E-Moderating

Information Services

[Gilly Salmon (E-tivities)](#)

Access and Motivation

5 Development
Supporting responding
Providing links outside closed conferences

4 Knowledge construction
Facilitating process
Conferencing

3 Information exchange
Facilitating tasks and supporting use of learning materials
Searching, personalising software

2 Online socialisation
Familiarising and providing bridges between cultural, social and learning environments
Sending and receiving messages

1 Access and motivation
Welcoming and encouraging
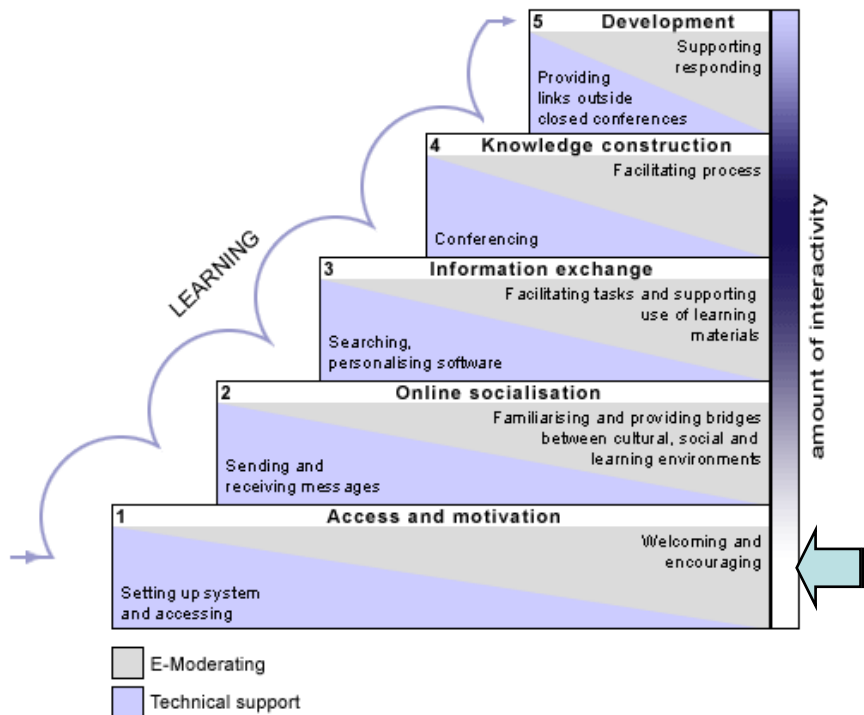Setting up system and accessing

LEARNING

amount of interactivity

E-Moderating
Technical support

E-tivities at this stage need to provide a gentle but interesting introduction to using the technological platform and acknowledgement of the feelings surrounding using technology and meeting new people through the online environment.

Even the most apparently confident individuals need support at the beginning
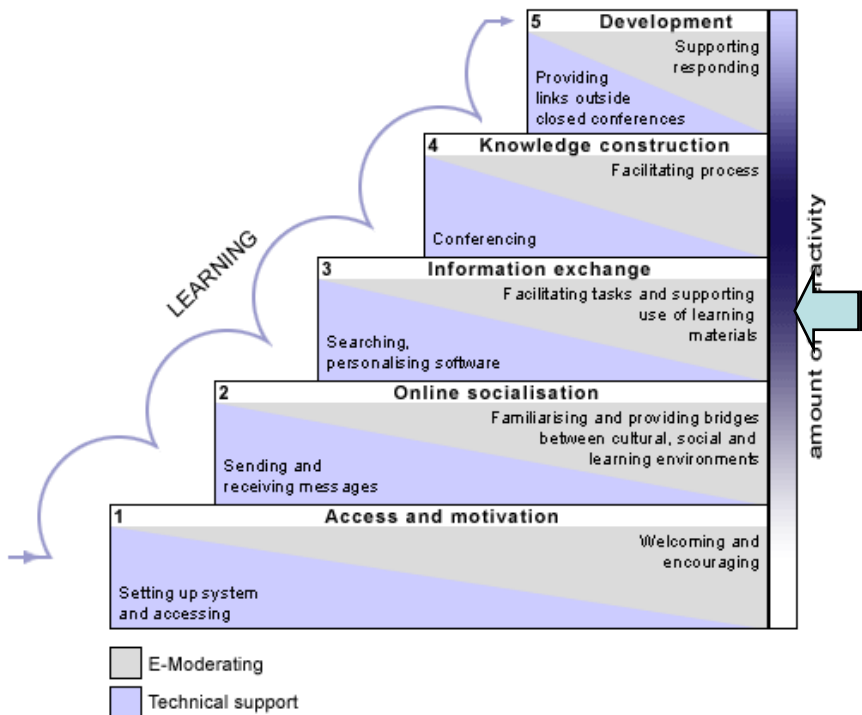
Online Socialisation
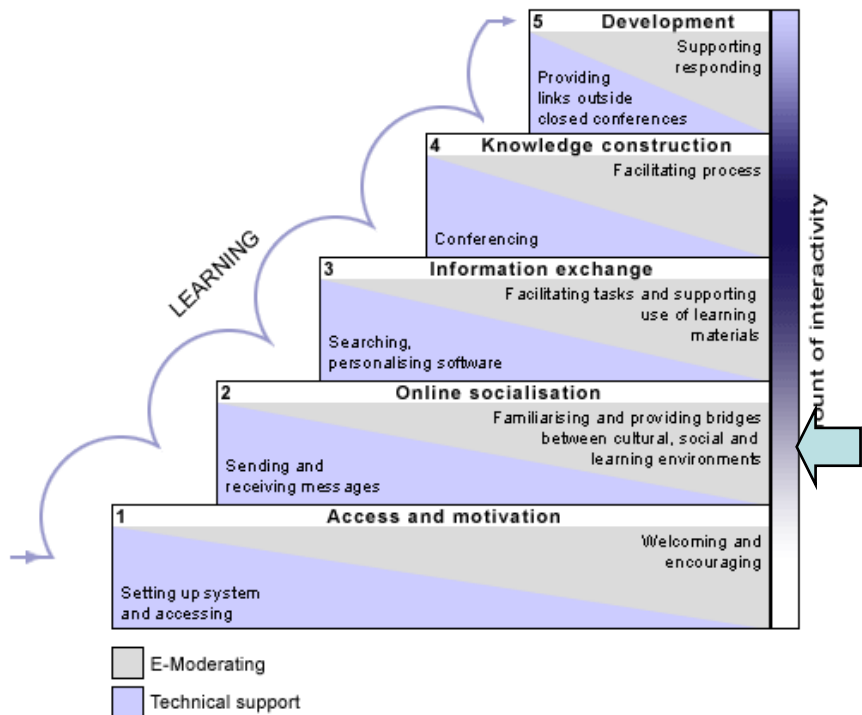
At stage 2, you are doing nothing less than creating your own special online micro- community through active and interactive e-tivities. Whether the community will last a few weeks or a few years, it's a very special learning and teaching opportunity. Many participants are very excited at the potential of sharing in the thoughts and work of others but find that in reality, it's hard to get started. Here we can see that Lou setting off on a journey of faith, carrying some baggage.

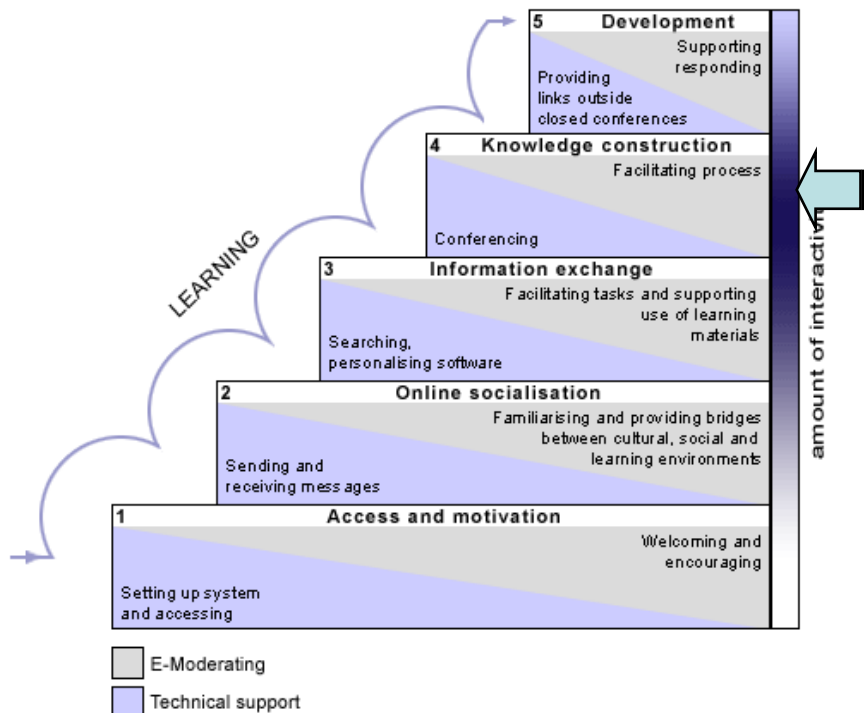The e-moderator is building the bridges for all the participants.

Information Exchange

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At stage 3, information can be exchanged and co-operative tasks can be achieved. The big advantage of asynchronicity is that everyone can explore information at their own pace and react to it before hearing the views and interpretations of others. Participants' learning requires two kinds of interaction: interaction with the course content and interaction with people, namely the e-moderator(s) and other people.
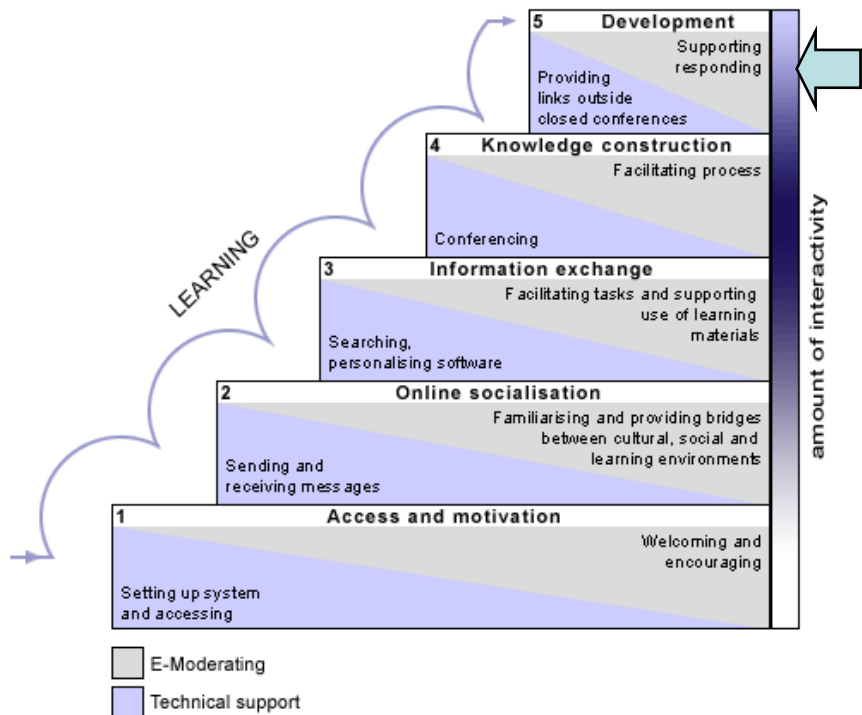
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By stage 4, participants frequently start to recognise one of the key potentials of text- based asynchronous interaction and take control of their own knowledge construction in new ways. E-tivities at this stage have discussion or knowledge development aspects at their core.

E-moderators have important roles to play at this stage. They build and sustain groups. By stage 4, Lou's group is really constructing knowledge through their online interaction and successfully handling their own group dynamics.

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☐ E-Moderating
☐ Technical support

At stage 5, participants become responsible for their own learning and that of their group. They build on the ideas acquired through the e-tivities and apply them to their individual contexts. By now, both participants and e-moderators will stop wondering how they can use online participation and instead become committed and creative. They also become critical and self-reflective. At stage 5, Lou is confident in reflection, assessment and the journey forward.