP chat	1.10.12	15.13	asking questions	
p005	ET3	Non-Traditional	COP member	Initiator	COP chat	1.10.12	15.13	exploration	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.13	use of humour	
p005	ET3	Non-Traditional	COP member	Initiator	COP chat	1.10.12	15.13	use of humour	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.13	exploration	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.18	expressing agreement	
p005	ET3	Non-Traditional	COP member	Initiator	COP chat	1.10.12	15.18	vocatives	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.18	phatics	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.18	expressing appreciation	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.18	vocatives	
p005	ET3	Non-Traditional	COP member	Initiator	COP chat	1.10.12	15.23	exploration	
p005	ET3	Non-Traditional	COP member	Responder	COP chat	1.10.12	15.23	exploration	
p005	ET3	Non-Traditional	COP member	Initiator	COP chat	1.10.12	15.23	integration	

Appendix K:

Excel Record of interactions of Facebook Case

Study Two

Learning Style	Framework	Quality	Content	Theme	Date	Codes	Origin
Accommodating	asking questions	poor	Class night out	Social	1.10.14	p44	Initiator
Accommodating	asking questions	good	Suas Literacy support	QTI - college	30.9.14	p42	Initiator
Unknown	Ideas from interactions	good	Early Years show	Events - college	26.9.14	p14	Initiator
Unknown	posting opinion	poor	Information given	Link - personal	25.9.14	EFTS	Initiator
Unknown	asking questions	poor	Information requested	Question coursework	25.9.14	p50	Initiator
Accommodating	answering questions	satisfactory	Answer	Answer	25.9.14	p32	Responder
Accommodating	answering questions	satisfactory	Answer	Answer	25.9.14	p10	Responder
Accommodating	asking questions	satisfactory	Information requested	Question	25.9.14	p17	Initiator
Accommodating	answering questions	satisfactory	Answer	Answer	25.9.14	p42	Responder
Accommodating	posting opinion	poor	Thankyou	Thankyou	25.9.14	p17	Responder
Accommodating	posting opinion	satisfactory	Information given	Help provided	23.9.14	p24	Initiator
Accommodating	asking questions	satisfactory	Question	Question	23.9.14	p32	Responder
Accommodating	answering questions	satisfactory	Confirmation	Answer	23.9.14	p24	Responder
Accommodating	clarification	good	Timetable given	Help provided	23.9.14	p24	Initiator
Accommodating	posting opinion	good	Library hours	Help provided	23.9.14	p42	Initiator
Accommodating	asking questions	good	Right Timetable?	Question	19.9.14	p24	Initiator
Unknown	posting opinion	good	Tmetable given	Information given	19.9.14	p68	Responder
Unknown	asking questions	good	Question	Question coursework	19.9.14	p60	Responder
Unknown	clarification	good	Information	Clarification	19.9.14	p68	Responder
Unknown	posting opinion	satisfactory	Comment	Comment	19.9.14	p60	Responder

Accommodating	clarification	satisfactor y	Clarification	Clarification	19.9.14	p10	Responder
Unknown	clarification	good	Clarification	Clarification	19.9.14	p68	Responder
Unknown	asking questions	good	Question Coursework	Question coursework	3.9.14	EFTS	Initiator
Unknown	answering questions	satisfactor y	Comment	Comment	3.9.14	EFTS	Responder
Unknown	asking questions	good	Question coursework	Question coursework	3.9.14	EFTS	Responder
Unknown	answering questions	good	Clarification	Question coursework	3.9.14	EFTS	Responder
Unknown	clarification	good	Comment	Comment	3.9.14	EFTS	Responder
Unknown	clarification	good	Comment	Comment	3.9.14	EFTS	Responder
Unknown	asking questions	good	Question	Question	3.9.14	EFTS	Responder
Unknown	answering questions	good	Comment	Comment	3.9.14	EFTS	Responder
Accommodating	posting opinion	good	Timetable given	Information given	10.9.14	p32	Initiator
Unknown	posting opinion	good	Comment	Comment	10.9.14	p12	Responder
Assimilating	clarification	satisfactor y	Comment	Comment	10.9.14	p19	Responder
Unknown	answering questions	satisfactor y	Comment	Question	10.9.14	p12	Responder
Accommodating	clarification	good	Lectures start	Information given	10.9.14	p32	Responder
Unknown	answering questions	good	Comment	Thankyou	10.9.14	p12	Responder
Unknown	clarification	good	Timetable info from lecturer	Information given	8.9.14	p30	Initiator
Accommodating	clarification	good	Clarification	Comment	8.9.14	p02	Responder
Unknown	posting opinion	poor	Comment	Comment	8.9.14	p50	Responder
Accommodating	posting opinion	poor	Comment	Comment	8.9.14	p42	Responder
Diverging	asking questions	satisfactor y	Question clarification	Question	8.9.14	p63	Initiator

Accommodating	answering questions	satisfactory	Comment	Clarification	8.9.14	p02	Responder
Accommodating	asking questions	satisfactory	Question timetable	Question timetable	7.9.14	p02	Initiator
Accommodating	posting opinion	poor	Comment	Comment	7.9.14	p24	Responder
Unknown	posting opinion	poor	Comment	Clarification	7.9.14	p14	Responder
Accommodating	posting opinion	satisfactory	Comment	Comment	7.9.14	p02	Responder
Unknown	posting opinion	satisfactory	Comment	Comment	7.9.14	p52	Responder
Accommodating	posting opinion	satisfactory	Comment	Comment	7.9.14	p10	Responder
Accommodating	posting opinion	satisfactory	Comment	Comment	7.9.14	p24	Responder
Accommodating	posting opinion	satisfactory	Comment	Clarification	7.9.14	p10	Responder
Unknown	posting opinion	satisfactory	Comment	Question	7.9.14	p14	Responder
Assimilating	posting opinion	satisfactory	Comment	Question	7.9.14	p23	Responder
Unknown	asking questions	good	Comment	Information request	7.9.14	p12	Responder
Accommodating	answering questions	good	Timetable given	Information given	7.9.14	p29	Responder
Unknown	asking questions	satisfactory	Comment	Comment	7.9.14	p12	Responder
Accommodating	clarification	satisfactory	Comment	Comment	7.9.14	p02	Responder
Accommodating	asking questions	satisfactory	Question	Question	7.9.14	p42	Responder
Assimilating	asking questions	satisfactory	question on assessment	question	3.9.14	p19	Initiator

Appendix L:

Excel Record of interactions of Google+ COP

Case Study Two

Code	Init/Respond	Date	Post Type	Interaction	Criteria	Subject	Pluses	Learning Style
p01	Init	2.10.14	Task 1	Answering questions	Poor		1	Accommodating
p01	Responder	3.10.14	Task 1	Posting opinions	Excellent		1	Accommodating
p01	Responder	5.10.15	Task 2	Asking questions	Excellent			Accommodating
p01	Responder	6.10.14	Task 2	Posting opinions	Good			Accommodating
p01	Responder	2.10.14	Task 2	Answering questions	Good			Accommodating
p01	Responder	2.10.14	Task 2	Posting opinions	Good			Accommodating
p01	Responder	3.10.14	Task 2	Posting opinions	Good			Accommodating
p01	Responder	3.10.14	Task 2	Clarification	Good			Accommodating
p01	Responder	6.10.14	Task 2	Ideas from interactions	Good			Accommodating
p01	Responder	17.10.14	Task 3	Sharing knowledge and experience	Good			Accommodating
p01	Responder	7.10.14	Task 3	Asking questions	Good			Accommodating
p01	Responder	7.10.14	Task 3	Posting opinions	Good			Accommodating
p01	Init	23.10.14	Task 5	Answering questions	Good		2	Accommodating
p01	Responder	5.11.14	Task 6	Answering questions	Good			Accommodating
p01	Init	4.11.14	Task 6	Sharing knowledge and experience	Satisfactory			Accommodating
p01	Responder	4.11.14	Task 6	Posting opinions	Satisfactory			Accommodating
p01	Init	21.11.14	Task 9	Sharing knowledge and experience	Excellent	Links	2	Accommodating
p01	Init	7.12.14	Task 10	Asking questions	Good			Accommodating
p01	Responder	7.12.14	Task 10	Posting opinions	Good			Accommodating
p01	Responder	9.11.14	Questions	Clarification	Good			Accommodating
p01	Init	6.11.14	Questions	Clarification	Good	word count	2	Accommodating
p01	Responder	5.11.14	Questions	Posting opinions	Good			Accommodating
p01	Init	4.11.14	Questions	Asking questions	Good	Spark		Accommodating

						notes		
p01	Responder	4.11.14	Questions	Clarification	Good			Accommodating
p01	Init	3.11.14	Questions	Asking questions	Good	Topic		Accommodating
p01	Responder	3.11.14	Questions	Clarification	Good			Accommodating
p01	Init	14.10.14	Questions	Asking questions	Good	Topic	1	Accommodating
p01	Responder	16.10.14	Questions	Posting opinions	Good			Accommodating
p02	Init	21.10.14	Task 1	Answering questions	Good	posted image	1	Accommodating
p02	Responder	14.10.14	Task 2	Providing feedback	Satisfactory			Accommodating
p02	Init	21.10.14	Task 3	Sharing knowledge and experience	Excellent		2	Accommodating
p02	Init	21.10.14	Task 4	Posting opinions	Excellent		5	Accommodating
p02	Init	21.10.14	Task 4	Posting opinions	Excellent			Accommodating
p02	Responder	21.10.14	Task 4	Posting opinions	Good			Accommodating
p02	Init	25.11.14	Task 9	Sharing knowledge and experience	Good		1	Accommodating
p02	Init	31.12.14	Task 10	Sharing knowledge and experience	Good		1	Accommodating
p03	Init	3.1.15	Task 5	Answering questions	Good			Accommodating
p03	Init	3.11.14	Task 6	Asking questions	Good			Accommodating
p03	Responder	3.11.14	Task 6	Answering questions	Good			Accommodating
p03	Responder	3.11.14	Task 6	Clarification	Good			Accommodating
p03	Responder	4.11.14	Task 6	Asking questions	Good			Accommodating
p03	Responder	4.11.14	Task 6	Clarification	Good			Accommodating
p03	Responder	4.11.14	Task 6	Clarification	Good			Accommodating
p03	Init	3.1.15	Task 10	Sharing knowledge and experience	Good			Accommodating
p03	Responder	26.2.15	Questions	Answering questions	Good	Group names		Accommodating

p04	Responder	29.09.14	Task 1	Answering questions	Poor			Accommodating
p04	Responder	2.10.14	Task 2	Answering questions	Poor			Accommodating
p04	Responder	3.10.14	Task 2	Posting opinions				Accommodating
p04	Responder	6.10.14	Task 2	Clarification				Accommodating
p04	Responder	6.10.14	Task 2	Clarification	Good			Accommodating
p04	Init	17.10.14	Task 3	Asking questions	Good			Accommodating
p04	Responder	17.10.14	Task 3	Posting opinions	Good			Accommodating
p04	Responder	17.10.14	Task 3	Posting opinions	Good			Accommodating
p04	Init	17.10.14	Task 4	Posting opinions	Excellent			Accommodating
p04	Responder	23.10.14	Task 5	Posting opinions	Good			Accommodating
p04	Init	4.11.14	Task 6	Posting opinions	Good	Posting Meme	6	Accommodating
p04	Responder	4.11.14	Task 6	Posting opinions	Good			Accommodating
p04	Init	4.11.14	Task 6	Sharing knowledge and experience	Satisfactory	Links		Accommodating
p04	Init	21.11.14	Task 9	Sharing knowledge and experience	Poor		3	Accommodating
p04	Responder	6.11.14	Questions	Asking questions	Good	References		Accommodating
p04	Responder	7.11.14	Questions	Posting opinions	Good			Accommodating
p04	Init	3.11.14	Questions	Asking questions	Good			Accommodating
p04	Responder	3.11.14	Questions	Posting opinions	Good			Accommodating
p05	Responder	29.09.14	Task 1	Answering questions	Poor			Diverging
p05	Responder	29.9.14	Task 2	Answering questions	Good			Diverging
p05	Responder	10.10.14	Task 2	Posting opinions				Diverging
p05	Responder	22.10.14	Task 3	Asking questions	Good			Diverging
p05	Responder	7.10.14	Task 3	Asking questions	Good			Diverging
p05	Responder	7.10.14	Task 3	Clarification	Good			Diverging

Appendix M:

Example of Facebook Class Page

Case Study One



ISSACCCCCCCCCC NOOOOOOOOOOOOOO leave it to the original one please cos of work commitments and i am still on crutches, i'm just finding it hard to do just about every thing, there is only 2 in my group and she has to take time off work and travel from wicklow!!! so pretty please.....No!!

January 9 at 1:33pm · [Like](#)



dnt mind as long as its no later than the 29th...agree we need a break!!

January 9 at 1:33pm · [Like](#)



it doesnt matter if you want it on the original date or not.he z if you cant attend the original date then email him and he'll slot you in for the 25th otherwise you'll be on the 28th or 29th.

January 9 at 1:35pm · [Like](#) · 4



r Well now that he has given us an option of 2 dates its not going to suit everyone!.. But if you cant do it on th original date he is allowing some to do it on the earlier date yeah?.... Soo there's two dates! So everyone is happy!

January 9 at 1:35pm · [Like](#)



It says in the email that it has changed back to the original but if any group can't do this then they can have it on the earlier date. Doesn't need to be a mass decision.

January 9 at 1:36pm · [Like](#) · 1



yeah what N said! haha

January 9 at 1:36pm · [Like](#)



yeah i thought that.....thank u for clearing that up x

January 9 at 1:36pm · [Like](#)



No C.. WE SHALL DEBATE THIS!!

January 9 at 1:36pm · [Like](#) · 1



its all panic isn't it??? jasus i'll never want to look at another book after may 2013.....expect for the likes of hello mag or something like that ha!

January 9 at 1:37pm · [Like](#) · 3



and the dandy! haha!!

January 9 at 1:38pm · [Like](#) · 3

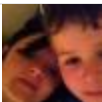


ha ha yeah.....then i might watch a bit of corrie and eastenders and see what has happened over the last couple of years !! ha ha

January 9 at 1:39pm · [Like](#)



[Options](#)



distance learning course for anyone interested in coaching.
<http://www.cmit.ie/courses-management-business-finance-distance-learning/ilm-certificate-in-coaching-distance-learning-elearning.html>

[Like](#) · [Follow Post](#) · January 8 at 11:30pm near Clonsilla

- Seen by 51

ah jasus lets finish this first before anything LOL

January 9 at 1:22pm · Like

-



Options

does anyone know whats going on with the exemptions for the 4 grounds ?

Like · Follow Post · January 8 at 8:19pm near Glasnevin

- Seen by 51

what?

January 8 at 8:24pm · Like

-

for james exam. where are the exemptions dya know? im looking in the guide to the equal status act but theyre all mixed up

January 8 at 8:25pm · Like

-

Think his lecture notes are good for exemptions

January 8 at 8:37pm via mobile · Like · 1



gimme more details. what week?

January 8 at 8:38pm · [Like](#) · 1



Aaaaah here!! Haha, im on a bus! Jus remember looking at them awhile bac!

January 8 at 8:39pm via mobile · [Like](#) · 2



Would 4 exemptions for each ground be enough?

January 8 at 8:57pm via mobile · [Like](#)



They're in the act as well if you look under the ground of gender I think like on of the exemptions is like can be refused from a single-sex school on grounds of gender

January 8 at 8:57pm via mobile · [Like](#)



yehhh in the act it has education establishments n then under that exemptions of gender religion and other exemptions and then under accomidation it has the same - gender age race etc.. but gender is under both accomidation and education so both those exemptions are to be put under the one heading of gender yeh?

January 8 at 9:00pm · [Like](#)



I wrote down exemptions under 4 of the 9 grounds. But I think you have to write a couple of exemption under each of the 4 then.

January 8 at 10:05pm via mobile · [Like](#)



Yh i have it sorted now!

January 8 at 10:07pm via mobile · [Like](#)



There's a few that cover most grounds!!

January 8 at 10:10pm via mobile · [Like](#)



Tryna relate all mine to education Gender: cosmetic, sports, privacy,theatre,clubs. Age: employment, religious beliefs: refusing students cuz of school ethos, disability: availability of schools

January 8 at 10:12pm via mobile · [Like](#) · 1



Yep I did that exactly!!

January 8 at 10:14pm via mobile · [Like](#)



Why not?

January 8 at 11:07pm via mobile · [Like](#)



January 7 at 12:40pm · [Like](#)

Appendix N:

Example of Facebook Class Page

Case Study Two

30 October 2014 · Dublin

For Trudy's research module can anyone tell me what exactly the main part of the assignment is and when it is due? can't find it on moodle

[Like](#) · [Comment](#)

- [Seen by 75](#)

likes this.



-

Write a comment...



28 October 2014

Ey guys, Jane wanted me to tell you all that she's happy to put an extra class on Friday for those who want it!

[Unlike](#) · [Comment](#)

- [Seen by 75](#)

You, and [3 others](#) like this.



-

Yep. What time?

28 October 2014 at 18:40 · [Like](#)



-

I'm there

29 October 2014 at 09:58 · [Like](#)



-

Me too

29 October 2014 at 10:32 · [Like](#) · 1



-

Write a comment...



27 October 2014

P.S Don't eat pizza last thing at night or you will have horrible nightmares and be awake from 6am doing things like this.

xoxo

[Like](#) · [Comment](#)

• [Seen by 75](#)

like this.



Lb jock
Hbocoobnmnzubxcxigggjjhfmvxjdhxogf

28 October 2014 at 12:51 · [Like](#) · 1



Ehh

28 October 2014 at 14:02 · [Like](#) · 1



Write a comment...



28 October 2014

Anyone got an iPhone charger PLZZ

[Like](#) · [Comment](#)

• [Seen by 75](#)



Write a comment...



28 October 2014

Hey, can anyone briefly explain to me what exactly annelies is looking for in the email we have to send to her for the readings?

Anyone who's already done it, did you only send one page? And was it like a summary or? I'm confused, cause reading the brief she says she doesn't want a summary. So what does she want?

[Like](#) · [Comment](#)

• [Seen by 75](#)



She wants like 2/3 questions to ask to the class. What you found interesting and confusing or problematic. I think that's it and yeah she just wants the one page.

28 October 2014 at 11:16 · [Like](#)



Oh thanks a mill. So in that one page she just wants point of what we found interesting, etc?

28 October 2014 at 11:30 · [Like](#)



Yeah

28 October 2014 at 11:35 · [Like](#) · 1



Write a comment...



28 October 2014

Is it the third or the tenth our proposal is due??

[Like](#) · [Comment](#)

• [Seen by 75](#)

likes this.



Jane said the 10th on google communities!

28 October 2014 at 11:06 · [Like](#) · 2



I was thinking it got pushed to after reading week! [Gary Killion](#)[Garry Kelly](#)

28 October 2014 at 11:06 · [Like](#) · 2



Is it?? Oh thank god thought it was Monday!!!!

28 October 2014 at 11:13 · [Like](#) · 1



Write a comment...



27 October 2014 · [Edited](#)

And here are links to the three acts we need to know for our exam! (Is the last one right actually?)

Employment Equality Act:<http://www.irishstatutebook.ie/pdf/1998/en.act.1998.0021.pdf>

Equal Status Act:...

[See More](#)

www.irishstatutebook.ie

IRISHSTATUTEBOOK.IE

[Like](#) · [Comment](#) · [Share](#)

- [Seen by 75](#)

like this.



-

Write a comment...



uploaded a file.

27 October 2014

Aaaaand three years ago



Access and Equality 2011-2012.pdf

Portable Document Format

[Download](#)[Preview](#)[Upload](#) [Revision](#)

[Like](#) · [Comment](#)

- [Seen by 75](#)

and [2 others](#) like this.



-

Write a comment...



r uploaded a file.

27 October 2014

2 Years ago



Access and Equality 2012-2013 repeat exam.pdf

Portable Document Format

[Download](#)[Preview](#)[Upload](#) [Revision](#)

[Like](#) · [Comment](#)

• [Seen by 75](#)

like this.



• Write a comment...



uploaded a file.
27 October 2014

Past Exam Papers from our Access and Equality Lecture



Access and Equality Past Paper 2014.pdf
Portable Document Format
[Download](#)[Preview](#)[Upload](#) [Revision](#)
[Unlike](#) · [Comment](#)

• [Seen by 75](#)

Appendix O:

Example of Kolb Learning Style Inventory 2007

We all learn in different ways. We all have preferences for how we tackle new experiences. Understanding the learning cycle, and how you go through it, can help explain how you deal with problems, people and new situations. And understanding the differences between yourself and others can give insights into your personal

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Kolb Learning Style Inventory

LSI Workbook

Version 3.1

Name

Michael Mertz

Date

17-11-14

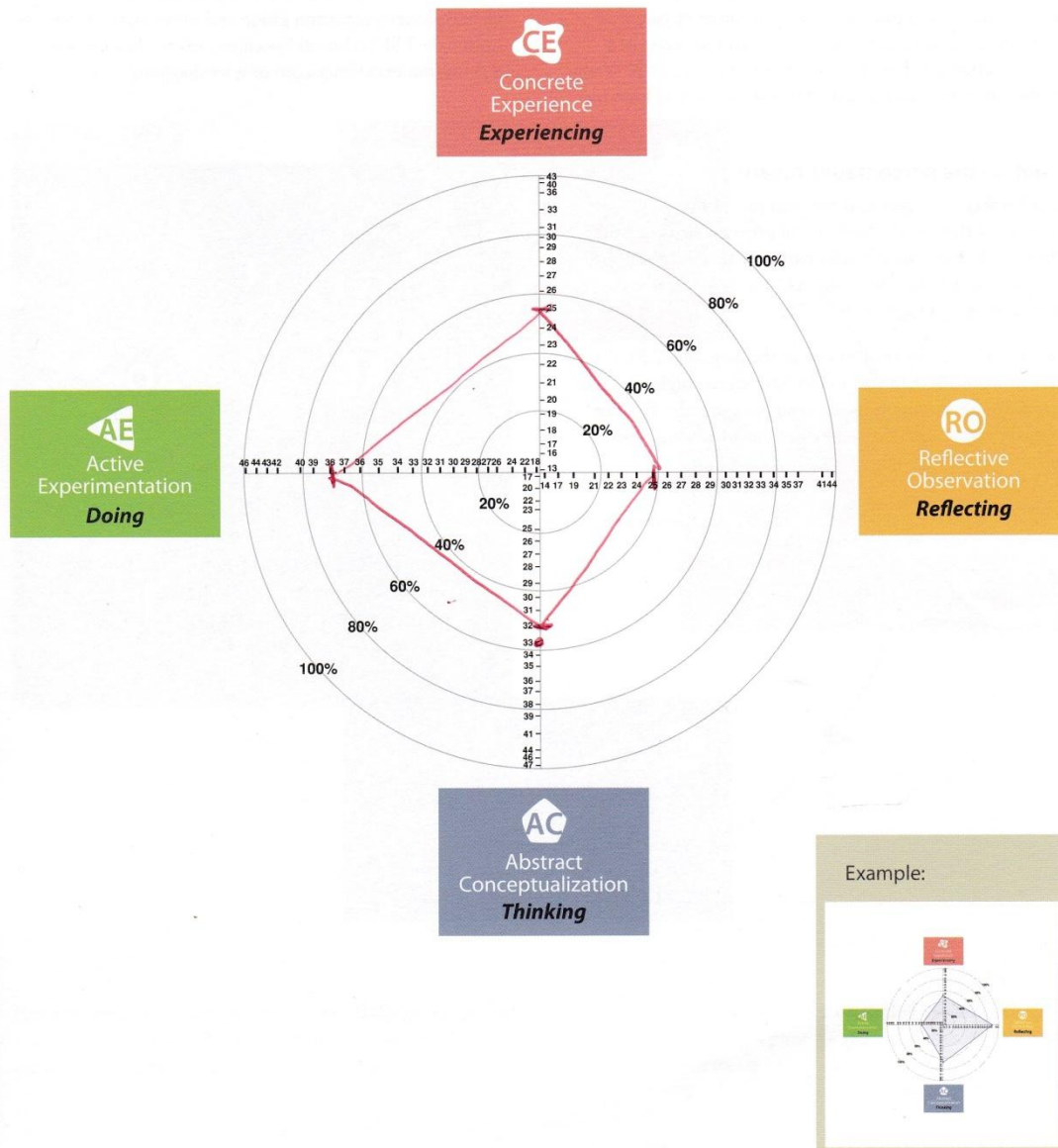
Organization

ET 3

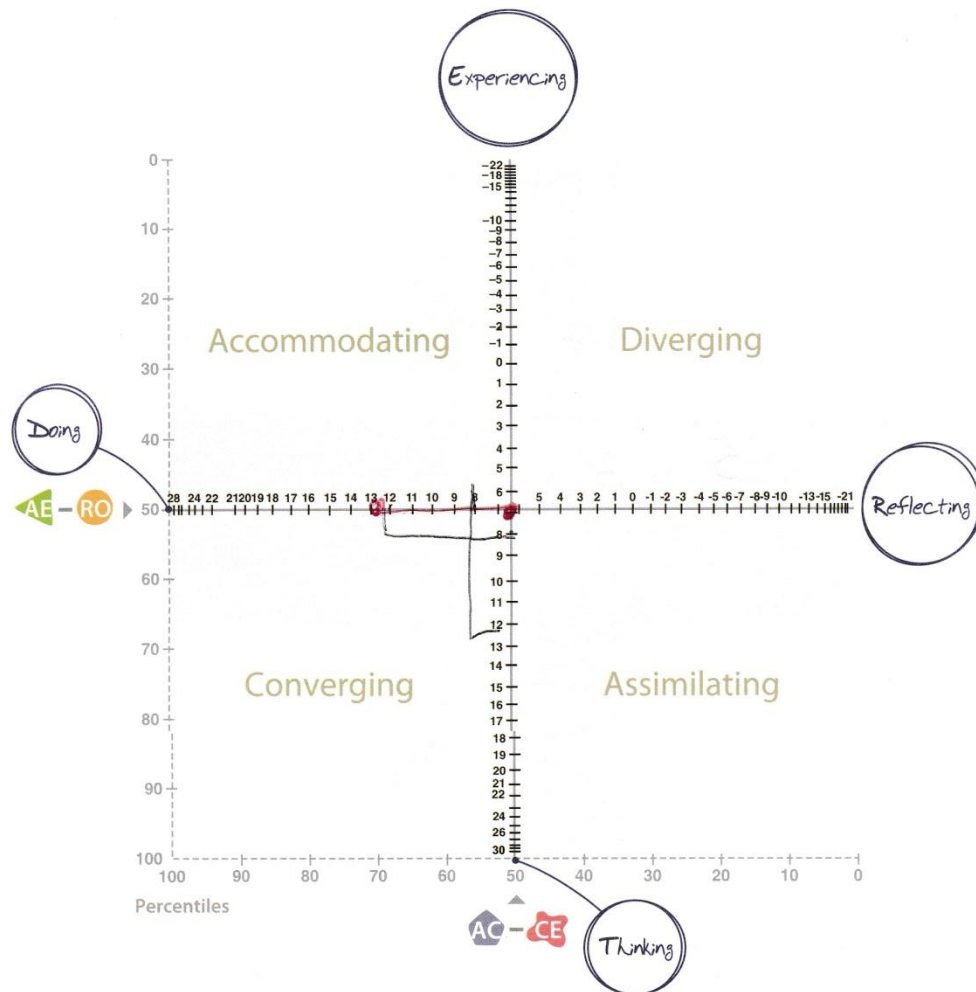
and professional relationships.

Recording your scores on the Learning Cycle

On the diagram below, mark a dot on the corresponding line to indicate your CE, RO, AC, and AE scores. Then connect the dots to form a kite-shaped pattern on the diagram.



Your Learning Style grid



The closer your data point is to the center of the grid, the more balanced your learning style is. If your data point falls near a corner of the grid in the unshaded area, you tend to rely heavily on that particular learning style. If your data point falls in a shaded area then your style is characterized by a combination of the two adjoining learning styles. For example, if your data point falls in the shaded area between the Accommodating and Diverging quadrants your learning style is characterized by a strong orientation to Concrete Experience (CE) with an equal emphasis on Active Experimentation (AE) and Reflective Observation (RO), and with little emphasis on Abstract Conceptualization (AC). If your data point falls in the middle of the shaded area then you balance experiencing, thinking, reflection and action.

The Kolb Learning Style Inventory

Example:

4 = most like you
1 = least like you

When I learn	2 I am happy	4 I am careful	1 I am fast	3 I am logical
1. When I learn	2 I like to deal with my feelings	4 I like to think about ideas	3 I like to be doing things	1 I like to watch and listen
2. I learn best when	3 I listen and watch carefully	4 I rely on logical thinking	1 I trust my hunches and feelings	2 I work hard to get things done
3. When I am learning	1 I tend to reason things out	4 I am responsible about things	2 I am quiet and reserved	3 I have strong feelings and reactions
4. I learn by	2 feeling	4 doing	1 watching	3 thinking
5. When I learn	2 I am open to new experiences	4 I look at all sides of issues	3 I like to analyze things, break them down into their parts	1 I like to try things out
6. When I am learning	2 I am an observing person	4 I am an active person	1 I am an intuitive person	3 I am a logical person
7. I learn best from	3 observation	1 personal relationships	4 rational theories	2 a chance to try out and practice
8. When I learn	4 I like to see results from my work	1 I like ideas and theories	3 I take my time before acting	2 I feel personally involved in things
9. I learn best when	3 I rely on my observations	2 I rely on my feelings	4 I can try things out for myself	1 I rely on my ideas
10. When I am learning	1 I am a reserved person	4 I am an accepting person	2 I am a responsible person	3 I am a rational person
11. When I learn	3 I get involved	1 I like to observe	2 I evaluate things	4 I like to be active
12. I learn best when	3 I analyze ideas	2 I am receptive and open-minded	1 I am careful	4 I am practical

Sheet 1 – LSI 3.1 MCB101Ka
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Appendix P:

CAP Perceived Learning Scale (Rovai, 2009)

CAP PERCEIVED LEARNING SCALE

Name: _____

Date: _____

DIRECTIONS: A number of statements that students have used to describe their learning appear below. Some statements are positively worded and others are negatively worded. Carefully read each statement and then place an X in the appropriate column to the right of each statement to indicate how much you agree with the statement, where lower numbers reflect less agreement and higher numbers reflect more agreement. There is no right or wrong response to each statement and your course grade will not be influenced by how you respond. Do not spend too much time on any one statement but give the response that seems to best describe the extent of your learning. It is important that you respond to all statements. (Alfred P. Rovai, Mervyn J. Wighting, Jason D. Baker, and Linda D. Grooms)

Using the scale to the right, please respond to each statement below as it specifically relates to your experience in this course.	Not at all						Very much so
	0	1	2	3	4	5	6
1. I can organize course material into a logical structure.							
2. I cannot produce a course study guide for future students.							
3. I am able to use physical skills learned in this course outside of class.							
4. I have changed my attitudes about the course subject matter as a result of this course.							
5. I can intelligently critique the texts used in this course.							
6. I feel more self-reliant as the result of the content learned in this course.							
7. I have not expanded my physical skills as a result of this course.							
8. I can demonstrate to others the physical skills learned in this course.							
9. I feel that I am a more sophisticated thinker as a result of this course.							

Appendix Q:

Classroom Community Scale

(Rovai, 2002)

CLASSROOM COMMUNITY SCALE

Name: _____

Date: _____

DIRECTIONS: Below you will see a series of statements concerning the online learning community you are presently using. Read each statement carefully and place an X in the parentheses to the right of the statement that comes closest to indicate how you feel about the online learning community (SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree). You may use a pencil or pen. There are no correct or incorrect responses. If you neither agree nor disagree with a statement or are uncertain, place an X in the Neutral area. Do not spend too much time on any one statement but give the response that seems to describe how you feel. (Alfred P. Rovai, PhD)

Please respond to all items.

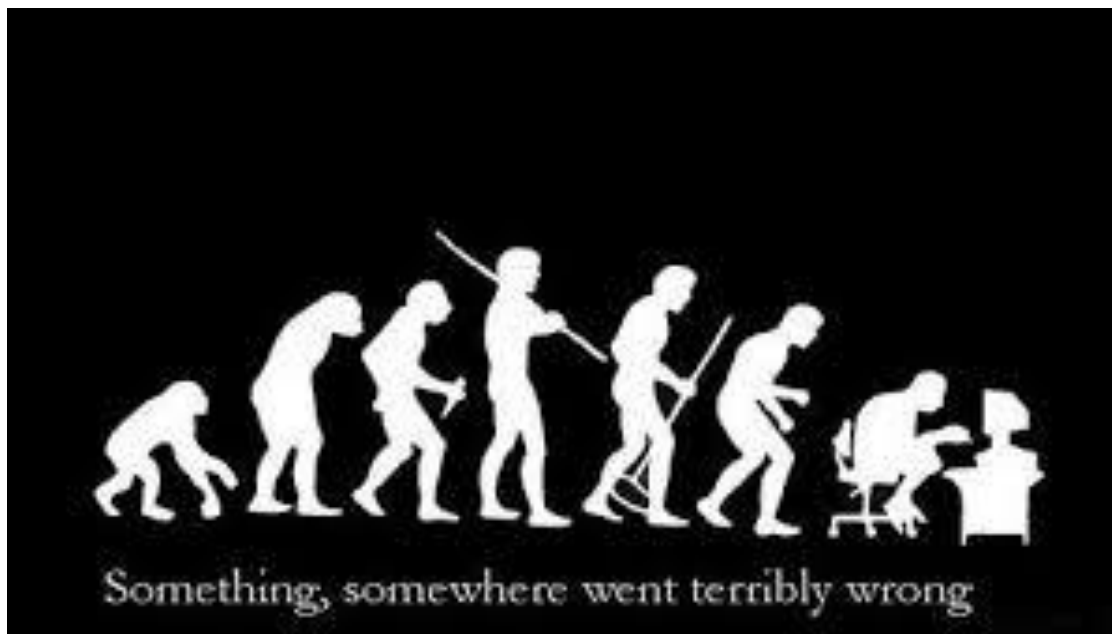
	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly disagree (SD)
1. I feel that students in this course care about each other					
2. I feel that I am encouraged to ask questions					
3. I feel connected to others in this course					
4. I feel that it is hard to get help when I have a question					
5. I do not feel a spirit of community					
6. I feel that I receive timely feedback					
7. I feel that this course is like a family					
8. I feel uneasy exposing gaps in my understanding					
9. I feel isolated in this course					
10. I feel reluctant to speak openly					
11. I trust others in this course					
12. I feel that this course results in only modest learning					
13. I feel that I can rely on others in this course					
14. I feel that other students do not help me learn					
15. I feel that members of this course depend on me					
16. I feel that I am given ample opportunities to learn					
17. I feel uncertain about others in this course					
18. I feel that my educational needs are not being met					
19. I feel confident that others will support me					
20. I feel that this course does not promote a desire to learn					

Appendix R:

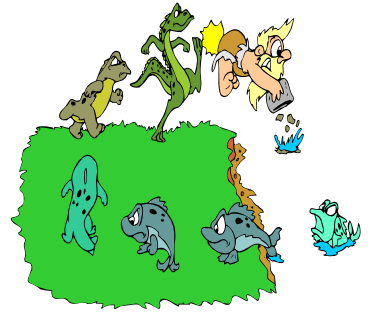
COP presentation

157

Research Question



Research Question Progression



“If online, distributed, asynchronous learning is the way you are reaching learners, what is the best configuration of social and technical considerations that builds the best online learning community for that situation?”

(Haythornwaite, 2011, p.114)

Phase One

The theory aims to encapsulate the attitudes, experiences and opinions of users of an online community of practice in order to theorise how best to foster communities for learners in third level.

Phase Two

An examination of the factors that influence participation in a community of practice in higher education

Phase Two



Evaluate the factors that influence participation in a community of practice in higher education

- In what way do learning styles influence participation in a community of practice?
- How do you assess if learning is taking place in a community of practice?
- How do you measure a sense of community within a community of practice?

Participation



What you will be asked to do:

- Kolb Learning Style Inventory
- Community questionnaire (Rovai, 2002)
- Learning questionnaire (Rovai, 2003)
- Online questionnaire
- Interview / focus group

Quid Pro Quo



I will share my experience:

- Informed Consent
- Plain Language Statement
- Questionnaires
- Interviews / focus group (preparation)

Kolb Learning Style Inventory

- How it works?
- What it is for?
- How it will help you?

Appendix S:

Plain Language Statement

Informed Consent Form

PLAIN LANGUAGE STATEMENT

Project Title:

An examination of the factors that influence the participation of adult learners in an online learning community in higher education.

Under: The School of Education Studies, Dublin City University, Dublin 9

Researcher: Jane O'Kelly, jane.okelly@dcu.ie Tel: 01 7007090

Aim of the Research

The proposed research aims to examine the factors that influence the participation of adult learners in an online learning community. Areas of interest to the researcher include the relevance of adult learning styles to participation in online communities, perception and understanding of what a community is, the influence of previous learning experiences on adult learner interactions in online spaces and the needs and preferences of adult learners when communicating online.

Involvement in the Research Study

As a potential participant in this research study you will be asked to participate in a pilot use of a private community website to investigate the practical use of an online learning community in your professional work/study. You may be asked to complete a number of questionnaires (maximum three), a Learning Style Inventory and also participate in one focus group and one interview. The interviews will be audio-taped. Your estimated time commitment should be no more than two hours a week for a maximum of twelve weeks. Every effort will be made to efficiently and concisely provide information and support without impacting on your daily life.

This research study should not incur any risk on your behalf either in your professional or home life.

It is hoped that the findings of this research through your active participation will provide information and clarity regarding the use of an online learning community in higher education. The results will show whether adult learners find participation in an online learning community useful and relevant to their studies, helpful in building relationships with their peers and lecturers and also beneficial in terms of learning and sharing knowledge.

The research will conform to all applicable legislation including the Freedom of Information Act, and the Data Protection Act. All personal information will remain confidential and anonymous and will be preserved solely for production in this researcher's Phd Thesis.

All involvement in this research study is voluntary and a participant may withdraw at any point. There will be no penalty for withdrawing before all stages of the research study have been completed.

If participants have concerns about this study and wish to contact an independent person, please contact:

The Secretary, Dublin City University Research Ethics Committee, c/o Office of the Vice-President for Research, Dublin City University, Dublin 9. Tel 01-7008000

INFORMED CONSENT FORM

Project Title:

An examination of the factors that influence the participation of adult learners in an online learning community in higher education

Under: The School of Education Studies, Dublin City University, Dublin 9

Researcher: Jane O'Kelly, jane.okelly@dcu.ie, Tel: 01 7007090

Purpose of the Research:

The proposed research aims to examine the factors that influence the participation of adult learners in an online learning community. Areas of interest to the researcher include the relevance of adult learning styles to participation in online communities, perception and understanding of what a community is, the influence of previous learning experiences on adult learner interactions in online spaces and the needs and preferences of adult learners when communicating online.

Participant – please complete the following (Circle Yes or No for each question)

Have you read or had read to you the Plain Language Statement Yes/No

Do you understand the information provided? Yes/No

Have you had an opportunity to ask questions and discuss this study? Yes/No

Have you received satisfactory answers to all your questions? Yes/No

Are you aware that your interview will be audiotaped? Yes/No

All involvement in this research study is voluntary and a participant may withdraw at any point. There will be no penalty for withdrawing before all stages of the research study have been completed.

The research will conform to all applicable legislation including the Freedom of Information Act, and the Data Protection Act. All personal information will remain confidential and anonymous and will be preserved solely for production in this researcher's PhD Thesis.

Signature:

I have read and understood the information in this form. My questions and concerns have been answered by the researchers, and I have a copy of this consent form. Therefore, I consent to take part in this research project

Participants Signature:

Name in Block Capitals:

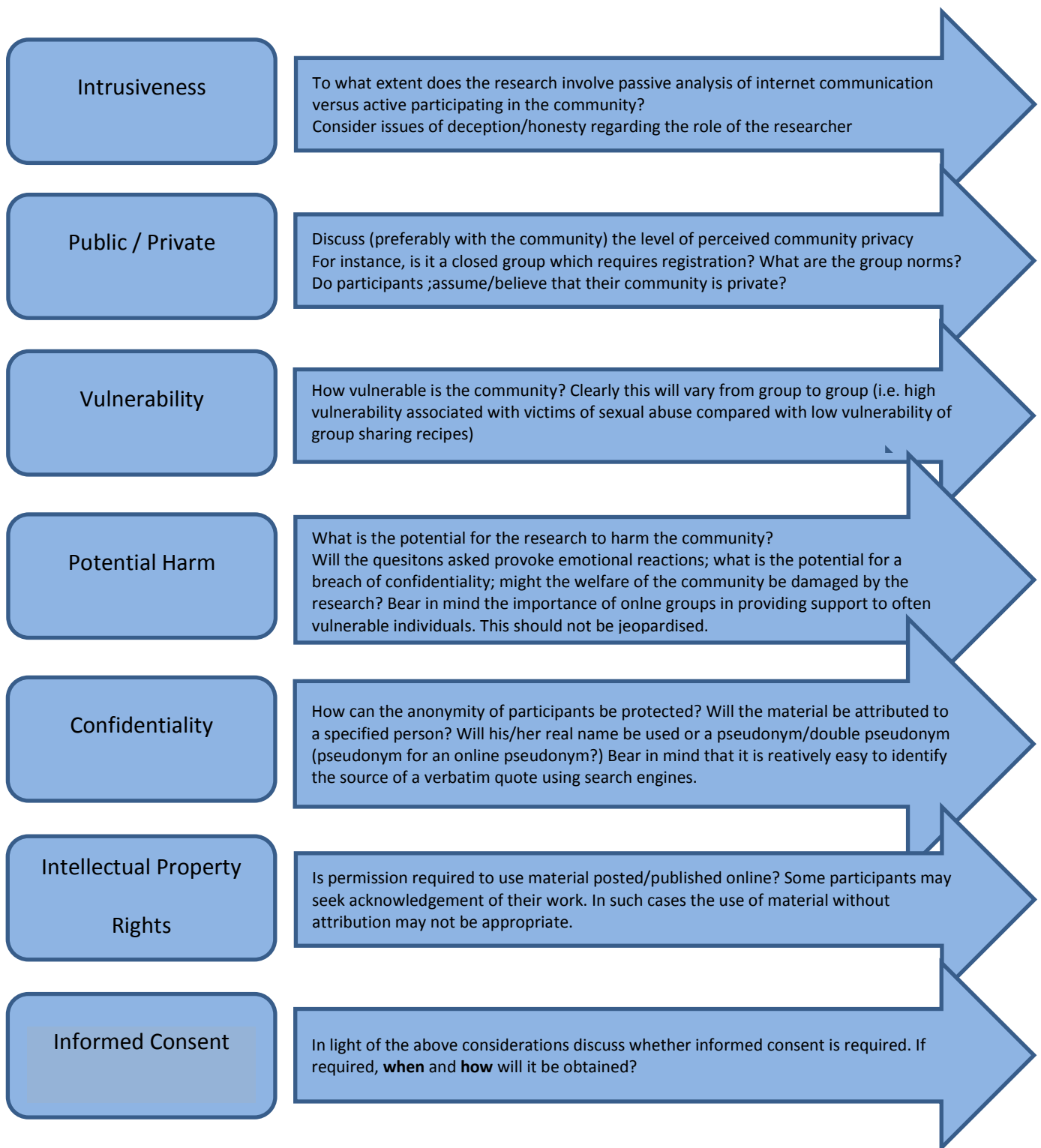
Witness:

Date:

Appendix T:

Convery and Cox (2012)

**Ethical guidance note for internet-based
research and ethical considerations**



Appendix U:

Example of Chat conversation

Case Study One Ning

Room



- [Clear chat history](#)


-  Me

Hi all


- 14:53

- 

Hi Jane

- 

hi :)

-  Me

Hi, did you get my reply to your mail and did it make sense?

- Hi
- 

hi Everyone. Jane, I was wondering if I could do my around why Traveller's don't continue into third level.

-  Me

Hi yes that is a very interesting subject. Have you found statistics and research that back up that assertion?

- 14:59

- 

no I have found some research from the Uk but am finding it tough trying to get Irish statistics

- 15:00

-  Me

OK I think said last week that she has info on traveller education - if she comes online she should be able to help. There should be some good research out there with relation to the Equality legislation and the work done by Pavee Point. We can open a group on it

- 15:01



- Me

Also the CSO should have some demographics on it through the Census and household surveys. Once you know if it is an issue you can start to form themes around the reasons why

- 15:03



-

I have been onto Pavee Point and thought there material would be useful. Do we need to know exactly what research material we will be using?



- Me

I created a number of groups from the questions I got. I can populate them with links as I come across them but it would be good for students interested in these topics to use the groups for debate and posting topics and links

- not necessarily just broad strokes for the proposal in the lit review section. The reading is more for you to contextualise your question. It will help you focus on exactly it is you want to know!



-

Hi Jane, i was hoping to focus on education available for non nationals living in Ireland and perhaps focus on rural areas? but i hope its not too broad..

- 15:05



- Me

Hi it is quite broad as I don't mean whether you mean adults and outside of formal education? If in formal education it would relate to English as a Second Language and interculturalism in the classroom as well as inclusive learning environments. Any of those the way you are thinking?



-

ok thanks very much Jane. I will get cracking on it :)

-  Me


Keep me posted I'll create a group for traveller education and we can all help each other with links and info as we come across it whilst researching our own topics.

- 

thanks very much

- 15:07
-  Me

Hi I think this article looks at the issue of access including for travellers
<http://publish.ucc.ie/ijpp/2010/01/maxwelldorrity/04/en>

- 

hi Jane, ive changed my idea for the research project, ive now come up with the question; "How does peer pressure and the nature of obligating to authority affect students' decision making process in their final year of secondary school?" i'd like to know what you and the class think

- 

i would focus on adult education and the availability of education in rural areas. i was also interested in looking at the importance of english education and how it helps integration..just not sure how to narrow it down

- 愛

- Mairin Kenny seems to be an authority on Traveller Education and seems to have done alot of research on it and is also affiliated with pavee point
<http://paveepoint.ie/pdf/CaringForDiversity.pdf>

-  Me

Adult education in rural areas and interculturalism looks very interesting. Anyone with experience of interculturalism in adult ed have any suggestions?



thanks guys :)



Me

HI: very interesting topic, peer pressure is one whole area and authority (from school I presume) is another! Student decision making process may be the hook as I think peer pressure and authority figures from home and school will come into it as you collect data. What do you think?

- 15:14



some of the Partnerships have programmes specifically for non-national adults
<http://www.fingalleaderpartnership.ie/index.php/lcdp/education/failte-isteach>



Me

: just found a rake of reports on adult education and migrants here is one such agency
<http://www.integration.ie/website/omi/omiwebv6.nsf/page/infoformigrants-education-Higher%20Education-en> obviously there is also www.aontas.ie who should have some research too.



brilliant thanks a mil! :)

- 15:16



Me

There is a new group on the inclusive learning environment - try and get going on that and we'll all post resources as we go



this one might help as well as the programme is run around the country and might lead to more research <http://www.adultrefugee.ie/>

- 15:18



thanks!



I know that I can get a lot more interesting research both from the literature and from the field research by choosing this topic. plus it feels much more relevant to me than my previous topic

- 15:20



Thats great. I think the decision making process is key, just define in what area they are making decisions - do you mean career path and/or college choice?

- 15:21



would it be too much to refer to things such as subject choices, choosing higher or ordinary etc, as well as choosing courses on the CAO?



I keep changing my mind about myresearch project! Now I'm thinking why people preceive that college is something that they would never even consider, because of their agency and social grouping??? What do you think?



I will be focusing mainly on the CAO side of things though



No - I think you would have to. Its no harm asking about decision making in general with relation to their life choices.



thats sound, cheers Jane

- 15:24



- Me

very interesting but who would you ask? Have you an idea of people who didn't go to college. Do you know why they didn't? Is it because of their socio-economic background or their environment. I was one of the first people to go to college in my family

- - sounds good. I would suggest reading around adolescence and decision making aswell - could be some very interesting research in that area esp peer pressure. I think I have some info, I'll look it out

- 15:26



- Me

the whole college choice thing could be very interesting. Its not unlike M's topic in terms of education and why people continue - education sake or careers sake?

- 15:27



-

In my worl placement I done a presentation on education and training in DCU to FETAC level 5 childcare, when I asked them would they be interest in doing a degree most of them said no, that they were only capable of FETAC 5, they have no concept of wanting to further themselves, which knid of surpis

- surprised me!!!
- Only 1 of 32
- only 1 out of 20 applied for DCU the others just didn't want to or didn't feel capable of doing 3rd level education



- Me

Yes it is surprising but so many variables would have influenced their decision. I think it could be a very good project as their is a presumption in our current society that everyone should go to college and it certainly doesn't suit everyone!

- 15:30



-

Yea but haven't been brought up in a house that doesen't value education you may have no concept of furthering yourself

- It also depends on the person themselves

-  Me

absolutely. There must be some research in the area though around choices and access to third level. You need to read up on it to create a series of themes you can ask about.

Appendix V:

Number of interactions on COP and Facebook

and Learning Style

Case Study Two

Quality of Interaction	Providing Feedback	Answering questions	Asking questions	Clarification	Ideas from interactions	Justification	Posting opinions	Providing feedback	Relevance	Sharing knowledge and experience	Using social cues	Grand Total
Excellent		10	3	2	2		33	1	2	21		74
Good		136	99	35	2		136	5	2	66	1	482
Good			1									1
Poor		24					9			27		60
Satisfactory		35	1	4		1	31	1	1	127		201
Grand Total	1	214	121	57	4	1	224	177	5	247	2	1060

Fig: Quality of Interactions on the COP (using Nandi et al Quality Framework)

Quality of Interaction	answering questions	asking questions	clarification	Ideas from interactions	justification	posting opinion	sharing knowledge and experience	using social cues	Grand Total
excellent				1					1
good	20	21	18	1	1	8	36	1	106
poor		9	2			158			169
satisfactory	127	199	107			99	51		583
Grand Total	147	229	128	2	1	265	87	1	860

Fig: Quality of Interactions on Facebook (using Nandi et al Quality Framework)