INTERVIEW

Notes from the interview indicated that the group completed the final product by using the Wiki for each of them to post their answers to the questions in a different color. In order to get the answers to the questions, the group scheduled a time to meet together using Twiddla. Twiddla was their assigned CSCW program. Once everyone had their individual posts made, they scheduled a session using Sakai chat and negotiated the final answer. One of the group members was responsible for the final format of the product on the Wiki. The process worked very well for the group. A quick review of the discussion board for the group and the archived chat on Sakai provides artifacts that this group used these two tools of Sakai to coordinate their work. It was also mentioned that they used Skype chat to coordinate their work, as well. This group communicated their individual progress often which kept all group members informed.

One of the issues that the group had during this process was that two group members were editing the Wiki at the same time. This caused one to lose their work. In addition, the scroll bar moves to show new chats, but the chat line itself does not move. So, users have to keep an eye on the scroll bar to know when someone has posted a new message. If the message was one line, the bar does not move very far which makes it even more difficult to know when someone has posted. Possible solutions for each problem include: (1) Have notification if the Wiki is being used and locked for others to use during that time. (2) The chat line moves so users can see new posts. The current way causes time to be wasted because the user may not notice the scroll bar has moved.

PROSPECTUS

1. **Goal**
There is approximately 50 years of research behind the importance of cooperative education and how it improves the learning of students. Keeping this in mind, the goal of the prospectus is to provide suggestions for a new tool in Sakai that supports cooperative learning in an online course management system.

The new tool will allow for video conferencing between team members. The conferencing can be archived in case one of the team members/students could not be available. The tool will also allow for groups to co-edit documents and allow members to pass control of a computer if needed to help explain a procedure.

2. Overview (or In a nutshell)
The video conferencing is a definite reality already via the Internet. The addition of the tool to Sakai would require research into the programming required. This would be a challenge for me considering that I do not have the skills needed in that area.
Key CSCW ideas focus on awareness, articulation, and appropriation. The video conferencing will remove the need for typing when groups that are not collocated are trying to work on articulation or the

division of the task. In can also create awareness between group members by discussing their progress and checking on each other's work. By also including the ability to co-edit documents, group members will be able to work on articulation. Appropriation is the ability of the group to tailor the tool to their needs. Video chat allows users to plan their actions, inform each other of their progress, and discuss the final product.

3. What's been done

AdobeConnect comes very close as a system that provides us lessons for our work. The system allows for users to video chat, has a whiteboard for users to use, and users can post documents. The system information states that users can mark up documents and provide comments. This feature of AdobeConnect was not available as part of the free version or required more knowledge of the system than was possible in the time provided. I would like to take this one more step forward in terms of each user being able to work on parts of the document simultaneously without changes being lost.

4. What's been said

My view of CSCW seems to be a bit narrow because I look at CSCW with the eyes of a teacher. I have a hard time looking at systems with the eyes of a businessperson or other profession. This has colored my ability to think outside of my viewpoint. Even though Sakai is an online course management system used for education, I still think that the new tool should have some use outside of the educational environment.

5. Standards

There are standards for video conferencing systems that try to provide quality assurance throughout all of the possible systems.

6. Wild ideas

I would like to see the video conferencing chats have the ability to have an automatic written transcript. This would be great for the hearing impaired as well as having a written version that can be searched for certain terms. This could provide a check for learning by looking for key phrases in the conversation. In terms of teaching, we try to do formative checks of student learning. One of the formative checks could be that student a talks to student b telling what they learned. Student b then summarizes what student a stated before stating what student b learned. This is a great way to get students to talk about their learning. Unfortunately, as a teacher, it is difficult to know what each student has learned due to all of the conversations going on simultaneously. If there was a written transcript of the activity, this would allow for the teacher to search the transcript for certain words and/or phrases that would indicate a student understands.

I was also thinking about the fact that a great deal of newer computers come with a camera as part of the monitor. In terms of teaching science, students could perform simple experiments at home and video their actions. The actions then could be watched by other students who could provide feedback on design, etc. This, in my opinion improves the teaching of science via the Internet.

The co-editing of documents allows for the two edits to be melded together into a finished product. This would eliminate the need for asynchronous work on final products. While a great deal of CSCW work can be synchronous, the final product, at least using Sakai, requires it to be finished asynchronously. Instead of discussing the final wording and then waiting for one of the group members to take the discussion and transform it into a document, the document could be prepared with several members working at once.

7. Experts
Computer programming experts that are currently working on Sakai could be consulted. Sakai is an open source online course management system meaning that many members contributed to the system. They would know the system best and the capabilities to include a new tool(s).

FEEDBACK ON PROSPECTUS

Student 1: Susan, even if there were written transcript for the simultaneously conversations, it will still be hard to analysis the talks to get an idea who learns what. I think video is good for observation, but not good for analysis (or very hard for analysis.)

If each computer comes with a camera on the monitor, then everyone need to worry about how many people in the world are watching you whenevery your computer is on internet? Installing a web camera seperately is not hard and you get the control when to use it or not to use it, which one are you going to choose?

Susan, I do agree with you that video conferencing is not a new technology any more, and it is a normal and natural way for people to communicate synchronously. But video communication needs a lot bandwidth, a lot of memory, I guess the cost is a big issue here.

Student 2: Susan,

I never thought of the written transcripts, but I love that. Great idea!! I thought about having video conferencing, but didn't go much further and consider uses other than chat. Another great idea about using it to bring a group together to watch an experiement.

You mentioned quality assurance as a standard. Did you have anything special in mind? Are you talking about quality of work products using tools that check for spelling, etc?

Student 3: I think your ideas of making tools for video conferencing between team members, and for co-editing document work are quite good. Besides, your idea of making the video conferencing chats have the ability to have an automatic written transcript impressed me a lot. I think the function can also be used in students' work of interview because it may be hard for students to type the detailed transcript of their interview according to their record. If it could be done by the tool, it is very convenience and student can review the interview content clearly.

About the problem of checking what students' learning, I may consider that the main purpose of the activity is for students to share what they learn with their classmates. Then students could have the peer support energy to keep learning. Sometimes their sharing may not be very conscientious and does not want to be known by teacher. If teacher want to know each student's learning situation, teacher could ask student to write their learning experiences on paper and turn it to teacher. This kind of reflection may be more systematic and considerable.

Furthermore, if every phrase is record and transcript by the video system, student may have pressure to talk and present their ideas because they may scare to speak something wrong and being focused by people.

REQUIREMENTS

Accessing the video chat	Set up the web cam or activate the integrated web cam that is part of the desktop. Activate the microphone function Log into Sakai and open the video conferencing module Start the web conference with group members Click on archiving of the conference Open document to be worked on or note taking area
Documents for co-editing	Open the document on screen Discuss with group members the plan of attack Group members can use whiteboard type features to highlight and mark up the document. Group members can use word processing features to make specific changes All changes are saved and brought together into one file that each group member can have. Documents reside on each group member's login to be accessed at a later time.
Screen sharing	Set up web cam or activate the integrated web cam that is part of desktop. Activate the microphone function

	Log into Sakai and open the video conferencing module
	Start web conferencing with group members
	As part of the web conference and discussion, group members can give control of their desktop to other group members if needed. The purpose is to better explain or show the steps in completing a task.

FEEDBACK

Student 1: Susan,
I like the idea of having video conference function in Sakai and there are some other students wish that tool too. It will be very helpful for synchronous communication since we are used to voice and visual communication. But the requirement you stated is a little simple. After activating the device such as webcam and speaker, login to Sakai, you only mentioned "start the web conference with group members." But how to start one conference? Who will be in the conference? How are you going to invite members into your conference? At least, You need to know who are present or who are ready for video conference, it might be the same or different from users present in Sakai. But at least you need to invite since not everyone in Sakai are ready for conference, how are you going to stop/end a conference. It will be helpful to try to use some video conference software such as Skype to get ideas.

For the screen sharing, I do not think webcam and microphone is needed. There are some software on the market now. After you install the software, you can ask for permission to view somebody's screen and the other person can agree or deny sharing his screen. If agreement is made, then they share the computer screen, not just Sakai or some files.

Student 2: Hi Susan

I think you've got a good list of tasks to go with your activities. I don't know if it needs to be included here, but you might mention how all users will come together for each of the activities you list. How will you notify each other to gather in one place? I'm not very knowledgeable about desktop sharing, so I would like to see more detail in this area. How does that work during a video conference? I guess the view users would have would switch between video conference (what user is seeing here) and view of the desktop?

Student 3: Hi, Susan,

The tasks you wrote are very detailed and step by step. I could easily understand how to do the activities from your descriptions.

There is only one thing I think you could make a change and your requirements for the system can become more perfect. You could write the activities to be more specific. For example, "screen sharing" seems a function of the system and it can be applied for many activities from the function.