

CSCL Module 2

Intro

In module 2 there is quite a bit of background reading and then work to articulate your own views about CSCL. Keep in mind as you do the readings that you have all participated in some forms of CSCL as part of your own online learning experience, even if they have only been modestly collaborative you want to draw upon your own experience as you make sense of the readings and address the questions I pose for you in this module.

Starting with module 2 you will be assigned to a Team for reviewing and advancing your work. We will maintain these same teams throughout the remaining modules. You are expected to work as a good teammate with your partners. You should also feel free to contact me if there are problems within a team. I can help moderate team issues, but I hope I do not have to. Also, because of schedules and things that come up in the summer, some teammates may be less available at times than others. I am ok with a team having a member participate less on a particular task and making up for it by contributing more on another task. Teams can work that out for themselves or seek my advice if needed. However, in general modules are setup with the expectation that team members are interacting (that is how you will learn) so while it can vary on some occasions my expectation is that members are contributing on all tasks in an equitable and shared manner.

Working as a team

While some of you may have more experience than others in working in an online collaborative team, it's still important to review some of the things which help collaborative teams work well together. Before and during your teamwork not only for this module but throughout the semester, **take a look at the document entitled "Guide to Teamwork", located in the module 2 folder**. Use this to help your team work together, and discuss these items as you work together this week.

Team Assignments

Here are the team assignments:

First Name	Last Name	Team
Molly	Mead	1
Andrew	Tawfik	1
Rachel	Leigh	1
Xiaolin	Xie	1
Kathleen	Clay	2
Drew	Mcallister	2
Christopher	Gubera	2
Marcia	McNamara	2
Holly	Henry	3
Weichao	Chen	3
Cathleen	Hall	3
Ann	Veith	4
Brian	Hudson	4
Stella	Wong	4
Chadd	Spencer	4
Zhenyu	He	5
Yemin	Huang	5
Nancy	Hammond	5
Colin	Monaghan	6

Rebecca	Dalton	6
Amber	Sullivan	6
Rebecca	Meissbach	7
Margaret	Linn	7
Nan	Ding	7
Douglas	Kueker	8
Virginia	Tate	8
Tracy	Wenzl	8

Guidance for Module 2

This activity has six tasks to complete over the next two weeks of the course. Some tasks should start before the prior one is completely finished so read all the tasks first and plan your work. If for any reasons you fall behind or have a schedule problem please communicate with your teammates or debate teams about when you will be able to get your work done. Your team depends upon you to complete your work in a timely manner.

Mod 2.1:

Listen to the audio component to Mod 2 and begin reading the articles I provide for you in the mod 2 resources folder. Join the discussion on the Mod 2 discussion board. I will post a question to get our conversation started. Please respond to it, but also start to add your own ideas and questions from the readings. Feel free to also use the discussion board to ask questions or clear up issues about the course. Throughout module 2, I may post additional questions and I expect each student to participate in discussing the issue or answering the question.

For our discussion we'll use the Module 2 DB.

The articles to read are:

- Bannan
- Stahl
- Johnson
- Kienle
- Krejins

Mod 2.2:

Module 2 is a debate between teams on a topic of interest in CSCL. Here are the team assignments for the debate activity:

A Position	B Position	Moderators
Team 1	Team 2	Teams 3 & 4
Team 3	Team 4	Teams 5 & 6
Team 5	Team 6	Teams 7 & 8
Team 7	Team 8	Teams 1 & 2

Once you have read through the articles, develop your argument for the position assigned to you. It is not important that the members of a team personally agree with one stance over the other: The team's role is to advocate (advance, defend and justify) the assigned position as in a debate. As a debate team, you will try to convince the audience that your position is the most reasonable and best supported by the evidence. Critically assess your evidence and resources, making sure the information is not biased, out-of-date, etc.

Before starting I encourage you to review the nine principles of good debating I list at the end of this Guide. Also, since this task is a little complex and you are new to working as a team I suggest that you work with your teammates to develop a work plan for how you will get everything done on time. (This is also mentioned in the "Guide to Teamwork" document mentioned earlier.) Time will fly! And please use the Questions Discussion

Board to ask for any clarification on assignment tasks.

Position A teams take the following position:

Having students collaborate and cooperate are powerful ways of supporting learning. When students interact during the course of their assignments they learn with and from each other and the social nature of this way of learning provides natural mechanisms and supports for developing new ideas, integrating new concepts and building new competencies. Designers of CSCL should focus on making sure that students interact effectively and have a positive social experience during their lessons. The social nature of learning will prove to be a substantial asset in building new knowledge and competencies.

Position B teams take the following position:

Having students collaborate and cooperate are ways of supporting learning, but the primary goal of instruction is to have students experience the subject matter at hand. When students interact during the course of their assignments they learn with and from each other but this social nature of learning is incidental to the primary tasks of examining and making sense of the subject matter. Designers of CSCL should focus on making sure that students interact effectively with the subject matter and use social interaction as a way to reinforce the direct learning that students do in the subject matter. The social nature of learning will prove to be an asset in building new knowledge and competencies, but the primary mechanisms of learning are the students' direct cognitive experience of the subject matter.

In step 2.2 you are formulating and posting your team position. The position should not be longer than 3 or 4 paragraphs. I encourage each team to develop its own work plan for this module as well as for the others to come. An example for this task might be for each team member to suggest at least 2 specific key elements of evidence to support your teams argument/position, and then the team develops a single, cogent argument to present to your opposition. As a team you could decide to do all the work in the discussion board or supplement part of your discussion using the chat environment. Your team has been assigned a team discussion board in Sakai to develop your team argument. For the purposes of this module, the team discussion boards can only be seen by members of your team and the instructors. At the end of module 2, the team discussion boards will open up and all work can be seen by any member of the class.

Post your team's argument **no later than June 18th** as a message on the mod 2 debate discussion board. The post should have your team name in the title so it is easily recognizable by your reviewers.

Mod 2.3:

Create a critique of your opposition team's position that identifies weaknesses in their argument. Remember this is a debate and you want to demonstrate that the other team's (the opposition's) ideas are weak, unsupported and/or not relevant. You can use ideas from your own PRO argument for your position.

Post your critique in the discussion board as a reply to the other team's message containing the argument **by Saturday evening June 20th**.

Mod 2.4:

Write a rebuttal to your opposition team that asserts your team's final summary position. You may add new insights and evidence at this point that you feel refute the other team's critique.

Post your rebuttal in the discussion board as a reply to your opposition team's critique by Monday evening June 22nd.

Mod 2.5:

There are 2 moderator teams for each debate pair.

The moderators are to put aside their own position and objectively evaluate the two sides offered by their assigned pair. Read arguments, critiques and rebuttal in the threads you have been assigned to moderate. Assign 10 points for the pro and con arguments and rebuttal. A 10 for the pro indicates that the argument is exceptional and the critique is completely overwhelmed. A zero for the pro indicates that the argument has been defeated by the critique and the rebuttal was not at all convincing. Essentially you are dividing the 10 points between the positions based on how you see the outcome of the debate. The points are not to be assigned based on your belief one way or the other, but based on the quality of the arguments and strength of evidence provided. The points are not a GRADE..just part of the exercise.

Each thread should have a pro and con scoring. For example, Team 1 and Team 2 are debating buddies and each has a thread for their Pro position and each has critiques in the Pro thread of their buddy. Moderators, Team 3 and Team 4, each assign the points for the pro and con (critique) arguments in Team 1's Pro thread and in Team B's Pro thread. For example Team A's Pro thread may have a pro 6 and a con 4 score from Team 3 and a pro 5 and a con 5 score from team 4. Team 2's Pro thread may have a pro 7 and a con 3 score from team 3 and a pro 2 and a con 8 score from team 4.

The moderators should also provide a brief rationale for their ratings. Moderators post your ratings as a reply in the appropriate thread **by Wednesday June 24th**.

Mod 2.6

Return to the assignment document and respond to the reflection questions **by Friday June 26th**. You will not be graded or judged on what you say in the reflection document; just try your best to reflect on your actual thoughts and not on what you think I want to hear as a reflection.

Nine Principles of Good Debating (Kinzie, 2002)

1. Questions or challenges should be professional. Insulting, condescending, or comments involving personal language or attacks are unacceptable.
2. Critical analysis, synthesis, rhetorical skill, and wit are keys to debate success.
3. Focus on the opposing side's position or argument. Knowing the 'other side' is critical for preparing strategies to refute your opponent's arguments.
4. Limit your arguments to three or less.
5. Use logic to make your arguments. Present these arguments clearly and concisely.
6. Know the common errors in thinking like logical fallacies and use them effectively in your refutation.
7. Present the content accurately. Only use content that is pertinent to your point of view and draw on support from authoritative sources.
8. Be certain of the validity of all external evidence presented for your arguments. Also, challenges to the validity of evidence should be made only on substantive grounds.
9. Your rebuttal (or conclusion) in a debate is your final summary position. Use it as an opportunity to highlight important issues that indicate proof of your points or refute your opponent's argument.