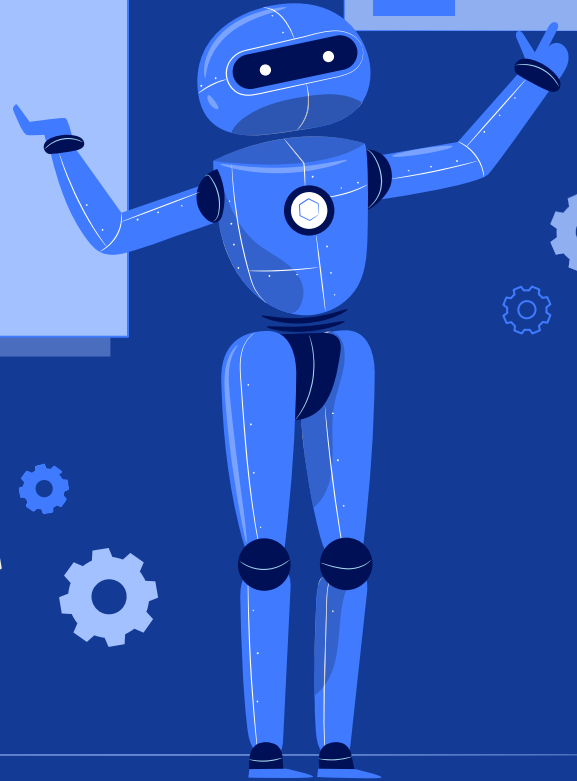
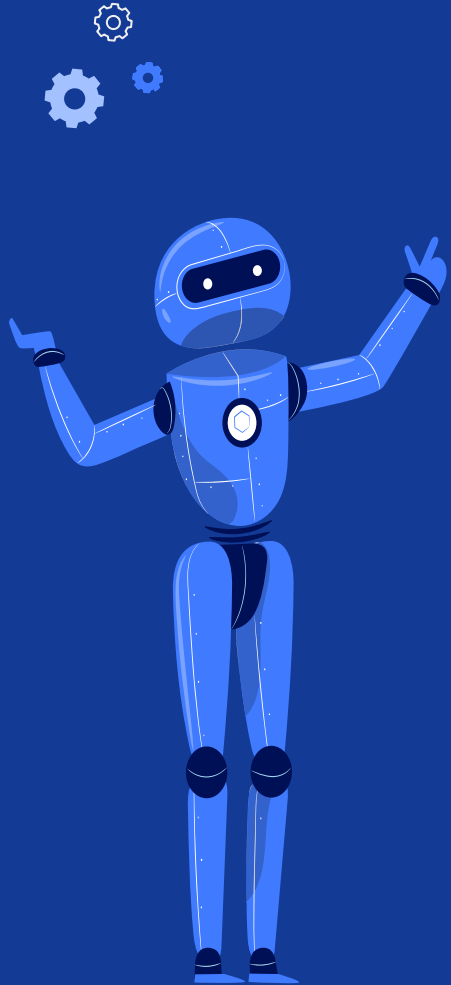


Computer Mediated Communication





- Computer- Mediated Communication: (CMC) is any form of communication between two or more individuals who interact and/ or influence each other via separate computers through the Internet, or a network connection - using software.
- CMC does not include the methods by which two computers communicate, but rather how people communicate via computers.



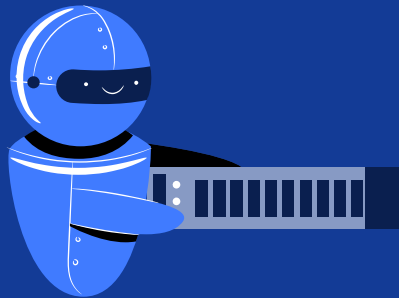
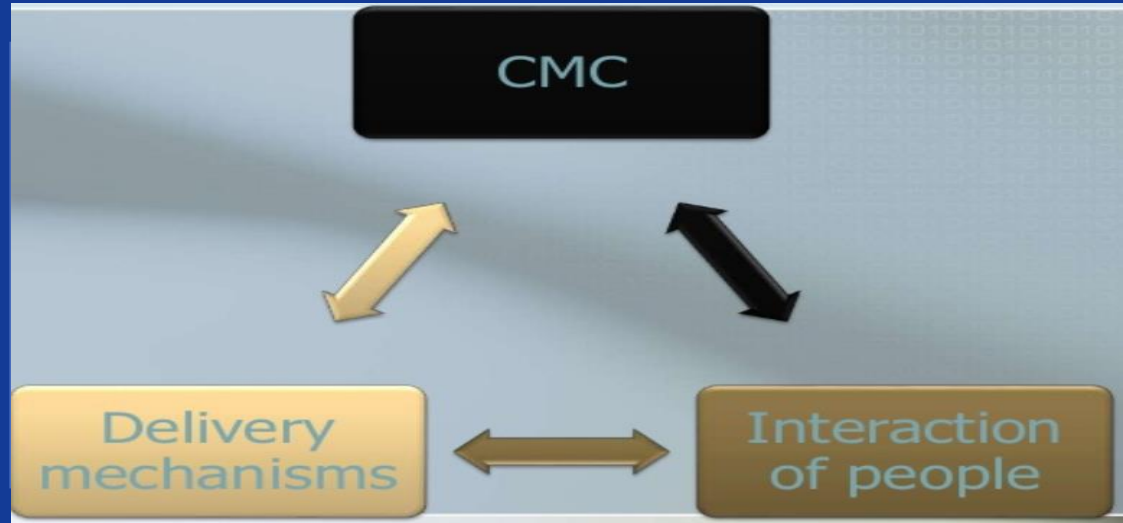
- "Any communication ... mediated through the computer" (Metz, 1992, p. 3).
- Walther and Burgoon (1992): "... CMC is ... a communication channel through which much of our business and social interaction takes place..." (p. 51).





- The process by which people create, exchange, and perceive information using networked telecommunications systems that facilitate encoding, transmitting, and decoding messages.
- Jones (1995): It is the space within which the relations occur and the tool that individuals use to enter that space.
- Shaft, Martin, and Gay (2001):
CMC is human-to-human communication using networked computer environments to facilitate interaction. It is an umbrella term for all kinds of interpersonal (private and public) communication carried out on the Internet by e-mail, instant messaging systems, mailing lists, newsgroups, web discussion boards, Internet Chat, and web chat channels.





Why CMC ???



- CMC promotes self-discipline and requires students to take more responsibility for their own learning.
- Using CMC, instructors can vary a course's instructional design to include everything from structured projects to open projects in which students are free to work on problem solving.

- CMC promotes an equalization of users: Because CMC is, at present, primarily text-only, the consequent reduction in social cues leads to a protective ignorance surrounding a person's social roles, rank, and status. Further, it is impossible to know if another person took several hours to draft a one screen response, or several minutes.





- Computer-mediated technology provides tools that are useful in promoting collaborative learning activities that can mediate communication between learners.
- Furthermore, asynchronous discussions allow students, in groups, to collaborate with each other in an exchange of opinions, experiences, and interpretations of course content.

Advantages Vs Disadvantages of CMC

Advantages	Disadvantages
<p>1. Computer mediated communication breaks down geographical barriers to communication enabling collaboration through communication over distance.</p> <p>2. People can exchange, store, edit, broadcast, and copy any written document. They can send data and messages instantaneously, easily, at low cost, and over long distances.</p> <p>3. Messages can be sent to groups of any size and can be programmed.</p> <p>4. Few Status and Position Cues: Software for electronic communication is blind with respect to the vertical hierarchy in social relationships and organizations. Once people have electronic access, their status, power, and prestige are not communicated as in face to face situations.</p>	<p>1. Inhibitions related to computer/technology use; problems with access to the technology.</p> <p>2. More time consuming</p> <p>3. Absence of Regulating Feedback, lack of socio- emotional and nonverbal cues (often referred to as cues filtered out). In face to face communication, head nods, smiles, eye contact, distance, tone of voice, and other nonverbal behavior give speakers and listeners information they can use to regulate, modify, and control exchanges.</p> <p>4. The lack of true human contact. Electronic communication tends to seem impersonal. Communicators must imagine their audience, for at a terminal it almost seems as though the computer itself is the audience. Messages are depersonalized, inviting stronger or more uninhibited text and more assertiveness in return</p>

Asynchronous Communication

- Asynchronous activities are independent of real-time and are comprised of activities, such as, viewing a web page, composing an Electronic Mail (e-mail), watching a video clip, or downloading a file.

Asynchronous CMC

CMC can include anything that is text - based, uses ICT as a technological base and can be used for two way transmission of ideas.

Examples of CMC can include:

- emails
- mailbases
- shared network group folders
- discussion boards (or fora/forums)
- frequently updated hyperlinked webpages.

- Benefits of asynchronous discussions include opportunities to think about course content and to address a diverse set of topics in more depth than can be done in class or in asynchronous environment, thus allowing students to conceptualize a topic from multiple viewpoints and to contribute to each other's understanding (Weasenforth et al, 2002).

Synchronous Communications

- Synchronous activities occur concurrently between two or more users including such real-time applications as chat rooms or instant messaging which allow users to interact simultaneously through text, audio, and video with other users located anywhere in the world.

Synchronous CMC

Synchronous CMC includes:

- Chat
- Instant messaging

- Also, it provides an opportunity for students who are more familiar with the technology to introduce some of the abbreviation and emoticons used in chat to their less experienced peers.
- Explain the procedure for participation: i.e. that comments or responses have to be done in a sequence.

- Impose order on the discussion when required. The lecturer's role in a chat also includes that of moderator. Whereas in face-to-face one's authority can be underlined by raising one's voice, in chat you can use upper case to make your point more forcefully.

Which CMC should We Use ?

- The major factor in selecting a CMC medium is "should the communication be synchronous or asynchronous?" This decision should be based on the following criteria:

- Can all of the participants meet at the same time?
- Is the activity time -dependent (i.e. to fit in with a teaching program)? If so, then a synchronous medium is most appropriate.
- Are the participants part-time students/spread across time zones?
- Is the subject matter one which requires in-depth analysis and response? If so, then an asynchronous medium is most appropriate.

The Use of CMC



- Educators often categorize the use of instructional CMC in three ways:
- For conferencing
- Informatics
- Computer-assisted instruction (CAI)

- Informatics (repositories or maintainers of organized information) include library online public access catalogs (OPACs), interactive access to remote databases, program/data archive sites (e.g., archives of files for pictures, sound, text, movies), campus-wide information systems, wide-area information systems, and information managers.



- Computer assisted instruction (CAI) refers to instruction or remediation presented on a computer.
- Computer-assisted instruction improves instruction for students with disabilities because students receive immediate feedback and do not continue to practice the wrong skills.



- Computers capture the students' attention because the programs are interactive and engage the students' spirit of competitiveness to increase their scores. Also, computer assisted instruction moves at the students' pace and usually does not move ahead until they have mastered the skill.

ONLINE DISCUSSION



- Online discussions are “a key feature of computer conferencing” (Murphy and Collins 1997). Currently, both asynchronous and synchronous computer conferencing have been widely used in distance learning courses.

ONLINE DISCUSSION

- When online discussion becomes part of learning activities in both asynchronous learning courses and primarily face-to-face courses, does it promote active student learning?



ONLINE DISCUSSION



Harasim (1990) suggests several key differences between computer-mediated and face-to-face discussions:

- time dependence, place dependence, the structure of communication and richness of communication.

Also, Larkin-Hein (2001) said, "The use of online discussion groups offers a relatively new avenue through which the learner can take an active role in the learning process."

ONLINE DISCUSSION

- Althaus (1997) stated that, "In theory, online discussions help more students learn better by placing them in an intellectual environment that encourages active, thoughtful, and equal participation from all comers".





ONLINE DISCUSSION

- Thomas' (2002) study of online discussion assumed that the nature of computer-mediated communication impacts on students' learning. This study found that online discussion forums promote high levels of cognitive engagement and critical thinking.

ONLINE DISCUSSION

- However, the virtual learning space of an online forum does not promote the coherent and interactive dialogue necessary for conversational modes of learning. To overcome the incoherence, the role of moderator and facilitator of discussion is important in the online discussion forum.



THANKS

Does anyone have any questions?

