FLO MicroCourse - Experience and Design a Community Building Activity: Tools and Resources

October 2018

This is a collection of tools and resources compiled for and by participants in the [FLO MicroCourse - Experience and Create a Community Building Activity](https://scope.bccampus.ca/course/view.php?id=472).

Please add to the lists!

# Research

# Having an online social forum for class networking gives physics students a boost:

<https://www.sciencedaily.com/releases/2018/10/181002102922.htm>

Edwards, B. P. (2010). Creating a Culture of Community in the Online Classroom Using
 Artistic Pedagogical Technologies. In G. Veletsianos, *Emerging Technologies in
 Distance Education* (pp. 129-152). Edmonton: AB: AU Press, Athabasca University.

“Teaching and Learning whether occurring in a traditional or virtual classroom, are essentially social experiences. According to SDT [Social Development Theory (Vygotsky, 1978)], social interaction is fundamental to cognitive development. Consciousness and cognition result from socialization and social behavior” (Edwards, 2010).

Hooks, B. (2003). *Teaching community: A pedagogy of hope*. New York: Routledge. “Dominator culture has tried to keep us all afraid, to make us choose safety instead of risk, sameness instead of diversity. Moving through that fear, finding out what connects us, revelling in our differences; this is the process that brings us closer, that gives us a world of shared values, of meaningful community” (hooks, 2003).

Goodreads quotes from this book: <https://www.goodreads.com/work/quotes/706989-teaching-community-a-pedagogy-of-hope>

Lefebvre, M., & Elliot, A. (2017). Naming ourselves: Who defines Indigenous identity? The

 Walrus. Retrieved from https://thewalrus.ca/we-didnt-choose-to-be-called-indigenous

Sinclair, R. (2003). *Indigenous research in social work: The challenge of operationalized*

 *worldview*. Native Social Work Journal 5, 117-139.

Wunker, E. (2016). *Notes from a feminist killjoy: Essays on everyday life.* Toronto:
 BookThug.

Science News article: [Why relationships -- not money -- are the key to improving schools](https://www.sciencedaily.com/releases/2018/10/181025103300.htm). Although not specifically about online community development, this short research report about *social capital* seems relevant: “Social capital is the name scientists give to the network of relationships ... that builds trust and norms promoting academic achievement.”

Derlath, J. (Oct 3, 2016). Medium. [Measuring the Sense of Community in Online Communities](https://medium.com/%40Juergen_Derlath/measuring-the-sense-of-community-in-online-communities-1724e8a755da). Once you’ve started to develop an online community, how do you measure it? If you’re looking to quantify online community strength, this article suggests lots of good questions you can use to survey your participants.

Herberger, M. (ed.) (2005). [Ikarus – Experiences with Teaching and Learning in Virtual Learning Environments](http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=57E06714A7F40ECE7E6873D8B6236CAA?doi=10.1.1.109.1614&rep=rep1&type=pdf). Is it possible to develop a vibrant learning community in a large international online course, in which English is only marginally the “common” language? The Ikarus project, sponsored by the EU, managed to do just that. Chapters 3 & 4, and the shorter articles at the end are most relevant to community development.

Favourite quotes from **Turning to One Another: Simple conversations to restore hope to the future**, by Margaret Wheatley:

*“What becomes available to us when we greet each other as fully human? This is an important question as we struggle through this difficult time. We need each other more than ever before. We need everybody’s creativity and caring and open hearts to find our way through. We can help one another by trusting that others, too, are fully human. And then we can invite them to step forward with their goodness.” (p. 79)*

*“We can’t experience sacred in isolation. It is always an experience of connecting. It doesn’t have to be another person...it can be a connection with an idea, a feeling, an object, a tradition. The connection moves us outside ourselves into something greater. Because we move out beyond ourselves, the experience of sacred is often described as spacious, open, liberating. We learn that we are larger than we thought.” (p. 138)*

# Activity ideas

* Micro-writing <https://www.edsurge.com/news/2018-09-30-micro-writing-is-having-a-macro-impact-on-identity-development>
* Six Word Stories: <http://www.sixwordstories.net/> | <https://www.huffingtonpost.ca/entry/six-word-story_n_5332833>
* A visual/digital version of [Five Card Nancy](http://scottmccloud.com/4-inventions/nancy/index.html) - developed by cogdog and his Flickr machine - [Five Card Flickr](https://5card.cogdogblog.com/index.php) (a longer community building activity
* 4 Senses - From your desk: What do you see? What do you smell? What do you hear? What do you taste?
* Thinking about feet - where do your feet take you?
* Multiple levels of situated introductions throughout the early days of a course. [We used this in the MicroCourse](https://scope.bccampus.ca/mod/glossary/view.php?id=15238)!
* Peer interviews (and then peer introductions). We implemented this very successfully in the FLO Design course. If you offer suggestions for questions to ask during the interview you can glean some useful data to help with your facilitation (e.g. forming future activity groups based on interest or expertise)
* Photovoice - Telling your story through one or more photos. This can be as simple or elaborate as you wish!
* Social media sharing. Create #hashtag nametags
* Digital Quilt - represent yourself or your response to a specific topic in a digital “square” using video, voice, photo, drawing, or text. Link all of the squares together (padlet could work for this) and hang it on the “wall” of your course - it could be the image at the top of the course.
* Photo Collage - images to represent who you are or how you feel about a certain topic. These are compiled and displayed anonymously, so rather than getting to know you, it is a wondering who this is exercise.
* Video introductions using Flipgrid.
* Mindmap intros using Coggle

# Tools We’ve Tried

* Kumu <https://kumu.io/> Create interactive relationship maps. The tool can be a bit daunting, but if you are willing to take on the learning curve it could be quite powerful!
* Flipgrid <https://flipgrid.com/> A very easy tool for video introductions. Recordings are limited to 90 seconds, which has its advantages! Also, you record comments on other videos.
* OneNote - More than just a note-taking tool. OneNote is a free-form canvas for multimedia collaboration.
* Google Docs, Slides, Drawings… I’m sure most of us are already familiar with Google but you may not have considered using one of the tools for this purpose. The individual who creates the document needs an account, but from there you can open up to editing for anyone with the link.
* Moodle Glossary - This tool is not just for definitions and has many advantages! You can embed multimedia, tag entries, comment on other entries, search, sort, and edit at any time.
* Padlet - Like OneNote, Padlet is a canvas where you can post media-rich notes and draw connections between the notes. The individual who creates the padlet needs an account (Microsoft), but from there you can open up to editing for anyone with the link.