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| **No.** | **Communication Type** | **Method/Tool** | **Purpose** |
| 1. | Synchronous | Video chat | * The purpose of using video as the opening sequence is to establish social presence. * The intention is to allow students to see and verbally engage with their classmates, putting ‘faces to names’, so removing anonymity among the peer group. * This begins the process of building a community among students, which according to Motteram (2001) is vital to the education process. |
| 2 | Asynchronous | Discussion board | * Once a community is formed, asynchronous communication alone is enough to maintain an effective group. Garrison (1997) states that asynchronous communication is so successful at *this* stage precisely because it is written down. * The class is expected to use the discussion board to form groups without the intervention of the e-moderator. * The purpose of creating small groups is to address issues of lurking - by reducing the group size, thereby creating a stronger expectation for students to contribute, and removing the option of hiding in the crowd. * The reduction in group size from the overall class is also intended to encourage students who may be reluctant to participate in front of a larger group, and also to address potential issues of small numbers of students dominating a discussion. |
| 3 | Synchronous | Video chat *or* Instant Messaging | * A break out session for individual groups. * The smaller number of students in the group is intended to again address social presence, but also to provide students with more confidence to contribute. |
| 4 | Asynchronous | Email | * The group uses email to coordinate tasks and communicate their assignment plans. * During a period of independent study and research, email among the study group maintains a link between the students. |
| 5 | Asynchronous | Wiki | * A Wiki, in this example\*, is used to create the student assignment. * The online editing facility of this tool enables all students in the group to contribute. * The comments section enables students to discuss their work.   *\* This could be an alternative online document and editing tool, such as Google Docs.* |
| 6 | Synchronous | Video chat *or* Instant Messaging | * A wrap up session using video conferencing. * Video is used in this instance to make the experience personable, to ensure there are “visual cues” among the students to prevent students closing out from the assignment with the possibility of misinterpretation from a text only environment. |