

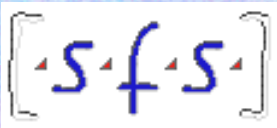
Synchronous Communication in a Virtual Classroom

Karin Naumann

Seminar für Sprachwissenschaft

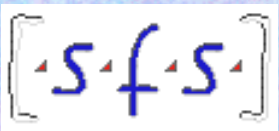
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Content:

- Organizational Framework
- Media-didactic Framework
- Advantages of Chat Communication
- Disadvantages of Chat Communication
- Compensating for the Shortcomings
- Conclusion
- Perspectives

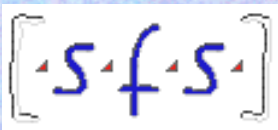


Organizational Framework I:

VirtuGrade Project:



- online seminar in ACL, since 2000
- 10-20 graduate students per course
from different universities
- MOST as asynchronous learning environment
- TULKA as chat tool

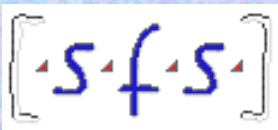


Organizational Framework II:

MiLCA Project:



- online seminar in CoLex, since 2002
- 8 undergraduate/graduate students
from 2 German universities
- ILIAS as asynchronous learning environment
- TULKA as chat tool



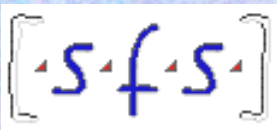
Media-didactic Framework I:

Synchronous Work:

- 2 x 90 minutes scheduled chat session per week
- synchronous work in plenum and in group
- rigid structure of the chat sessions
- no pure content presentation but interactivity!

Asynchronous Work:

- individual work and group work
- autonomous preparation / repetition of the contents
- learning material: hyperbook, chat protocols



Media-didactic Framework II: Hyperbook in **ILIAS** (<http://ilias.sfs.uni-tuebingen.de>)

Inhaltsverzeichnis

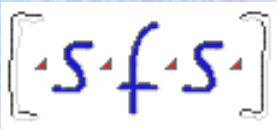
Druck-Ansicht Vollansicht Mit Links

Introduction to Computational Lexicography Autor(en) : Lothar Lemnitzer, Claudia Kunze
- **Introduction to computational lexicography** - [st: 205]

(LE-Forum) (LE-Test)

- **Introduction to computational lexicography** -

- ▶ 1 - [Lexical Semantics](#) -
- ▶ 2 - [Lexicon vs. Encyclopedia](#) -
- ▶ 3 - [Structure of Dictionary Entries](#) -
- ▶ 4 - [Mark-Up Languages](#) -
- ▶ 5 - [Parsing of Dictionary Entries](#) -
- ▶ 6 - [Lexical Databases for NLP](#) -
- ▶ 7 - [Deriving dictionaries from text](#) - [Lexical Statistics](#) -
- ▶ 8 - [Deriving dictionaries from text](#) - [Morphological Analysis](#) -
- ▶ 9 - [Lexical Acquisition from text](#) -
- ▶ 10 - [Multi-word terms](#) -
- ▶ 11 - [Lexical Rules](#) -
- ▶ 12 - [Implementing machine-readable dictionaries](#) -



Media-didactic Framework III: Asynchronous Cooperation and Communication in ILIAS

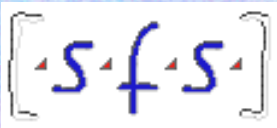
ILIAS Gruppenverwaltung 'CoLex SS 2002'

Gruppenübersicht	Gruppenübersicht	Mitglieder anzeigen	Neues Mitglied
Gruppensdaten ändern	Gruppe löschen	Eigentümer wechseln	
Nachricht schreiben			

Beschreibung: Kurs Computerlexikographie
Eigentümer: Karin Naumann [naumann]
Typ: User-Gruppe
Zugang: geschlossen

Gruppenobjekte

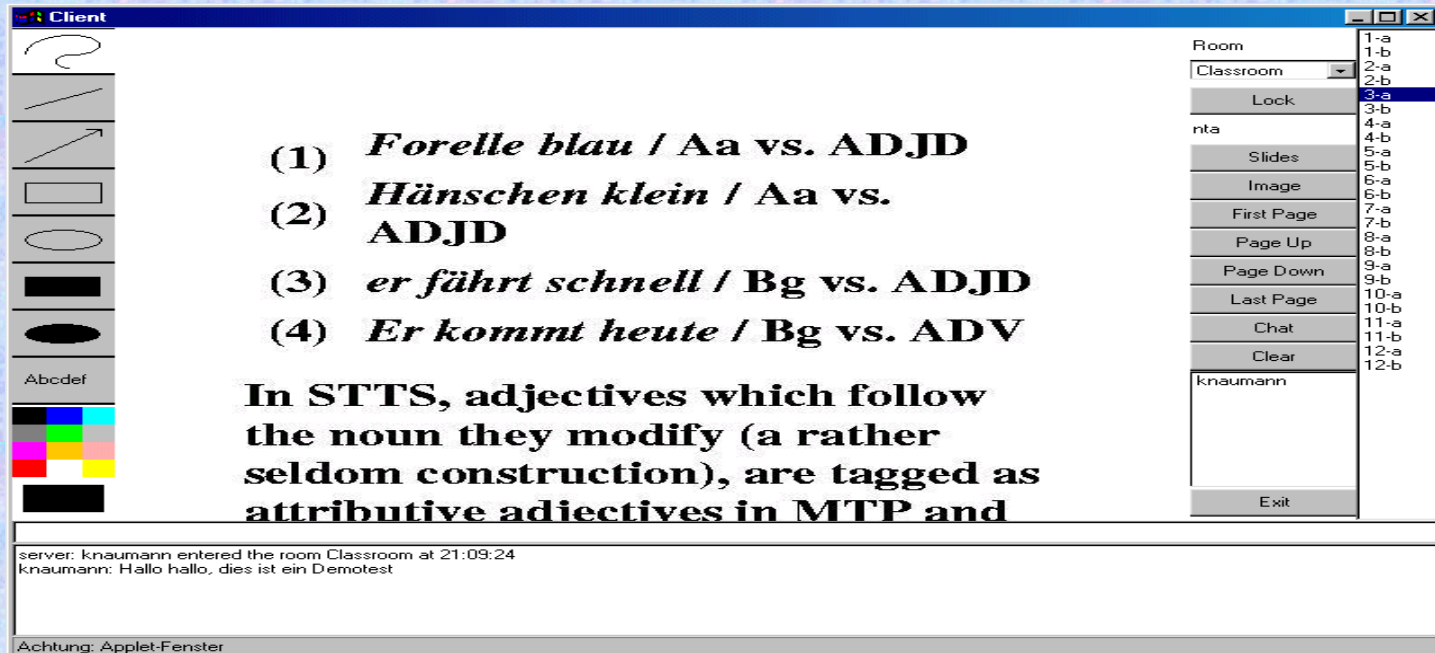
Neuer Ordner	Neues Forum	Neue Datei		
Ordner / Objekt	Objekttyp	Recht	Funktionen	
Top				
Chatprotokolle	Ordner (33)		löschen	bearbeiten
chatregeln.html (4 kb)	Datei (2)	administrateRechte	bearbeiten	download
chattraining_aufgaben.html (4 kb)	Datei (5)	administrateRechte	bearbeiten	download
CL1-Kommentare.txt (3 kb)	Datei (32)	administrateRechte	bearbeiten	download
Forum CoLex 2002	Forum (12)	administrateRechte	bearbeiten	lesen
Introduction to Computational Lexicography	Lerneinheit (33)	administrateRechte	bearbeiten	
KommentareCL2 (3 kb)	Datei (64)	administrateRechte	bearbeiten	download
KommentareCL3 (3 kb)	Datei (63)	administrateRechte	bearbeiten	download



Media-didactic Framework IV:

Synchronous Communication in **TULKA**

(<http://giotto.mathematik.uni-tuebingen.de/~mibe/tulka/>)



The screenshot shows a window titled "Client" with a toolbar on the left containing drawing tools like a circle, lines, arrows, rectangles, ovals, and a color palette. The main area displays four numbered items:

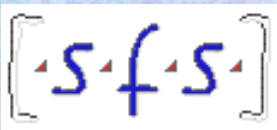
- (1) *Forelle blau* / Aa vs. ADJD
- (2) *Hänschen klein* / Aa vs. ADJD
- (3) *er fährt schnell* / Bg vs. ADJD
- (4) *Er kommt heute* / Bg vs. ADV

Below the list, a text block reads: "In STTS, adjectives which follow the noun they modify (a rather seldom construction), are tagged as attributive adjectives in MTP and".

On the right, a control panel includes a "Room" dropdown menu set to "Classroom", a "Lock" button, a list of rooms (1-a to 12-b) with "3-a" selected, buttons for "Slides", "Image", "First Page", "Page Up", "Page Down", "Last Page", "Chat", "Clear", and "Exit". A chat window at the bottom shows the name "knaumann".

server: knaumann entered the room Classroom at 21:09:24
knaumann: Hallo hallo, dies ist ein Demotest

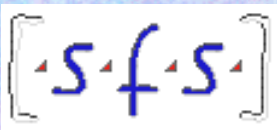
Achtung: Applet-Fenster



Media-didactic Framework V:

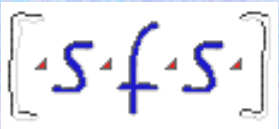
TULKA with separate chat window

The screenshot displays two overlapping windows from the TULKA application. The left window, titled "knaumann in Classroom", is a chat interface. It features a "Talk to:" dropdown menu set to "all", a "Hide" button, and checkboxes for "show for who" (checked) and "show timestamps" (unchecked). The chat log shows a server message: "server (for all): knaumann entered the room Classroom at 21:09:24" and a user message: "knaumann (for all): Hallo hallo, dies ist ein Demotest". The right window is a navigation menu with a "Room" dropdown set to "Classroom". It lists rooms from 1-a to 12-b, with 3-a selected. Below the room list are buttons for "Lock", "Slides", "Image", "First Page", "Page Up", "Page Down", "Last Page", "Chat", "Clear", and "Exit". The main content area of the application shows a list of grammatical categories: "JD", "ADJD", "ADV", and "low". Below this, a text snippet reads: "seldom construction), are tagged as attributive adjectives in MTP and". At the bottom of the application window, there is a status bar with the text "Achtung: Applet-Fenster" and a small color calibration chart.



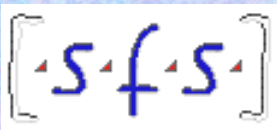
Advantages of Chat Communication:

- **technical prerequisites:** no high end applications
- **chat protocols:** wording of online sessions
as reliable common ground
- **written text:** Copy & Paste of formulae,
server messages, citations, prefabricated scripts
- **cognitive load:** only visual, written signals



Disadvantages of Chat Communication:

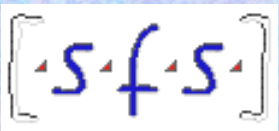
- **restricted perception:** limited space for deictic actions; limited awareness
- **ambivalent place:** real place / metaphoric chat room / chat protocol
- **server processing of messages** = „Mühlenprinzip“: disruption of adjacency pairs; no overlapping / interruption
- **lacking discourse conventions:** disrupted coherence
- **written text:** typing is more time consuming than speaking



Compensating for the Shortcomings I:

Chat Tool Requirements: the chat tool should...

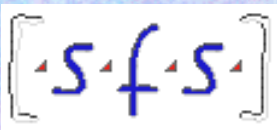
- log and display the complete chat protocol
- provide several chat rooms
- assign unmodifiable log-ins
- support group awareness
- provide „whisper“ function for predefined users
- provide virtual keyboard including special characters
- provide context-sensitive help
- provide graphical cues
- display server messages
- **extra:** combination with a whiteboard
- **extra:** technical assignment of right to „speak“



Compensating for the Shortcomings II:

Introducing a human moderator:

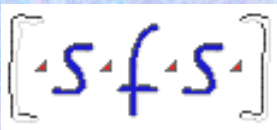
- a person other than the teacher
- moderator and teacher coordinate their actions via whisper channel
- the permission to speak is handed over to students and automatically returns to the moderator
- moderator controls the thread of discussion
- moderator controls the structure of the online session
- moderator controls incoming questions / remarks



Compensating for the Shortcomings III:

Obliging Chat Rules: a Chatiquette

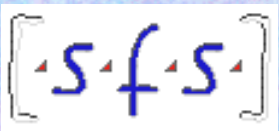
- be polite and patient
- accept the moderator as leader of the discussion
- contribute to the discussion yourself
- keep to the subject
- address a specific person by indicating his/her name
- indicate reference to other contributions
- use continuation signals (...) for longer contributions
- if you want to speak, send the corresponding signal
- if you are addressed directly, send an answer
- respect the „emergency brake“ (!!!) of the moderator
- use smileys to indicate how sth. is meant



Compensating for the Shortcomings IV:

Initial Chat Training

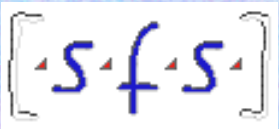
- „Warming Up Exercise“ beforehand
- during the first online session:
 - explicit explanation of the chatiquette
 - „get acquainted“ round for rule training
 - exercises for chat comprehension / production
in group work



Conclusion I:

Chat Communication can be used successfully for synchronous online courses:

- it bears several important advantages
- the shortcomings can be overcome

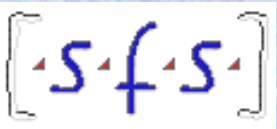


Conclusion II:

a Chat Seminar must be planned carefully:

- what kind of traditional course should be replaced?
- what kind of contents?
- what kind of learners?
- what kind of chat tool?

Do not copy didactic design of traditional face-to-face course!



Perspectives:

- **evaluation: VirtuGrade** and **MiLCA** are evaluated by the KMRC, Tübingen
- **statistical analysis** of the log files
- use of **other chat tools** with new functions within the next courses

