'A wealth of helpful advice ... if you are serious about e-moderating you should have a copy'

The Independent

moderating

THE KEY TO TEACHING & LEARNING ONLINE

GILLY SALMON

SECOND EDITION

Contents

Pretace		vi
Pre	eface to the second edition	X
Acl	knowledgements	xii
	Acknowledgements for the second edition	xiv
Paı	rt 1: Concepts and cases	1
1.	What is e-moderating?	3
	Jane's diary	4
	E-moderating, a new way of teaching	9
	Training e-moderators at Monash	10
	Teaching and learning online	11
	Open University Business School in Wales case study	12
	Systems	15
	Networking software	17
	Online networking for education and training	17
	Costs	20
	Why bother?	22
2.	A model for online in education and training	24
	About the OU	24
	Building a model of online teaching and learning	25
	Methodology	26
	Five-stage model	28
	Stage one: access and motivation	30
	Stage two: online socialization	32
	Stage three: information exchange	38
	Stage four: knowledge construction	41
	Stage five: development	48

iv Contents

3.	E-moderating qualities and roles	51
	What do e-moderators do?	51
	E-moderator competencies	53
	Recruiting e-moderators	53
	Who might you work with?	56
	Qantas College Online case study	58
	Key issues for e-moderators	59
	E-moderating with synchronous network platforms	67
	Supporting distance language learners through synchronous	
	conferencing	71
	Abacus Virtual College case study	73
	Open University Centre for Modern Languages case study	75
	Celebrate!	79
4.	Training e-moderators	80
	Plan to train	80
	Training of e-moderators in the OUBS	83
	Training programme design	85
	Evaluation	86
	OUBS training programme	86
	Level one: Welcome	88
	Level two: Induction	90
	Level three: Teaching	93
	Level four: Knowledge construction	94
	Level five: Development	96
	Developing use of a VLE at Caledonian Business School	100
	Monitoring the work of trained e-moderators	102
5.	E-moderators and the participants' experience	104
	Access and participation	105
	Student orientation at Monash	107
	Learning styles and approaches	110
	Widening access	112
	Assessment processes	112
	Disabilities and online working	115
	University of Maryland University College case study	118
	Corporate training and development	119
	Gender and e-moderating	120
	E-moderators and lurkers	122
	OU Master's course case study	125
	Participant induction	128
	Scaffolding participants' engagement	130
	2001	131

		Contents v
200	3 where we've got to now	131
	et reflections	132
Hal	f-way	133
	e end in sight	134
	moderating: the key to the future of online teaching	and 136
	rning	10.
	enarios	136
-	enario 1: Planet Contenteous	137
	enario 2: Planet Instantia	139
	enario 3: Planet Nomadic	140
	enario 4: Planet Cafélattia	143
W.	hat planet are you on?	145
Part 2	: Resources for practitioners	149
E-mo	derating skills:	
	Taming online time	151
	Components of online socialization	153
	How to weave	155
4	Treading on cultural toes	157
	Presence	160
6	E-moderation principles for productive conferencing	162
	Conference housekeeping	164
	Knowledge sharing and construction	166
9	E-moderating with synchronous conferencing	168
Mana	ging e-moderating:	
	Using the five-stage model	170
	Keeping e-moderating costs down	176
	Evaluating and assessing participation online	178
	Training e-moderators	182
	Boosting participation	184
	Monitoring e-moderating	187
	Communicating online	189
Onlin	e participants:	
17	Encouraging self-managing groups	193
	Users with disabilities	195
19	Induction	197
20	Supporting and developing online novices	199
	Understanding lurkers	202
22	Valuing online diversity	204

vi Contents

References

Index

Evoloring online.

Exploring online:				
23	A virtual learning environment parable	207		
24	Myth busters	210		
25	A future scenario	212		
26	What will we call ourselves?	214		
27	Conference text examples	217		

230

240