

E-moderation and structuring of work and learning processes



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Agenda

1. Working and learning processes
2. E-moderation
3. Structuring of work and learning processes
4. Hands on e-moderation



1. Work and learning process

- Community of Inquiry - Terms

Community

Community of learners
"[...] who want to deal with a certain topic or a problem together. All participants are equal and through active or interactive learning a deeper understanding of the content is to be achieved, knowledge is to be increased, individual knowledge development is to be promoted and self-control competence and personal responsibility are to be developed" (de Witt, 2011, p. 313-314).

of Inquiry

Investigating /researching =
interactive-communicative research
process

Five phases:

1. Undetermined action situation
2. Detailed problem definition and solution design
3. Justification of the draft solution with hypotheses
4. Conversion into concrete actions
5. Evaluation of problem solving (Dewey, 1916/2003).



1. Work and learning process

- Community of Inquiry – Characteristics

"[Learners] listen to one another with respect, build on one another's ideas, challenge one another to supply reasons for otherwise unsupported opinions, assist each other in drawing inferences from what has been said, and seek to identify one another's assumptions. A community of inquiry attempts to follow the inquiry where it leads rather than being penned in by the boundary lines of existing disciplines" (Garrison & Anderson 2003, p. 27)



1. Work and learning process

- Community of Inquiry – Characteristics
 - Expression of the learning community approach
 - The aim is the inclusion and comprehensive equality of all stakeholders
 - Active and interactive learning → goal: deeper understanding of the content
 - Potentials: increase of collective knowledge, promotion of individual knowledge development as well as development of self-control competence and personal responsibility (de Witt, 2011; Reinmann-Rothmeier & Mandl, 2002).
 - Learning in a group with the aim of...
 - rather than simply achieving individual learning gains for each group member,
 - the goal is a learning community in which the group as a whole has inherent learning potential (de Witt & Czerwionka, 2006)



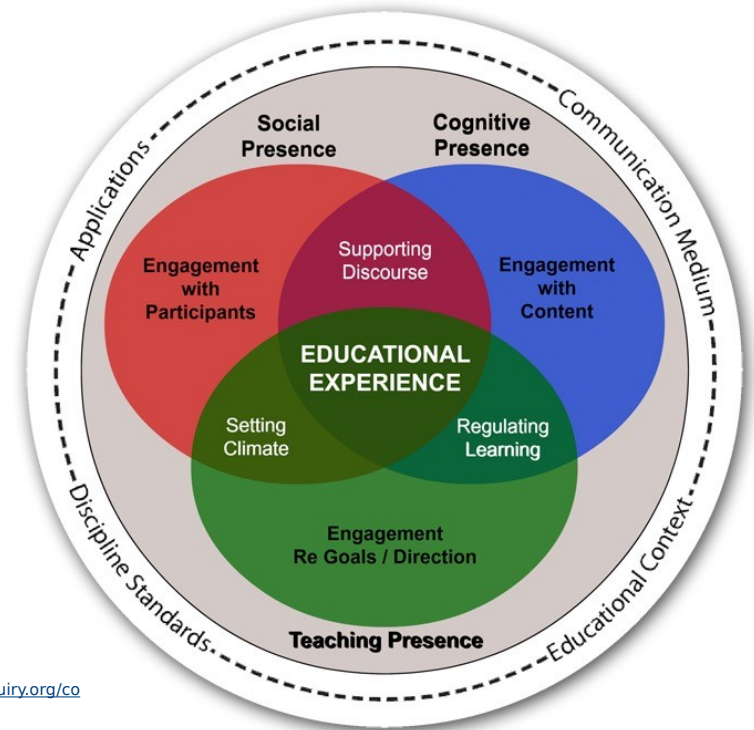
1. Work and learning process

Col Framework

Cognitive Presence

"the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication" (Garrison, Anderson & Archer 2000, p. 94)

- Most essential component for learning success
- Prerequisite for the ability of critical thinking
- Central element - communication
→ media conditions and the social-emotional environment decisive



<http://www.thecommunityofinquiry.org/content/images/diagram.coi.jpg>

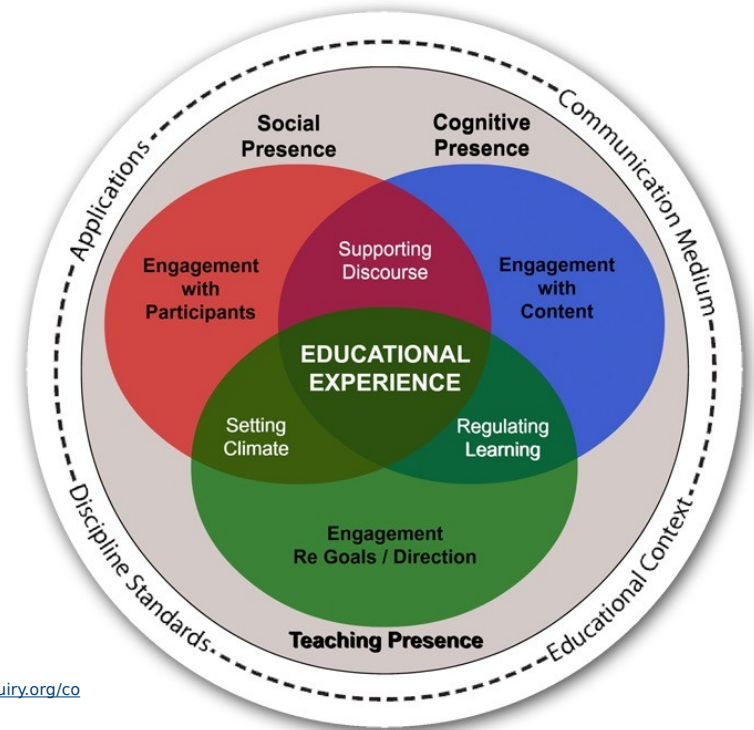
1. Work and learning process

Col Framework

Social Presence

"the ability of participants in a community of inquiry to project themselves socially and emotionally, as 'real' people, through the medium of communication being used" (Garrison et al., 2000, p. 94)

- Support discourse within the community → promote cognitive presence
- Challenges posed by computer-mediated, text-based communication



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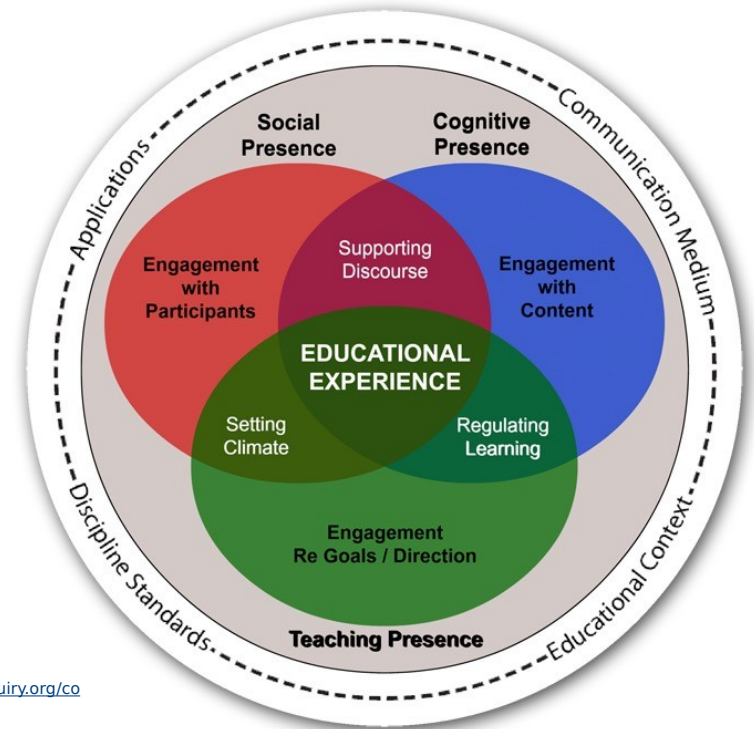
1. Work and learning process

Col Framework

Teaching Presence

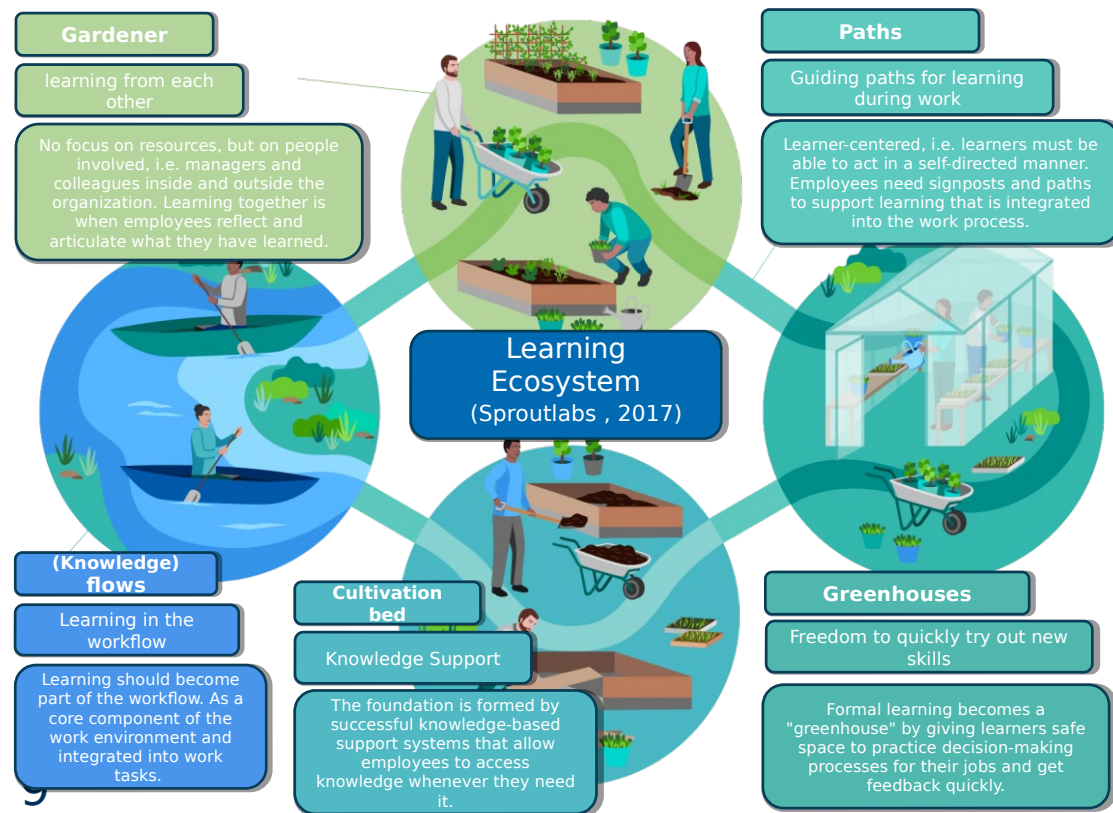
"design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes" (Anderson et al., 2001, S. 5)

- Teachers as active support
- Only in this way can potential be optimally exploited
- Tasks of the teacher
 - Design and Organization
 - Facilitating Discourse
 - Direct Instruction



<http://www.thecommunityofinquiry.org/content/images/diagram.coi.jpg>

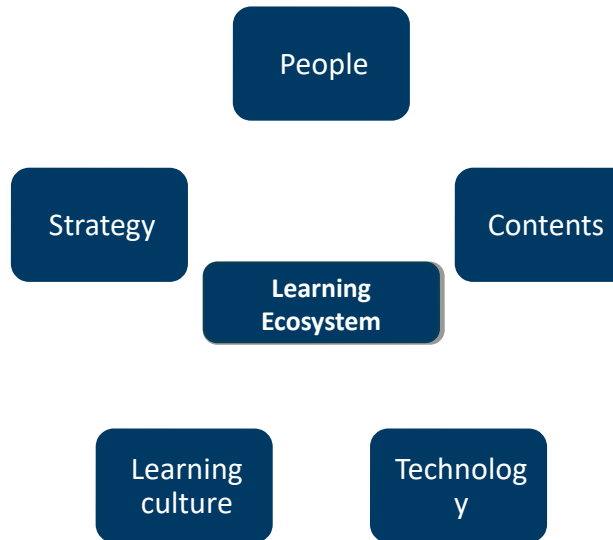
1. Work and learning processes



1. Work and learning processes

Vision Learning Ecosystem - Core Characteristics

(Everskill, 2020)



2. E-moderation

Basics of e-moderation

- "As in face-to-face facilitation, the facilitator of an online event is the **way-shaper**. The autonomy and content-related decision-making responsibility lies with the group and **he or she guides the group's work process with methods, interventions and questions in order** to achieve the goal. With his or her **attitude, impartiality in terms** of content, personal **neutrality** and **supervision of the work process**, the moderator enables the **knowledge of the participants to network** and they can **solve complex tasks** together" (Hartmann, Rieger & Auert, 2003).
- "E-moderation is any function of online learning that involves designing and structuring, facilitating and supporting goal-oriented, cognitive and social learning processes in a virtual computer-based learning environment" (Salmon, 2000).
- In addition to **facilitation** and **supervision of** learners and learning groups, also includes **planning and design aspects**



2. E-moderation

Organizational-Administrative

- Ensure framework and process
- Point out communication rules and technical aspects

Motivational-Social

- Stimulate participation
- Support the formation of a good learning environment
- Support social presence

Content Expert

- Share knowledge
- Rate knowledge
- Link knowledge

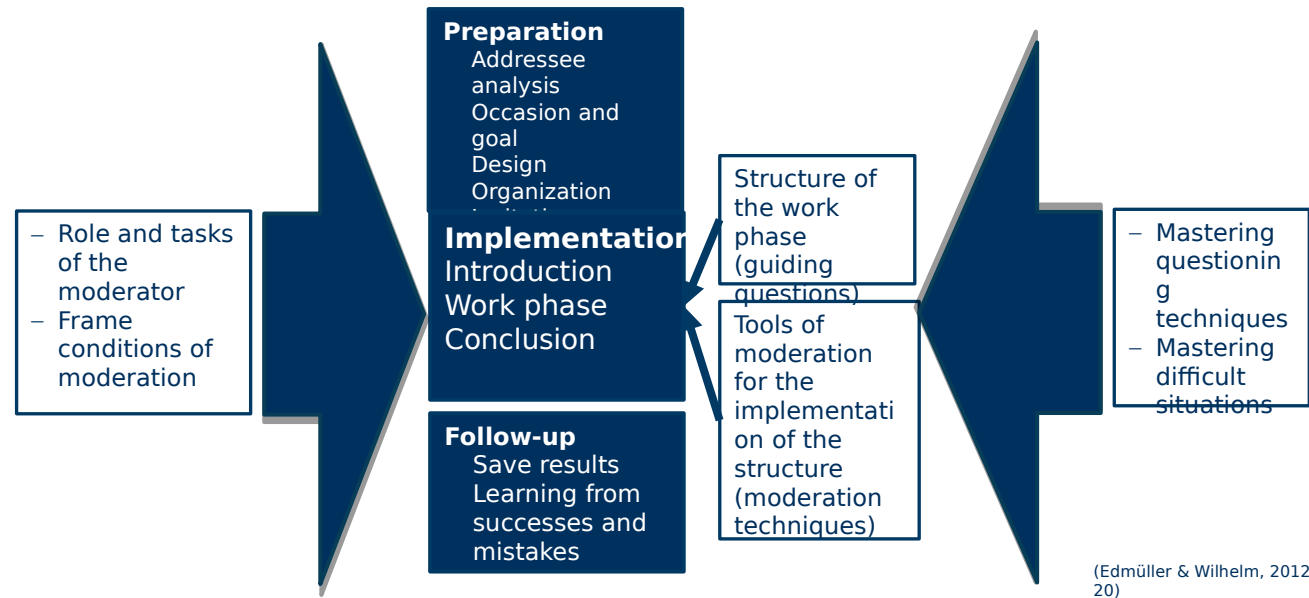
Didactic-Mediating

- Ask questions
- Use comprehension and structuring aids
- Control learning/exchange process

Beck & Younger, 2019, p. 9)

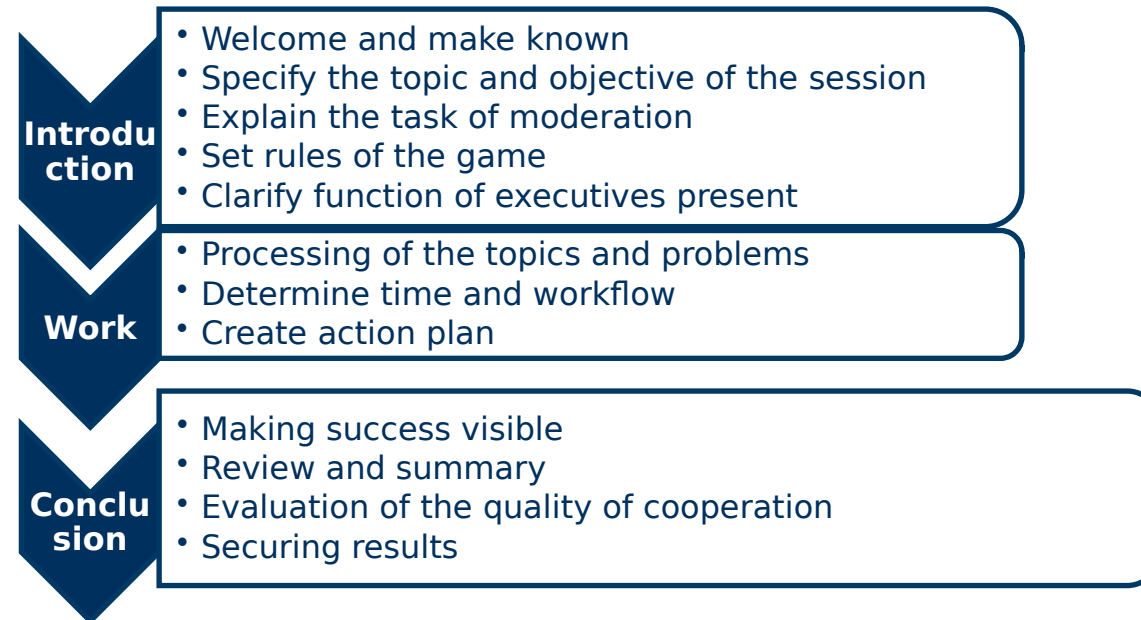
2. E-moderation

- Structure of moderation



3. Structuring of work and learning processes

- Phase structure of moderation



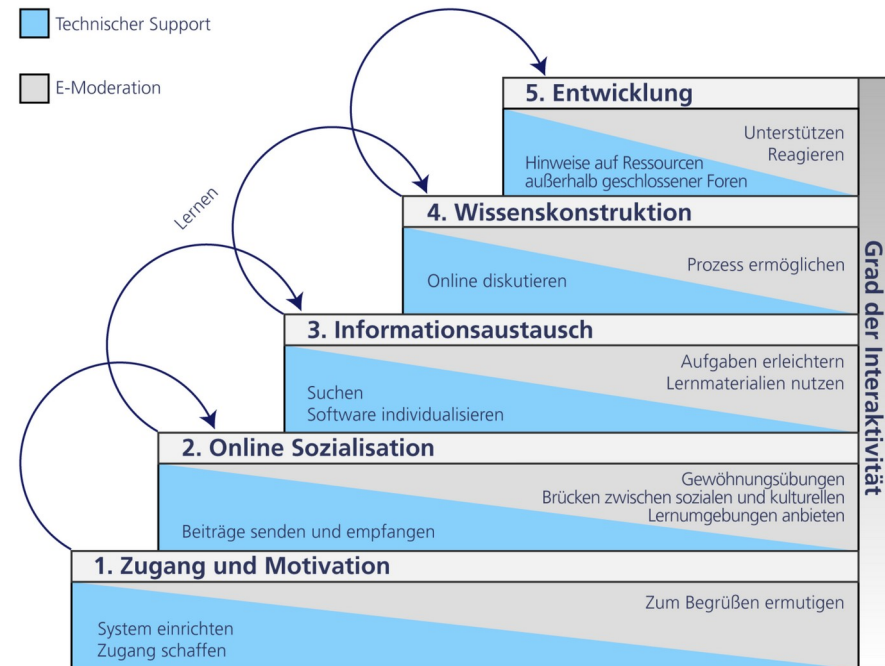
(Edmüller & Wilhelm, 2012, pp. 21-27)



3. Structuring of work and learning processes

- 5 levels according to Gilly Salmon (2000)

- Already developed in 2000 for e-learning, stages merge in practice, varying in length depending on experience
- Supporters provide e-moderation and technical support
 - not necessary to be able to respond to all problems
 - designate contact persons for more comprehensive assistance
 - know standard solutions to common problems (Salomon, 2000; Hinzmann, 2018).



3. Structuring of work and learning processes

- Access and motivation

E-moderation

- Invite and motivate participants to interact
- Welcoming new participants and initiating welcome rounds
- Create transparency: clarify the purpose and added value of the community

Technical support

- Creating access to the platform
- Technical introductions to systems and tools
- Plan for errors
- Important: Even if digital media are used on a daily basis, e.g. for communication, their use for learning purposes can still be new.

(Salomon, 2000; Hinzmann, 2018)

Enable general access and a positive attitude towards the work and learning platform



3. Structuring of work and learning processes

- Online socialization

E-moderation

- Creating a foundation for collaborative learning
- Making the value of shared learning tangible
- Building a foundation of trust
- Stimulate mutual support among participants
- Schedule appropriate responses so that individual actions can be perceived

- getting used to joint active working and learning on platform
 - make the advantages of collaborative learning clear
 - no discussion of technical content yet
 - low-threshold activities that are easy and fun to do

Technical support

- Support of sending own contributions and receiving from strangers
- Creation of own contributions
- Identifying appropriate topics and subgroups
- Activate notification so that feedback can be perceived

(Salomon, 2000; Hinzmann, 2018)



3. Structuring of work and learning processes

- Information exchange

E-moderation

- Stimulate exchange of existing knowledge
- Provision of additional learning materials (literature, podcasts, videos, etc.)
- Explicit research or evaluation assignments
- Support for orientation through predefined structures
- Formulation of deadlines, dates and expected results

Creation of a common grounding - uniform understanding of topics

Technical support

- Provision of appropriate tools for information search
- Support for customization to adapt tools to personal preferences and prior experience

(Salomon, 2000; Hinzmann, 2018)



3. Structuring of work and learning processes

- Knowledge construction

E-moderation

- Promote references between technical topics and personal experiences
- Enable building new experiences
- Facilitate sharing of new experiences with others
- Provide a rough framework for learning processes to achieve further learning objectives

→ in-depth technical understanding and the development of transfer skills
→ complex group tasks possible

Technical support

- Enabling online discussions
- If necessary, support for the selection of further suitable tools

(Salomon, 2000; Hinzmann, 2018)



4. Hands on e-moderation

- Differences face-to-face versus online events

Hallo? Könnt ihr mich hören?	Geht es jetzt bei allen wieder?	Du hast aber ein cooles Bild an deiner Wohn- zimmerwand!	Sorry, das war mein Kind.
Wollen wir lieber telefonieren?	Mein Internet spinnt heute.	Könnt ihr mich jetzt sehen?	Mein Mikro war auf mute, sorry. Also nochmal.
Moment, die Post klingelt gerade.	Du bist eingefroren.	Wo muss ich nochmal klicken, um meinen Bild- schirm zu teilen?	Wer tippt denn da die ganze Zeit nebenbei?
Hat jemand noch eine Frage?	Ich sehe, das XY die Hand gehoben hat.	Wir hören dich ganz schlecht, kannst du etwas näher ans Mikro kommen?	Sind alle da?
Wo kommt eigent- lich die Musik im Hintergrund her?	Sorry – du zuerst!	Jetzt warst du kurz abgehackt.	Ich muss mal kurz das Ladekabel anschießen.

<https://news.microsoft.com/de-de/heartsandminds-das-war-unser-virtuell-es-barcamp-2-0-rund-um-interne-kommunikation/>

4. Hands on e-moderation

- Differences face-to-face versus online events

Phase	Classroom event	Online event
Set up event	Needs more time for room booking, travel booking if necessary	Can be set up at short notice, as the virtual room is usually available
Arrive in the room	Difficulty of finding space, no technical problems	Dial-up & connection issues possible, Technical support needed (takes time & frustrates quickly)
Welcome & Agenda (throughout the event)	Clear visibility in the room for orientation, observing other participants Holistic listening & perception of body language Direct eye contact with the moderator	Focus on screen, Without webcams lower recording possibility, With cam: participant sees moderator & other participants but without direct eye contact
Content presentation	Participants move around, ask spontaneous questions, spontaneous discussion if necessary	Movement difficult to perceive, discussion usually only after presentation Interactivity difficult (overlapping voices)

(Waible, 2019, pp. 8-9)



4. Hands on e-moderation

- Differences face-to-face versus online events

Phase	Classroom event	Online event
Small group work	Spontaneous division easily possible Tools (e.g. flip chart) usable without prior knowledge & problems	Technical requirement & tool knowledge necessary, Intensive pre-planning necessary
Documentation	Documentation via photo protocols, then preparation for further use	Material is developed digitally, Facilitated reprocessing & increased reusability
Group dynamics	Difficulties quickly apparent	Difficulties are hardly apparent ad hoc
Activity	Active participation is more likely, participants are present in the room	Loafing very easy, Easily distracted (screen, sitting, emails, phone/chats).
Content development	Spontaneous visualization possible (flip chart, whiteboard)	Spontaneity is limited to the technical possibilities and knowledge of how to use the tool

(Waible, 2019, pp. 8-9)



4. Hands on e-moderation

- Online events - making them more efficient

Phase	Typical implementation	Recommendations for improvement
Arrive in the room	Content is started immediately, participant overview based on the people dialed in, no small talk, mostly in known online environment	Participants dial in earlier, Small talk & specific questions possible, Technical Introduction & Orientation, Presentation of the agenda, Bridging the wait with assessment questions & familiarization activities, prepare break-out rooms if available
Discussion / dialogue phase	Active discussion (partly with webcam,) Usually a secretary who shares the document in parallel	Additional whiteboard function for graphical representations, Shared cloud documentation
Brainstorming	Mostly only verbal	Chat for moderation cards or use of brainstorming software tools

(Waible, 2019, pp. 8-9)



4. Hands on e-moderation

- Online events - making them more efficient

Phase	Typical implementation	Recommendations for improvement
Prioritization	Developed list is prioritized verbally & people asked individually (Participants do not move & need more time to make a decision)	Poll questions can be created spontaneously from the elaborated list, Faster assessment & evaluation possible (plan sufficient decision time)
Speak up	Participants make themselves known by hand signals (raise hand in software) or write in the chat & wait for the moderator's reaction (Perception: presenter has all information visible on the screen - pictures of participants, chat info and presentation - but attention is focused on only one element)	If possible work with co-moderation → one moderator focuses on the group (web cam & audio), the other moderator on chat & documentation

(Waible, 2019, pp. 8-9)



4. Hands on e-moderation

- Interaction methods depending on the group size

	> 50	Up to 50	Until 15	Until 7
Structured entrance round			- •	- •
Brainstorming		•*	- • *	- •
Free discussion			- •	- •
Query multipoint	- •	- •	- •	- •
Group work		- •	- •	- •
Pair work			- •	- •
Partner interview			- •	- •
World Cafe			- •	
Fishbowl	- •	- •	- •	
Q&A	- •	- •	- •	- •
Questions & Topic Memory	- •	- •	- •	- •
Image interpretation			- •	- •
Vernissage			- •	- •
Flash			- •	- •
Structured final round			- •	- •
Collegial consultation			- •	- •

*in group work

(Waible, 2019, p.44)

4. Hands on e-moderation

Asking the right questions the right way - basics

- Questions → central form of communication of the moderation
- Purposeful questioning contributes to the success of the work session by:
 - Obtaining necessary information in the preparation phase
 - Structuring the work session and work phase
 - Support for the implementation of the work phase
 - Inclusion of all participants
 - Mastering difficult situations

(Edmüller & Wilhelm, 2012)



4. Hands on e-moderation

Asking the right questions the right way – question types

Selection appropriate to the situation is decisive

Open questions

- Require whole sentences
- Encourage reflection
- Encourage intensive discussion and own solution proposals
- ✓ In-depth information
- ✓ Freedom of expression
- ✓ Stimulate thoughts
- ✓ Creativity promotion

Closed questions

- Can be answered briefly with a word or gesture
- ✓ Obtaining consent or approval
- ✓ Confirmation
- ✓ Stimulate thoughts
- ✓ Tight conversation
- ✓ Compliance protection
- ✓ Need for clear answers

(Edmüller & Wilhelm, 2012)



4. Hands on e-moderation

Asking the right questions the right way – questioning techniques

Consultation technology

- Questions to moderation that can be answered by the group itself, play back → find group solutions through own ideas and experiences
- ✓ Promotes freedom of expression
- ✓ Stimulates discussions
- ✓ Encourages participants to trust their judgment
- ✓ Involves participants in the responsibility for finding solutions

Demand techniques

- Understanding and questioning statements
- Specify statements
- ✓ Dissolving blockages
- ✓ Clarification of terms
- ✓ Relativization of generalizations
- ✓ Uncovering hidden assumptions

(Edmüller & Wilhelm, 2012)



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Thanks a lot for your
attention.

More information about the project:

www.valeu-x.eu

More information about the Chair of Information
Mangement:

https://tu-dresden.de/bu/wirtschaft/winf/wiim?set_language=en

