

# Chapter 7

## Enhancing Scholarly Conversation Through an Online Learning Community

**Brian Thoms**

*Claremont Graduate University, USA*

**Nathan Garrett**

*Claremont Graduate University, USA*

**Terry Ryan**

*Claremont Graduate University, USA*

### ABSTRACT

*This paper reports on action research (AR) that implements online learning community (OLC) software to foster conversation and community at a specific graduate school. Informed by theories of conversation, online learning, and social networking we incorporate Web 2.0 technologies in the creation of a user-centric OLC. A distinguishing feature of our software is that, rather than being centered on courses like traditional course management software (CMS), our software is oriented towards and controlled by individuals. Results indicate that stakeholders—graduate students and faculty—appreciate and find value in the OLC we implemented.*

### INTRODUCTION

The leaders of our school, a graduate school in the U.S., believe that its continued success depends on the existence of a vibrant intellectual conversation among its stakeholders—students, faculty, staff, and alumni. Unfortunately, recent trends (primarily a decrease in the presence of stakeholders on campus) have led to a reduction in the vitality of this

essential conversation. To help foster and revive it, these same leaders have asked our research group to design and implement an information technology (IT)-based solution.

Our guiding philosophy has been to allow people to say what they want to say, to listen to what they want to listen to, to increase their understanding both of themselves and of their fellow community members, and to do it all without having to spend an increased amount of time on campus. To this end, we have implemented software designed to

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promote free expression of identity and ideas, by and between individuals. Our intent has not been to replace face-to-face interactions, but to supplement them with a persistent virtual component.

We believe that we have achieved a measure of success in improving scholarly conversation at our school and also in learning how conversation can be promoted by IT. This paper presents the nature of our school's problem, what we did to design and implement a solution, the impact of the solution on our school and what we plan for the future.

## **BACKGROUND**

### **Bringing Conversation Online**

Etched on the perimeter wall of our school there is a phrase, "The center of a college is in great conversation and out of the talk of the college life springs everything else." This observation is widely accepted at our school, especially by our project stakeholders, but it has some problems as a compass for taking action.

Conversation (to say nothing of great conversation) is difficult to define, even when viewed in terms of a specific population, in our case graduate students, faculty, administrators and alumni. To make progress, we adopted a simple initial working definition of conversation as purposeful (that is to say, related to graduate school activities) peer-to-peer talk. More formally, conversation is a speech exchange system that is structured around turn-taking, a sequential organization of who gets to say what and when (Sacks et al., 1974). Because speech acts need not be oral or face-to-face, conversation need not be, either. Within this view of conversation as structured speech, not necessarily involving face-to-face talking, it is possible to distinguish a number of purposes for conversation in graduate education. Jenlink and Carr (1996) identify four types of conversation

with varying degrees of applicability in a graduate setting:

- Conversation as *dialectic* with focus on logical argument and distilling truth.
- Conversation as *discussion* where many people advocate for their own individual positions.
- Conversation as *dialogue* with focus on constructing meaning through multiple perspectives.
- Conversation as *design* with goals and a focus on creating something new.

Although these notions of conversation are not void at our school, they have been largely confined to the on-campus setting. As IT researchers in a largely brick and mortar academic institution, we looked for ways where software has been and can be used to bring conversation into the 21<sup>st</sup> century. In any acceptable solution, stakeholders would have to be more involved in all types of conversations, both face-to-face and online.

Most prior research about online conversation focuses on problem solving, decision-making and discussion depth (Sherry, 2000). Although these matters are important, they do not directly address the goals of our project. In a graduate school setting, conversation must extend beyond simple interactions, allowing people to wrestle with complex problems from multiple perspectives. In considering what to do to help our school, we concluded that a more novel approach would be needed to support conversation.

Inspired by outstanding examples of online conversation in a number of very popular online social networking (OSN) applications—including Facebook™, MySpace™, LinkedIn™, and Classmates™—we focused our efforts on the Web 2.0 technologies that they use. Some Web 2.0 technologies, such as blogs, wikis and peer-to-peer networking, provide the capabilities for users to participate in online conversations, as exemplified by popular OSNs.

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