

Using the Affordances of Weblogs to Support a Social-constructivist Learning Environment

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INTRODUCTION

This section includes the abstract, statement of originality, and acknowledgements as well as lists of appendices, figures, and tables.

Abstract

Weblogs are becoming an increasingly popular tool for creating socio-constructive learning environments. However, little is known regarding which aspects of the tool students consider most useful for achieving specific learning outcomes. In addition, there is little empirical evidence regarding the usefulness of weblogs for nurturing the establishment of a community of learners. This study examined a first semester university course in English literature. In this course the instructor used Internet-hosted weblogs in a blended course delivery strategy. In addition to traditional face-to-face instruction, the students were encouraged to teach each other in an online environment, where they shared their own creative writhing, and their critiques of the creative writing of others.

Specifically, the study addressed the following research questions:

1. In what ways do weblogs influence the achievement of students' learning outcomes in creative writing and literary analysis?
2. How do students understand and employ the affordances offered by weblogs in achieving their learning outcomes?
3. Is there evidence that weblogs assist in the development and nurturing of communities of learners?

Engeström's (1987) activity system was applied to the use of the weblogs to understand how this tool interacted with its social and technical environment to mediate the achievement of learning outcomes and the establishment and nurturing of communities of learners. Mixed research methods, both qualitative and quantitative, as well as multiple data sources were used to identify trends as they related to the students' use of specific weblog affordances.

This study identifies six areas an instructor might consider when designing and implementing a course that incorporates a weblog learning environment and explores the effect particular pedagogical choices may have on the achievement of different learning outcomes.

These six areas are the online hosting strategy, the size of any communities of learners, the task design and scaffolding, assessment strategies, the use and training of online tutors (including the instructor), and student training.

Statement of Originality

This thesis has not been submitted for consideration for any other degree from any educational institution and represents my original work, performed under the guidance and supervision of supervisors at Macquarie University. All instances where the work of others have informed the study and/or the creation of this thesis have been referenced appropriately.

University ethics approval for this study has been granted under reference number HE22SEP2006-D04867 (see Appendix R).

William Bishop Poole

Date

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I would like to acknowledge the many people who have contributed to my personal journey to this point in my life. We are constantly learning, based on the communities with which we relate. Everyone's life journey and the communities with which we interact are unique. I am grateful to every member of each community for making me who I am. This project would probably not have happened without their input.

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I am also grateful for the multitude of teaching practitioners who endured my endless ramblings and who provided their own insights, experiences, and perspectives on whatever was preoccupying me at the time.

I also am deeply indebted to the instructor of the course that constituted the focus of this research project. He opened his classroom allowing me to unpack and analyse his teaching pedagogy. This illustrated great trust and commitment to researched based practice. I also would like to thank the students who allowed me to monitor their learning experience. This privilege made the project possible.

Finally, I would like to thank my growing family for providing me the space, time, support, and tender love that I needed to complete this particular journey. To them, and to my long-suffering friends, I can now say, "Bill is back".

To all of the above, I can only hope that my efforts have been worthy of your assistance.

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CHAPTER 1: PROBLEM STATEMENT

In 2005, Claire Woods and David Homer of the University of South Australia published a paper in *English in Australia* (2005). In this article, they discuss what they considered the inappropriate orientation of secondary school English education in South Australia. They argue that South Australian secondary schools have “a traditional emphasis on reading and response, and [that the] writing that is generated [is] primarily in response to the novel, poem, film, or author rather than [being focused on] developing “a ‘writer’s headset’ which will change the way they [students] read texts of all kinds”(p. 36). Woods and Homer then present what is being done at the University of South Australia to help the students approach all texts from a writer’s perspective.

Similarly, Marcelle Freiman published an article in the journal *Text* (Freiman, 2002) in which she describes her experiences teaching creative writing using online discussion forums. In her article, Freiman describes various benefits of using online discussion forums to teach creative writing. She discusses the inherent support provided by online discussion forums for the constructivist aspects of creative writing pedagogies such as learning-by-doing, and the active engagement necessitated by drafting, revising and commenting on the work of classmates. In addition, she discusses several other benefits of online discussion forums, including:

- the expanded time that is available to reflect and comment in asynchronous learning environments,
- the potential for reciprocal teaching (students teaching students),
- the potential benefits to physically challenged (deaf) students,
- the advantages of allowing individual students to schedule their participation to meet their personal needs,
- the ability for the instructor to manage the size of specific communities of learners,
- the ability for students to participate incognito through an online persona,
- the reduced logistic issues surrounding collaborative learning;
- the durability of written comments over those that are expressed verbally, and

- the increased visibility of (and the potential to manage) minimalistic student learning strategies.

Given the growth of weblog popularity (Williams & Jacobs, 2004), these two articles raise a general question: How do students feel about using weblogs to help them learn to express their personal thoughts and opinions?

The researcher had the pleasure of working alongside an Associate Professor of English literature who shared the concerns of Woods and Homer. His focus was on helping on his students' to develop their ability and confidence in extracting and communicating their personal understanding of the texts they read. As will be discussed, his goal was, in fact, to help his students understand and communicate their own interpretation of not only literature, but of life in general, as seen through their own personal life's experiences. To accomplish this he also used an online communications technology in his English literature units. He had his students establish and use publically accessible weblogs to use these to practise their creative writing and to publish their interpretations and comments on the creative writing of others (assigned texts and the creative writings of their classmates).

This chapter provides the motivation for the research project, the specific research questions that the project addressed, and an overview of the course that served as the focus of the study. The chapter concludes with a brief overview of the chapters that follow.

Online Learning

The use of online tools and strategies to enhance tertiary learning and teaching has grown rapidly during the latter years of the 20th and the early years of the 21st Centuries (Song, Singleton, Hill, & Koh, 2004). New York state's Learning Network alone grew from 56 online students in the 1995/96 academic year to approximately 70,000 online students in 2003/04 (Shea, Pickett, & Li, 2005). In 2005, nearly two-thirds of all institutions in the United States (US) that offered face-to-face courses at the undergraduate level also offered similar courses online. In fact, the rate of growth in the online sector greatly in the US exceeded that of the overall tertiary sector (Allen and Seaman, 2005). As the expectations of students

continue to increase regarding online access, universities around the world are attempting to meet these needs, to the point where the availability of online offerings are becoming a significant point of differentiation for attracting quality students (Song et al.). According to Garrison and Kanuka (2004)

Online learning is pervading higher education, compelling educators to confront existing assumptions of teaching and learning in higher education. Indeed, leaders of higher education are challenged to position their institutions to meet the connectivity demands of prospective students and meet growing expectations and demands for higher quality learning experiences and outcomes. Given the increasing evidence that Internet information and communication technologies are transforming much of society, there is little reason to believe that it will not be the defining transformative innovation for higher education in the 21st Century (pp. 95-96).

In Australia, the growth of fully online learning programs provides both an opportunity and a challenge. According to the international economic and market research organisation, *IBISWorld*, the Australian online educational market was expected to grow by over 22% in the five years up to 2010/2011 (IBISWorld, 2011). The challenge results from Australia's loss of geographic isolation in the provision of educational opportunities. International education providers can now compete for the attention of Australia students without their having to leave home (West et al., 1998). On the other hand, many Australian universities are taking the international online education market as an opportunity for expansion. As an example, Open Universities Australia act as an educational clearinghouse, providing fully online courses from 20 separate Australian universities (OAU, 2011).

In addition to meeting changing student needs, online learning also presents the opportunity to alter the underlying cost structure for many universities. As increasing proportions of their student bodies elect to study online, universities can schedule lessons in cyberspace rather than in brick-and-mortar facilities. Young (2002) presents real-life examples how such savings have been achieved by three US universities. By reducing the fixed costs associated with the delivery of new or additional courses, universities are able to be more flexible and responsive to requests from their students and faculty. However, as several researchers have

identified, delivering quality courses online can be far more time consuming than delivering the same course to the same number of students using traditional methods. As advised by Kim and Bonk (2006), it is important that instructors make the most of available online facilities, using them to enrich their pedagogies rather than to simplify course administration.

In order to take advantage of the pedagogical (and possibly financial) advantages of online education, we must first understand what constitutes good online education. As Garrison and Kanuka (2004) observe

Although the number of courses being delivered via the Internet is increasing rapidly, our knowledge of what makes these courses effective learning experiences is limited. . . . With the rapid growth worldwide of teaching and learning on the Internet, more attention must be dedicated to the nature and quality of online higher education (p. 160).

Once we understand what constitutes quality online education, we can then get better at delivering it. As noted by Carr (2000), at the beginning of the century, attrition rates for students who were studying online were between 10% and 20% higher than for those who were studying in traditional face-to-face mode. Salmon (2000) also identified a significant gap between online educational practices and sound pedagogy. In 2001, Curtis Bonk (2001) surveyed 222 college faculty members, most of whom he considered early adopters of online educational technologies. Although 40% of the respondents with online teaching experience felt that critical and creative thinking, practical assignments, interactive labs, data analysis, and scientific simulations were important components of an online course, only 23-45% actually used these types of activities.

More recently, in terms of the motivation for this study, Kim and Bonk (2006) continue to lament the lack of empirical evidence regarding what constitutes quality online learning.

Although some discussions in the literature relate to effective practices in the use of emerging technologies for online education, empirical evidence to support or refute the effectiveness of such technologies, or, perhaps more importantly, guidance on how to use such tools effectively based on empirical evidence, is lacking (pp. 23-24).

Respondents to Kim and Bonk's (2006) 2003/04 survey of over 12,000 experienced online educators indicated that they saw the educational value of online technologies in terms of "sharing and using pre-existing content" (p. 25). Further, these survey respondents saw the Web as "a tool for virtual teaming or collaboration, critical thinking, and enhanced student engagement [rather] than as an opportunity for student idea generation and expression of creativity" (pp. 27-28).

However, much of this discussion has been devoid of the students' voice. Most research studies regarding online education have focused on the instructor's point-of-view. As noted by Song et al. (2004), "Continued studies of learners' perspectives of online learning environments are needed in order to build more effective Web-based instruction that can optimize the learning experience within this ever-changing landscape" (p. 60).

Finally, there has been little distinction between two different hosting scenarios: those that use Internet-based tools and those that use the Internet as a communications channel to access learning environments within the protected domain of an intranet. In the former, the students' learning artefacts are accessible to the general Internet-surfing public. In the latter, access is (generally) restricted to members of the specific course.

Part of the motivation for this study was to enrich our understanding of the Australian perspective of online learning by presenting empirical evidence regarding the students' impression of one scenario where an instructor used an Internet-hosted online collaboration tool to stimulate and support student creativity and the interpretation of the creative works of others.

There has also been limited research into the effectiveness of blended learning strategies. As defined by Garrison and Kanuka (2004), blended learning is "the thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (p. 96) or "an integration of face-to-face and online learning experiences—not a layering of one on top of the other" (p. 99). In their 2003/04 survey Kim and Bonk (2006) also found that experienced online educators expected blended learning strategies to increase more rapidly than fully online strategies and to ultimately be incorporated into most, if not all tertiary education.

Garrison and Kanuka (2004) also reach the conclusion that “It is inevitable that campus-based higher education institutions will adopt blended learning approaches in a significant way” (p. 104). As early as 2001 Graham B. Spanier, president of Pennsylvania State University, referred to blended learning as “the single-greatest unrecognized trend in higher education today,” (Young, 2002). Finally, Garrison and Kanuka (2004) advise that

as we explore the use of blended learning, it is important that we assess and evaluate its effectiveness. Tracking transformations resulting from the use of blended learning approaches, with respect to learning outcomes, student satisfaction, retention and achievement, are important to use as baseline measures of change that result from blended learning courses (p. 104).

This study investigated a course that incorporated a blended learning strategy within an Australian educational context.

Learning Communities

Many educators “are also interested in creating new intentional online communities [as opposed to those formed by chance meeting of like-minded individuals] that support learning” (Barab , Kling, & Gray, 2004, p. 4). DiRamio and Wolverson (2006) postulate that integrating online communities of learners may help to alleviate the feelings of isolation and remoteness that are common among distance learners based on the proposition that students are more likely to actively engage if other students and the instructor are also actively engaged in their learning (Palloff & Pratt, 2003). However, they conclude that “few, if any good measures exist to gauge whether or not important elements of community are present in an online course” (p. 101). Barab, Kling, and Gray (2004) agree that we know little about how to develop and support intentional online learning communities. They argue, “We know [little] about whether something resembling community can be designed, and how to measure whether it has emerged” (p. 3). They go further to state that “the challenge is not in providing the information technology infrastructure to support online courses, rather it is in designing the social aspects of the course is such a way as to encourage people to form a community” (p. 4). They conclude, “*Building online communities in the service of learning is a major accomplishment about which we have much to learn [emphasis in original]*” (p. 4). Finally,

they advise that, as instructors design and implement new intentional online communities we must seize the opportunity to learn from their experience. This study reports on an attempt to build intentional online communities in the service of learning.

Weblogs

Weblogs are a relatively new set of online technologies that university instructors have rapidly embraced for both their teaching as well as their personal research (Ewins, 2005). Many educators have found them to be attractive for their ability to foster reflective and collaborative learning (Xie & Sharma, 2005). In short, weblogs represent a maturing technology that greatly simplifies the process of publishing one's written work. However, as also found by Song et al. (2004) regarding online learning in general, much of the published research regarding the use of weblogs in tertiary education has been anecdotal (MacDonald & Thompson, 2005), based on presumed potential (Oravec, 2002, 2003), or based on the author's own teaching experience (Xie & Sharma, 2005). As suggested by Kling and Courtright (2004) the empirical, mixed methods study presented here focuses on the students' perspective of the use of weblogs as an online learning tool as mediated by the technical and social aspects of the course design and implementation.

In common-use, the term *weblog* is often shortened to *blog*. This is most common with derived terms such as *blogger* (someone who publishes in a weblog), however, a weblog itself is often referred to as a blog. The terms have been used interchangeably in this study.

The term weblog was first used in December 1997 by Jorn Barger and is a combination of the terms web and log (Blood, 2000). Early weblogs were listings of interesting web sites annotated with commentary by the weblog's owner. These original weblogs listed sites that the blogger thought were interesting, unique, or in some other way, deserving of comment. Bloggers listed the universal resource locator (url) for the identified site, along with a short comment. In essence, bloggers were 'pre-surfing' the World Wide Web for their readers, and providing a running commentary on the sites they uncovered. These early bloggers had to create their weblogs as standard web pages using HTML programming. This need for specialised programming skills precluded many people from blogging.

According to Rebecca Blood (Blood, 2000) there were 23 weblogs at the beginning of 1999. By the middle of that year, several weblog-hosting services had become available, including Pitas (<http://www.pitas.com/>), Blogger (<http://www.blogger.com/start>), and Groksoup (<http://www.groksoup.com/>). Many of these environments were free and all were designed to facilitate the creation of weblogs by non-technical users (Blood, 2000). The advent of these weblog-hosting services, with user-friendly interfaces, facilitated an avalanche of new weblogs. In addition, many of these new weblogs no longer adhered to the original blogging style of ‘pre-surfing’ the web and providing personal commentary. Weblogs rapidly evolved into Internet-based personal journals with a wide variety of focuses. Lankshear and Knobel (2003) provide a history of blogging as well as a partial taxonomy of weblogs. This taxonomy, while not complete, includes community blogs, news filters, personal journals, and many more. Interestingly, although they discuss the use of weblogs in schools, educational weblogs are not included in their list. In November 2004, a search for “blog OR weblog” via Google resulted in approximately 9.4 million hits (Martindale & Wiley, 2005, p. 56). By April 2006, a similar search resulted in approximately 2.4 billion hits. In December 2010, this search resulted in nearly 4 billion hits. Three months later, this search returned nearly 8 billion hits. While not all of these pages represent actual weblogs, these figures do indicate the increasing interest in this communication technology. Estimates of the actual number of weblogs in existence in 2005 vary widely, from 10 million to over 60 million, depending on definitions, polling strategy and surveyor (Henning, 2005). One surveyor identified over 150 million existing weblogs as of November 2010 (Incite, 2010). As noted by Hiler (2002), weblogs had become the *saveur du jour* in asynchronous online communication.

Weblogs have changed considerably since their inception. Originally, they were a way for experienced HTML programmers to comment on interesting web pages. Today weblogs offer a low cost technology for publishing one’s personal thoughts, perspectives, and opinions. The resulting increase in interpersonal communications could rival the invention of the printing press (Gore, 2007).

This technology has received increasing attention by educators because of its ability to provide authentic, flexible (Williams & Jacobs, 2004), and collaborative (Boyd, 2006)

learning environments. However, Norman (1988) advises that, in order to use any tool or object, one must first understand the affordances it offers. Accordingly, it is only through a rich understanding of the affordances offered by weblogs, within the context of a teaching and learning pedagogy, that educators are able to make the best use of this online technology. As we begin to incorporate the use of weblogs into the tertiary setting, it is important to examine how they are being used—both successfully and otherwise. With this understanding, we will then be in a position to replicate the former and modify the latter.

Research Questions

The objective of this study was to advance our understanding of how students perceive and use the affordances of weblogs as well as their influence on the achievement of specific learning outcomes. In addition, the study examined the effects of particular characteristics of specific weblog implementations (i.e. simplification of resource publication, ease of use, time requirement, and hosting strategy—inside or outside the university's protected computing environment) and the potential for weblogs to facilitate the development of communities of learners. Specifically, this study addressed the following questions:

1. In what ways do weblogs influence the achievement of students' learning outcomes in creative writing and literary analysis?
2. How do students understand and employ the affordances offered by weblogs in achieving their learning outcomes?
3. Is there evidence that weblogs assist in the development and nurturing of communities of learners?

Specific weblog affordances were identified by reviewing the available academic literature. These were included in a pilot survey that was delivered to students who were enrolled in a second semester course that was taught by the same instructor that taught the target course for this study. The instructor made similar use of weblogs in both courses. In this survey, the students were asked to include any other use or function the weblogs could provide that might constitute an additional affordances. The search for evidence regarding the development and

nurturing of communities of learners focused on examples of collaborative learning. Ultimately, this evidence was analysed using Palloff and Pratt's (2007) criteria for identifying online communities.

Course Overview

The target of this study was a first semester university course in English literature. The term *course* has been selected (instead of *unit* or *unit of study*) to keep with commonly accepted international usage. As will be seen, the instructor felt the demands of increasing class sizes warranted the expansion of the learning environment beyond the traditional face-to-face environment. He therefore included several online learning environments. He made use of face-to-face classroom instruction, online discussion forums, and individual student weblogs. Although much of the current research at the time indicated that online and blended mode teaching entailed an increase in instructional effort (Schifter, 2000), the instructor felt the inclusion of these additional learning environments would provide the students with the opportunity to actively collaborate in their learning efforts.

In the weblog environment, the students were required to publish a weekly post of at least 100 words in either their own weblog, or in a weblog of one of their classmates. These posts could consist of a creative work of their own, an interpretation of an assigned reading, or an interpretation of a creative work or literary analysis of one of their classmate's. In addition, the instructor encouraged the students to experiment with these posts, making use of concepts discussed in class or included in the text. Accordingly, the instructor only assessed specific, student-selected weblog posts in detail.

In addition to encouraging the students to experiment with new literary concepts and techniques, he also encouraged them to base their own writing, and their interpretations of the writing of others, on their own personal experiences and perspectives. Several times during the semester, he made it clear that he was not interested in a formally researched interpretation of literary meaning. Instead, he asserted that it was not possible to misinterpret literature if the interpretation expressed what one personally understood to be the work's intended meaning.

The study investigated the research questions using a mixed methods approach. The specific affordances and characteristics were identified by examining the limited academic literature that was available at the beginning of the study (2006). Qualitative evidence was collected through field observations, open-ended survey questions, informal interviews, and detailed analysis of selected student weblogs. Quantitative evidence was collected using three student surveys and an analysis of all weblog transactions. Parametric and non-parametric analysis techniques were used due to the underlying nature of the quantitative data (i.e. much of the data was not normally distributed).

Chapter 2 presents an overview of the literature that informed the study. As has been mentioned, there was little weblog-specific research reported in the academic literature during the design phase of the study (2006). Chapter 3 begins with an overview of the course structure and the sources of data that informed the study. Descriptions of the specific pilot activities that were undertaken to prepare data collection instruments and procedures for the main study follow the course and data sources overviews. The chapter then describes the actual data collection activities and the overall framework in which the information was analysed. Chapter 4 is an overview of the students' learning experience and includes a description of the individual class meetings, the details of a discourse analysis of the researcher's field notes taken during these meetings, and the results from informal interviews with the participants who voluntarily withdrew from the course before the end of the semester. Chapter 5 describes the detailed analysis and results from the remaining data. Chapter 6 begins with a review of the analytical framework, paying particular attention to the elements of this framework not directly addressed by the research questions. It then addresses the specific research questions with observations, recommendations, and conclusions for educators who may be considering the use of weblogs in their own learning and teaching programs. Finally, Chapter 6 concludes with recommendations for further research.

CHAPTER 2: LITERATURE REVIEW

This review describes the literature that was used in framing this research project in 2006. It first explores the attributes of weblogs and the hosting strategies that are available for weblog services. It then presents a definition of an affordance as any function offered by an object that a user is aware of and is capable of using. The review concludes with the identification of specific weblog affordances and characteristics as discussed in the academic literature regarding the educational use of weblogs.

As the research project covered a considerable period, more recently published literature has been incorporated into the Discussion Chapter.

Weblog Attributes

There are many types of weblogs. In general usage, the term often refers to specialised web sites that consist of a series of entries listed in reverse chronological order along with comments that are associated with these entries. In most cases, a blogger posts the entries. Bloggers also post comments on other bloggers' entries. As a result, asynchronous electronic conversations often develop. Weblogs have simplified Internet publishing to the point that anyone who can master web surfing, and has something to say, can be a publisher, editor or critic.

As an analogy, consider a bulletin board that is enclosed in a locked, glass-front case. A single person or a group of people has/ have access to the key to the case, and can therefore post notices on the board. However, each notice on the encased bulletin board also has an unlocked bulletin board associated with it. Anyone, including those with and without keys to the case, can post a comment on any of these publicly accessible bulletin boards.

The general features of weblogs include:

- automatic formatting of content in the form of “headlines”, followed by “entries”, or “stories”;
- a section associated with each entry where readers can add comments on the entry;

- time- and date-stamped entries and comments;
- archiving of past entries and comments;
- a search function to search through all entries and comments; and
- (frequently) simplified syndication of the site content via RSS (Really Simple Syndication) (Martindale & Wiley, 2005, p. 55).

Note: For the purposes of this thesis, the collective term *post* refers to an entry or a comment.

Weblog Hosting Strategies

There are two primary alternatives for hosting the technology platform (hardware, software, support, etc) for weblogs. Several weblog hosting services exist that are completely free and provide reasonable levels of functionality and service (LiveJournal, 2006b). In addition, many of these same services offer premium functionality for a fee (LiveJournal, 2006a). *Externally hosted* will be used to refer to this strategy. Alternatively, an educational institution may elect to provide the hosting services within its protected network. In such situations both shareware and commercial software solutions, running on most major hardware platforms, are available (MacColl, Morrison, Muhlberger, Simpson, Viller, & Wyeld, 2005). *Internally hosted* will be used to refer to this strategy.

Therefore, an instructor can elect any of the following scenarios for hosting educational weblogs:

- As an internally hosted weblog that is only accessible to students enrolled in an appropriate unit of study,
- As an internally hosted weblog that is only accessible to students enrolled in the institution,
- As an externally hosted weblog that is only accessible to a list of Internet users as defined by the blogger, or
- As an externally hosted weblog that is accessible to anyone with Internet access.

Martindale and Wiley (2005) present a strong case for externally hosted blogs based on their experience using internally hosted weblogs. They concluded that a sense of ownership of one's weblog is important in "supporting the blogging process" (p. 59). Externally hosted weblog services are often able to provide a wider variety of user control. In addition, internally hosted weblog services are generally no longer available once a student has matriculated.

Weblog Affordances and Characteristics

This section begins with a discussion of affordances in general. An overview of the literature regarding the educational uses of weblogs follows this discussion of affordances. The section concludes with discussions of the specific affordances and other salient characteristics offered by weblogs.

Making effective use of weblogs in teaching requires a level of understanding of the affordances offered by the technology. Gibson's original definition of *affordance* (Gibson, 1987) was based his increasing concern by the application of information-processing concepts to vision (Torenvliet, 2003). Although the academy has since used the term to cover an expanding set of concepts (Oliver, 2005), the following is based on Donald Norman's (1999) concept of the term, as described below. Norman explains that knowing which tool to use in a particular situation presupposes knowledge of the uses to which various tools can be put. Expanding on the definition of *affordance* initially developed by Gibson Norman incorporates the notion He further elaborates that if a user is unaware of a particular affordance of an object, the affordance can be of little use. He goes so far as to comment:

When I get around to revising POET (Norman, 1988), I will make a global change, replacing all instances of the word "affordance" with the phrase "perceived affordance" (p. 39).

Therefore, to understand the appropriate uses for a particular tool, we need to look at "the perceived and actual properties of the thing [tool], primarily those fundamental properties that determine just how the thing [tool] could possibly be used" (Norman, 1998, p. 9). Affordances differ from characteristics because affordances relate to what one can do with an

object. Characteristics relate to the tool itself. Again, to reference Norman, a chair offers the affordance of sitting; glass offers the affordances of both seeing through and breaking (p. 9). However, most chairs have the characteristic of being opaque and broken glass has the characteristic of being sharp. The affordances of weblogs therefore include any imagined (perceived) and implemented (actual) property or feature of a weblog implementation (object) that can be used.

Prior to the design of this study in 2005 relatively little formal research had been published about the educational use of weblogs¹. Xie and Sharma (2005, p. 839) commented on the lack of empirical research and Williams and Jacobs (2004, p. 3) commented on the lack of refereed publications. Although much of the literature on educational weblogs was in the form of essays and reflections on personal experience there were a number of articles that reported on formal studies. The following section briefly describes each of the articles. A discussion of the affordances identified in these articles follows the overviews.

Literature Overview

Xie and Sharma (2005) conducted a phenomenological study (n = 9) of graduate students maintaining weblogs as an early part of their doctoral program. Their primary data sources were the students' reflective weblogs and two sets of interviews. At the time of writing their article, they had only analysed the initial set of interviews. They discuss the importance of reflection in learning and the role weblogs can play in promoting reflection. They also share interesting observations regarding some negative aspects of using externally hosted weblogs, including the potential threat to personal privacy.

Williams and Jacobs (2004) reported on two examples of how weblogs have been used in tertiary education. They provide a brief reflective account of a recently established implementation at Harvard Law School and a second, more detailed report based on a study

¹ In fact, by 2009 Sim and Hew (2010) only found 24 peer reviewed articles relating to the use of weblogs in Higher Education during their meta-analysis of this topic.

of the use of weblogs in the Brisbane Graduate School of Business (BGSB) MBA program. At the time of writing their article, the Harvard Law School weblogs were still in the start-up phase and the researchers had accumulated little valuable experience for reporting. The BGSB had much more experience with use of the weblogs. In 2003, two courses within their MBA program trialled the use of weblogs. Williams and Jacobs report on the results of an online survey (n=51) regarding the students' impressions of the use of weblogs in these courses. In an attempt to make the blogging as student-centred as possible, the instructors provided little guidance on their use. The students were free to use their weblogs, or not.

One of the few articles relating to the use of weblogs to teach writing was published by Quible (2005). He used weblogs to teach written business communications. He described three ways he used weblogs:

- as a group collaboration tool for developing a range of business documents,
- to demonstrate/publish common errors in written communication, and
- to provide sample business scenarios and poorly prepared documents that relate to these scenarios (pp. 329-332).

Unfortunately, Quible does not provide much detail on the extent to which the students achieved their learning outcomes (apart from the extremely positive nature of his report). However, his article does provide a valuable demonstration of the use of weblogs as a publication forum and a collaborative learning tool in his description of how the students worked collaboratively to develop professionally presented sample business documents.

Martindale and Wiley (2005) used weblogs in their educational leadership program. They used externally hosted weblogs for sharing information and for creating a distributed knowledge base. The course had two major requirements. The students were required to prepare an article for submission to a scholarly journal, and they were required to publish a weekly critique of a journal article of their own choosing. They used the weblogs to share ideas, drafts, and comments for journal articles they were writing and to publish their weekly critiques. By the end of the semester, the students had permanent access to critiques of nearly 100 journal articles.

MacColl et al. (2005) reflect on their experimental use of weblogs as replacements for hardcopy reflective journals. They replaced the standard paper-based reflective journals with weblogs in their design studio courses. Their goals were to encourage timely reflection by the students and to facilitate timely feedback from the instructor. Apart from the significant increase in feedback requirements, they conclude that their experiment had been successful and committed to continue using the electronic journals.

Chen, Cannon, Gabrio, Leifer, Toye, and Bailey (2005) also used weblogs (and *Folio Thinking*) to encourage and facilitate reflective thinking about the design process. Their course was an introductory design engineering course. They found that weblog integration into the rest of their pedagogy, specific task assignment, regular feedback, and the reliability of the weblog environment were all critical factors in engaging their students in the reflective process.

Oravec (2002) published an essay on the educational potential of weblogs. Although she does not provide empirical evidence to support her recommendations, they cover educational settings from primary through tertiary. Her ideas also cover a range of issues, such as:

- the potential for weblogs to reduce plagiarism,
- the availability of inexpensive weblog hosting services,
- issues of privacy,
- the selection of appropriate weblog content, and
- empowering students to develop their own voice on important issues (pp. 617 - 621).

Not all articles were as positive as the preceding. Lankshear and Knobel (2003) presented a paper to the American Educational Research Association's annual meeting in April 2003 on the educational potential of weblogs. In this paper, they discuss the anatomy, or appearance of weblogs; the different types of weblogs; and the consequence of the 'power curve of weblog readership' (Shirky, 2003). While they are optimistic about the potential usefulness of weblogs, they report disappointing findings from their examination of a popular school-oriented weblog hosting service. They found "little evidence of students and teachers working from a base of authentic purposefulness" (p. 15).

Trafford (2005) also reports disappointing findings regarding the educational use of weblogs. He shares his experience developing and implementing a PDA-based mobile blogging device. He developed the mobile blogging platform to support personal reflection among university undergraduates. However, when he investigated the actual use of the device, he found that the weblogs' content was "very elementary, with little use made of comments" (p. 5).

Weblog Affordances

As mentioned on page 34, there had not been a significant amount of formal research into the use of weblogs in tertiary education. However, the existing literature provided a list of weblog affordances for in-depth investigation. The following sections address these affordances with reference to the literature. A description of weblog characteristics follows the discussion of identified affordances.

Assist in Student Learning

The ultimate objective of any pedagogical tool or strategy is to help students learn. The articles discussed in this chapter are unanimous in their conclusions that weblogs can assist in promoting student learning. Williams and Jacobs (2004) present quantitative data from their survey of MBA bloggers as well as representative student quotes. Of those who participated in the MBA Blog, 66% reported that they either agreed or strongly agreed that this participation had assisted in their learning (p. 6). Further, while participation in the MBA Blog was voluntary, 69% of those who participated in the blogging exercise either agreed or strongly agreed that they would participate in a similar exercise in a subsequent course, even if it were not assessable (p. 7).

Xie and Sharma (2005) also found weblogs to be useful in promoting student learning. Their doctoral candidates reported that weblogs supported their learning by providing an opportunity to experience different viewpoints; a "space" for organising reflection and commentary. This provided them with the opportunity to monitor the changes in their own thinking, and encouraged them to think critically about the course content.

However, this affordance is a summary affordance. That is, it can be broken into a number of other affordances which, taken together, enable student learning. The following sections discuss these detailed affordances.

Publishing Student Work

Providing the opportunity for others to view student writing is a standard strategy for infant and primary teachers. One teacher (K – 2) commented that “everything my kids write gets put up on the back wall, even if we publish it on their personal webpage on our school’s intranet” P. Ward (personal communication, 11th April, 2006). Many of the articles referenced in this chapter discuss the use of weblogs for publishing learning artefacts. However, several other affordances directly link to the ability to publish student work. As such, it is also a summary affordance: one that allows other affordances to exist. These include writing for an audience; fostering collaborative learning; recording personal reflections; documenting knowledge creation/evolution; practising critical analysis/ argument construction; establishing a flexible learning environment and providing timely feedback to students. The following sections discuss each of these affordances.

Writing for an Audience

Providing students with an authentic audience helps focus their ideas and strategies for their writing. This is especially helpful in developing the skills required for effective audience analysis (Ede, 1979). As explained by Williams and Jacobs (2004), weblogs’ network openness allows them to provide an easily accessible means of micro-publication. Externally hosted weblogs have a very large potential readership. This large potential audience could provide students with access to an “authentic, tangible audience” that could help motivate them to produce quality work (Lankshear & Knobel, 2003). Trafford (2005) makes a similar observation about the potential for weblog-based publishing in motivating student writers. He observes that students are likely to apply more effort in composing their weblog entries if “they feel that someone is taking notice of their blogs on more than an occasional basis” (p. 6).

However, most weblogs do not have vast audiences. Weblog readership tends to be heavily concentrated among a very small number of popular sites. Shirky (2003) describes how a “power curve” applies to the readership of weblogs of all types. He shows how most weblogs have only a handful of devoted readers, if any at all. While there is an A-list of weblogs with a large and devoted audience, there is a “long tail of weblogs with few readers” (Shirky, 2003). Henning (2003) makes a similar observation about the audience of most weblogs, referring to these as “nanoaudiences”. Nanoaudiences provide an excellent opportunity for bloggers to take-up their particular cause or perspective as if they were standing on an electronic ‘soap box’. Many weblog personalities have developed followings similar to radio talkback hosts (Williams & Jacobs, 2004). Martindale and Wiley (2005) list six separate nanoaudiences for which they write in their personal weblogs.

Shirkey’s “power curve” does not necessarily apply to weblogs used in educational contexts as these typically have a relatively captive audience. Classmates and instructors are often required to read weblogs as part of the overall pedagogy. In some cases external readers can be encouraged to participate in the students’ weblogs either as pre-arranged subject matter experts (Bos & Krajcik, 1998) or by promoting the students’ weblogs through other weblogs with broader readership. This latter strategy is consistent with the traditional use of weblogs, as pointers to interesting sites on the Internet (Blood, 2002; Martindale & Wiley, 2005).

It is difficult to define who actually reads specific weblogs. Although most weblogs may have small readerships, educational weblogs generally have defined audiences. These would include other students and the course instructor at a minimum. In the blogosphere, this minimum readership would be considered a significant audience (Henning, 2003). There may also be any number of peripheral participants (Lave & Wenger, 1993) lurking within the community. Williams and Jacobs (2004) point out that there is the possibility that active participants in an online community ‘perform’ for lurking readers who may or may not eventually become active participants in the community. Thus, active participants may well assume a lurking audience as part of the accepted risk in creating an argument or expressing a theory in a weblog entry (p. 6). Allen (1999) also points out the possibility of legitimate peripheral participants moving from lurking to active participation in weblog communities.

Most weblogs have very small audiences. However, weblogs that constitute required reading (and writing) in university courses can be an exception to this generalisation. One would expect these educational weblogs to have a significant and interested readership.

Fostering Collaborative Learning

Collaborative learning encompasses a variety of pedagogical strategies. The aim of many of these strategies is to broaden and enrich the students' learning experiences. Instructors can accomplish this by providing an environment where individuals can help each other construct and socially validate their own knowledge. Using technology to facilitate collaborative learning often results in a significant increase in student-centred discussions with "more connecting points where pupils can relate to one another" (Katz & Rimon, 2006, p. 30). In addition, the use of technology to facilitate collaborative learning often results in a change in the role of the instructor. They move from being the primary source of information to being a facilitator of the social construction of knowledge. These types of learning environments frequently entail higher than normal levels of student participation (as anticipated by Johassen, 1994) and a reduced tendency for a minority of students to monopolise discussions (Simpson, 2002).

TeenLit (2006) was an early online resource devoted to providing an environment that would foster collaborative learning in the field of creative literature. Posts were initially anonymous. According to the forum's sponsor, this seemed to prevent the development of a community spirit within the site. However, once participants were required to register (providing a pseudonym to represent their online identity) posts became more meaningful and constructive. In Kehus' (2000) terminology, online persona developed among the regular users. Oravec (2002) supports this analysis, observing that weblogs have the potential to assist in the development of unique voices associated with particular individuals. She goes on to conclude the following regarding the potential of weblogs for promoting collaborative learning:

The weblog format allows developers (often known as "bloggers") to work either alone or in teams. It supports a wide range of personal expression and interaction as individuals access and comment on one another's weblogs. Weblogs are thus

well suited for distance learning and other educational settings in which individuals pursue independent research yet coalesce into learning community for certain purposes (p. 617).

An example of students explicitly using weblogs for collaborative purposes can be found in Quible's use of the technology to foster group construction of sample business documents (2005). Unfortunately, he provides no indication of the exercise's actual or perceived success in meeting learning outcomes.

Williams and Jacobs (2004) reported quantitative research on the affordance of fostering collaborative learning. They found that 77% of their students who actively participated in the MBA weblog either agreed or strongly agreed that the weblog increased the level of meaningful intellectual exchange among their fellow students. Even those who did not actively contribute to the MBA weblog reported benefits from reading these discussions. Finally, Xie and Sharma (2005) report similar findings from their phenomenological study. They found that the weblogs allowed discussions that were longer and more in-depth, resulting in a cooperative approach to knowledge construction. Students in their study reported valuing the different points of view and additional information that emerged from the asynchronous discussions that took place on the weblog.

Weblogs are a communications tool (Blood, 2002). It is not surprising that much of the literature has identified fostering collaborative learning as one of their affordances. However, the tone of the communications, and hence the learning potential they provide, is very much dependent on the particular implementation.

Recording Personal Reflections

Reflection is one of the primary techniques used to learn from our experiences (Vygotsky, 1978). Xie and Sharma (2005) concluded that their data supports the proposition that weblogs could be used to support reflection. Chen et al. (2005) found that 72% of their study group felt that the reflective weblogs they maintained were instrumental in their achieving specific learning outcomes. Trafford (2005) concurs, making the following comment about the importance of reflective activities and the potential for blogging to support reflection.

Personal reflection and internal distillation constitute a large part of the educational process, which takes place independently of the classroom, whether on or off campus. They can be facilitated by weblogs acting as personal diaries, addressing a specific theme or, more generally, offering personal reflection on any matters that affect their daily lives (p. 2).

Weblogs can effectively serve as reflective journals. However, the public nature of externally hosted weblogs may present privacy issues that could be threatening to some individuals.

Documenting Knowledge Creation

Knowledge creation is a personal journey. Students must create and socially validate their own understanding for themselves. Charting this learning journey is often useful for both students and teachers. By reading their own past entries, students are able to see the changes in their knowledge-base and to reflect on their learning journey (Xie & Sharma, 2005). Trafford (2005) discusses the usefulness of weblogs in documenting individual learning journeys. He relates an example of a student who completely altered his/her perspective on a specific topic, and acknowledged this shift in a reflective weblog entry.

The basis for the affordance of documenting knowledge creation is the perceived permanence of weblogs. Unfortunately, many current weblog implementations allow owners to edit and/or delete past entries. An interesting study would be to investigate the propensity of students to change existing entries, thus reducing the usefulness of this affordance.

Practising Critical Analysis/Argument Construction

According to Oravec (2002) and other researchers, weblogs can provide an opportunity for students to express themselves and to “gain a sense of empowerment and personal identity while learning how to interact with others [within the community of learning] online” (p. 621). She elaborates with the following comment.

The weblog has many dimensions that make it well suited to students’ unique voices. Weblog development can empower students to become more analytical and critical ... students can define their positions in the context of others’ writings as well as outline their own perspectives on particular issues (p. 618).

Xie and Sharma (2005) felt that the doctoral candidates in their study were “pushed into deep thinking about the content” (p. 842) to have something credible to say in their weblogs.

Weblog communities can foster debate and/or critical analysis. This can be true for both those who are interested in enhancing their reputation within the community or those who are interested in actively participating within the community.

Establishing a Flexible Learning Environment

Providing flexible learning environments is currently a challenge of many tertiary institutions. One of the reasons BGSM decided to experiment with weblogs was the potential to provide a more flexible learning environment (Williams & Jacobs, 2004). By acting as a vehicle for students to create and submit or publish their work at a time and location of their choice, weblogs can significantly increase the flexibility of the learning environment for both students and educators.

Providing Timely Feedback

Another aspect of flexibility provided by weblogs is the ability to provide timely feedback. Publishing student work in a weblog provides the class instructor with the opportunity to review and comment on this work without the logistic issues of collecting and returning hardcopy material. MacColl et al. (2005) found that the use of weblogs in their teaching allowed them to provide much more feedback than would be possible in the same amount of time if they had used traditional (paper-based) journals.

Trafford (2005) also found that the use of weblogs assisted in providing students timely feedback. He makes the following observations.

For the educator, especially tutor, weblogs have a number of attractions including:

- through publication on the Web, the tutor may have convenient access to view the blog and also, where appropriate, provide responses;
- Further, it is possible to interact with blogs, to guide the author (tutee, say) to address particular issues ... (p. 3).

Weblogs are clearly a versatile technology. The actual affordances offered in any specific implementation will be dependent on the desired learning outcomes and the pedagogy within which they are used. In addition to these affordances, weblogs also have other characteristics that affect their usefulness in an educational setting. The next section discusses these characteristics.

Weblog Characteristics

The literature reports several characteristics of weblogs (something that describes the nature of a weblog) that are not affordances (something that can be done with a weblog). The next sections discuss weblog characteristics that may influence the dialectic within a community of learning.

Simplification of Teaching Resource Publication

Reducing the effort required to distribute teaching resources to students has an indirect effect on their learning experience. Quible (2005, p. 329) found that his weblog reduced the effort required to publish both exemplary and substandard examples of learning artefacts.

Ease of Use

Learning tools should be designed to enhance a learning environment, not to make it more complex (Chandler & Sweller, 1996). Weblogs have been designed to minimise the effort required to publish material (Blood, 2002). Martindale and Wiley (2005) report that weblogs are a significant advance on previous web-publishing strategies because they reduce the technical and financial barriers to Internet publishing. However, this characteristic is not applicable to all users. From their interviews, Xie and Sharma (2005) found that some students had difficulties using this technology.

I think there was pressure since it was the first time I was doing it [blogging]. I was new to it. So there was pressure of doing it right and correct. Because it was new, I started slow and that kind of put some pressure. That kind of affected the course of my weblogging. I wasn't doing it as early as I should. (Interviewee 5, Paragraph 42, 43) (p. 843)

However, once students overcame their initial confusion regarding the use of the tool, the focus shifted to content, with students rapidly developing a more learning-oriented approach to their blogging (Chen et al., 2005). There is clearly a learning curve for some students with respect to using weblog technology.

Instructor's Time Requirements

The real-time workload generated by the use of weblogs in an educational setting mitigates many of the affordances. MacColl et al. (2005) found “the effort involved in ongoing assessment of weekly blogs [to be] substantial” (p. 6). However, they position this effort in the context of its educational value of providing increased contact between teacher and student. They conclude that it would have been much more labour intensive to provide a similar degree of student-teacher interaction using hardcopy journals.

Threat to Privacy

Several authors comment on how some students may be reluctant to use weblogs due to the exposed nature of the publication. Providing privacy was a major requirement for the development of Trafford's mobile device (Trafford, 2005). In addition, Xie and Sharma (2005) found that “participants expressed concerns over ... the public nature of the reflective process” (p. 839). MacColl et al. (2005) also make the following observation regarding privacy, even in an internally hosted blogging environment.

There is need for finer-grained distinctions between public and private access to reflective material in weblog technology. Paper journals are typically intensely personal, and viewed only by the author and, in an educational context, a small number of assessors. Weblogs, in contrast, are fully exposed to public view ... with ‘public’ defined in our case as the users of the University of Queensland network (p. 7).

Finally, Oravec (2002) advises educators to discuss privacy related matters with students at the introduction of weblogs into a course.

These attributes, affordances, and characteristics of educational weblogs form the basis for the detailed data collection activities of this study.

CHAPTER 3: METHODOLOGY

This chapter begins with a discussion of the paradigm that informed this study, followed by an overview of the study's target course, or unit of study. The chapter then describes the data sources, pilot activities, and the formal data collection process. Finally, the chapter concludes with a description of the analytical framework that was used to address the research questions.

The Paradigm

“Questions of method are secondary to questions of paradigm, which we define as the basic belief system or world view that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways” (Guba & Lincoln, 1994, p. 105). Paradigm is later defined as a “set of *basic beliefs* [emphasis in original] (or metaphysics) that deals with ultimates or first principles” (p. 107). This section defines the paradigm that formed the basis for this study.

As this study was fundamentally an interpretative case study of the use of an online communications technology it was based on a social constructivist paradigm (Freiman, 2002). As described by Yin a case study approach is an appropriate strategy when “a *how* or *why* question is being asked about a contemporary set of events over which the investigator has little or no control” (Yin, 1994, p. 9). Given the wide spectrum of social constructivist paradigms (Phillips, 1995) this paradigm should be seen as one where “a knower must be able to subject assumptions and knowledge-claims to critical scrutiny, which cannot be done in genuine isolation from a community (and without using communal standards)” (p. 10). Ontologically, the study has assumed that knowledge is locally constructed (Guba & Lincoln, 1994, 2005) and activity based (Jonassen & Rohrer-Murphy, 1999). Epistemologically the basis was that all knowledge is individually constructed and socially validated. In the constructivist paradigm, knowledge is based on the collective opinion “among those competent (and ... trusted) to interpret the substance of the construct” (Guba & Lincoln, 1994, p. 113). The study's view of the social constructivist paradigm alters the role of those who accept the opinion of this group of competent interpreters. The ‘acceptors’ play a much

more active part in the interpretation of substance. Schwandt defines the focus of social constructivism as “the *collective* generation of meaning as shaped by conventions of language and other social processes [italics added]” (1994, p. 127). The term *community of practice* is a collective term that has been used to encompass both the ‘competent and trusted’ as well as the ‘acceptors’ (Lave & Wenger, 1993). The difference between the ‘competent and trusted’ and the ‘acceptors’ is simply the role each plays within the community. While other differences exist, for the purposes of this study, the important difference is the degree to which collaboration takes place. Social constructivism places a greater emphasis on collaborative learning and the social validation of knowledge than constructivism.

Lave and Wenger’s Legitimate Peripheral Participation model (1993) sheds light on the roles of the ‘competent and trusted’ and those who accept their judgment. They developed the model to describe the dynamics of an ongoing community of practice in which learning is a fundamental component. They proposed their model as “a descriptor of engagement in social practice that entails learning as an integral constituent” (p. 35), or as an “analytical viewpoint on learning, a way of understanding learning” (p. 40). In their model, newcomers to a community of practice develop competence and skills by observation and practice, gradually increasing the degree to which they directly participate within the community. As they learn more about the tools, rules, identity and objects of their newly adopted community their role gradually evolves from a newcomer to an experienced veteran.

Another concept that can help clarify the concept of *other social processes* in a community of practice is Gee’s (2005) notion of *Discourse*. This term (including the upper case ‘D’) is used to describe “ways of combining and integrating language, actions, interactions, ways of thinking, believing, valuing, and using various symbols, tools, and objects to enact a particular sort of socially recognizable identity” (p. 21). That is, “people build identities and activities not just through language but [also] by using language together with other 'stuff' that isn’t language”(p. 20). Gee presents an example of someone who wants to join a street-gang as a community of practice. (S)he must

 speak in the ‘right’ way, ... act and dress in the ‘right’ way, as well. [(S)he must also]
 engage (or, at least, behave as if engaging) in characteristic ways of thinking, acting,

interacting, valuing, feeling, and believing. [(S)he must also] use or be able to use various sorts of symbols (e.g., graffiti), tools (e.g., a weapon), and objects (e.g., street corners) in the ‘right’ places and at the ‘right’ times. One can’t just ‘talk the talk,’ you have to ‘walk the walk’ as well (pp. 20-21).

Applying Lave and Wenger’s model to Gee’s example we see that, for street gangs to perpetuate themselves, they must provide new members with opportunities to learn and practise both the language of the gang as well as the other ‘stuff’ that is involved in ‘walking the walk’ of a gang member. Learning how to “be” a gang member is clearly a social process. Similar learning processes occur in online environments where newcomers often observe (“lurk”) for a period of time before becoming actively involved in the online discussions (Nonnecke & Preece, 2001).

This study was based on the relativist ontology with its local and specific context for understanding reality (Guba & Lincoln, 1994, 2005). Therefore, it did not attempt to identify a correct answer to the research questions. No single response could account for all student realities, understandings, or perceptions. The aim has been to enrich the understanding of interested parties about how tertiary students perceive and use the affordances of weblogs in their efforts to achieve specific learning outcomes. To understand the likely breadth of the students’ lived experiences, consider the consistency of eyewitness testimony that is relied upon by legal systems the world over. Wells and Olson (2003) inform us that experts in the field of psychology have repeatedly warned that there are significant problems with the reliability of eye witness testimony. They found that a wide variety of factors, including the characteristics of the witnesses themselves, significantly influenced the details of eyewitness recollection. This was true even in carefully controlled environments. Given this variation in how people interpret/recall events they have observed, it is understandable that students hold differing views, understandings, and experiences about the use of weblogs. As an example of this multiplicity of lived experiences, some students appreciate the opportunity to write for a diverse audience (Lankshear & Knobel, 2003), whereas other students do not feel safe publishing their learning artefacts for public consumption (MacColl et al., 2005).

This study was also based on a blend of the constructive (Guba & Lincoln, 1994) and participative (Heron & Reason, 1997) points of view. As explained by Guba and Lincoln

(2005), “meaning-making activities themselves are of central interest to social constructionists/constructivists, simply because it is the meaning-making/sense-making/attribution activities that shape action (or inaction)” (p. 197). Similarly, Jonassen and Rohrer-Murphy (1999) assert that “conscious learning emerges from activity (performance), [and is] not ... a precursor to it” (p. 61). This paradigm collapses the distinction between the known and the knower. The knower’s background is intricately involved in the creation of their cognitive constructs of reality. Individuals themselves influence what they can know.

Methodologically this was an interpretive study (Schwandt, 1994) using multiple research methods. The intention was to understand the various student points-of-view regarding the usefulness of many of the affordances of weblogs. Multiple methods were used to increase the trustworthiness and authenticity of the various voices presented in the results (Cresswell, 2003; Guba & Lincoln, 2005). Mixed methods were used in order to not only validate the results from alternate methodologies, but also to enrich those results with deeper understanding of the concepts under examination (Cresswell, 2003, pp. 15-16). Although the study’s implementation inevitably had an effect on the cognitive constructs of the participants (for example, by asking their opinion of a weblog affordance which they may not have previously identified) the primary objective was to enrich the understanding of those intending to use weblogs in their teaching and learning pedagogies. Any increased awareness of weblog affordances among the study participants has been an unintended, positive consequence.

The purpose of this study was to add to the academic community’s understanding of the effectiveness of weblogs as a tool to support student learning. The intention has been to present a trustworthy and authentic account of student perceptions and uses of the affordances of weblogs. In addition, the intention was to enrich the constructivist dialogue among educators about the use of weblogs as educational tools with insights into the social constructivist concept of students engaging within a community of learners. In short, the intention has been to contribute to the advancement of “normal science” (Kuhn, 1970).

The ontological and epistemological foundations that guided this study included a paradigm where knowledge is individually constructed (Guba & Lincoln, 1994), socially validated

(Schwandt, 2000), and experientially learned (Heron & Reason, 1997). One's individual experiences, both physical and cerebral, mediate one's internally constructed representations of reality. In addition, the opinions of the other members of our community influence these internal representations. This view of knowledge does not deny the existence of a physical reality. However, it does position our understanding of it behind our individually tinted lenses. Applying Heron and Reason's (1997) participatory epistemology to learning to write poetry illustrates the paradigm. It assumes that

- interpreting poetry (*experiential knowledge*) is different from
- learning about poetic devices (*propositional knowledge*); which is different from
- creating a poetic image (*practical knowledge*); which is different from
- drafting, formatting, and presenting a poem (*presentational knowledge*).

The Course

This section describes the course. An overview is presented first, followed by a discussion of the course's learning outcomes. The section concludes with a description of the course's learning modules, activities, and assessment strategies.

Course Overview

The focus of the study was a first semester course in English literature at a small suburban campus of a multi-campus liberal arts university in New South Wales, Australia. The course was designed to introduce the students to the main genres of literature including fiction, poetry, and drama. The study period consisted of the first 12-week semester of 2007—from 26th February through 1st June. As stated in the course outline its aims were to “develop and broaden students’ understanding of ways of analysing and describing literary texts and their cultural contexts” and to “develop and improve students’ writing skills and to explore the uses of the Internet for literary study and creative expression”. A Learning Management System (LMS) that included the ability for the instructor to publish content of various types (e.g. power point presentations, documents, images, audio files, etc) as well as an email service, and an online discussion forum supported the course. Access to these LMS tools was

restricted to those affiliated with the current course (e.g. the instructor, enrolled students, and anyone whom the instructor felt appropriate and had access to the university's LMS). In addition to the LMS, the instructor also made use of an externally hosted weblog service.

Learning Outcomes

The course outline defined the following learning outcomes.

On completion of the course, students should be able to perform the following.

1. Describe the kinds of language used in a range of poems, plays, and novels.
2. Apply some critical approaches to literature, including structuralism; psychoanalytic criticism; postmodernism and feminist, race, and Marxist criticism.
3. Apply a range of literary and linguistic concepts, including metaphor, simile, symbol, image, metre, rhyme, rhythm, allusion, narrative, verse-form, protagonist, character, tone, tragedy, comedy, humour, audience, convention, syntax, semantics, denotation and connotation, lexical and structural items, lexical sets, phonetics, register, and context.
4. Write for the Internet in the following formats: HTML documents, discussion forums on the learning management system (LMS), and regular Internet blogs.
5. Revise and practise writing skills (informal, formal, and creative), including sentence and paragraph construction, punctuation and (where necessary) academic citation using the MLA system.

This study addresses learning outcomes 3, 4, and the informal and creative aspects of 5.

Learning Modules, Activities, and Assessment

The course consisted of three learning modules: fiction, poetry, and drama. Instructional delivery consisted of a two-hour lecture/workshop and five one-hour tutorial sessions each week. Each student attended the lecture/workshop and one of the tutorial sessions. The course instructor taught the first two tutorials and a tutor taught the remaining three classes. All class meetings were on Fridays. All tutorials met before the lecture/workshop.

The instructor employed a pedagogy that included a wide array of teaching and learning strategies and techniques. These included the assignment of weekly readings—both theory and exemplars of the topic under study—and the use of four online resources. The online resources consisted of externally hosted weblogs, internally hosted group discussion forums, online study guides provided by the textbook publisher, and ancillary website addresses published by the instructor. Reference was made to appropriate study guide exercises and ancillary websites in the course documentation as well as during the lecture/workshops and tutorials. The instructor actively promoted the use of the collaborative learning environments of the weblogs and discussion forums.

The instructor divided the students into groups and established a discussion forum for each group within the LMS. He provided the students with suggestions for discussion topics throughout the semester and encouraged them to pursue these questions within their forum. He also used these discussion groups for breakout sessions during the lecture/workshop and often referred to these groups as the students' *Literary Families*.

Finally, the students were required to establish a weblog with a specified commercial weblog hosting service. They were required to publish at least one post each week of at least 200 words. This post could be either an entry in their weblog, or a comment on a post in a classmates' weblog. The students were encouraged to include at least one of the categories described in Table 3.1 for their weekly posts.

Table 3.1. Weblog Post Categories

Category	Description
Interpretative entry	Comments or ideas arising from a specific reading for the week.
Creative entry	A creative entry includes any of the following: sharing a piece of one's current life experience; a story or poem based on one's life experience or a particular text; or any statement using images or video, or integrating images and video, with a text presentation. The expression of a particular thought.
Comment	A comment on a weblog post by a classmate.

The instructor explained that the weblog posting requirements were intentionally broad to maximise student self-expression and creativity. He suggested that the students use their weblogs to go beyond satisfying the course's requirements. He encouraged them to use their weblogs as a place to experiment with new and creative ways of expressing themselves, as a place where they could write freely about whatever came to mind. The instructor also maintained his own weblog where he published notices and weekly suggestions for student posts.

The course outline defined the following assessment criteria for the student weblogs.

1. Range of posts – Students should publish their posts throughout the semester, and encompass all the learning modules.
2. Frequency and variety of posts – Students should publish their posts regularly, include a variety of posting categories, and cover a wide range of material.
3. Quality of posts – Students should distribute their posts throughout the semester and across the three literary genres. This criterion also included an assessment of the “quality of [the student's] ideas and the creativity of [their] writing in all categories”. The course outline explicitly allowed for the use of colloquial language and “wrong” punctuation to allow the students to focus on writing creatively.
4. Evidence of learning – Posts should provide evidence of increased understanding of the course content as the semester progresses.
5. Ability to interact with others – Students should interact with a wide range of other students within the weblog environment and should demonstrate a sincere attempt to assist in learning through the “quality and value” of comments on the posts of their classmates.

Overall, the weblogs constituted 25% of the overall assessment for the course. Table 3.2 lists the weights applied to each component of the course's overall assessment schedule.

Table 3.2. Course Assessment Schedule

Ref	Task	Weight
1A	Essay 1	15%
1B	Essay 2	15%
2	Online discussion	15%
3A	Weekly weblog posts (regularity and diversity)	5%
3B	One nominated mid semester weblog post	5%
3C	Three nominated end of semester weblog posts (@ 5% each)	15%
4	Final examination	30%

The course outline divided the evaluation criteria for the essays into two categories: content and form. The content category focused on how the student used the language in the assigned text to support their personal interpretation of a character's motives or actions as described in the essay questions. The form was that of an essay. Students were encouraged to review various online exercises regarding punctuation, parts of speech, and sentence structure before attempting to write their essays. The course outline advised, “**penalties for basic expression errors will DEFINITELY apply to all first year university literature essays** [emphasis in original]”. The evaluation of the content of the students' essays was consistent with the expectations regarding their interpretative weblog posts. However, the essays were to be formally written and required different writing skills than the weblog activities. The students were to use their weblogs to write informally in their interpretative posts and to experiment with different styles and techniques in their creative writing.

The basis for evaluating student performance in the online discussions was their contribution to a vigorous debate using the following criteria as described in the course outline.

- Interaction – has the group member successfully and respectfully interacted with the group during the discussion?
- Contribution – has the group member made a significant contribution to the topic both in terms of providing insights and information?
- Understanding – has the group member demonstrated a good understanding of the text material, the discussion question(s) and the contributions of others in the group?
- Integration – has the group member pointed out links between the discussion content and wider issues in the text material and the wider context?
- Feedback – has the group member supported their own and others' learning by giving and accepting feedback?
- Mastery of Expression – has the group member demonstrated an ability to express her or himself clearly?
- Depth – does the group member demonstrate an understanding of the deeper issues in the topic(s) in each session?
- Breadth – does the group member demonstrate an understanding of the wider relevance of the topic to the wider context of literature and the world?
- Momentum – does the group member demonstrate a vigorous engagement with the topic(s) with all members actively taking part and collaboratively building an understanding of the key issues?

Finally, the course outline described the intention of the final examination as to “cover aspects of the [course] not covered in [the other] assignments”.

Table 3.3 maps each assessment task to its target learning outcomes.

Table 3.3. Assessment Task to Learning Outcomes Matrix

Learning outcome	Weblog	Essay 1	Essay 2	Online discussion
Describe the kinds of language used in a range of poems, plays, and novels		X	X	X
Apply some critical approaches to literature				X
Apply a range of literary and linguistic concepts	X			
Write for the Internet	X			X
Revise and practise informal writing skills (including the provision of feedback on the informal writing of others and the acceptance of similar feedback received from others)	X			X
Revise and practise formal writing skills		X	X	
Revise and practise creative writing skills (including the provision of feedback on the creative writing of others and the acceptance of similar feedback received from others)	X			

Note. It was not possible to determine the specific learning outcomes that were associated with the final examination.

Participant Identification

This section describes the selection criteria used to identify the study's participants.

To reach conclusions regarding a specific target population it is important to conduct research on a representative sample of that population. Ideally, a researcher can achieve a representative sample by selecting a random sample of participants from the target population. However, one requirement for a random sample is that all members of the target population have an equal chance of being selected into the sample (Sheskin, 2004, p. 1). By only inviting students who were enrolled in the course to participate in the study, a mixed purposeful, non-random sample (Patton, 1990) was selected from the broader population of all first year university students who were enrolled in a first semester English literature course. This sample was selected for logistic reasons as is often the case with social science

research (Ferber, 1977; Sheskin, 2004). This non-random sample has implications that restrict the direct extrapolation of these research findings to other target populations (Sheskin, 2004). However, it fits with the objective of this study—to add to the collective knowledge held by educators, both individually and at large. Although the results are not directly transferrable to other teaching environments, they do provide the interested educator with a (hopefully) better understanding of the affect this technology can have in learning environments.

Students agreed to participate in the study in two ways. To participate in the surveys, a student needed to be a member of the class and to complete, and return, a questionnaire. To participate in the evaluation of their weblog content, students needed to return a signed copy of the study's Information and Consent form (see Appendix A). The researcher discussed and distributed the consent form during the tutorials in Week 1. Approval for selecting research participants in this manner was obtained from both the researcher's and the students' university ethics committees.

Data Sources and Manipulation

This section presents an overview of the sources of data used to inform the study and an overview of how that data was manipulated to inform the study. As a mixed methods research project data sources and their manipulation are determined by pragmatic means and include both qualitative and quantitative data (Cresswell, 2003, p. 21). In addition, as a case study, the research methodology and data sources were constrained by real-life considerations. For example, it was not feasible to separate the class into control and experimental groups. These constraints are similar to those attempting to evaluate instructional design (Reeves & Hedberg, 2003). These data sources include field observations, the student weblogs, three student surveys, and the course documentation.

Field Observations

Field observations included a wide variety of sources: the researcher's journal, notes taken during class meetings, student early withdrawal interviews, the course documentation, and informal observations and conversations. This report explicitly discusses the class meeting

observations and student early withdrawal interviews. Other sources of field observations are included as appropriate.

The researcher attended all lectures/workshops and two of the five weekly tutorial sessions for the duration of the semester. During these class meetings, the researcher took extensive notes, documenting as accurately as possible the events that transpired. He gave special attention to the content that was covered, the pedagogical strategies, and the interactions between the students and the instructor as well as between the students themselves. The researcher also conducted informal, unstructured interviews with eight participants who decided not to complete the course.

The field notes that were taken during the class meetings have been summarised and included as Chapter 4. These summaries were also imported into the discourse analysis tool, NVivo (QSR International, 2011). NVivo was used to identify themes in these transcripts using tagging codes that were grounded in the transcripts themselves. Three tagging passes were used to develop and apply the coding hierarchy.

The informal interviews with the students who had withdrawn from the course were, by design, very informal. There was no interview protocol beyond asking the student what they would like to share as to why they decided to “drop the course”. To encourage candour, no notes were taken during the interviews. The researcher recorded the student’s general reasons for withdrawing from the course after the interview was complete.

Student Weblogs

The researcher downloaded a copy of each participating student’s weblog for detailed analysis at the end of the semester. Student weblogs consisted of posts, comments and a profile. A student *post* is any writing (s)he published in his/her, or one of his/her classmate’s, weblogs. A *base post* is a top-level student post in his/her own weblog. An *entry* is a base post that related to achieving specific learning outcomes. A *comment* is a post that the student attached to an existing base post. Finally, each weblog included a profile containing information about the weblog and its owner. In most cases, profiles included links to weblogs the owner had identified as *Friends* (page 78).

The student weblogs were manipulated in three ways. A transaction log was created by recording specific characteristics of each weblog post in a spreadsheet. This spreadsheet was then manipulated to identify specific posting trends (e.g. number of comments by students, days between posts, etc). These measures were used to develop an understanding of the nature of the transactions within and between the weblogs: number, type, authorship of posts; the entry/comment mix; the number of non-entry base posts; and the time dimension of student and instructor posts.

The second treatment of the student weblogs consisted of the selection of weblogs for detailed discourse analysis. These weblogs are referred to as the *weblog extracts*. The base posts and their associated comments were imported into NVivo for discourse analysis to identify themes, the nature of the individual posts, and their content.

Finally, the weblog profiles for all participants were examined to identify the number of *Friends* each student had identified.

Student Surveys

Three anonymous surveys were conducted during the semester: Weeks 1, 7, and 12. Survey 1 collected qualitative and quantitative demographic data as well as data regarding student expectations and prior experience. Appendix B includes a copy of the Survey 1 questionnaire. Surveys 2 and 3 also collected both quantitative and qualitative data. These last two surveys were nearly identical and collected data regarding the students' opinions of the usefulness of the weblogs, their intended audience, the amount of time they spent blogging, the nature of any intrinsic value they received, and any problems they may have encountered with the weblog task. Survey 3 also collected data that was relevant to the end of the course (i.e. would the student recommend other lecturers use weblogs in their courses). Appendix C includes a copy of the questionnaire used in Survey 2 and Appendix D includes a copy of the questionnaire used in Survey 3.

Descriptive statistics, including frequency distributions and measures of centeredness, as well as correlations among the data were examined for the quantitative data. Ward's cluster analysis (Sheskin, 2004) was also used to divide the respondents into cohorts based on their

response patterns to specific sets of questions. This clustering was performed twice: once based on questions regarding the usefulness of the weblogs and their affordances for achieving learning outcomes, and again based on questions regarding the intrinsic value the students received from the weblogging exercise. The analyses of frequency distributions and measures of centeredness were repeated for each of these cohorts. Finally, a small group of paired responses ($n = 14$, see page 67) were examined for similarities to the total sample, the relevant cohorts, and to identify any movement of respondents between the cohorts.

The qualitative data from the surveys was collated into a comment list (Appendix E). These were used to illustrate specific findings in the rest of the data analysis. These qualitative comments were also imported into NVivo for discourse analysis.

Course Documentation

The course documentation consisted of the formal course outline and its associated course notes. These were published on the course's LMS page and discussed during the first lecture/workshop (page 79). They are not provided here as they represent university intellectual property and may jeopardise the anonymity of the host university.

Pilot Activities

The researcher conducted pilot activities during Semester 2, 2006 to inform the research proposal and to develop data collection instruments and strategies for the main study. Specifically, the pilot activities consisted of developing a process for extracting weblog posts for further analysis and the development and testing of the survey instruments. This section describes these activities.

Pilot Weblog Extracts

The study required a strategy for saving weblog posts to ensure the data was available for future analysis. During the pilot phase, the researcher gained experience extracting weblog posts using different web browsers, extraction techniques, and naming conventions. The different types of posts and the need to identify the author and date of each post complicated

the extraction strategy (page 65). If a post was a comment, a link to the relevant base post or comment was required.

To retain the link between the elements of a post, the researcher extracted the contents of the weblogs as complete posts. A complete post included the initial base post and any associated comments. (See page 59 for a description of base posts and comments.) The researcher saved local copies of the extracted complete posts as individual web pages. The researcher also recorded specific details for each base post, and any associated comments, on a spreadsheet.

Pilot Survey

The researcher developed a questionnaire based on the student weblog posts from the same course for the previous year and the affordances that he had identified in the literature review. The questionnaire included questions about a student's perception of the overall usefulness of weblogs, the usefulness of specific weblog affordances as identified in the literature, and the nature of any intrinsic value received from the use of weblogs. It also included questions about technical and logistic issues the students had encountered and provided them the opportunity to include any other comment, issue, or suggestion that they considered relevant.

The pilot questionnaire consisted of both qualitative and quantitative questions (Appendix F). The quantitative questions used a continuous line segment with the ends labelled as opposite extremes (for example, *strongly disagree* and *strongly agree*). The students marked the point on the line segment that represented their response to the question. These marks provided the study with interval data that could be subjected to parametric analysis (Sheskin, 2004, p. 97). In addition, each quantitative question allowed the students to add their qualitative comments. Categorical information, such as gender, was collected using checkboxes. Finally, there were open-ended questions designed to allow the respondent to add any other comments they felt were relevant. A panel of experts (Reeves & Hedberg, 2003) reviewed the draft questionnaire and the final version incorporated their comments.

Students taking a second semester course piloted the questionnaire on 9th October 2006. The course was selected because it was taught by the same instructor as the target course, and made use of weblogs in a manner similar to the target course. The researcher discussed the

feedback from the pilot survey with the expert panel and made appropriate alterations to the survey instrument. This questionnaire formed the basis for the three questionnaires used during the data collection phase of the study.

Data Collection

This section describes the activities that were undertaken to collect the data from each of the three data sources as listed on page 58.

Field Observations

Field observations include the data collected from observing class meetings and interviews with students who withdrew from the course before completion. This section describes how the researcher collected data from the class meetings. The section concludes with a description of the early withdrawal interviews.

Class Meetings

Each week the researcher attended two of the tutorial group meetings and the lecture/workshop as a participant observer (Gold, 1958, p. 220). He took notes during these class meetings and during pre- and post-class meeting interviews with the instructor. He used the pre-class meeting interviews to document the instructor's intended objectives for the class meeting, and the post-class meeting interviews to record his perceptions regarding the attainment of these objectives during the meeting. The researcher transcribed these notes into word processing documents. Separate documents were prepared for each class meeting as well as each pre- and post-class meeting interview.

The instructor commented on the factual accuracy of the class meeting transcripts and these comments were included as appropriate. The researcher then imported the updated transcripts into a discourse analysis tool (NVivo) as individual source documents. Appendix G contains these transcripts. Chapter 4 includes summaries of these transcripts to describe the students' lived experience.

Student Early Withdrawal Interviews

The researcher conducted informal interviews with eight students who had withdrawn from the course before the end of the semester. These 5 to 15 minute interviews centred on the students' reasons for withdrawing from the course but did not have a defined protocol, structure, or set of questions. The researcher began the interview with a single open question: "Why did you decide to withdraw from the course?" Notes on the students' responses were made after the interview in order to maintain the conversational atmosphere of the interview. Of the 102 students who had enrolled in the course at the beginning of the semester, 84 received a final grade. These early withdrawal interviews therefore represent a sampling of nearly 45% of those who did not complete the course.

Student Weblogs

The students' weblogs provided the study with three sources of data: a transaction log, copies of all of the pages for a randomly selected sample of participants' weblogs, and weblog profiles. This section describes the data collection processes for each.

Transaction Log

The researcher used a spreadsheet to record data for every base post and comment (see page 59) in each of the participating student's weblog. This transaction log captured the following for each base post:

- tutorial group number,
- participant ID,
- student pseudonym,
- month of base post,
- date of base post,
- daily sequence number of base post, and
- number of comments received.

In addition, the transaction log captured the following for each comment:

- associated base post ID,
- date of comment, and
- participant ID of comment author.

The spreadsheet was also used to calculate the following data points for each base post using data that was contained in the transaction log:

- semester day of post (number of days since the beginning of the semester, excluding holidays),
- elapsed semester days since last post, and
- base post ID.

For each comment, the number of elapsed semester days since the publication of the associated base post was calculated, and the comment was marked as being from a(n):

- student,
- instructor,
- Helper, or
- unknown author.

The researcher documented 843 base posts, and 630 comments from 72 student weblogs. However, seven of these students withdrew from the course and their weblogs were removed from the log prior to further analysis, preventing the creation of known inactive cases. Any comments these seven students made in the weblogs of other students were included and recognised as comments from a student. Therefore, the transaction log contained details for 831 base posts and 615 comments from (up to) 72 students, the instructor, weblog Helpers, and others as published in the weblogs of 65 participating students.

Student Weblog Extracts

The student weblog extracts were collected between 31st May, and 21st June. This involved downloading all of the complete posts (see page 62) in each participating student's weblog. This collection of files is referred to as the post's *file set*. These file sets include the base post,

as published by the weblog owner, plus any comments that were attached to the base post. Whenever possible, each base post and its associated comments were downloaded as a single file set. File sets that included multiple base posts were identified in the name of the file set. These were separated into individual sources when the file sets were loaded into NVivo.

The file sets were saved in a separate folder for each student. The folder names anonymously identified the student by using a pseudonym assigned by the researcher. The actual file sets were also named using a convention that included the student's pseudonym, the date of the base post, and a daily sequence identifier. The purpose of the sequence identifier was to allow for students who made multiple base posts during a single day. For example, file set AC-03-27B included the files associated with the second entry that the student with the analysis pseudonym of AC published on 27th March.

To obtain a representative sample of student experiences, a random selection of student weblogs was taken from each tutorial group. A random series of unique numbers between one and the total number of students in the group was generated using the RANDBETWEEN function in Excel 2007. The students were then assigned a selection sequence letter in the order their number appeared in this random series. A student's number was determined by his/her sequence in the tutorial role when listed in alphabetical order by last name. The students were assigned a participant ID based on this selection letter. A student's selection ID consisted of a numeral identifying his/her tutorial group, a dot separator, and a letter indicating the sequence in which (s)he was identified in the random series of numbers. A separate random series of numbers was generated for each tutorial group. For example, participant ID 1.A was the first randomly selected participant in Tutorial 1.

Twenty student weblogs were selected for in-depth analysis. These consisted of the first four participant IDs (A through D), for each of the five tutorial groups. Of those selected, four did not complete the semester and their weblogs were removed from the analysis. This resulted in the identification of 16 active student weblogs from a population of 65 participants who completed the semester. This represents an effective sampling rate of nearly 25% of the target population. Two hundred and nine base posts and their comments were downloaded in this manner.

Weblog Profiles

The profiles from the individual student weblogs were examined to identify informal communities of learners that were established by using the weblog's Friends facility. Commonalities (e.g. students A and B are on each other's Friends lists).

Survey Data

Survey 1 was conducted at the beginning of each tutorial meeting in Week 1. The researcher briefed the students on the study of their use of weblogs in the upcoming semester and offered them an opportunity to participate in the survey. This survey collected demographic information as well as student ratings of their experience in formal literary analysis. The survey also collected the students' opinions of their level of experience with online technologies and their predisposition towards the use of online communications technologies in the upcoming course. Interval data was collected using questions based on those developed during the pilot survey (see page 62). See Appendix B for a copy of the questionnaire that was used in Survey 1.

Surveys 2 and 3 were conducted during Weeks 7 and 12 respectively. The purpose of the multi-survey strategy was to investigate possible changes in the students' opinions regarding the usefulness of their weblogs. Accordingly, the questionnaires for Surveys 2 and 3 were nearly identical. Survey 3 included qualitative questions about the future use of weblogs and an expanded set of possible responses for some of the categorical questions. See Appendices C and D for copies of the questionnaires used in Surveys 2 and 3 respectively.

Participation in the surveys was anonymous. The students were asked to include a self-selected pseudonym on their questionnaires for matching responses across the surveys. Unfortunately, few ($n = 14$) matches were found during the data coding. This limited the temporal analysis that could be performed on these responses.

Quantitative survey responses were recorded in a spreadsheet and checked for data entry accuracy. The coding of the interval data was done by measuring the point where the response intersected the 10 cm line segment—labelled on either end with polar responses to the

question—and recording the distance from the left side of the segment to the nearest mm. The categorical data was transposed to numeric categories for coding purposes. See Appendix H for details of the codes and transformations that were used. Student comments and other qualitative textual information were also recorded on the spreadsheet and then copied from the spreadsheet into word processing documents.

There was one unanticipated result of the analysis of the data from the second survey. Based on the researcher's preliminary review of the survey results he informed the instructor that many students had expressed concerns about a) limited feedback from the instructor and b) the set-up and operation of their weblogs. The instructor acknowledged the feedback as germane to a change he was planning regarding the establishment of a cadre of second and third year students to act as weblog Helpers. He introduced the concept of weblog Helpers during lessons in Week 8 and further elaborated their role in his weblog in Week 9. The Helpers' role was to provide the students with support on the technical and literary aspects of the weblog component of the course. The weblog Helpers actually began participating in the weblog environment in Week 8.

Analytical Framework

This section describes the analytical framework that has been used to address the research questions. Nardi (1996) emphasises the importance of understanding the context in which actions, or activities take place. She stresses the importance of understanding “the emergent, contingent nature of human activity, the way activity grows directly out of the particularities of a given situation” (p. 36). To understand how and why the students used the affordances of their weblogs to achieve their learning outcomes it is therefore important to understand the overall context in which these learning activities take place.

Activity theory (Engeström, 1987, 2008) provides an analytical framework for analysing activities where groups of individuals use mediating tools to accomplish specific objectives. As used in this theory, an *activity* is a series of tool-assisted tasks undertaken by a subject, or group of subjects, who is/are attempting to achieve a desired outcome. The typical model of an activity system incorporates the components of the tasks that lead to the achievement of

the desired outcome as well as the environment in which these tasks are undertaken. Jonassen and Rohrer-Murphy (1999) refer to these as the Production and Context aspects of the model, respectively. Kuutti (1995) further breaks down activities into actions and operations. Activities are long-term outputs that provide the motivation for the entire series of actions. Actions are a series of conscious, goal-oriented steps that are required to accomplish the activity. Operations are routine activities that, for the most part, require very little cogitative attention. For example, achieving the learning outcome of applying a range of literary and linguistic concepts (activity) is accomplished by a series of actions including drafting, refining, and publishing a creative weblog post. At the same time, these actions include routine operations such as logging onto the weblog and uploading or typing the actual creative work. Activity theory has been used to understand activity systems in such diverse areas as ICT-mediated lessons in Singapore schools (Lim, 2006), health care in Finland (Engeström, 1993, 2001), and the use of learning technologies at universities in the United Kingdom (Scanlon & Issroff, 2005).

Barab, Evans, and Baek (2004) summarise activity theory as “an organising structure for analysing the mediation roles of tools and artefacts within a cultural-historical context” (p. 204). The analytical framework of an activity system, illustrated in Figure 3.1, provides a means for understanding the nature of the activity, the role of the mediating tool(s), and the context in which the activity takes place. This study has used activity theory as a framework to understand how weblogs were used as a mediating tool for achieving specific learning outcomes within the context of a given pedagogical strategy. In addition, early in the design phase it became apparent that the instructor’s approach to developing writing skills involved regular practice and peer feedback. This is also consistent with Jonassen and Rhorer-Murphy’s (1999) position that activity theory is based on the proposition that activity precedes conscious learning (page 50). The students used their weblogs to publish their creative writing and their interpretations of the creative writing of others. These activities precede the students’ conscious learning that is required for them to achieve the course’s learning outcomes.

In the activity system illustrated in Figure 3.1, the tools mediate the relationship between the subjects and the object. Research questions 1 and 2 examine the Production triangle (Subjects—Tools—Outputs), including the Object of the activity system. Research question 3 examines the influence of the context on the achievement of learning outcomes with a special focus on the establishment and nurturing of a socio-constructive learning community.

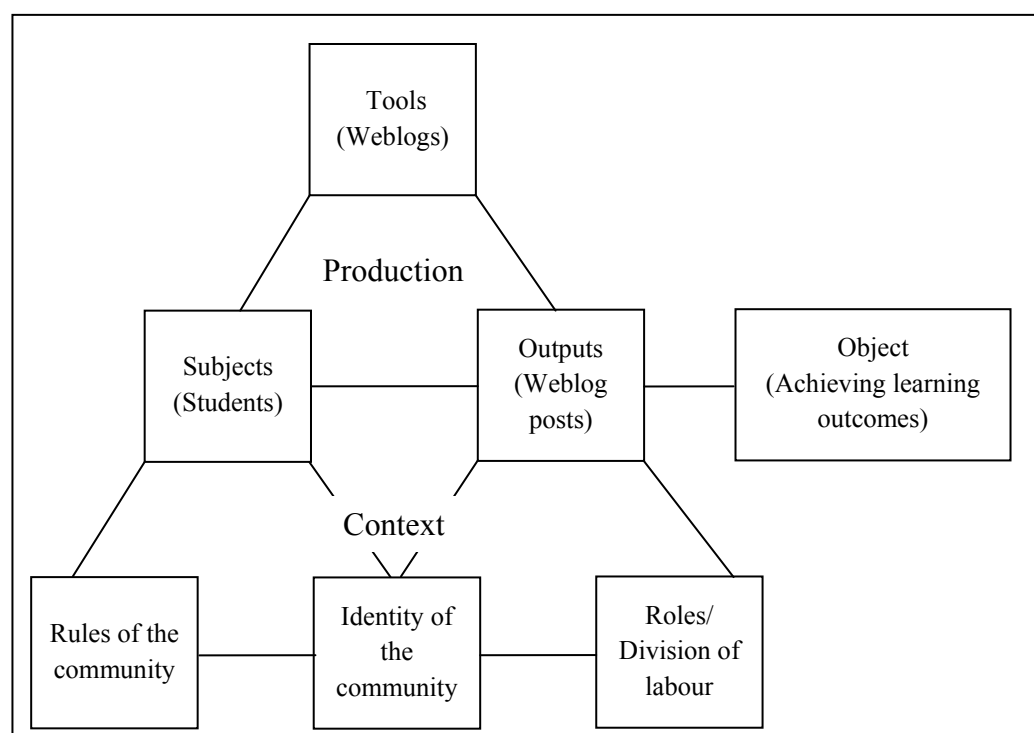


Figure 3.1. Activity system
(Engeström, 1987, p. 72).

Specifically, data regarding the subjects was collected from Survey 1, class observations, and early withdrawal interviews. Surveys 2 and 3 provided data on the students' opinions about the usefulness of the weblogs as well as data on their preferred weblog features and functions (i.e. affordances). The course outline, class observations, and interviews with the instructor provided data on the achievement of formal and informal learning outcomes. The transaction log and the extracted weblogs provided data about the actual outputs of the system. The formal and informal rules were identified by examining the course outline and the class

observations. Classroom observations, the course outline, and Surveys 2 and 3 provided data on the identity of the community. Finally, the class observations, Surveys 2 and 3, and the transaction log provided data about the roles within the community.

CHAPTER 4: STUDENTS' LIVED EXPERIENCE

The intention of this chapter is to present a rich description of the unfolding of the course throughout the semester as suggested by Shenton (2004). It opens with a review of the course from the students' perspective by presenting the course as it unfolded during the semester. It summarizes of the class meeting field notes, consisting of the transcripts of notes that were taken during the class meetings, as well as the pre and post lesson interviews with the instructor. The chapter concludes with a description and the results of the discourse analysis that was performed on these (original) field notes.

Class Meeting Summaries

The researcher attended the lecture/workshop and two of the five tutorials that were held each week of the 12-week semester. During Weeks 1, 7, and 12 the researcher attended all tutorial sessions to conduct the three student surveys. In addition, the experience in Week 1 confirmed the conjecture that the tutorials were similar enough that attending two each week would provide sufficient information regarding the students' lived experience. This chapter presents a summary of the field notes that were taken during these class meetings. Beginning in Week 2, the field notes for the two tutorial sessions have been combined into a single summary, and the pre and post lesson interviews with the instructor have been combined with the summaries of the relevant lessons. Finally, there were no class meetings during Week 6 due to a public holiday.

Week 1 – 2nd March

The course content for this week included the literary concepts of narrator, point-of-view, character development, and feminist theory. As this was the first week of class, the researcher attended all tutorials to identify any major differences in teaching style between tutors and to conduct the first student survey.

Tutorials

The instructor included the following objectives for the first week's tutorial lessons. They were to

- introduce the study, invite students to participate and implement the first survey,
- orient students in the tutorial,
- introduce students to one another,
- engage the students in a literary text as the story selected was challenging both intellectually and emotionally,
- get the students speaking in class, and
- instil confidence in the students to share their own understandings of the literature.

The instructor had arranged the chairs in a circle for this lesson and for all subsequent tutorials during the semester. The instructor acknowledged that this was possibly the first university semester for many of the students and welcomed them to the class. He then briefly introduced the study and the researcher.

The researcher greeted the class and described the study. He mentioned that the instructor had been using weblogs for several semesters. This background could provide an excellent opportunity to learn more about how students perceive the usefulness of this technology in their study of English literature. The researcher then passed around copies of the Information and Consent forms (see Appendix A). As he reviewed the contents with the class he specifically emphasised the ethical considerations designed into the study. He asked the students to read the form carefully and to sign a copy of the form and place it in a box in the centre of the room if they were willing to participate in the study. He also asked the students to retain a separate copy of the form for their own records.

The researcher then distributed Survey 1 (see Appendix B) and asked those who were willing to participate to complete the questionnaire. He also asked them to place the completed questionnaire in the collection box. He explained that the purpose of the first survey was to identify the demographic characteristics of the class and to collect information regarding the

students' previous ICT experience. He also explained the use of a pseudonym on the questionnaire. The pseudonym was for matching responses across the three surveys during the semester. The purpose of the pseudonym was to help maintain student anonymity. He asked those responding to the questionnaire to pick a pseudonym that they could easily remember for the other surveys.

The instructor passed around a sign-up sheet and asked the students to write their name on it. He asked the students to list their names in order around the circle and to leave a blank space where there was an empty seat. This list would help the instructor use people's names during class. He explained that he used names to help everyone get to know each other. He welcomed two late arriving students and added their names to the seating list.

He then asked everyone to introduce themselves to the people sitting next to them and to share with each other how they got to university that morning. He called the class back to order after a short discussion and explained they would be studying *The Story of an Hour*, by Kate Chopin (USA 1894) as found in the course text, *Understanding Literature* (Kalaidjian, Roof, & Watt, 2005, pp. 152-154). He also explained the process for the remainder of the lesson.

The instructor began the lesson by reading a short biography of Kate Chopin (Kalaidjian et al., 2005, p. 154), stopping to discuss unusual words (e.g. *miscegenation*). He emphasised the importance of looking up unfamiliar words and read the dictionary definition of *miscegenation* (marriage between people of different races). He commented on how, in the late nineteenth century, people considered this type of marriage to be unacceptable. He concluded with comments about how one might have missed Chopin's progressiveness without this understanding of the terms used in her biography.

The instructor read the review questions included at the end of the story, pausing to discuss the term *point-of-view*. After discussing the meaning of this term, he completed reading the questions. He then asked the students to treat the story as an oral narrative as he read it aloud. After the reading, he divided the class into pairs to discuss the review questions.

The instructor reconvened the class and asked volunteers to present the ideas that arose during the small group session. An orderly discussion followed. [Note: This became the normal mode of whole class discussions for the rest of the semester. The instructor would ask a question, a student would volunteer an answer and the instructor would provide positive feedback and paraphrase the student's response (including a reference to the student's name). The instructor would then generally ask a follow-up question on the same topic, or move on to the next question. During this discussion it was noted that, in addition to providing positive feedback to every response, and referring to each student by name, the instructor also took several opportunities to relate the story or the topic being discussed to the student's personal life. Questions such as, "Has this ever happened to you?" and "Have you ever felt that way?" were common throughout the semester. Answers relating to a student's interpretation of the meaning of the text were always correct, even contradicting opinions. The only exception was if there was an obvious misunderstanding of the meaning of a particular word.

This discussion continued for a time after which the instructor reviewed the group's discussion and closed the lesson. As a final comment, he asked the students to try to be on time in the future. The researcher collected the Information and Consent forms and questionnaires from those who had arrived late as the students were leaving.

The instructor commented that he felt he had accomplished his stated objectives for the lesson.

The second tutorial group proceeded in a similar fashion to the first except that the small groups consisted of three to four students, the small group discussion of the story lasted slightly longer, and the instructor abbreviated the whole class discussion. In addition, the closing comment from the instructor related to the creative thinking demonstrated during the discussions. The instructor stated that he had also met his objectives during this lesson.

The third and fourth tutorial sessions proceeded in a manner similar to the first two. During all four tutorial lessons, the instructor (and tutor) emphasised the importance of the students expressing their own interpretations of the story, rather than presenting an "academic" analysis. Also the students were extremely reluctant to offer their own interpretations. There

was often a significant amount of time before anyone volunteered to respond when the instructor or tutor asked questions of the class. In many cases, the instructor or tutor had to call on specific individuals for their response. The instructor or tutor used the students' names and encouraged them to elaborate on their response. The students often based these elaborations on their personal experience.

After the fourth tutorial group, the researcher met with the instructor to discuss the similarities between the four tutorial sessions. The instructor explained that he had worked with the tutor previously and understood his teaching strategies. These were consistent with how he wanted to run the class. He also confirmed that it would not be productive for the researcher to attend all tutorials, as there would only be minor differences in the lessons.

Lecture/Workshop

The instructor listed the following goals for the first lecture/workshop. They were to

- orient the students within the course by reviewing the course outline and notes,
- explain the technological aspects of the course,
- initiate student discussion, and
- introduce the purpose of literature as being to help us think and feel more deeply as human beings.

The lecture/workshop began with the instructor passing around a sign-up sheet and beginning a discussion of administrative details. He quickly moved to a discussion of the online tools the students were to use for the course. He made the point that, with so many students in the class there would be considerable emphasis on teaching each other and on the use of online tools such as the university's LMS, weblogs, email, and discussion forums. Although there would be considerable face-to-face interaction, most of the learning would take place online.

The instructor introduced weblogs and described how, in his opinion, the world had become aware of weblogs through the "Blogger of Bagdad" (Pax, 2010). He explained that the "Blogger of Bagdad" was a non-combatant who provided the world with a civilian's perspective of events during the March 2003 military action in Bagdad that eventually

deposed Saddam Hussein. This weblog demonstrated how information technology could bring the power of the press to an individual. The instructor further mentioned that he had begun using weblogs in his teaching to help students share their thoughts and comments on the course readings and their personal lives. He encouraged the students to make use of the *Friends* facility within the weblog service. This facility simplified the monitoring of the weblogs of others and could be of great assistance in the course.

Finally, there was an extended discussion of the public and permanent nature of [the externally hosted] weblogs. The instructor warned the students that both their parents and, eventually, their children could have access to what they wrote in their weblogs. He advised them to keep this in mind when they were making their weekly posts.

The instructor gave the class a tour of the LMS site for the course. This tour covered the portals that he had created to various electronic resources, both within the university and external. He made the point that with the use of electronic tools there is often a temptation to incorporate other people's work directly into one's own without proper referencing. He advised the class that he would not tolerate plagiarism.

The instructor accessed the weblog hosting service's homepage through a link in the LMS and explained that this was one way to access the weblogs. He also demonstrated how to access the homepage directly from a browser. He commented that the direct link (not through the LMS) was generally quicker and less prone to problems. He then provided the class with a brief tour of his own weblog and advised the students to visit his weblog regularly throughout the course.

There was a question from a student on the assessment of the weblogs. The instructor explained that the intention of the weblogs was to provide a setting for informal writing. His intent was to encourage creativity and experimentation. Therefore, not all weblog posts would be rigorously marked. Instead, the students were to nominate their best posts for assessment twice during the semester. They would nominate a single post in Week 6. This could be in any of the three categories of posts described in the course outline. Then, in Week 12, they would nominate three posts, one from each of the categories. Finally, the instructor would

evaluate their consistency in posting throughout the semester. Each of these five components would carry 5% of a student's overall assessment weight, bringing the total assessment weight for the weblogs to 25%.

The instructor reiterated his intention for the weblogs to be an environment for the students to express their personal thoughts, ideas, and perspectives; and that they should be creative and experiment with new literary ideas. Therefore, there were few rules about what the students could and could not write in their weblogs. The only rules were that there was to be no profanity or pornography. With these limitations, he encouraged the students to be as creative as possible.

The instructor assured the students that, with practice, anyone's writing can improve. He again encouraged them to go beyond the course requirements and to use their weblogs as a 'creative place'.

Another student asked about the minimum length of weblog posts. The instructor replied that length was not an issue. His intention was to provide enough flexibility within the assessment task to allow the students to maximise their creativity.

The instructor moved to a discussion of the course outline and course notes. He provided an overview of their contents but explained that a detailed review would take too much class time. He advised the students to read these documents carefully and to send him an email if there were any questions. However, he did take the opportunity to reiterate the importance of the weblogs as a place for informal, creative writing. He also mentioned that the weblogs were a place where he hoped the class could develop into a learning community to help each other learn about English literature and creative writing. He again encouraged the students to make each other *Friends* within the weblog service before he closed the discussion with another warning about plagiarism and the issues associated with privacy regarding weblogs.

After the class took a break, the instructor read a section from the text entitled "Why study literature". The content of this section is summarised in the following, which he read aloud to the class:

Bound between the covers of a book, the writer's craft is made up of black marks that lie silent on the page. Yet according to Henry David Thoreau, literature also can empower you to 'live deep and suck the marrow out of life.' Robin Williams, in the guise of English teacher John Keating, declared in the film *Dead Poets Society* that he read literature because he was 'a member of the human race and the human race is filled with passion! Medicine, Law, Banking—these are necessary to sustain life—but poetry, romance, love, beauty! These are what we stay alive for.' (Kalaidjian et al., 2005, p. xxxix)

The instructor showed two clips from the film *Dead Poets Society* (Weir, 1989). The first included the character John Keating's speech about the importance of having meaning in one's life—"carpe diem, seize the day boys, make your lives extraordinary" (The Internet Movies Database, 2008). The second clip involved Mr Keating advising his students that literature represents enjoyment for the soul, not for the head; and that they should study literature to learn to think independently about life.

Next, the instructor displayed a series of questions about Mr Keating's approach to literature, and asked whether the students felt challenged by this approach. He asked the class to discuss these questions in pairs and assisted the students in finding partners. After a brief discussion, the instructor suggested that the students might want to begin their weblog with an entry relating to one of these questions. He then asked volunteers to share their understanding of the role of literature.

A brief discussion followed during which the instructor informed the class that this course would be significantly different from their studies of literature at school. His assumption was that their studies at school had exposed them all to the technical aspects of literary analysis. He intended to share his understanding of literature. He felt that literature was important for cultivating an inner life within oneself, to help students learn to think and feel 'more deeply as human beings'. He further explained how, in his experience, many first year university students lack confidence in their ability to interpret the world around them and to express this interpretation in written form. Furthermore, he had noticed that many of these same students also lacked confidence in their ability to extract meaning from many of literature's more obtuse genres and styles. He hoped to use literature to help the students connect with their inner selves and to learn to express their ideas and thoughts both creatively and critically. He

assured the class that their personal thoughts and ideas could not be wrong. No one else could know what they were thinking or feeling.

The instructor quickly closed the lesson with a discussion on tutorial administration.

After the lesson, the instructor commented that he felt he had accomplished his objectives. He felt the technological discussion had taken longer than he had expected, and that he had therefore fallen behind in the delivery of his content. However, he could defer that content to the following week.

Note: The instructor did not demonstrate how to create a weblog, an entry, or a comment.

The following describes the remainder of the semester based on observations from two tutorial groups and the lecture/workshops. The tutorial summaries consist of an amalgamation of the researcher's field notes from the two observed tutorial groups.

Week 2 – 9th March

The course content for this week included the demonstration of narration and point of view, character development, the formal elements of fiction, gender relations, theme, setting, and plot.

Tutorials

The instructor listed the following objectives for the second week's tutorial lessons. They were to

- rationalise tutorial group allocations,
- engage students in the experience of the assigned stories,
- stimulate student thinking,
- provide possible answers to review/analysis questions, and
- monitor student current experience with the technological aspects of the course.

The tutorial lessons began with a discussion of logistics, including tutorial group allocations, access to the LMS, and the importance of creating one's personal weblog as soon as possible. Several students reported problems accessing the LMS and/or creating weblogs. The instructor encouraged them to contact second or third year students for assistance. He explained that approaching these students would provide an opportunity to meet other, more experienced university students and would increase the students' opportunity to learn from others. In short, it would increase the size of their learning community. Those who still had technical issues were encouraged to contact the instructor personally. The instructor asked if anyone had seen his communications within the LMS regarding the availability of textbooks. Few of the students had. The instructor emphasised the importance of the LMS and his personal weblog because he intended to use these to communicate with the class outside of formal lessons.

The lessons then turned to a discussion of which of the stories from the set readings were the students' favourite and why they were preferred. In each instance, the instructor referred to the sign-up sheet so he could identify the students by name. In addition, he followed each of the students' responses with an affirmation and a follow-up question regarding their personal opinions. During the discussion, several of the students admitted to not having completed the assigned readings. The instructor took the opportunity to stress the importance of reading in the study of literature. In the first tutorial lesson, the instructor split the class into small discussion groups, explaining that it is often easier to express one's personal opinions in smaller settings. He passed out a handout with questions relating to each of the assigned readings. Several groups expressed difficulty discussing the questions as few had read the assigned stories. The instructor again expressed the importance of reading the assigned texts before so they would have something to discuss. He then asked the students to address the first three questions relating to *The Story of an Hour* (Chopin, USA 1894) which had been read in class the previous week. During these discussions, the instructor roamed the groups encouraging conversation, often prompting with questions such as "Good, good, so what do *you* think was the author's point of view?" These small group discussions were followed by a brief whole class discussion on Chopin's use of humour and irony in the story.

Before the beginning of the discussion of the assigned readings in the second tutorial lesson the instructor asked how many had read the assignment. Approximately 75% of the class admitted to not having completed the readings. After emphasising the importance of being prepared for the group discussions, the instructor distributed the handout and initiated a class discussion on the assigned readings. This discussion focused on which of the stories the students preferred, and why.

In both lessons, the instructor encouraged the students to complete the readings and to use the questions on the handout as a study guide. He also suggested the questions could form the basis for an entry in their personal weblogs or as a topic for their discussion groups. He committed to discussing the discussion groups further during the afternoon's lecture/workshop.

At the conclusion of both tutorial lessons, the instructor referred to the textbook's online study guide for background information on the authors that were studied during the week. He also encouraged the students to become familiar with the course's LMS site, to create their weblogs, to add *Friends* to their weblogs, and to visit his weblog regularly where there would be suggestions on topics for their weblog entries. Finally, he encouraged everyone to acquire a copy of the text and to come prepared for next week's class by completing the readings.

After the tutorial lessons, the instructor commented that he had met his weblog and LMS objectives but that the lack of student preparation had hampered the achievement of his other objectives. He mentioned this as the reason for changing his approach during the second tutorial lesson. Too few students had done the readings to have meaningful small group discussions. He saw these as issues of student engagement and commitment to their own learning. He would also need to follow-up on the need for another tutorial group to reduce class sizes. He expressed concern that the current groups, especially the second with 25 students, were too large for meaningful discussions.

Lecture/Workshop

The instructor identified the following objectives for the second lecture/workshop. They were to

- finalise tutorial lists,
- define discussion groups,
- have discussion groups meet each other,
- introduce the first substantive content and relate this to the stories that have been read,
- position further literature as a means of understanding the human experience,
- bond discussion groups with questions on the essay topic, and
- reinforce the need to be aware and active in the online environments of the LMS and the weblogs.

The lesson began with the instructor reallocating students to tutorial groups, including a newly created fifth group. He then reinforced the need to check the LMS and his weblog regularly for announcements, comments, and suggestions for topics for their weblog entries. He discussed how to create *Friends* in the weblog service and the need for everyone to provide him with an accurate Internet addresses for their weblogs. He would publish and update a list of all of his students' weblog addresses for everyone to share. He then re-emphasised the importance of creating a group of weblog *Friends* to establish a community with whom one could share his/her thoughts and ideas.

The instructor announced that he had established discussion groups within the LMS and suggested that the students begin using this forum before the assessable discussion began. This would help them get to know each other before the assessment period. He referred to these as the students' *Literary Families* and suggested that they make the members of their *Family*, weblog *Friends* as well. He also offered to adjust group membership if serious incompatibility issues arose. However, he would need to do this well before the beginning of the assessable discussion.

The instructor concluded the introduction by encouraging the students to study the readings for the following week, and to enjoy them. The purpose of the course was to help them learn to enjoy literature and he hoped they would make the most of the opportunity.

The instructor read out the *Literary Family* lists and asked the group members to sit together and begin to get to know each other. He asked the students to sit in these groups during the

lecture/workshops for the remainder of the semester. After all groups were assigned and relocated, the instructor suggested they continue their discussions within the online forums, and he began the lesson.

The instructor first displayed the same slide that he had used the previous week that included questions about the excerpts from *Dead Poets Society* as he related Mr Keating's approach to challenging the status quo of the role of Literature. He asked the class to discuss, within their groups, their personal experience with literature challenging the status quo. After a few minutes, he asked volunteers to share either their personal experience, or the results of their group discussion, with the rest of the class. Two student comments exemplify the nature of the discussion.

In the past, most students didn't have the opportunity to think about literature. We've been constrained by the need to prepare acceptable responses for things like [school leaver] exams (Student A).

All literature students must have an interest in the human condition and how this is expressed in literature (Student B).

He next displayed a slide with questions relating to the content of three of the assigned readings and read aloud relevant passages from the text. He presented his interpretations of their meaning, interjecting personal experience as appropriate. He then asked the students to discuss in their groups whether the story, *The Lady with the Dog*, represented the beginning of true love. After a brief discussion within the groups, the instructor again asked volunteers to present their thoughts. Two students volunteered and presented the results of their small group discussions to the rest of the class.

The instructor presented a short lecture on literary analysis theory, focusing on story, plot, theme, point of view, character development, and narration. He concluded by commenting that he was more interested in the students' enjoyment of what they read than their understanding the literary theories that academics have 'spawned' regarding these readings.

After a short break, the instructor distributed copies of the study guide for the week's material and asked the students to take a few minutes to discuss these within their groups. He also

suggested that they consider discussing these issues and questions online—in both their weblogs and their discussion forums.

The instructor reminded the students that he had posted some suggestions for weblog entries in his weblog and again encouraged them to visit it regularly. He then concluded the lesson.

After the lesson, the instructor commented that he felt he had achieved his objectives.

Week 3 – 16th March

The course content for this week included demonstrations of imagery, motif, symbolism, language and style, and structure: within the contexts of the critical theories of class criticism, modernism, deconstructive analysis, and psychoanalytic criticism.

Tutorials

The instructor listed the following objectives for the third week's tutorial lessons. They were to

- build on the previous week's discussion;
- further encourage students to read;
- engage the students in the stories focusing on style, imagery, and a deepened understanding of the meaning of language; and
- reinforce the use of technology.

The tutorials for Week 3 opened with a discussion of administrative issues including the details for the upcoming assessment, access to the LMS, the creation of personal weblogs, the establishment of *Friends* within the weblog service, and the initiation of discussions among *Literary Families* in the discussion forum. This was followed by a discussion of who liked which of the assigned stories and why. The instructor affirmed each student's comment about what (s)he liked or disliked about the stories.

In the first tutorial group this was followed by a dramatic reading of *Hills Like White Elephants* (Hemingway, USA 1927) where the students were assigned character parts and

the instructor assumed the role of the narrator. Prior to the reading, the instructor encouraged the students to listen carefully to the description of the landscape and to attempt to understand what the author was trying to express through this description. After the reading, there was a discussion about the underlying meaning and innuendos included in the characters' conversation. At the end of this discussion, the instructor commented on the author's sparse style. He pointed out how the author's economic use of words still provided great depth of meaning. He suggested that the students reread the story later with that in mind. He then turned the class's attention to another story—*Blue, Blue Pictures of You* (Kureishi, Pakistan/England 1997) from which he read a short passage. After this reading, he initiated a class discussion on how the two authors used language differently. He closed the lesson with a discussion of the changing nature of the relationship between the characters in *Blue, Blue Pictures of You*. He encouraged the students to continue their discussion in their weblogs and discussion groups.

The general discussion of the stories in the second tutorial group focused on *The Garden Party* (Mansfield, New Zealand 1924). This discussion initially addressed the changing pace of the story and quickly moved to specific themes. These themes included status and class conflict, the relationship between the characters, imagery, character development, and the changing points-of-view of the characters. At the conclusion of this discussion the instructor commented on how the author challenges the reader to 'find their own way into the non-words' to ascertain the true meaning of the story. He asked the students to reread the last paragraph of the story and to discuss it in pairs. He suggested that they focus their discussion on the multiple meanings in the comment 'please forgive my hat' by the main character. After a brief discussion in pairs, the instructor moved into a whole class discussion on the multiple meanings of this single line. The instructor again encouraged the students to continue their discussions online and closed the lesson.

At the conclusion of both tutorials, the instructor commented that he felt he had accomplished the objectives he had set for the lessons.

Lecture/Workshop

The instructor listed the following objectives for the third lecture/workshop. They were to

- summarise the text content on image, theme and structure and direct student focus at these issues within the assigned readings,
- engage in large group reading and interaction,
- initiate student creative writing through an in-class exercise,
- engage the students in a group exercise to bond the discussion groups, and
- encourage students to use these groups as a basis for their weblog *Friends*.

The lecture/workshop began with a discussion about the upcoming assessment and changes to discussion group assignments. This was followed by an overview of the assigned readings and a description of a common theme of understanding human relations that ran through each of the stories. At the conclusion of this description, the instructor reiterated the importance of discussing the assigned readings in the discussion groups and weblogs.

The instructor followed the discussion with a lecture on the use of image, style, structure, and word choice. He used examples from the assigned readings as illustrations. At the conclusion of this presentation, he introduced the next phase of the lesson, a creative writing session. He asked the students to create the title for a story and to write its first three sentences. After a brief period, he asked volunteers to share their stories with the class. Six students volunteered and read their opening sentences. After each reading, the class applauded and the instructor praised the effort. He suggested that these beginnings could form the basis for a creative weblog entry and encouraged the students to complete their stories.

The lesson then returned to a lecture format where the instructor discussed the penumbra of meanings associated with individual words, using examples from the readings. He turned the class's attention to Hemmingway's *Hills Like White Elephants* (USA 1927) and asked if anyone felt they knew what the story was about. One student volunteered that (s)he had not understood it at all and had "looked it up on the Internet". The instructor thanked the student, but explained that he was interested in what (s)he, personally thought the story was about, not

what anyone else thought. He then asked for another volunteer. The next volunteer mentioned that (s)he also did not know but would have a guess. The instructor commented that, as long as the guess was his/her guess, it was of interest to the class. There were several guesses about the story's meaning, with the instructor asking focused questions about specific passages to draw additional comments from the class. All of the students' comments, even conflicting comments, were validated by the instructor. At the conclusion of the discussion, the instructor highlighted the difference between written stories, films, and drama. In the latter two, the director must present his/her interpretation of sentences and dialogue. In written stories, the reader can do that for themselves.

The instructor presented a formal lecture on image, motif, symbolism, modernism, and structure. During this lecture, he again used examples from the assigned readings to illustrate individual concepts. The class then took a short break.

After the break, the instructor distributed a handout from the online study guide. He commented that it would be a good exercise to work through all the studies included in this resource in the discussion groups and/or in weblog entries. He reviewed the first study on the handout regarding structure and asked the students to discuss the first three questions at the end of this section in their discussion *Families*. After a time for discussion, he reconvened the class and asked for feedback. A brief, quiet conversation ensued between the instructor and three students in the front of the class.

The lesson closed with the instructor again encouraging the students to continue their discussion of the study projects with their discussion *Families* and weblog *Friends*. After the lesson, the instructor commented that he felt he had met his objectives.

Week 4 – 23rd March

The course content for this week included the demonstration of framed narratives, modernism, surrealism, and point of view: within the contexts of interpretive literary theories.

Tutorials

The instructor listed the following as his objectives for the fourth week's tutorial sessions.

They were to

- encourage the students to think about the stories from their own perspective, not that of the instructor, and
- lay the groundwork for the lecture and to resolve any remaining issues regarding the technology,
- support those who have been using it, and
- 'put a cannon under' those who haven't started yet.

The tutorials again began with administrative discussions of the online aspects of the course and the recent assessment task. The instructor reminded the students that the first round of marking for their weblogs was rapidly approaching and that many students were behind in their weekly entries. He encouraged them to catch up. He also elaborated on the fact that he saw the weblogs as a place where many students feel less inhibited about expressing their ideas than in a face-to-face situation. He hoped that all students would take advantage of the opportunity.

The instructor asked the class to think about which of the assigned readings they preferred and why. He also asked them to reflect on the criteria they used for coming to these conclusions. He asked them to consider these points individually before entering into a group discussion. While the students were preparing their responses, the instructor mentioned that this would form a good basis for a weblog entry. He brought the students back together and the class discussed their individual preferences. The students all based their preferences on their personal identification with the individual characters.

The instructor commented that he felt he had accomplished his objectives for the lesson.

Lecture/Workshop

The instructor listed the following objectives for the fourth lecture/workshop. They were to

- consolidate the students' use of their weblogs and discussion groups as a group and to trouble shoot any problems that might arise in this regard,
- provide preliminary feedback on the first assessment task,
- introduce the last topic on fiction,
- provide the students with additional practice interacting with their discussion groups,
- provide an opportunity for the students to practise creative writing, and
- encourage the students to engage with their weblogs and discussion groups.

During this pre-lesson interview, the instructor mentioned that he always tried to include an opportunity for students to practise creative writing in his lesson plans. He did this because of his conviction of the importance of practice in developing the art of creative writing.

The lecture/workshop began with general feedback about assessments and the importance of learning to write well. There was also a discussion about the benefits of reading other students' weblog entries and keeping current with their weblog posting. Finally, the instructor advised the class that this was the last week of the fiction module, and that the poetry module would commence the following week. He shared with the class the fact that the poetry module was his favourite and he again encouraged the students to keep current with their weblog entries.

The instructor presented a brief lecture on literary interpretation and critical perspectives and related this to the critical approaches of feminism theory, queer theory, Marxist theory, and new criticism. He concluded this discussion with the comment that the main point for the lesson was to understand the importance of being aware of our own background and how that affects how we interpret things.

The instructor turned to a discussion of *The Vine Leaf* (Mena, Mexico 1914). He first placed the story in its historic perspective—following a feminist attack on a famous painting similar to the one described in the story. He then displayed a list of questions and asked the students to discuss them in their groups. After a time, he asked volunteers to present responses to the questions. A discussion ensued during which the students presented their thoughts about the study questions. The class then took a short break.

On returning from the break there were more administrative questions about group membership. Most groups reported dwindling membership and/or low levels of interaction. The instructor agreed to review the group memberships and reminded all of the need to begin the assessable discussion within 48 hours of the beginning of the assessment period.

The instructor next discussed the concept of interpretation. He described how one's personal background influences how he or she understands the meaning of stories. He also discussed meta-narrative and the mixing of language types. He used examples from the week's readings to illustrate each.

He then introduced a creative writing session by examining selections from Leyner's *My Cousin, My Gastroenterologist* (USA 1990). He advised the students that the best way to understand this style of writing was to try to emulate it. He therefore asked students to write 10 lines of 'Leyner-inspired' prose. At the end of the writing session the instructor asked five student volunteers to read their Lenyer-style prose. Each received applause from the class and encouraging comments from the instructor. After the readings, the instructor again suggested that the students continue their effort within their weblog and dismissed the class.

The instructor confirmed that he had accomplished his objectives for the lesson.

Week 5 – 30th March

The course content for this week included the demonstration of the link between literary and cultural studies, avant-gardism in poetry and fiction, and the relationship between literature and politics: within the contexts of cultural and comparative studies.

Tutorials

The instructor listed the following as his objectives for the fifth week's tutorial sessions. They were to

- immerse the students in the work of the Beat poets,
- demonstrate the many possible voices of a single poet,
- help students learn to interpret poetry through their own experiences, and

- demonstrate that writing poetry is possible for young people.

The tutorial sessions began with a discussion of administrative issues relating to assessments and a reminder for students to keep their weblog posts current. The instructor introduced the poetry module of the course. He distributed a handout consisting of selected poems by Allen Ginsberg that he had published at the age of 21 and a series of questions relating to these poems. During this discussion, one student found it difficult to express her thoughts due to fears of being “wrong”. The instructor reassured her that ‘You can’t be wrong. We’re just looking for some clue or idea as to what you think might be going on’.

The instructor read the questions from the handout and several Ginsberg poems. He also read William Blake’s *The Sick Rose* (England 1794). He divided the class into pairs and asked them to discuss the questions. After a period, the instructor initiated a discussion during which the students shared what they thought the poems revealed about the poet.

The instructor followed the discussion of Ginsberg with questions about Blake’s *The Sick Rose*. The students’ responses consisted of sharing their personal images of what New York City would have been like in 1949. The tutorials ended with a discussion of favourite poems for the week and a suggestion that the students continue their thoughts in their weblogs.

The instructor stated that he felt he had accomplished his objectives in each tutorial lesson.

Lecture/Workshop

The instructor listed the following objectives for the fifth lecture/workshop. They were to

- add more depth in the students’ understanding of the Beat generation,
- provide students with the experience of hearing Beat poets read their own work, and
- provide insights into how to best address the upcoming essay assessment task.

The instructor began this session with an introduction to the Beat generation and a description of their resistance to tradition and their penchant for experimentation. This introduction led into a discussion of the next essay assessment task that centred on the work of these poets. He assured the students that he was not as radical as Mr Keating in *Dead Poets Society* was. He

would not ask them to tear pages from their texts. He explained that the technical aspects of literature are important, and he encouraged the students to review the relevant sections of their text. However, he advised them that technical considerations were not relevant to the upcoming assessment task. He advised the students to ‘go straight to the poetry and trust your own instincts’ ... ‘The important issue is what you think, not how it fits into a particular theoretical model’.

The instructor discussed Allen Ginsberg’s *First Party at Ken Kesey’s with Hell’s Angels* (USA 1965) and Jack Kerouac’s *About the Beat Generation* (USA 1957). He highlighted examples of free form verse, variations in pace, abandonment of rules, poetic licence, political focus, imagery, word choice and multiple meanings, and style. He illustrated many of these points by playing recorded excerpts of Beat poets reading their own work.

The lesson resumed after a short break with a discussion about the upcoming weblog assessment. The instructor then initiated a discussion of McCarthyism in the USA and the Beat generation’s reaction to it. The lesson ended with a showing and brief discussion of Jack Kerouac’s movie *Pull My Daisy* (USA 1959).

The instructor commented that he felt he had achieved his objectives for the lesson.

Week 6 – 6th April

The university was closed for Good Friday. There were no classes this week.

Week 7 – 20th April

The course content for this week included the nature of poetic language and a demonstration of how to read and understand poetry within the context of theories of modern image.

Tutorials

The instructor listed the following as his objectives for the seventh week’s tutorial sessions. They were to

- ease students into thinking critically about poetry and their own experiences, to use these personal experiences to help them understand the meaning the poet is attempting to convey, and
- help students begin to understand the complexity of poetry in terms of both language use and form.

The tutorial sessions began with a discussion of administrative issues relating to a poetry competition the instructor was running in the weblog service and the recent essay assessment task. The instructor then introduced the researcher and his second survey.

The researcher reminded the students that participation in the surveys was voluntary as he passed around the questionnaire. He also asked the students to use the same pseudonym to associate this response with their Survey 1 response. The questionnaire used for the second survey is included as Appendix C.

The instructor began the lesson with a discussion of the relationship between mothers and daughters. Individuals volunteered either their own experience with their mothers or those of close friends with their mothers. The instructor introduced the poem *Breaking Tradition* by Janice Mirikitani (USA 1978) and asked the class to note the typology of the poem on the page as he read it aloud.

The instructor asked the class to form into pairs and discuss the following questions:

1. What do we see in the poem?
2. What do you think the mother means by the last two lines?

The instructor asked volunteers to share their thoughts. He encouraged them to provide direct references to the poem to support their comments. Several students volunteered their thoughts and received encouraging support from the instructor and other students. The instructor then asked the class to consider lines 1-15 and 30 only and to discuss in their pairs what they thought these lines told them about the relationship between the mother and the daughter. The instructor called for volunteers to share their thoughts and an energetic discussion followed.

The instructor closed the lessons by encouraging the students to continue their discussion in their discussion *Families* and to consider preparing a piece for the poetry competition or their weblog.

At the end of both tutorials the instructor commented that he felt he had accomplished his objectives, although perhaps more thoroughly in the first.

Lecture/Workshop

The instructor listed the following objectives for the Week 7 lecture/workshop. They were to

- introduce the students to the multifaceted language of poetry,
- get the students interested in poetry as a complex emotional whole, not a technical dissection;
- convince the students that it is important to understand the emotional whole of a poem to use the technical aspects of analysis to further understand the whole;
- encourage the students to share their responses and personal impressions of poetry; and
- implicitly introduce the poetic concepts underlying technical poetic analysis for the students' personal study from the text.

The instructor began this lesson with a description of weekly discussion questions he had been posting in separate discussion forums within the LMS. He had been posting weekly questions based on content from the lecture and tutorials for the students to continue to express their thoughts and ideas as weblog entries. He was disappointed that not more had taken advantage of this learning opportunity. He then discussed administrative details about the weblog assessment and the upcoming assessable discussion.

The instructor began the lecture by reinforcing the importance of the students reading and understanding the theory content in their textbooks. He explained that he wanted to look at a few poems that differed significantly so the students could get an idea of the breadth of emotion expressed in poetry. He first read *Stopping by the Woods on a Snowy Evening* by Robert Frost (Pakistan/England 1923). He then led a discussion of what the students thought

Frost was trying to portray and the nature of romantic poetry. The instructor contrasted this with Wilfred Owen's *Dulce et Decorum Est* (Britain 1920). He first translated the title and described the poem's historic context. He then read the poem to the class and asked the students to discuss the multi-dimensional use of language in poetry. He encouraged them to focus their discussion on what they thought the poem was saying.

After a break the instructor read a short excerpt from Mark Strand's *Eating Poetry* (Strand, USA 1968). During this reading, he placed an emphasis on making 'eating sounds' and encouraged the students to engage with poetry in a similar manner. He again encouraged the students to read the theoretical material in the text.

The instructor read several definitions of poetry from the class handout and asked the students to consider their own definition of poetry. He asked if the previous discussion had influenced their definition and initiated a whole class discussion on the topic. He concluded this discussion by commenting that secondary school students often miss the bigger picture of poetic meaning. The intention of the course was to encourage the students to focus on this larger picture, on the meaning of the poem; and then to apply analytic techniques. He wanted his students to learn to avoid the trap of relying on technical evaluations without first understanding their personal interpretation of a piece of literature.

The instructor read Marianne Moore's 1924 version of *Poetry* (USA 1924), her longer version of the same poem (USA 1921), and an excerpt from William Carlos Williams's *Asphodel, That Greeny Flower* (USA 1955). After completing the reading, he led a discussion of the students' understanding of the poems.

The instructor showed three impressionistic paintings (Landscape by Gleeson, Pretty Poly Mine by Sydney Nolan, and Soirée with Cockatoos by Chris Wake) and asked the students to write an exfractic poem based on one of these paintings. He elaborated that it would not be possible to complete the poem in the time available, but that this is how poets often worked. Simply jotting down a few thoughts whenever they arose, and then returning to them later for further refinement.

The instructor asked volunteers to share their work. Three students shared their work and received applause and encouraging comments from the instructor and the class.

The instructor commented that he felt he had met his objectives for the lecture.

Week 8 – 27th April

The course content for this week included the demonstration of the conceptual and structural aspects of poetry.

Tutorials

The instructor listed the following objectives for the eighth week's tutorial sessions. They were to

- generate a preliminary basis with various illustrations of poems using shape as part of the process of forming meaning,
- explain the technical background behind the use of shape in forming meaning with references to UL, and
- investigate the use of shape in an assigned text for the week.

The lesson began with a discussion of administrative details, including the passing of the deadline for nominating weblog posts for assessment. During this discussion, one student mentioned that she was still unable to post entries to her weblog. The instructor directed her to the weblog service's online help, and asked her to keep him informed regarding her progress.

The instructor informed the class that they would be looking at how shape, blank space, and visual appearance can influence a poem's meaning. He first had the students turn to George Herbert's *Easter Wings* (Wales 1633) and asked them to look at the shape of the words on the page. He then read the poem aloud. When he had finished the reading, he commented that it would take too long to unpack the meaning of this poem. Instead, he asked the students what they thought the affect of the shape of the words on the page had on that meaning, especially the last two lines of the poem. Several students offered thoughts on the matter.

The instructor then asked the class to turn to John Hollander's *Swan and Shadow* (USA 1969) which he also read aloud. He asked if the students thought there was a relationship between the shape of the words and the meaning of the poem. There was no response from the class. After encouraging several students to attempt a reply to no avail, the instructor commented that the shape of the poem was sometimes instrumental in defining the poem's meaning. He then asked the students to turn to W. S. Merwin's *The Well* (USA 1970). Before reading the poem the instructor read two paragraphs from the textbook regarding the poem, pausing several times to suggest that the students might consider using some shaping in their weblog posts. The instructor asked the students to consider first what they thought the poem meant and then to consider the two questions which followed the poem in the text. He then read *The Well* aloud. After the reading, he divided the class into pairs for small group discussions.

The instructor asked volunteers to share what they thought the poem meant. He reminded them that it was not possible to say anything wrong as long as it was what they were thinking. He used direct questioning to encourage individual students to formulate comments. The lesson ended with another suggestion by the instructor for the students to consider using shape to add meaning to their weblog posts.

At the end of each tutorial, the instructor commented that he felt he had accomplished his objectives for the lesson.

Lecture/Workshop

The instructor listed the following objectives for the Week 8 lecture/workshop. They were to

- introduce poetic imagery,
- differentiate between poetic and normal language,
- expose students to a range of poetic music,
- engage students' critical and creative faculties,
- encourage student group work, and
- reinforce the importance of the weblog and discussion forums.

The lesson began with administration, a discussion of the assessable group discussion, and a comment from the instructor that he felt there was a definite feeling of community developing within the weblog environment. The discussion ended with the announcement that a group of second and third year students had volunteered to act as weblog Helpers. Their role would be to assist the students who were still struggling with the technical and literary aspects of the online components of the course.

The lesson centred on the concept of poetry as an art form and the difference between poetic and non-poetic language. Poetic language uses aspects of words beyond their meaning. The instructor read John Keats' *Ode to a Nightingale* (England 1819) as an illustration. He stopped several times to identify the use of alliteration and assonance during the reading. He also illustrated how these sounds supported the meaning of the poem, and referred to them as the 'music of poetry'.

The instructor then read *To Autumn* (Keats, England 1820) as another example. He again pointed out specific word choices and the effect the sounds of these words could have on meaning. A brief discussion on this point followed. The instructor concluded the discussion by commenting that, in his opinion, the students should try to go beyond the identification of the use of literary devices when analysing a poetic passage. He explained that this transition was a common problem for students in their first semester at university. Instead, he advised them to first look to their overall impression of the piece as a work of art. He assured the students that understanding poetic meaning is a life long journey, not a dissection exercise.

The instructor asked the students to turn to a chart in the text that detailed the historic origins of many languages (Kalaidjian et al., 2005, p. 698). He commented that good poets are aware of these origins and use them to their best advantage. However, he also advised that etymology was only part of the richness of poetic language. As he had previously illustrated, word sound is also an important component. The wealth of synonyms with different sounds and connotations within the English language provide the poet with a rich pallet of word choices. The instructor also used Gerald Manley Hopkins' *The Windhover* (England 1877) and John Keats' *The Living Hand* (England 1819, 1898) to illustrate this point.

The instructor next turned to the topic of poetic imagery and inter-textual references by reading and discussing Denise Levertov's *O Taste and See* (England 1964). He asked the class to reread the poem and discuss, within their groups, the questions at the end of the poem in their textbooks. After a brief period for small group discussion, the whole class discussed these questions.

The instructor next read Ezra Pound's *In a Station of the Metro* (USA 1916) and led a brief discussion about the imagery the poem invoked for the students. He discussed the relationship between poetry and painting by reading William Carlos Williams' *The Great Figure* (USA 1921) and asked the students to turn to a print of Charles Henry Demuth's *I saw the Figure Five in Gold* (USA 1928, p. 1302B) in their text. He led a brief class discussion on the relationship between these two works. He used this as an introduction to a writing exercise where he asked the students to consider something they had seen on the street and to bring its significance to the foreground within the opening lines of a poem. He also suggested that they might follow-up this exercise by completing their poem as a weblog entry.

The instructor asked volunteers to read their openings. Four students volunteered and read their work to the class. There was applause from the class and encouraging remarks from the instructor after each reading.

The instructor commented that he felt he had accomplished his objectives for the lesson.

Week 9 – 4th May

The course content for Week 9 included the demonstration of various poetic styles within the context of new criticism, post-modernism, feminism and new historicism.

Tutorials

The instructor listed the following objectives for the ninth week's tutorial sessions. They were to

- conclude the poetry module by introducing students to a wide variety of types of poetry,

- illustrate the similarities between poetry and music,
- engage the students in the different language styles used in poetry,
- assist students in discovering the differences between the various types of poetry,
- encourage students to use their weblog as a repository for their creative efforts, and
- encourage students to make use of the new cadre of weblog helpers.

The lesson began with a discussion on class attendance and the newly announced cadre of weblog Helpers. One student commented that (s)he did not know about the Helpers. Another student confirmed the instructor had posted an announcement about the Helpers in his weblog and had discussed them at the previous week's lecture. The instructor again encouraged the students to engage with the online aspects of the course on a regular basis.

He opened the lesson by explaining that the class would be looking at different types of poetry. He hoped they would develop an understanding of how and why poets use language differently. He asked how many students had written a poem for their weblogs. Most of the students indicated that they had. He encouraged this effort and expressed his hope that the others would do the same.

The instructor read and discussed with the class William Carlos Williams' *This Is Just to Say* (USA 1939) and Lewis Carroll's *Jabberwocky* (England 1871). During the discussions, he highlighted the unusual use of words and asked the students about their impression of the influence of word choice on the meanings of the poems. This question resulted in a brief discussion of the similarity between the use of word sounds in poetry and the differing moods created through music.

The instructor read another poem. In the first tutorial group he read Robert Frost's *The Road Not Taken* (Pakistan/England 1936). In the second tutorial group he read William Wordsworth's *My Heart Leaps Up* (England 1807). In both lessons, he asked the students to compare the poem he had read with *Jabberwocky*. He encouraged the students not to attempt to use formal classification systems, but to think about what they 'felt' was different between the poems. He used focused questioning techniques to encourage the quieter students to participate. He also explained the benefit of small group discussion—both face-to-face and

online—as a way to mediate one’s opinions with comments from others. He encouraged the students to “bounce ideas off each other” in these safe environments.

The instructor asked if anyone had read the assigned poem *The Emperor of Ice Cream* (USA 1923). No one in either tutorial group had read this poem, so the instructor read the poem aloud. He asked the students to reread it to themselves, looking up any unfamiliar words. The students then discussed the poem’s meaning in pairs. After these discussions, the instructor asked each student individually about their understanding of the meaning of the poem. He used this exercise to demonstrate how a single poem can mean different things to different people. He also explained that a person could obtain different meanings from the same poem by reading it at different times. He commented that this potential for diverse interpretations was another part of the art of poetry.

During the post-lesson interview after the second tutorial lesson, the researcher queried the instructor’s understanding of the meaning of *The Emperor of Ice Cream*. The instructor commented that his understanding was not important. What was important was that the students develop some idea of its meaning. The actual content of that idea was secondary. The instructor also commented that he felt he had accomplished his objectives for the lesson.

Lecture/Workshop

The instructor listed the following objectives for the Week 9 lecture/workshop. They were to

- achieve closure on the poetry module,
- expand on the tutorials and expose students to longer poems,
- help students think more about the theoretical underpinnings of poetry as seen by poets,
- have students look at as many poems as possible, and
- empower students to use their weblogs as a means of publishing their own poetry.

The lesson began with discussions on the upcoming exam and the new cadre of weblog Helpers. The instructor emphasised the importance of practice in developing skills in the literary arts. He encouraged the students to ‘do literature on their weblogs’ instead of simply

‘studying it from the textbook’. He also encouraged the students to keep their weblogs up to date, as the drama module would begin next week. Finally, he defined the role of the weblog Helpers as to

1. provide suggestions to students on content and ideas,
2. encourage interconnections between students, and
3. provide one-on-one tuition that the instructor could no longer provide due to the number of students enrolled in his various courses.

The instructor continued his description of the difference between poetry and prose. He equated language use in poetry with the plastic arts of sculpture, painting, dance, drama, music, etc. These are all art forms that have multiple dimensions. Specifically he mentioned the dimensions of sound patterning, word selection, image presentation, sparse use of words, shape on the page, and cadence. He concluded that in poetry, language is much more bendable than in prose. During the discussion he used examples from Ezra Pound—*A Few Don'ts for an Imagist* (USA 1913) and William Carlos Williams—*The Wedge* (USA 1944). He also encouraged the students to examine specifically referenced sections of the text during their private study. He explained that there was not sufficient time during the lecture to pursue all of these ideas in depth, and that personal study was imperative.

The instructor asked the class to discuss two specific quotes from Pound and Williams in pairs. He then asked them to attempt to rewrite the quotes in their own words. Volunteers read their pair's interpretation in a class discussion. The instructor then moved the class to *Mid-August at Sourdough Mountain Lookout* by Gary Snyder (USA 1959).

He read this poem aloud and asked the students to discuss the questions in the text relating to this poem in their groups. He then led a class discussion on the imagery and meaning of the Snyder poem in terms of the previous quotes from Pound and Williams.

The lecture/workshop continued in this manner with the instructor introducing, and then reading *Preludes* by T. S. Eliot (United Kingdom 1917) and *Fern Hill* by Dylan Thomas (Wales 1946). After reading *Fern Hill* he asked the student to examine the last three lines of the poem and to discuss their understanding of how these lines help define the overall

meaning of the poem. He then led a whole class discussion on the comparison. During this discussion, he asked the students to classify the various images in *Fern Hill* as visual, oral, or kinetic. The instructor used a whiteboard to document the classifications and to support a discussion on the imagery involved in the poem. He concluded the lesson by encouraging the students to continue to develop their ideas in their discussion *Families* and in their weblogs.

At the end of the lesson, the instructor commented that, while he felt he had accomplished his objectives, he had had to work hard to control the class and to help them understand the abstract images of the poetry. He was happy with the discussion regarding Snyder's poem. He had wanted to expose the students to this type of poetry, but he had not intended to examine it in depth.

Week 10 – 11th May

The course content for this week included the demonstration of the formal elements of drama within the context of literature and religion, and literature and feminism.

Tutorials

The instructor listed the following objectives for the tenth week's tutorial sessions. They were to

- introduce the students to the language of drama through a practical dramatic exercise,
- help students understand that the expressive language of poetry is little different from that of poetry except that meaning in dramatic language is further supported by physical space and movement,
- direct students to the theory content contained in the textbook, and
- reinforce and support the role of the weblog Helpers.

These lessons began with the instructor asking for feedback on the assistance provided by the weblog Helpers. There were no reports of contact.

The instructor distributed a class handout and explained that the class would be performing the play *Andrés Mother* by Terence McNally (USA 1988). They would then discuss the

questions about the play on the handout. He divided the class into three groups and assigned roles. Those groups with extra members would also have a dedicated director. The groups dispersed to breakout rooms to rehearse. The instructor moved among the rehearsing groups encouraging the students to interpret the dialogue through expressive reading and movement.

The instructor selected one group and asked them to perform the play for the class. At the end of the play, all of the students applauded and the instructor provided encouraging feedback. The instructor asked the group's director to explain what (s)he had attempted to accomplish during the play. This directed question led into a whole class discussion on the meaning of the play. The instructor reinforced the importance of body language in drama and referred the students to the relevant sections of the textbook for additional details.

The instructor commented that he felt he had accomplished his objectives for each lesson.

Lecture/Workshop

The instructor listed the following objectives for the Week 10 lecture/workshop. They were to

- introduce the students to the key differences between drama and other literary genres,
- show students where they can seek more details on the dramatic form within the textbook,
- demonstrate drama by example, and
- extend and deepen the experience of drama through a workshop and readings.

This lesson began with a discussion on the weblog *Helpers* and the format for the upcoming exam. The instructor encouraged the students to read *Wit* (Edson, USA 1999) prior to the next week's lecture.

The instructor explained that the lesson would focus on how the language of drama differs from the languages of poetry and fiction. He described drama as a literary form whose medium is more than just written language. It is a composite art form using elements of the expressive arts (movement, gesture, mime, dance, music), and the plastic arts (painting, sculpture, lighting) to relay its meaning. He identified where the students could find a

thorough discussion of these concepts in the textbook and mentioned the emerging art form of hypertext and the opportunities it offers contemporary artists.

The instructor described the concept of *mise en scène* using Arthur Miller's *Death of a Salesman* (USA 1949) as an illustration. The class first read from six paragraphs before the Requiem through to the end of the play as originally written by Miller (p. 1921). They then viewed Schlöndorff's film version (Schlöndorff, 1985) and discussed the different interpretations of the ending of the play.

The instructor then turned to *Oedipus Rex* (Sophocles, Greece 430 B.C.). He described the plot of the play, and explained that Sophocles used little stage direction. He read a single passage (lines 88-107) several times using noticeably different intonations; explaining that each reading was equally valid.

The instructor announced that the class would be producing Molière's *The Flying Doctor* (France 1658) as an example of comedy and described the background of comedy as a form of satire. He split the class into groups of seven or eight and asked all of the groups to reread the play and to prepare their parts for presentation to the class. There were several spontaneous outbursts of laughter during this rereading.

After rehearsal, the instructor selected a group and asked them to present the play to the class. At the conclusion, there was applause from the class and congratulations from the instructor for a job well done.

The instructor commented that he felt he had achieved his objectives for the lesson.

Week 11 – 18th May

The course content for this week included the demonstration of contemporary drama within the context of realism and literature as a source of insight for living.

Tutorials

The instructor listed the following objectives for the 11th week's tutorial sessions. They were to

- implement the course student evaluation survey,
- bring closure to the students' weblog work by encouraging them to access the instructor's weblog to learn who won the poetry competition, and
- engage the students with the key fragments of the play to be viewed during the lecture.

The instructor began the lesson by introducing the play *Wit* by Margaret Edison (USA 1999). He explained that the class would be viewing a screen production of the play at the lecture/workshop later in the day. He asked the class to turn to a section of the play in their texts and explained that he felt that this section encompassed the essence of the entire play. He asked a student to read the part of Vivian while he read that of Professor Ashford. They read an excerpt from the end of scene two of the play (Kalaidjian et al., 2005, pp. 2185–2187). The instructor then initiated a class discussion on the meaning of the conversation between Professor Ashford and Vivian. He pointed out the need for the author to provide the audience with enough background information to understand what was happening.

The instructor broke the class into groups of two to discuss the content of the conversation further. After the paired discussion, he asked a student to share what (s)he had been discussing with his/her partner. This stimulated a class discussion in which several students participated.

The instructor distributed the course evaluation forms and told the class that they were free to leave once they had completed the survey.

The instructor stated that he felt he had accomplished his objectives for the lessons.

Lecture/Workshop

The instructor listed the following objectives for the Week 11 lecture/workshop. They were to

- present the students with the opportunity to experience an uninterrupted presentation of a drama they had studied, building on the work done in the tutorials in terms of preparing them to find some additional insights into the piece's meaning;
- provide students with additional information on the literary background used within the text; and
- bring closure on the weblog experience by announcing the winner of the poetry competition.

The lesson began with a discussion of the poetry competition. The instructor complimented the entrants on the quality of their submissions. He then announced the winners and asked them to come prepared next week to read their poems to the class.

The instructor again reviewed the background *Wit*. He encouraged the students to be aware of the extraordinary tragedy and triumph in life as he played the entire screen play (Nichols, 2001).

At the conclusion of the play, the instructor encouraged students to write something about it, preferably in their weblogs, as soon as possible. He assured them it would be a worthwhile exercise.

The instructor commented that he felt he had successfully achieved his objectives during the lesson.

Week 12 – 25th May

The course content for this week was a continued examination of various forms of poetry.

Tutorials

The instructor listed the following objectives for the last week's tutorial sessions. They were to

- provide an opportunity for the researcher to conduct the final student survey,
- have the students work closely with a difficult poem and a difficult part of a play, and

- confirm the logistic arrangements for the weblog assessment.

The instructor began the lesson by reminding the class that the researcher had one more survey for his study. The researcher then implemented the final student survey (Appendix D), again reminding the students of the voluntary nature of their participation, and of the importance of including their previous pseudonym of their response. After the survey, the researcher thanked the class for allowing him to participate in their course.

The instructor distributed a class handout with an excerpt from *Wit*, questions relating to the excerpt, Shakespeare's *Sonnet # 146* as included in the play, and John Donne's *Holy Sonnet #10* (Wales 1633). While doing this he discussed the logistic requirements for students to nominate their best weblog entries for assessment while he distributed the handout.

The instructor commented that he had selected the most difficult portion of *Wit* to discuss in tutorial, and that he had done so on purpose. He explained that the play is about Vivian, but it is also about John Donne. What Vivian says about the *Holy Sonnet* indicates a turning point in the play. He read aloud the questions on the handout and asked the students to consider them as he read the excerpt included on the handout. After the reading, the instructor split the class into pairs to discuss these questions. He then led a whole class discussion on the questions.

The instructor commented that he felt he had accomplished his objectives. He felt that the small group discussions had given students confidence in their ability to find meaning in two difficult texts.

Lecture/Workshop

The instructor listed the following objectives for the Week 12 lecture/workshop. They were to

- showcase the winners of the poetry competition and
- provide the students with a comprehensive overview of all aspects of Margaret Edson's play, *Wit*.

The instructor began the lesson by re-introducing the winners of the poetry competition and asking each to read their winning submission to the class. The class applauded and the instructor praised the effort after each reading.

The instructor discussed the basic pattern of events in *Wit* and the dramatic methods used in the play. He then led a class discussion on the various themes within the play. After a brief discussion, he showed the play. At the conclusion of the play, the instructor wished the students good luck in the final exam and dismissed the class.

The instructor stated that he felt he had achieved his objectives for the lesson.

This was the last class meeting for the semester.

Class Meetings Discourse Analysis

The source documents for the preceding summaries (the actual field notes) were subjected to discourse analysis in order to identify specific themes within the actual lessons. For the purposes of the following analysis *class meetings* include the transcripts of field observations made during the class meetings of one tutorial group and the lecture/workshop, as well as transcripts from pre- and post-lesson interviews with the instructor before and after each class meeting. This section describes the analysis of these transcripts and the themes that emerged from it.

A qualitative approach was used to identify the themes in the transcripts for the class meetings and the lesson objective interviews. As Strauss and Corbin (1998) advise, an underlying concept of qualitative research is the “assumption that all of the concepts pertaining to a given phenomenon have not yet been identified, at least not in this population or place” (p. 40). This is consistent with the investigative nature of this study. Specifically, a constructivist view of grounded theory strategies (Charmaz, 2003) was used to identify the themes within these transcripts. This was done using a data reduction exercise whereby codes were applied, or tagged, to sections of the text that seemed to exemplify particular themes. This resulted in the identification of what Ryan and Bernard (2000) refer to as “chunks of text that reflect a single theme” (p. 780). The unit of measure for these ‘chunks of text’ was

the *utterance* (Gee, 2005). Changes in the environment delineated individual utterances. This could include a change in topic in a lecture or a move from a small group to a whole class discussion. In addition, utterances often overlapped for different codes. One or more codes were applied to specific utterances in a process known as *tagging* in a series of *tagging passes*. Multiple themes could, therefore, be associated with a single ‘chunk of text’, enabling the identification of the rich and interwoven nature of the interpersonal dynamics within the classroom. This approach to the identification and application of codes was the basis for all of the discourse analyses used in this study.

Three tagging passes were made through the class meeting and objectives interview transcripts to define and implement the coding hierarchy. Specific utterances within the transcripts were tagged with codes and notes were taken for improving the code hierarchy for the next tagging pass. The code hierarchy was updated in content and structure at the end of each tagging pass.

Two types of codes were developed: focused codes and thematic codes. After a preliminary review of the transcribed field notes, a set of focused codes was developed to represent the overriding instructional modes used during the class meeting. These focused codes were applied to all class meeting and lesson objective transcripts.

The thematic codes were developed to help identify the underlying themes. All sources were tagged using these thematic codes. Additional thematic codes were identified, incorporated into the code hierarchy, and applied to the data sources during the multiple tagging passes. The final code hierarchy for the analysis of the class meetings and lesson objective transcripts is included as Table I1². Code hierarchies for tagging passes 1 and 2 are also included as Table I2 and Table I3 respectively.

² For brevity, tables that are located in appendices will be referenced to using the appendix designation and the table number within the appendix. The actual appendix reference will not be included. For example, Table I1 is the first Table in Appendix I.

Codes are referenced to by their position in the overall hierarchy. A form of “dot notation” has been adopted for this purpose³. In this nomenclature, successive levels in the hierarchy are delineated with a dot (.). For example, the *Small group discussion* code, within the *Discussion* branch of the hierarchy is represented as *Discussion.Small group discussion*.

Tagging Passes

Three tagging passes were made through the data. This allowed for the grounding of the discourse code hierarchy in the data. The following sections describe these tagging passes.

Tagging Pass 1

The purposes of the first tagging pass were to apply the focused codes to all class meeting and lesson objective transcripts, to apply an initial set of thematic codes to these transcripts, and to collect information about additional thematic codes and changes to the code hierarchy in preparation for tagging pass 2.

The focused codes used for the first coding pass were *Administration* with several sub-codes, *Direct content delivery*, *Discussion*, and *Practical exercise*. The thematic codes were *Encourage to engage*, *Online*, *Weblogs* including sub-codes for the weblog affordances as identified in the literature review, and *Weblogs as a place to be creative*, *Community of learners*, *Creativity*, and *Vocabulary*.

Tagging Pass 2

During the first tagging pass, additional codes and code groups were identified. These were incorporated into the code hierarchy.

The *Online* section of the code hierarchy was reorganised to include *Weblogs* as a sub-code. Utterances that were originally tagged with *Online* were re-tagged with one of several new

³ This nomenclature is based on a strategy that is widely used in computing science referred to as ‘dot notation’. It has been devised to simplify reading, to preserve participant anonymity (an ethics requirement for this project), and to minimise ambiguity.

detailed sub-codes, including *Extended classroom*, *General (not Weblog)*, *Technical problems*, *Helpers*, *Reference to instructor's weblog*, *Reference to student weblog*, and *Discussion* which was divided into *Class discussion* and *Small group discussion*. Thirdly, utterances tagged with *Encourage to engage* were reviewed for re-tagged with the new sub-codes *Importance of practice* and *Other*.

Breadth of material, *Exemplar*, *Literary analysis theory*, and *Understanding of meaning with Academic understanding* and *Personal understanding* as sub-codes were also added to the hierarchy. Finally, all class meeting and lesson objective transcripts were reviewed for consistency in the application of the code hierarchy as well as the initial implementation of the newly created codes.

Tagging Pass 3

Tagging pass 3 began with the re-tagging of utterances previously tagged with three existing codes into newly created sub-codes. Utterances tagged with *Practical exercise* were re-tagged to *Class exercise*, *Small group exercise*, or *Solo exercise*. Utterances tagged with *Encourage to engage* were reviewed for re-tagging with *Poetry competition*, *Scaffold unpacking meaning from text*, or *Student engagement issues*. Finally, utterances tagged with *Helpers* were re-tagged to *Helpers general* or *Queries about Helper process*.

The code *Classroom comment*, with sub-codes *Instructor comment* and *Student comment* was also created. These new codes were applied to utterances previously tagged with *Online* and *Community of learners* as additional tags. Finally, *Experimental teaching method* and *Reviewing comments before publishing* were added, the latter as an additional sub-code within the *Weblog affordances* code group.

All class meeting and lesson objective transcripts were reviewed for consistency in the application of the final code hierarchy.

Rationalisation of Class Meeting Transcripts

Two sets of matrices were developed for each type of class meeting transcript: lecture objectives, lecture meetings, tutorial objectives, tutorial group 1 meetings, and tutorial group 2 meetings. These matrices are tables listing the number of occurrences of specific code pairs and are available as Tables J1 – J10. The *tagged transcript* matrices contain the number of transcripts that include utterances that were tagged with the code pairs. For example, a tagged transcript matrix would contain the number of lectures that contain utterances that were tagged with both *Encourage to Engage* and *Community of learners*. The *tagged utterance* matrices contain the number of actual utterances that were tagged with the code pair. For example, the lecture meetings tagged utterance matrix would contain the number of utterances in lecture meetings that were tagged with both *Encourage to Engage* and *Community of learners*. Table 4.1, an extract from the lecture meetings tagged utterance matrix (Table J3), indicates there were 19 such utterances.

Table 4.1. Extract from Lecture Meetings Tagged Utterance Matrix

Tag	16	17	18	19	20
19: Community of learners	32	30	2	30	
20: Creativity	10	10	1	2	22
21: Encourage to engage	41	41	1	19	9
22: Importance of practice	6	6	0	3	2

Note. The shaded cell represents the number of tagged utterances found in the lecture meeting transcripts. From Table J3.

To this point, all transcripts for class meetings were included in the analysis. However, the Tutorial 1 and Tutorial 2 transcripts replicate similar student experiences. In order not to overemphasise the importance of utterances in the tutorials, Tutorial 2 has been excluded from the detailed analysis.

The following results are based on two data sets. The *lesson objectives data set* consists of all transcripts from the pre- and post-class meeting objectives interviews for both the lectures and the tutorials. The *class meetings data set* consists of all transcripts from the lecture/workshop and Tutorial 1 class meetings. Tagged utterance and tagged transcript matrices were created for each of these data sets. These matrices list the total number of tagged utterances or transcripts with tagged utterances for all combinations of code pairs respectively. These matrices are included as Tables J11 – J14. The following results are based on a detailed analysis of these matrices.

Identification of Themes

Themes represented in the data were identified by examining the structure and relative weight of the code hierarchy at the completion of the tagging exercise. This examination involved a review of the tagged utterances matrices as well as tagged transcripts matrices. A transcript is considered to be tagged to a particular code if it contains at least one utterance that has been tagged to that code. Additional insights into the richness of these themes were gained by examining utterances and transcripts that were tagged with particular sets of codes.

No minimum number of tags can indicate a significant theme. As Gee (2005) comments, different analysts would be expected to compile different codes and frequencies for the same data sets, especially in investigatory discourse analysis. Some values are interesting because they are obviously large relative to other values in a particular table. Others are treated as pointers to specific statements. Themes were defined based on the identification of relatively large numbers for any individual code in the tagged utterance and transcript matrices. Table 4.2 lists the initial cut-off points and the rationale for their selection for each of the matrices.

Table 4.2. Cut-off Points for Theme Identification

Matrix	Cut-off	Rationale
Class meeting objectives tagged utterances	11	At least one reference per identified source
Class meeting objectives tagged transcripts	11	Identified in half of the lessons
Class meeting tagged utterances	33	Identified, on average, once per lesson hour
Class meeting tagged transcripts	11	Identified in half of the lessons

Table 4.3 provides the results of this analysis as applied to the tagging frequencies within the data sets. Frequencies for tagged utterances and tagged transcripts are presented by theme for the lesson objectives and class meetings data sets. The tagged utterance and tagged transcript frequencies are provided in each instance.

Table 4.3. Tagging Frequencies by Major Theme

Code	Tagging frequency			
	Class meeting objectives		Class meetings	
	Utterances	Meetings	Utterances	Meetings
Understanding of meaning	27	19	134	22
Online environment	13	12	111	21
Encourage to engage	30	17	95	21
Discussion	0	0	78	20
Literary analysis theory	15	12	67	18
Administration/Assessment	5	4	59	16
Community of learners	21	12	54	16
Exemplar	4	4	49	16
Direct content delivery	0	0	45	11

Note. Utterances represent the number of recorded utterances. Meetings represent the number of class meetings during utterances were recorded.

This analysis identified the following themes. They were

- understanding of meaning: personal vs. academically based;
- online environment as an integral aspect of the course;
- student encouragement to engage;
- discussions, direct content delivery, and exemplars;
- literary analysis theory; and
- community of learners.

Pedagogy was also created as a tentative theme based on the researcher's personal observations and a review of the research journal.

The following sections describe the results for each of these themes.

Understanding of Meaning

Understanding the meaning in a literary text, exemplar, or statement was the most frequently referenced theme within the class meeting transcripts. The instructor included 27 references to this theme within his objectives for 19 class meetings. All except one of these objectives related to the development of a personal understanding of the meaning of a literary text, exemplar, or statement. An academic understanding of meaning only featured in one objective, for a lecture. It did not appear in tutorial objectives.

In practice, understanding the meaning of a literary text was referenced 134 times, in all class meetings. Of these utterances, 88% related to the development of a personal understanding of the text's meaning. An academically researched or structured understanding of the meaning of a literary text was referred to 18 times across eight class meetings. These references were primarily made during the lecture component of the lecture/workshop.

The development of a personal understanding of meaning was addressed evenly between lectures and tutorials with over 80% of these references being made during discussions. The following examples illustrate the instructor's focus on developing the students' confidence in their personal interpretation of literature.

During the course of a tutorial lesson in Week 5, the instructor read the last four lines of a particularly complex poem and asked if anyone had any ideas about to what the poet was referring. He encouraged the students to take a chance with their comments. “You can’t be wrong. We’re just looking for some clue or idea as to what might be going on” (Week 5, Tutorial 1).

The second example of the instructor’s focus on the students’ interpretation of literature appears in the post-lesson interview for a tutorial in Week 9. The researcher mentioned his personal interpretation of a particular poem that the students discussed in class, and how they had not gotten close to this interpretation. The instructor replied that he agreed with the researcher’s interpretation, but then stressed the importance of letting the students come to their own understanding of the text. He did not want to prejudice their thinking by offering “correct” interpretations.

Approximately one-third of the utterances that related to personal understanding of meaning were also associated with formal literary analysis. The instructor’s comments at the end of the first lecture clearly define his focus about the interpretation of literary meaning. He closed this lecture by informing the class that the course “would be significantly different from their studies of literature at [secondary] school.” There, he assumed, “all students had been exposed to the technical aspects of literary analysis” (see page 80). His intention was to share his understanding of literature as being important for “cultivating an inner life within oneself; to help students learn as think and feel more deeply as human beings”.

Exemplars were associated with the development of a personal understanding of meaning in approximately half of the class meetings. There were four exemplars used to support the development of an academic understanding of meaning.

Online Environment as an Integral Aspect of the Course

The online environment was the second most frequently referenced theme, with 111 references during the class meetings. The instructor included 13 lesson objectives that related to the online environment across approximately half of the class meetings. He distributed these objectives evenly between lectures and tutorials. Of these objectives, 11 also related to

encouraging the students to engage in various aspects of the course. Just under half of the objectives encouraging the students to engage in the online aspects of the course also referred to the importance of the online aspects of the overall learning environment. Over 60% of the objectives associated with the online environment also referred to its role as an extension of the face-to-face learning environment.

Approximately half of the objectives about the online environment specifically referred to the weblogs. Two of these objectives directly related to the introduction of the cadre of weblog Helpers (page 68).

An additional code was applied to utterances that were associated with the online environment. These utterances were also coded as a statement by a student or by the instructor. The following results are based on the originator of the statement.

The instructor referred to the online environment 98 times covering all but one class meeting. He made approximately two-thirds of these utterances during the lecture/workshop meetings. All of the instructor's statements about the online environment also referred to the importance of the online components as extensions to the learning environment for the course. In addition, over two-thirds of the instructor's statements about the online environment specifically referred to the weblogs. Nearly half of the instructor's statements about the weblogs related to at least one of their identified affordances.

There were 61 utterances where the instructor encouraged the students to engage in the online environment. These statements were included in all but four class meetings and represent over 60% of all utterances about the online environment. Approximately 70% of these encouraging statements related directly to the weblogs. There were 35 utterances where the instructor related the concepts of the online learning environment to the establishment and nurturing of a community of learners. He specifically mentioned weblogs in 75% of these "online-community of learners" statements.

The students were much less vocal regarding the online components of the course. They referred to this theme 20 times during 50% of the class meetings. They raised issues about assessment in over 70% of their statements and technical problems in approximately 45% of

their statements about the online environment. There were four student statements about the weblog being a potential barrier to learning.

Table 4.4 provides the detailed results for all statements about weblog affordances. As can be seen, the students did not mention the individual weblog affordances. However, nearly 50% of the instructor's remarks about weblog affordances explicitly related to fostering a community of learners.

Table 4.4. Weblog Affordance Utterances by Owner and Class Meeting Type

Code	Number of utterances			
	Student		Instructor	
	Lecture	Tutorial	Lecture	Tutorial
Assisting to learn	0	0	3	0
Collaborative learning	0	1	10	6
Commenting on writing of others	0	0	0	1
Flexible learning environment	0	0	2	0
Insight into thinking of others	0	0	1	0
Obstacle to learning	0	4	1	1
Publishing of work	0	0	4	0
Recording personal learning experience	0	0	1	0
Recording personal reflections	0	0	0	0
Reviewing statements before publishing	1	1	0	0
Sharing one's work for enjoyment of others	0	0	0	0
Timely feedback from instructor	0	0	0	1
Timely feedback from peers	0	0	0	0
Total weblog affordance statements	1	5	21	9

Encouragement to Engage

Encouraging the students to engage in the learning opportunities of the course was the third most frequently referenced theme. The instructor included 30 objectives about this theme in all aspects of the course. It was included in the objectives for 17 of the 22 class meetings. Six of these objectives related to the importance of practice in learning literary skills. Seven objectives related to developing a personal understanding of literary texts. There were no objectives specifically encouraging the students to develop an academically researched understanding of meaning.

There were 95 utterances tagged with this code, across 21 of the class meetings. Nearly 65% of these statements encouraged the students to engage in the online aspects of the course, and over 50% specifically related to the weblogs. In addition, 34 statements were associated with encouraging the students to engage with the community of learners. Finally, there were 23 statements where the students were encouraged to engage in the material to develop their personal understanding of a literary text. There were no utterances where the students were encouraged to develop an academically researched or structured understanding of meaning.

Discussions, Direct Content Delivery, and Exemplars

Discussions were held in every class meeting except two lectures. The instructor distributed the 78 discussions evenly between lectures and tutorials. These discussions often oscillated between small group and whole class modes. For example, a class discussion could lead to a question for small groups, followed by a return to the whole class discussion for a feedback session. Ninety-eight utterances within the discussions were associated with developing a personal understanding of meaning but there were only four statements about the development of an academically based understanding of meaning during discussions. Finally, there were 34 references to formal literary theory during discussions.

The instructor used direct content delivery 47 times, primarily during the lecture portion of the lecture/workshop meetings. There were only three of these instructor-led sessions during the tutorial.

The instructor used 49 exemplars, distributed evenly between the lecture/workshop and the tutorial. Most of the exemplars were also associated with discussions and the development of a personal understanding of the text's meaning.

Literary Analysis Theory

There were 15 objectives, spanning approximately half of the class meetings that related to literary analysis theory. These objectives were not associated with any other codes in the lesson objective transcripts.

During the class meetings, there were 67 references to this theme, with over half also relating to the development of a personal understanding of meaning. Only one statement related to both literary analysis theory and the development of an academic understanding of meaning. Literary analysis theory was referenced slightly more frequently during discussions than during direct content delivery sessions. Formal literary theory was primarily addressed during the direct content delivery sessions of the lecture/workshop.

Community of Learners

The instructor had 21 objectives that related to the development and nurturing of a community of learners, mostly for the lecture/workshop meetings. Approximately one-third of these objectives specifically related to encouraging the students to participate in the various communities that were available within the course.

The community of learners theme was referenced 54 times during class meetings. Most statements about the communities were made during the lectures.

The utterances about communities of learners were also coded as a statement by a student or by the instructor. The instructor made over 90% of these statements. Of these, 36 involved the instructor encouraging the students to engage with the communities in general, 35 were also about the course's online environment, and 26 were specifically about the weblogs. Finally, the instructor made 13 statements about the community of learners and the development of a personal understanding of meaning.

Pedagogy

The instructor explained his individual pedagogy to the students at the close of the first lecture. He advised the class that the course would be significantly different from what he assumed had been their secondary school experience. He presumed that school had exposed them all to the technical aspects of literary analysis. His intention for this course was to develop their confidence in their personal interpretations of literature (and beyond). In all, six lesson utterances and two lesson objectives were about his personal pedagogy.

The predominant themes running through the lessons involved the importance of personal interpretation over formal literary analysis, peer feedback, the extended learning environment, and the need for active engagement. These themes are consistent with the instructor's description of his pedagogy.

CHAPTER 5: RESULTS

This chapter describes the analysis and results for each of the data sources that informed this study: interviews with participants who withdrew from the course; data emanating from the weblogs, consisting of the weblog transaction log, the selected weblog extracts, and the individual student weblog profiles; and the quantitative and qualitative data obtained from the three student surveys. Interpretation of this data and analysis has been included in the following chapter, the Discussion. The chapter concludes with a review of student achievement of the formal learning outcomes as evaluated by the course instructor. The objective of this analysis was to identify significant themes within the data that could add insight into the research questions. Ryan and Bernard's (2000) definition of themes, made within the context of their qualitative research, has been adopted for this study: "Themes are abstract (and often fuzzy) constructs that investigators identify before, during, and after data collection" (2000, p. 780).

Participant Early Withdrawal Interviews

This section describes the analysis and results from the interviews with students who elected to withdraw from the course before the end of the semester.

Eight early withdrawal interviews were conducted with participants who had agreed to participate in the study but had withdrawn from the course before the end of the semester. The interviews were conducted face-to-face or on the telephone and centred on the participants' reasons for withdrawing. To elicit candid responses formal notes were not taken during these interviews. The researcher recorded the participants' reasons for withdrawing from the course in his research journal after the interview was complete. The participants were encouraged to provide as many reasons as they felt appropriate. Participant identities were not associated with their comments.

The interviewees gave four reasons for leaving the course. Table 5.1 provides these reasons and the number of participants who gave each reason.

Table 5.1. Reasons for Withdrawing from Unit

Reason	Number of participants
Prefer to learn a literary analysis style based on the relevant literary constructs and academic dialogue	2
Not comfortable with the amount of technology used in the course, with 40% of the assessment requiring the use of (Internet) technology	4
Not comfortable with the public exposure of work on the Internet	6
Leaving university	1

Note. n = 8. Some participants offered multiple reasons for their withdrawal from the course.

In total, six of the eight participants interviewed referred to some aspect of the online environment as a reason for withdrawing from the course. This equates to approximately 13% of all registered participants withdrawing from the course due to concerns about the online environment.

Weblogs

The student weblog data consists of the transaction log, the weblog extracts, and the participants' weblog profiles. The following sections describe the analysis and report the results that were obtained from these data sets.

Transaction Log

The transaction log contains data on base posts and comments from the weblogs of 65 participating students (page 66). A transaction is simply a weblog post. Post counts, timings, authorship, and receiver (comments only) were examined for 1,446 posts to understand the dynamics of the communications between the participants (page 64). This section describes the analysis of the transaction log and presents the results from this analysis

The first step was to investigate the Participant ID code of *Unknown*. All but 29 comment authors were directly involved in the course as participants, the instructor, or a Helper.

Twenty-seven of the unknown authors were identified as students enrolled in another English literature course currently being taught by the instructor by comparing their user name in the weblog service with user names published on the instructor's course LMS page. Another unknown author was a student at another university who, according to his weblog profile, had previously been a student in one of the instructor's English literature courses. The content of this comment was similar to the comments from student participants. This comment, plus the comments from the 27 second- and third-year students were categorised as from *colleagues*. The last unidentified author published two comments on one base post during Week 11. These comments were the only comments that were of questionable intent that were identified in the study and were not included in further analysis. The author category of *Self* was used to identify comments that were posted by the owner of the particular weblog. Finally, three super-sets of author categories were created: *peers*, *students*, and *teachers*. Peers consisted of all participants and colleagues. Teachers included the instructor and the weblog Helpers.

The following details the authorship taxonomy:

- Peer
 - Participant
 - Colleague
- Teacher
 - Instructor
 - Helper

See page 64 for a description of the data that was captured in the transaction log.

Summary statistics, frequency distributions, string manipulation, sorting, symbol substitution, and date analysis were used to identify trends in the transaction data.

The following sections present the results of the analysis of the transaction log. The first section discusses the results for all base posts and comments. This is followed by four sections discussing the detailed results in terms of the number of comments received by

author type, the amount of time between posts, the number of same day posts, and the amount of time between base post and comment.

Base Posts and Comments

This analysis consisted of the construction of a table of the number of posts by author by manipulating the transaction log spreadsheet (Table K1). This Table contains the following for each of the 65 participants' weblogs:

- participant ID;
- number of posts published as a;
 - base post, or
 - comment; and the
- number of comments received from;
 - peers (students and colleagues),
 - self,
 - instructor,
 - Helpers, and
 - teachers (Instructor and Helpers).

This data was manipulated using a spreadsheet to calculate the total number of base posts and comments by author type (Table 5.2). The participants published over three times as many base posts as they did comments.

Table 5.2. Number of Posts per Weblog by Type and Author

Post type	Number of posts
Base posts	831
Comments	
By participants	250
By colleagues	60
By instructor	213
By Helpers	92

Note. n (participants publishing base posts) = 65. n (participants publishing comments) = 67 (page 65). See Table K1 for details.

Table 5.3 lists the descriptive statistics for the distribution of participant-published base posts, comments, and total posts. Again, on average, the participants published over three times as many base posts as they did comments. However, the large positive skew for comments indicates a number of relatively large observations, with the majority of the observations being below the mean. This makes the median a more appropriate measure of the centre of the data. Most participants published roughly 12 base posts and two comments. The large maximums are consistent with the large positive skew and indicates that a few of the participants published considerably more than these averages.

Table 5.3. Number of Participant Posts per Weblog

Statistic	Base posts	Participant comments	All posts
Mean	12.8	3.7	16.1
Median	12.0	2.0	15.0
Mode	12.0	0.0	15.0
SD	4.9	4.8	8.3
Skew	0.7	2.1	1.0
Min	0	0	0
Max	31	21	40
Total	831	250	1,081
<i>n</i>	65 ^a	67	67

Note. See Table K1 for details.

^a See page 65.

Figure 5.1 presents a histogram of overall participant weblog activity. This histogram shows the distribution of participants by their total number of posts (base posts plus comments). As can be seen, most participants met, or approached the course's total posting requirement. Based on a detailed examination of the data it was determined that a group of nine participants met this requirement twice over and three participants more than tripled it. Only 12 participants published less than the minimum requirement.

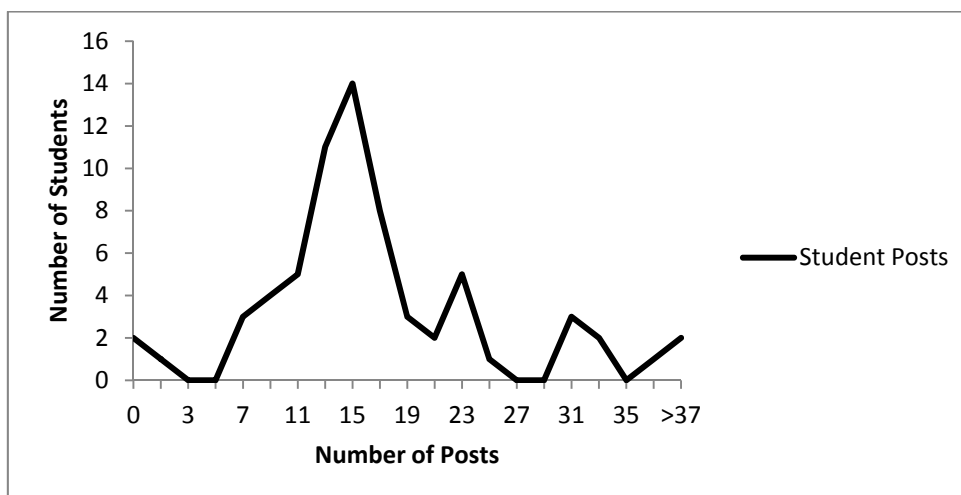


Figure 5.1. Frequency distribution, posts.
 $n = 65$ weblogs. See Table K1 for details.

Figure 5.2 illustrates the apparent preference the participants had for publishing base posts rather than comments. Base posts peak dramatically near the course's requirement for total posts and then decline nearly symmetrically in both directions (more and less than the mean).

Participants' comments also peak near their mean and rapidly decline in a nearly asymptotic manner as the total number of comments increases. Two participants published over 20 comments.

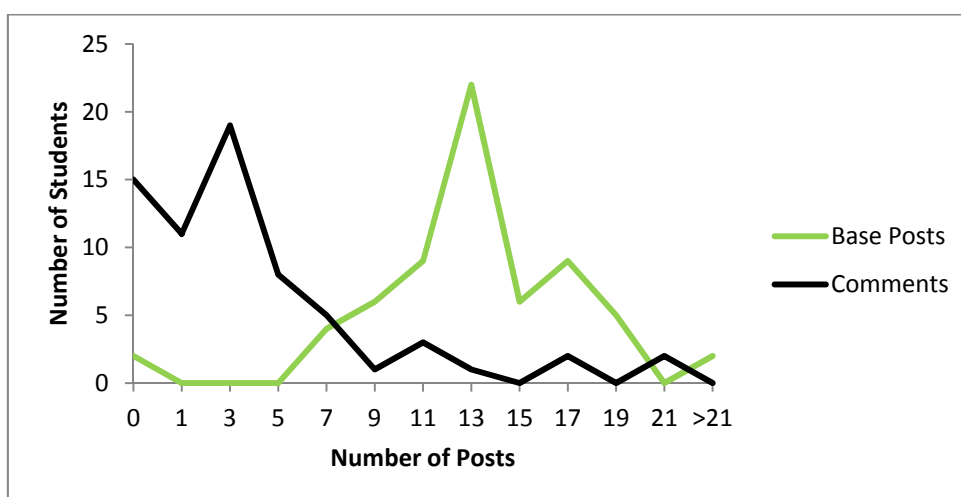


Figure 5.2. Frequency distributions, participant base posts and comments.
 $n = 65$ weblogs. See Table K1 for details.

In summary, most students met the course requirement for the number of posts. Some far exceeded the requirement. However, there was a definite preference for base posts over comments. That is, the students demonstrated a predilection for presenting/publishing their own work rather than commenting on the work of their classmates.

Comments by Author Type

This analysis examined the number of comments received per base post and the distribution of the authors of those comments (Table K1). In addition, the analysis examined the number of comments that each weblog received from peers (Table K2).

Figure 5.3 graphically illustrates the number of comments posted by participants. Although there was a requirement to submit at least one comment for assessment, nearly one quarter of the sample (15 of the 65) published none.

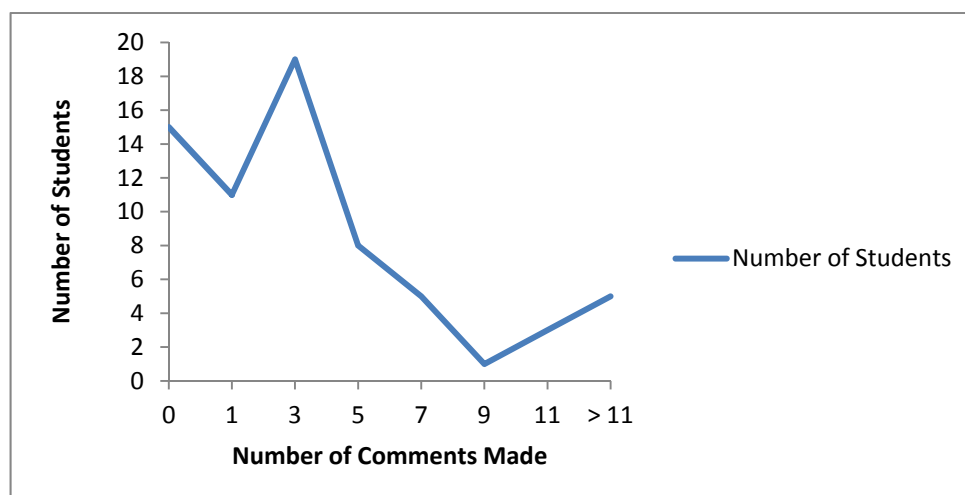


Figure 5.3. Number of comments published.
 $n = 65$ weblogs. See Table K1 for details.

Table 5.4 provides the summary statistics for the number of published comments per participant. The large positive skew again implies a small number of large values, thereby making the median a more appropriate measure of the centre of the distribution. Although most students published two comments or less, some published considerably more. This is also supported by the maximum of 21 posts.

Table 5.4. Comments Made per Participant

Statistic	Comments made
Mean	3.7
Median	2.0
Mode	0.0
SD	4.8
Skew	2.1
Min	0
Max	21
95% CI	1.2

Note. $n = 65$ weblogs. See Table K1 for details.

Table 5.5 includes the descriptive statistics for the number of comments received by author type. Half of the participants received at least eight comments: three from peers, three from the instructor, one from their assigned Helper, and one other from another source. Conversely, half of the participants received eight or fewer comments during the 12-week semester.

Table 5.5. Number of Comments Received per Weblog by Author Type

Statistic	Author					Total received (a + b + c + d)
	Peers (a)	Self (b)	Instructor (c)	Helper (d)	Teachers (c + d)	
Mean	4.0	0.7	3.3	1.4	4.7	9.5
Median	3.0	0.0	3.0	1.0	4.0	8.0
Mode	0.0	0.0	3.0	1.0	4.0	4.0
SD	4.4	1.6	1.8	1.1	2.3	6.4
Skew	1.6	2.9	0.1	1.6	0.4	1.0
Min	0	0	0	0	0	0
Max	18	8	7	6	12	27
<i>n</i>	263	47	213	92	305	615

Note. *n* = 65 weblogs. See Table K1 for details.

Figure 5.4 illustrates two points of interest in this data that are not obvious in Table 5.5. First, the number of comments received from peers shows a minor bimodal pattern. This pattern implies that most of the participants received few comments, and a small number received relatively many comments. Second, the distributions of comments from the instructor and the Helpers were much more symmetric than were those from peers. This indicates a tendency for some weblogs to attract more comments from classmates than from others.

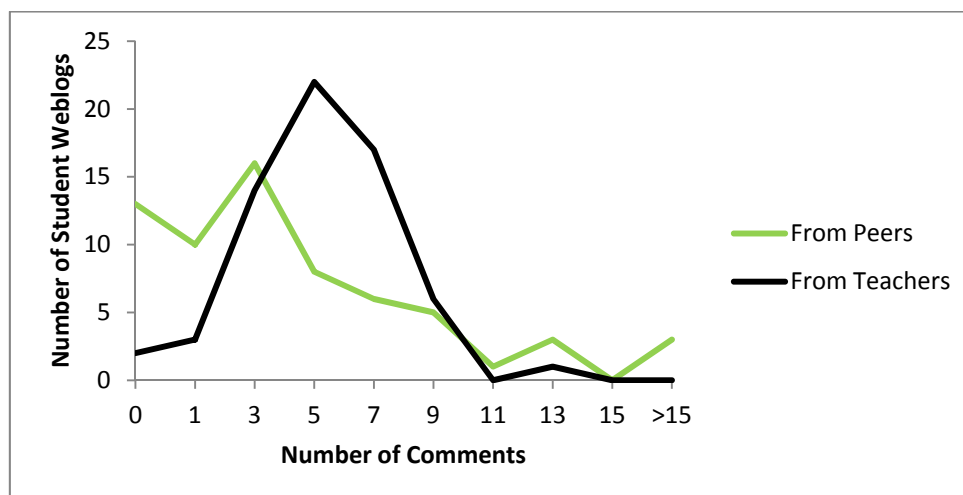


Figure 5.4. Number of comments received from peers and teachers by student weblog.
 $n = 65$ weblogs. See Table K1 for details.

The five weblogs that received the most comments from classmates received 78 of the 263 comments from other students (Table K2). That is, less than eight per cent of participants received 30% of the comments from peers. On the other side of the distribution, 20% of all participants received no comments from their classmates. This illustrates a concentration in weblog commenting, if not in readership.

In summary, the students did not uniformly publish or receive comments. Twenty three per cent of all the participants posted no comments and 20% received no comments from other students. The student comments were concentrated on a subset of all participants, with eight per cent of all weblogs receiving 25% of all comments from students.

Time between Posts

This analysis examined the regularity of student posts and included base posts that they published in their weblog as well as comments they published in their classmates' weblogs. It required the creation of a list of all posts (831 base posts and 250 student comments) from the weblogs of the 65 participants who completed the semester. These records were grouped by participant and sorted by posting date. From this, the elapsed times between consecutive posts were calculated. There were 62 base posts and three comments with no prior post. These posts were the participants' first post of the semester and were excluded from the analysis. These

exclusions resulted in a total of 769 base posts and 247 comments that were not the participants' initial entries for the semester. See Table K3 for details.

Descriptive statistics for the elapsed time between posts are included in Table 5.6. Again, this distribution has a large, positive skew that implies a predominance of observations to the left of the mean with a few observations deep in the positive tail of the distribution. A mode value of zero days between posts indicates that the most frequent gap between posts was zero days. That is, participants published both (or possibly more) on the same day. This is the nature of weblog surfing: moving from one weblog to the next, making comments along the way. The median value of two days indicates that half of the participant posts were within two days of their predecessor. The longest period between posts was nearly six weeks.

Table 5.6. Days between Posts

Statistic	Days
Mean	4.3
Median	2.0
Mode	0.0
SD	6.1
Skew	2.5
Min	0
Max	41.0
95% CI	0.4
Total Posts	1,016

Note. $n = 65$ weblogs.

A list of the number of posts that were published by the number of days since the participant's previous post (e.g. the number of posts that were published 6 days after the participant's previous post) is included as Table K3. Of significance is the fact that the participants published 369 of these posts on the same day as their previous post. These are referred to as *same day* posts. The next section examines these same day posts in more detail. Table 5.7 and

Figure 5.5 summarise the distribution of the time between posts for the remaining 647 (non-same day) posts.

Table 5.7. Days between Posts
(Excluding Same Day Posts)

Statistic	Days
Mean	6.7
Median	5.0
Mode	1.0
SD	6.4
Skew	2.2
Min	1
Max	41.0
95% CI	0.50

Note. $n = 647$ participant posts from 65 weblogs. Excludes 369 posts published on the same day as the participant's most recent post as well as each participant's initial post made at the beginning of the semester.

The positive skew again indicates a number of large observations that distort the mean, making the median a more appropriate indicator of the average time between (non-same day) posts. Most students published on a regular basis.

Figure 5.5 illustrates the number of posts by days since a participant's most recent post.

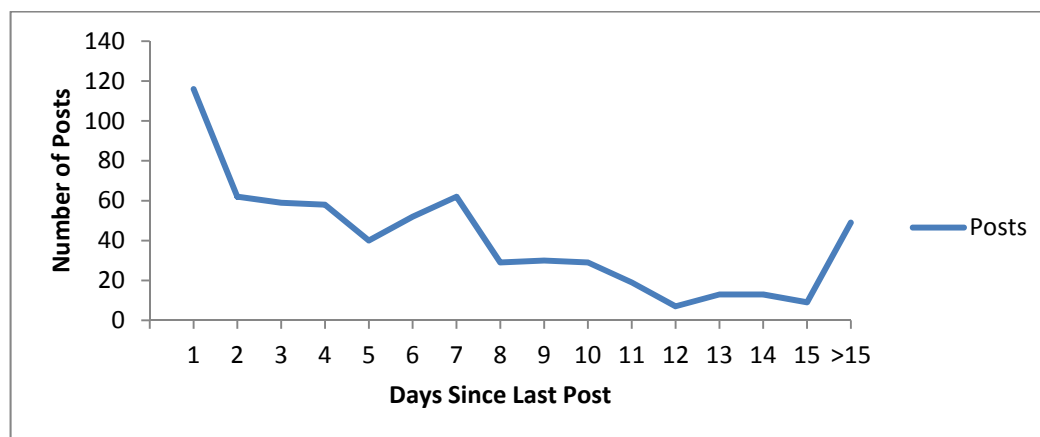


Figure 5.5. Days between posts.

$n = 647$ participant posts from 65 weblogs. Excludes 369 posts that were published on the same day as the participant's most recent post as well as each participant's initial post made at the beginning of the semester.

The records were also examined for the 58 posts that were more than two weeks after their author's previous post. These posts belonged to a group of 36 participants (over 50% of the sample) who had at least one post that was more than two weeks after their previous post. Nineteen of these participants (nearly 30%) had two periods between posts of greater than two weeks. One participant had three gaps in posting activity of over two weeks.

Although most of the participants published on a regular basis, most also had gaps in their posting patterns throughout the semester. A few had posting patterns that can only be described as irregular.

Same Day Posts

As mentioned on page 136, many participants published one or more posts on the same day. That analysis identified 369 posts that they published on the same day as their most recent post. This analysis examined all occasions where participants published multiple posts on the same day for all 65 participating students. In total, 568 participant posts were analysed. Combinations of multiple posts that were published on a single day (e.g. 1 base post and 3 comments) were recorded. Table 5.8 presents the number of participants with multiple same day posts in combinations as found in the data.

Table 5.8. Same Day Posts

Multiple post combination	Number of weblogs	Multiple post combination	Number of weblogs
2 comments	10	3 base posts, 1 comment	3
3 comments	3	3 base posts, 2 comments	4
4 comments	1	3 base posts, 3 comments	1
1 base post, 1 comment	53	4 base posts	5
1 base post, 2 comments	5	4 base posts, 1 comment	2
1 base post, 3 comments	3	4 base posts, 2 comments	1
1 base post, 4 comments	1	4 base posts, 3 comments	1
2 base posts	59	5 base posts	1
2 base posts, 1 comment	16	6 base posts	1
2 base posts, 2 comments	3	6 base posts, 1 comment	1
2 base posts, 3 comments	2	7 base posts	1
2 base posts, 4 comments	1	8 base posts	1
3 base posts	26	10 base posts, 1 comment	1

Note. $n = 568$ participant posts from 65 weblogs. Includes initial post for the day.

Of the 568 same day posts (over 50% of all participant posts), 404 were base posts and 164 were comments. In most cases, the participants do not appear to have published multiple posts while surfing multiple weblogs, adding comments along the way. Rather, multiple posts appear to be the result of the participants publishing multiple (mostly base) posts to catch up on their weekly posting requirement. Eight participants published half of their semester's requirement in a single day. One participant published 85% of his/her required posts on the last day of the semester. All but three of the 65 participants posted at least one same day post.

Many of the students published in bursts.

Time between Base Post and Comments

This analysis addressed the timeliness of comments received. It considered the time between publishing a base post and the receipt of a comment from any source. This analysis also used the information in the transaction log regarding the number of semester days between a comment and the base post to which it was associated for all 65 participants. The time between a base post and a comment was defined as the difference between the numbers of days each occurred after the beginning of the semester. Holidays were excluded from this count. A look-up table in Excel was used to facilitate this calculation. Summary statistics were then calculated for several author categories. Table 5.9 presents these statistics for specific author categories as defined on page 127.

Table 5.9. Days between Base Post and Associated Comments

Statistic	Elapsed Days							
	Participants (a)	Colleagues (b)	Peers (a + b)	Instructor (c)	Helpers (d)	Teachers (c + d)	All, except Helpers (a + b + c)	All (a + b + c + d)
Mean	6.7	6.6	6.7	14.7	16.1	15.1	10.0	10.9
Median	3.0	4.0	3.0	13.0	10.0	11.0	5.0	6.0
Mode	0.0	0.0	0.0	1.0	10.0	1.0	0.0	0.0
SD	10.0	9.5	9.9	12.0	16.7	13.6	11.5	12.6
Skew	2.3	2.7	2.4	0.7	1.6	1.2	1.4	1.6
Min	0	0	0	0	0	0	0	0
Max	50	53	53	53	72	72	53	72
Total	250	60	310	213	92	305	523	615

Note. $n = 65$ weblogs. See page 127 for a description of author categories.

On average, the participants commented on base posts within a week of the original post. However, the median values of three (for students) and four (for colleagues and self), imply that students and colleagues published more than half of their comments in less than three or four days, respectively. The instructor's comments tended to be later than the students'. When

asked about this lag, the instructor commented that this was to allow time for others to have their say. This is consistent with the his intention to foster the students' confidence in the validity of their own opinions and understandings.

Figure 5.6 shows a comparison of the difference in the timeliness of comments from the students and from the instructor. The Helpers did not begin to participate in the course until approximately Week 8. Therefore, their comments are not included in this Figure.

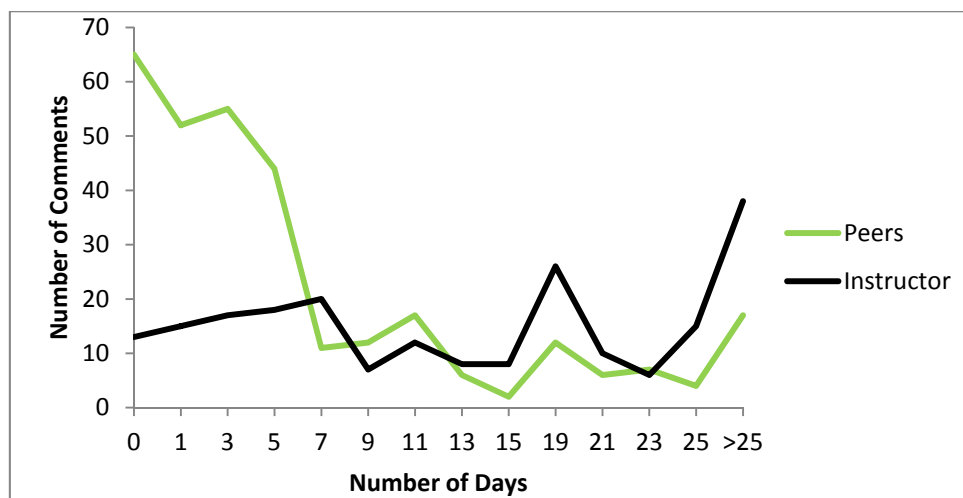


Figure 5.6. Frequency distribution of days between base post and comment.
 $n = 65$ weblogs.

The instructor left time for the students to comment on their classmates' work. The participants were more timely, but less prolific.

Weblog extracts

The purpose of this analysis was to understand the content of the weblog posts. A sample of 16 participants' weblogs was selected for detailed analysis (page 65). The text for each post was imported into NVivo as a separate source for discourse analysis. These sources included the base post as well as all associated comments. These sources were named using a convention that included the students' participant ID, the date of the base post, and a daily sequence identifier. These sources were stored in individual folders by participant. The individual participant folders were then stored in folders by tutorial group. The transaction log

also contained hyperlinks to individual base posts and was sorted by participant ID. This facilitated direct access to the formatted post as originally published and was useful for understanding some of the creative entries within the sample.

The complete extracts from the sample of weblogs were examined using discourse analysis to identify the themes and trends in post type, content, timing, and authorship. The post types and posting patterns in the weblog extracts were also examined. Finally, the profiles of the extracted weblogs were reviewed for relationships between weblogs.

The weblog data was collected and analysed based on the participant allocation to the five tutorial groups in Week 3.

The code hierarchy for the discourse analysis of the participants' weblog posts was grounded in both the literature review and the data itself. Therefore, multiple tagging passes were conducted through the data, refining the code hierarchy and its application to the data during each pass. Three tagging passes were made through the weblog extracts. These passes were used to tag specific codes to utterances within the extracts. Notes were taken to improve the coding structure for the subsequent pass. These passes are described in the following section. The final code hierarchy, including code names and descriptions for all tagging passes, is provided as Table L1. Code hierarchies for tagging passes 1 and 2 are included as Table L2 and Table L3, respectively.

The weblog extracts consisted of base posts and associated comments. Focused codes were created to identify these components. An initial set of thematic codes was also developed based on the researcher's experience during the data collection and preparation processes. The following sections describe the staged development of the code hierarchy and its application to the weblog extracts.

Tagging Pass 1

The purposes of tagging pass 1 were to apply the focused codes across all source material, to apply the initial set of thematic codes, and to collect information about additional thematic codes and changes to the code hierarchy.

The researcher developed the coding hierarchy for tagging pass 1 based on his experience during the data collection process. Base posts and comments were identified during this first pass. The base posts were further classified as a creative work, an interpretative comment, or something else. They were also given a tag to identify the number of comments they received. Sub-codes were used to differentiate between the genres of the creative works and the target of interpretative comments. A set of sub-codes was also developed to begin the identification of additional focused codes for base posts. Comments were tagged to identify the category of their author (e.g. student). All extracts were also tagged to identify the lecture week they were published.

A series of thematic codes, identifying the nature of any critiques, was also applied to the individual utterances within the base posts and comments. Finally, references to the instructor's weblog or to the weblog of a participant were identified.

Also during this tagging pass, information was collected about the need for additional codes and changes to the code hierarchy. In practice, as the need for new thematic codes was identified, new codes were implemented in pilot mode to uncover additional nuances for the definition and application of these codes. These new codes were then consistently applied to the entire data set during tagging pass 2.

Tagging Pass 2

A new concept was incorporated into the coding hierarchy after the first tagging pass. This was the concept of an *entry*. An entry is a base post that a student has published in order to meet one or more course requirements. Specifically, entries do not include the republication of a comment that the participant had previously published in another student's weblog or a post that (s)he re-published to meet the assessment logistic requirements.

The new code, *Entry*, inherited the sub-codes *Creative Work*, *Critical Comment* (later redefined as *Interpretative Comment*), *Reflection on topical issue*, and *Social Entry*. The new thematic code, *Discussion*, was created with the sub-codes *Social* and *Substantive* (with sub-codes identifying if follow-up occurred because of any substantive suggestions or not). Another new thematic code, *Remark to the community* was created with its sub-codes *Request*

for *feedback* and *Salutation*. In addition, *Encouragement* (relocated from pass one), *Social*, and *Suggestion for improvement* were added as sub-codes under *Nature of critique*. Finally, new thematic codes were created for *Comments about being behind* (in weekly posts) and *Reflections on self*.

This new code structure was applied to all utterances coded as base posts or comments. During this exercise, all currently tagged utterances were also reviewed for consistency in the application of the tagging codes. Specifically, during tagging pass 2, utterances that were coded as *Base posts* were reviewed for references to:

- *Remarks to the community* and its sub-codes,
- *Comments regarding being behind*,
- *Reflection on self*, and
- *Remarks to the community* and its sub-codes.

Utterances coded as *Comments* were also reviewed for references to:

- *Discussions* and its sub-codes,
- *Nature of critique* and its sub-codes,
- *Comments regarding being behind*,
- *Reflection on self*, and
- *Remarks to the community* and its sub-codes.

Tagging Pass 3

The code hierarchy was updated once more based on the experience of tagging pass 2. *Administration* was moved to become a separate entry type; *Discussion* and its sub-codes were moved to sub-codes under *Comment*; *Comments regarding being behind* was moved to a sub-code of *Encouragement*; and *Reflection on self* and *Remark to the community*, and the latter's sub-codes, were moved to sub-codes of *Nature of critique*.

In addition, the following thematic codes were created: sub-codes for *Agreement* were created to distinguish between positive agreement and negative agreement; sub-codes for

Encouragement were created to distinguish between *Positive feedback* and *Suggestion to experiment*; new sub-codes for *Suggestion for improvement* to identify suggestions for *More critical comments*, *weblog improvements*, and *writing improvements*. Finally, new sub-codes for *Remark to the community* were created for *Salutations to the community*, *Salutations to an individual*, and *Social snippets*. The latter also included the sub-codes *To the community* and *To an individual*.

These changes to the code hierarchy were applied to the weblog extracts as follows.

1. Base posts associated with the *Other* code group were reviewed. This resulted in all utterances coded to *Miscellaneous* being re-coded and the *Other* code was removed from the hierarchy.
2. Utterances that were associated with *Salutations* were re-coded to *Salutations to Community* or *Salutations to individual* as appropriate.
3. Utterances coded to *Suggestion for improvement* were re-coded to the new set of sub-codes.
4. All extracts were reviewed for utterances to be coded to *Agreement*, *Social snippets*, and *Positive feedback*.
5. *Administration* and *Reflection on topical issue* were retagged with the *Social Entry* code.

At the completion of the three tagging passes, 209 base posts and their 87 comments from the selected sample of 16 weblogs had been coded with 32,747 tags.

A matrix of all logical combinations of code pairs were created from the data in NVivo, and is included as Appendix M. This matrix contains the number of utterances that were tagged with code pairs. For example, consider the number of poetic entries that received three comments. This equates to the number of extracts that were coded with the thematic codes poetic creative entry and three comments. As shown in Table 5.10, there were three such references (as indicated by the intersection of column labelled 6 and the row labelled 13).

Table 5.10. Extract from Weblog Tagged Utterance Matrix

Tag	1	2	3	4	5	6	7
9 : Entry	167	81	86	50	25	4	1
10 : Creative work	66	42	24	24	13	3	1
11 : Drama	3	0	3	0	0	0	0
12 : Fiction	12	7	5	4	3	0	0
13 : Poetry	51	35	16	20	10	3	1
14 : Critical Comment	77	31	46	22	9	0	0
15 : Lesson discussion	9	4	5	4	0	0	0

Note. See Appendix M.

The following results are based an analysis of the tagged utterance matrix for all 16 selected student weblogs (Appendix M).

The analysis first examined the dynamics of the communications among students, the instructor, the Helpers, and others within the selected participant's weblogs. The results of this analysis are presented for base posts, entries, and comments. This is followed by an examination of the group of codes under *Nature of critique* within the code hierarchy for insights into the nature of these communications.

To better illustrate the nature of certain posts, the following refers to *interpretative* posts, comments, and entries instead of *critical* posts, comments, and entries as they had been originally coded during the discourse analysis.

Base Posts

Table 5.11 details the number of base posts and type, by lecture week. Of the 209 base posts, 167 were classified as entries (see page 143). The participants published the remaining base posts for assessment purposes. Republishing a comment as a base post was one strategy the instructor recommended for simplifying the task of identifying one's best work for assessment

purposes. Base posts that were republished as comments or that were explicitly for assessment purposes were not included in this analysis.

Table 5.11. Weekly Base Posts by Type

Week	Entry	Republish of comment	Weblog assessment
Week 1	7	0	0
Week 2	15	0	0
Week 3	10	0	0
Week 4	19	9	0
Week 5	10	2	0
Week 6	14	0	0
Week 7	11	0	0
Week 8	16	3	0
Week 9	11	3	0
Week 10	11	0	0
Week 11	20	3	0
Week 12	23	8	14

Note. $n = 16$ weblogs.

The students published base posts consistently through the semester, with spikes at the end of each learning module, especially the last two weeks of the semester. A similar pattern was identified for entries.

Entries

Figure 5.7 illustrates the distribution of entries throughout the semester. There were also peaks in the number of entries during Weeks 2, 4, 8, and the last two weeks of the semester. The peak in Week 2 may have resulted from the fact that all initial class meetings were held the previous Friday. This is consistent with the students attending class on Friday, learning about the course requirements, and beginning their weblogs the following week. The mid-semester peaks coincided with the transitions between learning modules (e.g. from fiction to

poetry). The peaks in Weeks 11 and 12 may have been the result of the participants completing their required number of posts for the semester. Finally, the first essay assessment task, submitted by email during Week 3, may have had an effect on the number of entries for that week.

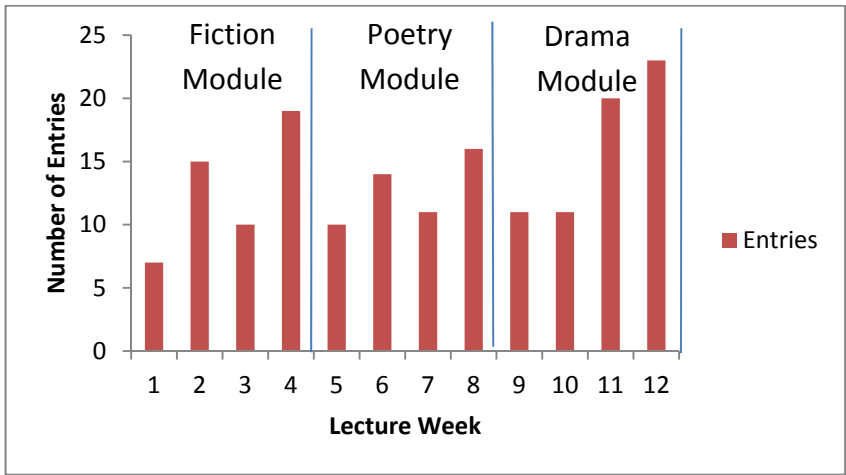


Figure 5.7. Weekly distribution of participant entries.
n = 16 weblogs.

Table 5.12 summarises the number of entries by type and by week published. The number of creative entries was greater than the number of interpretative entries in only four weeks. These weeks were during the poetry module and the first week of the drama module. The number of weekly social entries remained constant throughout the semester except for two weeks. Many participants published a personal introduction in Week 2 and many participants published good-bye posts in Week 12. Over 16% of all entries were social in nature.

Table 5.12. Weekly Entries by Type

Week	Creative	Interpretative	Social
Week 1	1	4	2
Week 2	5	6	4
Week 3	4	4	2
Week 4	8	10	1
Week 5	2	6	2
Week 6	7	6	1
Week 7	6	3	2
Week 8	12	4	0
Week 9	6	3	2
Week 10	1	9	1
Week 11	8	10	2
Week 12	6	12	5
Mean	5.5	6.4	2.0
Median	6.0	6.0	2.0
Mode	6.0	4.0	2.0
SD	3.2	3.1	1.3
Total entries	66	77	24

Note. $n = 16$ weblogs.

The trends in entry types are easiest to identify by looking at their weekly distributions separately: for creative entries, interpretative entries and social entries. Figure 5.8, Figure 5.9, and Figure 5.10, present these weekly entry quantities graphically.

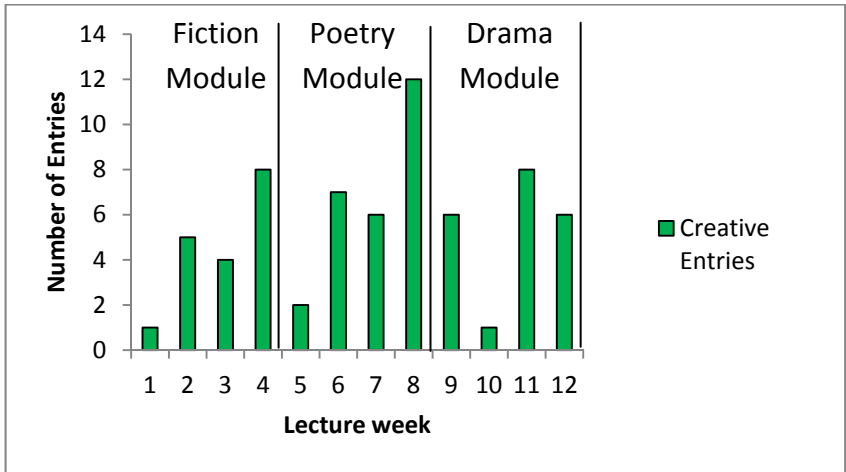


Figure 5.8. Weekly distribution of creative entries.
n = 16 weblogs.

Creative and interpretative entries followed very similar patterns during the fiction module, with peaks in Weeks 2 and 4. There was an apparent migration from interpretative to creative entries during the poetry module. The drama module was marked with a trend back to interpretative entries.

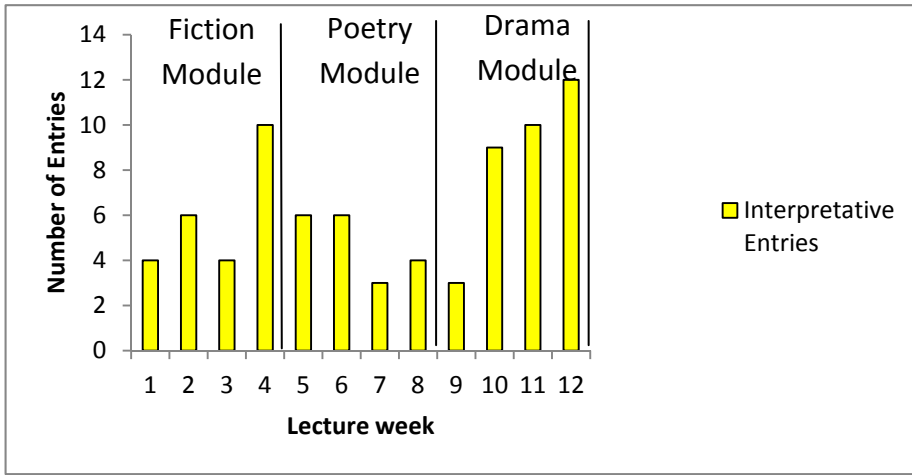


Figure 5.9. Weekly distribution of interpretative entries.
n = 16 weblogs.

Social entries peaked during Weeks 2 and 12. Many students established their weblog and introduced themselves during Week 2. Week 12 included several good-bye entries. The

number of social entries published each week remained steady through the other weeks of the semester (Figure 5.10).

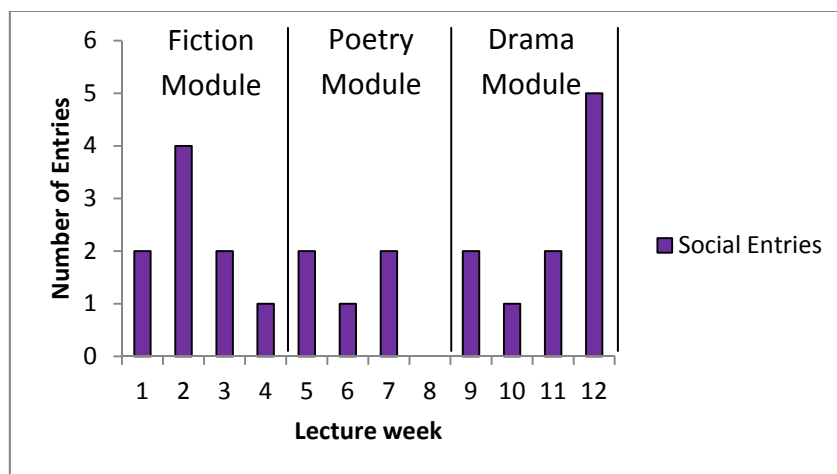


Figure 5.10. Weekly distribution of social entries.
n = 16 weblogs.

Poetry dominated the creative entries as illustrated in Table 5.13 and Figure 5.11. There was also a peak in poetry entries at the end of the poetry module. The participants published fiction and poetry throughout the semester. The poetry competition that the instructor conducted in the weblog environment may have influenced the publication of poetry during the drama module (see page 108). The few drama entries were concentrated in the relevant learning module.

Table 5.13. Weekly Creative Entries by Type

Week	Fiction	Poetry	Drama
Week 1	0	1	0
Week 2	3	2	0
Week 3	1	3	0
Week 4	3	5	0
Week 5	0	2	0
Week 6	1	6	0
Week 7	0	6	0
Week 8	0	11	1
Week 9	1	5	0
Week 10	0	1	0
Week 11	2	4	2
Week 12	1	5	0

Note. $n = 16$ weblogs. The shaded region highlights the current learning module.

Figure 5.11 illustrates the small number of drama entries toward the end of the semester. By comparison, 42% of all fiction entries, and 51% of all poetry entries were published outside their respective learning modules.

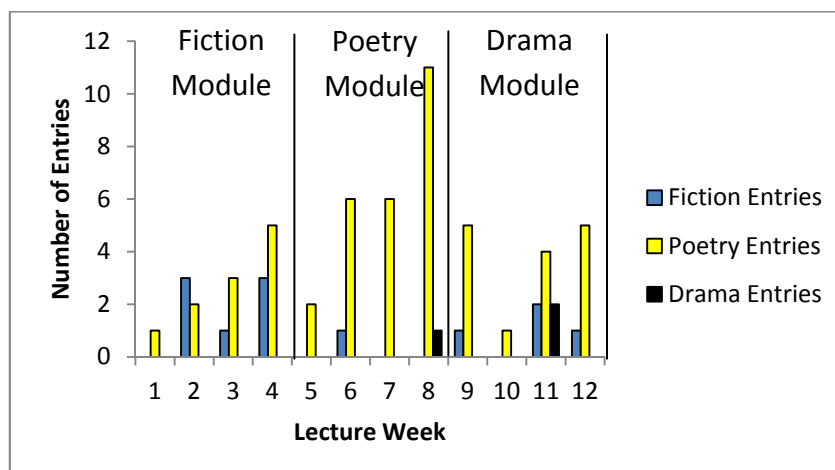


Figure 5.11. Weekly distribution of creative entries by type.
 $n = 16$ weblogs.

In summary, the students evenly distributed their entries between creative and interpretative—with a slight preference for interpretative entries over creative. The time distribution of the publication of entries differed between creative and interpretative entries. Although both entry types peaked at the end of each learning module, there was a movement from interpretative to creative entries during the poetry module. The largest peak in poetic entries coincided with the end of that learning module. However, the publication of poetic entries dominated all learning modules. Finally, the participants did not appear to focus exclusively on the genre that was being addressed in class.

Comments

Comments were not uniformly distributed among the entries. Table 5.14 summarises the number of comments that the entries received. Less than half (81) of the 167 entries received all 122 comments. This is consistent with the results from the transaction log (see Table 5.2 on page 129).

Table 5.14. Number of Entries
by Number of Comments
Received

Comments received	Entries
0	86
1	50
2	25
3	4
4	1
5 +	1

Note. $n = 16$ student weblogs.

Table 5.15 looks more closely at the number of comments received by the separate entry types.

Table 5.15. Number of Comments Received by Entry Type

Comments received	Creative			Interpretative	Social
	Fiction	Poetry	Drama		
0	5	16	3	46	16
1	4	20	0	22	4
2	3	10	0	9	3
3	0	3	0	0	1
4	0	1	0	0	0
5 +	0	1	0	0	0
Mean	0.8	1.2	0.0	0.5	0.5
Median	1.0	1.0	0.0	0.0	0.0
Mode	0.0	1.0	0.0	0.0	0.0
SD	0.8	1.2	0.0	0.7	0.9
Skew	0.4	1.7	0.0	1.0	1.5
Min	0	0	0	0	0
Max	2	6	0	2	3
95% CI	0.5	0.3	0.0	0.2	0.4
Number of entries	12	51	3	77	24

Note. $n = 16$ weblogs.

Poetic entries received 50% more comments than any other entry type. Figure 5.12 illustrates this preference for commenting on poetic entries.

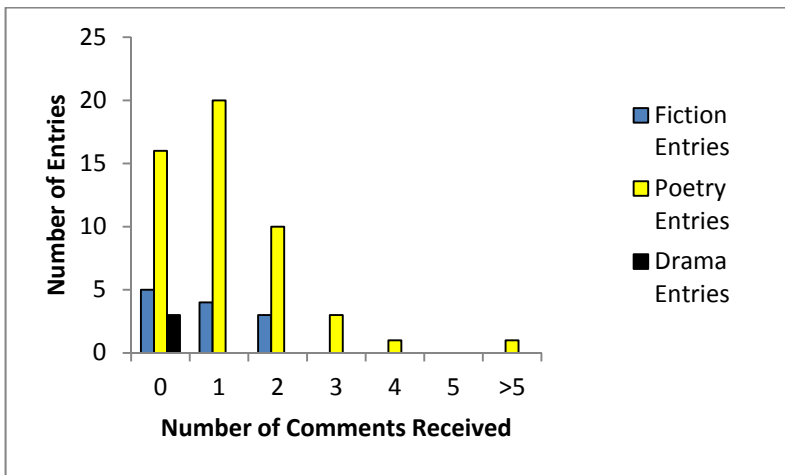


Figure 5.12. Frequency distribution of number of comments received by creative entry types.
n = 16 weblogs.

Table 5.16 details the number of comments, by author category, by lecture week. The instructor was largely responsible for the peak in comments during Weeks 4 and 8 although there were increases in student activity during these weeks as well.

Table 5.16. Number of Weekly Comments by Author

Week	Instructor	Helper	Student	Self
Week 1	0	0	0	0
Week 2	0	0	0	0
Week 3	6	0	1	0
Week 4	14	0	12	4
Week 5	0	0	4	0
Week 6	2	0	7	0
Week 7	2	0	0	0
Week 8	25	1	8	0
Week 9	0	5	2	1
Week 10	1	6	4	4
Week 11	0	4	6	3
Week 12	0	2	18	2

Note. $n = 16$ weblogs.

In summary, comments were not evenly distributed across entries. Most entries received no comments at all, while a small number received many. Just as poetry dominated the creative entries, poetry also dominated the entries that received comments. In addition, comments, by their very nature, are interpretative. Combined with the nearly equal distribution between interpretative and creative entries, interpretative posts clearly dominated the students' posts. Finally, the instructor was responsible for the majority of the observed peaks in comment activity during Weeks 4 and 8 although there were also peaks in student activity at the end of the three leaning modules.

Nature of Critique

Critiques were identified within all interpretative entries and comments. Table 5.17 provides details of the number of utterances tagged with the *Nature of critique* codes. Table 5.18 provides the number of extracts that were tagged as containing salutations or social snippets. This Table also includes the number of comments that were completely social in nature.

Table 5.17. Number of Utterances Tagged to Select Nature of Critique Codes by Author Type

Code	Entries	Comments				Total
		Student	Instructor	Helper	Self	
Agreement						
Agreement	1	44	19	0	2	66
Disagreement	0	0	0	0	0	0
Encouragement						
Falling behind	1	3	6	1	0	11
Positive feedback	0	26	45	18	1	90
Request for more interpretative entries	0	0	0	1	0	1
Suggestion for weblog improvement	0	0	2	0	0	2
Suggestion for writing improvement	1	0	4	0	0	5
Suggestion to experiment with new techniques in a later post	0	3	23	5	0	31
Meaning						
Academic meaning	3	1	2	0	0	6
Personal meaning	105	40	25	1	0	171
Focus critique						
Content	96	36	23	1	0	156
Structure	20	18	11	0	0	49
Undefined	0	7	5	2	0	14
Requests for feedback	11	2	0	0	0	13
Reflections on self	39	0	0	3	0	42
Ref to instructor's weblog	0	0	8	0	0	8
Ref to student weblog	2	0	0	0	0	2

Note. $n = 16$ student weblogs. Does not include all *Nature of critique* codes. See Appendix M for details.

All of the critiques were encouraging in nature. No references were found where one party disagreed with the comments or ideas that were expressed by another. This is consistent with the large number of utterances tagged as positive feedback. The most negative remarks the researcher identified were those that suggested that some students participate more actively and regularly in their weblogs. Over 90% of the instructor's posts included explicit positive feedback (Appendix M). The instructor encouraged the students to experiment with new techniques or approaches to their creative writing (e.g. use of images, shaping words, colour) in nearly half of these posts. The Helpers also provided a significant amount of positive encouragement. However, their feedback began late in the semester. Finally, the students' comments also encouraged one another. Nevertheless, most of the positive feedback came from the teachers. There was only one suggestion, by a Helper, for a student to include more posts that were interpretative.

The primary focus of interpretative posts (entries and comments) was the expression of the authors' understanding of the meaning of the object of the critique. Content was also the most common theme for comments among the students and the instructor. Overall, the comments were divided roughly in their focus: one-third structure and style, and two-thirds content.

The students used their weblogs to define and present, both critically and creatively, their personal interpretations of the creative writing of others and of their own life's experiences. There were nearly three and a half times as many references to content as there were to structure. The students referred to content 132 times and structure only 38 times (see Table 5.17). There were 105 references in entries and 40 references in student comments that related to a personal interpretation of meaning. Only three entries and one student comment referred to an analytically based interpretation of meaning (see Table 5.17). The students used their weblogs to practise the expression of their personal interpretations of meaning.

Only five per cent of entries specifically asked for feedback.

Table 5.18 provides a slightly different view of the data. This table contains the number of extracts that included socially oriented utterances. These values represent the number of posts that have utterances tagged with the relevant code pairs. For example, there were seven

comments where the owner of the entry (Self) addressed a remark to an individual. These replies by the entry owner to a comment represent the beginning of an active interaction. There were no comments addressed to the community at large.

Table 5.18. Number of Extracts Tagged to Social Content by Author Type

Code	Entries	Comment author			
		Student	Self	Instructor	Helper
Salutations or farewells					
To community	125	0	0	0	0
To individual	16	31	7	44	15
Social snippets (other)					
To community	7	0	0	0	0
To individual	8	3	0	0	3
Social comment	0	10	10	3	0

Note. $n = 16$ student weblogs. A single transcript may have references to multiple codes.

There was considerable socialising within the weblog community. Most parties greeted either the community (for entries), or the author of the post to which they were responding (for comments). Nearly 85% of the entries included a brief introduction and over two thirds of all comments included an individualised greeting or closing remark. Overall, 93% of the entries and 88% of the comments included some social component. The inclusion of so much social content implies that the students had some level of expectation that their posts would be read.

Weblog Profiles

The weblog hosting service provided a facility to identify specific weblogs within the hosting service as *Friends*. When an entry or comment is published in a Friend's weblog, it also appears in the student's own weblog. These could then provide the basis for establishing communities of learners as subsets of the entire class. This section describes the analysis of the Friends lists from 61 of the participants' weblog profiles. Not all of the students nominated Friends.

Most of the students' weblog profiles included a listing of their Friends. *Mutual Friends* refers to when both participants identify each other as Friends, as in a reciprocated friendship. The individual student profiles were reviewed for information regarding their weblog Friends and tallies were made of the number of friends each student had identified. Also from this data the number of other students who had identified a student as their friend (Friends of), and the number of mutual friendships in which each student participated were determined. Table 5.19 shows the summary statistics for the Friends data.

Table 5.19. Number of Friends per Weblog by Type

Statistic	Friends	Friends of	Mutual Friends
Mean	26	26	21
Median	23	21	17
Mode	7	12	28
SD	22.5	17.4	15.8
Skew	2.5	2.1	1.7
Min	0	3	0
Max	142	112	93
95% CI	5.8	4.4	4.1

Note. $n = 61$ student weblogs. Not all weblog profiles included information regarding Friends.

The maximum of 142 Friends exceeds the number of students in the class. Only two students had identical lists for Friends and Friends of. The instructor's technique of allowing the students to identify their own weblog Friends did not appear to create coherent communities (i.e. communities where everyone was a Mutual Friend).

Surveys

Three surveys were conducted during the semester. The surveys included three types of questions, each collecting different types of data and providing different analysis alternatives. That is, some questions collected categorical data, some interval data, and some qualitative

data. Frequency analysis was used to examine the student demographics and expectations, as they existed at the beginning of the semester. The quantitative results from the mid-semester and end-semester surveys were examined using mean, frequency, correlation, and cluster analyses. A small cohort of paired responses of students ($n = 14$) were also compared across the surveys. Finally, the multiple voices evident in the open-ended comments from all surveys were analysed using discourse analysis.

The purpose of Survey 1 was to collect a snapshot of the students' demographics, their levels of experience with online technologies, and their predisposition towards the use of these tools in the upcoming semester. Surveys 2 and 3 collected snapshots of the students' impressions of various aspects of using the weblogs based of their actual experience

Survey questions and the variables containing this data are identified using a nomenclature consisting of several parts: each delimited using a dot-separator (.). The letter S, followed by a number identifies the three surveys. For example, S1 refers to Survey 1. The letter Q, followed by a number, identifies the specific question. Q1 refers to Question 1. S3.Q5 refers to Question 5 on Survey 3. Some questions, referred to as question sets, have sub-questions. An alphabetic suffix is added to identify the unique question within the set. The second sub-question to question 3 on Survey 2 is identified as S2.Q3B. An asterisk is used as a wildcard when referring to all sections of a question set. Q3* represents all components of question 3. Completed questionnaires were assigned a response identification number during the data collection phase of the study. These numbers are appended to the nomenclature to identify the source of a piece of qualitative feedback. Therefore, S2.Q3D.25 refers to the twenty-fifth coded response to the fourth part of question 3 on Survey 2.

The results from the analysis of the interval data are reported on a continuous scale of 0.0 to 10.0, with 10.0 representing the maximum positive response. Frequency distributions for this data are presented as frequency polygons. The data intervals for these polygons include responses that are greater than the previous category label, and less than or equal to the current category label (e. g. > 6.0 and ≤ 7.0). See page 67 for a discussion of the collection of this data.

The analysis and results for each survey are presented independently. These are followed by an inter-survey analysis based on a small group of paired cases where the students used the same pseudonym on their questionnaires. Both parametric and nonparametric analysis techniques were used to evaluate the quantitative data from the surveys. However, the results and their interpretation did not materially differ. The parametric analysis has been presented in this chapter due to its being more widely understood within the social sciences.

Survey 1

The initial survey was conducted at the beginning of the first class meeting of each tutorial group. See Appendix B for a copy of the questionnaire used in Survey 1. The questions from Survey 1 are summarised in Table 5.20 for ease of reference.

Table 5.20. Summary of Survey 1 Questions

Question	Summary
Q1	Gender (Male or Female)
Q2	Age in years
Q3	Years since completing secondary school
Q4	Major course of study
Q5	Enrolment status (Full-time or Part-Time)
Q6	Other tertiary degrees
Q7	Primary language spoken at home
Q8	Significant family responsibilities (Yes or No)
Q9A	Employed (Yes or No)
Q9B	If employed, average hours worked per week
Q10	Internet access available at primary study location (Yes or No)
Q11	Level of experience with Internet-based technologies (No experience to Highly experienced)
Q12	Previous experience with literary analysis (No experience to Highly experienced)
Q13	Level of experience using weblogs (No experience to Highly experienced)
Q14	Level of experience using Internet-based discussion forums (No experience to Highly experienced)

Question	Summary
	experienced)
Q15	Level of expectation regarding use of weblogs (Not excited at all to Positively excited)
Q16	Level of expectation regarding use of discussion forums (Not excited at all to Positively excited)
Q17	Additional comments

Questions S1.Q11 – Q17 provided students with an opportunity to supplement their quantitative responses with open-ended comments. These comments are included in Appendix E.

Experience, as used in S1.Q11- Q14 (Survey 1, questions 11-14), was not specifically defined in the survey instrument. This was intentional. The objective was to allow the students to set their own standards and to measure their experience against what they subconsciously felt was an attainable goal. Level of experience has therefore been interpreted as an indication of the students' feeling of confidence in their ability to use the particular learning environment as an effective aid in achieving their personal learning outcomes. Level of expectation (Q15 and Q16) was measured in terms of excitement. These responses were used as an indication of the students' initial predisposition towards the use of the online tools during the semester.

Descriptive statistics were generated for the students' responses to all of the questions on the first survey except S1.Q17, which was completely open-ended. In addition, a correlation analysis and paired t-tests were performed on Q11 and Q13, Q11 and Q14 to investigate the relationships between a student's general level of experience using the Internet, weblogs, and discussion forums. Similar analyses were performed on Q15 and Q16 to investigate the relationships between the student's predispositions towards the use of these online learning environments. The qualitative responses were reviewed before and during the analysis. Selections of these student comments have been included in the discussion of the results to help colour the quantitative interpretation with the multiple, authentic student voices that were expressed in the qualitative data.

At the beginning of the semester there were 102 students enrolled in the course. Of these, 92 participated in the first survey. The students provided 120 open ended responses as comments to questions Q11 - Q17.

Demographics

Questions S1.Q1 – Q10 related to student demographics. Table 5.21 provides the descriptive statistics for the categorical data and Table 5.22 provides the same for the interval data.

Table 5.21. Survey 1: Descriptive Statistics for Categorical Variables.

Question	<i>n</i>	Variable	Response category	Number of students
Q1	92	Gender		
			Female	69
			Male	23
Q3	91	Years since leaving school		
			0	34
			1 - 2	28
			3 – 4	15
			> 4	14
Q4	91	Enrolled program ^a		
			BA	59
			BT/BA	30
Q5	92	Enrolment status		
			Part time	2
			Full time	90
Q7	92	Language spoken at home ^b		
			English	79
			Other	13
Q8	91	Family commitments		
			No	75
			Yes	16
Q9A	92	Employed		
			No	23
			Yes	69
Q10	92	Internet at primary study location		
			No	6
			Yes	86

^a Other enrolled programs include Dip Liberal Studies ($n = 1$) and BA/BB ($n = 1$).

^b Other languages spoken at home include Armenian, Assyrian, Greek, Italian, Korean, Persian, Portuguese, Russian, Spanish, and Vietnamese. One student spoke each of these languages at home.

The respondents were primarily female (75%) and recent school leavers. Sixty-nine per cent completed secondary school within the past two years, and 86% within the past five years. Ninety-one per cent of the participants were in their first semester of university and 89% were full time. They were primarily in a Bachelor of Arts program (65%) or a dual degree program that included a Bachelor of Arts degree (33%). Eighty-two per cent did not have significant family commitments that would affect their studies. Seventy-five per cent were engaged in more than five hours per week of paid employment. Ninety-three per cent had access to the Internet at their principal study location. Fourteen percent did not speak English at home.

Table 5.22 details the detailed descriptive statistics for the Survey 1 interval data. This table provides the supporting data for the following three sections.

Table 5.22. Survey 1: Descriptive Statistics for Interval Variables.

Statistic	Age in years (Q2)	Weekly work hours (Q9B)	Experience				Predisposition	
			Internet (Q11)	Literary analysis (Q12)	Weblogs (Q13)	Discussion forums (Q14)	Weblogs (Q15)	Discussion forums (Q16)
Mean	20.5	15.1	5.8	5.2	2.6	3.3	4.8	4.7
Median	18.0	15.0	6.0	5.2	1.8	2.8	4.9	4.8
Mode	18.0	20.0	6.4	5.9	0.0	0.0	5.1	6.8
SD	5.6	5.0	1.8	1.9	2.6	2.5	1.9	2.1
Skew	3.4	0.3	-0.3	-0.5	1.0	0.5	-0.2	-0.3
Min	17	6.0	1.7	0.1	0.0	0.0	0.0	0.0
Max	50	25.0	9.9	9.0	9.5	8.8	9.1	8.1
95% CI	1.2	1.2	0.4	0.4	0.5	0.5	0.4	0.4
<i>n</i>	91	68	92	92	92	92	92	91

Note. Some students did not respond to all questions.

Levels of Experience with Literary Analysis

The students reported an average level of experience with literary analysis ($M_{S1.Q12} = 5.2$, $SD_{S1.Q12} = 1.9$). Figure 5.13 illustrates the distribution of responses regarding their perceived level of experience with literary analysis.

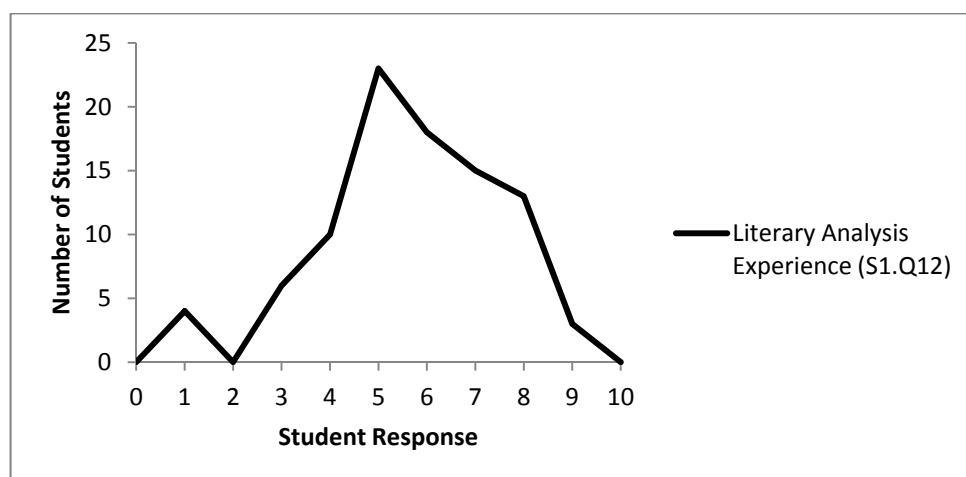


Figure 5.13. Survey 1: Level of literary analysis experience.
Mean student responses for Q12. $n = 92$ respondents. See Table 5.22 for descriptive statistics.

Two student comments illustrate the wide range of responses. One respondent identified him/herself as a novice—“Very little experience, I’ve done it but I’m a novice” (S1.Q12.91—Respondent 91 to question 12 on Survey 1) while another confidently commented that (s)he had done “extension English in Yr 12 and came 3rd in my class – did lots of texts” (S1.Q12.80).

Levels of Experience with Internet and Online Communications Tools

Question S1.Q11 asked the students to rate their levels of experience using the Internet, but did not mention specific Internet services. Q13 and Q14 asked the students about their levels of experience using weblogs and discussion forums specifically. These two questions did not specify that these services needed to be hosted on the Internet. Figure 5.14 provides the distributions of student responses to S1.Q11, Q13, and Q14.

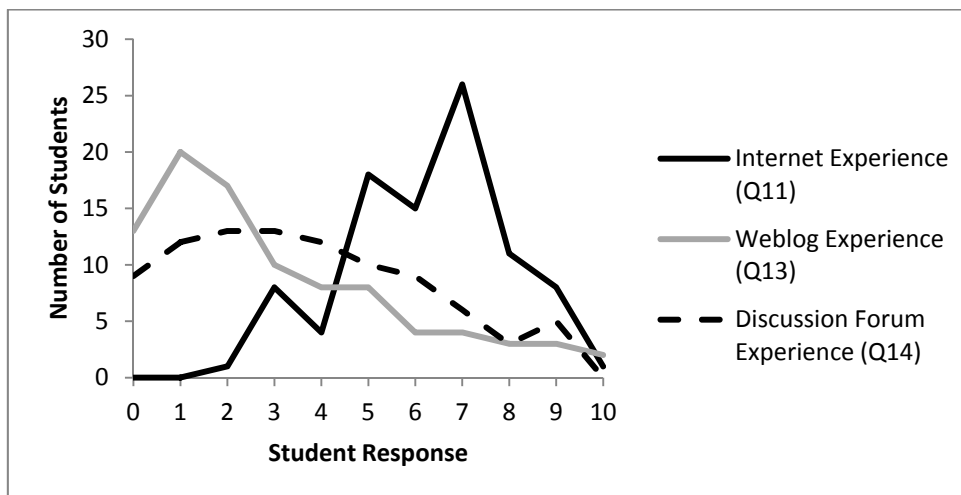


Figure 5.14. Survey 1: Level of online experience.
Mean student responses for Q11, Q13, and Q14. $n = 92$ respondents. See Table 5.22 for descriptive statistics.

The students reported a slightly above average level of Internet experience ($M_{S1Q11} = 5.8$, $SD_{S1Q11} = 1.8$), with a minimum of 1.7. The number of students with greater levels of experienced increased steadily until reaching a peak of between 6 and 7. The number of students then dropped rapidly, with a maximum response of 9.9.

The students reported much lower levels of experience for weblogs ($M_{S1Q13} = 2.6$, $SD_{S1Q13} = 2.6$) and discussion forums ($M_{S1Q14} = 3.3$, $SD_{S1Q14} = 2.5$). The wider range of responses, when compared with Internet experience, is also evident in Figure 5.14. Paired T-tests (Table N1) confirmed that the mean response for Internet experience was most likely greater than the mean responses for weblog experience and discussion forum experience. The students appear to have used other Internet services such as email and search engines. One student alluded to this pattern of use, “I’m good at searching for info but in the use of applications [other than search engines,] I’m not so experienced” S1.Q11.79.

The ranges in the responses for experience with weblogs ($SD_{S1Q13} = 2.6$) and discussion forums ($SD_{S1Q14} = 2.5$) were also larger than the range for Internet experience ($SD_{S1Q11} = 1.8$). Thirteen students reported having no previous weblog experience and nine reported having no previous experience with discussion forums. Six students reported having no previous

experience with either of these communications tools but had Internet experience ranging from 2.4 to 9.9.

As there was no absolute scale against which the students could evaluate their levels of experience, these experience-focused questions required the participants to base their response on their level of confidence in their ability to master a new challenge. Several student comments support the interpretation of the relationship between reported levels of experience and the student's intuitive level of confidence. For example, "I don't know everything but I know enough to figure out new internet technologies" (S1.Q11.31). Much less optimistically, "It seems after just mastering one new technology another comes out more confusing than the last" (S1.Q11.28). Many students echoed respondent S1.Q13.5 "I'm not even sure what a weblog is." On the other end of the spectrum, respondent S1.Q13.31 reported having kept a weblog for two years. Discussion forums received a similar mix of comments ranging from active avoidance, "I don't venture into forums on the internet" (S1.Q14.34), to being "very experienced—member of many forums" (S1.Q14.33).

The correlation analysis (see Table N2) revealed a large, significant correlation between experience with weblogs and discussion forums ($r_{S1.Q13:S1.Q14} = 0.66, p < 0.01$). It is not surprising that the students who participated in asynchronous communication on the Internet used multiple services of this type. Conversely, one would not expect those who are uncomfortable with this type of communication to use either. However, there were only weak correlations ($r < 0.33$) between Internet experience (S1.Q11) and either weblog or discussion forum experience (S1.Q11:S1.Q13 and S1.Q11:S1.Q14, respectively).

The students reported slightly above average levels of confidence using unspecified Internet services. However, it appears that weblogs and discussion forums were not significant in acquiring this experience. The students made use of the Internet in other ways as illustrated by S1.Q17.92, "I am experienced with use of the internet, but have never come across weblogs or discussion forums. So I don't know what to expect."

Predisposition towards the Use of Online Communications Tools

S1.Q15 and Q16 asked the students about their predispositions towards the use of weblogs and discussion forums for the course. Figure 5.15 presents the frequency distributions for these responses.

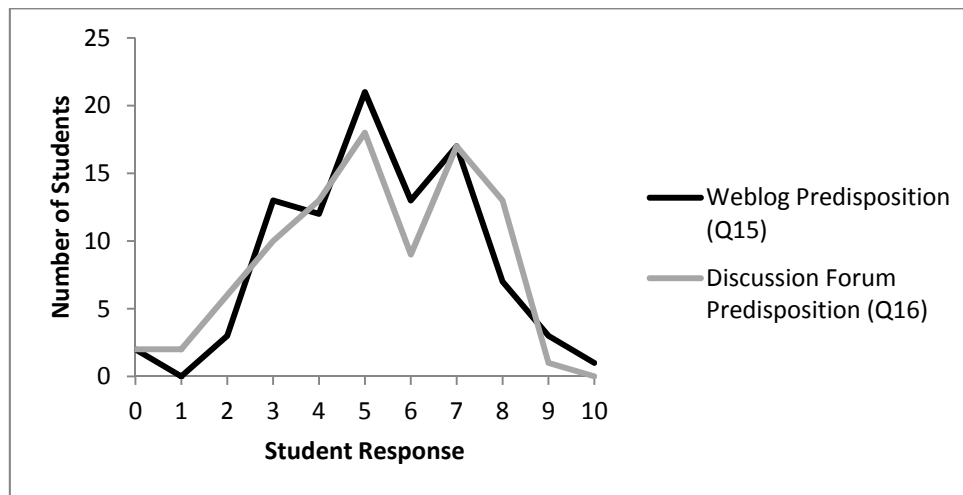


Figure 5.15. Survey 1: Predisposition towards the use of weblogs and discussion forums.

Mean student responses for Q15 and Q16. $n_{(Q15)} = 92$ respondents. $n_{(Q16)} = 91$ respondents. See Table 5.22 for descriptive statistics.

The mean responses for these questions were near the mid-point of the response scale ($M_{S1.Q15} = 4.8$, $SD_{S1.Q15} = 1.9$; $M_{S1.Q16} = 4.7$, $SD_{S1.Q16} = 2.1$). The paired T-tests (Table N1) confirmed that the mean responses for these questions were probably equal ($p < 0.05$). In addition, the ranges of responses to these two questions were large, ranging from 0.0 to 9.1 for weblogs and 0.0 to 8.1 for discussion forums.

The only strong correlation (Table N2) between the questions regarding predisposition and those regarding experience was between the students' predispositions towards the use of weblogs (S1.Q15) and discussion forums (S1.Q16, $r_{Q15:Q16} = 0.67$, $p < 0.01$). This is again understandable. However, the lack of reasonably strong ($r > 0.33$) and significant ($p > 0.05$) correlations between the students' predisposition towards the use of these tools and their Internet experience was surprising. The students' Internet experience did not influence their predisposition towards the use of weblogs or discussion forums.

The student comments about the anticipated use of weblogs also varied considerably. Negative comments related to the use of the Internet and the anticipated time commitment. As one respondent commented, “I think it’ll cause undue irritation as I am forced to go online to write a ‘blog’” (S1.Q15.87). Another respondent was also concerned about ‘going online’ with his/her comment, “I feel more comfortable with this concept [discussion forums] rather than creating a weblog” (S1.Q16.78). In addition, one student had to overcome a previous bad experience, “Using the internet with weblogs and forums has in the past not worked well for me, but hopefully it will change this time” (S1.Q17.33). Others were concerned about not being able to master the, apparently new, communication medium. S1.Q17.46 lobbied for the technologically less able with his/her comment: “It could be difficult for some people and they might score lower even though they have the ability to critically analyse literature”. S1.Q17.52 was much more direct: “Don’t make it to complicated pleaseee”. Lastly, S1.Q17.39 was “concerned about time allocation for these activities. At first look seems overly time expensive”.

Positive comments expressed inquisitiveness and risk taking. These included simple comments such as “Great to learn new things” (S1.Q15.75) and “Looking forward to it” (S1.Q17.89). There were also more thoughtful comments.

I think it is a very interesting tool for study and I look forward to using it and developing my skills with it. I like the fact that it adds another level of interaction to the classroom environment you wouldn’t normally get. I anticipate it will deepen my level of learning and engagement in this [course] (S1.Q17.31).

In summary, the respondents reported a wide range of experience and expectations in their use of online communications technologies and their previous exposure to formal literary analysis. In addition, they reported low levels of exposure to weblogs.

Survey 2

The purpose of Survey 2 was to collect a mid-semester snapshot of how the students were using their weblogs after they had some (additional) experience using the tool in an

educational context. Appendix C includes a copy of the questionnaire used. Table 5.23 summarises the questions from Survey 2 for ease of reference.

Table 5.23. Summary of Survey 2 Questions

Question	Summary
Q1	Overall usefulness of weblogs in the current course
Q2	Overall impression of the usefulness of the discussion forums achieving learning outcomes
Q3*	Question set regarding weblog affordances
Q3A	Assisting to learn
Q3B	Requiring publication on the Internet
Q3C	Share work with others
Q3D	Fostering collaborative learning
Q3E	Recording of personal reflections
Q3F	Documenting learning experience
Q3G	Flexible learning environment
Q3H	Practise commenting
Q3I	Timely feedback from peers
Q3J	Timely feedback from instructor
Q3K	Insights into thinking and writing of others
Q3L	Ease of use
Q4*	Question set regarding intended audience of weblog publication (No or Yes)
Q4A	No one
Q4B	Classmates
Q4C	Lecturer/tutor
Q4D	Members of weblog Friends list
Q4E	Wider Internet community
Q4F	Other
Q5	Hours per week spent blogging
Q6*	Intrinsic value received

Using the affordances of weblogs to support a socio-constructive learning environment

Question	Summary
Q6A	Social networking
Q6B	Encouragement
Q6C	Sense of community
Q6D	Constructive feedback
Q6E	Learning new ideas from others
Q6F	Sharing ideas with others
Q6G	Personal reflection
Q6H	Creative outlet
Q6I	Meeting course requirements
Q6J	(other)
Q7	Contributed to either of the weblog Communities (special multi-user weblogs sponsored by the instructor; Yes or No)
Q8	Aspects of the weblog communities that were beneficial in the course
Q9	Problems encountered using weblog
Q10	Problems encountered using discussion forum
Q11	Additional comments

This survey collected data about the students' perceptions of the usefulness of weblogs in general (Q1), and the identified affordances (Q3*), for achieving their personal learning outcomes. The survey also collected information regarding the nature of any intrinsic value the students received using the weblogs (Q6*), the nature of the students' intended audiences (Q4*), the amount of time they spent weblogging (Q5), and whether or not they had contributed to either of the special weblog communities (Q7). Finally, the surveys included open-ended questions (Q8 through Q11). These last questions asked about additional weblog affordances and barriers to the use of either the weblogs or the discussion forums. As with Survey 1, all quantitative questions also offered the students an opportunity to include open-ended comments. These comments are included in Appendix E.

The following sections examine the distribution, correlation, response patterns, and voices of the student responses to Survey 2.

Descriptive statistics were generated for the students' responses to questions S2.Q1, Q3*, Q4*, Q5, and Q6* for all respondents. Mean, median, and mode responses; response variances, skew, ranges, and frequency distributions were examined (except for Q4*). This was followed by a correlation analysis of the variables representing the students' perceptions of the usefulness of the weblogs in general and the identified affordances in achieving their learning outcomes (Q1 and Q3*). The time the students invested in the weblogging task (Q5) and their perceptions of the intrinsic value they received from using the online tool (Q6*) were also included in this correlation analysis.

The high degree of correlation among the students' responses to S2.Q1, Q3* and Q6* raised questions regarding possible groupings of students based on their response patterns. This was investigated through two clustering exercises using Ward's hierarchical clustering (Scott & Knott, 1974). Two sets of response clusters were identified based on response patterns to Q3*, and a separate set of response clusters were identified based on response patterns to Q6*. The mean values for the responses to the Q3* and Q6* question sets were plotted for each cluster to examine the different response patterns for the groups that were generated by the cluster analyses. Finally, cross-cluster memberships (between the clusters created in the Q3*-based analysis and the clusters created in the Q6*-based analysis) were also examined.

Seventy-one students participated in the second survey. Tables N3 – N18 present the detailed results for these analyses. The students provided 219 comments to the open-ended questions that are included in the questionnaire (Appendix E). Samples of these comments are also included in the following to illustrate the multiple voices of the students.

Descriptive Statistics

The following sections discuss the students' mid-semester responses regarding their intended audiences, their impressions of the usefulness of the weblogs, the identified weblog affordances, and their perceptions of the intrinsic value they have received from the use of the weblogs. This discussion is based on an analysis of the distribution patterns of student responses to questions Q1, Q3*, Q4, Q5, and Q6* from Survey 2. Tables N3 – N6 include the associated descriptive statistics.

Intended Audience

Most of the students wrote for a focused and known audience. Table N3 shows they wrote their posts for their classmates (76%) and/or for their instructor/tutor (69%). Only 7% of the respondents saw the wider Internet community as a potential audience. Twenty-one per cent reported writing for no particular audience at all. Thirty percent wrote for their weblog *Friends*.

Usefulness of Weblogs and Their Affordances

Figure 5.16 shows that, on average, the students found the weblogs and their affordances to be of moderately above average usefulness for successfully completing the course ($M_{S2.Q1} = 6.0$, $SD_{S2.Q1} = 2.1$).

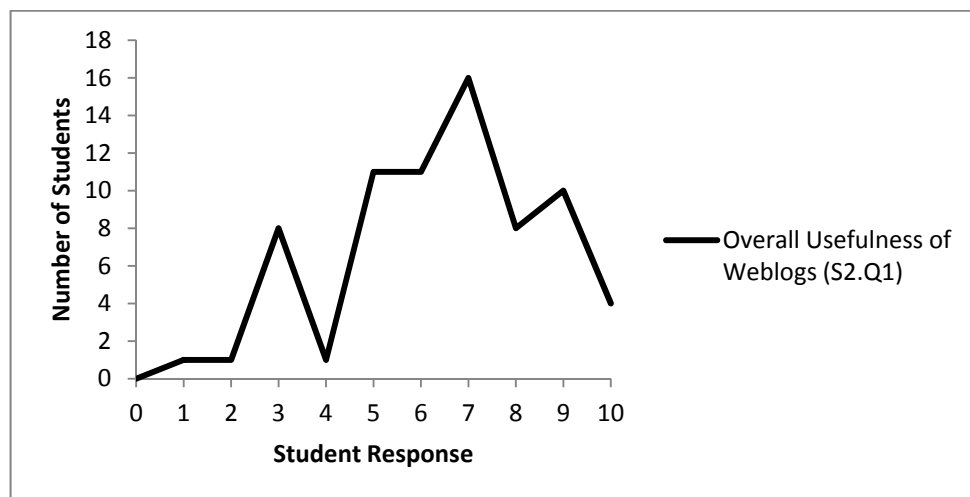


Figure 5.16. Survey 2: Overall usefulness of weblogs.
Student responses for Q1. $n = 71$. See Table N4 for details.

One student preferred a voluntary approach to weblogging. (S)he explained, “The compulsory nature of it kinda [*sic*] puts me off” (S2.Q3B.47). Representing the diversity of opinions, respondent S2.Q1.3 commented the (s)he liked using the weblogs because they were “easier to express ideas as opposed to a classroom environment”. Respondent S2.Q1.14 expressed the opposite sentiment: “Prefer face to face discussions”.

The mean responses regarding the usefulness of weblogs in general (S2.Q1) and ten of the 12 questions relating to specific weblog affordances (S2.Q3*) were between 5.7 and 7.7 (Table N4). The notable exceptions to these favourable averages related to the students' concerns regarding the use of the Internet ($M_{S2.Q3B} = 5.0$, $SD_{S2.Q3B} = 2.5$) and the ease of weblog use ($M_{S2.Q3L} = 4.9$, $SD_{S2.Q3L} = 2.0$). The mean responses for S2.Q3* are illustrated in Figure 5.17.

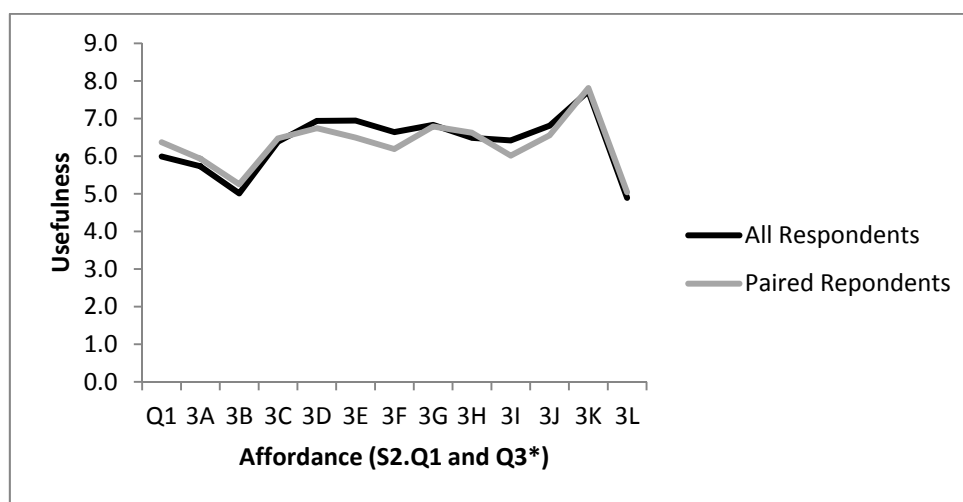


Figure 5.17. Survey 2: Usefulness of weblogs and their affordances. Mean student responses for Q1 and Q3*. Number of respondents varies by question. n (all) = 65 to 71. n (paired) = 13 to 16. See Tables N4 and N5 for details. Paired cases are included in the All Responses graph.

Figure 5.17 also includes a graph of the mean responses for Q1 and Q3* from the responses that could be paired responses from Survey 3. The descriptive statistics for this group are included in Table N5. The graph is included here to illustrate the similarities in response patterns between all respondents and those who successfully used a matching pseudonym on their questionnaire for Survey 3. These paired responses are discussed in more detail beginning on page 201.

On average, the students felt that the weblogs, themselves, were moderately useful, but found most of the identified affordances to be of above average usefulness. They found two weblog characteristics (the use of the Internet and their ease of use) detracted from the potential usefulness of this communications tool.

Intrinsic Value Received From Weblogs

Q6* related to the intrinsic value the students received from using their weblogs. These questions did not specifically mention learning, or the achievement of learning outcomes. Descriptive statistics of the students' responses to these questions are included in Table N6. The mean responses for S2.Q6* are illustrated in Figure 5.18.

These results were also, on average, highly favourable and highly variable with mean values ranging from 5.2 regarding the intrinsic value received from social networking (S2.Q6A, SD $S2.Q6A = 2.7$) to 7.5 regarding the intrinsic value received as a creative outlet (S2.Q6H, SD $S2.Q6H = 1.9$).

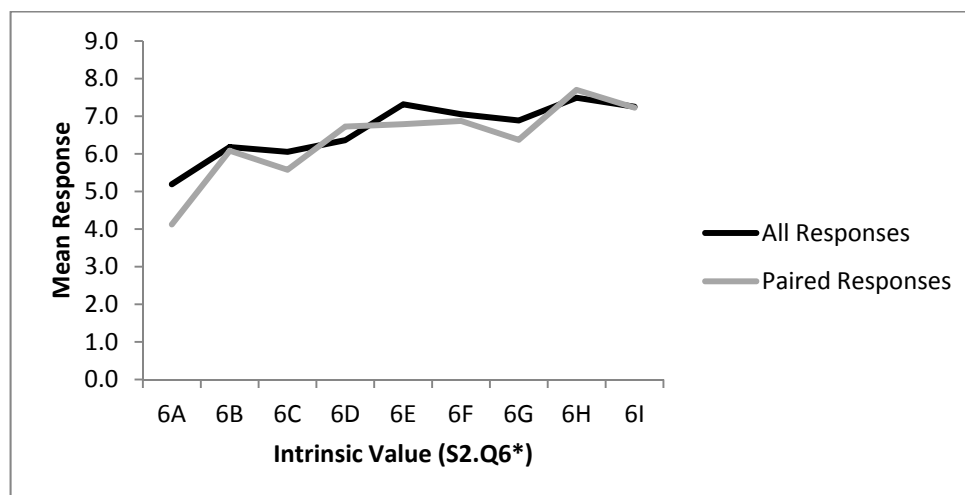


Figure 5.18. Survey 2: Intrinsic value received from weblogging.
Mean student responses for Q6*. Number of respondents varies by question. n (all) = 69 to 70. n (paired) = 15 to 16. See Tables N6 and N7 for details. Paired cases are included in the All Responses graph.

Again, a graph of the paired responses' means for S2.Q6* is included in Figure 5.18. The descriptive statistics for this group of responses are included in Table N7.

On average, the respondents received above average levels of intrinsic value from their weblog use. However, they appear to have received more value from the personally focused categories of intrinsic value: personal reflection (Q6G), creative outlet (Q6H), and meeting course requirements (Q6I).

Student Time Investment

Table N4 also shows that, on average, the students reported investing nearly two hours per week in their weblog, either reading the work of others, or preparing and entering their own base posts or comments ($M_{S2.Q5} = 1.9$, $SD_{S2.Q5} = 1.3$). Figure 5.19 presents these results graphically.

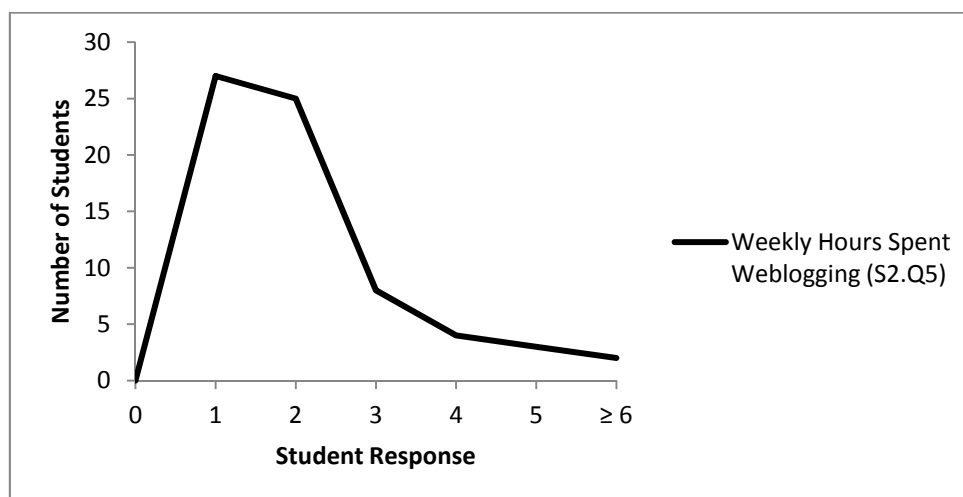


Figure 5.19. Survey 2: Hours per week spent blogging.
Mean student responses for Q5. $n = 69$. See Table N4 for details.

The students' time investment ranged from 20 minutes to six hours per week, dominated by a large number of relatively low responses. As a result, a majority of the students reported less than the average number of hours invested ($Median_{S2Q5} = 1.5$). Many students commented on time issues when asked about their feelings of stress regarding publishing their work on the Internet (S2.Q3B). For example, "It depends on what other uni work needs attention that week – more stressful if time is limited" (S2.Q3B.46). Conversely, S2.Q3B.51 commented that publishing his/her work was not stressful, as it "does not take much time".

Correlation Analysis

Tables N8 – N10 present the results of the correlation analysis between the Survey 2 weblog and affordance usefulness variables (S2.Q1 and S2.Q3*), the intrinsic value received variables (S2.Q6*), and student time investment (S2.Q5).

The students' responses regarding the usefulness of the weblogs and their individual affordances (Q1 and Q3*) were all significantly correlated with one another ($p < 0.01$) except S2.Q3B (publishing on the Internet) and Q3L (ease of use). Q3B was only significantly correlated with Q3L ($r = 0.3$, $p < 0.05$) and was negatively correlated with sharing one's work for the enjoyment of others (Q3C, $r = -0.26$, $p < 0.05$). This suggests that the students did not differentiate between the individual weblog affordances, but rather, saw the learning environment in its entirety. It also suggests a relationship between how easy the students found the weblogs to use and their opinions about the hosting of the weblogs on the Internet.

The responses to the questions regarding the intrinsic value that the students received were also highly correlated with significant relationships ($p < 0.05$) for 33 of the 36 possible combinations. Again, the students did not appear to differentiate between the aspects of intrinsic value as identified for this study.

There were no strong relationships ($r > 0.67$) between the students' opinions of the usefulness of the weblogs and their affordance (Q1 and Q3*) with the intrinsic value they received from using them. In addition, the students' responses for Q3B and Q3L were not significantly related ($p < 0.05$) to any of their responses to the Q6* question set.

Student time investment (S2.Q5) was only weakly correlated with four other variables: Q3H ($r = 0.32$, $p < 0.01$); Q3J ($r = 0.31$, $p < 0.01$); Q3A ($r = 0.27$, $p < 0.05$); and Q3F ($r = 0.07$, $p < 0.05$). There were no significant relationships between the time the students' invested and the intrinsic value they received from weblogging (S2.Q6*). Q5:Q3H represents the relationship between student time investment and the usefulness of the weblogs for practising commenting on the work of others. The students, to some extent, acknowledged the time-consuming nature of commenting on the creative work of others. Q5:Q3J represents the correlation between student time investment and the usefulness of the weblogs for receiving timely feedback from the instructor. The students perceived a slight relationship between the amount of time invested (and possibly the volume of input in their weblogs) and the usefulness (and possibly volume) of timely feedback from the instructor. Q5:Q3A constitutes the relationship between student time investment and the usefulness of the weblogs for assisting them to achieve their personal learning outcomes. Finally, the relationship between Q5:Q3F was trivial.

The high degree of correlation among the usefulness variables (Q1 and Q3*) implies that the students did not differentiate between the individual weblog affordances. They also did not relate the intrinsic value they received from using their weblogs with the usefulness of the tool for achieving their learning outcomes. Finally, they did not see a relationship between the usefulness of the weblogs and the time they invested in the task.

Cluster Analysis

Ward's hierarchical cluster analysis was used to identify students with similar response patterns on the survey. Responses were clustered based on Q3* and Q6* in two separate analyses. Tables N11 – N18 provided the descriptive statistics for these clusters.

Usefulness Clusters

The case wise analysis on Q3* classified 65 complete survey responses into two distinct clusters, or cohorts ($k = 13$) based on similarities in response patterns. These two cohorts are referred to as S2.Q3(Enthusiastic), $n = 20$ and S2.Q3(Acceptant), $n = 45$. The amalgamation schedule and dendrogram from this analysis are included as Appendix O. Tables N11 and N12 provide the descriptive statistics for these two cohorts.

Figure 5.20 shows the frequency distributions for the students' responses regarding the overall usefulness of weblogs (S2.Q1) by Q3Cohort. The majority of the students in the S2.Q3(Enthusiastic) cohort perceived the weblogs to be more useful in their course than those in the acceptant cohort.

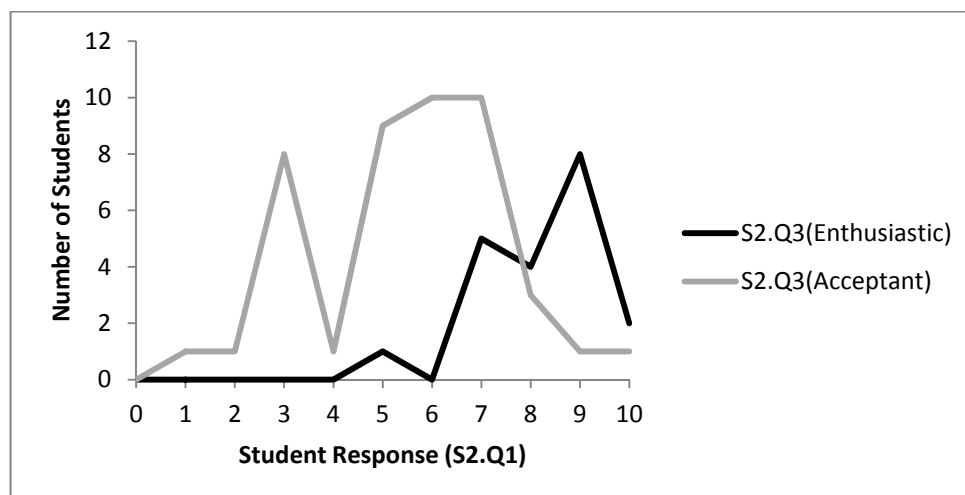


Figure 5.20. Survey 2: Overall usefulness of weblogs by affordance cohort.
Mean student responses for Q1 by Q3 cohort. n (Enthusiastic) = 20, n (Acceptant) = 45. See
Tables N11 and N12 for details.

Figure 5.21 includes a graph of each of these cohort means for Q1 and the Q3* question set. The mean responses for the groups differ substantially for all Q3* questions except Q3B, Q3F, and Q3L. These represent the stress the students experienced by using the Internet for educational purposes (Q3B), their perceptions of the usefulness of documenting one's learning experience in a weblog (Q3F), and the ease of weblog use (Q3L). The two cohorts shared common concerns regarding the publication of their learning artefacts on the Internet, and using a communications tool that was relatively new to them. The other Q3* variables appear to have formed the basis for the clustering solution and represent the dimensions across which the response patterns varied within the sample.

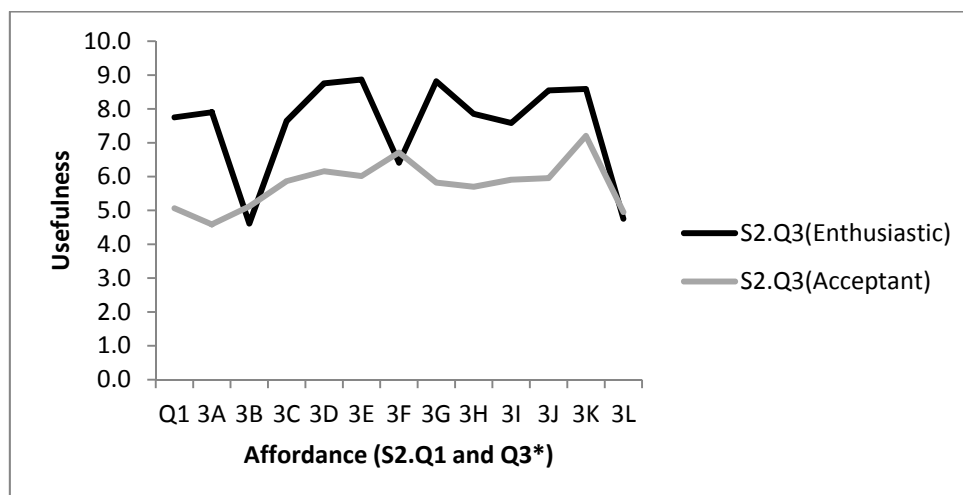


Figure 5.21. Survey 2: Usefulness of weblogs and their affordances by affordance cohort.

Mean student responses for Q1 and Q3* by Q3 cohort. n (Enthusiastic) = 20. n = 20(Acceptant) = 45. See Tables N11 and N12 for details.

The mean responses for S2.Q3(Enthusiastic) were highly favourable towards the use of weblogs (S2.Q1 and S2.Q3*), except for Q3B ($M = 4.6$, $SD = 2.9$) and Q3L ($M = 4.8$, $SD = 2.8$). All other mean response values ranged from 6.4 to 8.9.

Over two-thirds of the students' responses were allocated to the S2.Q3(Acceptant) cohort. Although these responses were, on average, lower than were those for the enthusiastic cohort, the means responses to these questions by this group were also positive. Mean response values for this cohort ranged from 4.6 to 7.2. The lowest mean response, for Q3A, is interesting in that the students in this group rated the usefulness of the weblog in assisting them to learn lower than the individual weblog affordances and the usefulness of the weblogs for successfully completing the course.

The students in both Q3* cohorts expressed similar concerns regarding publishing on the Internet (Q3B), documenting one's learning experience in their weblog (Q3F), and in the ease of weblog use (Q3L).

Intrinsic Value Received Clusters

The second cluster analysis allocated 68 cases to two clusters ($k = 12$) based on the response patterns for the Q6* question set. These cohorts are referred to as S2.Q6(Communal), $n = 21$ and S2.Q6(Personal), $n = 47$. The amalgamation schedule and dendrogram from this analysis are included in Appendix O.

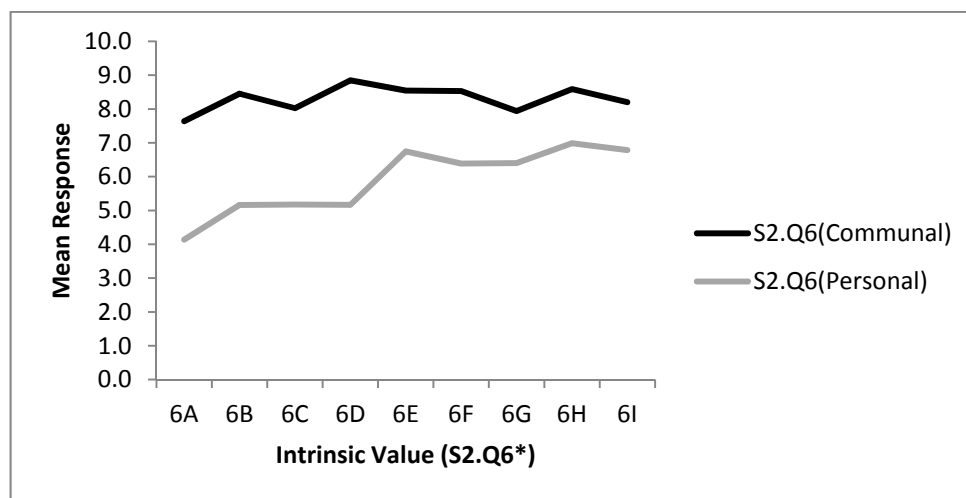


Figure 5.22. Survey 2: Intrinsic value received by intrinsic value cohort.
Mean student responses for Q6* by Q6 cohort. n (Communal) = 21, n (Personal) = 47.
See Tables N13 and N14 for details.

Tables N13 – N14 provide the descriptive statistics for the responses to Q6* by the members of these two cohorts. Figure 5.22 provides a graph of each of the cohort mean responses for the Q6* question set. The mean responses for the Q6* question set were substantially different for the two Q6-based clusters. In all cases the communal cohort perceived greater intrinsic value from all identified categories, although the mean responses for the Q6(Personal) cohort were also all greater than 5.0, except for Q6A (social networking, $M_{S2.Q6A} = 4.1$, $SD_{S2.Q6A} = 2.5$).

The students in the Q6(Communal) cohort received higher levels of intrinsic value across all measured categories than did those in the Q6(Personal) cohort. In addition, those in the

Q6(Personal) cohort received more personal value (Q6G – I) than they did for the communal categories.

Survey 2 Cross-Cohort Comparison

The following two Figures include the cross-cohort graphs of mean student responses. The mean responses for the two Q6* groups are plotted in Figure 5.23 for the questions regarding the usefulness of the weblog affordances (Q3*). The response patterns to Q1 and the Q3* question set for the Q6 cohorts are strikingly similar to those for the Q3 cohorts as seen previously in Figure 5.21.

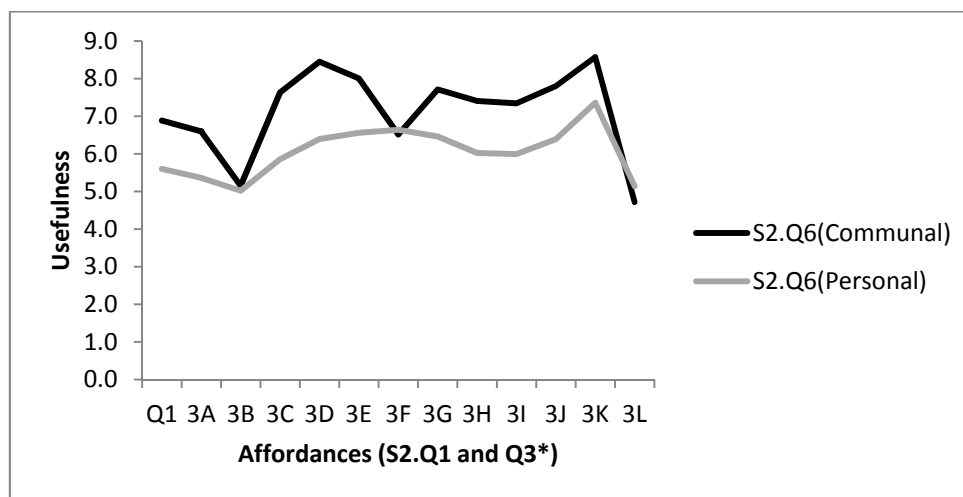


Figure 5.23. Survey 2: Usefulness of weblogs and their affordances by intrinsic value cohort.

Mean student responses for Q1 and Q3* by Q6 Cohort. n (Communal) = 21. n (Personal) = 47. See Tables N15 and N16 for details.

Figure 5.24 presents the alternate cross-cluster graphs of mean responses to the Q6* question set for the two Q3 cohorts. Again, the response patterns to the Q6* question set by the Q3 cohorts are similar to those for the Q6 cohorts as seen in Figure 5.22.

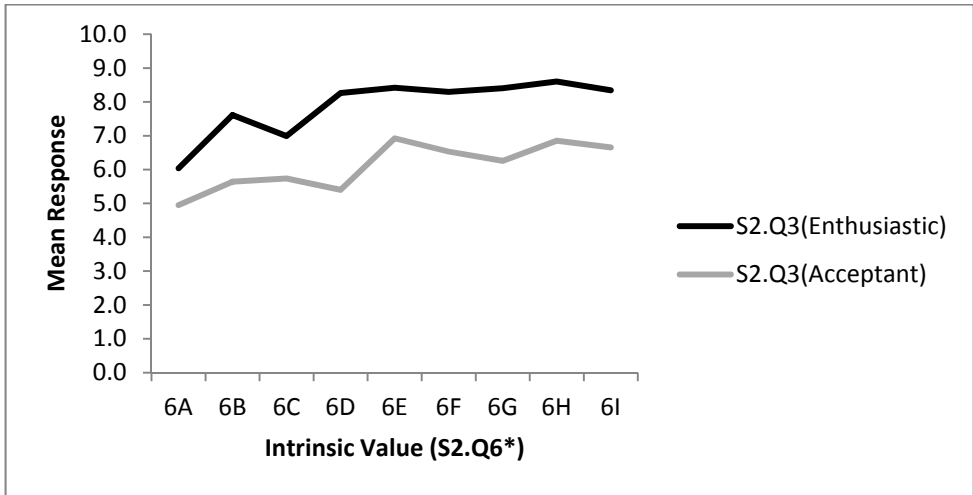


Figure 5.24. Survey 2: Intrinsic value received by affordance cohort.
Mean student responses for Q6* by Q3 cohort. n (Enthusiastic) = 20. n (Acceptant) = 45.
See Tables N17 and N18 for details.

Table 5.24 examines the cluster memberships more closely. It lists the number of responses that the cluster analysis allocated to the individual cohorts. Seventy per cent of those respondents who provided sufficient responses to be included in both clustering exercises ($n = 63$) were allocated to the same cohort level for both Q3* and Q6*. That is, if a student was allocated to S2.Q3(Enthusiastic), there was a 70% probability that the same student was also allocated to S2.Q6(Communal). This illustrates a consistent pattern in the students' responses between the two question sets. The students who reported relatively high levels of perceived usefulness for weblogs also reported relatively high levels of intrinsic value received from their use. Conversely, the opposite holds true for the acceptant cohort. Those who were allocated to the S2.Q3(Acceptant) cohort were also likely to have been allocated to the S2.Q6(Personal) cohort.

Table 5.24. Survey 2: Cohort Membership

Cohort description	S2.Q3Cohort		S2.Q6Cohort	
	Enthusiastic	Acceptant	Communal	Personal
S2.Q3(Enthusiastic)	20	-	10	9
S2.Q3Cluster(Acceptant)	-	45	10	34
S2.Q6Cluster(Communal)	10	10	21	-
S2.Q6Cluster(Personal)	9	34	-	47

Note. Totals may not match due to missing data.

In general, the students who received communally focused value from using their weblogs also found the tool to be useful for achieving their learning outcomes. Conversely, those who focused on the aspects of personal value from the weblogs found them to be less useful for achieving their learning outcomes. That is, those students who embraced the communal learning aspects of the weblog environment appear to have found the weblogs to be more useful in achieving their learning outcomes than those who were less communally oriented.

Survey 3

The purpose of the third survey was to collect data regarding the students' perceptions of the weblogs at the end of the semester. The questionnaire used in this survey was based on the one used for Survey 2, but included additional reflective questions that were relevant for the end of the course. These additional questions solicited open-ended comments regarding the student's weblog experience and their recommendations for the use of weblogs in other courses. The questionnaire is included as Appendix D. Unfortunately; the small number of paired cases limited the potential for drawing conclusion regarding temporal changes in the students' attitudes. The questions from Survey 3 are summarised in Table 5.25 for ease of reference.

Table 5.25. Summary of Survey 3 Questions

Question	Summary
Q1	Overall usefulness of weblogs in the current course
Q2	Overall impression of the usefulness of the discussion forums achieving learning outcomes
Q3*	Question set regarding weblog affordances
Q3A	Assisting to learn
Q3B	Requiring publication on the Internet
Q3C	Share work with others
Q3D	Fostering collaborative learning
Q3E	Recording of personal reflections
Q3F	Documenting learning experience
Q3G	Flexible learning environment
Q3H	Practise commenting
Q3I	Timely feedback from peers
Q3J	Timely feedback from instructor
Q3K	Insights into thinking and writing of others
Q3L	Ease of use
Q4*	Question set regarding intended audience of weblog publication (No or Yes)
Q4A	No one
Q4B	Classmates
Q4C	Lecturer/tutor
Q4D	Members of weblog Friends list
Q4E	Wider Internet community
Q4F	Other
Q5	Hours per week spent blogging
Q6*	Intrinsic value received
Q6A	Social networking
Q6B	Encouragement

Question	Summary
Q6C	Sense of community
Q6D	Constructive feedback
Q6E	Learning new ideas from others
Q6F	Sharing ideas with others
Q6G	Personal reflection
Q6H	Creative outlet
Q6I	Meeting course requirements
Q6J	Publishing own writing
Q6K	Opportunity to practise writing skills
Q6L	Other
Q7	Have you contributed to either of the weblog communities? (Not at all, Occasionally, Often, All the time)
Q8	Aspects of the weblog communities that were beneficial in the course
Q9	Problems encountered using weblog
Q10	Problems encountered using discussion forum
Q11	Reflectively, were weblogs beneficial to the learning experience (Not at all, Occasionally, Often, All the time)
Q12	Recommend other lecturers use weblogs? (Not at all, Occasionally, Often, All the time)
Q13	Additional comments

The following sections examine the quantitative responses, as well as the multiple student voices that were evident in the qualitative responses. A comparison of paired responses between Surveys 2 and 3 follows this analysis.

Survey 3 results were analysed using the same process as Survey 2 (page 174). Descriptive statistics were produced for questions 1, 3*, 4*, 5, and 6*. This was followed by a correlation analysis of Q1, Q3*, Q5, and Q6*. Based on the high degree of correlation within the data, two sets of cluster analyses were performed using Ward's Hierarchical clustering. These again resolved to two pairs of clusters with similar response patterns to each of the question sets,

Q3* and Q6*. The distributions of the students' responses for the individual cohorts were then examined, both within their response cohort (i.e. responses by S3.Q3 cohorts to the S3.Q3* questions) and between their response cohorts (i.e. responses by S3.Q3 cohorts to the S3.Q6* questions).

Fifty-five students participated in Survey 3. Tables N19 – N34 present the detailed results from these analyses. The students provided 183 comments on the open-ended questions that were included in the questionnaire (Appendix E). As with the other surveys, examples from these comments are included in the following sections to illustrate the multiple perspectives that were included in the students' responses.

Descriptive Statistics

The following sections present the summary statistics for the students' responses regarding their intended audiences, their impressions of the usefulness of the weblogs (Q1) and the identified affordances (Q3*) for successfully achieving their personal learning outcomes, and their perceptions of the intrinsic value (Q6*) they received from using the weblogs. Tables N19 – N23 contain the relevant detailed descriptive statistics.

Intended Audience

Most of the students published their work for a specific and targeted audience (Table N19): their classmates (74%) and/or their instructor (70%). Only 7% published for the general Internet community. However, a significant minority, 22%, reported writing for no particular audience at all. Forty-five percent of the students reported they wrote for their weblog Friends. Although these results are from a different cohort than Survey 2, they are strikingly similar (Table N3).

Usefulness of Weblogs and Their Affordances

As Figure 5.25 illustrates, the students found their weblogs to be well above average in terms of usefulness in successfully completing their course ($M_{S3.Q1} = 6.5$, $SD_{S3.Q1} = 2.3$).

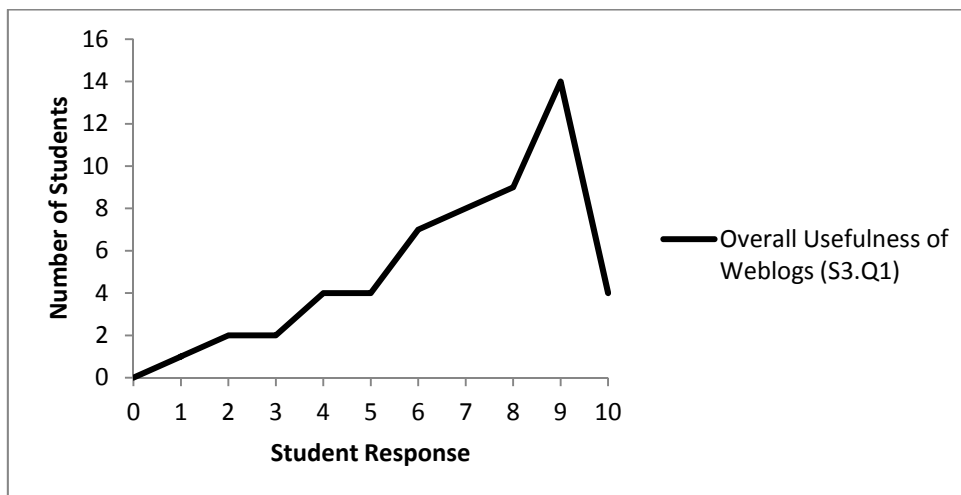


Figure 5.25. Survey 3: Overall usefulness of weblogs.
Student responses for Q1. $n = 55$. See Table N20 for details.

One respondent expressed his/her opinion of the usefulness of weblogs succinctly: “Top stuff, very useful” (S3.Q1.28). Another expressed his/her opinion in more detail: “Great help with [facilitating my] understanding and how others interpret things” (S3.Q1.30). However, not all of the students shared this opinion. “Most discussions flowed better in tutorials” (S3.Q1.43).

The students also found most of the individual weblog affordances to have been useful in achieving their learning outcomes. The mean responses for 11 of the 12 questions relating to specific weblog affordances (S3.Q3*) were greater than 5.0. Ten of these questions had responses that were considerably higher, with mean responses between 6.4 and 7.7. Only Q3B (publishing on the Internet) received a mean response that was less than 5.0 ($M = 4.0$, $SD = 2.8$). Q3B also had the largest variation in responses. Q3L (ease of use) was the second lowest scoring question ($M = 5.4$, $SD = 2.1$) and had the largest range of responses (Range = 10.0). The mean responses for S3.Q1 and Q3* are illustrated in Figure 5.26.

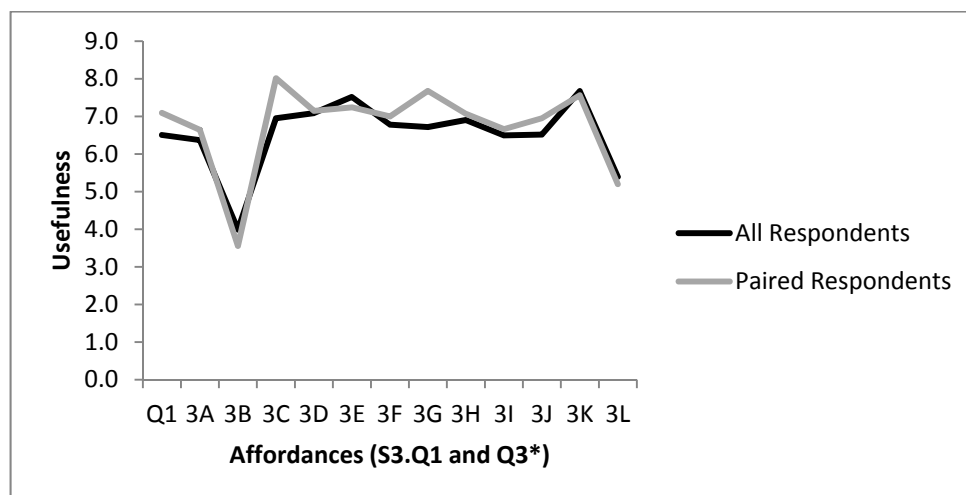


Figure 5.26. Survey 3: Usefulness of weblogs and their affordances. Mean student responses for Q1 and Q3*. Number of respondents varies by question. n (all) = 51 to 55. n (paired) = 15 to 16. See Tables N20 and N21 for details. Paired respondents are also included in the All Respondents graph.

Figure 5.26 also includes a second graph of the mean responses for S3.Q3*. This is for the identified paired responses with Survey 2. See Table N21 for details. This graph is included to illustrate the similarities in response patterns between all respondents and those who successfully used a matching pseudonym on their questionnaires for Surveys 2 and 3. These paired cases are discussed in more detail beginning on page 203.

On average, the students found the weblogs to be highly useful, but again expressed concerns about the need to publish on the Internet and about the ease of weblog use.

Intrinsic Value Received From Weblogs

Q6* related to the intrinsic value the students received from using their weblogs. These questions did not specifically mention learning, or the achievement of learning outcomes. Figure 5.27 illustrates the mean responses for this question set.

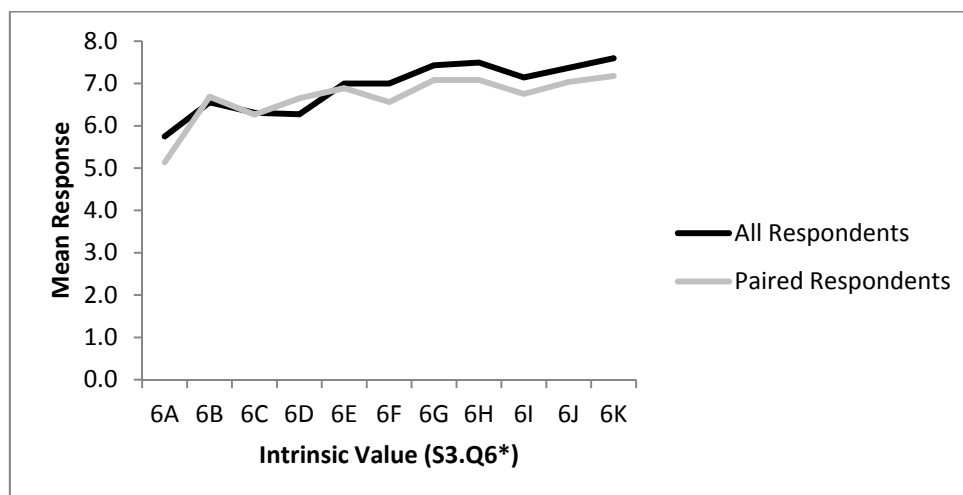


Figure 5.27. Survey 3: Intrinsic value received from blogging.

Mean student responses for Q6*. Number of respondents varies by question. n (all) = 44 to 46. n (paired) = 12 to 13. See Table N22 and N23 for details. Paired respondents are also included in the All Respondents graph.

These results were extremely favourable, with mean response values ranging from 5.8 (S3.Q6A, social networking) to 7.6 (S3.Q6K, practice writing skills). However, these responses also varied widely with standard deviations ranging from 1.8 (Q6I, meeting course requirements) to 2.5 (Q6A). As in Figure 5.26, Figure 5.27 includes a graph of the paired cases' mean responses.

The respondents continued to receive above average levels of intrinsic value from using their weblogs. As with Survey 2, they reported receiving more personal value (Q6G – K) than they did communal value.

Student Time Investment

On average, the students reported investing over two and a half hours per week on their weblogging activities, but with an extremely large variation in responses ($M_{S3.Q5} = 2.6$, $SD_{S3.Q5} = 2.5$). Responses to Q5 ranged from 30 minutes to 12 hours per week. Figure 5.28 illustrates these responses.

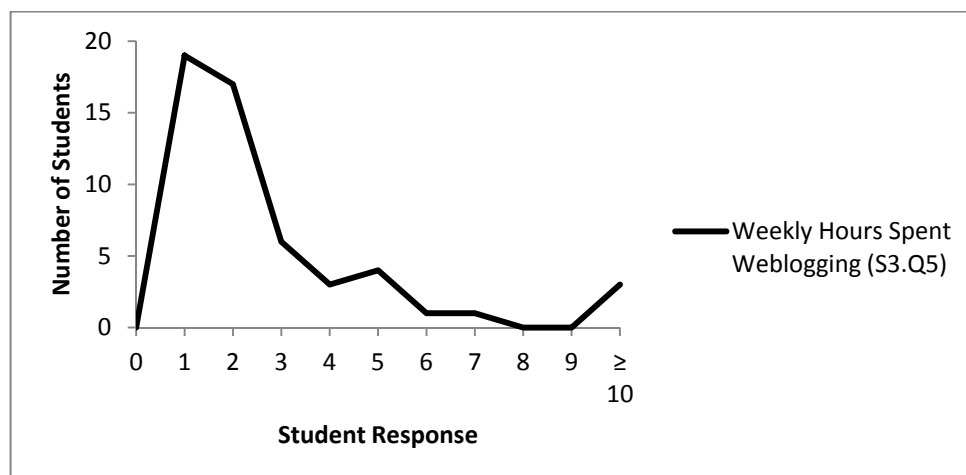


Figure 5.28. Survey 3: Hours per week spent blogging.
Mean student responses for S3.Q5. $n = 54$. See Table N20 for details.

One respondent's comment regarding the amount of effort that was required for the weblog task was interesting: "With uni there is little time to do the required entries" (S3.Q3B.43). The same respondent commented on question Q3L that his/her primary obstacle to the use of the weblogs was lack of time. This concern was echoed by another respondent who commented, "I estimate that I spend 50 - 60% more time on lit than on my other subjects" (S3.Q3G.50); and later on Q3L, "... the volume of work required made my other courses suffer" (S3.Q3L.50). Conversely, respondent S3.51 commented that the flexibility of his/her weblog was "Fantastic! The easiest of all work in regards to fitting it into my busy schedule" (S3.Q3G.51). Student opinions regarding the amount of time required for their weblog activities varied widely.

Correlation Analysis

Most of the students' responses to the Survey 3 questions regarding the usefulness of weblogs (Q1), their affordances (Q3*), and the intrinsic value they received from the experience (Q6*) were highly correlated. Tables N24 – N26 present the results of the correlation analysis between Q1, Q3*, Q5, and Q6*. Ninety-four percent of these correlations, excluding Q3B, Q3L, and Q5, were correlated to some degree. Student responses to Q3B (publishing on the Internet) was not significantly correlated with any of the other variables that were investigated in this analysis. Responses to Q3L (ease of use) were only slightly correlated with two

variables: Q1 (overall usefulness, $r = 0.32, p < 0.05$) and Q5 (student time investment, $r = 0.35, p < 0.05$). Finally, student time investment (Q5) was also only slightly correlated with Q3D (fostering collaborative learning, $r = 0.31, p < 0.05$) and Q6A (social networking, $r = 0.35, p < 0.05$).

Five of these relationships had correlation coefficients (r) that were greater than 0.75 ($p < 0.01$). These were between Q1:Q3A ($r = 0.81$), Q6B:Q6D ($r = 0.81$), Q6C:Q6F ($r = 0.81$), Q6B:Q6C ($r = 0.80$), and Q3D:Q1 ($r = 0.78$). In addition, another correlation (Q3D:Q3A, $r = 0.74$) will also be discussed due to its closeness to 0.75 and its importance to this study.

The relationship between the students' perceptions of the usefulness of their weblogs for completing the course and in assisting in their learning (Q1:Q3A) suggests that the students equated learning and successfully completing the course. The relationship between Q6B and Q6D (encouragement and constructive feedback) suggests that the students were encouraged by the feedback they received from their peers and from the instructor. The third large correlation, between a sense of community (Q6C) and sharing ideas with others (Q6F), suggests that the students related the sense of community they developed with sharing ideas. This sense of community was also directly related to the feeling of encouragement they received from their weblogging (Q6C:Q6B). The fifth large correlation, between Q3D and Q1 implies a reliance on the collaborative learning environment for successfully completing the course. Finally, the large correlation between Q3D and Q3A implies the students also relied on collaborative efforts to achieve their individual learning objectives.

Cluster Analysis

Ward's hierarchical cluster analysis was applied to the survey responses as it had been in Survey 2. The responses were clustered on Q3* and Q6* in two separate analyses. The amalgamation schedules and dendrograms are included in Appendix P. The case wise analysis on Q3* classified the 50 complete questionnaires into two clusters ($k = 8$). These cohorts are referred to as S3.Q3(Enthusiastic), $n = 23$; and S3.Q3(Acceptant), $n = 27$. Their descriptive statistics are included as Tables N27 and N28.

Usefulness Clusters

Figure 5.29 presents the frequency distributions of the students' responses regarding the overall usefulness of weblogs (S3.Q1) by Q3* cluster. Most of the students in S3.Q3(Enthusiastic) perceived the weblogs to be more useful in their course than did those in the acceptant cluster.

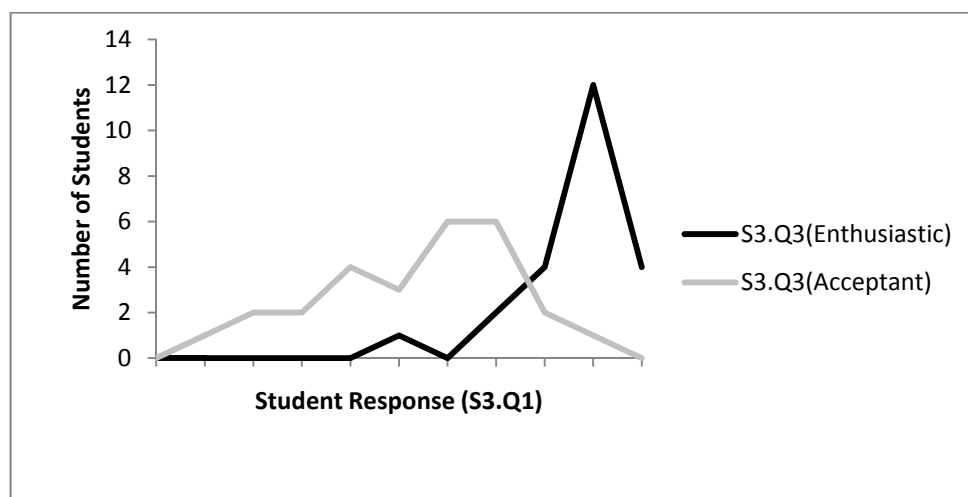


Figure 5.29. Survey 3: Overall usefulness of weblogs by affordance cohort.
Mean student responses for Q1 by Q3 cohort. n (Enthusiastic) = 23. n (Acceptant) = 27.
See Tables N27 and N28 for details.

Figure 5.30 shows the mean responses to Q1 and the Q3* question set for each Q3 cohort. The mean responses for Q3(Enthusiastic) were greater than those for Q3(Acceptant) with the exception of Q3B (publishing on the Internet). However, except for Q3B (both cohorts), and Q3A and Q3L (acceptant cohort, only), all mean responses were above the middle in the response scale.

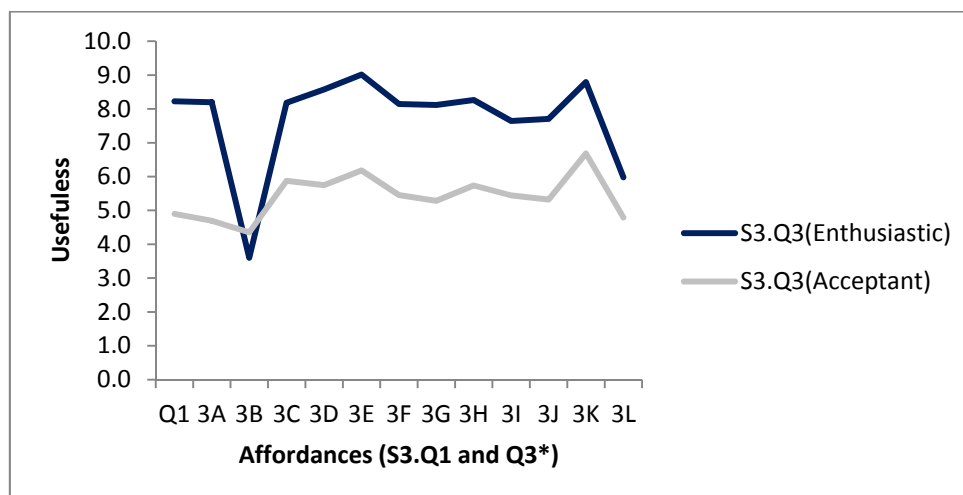


Figure 5.30. Survey 3: Usefulness of weblogs and their affordances by affordance cohort.

Mean student responses for Q1 and Q3* by Q3 cohort. n (Enthusiastic) = 23. n (Acceptant) = 27. See Tables N27 and N28 for details.

The students in both Q3* cohorts continued to express similar concerns regarding publishing on the Internet (Q3B) and the ease of weblog use (Q3L).

Intrinsic Value Received Clusters

Forty-three student responses were complete for the Q6* question set. The Q6* cluster analysis allocated these cases to two clusters ($k = 8$). These clusters are referred to as S3.Q6(Communal), $n = 23$; and S3.Q6(Personal), $n = 20$. Tables N29 and N30 provide the descriptive statistics for this question set. Figure 5.31 presents graphs of each of the cohort means. The two Q6 clusters had substantially different mean responses for the Q6* question set. On average, the students in the Q6(Communal) cohort received more intrinsic value from each of the identified categories than did those in the personal Q6* cohort. Those in the Q6(Communal) cohort received consistently high levels of intrinsic value across all identified categories.

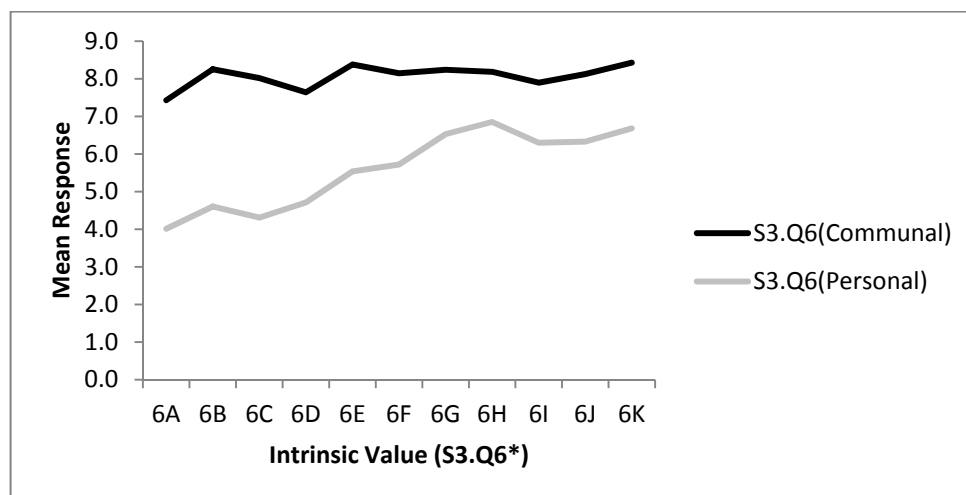


Figure 5.31. Survey 3: Intrinsic value received by intrinsic value cohort.
Mean student responses for Q6* by Q6 cohort. n (Communal) = 23. n (Personal) = 20.
See Tables N29 and N30 for details.

The nature of the intrinsic value received by the S3.Q6(Personal) cohort varied greatly. The mean responses from the Q6(Personal) cohort to Q6A – F were below 6.0. These represent this cohort's perceptions of the value they received from their weblogging in terms of social networking (Q6A), encouragement (Q6B), a sense of community (Q6C), constructive feedback (Q6D), and learning and sharing new ideas (Q6E and F). These categories all relate to various facets of a community of learners. The mean responses for the other identified categories of intrinsic value (Q6G – K), ranged from 6.4 to 6.9. These categories relate to personal objectives and include personal reflection (Q6G), a creative outlet (Q6H), meeting course requirements (Q6I), and practising and publishing one's own writing (Q6J and K).

As with Survey 2, the students in the Q6(Communal) cohort reported receiving higher levels of intrinsic value across all measured categories than did those in the Q6(Personal) cohort. Those in the Q6(Personal) cohort reported receiving more personal value (Q6G – K) than they did communal.

Survey 3 Cross-Cohort Comparison

The following Figures include the cross-cohort graphs of mean student responses. Figure 5.32 presents the mean responses from the two Q6* cohorts to Q1 and the Q3* question set (Tables

N31 and N32). The response patterns to Q1 and Q3* by the Q6 cohorts are similar to those for the Q3 cohorts as illustrated in Figure 5.30. The students who were allocated to the Q6(Communal) cohort found weblogs and their affordances to be more useful than those who were allocated to the Q6(Personal) in all instances except their concerns about publishing on the Internet, and the ease of weblog use.

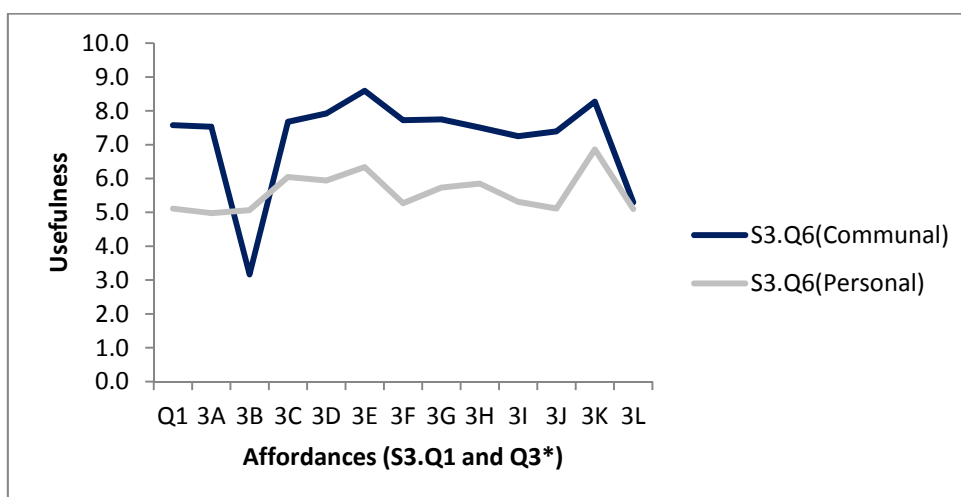


Figure 5.32. Survey 3: Usefulness of weblogs and their affordances by intrinsic value cohort.

Mean student responses for Q1 and Q3* by Q6 cohort. n (Communal) = 23. n (Personal) = 20. See Tables N31 and N32 for details.

Figure 5.33 presents the alternate cross-cluster graphs for the mean responses to Q6* for the responses that were allocated to the two Q3 cohorts (Tables N33 and N34). As with the other cross-cohort comparisons, the response patterns to the Q6* question set by the Q3 cluster closely resemble the response patterns for the Q6 clusters as seen in Figure 5.31.

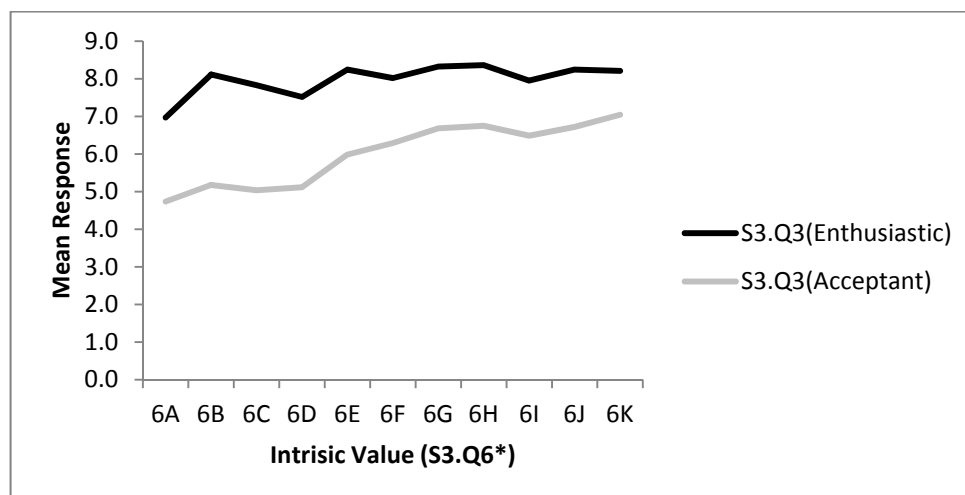


Figure 5.33. Survey 3: Intrinsic value received by affordance cohort.
Mean student responses for Q6* by Q3 cohort. n (Enthusiastic) = 20. n (Acceptant) = 24.
See Tables N33 and N34 for details.

As with Q6(Personal), there was a difference in the mean response values for Q3(Acceptant) for questions regarding community-oriented value received and individual-oriented value. The questions about personally focused values (Q6A – F) received much lower mean responses (ranging from 4.0 to 5.7) then the questions about community-focused values (Q6G – K) received (ranging between 6.5 and 6.9).

Table 5.26 presents the breakdown of student cohort allocations to the individual Q3 and Q6 cohorts. Thirty-nine respondents were classified in both a Q3* and Q6* cluster. The analysis could not classify the other respondents due to missing data.

Table 5.26. Survey 3: Cohort Membership

Cohort description	S3.Q3Cohort		S3.Q6Cohort	
	Enthusiastic	Acceptant	Communal	Personal
S3.Q3(Enthusiastic)	23	-	15	2
S3.Q3(Acceptant)	-	27	5	17
S3.Q6(Communal)	15	5	23	-
S3.Q6(Personal)	2	17	-	20

Note. Totals may not match due to missing data.

Of these 39 respondents, 82% were classified in the same cohort level (e.g. Enthusiastic:Communal) for both the Q3* and Q6* clusters. This illustrates the consistency of student perceptions regarding the use of weblogs. As with Survey 2, those students who focused on the community-oriented aspects of the weblogging activity also found the weblogs and their affordances to be highly useful in achieving their learning outcomes. Those who focused on the personal aspects of the task found the weblogs to be only of average usefulness in achieving their learning outcomes.

Cross Survey Comparison of Cohorts

Unfortunately, an insufficient number of respondents were able to supply the same pseudonym for the multiple surveys. This limited the extent to which the survey responses could be directly compared. However, the cohorts changed relative size between Surveys 2 and 3. This section first looks at net changes in cohort size for all respondents. It then investigates the identified paired responses and their cohort movements. Because the paired responses illustrate such similar response patterns, the changes in mean responses for the paired responses by response cohort may indicate an interesting trend. However, this discussion is more appropriately considered as an incentive for further research.

Tables N35 and N36 contain the supporting detail from these analyses. Table N35 details the response cohorts to which each of the paired responses was allocated by the analyses of the two surveys. This Table was used to identify movement between cohorts from Survey 2 to Survey 3. Table N36 includes the results of the paired T-test that was used to compare the mean responses between the two surveys.

Results are presented for changes in cohort size and composition, followed by changes in the mean responses between the middle of the semester and the end.

Changes in Cohort Size and Composition

Table 5.27 lists the number of respondents allocated to each of the four response cohorts for each survey.

Table 5.27. All Responses Cohort Allocation

Response cohort	Survey 2	Survey 3	Difference (S3 – S2)
Q3(Enthusiastic)	20	23	+3
Q3(Acceptant)	45	27	-18
Q6(Communal)	21	23	+2
Q6(Personal)	47	20	-27

Note. n (Survey 2) = 71. n (Survey 3) = 55.

Although this Table does not identify the movement of individual students, it does show that the enthusiastic/communal cohorts increased as a proportion of respondents between the middle and the end of the semester.

Paired Case Cohort Movement

Table 5.28 lists the number of paired respondents allocated to each of the four response cohorts for each survey. This Table also includes the number of respondents who did not change their cohort between the surveys.

Table 5.28. Paired Responses Cohort Allocation

Response Cohort	Survey 2	Survey 3	Difference (S3 – S2)	Did Not Change
Q3(Enthusiastic)	5	7	+2	4
Q3(Acceptant)	7	6	-1	4
Q6(Communal)	1	7	+6	1
Q6(Personal)	12	6	-6	5

Note. Values represent number of paired responses allocated to the relevant response categories. $n = 14$. Not all respondents were allocated a cohort due to insufficient data.

The clustering exercise classified ten paired cases to Q3 cohorts for both surveys. As a percentage of all classified respondents the Q3(Acceptant) cohort became smaller and the Q3(Enthusiastic) cohort became larger between the middle of the semester to the end. For the Q6 question set, 12 of the paired respondents were assigned to cohorts for both surveys. Again, the Q6(Communal) cohort increased as a percentage of all classified respondents. This

apparent movement from Acceptant/Personal to Enthusiastic/Communal warrants further investigation. As a beginning, the paired cases that were identified in this study were examined to identify specific movement from one cohort to the next. These results are discussed in the following section.

Paired Cases Mean Response Comparison

Figure 5.34 and Figure 5.35 present responses for the paired cases. These Figures compare Survey 2 responses with Survey 3 responses for Q1/Q3* and Q6*, respectively.

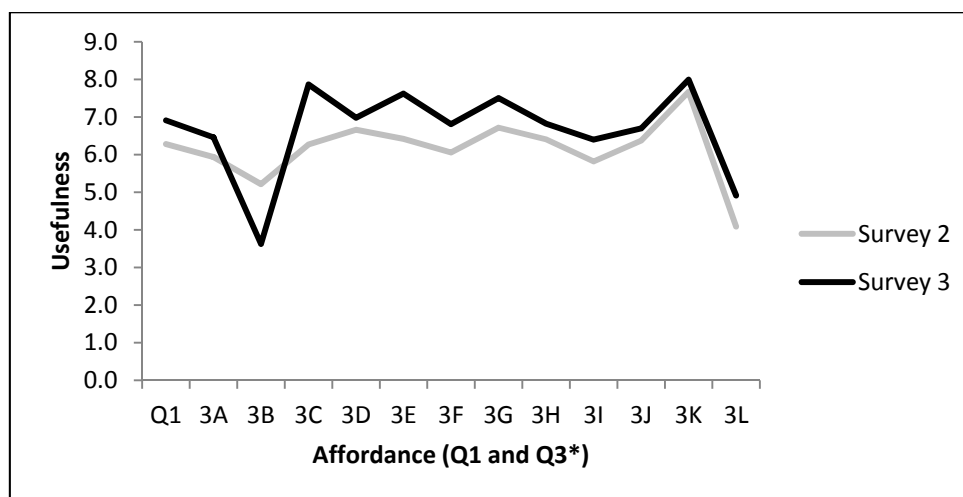


Figure 5.34. Paired cases usefulness of weblogs and their affordances by survey.

Mean student responses for Q1 and Q3* for paired cases for Surveys 2 and 3. Number of respondents varies by question $n = 13$ to 16. See Tables N5 and N19 for details.

Figure 5.34 presents the mean responses from the paired cases to Q1 and the Q3* question set for both surveys. The Survey 3 responses appear to be more favourable for all questions except Q3B (use of the Internet). However, the mean responses only differed significantly between the surveys for Q3C and Q3E (+1.6, +1.2, $p \leq 0.05$, Table N36). These questions represent the weblog affordances of sharing one's work for the enjoyment of others and recording one's personal reflections.

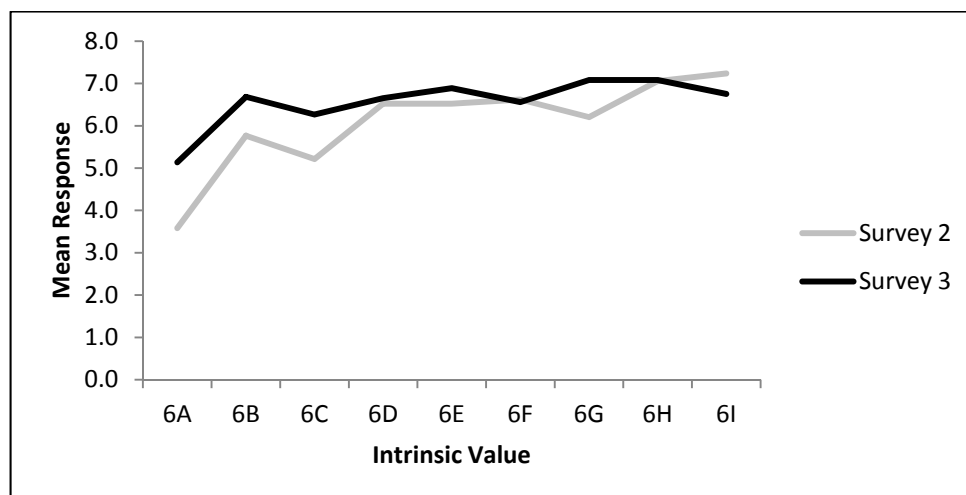


Figure 5.35. Q6* Paired Cases Mean Responses.
Survey 2 and Survey 3. $n = 14$. See Tables N7 and N23 for details.

The mean responses for the Q6* question set (Figure 5.35) were similar to those for the Q3 question set (Figure 5.34). The Survey 3 means are slightly higher than are those for Survey 2. However, the Paired T-tests (Table N36) indicate that the mean responses for all Q6* questions were not substantially different between the two surveys.

Further research is necessary to determine the effect of experience using weblogs on the students' perspectives of the usefulness and the nature of the value they receive from the educational use of weblogs.

Survey Comments

This section examines the number and nature of open-ended comments provide on Q1, Q3*, Q8, and Q9 on Surveys 2 and 3; Q11 on Survey 2; and Q11, Q12, and Q13 on Survey 3.

The open-ended comments from all surveys are included in Appendix E. These comments were classified by major theme, and as either positive or negative regarding the students' use of weblogs to achieve their learning outcomes.

The results from the analysis of the nature of the open-ended comments (positive or negative) on Surveys 2 and 3 are included in Table 5.29. Table 5.30 presents the number of comments on these surveys by major theme.

Table 5.29. Nature of Open Ended Comments on Surveys 2 and 3

Question	Survey 2		Survey 3	
	Positive remarks	Negative remarks	Positive remarks	Negative remarks
Q1	17	5	9	1
Q3A	3	2	4	0
Q3B	2	9	5	6
Q3C	5	2	2	3
Q3D	3	1	4	0
Q3E	2	0	2	1
Q3F	2	1	3	0
Q3G	0	2	4	3
Q3H	0	3	0	0
Q3I	1	2	0	1
Q3J	3	1	1	1
Q3K	2	1	2	0
Q3L	2	4	3	2
Q8	51	0	22	1
Q9	7	58	7	23
S2.Q11 and S3.Q13	7	7	6	3
S3.Q11	0	0	23	2
S3.Q12	0	0	19	12

Note. n (Survey 2) = 71. n (Survey 3) = 55.

The positive comments slightly outnumbered negative comments on Survey 2. There were 107 positive comments and 98 negative comments for the mid-semester survey. Survey 3 had

a much different mix. There were 116 positive comments (66%) and 59 negative comments (34%).

The prevailing themes for comments on both surveys related to aspects of the community of learners and explicit references to the weblog technology. These represented 39% and 28% of all open-ended comments from Surveys 2 and 3, respectively. There were positive and negative comments for both topics. The third most common theme among these comments related to the increased opportunity (or requirement) to practise writing for assessment on a weekly basis. These figures are also included in Table 5.30.

Table 5.30. Major Themes in Open Ended Survey Comments

Theme	Survey 2	Survey 3
Community of learners		
Positive	65	40
Negative	26	17
Technology		
Positive	22	14
Improving over time	14	6
Internet issues	11	4
Other negative comments	20	14
Regularity of writing		
Positive	7	24
Negative	24	24
Remarks regarding comments		
Positive	1	2
Negative	5	3

Note. n (Survey 2) = 71. n (Survey 3) = 55.

The primary focus of the negative comments for both surveys related to technical issues. These accounted for over 43% of all negative comments (69 of the 157 negative comments) across both surveys. The most specific of these negative technology comments related to Internet connection speeds and reliability. Unfortunately, there were too many vague

statements to reliably on-code to identify the details regarding the nature of these technology issues. It has been assumed that much of the students' frustration was being experienced at their primary study locations, as there were no significant episodes of on-campus Internet service degradation during the semester. Several survey comments support this assumption. For example, "Sometimes [the weblog] doesn't let me post: it doesn't work @ home" (S2.Q9.42) and "My internet is slow, so it makes [the weblog] slow, also many people do not comment" (S2.Q9.65). There were 36 positive comments regarding technical issues, representing just over 16% of all positive remarks. The primary focus of the positive comments related to aspects of the community of learners. Many of these were about the students' increasing confidence in their creative writing because of the encouraging comments they received from their classmates. The comments regarding the community of learners accounted for 47% of all positive comments (90 of the 152 positive comments). Conversely, there was less than half this number (43) of negative comments regarding the community of learners, representing approximately 27% of all negative remarks.

Only 39% of the comments about the requirement for regular posting were positive. Many of the students apparently misunderstood the requirement for them to post to their weblogs on a weekly basis. They interpreted this as a requirement to prepare assessable writing on a weekly basis. They saw this as an onerous requirement.

Finally, although not large in number, the student remarks about comments in the weblogs are important to this study. There were 11 remarks that specifically mentioned comments: three were positive and eight were negative. The three positive remarks related to the value of documenting one's learning experience (1 comment) and the beneficial influence that receiving comments had on achieving one's learning outcomes (2 comments). The eight negative comments related to the perceived scarcity of feedback (5 comments), the need for feedback on comments (1 comment), and a desire for more feedback from the instructor (1 comment). Finally, one student was not interested in peer feedback at all.

Achievement of Formal Learning Outcomes

Three learning outcomes were associated with the use of weblogs (Table 3.3). Two of these learning outcomes required that the students write on a regular basis. These learning outcomes were specifically associated with the weblog task because this task was the only one that required consistent practice. The third learning outcome that was associated with the weblogs explicitly related to writing for the Internet using a weblog. This section discusses the usefulness of weblogs in achieving the following learning outcomes.

- Write for the Internet ... in regular blogs.
- Apply a range of literary and linguistic concepts.
- Revise and practise writing skills.

The students used their weblogs to help them achieve these learning outcomes by identifying, expressing, sharing, and discussing their personal opinions, ideas, and perspectives as works of creative writing or as interpretations of the creative writing of others. They were encouraged to use their weblogs to experiment with new styles and techniques, to practise regularly to develop their writing skills, and to write informally to stimulate creativity and expression. In addition, the instructor set the expectation of brevity by requiring a minimum of 200 words per weekly post. Finally, all of the evaluation criteria that the instructor used to measure the students' achievement of these learning outcomes included a time dimension. For example, posts were to encompass all learning modules, and provide evidence that the student had an increased their understanding of the course content as the semester progressed (page 54). These requirements are consistent with the weblog form (i.e. personal, written, able to be shared, relatively short, and chronologically listed).

The instructor evaluated the students' achievement of these learning outcomes as described on page 54. This section examines the achievement of these learning outcomes.

Descriptive statistics for the individual assessment tasks were generated as well as a correlation analysis between student weblog activity and the results of their individual

assessment tasks. Specifically, this correlation analysis included the following variables at the individual student level:

- number of base posts published;
- number of comments made;
- total number of posts made;
- number of comments received from other students;
- number of comments received from teachers;
- total number of comments received;
- number of same day posts;
- number of multi-post days; and the
- assessment results for the
 - weblog task,
 - essay 1 task,
 - essay 2 task,
 - online discussion forum task, and
 - final exam.

Only the students with all required data were included in the correlation analysis.

Table 5.31 presents the descriptive statistics of the results for each individual assessment task.

Table 5.31. Assessment Task Results

Statistic	Weblog	Essay 1	Essay 2	Online discussion	Exam	Final result
Mean	71.9	69.5	74.9	79.9	66.0	70.7
Median	69.2	73.3	76.7	80.0	66.7	72.5
Mode	64.0	73.3	73.3	80.0	66.7	72.5
SD	13.1	17.2	14.5	9.4	12.7	11.5
Skew	-0.1	-0.7	-0.8	-0.8	-0.2	-1.6
Min	32.0	20.0	33.3	50.0	33.3	19.0
Max	98.4	96.7	96.7	93.3	96.7	89.5
95% CI	3.5	4.6	3.9	2.5	3.4	3.1

Note. $n = 56$. Complete assessment results were not available for all students. Results are presented as a percent of the total marks available for the particular task.

All but two of the students received a 50% (minimum pass) result or better on the weblog component of their assessment. One of the students who did not achieve 50% did not submit a valid address for his/her weblog. The other student published six entries, three on the last day of the semester.

The results of the correlation analysis are presented in Table Q1 and are consistent with the matrix relating the individual assessment task to specific learning outcomes (Table 3.3). Based on this matrix, one would expect to find correlations between the tasks that addressed the same, or similar, learning outcomes. In addition, the strength and significance of these relationships would be expected to correspond with the amount of overlap between the tasks vis-à-vis the targeted learning outcomes. The results for the essays were significantly and strongly related ($r = .73$, $p < .01$) as these tasks addressed identical learning outcomes. There was also a slight correlation between the essay tasks and the online discussion ($r = .65$, $p < .01$ for both relationships) as both addressed the learning outcome of describing the kinds of language used in a range of poems, plays, and novels. There was also a slight correlation between the results for the weblogs and the online discussion ($r = .31$, $p < .05$). These tasks involved asynchronous communication environments and addressed the learning outcome of revising and practising informal writing (and feedback) skills. Finally, there were no

significant correlations between the weblog results and the results for the essays. These two tasks addressed completely different sets of learning outcomes.

Weblog activity was only slightly correlated with the weblog results. The most significant correlation between weblog result and activity was in the total number of comments received ($r = .41$, $p < .01$). More posting did not necessarily correspond with a greater achievement of learning outcomes. In addition, there were no significant correlations between posting regularity and weblog result. These results imply that regularity was also not a critical factor in achieving the learning outcomes of applying a range of literary and linguistic concepts, writing for the Internet, and revising and practising informal writing (and feedback) skills.

CHAPTER 6: DISCUSSION

Tertiary course designers and instructors can successfully incorporate weblogs as a component of their social constructivist pedagogies. However, they may want to consider a number of issues in order to maximise the educational benefit from the use of this online communications tool. This study examined the students' perspectives regarding the usefulness of weblogs in a blended English literature course—incorporating both face-to-face and online learning environments. This chapter first discusses the components of the study's analytical framework as they were observed within the learning environment. After this background has been established, the chapter addresses the specific research questions individually. Finally, the chapter ends with sections on conclusions, limitations, and suggestions for further research. Where appropriate, academic literature (that has been published since the inception of the project and hence was unavailable to inform the design of the study) is included in order to position these findings within the current state of knowledge.

Activity System

The analytical framework for this study was the activity system (page 68). As has been discussed, activities consist of a series of actions which, in turn consist of a series of operations (Jonassen & Rohrer-Murphy, 1999) in an attempt to achieve specific outcomes. In the case of this study, the achievement of learning outcomes has been the motivation behind the weblog-related activities. Little attempt was made to understand the detailed series of operations and actions, as described by Jonassen and Rohrer-Murphy, used by individual students. For example, some students may have drafted their posts using pen and paper, others may have used word processing software, and others are likely to have composed their contributions directly within their weblog. Some students may have shared their draft creative works with friends prior to publication while other students may have published their creative works without prior review. This level of detail is beyond the scope of this research study. The intention here was to understand the students' perspective on the usefulness of this online communications technology for achieving specific learning outcomes, the individual weblog

affordances they found most useful, and the ability of the weblogs to support the establishment and nurturing of communities of learners.

This section discusses the individual components of this analytical framework as they were observed in this course. These components form the foundation upon which the discussion of the specific research questions rests. Subsequent sections, dealing with the specific research questions, expand upon these foundational descriptions. Figure 6.1 is a reproduction of the activity system as it was presented in Figure 3.1. It has been included again here solely for the reader's convenience.

Students - Most of the participants were students enrolled in the first year of a three-year university undergraduate degree program. The instructor assumed that high school studies had exposed most of the students to formal literary analysis techniques. He also assumed that most of the students lacked confidence in the validity of their personal interpretation of both works of literature and the events of life in general.

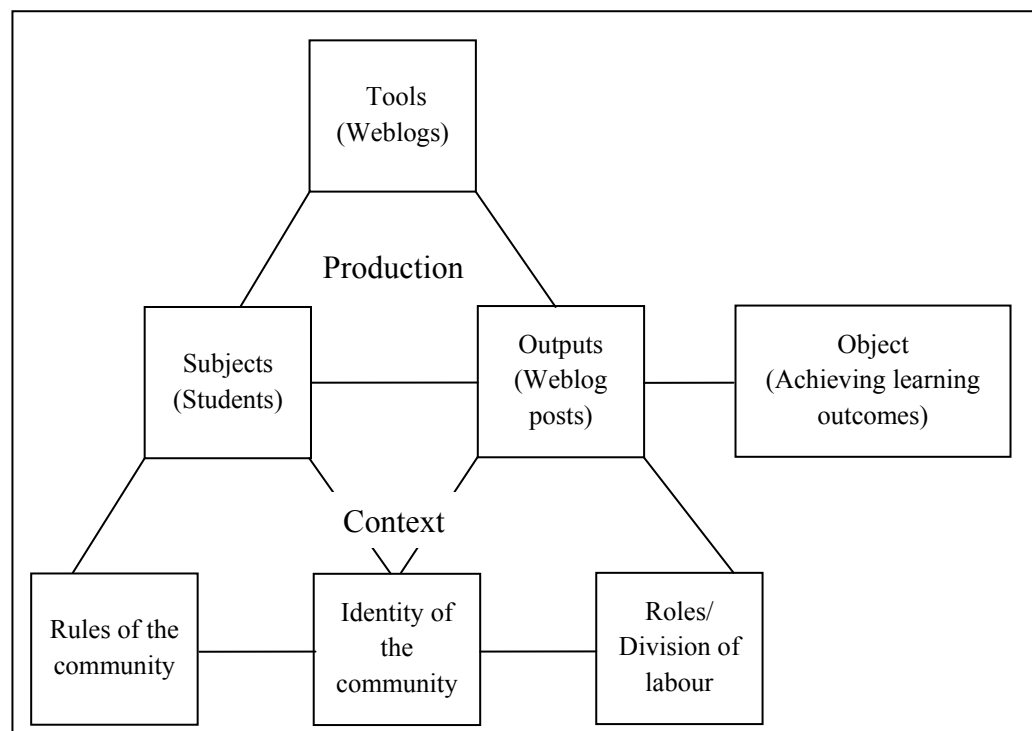


Figure 6.1. Activity system.

Adapted from (Engeström, 1987, p. 72). See page 70.

Rules - There were many formal and informal rules that influenced how the students used their weblogs. The students were required to post to their weblogs on a weekly basis. They were also encouraged to experiment with different literary techniques and devices and to read and comment on the posts of a variety of their classmates. The students were required to establish their weblogs with a specific externally hosted weblog service, and to provide the instructor with the url for their weblog. These urls were then published in the instructor's own weblog for all of his students to access—including first, second, and final year students. The students were also required to maintain their own weblogs. The topic for their weekly posts was completely at the students' discretion, although the instructor offered numerous suggestions. Finally, there were no wrong interpretations. This related to both the interpretation of creative works as well as the interpretation of life through creative writing.

Roles - The instructor assumed the role of observer and encourager. He encouraged the students to participate as peer mentors, setting the expectation that they would teach each other. During the semester, the instructor also established a cadre of student Helpers. He had initially planned to task them with providing additional encouragement. However, based on feedback from the researcher, he also expanded their role to include technical assistance. Notwithstanding these measures, many students continued to look to the instructor for feedback.

Tools – The students 'owned' their weblogs. They were responsible for its appearance, their contributed content, as well as the mediation of the content provided by others (although there was no evidence of participants removing comments from their weblogs). Many were inexperienced in the use of weblogs at the beginning of the semester and expressed anxiety regarding their ownership and publishing responsibilities. The weblogs were hosted in a publically accessible forum, which also caused a certain degree of anxiety among many participants. This anxiety was actually instrumental in some participants deciding to withdraw from the course. Finally, although the university provided adequate Internet access through computer labs, many students reported technical difficulties accessing their weblogs due to connectivity problems, mostly from home.

Identity of Community – The participants saw themselves as students. As such, many expressed concerns regarding their ability to meaningfully comment or review the creative writing of their classmates. In addition, there was little guidance in the establishment of small communities of learners within the weblogs (although the Instructor made considerable use of varying community sizes in other aspects of the program). The resultant growth of a limited number of popular weblogs seems to have generated frustration among some of the participants. A limited number of participants' weblogs received no comments from classmates (and one participant received no comments whatsoever). Although the participants identified as a first year university class, there does not appear to have been bonding as smaller communities within this larger group.

Outputs – The participants mostly wrote poetry. Although several reasons for this focus have been postulated, further research is needed to move beyond speculation in this regard. Secondly, participants commented on the assigned readings. Again, a likely reason for this secondary focus could be to avoid embarrassing their classmates, further research would also be needed to confirm this presumption. Finally, following the instructor's example, all feedback was positive.

The next three sections address the individual research questions that motivated this study.

Influence of Weblogs on the Achievement of Student Learning Outcomes

The first research question addresses the link between the weblogs and the students' achievement of specific learning outcomes. This section begins with a discussion of the students' opinions of the usefulness of the weblogs for achieving the overriding objective of successfully completing the course. It then discusses their opinions of the usefulness of the weblogs for achieving the specific learning outcomes as identified on page 52 (i.e. writing for the Internet, applying a range of literary and linguistic concepts, and revising and practising both informal and creative writing skills).

Usefulness of Weblogs for Successfully Completing the Course

It is reasonable to assume that students who have enrolled in a course as part of a formal, tertiary degree program would like to complete the course successfully. All except one of the participants in this study were pursuing formal tertiary degrees, and all but two students achieved a passing mark for their weblog assessment tasks. Question 1 on Surveys 2 and 3 directly addressed the issue of weblog usefulness for successfully completing the course. The participants' responses to these questions varied widely but had means that were above the midpoint of the response scale. In addition, when the respondents were divided into two cohorts based on their opinions regarding the usefulness of individual weblog affordances (Q3* clusters), both groups reported that their weblogs were moderately or highly useful for successfully completing the course (Table 6.1). As explained by one respondent, the weblogs gave the students “a deeper engagement in the [material] by giving them a forum to discuss [it]” (S3.Q1.51—respondent 51 to question 1 on Survey 3).

Table 6.1. Mean Responses to Question 1 on Surveys 2 and 3 for All Students and by Q3* Response Cluster

Survey	All students	Response cluster	
		Acceptant	Enthusiastic
Survey 2	6.0 (<i>n</i> =71)	5.1 (<i>n</i> =45)	7.8 (<i>n</i> =20)
Survey 3	6.5 (<i>n</i> =55)	4.9 (<i>n</i> =27)	8.2 (<i>n</i> =23)

Note. The clustering exercise allocated participants to clusters based on their response patterns to question set Q3*. Some participants did not receive a cluster allocation due to insufficient responses.

Ladyshevsky and Gardner (2008) also report that the students in their study of 38 final year physiotherapy students who used weblogs for reflective purposes found their weblogs to be useful during their clinical practicals. Their students appreciated “the simplicity, accessibility, and convenience of the blogging experience ... It did not take a lot of time, it was non-

threatening and did not create the pressure that the examination [that was used in previous semesters] caused” (p. 245). There were, however, significant differences between their use of weblogs and how they were used in this course. Firstly, the physiotherapy students received instruction on the nature and purpose of reflective learning as preparation for clinical practice. They also received technical instructions on how to establish and use their weblogs for this purpose. In addition, the students were assigned to peer support communities of between four and five students who all participated in a single password-protected (community) weblog. Finally, an academic mentor facilitated each of these community weblogs. They conclude that

Peers are also a compelling, yet safe, source for discussions involving clinical practice because they use language and biomedical information, which can be easily understood by one another. Further, the communications between peers are less threatening than those that involve supervisors or authorities. Hence, enhanced disclosure, discussion, and deeper learning outcomes are possible (p. 243).

There was evidence of a shift in the students’ perceptions during the semester regarding the overall usefulness of their weblogs. Only 28 per cent of the respondents to Survey 2 were members of the enthusiastic cohort. By the end of the semester, this had increased to nearly half. The students appear to have become more comfortable using their weblogs over time. Ladyshevsky and Gardner (2008) also found that their students needed time to adjust to publishing reflective posts for their peers. They found it took the groups time to cohere to the point where their contributions were “robust” (p. 251) and meaningful. Finally, Xie, Ke, and Sharma (2008) found in their study of paired reflective journaling that their students’ weblog posts increased in the quality and depth over time.

The usefulness of weblogs for achieving learning outcomes is also dependent on the nature of the particular learning outcomes and the tasks that instructors design to accomplish them. Learning outcomes that relate to the development of subject-related creative and analytical skills or the expression of the student’s own voice appear to be best suited for weblog environments. As expressed by one survey respondent when asked if weblogs should be considered for other courses, “It depends on the subject & also how the lecturer sets up the process. [The instructor] has done a very good job doing his” S3.Q12.51.

Hourigan and Murray (2010a) also found the nature of the learning outcomes and the task to be important considerations regarding the appropriate use of weblogs. Their study examined three learning groups from three separate courses. Group 1 consisted of 12 students who were enrolled in a Writing Games Analysis for Computer Science course and used weblogs to practise writing and to prepare their thoughts for an end of semester essay. Group 2 consisted of 43 students in a Language and Technology course and used weblogs to document their research on tools relating to various language learning styles, including their own. Group 3 consisted of 73 final year foreign language students who were enrolled in a French Culture and Society course. They used their weblogs to write comments about, and critiques of, a difficult post-colonial French novel. They found that the more specific the subject matter, the less the students were able to exploit particular features of their weblogs.

We noticed a marked difference between the text-centric literary efforts of Group 3 and their counterparts from Groups 1 and 2 who in comparison, incorporated more Web 2.0 functionality into the blog space. The limitations of the specific literary task can be identified as influential in this regard (p. 98).

Finally, Fessakis, Tatsis, and Dimitracopoulou (2008) also advise that “educational exploitation of blogging should better be combined with an appropriate pedagogical approach” (p. 200).

In activity theory terms, weblogs can be a useful tool for achieving learning outcomes. However, their usefulness is critically dependent on the nature of the learning outcomes and the specific tasks to which they have been applied. In addition, this study found some evidence to support the proposition that their perceived usefulness may increase as the students become more experienced with their use in a particular application/learning environment

Usefulness of Weblogs for Writing for the Internet

Most of the participants valued the chance to share their contributions with their classmates and the instructor. One respondent commented that (s)he appreciated the opportunity to “express [his/her] personal opinion and [to] receive feedback on it” (S2.Q8.58). Similarly,

another respondent commented that (s)he found that “sharing [his/her] thoughts and finding out the thoughts of others” had been beneficial (S3.Q8.25). This finding is similar to that of Ladyshevsky and Gardner (2008) whose study participants felt “they learned a lot from each other” (p. 248) about their own clinical challenges as well as about other placements to which they might be assigned in the near future.

Quantitatively, the students rated the community focused weblog affordances as more useful than the individually focused affordances (page 197). However, few participants saw the general Internet community as their target audience. In fact, many students had concerns about publishing their learning artefacts on the Internet. They expressed this concern through low responses to the relevant survey questions as well as with qualitative comments. “[I] am scared of the internet [and] prefer NOT to use it” (S1.Q13.15). Three-quarters of those who did not complete the course and who participated in early withdrawal interviews mentioned too much public exposure of their personal learning artefacts as a reason for withdrawing from the course (page 125).

Wolf (2010), reporting on the use of weblogs as a reflective learning space for an independent study course at the end of a personal relations program, found that prospective employers and placement agencies read the students’ weblogs before they were formally informed of the existence of the weblogs.

Publication of learning artefacts on the Internet can be an effective way to disseminate material for review and comment. However, it can also be challenging for some students. Several researchers have identified the threats to personal privacy that can result from the use of externally hosted weblogs for educational purposes. Ellison and Wu (2008), reporting on the use of externally hosted weblogs for peer evaluation of written assignments, recommended that their students use pseudonyms on the Internet. Ladyshevsky and Gardner (2008) reported that their physiotherapy students felt that their externally hosted weblogs restricted the information that was published in order to protect the privacy of individual patients and institutions. Also, in her study of the use of weblogs to support trainee teachers during their one year practical in Taiwan, Chuang (2010) found that the participants were reluctant to discuss issues that related to their placement schools or their supervising teachers

for fear of causing embarrassment, even after password protected entries were introduced. As explained by one of Chuang's participants, "I don't feel real secure though, not in the technical sense . . . when you hide certain posts [by marking it hidden with password protection], others probably guess you are talking about some unpleasant reality at the school site" (p. 222). Quantitatively, Andergassen, Behringer, Finlay, Gorra, and Moore (2009) found that one out of three of their participants reported that they were concerned about the lack of privacy that the use of externally hosted weblogs entailed in their learning environment. Finally, Instone (2005) summed up these concerns.

Paradoxically, the 'risky space' of blogs that align them to social transformation seemed to work against the development of online conversations on topics related to personal development. The public nature of the blog clashed with participants' desire for a 'safe space' in which to reveal information (p. 307).

In this course, the specific learning outcome (*writing for the Internet in blogs*) was not achievable in any other manner. The use of internal weblog hosting strategies could alleviate much of this anxiety in courses that do not include Internet-specific learning outcomes. In situations where students need to develop Internet-specific skills, instructors could use internally hosted weblogs for the initial course(s). Subsequent courses could then incorporate externally hosted weblogs. Instructors might also consider offering alternatives to the use of weblogs for insular students. For example, an instructor could group students with significant privacy concerns into their own community of learners using password-protected weblogs. In exceptional situations, this group could share their learning artefacts with each other, and/or the instructor, in hard copy.

In terms of activity theory, students appear to see internally hosted weblogs as a different tool than externally hosted weblogs. Externally hosted weblogs can be usefully employed as an online learning environment where students need to practise publishing their own learning artefacts in a public forum. However, if publication in a public forum is not a requirement for successfully achieving one or more learning outcomes, students appear to prefer a more private learning environment. In some cases, privacy concerns may require alternate tasks for some students.

Usefulness of Weblogs for Applying a Range of Literary and Linguistic Concepts

Most of the participants reported that their weblogs were of average usefulness or above for experimenting with new literary and linguistic concepts. However, the range of concepts they actually applied was limited. Interpretative posts, as either entries or comments, were the most common type of weblog post and were almost exclusively expressions of personal interpretations of the meaning of a creative work. There were only four instances where a participant attempted to interpret an author's intended meaning by using a particular literary or linguistic concept or technique (page 158). Creatively, the participants preferred to publish poetry. Over three-quarters of all creative publications were poems (Table 5.13). The students may have found the contained form of poetry to be the most appropriate genre for expressing their thoughts within the confines of the weblog frame. Alternatively, they may have simply preferred poetry over drama and fiction.

There are several possible explanations why the participants preferred interpretative posts to creative entries. Many of the participants expressed difficulty being creative on a weekly basis, even though the instructor offered numerous suggestions for creative works. Sample remarks include "Not so much [problems with] technology, but just in terms of working out what to write, (that's probably why I'm behind.)" (S2.Q9.25) and "[I get] occasional writers block in what to write about" (S2.Q9.58). The students also commented more frequently on the assigned readings than on the creative works of their classmates. Commenting on an assigned reading is less confronting and can avoid possible conflict between students (Chuang, 2010). Alternatively, many of the students may have simply found it easier to present their personal interpretation of an assigned reading than to craft a creative entry or to surf the weblogs of their classmates in search of an entry on which to comment.

When it is important for students to experiment with a variety of skills or to examine a range of topics, scaffolding may be appropriate (Bonk & Zang, 2008). As anticipated by one respondent on the first survey, "The use of such strategies and tools [weblogs] needs to be well structured by the course lecturer" (S1.Q17.69). This scaffolding could be as simple as negotiating the content mix with the class, or as detailed as defining specific questions to be addressed. Xie, Ke, and Sharma (2010) also report similar findings. They divided their study

participants into two groups, each consisting of several small learning communities of four or five participants. One group of communities based their discussions of assigned topics on an initial reflective post by the community's discussion leader. The other group of communities based their discussions on a set of questions that were posed by their discussion leader. They found that the participants in the group that responded to specific questions published posts that demonstrated a higher level of reflective thinking than those who responded to the leader's personal comments on the assigned topic.

In this course, the instructor appears to have provided too many suggestions and not enough guidance. One strategy to avoid this type of writer's block would be for the instructor to provide a weekly scaffold in the form of an assigned question. For example, he could have asked the students to describe a particular scene as part of a mystery during the fiction module. The following week they could comment on the scenes that two of their classmates had previously described. The students could then repeat this exercise, perhaps using the same stimulus, during the subsequent poetry and/or drama modules. This type of scaffolding would ensure that the students practised all of the skills required to achieve learning outcomes that incorporate a variety of skills or exposure to a range of topics. In terms of activity theory, it appears that specific rules/scaffolds regarding the nature of posts may be necessary if the students are to achieve a range of learning outcomes using their weblogs.

Usefulness of Weblogs for Revising and Practising Informal and Creative Writing Skills

This section examines the evidence regarding the usefulness of weblogs for achieving learning outcomes that require students to practise and revise their personal ideas, opinions, and perspectives—the expression of their own voice—in an online learning environment. For the purposes of this study, revision and practice are two separate activities. *Practice* refers to the process of repeating related actions with the intention of improvement. *Revision* refers to *practice*, taking into consideration the constructive feedback from more experienced mentors between attempts (Vygotsky, 1978).

The participants used their weblogs to practise their informal and creative writing through interpretative posts and creative entries. On average, each participant published approximately

15 weblog posts of all types, 11 informally written interpretative entries and comments, and 4 creative entries (Table 5.12 and Table 5.16). However, many students did not practise on a regular basis. As one participant observed, “[Monitoring of weekly weblog posting] is not too strict (i.e. not checked every week) so you can play catch up” (S3.Q3G.52). Over 30% of all participants had at least one occurrence of two weeks or more passing between posts (page 135). To ‘catch up’, many participants then published multiple posts on a single day (page 138). Ladyshevsky and Gardner (2008) also found that some of their study participants published their weblog posts near the completion of their placement, causing “a flurry of activity at the end” (p. 250). However, in their comparative study of students’ reflective practice using traditional journals v. weblogs Absalom and De Saint Léger’s (2011) weblogging participants felt that the time stamp on their weblog posts helped to motivate them to keep up with their posting. They could not backfill their posts prior to submitting their journals for review by their instructor.

In situations where consistent practice is important, instructors may need to develop strategies for monitoring regularity. Learning environments where students post entries in their own weblog as well as comments in the weblogs of their classmates may require careful consideration in order to formulate a streamlined process for monitoring posting regularity.

Revision, as defined by this study, requires the consideration of constructive feedback and the publication of a subsequent version of the original post. There were no observed instances of a participant revising a previously published post. In addition, there were only five instances where someone offered a suggestion aimed at improved writing. There were no instances where the instructor or another student challenged the content of an interpretative post (Table 5.17). Ellison and Wu (2008) also report a reluctance of their students to post constructive feedback. Their participants expressed concerns about hurting the feelings of others or sounding overly authoritarian. They quote one participant as stating that “the comments were all pretty similar, so I wasn’t sure if people were just trying to be nice, or if they were being honest” (p. 114). In this course, the public exposure that comes from using an externally hosted weblog service may have been influential in this near lack of critical feedback. However, the uncritical feedback was consistent with the instructor’s approach in the face-to-

face learning environments. Virtually all of the instructor's feedback, in-class (page 118) and online (page 157), was encouraging and had an uplifting effect on the confidence of many of the participants. One participant found his/her weblog to be useful, "especially when others are commenting, it boosts [my] confidence and helps [to] encourage" (S2.Q3F.18). Twenty-three per cent of the weblog journaling participants in Absalom and De Saint Léger's (2011) comparative study commented on the effect of the journaling task on their confidence in their language fluency. The researchers conclude that

since no learners in [the traditional journaling group] commented on this point [increased confidence], it is possible that the combination of regular writing in the target language with regular teacher monitoring and *passive* [emphasis in original] peer scaffolding may have provided learners with a useful benchmark, and a suitable framework to develop their knowledge and skills further, which in turn boosted their confidence (p. 207).

However, there are other issues that are associated with providing feedback in a weblog environment. This section concludes with a discussion of three of these issues: the potential for large amounts of expected feedback, problems surrounding the provision of constructive feedback in a public environment, and feedback visibility.

In this course, the students published more entries than could be commented upon by the combined forces of the instructor, the weblog Helpers, and their classmates. Most student contributions received no feedback at all (Table 5.14). A student reading the weblogs of his/her classmates could expect to see only one comment from the instructor, or a Helper, for every three or four posts (s)he read. This ratio decreased to one comment from the instructor himself for every five or six posts. Nearly 70% of all entries did not receive a comment from the instructor (Table 5.15). Although Absalom and De Saint Léger (2011) acknowledged that weblog journals require "regular monitoring and feedback from the teacher in order to fulfil its formative and dialogic role" they found that they had problems "coping with the volume of reading in the assessment of [the online] journals" (p. 192).

Concerns regarding the low level of instructor feedback were clearly articulated by one survey respondent who commented that (s)he had not encountered problems using his/her weblog,

but that "... there is just a lack of feedback from the lecturer" (S3.Q9.25). In total, over 70% of all survey comments that directly addressed the issue of weblog feedback were negative (Table 5.30). Although the instructor had informed the students that they would be teaching each other (page 77), many participants appear to have been expecting more feedback from the instructor than they received.

One of the identified affordances of weblogs is the ease of publication. However, they only slightly reduce the amount of time that is required to provide feedback on student contributions. The amount of time required to provide feedback increases with the number of students in a course and the amount of work they produce. Because weblogs make it easier for students to produce and publish learning artefacts, there are often more opportunities for feedback than in traditional face-to-face learning environments. Philip and Nicholls (2009) anticipated this potentially limitless feedback requirement. They established word limits in their drama course where the students used weblogs in a group devised theatre (playbuilding) exercise. Finally, although not all of participants in Wolf's (2010) study were on internship at the same time, the course coordinator still had trouble keeping up with the monitoring and administrative aspects of the weblogs.

When students feel they are receiving less feedback than they had anticipated they can become discouraged (Palloff & Pratt, 2007, p. 74). Therefore, providing appropriate amounts of feedback in a weblog environment can require more time from an instructor than in a traditional face-to-face environment (p. 73). As mentioned by one respondent, "I love the feedback he left me. But there is not much of it" (S2.Q3J.31). Another respondent commented that (s)he had not received any comments from anyone (S2.Q3C.11). Finally, one respondent provided the same comment on the two questions regarding feedback from peers and from the instructor (S3.Q3I and S3.Q3J, respectively). (S)He felt there was simply "not enough feedback" from any source. It is therefore important to evaluate realistically the amount of time required to provide adequate feedback, especially for educational weblog environments. As concluded by Chen, Jiinpo, and Yang (2008) who made the following observation when reporting on their study that applied the unified theory of acceptance and use of technology (UTAUT) to the use of weblogs for teaching business concepts using a case-based pedagogy.

“The volume of information generated [in the weblogs] can create a poverty of attention, which may lead to unproductive cognitive activities [by the students]” (p. 333).

There are several strategies to increase the amount of feedback received by students. An instructor could introduce online tutors, or e-moderators (Salmon, 2000) early in the semester. If the e-moderator’s role includes both technical and content support, as in this course, they could also assist with technical start-up problems encountered by some students. The students could also be required to publish a weekly substantive comment (including encouragement as well as suggestions for improvement) on two or more contributions of their classmates. These strategies would increase the amount of feedback that the students received. They would also increase the students’ perception that they are writing for an attentive audience, thereby reducing the communication anxiety that can develop in an asynchronous communications environment (Palloff & Pratt, 2007, p. 74). That is, to prevent the feeling that “since nobody is reading what I publish, why should I bother” (S3.Q3C.29).

In addition to providing less feedback than the participants were expecting, the instructor’s comments were not timely. The average time between when a participant published a base post and when the instructor or a Helper added a comment was just over two weeks (Table 5.9). These time lags between publication and the teachers’ comments allowed the students an opportunity to make comments on each other’s posts before the presumably more experienced input from a teacher. However, time lags also minimise the effect of the feedback (both constructive and encouraging) on the student’s subsequent contributions. If the intention is to allow the students to comment on the writing of their classmates before the instructor does, the students (and possibly the e-moderators) could be encouraged to provide (relatively) quick feedback. Such timely feedback is critical if the students are to be encouraged to revise their work intelligently. Several empirical studies confirm the importance of timely feedback in weblog environments, especially from the instructor. Xie, Ke, and Sharma (2008) conclude that “a more effortful moderation from the instructor and more structure of constructive feedback could have scaffolded a collaborative development of reflections among students” (p. 24). Similarly, in their study of the effect of different tutor intervention patterns on student participation in online conferences, Tagg and Dickinson (1995) found that regular moderation

and encouragement from the instructor are important to maintain high levels of student involvement.

The instructor's feedback was also exclusively encouraging. He focused his comments on providing positive feedback, references to personal interpretations of the text, and encouragement for the students to experiment in future posts (Table 5.17). There were no observed instances within the weblogs where the instructor asked a student to elaborate on either their interpretation of a creative work of another, or their intended meaning of a creative work of their own. The Helpers also focused almost exclusively on providing uncritical feedback, often encouraging the participants to experiment in subsequent posts (Table 5.17). Given the overriding goal of increasing the students' confidence in expressing their own voice/perspectives in public forums, considerable encouragement was appropriate. Unfortunately, feedback that is exclusively encouraging does little to assist in skill acquisition or development (Hattie & Timperley, 2007). In courses where constructive feedback is also appropriate, the instructor and e-moderators could model the provision of feedback as appropriate for achieving the target learning outcomes. However, inappropriately delivered constructive feedback can be demoralising to the recipient, especially if delivered in a public forum. In such cases the instructor, e-moderators, and possibly the students, may benefit from specific training in providing constructive feedback in public forums (Palloff & Pratt, 2007, p. 237). See Salmon (2010) for examples of this type of training.

Finally, feedback that is provided in a weblog environment tends to be less widely received than feedback provided in a face-to-face environment—the *hidden weblog feedback phenomena*. This is especially important when the feedback may be appropriate for other students. All of the students who are present in a classroom can benefit from feedback that is given to anyone in the room. However, when using weblogs, the readers must explicitly access the entry that has received the feedback. Although it may be assumed that the weblog owner will read the comment and benefit from it, this same comment must be “found” by other students. Students who do not visit a particular entry after the instructor has provided feedback may never be aware of it. Delays in providing feedback reduce the likelihood that other students will actually see a comment from the instructor. At the extreme, if a student

followed the weblogs of a group of classmates on a regular basis, (s)he would not be likely to see a comment from a teacher in these weblogs. By the time the teacher published a comment, the target entry, together with the teacher's comment, may have scrolled outside the weblog's content frame. In their study of the use of weblogs to facilitate learning by design activities Fessakis et al. (2008) found that their participants found it difficult to know when a comment had been posted to one of their 'old' entries or comments. Weblog feedback must be timely in order to reach the widest possible audience. In situations where timely feedback is not possible or practical, an instructor could develop the practice of directing the class to particular posts (as illustrative examples and/or to share specific comments). This would not only assist in spreading the effect of specific comments, but it would also assist in integrating the two learning environments (Smith, 2008).

In summary, weblogs can be useful when learning outcomes relate to practising and revising subject-related creative and analytical skills. They are particularly suitable when students are expected (or encouraged) to comment on the contributions of their classmates in short, written (and possibly chronologically listed) statements. In activity theory terms, an instructor should establish the weblogs using an appropriate hosting strategy and consider rules that scaffold the desired mix of skills to be developed. When appropriate, instructors should also consider participating in the weblogging task in order to model the provision of constructive feedback (Xie et al., 2010). If regularity is important, instructors should establish rules that encourage posting regularity and periodically monitor the weblogs, providing timely feedback when necessary. Instructors should also realistically evaluate the time required to provide timely feedback in order to guide the learning process and to maintain student interest. E-moderators can provide this feedback if necessary and appropriate. Instructors should also consider the need for training (for themselves, tutors, and students) in the use of the weblog tool for providing constructive feedback in online environments. Finally, an instructor should take into account the technological background of his/her students and ensure that adequate support is available, especially for first-time bloggers, at the beginning of the semester.

Student Understanding and Employment of Weblog Affordances

The second research question addresses the students' understanding and use of specific weblog affordances. It therefore addresses the link between the students and the weblog tool. This section examines the students' feedback regarding the usefulness of the identified weblog affordances in achieving their personal learning outcomes.

The participants in this course used their weblogs to share their personal interpretations and reflections on the course material with their classmates and the instructor. This focus is evident in their responses to Surveys 2 and 3. They consistently identified *recording personal reflections in the course* (Q3E) and *providing insight into the thinking and writing of others* (Q3K) as two of the most useful weblog affordances. This preference was true for both surveys, for all respondents, and for the two sets of identified response cohorts based on weblog usefulness (acceptant and enthusiastic) and the nature of the intrinsic value received (communal and personal). Table 6.2 details the mean responses for the relevant survey questions for each participant group. Taken together, this evidence suggests that the respondents valued the opportunity to record their personal reflections/notes, and to read the personal reflections/notes of their classmates. That is, they used their weblogs as online notebooks where they recorded their interpretations of the assigned readings. They also 'left these notebooks open'—on the Internet—and shared them with their classmates. They found this notebook-like use of the weblogs to be more useful than the opportunities that the weblogs provided to entertain their classmates (Q3C), to record their personal learning journey (Q3F), or to engage in a flexible (Q3G) and collaborative (Q3D, H, I, and J) learning environment. This focus on sharing course notebooks is also consistent with the observed preference for interpretative entries and the scarcity of student comments in the weblogs of their classmates. The participants appear to have found the weblogs to be most useful for learning from each other, but not necessarily for teaching each other.

Other researchers have also observed the propensity for students to prefer to learn from each other, rather than to teach each other. Wolf (2010) reports that the participants in her study were mostly interested in reading about the experiences of other students on placement,

“rather than being keen on writing themselves” (p. 596). Similarly, Ellison and Wu (2008) concluded that their participants believed that their improved understanding of writing styles was the result of reading the weblogs of their classmates, rather than from writing in their own weblogs (or from reading comments in their own weblogs, for that matter). Finally, Absalom and De Saint Léger (2011) provide a relevant quote whereby one participant (student 15) confirmed that “allowing us to read our group members’ comments helps us learn more and understand the text more” (p. 206).

Table 6.2. Comparison of Affordance Usefulness Response Cohort

Question	Survey 2					Survey 3				
	All	Usefulness		Intrinsic value		All	Usefulness		Intrinsic value	
		Enth	Accept	Com	Pers		Enth	Accept	Com	Pers
Recording personal reflections (Q3E)	6.9	8.9	6.0	8.0	6.6	7.5	9.0	6.2	8.6	6.3
Providing insight into the thinking and writing of others (Q3K)	7.7	8.6	7.2	8.6	7.4	7.7	8.8	6.7	8.3	6.9
Entertaining others (Q3C)	6.4	7.6	5.9	7.6	5.9	7.0	8.2	5.9	7.7	6.0
Recording personal learning journey (Q3F)	6.6	6.4	6.7	6.5	6.6	6.8	8.1	5.5	7.7	5.3
Providing a flexible learning environment (Q3G)	6.8	8.8	5.8	7.7	6.5	6.7	8.1	5.3	7.7	5.7
Collaborative learning (Q3D)	6.9	8.8	6.2	8.5	6.4	7.1	8.6	5.7	7.9	5.9
Practise commenting (Q3H)	6.5	7.9	5.7	7.4	6.0	6.9	8.3	5.7	7.5	5.9
Timely feedback from peers (Q3I)	6.4	7.6	5.9	7.3	6.0	6.5	7.6	5.4	7.2	5.3
Timely feedback from instructor (Q3J)	6.8	8.5	6.0	7.8	6.4	6.5	7.7	5.3	7.4	5.1
Weblogs in general (Q1)	6.0	7.8	5.1	6.9	5.6	6.5	8.2	4.9	7.6	5.1

Note. See Table N4, N11, and N12 for details regarding Survey 2 and Table N20, N27, and N28 for details regarding Survey 3.

Although there was little discussion regarding specific weblog affordances during class meetings, four sample survey comments illustrate this focus on the sharing of one's own personal interpretations and the uncritical acceptance of the personal interpretations of others.

Everyone's work is there [on the Internet] for us to use (S2.Q3D.46).

Was able to read other student's views also right [*sic*] my own thoughts.
[They] will be helpful for studying for the exam (S3.Q11.55).

Some of the comments made by other students were quite insightful
(S3.Q11.16).

It is really good that you can share your ideas about a subject and see the other
responses to it too. It makes the process of learning both personal &
interactive (S3.Q11.11).

Ellison and Wu (2008) also report that the participants in their study found that reading the work of other students exposed the reader to different ideas and perspectives.

Table 6.2 also shows that the participants found the individual affordances of their weblogs to be more useful than their weblogs as a whole. The mean responses to the question regarding the overall usefulness of the weblogs in the course (Q1) were, in general, lower than the responses regarding many of the individual affordances. This anomaly may be due to the frustration that many of the participants encountered attempting to establish and manage their own weblogs. It may also be due to the requirement to publish their learning artefacts on the Internet. These are not included in Table 6.2 as they are characteristics with dimensions that are specific to this particular course; they are not affordances per se. The previous section discussed the affect of hosting weblogs on the Internet (page 219). The remainder of this section addresses the assumed ease of use of weblogs in a learning environment.

The use of unfamiliar technologies can be challenging for some students (Hourigan & Murray, 2010b). In this course, the students were completely responsible for the

establishment and management of their own weblogs. While this may have resulted in some degree of pride in, or affiliation with, their weblogs, it also caused frustration. The use of weblogs, especially in an educational setting, was a new experience for most of the participants. Although nearly all had some experience with the Internet at the beginning of the semester, few had significant experience using weblogs (page 168). Sample comments from Survey 1 include; “What is a weblog??” (S1.Q13.34), and “I did it once” (S1.Q13.91). Interestingly, there was little correlation between predisposition towards the use of weblogs in the course and reported Internet experience (page 171). The participants’ Internet experience also did not appear related to the use of asynchronous online communications tools (i.e. weblogs or discussion forums). Overall, their predisposition towards the use of weblogs varied widely (page 171). Survey comments regarding the anticipated use of weblogs ranged from: “It’s something I’ve always wanted to do, and the unit is providing that opportunity” (S1.Q15.83), to “It seems like a challenge that I’m not going to enjoy that much” (S1.Q15.91). In addition, based on student comments to question S1.Q13, few had experience as a weblog owner (Appendix E). With little weblog experience, it is understandable that their expectations regarding the use of this online technology varied widely.

Chen et al. (2008) examined the factors that influence students’ predisposition toward the use of weblogs in educational settings. They found that the most important factor in this regard was the students’ expectation that the weblogs will help them achieve their learning outcomes (and possibly pass the course). This is a predictable return on investment consideration. The second most influential factor involved social influences—subjective norms, social factors, and image. The third influential factor was the students’ expectations regarding the amount of effort that will be required to learn how to use the weblogs and to perform the associated task(s). They found that those students who embraced the collaborative learning environment also found their weblogs to be highly useful. It should be noted, however, that the weblogs in their study were internally hosted, the students were explicitly taught how to use them, formal technical support was available through a help desk, and teaching assistants were available for one-on-one assistance (for matters relating to both technical and content issues).

For some participants, the mere inclusion of information technologies caused concerns. “Internet and technology aspects never seem to work when I use [them]” (S1.Q17.56). Half of those who did not complete the course and who participated in early withdrawal interviews mentioned the extensive reliance on information technologies in the assessment strategy as being a contributing factor in their decision to withdraw from the course. This concern illustrates the need to maintain ‘high-touch’ considerations when incorporating ‘high-tech’ components into a learning environment (Spitzer, 2002, p. 168).

Their limited prior weblog experience caused many participants to encounter a steep learning curve in setting up (e.g. page 98) and managing their weblogs. Although the students were not extremely vocal in class regarding the use of the online environments, 45% of their classroom utterances regarding the weblogs involved technical questions or problems. Four participants specifically classified the weblog environment as being a barrier to their learning (page 120). The survey respondents were also vocal regarding technical issues. Two thirds of all survey comments relating to the use of technology were negative. The most common of these related to problems encountered during start-up/familiarisation and problems with Internet connectivity from home (Table 5.30). The results for the survey questions regarding ease of weblog use (S2.Q3L and S3.Q3L) were consistently low, both relative to other questions regarding weblog usefulness and absolutely relative to the interval response scale of 0 to 10. These scores were low for all respondents as well as the acceptant and enthusiastic cohorts.

Although these quantitative survey results indicate continued difficulty using the weblogs, the qualitative evidence suggests these were mostly start-up, or familiarisation problems. Most qualitative responses indicated that the students had overcome any initial start-up problems by the second survey. For example, one respondent requested “Instructions of use” on Survey 1 (S1.Q17.60). Yet by Survey 2, comments such as the following became common.

[Weblogs become easier to use] once you get the hang of it (S2.Q3L.23).

[The weblog was] a little confusing to set up (S2.Q9.13).

At first getting the hang of working the design of the web page [was a problem] (S2.Q9.19).

These comments are consistent with the conclusion by Harasim, Hiltz, Teles, and Turoff (1998) that most technical problems in online learning are transitory and are resolved over time. To this, one might add, for those who persevere (page 98). These findings (that the students' previous experience with weblogs varied greatly and that most of the technical problems were resolved over time) are also consistent with the findings of several recent researchers. Andergrassen et al. (2009) found that those participants who reported a high degree of digital literacy had little, if any problems using their weblogs while other students complained about having a wide range of problems. Hourigan and Murray (2010b) found that technical support "is an essential and often time consuming requirement of the process [of integrating the use of weblogs into a course]" (p. 216). They conclude that "whether or not the technical issues were distinctly blog-centred or due to poor generic ICT skills, providing assistance with these issues was undoubtedly a necessary aspect of the integration procedure" (p. 217).

On the other hand, several researchers who reported explicit training and support strategies also reported different results regarding technical issues. Armstrong and Retterer (2008) provided their participants with two in-class training sessions as well as dedicated technical support. They reported no technical problems. Xie et al. (2010) also provided their participants with a dedicated in-class training session and reported no technical issues. Wolf (2010) provided a set of technical instructions as a class handout and was also silent regarding technical issues. Finally, although reporting that his students in Turkey had little Internet access off campus, Tekinarslan (2008) simply didn't see the problem. He simply demonstrated to his class how to create and use a weblog.

Teaching students how to create a blog is an easy and straightforward activity. A blog is created in three steps: 1. Creating an account, 2. Naming the blog, and 3. Choosing a template (p. 405).

The students did not have any significant difficulty when learning how to create their blog pages on the web. Moreover, nearly all interviewed students (39 out of 42) thought that publishing a blog page in the web is an easy and straightforward activity ... a number of the students ($n = 8$) reflected that publishing a blog page does not take so much time when compared with publishing a web page through other web composers (pp. 407-408).

The wide variation in previous weblog experience is also consistent with the conclusions of other researchers. Hourigan and Murray (2010a, 2010b), Philip and Nicholls (2009), Wolf (2010), and Kennedy, Judd, Churchward, Gray, & Krause (2008) all found that although today's university students may be "open to using the new social networking technologies, their practical experience of specific applications [is] inconsistent across the cohort" (Philip & Nicholls, 2009, p. 695). That is, they are not 'digital *learning* natives' in other words, they need to receive adequate and substantial tuition in exploring ICT for learning purposes" [emphasis in original] (Hourigan & Murray, 2010b, p. 212).

Unfortunately, in this study there is evidence that "getting the hang of it" may have had a negative influence on some students' attitudes towards the learning environment for the rest of the semester (and possibly beyond). One survey respondent noted the result of a bad initial experience, "Weblogs are fantastic tools when approached in the right way. I have seen this semester many students take a negative attitude towards this aspect of the [course] & I feel that this destroyed the use of [the weblog] for them" (S3.Q13.17). These findings are also consistent with those of Hourigan and Murray (2010b) who make the following comments.

The most crucial aspect of this process [weblog integration] is guiding the initial inexperience of the learners from novice integrators to increasingly confident and informed learners (pp. 220-221).

The reality of providing adequate integration guidance requires that the teacher monitor the class blogs from the beginning of [the] semester, to make sure at least that learners are set up on their individual blog spaces. The demands of this role can vary depending on the student variables, but it is advisable that strategies to manage the administrative load are defined and set in place early on (p. 221).

What is important to ensure here is that students can embrace the creative component of the reflective blogging exercise without being overly weighed down by technical or affective integration issues (p. 221).

By addressing this initial learning requirement, more students could experience a positive initial experience with weblogs.

Specific strategies can mitigate student frustration during the initial start-up/familiarisation period. Firstly, the instructor or tutor could hold an early class meeting in a computer lab (Ladyshevsky & Gardner, 2008). One Survey 2 respondent specifically suggested this, “The initial tutorial should have been in a computer lab so that all students could have been walked through the process of set-up and first use. This would have saved a lot of time and confusion” (S2.Q11.38). This would not only provide one-on-one support for students establishing their weblogs, but would also allow the instructor to present exemplars from his weblog and from the weblogs of other students. Secondly, resources (i.e. people) could be organised to provide further one-on-one support. They could provide both technical support as well as content feedback to students, as the Helpers did in this course. Again, a student suggested a similar strategy, “... I would suggest maybe set up a buddy system” (S3.Q9.16). If the student-to-e-moderator ratio is small enough—say, around 10:1, (Jaques & Salmon, 2007)—the computer lab lesson could be avoided by tasking the e-moderators with providing start-up/familiarisation support to an identified list of students. This would have the added benefit of establishing personal contact between each student and their e-moderator, while not consuming a class meeting. Minimising the confusion and anxiety resulting from inexperienced bloggers being required to establish and maintain their own weblogs in an external environment would allow students the opportunity to focus on achieving their learning outcomes, rather than on the technical aspects of blogging. Providing this level of student support from the beginning of the semester, or before, would then increase the number of students who approached the weblog environment with a positive attitude.

Some participants also reported problems with slow and/or unreliable Internet connectivity from home. One expressed his/her concern regarding the reliance on the Internet because (s)he was “having problems with the internet connection itself” (S2.Q3B.18). Another survey respondent mentioned that (s)he did not always have Internet access (S2.Q9.36). Finally, a third respondent commented that his/her weblog was “very slow loading on [the] computer at home” (S3.Q9.56). Home-based Internet connectivity is improving rapidly in terms of reliability, flexibility, and data transfer rates. Nevertheless, Internet connection speeds and reliability may present problems in some areas. If Internet connectivity is a likely issue, an instructor could secure adequate on-campus resources for their students. Palloff and Pratt

(2007) also suggest that access should be a consideration in the use of all online learning strategies.

In summary, the students used their weblogs as notebooks to record their personal opinions, ideas, and perspectives regarding specific readings and their life's experiences; leaving these notebooks open and available on the Internet for their classmates to review. An instructor could integrate this open, online notebook treatment of weblogs into his/her course through appropriate task design (activity system rules). Task design and scaffolding can provide incentives and guidance for students to become actively engaged in online learning (Bonk & Zang, 2008). For example, in a modern history course the task for one week might include commenting on any recent event in national politics. The following week's task could then be for the students to analyse or evaluate three entries from the previous week by members of their weblog study group. In addition, an instructor might consider early technical support as a priority to minimise the influence of a technical learning curve. Finally, as with all online learning strategies, an instructor should consider student access before introducing the use of weblogs.

Evidence Weblogs Afford the Development and Nurturing of Communities of Learners

The final research question addresses the evidence that the weblogs afforded the development and nurturing of communities of learners. This section looks at this evidence through the influence these communities had on the students' achieving the course's learning outcomes.

The instructor used several learning groups of varying sizes. He held whole class discussions during the lectures that included approximately 60 - 100 students. Tutorials consisted of roughly 15 - 20 students and included many whole class and small group discussions. These groups changed membership for every discussion (page 122). The students used their Literary Families for group discussions during lectures and in the online discussion forums. Literary Families included between eight and 10 students. However, there were no requirements regarding which weblogs the students were to read. The instructor encouraged them to read as

many different weblogs as possible—including those of second and third year students. As a result, each student defined his/her own weblog learning community. Based on a review of the students' individual weblog Friends lists, these communities ranged in size from three to 93 or more (Table 5.19). The overall result from the use of learning communities within this course was to expose the students to the wide variety of ideas, opinions, and perspectives of their classmates.

As with the weblog hosting strategy (i.e. internally or externally hosted), the decision regarding the number and size of learning communities with which each student interacts is dependent on the nature of the learning outcomes to be achieved. When extended discussions are required, small learning communities may be appropriate. As will be discussed (page 243), for extended discussions to take place, students must be comfortable that they understand the online identities of those with whom they are conversing. These relationships then form the foundations for the candour and spirit of cooperation that are required to actively negotiate meaning within a social constructivist learning environment (Palloff & Pratt, 2007). Alternatively, when the outcomes require broad exposure to a wide range of ideas an instructor may want to consider the use of larger learning communities.

Researchers have identified varying learning community sizes as optimal. Ladyshevsky and Gardner (2008) report that four was too small for their study of reflective learning practices. Xie et al. (2008) found that two was also too small but that four or five was appropriate (2010). Fessakis et al. (2008) found seven to be too small and Philip and Nicholls (2009) found eight to be appropriate. The ultimate community size is clearly dependent on several factors, including the nature of the desired discourse among the students and the specific nature of the student cohort.

This section examines the evidence that weblogs can be used to promote and nurture the development of communities of learners. It is based on the criteria used by Palloff and Pratt (2007) to identify the existence of communities of learners in the courses they teach, including:

- Active interaction including course material as well as social communication.

- Collaborative learning as evidenced by communication primarily between students.
- Socially negotiated meaning as evidenced through a desire to reach agreement through questioning.
- Resource sharing among students.
- A sense of encouragement among students, yet with a willingness to provide constructive feedback on the work of others (p. 31).

These criteria form the basis for the remainder of this section.

Active Interaction

The first criterion used by Palloff and Pratt (2007) to identify the presence of online communities of learners is the existence of active interaction regarding the course material as well as social matters. Woo and Reeves (2007) concur that “interaction is an essential ingredient of any learning environment” (p. 15); and Tan, Ladyshevsky, and Gardner (2010) agree with the importance of social discourse for establishing and maintaining learning communities. They suggest that social interaction helps “to build community and trust in the group, a pre-requisite for a successful peer assisted learning experience” (2010, p. 365). Similarly, Baggetun and Wasson (2006) conclude:

A prerequisite for participation and community building is social communication. Social posts and comments are important to create opportunities for communities to be built. They are a prerequisite for participation and collaboration in any form of discourse ... (p. 468).

For the purposes of this study, an instance of active interaction consists of three or more weblog-based exchanges between students regarding a single aspect of a work of creative writing.

There was considerable evidence that the students attempted to connect with each other on a social level (Table 5.18). However, the course was **not** characterised by active interactions within the weblog environment. Less than four per cent of all student entries received three comments or more, and, as previously mentioned (page 225), over 50% of all entries received no comments whatsoever (Table 5.14). Finally, there were no observed instances of students

entering into a dialogue regarding the meaning of a particular creative work. All interpretations were considered to be equally valid.

Yet there is evidence of the development of small, informal communities focused on the weblogs of a few students. Eight percent of the participants received over a quarter of all student comments (Figure 5.4). This concentration of readership (as evidenced by student comments) was already noticeable by mid-semester. As lamented by one student, “I find that not many people read very widely, just sticking to the [weblogs] of their best mates” (S2.Q9.59). In an academic setting this concentration of weblog readership can result in an inequitable distribution of influence over the community (Shirky, 2003) and can limit the number of learners who are fully engaged in the exercise. However, an instructor can manage the affect of this power curve of weblog readership by explicitly defining the members of online study groups (page 243).

The instructor used the weblogs as a forum for the students to practise and share their literary skills. The outputs were personal expressions of creative writing or personal interpretations of other people’s creative writing. In addition, participation was the primary basis for the weblog evaluation, rather than improved writing or analytical skills. The two underlying principles were (a) everyone’s personal opinions, ideas, perspectives, and the creative or informal expression of the same, are valid, and (b) that the expression of these would improve with consistent practice. Therefore, these creative and interpretative expressions were legitimate material for publication in a permanent and public forum such as the Internet. The socially constructed meaning that was to be internalised by the students needed little debate, correction, or refinement. The goal of all interaction was to provide positive and encouraging feedback. As mentioned, this may have been due to the inherent tension between specific learning outcomes, but is more likely the result of the instructor’s modelled behaviour. However, with most entries receiving no feedback at all, strategies to increase the amount of positive, encouraging, and constructive feedback would have been helpful. Specific strategies, aimed at solidifying (possibly smaller) learning communities within the activity system would aid in this regard.

Student-To-Student Communications

In constructivist learning environment, the role of the instructor is to facilitate the development and acquisition of knowledge and/or skill by the students. In social constructivist learning environments, instructors can aid student knowledge acquisition by stimulating discussion among the students themselves. Approximately three-quarters of all students focused on their classmates and their instructor as their intended audience, while less than half wrote for their weblog Friends. However, the percentage of respondents who reported that they wrote for their weblog Friends increased from 30% at the middle of the semester (page 176) to 45% by the end (page 190): an increase of 50%. During the semester, many students appear to have narrowed their weblog learning community to a subset of the class.

The students continued to write for their instructor throughout the semester. This focus on writing for the instructor may have been due to their anticipating feedback from the instructor, or due to concerns regarding the weblog assessment. Chen and Bonk (2008) found that students in China resisted the use of weblogs due to concerns regarding assessment. When there is excessive concern regarding assessment, it “becomes a student enemy instead of a tool for increasing their quest for learning” (p. 61). Absalom and De Saint Léger (2011) also found that, although monitoring of student progress was not a stated objective of their weblog use, the students still commented that they felt the weblogs were used to monitor (and coerce) their active participation in the online learning communities. The students in this study consistently raised questions and concerns regarding the assessment of the weblog tasks (page 120). For example, “[Weblogs are] more assessment based than a learning tool” (S2.Q3A.60), and “[Weblogs should be considered for other courses] but not as an assessable item—this may be overwhelming” (S3.Q12.52). Course designers should base weblog task assessment on an evaluation of knowledge development and community participation. Since goaling is a primary driver of behaviour (Markman, 2010) weblog assessment strategies should define student participation goals in such a way as to motivate the desired collaborative interaction among the students. This would help generate the interaction that is required to achieve the specific learning outcomes for the course.

When depth of interaction is more important than breadth, smaller weblog learning communities can provide a mechanism for managing the influence of the concentration of weblog readership. By establishing small communities, the popular writers will only influence their small group. Hourigan and Murray (2010a) found that small groups tend to bond more easily than large groups and are therefore more likely to develop the trust and working relationships necessary to support meaningful online discussions. In addition, e-moderators would be better able to mediate the concentration of readership by drawing others into the discussion when necessary. Jaques and Salmon (2007) suggest that online learning communities should have between five and 15 members. They conclude that this would allow tutors to encourage “participation, dialogue and interaction by students with course materials and with each other” (p. 50).

Small communities of learners would also allow the students to establish their online identities more quickly and easily. Palloff and Pratt (2007, p. 17) make the point that online identities are a critical element for the establishment and nurturing of online learning communities. Salmon (2000, 2004) includes the development of personal online identities in her five-stage model for the use of asynchronous bulletin boards and in her cooperative adaptation of that model for 3D multi-user virtual environments (Salmon, Nie, & Edirisingha, 2010). Without these identities, the students would not have “a safe place to reflect on and develop [their] ideas, and a collaborative, supportive approach to academic work” (Palloff & Pratt, 2007, p. 26).

The establishment of online identities and the protection of personal privacy can result in conflicting recommendations when weblogs are externally hosted. As mentioned (page 220), Ellison and Wu (2008) have suggested that students consider the use of pseudonyms for their externally hosted weblogs. However, Ladyshevsky and Gardner (2008) found that the use of pseudonyms “caused some uncertainty at the beginning because the [students] were unsure of which class mates were behind the nickname” (p. 252).

The use of icebreaker, activities that are designed to help students introduce themselves, is one strategy to aid in the development and understanding of online identities. Smith (2008)

gives an example of an icebreaker she uses in her introductory English composition course. She asks her students to write a

profile of themselves as writers for their first blog. I wanted them to explore and validate their feelings—both good and bad—about writing. I told them their profile should 1) briefly outline their past experiences with writing, 2) develop one of those experiences into a more complete image of who they are as writers, and 3) discuss what kind of writers they hope to become. I prompted them to be as specific as possible (although they could be brief), explaining their relationship to writing through anecdotes of actual experiences. Finally, I instructed them to comment on at least one of their classmates' blogs (pp. 41-42).

Palloff and Pratt (2007) explain that the opportunity to reflect before commenting may allow some learners to present a different online identity from whom they are in face-to-face encounters. As expressed by one student, "I like the weblogs better then class. If you say something stupid, you can just delete it" (S3.Q11.45). This characteristic of asynchronous communication allows students to reflect on, and revise their contributions to the community before making their comments public. Students must establish their online identities, and learn to trust the online identities of the other members of their learning community in order to engage actively in meaningful discussion.

Because weblogs list entries by a single person in reverse chronological order, they are ideally suited to reveal the thoughts patterns of their owner. These thought patterns, in turn, can provide insights into the blogger's personality, or at least, into the personality of the online identity the blogger is portraying (either explicitly or implicitly). Ewins (2005) advises the permanent and public nature of Internet-based weblogs can have unexpected consequences.

The perceived risks to career and relationships of blogging your every thought under your own name have led some to blog pseudonymously, others to exercise extreme caution in what they post. Stories of bloggers losing jobs over what they have posted are now so familiar that the site-name of an early example has lent itself to the phenomenon: to be dooced, after dooce.com (p. 375).

In summary, an instructor can effectively employ weblogs to stimulate interaction within a community of learners. If the intention is to stimulate discussion among a wide variety of participants, he or she might consider large communities. However, small communities may

be more appropriate for stimulating active, meaningful interaction. In both scenarios, an instructor must provide the students with opportunities to establish their online identity safely, and to become familiar with the online identities of the other members of their community. In an activity system, this has implications for the identity of the community and the roles of the individual community members. Finally, as will be further elaborated (page 247), there are issues regarding task design and discussion facilitation (e.g. modelling and scaffolding) that must be considered in order to guide these discussions towards the social negotiation of meaning among the students. This has connotations for both the rules and the identity of the community within the activity system framework.

Socially Negotiated Meaning

In social constructivist learning environments, students interact to negotiate meaning. Lave and Wenger (1993) advise that in the social constructivist context meaningful interaction should include the internal and social negotiation of alternative perspectives, multiple contributions to the synthesis of ideas, and the acceptance of arguments for and against particular issues: all in the interest of accomplishing a real task. Woo and Reeves (2007) define meaningful interaction in the social constructive context more broadly. They describe it as “not just sharing personal opinions. Instead, the interaction must stimulate the learners’ intellectual curiosity, engage them in productive instructional activities, and directly influence their learning” (p. 16). In this course, the students were engaged in accomplishing a real task as they shared their open course notebooks in a permanent and public forum (the Internet). They also engaged their intellectual curiosity when constructing creative entries. In addition, they were actively engaged in the task, publishing on average more posts than explicitly required. Other researchers have also found that weblogs promote the social negotiation of meaning. Chen et al. (2008) suggest that it is the social nature of the technology that promotes active learning and an increase in analytical ability among students. Chuang’s (2010) participants found that the comments from fellow students and teachers helped them reflect on their teaching practice and classroom management strategies and Fessakis et al. (2008) reported that their participants believed, in general, that comments helped them identify and

correct flaws in the designs of their learning objects. Similarly Ladyshevsky and Gardner (2008) found that

the benefits of blogging align with the concept of a community of practice. Specifically, a social learning process that takes place when individuals, with a common interest or outcome, share their ideas and experiences over time to find new ways of understanding and implementing their practice. Blogging, therefore, can be a useful tool to promote discussion within a select community of practice (p. 249).

Finally, Philip and Nicholls (2009) found that “blogging offered support for creative collaborative processes, [that are] central to group work and playbuilding” (p. 685).

The weblog task provided two sources of influence on the students’ learning: practice and positive feedback. The instructor assured his class that anyone could improve their writing with practice (page 79) and the students practised. They practised applying and analysing (perhaps a narrow set of) literary and linguistic concepts, and sharing these creative and analytical works (Table 5.2). Classmates then celebrated their colleagues’ successes with exclusively positive and encouraging comments (Table 5.17). These encouraging comments provided the initial author with social validation of their work, thereby creating socially negotiated meaning through agreement.

This strategy of focusing on student successes was consistent with the instructor’s goal of increasing the students’ confidence in their personal voices. It also increased the students’ confidence in their ability to express themselves in a public forum. Smith (2008) used weblogs to increase her students’ confidence in their own voice by allowing them to write authentically, about topics in which they were personally interested. The socialisation of ideas and the positive reinforcement of the students’ personal ideas in this course were the dominant themes of the instructor’s weblog comments (Table 5.17) as well as his lessons (Table 4.3). The instructor modelled positive reinforcement and the students followed his example.

However, not all of the students were equally engaged in the social negotiation of meaning. Those who were enthusiastically engaged in the weblog task also received high levels of both personal and communal value from the activity (page 198) while the acceptingly engaged

students only received mid-levels of personal value, and even lower levels of communal value from the task. On the other hand, the proportion of students who engaged in the weblog activity both communally and enthusiastically increased during the semester (page 201). Not only did many students find that the usefulness of the weblogs increased over time, but many also found increasing value in the social-constructivist learning environment that the weblogs provided. These results are similar to those of Makri and Kynigos (2007) who identified three profiles of student bloggers. They identified

1. “blog enthusiasts” (p. 81) who frequently participated in the blog, expressing an interest in pursuing the potential of this communications technology in their own teaching;
2. “blog frequent visitors” (p. 81) who tended to visit the blog frequently, but lurked; and
3. “blog skeptics” (p. 82) who were relatively unconvinced of the value of blogging and participated in the blogging tasks reluctantly, as an obligation to successfully completing the course.

Finally, an instructor should consider issues of task design and facilitation in order for these discussions to encourage the social negotiation of meaning among students. Jaques and Salmon advise “that without careful structuring, and the use of active and interactive e-tivities, it is unlikely that [online] discussion will move beyond sharing information, support and encouragement” (2007, pp. 106-107). In this regard, Absalom and De Saint Léger (2011) found that the group of foreign language learners who received the most specific, relevant instructions on the expected content of their posts found the weblogging task to be more useful than those with less explicit guidance. Also, to facilitate active student involvement in these online discussions Palloff and Pratt (2007) recommend that instructors

take a back seat of sorts and gently guide the learners in their process by monitoring the discussion and entering it to prod participants to look at the material in another way or to gently steer the conversation back on course if it should stray. This is not a responsibility to be taken lightly and requires daily contact and presence with the learners online (p. 19).

The instructor in this course did take a back seat. He commented on less than one quarter of all student base posts (Table 5.2). He also allowed an average of two weeks to pass before making these comments (Table 5.9). When he did enter the discussion, it was not to encourage students to consider another perspective or to bring the conversation back to a relevant topic. Rather, his comments encouraged the students to participate actively in the weblog exercise or to experiment with new techniques (Table 5.17). There were no identified instances where the instructor modelled how to engage in meaningful, active discussions through the provision of constructive feedback. As a result, the students followed his lead and posted comments that were almost exclusively positive and/or encouraging in nature, expressed agreement with the initial post, and/or addressed their personal interpretation of the original author's intended meaning (Table 5.17). Student comments did not stimulate extended discussions and did not include the negotiation of meaning, or suggestions for improvements in writing or interpretation skills.

When attempting to achieve a high degree of student interaction, detailed tasks may be useful. This motivated Salmon to develop a series of tasks, referred to as e-tivities to complement her five-stage model for teaching and learning using asynchronous bulletin boards (Salmon, 2000, 2002, 2004). Salmon (2010) has also recently developed e-tivities specifically designed for weblogs. Bonk and Zhang (2008) provide a four-phase model (R2D2) for empowering online learning based on Kolb's preferred learning styles (1984). An instructor should carefully design his/her weblog tasks with sufficient motivation to stimulate the level of student discussion and social negotiation of meaning that is required to achieve the specific learning outcomes for their course. Modification of the rules and roles within the activity system could help increase the negotiation of meaning among and between the students.

Resource Sharing

The students shared their original works of creative writing—mostly poetry—as well as their personal interpretations of the creative works of others. These formed the cornerstone for the instructor's use of this online technology. When subject-specific learning outcomes require the sharing of more diverse information resources, students have immediate access to the growing body of knowledge that is available on the Internet. However, students must be

encouraged to evaluate the source of online resources to better understand their reliability (Davis & Cohen, 2001). This has obvious implications for the rules within the activity system.

Sense of Encouragement with Constructive Feedback

Active listening requires that the listener respect the speaker and demonstrate a willingness to accommodate their point-of-view (Dwyer, 2002). This also applies to listening in online discussions in a weblog environment. The instructor continually encouraged the students to participate and experiment with their writing and analyses. He modelled encouragement during class meetings (Table 4.3) as well as in his weblog comments (Table 5.17). However, he did not model or scaffold the use of constructive feedback. The instructor's concentration on encouragement was consistent with the achievement of the learning outcomes regarding the development of student confidence in the validity of their contributions, and the appropriateness of sharing these thoughts with the Internet community. He focused his feedback on celebrating quality posts and encouraging the students to produce more of the same. Based on this modelling, the students also avoided constructive comments and the potential emotional distress these may have caused for the recipient (Glogoff, 2005). As previously discussed, the intention in this course was to provide positive and encouraging feedback. The instructor clearly accomplished this goal.

In order to encourage students to provide meaningful feedback to their peers, several empirical studies have identified the importance of providing students with guidance and modelling. Xie et al. (2010) actively commented in their students' reflective weblogs in order to model the provision of constructive feedback. In addition, Ellison and Wu (2008) found that the participants in their study were not comfortable being forced to critique the learning artefacts of their classmates. They conclude that "students enjoyed commenting but were not convinced of the pedagogical benefits [of their comments] and appeared to desire more guidance in regards to structuring their remarks to be helpful as opposed to 'preachy' or overly negative" (p. 114). Fessakis et al. (2008) also found that the participants in their study were reluctant to provide constructive feedback based on concerns about being misunderstood. Absalom and De Saint Léger (2011) also concluded "increased guidance on how to provide feedback could be key to learner willingness to interact online with peers" (p.

206). Finally, Ladyshevsky and Gardner (2008) reported that the moderators in their study would have benefitted from more training and clearer guidelines on how to facilitate social construction of knowledge without their being seen as the fountain of all knowledge.

Weblogs are ideally suited for courses with learning outcomes that require the provision of constructive feedback. There must be a feeling of trust among the members of the community (Jaques & Salmon, 2007, p. 276) for students to feel safe in sharing their personal interpretations. They must be taught how to provide constructive comments in an encouraging manner, a prerequisite for successful delivery of this type of feedback (p. 2). The best form of group facilitation is through modelling the desired behaviour. Therefore, instructors, e-moderators, and, when possible, students should be trained in how to provide constructive feedback without damaging this important feeling of trust (Palloff & Pratt, 2007, p. 21). By providing encouraging, yet constructive feedback, student discussions can blossom from the provision of information, support, and encouragement to the creation of socially negotiated meaning as required by specific learning outcomes.

Within the activity system framework, there would need to be changes in the rules as well as the roles within the identified communities.

Conclusion

The students in this course used their weblogs as notebooks that they left open on the Internet for their instructor and classmates to read. In particular, they found their weblogs to be most useful for recording their personal reflections in the course and for accessing the thinking and writing of their classmates. This provides an excellent opportunity for the implementation of a wide variety of social constructivist learning activities. This is especially true when student achievement of learning outcomes is advanced by sharing their ideas as single thoughts in just a few words. Students can share these ideas in a public forum, or in a safer environment within the institution's protected internal network. However, students may require guidance regarding the mix of skills to practise. This guidance can be in the form of structured activities, scaffolds, or examples. An instructor can also use weblogs to chronicle evidence of student learning. If the learning outcomes require evidence relating to individual learning,

separate weblogs may be appropriate (with the students posting links to comments they placed in the weblogs of their classmates). Alternatively, community weblogs may be appropriate if the evidence relates to participation in the communal learning process. Finally, an instructor can use weblogs to minimise the logistic issues that arise when students are required to share their learning artefacts.

An instructor should consider six issues when designing and preparing for the use of weblogs, in either a fully online or a blended course. These issues are the weblog hosting strategy, the size of the learning communities, task design, assessment strategies, the use of e-moderators, and student training. The primary issue involved in the weblog hosting decision is whether to host the weblogs using the institution's internal ICT resources, or to make use of freely available weblog services on the Internet. Unless there are specific learning outcomes that require the public exposure of students' contributions, many students seem to prefer a 'safer' environment that is only available to members of their weblog learning community. Decisions regarding weblog community size will influence the nature of the discussions that develop within the learning environment. An instructor can use small communities to stimulate active and meaningful interaction with a limited number of individuals providing input.

Alternatively, he or she could consider larger communities to facilitate broader input, but with less constructive discussion. Weblog task design also affects the nature of the discussion within the communities. Initial icebreaker activities can help to confirm that all students have access to the learning environment and to help them initialise their online identities. They are also useful for introducing e-moderators to their assigned weblog communities and for negotiating expectations regarding posting regularity and the nature of the online discourse. An initial icebreaker activity is also an excellent opportunity for the instructor to model or provide exemplars of expected online discussions. Instructors should also design subsequent weblog activities to support the continued definition and communication of the students' online identities and to stimulate interaction that is appropriate to achieve the target learning outcomes. Where possible, these tasks should provide explicit incentives for students to participate actively. Finally, an instructor should design his/her assessment strategies to encourage the students to achieve specific, social constructivist learning outcomes rather than

to write for the instructor. In many cases, an instructor can assess the course-specific skills and knowledge separately.

In preparing his or her weblog-based learning activities, an instructor should also consider the time required to facilitate online discussions in a weblog environment. If necessary, he or she should secure the services of e-moderators. In this course, the instructor made belated use of second and third year student volunteers to fulfil this role. Where possible, these tutors should be experienced weblog users and actively participate from the beginning of the semester, or before. These e-moderators would need to be able to facilitate discussions without dominating them and to encourage the participation of all community members. They must be able to provide constructive feedback in a public and permanent environment (even for internally hosted weblogs) without upsetting the recipients' feeling of safety and their willingness to experiment. E-moderators should receive training in these areas before the beginning of the semester.

Students may require support establishing their weblogs as well as their management and use. This training is essential to minimise the influence of any negative first impressions with the tool that may affect their levels of engagement. Suggestions presented include early training in a computer lab, a buddy system, and the use of e-moderators who could provide feedback on student contributions as well as one-on-one training and support if required. Some students may also benefit from training in the benefits of the instructor's underlying social constructivist approach to knowledge acquisition. This pedagogical training could also include details on the instructor's expectations regarding student participation as well as the provision of constructive feedback if appropriate. This increased awareness may help alleviate concerns from students who are not naturally predisposed to this type of learning. Finally, an instructor should remain sensitive to students with special needs. These students may require a learning environment not as publicly exposed as might result from (a) the selected weblog hosting strategies or (b) the anticipated learning community size. If the learning outcomes allow, an instructor could consider alternative arrangements for these students.

Throughout the semester instructors, or e-moderators, need to be actively present in the online environments. Online discussion facilitation, especially facilitation of asynchronous

discussions, is very time-consuming. Instructors need to plan on this workload and, as previously mentioned, consider the use of additional e-moderators. E-moderators need to facilitate the discussions within their assigned weblog communities and to model encouragement and the provision of constructive feedback as appropriate for achieving the course's learning outcomes. If the regularity of student participation is important, an instructor should develop efficient strategies to monitor and provide timely feedback in this regard. Finally, the entire teaching team needs to be aware of the 'hidden weblog feedback phenomenon'. That is, the team needs to identify exemplary student work in the individual weblog communities, and celebrate these successes with the entire class. The e-moderators could publish links for the other weblog communities to accomplish this celebration. To requote Rebecca Blood, the e-moderators would be using a weblog to publish exemplar posts as "links with commentary, with the new stuff on the top" (Blood, 2002, p. 3).

In summary, an instructor can use weblogs as a tool to facilitate online social constructivist learning. However, the details of exactly how to implement and manage the weblogs are dependent on the nature of the course-specific learning outcomes they are attempting to achieve.

Limitations and Suggestions for Further Research

The findings of this research study do not immediately apply to all situations where instructors intend to use weblogs in a social constructivist learning pedagogy in a blended course delivery strategy. The study was based on a purposeful, non-random sample of first year university students studying English literature. As found by Hourigan and Murray (2010a) student cohorts with different interests may respond to the use of weblogs in different ways. In addition, as the use of online communications technologies further penetrate secondary school learning environments tertiary students may become experienced using Web 2.0 technologies for educational purposes. This uptake at the secondary level is not, and will not be uniform and will affect individual student cohorts differently. Notwithstanding these limitations, the issues that this study has highlighted remain relevant for a wide variety of teaching and learning situations.

As with many research studies, this study has raised more questions than it has helped to answer. In particular, the following highlights four areas of promising further research.

1. How can an instructor instil a positive predisposition towards the educational use of weblogs? A negative predisposition appears to have affected the perceived usefulness of the weblogs for many students in this course. The effect of the weblog hosting strategy has already been discussed with the finding that most students appear to prefer minimal public exposure of their learning artefacts. However, there may be other influencing factors as well. Such a study could look at other ways to increase the number of weblog enthusiasts within a given student cohort.
2. What factors affect the appropriate number of members in externally initiated online learning communities? In this study, the instructor defined specific learning communities for the online discussion forums, but he left the size and composition of the weblog learning communities to the students' discretion. This study also found that the power curve of weblog readership also applies to educational scenarios. It was found that a minority of students received a majority of comments from their classmates. In the analysis of this observation it has been assumed that, given specific pedagogical objectives (e.g. broad exposure vs. active dialogue), there are optimal ranges of community size. However, much of the literature provides conflicting guidance in this regard. Are there better guidelines that might be applied for achieving specific types of learning outcomes?
3. Is there a learning effect for the use of educational weblogs? This study attempted to evaluate student perceptions over time. Unfortunately, an insufficient number of paired cases were identified to perform a valid longitudinal analysis. Assuming a neutral predisposition, do students find their weblogs to be increasingly useful over time?
4. What are the ramifications of lurking, on the lurkers as well as on the active participants? This study did not have access to weblog activity logs, and was therefore unable to identify situations where someone read a post but did not add a comment.

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Appendices

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Appendix A

Student Information and Consent Form

This appendix includes a modified copy of the student information and consent form that was used in this project. The names of the individuals involved have been removed to ensure their privacy.

Use of Weblogs in teaching literature

If you are 18 years of age or over, you are invited to participate in a research project investigating the use of Weblogs in education. The purpose of this project is to increase our understanding of the benefits that can be derived from the use of this technology in the teaching of literature at the tertiary level.

This project is being conducted by William (Bill) Poole, in order to meet the requirements for the degree of Doctor of Philosophy (PhD) in Education through Macquarie University. Mr Poole is undertaking this course under the supervision of <principal supervisor> who is a member of the <principal supervisor's department> at Macquarie University¹. Mr Poole and <principal supervisor> can be contacted as follows:

Mr Poole: <contact details>.

<Principal supervisor's contact details>.

If you decide to participate, you will be asked to complete three separate questionnaires throughout the rest of the semester. These questionnaires will be completed during your normal tutorial session. It is anticipated that each questionnaire will require less than 5 minutes for you to complete. In responding to these surveys, please consider your personal weblog as well as the Community Blogs and the WebCT-based discussion forum that are associated with your unit. Once completed, please place the questionnaire in the box provided.

It is important that the results of the survey remain anonymous. Please do not include your name, student number or other personally identifying information on your questionnaires. Any information or personal details gathered in the course of the study will be held in strict confidence. Any correlation of survey data will be based on the pseudonym you provide. Please keep this confidential to yourself. Returning the questionnaire will be regarded as your consent to use that anonymous information for research purposes.

Only Mr Poole and <principal supervisor> will have access to the raw data collected for this research program. However, as part of the project, your weblog entries will be anonymously reviewed by independent evaluators. These evaluations will not impact your unit assessment and will only be used for purposes of this research project. Signing and returning this form will be regarded as your consent to use your LiveJournal entries for research purposes.

¹ The ethical aspects of this study have been approved by the Macquarie University Ethics Review Committee (Human Research). If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Ethics Review Committee through its Secretary (telephone 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

The results from this project will be published in academic journals and form the basis for Mr Poole's PhD thesis. However, no individual will be identifiable in these or any other publications. Only Mr Poole and his supervisor at Macquarie University will have access to the data generated as part of this project.

This research project has been reviewed and approved by the Human Research Ethics Committee at <your university> as well as the Ethics Review Committee (Human Research) at Macquarie University.

Participation in this project is completely voluntary, and you can withdraw at any time. There is no obligation or compulsion on your part to participate or to continue participating and your decision to participate or otherwise will not impact your result in this, or any other unit of study. If you decide to participate, you are free to withdraw from further participation in the project at any time without having to give a reason and without consequence. However, your assistance would be greatly appreciated.

At the completion of the project Mr Poole will provide a summary of the results. These results will be posted your unit's WebCT environment. Hard copies of these results may also be obtained from Mr Poole directly on request.

Thank you,

Bill Poole

I, _____ have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research project, knowing that I can withdraw from further participation in the project at any time without consequence. I have been given a copy of this form to keep.

Participant's Name: _____
(block letters)

Participant's Signature: _____ Date: _____

Investigator's Name: William Poole
(block letters)

Investigator's Signature: _____ Date: 2nd March 2007

Please sign and date two copies of this form. Retain one copy for your records and return the other in the box provided.

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Appendix B

Survey 1 Questionnaire

This appendix includes the questionnaire that was used for Survey 1.

Weblog Survey 1

In order to correlate information collected in future surveys with the information you are providing today, you are asked to provide a single pseudonym on all questionnaires in this study (a total of 3). Please provide a pseudonym that will not reveal your identity, but that you will remember.

Pseudonym: _____

Your returned questionnaire will be regarded as consent to use the information for research purposes.

Part 1 - Demographic Information. Please provide the following demographic information.

1. Gender: ☐ Male ☐ Female
2. What is your age (in years)? _____
3. How many years has it been since you completed secondary school? _____
4. What is your major course of study at ACU? _____
5. Are you a full-time student or a part-time student? ☐ Full-time ☐ Part-time
6. Do you have any other tertiary degrees? ☐ No ☐ Yes – Please list below.

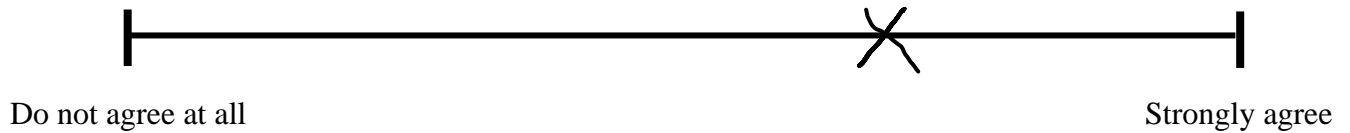
7. What is the primary language spoken at home? ☐ English ☐ Other

8. Do you have significant family commitments that might limit the time you have available to study? ☐ Yes ☐ No
9. Are you currently employed? ☐ Yes ☐ No

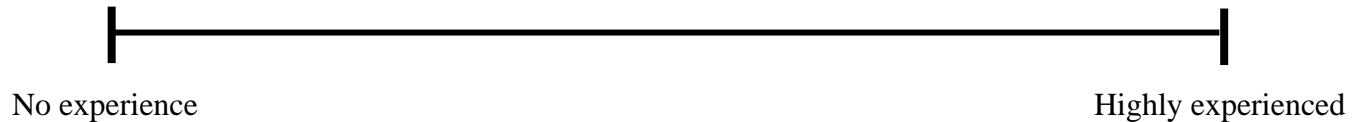
If so, how many hours do you work per week do you work on average? _____

10. Is the Internet available where you spend most of your study time? ☐ Yes ☐ No

Part 2 - Experience and Expectations. For the following questions, please place a slash on the line at a point that corresponds with your opinion, as in the following example.

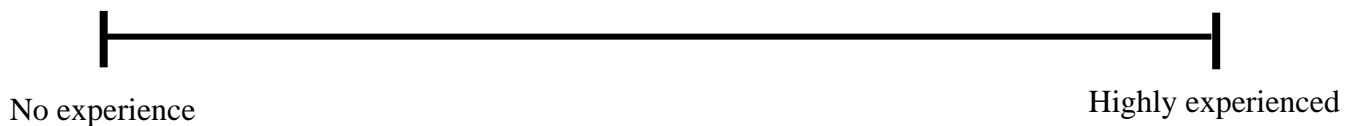


11. How would you rate your general level of expertise using Internet-based information technology?



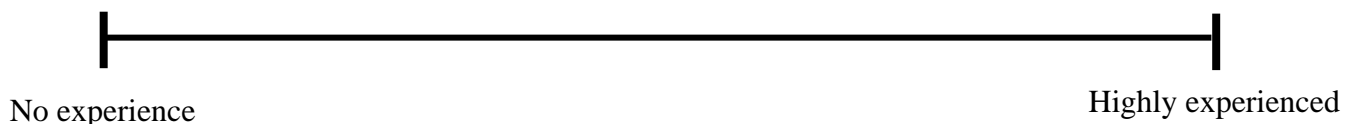
Comment:

12. The unit you are beginning involves the critical analysis of works of literature. This will include fiction, poetry and drama. How would you rate your previous experience with literary analysis?



Comment:

13. Rate your level of experience using weblogs.



Comment:

14. Rate your level of experience using Internet-based discussion forums.

No experience

Highly experienced

Comment:

15. Rate your expectations about using weblogs in this unit.

Not excited at all

Positively excited

Comment:

16. Rate your expectations about using Discussion Forums in this unit.

Not excited at all

Positively excited

Comment:

17. Please provide any additional information you feel is relevant to the use of weblogs or discussion forums as instructional tools in this unit. (Use the following page if necessary.)

[illegible]

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Appendix C

Survey 2 Questionnaire

This appendix includes the questionnaire that was used for Survey 2.

Weblog Survey 2

In order to correlate the information you provide on this questionnaire with that which you have provided on others within this weblog study, please provide the pseudonym you **have already selected**.

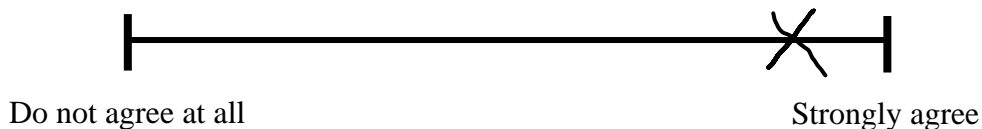
Pseudonym: _____

Your returned questionnaire will be regarded as consent to use the information for research purposes.

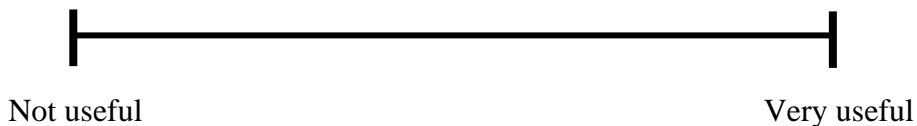
Part 1 – Use of LiveJournal in ENGL104

Please consider your use of your LiveJournal weblog within ENGL104 when responding to the following questions.

Place a slash on the line at a point that corresponds with your opinion, as in the following example.

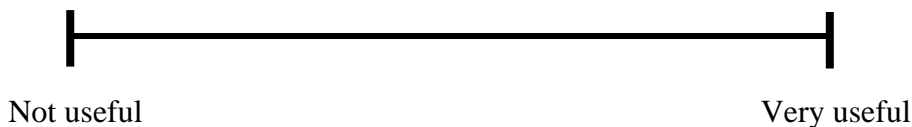


1. How would you rate your overall impression of the usefulness of the LiveJournal weblogs in your study of Literary and Dramatic Forms?



Comment:

2. How would you rate your overall impression of the usefulness of the online discussion forum in your study of Literary and Dramatic Forms?



Comment:

3. Please rate your impression of your LiveJournal weblog against each of the following attributes:

a. Assisting me to learn in this course/ unit.

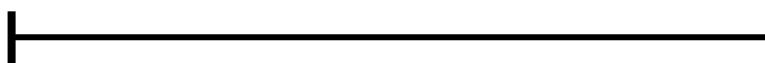


Not useful

Very useful

Comment:

b. Requiring that I publish my writing on the Internet.



Not stressful at all

Very stressful

Comment:

c. Providing an opportunity to share my work with other students for their enjoyment.

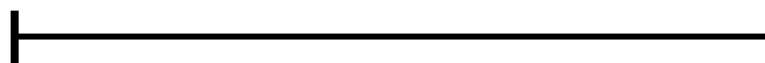


Not useful

Very useful

Comment:

d. Fostering collaborative learning where I can learn from others and others can learn from me.



Not useful

Very useful

Comment:

e. Recording my personal reflections in this course/ unit.



Not useful

Very useful

Comment:

f. Documenting my learning experience in this course/ unit.



Not useful

Very useful

Comment:

g. Providing a flexible learning environment that I could adjust to match my schedule.



Not useful

Very useful

Comment:

h. Providing practice commenting on the writing of others.

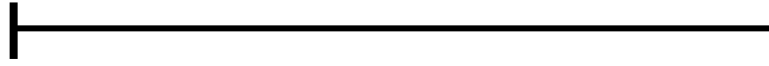


Not flexible

Very flexible

Comment:

i. Providing a forum for timely feedback to and from my peers.

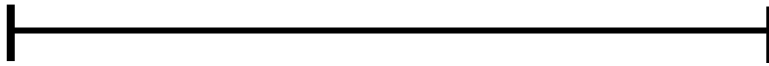


Not useful

Very useful

Comment:

j. Providing a forum for timely feedback from my lecturer.

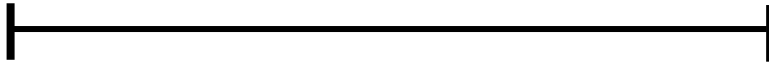


Not useful

Very useful

Comment:

k. Providing insight into what others are thinking and their writing.



Not useful

Very useful

Comment:

l. Providing an obstacle or barrier to my learning.



Not easy at all

Very easy

Comment:

4. While you were preparing your required weekly LiveJournal entries, for which of the following potential audiences do write? Please mark as many as are appropriate.

- ☐ No one
☐ Classmates
☐ Lecturer/tutor
☐ Members of my *Friends* list
☐ Wider Internet community
☐ Other _____

Comment:

5. Approximately how many **hours per week** do you spend reading and writing in LiveJournal? _____
6. Rank each of the following in terms of the value you received from the LiveJournal weblog (including the ACU LiveJournal Communities if appropriate):

	Little or no value	Extremely valuable
Social networking		
Encouragement		
Sense of community		
Constructive feedback		
Learning new ideas from others		
Sharing your ideas with others		
Personal reflection		
Creative outlet		
Meeting unit requirements		
Other (please specify): _____		

Comment:

Part 2 – ACU LiveJournal communities

The following questions relate to the two LiveJournal Review Communities that are associated with ENGL104.

7. Have you contributed to either of these weblog communities? ☐ Yes ☐ No
8. What aspect of these weblog communities have you found most beneficial to your study of Literary and Dramatic Forms?

9. Please describe any problems you have encountered using LiveJournal.

10. Please describe any problems you have encountered using the discussion forum.

11. Please provide any additional information you feel is relevant to the use of weblogs or discussion forums as instructional tools in this unit.

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Appendix D

Survey 3 Questionnaire

This appendix includes the questionnaire used for Survey 3.

Weblog Survey 3

This is the last in the series of weblog surveys for this research program. In order to correlate the information you provide on this questionnaire with that which you have provided on others within this weblog study, please provide the pseudonym you **have already selected**.

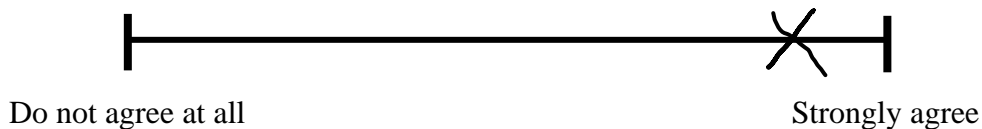
Pseudonym: _____

Your returned questionnaire will be regarded as consent to use the information for research purposes.

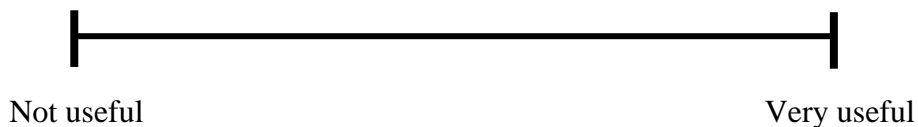
Part 1 – Use of LiveJournal in ENGL104

Please consider your use of your LiveJournal weblog within ENGL104 when responding to the following questions.

Place a slash on the line at a point that corresponds with your opinion, as in the following example.

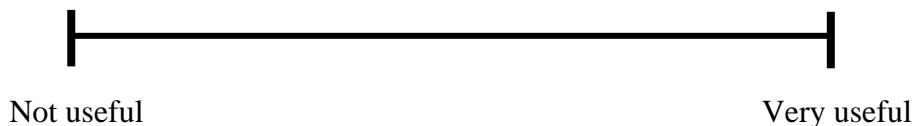


1. How would you rate your overall judgment of the usefulness of the LiveJournal weblogs in your study of Literary and Dramatic Forms?



Comment:

2. How would you rate your overall impression of the usefulness of the online discussion forum in your study of Literary and Dramatic Forms?



Comment:

3. Please rate your judgment of your LiveJournal weblog against each of the following aspects:

a. Assisting me to learn in this course/ unit.

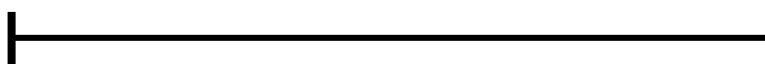


Not useful

Very useful

Comment:

b. Requiring that I publish my writing on the Internet.



Not stressful at all

Very stressful

Comment:

c. Providing an opportunity to share my work with other students for their enjoyment.



Not useful

Very useful

Comment:

d. Fostering collaborative learning where I can learn from others and others can learn from me.

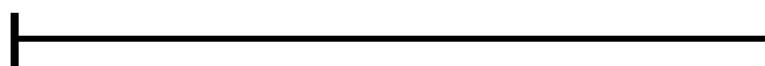


Not useful

Very useful

Comment:

e. Recording my personal reflections in this course/ unit.

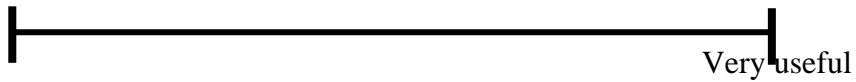


Not useful

Very useful

Comment:

f. Documenting my learning experience in this course/ unit.



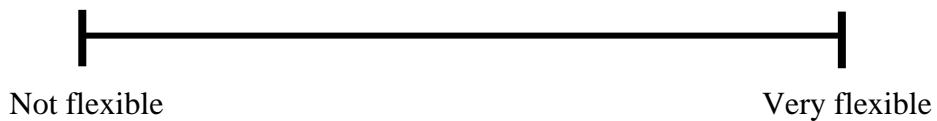
Comment:

g. Providing a flexible learning environment that I could adjust to match my schedule.



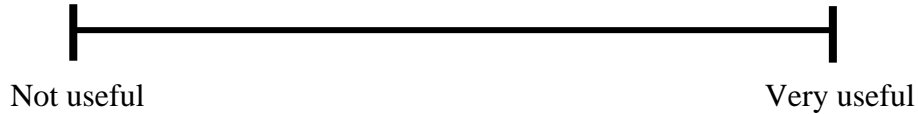
Comment:

h. Providing practice commenting on the writing of others.



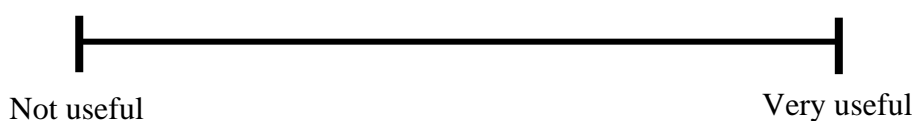
Comment:

i. Providing a forum for timely feedback to and from my peers.



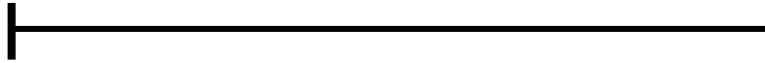
Comment:

j. Providing a forum for timely feedback from my lecturer.



Comment:

k. Providing insight into what others are thinking and their writing.



Not useful

Very useful

Comment:

l. Providing an obstacle or barrier to my learning.



Not easy at all

Very easy

Comment:

4. While you were preparing your required weekly LiveJournal entries, for which of the following potential audiences did you write? Please mark as many as are appropriate.

- ☐ No one
- ☐ Classmates
- ☐ Lecturer/tutor
- ☐ Members of my *Friends* list
- ☐ Wider Internet community
- ☐ Other _____

Comment:

5. Approximately how many **hours per week** do you spend reading and writing in LiveJournal? _____

6. Rank each of the following in terms of the perceived benefit you received in achieving your learning outcomes from the LiveJournal weblogs (including the ACU LiveJournal Communities if appropriate):

	Little or no value	Extremely valuable
Social networking		
Encouragement		
Sense of community		
Constructive feedback		
Learning new ideas from others		
Sharing your ideas with others		
Personal reflection		
Creative outlet		
Meeting unit requirements		
Publishing my own writing		
Providing an opportunity to practice my writing skills		
Other (please specify): _____		

Comment:

Part 2 – ACU LiveJournal communities

The following questions relate to the two LiveJournal Review Communities that are associated with ENGL104.

7. Have you contributed to either of these weblog communities?

☐ Not at all

☐ Occasionally

☐ Often

☐ All the time

8. What aspect of these weblog communities have you found most beneficial to your study of Literary and Dramatic Forms?

9. Please describe any problems you have encountered using LiveJournal.

10. Please describe any problems you have encountered using the discussion forum.

11. Overall, did you find the use of weblogs to be beneficial to your learning experience in this unit? Please provide some comments to help clarify your response.

☐ Not at all

☐ Occasionally

☐ Often

☐ All the time

Comments:

12. Would you recommend that other lecturers use weblogs in their teaching and learning program? Please provide some comments to help clarify your response.

☐ Not at all

☐ Occasionally

☐ Often

☐ All the time

Comments:

13. Please provide any additional information you feel is relevant to the use of weblogs or discussion forums as instructional tools in this unit.

Appendix E

Survey Comments

This appendix lists all of the comments that were provided on the student surveys.

Survey 1	E4
Q11.....	E4
Q12.....	E5
Q13.....	E6
Q14.....	E7
Q15.....	E8
Q16.....	E9
Q17.....	E10
Survey 2	E12
Q1.....	E12
Q2.....	E13
Q3A.....	E14
Q3B.....	E15
Q3C.....	E15
Q3D.....	E16
Q3E.....	E16
Q3F	E17
Q3G.....	E17
Q3H.....	E17
Q3I.....	E18
Q3J.....	E18
Q3K.....	E18

Q3L	E19
Q4	E19
Q8	E20
Q9	E21
Q10	E24
Q11	E26
Survey 3	E28
Q1	E28
Q2	E28
Q3A.....	E29
Q3B.....	E29
Q3C.....	E30
Q3D.....	E31
Q3E.....	E31
Q3F	E32
Q3G.....	E32
Q3H.....	E33
Q3I	E33
Q3J.....	E33
Q3K.....	E33
Q3L	E34
Q4	E34
Q6	E35
Q8	E35
Q9	E36
Q10	E38
Q11	E39

Q12.....	E40
Q13.....	E41

Survey 1

Total student comments = 120.

Q11

How would you rate your general level of expertise using Internet-based information technology?

Total Survey 1 respondents = 92.

Total with comments on Q11 = 24

S1.Q11.3: Use for general activities but less than frequently.

S1.Q11.15: Will be an expert very soon! (I hope).

S1.Q11.17: Basic, self taught knowledge.

S1.Q11.18: can do most thing - but not well.

S1.Q11.22: I took an online course last summer.

S1.Q11.27: completed tafe courses & work experience.

S1.Q11.28: it seems after just mastering 1 "new technology" another comes out more confusing than the last

S1.Q11.30: I know the basics which have suited my needs so far.

S1.Q11.31: I don't know everything but I know enough to figure out new internet technologies.

S1.Q11.33: Experienced with computers and the internet enough to cope.

S1.Q11.34: I have been using the internet for just over three years for research purposes.

S1.Q11.40: medium level.

S1.Q11.53: I can use the general Internet and computers. Just not that skilled in other areas more technical.

S1.Q11.54: A lot of it is credible for academic use.

S1.Q11.55: I can do everything I want & need to do over the internet

S1.Q11.56: I know how to use the online resources given by [the university] and have a general idea of other Internet based tech.

S1.Q11.64: I studied IPT at a senior (HSC) level.

S1.Q11.69: I have average expertise for people my age.

S1.Q11.75: I haven't used it much in the past.

S1.Q11.78: developed enough to find information, gut limited skills creating documents

S1.Q11.79: Im good at searching for info but in the use of applications im not so experienced

S1.Q11.80: Im good at the things I use all the time - terrible with data bases.

S1.Q11.87: I use the internet a fair bit and am comfortable with it, but not super confident.

S1.Q11.91: I'm fluent, if there's a problem I can work it out.

Q12

The unit you are beginning involves the critical analysis of works of literature. This will include fiction, poetry and drama. How would you rate your previous experience with literary analysis?

Total Survey 1 respondents = 92.

Total with comments on Q12 = 25.

S1.Q12.3: Reasonable level of education and experience at high school.

S1.Q12.18: did a lot of it last yr for the HSC.

S1.Q12.22: only in high school

S1.Q12.26: Experience in secondary school

S1.Q12.27: HSC level.

S1.Q12.28: only though really in high school.

S1.Q12.30: Have done analysis at a school based level

S1.Q12.31: Only High school

S1.Q12.33: Average student in this field

S1.Q12.34: I never really was the best at analysis, although I have had experience in this area

S1.Q12.40: During high school. I have just completed yr 12.

S1.Q12.44: At secondary school, I was in three advanced levels of English.

S1.Q12.53: I studied 2 unit adv in yrs 11 & 12 that included those

S1.Q12.55: High school with extension units helped with this.

S1.Q12.56: Did advanced English at school.

S1.Q12.63: School-based only

S1.Q12.69: Have completed other units of Literature at uni.

S1.Q12.75: Just high school standard

S1.Q12.77: HSC advanced English literary analysis only.

S1.Q12.79: I studied English in high school but nothing more than that

S1.Q12.80: I did extension English in Yr 12 & came 3rd in my class – did lots of texts

S1.Q12.83: Mostly coming from secondary school, specialising in drama

S1.Q12.84: High school

S1.Q12.87: Apart from school I have not done any literary analysis

S1.Q12.91: Very little experience, I've done it but I'm a novice.

Q13

Rate your level of experience using weblogs.

Total Survey 1 respondents = 92

Total with comments on Q13 = 16

S1.Q13.5: I'm not even sure what a weblog is?

S1.Q13.15: Am scared of the internet prefer NOT to use it.

S1.Q13.18: not very experienced - is myspace a weblog

S1.Q13.30: Never used

S1.Q13.31: I kept an intermittent weblog 2000 – 2002

S1.Q13.33: Hardly any experience

S1.Q13.34: What is a weblog??

S1.Q13.40: Not sure what they are

S1.Q13.55: I have seen them but never really bothered.

S1.Q13.56: don't know much about them

S1.Q13.66: myspace blogs

S1.Q13.69: This is my second year of web blogging

S1.Q13.80: myspace!! – if that what it is

S1.Q13.83: I've never used one myself, but I have viewed others

S1.Q13.87: I know of them and have tinkered but no real experience

S1.Q13.91: I did it once

Q14

Rate your level of experience using Internet-based discussion forums.

Total Survey 1 respondents = 92

Total with comments on Q14 = 17

S1.Q14.10: Have tried them but not often.

S1.Q14.22: used occasionally for online course.

S1.Q14.28: Seen one but never been required to use one

S1.Q14.30: Never used

S1.Q14.33: very experienced – member of many forums

S1.Q14.34: I don't venture into forums on the internet

S1.Q14.40: Have never intended to use one

S1.Q14.41: Have read forums for opinions and information but never participated

S1.Q14.55: I have only participated in one or two – but I could use them well.

S1.Q14.56: don't know too much about them.

S1.Q14.67: Have not [been] required to do so, however would not have difficulty in the event
if I needed to do so.

S1.Q14.69: Again second year of blogging

S1.Q14.75: Speaking with friends on MSN, etc.

S1.Q14.79: chat rooms

S1.Q14.80: Generally just chat using MSN-not chat rooms

S1.Q14.87: I have previously used Internet-based discussion but not regularly.

S1.Q14.91: I don't really take post too often although I know how to do it.

Q15

Rate your expectations about using weblogs in this unit.

Total Survey 1 respondents = 92

Total with comments on Q15 = 17

S1.Q15.10: Something different

S1.Q15.14: Don't have any

S1.Q15.15: Will proceed with caution

S1.Q15.30: I have heard they are very useful.

S1.Q15.33: mixed feelings – do not want to make mistakes

S1.Q15.34: I would like to attain a firm grasp on the concept, although I know a miracle isn't in the cards so I don't expect to be an expert.

S1.Q15.55: I don't know how it will apply yet.

S1.Q15.56: pretty poor

S1.Q15.69: I've done it before & I know its valuable

S1.Q15.75: Great to learn new things

S1.Q15.78: uncertain as to what to expect at this point in time, primarily I'm a very quiet/private person so I don't know how comfortable I will be recording a weblog.

S1.Q15.79: somewhat excited as im not entirely sure what weblogs are

S1.Q15.80: Interested to see how they will help

S1.Q15.83: it's something I've always wanted to do, and the unit is providing that opportunity

S1.Q15.84: I am aware they exist – not sure how much time I will want to dedicate

S1.Q15.87: I think it'll cause undue irritation as I am forced to go online to write a 'blog'.

S1.Q15.91: It seems like a challenge that I'm not going to enjoy that much.

Q16

Rate your expectations about using Discussion Forums in this unit.

Total Survey 1 respondents = 92

Total with comments on Q16 = 12

S1.Q16.10: Something different

S1.Q16.30: I have heard they are very useful

S1.Q16.33: like forums – should be good

S1.Q16.34: using discussion forums in this unit will be interesting.

S1.Q16.55: Again, don't know how they will be used.

S1.Q16.56: pretty poor

S1.Q16.63: More interested in face-to-face discussion time.

S1.Q16.75: Improve my knowledge throughout literature

S1.Q16.78: I feel more comfortable with this concept rather than creating a weblog.

S1.Q16.80: I've always like them – but again don't see how they'll help

S1.Q16.85: I am sort of not looking forward to it because technology is sometimes
intimidating

S1.Q16.91: Seems like a conveniently easy way to gain access to information /others' points
of view.

Q17

Please provide any additional information you feel is relevant to the use of weblogs or
discussion forums as instructional tools in this unit.

Total Survey 1 respondents = 92

Total with comments on Q17 = 9

S1.Q17.31: I think it is a very interesting tool for study and I look forward to using it and
developing my skills with it. I like the fact that it adds another level of interaction to
the classroom environment you wouldn't normally get. I anticipate it will deepen my
level of learning and engagement in this unit.

S1.Q17.32: Hopefully that I will enjoy using it and learn to use it adequately

S1.Q17.33: Using the internet with weblogs and forums has in the past not worked well for
me, but hopefully it will change this time

- S1.Q17.39: Concerned about time allocation for these activities. At first look seems overly time expensive.
- S1.Q17.46: It could be difficult for some people and they might score lower even though they have the ability to critically analyse literature.
- S1.Q17.52: Don't make it to complicated pleaseee
- S1.Q17.56: Internet and technology aspects never seem to work when I use
- S1.Q17.57: I don't have much experience using weblogs or discussion forums but I feel that it will be necessary and very useful for this unit and others and [I] will therefore have to learn how to use them effectively
- S1.Q17.60: Instructions of use.
- S1.Q17.69: The use of such strategies and tools needs to be well structured by the course lecturer.
- S1.Q17.76: I have never used weblogs as an educational tool & look forward to seeing how it works.
- S1.Q17.83: I think it is a great idea, will bring the group together, allow us to learn through a medium most of us are quite familiar with, and is very accessible.
- S1.Q17.87: It seems to me that we could learn without all the extra tech. Still it might make things go smoother. Maybe I'm just old fashioned.
- S1.Q17.89: Looking forward to it.
- S1.Q17.92: I am experienced with use of the internet but have never come across weblogs or discussion forums . So I don't know what to expect.

Survey 2

Q1

How would you rate your overall impression of the usefulness of the weblogs in your study of Literary and Dramatic Forms?

Total Survey 2 respondents = 71.

Total with comments on Q1 = 21.

S2.Q1.1: I didn't like the idea at first, as I'm not very computer literate, but I'm slowly getting the hang of it.

S2.Q1.3: I like [weblog] because its easier to express ideas as opposed to a classroom environment.

S2.Q1.4: It's different and much easier and entertaining to engage with

S2.Q1.7: able to get my ideas heard.

S2.Q1.14: Prefer face to face discussions

S2.Q1.17: helps to interact with other peoples thoughts.

S2.Q1.18: helped me to interact with other students on their ideas and to get their help and input

S2.Q1.21: become more useful over time

S2.Q1.22: I feel that the creative outlet is important but should be conducted at the student's discretion

S2.Q1.27: helps to express yourself with regard to the literature

S2.Q1.37: After a few weeks, I can see the benefits of discussing the issues outside the classroom

S2.Q1.43: Encourages to write but sometimes is more of a chore.

S2.Q1.45: It's a good way to present thoughts & ideas.

S2.Q1.46: It allows you to understand others P.O.V outside the small time allocated for discussion

S2.Q1.47: Its good to see others ideas etc but just for interests sake.

S2.Q1.56: It was much more impressive than I had originally anticipated.

S2.Q1.60: sometimes lets people “stray from the path” and allows us to become distracted.

S2.Q1.63: easy to see how others respond

S2.Q1.64: Discussions tend to be better in class; [weblog] compulsory FORCES farce creativity

S2.Q1.66: Good; makes course more enjoyable

S2.Q1.69: helps to create a community – opens up creation and discussion

Observations: Much less resistance to use of weblogs. Many were pleasantly surprised that it wasn't as difficult as they had anticipated.

Q2

How would you rate your overall impression of the usefulness of the online discussion forum in your study of Literary and Dramatic Forms?

Total Survey 2 respondents = 71.

Total with comments on Q2 = 16

S2.Q2.3: Allows me to communicate with my group outside lecture time.

S2.Q2.7: havnt really gotten into this deep discussion yet mainly intros.

S2.Q2.10: I don't know how to use online discussions

S2.Q2.13: Haven't done much yet

S2.Q2.17: get to know people in the groups and share ideas

S2.Q2.18: its been extremely useful, but ive been lucky enough to have a great interactive group

S2.Q2.21: my group hasn't really developed a strong discussion . . . Yet.

S2.Q2.22: Limited experience, but for full exploitation it is necessary for the total student involvement

S2.Q2.29: haven't started.

S2.Q2.31: We haven't used it much, but from what I have used & discussed its great, we get to do work out of class.

S2.Q2.47: We basically cover everything in the lectures.

S2.Q2.51: members of my group do not participate.

S2.Q2.56: The Online Discussion seemed to be a repeat (same exercise) as the Blog Page.

S2.Q2.63: also good to get others ideas

S2.Q2.64: Discussions are stronger in tutorials

S2.Q2.66: Difficult to get used to at first: committing to it.

Observations: Survey 2 was conducted during week 7. Discussion groups were allocated in week 2 and students were encouraged to continue in-class discussions within their Discussion Groups every week thereafter. Discussion Group assessment was in week 8, yet many students report their groups are not yet active. 4 Comments indicate groups have begun to interact. 12 Comments indicate the groups have not yet begun to interact.

Q3A

Please rate your impression of your weblog against each of the following attributes; Assisting me to learn in this course/ unit.

Total Survey 2 respondents = 71.

Total with comments on Q3A = 5.

S2.Q3A.11: provides a forum to practice creative writing

S2.Q3A.18: still getting the hang of some features in [weblog]

S2.Q3A.46: Its just helped me see texts from another perspective

S2.Q3A.60: More assessment based than a learning tool.

S2.Q3A.63: see what others, who may not say much in class, have to say.

Q3B

Requiring that I publish my writing on the Internet. (stress)

Total Survey 2 respondents = 71.

Total with comments on Q3B = 9

S2.Q3B.1: a little

S2.Q3B.17: time issues, commitment

S2.Q3B.18: only when having problems with the internet connection itself.

S2.Q3B.37: No problems of acquiring extra copies, printers, etc.

S2.Q3B.46: It depends on what other uni work needs attention that week – more stressful if time is limited.

S2.Q3B.47: The compulsory nature of it kinda puts me off.

S2.Q3B.51: Does not take much time.

S2.Q3B.63: easy way to express

S2.Q3B.69: increasing confidence – getting use to it.

Observations: Only one comment might be referring to exposing work to the public on the Internet. Most issues surround student time availability to meet the required work load.

Q3C

Providing an opportunity to share my work with other students for their enjoyment

Total Survey 2 respondents = 71.

Total with comments on Q3C = 7

S2.Q3C.11: have received no comments!

S2.Q3C.17: share my ideas and thoughts

S2.Q3C.32: Communication between myself & other students that wouldn't occur otherwise.

S2.Q3C.37: very rewarding

S2.Q3C.43: I enjoy reading others' work.

S2.Q3C.46: Its extremely creative

S2.Q3C.63: I am not sure how 'enjoyable' my work is

Observations: 5 positive; 1 negative; 1 uncertain about quality of own work.

Q3D

Fostering collaborative learning where I can learn from others and others can learn from me

Total Survey 2 respondents = 71.

Total with comments on Q3D = 4

S2.Q3D.17: gives me ideas

S2.Q3D.38: much prefer face to face

S2.Q3D.45: Its easy to use therefore you can see other peoples form of language etc.

S2.Q3D.46: Everyone's work is there for us to use.

Observations: S2.38 still negative to the electronic format.

Q3E

Recording my personal reflections in this course/ unit

Total Survey 2 respondents = 71.

Total with comments on Q3E = 2

S2.Q3E.17: journal like

S2.Q3E.46: It allows us to reflect in an informal way.

Q3F

Documenting my learning experience in this course/ unit.

Total Survey 2 respondents = 71.

Total with comments on Q3F = 3

S2.Q3F.18: especially when others are commenting it boost confidence and helps encourage

S2.Q3F.46: If you chose, you can document pretty much anything.

S2.Q3F.56: Actually save an 'offline' file into mydocs. To access web page when have no internet access

Q3G

Providing a flexible learning environment that I could adjust to match my schedule.

Total Survey 2 respondents = 71.

Total with comments on Q3G = 2

S2.Q3G.38: Too much extra work.

S2.Q3G.46: Work loads increase & it still demands

Q3H

Providing practice commenting on the writing of others.

Total Survey 2 respondents = 71.

Total with comments on Q3H = 4

S2.Q3H.13: Haven't done this yet.

S2.Q3H.46: It depends on what others also wrote.

S2.Q3H.56: Need feedback about our 'commenting'

S2.Q3H.60: There are many opportunities.

Observations: Note S2.46's response – need feedback on commenting. There was none.

Q3I

Providing a forum for timely feedback to and from my peers.

Total Survey 2 respondents = 71.

Total with comments on Q3I = 3.

S2.Q3I.11: Face to face more timely

S2.Q3I.46: It allows all to see & reply to your work.

S2.Q3I.60: Usually posts are pushed the back rapidly and therefore not read by most.

Q3J

Providing a forum for timely feedback from my lecturer.

Total Survey 2 respondents = 71.

Total with comments on Q3J = 3.

S2.Q3J.31: I love the feedback he left me. But there is not much of it.

S2.Q3J.38: Excellent

S2.Q3J.56: That will depend on the individual lecturer. [Lecturer] does an excellent job

Q3K

Providing insight into what others are thinking and their writing

Total Survey 2 respondents = 71.

Total with comments on Q3K = 3

S2.Q3K.18: helps me to think about ideas I haven't before

S2.Q3K.46: It is their own personal thoughts

S2.Q3K.63: very good for this

Q3L

Ease of use.

Total Survey 2 respondents = 71.

Total with comments on Q3L = 6

S2.Q3L.03: The only obstacle would be the unreliability of computers.

S2.Q3L.04: challenging AT FIRST to put ideas forward amongst so many peers..

S2.Q3L.23: once you get the hang of it

S2.Q3L.31: I don't think it would create or provide a barrier to learning, if anything, it helps

S2.Q3L.56: Can be time consuming

S2.Q3L.60: Again, it can be a distraction.

Q4

While you were preparing your required weekly [weblog] entries, for which of the following potential audiences do write? Please mark as many as are appropriate.

Total Survey 2 respondents = 71.

Total with comments on Q4 = 2.

Other categories included:

- Sometimes written for classmates, sometimes just for myself.
- Myself
- this depends on what im writing about. Sometime its just a place to connect what I've been thinking about and writing it down
- wrote a poem for my friend, gave him my url so he could read it.
- What I felt like writing @ the time.
- Just write whatever I feel
- I like that anyone can read it

Observations: Myself = 5; Friends = 1; Classmates = 2

S2.Q4.43: Just write whatever I feel

S2.Q4.47: I like that anyone can read it

Q8

What aspect of these weblog communities have you found most beneficial to your study of Literary and Dramatic Forms?

Total Survey 2 respondents = 71.

Total with comments on Q8 = 32

S2.Q8.1: Reading other blogs

S2.Q8.9: Observing other peoples style in writing

S2.Q8.12: Learning about the text through others perspectives commenting on others & their commenting on my work

S2.Q8.13: discovering other's opinions on lit. topics; social

S2.Q8.14: Helped me to understand things

S2.Q8.21: seeing other people's opinions or problems with a topic

S2.Q8.22: creative outlet; personal reflection

S2.Q8.23: I've read it but not contributed

S2.Q8.24: the ability to discuss ideas with classmates

S2.Q8.26: Communication with students that I don't really know

S2.Q8.30: being able to read other poems

S2.Q8.31: creative writing aspect

S2.Q8.33: Learning the thoughts of others and sharing my own ideas

S2.Q8.34: The feedback that I receive from my peers allows me to constructively work on my writing skills and understanding.

S2.Q8.36: It encourages the student to reflect upon the weeks work.

S2.Q8.37: Allows you to reflect upon work discussed in class.

S2.Q8.39: Sharing ideas, comment & criticisms about different texts when no time available in tuts & lectures.

S2.Q8.43: expressing yourself

S2.Q8.44: Review of the others' work

S2.Q8.46: Getting the full use of others ideas, views & opinions

S2.Q8.48: Learning different ideas from other classmates.

S2.Q8.49: [the weblog itself]

S2.Q8.53: Share ideas

S2.Q8.56: Feedback via comments & ability to post images/video.

S2.Q8.57: Receiving feedback from viewers.

S2.Q8.58: Able to express personal opinion and receive feedback on it.

S2.Q8.59: to be able to see what other people are thinking & writing

S2.Q8.63: discussion with my group.

S2.Q8.65: have not been on them, so cannot say if they have been beneficial

S2.Q8.67: the ability to engage in discussion and view the ideas of others

S2.Q8.68: Discussion

S2.Q8.69: increasing confidence to express ideas

Observations: Many seem to have missed this question's connection to the weblog communities. Most answers relate to the individual student weblog environments. All comments relate to sharing ideas with others

Q9

Please describe any problems you have encountered using [the weblog]

Total Survey 2 respondents = 71.

Total with comments on Q9 = 53

S2.Q9.1: not that confident with it

S2.Q9.2: The only problem was having to write with Courage. Facing my shyness. Making sense when writing.

S2.Q9.3: problems with [the weblog] relate only to the actual speed of computers and that it always freezes just as I am about to post something.

S2.Q9.4: None

S2.Q9.7: at one stage I was unable to post any blogs.

S2.Q9.8: it took me awhile to get going because I didn't know how it worked.

S2.Q9.10: Difficulty writing something that makes sense & others will understand

S2.Q9.11: does not work properly from all computers.

S2.Q9.13: a little confusing to set up

S2.Q9.14: Don't use computer much. Hard to find time for it.

S2.Q9.17: hard to use the webpage

S2.Q9.18: none really other than the links sometimes not work

S2.Q9.19: At first getting the hang of working the design of the web page

S2.Q9.20: Sometimes I don't feel comfortable using weblog since I've never done any weblogs.

S2.Q9.21: no problems but it just took a little while to get used to weblog and what it was about.

S2.Q9.23: Being a mature age student the whole IT component, learning how to master it.

S2.Q9.24: at first a slight confusion on how to use it, it wasn't particularly clear.

S2.Q9.25: Not so much technology, but just in terms of working out what to write, (that's probably why I'm behind.)

S2.Q9.26: unsure of the specific nature of the requirement of my blog.

S2.Q9.28: none

S2.Q9.30: not many comments made on work presented.

S2.Q9.32: Not understanding what to put in it. Not setting up correctly – i.e. the time on mine isn't in sync with our real time.

S2.Q9.33: none

S2.Q9.34: no problems

S2.Q9.35: Not finding a layout that I like!!

S2.Q9.36: The time to log on and type up work; Internet access not always avail.

S2.Q9.38: set-up

S2.Q9.39: none

S2.Q9.40: Trouble keeping up with topics & the such

S2.Q9.41: Log in problems; Entry problems; Date problems

S2.Q9.42: Sometimes doesn't let me post: doesn't work @ home

S2.Q9.43: not having anything to write, pulling out of thin air, not doing it.

S2.Q9.44: no motivation

S2.Q9.46: None really, maybe just a lack of available time.

S2.Q9.47: From [LMS] I can't sign in

S2.Q9.48: none

S2.Q9.49: slow internet connection

S2.Q9.52: The issue of criticism

S2.Q9.53: technical problems = sometime your work might get lost before you upload

S2.Q9.55: logging on through [LMS]

S2.Q9.56: Posting to another community creates a 'double' of your posting in the friends page

S2.Q9.57: It's hard to upload photos and there isn't a great deal of format options available.

S2.Q9.58: Occasional writers block in what to write about

S2.Q9.59: I find that not many people read very widely, just sticking to the [weblogs] of their best friends.

S2.Q9.60: Flood of unimportant information

S2.Q9.62: Getting to a computer, playing around with all the settings & functions, knowing how to meet the criteria of the unit.

S2.Q9.63: some aspects get confusing

S2.Q9.64: login not working inconvenient; not having time; confusing links.

S2.Q9.65: my internet is slow, so it makes [weblog] slow, also many people do not comment

S2.Q9.66: Difficult to commit to each week, home computer is slow, takes ages to load

S2.Q9.67: struggle to get motivated

S2.Q9.68: a tad confusing & scary to begin with. It gets easier with experience.

S2.Q9.69: logging on through [LMS] link.

Observations: Problems with workload, technical issues; insufficient time; etc. S2.59 and S2.65 lament lack of wide reading – only read their best friends posts.

Q10

Please describe any problems you have encountered using the discussion forum

Total Survey 2 respondents = 71.

Total with comments on Q10 = 32

S2.Q10.2: Nobody has begun any discussions. It is hard for myself to keep because have no internet.

S2.Q10.3: No problems

S2.Q10.4: None

S2.Q10.10: I don't know how to find it

S2.Q10.12: Our group isn't very welcoming/ embracing of this topic

S2.Q10.13: no problems

S2.Q10.18: none really

S2.Q10.19: not much problems were encountered

S2.Q10.20: no problems, but my group has been a little slow off the mark

S2.Q10.24: I haven't encountered any yet.

S2.Q10.26: unsure of the specific nature of the requirement of my discussion.

S2.Q10.28: none

S2.Q10.30: No real idea of what is expected

S2.Q10.33: Some people do not post entries so discussion is not possible

S2.Q10.34: no problems

S2.Q10.35: People not participating

S2.Q10.37: Not everybody participates

S2.Q10.38: Discussion topics

S2.Q10.39: Not a lot of people use it frequently

S2.Q10.40: Don't know how to use it

S2.Q10.43: Haven't done it yet

S2.Q10.47: none

S2.Q10.48: none

S2.Q10.49: haven't been there yet

S2.Q10.58: none whatsoever

S2.Q10.59: I think the forum could be set out better, its a bit confusing , but its okay.

S2.Q10.60: People using it as a personal journal.

S2.Q10.62: Getting to a computer; it can be ages until someone posts a reply; can be a very slow conversation

S2.Q10.64: confusing; slow

S2.Q10.65: not much feedback

S2.Q10.66: no problems

S2.Q10.67: lack of motivation

Observations: lots of IT problems. Lack of participation

Q11

Please provide any additional information you feel is relevant to the use of weblogs or discussion forums as instructional tools in this unit

Total Survey 2 respondents = 71.

Total with comments on Q11 = 10

S2.Q11.2: Its enjoyable at the same time irritating cause we have to keep up for every week

S2.Q11.3: I find [weblog] very useful. Its different to other subjects & it also develops my ICT skills

S2.Q11.19: It provides a great outlet of creative expression, without the need of complicated tools.

S2.Q11.33: It is a good way to express your thoughts and hear others thoughts

S2.Q11.38: The initial Tutorial should have been in a computer lab so that all students could have been walked through the process of set-up and first use. This would have saved a lot of time and confusion.

S2.Q11.40: Would be better if not assessed – less pressure allow ‘creativity’ to flow more effectively.

S2.Q11.46: Overall successful & helpful but can be time consuming

S2.Q11.60: A more organised/structured format with greater limits on the number of entries and the type

S2.Q11.64: unnecessary therefore should not be compulsory

S2.Q11.65: maybe more feedback.

Survey 3

Q1

How would you rate your overall impression of the usefulness of the weblogs in your study of Literary and Dramatic Forms?

Total Survey 3 respondents = 56.

Total with comments on Q1 = 10

S3.Q1.12: Didn't think so at first, but it has grown on me (maximum response to data question) [for comparison of surveys

S3.Q1.18: very useful for reflections

S3.Q1.21: It was good to see other people work and offered another creative outlet.

S3.Q1.22: To have others views is helpful

S3.Q1.28: top stuff, very useful.

S3.Q1.30: Great help with its understanding and how others interpret things

S3.Q1.43: Most discussions flowed better in tutorials

S3.Q1.51: It gives students a deeper engagement in the text by giving them a forum to discuss

S3.Q1.55: allow us to put notes in for our thought on each week as we progress

S3.Q1.56: Helped me to extend my creative writing skills.

Q2

How would you rate your overall impression of the usefulness of the online discussion forum in your study of Literary and Dramatic Forms?

Total Survey 3 respondents = 56.

Total with comments on Q2 = 7

S3.Q2.6: Interesting to read other's opinions

S3.Q2.17: It wasn't used enough for it to be useful

S3.Q2.21: Helped me understand things I hadn't before

S3.Q2.22: I would have liked more interaction on the different poems.

S3.Q2.23: Still getting used to it.

S3.Q2.28: It was good, useful

S3.Q2.30: Great helps with its understanding and how others interpret things.

Q3A

Please rate your judgment of your weblog against each of the following aspects:

Assisting me to learn in this course/ unit?

Total Survey 3 respondents = 56.

Total with comments on Q3A = 4

S3.Q3A.17: helped me articulate responses to texts & concepts in my own time

S3.Q3A.21: especially the interaction between other students and their ideas

S3.Q3A.23: Very good communication at short notice tool

S3.Q3A.43: At times it helped to see others views. Learn other aspects

Q3B

Please rate your judgment of your weblog against each of the following aspects:

Requiring that I publish my writing on the Internet

Total Survey 3 respondents = 56.

Total with comments on Q3B = 10

S3.Q3B.1: a little bit stressful

S3.Q3B.4: time consuming sometimes

S3.Q3B.21: Stressful only when there was uploading problems

S3.Q3B.22: To have others view what I have written & comment on it is encouraging

S3.Q3B.23: Hard I'm a private person

S3.Q3B.33: It built some confidence in my poetic skills I didn't have before

S3.Q3B.43: With uni there is little time to do the required entries.

S3.Q3B.50: I enjoyed it. I enjoyed being able to interact with others online but the volume of work was tedious

S3.Q3B.51: I found the whole thing very easy to use. I'm always on the internet anyway.

S3.Q3B.52: Your confidence builds slowly over time

Observations: (S3.43) Too busy with uni work to do uni work!?!

Q3C

Please rate your judgment of your weblog against each of the following aspects:

Providing an opportunity to share my work with other students for their enjoyment

Total Survey 3 respondents = 56.

Total with comments on Q3C = 5.

S3.Q3C.21: Gave me new ideas and confidence in exploring new things

S3.Q3C.23: not really interested in doing this - share my work with other students for their enjoyment

S3.Q3C.43: criticism scared me

S3.Q3C.51: I found it liberating – to be able to put work out there for people to see

S3.Q3C.55: Not yet confident expressing myself creatively

Q3D

Please rate your judgment of your weblog against each of the following aspects:

Fostering collaborative learning where I can learn from others and others can learn from me

Total Survey 3 respondents = 56.

Total with comments on Q3D = 4

S3.Q3D.7: This is the best part!

S3.Q3D.17: Other people often see what we overlook & [weblog] provides the opportunity to share these

S3.Q3D.43: Different interpretations of poems

S3.Q3D.52: It is great to get feedback from other students – very encouraging!

Q3E

Please rate your judgment of your weblog against each of the following aspects:

Recording my personal reflections in this course/ unit

Total Survey 3 respondents = 56.

Total with comments on Q3E = 3

S3.Q3E.21: at first I was a bit hesitant to do so but as I got encouragement from others I found myself doing it more

S3.Q3E.43: personal reflections should remain personal

S3.Q3E.51: Very valuable. It allows you to keep a record of your development

Observations: Difference of opinion on sharing personal reflections

Q3F

Please rate your judgment of your weblog against each of the following aspects:

Documenting my learning experience in this course/ unit

Total Survey 3 respondents = 56.

Total with comments on Q3F = 3

S3.Q3F.17: [weblog] is an ongoing, visual record of my learning

S3.Q3F.21: I saw that I was now looking at literature a different way

S3.Q3F.28: top stuff

Q3G

Please rate your judgment of your weblog against each of the following aspects:

Providing a flexible learning environment that I could adjust to match my schedule

Total Survey 3 respondents = 56.

Total with comments on Q3G = 7

S3.Q3G.21: Especially when I had a question or idea that wasn't covered or we only touched on.

S3.Q3G.23: Too much time.

S3.Q3G.28: good quality

S3.Q3G.43: interrupted my schedule

S3.Q3G.50: I estimate that I spend 50 – 60% more time on lit than on my other subjects

S3.Q3G.51: Fantastic! The easiest of all work in regards to fitting it into my busy schedule

S3.Q3G.52: It is not too strict (i.e. not checked every week) so you can play catch-up.

Observations: explicit statement about catch up. Issues about workload of unit.

Q3H

Please rate your judgment of your weblog against each of the following aspects:

Providing practice commenting on the writing of others

Total Survey 3 respondents = 56.

Total with comments on Q3H = 0

Q3I

Please rate your judgment of your weblog against each of the following aspects:

Providing a forum for timely feedback to and from my peers

Total Survey 3 respondents = 56.

Total with comments on Q3I = 1

S3.Q3I.38: not enough feedback

Q3J

Please rate your judgment of your weblog against each of the following aspects:

Providing a forum for timely feedback from my lecturer

Total Survey 3 respondents = 56.

Total with comments on Q3J = 2

S3.Q3J.38: not enough feedback (see previous question)

S3. Q3J.51: found it helpful and encouraging

Q3K

Please rate your judgment of your weblog against each of the following aspects:

Providing insight into what others are thinking and their writing

Total Survey 3 respondents = 56.

Total with comments on Q3K = 2

S3. Q3K.21: I was able to see the work of others which helped me not only to make more friends, but to understand my own work

S3. Q3K.51: It helps understand your classmates and foster community

Q3L

Please rate your judgment of your weblog against each of the following aspects:

Ease of use

Total Survey 3 respondents = 56.

Total with comments on Q3L = 5

S3.Q3L.1: was only an obstacle at the start of semester

S3.Q3L.28: Grand!

S3.Q3L.30: Once I got the hang of it I felt better about it. But a little daunting at first.

S3.Q3L.43: obstacle – no time!

S3.Q3L.50: again, the volume of work required made my other courses suffer

Q4

While you were preparing your required weekly [weblog] entries, for which of the following potential audiences did you write? Please mark as many as are appropriate

Please rate your judgment of your weblog against each of the following aspects:

Providing an obstacle or barrier to my learning

Total Survey 3 respondents = 56.

Total with comments on Q4 = 7

S3.Q4.2: Also for myself – good way of expressing yourself and recording what I learnt

S3.Q4.4: and myself

S3.Q4.9: often just for myself

S3.Q4.16: The entries varied from no-one to classmates to friends to anyone

S3.Q4.29: It would often depend on the type of entry e.g. creative/critical

S3.Q4.31: family living far away

S3.Q4.44: All up [weblog] has been valuable to me

Q6

Rank each of the following in terms of the perceived benefit you received in achieving your learning outcomes from the weblogs (including the [university weblog] Communities if appropriate):

Total Survey 3 respondents = 56.

Total with comments on Q6 = 1

S3. Q6.30: Being an older student I did find this very confronting and the other students were absolutely fantastic our discussion group 13 was fantastic

Q8

What aspect of these weblog communities have you found most beneficial to your study of Literary and Dramatic Forms

Total Survey 3 respondents = 56.

Total with comments on Q8 = 19

S3.Q8.1: other students' blogs

S3.Q8.3: The ability to read other [weblogs] allowed me to understand the text from another perspective

S3.Q8.12: space to work creatively and reflectively

S3.Q8.13: The creative output

S3.Q8.14: The ability to read others ideas & share reflections on this aspect of the unit

S3.Q8.16: Reading other people's opinions on the various topics

S3.Q8.22: To see what others have written both creatively & critically

S3.Q8.23: Where others are at

S3.Q8.24: The critical feedback from peers

S3.Q8.25: Sharing my thoughts and finding out the thoughts of others

S3.Q8.36: Poetry

S3.Q8.37: The [weblog] for making notes

S3.Q8.38: Social networking, but also a great place to write for yourself – theres a feeling of encouragement which is great for writing

S3.Q8.41: not interested/motivated in doing academic work online.

S3.Q8.45: Able to communicate ideas easily and reflect on things to do with both topics

S3.Q8.48: have not used them

S3.Q8.49: The poetry competition. Fun and useful to perfect my skills!

S3.Q8.55: Once – poetry comp

S2.Q8.56: being encouraged to write creatively

Q9

Please describe any problems you have encountered using [your weblog].

Total Survey 3 respondents = 56.

Total with comments on Q9 = 26

S3.Q9.1: doesn't always allow me to post

S3.Q9.3: I don't know what to write.

S3.Q9.5: The only problem was having to validate to [weblog] and making it appealing to the audience.

S3.Q9.6: I forget to do it during the week. Tend to put it off

S3.Q9.11: at times the website network is slow and won't allow me to sign in.

S3.Q9.12: Took me a while to get used to it

S3.Q9.13: Creativity is hard to induce and poses difficulties for students without a creative background

S3.Q9.14: The ability to get in contact with other classmates, hard to find “friends”

S3.Q9.16: None that I can think of, however I would suggest maybe set up a buddy system earlier in the year, for first years

S3.Q9.19: None

S3.Q9.23: Set-up

S3.Q9.25: No problems – there is just a lack of feedback from the lecturer

S3.Q9.27: Posting entries – date problems; did not post; log in problems

S3.Q9.30: Setting up the url and getting or logging into [weblog] but that was just probably teething problems

S3.Q9.35: Not knowing what to wear

S3.Q9.35: Not knowing what to write

S3.Q9.37: Technical things

S3.Q9.39: Not many dramas at all.

S3.Q9.42: Finding obvious “link” in by blog to other “communities

S3.Q9.45: No real problems as yet

S3.Q9.47: Consistently-hard to write in it once a week found myself catching up at the end of semester

S3.Q9.48: none

S3.Q9.50: Does not work on some computers, also I do not have the net at home so I had to spend long hours at uni.

S3.Q9.54: Hard to get in to habit of using. Not always knowing what to say

S3.Q9.55: Logging on through [LMS] – but if I just log on by going straight to the web page, it works fine

S3.Q9.56: Very slow loading on my computer at home.

Q10

Please describe any problems you have encountered using the discussion forum

Total Survey 3 respondents = 56.

Total with comments on Q10 = 18

S3.Q10.3: none

S3.Q10.5: [LMS] is slow

S3.Q10.11: not much problems at all

S3.Q10.12: my computer shut down and my input wasn't loaded into the discussion
(assessable!)

S3.Q10.13: Delay of responses from community and/or recognition/input from lecturer/tutor

S3.Q10.14: I didn't have any problems

S3.Q10.25: No problems – I enjoyed it. However some people contribute more than others

S3.Q10.30: The class was ok but the whole community well? (unhappy smile face)

S3.Q10.31: Moved in & out of discussion groups

S3.Q10.37: Continuing discussions with original comments

S3.Q10.39: Not all participated

S3.Q10.45: Not as easy to use as typical online forums (i.e. no edit button)

S3.Q10.48: none

S3.Q10.49: The layout of discussions was not very easy to follow, but that could just be my
problem

S3.Q10.50: Does not work on some computers, also I do not have the net at home so I had to
spend long hours at uni

S3.Q10.52: You cannot modify comments once they are posted (although this is probably a beneficial thing.

S3.Q10.54: None

S3.Q10.56: none

Q11

Overall, did you find the use of weblogs to be beneficial to your learning experience in this unit?

Total Survey 3 respondents = 56.

Total with comments on Q11 = 12

S3.Q11.4: personal reflection & constructive feedback from lecturer & classmates

S3.Q11.7: Allowed discussion to continue outside class. Swap ideas with people – most beneficial of all

S3.Q11.11: It is really good that you can share your ideas about a subject and see the other responses to it too. It makes the process of learning both personal & interactive.

S3.Q11.14: Yes, when I used it, it proved helpful but not always

S3.Q11.15: I enjoyed the [LMS] discussion, but not the [weblog]

S3.Q11.16: Some of the comments made by other students were quite insightful.

S3.Q11.39: As a creative & reflective outlet, it was very helpful

S3.Q11.45: I like the weblogs better than class [discussions]. If you say something stupid, you can just delete it.

S3.Q11.47: Reading what others thought of texts was beneficial

S3.Q11.49: It was great for sharing and creating. Well played [instructor]

S3.Q11.52: I found blogging to be a great creative outlet and a place to learn about and from others. Even though I doubted it's potential at first

S3.Q11.55: Was able to read other student's views also right my own thoughts will be helpful for studying for the exam

Q12

Would you recommend that other lecturers use weblogs in their teaching and learning program?

Total Survey 3 respondents = 56.

Total with comments on Q12 = 29

S3.Q12.3: Using it in other sections would help students understand certain topics.

S3.Q12.6: It may not work as well for the academic subjects that have no creative writing

S3.Q12.7: I think it's a good tool but shouldn't be so heavily used – it hard to be motivated sometimes

S3.Q12.8: I think for most people it works really well.

S3.Q12.11: It will make understanding the subject and connecting with it much easier.

S3.Q12.13: If it were used for more specific assignment. I believe it would not be overused therefore not losing its appeal

S3.Q12.14: Its only useful if people/students are enjoying or willing to use it. Otherwise its not good

S3.Q12.16: For certain areas of study, but not all the time

S3.Q12.19: Although not a big weight

S3.Q12.20: Depends what subject

S3.Q12.21: Depending on the class and purpose

S3.Q12.22: To have an easy way to have announcements & put in assignments is helpful.

S3.Q12.28: useful

S3.Q12.29: It is an excellent experience which should be embraced by all schools/lecturers

S3.Q12.31: Only creative courses

S3.Q12.32: It allows students to share what they have learned in a non-formal way

S3.Q12.39: Units with complex ideas such as philosophy, theology or psychology would use this effectively.

S3.Q12.40: Not as often & essential as it was in this unit though.

S3.Q12.42: Theology & Education units would benefit from this

S3.Q12.44: Yes but I think it is more appropriate to our literature studies

S3.Q12.45: It does help in reflection and feedback

S3.Q12.47: Weblogs would be useful if there was no pressure attached. For example voluntary postings

S3.Q12.48: I think practical one to one class to class is more efficient, where you actually see the teacher

S3.Q12.49: All lecturers in philosophy and theology and education should use it so students can reflect.

S3.Q12.50: Often, but not all the time, it can be difficult to catch up. Its almost like having an assessment every week.

S3.Q12.51: It depends on the subject & also how the lecturer sets up the process. [Instructor] has done a very good job doing his.

S3.Q12.52: But not as an assessable item – this may be overwhelming

S3.Q12.55: Particularly in literature but perhaps could be handy in other subjects where discussions and thoughts could roll on outside of tutorials

S3.Q12.56: Not rely completely on [LMS] but it is good for downloading lecture notes, etc.

Q13

Please provide any additional information you feel is relevant to the use of weblogs or discussion forums as instructional tools in this unit.

Total Survey 3 respondents = 56.

Total with comments on Q13 = 8

S3.Q13.17: Weblogs are fantastic tools when approached in the right way. I have seen this semester many students take a negative attitude towards this aspect of the unit & I feel that this destroyed the use of [weblog] for them.

S3.Q13.18: It is very useful when it comes to reflection therefore it should be used more often and widely throughout the course.

S3.Q13.21: Maybe have groups similar to what we had for discussion groups. That way it would encourage a bigger interaction between people we don't already know

S3.Q13.28: very useful

S3.Q13.42: Is there a way of allowing your post to go "public" without people being able to make "anonymous" comments??

S3.Q13.43: Time consuming: tutorials are just as effective; most of the time people wrote because they HAD to rather than WANTED to therefore work wasn't the best.

S3.Q13.44: Encourage the method of free-writing that we have used in our [weblogs]

S3.Q13.49: I really like how many different forms of assessment there are in the literature course, there's more chance to apply our learning and get it right! The [weblog] and [LMS] discussions contributed to this variety of assessment options.

Appendix F

Pilot Survey

This appendix contains the questionnaire for the pilot survey that was conducted on 9th October 2006.

Weblog Pilot Survey

Note regarding question 1. This question will be included in all three surveys to be conducted during the formal study. Please ensure your pseudonym does not identify yourself.

1. In order to correlate information collected in future surveys with the information you are providing today, you are asked to provide a single pseudonym on all questionnaires in this study (a total of 3). Please provide a pseudonym that will not reveal your identity, but that you will remember.

Return of the questionnaire will be regarded as consent to use the information for research purposes.

Please provide the following demographic information.

2. Gender

☐ Male ☐ Female

3. Age (in years) _____

4. Major course of study _____

5. Primary language spoken at home

☐ English ☐ Other _____

6. Do you have significant family commitments that might limit the time you have available to study?

☐ Yes ☐ No

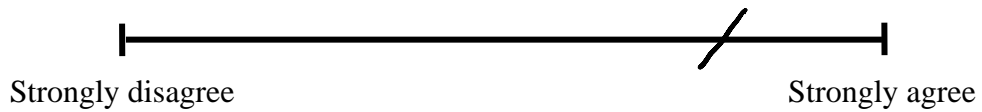
7. Are you currently employed?

☐ Yes ☐ No

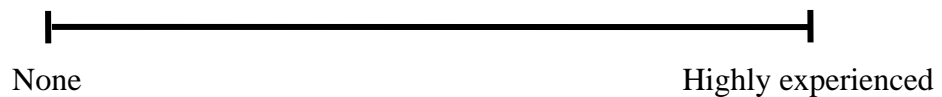
If so, how many hours do you work per week do you work on average? _____

8. How many years has it been since you completed secondary school? _____

Please place a slash on the line at a point that corresponds with your opinion, as in the following example.

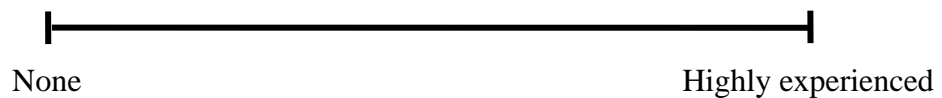


9. How would you rate your previous experience with literary analysis?



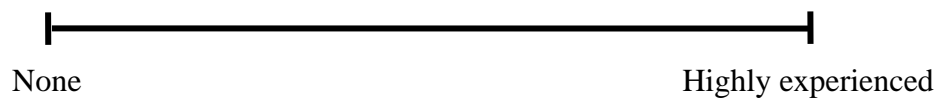
Comment:

10. How would you rate your general level of expertise using Internet-based information technology?




Comment:

11. Rate your level of experience using Weblogs.



Comment:


12. Rate your level of experience using Internet-based discussion forums.



None Highly experienced

Comment:


13. Rate your expectations about using Weblogs in this unit.



Apprehensive Positively excited

Comment:


14. Rate your expectations about using Discussion Forums in this unit.



Apprehensive Positively excited

Comment:


15. How would you rate your overall impression of the usefulness of the LiveJournal Weblogs in your study of Literary and Dramatic Forms?



Not useful Very useful

Comment:

16. How would you rate your overall impression of the usefulness of the online discussion forum in your study of Literary and Dramatic Forms?




Not useful Very useful

Comment:

For questions 17 through 27, please rate your impression of the usefulness of the LiveJournal Weblogs (your personal Weblog as well as the community Weblogs) against each of the following attributes.

17. Assisting me to learn.



Not useful Very useful

Comment:

18. Opportunity to publish my writing on the Internet.



Not useful

Very useful

Comment:

19. Providing an opportunity to share my work with other students.



Not useful

Very useful

Comment:

20. Fostering collaborative learning.



Not useful

Very useful

Comment:

21. Recording my personal reflections.




Not useful

Very useful


Comment:

22. Documenting my learning experience.

Not useful  Very useful


Comment:

23. Providing practice developing critical analysis and comments.

Not useful  Very useful


Comment:

24. Provided a learning environment to suit my schedule.

Not flexible  Very flexible

Comment:

25. Providing a forum for timely feedback.

Not useful  Very useful

Comment:

26. Providing insight into what others are thinking and their writing.



Not useful

Very useful

Comment:

27. How would you rate LiveJournal in terms of ease of use?



Not easy at all

Very easy

Comment:

28. Of the value you have received from the LiveJournal Weblog, how would you divide it among the following?

Social networking	_____	%
Emotional support / encouragement	_____	%
Useful / constructive feedback	_____	%
Learning new ideas		
Other	_____	%
Other	_____	%
Other	_____	%
Total	100	%

29. Are you familiar with the two LiveJournal Communities associated with your unit?

☐ Yes ☐ No

Have you contributed to either of these Community Weblogs?

☐ Yes ☐ No

30. What aspect of these Community Weblogs have you found most beneficial to your study of Literary and Dramatic Forms?

31. Please briefly describe any problems you have encountered using LiveJournal.

32. Please briefly describe any problems you have encountered using the discussion forum.

33. Do you plan to continue participating in either of these Community Weblogs?

☐ Yes ☐ No ☐ Depends

Comments:

34. Overall, did you find the use of Weblogs to be beneficial to your learning experience in this unit? Please provide some comments to help clarify your response.

☐ Yes ☐ No ☐ Depends

Comments:

35. Would you recommend that other lecturers use Weblogs in their teaching and learning program? Please provide some comments to help clarify your response.

☐ Yes ☐ No ☐ Depends

Comments:

36. While you were preparing your required weekly LiveJournal entries, which of the following potential audiences were you considering? Please mark as many as are appropriate.

- i. None
- ii. Classmates
- iii. Lecturer/tutor
- iv. Wider Internet community
- v. Other _____
- vi. Other _____

Comments:

37. Please provide any additional information you feel is relevant to the use of Weblogs or discussion forums as instructional tools in this unit.

The following questions are for the pilot survey only. They will not appear on the surveys used in the formal study.

38. Please list below any observations or comments you may have regarding the clarity or ease of use of this questionnaire.

39. Please list below any observations you may have regarding information the questionnaire does not address that you think may be useful to the researcher in the formal study.

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Appendix G

Class Meeting Transcripts

This appendix contains the lesson transcripts as imported into NVivo for discourse analysis. Included are the transcripts from Tutorials 1 and 2 and the lecture/workshops. The content of the pre and post lesson interviews with the instructor have been incorporated into the transcripts of the relevant lessons.

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Week 1, 2nd March: Tutorial 1

The room was rather difficult to find as there were no visible signs indicating where it was. Many students were heard making informal comments about finally finding the location or that they were late because they couldn't find the room. The whiteboard had the names of the instructor, the tutor, and the researcher written on it.

Instructor's Expectations

The instructor expressed the following objectives for this tutorial:

- To orient students in the tutorial
- To introduce students to one another
- To engage the students in the literary text as the story selected was challenging both intellectually as well as emotionally. In addition, it was short, which facilitated the first week syndrome of students not yet having text books.
- To get the students speaking in class
- To instil confidence in the students to share their own understanding of the literature.

Attendance

At the beginning of the session there were 12 students present (10 F, 2 M). During the lesson six additional students arrived bring the total to 18 (14 F, 4 M).

8:00

Introduction

The instructor opened the session by greeting those present and commenting on the appropriateness of having the Literature tutorials in the Art block as the intention of the course was to focus on literature as an art form. He then introduced the researcher and the research project.

Presentation of Research Project and Invitation to Participate

The researcher then addressed the class. The following is a rough transcript of the presentation. It is based on field notes and as such, is not a verbatim account of exactly what was said. In the following, *R* represents the researcher, *I* represents the course instructor and *S* represents individual students

R: Thank you.

Good morning. [The researcher introduced himself] and I'm doing a research project as part of a PhD. The purpose of this project is to investigate the use of technology (mostly weblogs and discussion forums) in teaching literature. Since your instructor has been using technology to teach literature for several years, this course provides a good example for my project.

Both universities, yours and mine, have agreed to allow me to invite you to participate in my study. If you would like to participate, you need to read, sign, and return an *Information and Consent* form. This form describes the project, and the role you might play in it. [The researcher then began passing the Information and Consent forms around class.] Please take two copies of this form and read it carefully. If you agree to participate, please complete and sign one copy and return it to the box at the front of the room. Again, if you decide to participate, please keep a second copy of this form for your records.

I'd like to stress that participation in this research project is completely voluntary. There will be no problems if you decide not to participate, and you won't receive any extra marks if you do. Also, if you decide to participate today, you can withdraw from the project at any time. The form gives you all the details about this. Finally, I won't be sharing any evaluation I might make on your abilities to analyse literature. I won't be sharing anything like that with your instructor. I'm interested in how you use what we call *affordances* of the technology in achieving your own individual learning outcomes.

Survey 1

I also have something else; a cute little survey. If you decide to participate, please complete this survey and put it in the box at the front of the room also. Now, on the survey there is a place for you to supply a pseudonym. This is a make-up name you pick for yourself. We'll be using this on the other surveys throughout the semester (there will be two more). I'll be using this to help correlate your responses across all of the surveys. Again, I've used a pseudonym instead of your real name in order to help protect your privacy.

[Waited until nearly all seemed to have finished.]

R: When you have finished completing the form and survey could you please place them in the box at the front? If you have decided not to participate, you can put the blank forms in the box as well so no one can tell if you are participating or not.

[Most students then rose and took their Information and Consent forms and surveys to the box. Some were still writing.]

R: Okay, thanks, but that's really all the tutorial time we should take for this. If you haven't had a chance to finish, please complete the forms and put them in the box at the end of class.

I'd like to thank everyone for your time and attention. Now I'll turn the class back to your instructor. Thanks for your time.

8:10

I: Thank you.

The researcher then took a seat outside the circle.

Introduction to tutorial

The instructor passed around a signup sheet and explained that this was intended to help him learn everyone's names. He then asked everyone to introduce themselves to the person sitting next to them and to share with each other how they got to university that morning. There was a lot of commotion as students began conversing in pairs

8:15

The instructor then discussed the book packet available from the book store and the importance of each book. He also suggested that students purchase a sturdy backpack to carry them all. He made a point of the importance of the dictionary and how it was his most used resource when he was an undergraduate student. He further emphasised the need to actually use it. He placed his dictionary in the middle of the circle and offered it to anyone who needed it during the lesson.

He then provided a roadmap for the rest of the lesson. He would read aloud the story included in the handout (*The Story of an Hour*, by Kate Chopin which had been photocopied from the text); and then the class would break into small groups to discuss the questions at the end. Someone from each group would present the group's response.

8:20

Presentation of stimulus material for discussion
--

The instructor began by reading the author's short biography at the end of the story, but stopped when he came to an unusual word (miscegenation) and asked if anyone knew what that word meant. As there were no volunteers to define the word the instructor looked it up in the dictionary. He read the dictionary definition of the word (which refers to marriage between people of different races) and commented that this was very unacceptable in Chopin's era. "As we can see, Chopin was rather progressive and ahead of her time."

The instructor then began reading the review questions at the end of the story, but stopped when he came to the term *point of view*. He asked if anyone knew what that meant. A student offered a comment; the instructor acknowledged the comment with positive feedback and then continued to read the rest of the questions. When he had completed the questions he instructed the class to listen while he read the story. They were not to follow along, but were to treat the story as an oral narrative.

8:25

The instructor began reading the story (*Story of an Hour*), but stopped after two paragraphs to remind students not to follow along in their copy, but to listen to the story. He then read the story to the end. All students were observed to be listening intently; none were obviously following along by reading silently.

8:32

Small Group Discussion

The instructor assigned pairs of neighbouring students, based on his signup sheet, there were a few issues and the instructor reminded students to sign the sheet in the order they were sitting in the circle in order to facilitate his learning of their names. He then asked students to move

closer together and discuss the questions at the end of the story with their assigned partner. If time permits, there would be a group discussion at the end.

8:34

Students moved their chairs together in pairs and began discussing the questions. Many referred back to the text. Some pairs seemed to be engaged in discussion, others appeared to be working independently.

8:37

Whole Class Discussion

The instructor called the class back to order and asked for volunteers to present their thoughts on the questions from the story.

An orderly discussion followed whereby the instructor would ask a question, a student would volunteer an answer and the instructor would provide positive feedback and paraphrase the student's response (and including a reference to the student's name). The instructor would then either ask a follow-up question on the same topic, or move on to the next question at the end of the story. During this discussion it was noted that, in addition to providing positive feedback to every response, and referring to each student by name, the instructor also took several opportunities to relate the story or the topic being discussed to the student's personal life. Questions such as "Has this ever happened to you?" and "Have you ever felt that way?" were common.

8:50

Closure

The instructor reviewed the group's discussion on all of the questions at the end of the story and related these issues to all great literature. On dismissal, the instructor encouraged everyone to be on time next week.

Instructor's Reflection on Achievement of Objectives

After the lesson the instructor felt he had met his objectives for the tutorial.

Week 1, 2nd March: Tutorial 2

Instructor's Expectations

See Tutorial 1, 2nd March for a description of the instructor's expectations for Week 1 tutorials.

Attendance

There were 18 students present at the lesson.

9:00

Introduction

The instructor opened the session by greeting the students and immediately introducing the researcher by stating that he was doing a research project.

Presentation of Research Project and Invitation to Participate

The researcher introduced himself to the class and explained that he was working on a PhD with another university. He explained that the purpose of the research project was to investigate the usefulness of technology, especially weblog technology in teaching literature. He mentioned that the course instructor had been making considerable use of technology for several years and that both universities had agreed to the study. He then added that in order to conduct the study he still required individual students to agree to participate.

The researcher also explained that participation was completely voluntary. There would be absolutely no issue if they decided not to participate. There would be no penalty for not participating, and no reward for participating beyond the recognition that they were helping to advance society's understanding of the use of technology in education. He also mentioned that anyone could withdraw from the project at any time, no questions asked.

The researcher then distributed the *Information and Consent* form asking students to take two copies each. He asked the students to read it carefully and, if they wanted to participate in the project, they should complete and sign one copy of the form and place it in the box at the front of the room. The second copy was for them to keep.

Survey 1

The researcher then held up a copy of Survey 1 and explained that this was the first of three surveys to be conducted as part of the research project, invited students to complete a copy and passed them around the circle. He again mentioned that participation was voluntary. He suggested that students, who preferred not to complete the survey, take a copy anyway and place it in the box along with the rest of the class. That way, no one would know who didn't complete a survey. He mentioned that there was a place to put a pseudonym, a make up name, which would be used on all three surveys. That would allow the researcher to correlate responses across the three surveys, yet preserve individual's anonymity.

When everyone seemed to have completed the survey the researcher invited students to deposit both their survey and Information and Consent forms in the box at the front of the class.

The researcher then returned the class to the instructor and took his seat outside the circle.

9:11

Introduction to tutorial

The instructor took roll from his class list then he passed around a signup sheet. He asked students to leave a blank line for empty chairs, in case someone came in late. He would use the sheet to help learn names, so the late comer could add his or her name on the correct line.

He then asked students to turn to the person sitting next to them and introduce themselves, tell them how you found the room for this lesson. He physically indicated who was to pair with whom and encouraged the students to 'get talking'.

9:17

Presentation of stimulus material for discussion

The instructor began by reading a brief bio of the author of the story to be discussed today, Kate Chopin. He explained that he would read aloud *The Story of an Hour* and then the class break into small groups to discuss the questions at the end of the text. Someone from each

group would be asked to present their group's response to these questions. He then confirmed that everyone had a photocopied of the story from the text.

The instructor asked if anyone knew what was meant by some of the terms in the bio. A brief discussion on the importance of using one's dictionary ensued. As the sign-up sheet had been completed, the instructor made a point of responding to individual students by name.

The instructor then informed the class he would read the story and students should listen and not follow along on their copies.

9:25

The instructor read the *Story of an Hour* by Kate Chopin.

At the end of the story the instructor asked what had happened at the end. There was a brief discussion regarding the ending of the story with the instructor paraphrasing student responses and asking follow up questions.

9:34

Small Group Discussion

The instructor divided the students into small groups of three or four and asked them to discuss the questions at the end of the story.

The students moved their chairs to make small clusters and engaged in discussions within their group.

9:42

Whole Class Discussion

The instructor led a discussion on point of view and how it seemed to change through the course of the story. Throughout the discussion he called on, or referred to students by name; provide positive feedback to, and a paraphrase of, student responses. In several instances he directed follow-up questions at students to clarify a previous comment they had made.

9:51

Closure

The instructor briefly reviewed the discussion and congratulated students on their creative thinking. He then closed the lesson.

Instructor's Reflection on Achievement of Objectives

After the lesson the instructor felt he had met his objectives for the tutorial.

Week 1, 2nd March: Lecture/Workshop

The instructor's stated goals for the first lecture/workshop were to:

- orient the students within the course by reviewing the course outline and notes,
- explain the technological aspects of the course,
- initiate student discussion, and
- introduce the purpose of literature as being to help us thing and feel more deeply as human beings.

The lecture/workshop began with the instructor passing around a sign-up sheet and beginning a discussion of administrative details. He quickly moved to a discussion of the online tools to be used within the course and he made the point that, with so many students in the course there would be considerable emphasis on teaching each other and on the use of online tools such as the university's LMS, weblogs, email, and discussion forums. Although there would be considerable face-to-face interaction, most of the learning would take place online.

The instructor then introduced weblogs and described how, in his opinion, the world had become aware of weblogs through the "Blogger of Bagdad". He explained that the "Blogger of Bagdad" was a non-combatant who provided the world with a civilian's perspective of events during the March 2003 military action in Bagdad which eventually deposed Saddam Hussein. This weblog demonstrated how information technology can bring the power of the press to an individual. The instructor further mentioned that he had begun using weblogs in his teaching to help students share their thoughts and comments on the course readings and their personal lives. To this end he encouraged students to make use of the *Friends* facility within the weblog service. This facility simplified the monitoring of the weblogs of others which was central to the use in the course.

Finally, there was an extended discussion of the public and permanent nature of (externally hosted) weblogs during which the instructor warned students that both their parents and, eventually, their children would likely have access to what they wrote in their weblogs. He advised them to keep this in mind when they were making their weekly postings.

The instructor then gave the class a tour of the LMS site for the course, including portals to various electronic resources, both within the university and external. He made the point that with the use of electronic tools there is often a temptation to incorporate other people's work directly into one's own without proper referencing. He advised the class that this would not be tolerated.

The instructor accessed the weblog hosting service's homepage through a link in the LMS and explained that this was one way to access the weblogs. He also demonstrated how to access the homepage directly from a browser. He commented that the direct link (not through the LMS) was generally quicker and less prone to problems. He then provided the class with a brief tour of his weblog and explained that they should be accessing this throughout the course.

There was a question from a student on when and how the weblog would be assessed. The instructor explained that the intention of the weblog was to provide a setting for informal writing which was, in turn, intended to encourage creativity and experimentation. Therefore not all weblog postings would be rigorously marked. Instead students would be asked to nominate their best postings for assessment twice during the semester. In Week 6 a single posting would be nominated. This could be in any of the three categories of postings outlined above. Then, in Week 12, three postings, one from each of the categories, would also be nominated for assessment. Finally, an overall evaluation would be made regarding consistency in posting throughout the semester. Each of these five components (one posting nominated in Week 6, three postings nominated in Week 12 posting and an overall assessment of consistency) would carry 5% of a student's overall assessment weight, bringing the total assessment weight for the weblog work to 25%.

The instructor then reiterated the intention of the weblog to be to encourage students to be creative and to experiment with new literary ideas. To this extent there were very few rules about what could and couldn't be done within the weblog. The only rules were that there was

to be no profanity and no pornography. With these limitations students were encouraged to be as creative as possible.

The instructor assured the students that, with practice, anyone's writing can improve. He again encouraged students to use the weblog as more than meeting a course requirement to use it as a "creative place".

Another student asked about the minimum length of weblog postings to which the instructor commented that length was not the issue. His intention was to provide enough flexibility within the assessment task to allow maximum student creativity.

The instructor then moved to a discussion of the course outline and course notes. He provided an overview of their contents but explained that a detailed review would take too much class time. He advised students to read these documents carefully and to send him an email if there were any questions. He did, however, take the opportunity to again discuss the importance of the weblog as an informal, creative writing "space". He also mentioned that the weblog was a place where he hoped the class could develop into a learning community to help each other learn about English literature and creative writing. He again encouraged students to make each other *Friends* within the weblog service. He closed the discussion with another warning about plagiarism and the issues associated with privacy regarding weblogs.

After the class took a break the instructor read a section from the text entitled "Why study literature". The content of this section can be summarised in the following:

Bound between the covers of a book, the writer's craft is made up of black marks that lie silent on the page. Yet according to Henry David Thoreau, literature also can empower you to 'live deep and suck the marrow out of life.' Robin Williams, in the guise of English teacher John Keating, declared in the film *Dead Poets Society* that he read literature because he was 'a member of the human race and the human race is filled with passion! Medicine, Law, Banking—these are necessary to sustain life—but poetry, romance, love, beauty! These are what we stay alive for.' (Kalaidjian et al., 2005, p. xxxix)

The instructor then showed two clips from *Dead Poets Society* (Weir, 1989). The first included the character John Keating's speech regarding the importance of having meaning in

one's life—"carpe diem, seize the day boys, make your lives extraordinary"

(The_Internet_Movies_Database, 2008). The second clip involved Mr Keating advising his students that literature represents enjoyment for the soul, not for the head; and that they should study literature in order to learn to think about life for themselves.

Next, a series of questions regarding Mr Keating, his approach to literature, and whether the students felt challenged by this approach were displayed. The instructor asked the class to discuss these questions in pairs and assisted students find partners. After a brief discussion the instructor suggested that students might want to begin their weblog with an entry relating to one of these questions. He then asked for volunteers to share their understanding of the role of literature.

A brief discussion followed whereby the instructor informed the class that this course would be significantly different from their studies of literature at school. There, he assumed, all students had been exposed to the technical aspects of literary analysis. In this course his intention is to share his understanding of literature as being important for cultivating an inner life within oneself; to help students learn to think and feel more deeply as human beings.

The instructor quickly closed the lesson with a discussion on tutorial administration.

After the lesson the instructor commented that he felt he had accomplished his objectives. He felt the technological discussion had taken longer than he had expected, and that he had therefore fallen behind in the delivery of his content, but that could be deferred to the following week.

Week 2, 9th March: Tutorial 1

Number of students at start: 14 (12 F, 2 M)

Number of students at end: 17 (13 F, 4 M)

Instructor's expectations

- Rationalise tutorial group allocations
- Engage students in the experience of the three stories
- Stimulate their thinking
- Provide possible answers to review/analysis questions
- Track their current experience with the LMS and the weblogs.

Introduction

7:58

L: Good morning. Many of you look half asleep. What time do you get started in the morning?

S: 6:00

L: Well then, you should be well and truly awake by now.

I'm going to pass around our sign-up sheet. This sheet will serve two purposes: for allocating tutorial slots and for helping me to know who you are.

[Instr passes sign-up sheet around]

S: Are all classes full?

L: Don't actually know. That's what this is all about. Thanks for being here at this early time of the morning. We'll see how availability pans out after today. We will be creating a 12:00 tutorial session, but that will probably be more appropriate for those in the 10 and 11:00 groups.

Admin - Online logistics

8:01

L: Are there any questions about the LMS or the weblogs?

S: Can we submit our assignment as an attachment in the LMS [mail]

L: That's the idea. I'd rather the come as attachments. Otherwise I need to cut it out of the email and paste it into a Word document; because I make comments.

L: Are there any questions on the discussion group? Does anyone know about their LMS discussion group?

[no response from class]

L: When you log into the LMS you will see that I have assigned you to discussion groups. The purpose of these groups is to allow you to continue your conversation after class in a small group. You will meet your discussion group members this afternoon in lecture.

S: How do we make a comment in the weblogs on someone else's entry?

L: I've described this in detail in the course outline. You simply insert a comment into the entry. What you're really asking is if you make a comment on someone else's entry it goes into their weblog. How do you retrieve it if you want to use that as one of your entries you've identified for assessment purposes? Well that's easy. You can either copy your comment out of their weblog and paste it into a Word documents and keep that; or you can paste the url of the comment into your weblog. You'll eventually learn that everything in the weblogs has a url.

S: I'm not sure how to do this weblog thing.

L: Have you taken advantage of the 2nd year students' offer to help? There have been several announcements and emails about this in the LMS. 2nd year students have been available at the library during several sessions this week and only about 2 have taken advantage of the opportunity. The online aspects of the course are part of the course. You need to actively participate in these.

Whole class discussion

8:07

L: Let's informally exchange which stories we enjoyed and why.

NOTE: L ALWAYS refers to the sign-up sheet and refers to students by name. When student names are not used, this is explicitly recorded.

S: I had some trouble with the first story.

L: Yes, that is a challenging story.

S: I had to look up words in the first paragraph. That's a worry.

L: No, not really. I can remember looking up all the words in the 1st paragraph of stories. You just need to be persistent.

[class discussion of story

- Person (of narrator)
- Point of view

8:10

L: Lets keep with that point and look at another story – Alice Walker's *Everyday Use*.

[L asks S to adjust their chair so he can see all students.]

L: [reference back to Point of view in last week's story and how it shifted.] What is the point of view in this story

[calls on student by wrong name, adjusts sign-up sheet]

8:13

L: What about the last couple of paragraphs? Let's read them aloud, beginning at line 55, p 161. [L reads aloud to class]

L: Is the point of view entirely with the narrator, or not?

S1: It swaps between two.

L: Right, we hear Dee speak, but is point of view more complex than who's speaking?
Any thoughts.

[silence]

L: What do you think S2?

S2: response [something about not being explicitly expressed]

L: Good, if it's not expressed, we need to imagine.

Encouraging student engagement

8:16

L: Who has read to the end of the story?

[no responses]

L: Who has the text?

[some hands go up, but not all]

L: Who has read the emails and announcements I've published in the LMS?

[few hands go up.]

L: You need to engage in the entire course. The online components are part of it as well.
I've went 4 emails yesterday about when and how to get texts at the library and the
coop. You need to watch. And you need to get a book.

Whole class discussion

8:18

L: S3, you had your hand up

S3: makes a point about appreciating American Black culture

L: You brought in a really good point, people's appreciation of American Black culture.
How do you appreciate it? Like <story character X> or like <story character Y>?

S4: Not really sure since I didn't finish the story, but . . . [continues with response from personal experience, but not based on the reading. One has gone to the city and gotten an education, the other has stayed on the farm.]

L: [active listening yups]

S4: I think that's why their different

S5: The point of view is all from Dee's perspective in the beginning of the story, but it splits towards the end.

Encouraging student engagement

L: You're forcing me to point to the title of the story. But first I need to point out you are uni students. I set minimal reading, about 30 pages per week. Other universities assign whole books each week. This isn't good enough. If you don't do the reading, you don't have the material to participate in your learning. I know reading is getting more and more difficult, but you're English students. You need to read.

Whole class discussion

8:22

L: Now back to the story

Dee wants the quilts her grandmom made.

[L reads from p 155]

8:25

L: What does the phrase "Everyday Use" bring into focus regarding point of view?

[L calls on S1, gets the name wrong and makes a joke about the mistake]

S1 response

L: Good. You're expressing [paraphrase], but how do we know?

[L calls on S2, gets name wrong, another joke]

S2: response

L: clarifying questions

S2: elaboration.

L: summarise S2's comments. You described 2 points of view. Do you have any idea of the author's point of view?

S: response

L: Good! You've picked up on how the author is expressing alternative points of view. [then tied this response back to an earlier comment. Referred to earlier student by name.]

[L reference to text's companion web site and interview with Alice Walker where she claims to 'have' all three points of view. Suggest S have a look at this electronic resource.]

8:30

L: How many have read *The Lady and the Dog*?

[only one S raises hand]

L: *shocked. Asks class what the problem was with doing the reading. Makes several jokes about possible reasons why didn't do the reading.*

S1: Cause I read the other two.

L: *best story in the entire book. Best short story author ever to live.*

Small Group work

8:31

L: Instructions – break into small groups for 10 minutes and discuss the questions on the handout. Then we'll return and have a plenary session (explained these are a report back from small group work). Small groups help us get used to talking together

[L assigned groups]

L: Look at the first three questions.

S: What do we do if we haven't read the text? No one in our group has.

L: Texts are available on closed reserve in the library. There really isn't any reason why you couldn't have done the reading.

S: I have a text at home

L: I'm not sure what you can talk about if you haven't actually read the text. That's why we read it first, so we'll have something to talk about in class.

Perhaps you can work through the questions as they relate to last week's reading.

[Other groups seem to be working actively]

[L visits each group in turn. Uses questions as prompt to stimulate discussion with the group. Questions overheard by the researcher include:

- Do you understand the questions so far?
- Let me hear some of your insights.
- How did you go with the first question?
- Good, Good, so what do you think was the author's Point of view?

Lots of paraphrasing and follow-on questions.

8:45

[L has completed two laps of the class, addressing each group on each lap.

Plenary session

8:47

L asks for everyone's attention to the whole group.

L: How does the author use humour and irony.

S1: comment

L: “Excellent reason.” . . . paraphrase of comment

S2: comment

L: “Good”. . . paraphrase of comment.

“This is the core of the story.”

S2: Follow-up. “Maybe its because . . .”

L: “Yup. Good . . . that’s another interesting reason . . .”

“One could also look at the setting, but we need to finish now.”

Closing

8:51

L: We need to close now. Please get a text book before this afternoon’s lecture.

Instructor’s post-lesson reflections:

- Met the weblog and the LMS objectives
- He had to change his strategy to cope with the lack of texts and reading. This had a negative impact on his other outcomes.
- These are seen as issues with student engagement and commitment to their own learning.

Week 2, 9th March 2007 Tutorial 2

Number of students at start: 19 (14 F, 5 M)

Number of students at end: 25 (20 F, 5 M)

Instructor’s expectations

- Rationalise tutorial group allocations
- Engage students in the experience of the three stories
- Stimulate their thinking

- Provide possible answers to review/analysis questions
- Track their current experience with the LMS and the weblogs

Introduction

9:02

L: Hands around signup sheet. Explains dual purpose:

- To know where you are sitting
- To know who is attending this tutorial

L: Are there any questions about the weblogs or the LMS?

S: I sent my url but it doesn't appear in the class list. Has it been updated?

L: It should be by now. I've updated the list this morning.

L: Any other questions?

S: [question too soft to hear]

L: See me after class.

L: How many have not seen their discussion group?

[Most of hands go up.]

L: [discussion on the importance of the assessable discussion to be held shortly within the discussion forum. Discussion groups will be used for this task. Will get to meet the members of your group at lecture this afternoon.]

9:10

[interruption while a group of late arrivals are seated]

S: Not sure how to access the weblogs.

L: [discussion on accessing the weblogs from the LMS via link or directly as normal Internet web site. The weblogs are outside the university, so you can access it directly. Many students have found it quicker to access the weblogs directly.

[Another mention of discussion group and how will meet the people today. Make sure to make these people your Friends in the weblogs.

L: Who has the text books?

[several hands do not go up]

L: Who saw the announcements and emails I sent regarding text books?

[One hand goes up.]

S: I've had trouble accessing the LMS. I can't access it from home

L: Thanks. I need to know about these sorts of problems. Please send me an email when you have this sort of problems. You can also call the free phone number for LMS support. You also need to get your browser set-up properly with things like cookies.
[no further explanation on what this entails or how to do it.]

S: How can we send you an email if we can't access the LMS? Can we send it in Hotmail?

L: Yes. My normal university email address is listed in the course outline.

L: Who wasn't able to read all three stories for today?

[3/4 of all hands go up]

L: Thanks for being honest. You need to read to do English. I've assigned a bare minimum of reading. When I was at uni I had to read 300 pages per week. You need to read the stories to get benefit from the class.

Whole class discussion

9:12

[L passes around handout with discussion questions.

- L: Who wants to begin the discussion about what we did read? What did you like? What questions do you have?
- S1: Was the nationality of the husband significant in *The Lady with the dog*? It seemed to keep coming up.
- L: Yea, this is a small but important detail. Thanks for reading that one. No one from the last class had read it.
- S2: It was my favourite.
- L: Good, why? [ref by name]
- S2: [explains why liked
[compared with other two stories
- L: As I told the last class, I think this is the best story in the text. I think {author} is the best short story author of all time. Does anyone else have a favourite from today's readings?
- S3: The Bartleby story built up to nothing. [explained why]
- L: Good. And you're from the States. We like to have an international perspective.
- L: [paraphrase S3's reasoning
- S1: There are lots of stories about characters like this.
- L: What do you mean by 'characters like this?
- S1: Characters who don't do what you would expect of them. Like *Death of a Salesman*. The main character in that story isn't what you would expect.
- L: Good discovery. [paraphrase response]
- L: Anyone else
- S2: It's kinda like mental torture – the interplay between the author and the narrator
- 9:22

[2 more late arrivals. Significant disruption to class. Discussion stops while they find seats. Not enough chairs in room. L instructs must sit in the circle. Asks if they would like to sit in the middle of the circle]

L: So, S2, how is the author tortured?

[interruption while new arrivals sign-in]

S2: It shows that you can't ever really know someone.

L: Well yes, there are lots of threads in this story

[calls on another S by name]

S3: Perhaps being a lawyer impacts how he views people.

L: [lots of active listening] Really good observation – how to bring in background of narrator. [tied to previous comment by S2 – referred to by name]

9:26

[L calls on S with hand up]

S1: [comment on previous comment by S3]

L: Good. A very good detailed description of how the author relates different characters. Why?

S2: [response]

L: Good! [paraphrase]

S2: [follow up response]

L: Good, so they felt cheated [paraphrase]

S3: I disagree with S2. [explains why]

L: [actively listening]

Yea, good. So you're highlighting [paraphrase]

[follow up question

[no response from the class

L: [clarifying comment on previous question

S: [response

L: Good. Lets move on. Are there any comments on *Every day us?*

S1: [comment

L: Good observation [paraphrase

L: How many have read this story. [about half the class raise their hand.

Good, we have a bigger pool to draw from.

9:32

L: [sets the scene for the story Read excerpt from P162, beginning at line 55

9:37

L: Why is this story called *Every day use?*

S1: [response – its nothing special

L: [paraphrase

But what do the rest think about S1's comment? Someone who hasn't spoken yet . . .

S2: [response – state of consciousness

L: What do your mean by 'a state of consciousness? That's a good way to put it.

Who agrees with S2?

S3: "I think [interrupted

L: First, let me get your name

S3: [returns to response

L: S3 makes a good point. [paraphrase

Is this good or bad? Is the author making a value judgment?

[no response from class

L: Whose point of view is the story supporting

S1: [response

L: You are bringing your own values into consideration. We all do. I agree with you.

Anyone agree with Dee [character in story] with another perspective other than S1?

S2: I do [response

L: Good

S3: All the characters are trying to do the same thing just in their own way.

L: Good. S4, what do you think?

S4: [response

L: Good observation [bring back to discussion of point of view

9:44

S5: [elaborate on L's comment

L: [paraphrase

S5: [elaborate

L: Yea. You put your finger on the most important point [paraphrase. [bring in S2's opposing comment and shows how two comments can be consistent.

S1: [comment about the character Dee not knowing the history behind her name

L: Not uncommon for young people to not pay attention to heritage.

S2: [follow up comment on heritage

S3: [follow-up comment on S2 comment

[L actively listening

L: Fantastic! But we need to move on

Closing

9:50

L: [reference to book's companion web site and the interview with the author. How the author's background maps into the story.

L: Please read the texts. If you have problems with the weblogs or the LMS, see me. 3rd year students are available to help. Please make use of this offer.

Instructor's post lesson reflections:

- Need to move some of the students to another session.
- Students need to engage more actively in online environment
- Better achievement of learning outcomes than Tutorial 1, but still hampered by the lack of reading before class.

Week 2, 9th March: Lecture/Workshop

Number of students at start: 75

Number enrolled: 108

Instructor's Expectations

- Finalise tutorial lists
- Define discussion groups
- Have groups meet each other
- Introduce the first substantive content and relate this to the stories that have been read
- Position Literature as a means of understanding the human experience

- Bond discussion groups with questions on the essay topic (authentic purpose – me)
- Reinforce need to be aware and active in the online environments of the LMS and the weblogs

Introduction

1:00

L: We have now established a 12:00 tutorial class. There was one student from the 8:00 group who wanted to volunteer. Now, who was that?

S: [Identified self and volunteered

L: [records name

L: I'll also take 3 or 4 from the 9:00 class

[volunteers nominated and their names are recorded by L.

L: [reads 12:00 group list

[two phones ring while L reading lists

1:08

L: [reinforcement of need to check the LMS regularly.

[discussion of browser check for the LMS

“Don’t allow time to pass without access to the LMS. This is a significant part of our course.

L: Check your weblog url in the list I publish. Please make sure it works. I accidentally found some that were published were invalid. Please make sure yours works.

L: [discussion on how to make weblog friends. You will be making a community of friends that you can share ideas with.

1:10

L: Read the text for next week – and enjoy it. That’s the purpose of this course, to help you enjoy literature.

L: [have made discussion groups in the LMS. Will be doing an assessment with this group over a 2 week period later in the semester.

[you will want to get conversations happening before the assessment period so you will know each other beforehand.

[we will now get to know each other face-to-face.

[suggest you make your group members weblog friends

[groups have been made, but made by the LMS. If you find there is an incompatibility issue, we can make changes. Just see me (L) if you have problems.

L: [Roadmap for session

- About a 40 minute preso
- Group-based workshops – can continue workshops in the discussion forum in the LMS – no credit for this, just enjoy the conversation

[phone rings

Assignment of groups

1:15

L: [asked everyone to pack up as if they were going home. They are going to move where they are sitting.

[instructions:

- Will read the names for each group and ask members to move to a single location
- Please be mature about it
- 14 groups

[lots of chatter between group name readings. Quiet while names are being read. For each group

- Names are read
- Group congregates
- L confirms who is there

L: Once in your group, talk about yourselves. Get to know one another. [there are 3 such encouragement messages mentioned while assigning students to their respective groups.

Transition

1:25

L: 'Please return to your seats, but in your groups.

[Students settle while L sets up projector

L: [another encouragement to continue discussion in the LMS.

S: I still can't get into the LMS.

L: I need you to send me an email telling me a little about your computer and your student ID.

Lecture (on readings)

1:32

[return to Dead Poets Society questions and relate to tutorial readings (Mebelle).

[S are attentive

L: relates Keating's (DPS) approach of challenging status quo with the role of Literature.

Discussion Groups

1:34

L: [introduce Group discussion – do you have any experience with literature challenging the status quo?

[L interrupts discussions to suggest rearrangement of furniture to facilitate discussion within the Groups

1:38

[most groups engaged in tentative discussion

Plenary session

L: It will be interesting to see your thoughts on this question in a few semesters.

Share with one another your personal experience of seeing challenges in literature.

L: Are there any volunteers to share their experience or the results of their group discussions?

S1: As a student of literature, will probably want to think about literature.

S2: In the past, most students didn't have the opportunity to think <outside the box> about literature. We've been constrained by the need to prepare acceptable responses for things like HSC exams.

S3: All literature students must have an interest in the human condition and how this is expressed in literature.

1:41

Lecture

L: [displays slide: *Literature with Deep Human Questions* with 5 questions:

1. What is the nature of Bartelby's soul (38)
2. How should we appreciate our heritage? (163)
3. What is importance of human existence? (609)
4. What is nature of real love (616)
5. Compare closing questions of each

L: Have chosen this week's readings because they ask these questions (me – I think he meant because they ask interesting questions about the human experience (condition)).

L: [asks students to open their texts to passage (p. 38)]

L: [reads Bartelby passage aloud]

[many students coping questions from slide]

L: [discusses reading and how it describes the deep relationship between Bartelby and the lawyer-narrator. Addressed question 1 from slide.]

L: [discusses last two lines of reading (p52) – relates these to question 5 from slide.]

[many students taking careful notes]

1:52

L: How should we appreciate our heritage?

L: [addresses question 2 on slide and his perspective on heritage. Discusses how this question gives rise to many other, related questions]

L: [discusses concluding sentence of passage]

1:55

[L moves to The Lady with the Dog.]

L: [reads aloud passage on p 609]

L: [discusses author's search for a higher meaning]

L: [reference to p 612 and the author telling drinking mates of woman he had met; their reaction of disbelief.]

L: [poses the following questions as food for thought:]

- What is the nature of real love?
- Have they found true love by the end of the story?
- What is the nature of love?

L: [discusses last sentence of passage

2:06

Small Group discussion (on question from readings)
--

L: Is this the beginning of real love? Discuss this question in your groups.

[small group discussions. Most groups appear to be attending on topic.

2:10

Plenary (on question from readings)

L: Well, what do you think? Any volunteers?

[L mentions comments could be own or group's. L also commented on how it was difficult to stand and talk in front of over 100 of one's classmates. Assured students that everyone would get at least one chance to do it.

S1: [response

L: Good. [paraphrase

L: [follow-up question

S1: [response

L: [active listening

L: Very good observation [paraphrase

L: More comments?

S2: [response

L: Good [paraphrase

2:14

S2: [follow-up comment to paraphrase

L: Good.

L: Recap discussion of slide

2:15

Lecture (on literary analysis theory)

[slide change

[slide of mind map of Study of Literature

L: [presents slide. Mentions is available on the LMS

L: [review of major areas/ facets of literature as outlined on mind map.

[e.g. relationship between story and plot

L: [presents and discusses slide on *narrative*

L: I'm more interested in your enjoyment of what you read than your understanding of the literary theories that academics have spawned regarding these readings.

2:24

L: [walked through the structure of the text and how it will be used in the course.

10 minute break

2:34

Workshop Intro

L: [distributes and discusses handout of study projects for Week 2.

L: [While discussing Study Projects, mentions student question in the LMS regarding the assignment on the same topic (Narrator?). has copied everyone on his (L's) reply email. Brings attention to three points in reply:

- It is to be a creative response written from Bartelby's or another lawyer's point-of-view and

- Secondary sources are important and need to be investigated
- Secondary sources need to be cited at the end of the essay and where paraphrased or quoted in text

L: [made reference to book in text book pack where details on citation requirements could be found.

L: [reinforced details included in reply email that has been copied to everyone.

L: [reads passage from handout

[while reading, 20 students return from break

L: So these are the sorts of questions you can discuss online in your discussion groups. If you understand these questions you will have gone a long way to mastering the material for the first 3 weeks of this course. I highly recommend you discuss these online.

L: Now, take 10 minutes to discuss some of these questions.

L: There are sheets at the front if you arrived late.

[groups nearest me did not discuss handout at all. Other groups appeared to.

[phone ring

S: [clarifying question about nature of online discussion based on Study Projects.

L: [confirmed student's understanding

2:24

L: [brings group back to order

Closure

L: [discusses Voice to be used in upcoming essay assignment

L: [reminds students that he has some suggestions for what to write about in his weblog. Encourages students to visit his weblog regularly.

L: [dismissal

2:45

Instructor's post lesson reflections:

Achieved all objectives.

Week 3, 16th March: Tutorial 1

Instructor's Expectations

The course instructor listed the following as his objectives for the tutorial: to build on last week's discussion, to further encourage students to read, to engage the students in the stories focusing on style, imagery and a deepened understanding of the meaning of language. Further, he intended to reinforce the use of technology.

Attendance

At the scheduled beginning there were 14 students present (11 F, 3 M). During the lesson one additional male student arrived bringing the total to 15 (11F, 4M).

Pre-lesson

7:55

This tutorial began rather sleepily. When the researcher arrived there were about 8 students seated in chairs which were roughly organised in a traditional setting with rows facing the whiteboard. The room was a little stuffy and the students were not chatting among themselves. The room was quite. Upon arrival, the researcher suggested that the chairs be rearranged in the instructor's preferred circle. Some students assisted in the rearrangement, others did not.

Administration

8:00

The instructor arrived shortly before the scheduled commencement time and greeted the class warmly. He proceeded to open the middle window (as had been opened in previous lessons) and commented on the stale air in the room. Several students agreed they were more comfortable with the window opened. While the instructor was opening the window, a group of students arrived and took their seats. By the beginning of the lesson there were 14 students present (11 F and 3 M).

The instructor began the lesson with a non-directed question asking how everyone was coping. This was not confined to a specific aspect of the course. It was not even directed specifically at the course. Several students responded in very soft voices the researcher could not hear. The instructor acknowledged that some were doing okay, and others were not okay. There was no follow-up on the issues resulting in the non-okay responses.

The instructor then asked if anyone had any questions in general that related to the course. He mentioned a recent flurry of emails he had received in the LMS regarding the upcoming essay assignment and his efforts into the evening to respond to them.

One student asked about the maximum size of the weblog entries. (S)he explained that (s)he was having trouble saying anything of significance in only 100 words. The instructor assured him/her that the 100 words was a minimum, not a limit. He further explained that weblogs, as a tool, had two purposes. Firstly, as a place to record observations, comments, etc as they relate to the readings and/or other student weblog entries in order to meet the requirements of the course and, secondly, as a space for self expression. He further explained that many students have found it difficult to separate the two, which was good as that demonstrated they were enjoying the course. He further commented that it is often difficult to draw a line between the two.

Another student asked a question about the appropriate voice to use in the essay and whether it was appropriate to include one's own personal experiences in responding to this task. The instructor assured him/her that it was appropriate to include these personal experiences as the task was to be a creative essay. It was probably not possible to keep one's own experiences out of the essay. Another student mentioned that this is different than what had been taught in his/her school. The instructor reaffirmed that it was appropriate to consider one's own experiences in his course.

The next question regarded the technical details of referencing for the upcoming essay task. The instructor directed the student to the appropriate pages in the writing and style guide that was included in the book-pack.

The instructor then mentioned that he had finally received the last of the weblog url's and had published the last update to url listing in the LMS. He asked everyone to please check their url to make sure it was correct. He also encouraged students to look at other classmates' weblogs and to make a comment on one of their entries, or to look at some weblogs of 2nd and 3rd year

students. He also commented that some students had not yet made an entry into their weblog and how they were getting behind in their 100 words per week writing requirement. He suggested that students check his own weblog for suggestions for topics for their weekly entries.

The instructor went on to mention that some students had been asking about joining the weblog service's communities that were mentioned in the LMS. He commented that all students were already members of these communities, but that we [first year ENGL104] weren't "there yet". He mentioned that second and third year students put their creative work in these communities. He assured the class that they were free to wander around the weblog service's communities and comment on anyone's entries. He suggested that the students make Friends with some second and third year students. He asked if everyone knew about weblog Friends. Heads nodded.

The instructor then asked if everyone was comfortable with the Discussion Groups that had been established last week during the lecture. One student mentioned that (s)he was not sure how to access the groups. (S)he mentioned that (s)he could see the groups in email, but not in the discussion. The instructor explained that he had divided the entire class into groups of 8 within the Conversations portal in the LMS and that he had created a separate forum for each group. He encouraged everyone to 'have a look' and to either make a comment on an existing discussion within their group, or to start a new one.

The Coffee Shop was something different. As the instructor explained, the Coffee Shop was a discussion forum where the entire course to discuss issues of common interest. At present there was a discussion regarding the upcoming essay. He encouraged students to have a look.

There was another question from a student who was having difficulty opening documents from the LMS. The student wasn't completely sure exactly what was wrong, or even what wasn't working properly. The instructor reinforced the need for all students to overcome the technology as they would be using it for at least the next three years. Then when most are in schools teaching, they'd be able to match their own students' computing savvy. If someone was having trouble with the LMS from home, their support channels consisted of: email to himself, either within or outside of the LMS; the LMS Helpdesk, with its 1800 phone number and its email address; and the Browser Check that is available from both inside and outside of the LMS.

Introduction

8:15

The lesson began with the instructor asking who liked *Blue, Blue Pictures for You*, one of the assigned reading for the week. To this one student commented that (s)he understood the language and as a result, could identify with the characters. The instructor paraphrased this comment and elaborated on how understanding an author's use of language can provide insights into the underlying messages he or she is intending to present.

The instructor then passed around the signup sheet and called the roll from his prepared class list. He explained the roll was based on who had been allocated the tutorial session and the signup sheet was so he could know who he was talking to. After the roll call was complete there was a brief discussion regarding names not on the list.

The instructor then suggested the group have a brief chat about what they thought of the assigned stories. One student mentioned that (s)he [note: As the course is significantly dominated by female students, identifying students as male may result in inadvertent identification of individuals. As a result, in this and other narratives of classroom observations, all students will be referred to as female] wasn't sure what the characters were talking about in *Hills Like White Elephants*. The instructor thought this was a good question and suggested the class have a look at that story.

He then interjected that the class might not cover all the stories set for the week. He added that this is not uncommon for university courses where there is far too much content to hope to be able to cover it all in only 3 contact hours per week. While this might be the case, he emphasised that students were responsible for all the material set for the course for examination purposes. The purpose of the tutorials was to demonstrate and teach students how to engage with a story in order to understand its meaning and method.

In-class Reading Aloud

8:21

The instructor proceeded to assign roles for reading as a play, with the narrator being the instructor himself. He encouraged students to listen carefully to the description of the landscape and what the author is trying to express through the landscape.

The instructor and students proceeded to read the passage (text pp 364 – 367). From the researcher’s perspective, all students were carefully following the passage.

Whole Group Discussion

8:31

At the end of the reading the instructor asked the class what was behind the conversation. What were the characters actually talking about? This was followed by a series of questions from the instructor, responses by students and follow-up questions by the instructor. In all cases, the instructor was careful to refer to students by name and to paraphrase student responses. Also, the instructor provided positive feedback to every student comment before launching into a follow-up question. At several points the instructor returned to the reading to clarify or illustrate a point he or a student was making. The instructor concluded the discussion with a brief comment on the author’s sparse style and how his economic use of words still provided great depth in meaning. He suggested students reread the story with that in mind.

The instructor then turned the class’s attention to another story (*Blue, Blue Pictures for You*). He asked the class to turn to page 443 in their text where he read the review and study questions at the end of the story. He then read from the top of the page. All students appeared to be carefully attending.

After reading this passage, the instructor asked the class how they thought this use of language was different from the previous author’s. Students suggested the language was more modern and more descriptive. The instructor paraphrased each comment before asking for other suggestions. He then asked the class what was going on between the characters. A brief discussion of the changing nature of the relationship between the characters followed.

Closure

8:50

At 8:50 the instructor apologised that he would have to stop the discussion as the class was out of time. Students began packing up their things while the instructor confirmed the earlier discussion on tutorial group membership.

On their way out the door, three students stopped with individual questions regarding the upcoming assignment. These questions were dealt with briefly and the student was directed to another information source (LMS, Style Guide, Library web site) for more details.

Instructor's Reflection on Achievement of Objectives

The instructor felt he had met all of his learning objectives for the tutorial.

Week 3, 16th March: Tutorial 2

Instructor's Expectations

The course instructor listed the following as his objectives for the tutorial: to build on last week's discussion, to further encourage students to read, to engage the students in the stories focusing on style, imagery and a deepened understanding of the meaning of language. Further, he intended to reinforce the use of technology.

Attendance

At the beginning of the scheduled tutorial session there were 15 students present (13 F, 2 M). During the lesson two additional students arrived bringing the total to 17 by the end of the session (14F, 3M).

Administration

9:01

The lesson began at 9:01 when the instructor arrived and immediately passed around the sign-up sheet. He then proceeded to call roll from his official list. There was a little chatter among the students while this was taking place. At the end of roll call there was a brief discussion about assigned tutorial groups.

The instructor then asked if anyone had any questions about the LMS or their weblog. There were none. The instructor then commented that the list of urls for the weblogs had been posted in the LMS and asked students to check their own link to make sure it is working properly. He also suggested that students check the links for other students and make some of

them their friends. He then asked if anyone had checked his weblog. One student mentioned that (s)he had.

The instructor then moved the conversation to a discussion regarding Harry Potter in the weblogs. No one had seen this discussion.

The instructor then mentioned that he had made some comments in people's individual weblogs. He commented that some were doing well with their weekly entries, and some hadn't yet started and were getting behind. He suggested students look at his weblog for ideas on what to write.

The instructor moved on to the discussion groups and asked if anyone was unclear about them. One student asked what they should be discussing to which the instructor replied nothing specific for now. In a few weeks there will be an assessment discussion for which a topic will be provided. For now, the instructor encouraged all students to practice discussing any topic.

There followed a brief discussion of the 14 discussion groups and how individual discussion forums had been established for each of these groups. The intention was to create small groups which could get to know one another and thereby stimulate lively discussions. One student mentioned that his group only had three members. The instructor agreed that would need to be further investigated and corrected.

At this point two late comers were welcomed and added to the roll and sign-in sheet.

Whole Class Discussion

9:11

The instructor began this segment by commenting that while they might not cover all the assigned material during the tutorial, what was not covered could still be included in the exam. It was therefore important to keep up with the readings.

The instructor suggested the class begin with a general discussion of the stories and see where that goes. He asked for volunteers to share what they had enjoyed and to share their reactions.

One student commented on the slow start and rapid close of the *Garden Party*. The instructor agreed and commented that this is known as the pace of the story. The discussion continued

and migrated to the themes of status and class conflict. After each student comment the instructor paraphrased the student's comment, elaborated upon it and asked a follow-up question. At several points during the discussion the instructor read an excerpt from the story to illustrate a point either he or a student was attempting to make. Points discussed during the discussion include the relationships between the characters, status, class conflict, imagery of different types of flowers, differing reactions to a single event by different people and changing attitudes or points of view of characters throughout the story.

Towards the end of the discussion the instructor turned the class's attention to the end of the story where he read a passage illustrating the changing of the main character's point of view. He then commented on the author's ending style which left the reader to draw their own conclusion; how the author challenges the reader to "find our own way into the non-words" to ascertain the true meaning of the story.

Small Group Discussion

9:35

The instructor asked the members of the class to reread the last paragraph and discuss it with the person next to them. The instructor then proceeded to explicitly assign discussion pairs. All students reread the passage. During their reading the instructor interjected two questions for them to consider: what were the multiple meanings of the seemingly innocent comment "please forgive my hat" which the main character; and what did the main character mean when (s)he commented "Life . . ."

Plenary Session from Small Group Discussion

9:40

Students reported back on what they had discussed regarding the two questions posed by the instructor. In each case the instructor referred to the student by name (sometimes getting it wrong, but always getting it right in the end), paraphrased and elaborated on their comment and asked a follow-up question. All student comments were praised and given value by the instructor.

9:49

Summary

The instructor thanked the class for the stimulating discussion and commented that the class had come a long way towards understanding the story. The instructor discussed the author's background and his attitudes towards privileged classes and how this relates to the meaning of the story.

Closing

9:50

The lesson closed with the instructor confirming that those present were now "officially" included in this tutorial group.

As students were leaving the room several stopped to discuss the upcoming assessment essay. They asked questions regarding the voice to be used to write the essay, confirmation that the essay should be a creative piece and the details on referencing. The first two questions were dealt with directly by the instructor, while the student asking the referencing question was referred to the relevant pages in the Style Guide.

Instructor's Reflection on Achievement of Objectives

The instructor felt he had met all of his learning objectives for the tutorial.

Week 3, 16th March: Lecture/Workshop

Instructor's Expectations

The course instructor listed the following as his objectives for the lecture/workshop: summarise the text content on image, theme and structure and direct student focus at these issues within the assigned readings; to engage in large group reading an interaction; to initiate an exercise to get started with student creative writing; to engage the students in a group exercise to gel the LMS discussion groups and to encourage students to use these groups as a group of Friends for their weblogs.

Attendance

At the beginning of the lecture/workshop there were approximately 73 students present.

Pre-lesson

12:55

The instructor asked if students would please sit in their assigned discussion groups as arranged last week. This request was repeated 3 times. There was considerable movement as students realised they were being asked to sit in these groups.

Administration

1:00

To begin the lesson the instructor asked if there were any LMS discussion groups with less than four members. Two groups were identified. These were merged to form a single group.

The instructor then proceeded to detail the activities for the session.

Lecture - Introduction

1:04

A slide is projected picturing the authors of the stories that have been read for the week. The instructor briefly discussed the background of each of the authors. After this he referenced the online details of the authors that have been provided online through the LMS. [online companion website from publishers]

He then presented an overview of each of the stories that had been assigned for the week and discussed how there was a common thread of understanding human relations through each of the stories. In summary, he discussed how *Garden Party* was about human relationships; how Hemmingway's amoral character is revealed in his powerful insight into what can go wrong in human relationships; how James Joyce expressed his passion for human life and how *Blue*, *Blue Pictures of You* deals with issues of what people want from life.

He then stressed the fact that the assigned text contains some of the best writing one is likely to encounter. He again stressed that anything on the reading list is expected to have been read,

even though it may not be covered in class. He also stressed the importance of discussing the readings in the LMS discussion groups.

Lecture – Image and Style

1:13

The instructor initiated the phase by changing the slide to one listing Image, Style and Structure with references in text for each. He then read from page 206 in the text (*Reading Image and Style Closely*).

The instructor then moved on to a discussion of flowers and the various images they can represent. He related this discussion to *The Garden-Party* which used roses and lilies as images. He discussed the general meaning of roses (perfection, love) and how in this story they are used for a totally different purpose (to represent self-importance and high society).

This led to a discussion of the difference between dictionary meanings for words, their denotations and their contextual connotations. He suggested that students pay particular attention to the connotations of words used in titles and concluding sentences. He suggested that these connotations may not be evident on first reading and encouraged students to reread stories with these changing connotations in mind. He illustrated this point with examples of changing connotations of specific words in each of the assigned stories: in *The Garden-Party*, the initial positive connotations for roses migrate to hollowness; in *Arab*, the name Araby itself migrates from an exotic place name to representing sadness and despair; in *Hills Like White Elephants* the title first appears strange, later it is used to reference the speaker's state of mind as in something bad and overbearing developing between the characters. The various images of blue were also discussed from *Blue, Blue Pictures of You*.

Self Work; Creative Exercise

1:22

The instructor introduced this exercise and asked students to create a title for a short story. They were then asked to write the first three sentences of their story. He allocated five minutes to the exercise.

As some students appeared to be finishing the instructor suggested they might want to finish their story in their weblog. He also suggested that those who were finished might want to jot down some ideas on how the story might continue.

Plenary Session from Self Work; Creative Exercise

1:28

The lecturer asked for volunteers to present their story. As students were volunteering the instructor solicited for male volunteers. In the end, two of the six to volunteer were male.

The six volunteers took their individual turn to read their story title and opening sentences. After each the class applauded and the instructor provided positive feedback. When all were finished the instructor again suggested these could provide an excellent basis for a “weblog piece”

Whole Group Discussion

1:33

The instructor asked the class to turn to the end of *The Garden-Party* (from pg 315) and set the scene at the home of the dead man and read to the end of the story.

Based on this reading the instructor discussed the penumbra of meaning and associated meanings of individual words (“life” in this instance). To demonstrate, he read the dictionary definitions of “life” and asked which fit with the usage in the story. Then he posed the following question to the class for discussion:

“We, as students of literature, how are we going to understand the connotations of this word, Life?” There were several student responses, each of which elicited a sequence of paraphrase, positive feedback and follow-up question from the instructor. At the end of this brief discussion the instructor commented that this was how one “gets inside a story, by looking at the connotations of words”.

He then asked students to turn to *Hills Like White Elephants* where he read from pg 367 to the end of the story. He asked if anyone knew what the story was actually about. One student commented that (s)he didn’t know what the story was about so (s)he ‘looked it up’. (S)he

declined from sharing that with the class as it might spoil the story for the others. A second student said he didn't know either but had a guess. The instructor commented that, as it was his own guess, he could share it with the class. There were several guesses at what the characters were actually discussing in the story, with most seeming to agree that the characters were on their way to terminate a pregnancy. In the end the instructor commented that he also didn't want to spoil the story for the students and read the passage again.

After the second reading he asked about the female character's use of the term 'fine' in her comment "I feel fine". S1 commented that since she was a woman, she certainly meant "not fine" when she used the word "fine". The instructor supported the gender perspective of the comment. S2 commented that she was referring to her (assumed) pregnancy which was proceeding fine. This was also supported and paraphrased by the instructor. S3 suggested that the comment related to the male character's attempt to retain control of the female character and that 'fine' implied that she was in control of herself. The instructor again paraphrased all responses and commented that the author's meaning could have encompassed all these meanings.

The instructor then reemphasized the comment that by rereading the story one could refine one's understanding of these important questions. He then elaborated on the nature of written stories as opposed to film. In film the director would be forced to present his or her interpretation of the sentence. From the instructor's perspective, film makers' interpretations often differ from his own.

Lecture/Discussion

1:50

The instructor moved on to a discussion of image, motif and symbol and explained how important it was for students to know about these terms as discussed in the text. He asked students to turn to page 231 where he read through to page 232.

He then turned the discussion to the use of imagery in *Hills Like White Elephants* where the title was repeated several times throughout the story and *The Garden-Party* where the image of *garden* migrates from the standard images of garden (Garden of Eden and fertility were mentioned as generic symbols) to a much different image of a garden as presented in the story.

A discussion of different images and how these were used in the stories ensued. In each interaction, the instructor provided positive feedback to a student comment, paraphrased that comment and posed a follow-up question. Most students were not identified by name.

2:12

After this discussion the instructor asked the class to turn to pages 295 – 296 in their text where there was a short section on Modernism. The instructor read the section from the text and mentioned that it applied to the readings for the week. He then highlighted pages 345 – 348 and commented that the editors of their text make some interesting comparisons regarding language and style in this section. He encouraged students to read these paragraphs.

Finally, the instructor asked students to turn to pages 423 and 425 of their text where the editors discuss Structure. He read a short excerpt from this section and encouraged students to study it carefully.

2:19

There was then a ten minute break.

Regroup from break

2:29

The instructor distributed a handout for the week, a summary of potential study projects on the LMS. He commented that it would be good to do all of the projects; that this would help students understand the content of the textbook. To this end he also mentioned that the discussion groups were designed to help with these projects. He encouraged the students to consider their group as their “Literature Family” and encouraged students to use their Literature Families to follow-up and complete the projects in their discussion spaces.

The instructor also suggested that students make weblog Friends with their Literature Family.

Workshop on Structure

2:32

The instructor read the first half of page one of the (4 page) handout and suggested students discuss the three questions at the end of this reading in their discussion groups. [Of the three groups near me, I observed one discussing the topic, one discussing weekend plans and the third discussing the upcoming essay assignment. Also some groups were sitting in long rows doing individual work. Approximately 25% of the groups appeared to be actively engaged in discussion.] The instructor was packing up his audio visual equipment.

2:43

The instructor called the group to order with the intention of discussing the results of the discussions and to encourage students to continue in the discussion forums. He then immediately moved to reading the *Putting It All Together* section from the bottom of page one of the handouts.

The instructor asked for feedback from the class and a brief conversation ensued between the instructor and three students in the front of the class. Unfortunately, as there was significant commotion as students were packing their things to leave and the researcher was not able to capture the discussion.

Closure

2:49

On closing, the instructor again encouraged students to continue their discussion in their LMS discussion groups. It would be good practice for the assessable discussion to becoming shortly.

Two students remained behind to ask questions about the upcoming essay assessment task.

Instructor's Reflection on Achievement of Objectives

After the lesson the instructor felt he had met his objectives.

Week 4, 23rd March: Tutorial 1

Instructor's Expectations

The course instructor listed the following as his objectives for the tutorial: to encourage the students to think about the stories from their own perspective, not that of the instructor; to lay the groundwork for the lecture and to resolve any remaining issues regarding the technology, to support those who have been using it, and to 'put a cannon under' those who haven't started yet.

Attendance

At the scheduled beginning there were 14 students present (11 F, 3 M). During the lesson two additional female students arrived bringing the total to 16 (13 F, 3 M).

Pre-lesson

7:55

When the researcher arrived the building was still locked. He opened the building and classroom. Those students who had already arrived proceeded to arrange the chairs in the now familiar circle. The researcher also assisted in rearranging the furniture. After this was accomplished the students took seats; approximately half the students continued to converse, the other half sat silently.

Administration

8:00

The instructor arrived shortly before the scheduled commencement time and greeted the class warmly. He proceeded to engage the class in social small talk and to open two of the classroom windows. He passed around the signup sheet and took roll.

The instructor then mentioned that he had looked at everyone's weblog and that everyone should have received a comment from him in their weblog. He asked if anyone had not received that comment. One student said (s)he was still having trouble signing up for a weblog. The instructor explained the signup process and encouraged the student to see him in

his office if (s)he was still having problems. He emphasised to the class that their weblogs comprised 25% of their assessment for the course. This was a significant piece of the course that some people were getting seriously behind. There would be an assessment exercise based on weblog entries and people needed to have something to be assessed. He then asked if anyone had seen the list of interesting student entries he had posted in his weblog, few had.

The instructor explained that he sees the weblogs as a separate world where many people feel less inhibited about expressing their ideas than in face-to-face conversations. He elaborated that he is getting to know some of the students rather well, after marking their recent essay and reading their weblog entries. Now all he needed to do was to match that person with the physical one in the classroom. There were no further questions regarding the weblogs.

The instructor then asked if there were any problems with using other aspects of the LMS. There were none.

He announced that the essays had all been marked and would be returned after lecture. He had used the comments function of Word to provide feedback. A short discussion on how to access comments in Word ensued.

8:05

Individual work

The instructor then asked students to write down the name of the story they liked best; two reasons why; and one question about the story. If possible they were to identify the passage to which their question related. The class would then discuss some of these responses. While not all responses would be discussed, the thought process was the important component of the exercise. The class was given five minutes to prepare their response.

While students were preparing their responses the instructor mentioned that this could form the basis for a weblog entry.

Two students arrived late and the instructor explained the task to them. He then asked those who were ready to think objectively about what criteria they had used to decide why they liked their chosen story. He emphasised the importance of understanding why one liked one thing more than another.

The instructor then asked students to look at their question; to try to understand the nature of the question. He asked them to look at what they were thinking from another perspective.

Whole Class Discussion

The instructor asked students to think of a number between 1 and 20 and to write it down on their paper. He then announced that he would ask the odd numbers to respond first, and the process would begin with student who had chosen an odd number closest to 1.

A student was identified using this method and a discussion ensued regarding his/her chosen story, *My Cousin, My Gastroenterologist* (by Mark Leyner); his/her reasons for liking it and the question (s)he had about the story. Many points were made by several students including the apparent frustration of the narrator, society's desensitisation to violence, the polysymi [sp – means multiple meanings of words] in the references to car bomb (bomb in a car or bomb of a car) and the use of the metaphor for the narrator's sister. Several suggestions for the meaning of the sister metaphor were explored including an actual sister, someone from the same species, a science fiction-like invented species and members of the same clan. Throughout this discussion the instructor consistently paraphrased student comments, provided positive feedback or elaboration when appropriate and asked clarifying questions.

The instructor rhetorically asked if the story was an indulgence in linguistics or, as one student had suggested, a view into a future situation. He then discussed the concept that literature, like any art form, is intent on broadening ones' horizons.

A student then asked a question about the weblog service's communities that were mentioned in the course outline. (S)he wanted to know if an entry in one of these could be considered as one of his/her weekly weblog entries. The instructor responded that he had planned to introduce the communities the following week but since (s)he asked, he proceeded to explain that these communities were open blogs aimed at special topics and larger audiences. In these weblogs anyone could post an entry or a comment. The class would be holding a poetry competition within the Creative Community. He then reaffirmed his previous suggestion that, in order to keep track of one's assessable entries, students should place a copy of any comment or entry made in a foreign blog (i. e. not their own) into their own weblog. He then proceeded to explain that he sponsored three communities; the Creative Community for

students to post creative works; the Review Community where students were encouraged to review any art work (concerts, books, poems, paintings, etc); and the Hot Topics Community which was used to discuss hot issues such as the US response to the recent New Orleans disaster.

The instructor then selected the next student to present their chosen story, reasons for liking it, and insightful question using the odd number strategy. This student chose *The Waltz* (by Dorothy Parker) as his/her favourite because of its use of sarcasm. From this a discussion followed regarding the use of sarcasm in literature. Other interpretations of narrator's point of view included inner turmoil, unrequited love, charity, the existence of a love/hate relationship. Throughout this discussion the instructor paraphrased student comments and asked clarifying questions. At the end he suggested that the waltz might be a metaphor for the author's life.

8:50

Closing

The instructor stated that time was up and the class would have to move the discussion to their weblogs. He also encouraged students to keep up with their weblog entries as a weblog assessment was only a few weeks away.

Instructor's Reflection on Achievement of Objectives

The instructor felt that asking students to first identify why they liked a story and then sharing it with the class provided an opportunity for students to socialise their opinions with a group of peers. This, he felt, went very well.

Week 4, 23rd March: Tutorial 2

Instructor's Expectations

The course instructor listed the following as his objectives for the tutorial: to encourage the students to think about the stories from their own perspective, not that of the instructor; to lay the groundwork for the lecture and to resolve any remaining issues regarding the technology, to support those who have been using it, and to 'put a cannon under' those who haven't started yet.

Attendance

At the scheduled beginning there were 11 students present (10 F, 1 M). During the first 10 minutes of the lesson four additional female students arrived bringing the total to 15 (14 F, 1 M).

To reiterate, all student references will be made in the female in order to minimise the risk of inadvertently identifying individuals.

Administration

9:00

The instructor arrived shortly before the scheduled commencement time and greeted the class warmly. He immediately passed around the signup sheet and took roll. While taking roll he asked students to check the tutorial lists on the LMS to ensure they are in the correct tutorial session.

After taking roll the instructor then mentioned that he had looked at everyone's weblog and asked is anyone had not seen his comment in their weblog. One student commented that (s)he hadn't checked. The instructor took the opportunity to emphasise to the class that their weblogs comprised 25% of their assessment for the course and that people were at risk of losing this 25% if they got too far behind. He asked if there were any questions about how to use their weblogs or what to write in it. There were none from the class.

He then asked if anyone had seen the list of interesting student entries he had posted in his weblog. There were two students in the class whose entries had been included in the list.

9:04

During the above discussion four students arrived. The instructor added these to the roll call and asked them to sign the sign in sheet in the appropriate place (based on where they had taken a seat in the circle). A brief discussion followed when it was realised that one of the late arrivals was not on the roll for the 9:00 tutorial session, but on the list for the new 12:00 session. The student explained that (s)he wouldn't have volunteered for that session as (s)he had another lesson at that time. It was agreed that the student would be added to the 9:00 list.

The instructor then returned to questions about the weblogs. There were none.

The instructor restated the need to actively engage in the weblogs. Some students were doing great work in this regard, a few were not. He again pointed out that the weblogs represented 25% of their assessment for the course and that this was a significant component of their evaluation.

From there he moved on to the LMS, asking if anyone had questions on the use of the LMS itself. There were no questions from the class.

The next order of business turned to the recent essay assessment task. The instructor stated that he had marked everyone's essay and would be returning them through the LMS later in the day. He had included comments in all essays, including those who had not followed the instructions properly. That is, the task instructions had asked for all essays to be prepared as Word documents and uploaded to the LMS. Some students had entered their essay directly into the input field provided by the LMS for comments relating to the submission of an assignment. For those submissions the instructor had to cut their essay from the text box and paste it into a Word document. This resulted in the loss of some formatting, but was the only way he could include comments. He emphasised the need to follow instructions in a course with as many students as this one.

From this the instructor took the opportunity to remind students that the first assessment of the weblog entries was coming shortly and encouraged students to catch up.

There was a question about the second essay's due date as it appeared to fall during the mid-semester break. The instructor encouraged the student to read the course outline carefully. The mid-semester break is not a 'numbered week'. So there is a real-world week between uni Weeks 6 and 7.

Another student asked if comments on other students' entries counted for assessment purposes. The instructor commented that he is looking at three different types of weblog entries: critical work based on the readings; creative work such as poetry, short stories or a description of something in a student's life (as an aside, the instructor mentioned that he doesn't generally like to restrict or regulate creative efforts, however creative entries that are based on the readings would be more connected to the class community); or a comment on someone else's entry. The latter was to encourage students to read each other's work.

The instructor went on to suggest that, if one was making a comment on another student's entry, the comment would become part of the other student's weblog. To keep all of one's assessable work in one place it was suggested that a copy of the comment be placed in both weblogs. This could be done with a simple cut and paste operation.

The instructor then mentioned that the weblog service's communities had come up during the previous lesson. These communities are like open bulletin boards where anyone can post an entry or a comment and that he was going to sponsor poetry competition in the Creative Community. Again, if someone makes an entry in one of these communities, they were encouraged to also include it in their personal weblog in order for it to be considered for assessment purposes. The instructor also mentioned there were two other weblog communities that he sponsored. The Creative Community was for any creative work such as poetry or a short story. The second community was for reviews of other peoples' work and could include reviews of plays, concerts, movies and the like. The last community was for Hot Topics and was intended for the discussion of issues of broad interest by a university-wide community.

Another student asked if the aesthetic appearance of one's weblog counted for assessment purposes. After a bit of a joke, the instructor admitted that visual appearance impacts one's reception of many things. While visual appearance of one's weblog certainly plays some part in the assessment, it is not a major component and is not quantifiable. It is simply a part of human nature to be inclined to view things favourably if they are visually appealing. Presentation is all part of the package.

9:14

Individual Work

The instructor explained what would be happening for the remainder of the lesson. He would give the students a few questions and ask them to prepare individual answers. Responses for a few would then be presented to and discussed by the class. The questions were:

1. Which story did you like best?
2. Give two reasons why you liked it best.
3. What criteria did you use?

4. What question o you have about the story and can you like the question to a specific passage in the text?

The instructor then discussed the concept of *criteria* and the importance of understanding what criteria we use for liking specific works of literature.

Also, before students began the instructor asked them to write a number between 20 and 40 on their paper. He would explain what that was for later.

9:18

Students began actively working on their responses to these questions.

9:22

While students were preparing their responses the instructor commented that this exercise could form the basis for a weblog entry.

9:26

Whole Group Discussion

The instructor explained that the numbers students were asked to pick would be used to select someone to present their responses. The student who selected an even number closest to 40 would begin.

The student selected in this manner presented their favourite story and their reason for selecting it. The instructor paraphrased the student's response and asked a follow-up question. A short discussion followed.

The instructor then asked if anyone had chosen a different reason for liking their story. Another student mentioned his/her reason for liking the story (s)he selected. Again the instructor paraphrased his/her comment and asked a follow-up question for clarification.

In all, seven students offered their favourite story and reasons for selecting it. All were discussed by the class. All were seen as valid reasons for liking the selected stories. The instructor pointed out that several students had liked the same story for different reasons. That was significant and to be expected.

9:37

The instructor then moved on to the question students had asked regarding their story. For this initial response he returned to the student who had chosen the even number closest to 40 to begin.

Again, discussions ensued after each question was presented to the class. During this discussion the instructor took the opportunity to discuss the various authors' use of point of view and how this might be impacting the reader's understanding.

Similar discussions ensued when the instructor asked the class to consider their criteria for liking the story.

9:52

Closure

The instructor drew the discussion to an end with the comment that the lesson had run over time and it would have to end.

Instructor's Reflection on Achievement of Objectives

The instructor felt that he had achieved his objectives even better than in the first tutorial by going across the group on a single question instead of drilling down through all questions for an individual respondent. He felt this allowed him to better illustrate the fact that different people like stories for different reasons and that all were valid. He was also able to cover more stories than in the first tutorial.

Week 4, 23rd March: Lecture/Workshop

Instructor's Expectations

The instructor listed the following as his objectives for the lecture/workshop: to consolidate the students' location in their weblogs and the LMS as a group and to trouble shoot any problems that might arise in this regard; to provide preliminary feedback on the first essay; to provide preliminary feedback regarding the first assessment task; and to introduce the last

topic on fiction. In addition, he expressed a desire to provide the students with additional practice interacting with their discussion groups and to provide an opportunity for the students to practice creative writing. Finally, he intended to encourage the students to engage with the weblog community and the LMS components of the course.

As a side comment, the instructor mentioned that he always tries to include an opportunity for students to practice creative writing. This passion was based on his conviction of the importance of practicing in developing this skill.

Attendance

At the beginning of the lecture/workshop (1:00) there were approximately 46 students present. By 1:30 there were approximately 72 students.

Pre-lesson

12:55

As students entered the room, several were heard to be looking for their *family*.

1:03

The instructor asked if students would please sit in their assigned discussion groups. There was very little shuffling as most students appeared to be already sitting in these groups.

Administration

1:05

The instructor called the class to order and passed around the signup sheet. Students were very familiar with the process.

The instructor positioned the lecture as the last week of the module on fiction. This week the lessons relate to reading and interpreting literature.

He then briefly outlined the assigned stories and their authors. The following week the class would be moving on to poetry, his admitted favourite.

He then addressed an issue of understanding regarding examinable material. He explained that any reading labelled TUT in the course outline was to have been prepared for tutorial and is examinable material. This was irrespective of whether or no the story was actually covered in tutorial.

The essays had all been marked and would be returned through the LMS shortly after class. He expressed how he had enjoyed marking the essays and listening to all the interesting points of view the students had chosen. He explained that the purpose of the task was to get students writing and using referencing. Some did this well, others didn't seem to have even looked at the sections on referencing in the Style Guide (he referenced the actual pages from the guide).

He explained that the most important thing for the semester was to learn to write well. The instructor had made specific comments in the Word documents. To see the comments, students needed to activate the comments feature of Word. He didn't elaborate on how this was done.

The instructor commented that some students had not submitted their essays as Word documents as requested. This made it difficult to include these essays in his marking strategy, especially the returning of feedback to help the student improve. Instead, he had had to copy the essays out of the LMS web page and paste it into a Word document.

The instructor mentioned students sometimes become offended when he suggests they avail themselves of the services offered by the Academic Skills Unit. This should not be seen as a punishment, rather a resource to help students develop important skills. With classes as large as the current one, it was not possible for lecturers and tutors to provide the one-on-one attention required by some students. He explained that the ASU can provide this attention and does provide it very well.

1:12

The instructor explained that he had been through everyone's weblog and was getting to know the students better there than in face-to-face. He assured the class that he would get to know them individually over time, mostly through their weblogs as that seems to be where students seem to be more willing to express themselves freely.

He commented on the different uses of the weblogs. This was good. He had identified a list of the most interesting entries and had posted it to his weblog. These were not necessarily the *best* entries, but were definitely interesting.

He then stressed the point that the weblogs were an assessable item within the course. He explained that he felt he needed to mark the exercise in order to encourage students to make use of the tool. 25% of the course demonstrated his commitment to encouraging students to engage in their weblogs. He expressed his concern that some students had apparently not yet begun their weblog entries. An entry was required for each week of the semester. He mentioned that his weblog contains suggestions for topics and encouraged students to use them.

Students were permitted to catch up, but were not permitted to combine several weeks' requirements in a single, large entry. There needed to be an entry for each week. The instructor explained that he was using his weblog to encourage students to experience different writing modes; to practice their writing skills; to commune with the literature; and to network with their fellow students.

The instructor explained he was aware the many students like to use their weblogs for other purposes. It was therefore difficult to determine what was relevant for assessment and what belonged to a student's "other life". He certainly didn't have an answer. He explained that he will therefore ask students to nominate specific weblog entries to be assessed. He also stressed the importance of practicing and of reading other's entries to learn how to construct a stellar weblog entry.

1:20

Introduction

The instructor moved on to vocabulary. He commented that he wanted to expand the student's vocabulary. The stories for the week had been selected because of their challenging vocabulary. He asked how many students had taken the time to look up all the unfamiliar words in their dictionaries. Without looking to see how many responded he proceeded to read the definitions of several unusual words, words that had been included in the week's stories. He concluded by encouraging students to expand their vocabularies as without a sense of the shades (connotations) of words, one will miss many subtle meanings, especially in poetry.

1:26

Lecture – Perils of Interpretation

The instructor explained that the structure of this week’s tutorials was a conscience choice to get students to investigate why they like or dislike stories.

The instructor then read a passage from the end of *A Hunger Artist*, by Franz Kafka. After the reading he likened the people gathering around the panther to how people can often only see what they want to see. How things can be filtered through our personal experiences and expectations.

The instructor next read a section from the text preceding *A Hunger Artist* on the topic of critical perspectives from which a general description of critical theories emerged. The instructor briefly presented Reader Response Criticism and mentioned other theories such as Feminism Theory, Queer Theory, Marxist Theory and New Criticism. The instructor then commented that the important point for today’s lesson was to understand the importance of understanding our own “baggage” and how that impacts how we interpret things.

1:34

Small Group Work

The instructor then moved to *The Vine Leaf* by Maria Mena. To introduce the story the instructor placed it in its historic context following a feminist attack on a famous painting very similar to the one described in *The Vine Leaf*.

The instructor then displayed a list of 10 questions on the data projector and asked students to take 10 minutes to discuss these questions in their discussion groups. They were to address the questions as they related to *The Vine Leaf*. Each person in the group was to self nominate to be their spokes person for a specific question. In the end, each person in the group should have taken responsibility for one or more questions.

He then read the questions aloud.

1:46

Some groups spent several minutes adjusting seats to face each other. One student was not in a group and needed to be assigned.

1:56

The instructor called the class to order and asked the groups to focus their attention on two specific questions.

There were some clarifying questions from the class which were addressed in “what do you think” terms by the instructor.

2:02

Plenary Session

The instructor asked for volunteers to discuss what these stories are attempting to tell us about story telling. Several students volunteered and a brief discussion was held on the topic with the instructor paraphrasing and providing positive feedback, but not guiding the content of the discussion. In the end the instructor offered to put some commentary material “on the LMS”.

He then called a 10 minute break.

2:02

Break

2:20

Admin

A group had reported dwindling numbers and the instructor asked if there were other groups who were also losing members. There might be a possibility of merging with them.

Discussion Groups 10 and 14 were merged.

The instructor mentioned again that he would be publishing more material on *The Vine Leaf* on the LMS.

2:22

Lecture

The instructor then turned to *The Store of a Million Items*, by Michelle Cliff. He also related this story to an examination of how the way we see the world impacts our understanding of the story and vice versa. To this end he read a section on Commodity Culture from the text and referred to the text books companion web site for more material on this topic.

The instructor then read the first line of the story and commented on how commodities are used to signify status and personal worth. Each commodity has its own description. As an example, the instructor discussed the background of the comment regarding the Mildred Pierce movie and how a single reference to the movie brought all the subtle connotations and history of the item into the story.

2:30

He then asked the class to consider how what they have or wear helps define who they are. He asked the students to discuss this with the person sitting next to them.

2:32

The instructor called the class back to order and introduced the concepts of meta-narrative [see p 513] (looking at how to tell stories) and intertextuality [see p 558] (how one text refers to another text) and pastish (using multiple styles within a story). He then moved into *My Cousin, My Gastroenterologist*, by Mark Leyner which makes use of pastish.

To illustrate the concept of collage, instructor displayed several images of work by Rauschenberg. He then read several passages from the story to illustrate the mix of language types.

2:42

Creative Writing

The instructor introduced this section by referring to Leyner's writing style in the previous story and stating that the best way to understand this style is to attempt to emulate it. He asked students to write 10 lines of Leyner-inspired prose. Students would be asked to volunteer to share their work.

The instructor also commented that this could be the basis for a weblog entry.

Students began writing and the instructor began packing up his equipment.

2:47

Sharing of Work

The instructor again interjected that the weblogs were an ideal place to expand what has been done in class “and to get credit for it.”

The instructor asked for volunteers to share their work. Five volunteers were selected. Each read their work followed by applause from the class. At the end the instructor commented that it was amazing what five minutes of creativity can create.

2:52

Closing

He then dismissed the class.

Instructor’s Reflection on Achievement of Objectives
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After the lesson the instructor felt he had met his objectives for the lecture.

Week 5, 23rd March: Tutorial 1

Instructor's Expectations

The course instructor listed the following as his objectives for the tutorial: to strip the students out of their comfort zone by presenting new material from the Beat poets. He referred to this as *Emersion Therapy*. He hoped to help the students experience the many voices of a single poet and to allow them to interpret these poems through their own experiences. He hoped students would develop an understanding that poetry is possible even for young people.

Attendance

At the scheduled beginning there were 13 students present (11 F, 2 M). During the lesson one additional female student arrived bringing the total to 14 (12 F, 2 M).

Pre-lesson

7:55

When the researcher arrived the building was still locked and there were six students waiting. He opened the building and classroom. The researcher and the two male students arranged the chairs in a circle.

7:57

The instructor arrived and greeted the class with small talk about how everyone would be perky as we were no longer on daylight savings time. He also passed around a handout for the lesson.

Several students arrived during this casual conversation.

Administration

8:00

The instructor passed around the signup sheet. Students all knew exactly what was expected.

The instructor asked if there were any general questions. One student asked a clarifying question regarding the next assessments. The instructor commented that this would be discussed in detail during the lecture later in the day. Another student mentioned that (s)he had not received a grade for his/her first assessment. The instructor asked if (s)he had sent him an email about this to which (s)he replied (s)he hadn't. The instructor asked him/her to send one and he would look into the matter.

The instructor then asked how the students were progressing with their weblog entries as there was an assessment coming shortly where students would have to email the instructor with what they considered to be their best weblog post. He commented that this would also be discussed in more detail during the lecture/workshop later in the day.

8:03

Stimulus

The instructor explained that they would be looking at poems by Allen Ginsberg that are included on the handout. Ginsberg had published these poems at the age of 23. The handout also included questions regarding these poems which would be discussed in pairs and then as a class.

The instructor read the questions from the handout during which time an additional student (female) arrived. The questions were as follows:

Read through the selection of poems Ginsberg published when he was 23 years old.

What do they tell us about the poet?

What do you know about the USA, and particularly New York, in 1949?

Which of these poems (if any) appeals to you? Why?

Are there any of these poems you would like to read to an audience?

Which of the poems is the most lyrical, or musical?

Can musical lyrics be a means of imparting wisdom? Can you think of any examples?

Which is more important in a poem or a song: the message or the music? (Beats Tutorial, 30th March)

The instructor then read the following poems by Ginsberg from the handout:

- The Bricklayer's Lunch Hour
- Two Sonnets – The Town and The City

The instructor then read William Blake's *The Sick Rose* from the text (which had not been included in the week's reading assignment). He then returned to the handout and read the following by Ginsberg

- On Reading William Blake's "The Sick Rose"
- East Harlem and
- Bop Lyrics

8:10

The instructor then commented that the intention is to have a look at a single Beat poet and to discuss his work. He explained that he would break the class into pairs and then allow time for students to discuss the questions on the handout in these small groups. After about seven minutes he would bring the class back together to share what had been discussed in the smaller groups. He then explicitly assigned students into pairs, by name, using the signup sheet.

8:12

Small Group Discussion

Students engaged in small group discussion, referring regularly to the handout.

8:17

The instructor interjected that if students had run out of things to discuss, they could consider what Ginsberg thought of Blake's *The Sick Rose*.

8:19

One student asked for clarification of one of the discussion questions regarding musical lyrics imparting wisdom. From this there was a discussion of the meaning of *impart* and *wisdom*.

The instructor then commented that the Beat poets often blurred the difference between song lyrics and poetry as they tended to sing their poems. It was part of the jazz movement of the 1940's and 50's.

From this one student offered his/her favourite song. The instructor paraphrased his/her response and provided positive feedback. Another student asked if the mixing of poetry and song was part of the reason they were referred to as *Beat* poets. The instructor confirmed this probably had something to do with the label. Another student asked if it could have also been due to general society seeing them as dead-beats. The instructor replied that this could also be part of the reason and was a good example of differing points of view.

Students returned to their discussions.

8:22

Whole Class Discussion

The instructor called the class back to order and asked students to pick a number between 1 and 20. He then announced that those who selected even numbers would present their thoughts first; and that they would discuss question 1 first; *What do they (the poems) tell us about the poet* (Ginsberg).

A discussion involving most students in the class followed. Students offered their personal observations about what they thought the poems told them about Ginsberg. After each comment the instructor paraphrased the comment and provided positive feedback. After some comments he took the opportunity to ask clarifying questions regarding terms the student had used (e.g. intrinsic, contemplative). The instructor consistently referred to students by name.

8:30

The instructor then asked the class to consider Blake's *The Sick Rose* which he read aloud. He used this as an opportunity to discuss the difference between transparent poetry and opaque poetry.

8:36

The instructor read the last four lines of the poem and asked if anyone had an idea of what Ginsberg was referring to. He encouraged students to take a chance with their comments. “You can’t be working. We’re just looking for some clue or idea as to what might be going on.” To this a student replied that it had something to do with what causes one to be withdrawn. The instructor provided positive feedback to this response and used it to encourage other students to trust their own instincts regarding the interpretation of poetry.

The instructor followed up this discussion by asking another question regarding the poem and called on another student by name. This student had difficulty expressing his/her thoughts in words. However, with the instructor assistance (s)he was able to adequately express herself. The instructor paraphrased his/her response and provided positive feedback, again highlighting the importance trusting one’s own interpretations and the fact that there really were no wrong answers to questions of interpretation of opaque poetry.

The instructor then moved on to the second question; *What do you know about the USA, and particularly New Your, in 1949?* He initially directed this question to those who had selected odd numbers earlier in the discussion.

One student mentioned the end of WWII and the beginning of the Cold War. This received positive feedback and was paraphrased by the instructor.

Another student addressed the mentioning of China and the sinking of the ship carrying Boy Scouts (*Bop Lyrics*). (S)he felt this probably had something to do with young boys who had died in WWII and the horror of such conflicts. The instructor agreed and commented that this was a sort of comic book humour, where Ginsberg mentions that all he could say was “oops”.

Another student commented that this passage could be referring to people’s becoming more critical of government’s actions. The instructor agreed and paraphrased this by discussing the paranoia that develops during war time. However, he followed-up with a question about post-war time; to which a student commented (seemingly jokingly) that it was Baby Boomer time.

The instructor again agreed and related how his own parents had met in post-WWII Europe and he himself was the resultant Baby Boomer.

The instructor then pursued the question of the general mood in the USA after the end of WWII. To this students suggested; “Lets’ make love”, questioning and appreciation of what

one has. The instructor agreed with all these comments. Then a student commented that that was when “the guy named McCarthy got started”. To this the instructor commented “Good, you’re on to it. This was known as the McCarthy Period. What was special about this period?” A student mentioned that this was when actors and poets were put on trial. The instructor then asked why. A student mentioned that many had been funded by subversives. The instructor commented that (s)he had obviously read the propaganda. Another student volunteered that the poets and actors were pushing the boundaries of society and were thought to be posing a threat to social stability. This received positive feedback through the instructor’s paraphrase.

Other suggestions included a centre for artistic expression and the gateway for emigration into the US.

8:46

The instructor then asked which poems were the favourites, and why.

One student offered *East Harlem* as his/her favourite. (S)he mentioned that (s)he didn’t understand it at first and that (s)he found this depth of meaning attractive. The instructor paraphrased this comment and suggested that many people like opacity in their poetry. He then reread the story and asked if anyone could give some insights into the meaning of the poem. He asked if anyone could provide a “handle” on the poem. To this, suggestions of drug use and life’s journey to find purpose and wisdom were offered. The instructor paraphrased these responses and provided positive feedback on each as they were made (referring to students by name).

Closure

The instructor concluded the discussion by commenting that interpreting poetry was a fascinating art and how some people felt that poems can mean anything for anybody; however, the more a student of poetry learns about an author the better insights one can gain into the poet’s original meaning.

Instructor’s Reflection on Achievement of Objectives
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The instructor felt he had achieved his desired outcomes for the lesson.

Week 5, 23rd March: Tutorial 2

Instructor's Expectations

The course instructor listed the following as his objectives for the tutorial: to strip the students out of their comfort zone by presenting new material from the Beat poets. He referred to this as *Emersion Therapy*. He hoped to help the students experience the many voices of a single poet and to allow them to interpret these poems through their own experiences. He hoped students would develop an understanding that poetry is possible even for young people.

Attendance

At the beginning of the lesson there were 13 students present (10 F; 3 M). Early in the lesson two additional students (2 F) arrived bring the total to 15 students.

9:00

Administration

The instructor immediately began passing around the signup sheet. Several students were discussing the university census date for HECS. All knew exactly how to complete the signup sheet as it came around to them. After starting the signup sheet the instructor opened the usual window and passed around a class handout. He asked if there were any questions.

One student asked a question about the upcoming essay which the instructor deferred to the lecture/workshop later in the day. Another student asked what texts should be referenced for the essay. The instructor suggested that (s)he start with the texts in *UL*, but could certainly refer to other texts as well. He went on to suggest that any text outside those available in *UL* should be provided with the essay. He instructed the class not to assume the evaluator of the essays would have read all the relevant Beat literature.

A third student asked a question about referencing. The instructor explained his reasoning for requiring the MCA standard – to prepare students for when they are submitting articles to scholarly journals, which will require MCA referencing.

The instructor then moved to the weblogs. One student informed him that his/her weblog url was wrong as published on his list. There was a discrepancy between an underscore and a hyphen. It was agreed that both would confirm the student's weblog url as published in the LMS.

9:06

Another student mentioned that (s)he had received an email from the instructor encouraging him/her to begin making entries in his/her weblog; yet (s)he had already posted several entries. The instructor asked him/her to confirm the url (s)he had provided and that he had published. He mentioned that sometimes students have multiple weblogs and provide the wrong address for the class. He also suggested several other possibilities why his/her entries are not visible to him. He suggested (s)he send him an email on the matter as it was easier to discuss these sorts of things via email than face to face.

9:08

Stimulus

The instructor informed the class that he intended to “plunge” them “into the world of the Beats.” He further commented that there was a lot of Beat literature available and that he was going to take the opportunity to look at some material not available in UL. In particular, they were going to look at some work that Allen Ginsberg had published when he was just about the age of everyone in the room; 23.

He suggested students pay attention to the different voices Ginsberg uses in each of the pieces. They are all significantly different. He informed the class that they would be discussing the questions in pairs after he read the pieces aloud. After the small group discussions, individuals would be asked to share what they thought with the rest of the class.

The instructor then read the questions from the handout. These were:

Read through the selection of poems Ginsberg published when he was 23 years old.

What do they tell us about the poet?

What do you know about the USA, and particularly New York, in 1949?

Which of these poems (if any) appeals to you? Why?

Are there any of these poems you would like to read to an audience?

Which of the poems is the most lyrical, or musical?

Can musical lyrics be a means of imparting wisdom? Can you think of any examples?

Which is more important in a poem or a song: the message or the music? (Beats Tutorial, 30th March)

The instructor discussed the difference between song lyrics and poems and how, for the Beats, there was little distinction. He mentioned that the Beats often sang or chanted their poetry; or were they songs. But that was the point, to break down the constraints of the model and to invent whole new approaches to art.

9:13

The instructor then read the following poems by Ginsberg from the handout:

- The Bricklayer's Lunch Hour
- Two Sonnets – The Town and The City

The instructor then read William Blake's *The Sick Rose* from the text (which had not been included in the week's reading assignment). He then returned to the handout and read the following by Ginsberg:

- On Reading William Blake's "The Sick Rose"
- East Harlem and
- Bop Lyrics

A late comer arrived at 9:17, nearly at the end of the readings.

9:20

Small Group Discussion

On completing these readings the instructor explicitly (and by name) assigned students to groups of 3 or 4. He then asked the students to pick a question from those on the handout and

discuss it in their groups. He made a particular point of allocating the three males into separate groups.

9:23

During the discussions the instructor apparently overheard one group and encouraged them to pursue their thoughts. “That’s great! Things like ‘I don’t get it’ and ‘It freaks me out’. Pursue these thoughts”.

9:25

The instructor adjusted two groups to better accommodate the late arriving student as (s)he hadn’t heard much of the poetry.

9:32

Whole Class Discussion

The instructor called the class back to order and asked if anyone wanted to share their opinions of the poet (Ginsberg).

One student volunteered that (s)he thought he was a *lyrical observer*. The instructor paraphrased this comment and asked him/her to clarify his/her statement. As (s)he began to explain the instructor suggested a closer look at *lyrical*. He explained that the word had two meanings; as the words to a song and as a personal experience. He opened the question to the rest of the class.

Another student agreed that Ginsberg was an observer. While each piece that was read was written from a different point of view, each was based on observation. The instructor provided positive feedback and paraphrased the comment. He then added that Ginsberg was perhaps “an observer in search of the meaning of life”. He then asked for other ideas of what the poems tell us about the poet.

A student suggested that Ginsberg was having difficulty coming to grips with the world around him. The instructor provided positive feedback and asked for an example from the reading. (S)he read an excerpt from *Bop Lyrics* and commented that Ginsberg seemed to be expressing empathy with those who died in the war. The instructor paraphrased this comment and provided positive feedback.

He then called on a student by name who had not yet contributed. After responding several times that (s)he didn't know what the poems expressed about the author the instructor persuaded him/her "give it a go" and to "risk it". (S)he replied that *The Bricklayer's Lunch Hour* was calmer than the *Two Sonnets*, which have lots of drama and are faster paced. The instructor provided positive feedback and paraphrased his/her response. He then asked a follow up question which the student answered. Again the instructor provided positive feedback and encouragement. He then called on another student by name.

The next response referred to the sequence of the poems in the handout. The student commented on how they got more full of turmoil as one progressed through the reading. The instructor provided positive feedback and paraphrased the response.

The instructor then called on another student by name who commented that Ginsberg preferred to be in an insane asylum than to be free. The instructor again provided positive feedback and asked a follow up question which the student answered.

The instructor then moved the class to the USA in 1949. He asked if anyone knew what was happening at that time.

A student volunteered that many people were attempting to break down censorship regulations. The Beats were speaking out and creating social tension. The instructor agreed and asked for more ideas. Those coming from the class included the end of the depression; the end of WWII and the resultant rebuilding; the movement of society from timidly accepting government's dictates to actively questioning and speaking out; the growth of personal freedoms.

The instructor returned to the insane asylum reference in *Bop Lyrics*. He asked what this said about the poet's freedom. A student offered that Ginsberg apparently wasn't concerned about his personal freedom when he felt that meant he would need to live in a place where crazy things were happening. He (Ginsberg) felt safe in the asylum.

The instructor then reread a passage from *The Two Sonnets* and asked where Ginsberg 'was' (metaphorically) when he wrote this passage. A student replied that he (Ginsberg) had escaped. The instructor paraphrased this comment and asked 'how' as a follow up question. The student replied that Ginsberg had escaped through his writing. The instructor paraphrased

this and again asked ‘how’ as a follow up question. This time the student replied that Ginsberg had referred to a higher source, William Blake.

The instructor then proceeded to provide the class with a brief overview of Blake’s impact on the Beat poets.

9:49

The instructor moved to the next question, asking students which poem appealed to them, and why. He called on a student who had also not contributed during the lesson. (S)he responded that (s)he had liked them all. (S)he liked the variety. The instructor then asked what (s)he had thought of Blake’s *The Sick Rose*. The student replied that it made him/her want to go find out what it meant (assumed to refer to academic research).

The instructor commented that some people like difficult poetry because it is difficult to comprehend. He then discussed the fact that there are two basic types of poetry; transparent poetry and opaque poetry. A student observed that opaque poetry allowed one the room for personal interpretation.

The instructor reread *The Sick Rose* and asked if anyone had any thoughts about its opacity. He directed the students’ attention to the last two lines of the poem. There were no student comments.

9:53

Closure

The instructor commented that time had passed and the lesson would need to conclude.

Week 5, 23rd March: Lecture/Workshop

Instructor’s Expectations

The course instructor listed the following as his objectives for the lecture/workshop: to add more depth in the students’ understanding of the Beat generation; to provide students with the experience of hearing Beat poets read their own work and to provide insights into how to best address the upcoming essay assessment task.

Attendance

At the beginning of the lecture/workshop (1:00) there were approximately 70 students present.

Pre-lesson

12:58

Many students immediately began looking for their discussion groups as they entered the room however, the researcher didn't hear references to *Family*. The instructor asked students to please sit in their groups. Several students then moved as they saw their groups forming somewhere else in the lecture hall.

At least one group appeared to be in a picnic frame of mind, eating lunch, opening drinks, talking on the phone, talking with each other, sharing digital photos, etc. These activities continued through the lesson for this group with little apparent attention being applied to the lesson itself. Several times during the lecture the Researcher was unable to hear the instructor due to the conversation within this group.

1:05

Administration

The instructor called the class to order and passed around the signup sheet. He then explained the agenda for the lesson which consisted of a brief talk about the Beats, an opportunity to listen to some of their work (both poetry and jazz) and to see a film to demonstrate the tools, skills and techniques used by the Beats to practice their art. He then elaborated on one of the hallmarks of the Beat generation being their tendency to overlap art forms such as poetry and prose and songs and poetry. It is often difficult to determine if a particular piece is a poem, prose or song.

The instructor then mentioned that he had been asked to discuss the upcoming essay assignment. He explained that this was another short essay and that it was important to write as well as possible as this is important for learning how to express ones' self. He then commented on the material to be addressed in the essay. While there is a significant amount of Beat literature available, the markers will not have read it all. He encouraged students to

focus on the examples provided in UL and, if an outside text was referenced, it should be provided along with the essay for the marker's reference.

He also mentioned that he had nearly completed a learning module on the Beat Generation for the LMS. This would be published shortly.

1:10

The instructor asked rhetorically how the Beat Generation attempted to free themselves from the psychological and social constraints of society. He referred to Ginsberg's desire to be in a "loonie bin" (*Bop Lyrics*). He then asked a student to repeat his description of bebop as provided during one of the tutorials earlier in the day. The students explained that bebop represented a breaking down of the rules and conventions that prevailed in contemporary jazz at the time. He said that today, it would probably be referred to as a punk version of jazz.

The instructor again asked rhetorically, how this relates to poetry. He replied that the Beat Generation was influenced by the less constrained poetic forms appearing earlier in the 20th century. As an example he asked if *The Bricklayer* was poetry or prose.

In order to understand the Beats it is equally important to attend to what they say as much as how they say it. As the essay is to be short, he suggested students not spend too much time on the history of the Beats. While they need to be placed in historic context, the essay was not to be a history of the Beat Generation, but an analysis of their art. What kinds of words did the Beat Generation use? How did their word choices change depending on what they were attempting to say? What images and form did they use? Consider the physical construction of their poetry. What does that tell us? As an example he mentioned that sonnets usually consist of 14 lines in two groups (8 lines making a statement, followed by 6 lines commenting on this statement). He asked if *Two Sonnets* by Allen Ginsberg follows this pattern. He went on to comment that it was popular in the early 20th Century to abandon traditional form in poetry and music. Ginsberg certainly did. However, he cautioned students not to focus on a comparing and contrasting the work of the Beat poets with traditional poetic forms, but rather to look at the way the Beats expressed themselves.

He went on to say that the class will be dealing with the technical aspects of the study of poetry, and that he was not like Robin Williams in *Dead Poets Society*. The class would not be asked to tear pages out of their books. The technical aspects are important. He suggested

students read these portions of UL. However, he again stressed that a comprehensive understanding of these technical aspects was not critical for the upcoming essay. He suggested students “go straight to the poetry and trust their own instincts”.

To this two students asked clarifying questions:

S1: How can we be assessed on our analysis of poetry if we haven’t covered the technical aspects of poetry?

I: The emphasis should be on the way they freed themselves, the technical aspects simply clarify in what way they freed themselves.

S2: Will you fail if you don’t mention poetic techniques?

I: No. The important issue is what you think, not how it fits into a particular theoretic model.

1:26

Lecture

The instructor discussed how he had taken a class of secondary school students to see an Allen Ginsberg concert when he came to Sydney in 1971 and how it was rumoured that Ginsberg had travelled to “the centre” to meet with some disenfranchised aboriginals.

1:30

The instructor asked the class to turn to page 674 in UL to have a look at Ginsberg’s *First Party at Ken Kesey’s with Hells Angels* and Jack Kerouac’s *About the Beat Generation*.

The instructor mentioned that the passage from Kerouac’s *About the Beat Generation* was interesting in that it made reference to *Bartleby*. The instructor then read aloud the first 17 lines of *About the Beat Generation*. He then mentioned that form might be one way the Beat poets broke free. He mentioned that the section just read contains no full stops. He then asked the class what was the impact of changing the rules of language? Students commented that the ideas could flow together; the pace was faster; the thoughts were more continuous, with no end; it makes things seem overwhelming; it demonstrates that one doesn’t care about the rules. The instructor provided positive feedback and paraphrased these responses as they were

offered. He then summarised that the entire experience changes if there is a change in the form.

He then discussed the phrase *poetic license* and mentioned that artists can change the rules as much as they liked. Creative writers are no different. He advised the class that Shakespeare had invented thousands of words. If he could, so can we.

The instructor then discussed the various images of the Beats as represented in the passage. He asked, what is the *freedom machine* of the West, as referred to by Kerouac? He commented that the US, England and 'the rest' were not interested in freedom; they were out to secure sources of oil.

1:34

The instructor then discussed the critics of the Beats and how it was felt that the Beat Generation were subversive. He asked the class what the Beats had invented or done that was different from the norm? A student replied that they (the Beats) were often seen as under achievers by society, but that they saw themselves as simply progressing their art; and that their art was of a special spirituality; a new expression of the spirit.

The instructor provided positive feedback and paraphrased the response before moving on to Ginsberg's *First Party at Ken Kesey's with Hell's Angels* which he read aloud.

After reading the instructor commented that this piece was also one sentence until the last two lines. He asked, why?

One student volunteered that this represented the freedom of the event, until the last two lines with the image of the police outside the yard. Another student offered that this could be representing how the two worlds impinge on one another.

The instructor paraphrased these comments and provided positive feedback. He then asked how Ginsberg describes the image of the party; what do the reference to the Rolling Stones, Ray Charles, Beatles, Jumping Joe Jackson and the twenty dancing youths illustrate?

S1: What music is being listened to.

S2: That the music is all happening at the same time.

The instructor praised and paraphrased both responses.

The instructor then asked about the opening description (the first six lines). What does that tell us?

S1: That it is a dark, cold night.

S2: It seems seedy

I: Seedy, what makes you say that?

S2: [researcher could not hear response due to commotion in room]

S3: Exclusive

The instructor pointed out that there are several, differing connotations the poem invokes. He next asked about the style and language? He mentioned that there are not a lot of big words, yet the words seem to flow together. This somehow presents the world as being radical.

1:50

The instructor then suggested that the class listen to some of the art work and note down some of their first impressions. He then played a short piece of Ginsberg describing the Beat Generation and the source of the name that was recorded in approximately 1952.

He then played an excerpt from *East Coast Girls* by The Beach Boys. At the end he asked what social images are being supported by the song. Student responses included promiscuous life style; the innocence of America at the time; and freedom. The instructor provided positive feedback for all these comments.

He then played a section of Charlie Parker's *Birdland* (a famous bebop tune) and asked if anyone could describe the difference between that and the Beach Boys number. A student volunteered that it was in the beat. The Beach Boys had a regular, predictable beat while Parker's beat was constantly changing. The instructor paraphrased this response and provided positive feedback.

He then played an excerpt of Kerouac reading *Along the Road*. At the end he asked what Kerouac had selected to observe. Student responses included a peach and the saxophone. The instructor elaborated his question by asking what image of street life? What point of view? A

student responded that Kerouac seemed not to be shocked. The instructor elaborated that Kerouac seemed to accept the street life; that he seemed allied with the back streets of the city and those who inhabited them.

The instructor played more of Kerouac reading *Along the Road* (references to a sax player and a woman) and asked what does this portion tell us? A student replied that the sax player and the woman seemed to be jamming together: he with his horn; she with her body.

The instructor paraphrased this comment and provided positive feedback. He then suggested it was time to take a break.

2:04

Break

2:16

Admin

The instructor called the class back to order and asked if there were any other questions about the assignment. [There was too much chatter for the researcher to hear if there were any.]

The instructor then commented that students would be receiving an email sometime in the middle of next week asking for the date and url for the weblog entry they want to submit for their first weblog assessment.

S1: Can the entry be on anything?

I: Yes

S2: My Internet has been down for the past week. Can I backfill an entry?

I: Yes

S3: How will the instructor be comparing such differing entries?

I: This is hard, but I'll manage somehow.

2:20

Lecture

The instructor then discussed the period of McCarthyism in the US and how this symbolised the American's fear of communism. The Beat Generation reacted against this xenophobia towards communism. He further commented that this was part of the American psyche. "Americans need an enemy to justify their existence."

He then turned to the question of the name *Beats*. Why had this name stuck? Was it as Ginsberg had suggested, simply based on an off-hand comment by Kerouac? The instructor linked the term to the unusual treatment of the musical beat in bebop; to Kerouac's reference to the Beatitudes as referenced in Kerouac's *Belief & Technique for Modern Prose* as a deviation from the Beatitudes as found in Matthew 5; to the term BeatNik, where *nik* refers to both "out of work" and traveller; and to Deadbeats, or outcasts.

This was left for the students to ponder.

2:26

Beat Movie – *Pull My Daisy*, 1959

The instructor then said he wanted to show parts of a movie made by the Beats. The intention of the movie was to show the children and grandchildren of the Beat Generation what they were really like; what values and attitudes did they profess. The movie *Pull My Daisy* was directed by Robert Frank and Alfred Leslie and included the following cast members: Allen Ginsberg, Jack Kerouac, Larry Rivers and Delphine Seyrig.

The instructor played the movie, fast forwarding twice.

[There was considerable chatter and packing during this segment. The researcher saw two students leave and overheard at least three conversations about weekend plans.]

2:46

Discussion

The instructor called the group back to order and mentioned that there wasn't enough time to go over the questions about the film. He mentioned that he would try to upload a copy to the LMS.

He did, however, ask two questions about the film.

I: What was the Beat Generation like?

S1: Ramblers

S2: Unconventional

The instructor paraphrased and provided positive feedback to both comments.

I: What did the film show about their attitudes?

S3: Rebellious

S4: Weren't afraid to question

Again, the instructor paraphrased and provided positive feedback for both these responses.

2:50

Closure

The instructor closed the lesson and dismissed the class.

Instructor's Reflection on Achievement of Objectives
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After the lesson the instructor felt he had met his objectives for the lecture, but that he had run out of time to discuss the film.

Week 7, 20th April: Tutorial 1

Note: due to Good Friday there were no ENGL104 classes held during Week 6. This was followed by mid-semester break (1 week).

Instructor's Expectations

The instructor expressed two goals for the tutorials. These were to ease students into critically thinking about poetry and their own experiences, to use these personal experiences to help them understand the meaning the poet is attempting to convey; and to help students begin to understand the complexity of poetry in terms of both language use and form.

Attendance

At the scheduled beginning there were 15 students present (13 F, 2 M). During the lesson two additional female students arrived bringing the total to 17 (15 F, 2 M).

Administration

8:01

The lesson began with a discussion of the current poetry competition the instructor was running within the weblog communities. The instructor confirmed that all had received the announcement email within the LMS, notwithstanding the current problems the system was having with forwarding email.

The instructor then passed around the weekly tutorial signup sheet and asked if any students had questions. From this there was a brief discussion on the logistics of joining the weblog Poetry Community and in submitting entries for the competition.

The instructor informed the students that they only needed to go to the published url and click on the sign-up icon in order to join one of the weblog communities. Regarding the competition logistics, the instructor suggested that students post a copy of their poetry entry or entries in the weblog community as well as a separate copy in their personal weblogs. The instructor encouraged all students to submit a poem, even if they had never written a poem.

The instructor then mentioned that the second essays had been returned with comments. One student mentioned that (s)he couldn't see his/her comments. The instructor stated that (s)he probably hadn't set his/her software to open comments. As he was a Macintosh user, he couldn't explain the exact steps to do this on a pc. He asked if anyone into group was a good pc user. The student insisted that (s)he had set his/her software the same as (s)he had with the first essay, when (s)he could see the comments. Another student also commented that (s)he was 'pretty good' with pc's and had tried to view the comments in the initial students returned file. (S)he confirmed that there didn't seem to be comments included. The instructor commented that it wasn't uncommon for students to have difficulty viewing the comments and that (s)he should try again and send him an email if still unsuccessful.

There were no other general questions.

Survey 2

8:05

The instructor introduced the researcher who immediately reminded students of the research program he was conducting. All acknowledged they remembered and were happy to continue participating. The researcher passed around Survey 2 and reminded students about the nature and purpose of the requested pseudonym (as a makeup name to be used to correlate data across surveys while preserving participant anonymity). Several students mentioned that they couldn't remember the pseudonym they had originally used. The researcher assured them that this wasn't a problem and encouraged them to still complete the survey. It was still important to get their feedback, even if it couldn't be directly related to their original data.

The instructor organised a box for students to return their completed surveys.

8:12

The researcher encouraged students to complete their surveys by 8:15 and asked them to place their completed forms in the box organised by the instructor. Students began placing their completed forms in the box.

When it was clear that no students were still completing a survey form the researcher thanked the class for their support and returned the lesson to the instructor.

Group Discussion

8:14

The instructor began the lesson with a discussion of the relationship between mothers and daughters. He asked the class if they felt (as individuals) that their mother lived in a different world than they did.

The discussion began immediately with one student making an emphatic comment about her relationship with her mother. From this a lively discussion ensued with the instructor referring to students by name (either from memory or from the tutorial signup sheet), paraphrasing, providing positive feedback and encouraging students to elaborate on their contributions.

During this discussion two additional students (F) arrived and were asked to add their names to the tutorial signup sheet that had been passed around.

Introduction of poem

8:22

The instructor then asked students to have a look at the poem *Breaking Tradition* by Janice Mirikitani in UL. Before reading the poem the instructor identified some unusual words and explained their meanings.

The instructor then discussed the typology of the poem and asked for comments on its impact. During this discussion one student initiated a response but then attempted to rescind. The instructor encouraged the student to share his/her thoughts and eventually demonstrated the value of the student's insight. Throughout the discussion the instructor consistently referred to students by name, provided positive feedback, paraphrased student contributions and encouraged students to elaborate on their comments.

Reading of poem

8:28

The instructor read Mirikitani's *Breaking Tradition* aloud to the class. Most students followed along in their text (UL).

Small Group Discussion

8:31

After reading the poem the instructor asked the class to consider the questions: “What do we see in the poem? What does the mother mean by the last two lines?” He explained that students were to discuss these in pairs and then the class would reconvene and share some insights.

The instructor identified pairs around the room and asked students to explicitly consider the relationship between the speaker and her mother in the poem; to discuss what they thought the speaker thinks about her mother; to consider the ingredients of their relationship.

8:33

Groups immediately became engaged in active discussion.

8:35

The instructor clarified that he was asking students to look explicitly at lines 15 – 30 in the poem.

During this small group discussion the instructor allowed the individual groups to discuss without his direct input.

Whole Group Discussion

8:36

The instructor called the group together and asked for comments.

Students actively participated in the discussion, with the instructor referring to students by name, providing positive feedback and paraphrasing student contributions. Students were encouraged to provide direct references to the poem to support their comment. In several cases students provided positive feedback and reinforcement to the contributions of other students.

Small Group Discussion

8:41

The instructor next asked students to consider lines 1 – 15 and 30 to the end in their pairs. He asked students to reread these passages and discuss their thoughts regarding the relationship between the speaker and her daughter.

Approximately half the groups began immediate discussion; the other half appeared to be rereading the passage.

Whole Group Discussion

8:43

Researcher's note: For the duration of these field notes (including subsequent weeks) reference will be made to N/+P in situations where the instructor stimulates discussion by calling on students by name and then provides positive feedback, paraphrasing to support the student's response, comment or contribution.
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The instructor used N/+P to stimulate discussion regarding the relationship between the speaker and her daughter. During this discussion all students were encouraged to contribute, with the instructor making a special point of including one student who had not yet contributed during the tutorial.

Towards the end of this discussion one of the male students asked if the poem presented an accurate portrayal of the relationship between girls and their mothers. To this there seemed to be a consensus that it was not accurate, unfortunately there was no real elaboration on this response.

Closure

8:53

The instructor concluded the lesson by commenting that there hadn't been sufficient time to address all the poems he had hoped to cover. He went on to make the point that, notwithstanding the upcoming assessable forum discussion, there were also discussion forum topics designed to continue the discussion of these topics in a non-assessable mode in order to help students prepare for the final exam within their Discussion Families.

He also took the opportunity to encourage students to consider some of the topics discussed during the lesson for input into the poetry competition as its topic is Life's Seasons. He suggested that students consider writing a poem about their relationship with their own mothers.

He then dismissed the class.

8:54

The researcher approached the two late arrivals and briefed them on the survey that had been conducted before they had arrived. Both remembered the research project and were willing to continue participating. The researcher gave them copies of the survey. It was agreed that they would return the completed forms at the lecture/workshop later in the day.

Instructor's Reflection on Achievement of Objectives

The instructor felt he had achieved his desired outcomes for the lesson.

Week 7, 20th April: Tutorial 2

Note: due to Good Friday there were no ENGL104 classes held during Week 6. This was followed by mid-semester break (1 week).

Instructor's Expectations

The instructor expressed two goals for the tutorials. These were to ease students into critically thinking about poetry and their own experiences, and to use these personal experiences to help them understand the meaning the poet is attempting to convey; and to help students begin to understand the complexity of poetry in terms of both language use and form.

Attendance

At the scheduled beginning there were 14 students present (12 F, 2 M).

Administration

9:00

The instructor began the lesson by passing around the weekly tutorial signup sheet and asked if any students had questions. From this there was a brief discussion marks for the second essay and the weblog assessment.

There were no other general questions.

Survey 2

9:02

The instructor introduced the researcher who reminded students of the research program he was conducting. All acknowledged they remembered. The researcher passed around Survey 2 and reminded students about the nature and purpose of the requested pseudonym (as a makeup name to be used to correlate data across surveys while preserving participant anonymity). Several students mentioned that they couldn't remember the pseudonym they had originally used. The researcher assured them that this wasn't a problem and encouraged them to still complete the survey. It was still important to get their feedback, even if it couldn't be directly related to their original data.

9:10

The researcher encouraged students to complete their surveys by 9:15 and asked them to place their completed forms in the box organised by the instructor. Students began placing their completed forms in the box.

When it was clear that no students were still completing a survey form the researcher thanked the class for their support and returned the lesson to the instructor.

Group Discussion

9:12

The instructor began the lesson with a discussion of the relationship between mothers and daughters. He asked the class if they felt (as individuals) that their mother lived in a different world than they did.

The discussion began immediately with one student making an emphatic comment about his/her relationship with his/her mother. From this a lively discussion ensued with the

instructor using N/+P. Towards the end of this discussion the instructor made a special point of asking the male students about their relationship with their fathers. Both male students shared the nature of their relationship with their father.

Introduction of poem

9:19

The instructor then asked students to have a look at the poem *Breaking Tradition* by Janice Mirikitani in UL. He explained that this poem looks at the relationship between mother and daughter across three generations. Their objective was to try to understand what the speaker (as mother and daughter) was trying to say.

The instructor then discussed the typology of the poem and asked for comments on its impact. During this discussion the instructor used N/+P to encourage student participation.

Reading of poem

9:27

The instructor read Mirikitani's *Breaking Tradition* aloud to the class. All students followed along in their text (UL).

After reading a few lines the instructor interrupted himself to review the meanings of several words used by the poet. He then resumed reading, from the beginning.

After the reading the instructor demonstrated several alternative emphasis patterns on the last line and commented on the difference in meaning each conveyed. Given the multitude of possible readings for the last line, what does it mean to the reader?

Small Group Discussion

9:31

After reading the poem the instructor asked the class to explore the meaning of two specific stanzas (lines 15 – 30) in small groups. He identified these groups (mostly consisting of 3 students) around the room, making comment on how, contrary to previous weeks, he was going to allow the few men in the class to be in the same group.

He then encouraged the students to begin considering the meaning of the passage.

Students began re-reading passage, with little apparent acknowledgement of their group.

9:33

The instructor encouraged the students to physically move into their groups. Several students adjusted their desks and group discussion began to take place. This increased steadily.

9:35

All groups were now actively engaged in discussion.

During this small group discussion the instructor allowed the individual groups to discuss without his direct input. This is his normal approach to small group discussion.

Whole Group Discussion

9:37

The instructor brought the group back together and asked students to share their thoughts.

Students actively participated in the discussion, with the instructor making use of his customary N/+P. Students were encouraged to provide direct references to the poem to support their comment.

Small Group Discussion

9:42

The instructor next asked students to consider lines 1 – 15 and 30 to the end in their small groups. He asked students to consider what they thought the mother wished she could communicate to her daughter. He asked them to consider this for about five minutes.

9:43

Students sat quietly reading.

9:44

Instructor asks students to put their pens down and start talking. (Several students had been actively jotting on note pads). Discussion begins within the groups.

Whole Group Discussion

9:46

The instructor brought the class back together and asked the students to share their thoughts.

Approximately half the groups immediately began discussion; the other half appeared to be rereading the passage.

Whole Group Discussion

The instructor used N/+P to stimulate discussion regarding the relationship between the speaker and her daughter. At an early stage of the discussion the instructor encouraged the students to spend less attention to their notes and to participate more in the discussion. This did seem to increase the energy level in the discussion, and the room in general. Several students participated in the discussion.

Closure

9:53

The instructor concluded the lesson by commenting that there was much more to discuss. He then suggested the students take up the discussion with their Discussion Group Families. He pointed out that they could take-up this discussion separate from the assessable discussion.

He also took the opportunity to encourage students to consider some of the topics discussed during the lesson for input into the poetry competition as its topic is Life's Seasons. He suggested that students consider writing a poem about their relationship with their own mothers. He then explained the logistics of accessing the weblog Poetry Community and posting a poem to the poetry competition. He further suggested that students post their poem in both the community as well as their own weblog.

He then dismissed the class.

9:55

Instructor's Reflection on Achievement of Objectives
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The instructor felt he had achieved his desired outcomes for the lesson, perhaps not as thoroughly as in the first lesson.

Week 7, 20th April: Lecture/Workshop

Note: due to Good Friday there were no ENGL104 classes held during Week 6. This was followed by mid-semester break (1 week).

Instructor's Expectations

The course instructor listed the following as his objectives for the lecture/workshop: to introduce students to the multifaceted language of poetry, to get them interested in poetry as a complex emotional whole, not a technical dissection; to convince students that it is important to understand the emotional whole of a poem in order to use the technical aspects of analysis to further understand the whole; to encourage students to share their responses and personal impressions of poetry; to implicitly introduce the poetic concepts underlying technical poetic analysis for the students' personal study from the text, UL.

Attendance

There were approximately 55 students present at the beginning of the lecture/workshop. A large group of students entered the room immediately as the instructor began speaking. By 1:11 there were approximately 67 students in attendance.

Administration

1:00

The instructor welcomed the class and asked them to please sit in their Discussion Group Families. All appeared to be seated in their groups already.

The instructor then mentioned that the class was entering the poetry section as well as beginning the assessable discussion. He commented that the poetry competition was ending at 11:59 tonight and that he hoped everyone would take advantage of the opportunity to take advantage of the opportunity and submit a poem.

There was a short break while the late arriving group settled at their seats.

1:11

The instructor mentioned that he wanted to be a bit more explicit about a learning opportunity he was providing. Because the class was limited to one hour of tutorial per week, discussions were often truncated before they were really complete. Because of this, he had been posting weekly discussion questions in the LMS. These are organised by teaching module. A discussion has been posted for Fiction and a separate one for Poetry. He demonstrated how to access these discussion forums with an interactive LMS session displayed through the data projector and explained that their purpose was to extend the time available for tutorial discussions. He also posted suggested discussion topics in his weblog and suggested these be used as topics of conversations among Discussion Group Families.

The instructor then mentioned that there were still some outstanding nominations for weblog assessment. He reminded students that they were to have nominated a weblog entry for assessment by sending the url and date to him by email. He encouraged those who had not yet submitted these details to do so by the end of the weekend.

He then moved on to the upcoming assessable discussion. He explained that the tutorial discussion topics he had just been addressing were non-assessable. They were for practice and personal growth. There was another discussion that needed discussing. This was the assessable discussion that will count towards the students' grade. The questions for these discussions had been posted, and students could have a look and start thinking about them. However, they will not be released for actual posting of entries until later. He encouraged students to read the details in the course outline regarding this assessment task. There were specific requirements that, if not met, would result in the loss of marks. As examples, he mentioned the need to post an entry by Wed next week. The requirement is that if one does not post an entry within 48 hours of the opening of the discussion, that person will be excluded from the group, and will receive a 0 for the task. He also explained the reason for this requirement.

The instructor confirmed that the assessable discussion would be assessed on an individual basis. There was a function within the LMS whereby the assessor can select all the entries by a single individual. This will form the basis for the assessment.

[Side note. At this point there is an increasing amount of chatter. I'm having difficulty hearing.]

Some students mentioned problems about being assigned to the wrong Discussion Group. The instructor committed to correcting the problem.

1:17

The instructor then returned to the poetry competition. He demonstrated several different ways to access the competition and to make an entry. Some problems developed when he attempted to use a student's weblog account to demonstrate the process.

1:22

At this point significant amounts of noise developed. Students were observed sharing food, discussing transport home, reading magazines, making phone calls, etc. One student was seen falling off his/her chair, laughing at something said in a local conversation.

Lesson Introduction

1:26

The instructor called the class to order and presented a road map for the next module [during which a phone rang]. This week the class was expected to cover chapters 19 – 23 in UL. The instructor commented that there was a lot of good poetry and insights into how poetry works in these chapters. In fact, there was a lot of good material in UL.

1:28

The instructor commented that he wanted to look at a few poems that differ significantly from one another so students could get an idea of the breadth of emotion expressed in poetry. He asked students to open their text to *Stopping by Woods on a Snowy Evening*, by Robert Frost (p 1217, UL). He commented that many people are not comfortable with poetry because they haven't had much experience with it. Then, their HSC study makes them memorise a lot of obscure content about poetry. To this he added his own experience learning to love poetry at Sydney University as an undergraduate student.

He then discussed opaque and translucent poetry and commented that a particular piece could be anywhere along the spectrum these concepts represented. He commented that Frost is well known for his romantic poetry, focusing on traditional values. In fact, poets have been considered the unacknowledged legislators of the world; that they keep the world in touch with itself, in balance.

Reading and Discussion of Robert Frost's *Stopping by Woods on a Snowy Evening*

1:32

The instructor read Frost's *Stopping by Woods on a Snowy Evening* aloud to the class. At the conclusion, the instructor commented that the poem sounds simple at first. No hard words. No dark images. But he asked students to consider what event is the poem based upon?

Note: It has been noted that in tutorials the instructor often uses positive feedback, paraphrasing and student names to stimulate group discussion. In lectures a similar pattern has arisen, except for the use of specific student names. While attendance sheets are used for lectures, seating in the lecture hall is far too random, and the group is far too large to make these sheets an effective way to identify student names. However, the use of both paraphrasing and positive feedback has been observed as a standard approach in lectures. For the duration of these field notes the phrase +/P will be used to signify the use of these strategies.

A discussion ensued with students offering comments and the instructor using +/P to stimulate student elaboration and additional comments. Student suggestions regarding the nature of the event were wide ranging (from symbolic representation of death to the reflections of a poacher). In the end the instructor suggested that the poem, consisting of four simple stanzas, a simple rhyming scheme and simple words seemed to be circling around a mystery of life in this peaceful, but stolen moment from the hectic pace of life.

He concluded that a lot of poetry seems to be designed to take us to this meditative, quiet place.

Reading and discussion of Owen's *Dulce et Decorum Est*

1:48

The instructor then asked the class to turn to Wilfred Owen's *Dulce et Decorum Est* in UL (p 1249). He placed the title in its historic perspective where the ancient Roman poets celebrated warriors. He translated the title to "It is sweet and proper to die for one's country". He then returned to the concept of poets being the unacknowledged legislators of the world. He asked the class to consider what the poem does relative to its title.

He then read *Dulce et Decorum Est*.

At the conclusion of the poem he commented on how different this poem was from Frost's *Stopping*. He asked the class to identify this difference and what accounted for them.

From this a discussion ensued with the instructor using +/P to stimulate student engagement. During this discussion one student left the class (with books packed) and another took a phone call (without leaving the room).

Also during this discussion the instructor took the opportunity to discuss the multi-dimensional use of language in poetry. Not only do poets use literal word meanings (as do newspaper journalists) but they also use word connotations and specific sound patterning. He spoke of the different impacts of voiced and unvoiced vowels; of different types of consonants. He reread several passages from both poems to illustrate the impact of these word sounds; of the poets' music. He mentioned that one could do a sound analysis of poetry.

2:02

Returning to the original question: What does the poem say about its title, the instructor stated that the title is a lie! (Student's phone rings, student takes call outside the room.) The instructor went on to comment that poets like these were often locked up. He related the situation to George Moore and commented that George Bush would love to lock up Moore, but he can't.

2:04

The instructor then suggested the class take a 10 minute break.

During the break three students were seen saying goodbye to friends and leaving with all their books.

During the break the researcher asked a clarifying question of the instructor. The researcher mentioned that there is a lot of technical material in the book, but that it is only alluded to in class. The emphasis seems to be on extracting the student's own thoughts and feelings. The instructor agreed with this understanding. He commented that he preferred them to think about the material first, through the lens of their own experience. They could then use the technical analysis tools to better understand that personal experience. The researcher paraphrased this as the instructor wanting them to learn to express their own thoughts with any technical analysis as "gravy". The instructor emphatically agreed.

Second Session Introduction – <i>Eating Poetry</i> by Mark Strand

2:17

The instructor called the group to order (there were approximately 50 students remaining) and suggested that it was now time for the class to try their hand at writing some of their own poetry.

First, however, the instructor asked students to turn to page 697 in UL from which the instructor read Mark Strand's *Eating Poetry*. He encouraged student to pace their bedrooms reading poetry aloud. Poetry was meant to be read aloud.

He then mentioned that there was a lot of good material between the poems in UL and encouraged students to read this material. He advised them not to be discouraged by parts of these sections that they didn't understand. He, did, however, encourage them to read the material and absorb what they, in fact, did understand; to "Give it a try".

The instructor then referred to the lesson handout which contained several definitions of poetry by accomplished poets. These were all taken from the text. He reviewed these definitions and commented on their breadth and similarities.

Small Group Discussion

2:27

The instructor asked students to have a look at Activity 1 on the class handout. He asked them to consider their own definition of poetry and how it might have changed as a result of the previous discussion. He asked students to share these ideas within their small groups.

Students engaged in discussion within their groups. During these discussions three students were seen to leave the class, not to return.

Whole group discussion

2:29

The instructor brought the class back to order and asked students to share how their understanding of poetry has expanded over the past hour and a half. Three students offered their comments to which the instructor applied +/P techniques. At the end of the discussion the instructor commented that at the HSC level students often miss the bigger picture of poetic meaning. The intention of this course is to encourage students to focus on the larger picture, on the meaning of the poem; and then to apply analytic techniques. He wanted students to learn to avoid the trap of technical evaluation without first looking to the meaning of a piece of literature.

2:31

The instructor then asked students to turn to page 692 in UL from which he read aloud Marianne Moore's 1924 version of *Poetry*. He asked how a poet could express dislike for poetry. What does she mean by *genuine*? One student responded to this question to which the instructor provided positive feedback and paraphrased his/her response. The instructor then pointed the class to page 693 which included Moore's longer 1921 version of the poem. He did not read this aloud.

The instructor next read an excerpt from William Carlos Williams' *Asphodel, That Greeny Flower* as published on page 692 of UL. After this reading he asked students to consider the amount of money that was made publishing the recent news about the VA Tech tragedy in the US. He then reread the excerpt and invited student comments. Several students commented on this excerpt to which the instructor applied +/P.

Writing Exercise

2:39

The instructor showed three impressionistic paintings (Landscape by Gleeson, Pretty Poly Mine by Sydney Nolan and Soirée with Cockatoos by Chris Wake) and informed students that

he wanted them to attempt to write an exfractic poem (one based on a visual image or experience). He elaborated that it wouldn't be possible to complete the poem in the time available, but that this is how poets often worked. Simply jotting down a few thoughts whenever they arose, and then returning to them later for further refinement.

2:42

Students began writing.

2:48

The instructor asked for volunteers to share their work. He pressed the male members of the class to also participate. Three students presented their work. The instructor provided +/P for all efforts.

Closure

2:52

The instructor closed the lesson and dismissed the class.

Instructor's Reflection on Achievement of Objectives
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After the lesson the instructor felt he had met his objectives for the lecture.

Week 8, 27th April: Tutorial 1

Instructor's Expectations

The goal for the tutorials was to increase the students' awareness of the impact visual shape has in creating meaning for poetry. The intention was to relate this to the discussion on the multidimensional nature of language in poetry. To this end the instructor intended to pursue the following:

1. generate a preliminary basis, or groundwork with various illustrations of poems using shape as part of the process of forming meaning;
2. explain the technical background behind the use of shape in forming meaning with references to UL; and
3. investigate the use of shape in an assigned text for the week.

Researcher's note

The weather was nasty that morning. Both tutorials groups appeared to be rather lethargic. Many students were dressed warmly and didn't remove outer layers during the lesson. It should be noted that one student was observed (but not recorded in field notes) putting on a sweater at the beginning of Tutorial 1. The material for this week was also rather dense and included many unusual words.

During tutorials this week it was noted that every student made at least one contribution from their personal experience or interpretation of the text.

Attendance

At the scheduled beginning there were 9 students present (7 F, 2 M). During the lesson three additional female students arrived bringing the total to 12 (10 F, 2 M).

Administration

8:00

The lesson began with the usual amount of small talk for the first tutorial [second tutorial usually begins with much less preamble].

8:02

The instructor passed around the sign in sheet and asked for some adjustments to the seating to consolidate the group. He then asked if there were any general questions.

A question was asked regarding the number of weblog entries that were to have been made by this time. The instructor explained that the requirement was one per week, but that this was flexible. He reminded the student that the deadline had passed for the nomination of weblog postings for the first weblog assessment.

Another student explained that (s)he was unable to post entries in his/her weblog. The instructor directed him/her to the weblog service's online support group. He asked him/her to keep him informed regarding the problem.

One female student arrived during these discussions.

Whole Group Discussion - Review of sample poems

8:05

The instructor referred to the course notes where several poems were listed for the week and mentioned that the class would be looking at W. S Merwin's *The Well* this week. This poem would be used as an example of how the shape of words on a page impacts the meaning of a poem. First, the class would look at a few examples. He asked the class to look at *Easter Wings* by George Herbert (UL p. 827-8).

One female student arrived during the above discussion.

8:08

The instructor asked the class to look at the shape of the words on the page as he read the poem. He then read the poem aloud.

He explained that it would take some time to unpack the meaning of the poem, but asked what students thought impact of the shape of the words on the page would have on that meaning.

Two students offered their interpretations of the impact of the shape of the words while the instructor used his customary N/+P.

8:10

The instructor then asked the class to look at the last two lines of the poem which he read. During the following discussion, four students expressed their impressions of the meaning of these lines. The instructor used N/+P.

8:12

The instructor then asked students to turn to John Hollander's *Swan and Shadow* in UL (p 829) which he read aloud. He then asked if they thought there is any relationship between the shape of the words and the meaning. He again commented that they weren't in a position to fully explore the meaning of the poem. After a pause one student replied which the instructor +/P. No other students offered responses.

The instructor then read the middle line of the poem and asked if students thought this might be representing a mid-way turning point in the poem. There was no response from the class.

The instructor then asked if anyone would like to summarise the point he was attempting to present. One student replied that he was attempting to demonstrate how the shape of a poem can influence how one should read it. The instructor agreed, but pointed out that the point was that, in some poems, the shape is the meaning.

Discussion of Theoretical Basis

The instructor then asked the class to turn to *The Well* by W. S. Merwin in UL (p 831). The instructor then read a two paragraph section entitled *Open Poetic Forms* of page 831 of UL. He stopped several times during this reading to discuss the terms and concepts used. During these discussions the instructor used N/+P. Also during the discussion the instructor suggested that students might consider using some shaping in their weblog entries. It was also noted during this discussion that several students were reluctant to share their thoughts. Two students didn't respond when called upon directly.

Reading of poem

8:27

The instructor informed students that they would be considering two questions after he finished reading *The Well*. They should first consider what they think the poem means, and then they should discuss the two questions at the end of poem regarding line length and punctuation. He then read the questions aloud.

The instructor assigned pairs, moving students to separate the two males into different groups.

The instructor then read *The Well* by W. S. Merwin.

Small Group Discussion

8:30

The instructor then asked students to reread the poem themselves and consider what they thought it meant. Then, they were to discuss its meaning with their partner as well as the two questions in the text about poetic form.

Students began rereading the poem. Shortly discussions began.

Whole Group Discussion

8:36

The instructor asked if there were any volunteers who wanted to share what they thought the poem meant. He reminded students that it was impossible to say anything wrong. A discussion began with several students offering responses and the instructor using N/+P. In one instance the instructor spent a considerable amount of time helping a student relate personal experiences and values to images expressed in the poem.

8:49

The instructor then moved to the questions in UL regarding poetic form. A discussion ensued with students offering responses regarding the first question on line length and the instructor using N/+P.

Closure

8:53

The instructor noted that the class was out of time and offered his hope that students had developed a feeling of how shape is important to the meaning of poems.

Instructor's Reflection on Achievement of Objectives
--

The instructor felt he had achieved his desired outcomes for the lesson, but that he had perhaps taken too much time encouraging the individual student. This had consumed more of the lesson than he had intended.

Week 8, 27th April: Tutorial 2

Instructor's Expectations

The goal for the tutorials was to increase the students' awareness of the impact visual shape has in creating meaning for poetry. The intention was to relate this to the discussion on the multidimensional nature of language in poetry. To this end the instructor intended to pursue the following:

1. generate a preliminary basis, or groundwork with various illustrations of poems using shape as part of the process of forming meaning;
2. explain the technical background behind the use of shape in forming meaning with references to UL; and
3. investigate the use of shape in an assigned text for the week.

Attendance

At the scheduled beginning there were 13 students present (11 F, 2 M). During the lesson two additional female students arrived bringing the total to 15 (13 F, 2 M).

Administration

9:00

The lesson began promptly with a brief greeting as the instructor passed around the sign in sheet and asked if there were any general questions.

A question was asked regarding the end date for the assessable discussion forum. The instructor suggested the student look in the course outline as he wasn't completely sure.

There appeared to be no other general questions so the instructor moved into the lesson.

Whole Group Discussion - Review of sample poems

9:02

The instructor commented about the challenging nature of this week's topic and assured students everyone found such concepts initially challenging. He then asked the class to refer to the discussion on *Open Poetic Forms* on pg 831 in UL.

The instructor opened the discussion by explaining that his purpose for the day was to get the idea across that the shape of the words on a page represents an important component of a poem's meaning. He asked if any students had a comment on this and selected a student by name. The student responded and the instructor elaborated.

The instructor then asked the class to turn to *Swan and Shadow*, by John Hollander (pg. 829 UL).

9:04

The instructor read the poem aloud. There is a bit of commotion as a student opened a new copy of UL during the reading.

9:05

On completing the poem, the instructor asked the class how the shape of the poem supports its meaning. All students reread the poem.

9:07

The instructor asked again for some thoughts. He then called on a student who replied. The instructor used +/P and asked a follow up question. There was a noticeable period of silence. The instructor then called on a student using N/+P and directed a follow-up question to another student using N/+P.

Discussion of Theoretical Basis

The instructor then commented that the class wouldn't be deeply dissecting the poem's meaning. The intention was to use it as an example of shape impacting meaning. He then asked the students to return to the *Open Poetic Forms* section on pg 831 of UL, referring to the material as important enough to ensure they understood its meaning.

He then began reading this two paragraph section entitled aloud, stopping several times during to discuss the terms and concepts used. During these discussions the instructor used N/+P.

9:13

A female student arrived at this time.

The instructor interrupted the discussion to suggest that, as poets, the students understood the impact of the sound of words on a poem's meaning. He suggested that they should experiment with using shape as well.

The instructor then continued his reading from the passage on open poetic forms, pausing periodically to use N/+P to ensure the students' understood the content.

After completing this section the instructor asked students to look at two specific lines in the following poem (*The Well*, by W. S. Merwin). And asked if there were multiple ways one could read these lines as there was no punctuation. The instructor called on one student who responded that (s)he didn't know. Another student then volunteered a reply. A brief discussion followed with 4 students volunteering comments and the instructor using +P and follow up questions.

9:21

The instructor directed the students to two study questions at the end of *The Well* regarding the use of line length and punctuation. He read the first question and began a discussion of some of the terms and concepts used in the question (metaphoric figure). He used N/+P to stimulate this discussion. Also, during the discussion the instructor related these concepts to specific passages in *Swan and Shadow* and *The Well*. Nine students participated in this discussion.

Small Group Discussion Stimulus

9:25

The instructor explicitly assigned discussion partners (groups of 2 or 3) and then read *The Well* from UL.

Small Group Discussion

9:27

The instructor then asked students to reread the poem themselves and consider what they thought it meant. Then, they were to discuss its meaning with their partner as well as the two questions in the text about poetic form.

Students began rereading the poem.

9:35

The instructor encouraged students to begin their discussions. Tentative discussions began.

9:38

The instructor suggested that looking at the questions in the text might provide some insight into the poem's meaning.

Whole Group Discussion

9:40

The instructor commented that he had overheard several interesting insights, although time might not have permitted closure on many discussions. He then suggested that people share their thoughts with the whole group. He then called on a student who responded with his/her understanding of the poem's meaning. After a noticeable pause, discussion ensued with the instructor using N/+P to solicit comments from three students.

The instructor summarised the discussion by noting the variety of meanings the group had found. He then moved the discussion to the impact of shape on the poem's meaning. This might give the class more insight into which is more correct.

A discussion followed with the instructor involving three students using N/+P.

Closure

9:51

The instructor noted the time and encouraged students to experiment with line length in their own poetry.

Instructor's Reflection on Achievement of Objectives
--

The instructor felt he had achieved his desired outcomes for the lesson, perhaps better than in the first tutorial.

Week 8, 27th April: Lecture/Workshop

Instructor's Expectations

The course instructor listed the following as his objectives for the lecture/workshop: to introduce poetic imagery, to differentiate between poetic and normal languages, to expose students to a range of poetic music, to engage students' critical and creative faculties, to encourage student group work and to reinforce the importance of the weblogs and discussion forums.

Attendance

There were approximately 55 students present at the beginning of the lecture/workshop.

During the lesson, and particularly at the break, several students were observed leaving with their books. After the break there were approximately 35 students in attendance

Administration

1:00

The instructor welcomed the class, passed around the signup sheet and asked students to sit in their Discussion Group Families. All appeared to be seated in their groups already.

The instructor mentioned that the Group Discussions (in the LMS Discussion Forum) seemed to be going well. He emphasised that the purpose of these discussions was to deepen the

students' learning of poetry through collaborative insights. He then discussed the logistic issues associated with students engaging in the assessable discussion after the 48 hour starting period. This caused anxiety among other students. However, he had received pleas from several late starters to allow them to complete the assessment task. As a result, he had opened another discussion group for these late starters.

He then went on to express his pleasure over the work that was being done in the weblogs. He commented that many people, himself included, felt less intimidated in an online environment than in a face-to-face setting. He felt that there was a definite feeling of community developing within the weblog environment. However, he went on to say that additional help was soon to be available. He was in the process of recruiting 2nd and 3rd year student volunteers to help with the technical issues as well as content issues. This would help by providing additional one-on-one assistance.

There was then a question regarding the minimum requirements for the discussion forum assessment task.

Lesson/ Presentation

1:09

The instructor introduced the topic for the day as What makes poetry different from non-poetry. Poetry is more than meaning. It is an art form as well. It uses aspects of words beyond their meaning, physical aspects, in its art. He asked students to refer to *Ode to a Nightingale* by John Keats (pg. 840, UL).

1:13

The instructor then read the second stanza of the poem aloud. He then discussed the use of alliteration and assonance, etc in the poem which he referred to as the “music of the poem) and how this is used to represent/support the imagery. The instructor compared poetry with oil painting. Oil painting is not the same as a photograph. It has texture. Poetry also has a physical dimension.

1:17

He then asked students to turn to *To Autumn*, also by John Keats (pg 856, UL) and read the first stanza aloud. He pointed out the word choice and the impact of their sounds. He also mentioned the concept of poetic license with the example of the use of the word *plump*. He commented that this word is normally used as an adjective, but in this instance the poet has used it as a verb. He then compared this stanza with a prose sentence meaning the same (“The extended summer has overfilled their hives.”). The instructor used N/+P and follow up questions to stimulate a discussion where several students contributed. At the end of the discussion he commented that students should not merely identify the use of literary devices when analysing a poetic passage as is often taught “at HSC”. One needs to look at an overall impression. Getting to poetic meaning is a life long journey, not a dissection exercise.

He then asked student to turn to page 698 in UL and examine the (unlabelled) language chart detailing the origins of many languages (beginning with PROTO-INDO-EUROPEAN c. 5000 B.C.). He commented that poets tend to be deeply aware of the history of words (their etymology) and that they used this to their best advantage. He emphasised that students should develop the practice of using the Oxford Dictionary Online that was available through the ACU library. (He also described how to access this resource through the course’s LMS site or through the university’s intranet.)

However, he further elaborated that etymology was only a part of word choice. Sound is another. In this regard he referenced the Contemporary Dictionary of Literary Words that was part of the course’s book-pack. He encouraged students to look up the term *diction* in this book and to become interested in words in general.

1:30

The instructor then returned to the language chart on pg 698 of UL and commented how the rich history of languages and words resulted in many synonyms with different sounds and connotations. This resulted in a rich pallet of word choices for the poet.

The instructor then asked students to turn to *The Windhover* by Gerald Manley Hopkins (p 700, UL) and described a windhover as a large bird of prey. He commented that Hopkins dedicated the poem to *Christ Our Lord* and commented that perhaps the poet saw Christ in the bird. He also discussed Hopkins’ experimentation with word choice and physical appearance on the page.

1:39

The instructor then read *The Windhover* aloud and discussed his interpretation of the poem while explaining several unfamiliar words used by the poet.

1:45

The instructor then asked students to turn to *The Living Hand*, also by John Keats (p 705, UL). He introduced the poem by mentioning that Keats was a sickly person and knew he wouldn't live long, and mentioned that the poem refers to the significant woman in his life. The instructor then read the poem. After the reading the instructor commented that his (Keats) hand may be alive at the moment, but it wouldn't be so for long.

1:47

The instructor mentioned that the class would not move on to poetic imagery and asked students to turn to *O Taste and See* by Denise Levertov (p 712, UL). He discussed his interpretation that Levertov seemed to have been influenced by a quote from Psalms (34:8) from which her poem quotes. He also discussed a poster displayed on the data projector which included an image of the subway poster referred to in the poem. He also mentioned that Levertov seems to be referencing a poem by William Wordsworth, *The World Is Too Much with Us*.

The instructor then read the first two lines of *O Taste and See* and discussed the inter-textual reference in this poem to *The World Is Too Much with Us*. He then read the rest of *O Taste and See*.

Small Group Discussion

1:54

The instructor then commented that the class would be looking at the questions at the end of the poem in UL (p 713). He asked the class to take the next 10 minutes to reread the poem and then discuss the questions. He then helped some groups with their physical arrangement to facilitate discussion.

During this discussion period the researcher observed one student pack up and leave. He overheard another student state that (s)he preferred the online discussions because if one “says something stupid you can just delete it.”

Whole Group Discussion

2:06

The instructor called the group back to order and read the first question aloud and asked a specific group if they felt the poem could be mocking the poster. The instructor then used N+/P to lead a discussion where 10 students participated by providing comments.

2:12

The instructor then compared the first line of the last stanza with the Eucharist and asked if society was turning words into flesh instead of living in the subway and going to church? This did not stimulate a discussion.

The instructor then asked about the importance of the title. Using N+/P he stimulated a discussion involving three students.

He then announced a 10 minute break, and asked students to please be back by 2:30.

Break

2:20

During the break the researcher saw several students making obvious farewells and leaving with their books, coats, etc. The researcher mentioned this to the instructor and suggested he pass around a second signup sheet. Unfortunately, on examination of the sheet at the end of the lesson, it was clear that the same pen and handwriting had been used to sign in several students on several occasions. While the head count at the start of the second session was 35, there were over 50 names on the second sign in sheet.

Lesson/Presentation

2:34

The instructor passed around a second sign in sheet and restarted his tape recorder.

He then asked students to turn to a section entitled *Theories of Modern Image* (p 715, UL) and informed the class that they would next be looking at some work by William Carlos Williams. The instructor read the first two sentences of the section and stopped to discuss the meanings of specific words. He then read *In a Station of the Metro* by Ezra Pound (p 715, UL) and asked what images the poem evoked. Using N/+P the instructor involved two students in the discussion.

2:41

The instructor then asked students to turn to another poem, *The Great Figure* by William Carlos Williams (p 717, UL) which he read aloud. After reading the poem he again discussed the relationship between poetry and painting; and how these two art forms are very close to one another. As an illustration he asked students to turn to Page 1303 of UL which includes a print of Charles Henry Demuth's painting, *I Saw the Figure Five in Gold*. He then asked if this illustrated anything about the function of poetry. Using N/+P the instructor stimulated a discussion where 4 students participated.

Writing Exercise

2:46

The instructor introduced this section by asking students to think of something they had seen on the street and bring its significance to the foreground with the opening lines of a poem. He suggested this could form the beginning of a weblog entry.

2:51

The instructor asked for volunteers to share their writing. Four students volunteered (2M, 2F). These students took turns reading their (beginnings of) poems. The class applauded each effort and the instructor provided positive feedback for all. At the end the instructor commented that he is constantly amazed at how something always seems to come when students give their poetic selves an opportunity to express itself.

Closure

He then dismissed the class.

Instructor's Reflection on Achievement of Objectives
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After the lesson the instructor felt he had met his objectives for the lecture.

Week 9, 4th May: Tutorial 1

Instructor's Expectations

The goal for the tutorials was to conclude the section on poetry by introducing students to a wide variety of types of poetry (nonsense, deep, unfamiliar language) and to illustrate the similarities between poetry and music; and to engage the students in the different language styles and to assist them in discovering the differences between the types of poetry. In addition, the instructor hoped to encourage students to use their weblogs as a repository for their creative efforts and to make use of the 2nd year students who have been organised as mentors.

Researcher's note

There were several instances where the researcher got the distinct impression that students had not read the poems being discussed. Need to make sure the details are noted in the following.

Attendance

At the scheduled beginning there were 10 students present (7 F, 3 M). During the lesson two additional female students arrived bringing the total to 12 (9 F, 3 M).

Administration

8:00

The lesson began with the instructor commenting on the dwindling attendance, passing the signup sheet and asking if there were any general questions. None were forthcoming.

The instructor then asked if any of the students had seen the Horses. One student commented that (s)he didn't know what he was talking about. Another student clarified that the instructor had posted a note on his weblog stating that second year students had been organised to help mentor the first year cohort. Following this the instructor commented on the importance of students checking their Friends list in their weblogs. He had posted an entry in his weblog that should appear within their Friends page.

The instructor again commented on how impressed he has been with the group's weblog entries, both in their commentary as well as their poetry. With the help of the second year mentors, the quality of both should continue to improve.

Class Discussion – <i>This Is Just to Say</i>

8:04

The instructor asked students to turn to *This Is Just to Say* by William Carlos Williams (p 1283, UL).

One additional female student arrived at this time.

While students were turning to the requested page the instructor asked if any students had made use of the published audio recordings of the lectures. Two students had attempted to use them; one successfully, the other not. The instructor suggested that the one who had had problems probably had a configuration issue with their pc. He suggested the student try to listen to the podcasts on a pc at university.

8:05

The instructor explained that the purpose of the lesson was to look at different types of poetry; to develop an understanding of how and why poets use language differently. He then read aloud *This is Just To Say*.

On completing the poem the instructor asked if there were any comments on how the poet had used language. From this a discussion arose with the instructor using N/+P and all students participating (at least once). During the discussion the instructor assisted two students develop a response who initially thought they had nothing to contribute. This was done by asking the student to focus on a single phrase or word and then to relate this to his/her own experience.

Class Discussion – <i>Jabberwocky</i>

8:13

The instructor then asked the class to turn to *Jabberwocky* by Lewis Carrol (pgs 1191-1192, UL) which he read aloud. Two students reacted to the reading with exasperation (e.g. Whow!). This appeared to imply that this was the first time they had read the poem.

One student commented that (s)he hadn't understood a thing in the poem. The instructor took great efforts to illustrate that (s)he had understood something, even if not the entire meaning of the poem. This was done by asking the student specific questions about the meaning of words and phrases.

The instructor then led a discussion using N/+P, with a few students volunteering responses as well. During this discussion another student responded to a directed question that (s)he didn't understand the poem. Again, the instructor used focused questioning to demonstrate to the student that (s)he did understand, at least parts of the poem.

The instructor then asked if there were words in the poem that weren't in the dictionary. One student offered that (s)he had only found one of the 20 (s)he had looked for in the dictionary. This led into a discussion of how words evolve and acquire a breadth of meanings over time in which the instructor used N/+P to involve all students.

The instructor then pursued the question of the difference between music and words using N/+P to stimulate a discussion with two students offering comments.

Class Discussion – <i>The Road Not Taken</i>
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8:24

The instructor then asked students to *The Road Not Taken* by Robert Frost (p 1216, UL). All but one student had studied the poem previously. The instructor asked students to consider what the poet is attempting to do; why this poem is different from *Jabberwocky* while he read it aloud.

The instructor then read aloud *The Road Not Taken*. At the conclusion of the reading he asked what sort of poem this was. He encouraged students to forget their HSC classifications and to consider what made this poem different from the previous two. Using N/+P the instructor stimulated a discussion on the differences between the three poems. A wide array of differences were discussed, many based on differing understandings of the poets' purposes.

During the discussion two events of note occurred. One student felt (s)he didn't have anything to contribute. Using focused questions the instructor demonstrated again that the student understood at least some of the differences between the poems. Secondly, one student commented about how the interpretations being discussed (and encouraged) were

significantly different from what (s)he had studied “at HSC”. The instructor took the opportunity to illustrate how the “HSC studies” are often misdirected.

8:33

At the end of the discussion the instructor pointed out the benefit of tutorial discussion; that students own opinions can be tempered by comments of others, that students can “bounce ideas off each other”.

Class Discussion – <i>The Emperor of Ice Cream</i>
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8:35

The instructor then asked students to turn to *The Emperor of Ice Cream* by Wallace Stevens (p 1268, UL). The instructor asked if any of the students had read this poem, none replied. The instructor made no comment about being prepared for class and read the poem aloud.

At the end of the reading the instructor asked students to reread the poem, looking up unfamiliar words in their dictionaries. After a few minutes the group would talk about the poem. During this period most students were observed to be reading the poem. One student didn’t have a text and two students were staring into space. There was no comment from the instructor. Several students who were reading the poem were also actively engaged with dictionaries. The researcher got the impression that students were studying the poem for the first time.

8:40

The instructor asked a specific student to describe the ‘flavour’ of the poem. When (s)he replied (s)he didn’t know, the instructor used focused questions to help him/her formulate a response.

The instructor then announced that he would give everyone an opportunity to comment on the meaning of the poem. Each student would take a turn (around the circle) making at least one comment about the poem. During this process the instructor provided positive feedback to every comment. He also assisted three students develop comments who, initially, felt they had nothing to offer.

Closure

8:52

The instructor noted that the class was out of time and closed the lesson.

Instructor's Reflection on Achievement of Objectives

The instructor felt he had achieved his desired outcomes for the lesson.

Week 9, 4th May: Tutorial 2

Instructor's Expectations

The goal for the tutorials was to conclude the section on poetry by introducing students to a wide variety of types of poetry (nonsense, deep, unfamiliar language) and to illustrate the similarities between poetry and music; and to engage the students in the different language styles and to assist them in discovering the differences between the types of poetry. In addition, the instructor hoped to encourage students to use their weblogs as a repository for their creative efforts and to make use of the 2nd year students who have been organised as mentors.

Researcher's note

There were several instances where the researcher got the distinct impression that students had not read the poems being discussed. Need to make sure the details are noted in the following.

Attendance

At the scheduled beginning there were 13 students present (12 F, 1 M). During the lesson one additional female student arrived bringing the total to 14 (13 F, 1 M).

Administration

9:00

The instructor began the lesson by asking if any of the students had seen the Horses. There followed a brief discussion of the group of second year students who had volunteered to act as weblog mentors (both technical and content). Following this the instructor commented on the importance of students checking their Friends list in their weblogs. He had posted an entry on this matter in his weblog the previous day about this new support arrangement.

One female student arrived at this time.

The instructor explained that the purpose of the lesson was to look at different types of poetry; to develop an understanding of how and why poets use language differently. He asked how many had written a poem for their weblog entry. All but one had done so. He encouraged all to write poetry to help understand the art form, and asked students why this would be a good idea. Two students volunteered responses with the instructor providing +/P.

Class Discussion – <i>This Is Just to Say</i>

9:07

The instructor asked students to turn to *This Is Just to Say* by William Carlos Williams (p 1283, UL). He then read the poem aloud.

On completing the poem the instructor asked if there were any comments on how the poet had used language. From this, a discussion arose with the instructor using +/P and all students participating (at least once). Approximately half of the student contributions were volunteered, while the others were the result of directed questions from the instructor.

During this discussion the instructor mentioned a comment strategy he used in the weblogs where he helped students weed unnecessary words from their poems. None of the students had had this done for/ with them. [The researcher also hasn't seen this technique in any of the weblogs for Tutorial 1 or 2 students.]

Class Discussion – <i>Jabberwocky</i>

9:13

The instructor then asked the class to turn to *Jabberwocky* by Lewis Carroll (pgs 1191-1192, UL) which he read aloud. All students appeared to be following along. On completion, one

student asked if the poem had been written in another language. The instructor asked if (s)he had looked any of the words up, to which (s)he replied, no.

The instructor then asked everyone to look up one word from the poem. He repositioned students together in order to share dictionaries.

9:17

The instructor asked students what they had learned. One student offered that many of the words in the poem were either made up or slang. To this the instructor initiated a discussion regarding the origins of words. He used N/+P to facilitate this discussion. All students in the class participated in this discussion.

9:25

The instructor then asked a particular student if there was any similarity between the impacts of the sounds of the words to the impact of music on the listener. The student responded with a brief description of how different moods are created through different tonal qualities of music. The instructor used N/+P to stimulate a discussion around the impact of tonal sounds on one's emotional understanding of the piece (poem or music) and the additional complexity imparted by the listener's attempts to understand the additional meaning contained in the words of poetry. Five students participated in this discussion.

Class Discussion – <i>My Heart Leaps Up</i>

9:28

The instructor then asked students to *My Heart Leaps Up* by William Wordsworth (p 1285, UL). The instructor asked one student, who had previously studied Wordsworth to tell the class about his background. (S)he had some difficulty remembering the specifics of his background, but with assistance from the instructor was able to relate some of Wordsworth's background to the class.

The instructor then read *My Heart Leaps Up*. At the completion of the poem the instructor asked students to reread the poem and to look up any unfamiliar words. He asked them to consider the difference between *My Heart Leaps Up* and *Jabberwocky*. To this end he asked

them to think about the meaning of the title and to attempt to relate any of their personal experiences, especially the first two lines of the poem.

9:33

The instructor used N/+P to stimulate a discussion of the poem which began with a student asking if it was really true that there was a pot of gold at the end of rainbows. To this the instructor related a personal experience from his childhood where he use to escape to an imaginary place he and his mother shared.

9:36

The instructor restated his question; what is the poem trying to do? How does it differ from the other two poems read during the lesson? He again used N/+P to stimulate the discussion. During this discussion the one student the instructor had called upon replied that (s)he didn't understand the poem at all. The instructor encouraged the student to relate the poem to his/her personal experience and was ultimately successful in helping him/her develop an insight into the meaning of the poem (to her). In all, eight students contributed to the discussion.

Class Discussion – <i>The Emperor of Ice Cream</i>
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9:40

The instructor then asked students to turn to *The Emperor of Ice Cream* by Wallace Stevens (p 1268, UL). The instructor read the poem aloud to the class.

9:41

At the end of the reading the instructor asked students to spend the next few minutes thinking about what the poem was trying to do. He encouraged them to look up unfamiliar words in their dictionaries.

9:44

The instructor then asked students to tell the person sitting next to them what they thought the poem meant. He explicitly identified pairs. After a few minutes, he would ask them to reverse the direction. Students began discussing in pairs.

9:45

The instructor asked students to swap roles. Now the listener would explain what they thought the poem meant. The instructor encouraged pairs to respect the communication flow, and to now let the previous listener have a turn.

9:47

The instructor then initiated a whole group discussion by restating his question and asking for comments. He summarised what the class had discussed regarding the meaning of the other poems and asked for comments on *The Emperor of Ice Cream*. One student volunteered a response to which the instructor responded with +/P. He then called on another student who declined to contribute.

9:49

The instructor suggested that students each take a turn around the circle, with each providing one comment on the meaning of the poem. As this progressed the instructor used +/P with a few follow up questions. All students contributed.

Closure

9:56

The instructor commented on the diverse meanings offered by the class and compared poetry to art. Each individual extracts their own meaning from poetry just as they do with other art forms. He then commented that time had run out and dismissed the class.

Instructor's Reflection on Achievement of Objectives
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The instructor felt he had achieved his desired outcomes for the lesson.

At the end of the lesson the researcher approached the instructor and commented that no one had gotten close to his understanding of *The Emperor of Ice Cream*. He felt the poem was about a funeral. The instructor agreed but stressed the importance of letting the students come to their own understanding. He did not want to prejudice their thinking by offering “correct” interpretations.

Week 9, 4th May: Lecture/Workshop

Instructor's Expectations

The course instructor listed the following as his objectives for the lecture/workshop: to achieve closure on the four week poetry module; to expand on the tutorials and to expose the students to longer poems; to get students to think more about the theoretical underpinnings as seen by poets; to have the students look at as many poems as possible; to empower students through the use of their weblogs.

Attendance

There were approximately 45 students present at the beginning of the lecture/workshop.

There was no break during this lesson.

Administration

1:00

The instructor began the lesson by asking students to sit with their Discussion Group families and passing around the attendance sheet. He mentioned that the lecture was being taped and asked how many had used the previous tapes. Only two students raised their hands. The instructor then commented that, while the tapes were useful, they were not a replacement for attending lectures. There were many non-verbal exercises and learning experiences.

He then presented a roadmap for the rest of the semester; this week being the end of the poetry module.

1:03

6 students arrived at this time.

The instructor then asked for general questions. There were a few questions regarding the upcoming exam which were fielded with a touch of humour regarding the memorisation of poetry (he assured students that any poems they would need to comment on would be provided in the exam paper). Again, during this discussion several additional students arrived.

The instructor next discussed the cadre of 2nd year helpers using reference to the horses analogy used in his personal weblog. (He observed that several students did not understand the analogy.) He explained that there were six 2nd year students who had volunteered to help groups of 15 1st year students. Their job was to help improve the 1st year students' weblogs. He explained that while some students were doing fantastic work with their weblogs, there was still scope to take further advantage of the opportunity to augment what was once a traditional course in English literature with opportunities for individual expression and creativity. He encouraged students to take advantage of this creative opportunity and to make the best use of their volunteer helpers.

The instructor then discussed the importance of practicing the literary arts. In the past he had taught courses that were devoted to critical analysis of poetry, and virtually devoid of opportunities to practice. He was glad to be able to offer the weblogs as an opportunity for students to actually 'do' literature as opposed to being confined to studying it.

He reiterated the helpers' role as to:

- Provide suggestions on content and ideas
- Encouraging interconnections between students
- Provide one-on-one tuition which the instructor can no longer provide due to the number of students enrolled in his courses (over 200).

He again reiterated that the helpers program was an experiment.

Lecture – Theories of the Modern Image
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1:10

The instructor provided a road map for the day's lesson and then continued his discussion from the previous week, asking students to turn to the section entitled *Theories of the Modern Image* on page 715 of their text (UL). He mentioned the fact that he had been stressing the point that language is used differently in poetry than in prose. In poetry, language is much more bendable. He equated language use with the 'plastic art' of sculpture, painting, dance, drama, music, etc; arts that have multiple dimensions. He discussed the openness to these multiple dimensions among children. Adults often lose this openness; especially when one is learning the facts and tools for technically evaluating literature (e.g. in preparation for the

HSC). Specifically, he mentioned the following dimensions of language: sound patterning, word selection, shape on page, image presented. He mentioned how some poets seem to relate to modernistic painters such as Kandinsky, referring students to his [*Composition vi* (1913)?] on pg 1302 of UL.

The instructor made reference to the William's phrase "radiant gist" and discussed the connotations associated with this phrase, encouraging students to "feel its weight". He discussed the importance of identifying the underlying meaning of the poem in order to understand the impact desired by the poet.

1:18

The instructor then turned students' attention to pages 724 – 728 of UL and discussed Ezra Pound's personal background and his imprisonment during the war. He then referred to the practice used by poets to pair back poems, to remove any unnecessary words. This was reinforced by the extract in UL from Pound's *A Few Don'ts for an Imagist* (1913) as quoted in UL (pp 724 – 725) and suggested students study this advice in their own poems. He encouraged them to pair back the unnecessary pieces from their poetry. He read portions of this extract and encouraged students, when reading a poem, to look for the sharp images presented by the poet. When writing poetry, he encouraged students not to interpret images, simply report them in their natural state. This allows the reader the opportunity to apply their own meaning and does not limit the interpretation.

Regarding cadence, the instructor reiterated the point that poetry communicates much of its meaning through its music. He encouraged students to read their poetry aloud and see if the cadence matches its meaning. Poetry should be 'shaped' around its meaning and may require considerable experimentation to find the appropriate sound.

1:24

The instructor moved on to the next section in the text; *Critical Perspective: Modern Poetry and Formal Invention* (UL p 725 – 726) which is an extract from William Carlos Williams' *The Wedge* (1944). From this passage the instructor elaborated on Williams' proposition that the arts (especially poetry) should not be concerned with the metaphysical, but should directly address reality. This passage also emphasised the importance of all components of a poem working together.

The instructor commented that one could ponder the two passages at considerable length, but that there wasn't time in the lecture to undertake this exploration.

Group Work

1:27

The instructor then asked students to consider the following sentences and to attempt to rewrite them in their own words.

- Ezra Pound (724): “An ‘Image’ is that which presents an intellectual and emotional complex in an instant of time.” And
- William Carlos Williams (726): “It isn't what he says that counts as a work of art, it's what he makes, with such intensity of perception that it lives with an intrinsic movement of its own to verify its authenticity.”

1:28

The instructor explained that the class would be applying these ideas about imagery to a specific poem. They would be considering the following:

1. What is the image
2. What does it present
3. Is it an example where what the poet makes is more important than what he says.

The instructor then asked students to discuss their interpretations with the rest of their group. Small group discussions ensued.

1:31

The instructor asked for everyone's attention explained his personal interpretation of the passages. In discussing Pound's comment he explained that an image can impact all five senses. An image carries intellectual as well as emotional content.

Regarding the Williams reference, the instructor stressed that the poem is less important for what it says than for how it says it.

Analysis of <i>Mid-August at Sourdough Mountain Lookout</i>

1:35

He then asked the class to turn to page 718 in their text (UL), to *Mid-August at Sourdough Mountain Lookout* by Gary Snyder and described the environment at Sourdough Mountain (image on screen) as well as Snyder's personal background including his association with the Imagists' Movement.

The instructor then read *Mid-August at Sourdough Mountain Lookout*.

After the reading the instructor read the questions at the top of page 719:

1. How do you imagine the poet's situation depicted in the poem?
2. Describe in one word the poet's mood in the opening lines.
3. How would the effect of the poem's images change if Snyder had depicted himself as drinking, say, an ice-cold soda from a 12 oz. can?

Small Group Discussion

1:40

The instructor asked students to physically rearrange into their groups and discuss these questions.

During this discussion the researcher observed the closest group to him. Within this group, one student was writing, two were discussing their plans for the weekend and two were discussing a recent program on Channel 7.

Whole Group Discussion

1:46

The instructor drew the focus of the class and initiated a whole class discussion based on the Pound and Williams quotations discussed earlier. He initiated a discussion on the intensity of perception within the poem. He used +/P to stimulate this discussion in which 4 students volunteered comments. The specific questions listed above were not directly discussed.

The instructor then moved to the *Topic for Critical Writing* (UL, p 719) which he read aloud (“Compare and contrast the two stanzas of Snyder’s poem. How critical are the sensual images of the poem’s last three lines to the poem’s themes of stoicism, simplicity, and asceticism?”). After discussing the meanings of the last three terms he initiated a discussion using +/P. 10 – 15 students contributed to this discussion. Also during this discussion the researcher noticed an observable increase in local conversations.

Reading and discussion of <i>Preludes</i>

2:01

The instructor next asked the class to turn to *Preludes* by T. S. Eliot on page 722 of UL and introduced T. S. Eliot’s background as one of the early 20th century artists who were actively engaged in blurring the difference between music, poetry and painting. He then read the poem aloud to the class.

At the end of the first stanza the instructor stopped and discussed the shape and cadence of the poem, using +/P to stimulate student discussion. Again, after completing stanza two the instructor stopped and initiated a brief discussion, using +/P, in which three students contributed regarding the details of the landscape. This process continued until the instructor had completed the poem. At the end he asked the class for comments on what individuals thought the poem was about. He assured the class that there could be no wrong answer. One student volunteered a response to which the instructor provided +/P.

Reading and discussion of <i>Fern Hill</i>
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2:20

The instructor introduced the poem by Dylan Thomas by first discussing Thomas’ background and played an audio recording of Thomas reading an excerpt from his story *Return Journey*.

At this point the researcher noted that 4 of the 9 groups in which students were sitting were actively engaged in local conversation.

2:24

A student left the lecture, complete with backpack and drink bottle.

2:27

The instructor commented that this poem was much more like music than the poems the class had looked at previously. He also commented on the much looser relation between imagery and meaning and commented that linking images is the basis for Dylan Thomas' work.

2:30

Three students left the lecture at this point commenting that the instructor should have given them a break so they could have left without being noticed.

The instructor encouraged students to look at the patterns of imagery as he read the poem. This is often a good way to begin to understand dense poetry. He then read *Fern Hill*.

Small Group Discussion – <i>Fern Hill</i>

2:36

After reading the poem the instructor asked students to consider the last three lines of the poem. Do these give a clue to the underlying meaning or theme? He asked students to consider this in their discussion groups.

Groups began discussing at this point. The group closest to the researcher were discussing something about being on stage. They did not appear to be attending to the question presented by the instructor.

Whole Group Discussion – <i>Fern Hill</i>

2:40

The instructor asked students to call out images they picked up in the reading while he wrote them on the whiteboard. Five students left during this exercise.

2:44

The instructor then classified the images as visual, oral or kinetic and attempted to stimulate a discussion on what these classifications could tell someone about the poem. There was a brief

discussion where the instructor used +/P as encouragement. In the end he encouraged students to look at the poem as a painting.

Closure

2:48

The instructor commented that the lesson was out of time and dismissed the class.

Instructor's Reflection on Achievement of Objectives

After the lesson the instructor commented that he had had to work hard during the lesson to control the class and to help them understand the abstract images of the poetry. He was happy with the discussion regarding Snyder's poem as he had wanted to give them exposure to this type of poetry, not necessarily depth. He also commented that the students were progressing well using an experiential approach to understanding the poetry.

Week 10, 11th May: Tutorial 1

Instructor's Expectations

The goals for the tutorials was to introduce students to the language of drama through a practical dramatic exercise; to help students understand that the expressive language of drama is not much different from the expressive language of poetry, the difference being that meaning in dramatic language is further supported by physical space and movement. In addition, the instructor hoped to reinforce the textbook content and to direct students back to the theory content contained in the assigned chapters. Finally, the instructor hoped to reinforce and support the new cadre of weblog helpers and to stimulate activity between helpers and those receiving the help.

Attendance

At the scheduled beginning there were 14 students present (11 F, 3 M). During the lesson one additional female student arrived bringing the total to 15 (12 F, 3 M).

Administration

7:58

The lesson began with the instructor commenting on the cold weather while he passed out a paper with details for the week's tutorial. He also passed around the weekly tutorial signup sheet and asked if there were any general questions. There were none.

The instructor asked if everyone was following the events in the weblogs. There followed a brief discussion of the second year students who had been assigned to assist groups of first year students. There appeared to be some confusion regarding the logistics of contacting these helpers. Some students had been contacted by their helper. They were comfortable with the process. Those who had not been contacted appeared to be unaware of how to initiate this contact. The instructor commented that all helpers were listed in the LMS with their picture, name and email address. [Note, this issue is clarified later in the day, during lecture.]

Introduction of Tutorial Workshop Exercise

8:03

The instructor informed the class that today they would be working in groups to perform a play in order to get a better understanding of the theatrical aspects of drama. He explained that he would be assigning students to groups and that they were to then read the play and discuss the questions on the Tutorial handout (here he made mention to the PBE abbreviation on the worksheet and suggested that students who had done the readings would know this referred to Basic Plan of Events). Students would then practice the play and one group would be asked to perform the play for the rest of the class.

The instructor asked the class to turn to Terrence McNally's *André's Mother* (UL p 1366), and commented that if one had read the assigned chapters in the text the exercise would be more meaningful than if one hadn't. However, he added that the exercise would be useful even if one had not read the assigned text.

The instructor then assigned students to specific actor roles in three groups and commented that those with an extra person (above those needed to perform the play) would have a dedicated Director. For those groups without an extra person, the non-speaking actor would perform the role of Director.

Workshop

8:10

Groups went to breakout areas to read and practice. The instructor encouraged the groups to read the play aloud before addressing the questions.

8:11

One additional female student arrived at this time.

During the workshops the researcher wandered around the breakout areas and observed students stumbling over the first reading. Many appeared not to have seen the play previously.

8:16

The instructor roamed between the groups encouraging them to consider the questions on the worksheet and assisting the groups address these questions.

In order to develop a meaningful account, the researcher focused on one of these groups. The instructor was required to explain the meaning of specific words used in the questions (protagonist and antagonist) that had been thoroughly discussed in the assigned reading. He also encouraged the target group's Director to actively participate and to coach the actors in how to express emotions through their body language. He commented that, even though there was little defined action in the play, actors still needed to use expression to convey the underlying meaning of the play.

8:35

The instructor initiated a brief discussion with the target group asking what they had learned about the play. He used N/+P to stimulate the discussion in which all students participated.

Class Presentation of Play

8:40

The instructor reconvened the class and asked one of the groups to present their play (not the target group discussed above).

The group moved some desks and presented their rendition of the play. At the end there was spontaneous applause from the entire class.

Discussion

8:46

The instructor asked the presenting Director to explain what (s)he had attempted to accomplish with his/her direction. (S)he replied that (s)he was most concerned with the actor's positioning on the stage. This led to a discussion of the impact of physical presence, movement and body language to developing meaning in a theatrical setting. The instructor used N/+P to stimulate this discussion.

Closure

8:54

The instructor summarised the discussion regarding the importance of body language in drama and referred students to the relevant sections of the text for additional details. He then noted that the class was out of time and closed the lesson.

Instructor's Reflection on Achievement of Objectives

The instructor felt he had achieved his desired outcomes for the lesson.

Week 10, 11th May: Tutorial 2

Instructor's Expectations

The goals for the tutorials was to introduce students to the language of drama through a practical dramatic exercise; to help students understand that the expressive language of drama is not much different from the expressive language of poetry, the difference being that meaning in dramatic language is further supported by physical space and movement. In addition, the instructor hoped to reinforce the textbook content and to direct students back to the theory content contained in the assigned chapters. Finally, the instructor hoped to reinforce and support the new cadre of weblog helpers and to stimulate activity between helpers and those receiving the help.

Attendance

At the scheduled beginning there were 12 students present (11 F, 1 M). During the lesson one additional female student arrived bringing the total to 13 (12 F, 1 M).

Administration

9:00

The lesson began with the instructor explaining that this week the class would be performing a play and passing out a paper with details for the week's tutorial. He also passed around the weekly tutorial signup sheet and asked if there were any general questions. There were none.

The instructor asked if everyone had made contact with their weblog Helper. One student stated that (s)he had not been present the previous week and, although (s)he had seen the

weblog comments of the team of Helpers, (s)he didn't understand their purpose or any process involved. The instructor explained the role of the Helpers and stressed that the weblog assessment component represented 25% of their mark. He encouraged students to take advantage of the opportunity to seek assistance from these Helpers.

The instructor next asked if anyone was following the poetic experiments in the weblogs from one of their classmates. None were aware of these. The instructor encouraged all to pay attention to their weblogs.

Introduction of Tutorial Workshop Exercise
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9:04

The instructor informed the class that today they would be working in groups to perform a play in order to get a better understanding of the language of theatre. He explained that students would read the play, discuss the questions on the Tutorial worksheet he had passed out and then perform the play. This would give students more practical, hands on experience with the language of drama. He asked if anyone knew what additional element drama brings to language. One student volunteered that drama added movement and physical expression. The instructor responded with +/P.

The instructor reiterated the tasks and encouraged all students to help direct the play in order to bring it to life (note, there would be no non-acting group members in this tutorial) and clarified that one group would be asked to perform the play for the class. He then assigned students to acting roles and groups and directed them to Terrence McNally's *André's Mother* (UL p 1366).

Workshop

The groups went to breakout areas to begin workshopping the play.

9:08

One additional female student arrived at this time.

The instructor roamed between the groups, encouraging all to begin by reading the poem aloud and supporting their discussion of the worksheet questions as had been done in the previous tutorial.

As with the previous tutorial the researcher focused on a single group. During the reading students stumbled over words and meaning, some appeared shocked as the play unfolded during the initial reading. The impression received was that no one in the group has read the play before the lesson. At the conclusion of the reading one student commented that the play was really weird; another asked if the play was complete. The consensus was that the reading must have been an excerpt from a larger play (note, in fact, it was the entire play).

9:17

The instructor visited the target group and encouraged each member to take one question from the sheet to prepare and discuss with the rest of the group. Then they would all be in a better position to present the play as they would have a better understanding of the meaning behind it.

He then continued to roam the other breakout groups and the target group began to address the questions on the worksheet, taking the questions in turn.

9:25

The target group did not appear to have completed the exercise when the instructor returned and encouraged them to develop their understanding of their character by what they say. One needs to extract meaning in order to understand how to present the character. There followed a brief discussion regarding one student's inability to act. The instructor assured him/her that once (s)he understood what (s)he wanted to communicate, acting would come naturally. One does it all day long.

The instructor continued his rounds and the target group continued their discussion of the content of the play. Comments were overheard regarding the actual course of events during the play.

9:29

The instructor returned and encouraged the target group to incorporate movement into their presentation. He also reinforced the need for the Director's role and encouraged all members to take an active part in directing. He then moved on to another group.

The target group all stood began practicing the play, attempting to incorporate movement in their practice.

9:37

The instructor returned to the target group and encouraged them to finish discussing the questions and to prepare for their presentation. [Note: the target group was rehearsing the play at the time.]

9:38

The instructor invited all groups back to the classroom for the presentation.

Class Presentation of Play

9:40

The instructor reconvened the class and asked the group with a dedicated director to present their play (not the target group discussed above).

The group presented their rendition of the play. At the end there was spontaneous applause from the entire class.

Discussion

9:47

The instructor began the discussion by asking students what the performance made them feel, especially the last part. A brief discussion followed (three students participated) with the instructor using N/+P to progress it along.

The instructor then asked the director what produced the emotional effect besides the words.

The director explained (with the assistance of the instructor use of +/P and follow-up questions) his/her use of body language, physical proximity and movement to enrich the meaning of the words.

After this brief interview the instructor mentioned that the next question should relate to resolution; was the kissing of the balloon resolution. Unfortunately, there wouldn't be time for this discussion.

Closure

9:54

The instructor concluded by asking for a volunteer to summarise the difference between poetry and drama. A student volunteered that the physical movement and placement add additional components to the language of drama. The instructor praised this response. He then encouraged all to read the assigned sections of the text with this deeper understanding of the language of drama as background.

He then noted that the class was out of time and closed the lesson.

Instructor's Reflection on Achievement of Objectives

The instructor felt he had achieved his desired outcomes for the lesson.

Week 10, 11th May: Lecture/Workshop

Instructor's Expectations

The course instructor listed the following as his objectives for the lecture/workshop: to introduce students to the key differences between drama and other literary genres; to show students where they can seek more details on the dramatic form within the text; to demonstrate drama with an example; and to extend and deepen the experience of drama through a workshop and readings.

Attendance

There were approximately 38 students present at the beginning of the lecture/workshop.

There was no break during this lesson.

Administration

1:00

The instructor began the lesson by asking who was aware of the weblog Helpers. Most students raised their hand. The instructor commented that those who weren't aware were obviously not following the instructor's weblog where this program had been discussed at length. The list of helpers' addresses is published in the LMS. He reminded students that 25% of their grade was to be based on their weblog work and that everyone should take advantage of the helpers to improve this portion of their mark.

One student asked how they could find out to whom (s)he was allocated. The instructor committed to asking the helpers to contact their protégé so that the first year students could initiate communication when help was needed.

During the above several late comers arrived. The instructor commented about the need to be punctual.

1:05

The instructor then went over the structure of the final exam. During this discussion the room was absolutely quiet.

1:09

The researcher counted a total of 59 students present at this time.

The instructor closed the administration section by encouraging students to read the play Witt as they will be watching a performance of the play next week.

Lecture

1:10

The instructor introduced the drama module by announcing that the class would be looking at how the language of drama differs from that of poetry and fiction. Physical placement on the

stage; movement; props; etc are all part of this language. He also mentioned that the lesson would be based on chapters 41 – 43 in the text UL.

The most important point the instructor wanted to make during the lesson is that “drama is a literary form whose medium is more than just written language. It is a composite art form utilizing elements of the expressive arts (movement, gesture, mime, dance, music), and the plastic arts (painting, sculpture, lighting) to communicate its message.” (taken directly from slide). He then made reference to a student’s poem he had modified in his weblog and asked if anyone had seen it. Only one student acknowledged that (s)he had seen it. The instructor commented further that this was a small example of the new possibilities that were opening up as a result of new technologies. He also mentioned hypertext and the opportunities this offers modern day artists.

1:20

The instructor then displayed a slide which referenced *mise en scène* and read the slide to the class and discussed how the language of drama went yet another step into multi-dimensionality and how a play on paper needed to become embodied in a work of art to be fully appreciated. He then asked the class to turn to the discussion of *mise en scène* on page 1390 of UL and the discussion of this concept as applied to the play *Death of a Salesman* (by Arthur Miller). The instructor explained that this play was a good example of the flexibility allowed a director to manipulate *mise en scène*.

The instructor then discussed the extra-linguistic features afforded drama and encouraged students to read plays in print before watching them. In this way, students would be able to interpret these additional elements in their own way before being influenced by the director’s interpretation. The instructor again referenced the section in UL which discussed *mise en scène* (p. 1390 – 1392)

The instructor mentioned the fact that there are two famous movie renditions for Miller’s *Death of a Salesman* [need these references] and how the relevant directors had chosen considerably different endings. In fact, both were also different from what Miller actually wrote; with different meanings as a result. Not only does the *mise en scène* allow a director wide latitude of interpretation, directors obviously takes this flexibility to totally change whatever directions are provided within the original play.

1:29

The instructor asked the class to turn to page 1921 in UL (*Death of a Salesman*) and identified specific director's comments. He then read the last six paragraphs of the play (from "Willy, you coming up?") through to the end of the *Requiem*. After the reading the instructor again commented on the director's comments included by the playwright.

Video of *Requiem* from *Death of a Salesman*

1:32

The instructor showed a video of [*Death of a Salesman*](#) (Dustin Hoffman) from shortly before where he had read as written by the original playwright to the end of the *Requiem*. He asked students to observe the ending, to see if there were any differences between how the director had presented the piece and how they had perceived it during the reading.

Discussion – *Death of a Salesman*

1:43

After the video of the *Requiem* the instructor lead a brief discussion on the differences between the students' understanding of the text and their understanding of the director, Volker Schlöndorff's, rendition. Two students participated in the discussion.

Different degrees of direction by playwrights

1:46

The instructor moved to a discussion of differing degrees of direction used by different playwrights. He emphasised the artistic input of all engaged in the production of art. An analogy was made to making music. Each performance will be different, depending on the director and the composition of the cast.

1:49

Lecture – Application of *mise en scène* to *Oedipus Rex*

The instructor discussed the plot of Oedipus Rex (Sophocles). As the instructor reached the end of the tail there was considerable chatter and commotion. The appearance was that many students were not aware of the relationship between Oedipus and his mother.

1:52

The instructor read lines 88 through 107 (p. 1414, UL) using several, noticeably different intonation and discussed the lack of direction in the text of the play itself. Any of the interpretations was valid.

During these readings three students left with their bags.

1:55

The instructor also mentioned that other playwrights can become very upset if their directions are not followed precisely.

The instructor mentioned that there were may other extra-linguistic features available, but time did not permit their demonstration.

Lecture – Types of Theatres

1:57

The instructor displayed a slide of several theatres and discussed their evolution and impact on the nature of the drama that they hosted.

2:00

Student leaves with books at this time.

Tragedy

The instructor directed students to the definition of tragedy in their text (UL, p. 1400) and discussed the purpose of tragedy and the role of the tragic hero.

Introduction to Drama Workshop – <i>The Flying Doctor</i>

2:01

The instructor next informed the class that they would be workshopping Molière's *The Flying Doctor* as an example of Comedy and asked the class to turn to page 1449 in their texts (UL) for the discussion of Comedy. He then discussed the background of comedy as a form of satire.

The instructor then provided the class with a roadmap for the rest of the lesson. They would workshop the play as groups; one group would present the play and then there would be time for questions and discussion.

The instructor then split the class into groups of seven or eight, with the eighth person to be the director. After all groups were set the instructor suggested the groups assign roles and begin reading the play. He would circulate among the groups and select one to perform. (The groups were primarily Discussion Groups, but not exclusively.)

Three students left during the group allocations.

Rehearsal

2:07

The instructor then helped individual groups assign roles and reallocated students to accommodate for group shrinkage.

2:17

The last group completed role allocation and began reading the play.

The researcher observed chuckles when the nearest group read the section where the “doctor” drinks the “patient’s” urine. Several group members were clearly not aware it was actually white wine, as later revealed in the play.

The instructor roamed the groups, making little comment.

Presentation of <i>The Flying Doctor</i>
--

2:30

The instructor informed the class of the group he had selected and asked them to prepare the stage. He also asked the rest of the class to move forward, to form a more defined audience.

2:31

Two students leave at this time.

2:33

The selected group performed the play. At several points the audience responded to comedy contained within the play as well as incidences where the actors slipped out of character.

Closure

2:54

At the conclusion of the play the class was dismissed.

Instructor's Reflection on Achievement of Objectives
--

After the lesson the instructor commented that he felt he had achieved his objectives for the lesson. He also commented that he felt the performers had done a magnificent job. He would take the discussion on the impact of comedy into the discussion forums.

Week 11, 18th May: Tutorial 1

Instructor's Expectations

The goals for the tutorials were to implement the course evaluation surveys; to bring closure on the students' weblog work by encouraging them to access his weblog to see who won the poetry competition and to engage the students with the key fragments of the play to be viewed during lecture. This fragment focuses on the title of the play and the core events in the main character's life.

Attendance

At the scheduled beginning there were 4 students present (2 F, 2 M). During the lesson three additional female students arrived bringing the total to 7 (5 F, 2 M).

The morning was very rainy and damp.

Administration

8:00

The researcher arrived with the instructor as he was helping the instructor carry his materials to class. The instructor had recently hurt his leg and was experiencing discomfort in walking.

After setting up the room (all present helping) the instructor passed around the signup sheet and presented a road map for the lesson. He explained that the class would be looking at a section of the play *Wit* by Margaret Edson (UL pp 2181 – 2217) and the different ways the characters used language.

The instructor suggested that students re-read from the bottom of page 2185 (UL) where Professor Ashford enters, through the end of the scene. He suggested that these two pages represented the essence of the play. He challenged students to see if they could determine why he felt this section was the heart of the play.

8:05

Three female students arrived at this time. The instructor reiterated his suggestion that the new arrivals re-read the section of the play.

Reading *Wit* by Margaret Edson (UL, pp 2185 – 2187)

8:07

The instructor stated that he would read the part of Professor Ashford and selected a student to read the part of Vivian. He then set the scene and began the reading.

[The section of the play deals with a flash back to when Vivian was a university student and had just submitted an essay on John Donne's *Holy Sonnet Six*. The scene relates her professor's reaction to her essay.]

Whole Class Discussion

8:13

The instructor used N/+P to stimulate a discussion of what was happening in the conversation between Vivian and Professor Ashford. This discussion began slowly but seemed to gather momentum once the instructor directed questions to individual students. During the discussion four students provided comments.

The instructor concluded the discussion by commenting on the need for playwrights to make sure their audience has enough information to understand the message. In this case, one does not need to study the two versions of the poem being discussed in the play. Rather, the playwright has provided enough information to know the differences without doing primary research.

Small Group Discussion

8:19

He assigned the students into pairs and asked them to discuss the core of the Professor's advice to Vivian in the play.

Students began discussing in pairs.

8:22

The instructor interrupted the discussions to suggest that students consider the name of the play and to suggest it might have some significance.

Whole Group Discussion

8:26

The instructor began this segment by directing a question to a specific student regarding his/her discussion with his/her partner. He used N/+P to stimulate this discussion in which four students offered input.

8:35

The instructor asked if anyone was familiar with metaphysical poetry. None of the students responded. He then gave a background on the evolution from Shakespeare's melodramatic style to the next generation of poets, primarily Donne which were much less hysterical, more precise, and more intellectual in their use of language.

He then read the definition of 'wit' from the Oxford dictionary and stressed that the term is not used here to represent humour, rather, to represent a clever, intellectual use of words. He asked what the Professor was attempting to get across to Vivian; this led to a tentative discussion with two students participating.

Course Evaluation Surveys

8:40

The instructor concluded the discussion to implement the student feedback surveys.

While the students were completing the questionnaires the instructor mentioned that the winners of the poetry competition had been announced in his weblog. He encouraged everyone to have a look to see who the winner was.

Closure

The instructor informed the class that they were free to leave once they had completed their questionnaires.

Instructor's Reflection on Achievement of Objectives

The instructor felt he had achieved his desired outcomes for the lesson.

Week 11, 18th May: Tutorial 2

Instructor's Expectations

The goals for the tutorials was to implement the course evaluation surveys; to bring closure on the students' weblog work by encouraging them to access his weblog to see who won the poetry competition and to engage the students with the key fragments of the play to be viewed during lecture. This fragment focuses on the title of the play and the core events in the main character's life.

Attendance

At the scheduled beginning there were 13 students present (12 F, 1 M).

The morning was very rainy and damp.

Administration

9:00

The instructor began the lesson by passing around the signup sheet and announcing that the winner of the poetry competition had been posted in his weblog. He tempted students to visit his blog in order to learn who won the prizes. He also mentioned that the winners would be asked to present their poems during next week's lecture.

He asked if there were any general questions. There were none.

The instructor then explained that the class would be looking at a section of the play *Wit* by Margaret Edson (UL pp 2181 – 2217) that goes to the heart of the play. If students understood this section they would be better able to understand the play during lecture. He asked students to turn to page 2185 in their text (UL) and described the scene as a flash back to when the main character was a university student had had just written a 'dud essay'. He selected a

student to read the part of the main character (Vivian) and mentioned that he would read the part of Professor Ashford.

Reading *Wit* by Margaret Edson (UL, pp 2185 – 2187)

9:02

[The section of the play deals with a flash back to when Vivian was a university student and had just submitted an essay on John Donne's *Holy Sonnet Six*. The scene relates her professor's reaction to her essay.]

The instructor and the selected student read the section of the play.

Whole Class Discussion

9:07

The instructor used N/+P to stimulate a discussion of what was happening in the conversation between Vivian and Professor Ashford. This discussion began slowly but seemed to gather momentum once the instructor directed questions to individual students. During the discussion five students provided comments.

Metaphysical poets

9:12

The instructor concluded the discussion asking if anyone had studied the metaphysical poets. No one had. He further asked if anyone had studied John Donne for their HSC. No one had. He commented that students need not "take down" the following and proceeded to present a brief history of the metaphysical poets.

He then commented on the need for playwrights to make sure their audience has enough information to understand the message. In this case, one does not need to study the two versions of the poem being discussed in the play. Rather, the playwright has provided enough information to know the differences without doing primary research.

Small Group Discussion

9:17

The instructor informed the class that they would be splitting into pairs to discuss the meaning of 'wit' as used by Professor Ashford in the play. He assigned pairs and encouraged them to have a second look at the passage.

Most students began re reading the passage.

The instructor left the room.

During the instructor's absence one student sent an SMS message.

The instructor returned to the room.

9:23

He assigned the students into pairs and asked them to discuss the core of the Professor's advice to Vivian in the play.

Students began discussing in pairs (3 groups discussing, 2 groups still reading).

Conversations overheard by the researcher were beginning to wander off topic.

9:27

The instructor encouraged one group to focus on the passage. They replied that they were finished.

Whole Group Discussion

9:29

The instructor began this segment by asking what had come from the discussions. A student volunteered a response which resulted in a discussion in which the instructor used N/+P to stimulate student participation. During this discussion six students contributed. It was noted that only one of the students who had claimed to be finished earlier contributed to the discussion.

9:37

At the end of the discussion the instructor relayed a personal conversation with a friend involved in palliative care. This friend had observed that death was, in fact, a gentle passing into another state.

9:38

The instructor read the meaning of 'wit' from the Oxford dictionary and lead a discussion regarding the meaning of the word as applied to the play. Two students contributed to this discussion. At the end of the discussion the instructor reiterated the importance of the changing of the use of this word to the meaning of the play itself.

Course Evaluation Surveys

9:41

The instructor concluded the discussion to implement the student feedback surveys.

Closure

The instructor informed the class that they were free to leave once they had completed their questionnaires.

Instructor's Reflection on Achievement of Objectives
--

The instructor felt he had achieved his desired outcomes for the lesson.

Week 11, 18th May: Lecture/Workshop

Instructor's Expectations

The course instructor listed the following as his objectives for the lecture/workshop: to present the students with the opportunity to experience an uninterrupted presentation of a drama they had studied. He hoped to build on the work done in the tutorials in terms of preparing them to find some additional insights into the piece's meaning. He also hoped to

provide them with some additional background into the literary background used within the text.

Administratively he planned to bring closure on the weblogs and to announce the winner of the poetry competition.

Attendance

There were approximately 56 students present throughout the lecture/workshop.

There was no break during this lesson.

Administration

1:00

The instructor passed around the sign in sheet amidst the normal settling-in activities. The instructor announced that the class would be viewing the full length of the play [*Wit*](#). He also announced that the drama question on the exam will be on the play. He encouraged those not present to find a way to view the play before the exam.

The instructor commented that there had been a large number of excellent entries in the competition. As a result he had decided to present a first prize for each year group. He announced all the finalists and the winner. There was applause after each name was announced. The instructor asked the all the winners to come prepared to read their poems to the next lecture/workshop. The instructor made a special point to acknowledge those who participated in the drama production the previous evening.

1:05

Students are still arriving at this time. It's still raining.

Introduction to *Wit*

The instructor reviewed what had been done in tutorials and its relation to the rest of the play. He encouraged the students to be aware of the extraordinary tragedy and triumph in life.

1:11

He asked if there were any other questions before he began the play. There were none and the instructor started the play. It would run a full 90 minutes.

Closure

2:42

The instructor suggested that students write something about *Wit*, preferably in their weblogs as soon as possible. Write what they thought about any aspect of the play. He assured them it would be a worthwhile exercise.

He dismissed the class.

Instructor's Reflection on Achievement of Objectives
--

After the lesson the instructor commented that he felt he had achieved his objectives for the lesson.

Week 12, 25th May: Tutorial 1

Instructor's Expectations

The goals for the tutorials were to have the students work closely with a difficult poem (John Dunne) and to look at a difficult part of the play. In the play, the intention was to read a passage and help the students understand the turning point and how the playwright presents this turning.

The instructor also intended to confirm the logistic arrangements for the weblog assessment.

Attendance

At the scheduled beginning there were 12 students present (11 F, 1 M). During the lesson one additional female student arrived bringing the total to 11 (9 F, 2 M).

Weblog Survey

8:00

The researcher addressed the class and reminded them of the weblog study. He reaffirmed the voluntary nature of participation and invited those willing to complete the final survey. He then passed out the surveys and asked students to place their copy in the box provided when they were finished.

While the last few students were finishing their questionnaires, the instructor passed around the sign in sheet and tutorial handout. The handout included an excerpt from *Wit* (UL, pgs 2201 – 2202). This passage is a flashback to when she was still teaching includes John Dunne's Holy Sonnet 9 (which is incorrectly referred to as Donne's Holy Sonnet Five). Also included in the handout are Donne's Holy Sonnet 10 and Shakespeare's Sonnet 146.

He suggested that those who had finished the questionnaire might have a read of the extract from the play *Witt* that was included on the handout.

8:09

The researcher thanked all who had participated in the survey and handed the lesson back to the instructor.

Administration

The instructor asked if there were any general questions. There were none. He also asked if everyone was familiar with the logistic requirements for the upcoming weblog assessment. All were aware.

Introduction to Lesson

8:10

The instructor commented that he had selected the most difficult portion of *Wit* to discuss this week, and that he had done so on purpose. The play is about Vivian, but it is also about John Dunne. What Vivian says about the Holy Sonnet indicates a turning point in the play.

The instructor stated that he would be reading the excerpt from *Wit* and that he wanted students to consider three questions while he was reading. They were:

How is the term *wit* defined by Vivian?

What does this definition tell us about her (Vivian)?

Why is this sonnet (Sacred Sonnet) important in the context of the play at this point?

The instructor then led a brief discussion about the connotations of the stage direction for the poem to be projected onto Vivian (in both the play and the film). This discussion concluded with the instructor asking if Vivian's interpretation of the poem changed by the end of the play.

8:15

The instructor read the excerpt up to the beginning of the Donne sonnet where he stopped and explained the structure of a sonnet. He then read one line at a time, analysing the meaning of each.

8:26

The instructor continued reading the flashback scene from the handout, stopping several times to discuss the connotations of the various stage directions. He read to the end of the flashback scene.

Small Group Discussion

8:30

The instructor assigned students to groups of 2 or 3 and encouraged them to consider the questions from the beginning of the lesson. He then provided an overview of the questions.

All groups began by rereading the passage. After a few moments the instructor began wandering the room encouraging discussion among the pairs. He used directed questions (N/+P) to stimulate discussion.

Whole Group Discussion

8:39

The instructor called the group together and led a discussion on what the passage tells the reader about Vivian. He used directed questions and +P to stimulate the discussion. All but two students contributed to the discussion.

8:51

The instructor moved to Donne's Holy Sonnet and read the closing scene from the play (UL, p 2217) and then read Donne's Holy Sonnet 10 (*Death Be Not Proud*) from the handout. And asked how the final image of Vivian differs from the one in the previous flashback?

Two students volunteered comments which the instructor praised and paraphrased.

Closure

8:54

The instructor closed the lesson

Instructor's Reflection on Achievement of Objectives

The instructor felt he had achieved his desired outcomes for the lesson. The small group discussion gave students confidence in their personal interpretations of difficult text.

Week 12, 25th May: Tutorial 2

Instructor's Expectations

The goals for the tutorials were to have the students work closely with a difficult poem (John Donne) and to look at a difficult part of the play. In the play, the intention was to read a passage and help the students understand the turning point and how the playwright presents this turning.

The instructor also intended to confirm the logistic arrangements for the weblog assessment.

Attendance

At the scheduled beginning there were 12 students present (11 F, 1 M).

Weblog Survey

8:55

The researcher addressed the students individually as they entered the room, informing them that it was time for the third weblog survey. He also reminded them that the survey was completely voluntary and invited those willing to complete the final questionnaire.

9:05

While the last few students were finishing their questionnaires, the instructor passed around the sign in sheet and tutorial handout. The handout included an excerpt from *Wit* (UL, pgs 2201 – 2202). This passage is a flashback to when she was still teaching includes John Donne's Holy Sonnet 9 (which is incorrectly referred to as Donne's Holy Sonnet Five). Also included in the handout are Donne's Holy Sonnet 10 and Shakespeare's Sonnet 146.

He suggested that those who had finished the questionnaire might have a read of the extract from the play *Witt* that was included on the handout.

When all were finished their questionnaires the researcher thanked all who had participated in the survey and handed the lesson back to the instructor.

Administration

9:09

The instructor asked if there were any general questions. There were none. He also asked if everyone was familiar with the logistic requirements for the upcoming weblog assessment. All were aware.

Introduction to Lesson

9:11

The instructor commented that the class would be looking at two John Donne sonnets and how they relate to the play. They would also be looking at the meaning/connotations of specific stage directions. He had selected the most difficult portion of Wit to discuss this week, and that he had done so on purpose. He would read the passage and then ask small groups to consider some questions regarding how Vivian is depicted differently at different points in the play.

He then led a brief discussion about the connotations of the stage direction for the poem to be projected onto Vivian (in both the play and the film). This discussion concluded with the instructor asking if Vivian's interpretation of the poem changed by the end of the play.

The instructor then read the questions the class were to consider after the reading:

How does Vivian define wit? What does this tell us about her?

Why is this sonnet quoted here?

Who is her John Donne?

Does she change after this?

9:18

The instructor began reading the excerpt.

9:21

The instructor interrupted his reading when he reached the beginning of the Donne sonnet. He stopped and explained the structure of sonnets and the purpose of their different sections. He then read one line at a time, analysing the meaning of each.

9:26

The instructor continued reading the flashback scene from the handout, stopping several times to discuss the connotations of the various stage directions. He read to the end of the flashback scene.

Small Group Discussion

9:30

The instructor assigned students to groups of 3 and encouraged them to consider the questions from the beginning of the lesson. He then provided an overview of the questions.

All groups began by rereading the passage. After a few moments the instructor began wandering the room encouraging discussion among the pairs. He used directed questions (N/+P) to stimulate discussion.

Whole Group Discussion

9:34

The instructor called the group together and led a discussion on what the passage tells the reader about Vivian. He used directed questions and +/P to stimulate the discussion. Four students contributed to the discussion.

9:47

The instructor moved to Donne's Holy Sonnet 10 (*Death Be Not Proud*) and read it from the handout

9:50

The instructor then read the question on the handout (“How do the closing moments of “Wit” extend the project of Donne’s ‘Holy Sonnet’?”) and asked students to turn to the last scene in the play, which he read aloud. After the reading he asked how the final image of Vivian differed from the one in the previous flashback.

A discussion followed in which the instructor used N/+P to encourage five students to participate.

Closure

9:56

The instructor closed the lesson

Instructor’s Reflection on Achievement of Objectives

The instructor felt he had achieved his desired outcomes for the lesson. The small group discussion gave students confidence in their personal interpretations of difficult text

Week 12, 25th May: Lecture/Workshop

[note: The instructor was not well today.]

Instructor’s Expectations

The course instructor listed the following as his objectives for the lecture/workshop: to showcase the winners of the weblog poetry competition for first year and to provide students with a comprehensive overview of all aspects of Margaret Edson’s play Wit (UL, p 2181 – 2217).

Attendance

At 1:03 there were approximately 53 students in attendance. By the end of the poetry readings (1:22) there were 57.

Overview

12:58

The instructor explained that today the winners of the weblog poetry competition for first year would be announced, and they would present their poems. He relayed an account of a third year student who had recently commented that the weblog had helped him/her experiment with writing in a way that (s)he had never experienced previously. The student had commented that (s)he was committed to use it in his/her own teaching.

Poetry Readings

1:03

The instructor announced the names of the winners (runners up followed by the overall winner) individually with each poet reading his/her piece in turn. After the applause which followed each reading, the instructor commented on the particular aspects of the poem that he felt were outstanding.

There were four runners-up and one overall winner. The latter was awarded a book prize by the instructor.

Four female students arrived during the readings.

Transition

1:22

The instructor announced an external poetry competition, offering a cash prize, was available to the students.

There were technical difficulties with the recording equipment and the instructor announced that the lesson would therefore not be available on the LMS.

Lesson

1:24

The instructor announced that the class would be taking a close look at *Wit* (UL, p 2181 – 2217). He assured the class that the medical community were taking advantage of the power of the film production and that they had incorporated the film in their *Wit Education Initiative*.

Detailed slides and text are [hopefully] available which cover the content of the lecture. The following are brief notes.

The instructor discussed the Basic Pattern of Events of the play, both linearly and including flashbacks. He discussed the true nature of scholarship; the change in Vivian before her death; the flashback with Vivian's father; and the flashbacks to her teaching career and how inhuman she had become.

1:33

The instructor discussed the Dramatic Methods used in the play. He commented on the meta-drama used when Vivian speaks directly to the audience and discusses the direction the play is taking.

1:46

One student left at this time.

1:47

The instructor discussed the themes within the play. Among other themes he discussed the importance of language in Vivian's life; the importance of words to her, especially as she approached death. He discussed how this relationship changed as death approached. There were also parallels between the languages of the medical research with that of poetry.

2:01

One student left at this time.

During this discussion the instructor would often read specific passages from the play to illustrate a point being made about the play. He would also request student comment on a topic. There were, however, no extended discussions.

2:05

The instructor then read John Donne's Holy Sonnet 10 and discussed how it related to the play

2:07

The instructor discussed different images of death as portrayed in art.

2:08

The instructor read Shakespeare's Sonnet 146 and discussed its meaning.

Closure

2:16

The instructor closed the lesson and dismissed the class.

Instructor's Reflection on Achievement of Objectives
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After the lesson the instructor commented that he felt he had achieved his objectives for the lesson.

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Appendix H

Survey Data Codes and Transformations

This appendix includes the data codes and transformations for the qualitative and quantitative data that was collected during the three student surveys.

Survey 1

Only categorical data was re-coded for Survey 1. Details for each re-coded variable are include in Table H1.

Table H1. Survey 1 Categorical Data Codes

Survey question	Variable	Values
1	Gender	F = 0 M = 1
4	Enrolled program	BA = 1 BT/BA = 2 Dip Liberal Studies = 3 BA/BB = 4
5	Enrolment Status	Part Time = 0 Full Time = 1
6	Other degrees	N = 0 Y = 1
7	Language spoken at home	Armenian = 1

Survey question	Variable	Values
		Assyrian = 2
		English = 3
		Greek = 4
		Italian = 5
		Korean = 6
		Persian = 7
		Portuguese = 8
		Russian = 9
		Spanish = 10
		Vietnamese = 11
		other 12
8	Family commits	N = 0
		Y = 1
9	Employed	N = 0
		Y = 1
10	Internet @ home	N = 0
		Y = 1

Survey 2

Survey 2 required the re-coding of categorical data as well as the transformation of one variable.

Table H2 presents the details of the categorical data re-coding. This is followed by a description of the transformation of the response to question 3B.

Table H2. Survey 2 Categorical Data Codes

Question	Variable	Values
4A	Potential audience, no one	No = 0 Yes = 1
4B	Potential audience, classmates	No = 0 Yes = 1
4C	Potential audience, Lecturer/tutor	No = 0 Yes = 1
4D	Potential audience, members for <i>Friends</i> weblog list	No = 0 Yes = 1
4E	Potential audience, wider Internet community	No = 0 Yes = 1
4F	Potential audience, other	No = 0 Self = 1 Other = 2
7	Contribute to weblog Communities	N = 0 Yes = 1

Recoding of Survey 2 Interval Data

Question 3B asked students to rate the level of stress they felt due to publishing their writing on the Internet. They were asked to rate this on a scale from *Not stressful at all* to *Very stressful*. This polarity is reverse to that of all similar questions in the survey. It was re-coded by subtracting the students' responses from 10.0.

Survey 3

Survey 3 required the re-coding of categorical data as well as the transformation of one variable. Table H3 presents the details of the categorical data re-coding. This is followed by a description of the transformation of the response to question 3B.

Table H3. Survey 3 Categorical Data Codes

Question	Variable	Values
4A	Potential audience, no one	No = 0 Yes = 1
4B	Potential audience, classmates	No = 0 Yes = 1
4C	Potential audience, Lecturer/tutor	No = 0 Yes = 1
4D	Potential audience, members for <i>Friends</i> weblog list	No = 0 Yes = 1
4E	Potential audience, wider Internet community	No = 0 Yes = 1
4F	Potential audience, other	No = 0 Self = 1 Other = 2
7	Contribute to weblog Communities	Not at all = 0

Recoding of Survey 3 Interval Data

Question 3B was transformed as in Survey 2.

Appendix I

Tag Codes Used for Lesson Field Notes Discourse Analysis

This appendix includes the progressive coding hierarchies that were used for the discourse analysis of the lesson field notes. The discourse analysis consisted of three coding passes. The coding hierarchy for each pass is included below. For convenience, the final structure is presented first. The second, and then the initial coding structures follow. Each hierarchy is separated into two sections. The first section includes the focused codes. The second section includes the thematic set of codes. Both focused and thematic codes were applied directly to utterances within the transcripts.

Table I1

Class Meeting and Lesson Objectives: Code Hierarchy - Coding Pass 3

Type	Code Name	Abbreviation	Description
Focused codes – Pedagogical strategy			Complete coding of notes, classifying references by high level task.
	Administration	Adm	References that relate to the running of the lesson or unit; any non-instructional reference. This is a summary code.
	Assessment	Adm.Ass	Comments and questions regarding assessments.
	Attendance	Adm.Att	References relating to attendance at lessons.
	Other	Adm.Oth	Miscellaneous references regarding lesson or unit administration.
	Plagiarism	Adm.Pgm	Any reference to plagiarism.
	Weblog survey	Adm.WSy	References to the weblog surveys conducted as part of this research project. The running of each survey, in each tutorial lesson was coded as a single reference. Follow-up efforts are also included.
	Direct content delivery	DCD	Extended references consisting of direct content delivery by the instructor.

Type	Code Name	Abbreviation	Description
			References were divided by significant changes in topic or delivery mode. Isolated (single) student interactions do not indicate a significant change.
	Discussion	Dis	Small group and whole class discussions. Includes preamble and summary by instructor. Discussions that migrate from one mode to another (e.g. small group to whole class) are considered a single reference. In this case a single Discussion reference would consist of a Whole class discussion reference and a reference to Small group discussion. In total, three discussion related references would be included. This is not a summary code.
	Class discussion	Dis.Cls	Whole class discussions.
	Small group discussion	Dis.SmG	Small group discussions.
	Practical exercise	Prc	Situations where students were asked to create something such as a poem or the title for a story, or practice and deliver a performance. A single performance that consists of a small group rehearsal followed by a class

Type	Code Name	Abbreviation	Description
			presentation is coded as a Practical exercise, a Small group exercise, and a Class exercise.
	Class exercise	Prc.Cls	References to whole class practical exercises.
	Small group exercise	Prc.SmG	References to small group practical exercises.
	Solo exercise	Prc.Slo	References to individual practical exercises.
Thematic codes			These codes do not uniquely cover all references. Multiple codes are often applied to a single reference. Not all references are included.
	Breadth of material	BoM	References to the breadth of material covered in the unit.
	Classroom comments	Com	Classroom comments regarding the online environment or the establishment and nurturing of a community of learning.
	Instructor comments	Com.Ins	Comments made in class by the instructor regarding the online environment or the establishment and nurturing of a community of learning.
	Student comments	COM.Stu	Comments made in class by students regarding the online environment or

Type	Code Name	Abbreviation	Description
			the establishment and nurturing of a community of learning.
	Community of learning	CoL	References to the establishment or nurturing of a community of learning. All references coded as Community of learning are also tagged with a Classroom comment sub-code indicating the initiator of the comment (Student or Instructor)
	Creativity	Cty	Any explicit reference or encouragement for students to write or interpret a literary passage creatively
	Encourage to engage	E2E	Comments by the instructor directly encouraging students to participate actively in some aspect of the unit.
	Importance of practice	E2E.Pra	References to the importance of practice in understanding the literary arts
	Other	E2E.Oth	References encouraging students to engage in the unit that are not assigned another Encourage to engage code.
	Poetry competition	E2E.PyC	References to the poetry competition conducted in the unit weblogs. These references are also coded as Importance of practice.

Type	Code Name	Abbreviation	Description
	Scaffold unpacking of text	E2E.Scf	Demonstrations of a process for extracting personal meaning from a passage of literature.
	Student engagement issues	E2E.Seg	References illustrating issues surrounding student engagement.
Exemplar		Exe	A reading of a literary text in order to demonstrate a concept or initiate a discussion.
Literary analysis theory		LAT	Any reference to technical literary analysis theory.
Online Environment		OLE	References to the online component of the unit. References in classroom observations that are coded with an Online sub-code are also tagged with a Classroom comment sub-code indicating the initiator of the comment (Student or Instructor).
	Extended classroom	OLE.ExC	References to the online environment as an integral component of the learning experience.
	Other	OLE.Oth	References to the online aspects of the unit that are not specifically directed at the weblog component that are not assigned another Online

Type	Code Name	Abbreviation	Description
			sub-code.
	Technical problems	OLE.TPm	References to technical issues with any of the online aspects of the unit. This includes technical problems with the weblog environment.
	Weblogs	OLE.Wbg	Any reference to the weblog component of the unit. This is a summary code.
	Weblog affordances	OLE.Wbg.Aff	Any reference to a weblog affordance. This is a summary code.
	Assisting to learn	OLE.Wbg.Aff.A2L	Any reference to weblogs assisting one to learn.
	Collaborative learning	OLE.Wbg.Aff.CoL	Any reference to weblogs fostering a collaborative learning environment.
	Commenting on writing of others	OLE.Wbg.Aff.CWO	Any reference to weblogs providing an opportunity to practice commenting on the writing of others.

Type	Code Name	Abbreviation	Description
	Flexible learning environment	OLE.Wbg.Aff.Flx	Any reference to weblogs providing a flexible learning environment.
	Insight into thinking of others	OLE.Wbg.Aff.ITO	Any reference to weblogs providing an opportunity to gain an insight into the thinking of others.
	Obstacle to learning	OLE.Wbg.Aff.O2L	Any reference to weblogs being an obstacle to learning. This included the online environment as well as the physical learning environment.
	Publishing of work	OLE.Wbg.Aff.Pub	Any reference to weblogs providing an opportunity to publish one's work in a public forum. This does not include comments by the instructor aimed at encouraging students to meet their weblog posting requirements or suggestions for topics for these postings.
	Recording personal learning	OLE.Wbg.Aff.RLE	Any reference to weblogs regarding the documentation of one's learning experience.

Type	Code Name	Abbreviation	Description
	experience		
	Recording personal reflections	OLE.Wbg.Aff.RPR	Any reference to weblogs providing a place to record personal reflections of any kind.
	Reviewing comments before publishing	OLE.Wbg.Aff.Rev	Reference to a potential affordance. This also relates to CoL.
	Sharing one's work for enjoyment of others	OLE.Wbg.Aff.S4E	Any reference to weblogs providing the opportunity to share one's work for the enjoyment of others.
	Timely feedback from	OLE.Wbg.Aff.TFI	Any reference to weblogs providing the opportunity for receiving timely feedback from the instructor.

Type	Code Name	Abbreviation	Description
	instructor		
	Timely feedback from peers	OLE.Wbg.Aff.TFP	Any reference to weblogs providing the opportunity for receiving timely feedback from peers.
	General	OLE.Wbg.Oth	Any reference to weblogs that is not coded to another weblog sub-code.
	Helpers	OLE.Wbg.Hlp	Any reference to the cadre of weblog helpers that was established during the semester. This is a summary code.
	Helpers general	OLE.Wbg.Hlp.Oth	References to the weblog helpers that was not a query regarding the process of obtaining help.
	Queries about Helper process	OLE.Wbg.Hlp.Qry	References to the weblog helpers that was a query regarding the process of obtaining help.
	Place to be creative	OLE.Wbg. Cty	References to the weblogs as a place to be creative, to experiment.

Type	Code Name	Abbreviation	Description
	References to the instructor's weblog	OLE.Wbg.RIB	References to the instructor's weblog
	References to a specific student weblog	OLE.WBG.RSB	References to a specific student weblog
Pedagogy		Ped	Any direct reference to the uniqueness of the instructor's teaching method.
Understanding of meaning		UoM	Comments relating to a personal or academic understanding of the meaning of a passage of literature.
Academic		UoM.Aca	An academically researched interpretation of the meaning of a passage or one based on technical literary analysis methods. This includes references to the instructor's understanding.
Personal		UoM.Per	References to a personal understanding of the meaning of a passage without reference to literary analysis or academic understanding.

Table I2

Lesson Objectives: Coding Hierarchy - Coding Pass 1

Type	Code Name	Abbreviation	Description
Focused codes – Pedagogical strategy			Complete coding of notes, classifying references by high level task.
	Administration	Adm	References that relate to the running of the lesson or unit; any non-instructional reference. This is a summary code.
	Assessment	Adm.Ass	Comments and questions regarding assessments.
	Attendance	Adm.Att	References relating to attendance at lessons.
	Other	Adm.Oth	Miscellaneous references regarding lesson or unit administration.
	Plagiarism	Adm.Pgm	Any reference to plagiarism.
	Weblog survey	Adm.WSy	References to the weblog surveys conducted as part of this research project. The running of each survey, in each tutorial lesson was coded as a single reference. Follow-up efforts are also included.

Type	Code Name	Abbreviation	Description
	Direct content delivery	DCD	Extended references consisting of direct content delivery by the instructor. References were divided by significant changes in topic or delivery mode. Isolated (single) student interactions do not indicate a significant change.
	Discussion	Dis	Small group and whole class discussions. Includes preamble and summary by instructor. Discussions that migrate from one mode to another (e.g. small group to whole class) are considered a single reference. In this case a single Discussion reference would consist of a Whole class discussion reference and a reference to Small group discussion. In total, three discussion related references would be included. This is not a summary code.
	Practical exercise	Prc	Situations where students were asked to create something such as a poem or the title for a story, or practice and deliver a performance. A single performance that consists of a small group rehearsal followed by a class presentation is coded as a Practical exercise, a Small group exercise, and a Class exercise.
Thematic codes			These codes do not uniquely cover all references. Multiple codes are often applied to a single reference. Not all references are included.

Type	Code Name	Abbreviation	Description
	Encourage to engage	E2E	Comments by the instructor directly encouraging students to participate actively in some aspect of the unit.
	Online Environment	OLE	References to the online component of the unit. References in classroom observations that are coded with an Online sub-code are also tagged with a Classroom comment sub-code indicating the initiator of the comment (Student or Instructor).
	Weblogs		Any reference to the weblog component of the unit. This is a summary code.
	Weblog affordances	OLE.Wbg.Aff	Any reference to a weblog affordance. This is a summary code.
	Assisting to learn	OLE.Wbg.Aff.A2L	Any reference to weblogs assisting one to learn.
	Collaborative learning	OLE.Wbg.Aff.CoL	Any reference to weblogs fostering a collaborative learning environment.
	Commenting on writing of others	OLE.Wbg.Aff.CWO	Any reference to weblogs providing an opportunity to practice commenting on the writing of others.

Type	Code Name	Abbreviation	Description
	Flexible learning environment	OLE.Wbg.Aff.Flx	Any reference to weblogs providing a flexible learning environment.
	Insight into thinking of others	OLE.Wbg.Aff.ToO	Any reference to weblogs providing an opportunity to gain an insight into the thinking of others.
	Obstacle to learning	OLE.Wbg.Aff.O2L	Any reference to weblogs being an obstacle to learning. This included the online environment as well as the physical learning environment.
	Publishing of work	OLE.Wbg.Aff.Pub	Any reference to weblogs providing an opportunity to publish one's work in a public forum. This does not include comments by the instructor aimed at encouraging students to meet their weblog posting requirements or suggestions for topics for these postings.
	Recording personal learning experience	OLE.Wbg.Aff.RLE	Any reference to weblogs regarding the documentation of one's learning experience.
	Recording	OLE.Wbg.Aff.RPR	Any reference to weblogs providing a place to record personal reflections of

Type	Code Name	Abbreviation	Description
	personal reflections		any kind.
	Sharing one's work for enjoyment of others	OLE.Wbg.Aff.S4E	Any reference to weblogs providing the opportunity to share one's work for the enjoyment of others.
	Timely feedback from instructor	OLE.Wbg.Aff.TFI	Any reference to weblogs providing the opportunity for receiving timely feedback from the instructor.
	Timely feedback from peers	OLE.Wbg.Aff.TFP	Any reference to weblogs providing the opportunity for receiving timely feedback from peers.
	Weblog General	OLE.Wbg.Oth	Any reference to weblogs that is not coded to another weblog sub-code.
	Place to be creative	OLE.WbgCty	References to the weblogs as a place to be creative, to experiment.
	Community of learning	CoL	References to the establishment or nurturing of a community of learning. All references coded as Community of learning are also tagged with a

Type	Code Name	Abbreviation	Description
			Classroom comment sub-code indicating the initiator of the comment (Student or Instructor)
	Creativity	Cty	Any explicit reference or encouragement for students to write or interpret a literary passage creatively
	Vocabulary	Voc	Any reference to the need to improve one's vocabulary in order to appreciate literature.

Table I3

Lesson Observations: Coding Hierarchy - Coding Pass 2

Type	Code Name	Abbreviation	Description
Focused codes – Pedagogical strategy			Complete coding of notes, classifying references by high level task.
	Administration	Adm	References that relate to the running of the lesson or unit; any non-instructional reference. This is a summary code.
	Assessment	Adm.Ass	Comments and questions regarding assessments.
	Attendance	Adm.Att	References relating to attendance at lessons.
	Other	Adm.Oth	Miscellaneous references regarding lesson or unit administration.
	Plagiarism	Adm.Pgm	Any reference to plagiarism.
	Weblog survey	Adm.WSy	References to the weblog surveys conducted as part of this research project. The running of each survey, in each tutorial lesson was coded as a single reference. Follow-up efforts are also included.

Type	Code Name	Abbreviation	Description
	Direct content delivery	DCD	Extended references consisting of direct content delivery by the instructor. References were divided by significant changes in topic or delivery mode. Isolated (single) student interactions do not indicate a significant change.
	Discussion	Dis	Small group and whole class discussions. Includes preamble and summary by instructor. Discussions that migrate from one mode to another (e.g. small group to whole class) are considered a single reference. In this case a single Discussion reference would consist of a Whole class discussion reference and a reference to Small group discussion. In total, three discussion related references would be included. This is not a summary code.
	Class discussion	Dis.Cls	Whole class discussions.
	Small group discussion	Dis.SmG	Small group discussions.
	Practical exercise	Prc	Situations where students were asked to create something such as a poem or the title for a story, or practice and deliver a performance. A single performance that consists of a small group rehearsal followed by a class

Type	Code Name	Abbreviation	Description
			presentation is coded as a Practical exercise, a Small group exercise, and a Class exercise.
Thematic codes			These codes do not uniquely cover all references. Multiple codes are often applied to a single reference. Not all references are included.
	Encourage to engage	E2E	Comments by the instructor directly encouraging students to participate actively in some aspect of the unit.
	Importance of practice	E2E.Pra	References to the importance of practice in understanding the literary arts
	Other	E2E.Oth	References encouraging students to engage in the unit that are not assigned another Encourage to engage code.
	Understanding of meaning	UoM	Comments relating to a personal or academic understanding of the meaning of a passage of literature.
	Academic	UoM.Aca	An academically researched interpretation of the meaning of a passage or one based on technical literary analysis methods. This includes references to

Type	Code Name	Abbreviation	Description
			the instructor's understanding.
	Personal	UoM.Per	References to a personal understanding of the meaning of a passage without reference to literary analysis or academic understanding.
	Online Environment	OLE	References to the online component of the unit. References in classroom observations that are coded with an Online sub-code are also tagged with a Classroom comment sub-code indicating the initiator of the comment (Student or Instructor).
	Extended classroom	OLE.ExC	References to the online environment as an integral component of the learning experience.
	General	OLE.Oth	References to the online aspects of the unit that are not specifically directed at the weblog component that are not assigned another Online sub-code.
	Technical problems	OLE.TPm	References to technical issues with any of the online aspects of the unit. This includes technical problems with the weblog environment.
	Weblogs	OLE.Wbg	Any reference to the weblog component of the unit. This is a summary

Type	Code Name	Abbreviation	Description
			code.
	Weblog affordances	OLE.Wbg.Aff	Any reference to a weblog affordance. This is a summary code.
	Assisting to learn	OLE.Wbg.Aff.A2L	Any reference to weblogs assisting one to learn.
	Collaborative learning	OLE.Wbg.Aff.CoL	Any reference to weblogs fostering a collaborative learning environment.
	Commenting on writing of others	OLE.Wbg.Aff.CWO	Any reference to weblogs providing an opportunity to practice commenting on the writing of others.
	Flexible learning environment	OLE.Wbg.Aff.Flx	Any reference to weblogs providing a flexible learning environment.
	Insight into	OLE.Wbg.Aff.ToO	Any reference to weblogs providing an opportunity to gain an insight into

Type	Code Name	Abbreviation	Description
	thinking of others		the thinking of others.
	Obstacle to learning	OLE.Wbg.Aff.O2L	Any reference to weblogs being an obstacle to learning. This included the online environment as well as the physical learning environment.
	Publishing of work	OLE.Wbg.Aff.Pub	Any reference to weblogs providing an opportunity to publish one's work in a public forum. This does not include comments by the instructor aimed at encouraging students to meet their weblog posting requirements or suggestions for topics for these postings.
	Recording personal learning experience	OLE.Wbg.Aff.RLE	Any reference to weblogs regarding the documentation of one's learning experience.
	Recording personal reflections	OLE.Wbg.Aff.RPR	Any reference to weblogs providing a place to record personal reflections of any kind.

Type	Code Name	Abbreviation	Description
	Reviewing comments before publishing	OLE.Wbg.Aff.Rev	Reference to a potential affordance. This also relates to CoL.
	Sharing one's work for enjoyment of others	OLE.Wbg.Aff.S4E	Any reference to weblogs providing the opportunity to share one's work for the enjoyment of others.
	Timely feedback from instructor	OLE.Wbg.Aff.TFI	Any reference to weblogs providing the opportunity for receiving timely feedback from the instructor.
	Timely feedback from peers	OLE.Wbg.Aff.TFP	Any reference to weblogs providing the opportunity for receiving timely feedback from peers.

Type	Code Name	Abbreviation	Description
	General	OLE.Wbg.Oth	Any reference to weblogs that is not coded to another weblog sub-code.
	Helpers	OLE.Wbg.Hlp	Any reference to the cadre of weblog helpers that was established during the semester. This is a summary code.
	Place to be creative	OLE.Wbg.Cty	References to the weblogs as a place to be creative, to experiment.
	Community of learning	CoL	References to the establishment or nurturing of a community of learning. All references coded as Community of learning are also tagged with a Classroom comment sub-code indicating the initiator of the comment (Student or Instructor)
	Breadth of material	BoM	References to the breadth of material covered in the unit.
	Creativity	Cty	Any explicit reference or encouragement for students to write or interpret a literary passage creatively
	Exemplar	Exe	A reading of a literary text in order to demonstrate a concept or initiate a discussion.

Type	Code Name	Abbreviation	Description
	Literary analysis theory	LAT	Any reference to technical literary analysis theory.
	Vocabulary	Voc	Any reference to the need to improve one's vocabulary in order to appreciate literature.

Appendix J

Lesson Transcripts Utterance Matrices

This appendix includes the results of discourse analysis on the lesson transcripts. Both utterance matrixes and lesson matrixes are included.

Table J1. Lecture Objectives - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1: Administration	0															
2: Assessment	0	3														
3: Attendance	0	0	0													
4: Other	0	0	0	1												
5: Plagiarism	0	0	0	0	0											
6: Weblog survey	0	0	0	0	0	0										
7: Direct content delivery	0	0	0	0	0	0	0									
8: Discussion	0	0	0	0	0	0	0	0								
9: Class discussion	0	0	0	0	0	0	0	0	0							
10: Small group discussion	0	0	0	0	0	0	0	0	0	0						
11: Practical exercise	0	0	0	0	0	0	0	0	0	0	0					
12: Class exercise	0	0	0	0	0	0	0	0	0	0	0	0				
13: Small group exercise	0	0	0	0	0	0	0	0	0	0	0	0	0			
14: Solo exercise	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
15: Breadth of material	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
16: Classroom comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17: Instructor comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18: Student comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J1. Lecture Objectives - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
19: Community of learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20: Creativity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21: Encourage to engage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22: Importance of practice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24: Poetry competition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25: Scaffold unpacking of text	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26: Student engagement issues	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27: Exemplar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28: Literary analysis theory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29: Online Environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30: Extended classroom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32: Technical problems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33: Weblogs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34: Affordances	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J1. Lecture Objectives - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
49: Helpers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J1. Lecture Objectives - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 11$.

Table J1. Lecture Objectives - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1: Administration																
2: Assessment																
3: Attendance																
4: Other																
5: Plagiarism																
6: Weblog survey																
7: Direct content delivery																
8: Discussion																
9: Class discussion																
10: Small group discussion																
11: Practical exercise																
12: Class exercise																
13: Small group exercise																
14: Solo exercise																
15: Breadth of material																
16: Classroom comments																
17: Instructor comments	0															
18: Student comments	0	0														

Table J1. Lecture Objectives - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
19: Community of learning	0	0	14													
20: Creativity	0	0	0	0												
21: Encourage to engage	0	0	5	0	15											
22: Importance of practice	0	0	2	0	7	7										
23: Other	0	0	3	0	8	0	8									
24: Poetry competition	0	0	2	0	2	2	0	2								
25: Scaffold unpacking of text	0	0	0	0	0	0	0	0	0							
26: Student engagement issues	0	0	0	0	0	0	0	0	0	0						
27: Exemplar	0	0	0	0	1	1	0	0	0	0	3					
28: Literary analysis theory	0	0	0	0	0	0	0	0	0	0	0	9				
29: Online Environment	0	0	2	0	5	2	3	2	0	0	0	0	6			
30: Extended classroom	0	0	0	0	3	0	3	0	0	0	0	0	4	4		
31: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
32: Technical problems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33: Weblogs	0	0	2	0	2	2	0	2	0	0	0	0	2	0	0	0
34: Affordances	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J1. Lecture Objectives - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	0	2	0	2	2	0	2	0	0	0	0	2	0	0	0
49: Helpers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J1. Lecture Objectives - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	1	0	2	2	0	0	0	0	1	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	1	0	2	2	0	0	0	0	1	0	0	0	0	0

Note. $n = 11$.

Table J1. Lecture Objectives - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
19: Community of learning																
20: Creativity																
21: Encourage to engage																
22: Importance of practice																
23: Other																
24: Poetry competition																
25: Scaffold unpacking of text																
26: Student engagement issues																
27: Exemplar																
28: Literary analysis theory																
29: Online Environment																
30: Extended classroom																
31: Other																
32: Technical problems																
33: Weblogs	2															
34: Affordances	0	0														
35: Assisting to learn	0	0	0													
36: Collaborative learning	0	0	0	0												

Table J1. Lecture Objectives - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
37: Commenting on writing of others	0	0	0	0	0											
38: Flexible learning environment	0	0	0	0	0	0										
39: Insight into thinking of others	0	0	0	0	0	0	0									
40: Obstacle to learning	0	0	0	0	0	0	0	0								
41: Publishing of work	0	0	0	0	0	0	0	0	0							
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0						
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0					
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0				
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0			
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48: General	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
49: Helpers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J1. Lecture Objectives - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 11$.

Table J1. Lecture Objectives - Utterances

Code	49	50	51	52	53	54	55	56	57	58
37: Commenting on writing of others										
38: Flexible learning environment										
39: Insight into thinking of others										
40: Obstacle to learning										
41: Publishing of work										
42: Recording personal learning experience										
43: Recording personal reflections										
44: Reviewing comments before publishing										
45: Sharing work for enjoyment of others										
46: Timely feedback from instructor										
47: Timely feedback from peers										
48: General										
49: Helpers	0									
50: General	0	0								
51: Queries about Helper process	0	0	0							
52: Place to be creative	0	0	0	0						
53: Reference to instructor's weblog	0	0	0	0	0					
54: References to a specific student weblog	0	0	0	0	0	0				

Table J1. Lecture Objectives - Utterances

Code	49	50	51	52	53	54	55	56	57	58
55: Pedagogy	0	0	0	0	0	0	1			
56: Understanding of meaning	0	0	0	0	0	0	0	11		
57: Academic	0	0	0	0	0	0	0	1	1	
58: Personal	0	0	0	0	0	0	0	10	0	10

Note. $n = 11$.

Table J2. Lecture Objectives - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1: Administration	0															
2: Assessment	0	2														
3: Attendance	0	0	0													
4: Other	0	0	0	1												
5: Plagiarism	0	0	0	0	0											
6: Weblog survey	0	0	0	0	0	0										
7: Direct content delivery	0	0	0	0	0	0	0									
8: Discussion	0	0	0	0	0	0	0	0								
9: Class discussion	0	0	0	0	0	0	0	0	0							
10: Small group discussion	0	0	0	0	0	0	0	0	0	0						
11: Practical exercise	0	0	0	0	0	0	0	0	0	0	0					
12: Class exercise	0	0	0	0	0	0	0	0	0	0	0	0				
13: Small group exercise	0	0	0	0	0	0	0	0	0	0	0	0	0			
14: Solo exercise	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
15: Breadth of material	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
16: Classroom comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17: Instructor comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J2. Lecture Objectives - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18: Student comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19: Community of learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20: Creativity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21: Encourage to engage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22: Importance of practice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24: Poetry competition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25: Scaffold unpacking of text	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26: Student engagement issues	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27: Exemplar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28: Literary analysis theory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29: Online Environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30: Extended classroom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32: Technical problems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33: Weblogs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34: Affordances	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J2. Lecture Objectives - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
49: Helpers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J2. Lecture Objectives - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 11$.

Table J2. Lecture Objectives - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1: Administration																
2: Assessment																
3: Attendance																
4: Other																
5: Plagiarism																
6: Weblog survey																
7: Direct content delivery																
8: Discussion																
9: Class discussion																
10: Small group discussion																
11: Practical exercise																
12: Class exercise																
13: Small group exercise																
14: Solo exercise																
15: Breadth of material																
16: Classroom comments																
17: Instructor comments	0															

Table J2. Lecture Objectives - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
18: Student comments	0	0														
19: Community of learning	0	0	8													
20: Creativity	0	0	0	0												
21: Encourage to engage	0	0	4	0	9											
22: Importance of practice	0	0	2	0	5	5										
23: Other	0	0	2	0	6	0	6									
24: Poetry competition	0	0	2	0	2	2	0	2								
25: Scaffold unpacking of text	0	0	0	0	0	0	0	0	0							
26: Student engagement issues	0	0	0	0	0	0	0	0	0	0						
27: Exemplar	0	0	0	0	1	1	0	0	0	0	3					
28: Literary analysis theory	0	0	0	0	0	0	0	0	0	0	0	7				
29: Online Environment	0	0	2	0	4	2	2	2	0	0	0	0	5			
30: Extended classroom	0	0	0	0	2	0	2	0	0	0	0	0	3	3		
31: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
32: Technical problems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33: Weblogs	0	0	2	0	2	2	0	2	0	0	0	0	2	0	0	0
34: Affordances	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J2. Lecture Objectives - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	0	2	0	2	2	0	2	0	0	0	0	2	0	0	0
49: Helpers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J2. Lecture Objectives - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	1	0	2	2	0	0	0	0	1	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	1	0	2	2	0	0	0	0	1	0	0	0	0	0

Note. $n = 11$.

Table J2. Lecture Objectives - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
18: Student comments																
19: Community of learning																
20: Creativity																
21: Encourage to engage																
22: Importance of practice																
23: Other																
24: Poetry competition																
25: Scaffold unpacking of text																
26: Student engagement issues																
27: Exemplar																
28: Literary analysis theory																
29: Online Environment																
30: Extended classroom																
31: Other																
32: Technical problems																
33: Weblogs	2															
34: Affordances	0	0														

Table J2. Lecture Objectives - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
35: Assisting to learn	0	0	0													
36: Collaborative learning	0	0	0	0												
37: Commenting on writing of others	0	0	0	0	0											
38: Flexible learning environment	0	0	0	0	0	0										
39: Insight into thinking of others	0	0	0	0	0	0	0									
40: Obstacle to learning	0	0	0	0	0	0	0	0								
41: Publishing of work	0	0	0	0	0	0	0	0	0							
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0						
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0					
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0				
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0			
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48: General	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
49: Helpers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J2. Lecture Objectives - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 11$.

Table J2. Lecture Objectives - Transcripts

Code	49	50	51	52	53	54	55	56	57	58
35: Assisting to learn										
36: Collaborative learning										
37: Commenting on writing of others										
38: Flexible learning environment										
39: Insight into thinking of others										
40: Obstacle to learning										
41: Publishing of work										
42: Recording personal learning experience										
43: Recording personal reflections										
44: Reviewing comments before publishing										
45: Sharing work for enjoyment of others										
46: Timely feedback from instructor										
47: Timely feedback from peers										
48: General										
49: Helpers	0									
50: General	0	0								
51: Queries about Helper process	0	0	0							

Table J2. Lecture Objectives - Transcripts

Code	49	50	51	52	53	54	55	56	57	58
52: Place to be creative	0	0	0	0						
53: Reference to instructor's weblog	0	0	0	0	0					
54: References to a specific student weblog	0	0	0	0	0	0				
55: Pedagogy	0	0	0	0	0	0	1			
56: Understanding of meaning	0	0	0	0	0	0	0	8		
57: Academic	0	0	0	0	0	0	0	1	1	
58: Personal	0	0	0	0	0	0	0	7	0	7

Note. $n = 11$.

Table J3. Lecture Meetings - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1: Administration	0															
2: Assessment	0	33														
3: Attendance	0	0	21													
4: Other	0	0	0	58												
5: Plagiarism	0	0	0	0	2											
6: Weblog survey	0	0	0	0	0	0										
7: Direct content delivery	0	1	5	1	0	0	44									
8: Discussion	0	2	0	2	0	0	1	38								
9: Class discussion	0	0	0	1	0	0	1	30	30							
10: Small group discussion	0	1	0	0	0	0	0	13	0	13						
11: Practical exercise	0	0	1	0	0	0	0	5	0	0	6					
12: Class exercise	0	0	1	0	0	0	0	0	0	0	1	1				
13: Small group exercise	0	0	0	0	0	0	0	0	0	0	1	0	1			
14: Solo exercise	0	0	0	0	0	0	0	5	0	0	5	0	0	5		
15: Breadth of material	0	1	0	3	0	0	3	0	0	0	0	0	0	0	5	
16: Classroom comments	0	22	0	43	2	0	4	11	3	4	2	0	0	2	1	79
17: Instructor comments	0	19	0	41	2	0	4	10	3	4	2	0	0	2	1	73

Table J3. Lecture Meetings - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18: Student comments	0	5	0	2	0	0	0	1	0	0	0	0	0	0	0	8
19: Community of learning	0	4	0	22	0	0	1	4	1	3	0	0	0	0	1	32
20: Creativity	0	7	0	4	0	0	3	9	4	1	1	0	0	1	0	10
21: Encourage to engage	0	12	0	29	1	0	3	2	1	1	0	0	0	0	1	41
22: Importance of practice	0	2	0	5	0	0	0	0	0	0	0	0	0	0	0	6
23: Other	0	10	0	25	1	0	3	2	1	1	0	0	0	0	1	36
24: Poetry competition	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3
25: Scaffold unpacking of text	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26: Student engagement issues	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27: Exemplar	0	0	0	0	0	0	13	19	15	0	0	0	0	0	0	0
28: Literary analysis theory	0	3	0	3	0	0	26	15	11	3	0	0	0	0	0	4
29: Online Environment	0	21	0	35	2	0	4	8	2	2	2	0	0	2	1	68
30: Extended classroom	0	1	0	7	0	0	0	0	0	0	0	0	0	0	0	8
31: Other	0	9	0	20	1	0	3	3	0	1	1	0	0	1	1	36
32: Technical problems	0	1	0	4	0	0	0	0	0	0	0	0	0	0	0	5
33: Weblogs	0	12	0	24	1	0	1	7	2	1	2	0	0	2	0	43
34: Affordances	0	4	0	15	1	0	0	3	2	0	0	0	0	0	0	22

Table J3. Lecture Meetings - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
35: Assisting to learn	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	3
36: Collaborative learning	0	2	0	7	1	0	0	0	0	0	0	0	0	0	0	10
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
39: Insight into thinking of others	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
40: Obstacle to learning	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
41: Publishing of work	0	0	0	3	0	0	0	2	2	0	0	0	0	0	0	4
42: Recording personal learning experience	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	6	0	16	0	0	0	3	1	1	1	0	0	1	0	24
49: Helpers	0	2	0	3	0	0	0	0	0	0	0	0	0	0	0	6
50: General	0	2	0	3	0	0	0	0	0	0	0	0	0	0	0	6
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J3. Lecture Meetings - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
52: Place to be creative	0	5	0	3	0	0	0	2	0	0	1	0	0	1	0	9
53: Reference to instructor's weblog	0	2	0	3	0	0	1	0	0	0	0	0	0	0	0	7
54: References to a specific student weblog	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
55: Pedagogy	0	0	0	0	0	0	1	2	2	0	0	0	0	0	1	0
56: Understanding of meaning	0	8	0	3	0	0	24	50	32	13	4	0	0	4	1	12
57: Academic	0	0	0	0	0	0	15	3	1	0	0	0	0	0	0	0
58: Personal	0	8	0	3	0	0	11	48	31	13	4	0	0	4	1	12

Note. $n = 11$.

Table J3. Lecture Meetings - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1: Administration																
2: Assessment																
3: Attendance																
4: Other																
5: Plagiarism																
6: Weblog survey																
7: Direct content delivery																
8: Discussion																
9: Class discussion																
10: Small group discussion																
11: Practical exercise																
12: Class exercise																
13: Small group exercise																
14: Solo exercise																
15: Breadth of material																
16: Classroom comments																
17: Instructor comments	73															

Table J3. Lecture Meetings - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
18: Student comments	0	8														
19: Community of learning	30	2	30													
20: Creativity	10	1	2	22												
21: Encourage to engage	41	1	19	9	46											
22: Importance of practice	6	0	3	2	7	7										
23: Other	36	1	16	8	40	1	40									
24: Poetry competition	3	0	3	0	3	3	0	3								
25: Scaffold unpacking of text	0	0	0	0	0	0	0	0	0							
26: Student engagement issues	0	0	0	0	0	0	0	0	0	0						
27: Exemplar	0	0	0	0	1	0	1	0	0	0	33					
28: Literary analysis theory	4	0	0	5	3	1	2	0	0	0	3	45				
29: Online Environment	64	6	21	10	39	6	34	3	0	0	0	4	67			
30: Extended classroom	8	0	5	2	7	1	6	0	0	0	0	1	8	8		
31: Other	33	3	12	3	19	3	16	1	0	0	0	2	36	6	36	
32: Technical problems	5	0	1	0	2	0	2	0	0	0	0	0	5	1	3	5
33: Weblogs	41	4	13	9	29	4	26	2	0	0	0	3	42	7	10	3
34: Affordances	21	1	12	4	17	2	15	1	0	0	0	1	22	6	6	2

Table J3. Lecture Meetings - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
35: Assisting to learn	3	0	1	0	2	1	1	1	0	0	0	0	3	0	0	0
36: Collaborative learning	10	0	9	2	9	0	9	0	0	0	0	0	10	3	3	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	2	0	0	1	2	0	2	0	0	0	0	0	2	0	0	1
39: Insight into thinking of others	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0
40: Obstacle to learning	1	0	1	0	1	0	1	0	0	0	0	0	1	1	1	1
41: Publishing of work	4	0	1	1	2	1	1	0	0	0	0	1	4	2	1	0
42: Recording personal learning experience	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	23	2	9	1	14	2	12	1	0	0	0	2	24	6	6	3
49: Helpers	6	0	2	1	5	0	5	0	0	0	0	0	5	1	3	0
50: General	6	0	2	1	5	0	5	0	0	0	0	0	5	1	3	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J3. Lecture Meetings - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
52: Place to be creative	9	1	2	7	7	2	6	1	0	0	0	0	9	0	0	0
53: Reference to instructor's weblog	7	0	0	0	4	0	4	0	0	0	0	1	6	0	0	1
54: References to a specific student weblog	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
55: Pedagogy	0	0	0	2	1	0	1	0	0	0	0	1	0	0	0	0
56: Understanding of meaning	12	0	5	13	5	0	5	0	0	0	19	22	10	1	6	0
57: Academic	0	0	0	3	0	0	0	0	0	0	4	1	0	0	0	0
58: Personal	12	0	5	13	5	0	5	0	0	0	15	21	10	1	6	0

Note. $n = 11$.

Table J3. Lecture Meetings - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
18: Student comments																
19: Community of learning																
20: Creativity																
21: Encourage to engage																
22: Importance of practice																
23: Other																
24: Poetry competition																
25: Scaffold unpacking of text																
26: Student engagement issues																
27: Exemplar																
28: Literary analysis theory																
29: Online Environment																
30: Extended classroom																
31: Other																
32: Technical problems																
33: Weblogs	42															
34: Affordances	22	22														

Table J3. Lecture Meetings - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
35: Assisting to learn	3	3	3													
36: Collaborative learning	10	10	0	10												
37: Commenting on writing of others	0	0	0	0	0											
38: Flexible learning environment	2	2	0	0	0	2										
39: Insight into thinking of others	1	1	0	1	0	0	1									
40: Obstacle to learning	1	1	0	0	0	0	0	1								
41: Publishing of work	4	4	0	0	0	0	0	0	4							
42: Recording personal learning experience	1	1	0	0	0	0	0	0	0	1						
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0					
44: Reviewing comments before publishing	1	1	0	0	0	0	0	0	0	0	0	1				
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0			
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48: General	24	13	1	6	0	1	1	1	3	1	0	0	0	0	0	24
49: Helpers	5	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
50: General	5	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J3. Lecture Meetings - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
52: Place to be creative	9	3	1	1	0	1	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	6	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	6	2	0	1	0	0	0	0	1	0	0	0	0	0	0	3
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	6	2	0	1	0	0	0	0	1	0	0	0	0	0	0	3

Note. $n = 11$.

Table J3. Lecture Meetings - Utterances

Code	49	50	51	52	53	54	55	56	57	58
35: Assisting to learn										
36: Collaborative learning										
37: Commenting on writing of others										
38: Flexible learning environment										
39: Insight into thinking of others										
40: Obstacle to learning										
41: Publishing of work										
42: Recording personal learning experience										
43: Recording personal reflections										
44: Reviewing comments before publishing										
45: Sharing work for enjoyment of others										
46: Timely feedback from instructor										
47: Timely feedback from peers										
48: General										
49: Helpers	5									
50: General	5	5								
51: Queries about Helper process	0	0	0							

Table J3. Lecture Meetings - Utterances

Code	49	50	51	52	53	54	55	56	57	58
52: Place to be creative	0	0	0	9						
53: Reference to instructor's weblog	1	1	0	0	6					
54: References to a specific student weblog	0	0	0	0	1	1				
55: Pedagogy	0	0	0	0	0	0	3			
56: Understanding of meaning	1	1	0	2	0	0	3	78		
57: Academic	0	0	0	0	0	0	0	17	17	
58: Personal	1	1	0	2	0	0	3	64	3	64

Note. $n = 11$.

Table J4. Lecture Meetings - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1: Administration	0															
2: Assessment	0	9														
3: Attendance	0	0	10													
4: Other	0	0	0	11												
5: Plagiarism	0	0	0	0	1											
6: Weblog survey	0	0	0	0	0	0										
7: Direct content delivery	0	1	3	1	0	0	10									
8: Discussion	0	2	0	2	0	0	1	9								
9: Class discussion	0	0	0	1	0	0	1	9	9							
10: Small group discussion	0	1	0	0	0	0	0	7	0	7						
11: Practical exercise	0	0	1	0	0	0	0	5	0	0	6					
12: Class exercise	0	0	1	0	0	0	0	0	0	0	1	1				
13: Small group exercise	0	0	0	0	0	0	0	0	0	0	1	0	1			
14: Solo exercise	0	0	0	0	0	0	0	5	0	0	5	0	0	5		
15: Breadth of material	0	1	0	2	0	0	3	0	0	0	0	0	0	0	4	
16: Classroom comments	0	7	0	10	1	0	3	5	3	3	2	0	0	2	1	11
17: Instructor comments	0	7	0	10	1	0	3	5	3	3	2	0	0	2	1	11

Table J4. Lecture Meetings - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18: Student comments	0	4	0	2	0	0	0	1	0	0	0	0	0	0	0	5
19: Community of learning	0	3	0	10	0	0	1	2	1	2	0	0	0	0	1	10
20: Creativity	0	4	0	2	0	0	3	5	4	1	1	0	0	1	0	4
21: Encourage to engage	0	6	0	9	1	0	2	2	1	1	0	0	0	0	1	10
22: Importance of practice	0	2	0	4	0	0	0	0	0	0	0	0	0	0	0	5
23: Other	0	5	0	9	1	0	2	2	1	1	0	0	0	0	1	10
24: Poetry competition	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
25: Scaffold unpacking of text	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26: Student engagement issues	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27: Exemplar	0	0	0	0	0	0	8	6	5	0	0	0	0	0	0	0
28: Literary analysis theory	0	1	0	3	0	0	9	6	6	3	0	0	0	0	0	4
29: Online Environment	0	7	0	9	1	0	3	5	2	2	2	0	0	2	1	11
30: Extended classroom	0	1	0	4	0	0	0	0	0	0	0	0	0	0	0	4
31: Other	0	3	0	8	1	0	2	2	0	1	1	0	0	1	1	10
32: Technical problems	0	1	0	3	0	0	0	0	0	0	0	0	0	0	0	4
33: Weblogs	0	6	0	8	1	0	1	4	2	1	2	0	0	2	0	11
34: Affordances	0	3	0	7	1	0	0	3	2	0	0	0	0	0	0	8

Table J4. Lecture Meetings - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
35: Assisting to learn	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2
36: Collaborative learning	0	2	0	5	1	0	0	0	0	0	0	0	0	0	0	6
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
39: Insight into thinking of others	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
40: Obstacle to learning	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
41: Publishing of work	0	0	0	2	0	0	0	2	2	0	0	0	0	0	0	3
42: Recording personal learning experience	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	4	0	8	0	0	0	3	1	1	1	0	0	1	0	10
49: Helpers	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	3
50: General	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	3
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J4. Lecture Meetings - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
52: Place to be creative	0	2	0	2	0	0	0	1	0	0	1	0	0	1	0	3
53: Reference to instructor's weblog	0	2	0	3	0	0	1	0	0	0	0	0	0	0	0	4
54: References to a specific student weblog	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
55: Pedagogy	0	0	0	0	0	0	1	2	2	0	0	0	0	0	1	0
56: Understanding of meaning	0	5	0	3	0	0	9	9	9	7	4	0	0	4	1	7
57: Academic	0	0	0	0	0	0	6	3	1	0	0	0	0	0	0	0
58: Personal	0	5	0	3	0	0	7	9	9	7	4	0	0	4	1	7

Note. $n = 11$.

Table J4. Lecture Meetings - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1: Administration																
2: Assessment																
3: Attendance																
4: Other																
5: Plagiarism																
6: Weblog survey																
7: Direct content delivery																
8: Discussion																
9: Class discussion																
10: Small group discussion																
11: Practical exercise																
12: Class exercise																
13: Small group exercise																
14: Solo exercise																
15: Breadth of material																
16: Classroom comments																
17: Instructor comments	11															

Table J4. Lecture Meetings - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
18: Student comments	0	5														
19: Community of learning	10	2	10													
20: Creativity	4	1	2	7												
21: Encourage to engage	10	1	8	2	10											
22: Importance of practice	5	0	2	2	6	6										
23: Other	10	1	6	2	10	1	10									
24: Poetry competition	2	0	2	0	2	2	0	2								
25: Scaffold unpacking of text	0	0	0	0	0	0	0	0	0							
26: Student engagement issues	0	0	0	0	0	0	0	0	0	0						
27: Exemplar	0	0	0	0	1	0	1	0	0	0	9					
28: Literary analysis theory	4	0	0	3	3	1	2	0	0	0	1	10				
29: Online Environment	11	4	8	4	10	5	10	2	0	0	0	4	11			
30: Extended classroom	4	0	3	1	4	1	4	0	0	0	0	1	4	4		
31: Other	10	2	6	2	6	3	5	1	0	0	0	2	10	3	10	
32: Technical problems	4	0	1	0	2	0	2	0	0	0	0	0	4	1	2	4
33: Weblogs	11	3	7	3	10	3	10	1	0	0	0	3	11	4	4	3
34: Affordances	8	1	7	2	8	2	7	1	0	0	0	1	8	3	3	2

Table J4. Lecture Meetings - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
35: Assisting to learn	2	0	1	0	2	1	1	1	0	0	0	0	2	0	0	0
36: Collaborative learning	6	0	6	2	6	0	6	0	0	0	0	0	6	3	2	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	1	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1
39: Insight into thinking of others	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0
40: Obstacle to learning	1	0	1	0	1	0	1	0	0	0	0	0	1	1	1	1
41: Publishing of work	3	0	1	1	2	1	1	0	0	0	0	1	3	2	1	0
42: Recording personal learning experience	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	10	1	5	1	8	2	7	1	0	0	0	2	10	4	4	3
49: Helpers	3	0	2	1	3	0	3	0	0	0	0	0	3	1	1	0
50: General	3	0	2	1	3	0	3	0	0	0	0	0	3	1	1	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J4. Lecture Meetings - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
52: Place to be creative	3	1	2	2	2	2	1	1	0	0	0	0	3	0	0	0
53: Reference to instructor's weblog	4	0	0	0	4	0	4	0	0	0	0	1	4	0	0	1
54: References to a specific student weblog	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
55: Pedagogy	0	0	0	2	1	0	1	0	0	0	0	1	0	0	0	0
56: Understanding of meaning	7	0	4	7	4	0	4	0	0	0	8	7	7	1	4	0
57: Academic	0	0	0	2	0	0	0	0	0	0	4	1	0	0	0	0
58: Personal	7	0	4	7	4	0	4	0	0	0	6	7	7	1	4	0

Note. $n = 11$.

Table J4. Lecture Meetings - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
18: Student comments																
19: Community of learning																
20: Creativity																
21: Encourage to engage																
22: Importance of practice																
23: Other																
24: Poetry competition																
25: Scaffold unpacking of text																
26: Student engagement issues																
27: Exemplar																
28: Literary analysis theory																
29: Online Environment																
30: Extended classroom																
31: Other																
32: Technical problems																
33: Weblogs	11															
34: Affordances	8	8														

Table J4. Lecture Meetings - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
35: Assisting to learn	2	2	2													
36: Collaborative learning	6	6	0	6												
37: Commenting on writing of others	0	0	0	0	0											
38: Flexible learning environment	1	1	0	0	0	1										
39: Insight into thinking of others	1	1	0	1	0	0	1									
40: Obstacle to learning	1	1	0	0	0	0	0	1								
41: Publishing of work	3	3	0	0	0	0	0	0	3							
42: Recording personal learning experience	1	1	0	0	0	0	0	0	0	1						
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0					
44: Reviewing comments before publishing	1	1	0	0	0	0	0	0	0	0	0	1				
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0			
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48: General	10	6	1	4	0	1	1	1	3	1	0	0	0	0	0	10
49: Helpers	3	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
50: General	3	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J4. Lecture Meetings - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
52: Place to be creative	3	2	1	1	0	1	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	4	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	5	2	0	1	0	0	0	0	1	0	0	0	0	0	0	3
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	5	2	0	1	0	0	0	0	1	0	0	0	0	0	0	3

Note. $n = 11$.

Table J4. Lecture Meetings - Transcripts

Code	49	50	51	52	53	54	55	56	57	58
35: Assisting to learn										
36: Collaborative learning										
37: Commenting on writing of others										
38: Flexible learning environment										
39: Insight into thinking of others										
40: Obstacle to learning										
41: Publishing of work										
42: Recording personal learning experience										
43: Recording personal reflections										
44: Reviewing comments before publishing										
45: Sharing work for enjoyment of others										
46: Timely feedback from instructor										
47: Timely feedback from peers										
48: General										
49: Helpers	3									
50: General	3	3								
51: Queries about Helper process	0	0	0							

Table J4. Lecture Meetings - Transcripts

Code	49	50	51	52	53	54	55	56	57	58
52: Place to be creative	0	0	0	3						
53: Reference to instructor's weblog	1	1	0	0	4					
54: References to a specific student weblog	0	0	0	0	1	1				
55: Pedagogy	0	0	0	0	0	0	3			
56: Understanding of meaning	1	1	0	1	0	0	3	11		
57: Academic	0	0	0	0	0	0	0	7	7	
58: Personal	1	1	0	1	0	0	3	10	2	10

Note. $n = 11$.

Table J5. Tutorial Objectives - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1: Administration	0															
2: Assessment	0	2														
3: Attendance	0	0	0													
4: Other	0	0	0	1												
5: Plagiarism	0	0	0	0	0											
6: Weblog survey	0	0	0	0	0	1										
7: Direct content delivery	0	0	0	0	0	0	0									
8: Discussion	0	0	0	0	0	0	0	0								
9: Class discussion	0	0	0	0	0	0	0	0	0							
10: Small group discussion	0	0	0	0	0	0	0	0	0	0						
11: Practical exercise	0	0	0	0	0	0	0	0	0	0	0					
12: Class exercise	0	0	0	0	0	0	0	0	0	0	0	0				
13: Small group exercise	0	0	0	0	0	0	0	0	0	0	0	0	0			
14: Solo exercise	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
15: Breadth of material	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
16: Classroom comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17: Instructor comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J5. Tutorial Objectives - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18: Student comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19: Community of learning	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
20: Creativity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21: Encourage to engage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22: Importance of practice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24: Poetry competition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25: Scaffold unpacking of text	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26: Student engagement issues	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27: Exemplar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28: Literary analysis theory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29: Online Environment	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30: Extended classroom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32: Technical problems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33: Weblogs	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34: Affordances	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J5. Tutorial Objectives - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
49: Helpers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J5. Tutorial Objectives - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 22$.

Table J5. Tutorial Objectives - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1: Administration																
2: Assessment																
3: Attendance																
4: Other																
5: Plagiarism																
6: Weblog survey																
7: Direct content delivery																
8: Discussion																
9: Class discussion																
10: Small group discussion																
11: Practical exercise																
12: Class exercise																
13: Small group exercise																
14: Solo exercise																
15: Breadth of material																
16: Classroom comments																
17: Instructor comments	0															

Table J5. Tutorial Objectives - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
18: Student comments	0	0														
19: Community of learning	0	0	7													
20: Creativity	0	0	0	1												
21: Encourage to engage	0	0	2	1	15											
22: Importance of practice	0	0	1	0	4	4										
23: Other	0	0	0	1	7	0	7									
24: Poetry competition	0	0	1	0	1	1	0	1								
25: Scaffold unpacking of text	0	0	0	0	1	0	0	0	1							
26: Student engagement issues	0	0	1	0	3	0	0	0	0	3						
27: Exemplar	0	0	0	0	1	1	0	0	0	0	1					
28: Literary analysis theory	0	0	0	0	0	0	0	0	0	0	0	6				
29: Online Environment	0	0	1	1	6	2	4	1	0	0	0	0	7			
30: Extended classroom	0	0	1	0	4	2	2	1	0	0	0	0	4	4		
31: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
32: Technical problems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33: Weblogs	0	0	1	1	3	1	2	1	0	0	0	0	4	1	0	0
34: Affordances	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J5. Tutorial Objectives - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	0	1	0	1	1	0	1	0	0	0	0	2	1	0	0
49: Helpers	0	0	0	1	2	0	2	0	0	0	0	0	2	0	0	0
50: General	0	0	0	1	2	0	2	0	0	0	0	0	2	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J5. Tutorial Objectives - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	2	0	5	1	3	0	1	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	2	0	5	1	3	0	1	0	0	0	0	0	0	0

Note. $n = 22$.

Table J5. Tutorial Objectives - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
18: Student comments																
19: Community of learning																
20: Creativity																
21: Encourage to engage																
22: Importance of practice																
23: Other																
24: Poetry competition																
25: Scaffold unpacking of text																
26: Student engagement issues																
27: Exemplar																
28: Literary analysis theory																
29: Online Environment																
30: Extended classroom																
31: Other																
32: Technical problems																
33: Weblogs	4															
34: Affordances	0	0														

Table J5. Tutorial Objectives - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
35: Assisting to learn	0	0	0													
36: Collaborative learning	0	0	0	0												
37: Commenting on writing of others	0	0	0	0	0											
38: Flexible learning environment	0	0	0	0	0	0										
39: Insight into thinking of others	0	0	0	0	0	0	0									
40: Obstacle to learning	0	0	0	0	0	0	0	0								
41: Publishing of work	0	0	0	0	0	0	0	0	0							
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0						
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0					
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0				
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0			
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48: General	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
49: Helpers	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J5. Tutorial Objectives - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 22$.

Table J5. Tutorial Objectives - Utterances

Code	49	50	51	52	53	54	55	56	57	58
35: Assisting to learn										
36: Collaborative learning										
37: Commenting on writing of others										
38: Flexible learning environment										
39: Insight into thinking of others										
40: Obstacle to learning										
41: Publishing of work										
42: Recording personal learning experience										
43: Recording personal reflections										
44: Reviewing comments before publishing										
45: Sharing work for enjoyment of others										
46: Timely feedback from instructor										
47: Timely feedback from peers										
48: General										
49: Helpers	2									
50: General	2	2								
51: Queries about Helper process	0	0	0							

Table J5. Tutorial Objectives - Utterances

Code	49	50	51	52	53	54	55	56	57	58
52: Place to be creative	0	0	0	0						
53: Reference to instructor's weblog	0	0	0	0	0					
54: References to a specific student weblog	0	0	0	0	0	0				
55: Pedagogy	0	0	0	0	0	0	1			
56: Understanding of meaning	0	0	0	0	0	0	1	16		
57: Academic	0	0	0	0	0	0	0	0	0	
58: Personal	0	0	0	0	0	0	1	16	0	16

Note. $n = 22$.

Table J6. Tutorial Objectives - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1: Administration	0															
2: Assessment	0	2														
3: Attendance	0	0	0													
4: Other	0	0	0	1												
5: Plagiarism	0	0	0	0	0											
6: Weblog survey	0	0	0	0	0	1										
7: Direct content delivery	0	0	0	0	0	0	0									
8: Discussion	0	0	0	0	0	0	0	0								
9: Class discussion	0	0	0	0	0	0	0	0	0							
10: Small group discussion	0	0	0	0	0	0	0	0	0	0						
11: Practical exercise	0	0	0	0	0	0	0	0	0	0	0					
12: Class exercise	0	0	0	0	0	0	0	0	0	0	0	0				
13: Small group exercise	0	0	0	0	0	0	0	0	0	0	0	0	0			
14: Solo exercise	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
15: Breadth of material	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
16: Classroom comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17: Instructor comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J6. Tutorial Objectives - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18: Student comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19: Community of learning	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
20: Creativity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21: Encourage to engage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22: Importance of practice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24: Poetry competition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25: Scaffold unpacking of text	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26: Student engagement issues	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27: Exemplar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28: Literary analysis theory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29: Online Environment	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30: Extended classroom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32: Technical problems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33: Weblogs	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34: Affordances	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J6. Tutorial Objectives - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
49: Helpers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J6. Tutorial Objectives - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 22$.

Table J6. Tutorial Objectives - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1: Administration																
2: Assessment																
3: Attendance																
4: Other																
5: Plagiarism																
6: Weblog survey																
7: Direct content delivery																
8: Discussion																
9: Class discussion																
10: Small group discussion																
11: Practical exercise																
12: Class exercise																
13: Small group exercise																
14: Solo exercise																
15: Breadth of material																
16: Classroom comments																
17: Instructor comments	0															

Table J6. Tutorial Objectives - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
18: Student comments	0	0														
19: Community of learning	0	0	4													
20: Creativity	0	0	0	1												
21: Encourage to engage	0	0	2	1	8											
22: Importance of practice	0	0	1	0	4	4										
23: Other	0	0	0	1	5	0	5									
24: Poetry competition	0	0	1	0	1	1	0	1								
25: Scaffold unpacking of text	0	0	0	0	1	0	0	0	1							
26: Student engagement issues	0	0	1	0	2	0	0	0	0	2						
27: Exemplar	0	0	0	0	1	1	0	0	0	0	1					
28: Literary analysis theory	0	0	0	0	0	0	0	0	0	0	0	5				
29: Online Environment	0	0	1	1	6	2	4	1	0	0	0	0	7			
30: Extended classroom	0	0	1	0	4	2	2	1	0	0	0	0	4	4		
31: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
32: Technical problems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33: Weblogs	0	0	1	1	3	1	2	1	0	0	0	0	4	1	0	0
34: Affordances	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J6. Tutorial Objectives - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	0	1	0	1	1	0	1	0	0	0	0	2	1	0	0
49: Helpers	0	0	0	1	2	0	2	0	0	0	0	0	2	0	0	0
50: General	0	0	0	1	2	0	2	0	0	0	0	0	2	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J6. Tutorial Objectives - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	2	0	4	1	2	0	1	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	2	0	4	1	2	0	1	0	0	0	0	0	0	0

Note. $n = 22$.

Table J6. Tutorial Objectives - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
18: Student comments																
19: Community of learning																
20: Creativity																
21: Encourage to engage																
22: Importance of practice																
23: Other																
24: Poetry competition																
25: Scaffold unpacking of text																
26: Student engagement issues																
27: Exemplar																
28: Literary analysis theory																
29: Online Environment																
30: Extended classroom																
31: Other																
32: Technical problems																
33: Weblogs	4															
34: Affordances	0	0														

Table J6. Tutorial Objectives - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
35: Assisting to learn	0	0	0													
36: Collaborative learning	0	0	0	0												
37: Commenting on writing of others	0	0	0	0	0											
38: Flexible learning environment	0	0	0	0	0	0										
39: Insight into thinking of others	0	0	0	0	0	0	0									
40: Obstacle to learning	0	0	0	0	0	0	0	0								
41: Publishing of work	0	0	0	0	0	0	0	0	0							
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0						
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0					
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0				
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0			
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48: General	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
49: Helpers	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J6. Tutorial Objectives - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 22$.

Table J6. Tutorial Objectives - Transcripts

Code	49	50	51	52	53	54	55	56	57	58
35: Assisting to learn										
36: Collaborative learning										
37: Commenting on writing of others										
38: Flexible learning environment										
39: Insight into thinking of others										
40: Obstacle to learning										
41: Publishing of work										
42: Recording personal learning experience										
43: Recording personal reflections										
44: Reviewing comments before publishing										
45: Sharing work for enjoyment of others										
46: Timely feedback from instructor										
47: Timely feedback from peers										
48: General										
49: Helpers	2									
50: General	2	2								
51: Queries about Helper process	0	0	0							

Table J6. Tutorial Objectives - Transcripts

Code	49	50	51	52	53	54	55	56	57	58
52: Place to be creative	0	0	0	0						
53: Reference to instructor's weblog	0	0	0	0	0					
54: References to a specific student weblog	0	0	0	0	0	0				
55: Pedagogy	0	0	0	0	0	0	1			
56: Understanding of meaning	0	0	0	0	0	0	1	11		
57: Academic	0	0	0	0	0	0	0	0	0	
58: Personal	0	0	0	0	0	0	1	11	0	11

Note. $n = 22$.

Table J7. Tutorial Meetings - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1: Administration	0															
2: Assessment	0	26														
3: Attendance	0	0	18													
4: Other	0	0	0	46												
5: Plagiarism	0	0	0	0	0											
6: Weblog survey	0	0	0	0	0	5										
7: Direct content delivery	0	0	0	0	0	0	1									
8: Discussion	0	0	4	2	0	1	0	40								
9: Class discussion	0	0	3	2	0	0	0	37	37							
10: Small group discussion	0	0	0	0	0	0	0	9	0	9						
11: Practical exercise	0	0	1	0	0	0	0	3	0	0	4					
12: Class exercise	0	0	0	0	0	0	0	2	0	0	3	3				
13: Small group exercise	0	0	1	0	0	0	0	0	0	0	1	0	1			
14: Solo exercise	0	0	0	0	0	0	0	1	0	0	1	0	0	1		
15: Breadth of material	0	0	0	1	0	0	0	1	1	0	0	0	0	0	2	
16: Classroom comments	0	22	0	23	0	0	0	12	9	1	1	0	0	1	1	56
17: Instructor comments	0	14	0	20	0	0	0	11	8	1	1	0	0	1	1	44

Table J7. Tutorial Meetings - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18: Student comments	0	10	0	4	0	0	0	1	1	0	0	0	0	0	0	15
19: Community of learning	0	4	0	11	0	0	0	9	7	1	1	0	0	1	1	25
20: Creativity	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	2
21: Encourage to engage	0	3	1	24	0	0	0	21	15	4	1	0	1	0	2	27
22: Importance of practice	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	6
23: Other	0	3	1	18	0	0	0	15	10	3	1	0	1	0	2	21
24: Poetry competition	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	4
25: Scaffold unpacking of text	0	0	0	0	0	0	0	5	5	0	0	0	0	0	0	0
26: Student engagement issues	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
27: Exemplar	0	0	0	0	0	0	3	13	7	1	1	1	0	0	0	0
28: Literary analysis theory	0	1	0	0	0	0	0	19	14	3	1	0	0	0	0	6
29: Online Environment	0	22	0	20	0	0	0	3	2	0	0	0	0	0	0	45
30: Extended classroom	0	0	0	3	0	0	0	1	1	0	0	0	0	0	0	4
31: Other	0	6	0	8	0	0	0	2	2	0	0	0	0	0	0	15
32: Technical problems	0	8	0	6	0	0	0	1	1	0	0	0	0	0	0	15
33: Weblogs	0	17	0	12	0	0	0	1	0	0	0	0	0	0	0	31
34: Affordances	0	7	0	5	0	0	0	0	0	0	0	0	0	0	0	12

Table J7. Tutorial Meetings - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	2	0	4	0	0	0	0	0	0	0	0	0	0	0	6
37: Commenting on writing of others	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	4
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	14	0	5	0	0	0	1	0	0	0	0	0	0	0	20
49: Helpers	0	1	0	5	0	0	0	0	0	0	0	0	0	0	0	7
50: General	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	4
51: Queries about Helper process	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3

Table J7. Tutorial Meetings - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
52: Place to be creative	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	3
53: Reference to instructor's weblog	0	1	0	4	0	0	0	0	0	0	0	0	0	0	0	5
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
56: Understanding of meaning	0	2	2	3	0	0	1	51	41	10	2	0	1	1	0	12
57: Academic	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
58: Personal	0	2	2	3	0	0	1	50	40	10	2	0	1	1	0	12

Note. $n = 11$

Table J7. Tutorial Meetings - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1: Administration																
2: Assessment																
3: Attendance																
4: Other																
5: Plagiarism																
6: Weblog survey																
7: Direct content delivery																
8: Discussion																
9: Class discussion																
10: Small group discussion																
11: Practical exercise																
12: Class exercise																
13: Small group exercise																
14: Solo exercise																
15: Breadth of material																
16: Classroom comments																
17: Instructor comments	44															

Table J7. Tutorial Meetings - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
18: Student comments	0	15														
19: Community of learning	24	3	24													
20: Creativity	2	0	1	3												
21: Encourage to engage	26	3	15	0	49											
22: Importance of practice	6	0	5	0	6	6										
23: Other	20	3	10	0	37	0	37									
24: Poetry competition	4	0	4	0	4	4	0	4								
25: Scaffold unpacking of text	0	0	0	0	5	0	0	0	5							
26: Student engagement issues	0	0	0	0	1	0	0	0	0	1						
27: Exemplar	0	0	0	0	1	0	1	0	0	0	16					
28: Literary analysis theory	6	0	6	2	7	0	5	0	1	1	2	22				
29: Online Environment	34	14	14	1	22	6	16	4	0	0	0	0	44			
30: Extended classroom	3	1	1	0	2	0	2	0	0	0	0	0	3	3		
31: Other	11	4	4	0	6	1	5	1	0	0	0	0	15	1	15	
32: Technical problems	7	9	1	0	4	0	4	0	0	0	0	0	15	1	6	15
33: Weblogs	24	10	13	1	16	5	11	3	0	0	0	0	30	2	6	5
34: Affordances	9	5	9	0	6	0	6	0	0	0	0	0	12	2	3	4

Table J7. Tutorial Meetings - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	6	1	6	0	4	0	4	0	0	0	0	0	6	1	2	0
37: Commenting on writing of others	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	1	4	1	0	1	0	1	0	0	0	0	0	4	1	0	4
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	14	8	9	0	9	4	5	3	0	0	0	0	20	1	4	4
49: Helpers	6	2	3	0	4	1	3	0	0	0	0	0	6	1	1	1
50: General	3	1	1	0	1	1	0	0	0	0	0	0	3	1	1	1
51: Queries about Helper process	3	1	2	0	3	0	3	0	0	0	0	0	3	0	0	0

Table J7. Tutorial Meetings - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
52: Place to be creative	3	0	1	1	2	0	2	0	0	0	0	0	3	0	0	0
53: Reference to instructor's weblog	5	1	3	0	4	0	4	0	0	0	0	0	5	0	2	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0
56: Understanding of meaning	11	1	9	3	18	1	12	1	4	1	9	17	4	0	2	1
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	11	1	9	3	18	1	12	1	4	1	9	17	4	0	2	1

Note. $n = 11$

Table J7. Tutorial Meetings - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
18: Student comments																
19: Community of learning																
20: Creativity																
21: Encourage to engage																
22: Importance of practice																
23: Other																
24: Poetry competition																
25: Scaffold unpacking of text																
26: Student engagement issues																
27: Exemplar																
28: Literary analysis theory																
29: Online Environment																
30: Extended classroom																
31: Other																
32: Technical problems																
33: Weblogs	30															
34: Affordances	12	12														

Table J7. Tutorial Meetings - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
35: Assisting to learn	0	0	0													
36: Collaborative learning	6	6	0	6												
37: Commenting on writing of others	1	1	0	0	1											
38: Flexible learning environment	0	0	0	0	0	0										
39: Insight into thinking of others	0	0	0	0	0	0	0									
40: Obstacle to learning	4	4	0	0	0	0	0	4								
41: Publishing of work	0	0	0	0	0	0	0	0	0							
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0						
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0					
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0				
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0			
46: Timely feedback from instructor	1	1	0	0	0	0	0	0	0	0	0	0	0	1		
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48: General	20	7	0	3	0	0	0	3	0	0	0	0	0	1	0	20
49: Helpers	6	4	0	2	1	0	0	1	0	0	0	0	0	0	0	0
50: General	3	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0
51: Queries about Helper process	3	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0

Table J7. Tutorial Meetings - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
52: Place to be creative	3	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	5	3	0	2	1	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1

Note. $n = 11$

Table J7. Tutorial Meetings - Utterances

Code	49	50	51	52	53	54	55	56	57	58
35: Assisting to learn										
36: Collaborative learning										
37: Commenting on writing of others										
38: Flexible learning environment										
39: Insight into thinking of others										
40: Obstacle to learning										
41: Publishing of work										
42: Recording personal learning experience										
43: Recording personal reflections										
44: Reviewing comments before publishing										
45: Sharing work for enjoyment of others										
46: Timely feedback from instructor										
47: Timely feedback from peers										
48: General										
49: Helpers	6									
50: General	3	3								
51: Queries about Helper process	3	0	3							

Table J7. Tutorial Meetings - Utterances

Code	49	50	51	52	53	54	55	56	57	58
52: Place to be creative	0	0	0	3						
53: Reference to instructor's weblog	4	1	3	0	5					
54: References to a specific student weblog	0	0	0	0	0	0				
55: Pedagogy	0	0	0	0	0	0	1			
56: Understanding of meaning	0	0	0	1	0	0	0	56		
57: Academic	0	0	0	0	0	0	0	1	1	
58: Personal	0	0	0	1	0	0	0	55	0	55

Note. $n = 11$

Table J8. Tutorial 1 Meetings - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1: Administration	0															
2: Assessment	0	7														
3: Attendance	0	0	11													
4: Other	0	0	0	10												
5: Plagiarism	0	0	0	0	0											
6: Weblog survey	0	0	0	0	0	3										
7: Direct content delivery	0	0	0	0	0	0	1									
8: Discussion	0	0	4	2	0	1	0	11								
9: Class discussion	0	0	3	2	0	0	0	11	11							
10: Small group discussion	0	0	0	0	0	0	0	7	0	7						
11: Practical exercise	0	0	1	0	0	0	0	3	0	0	4					
12: Class exercise	0	0	0	0	0	0	0	2	0	0	3	3				
13: Small group exercise	0	0	1	0	0	0	0	0	0	0	1	0	1			
14: Solo exercise	0	0	0	0	0	0	0	1	0	0	1	0	0	1		
15: Breadth of material	0	0	0	1	0	0	0	1	1	0	0	0	0	0	2	
16: Classroom comments	0	7	0	8	0	0	0	4	4	1	1	0	0	1	1	11
17: Instructor comments	0	7	0	8	0	0	0	3	3	1	1	0	0	1	1	11

Table J8. Tutorial 1 Meetings - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18: Student comments	0	5	0	3	0	0	0	1	1	0	0	0	0	0	0	7
19: Community of learning	0	3	0	5	0	0	0	4	4	1	1	0	0	1	1	6
20: Creativity	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	2
21: Encourage to engage	0	2	1	10	0	0	0	7	6	2	1	0	1	0	2	8
22: Importance of practice	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
23: Other	0	2	1	10	0	0	0	7	6	2	1	0	1	0	2	8
24: Poetry competition	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
25: Scaffold unpacking of text	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0
26: Student engagement issues	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0
27: Exemplar	0	0	0	0	0	0	1	7	4	1	1	1	0	0	0	0
28: Literary analysis theory	0	1	0	0	0	0	0	6	6	2	1	0	0	0	0	2
29: Online Environment	0	7	0	7	0	0	0	3	2	0	0	0	0	0	0	10
30: Extended classroom	0	0	0	2	0	0	0	1	1	0	0	0	0	0	0	2
31: Other	0	3	0	4	0	0	0	2	2	0	0	0	0	0	0	6
32: Technical problems	0	4	0	3	0	0	0	1	1	0	0	0	0	0	0	6
33: Weblogs	0	6	0	7	0	0	0	1	0	0	0	0	0	0	0	10
34: Affordances	0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	5

Table J8. Tutorial 1 Meetings - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	1	0	3	0	0	0	0	0	0	0	0	0	0	0	4
37: Commenting on writing of others	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	3
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	5	0	2	0	0	0	1	0	0	0	0	0	0	0	6
49: Helpers	0	1	0	3	0	0	0	0	0	0	0	0	0	0	0	4
50: General	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	3
51: Queries about Helper process	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2

Table J8. Tutorial 1 Meetings - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
52: Place to be creative	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	2
53: Reference to instructor's weblog	0	1	0	3	0	0	0	0	0	0	0	0	0	0	0	4
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
56: Understanding of meaning	0	1	2	3	0	0	1	10	10	7	2	0	1	1	0	5
57: Academic	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
58: Personal	0	1	2	3	0	0	1	10	10	7	2	0	1	1	0	5

Note. $n = 11$.

Table J8. Tutorial 1 Meetings - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1: Administration																
2: Assessment																
3: Attendance																
4: Other																
5: Plagiarism																
6: Weblog survey																
7: Direct content delivery																
8: Discussion																
9: Class discussion																
10: Small group discussion																
11: Practical exercise																
12: Class exercise																
13: Small group exercise																
14: Solo exercise																
15: Breadth of material																
16: Classroom comments																
17: Instructor comments	11															

Table J8. Tutorial 1 Meetings - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
18: Student comments	0	7														
19: Community of learning	6	3	6													
20: Creativity	2	0	1	2												
21: Encourage to engage	8	3	5	0	11											
22: Importance of practice	2	0	1	0	2	2										
23: Other	8	3	5	0	11	0	11									
24: Poetry competition	1	0	1	0	1	1	0	1								
25: Scaffold unpacking of text	0	0	0	0	2	0	0	0	2							
26: Student engagement issues	0	0	0	0	1	0	0	0	0	1						
27: Exemplar	0	0	0	0	1	0	1	0	0	0	7					
28: Literary analysis theory	2	0	2	2	4	0	3	0	1	1	2	8				
29: Online Environment	10	7	5	1	8	2	8	1	0	0	0	0	10			
30: Extended classroom	2	1	1	0	2	0	2	0	0	0	0	0	2	2		
31: Other	5	3	3	0	4	1	3	1	0	0	0	0	6	1	6	
32: Technical problems	4	5	1	0	2	0	2	0	0	0	0	0	6	1	3	6
33: Weblogs	10	5	5	1	7	2	7	1	0	0	0	0	10	2	4	3
34: Affordances	4	4	4	0	3	0	3	0	0	0	0	0	5	2	2	3

Table J8. Tutorial 1 Meetings - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	4	1	4	0	3	0	3	0	0	0	0	0	4	1	1	0
37: Commenting on writing of others	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	1	3	1	0	1	0	1	0	0	0	0	0	3	1	0	3
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	6	4	3	0	3	1	3	1	0	0	0	0	6	1	2	3
49: Helpers	4	2	2	0	2	1	2	0	0	0	0	0	4	1	1	1
50: General	3	1	1	0	1	1	0	0	0	0	0	0	3	1	1	1
51: Queries about Helper process	2	1	1	0	2	0	2	0	0	0	0	0	2	0	0	0

Table J8. Tutorial 1 Meetings - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
52: Place to be creative	2	0	1	1	2	0	2	0	0	0	0	0	2	0	0	0
53: Reference to instructor's weblog	4	1	2	0	3	0	3	0	0	0	0	0	4	0	2	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0
56: Understanding of meaning	5	1	3	2	7	1	7	1	2	1	4	6	4	0	2	1
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	5	1	3	2	7	1	7	1	2	1	4	6	4	0	2	1

Note. $n = 11$.

Table J8. Tutorial 1 Meetings - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
18: Student comments																
19: Community of learning																
20: Creativity																
21: Encourage to engage																
22: Importance of practice																
23: Other																
24: Poetry competition																
25: Scaffold unpacking of text																
26: Student engagement issues																
27: Exemplar																
28: Literary analysis theory																
29: Online Environment																
30: Extended classroom																
31: Other																
32: Technical problems																
33: Weblogs	10															
34: Affordances	5	5														

Table J8. Tutorial 1 Meetings - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
35: Assisting to learn	0	0	0													
36: Collaborative learning	4	4	0	4												
37: Commenting on writing of others	1	1	0	0	1											
38: Flexible learning environment	0	0	0	0	0	0										
39: Insight into thinking of others	0	0	0	0	0	0	0									
40: Obstacle to learning	3	3	0	0	0	0	0	3								
41: Publishing of work	0	0	0	0	0	0	0	0	0							
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0						
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0					
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0				
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0			
46: Timely feedback from instructor	1	1	0	0	0	0	0	0	0	0	0	0	0	1		
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48: General	6	3	0	2	0	0	0	3	0	0	0	0	0	1	0	6
49: Helpers	4	3	0	1	1	0	0	1	0	0	0	0	0	0	0	0
50: General	3	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0
51: Queries about Helper process	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0

Table J8. Tutorial 1 Meetings - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
52: Place to be creative	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	4	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1

Note. $n = 11$.

Table J8. Tutorial 1 Meetings - Transcripts

Code	49	50	51	52	53	54	55	56	57	58
35: Assisting to learn										
36: Collaborative learning										
37: Commenting on writing of others										
38: Flexible learning environment										
39: Insight into thinking of others										
40: Obstacle to learning										
41: Publishing of work										
42: Recording personal learning experience										
43: Recording personal reflections										
44: Reviewing comments before publishing										
45: Sharing work for enjoyment of others										
46: Timely feedback from instructor										
47: Timely feedback from peers										
48: General										
49: Helpers	4									
50: General	3	3								
51: Queries about Helper process	2	0	2							

Table J8. Tutorial 1 Meetings - Transcripts

Code	49	50	51	52	53	54	55	56	57	58
52: Place to be creative	0	0	0	2						
53: Reference to instructor's weblog	3	1	2	0	4					
54: References to a specific student weblog	0	0	0	0	0	0				
55: Pedagogy	0	0	0	0	0	0	1			
56: Understanding of meaning	0	0	0	1	0	0	0	11		
57: Academic	0	0	0	0	0	0	0	1	1	
58: Personal	0	0	0	1	0	0	0	11	0	11

Note. $n = 11$.

Table J9. Tutorial 2 Meetings - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1: Administration	0															
2: Assessment	0	19														
3: Attendance	0	0	14													
4: Other	0	0	0	40												
5: Plagiarism	0	0	0	0	0											
6: Weblog survey	0	0	0	0	0	4										
7: Direct content delivery	0	0	0	0	0	0	4									
8: Discussion	0	0	1	0	0	2	2	29								
9: Class discussion	0	0	1	0	0	0	1	29	29							
10: Small group discussion	0	0	0	0	0	0	0	11	0	11						
11: Practical exercise	0	0	1	0	0	0	0	2	0	0	2					
12: Class exercise	0	0	0	0	0	0	0	2	0	0	2	2				
13: Small group exercise	0	0	1	0	0	0	0	1	0	0	1	0	1			
14: Solo exercise	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
15: Breadth of material	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	
16: Classroom comments	0	14	0	28	0	0	0	6	4	1	1	1	0	0	0	48
17: Instructor comments	0	11	0	21	0	0	0	5	4	1	0	0	0	0	0	37

Table J9. Tutorial 2 Meetings - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18: Student comments	0	5	0	7	0	0	0	1	0	0	1	1	0	0	0	13
19: Community of learning	0	3	0	12	0	0	0	4	2	1	1	1	0	0	0	19
20: Creativity	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	3
21: Encourage to engage	0	7	0	17	0	0	0	17	11	5	2	0	2	0	1	24
22: Importance of practice	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
23: Other	0	6	0	14	0	0	0	14	8	5	2	0	2	0	1	20
24: Poetry competition	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
25: Scaffold unpacking of text	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0
26: Student engagement issues	0	1	0	1	0	0	0	1	1	0	0	0	0	0	0	2
27: Exemplar	0	0	0	0	0	0	1	10	6	1	1	1	0	0	0	0
28: Literary analysis theory	0	0	0	0	0	0	2	6	3	3	0	0	0	0	0	0
29: Online Environment	0	14	0	24	0	0	0	2	2	0	0	0	0	0	0	43
30: Extended classroom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31: Other	0	5	0	13	0	0	0	0	0	0	0	0	0	0	0	21
32: Technical problems	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	6
33: Weblogs	0	9	0	15	0	0	0	2	2	0	0	0	0	0	0	26
34: Affordances	0	2	0	9	0	0	0	0	0	0	0	0	0	0	0	11

Table J9. Tutorial 2 Meetings - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	1	0	5	0	0	0	0	0	0	0	0	0	0	0	6
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	1	0	4	0	0	0	0	0	0	0	0	0	0	0	5
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	8	0	9	0	0	0	2	2	0	0	0	0	0	0	19
49: Helpers	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2
50: General	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
51: Queries about Helper process	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1

Table J9. Tutorial 2 Meetings - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	1	0	5	0	0	0	0	0	0	0	0	0	0	0	6
54: References to a specific student weblog	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	3
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	1	1	1	0	0	3	43	34	11	1	0	1	0	0	5
57: Academic	0	0	0	0	0	0	0	3	2	1	0	0	0	0	0	0
58: Personal	0	1	1	1	0	0	3	40	32	10	1	0	1	0	0	5

Note. $n = 11$.

Table J9. Tutorial 2 Meetings - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1: Administration																
2: Assessment																
3: Attendance																
4: Other																
5: Plagiarism																
6: Weblog survey																
7: Direct content delivery																
8: Discussion																
9: Class discussion																
10: Small group discussion																
11: Practical exercise																
12: Class exercise																
13: Small group exercise																
14: Solo exercise																
15: Breadth of material																
16: Classroom comments																
17: Instructor comments	37															

Table J9. Tutorial 2 Meetings - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
18: Student comments	1	13														
19: Community of learning	16	3	19													
20: Creativity	2	1	3	4												
21: Encourage to engage	23	3	10	1	42											
22: Importance of practice	2	0	2	0	2	2										
23: Other	20	2	8	1	35	0	35									
24: Poetry competition	2	0	2	0	2	2	0	2								
25: Scaffold unpacking of text	0	0	0	0	2	0	0	0	2							
26: Student engagement issues	1	1	0	0	3	0	0	0	0	3						
27: Exemplar	0	0	0	0	1	0	1	0	0	0	11					
28: Literary analysis theory	0	0	0	0	1	0	1	0	0	0	2	8				
29: Online Environment	33	12	14	3	22	2	18	2	0	2	0	0	40			
30: Extended classroom	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
31: Other	16	6	7	0	9	1	6	1	0	2	0	0	18	0	18	
32: Technical problems	1	5	0	0	0	0	0	0	0	0	0	0	5	0	2	5
33: Weblogs	20	7	9	3	15	2	13	2	0	0	0	0	26	0	4	4
34: Affordances	6	5	6	1	4	1	3	1	0	0	0	0	11	0	2	4

Table J9. Tutorial 2 Meetings - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	6	0	6	1	4	1	3	1	0	0	0	0	6	0	1	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	5	0	0	0	0	0	0	0	0	0	0	5	0	1	4
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	13	6	5	3	9	1	8	1	0	0	0	0	19	0	2	4
49: Helpers	2	1	1	0	2	0	2	0	0	0	0	0	2	0	0	0
50: General	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0
51: Queries about Helper process	1	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0

Table J9. Tutorial 2 Meetings - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	6	0	4	0	5	1	4	1	0	0	0	0	6	0	2	0
54: References to a specific student weblog	3	0	1	0	3	0	3	0	0	0	0	0	3	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	5	0	3	1	14	0	12	0	2	0	8	5	3	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0
58: Personal	5	0	3	1	14	0	12	0	2	0	7	4	3	0	0	0

Note. $n = 11$.

Table J9. Tutorial 2 Meetings - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
18: Student comments																
19: Community of learning																
20: Creativity																
21: Encourage to engage																
22: Importance of practice																
23: Other																
24: Poetry competition																
25: Scaffold unpacking of text																
26: Student engagement issues																
27: Exemplar																
28: Literary analysis theory																
29: Online Environment																
30: Extended classroom																
31: Other																
32: Technical problems																
33: Weblogs	26															
34: Affordances	11	11														

Table J9. Tutorial 2 Meetings - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
35: Assisting to learn	0	0	0													
36: Collaborative learning	6	6	0	6												
37: Commenting on writing of others	0	0	0	0	0											
38: Flexible learning environment	0	0	0	0	0	0										
39: Insight into thinking of others	0	0	0	0	0	0	0									
40: Obstacle to learning	5	5	0	0	0	0	0	5								
41: Publishing of work	0	0	0	0	0	0	0	0	0							
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0						
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0					
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0				
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0			
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48: General	19	8	0	3	0	0	0	5	0	0	0	0	0	0	0	19
49: Helpers	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
50: General	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J9. Tutorial 2 Meetings - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	6	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	3	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	3	1	0	1	0	0	0	0	0	0	0	0	0	0	0	3
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	3	1	0	1	0	0	0	0	0	0	0	0	0	0	0	3

Note. $n = 11$.

Table J9. Tutorial 2 Meetings - Utterances

Code	49	50	51	52	53	54	55	56	57	58
35: Assisting to learn										
36: Collaborative learning										
37: Commenting on writing of others										
38: Flexible learning environment										
39: Insight into thinking of others										
40: Obstacle to learning										
41: Publishing of work										
42: Recording personal learning experience										
43: Recording personal reflections										
44: Reviewing comments before publishing										
45: Sharing work for enjoyment of others										
46: Timely feedback from instructor										
47: Timely feedback from peers										
48: General										
49: Helpers	2									
50: General	1	1								
51: Queries about Helper process	1	0	1							

Table J9. Tutorial 2 Meetings - Utterances

Code	49	50	51	52	53	54	55	56	57	58
52: Place to be creative	0	0	0	0						
53: Reference to instructor's weblog	1	1	0	0	6					
54: References to a specific student weblog	0	0	0	0	2	3				
55: Pedagogy	0	0	0	0	0	0	0			
56: Understanding of meaning	0	0	0	0	0	0	0	44		
57: Academic	0	0	0	0	0	0	0	3	3	
58: Personal	0	0	0	0	0	0	0	41	0	41

Note. $n = 11$.

Table J10. Tutorial 2 Meetings - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1: Administration	0															
2: Assessment	0	8														
3: Attendance	0	0	11													
4: Other	0	0	0	11												
5: Plagiarism	0	0	0	0	0											
6: Weblog survey	0	0	0	0	0	3										
7: Direct content delivery	0	0	0	0	0	0	3									
8: Discussion	0	0	1	0	0	1	2	11								
9: Class discussion	0	0	1	0	0	0	1	11	11							
10: Small group discussion	0	0	0	0	0	0	0	8	0	8						
11: Practical exercise	0	0	1	0	0	0	0	2	0	0	2					
12: Class exercise	0	0	0	0	0	0	0	2	0	0	2	2				
13: Small group exercise	0	0	1	0	0	0	0	1	0	0	1	0	1			
14: Solo exercise	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
15: Breadth of material	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	
16: Classroom comments	0	7	0	9	0	0	0	6	4	1	1	1	0	0	0	11
17: Instructor comments	0	6	0	8	0	0	0	5	4	1	0	0	0	0	0	10

Table J10. Tutorial 2 Meetings - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18: Student comments	0	4	0	3	0	0	0	1	0	0	1	1	0	0	0	6
19: Community of learning	0	2	0	8	0	0	0	4	2	1	1	1	0	0	0	9
20: Creativity	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	1
21: Encourage to engage	0	5	0	9	0	0	0	9	7	5	1	0	1	0	1	9
22: Importance of practice	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
23: Other	0	4	0	8	0	0	0	9	7	5	1	0	1	0	1	7
24: Poetry competition	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
25: Scaffold unpacking of text	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0
26: Student engagement issues	0	1	0	1	0	0	0	1	1	0	0	0	0	0	0	2
27: Exemplar	0	0	0	0	0	0	1	7	4	1	1	1	0	0	0	0
28: Literary analysis theory	0	0	0	0	0	0	2	4	3	3	0	0	0	0	0	0
29: Online Environment	0	7	0	8	0	0	0	2	2	0	0	0	0	0	0	10
30: Extended classroom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31: Other	0	5	0	6	0	0	0	0	0	0	0	0	0	0	0	7
32: Technical problems	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
33: Weblogs	0	3	0	8	0	0	0	2	2	0	0	0	0	0	0	9
34: Affordances	0	1	0	6	0	0	0	0	0	0	0	0	0	0	0	7

Table J10. Tutorial 2 Meetings - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	1	0	5	0	0	0	0	0	0	0	0	0	0	0	6
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	3
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	2	0	5	0	0	0	2	2	0	0	0	0	0	0	6
49: Helpers	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2
50: General	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
51: Queries about Helper process	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1

Table J10. Tutorial 2 Meetings - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	1	0	4	0	0	0	0	0	0	0	0	0	0	0	5
54: References to a specific student weblog	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	3
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	1	1	1	0	0	2	11	11	7	1	0	1	0	0	4
57: Academic	0	0	0	0	0	0	0	2	1	1	0	0	0	0	0	0
58: Personal	0	1	1	1	0	0	2	11	11	7	1	0	1	0	0	4

Note. $n = 11$.

Table J10. Tutorial 2 Meetings - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1: Administration																
2: Assessment																
3: Attendance																
4: Other																
5: Plagiarism																
6: Weblog survey																
7: Direct content delivery																
8: Discussion																
9: Class discussion																
10: Small group discussion																
11: Practical exercise																
12: Class exercise																
13: Small group exercise																
14: Solo exercise																
15: Breadth of material																
16: Classroom comments																
17: Instructor comments	10															

Table J10. Tutorial 2 Meetings - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
18: Student comments	1	6														
19: Community of learning	9	3	9													
20: Creativity	1	1	1	2												
21: Encourage to engage	8	3	7	1	11											
22: Importance of practice	2	0	2	0	2	2										
23: Other	7	2	6	1	10	0	10									
24: Poetry competition	2	0	2	0	2	2	0	2								
25: Scaffold unpacking of text	0	0	0	0	2	0	0	0	2							
26: Student engagement issues	1	1	0	0	2	0	0	0	0	2						
27: Exemplar	0	0	0	0	1	0	1	0	0	0	7					
28: Literary analysis theory	0	0	0	0	1	0	1	0	0	0	2	5				
29: Online Environment	8	6	7	1	8	2	6	2	0	2	0	0	10			
30: Extended classroom	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
31: Other	6	3	4	0	7	1	5	1	0	2	0	0	7	0	7	
32: Technical problems	1	2	0	0	0	0	0	0	0	0	0	0	2	0	1	2
33: Weblogs	8	4	7	1	7	2	5	2	0	0	0	0	9	0	4	2
34: Affordances	6	3	6	1	4	1	3	1	0	0	0	0	7	0	2	2

Table J10. Tutorial 2 Meetings - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	6	0	6	1	4	1	3	1	0	0	0	0	6	0	1	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	3	0	0	0	0	0	0	0	0	0	0	3	0	1	2
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	5	3	3	1	4	1	3	1	0	0	0	0	6	0	2	2
49: Helpers	2	1	1	0	2	0	2	0	0	0	0	0	2	0	0	0
50: General	1	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0
51: Queries about Helper process	1	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0

Table J10. Tutorial 2 Meetings - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	5	0	4	0	5	1	4	1	0	0	0	0	5	0	2	0
54: References to a specific student weblog	3	0	1	0	3	0	3	0	0	0	0	0	3	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	4	0	3	1	8	0	8	0	2	0	4	3	2	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0
58: Personal	4	0	3	1	8	0	8	0	2	0	4	2	2	0	0	0

Note. $n = 11$.

Table J10. Tutorial 2 Meetings - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
18: Student comments																
19: Community of learning																
20: Creativity																
21: Encourage to engage																
22: Importance of practice																
23: Other																
24: Poetry competition																
25: Scaffold unpacking of text																
26: Student engagement issues																
27: Exemplar																
28: Literary analysis theory																
29: Online Environment																
30: Extended classroom																
31: Other																
32: Technical problems																
33: Weblogs	9															
34: Affordances	7	7														

Table J10. Tutorial 2 Meetings - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
35: Assisting to learn	0	0	0													
36: Collaborative learning	6	6	0	6												
37: Commenting on writing of others	0	0	0	0	0											
38: Flexible learning environment	0	0	0	0	0	0										
39: Insight into thinking of others	0	0	0	0	0	0	0									
40: Obstacle to learning	3	3	0	0	0	0	0	3								
41: Publishing of work	0	0	0	0	0	0	0	0	0							
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0						
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0					
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0				
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0			
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48: General	6	4	0	3	0	0	0	3	0	0	0	0	0	0	0	6
49: Helpers	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
50: General	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J10. Tutorial 2 Meetings - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	5	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	3	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2

Note. $n = 11$.

Table J10. Tutorial 2 Meetings - Transcripts

Code	49	50	51	52	53	54	55	56	57	58
35: Assisting to learn										
36: Collaborative learning										
37: Commenting on writing of others										
38: Flexible learning environment										
39: Insight into thinking of others										
40: Obstacle to learning										
41: Publishing of work										
42: Recording personal learning experience										
43: Recording personal reflections										
44: Reviewing comments before publishing										
45: Sharing work for enjoyment of others										
46: Timely feedback from instructor										
47: Timely feedback from peers										
48: General										
49: Helpers	2									
50: General	1	1								
51: Queries about Helper process	1	0	1							

Table J10. Tutorial 2 Meetings - Transcripts

Code	49	50	51	52	53	54	55	56	57	58
52: Place to be creative	0	0	0	0						
53: Reference to instructor's weblog	1	1	0	0	5					
54: References to a specific student weblog	0	0	0	0	2	3				
55: Pedagogy	0	0	0	0	0	0	0			
56: Understanding of meaning	0	0	0	0	0	0	0	11		
57: Academic	0	0	0	0	0	0	0	2	2	
58: Personal	0	0	0	0	0	0	0	11	0	11

Note. $n = 11$.

Table J11. Lesson Objectives - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1: Administration	0															
2: Assessment	0	5														
3: Attendance	0	0	0													
4: Other	0	0	0	2												
5: Plagiarism	0	0	0	0	0											
6: Weblog survey	0	0	0	0	0	1										
7: Direct content delivery	0	0	0	0	0	0	0									
8: Discussion	0	0	0	0	0	0	0	0								
9: Class discussion	0	0	0	0	0	0	0	0	0							
10: Small group discussion	0	0	0	0	0	0	0	0	0	0						
11: Practical exercise	0	0	0	0	0	0	0	0	0	0	0					
12: Class exercise	0	0	0	0	0	0	0	0	0	0	0	0				
13: Small group exercise	0	0	0	0	0	0	0	0	0	0	0	0	0			
14: Solo exercise	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
15: Breadth of material	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	
16: Classroom comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17: Instructor comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J11. Lesson Objectives - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18: Student comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19: Community of learning	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
20: Creativity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21: Encourage to engage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22: Importance of practice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24: Poetry competition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25: Scaffold unpacking of text	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26: Student engagement issues	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27: Exemplar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28: Literary analysis theory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29: Online Environment	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30: Extended classroom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32: Technical problems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33: Weblogs	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34: Affordances	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J11. Lesson Objectives - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
49: Helpers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J11. Lesson Objectives - Utterances

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 22$. Utterances for Tutorial 1 and lectures only.

Table J11. Lesson Objectives - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1: Administration																
2: Assessment																
3: Attendance																
4: Other																
5: Plagiarism																
6: Weblog survey																
7: Direct content delivery																
8: Discussion																
9: Class discussion																
10: Small group discussion																
11: Practical exercise																
12: Class exercise																
13: Small group exercise																
14: Solo exercise																
15: Breadth of material																
16: Classroom comments																
17: Instructor comments	0															

Table J11. Lesson Objectives - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
18: Student comments	0	0														
19: Community of learning	0	0	21													
20: Creativity	0	0	0	1												
21: Encourage to engage	0	0	7	1	30											
22: Importance of practice	0	0	3	0	11	11										
23: Other	0	0	3	1	15	0	15									
24: Poetry competition	0	0	3	0	3	3	0	3								
25: Scaffold unpacking of text	0	0	0	0	1	0	0	0	1							
26: Student engagement issues	0	0	1	0	3	0	0	0	0	3						
27: Exemplar	0	0	0	0	2	2	0	0	0	0	4					
28: Literary analysis theory	0	0	0	0	0	0	0	0	0	0	0	15				
29: Online Environment	0	0	3	1	11	4	7	3	0	0	0	0	13			
30: Extended classroom	0	0	1	0	7	2	5	1	0	0	0	0	8	8		
31: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
32: Technical problems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33: Weblogs	0	0	3	1	5	3	2	3	0	0	0	0	6	1	0	0
34: Affordances	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J11. Lesson Objectives - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	0	3	0	3	3	0	3	0	0	0	0	4	1	0	0
49: Helpers	0	0	0	1	2	0	2	0	0	0	0	0	2	0	0	0
50: General	0	0	0	1	2	0	2	0	0	0	0	0	2	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J11. Lesson Objectives - Utterances

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	3	0	7	3	3	0	1	0	1	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	3	0	7	3	3	0	1	0	1	0	0	0	0	0

Note. $n = 22$. Utterances for Tutorial 1 and lectures only.

Table J11. Lesson Objectives - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
18: Student comments																
19: Community of learning																
20: Creativity																
21: Encourage to engage																
22: Importance of practice																
23: Other																
24: Poetry competition																
25: Scaffold unpacking of text																
26: Student engagement issues																
27: Exemplar																
28: Literary analysis theory																
29: Online Environment																
30: Extended classroom																
31: Other																
32: Technical problems																
33: Weblogs	6															
34: Affordances	0	0														

Table J11. Lesson Objectives - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
35: Assisting to learn	0	0	0													
36: Collaborative learning	0	0	0	0												
37: Commenting on writing of others	0	0	0	0	0											
38: Flexible learning environment	0	0	0	0	0	0										
39: Insight into thinking of others	0	0	0	0	0	0	0									
40: Obstacle to learning	0	0	0	0	0	0	0	0								
41: Publishing of work	0	0	0	0	0	0	0	0	0							
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0						
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0					
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0				
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0			
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48: General	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
49: Helpers	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J11. Lesson Objectives - Utterances

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 22$. Utterances for Tutorial 1 and lectures only.

Table J11. Lesson Objectives - Utterances

Code	49	50	51	52	53	54	55	56	57	58
35: Assisting to learn										
36: Collaborative learning										
37: Commenting on writing of others										
38: Flexible learning environment										
39: Insight into thinking of others										
40: Obstacle to learning										
41: Publishing of work										
42: Recording personal learning experience										
43: Recording personal reflections										
44: Reviewing comments before publishing										
45: Sharing work for enjoyment of others										
46: Timely feedback from instructor										
47: Timely feedback from peers										
48: General										
49: Helpers	2									
50: General	2	2								
51: Queries about Helper process	0	0	0							

Table J11. Lesson Objectives - Utterances

Code	49	50	51	52	53	54	55	56	57	58
52: Place to be creative	0	0	0	0						
53: Reference to instructor's weblog	0	0	0	0	0					
54: References to a specific student weblog	0	0	0	0	0	0				
55: Pedagogy	0	0	0	0	0	0	2			
56: Understanding of meaning	0	0	0	0	0	0	1	27		
57: Academic	0	0	0	0	0	0	0	1	1	
58: Personal	0	0	0	0	0	0	1	26	0	26

Note. $n = 22$. Utterances for Tutorial 1 and lectures only.

Table J12. Lesson Objectives - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1: Administration	0															
2: Assessment	0	4														
3: Attendance	0	0	0													
4: Other	0	0	0	2												
5: Plagiarism	0	0	0	0	0											
6: Weblog survey	0	0	0	0	0	1										
7: Direct content delivery	0	0	0	0	0	0	0									
8: Discussion	0	0	0	0	0	0	0	0								
9: Class discussion	0	0	0	0	0	0	0	0	0							
10: Small group discussion	0	0	0	0	0	0	0	0	0	0						
11: Practical exercise	0	0	0	0	0	0	0	0	0	0	0					
12: Class exercise	0	0	0	0	0	0	0	0	0	0	0	0				
13: Small group exercise	0	0	0	0	0	0	0	0	0	0	0	0	0			
14: Solo exercise	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
15: Breadth of material	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	
16: Classroom comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17: Instructor comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J12. Lesson Objectives - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18: Student comments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19: Community of learning	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
20: Creativity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21: Encourage to engage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22: Importance of practice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24: Poetry competition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25: Scaffold unpacking of text	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26: Student engagement issues	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27: Exemplar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28: Literary analysis theory	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29: Online Environment	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30: Extended classroom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32: Technical problems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33: Weblogs	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34: Affordances	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J12. Lesson Objectives - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
49: Helpers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J12. Lesson Objectives - Transcripts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 22$. Utterances for Tutorial 1 and lectures only.

Table J12. Lesson Objectives - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1: Administration																
2: Assessment																
3: Attendance																
4: Other																
5: Plagiarism																
6: Weblog survey																
7: Direct content delivery																
8: Discussion																
9: Class discussion																
10: Small group discussion																
11: Practical exercise																
12: Class exercise																
13: Small group exercise																
14: Solo exercise																
15: Breadth of material																
16: Classroom comments																
17: Instructor comments	0															

Table J12. Lesson Objectives - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
18: Student comments	0	0														
19: Community of learning	0	0	12													
20: Creativity	0	0	0	1												
21: Encourage to engage	0	0	6	1	17											
22: Importance of practice	0	0	3	0	9	9										
23: Other	0	0	2	1	11	0	11									
24: Poetry competition	0	0	3	0	3	3	0	3								
25: Scaffold unpacking of text	0	0	0	0	1	0	0	0	1							
26: Student engagement issues	0	0	1	0	2	0	0	0	0	2						
27: Exemplar	0	0	0	0	2	2	0	0	0	0	4					
28: Literary analysis theory	0	0	0	0	0	0	0	0	0	0	0	12				
29: Online Environment	0	0	3	1	10	4	6	3	0	0	0	0	12			
30: Extended classroom	0	0	1	0	6	2	4	1	0	0	0	0	7	7		
31: Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
32: Technical problems	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33: Weblogs	0	0	3	1	5	3	2	3	0	0	0	0	6	1	0	0
34: Affordances	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J12. Lesson Objectives - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
35: Assisting to learn	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
36: Collaborative learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37: Commenting on writing of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38: Flexible learning environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39: Insight into thinking of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40: Obstacle to learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
41: Publishing of work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
48: General	0	0	3	0	3	3	0	3	0	0	0	0	4	1	0	0
49: Helpers	0	0	0	1	2	0	2	0	0	0	0	0	2	0	0	0
50: General	0	0	0	1	2	0	2	0	0	0	0	0	2	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J12. Lesson Objectives - Transcripts

Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	3	0	6	3	2	0	1	0	1	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	3	0	6	3	2	0	1	0	1	0	0	0	0	0

Note. $n = 22$. Utterances for Tutorial 1 and lectures only.

Table J12. Lesson Objectives - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
18: Student comments																
19: Community of learning																
20: Creativity																
21: Encourage to engage																
22: Importance of practice																
23: Other																
24: Poetry competition																
25: Scaffold unpacking of text																
26: Student engagement issues																
27: Exemplar																
28: Literary analysis theory																
29: Online Environment																
30: Extended classroom																
31: Other																
32: Technical problems																
33: Weblogs	6															
34: Affordances	0	0														

Table J12. Lesson Objectives - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
35: Assisting to learn	0	0	0													
36: Collaborative learning	0	0	0	0												
37: Commenting on writing of others	0	0	0	0	0											
38: Flexible learning environment	0	0	0	0	0	0										
39: Insight into thinking of others	0	0	0	0	0	0	0									
40: Obstacle to learning	0	0	0	0	0	0	0	0								
41: Publishing of work	0	0	0	0	0	0	0	0	0							
42: Recording personal learning experience	0	0	0	0	0	0	0	0	0	0						
43: Recording personal reflections	0	0	0	0	0	0	0	0	0	0	0					
44: Reviewing comments before publishing	0	0	0	0	0	0	0	0	0	0	0	0				
45: Sharing work for enjoyment of others	0	0	0	0	0	0	0	0	0	0	0	0	0			
46: Timely feedback from instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
47: Timely feedback from peers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
48: General	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
49: Helpers	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50: General	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51: Queries about Helper process	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table J12. Lesson Objectives - Transcripts

Code	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
52: Place to be creative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53: Reference to instructor's weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54: References to a specific student weblog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55: Pedagogy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56: Understanding of meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57: Academic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
58: Personal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 22$. Utterances for Tutorial 1 and lectures only.

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Appendix K

Transaction Log

Data extracted from the Transaction log allowed for the following summary of the following for all weblogs. Records associated with students who did not complete the semester were removed from this table.

Table K1. Posts by Author

Part ID	Posts published			Comments received				
	Base posts	Comments made	Total posts	From peers	From instructor	From Helper	From self	All
1.A	16	6	22	9	3	1	1	14
1.C	17	13	30	7	4	1	2	14
1.D	13	5	18	6	3	1	0	10
1.E	17	1	18	0	3	2	0	5
1.F	12	0	12	1	3	2	0	6
1.G	8	1	9	0	3	1	1	5
1.H	0	1	1	0	0	0	0	0
1.I	13	0	13	0	1	1	0	2
1.J	0	10	10	0	0	0	0	0
1.K	12	2	14	1	2	1	0	4
1.L	9	1	10	1	2	1	0	4
1.M	19	4	23	13	6	2	0	21
1.N	12	2	14	3	5	3	1	12
1.O	19	11	30	6	5	2	1	14
2.A	9	0	9	0	4	0	0	4
2.B	19	21	40	8	5	2	8	23

Part ID	Posts published			Comments received				
	Base posts	Comments made	Total posts	From peers	From instructor	From Helper	From self	All
2.D	19	5	24	1	2	1	0	4
2.E	12	3	15	1	5	1	1	8
2.F	12	3	15	0	7	0	2	9
2.G	31	6	37	17	1	1	1	20
2.H	7	1	8	0	3	1	0	4
2.I	12	3	15	4	3	1	0	8
2.J	28	11	39	2	0	1	2	5
2.K	9	3	12	4	4	2	0	10
2.L	12	4	16	0	3	1	0	4
2.M	15	0	15	1	2	1	0	4
3.A	13	2	15	3	2	1	0	6
3.B	6	0	6	2	1	1	0	4
3.D	9	2	11	2	0	2	0	4
3.E	14	16	30	12	3	3	0	18
3.F	13	4	17	13	5	1	0	19
3.H	12	1	13	1	0	1	0	2
3.I	11	2	13	1	1	2	0	4

Part ID	Posts published			Comments received				
	Base posts	Comments made	Total posts	From peers	From instructor	From Helper	From self	All
3.J	11	2	13	4	5	1	1	11
3.K	13	1	14	7	2	2	0	11
3.L	16	16	32	9	6	6	6	27
3.M	11	21	32	18	5	1	1	25
3.O	12	3	15	4	4	2	1	11
4.A	15	0	15	1	3	1	0	5
4.B	11	3	14	3	5	3	0	11
4.C	12	1	13	3	6	1	0	10
4.D	6	0	6	3	1	0	0	4
4.E	12	8	20	8	2	1	0	11
4.F	16	0	16	2	3	2	0	7
4.G	17	5	22	4	3	3	5	15
4.H	12	3	15	6	2	1	0	9
4.J	18	3	21	2	7	1	0	10
4.K	14	4	18	2	4	2	3	11
4.L	16	6	22	3	5	0	0	8
5.A	13	3	16	2	3	1	0	6

	Posts published			Comments received				
	Part ID	Base posts	Comments made	Total posts	From peers	From instructor	From Helper	From self All
	5.B	14	0	14	4	3	2	0 9
	5.C	8	1	9	2	2	2	0 6
	5.D	16	0	16	8	6	1	0 15
	5.E	10	2	12	0	3	1	0 4
	5.F	10	1	11	3	5	4	0 12
	5.H	6	0	6	0	2	0	0 2
	5.I	11	2	13	3	4	1	0 8
	5.J	13	2	15	10	3	1	0 14
	5.K	12	1	13	0	2	0	0 2
	5.L	14	2	16	6	6	0	0 12
	5.M	13	0	13	1	4	1	0 6
	5.N	10	6	16	17	7	0	3 27
	5.O	12	4	16	4	4	5	2 15
	5.P	16	6	22	5	1	3	5 14
	5.Q	11	0	11	0	4	2	0 6
	Total	831	250	1081	263	213	92	47 615

Table K2. Number of Comments Received from Peers by Weblog

Comments received	Number of weblogs	Percent of weblogs
0	13	20.0
1	10	15.4
2	8	12.3
3	8	12.3
4	7	10.8
5	1	1.5
6	4	6.2
7	2	3.1
8	3	4.6
9	2	3.1
10	1	1.5
11	0	0
12	1	1.5
13	2	3.1
14	0	0
15	0	0
16	0	0

Comments received	Number of weblogs	Percent of weblogs
17	2	3.1
18	1	1.5
More	0	0.0

$n = 65$ weblogs. Highlight includes top five weblogs in terms of comments received.

Table K3. Days Between Posts

Days between posts	Number of posts	% of all posts
0	369	36.3%
1	116	11.4%
2	62	6.1%
3	59	5.8%
4	58	5.7%
5	40	3.9%
6	52	5.1%
7	62	6.1%
8	29	2.9%
9	30	3.0%
10	29	2.9%
11	19	1.9%
12	7	0.7%
13	13	1.3%
14	13	1.3%
15	9	0.9%
More	49	4.8%

Note. n (posts) = 1016.

Appendix L

Weblog extract coding structure

This appendix includes the progressive coding hierarchies that were used for the discourse analysis of the 16 extracted student weblogs. The discourse analysis consisted of three coding passes. The coding hierarchy for each pass is included below. For convenience the final structure is presented first. This is then followed by the second, and then the initial coding structures. Each hierarchy is separated into two sections. The first section includes the focused codes that were used to classify utterances in each of the 209 weblog post. The second section includes the thematic set of codes that were applied directly to specific utterances within actual post.

Table L1. Weblog Coding Hierarchy – Final

Code name		Code	Description
		Focused codes	
Base Post		BP	A base level post published by a weblog owner. Strings of comments are attached to base posts.
	Comments received	BP.CR	The number of comments received by a base post.
	0 comments	BP.CR.0	Base post with no comments.
	1 comment	BP.CR.1	Base post with one comment.
	2 comments	BP.CR.2	Base post with two comments.
	3 comments	BP.CR.3	Base post with three comments.
	4 comments	BP.CR.4	Base post with four comments.
	5 or more comments	BP.CR.5	Base post with five comments or more.
	Entry	BP.En	A base post published by the weblog's owner. Post must address one of the identified learning outcomes. Entries must be classified as one of the following:

Code name		Code	Description
	Creative Work	BP.En.CW	Entry as a creative work.
	Drama	BP.En.CW.Dr	A student created script.
	Fiction	BP.En.CW.Fi	A student created piece of fiction.
	Poetry	BP.En.CW.Po	A student created poem.
	Previous work	BP.En.CW.PW	A previous work by the author.
	Work of another	BP.En.CW.WO	A work published that was created by someone other than the weblog owner.
	Critical Comment	BP.En.CC	An evaluation of the target work. Critical comments, including constructive feedback, interpretations of meaning, or positive reinforcement.
	On reading	BP.En.CC.Re	A critical comment on an assigned reading
	From lesson discussion	BP.En.CC.Le	A critical comment based on a lesson discussion.
	Social Entry	BP.En.SE	A completely social base post.

Code name	Code	Description
Republish of Comment	BP.RP	A base post that has been published to track comments that are posted in the weblogs of others.
Weblog assessment	BP.WA	A base post that republishes a previously published post or includes a pointer to a previously published post.
Comment	Co	A publication that is attached to a posting of any type of another student or one's self.
Helper	Co.He	A comment published by a Helper.
Instructor	Co.In	A comment published by the instructor.
Other	Co.Ot	A comment published by someone else.
Student	Co.St	A comment published by a student.
Discussion	Co.Di	A comment that refers to another student's post, including acknowledgment of another student's comment (e.g. Thanks).
Social	CO.Di.So	A comment that refers to another student's post on a

Code name		Code	Description
			social basis only.
	Substantiative	Co.Di.Su	A comment that refers to another student's post and includes non-social content.
	No follow-up	Co.Di.Su.NF	A substantiative comment that was not followed-up.
	With follow-up	Co.Di.Su.WF	A substantiative comment that was followed-up.
Lecture Week		LW	Lecture week.
	Week 1	LW.01	Lecture Week 1.
	Week 2	LW.02	Lecture Week 2.
	Week 3	LW.03	Lecture Week 3.
	Week 4	LW.04	Lecture Week 4.
	Week 5	LW.05	Lecture Week 5.
	Week 6	LW.06	Lecture Week 6 (included for completeness only. This was the same as the semester break).
	Week 7	LW.07	Lecture Week 7.

Code name		Code	Description
Week 8		LW.08	Lecture Week 8.
Week 9		LW.09	Lecture Week 9.
Week 10		LW.10	Lecture Week 10.
Week 11		LW.11	Lecture Week 11.
Week 12		LW.12	Lecture Week 12.
Break		LW.Br	Semester break.
Thematic codes			
Nature of critique		NC	Codes representing several types of critiques.
Agreement		NC.Ag	Critique that either expresses agreement or disagreement with the target (base post, comment, or assigned reading).
	No	NC.Ag.No	Critique that expresses disagreement with the target.
	Yes	NC.Ag.Ye	Critique that expresses agreement with the target.

Code name		Code	Description
Encouragement		NC.En	Critique that offers encouragement to the author of the target.
	Comments regarding being behind	NC.En.FB	Critique that encourages the author of the target to catch up on their weekly postings.
	Positive feedback	NC.EN.PF	Critique that offers positive encouragement.
	Suggestion for improvement	NC.EN.SI	Critique that offers suggestion for improvement.
	More critical comments	NC.EN.SI.CC	Critique that suggests the author of the target should attempt to post more critical comments.
	Weblog improvement	NC.EN.SI.WI	Critique that makes suggestions for improving a weblog interface or use of the weblog by the owner.
	Writing improvement	NC.EN.SI.WI	Critique that offers suggestions for improving the writing of the target post's author.
	Suggestion to experiment	NC.EN.SE	Critique that encourages the author of the target to experiment with new styles or techniques.

Code name		Code	Description
I appreciated the...		NC.IA	Critique that expresses appreciation to the author of the target.
	Academic meaning	NC.IA.AM	Critique that expresses appreciation to the author of the target based on an academic understanding of meaning.
	Personal meaning	NC.IA.PM	Critique that expresses appreciation to the author of the target based on a personal understanding of meaning.
I like it because...		NC.IL	Critique that expresses a favourably received post by another author.
	Content	NC.IL.Co	Critique that expresses a favourable response to the target's content.
	No reason	NC.IL.NR	Critique that expresses a favourable response for no defined reason.
	Structure	NC.IL.St	Critique that expresses a favourable response to the target due to its structure.

Code name		Code	Description
	Social	NC.So	Critique that is totally social in nature.
	Reflection on self	NC.RS	Critique that reflects on the author themselves.
	Remark to the community	NC.RC	Critique that includes a comment to the learning community as a whole.
	Requests for feedback	NC.RC.RF	Critique that requests feedback from the learning community as a whole.
	Salutations to community	NC.RC.SC	Critique that includes a salutation to the learning community as a whole.
	Salutations to individual	NC.RC.SI	Critique that includes a salutation to an individual.
	Social snippets	NC.RC.SS	Critique that includes other social snippets (not totally social).
	To community	NC.RC.SS.Co	Critique that includes a social snippet to the learning community as a whole.

Code name		Code	Description
	To individual	NC.RC.SS.In	Critique that includes a social snippet to an individual.
Social Comment		NC.SC	Critique that is totally social.
Reference to instructor's weblog		RIW	Reference to the instructor's weblog.
Reference to student weblog		RSW	Reference to a particular student's weblog.

Table L2. Weblog Coding Hierarchy – Coding Pass 2

Code name		Code	Description
Focused codes			
Base Post		BP	Base level post.
	Comments received	BP.CR	Applied to all Base posts.
	0 comments	BP.CR.0	Base post with no comments.
	1 comment	BP.CR.1	Base post with one comment.
	2 comments	BP.CR.2	Base post with two comments.
	3 comments	BP.CR.3	Base post with three comments.
	4 comments	BP.CR.4	Base post with four comments.
	5 or more comments	BP.CR.5	Base post with five comments or more.
	Entry	BP.En	A base post published by the weblog's owner. Post must address one of the identified learning outcomes. Entries must be classified as one of the following:

Code name		Code	Description
	Creative Work	BP.En.CW	Entry as a creative work.
	Drama	BP.En.CW.Dr	A student created script.
	Fiction	BP.En.CW.Fi	A student created piece of fiction.
	Poetry	BP.En.CW.Po	A student created poem.
	Previous work	BP.En.CW.PW	A previous work by the author.
	Work of another	BP.En.CW.WO	A work published that was created by someone other than the weblog owner.
	Critical Comment	BP.En.CC	An evaluation of the target work. Critical comments, including constructive feedback, interpretations of meaning, or positive reinforcement.
	On reading	BP.En.CC.Re	A critical comment on an assigned reading
	From lesson discussion	BP.En.CC.Le	A critical comment based on a lesson discussion.
	Reflection on topical issue	BP.Ri	A base post that discusses a topical issue.

Code name		Code	Description
	Social Entry	BP.En.SE	A completely social base post.
Other		BP.Ot	Any base post that doesn't meet other criteria.
	Administration	BP.Ot.Ad	Base posts addressing administrative issues.
	Miscellaneous	BP.Ot.Mi	A base post that doesn't meet other criteria.
Republish of Comment		BP.RP	A base post that has been published to track comments that are posted in the weblogs of others.
Weblog assessment		BP.WA	A base post that republishes a previously published post or includes a pointer to a previously published post.
Comment		Co	A publication that is attached to a posting of any type of another student or one's self.
Helper		Co.He	A comment published by a Helper.
Instructor		Co.In	A comment published by the instructor.
Other		Co.Ot	A comment published by someone else.
Student		Co.St	A comment published by a student.

Code name	Code	Description
Discussion	Co.Di	A comment that refers to another student's post, including acknowledgment of another student's comment (e.g. Thanks).
Social	CO.Di.So	A comment that refers to another student's post on a social basis only.
Substantiative	Co.Di.Su	A comment that refers to another student's post and includes non-social content.
No follow-up	Co.Di.Su.NF	A substantiative comment that was not followed-up.
With follow-up	Co.Di.Su.WF	A substantiative comment that was followed-up.
Lecture Week	LW	Lecture week.
LW 01	LW.01	Lecture Week 1.
LW 02	LW.02	Lecture Week 2.
LW 03	LW.03	Lecture Week 3.
LW 04	LW.04	Lecture Week 4.

Code name	Code	Description
LW 05	LW.05	Lecture Week 5.
LW 06	LW.06	Lecture Week 6 (included for completeness only. This was the same as the semester break).
LW 07	LW.07	Lecture Week 7.
LW 08	LW.08	Lecture Week 8.
LW 09	LW.09	Lecture Week 9.
LW 10	LW.10	Lecture Week 10.
LW 11	LW.11	Lecture Week 11.
LW 12	LW.12	Lecture Week 12.
LW Br	LW.Br	Semester break.
Thematic codes		
Nature of critique	NC	Codes representing several types of critiques.
Encouragement	NC.En	Critique that offers encouragement to the author of the

Code name		Code	Description
			target.
I appreciated the...		NC.IA	Critique that expresses appreciation to the author of the target.
	Academic meaning	NC.IA.AM	Critique that expresses appreciation to the author of the target based on an academic understanding of meaning.
	Personal meaning	NC.IA.PM	Critique that expresses appreciation to the author of the target based on a personal understanding of meaning.
I like it because...		NC.IL	Critique that expresses a favourably received post by another author.
	Content	NC.IL.Co	Critique that expresses a favourable response to the target's content.
	No reason	NC.IL.NR	Critique that expresses a favourable response for no defined reason.
	Structure	NC.IL.St	Critique that expresses a favourable response to the target due to its structure.

Code name	Code	Description
Social	NC.So	Critique that is totally social in nature.
Suggestion for improvement	NC.Im	Critique that offers suggestions for improving the writing of the target post's author.
Comments regarding being behind	BB	Being behind in weekly weblog postings.
Reference to instructor's weblog	RIW	Reference to the instructor's weblog.
Reference to student weblog	RSW	Reference to a particular student's weblog.
Reflection on self	RS	Critique that reflects on the author themselves.
Remark to the community	RC	Critique that includes a comment to the learning community as a whole.
Request for	RC.RF	Critique that requests feedback from the learning

Code name	Code	Description
feedback		community as a whole.
Salutation	RC.Sa	Critique that includes a salutation.

Table L3. Weblog Coding Hierarchy – Coding Pass 1

Code name	Code	Description
Focused codes		
Entry	En	A base post in a weblog. Published by the weblog owner.
Creative Work	En.CW	
Drama	En.CW.Dr	A student created script.
Fiction	En.CR.Fi	A student created piece of fiction.
Poetry	En.CR.Po	A student created poem.
Previous work	En.CR.PW	A previous work by the author.
Work of another	En.CR.WO	The publication of a work that was created by someone other than the owner of the weblog.
Critical Comment	En.CC	An evaluation of a target work.
On reading	En.CC.Re	A critical comment on an assigned reading.
From lesson	En.CC.Le	An entry that continues a discussing that originated during

Code name		Code	Description
	discussion		a class discussion.
	On another student's post	En.CC.OS	This doesn't seem to belong. A critical comment on another student's post would need to be a comment on that particular post.
Other		En.Ot	
	Administration	En.Ot.Ad	An entry that was published for administrative purposes. This does not include assessment issues.
	Reflection on a topical issue	En.Ot.RI	An entry that makes a comment or reflection on any topical issue.
	Social	En.Ot.So	Entries that were completely social in nature, and do not address any of the identified learning outcomes.
	Miscellaneous	En.Ot.Mi	Any initial base post (entry) that does not meet any other category.
Weblog assessment		En.WA	Any initial base post (entry) relating to weblog assessment.

Code name	Code	Description
Comment	Co	Attached to a posting of any type.
Helper	Co.He	A comment from a volunteer Helper.
Instructor	Co.In	A comment from the instructor.
Other	Co.Ot	A comment from someone other than the instructor, a student, or a volunteer Helper.
Student	Co.St	A comment from a student.
Lecture Week	LW	
LW 01	LW.01	Lecture Week 1.
LW 02	LW.02	Lecture Week 2.
LW 03	LW.03	Lecture Week 3.
LW 04	LW.04	Lecture Week 4.
LW 05	LW.05	Lecture Week 5.
LW 06	LW.06	Lecture Week 6 (included for completeness only. This was the same as the semester break).

Code name		Code	Description
LW 07		LW.07	Lecture Week 7.
LW 08		LW.08	Lecture Week 8.
LW 09		LW.09	Lecture Week 9.
LW 10		LW.10	Lecture Week 10.
LW 11		LW.11	Lecture Week 11.
LW 12		LW.12	Lecture Week 12.
LW Br		LW.Br	Semester break.
Thematic codes			
Comments received		BP.CR	Applied to all Base posts.
	0 comments	BP.CR.0	Base post with no comments.
	1 comment	BP.CR.1	Base post with one comment.
	2 comments	BP.CR.2	Base post with two comments.
	3 comments	BP.CR.3	Base post with three comments.

Code name		Code	Description
Nature of critique	4 comments	BP.CR.4	Base post with four comments.
	5 or more comments	BP.CR.5	Base post with five comments or more.
		NC	
	I appreciated the...	NC.IA	Critique that expresses appreciation to the author of the target.
	Academic meaning	NC.IA.AM	Critique that expresses appreciation to the author of the target based on an academic understanding of meaning.
	Personal meaning	NC.IA.PM	Critique that expresses appreciation to the author of the target based on a personal understanding of meaning.
	Encouragement	NC.IA.En	Critique that expresses their appreciation to the author of the target for their encouragement. Generally as a comment to a comment.
	I like it because...	NC.IL	Critique that expresses a favourably received post by another author.

Code name		Code	Description
	Content	NC.IL.Co	Critique that expresses a favourable response to the target's content.
	No reason	NC.IL.NR	Critique that expresses a favourable response for no defined reason.
	Structure	NC.IL.St	Critique that expresses a favourable response to the target due to its structure.
Reference to instructor's weblog		RIW	Reference to the instructor's weblog.
Reference to student weblog		RSW	Reference to a particular student's weblog.

Appendix M

Weblog Extract Discourse Analysis Matrix

Table M1. Utterance Matrix for Weblog Extracts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1 : Base Post	209																
2 : Comments received	87	87															
3 : 0 Comments	122	0	122														
4 : 1 Comment	53	53	0	53													
5 : 2 Comments	27	27	0	0	27												
6 : 3 Comments	4	4	0	0	0	4											
7 : 4 Comments	1	1	0	0	0	0	1										
8 : 5 Comments	2	2	0	0	0	0	0	2									
9 : Entry	167	81	86	50	25	4	1	1	167								
10 : Creative Work	66	42	24	24	13	3	1	1	66	66							
11 : Drama	3	0	3	0	0	0	0	0	3	3	3						
12 : Fiction	12	7	5	4	3	0	0	0	12	12	0	12					
13 : Poetry	51	35	16	20	10	3	1	1	51	51	0	0	51				
14 : Critical Comment	77	31	46	22	9	0	0	0	77	0	0	0	0	77			
15 : Lesson discussion	9	4	5	4	0	0	0	0	9	0	0	0	0	9	9		
16 : Reading	68	27	41	18	9	0	0	0	68	0	0	0	0	68	0	68	
17 : Social entry	24	8	16	4	3	1	0	0	24	0	0	0	0	0	0	0	24
18 : Repub of Comment	28	5	23	2	2	0	0	1	0	0	0	0	0	0	0	0	0

Table M1. Utterance Matrix for Weblog Extracts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
19 : Weblog assm't	14	1	13	1	0	0	0	0	0	0	0	0	0	0	0	0	0
20 : Comment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21 : By Helper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22 : By Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23 : By Self	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24 : By student	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25 : Discussion	1	1	0	1	0	0	0	0	1	1	0	0	1	0	0	0	0
26 : Social	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27 : Substantiative	1	1	0	1	0	0	0	0	1	1	0	0	1	0	0	0	0
28 : No follow-up	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29 : With follow-up	1	1	0	1	0	0	0	0	1	1	0	0	1	0	0	0	0
30 : Lecture Week	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31 : LW 01	7	4	3	3	1	0	0	0	7	1	0	0	1	4	0	4	2
32 : LW 02	15	9	6	5	4	0	0	0	15	5	0	3	2	6	2	4	4
33 : LW 03	10	7	3	4	2	1	0	0	10	4	0	1	3	4	1	3	2
34 : LW 04	28	13	15	6	6	0	0	1	19	8	0	3	5	10	0	10	1
35 : LW 05	12	6	6	4	1	1	0	0	10	2	0	0	2	6	2	4	2
36 : LW 06	14	10	4	7	3	0	0	0	14	7	0	1	6	6	0	6	1

Table M1. Utterance Matrix for Weblog Extracts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
37 : LW 07	11	9	2	5	2	2	0	0	11	6	0	0	6	3	0	3	2
38 : LW 08	19	10	9	5	4	0	0	1	16	12	1	0	11	4	0	4	0
39 : LW 09	14	3	11	2	0	0	1	0	11	6	0	1	5	3	0	3	2
40 : LW 10	11	6	5	5	1	0	0	0	11	1	0	0	1	9	1	8	1
41 : LW 11	23	6	17	4	2	0	0	0	20	8	2	2	4	10	1	9	2
42 : LW 12	45	4	41	3	1	0	0	0	23	6	0	1	5	12	2	10	5
43 : LW Br	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44 : Nature of critique	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45 : Agreement	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0
46 : No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47 : Yes	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0
48 : Encouragement	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
49 : Being behind	1	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0
50 : Positive feedback	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51 : Sug for improvmn't	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
52 : More Critical Com'ts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
53 : Weblog improvmn't	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54 : Writing improvmn't	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table M1. Utterance Matrix for Weblog Extracts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
55 : Sug to experiment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56 : I appreciated the	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57 : Academic meaning	3	2	1	1	1	0	0	0	3	0	0	0	0	3	0	3	0
58 : Personal meaning	105	36	69	25	10	0	0	1	80	1	0	1	0	79	9	70	0
59 : I liked it because	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60 : Content	96	32	64	22	9	0	0	1	73	0	0	0	0	73	7	66	0
61 : No reason	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
62 : Structure	20	8	12	7	1	0	0	0	16	0	0	0	0	15	3	12	1
63 : Reflection on self	39	21	18	15	4	1	0	1	38	11	0	2	9	19	4	15	8
64 : Remark - Commun'ty	208	91	116	57	29	2	1	2	164	68	3	15	50	73	12	61	23
65 : Req for Feedback	11	7	4	5	1	0	0	1	10	4	0	0	4	6	0	6	0
66 : Saluta'n - Commun'ty	170	76	93	53	20	2	0	1	142	58	3	14	41	63	8	55	21
67 : Saluta'n - indiv	21	6	15	1	4	0	1	0	10	5	0	1	4	3	1	2	2
68 : Social snippet	15	9	6	3	6	0	0	0	11	4	0	1	3	7	3	4	0
69 : To Commun'ty	7	5	2	1	4	0	0	0	5	3	0	1	2	2	1	1	0
70 : To indiv	7	4	3	2	2	0	0	0	5	1	0	0	1	4	1	3	0
71 : Social Comment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
72 : Ref to instr's blog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table M1. Utterance Matrix for Weblog Extracts

Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
73 : Ref to student blog	2	0	2	0	0	0	0	0	2	0	0	0	0	2	0	2	0

Note. $n = 16$.

Table M1. Utterance Matrix for Weblog Extracts

Code	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1 : Base Post																	
2 : Comments received																	
3 : 0 Comments																	
4 : 1 Comment																	
5 : 2 Comments																	
6 : 3 Comments																	
7 : 4 Comments																	
8 : 5 Comments																	
9 : Entry																	
10 : Creative Work																	
11 : Drama																	
12 : Fiction																	
13 : Poetry																	
14 : Critical Comment																	
15 : Lesson discussion																	
16 : Reading																	
17 : Social entry																	
18 : Repub of Comment	28																

Table M1. Utterance Matrix for Weblog Extracts

Code	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
19 : Weblog assm't	0	14															
20 : Comment	0	0	144														
21 : By Helper	0	0	18	18													
22 : By Instructor	0	0	50	0	50												
23 : By Self	0	0	14	0	0	14											
24 : By student	0	0	62	0	0	0	62										
25 : Discussion	0	0	24	1	3	9	11	10									
26 : Social	0	0	18	1	2	6	9	8	8								
27 : Substantiative	0	0	6	0	1	3	2	2	0	2							
28 : No follow-up	0	0	6	0	1	3	2	1	0	1	1						
29 : With follow-up	0	0	0	0	0	0	0	1	0	1	0	1					
30 : Lecture Week	0	0	0	0	0	0	0	0	0	0	0	0	0				
31 : LW 01	0	0	0	0	0	0	0	0	0	0	0	0	0	7			
32 : LW 02	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15		
33 : LW 03	0	0	7	0	6	0	1	0	0	0	0	0	0	0	0	17	
34 : LW 04	9	0	30	0	14	4	12	9	9	0	0	0	0	0	0	0	58
35 : LW 05	2	0	4	0	0	0	4	2	2	0	0	0	0	0	0	0	0
36 : LW 06	0	0	9	0	2	0	7	0	0	0	0	0	0	0	0	0	0

Table M1. Utterance Matrix for Weblog Extracts

Code	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
37 : LW 07	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
38 : LW 08	3	0	34	1	25	0	8	2	1	1	0	1	0	0	0	0	0
39 : LW 09	3	0	8	5	0	1	2	3	2	1	1	0	0	0	0	0	0
40 : LW 10	0	0	15	6	1	4	4	7	4	3	3	0	0	0	0	0	0
41 : LW 11	3	0	13	4	0	3	6	0	0	0	0	0	0	0	0	0	0
42 : LW 12	8	14	22	2	0	2	18	2	0	2	2	0	0	0	0	0	0
43 : LW Br	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44 : Nature of critique	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45 : Agreement	0	0	65	0	19	2	44	11	9	2	2	0	0	0	0	3	17
46 : No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
47 : Yes	0	0	65	0	19	2	44	11	9	2	2	0	0	0	0	3	17
48 : Encouragement	1	0	91	18	46	1	26	9	7	2	2	0	0	0	0	7	17
49 : Being behind	0	0	10	1	6	0	3	1	1	0	0	0	0	0	0	1	4
50 : Positive feedback	0	0	90	18	45	1	26	9	7	2	2	0	0	0	0	7	17
51 : Sug for improvmn't	1	0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	1
52 : More Critical Com'ts	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
53 : Weblog improvmn't	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	1
54 : Writing improvmn't	1	0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	1

Table M1. Utterance Matrix for Weblog Extracts

Code	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
55 : Sug to experiment	0	0	31	5	23	0	3	1	0	1	1	0	0	0	0	4	4
56 : I appreciated the	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57 : Academic meaning	0	0	3	0	2	0	1	2	2	0	0	0	0	0	0	0	0
58 : Personal meaning	25	0	66	1	25	0	40	7	5	2	2	0	0	4	6	7	33
59 : I liked it because	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60 : Content	23	0	60	1	23	0	36	4	4	0	0	0	0	4	6	9	29
61 : No reason	0	0	12	2	5	0	5	3	3	0	0	0	0	0	0	2	1
62 : Structure	4	0	29	0	11	0	18	6	3	3	3	0	0	0	0	1	9
63 : Reflection on self	1	0	3	3	0	0	0	0	0	0	0	0	0	6	7	3	4
64 : Remark - Commun'ty	37	6	185	28	78	18	61	28	17	11	10	1	0	9	14	22	60
65 : Req for Feedback	1	0	2	0	0	0	2	1	1	0	0	0	0	1	1	0	3
66 : Saluta'n - Commun'ty	22	6	0	0	0	0	0	1	0	1	0	1	0	9	14	11	17
67 : Saluta'n - indiv	11	0	181	27	78	18	58	28	18	10	10	0	0	0	0	11	41
68 : Social snippet	4	0	6	3	0	0	3	0	0	0	0	0	0	0	1	1	3
69 : To Commun'ty	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
70 : To indiv	2	0	6	3	0	0	3	0	0	0	0	0	0	0	0	1	1
71 : Social Comment	0	0	30	0	4	13	13	13	10	3	3	0	0	0	0	0	11
72 : Ref to instr's blog	0	0	8	0	8	0	0	1	1	0	0	0	0	0	0	2	5

Table M1. Utterance Matrix for Weblog Extracts

Code	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
73 : Ref to student blog	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note. $n = 16$.

Table M1. Utterance Matrix for Weblog Extracts

Code	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51
1 : Base Post																	
2 : Comments received																	
3 : 0 Comments																	
4 : 1 Comment																	
5 : 2 Comments																	
6 : 3 Comments																	
7 : 4 Comments																	
8 : 5 Comments																	
9 : Entry																	
10 : Creative Work																	
11 : Drama																	
12 : Fiction																	
13 : Poetry																	
14 : Critical Comment																	
15 : Lesson discussion																	
16 : Reading																	
17 : Social entry																	
18 : Repub of Comment																	

Table M1. Utterance Matrix for Weblog Extracts

Code	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51
19 : Weblog assm't																	
20 : Comment																	
21 : By Helper																	
22 : By Instructor																	
23 : By Self																	
24 : By student																	
25 : Discussion																	
26 : Social																	
27 : Substantiative																	
28 : No follow-up																	
29 : With follow-up																	
30 : Lecture Week																	
31 : LW 01																	
32 : LW 02																	
33 : LW 03																	
34 : LW 04																	
35 : LW 05	16																
36 : LW 06	0	23															

Table M1. Utterance Matrix for Weblog Extracts

Code	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51
37 : LW 07	0	0	13														
38 : LW 08	0	0	0	53													
39 : LW 09	0	0	0	0	22												
40 : LW 10	0	0	0	0	0	26											
41 : LW 11	0	0	0	0	0	0	36										
42 : LW 12	0	0	0	0	0	0	0	67									
43 : LW Br	0	0	0	0	0	0	0	0	0								
44 : Nature of critique	0	0	0	0	0	0	0	0	0	0							
45 : Agreement	2	7	0	12	2	6	5	12	0	0	66						
46 : No	0	0	0	0	0	0	0	0	0	0	0	0					
47 : Yes	2	7	0	12	2	6	5	12	0	0	66	0	66				
48 : Encouragement	1	5	1	25	6	9	8	13	0	0	38	0	38	92			
49 : Being behind	0	0	0	2	0	1	0	3	0	0	1	0	1	8	11		
50 : Positive feedback	1	5	1	24	6	9	7	13	0	0	38	0	38	90	8	90	
51 : Sug for improvmn't	0	0	0	3	0	0	1	0	0	0	0	0	0	5	0	3	5
52 : More Critical Com'ts	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0
53 : Weblog improvmn't	0	0	0	1	0	0	0	0	0	0	0	0	0	2	1	2	0
54 : Writing improvmn't	0	0	0	3	0	0	1	0	0	0	0	0	0	5	0	3	5

Table M1. Utterance Matrix for Weblog Extracts

Code	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51
55 : Sug to experiment	0	2	1	13	1	3	3	0	0	0	3	0	3	31	1	31	0
56 : I appreciated the	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57 : Academic meaning	2	1	1	2	0	0	0	0	0	0	1	0	1	2	0	2	0
58 : Personal meaning	10	11	4	24	7	14	17	34	0	0	49	0	49	44	4	43	3
59 : I liked it because	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60 : Content	9	10	4	22	5	12	15	31	0	0	45	0	45	39	3	38	2
61 : No reason	0	2	0	2	2	1	1	1	0	0	7	0	7	10	2	10	0
62 : Structure	3	5	2	8	4	3	4	10	0	0	17	0	17	20	2	18	2
63 : Reflection on self	3	1	1	3	5	2	4	3	0	0	0	0	0	3	0	3	0
64 : Remark - Commun'ty	17	28	15	70	27	34	38	58	0	0	22	0	22	135	10	131	8
65 : Req for Feedback	2	2	0	1	1	1	1	0	0	0	1	0	1	1	0	1	0
66 : Saluta'n - Commun'ty	10	13	13	16	8	10	20	29	0	0	0	0	0	0	1	0	0
67 : Saluta'n - indiv	6	14	2	51	17	22	13	25	0	0	21	0	21	132	9	128	8
68 : Social snippet	0	0	1	2	1	3	5	4	0	0	0	0	0	7	0	6	1
69 : To Commun'ty	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0
70 : To indiv	0	0	1	1	0	3	3	3	0	0	0	0	0	7	0	6	1
71 : Social Comment	1	1	0	4	1	4	5	3	0	0	9	0	9	4	1	4	1
72 : Ref to instr's blog	0	1	0	0	0	0	0	0	0	0	4	0	4	8	4	8	0

Table M1. Utterance Matrix for Weblog Extracts

Code	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51
73 : Ref to student blog	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0

Note. $n = 16$.

Table M1. Utterance Matrix for Weblog Extracts

Code	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68
1 : Base Post																	
2 : Comments received																	
3 : 0 Comments																	
4 : 1 Comment																	
5 : 2 Comments																	
6 : 3 Comments																	
7 : 4 Comments																	
8 : 5 Comments																	
9 : Entry																	
10 : Creative Work																	
11 : Drama																	
12 : Fiction																	
13 : Poetry																	
14 : Critical Comment																	
15 : Lesson discussion																	
16 : Reading																	
17 : Social entry																	
18 : Repub of Comment																	

Table M1. Utterance Matrix for Weblog Extracts

Code	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68
19 : Weblog assm't																	
20 : Comment																	
21 : By Helper																	
22 : By Instructor																	
23 : By Self																	
24 : By student																	
25 : Discussion																	
26 : Social																	
27 : Substantiative																	
28 : No follow-up																	
29 : With follow-up																	
30 : Lecture Week																	
31 : LW 01																	
32 : LW 02																	
33 : LW 03																	
34 : LW 04																	
35 : LW 05																	
36 : LW 06																	

Table M1. Utterance Matrix for Weblog Extracts

Code	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68
37 : LW 07																	
38 : LW 08																	
39 : LW 09																	
40 : LW 10																	
41 : LW 11																	
42 : LW 12																	
43 : LW Br																	
44 : Nature of critique																	
45 : Agreement																	
46 : No																	
47 : Yes																	
48 : Encouragement																	
49 : Being behind																	
50 : Positive feedback																	
51 : Sug for improvmn't																	
52 : More Critical Com'ts	1																
53 : Weblog improvmn't	0	2															
54 : Writing improvmn't	0	0	5														

Table M1. Utterance Matrix for Weblog Extracts

Code	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68
55 : Sug to experiment	0	0	0	31													
56 : I appreciated the	0	0	0	0	0												
57 : Academic meaning	0	0	0	0	0	6											
58 : Personal meaning	0	1	3	12	0	6	171										
59 : I liked it because	0	0	0	0	0	0	0	0									
60 : Content	0	2	2	10	0	5	151	0	156								
61 : No reason	0	0	0	4	0	0	1	0	0	12							
62 : Structure	0	0	2	5	0	6	40	0	27	0	49						
63 : Reflection on self	0	0	0	0	0	0	17	0	16	0	1	42					
64 : Remark - Commun'ty	0	1	8	23	0	9	189	0	170	14	56	22	400				
65 : Req for Feedback	0	0	0	0	0	1	7	0	5	0	2	0	12	13			
66 : Saluta'n - Commun'ty	0	0	0	0	0	6	81	0	76	0	17	23	171	4	173		
67 : Saluta'n - indiv	0	1	8	23	0	3	98	0	88	14	34	0	207	2	0	206	
68 : Social snippet	0	0	1	0	0	1	11	0	7	0	7	1	18	0	0	1	21
69 : To Commun'ty	0	0	0	0	0	0	2	0	2	0	0	1	7	0	0	1	7
70 : To indiv	0	0	1	0	0	1	8	0	5	0	6	0	10	0	0	0	13
71 : Social Comment	0	0	1	1	0	0	1	0	1	0	0	0	30	0	0	29	0
72 : Ref to instr's blog	0	1	0	4	0	0	4	0	2	4	2	0	9	0	0	9	0

Table M1. Utterance Matrix for Weblog Extracts

Code	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68
73 : Ref to student blog	0	0	0	0	0	0	2	0	2	0	0	0	1	0	1	0	0

Note. $n = 16$.

Table M1. Utterance Matrix for Weblog Extracts

Code	69	70	71	72	73
1 : Base Post					
2 : Comments received					
3 : 0 Comments					
4 : 1 Comment					
5 : 2 Comments					
6 : 3 Comments					
7 : 4 Comments					
8 : 5 Comments					
9 : Entry					
10 : Creative Work					
11 : Drama					
12 : Fiction					
13 : Poetry					
14 : Critical Comment					
15 : Lesson discussion					
16 : Reading					
17 : Social entry					
18 : Repub of Comment					

Table M1. Utterance Matrix for Weblog Extracts

Code	69	70	71	72	73
19 : Weblog assm't					
20 : Comment					
21 : By Helper					
22 : By Instructor					
23 : By Self					
24 : By student					
25 : Discussion					
26 : Social					
27 : Substantiative					
28 : No follow-up					
29 : With follow-up					
30 : Lecture Week					
31 : LW 01					
32 : LW 02					
33 : LW 03					
34 : LW 04					
35 : LW 05					
36 : LW 06					

Table M1. Utterance Matrix for Weblog Extracts

Code	69	70	71	72	73
37 : LW 07					
38 : LW 08					
39 : LW 09					
40 : LW 10					
41 : LW 11					
42 : LW 12					
43 : LW Br					
44 : Nature of critique					
45 : Agreement					
46 : No					
47 : Yes					
48 : Encouragement					
49 : Being behind					
50 : Positive feedback					
51 : Sug for improvnm't					
52 : More Critical Com'ts					
53 : Weblog improvnm't					
54 : Writing improvnm't					

Table M1. Utterance Matrix for Weblog Extracts

Code	69	70	71	72	73
55 : Sug to experiment					
56 : I appreciated the					
57 : Academic meaning					
58 : Personal meaning					
59 : I liked it because					
60 : Content					
61 : No reason					
62 : Structure					
63 : Reflection on self					
64 : Remark - Commun'ty					
65 : Req for Feedback					
66 : Saluta'n - Commun'ty					
67 : Saluta'n - indiv					
68 : Social snippet					
69 : To Commun'ty	7				
70 : To indiv	0	13			
71 : Social Comment	0	0	30		
72 : Ref to instr's blog	0	0	0	8	

Table M1. Utterance Matrix for Weblog Extracts

Code	69	70	71	72	73
73 : Ref to student blog	0	0	0	0	2

Note. $n = 16$.

Appendix N

Student Survey Analysis

This appendix includes the detailed data supporting the results of the quantitative analysis of the three student surveys.

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Survey 1

Table N1. Survey 1: Paired T-tests for Experience and Predisposition Variables

						Paired Differences				Sig. (2-tailed)*
						95% Confidence Interval of the Difference				
Pair		<i>n</i>	Mean	SD	SE	Lower	Upper	<i>t</i>	df	
Pair 1	Internet experience (Q11) - Weblog experience (Q13)	92	3.1	2.7	0.3	2.6	3.7	11.285	91	.000
Pair 2	Internet experience (Q11) - Discussion forum experience (Q14)	92	2.4	2.5	0.3	2.0	3.0	9.431	91	.000
Pair 3	Weblog experience (Q13) - Discussion forum experience (Q14)	92	-0.7	2.1	0.2	-1.1	-0.2	-3.036	91	.003
Pair 4	Predisposition towards use of weblogs (Q15) – Predisposition towards use of discussion forums (Q16)	91	0.1	1.6	0.2	-0.2	0.4	.534	90	.594

* $p < 0.05$.

Table N2. Survey 1: Correlation Analysis for Experience and Predisposition Variables

Question	<i>n</i>	Experience			Predisposition	
		Internet (Q11)	Weblogs (Q13)	Discussion forums (Q14)	Weblogs (Q15)	Discussion forums (Q16)
Level of Internet experience (Q11)	92	-				
Level of weblog experience (Q13)	92	0.29**	-			
Level of discussion forum experience (Q14)	92	0.33**	0.66**	-		
Predisposition towards use of weblogs (Q15)	92	0.11	0.23*	0.34**	-	
Predisposition towards use of discussion forums (Q16)	91	0.21*	0.13	0.28**	0.67**	-

* $p < 0.05$. ** $p < 0.01$

Survey 2

Table N3. Survey 2: Descriptive Statistics for Q4* Variables for All Respondents

Question	<i>n</i>	Variable	Category	Number of students	% of total
4A	70	Potential audience, no one			
			No	55	79%
			Yes	15	21%
4B	70	Potential audience, classmates			
			No	17	24%
			Yes	53	76%
4C	70	Potential audience, lecturer/tutor			
			No	22	31%
			Yes	48	69%
4D	70	Potential audience, members of weblog Friends list			
			No	49	70%
			Yes	21	30%
4E	69	Potential audience, wider Internet community			
			No	64	93%
			Yes	5	7%
4F	66	Potential audience, other			
			No	57	86%
			Self	7	11%
			Other	2	3%

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Table N4. Survey 2: Descriptive Statistics for Q1, Q3*, and Q5 Variables for All Respondents

Statistic	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L	Q5
Mean	6.0	5.7	5.0	6.4	6.9	6.9	6.6	6.8	6.5	6.4	6.8	7.7	4.9	1.9
Median	6.2	6.0	4.8	6.7	7.0	7.3	7.0	7.2	6.7	6.6	6.9	7.9	4.9	1.5
Mode	6.9	5.2	3.3	7.3	10.0	6.6	9.0	8.7	3.4	7.0	5.5	8.8	4.9	1.0
SD	2.1	2.4	2.5	2.2	2.1	1.9	2.1	2.2	1.9	1.9	2.1	1.6	2.0	1.3
Skew	-0.4	-0.3	0.2	-0.7	-0.6	-0.4	-0.5	-0.5	-0.2	-0.3	-0.4	-1.1	-0.4	1.5
Min	0.4	0.3	0.1	0.3	0.3	2.2	2.1	1.3	2.2	1.6	1.2	1.9	0.0	0.3
Max	9.9	9.7	9.7	9.9	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	8.7	6.0
95% CI	0.5	0.6	0.6	0.5	0.5	0.5	0.5	0.5	0.5	0.4	0.5	0.4	0.5	0.3
<i>n</i>	71	71	71	71	71	70	70	70	70	70	69	69	65	69

Table N5. Survey 2: Descriptive Statistics for Q1, Q3*, and Q5 Variables for Paired Respondents

Statistic	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L	Q5
Mean	6.4	5.9	5.3	6.5	6.7	6.5	6.2	6.8	6.6	6.0	6.6	7.8	5.0	2.2
Median	6.8	6.3	4.9	6.8	6.4	6.7	6.3	7.4	7.1	5.7	5.7	7.9	5.2	1.5
Mode	9.1	9.0	4.9	N/A	10.0	6.7	5.8	7.2	N/A	5.4	8.8	7.5	5.2	1.0
SD	2.0	2.5	2.4	2.0	2.2	2.4	2.2	2.2	2.4	1.7	2.3	1.6	2.0	1.6
Skew	-0.6	-0.4	0.2	-0.5	0.1	-0.6	-0.1	-0.9	-0.5	0.1	-0.2	-2.0	-0.6	1.2
Min	2.5	1.5	1.0	2.5	3.3	2.2	2.4	2.2	2.2	3.3	2.7	3.0	1.3	0.3
Max	9.1	9.3	9.6	9.4	10.0	9.4	9.9	9.4	10.0	8.8	10.0	9.9	8.2	6.0
95% CI	1.1	1.3	1.3	1.1	1.1	1.3	1.2	1.2	1.3	0.9	1.3	0.9	1.2	0.9
<i>n</i>	16	16	16	16	16	16	15	16	16	16	15	15	13	15

Note. Responses with matching pseudonym in Survey 3.

Table N6. Survey 2: Descriptive Statistics for Q6* Variables for All Respondents

Statistic	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I
Mean	5.2	6.2	6.1	6.4	7.3	7.1	6.9	7.5	7.3
Median	5.8	6.5	6.3	6.8	7.4	7.3	6.9	7.9	7.5
Mode	2.1	8.1	4.8	10.0	10.0	7.3	6.4	9.9	7.9
SD	2.7	2.4	2.2	2.5	2.0	2.0	2.1	1.9	2.1
Skew	-0.3	-0.5	-0.5	-0.3	-0.5	-0.6	-0.7	-0.5	-0.8
Min	0.0	0.0	0.4	1.0	2.5	0.9	1.3	3.0	0.1
Max	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
95% CI	0.9	0.8	0.7	0.8	0.6	0.6	0.7	0.6	0.7
<i>n</i>	70	70	70	70	70	69	70	69	70

Table N7. Survey 2: Descriptive Statistics for Q6* Variables for Paired Respondents

Statistic	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I
Mean	4.1	6.1	5.6	6.7	6.8	6.9	6.4	7.7	7.2
Median	3.5	6.3	6.2	7.4	7.2	7.5	7.5	8.1	7.3
Mode	7.6	5.5	0.4	7.8	N/A	8.2	6.0	5.1	7.3
SD	2.9	2.5	2.5	2.1	2.0	1.9	2.6	1.8	2.0
Skew	0.1	-0.7	-0.9	-0.6	-0.2	-0.7	-0.7	-0.6	-0.2
Min	0.0	0.4	0.4	2.2	3.4	3.3	1.3	4.6	3.9
Max	8.4	10.0	9.0	10.0	10.0	9.7	9.4	9.9	10.0
95% CI	1.6	1.4	1.3	1.1	1.1	1.0	1.4	1.0	1.0
<i>n</i>	16	15	16	16	16	16	16	15	16

Note. Responses with paired pseudonyms in Survey 3.

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Survey 2 Correlation

Table N8. Survey 2: Descriptive Statistics for Q6* Variables for Paired Respondents

Question	<i>n</i>	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Q1 - Overall usefulness of weblogs	71	-												
Q3A - Assisting one to learn	71	0.79**	-											
Q3B - Requiring publication on the Internet	71	-0.02	-0.07	-										
Q3C - Share one's work	71	0.55**	0.40**	-0.26*	-									
Q3D - Fostering collaborative learning	71	0.64**	0.65**	-0.10	0.54**	-								

Question	<i>n</i>	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Q3E - Recording personal reflections	70	0.56**	0.56**	-0.05	0.52**	0.66**	-							
Q3F - Documenting learning experience	70	0.50**	0.55**	-0.12	0.54**	0.67**	0.81**	-						
Q3G - Flexible learning environment	70	0.69**	0.67**	0.09	0.40**	0.58**	0.58**	0.61**	-					
Q3H - Practice commenting	70	0.61**	0.55**	0.05	0.47**	0.55**	0.53**	0.47**	0.59**	-				
Q3I - Timely feedback from peers	70	0.54**	0.40**	-0.03	0.53**	0.51**	0.50**	0.46**	0.51**	0.54**	-			
Q3J - Timely feedback from lecturer	69	0.51**	0.50**	-0.06	0.28*	0.43**	0.44**	0.40**	0.48**	0.41**	0.49**	-		

Question	<i>n</i>	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Q3K - Insight into thinking and writing of others	69	0.53**	0.47**	-0.03	0.53**	0.64**	0.54**	0.58**	0.53**	0.62**	0.51**	0.36**	-	
Q3L - Ease of use	65	0.07	0.07	0.30*	-0.10	0.05	0.14	0.18	0.20	0.01	0.22	0.15	0.12	-

* $p < 0.05$. ** $p < 0.01$.

Table N9. Survey 2: Descriptive Statistics for Q6* Variables for Paired Respondents

Question	<i>n</i>	Q5	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I
Q5 – Hours per week spent weblogging	65	-									
Q6A - Social networking	70	0.06	-								
Q6B - Encouragement	70	0.11	0.64**	-							
Q6C - Sense of community	70	0.05	0.68**	0.83**	-						
Q6D - Constructive feedback	70	0.14	0.47**	0.57**	0.57**	-					
Q6E - Learning new ideas from others	70	0.12	0.25*	0.42**	0.55**	0.36**	-				
Q6F - Sharing ideas with others	69	0.17	0.42**	0.59**	0.59**	0.52**	0.69**	-			
Q6G - Personal reflection	70	0.13	0.16	0.35**	0.34**	0.34**	0.41**	0.51**	-		
Q6H - Creative outlet	69	0.24	0.08	0.34**	0.35**	0.48**	0.34**	0.46**	0.62**	-	
Q6I - Meeting unit requirements	70	0.01	0.16	0.34**	0.39**	0.38**	0.27*	0.28*	0.30*	0.38**	-

* $p < 0.05$. ** $p < 0.01$.

Table N10. Survey 2: Correlation Analysis between Q1, Q3* and Q5, Q6* Variables

Question	<i>n</i>	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
		71	71	71	71	71	70	70	70	70	70	69	69	65
Q5 – Hours per week spent weblogging	69	0.24*	.27*	0.15	0.16	0.08	0.21	0.27*	0.22	0.32**	0.19	0.31**	0.04	-0.11
Q6A - Social networking	70	0.08	0.14	-0.02	0.28*	0.23	0.33**	0.2*	0.06	0.12	0.26*	0.14	0.09	0.04
Q6B – Encourage-ment	70	0.42**	0.37**	-0.01	0.57**	0.44**	0.43**	0.34**	0.40**	0.28*	0.52**	0.31*	0.30*	-0.04
Q6C - Sense of community	70	0.35**	0.32**	-0.02	0.49**	0.44**	0.42**	0.38**	0.34**	0.26*	0.48**	0.19	0.41**	0.01
Q6D - Constructive feedback	70	0.45**	0.53**	-0.12	0.44**	0.56**	0.49**	0.51**	0.53**	0.55**	0.46**	0.39**	0.48**	-0.05
Q6E - Learning new ideas from others	70	0.31**	0.32**	0.01	0.40**	0.37**	0.44**	0.41**	0.35**	0.38**	0.46**	0.07	0.51**	-0.03

		Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Q6F - Sharing ideas with others	69	0.46**	0.41**	0.00	0.57**	0.43**	0.46**	0.50**	0.52**	0.41**	0.56**	0.21	0.54**	0.16
Q6G - Personal reflection	70	0.40**	0.44**	-0.20	0.37**	0.46**	0.49**	0.51**	0.41**	0.31**	0.17	0.28*	0.37**	-0.16
Q6H - Creative outlet	69	0.46**	0.37**	-0.15	0.48**	0.42**	0.55**	0.60**	0.50**	0.42**	0.44**	0.38**	0.47**	-0.02
Q6I - Meeting unit requirements	70	0.46**	0.47**	-0.03	0.34**	0.33**	0.45**	0.27*	0.30*	0.27*	0.38**	0.46**	0.32**	0.05

* $p < 0.05$. ** $p < 0.01$.

Survey 2 Clusters

Table N11. Survey 2: Descriptive Statistics for Q1 and Q3* Variables for Q3(Enthusiastic) Cohort

Statistic	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Mean	7.8	7.9	4.6	7.6	8.8	8.9	6.4	8.8	7.9	7.6	8.5	8.6	4.8
Median	7.9	8.0	4.6	7.6	9.0	9.0	6.6	9.2	8.0	7.9	8.9	8.9	5.2
Mode	8.1	7.9	4.6	6.0	10.0	10.0	5.5	10.0	5.4	8.2	9.6	10.0	5.5
SD	1.2	1.3	2.9	1.6	1.2	0.9	2.0	1.1	1.6	1.6	1.3	1.2	2.8
Skew	-.05	-0.9	0.4	0.0	-0.9	-0.3	-0.2	-0.9	-0.4	-0.3	-1.4	-0.9	-0.3
Min	4.9	4.8	0.1	5.2	5.8	7.3	3.3	6.4	4.9	4.9	5.5	5.8	0.0
Max	9.9	9.7	9.6	9.9	10.0	10.0	9.6	10.0	10.0	10.0	10.0	10.0	8.7
95% CI	0.6	0.6	1.4	0.7	0.6	0.4	0.9	0.5	0.8	0.7	0.6	0.5	1.3

Note. $n = 20$.

Table N12. Survey 2: Descriptive Statistics for Q1 and Q3* Variables for Q3(Acceptant) Cohort

Statistic	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Mean	5.1	4.6	5.1	5.9	6.2	6.0	6.7	5.8	5.7	5.9	6.0	7.2	5.0
Median	5.3	4.9	4.8	6.4	6.3	6.1	7.2	5.8	6.3	6.0	6.1	7.5	4.9
Mode	5.3	5.2	3.3	8.7	6.3	6.7	7.3	7.2	3.4	5.1	5.5	6.6	4.9
SD	1.9	2.0	2.2	2.2	1.8	1.7	2.1	2.1	1.7	1.8	1.9	1.6	1.6
Skew	-0.3	-0.3	0.3	-0.7	-0.6	-0.3	-0.6	-0.2	-0.4	-0.4	-0.4	-1.1	-0.2
Min	0.4	0.3	0.7	0.3	0.3	2.2	2.1	1.3	2.2	1.6	1.2	1.9	1.2
Max	9.1	8.2	9.7	8.7	10.0	9.0	10.0	9.6	8.5	9.1	9.4	9.6	8.2
95% CI	0.6	0.6	0.7	0.7	0.6	0.5	0.6	0.6	0.5	0.5	0.6	0.5	0.5
<i>n</i>	45	45	45	45	45	45	44	45	45	45	45	45	45

Table N13. Survey 2 Descriptive Statistics for Q6* Variables for Q6(Communal) Cohort

Statistic	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I
Mean	7.6	8.5	8.0	8.8	8.5	8.5	7.9	8.6	8.2
Median	7.5	8.2	8.2	9.0	9.3	8.5	8.4	9.1	8.4
Mode	7.3	8.1	8.8	10.0	10.0	7.3	10.0	9.7	9.7
SD	1.3	1.0	1.2	0.9	1.8	1.3	1.6	1.4	1.6
Skew	0.3	0.3	-0.2	-0.2	-1.9	-0.8	-0.1	-0.8	-0.8
Min	5.4	6.6	5.5	7.5	2.8	5.1	5.7	5.4	4.6
Max	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
95% CI	0.6	0.4	0.6	0.4	0.8	0.6	0.7	0.6	0.7

Note. $n = 20$.

Table N14. Survey 2: Descriptive Statistics for Q6* Variables for Q6(Personal) Cohort

Statistic	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I
Mean	4.1	5.2	5.2	5.2	6.7	6.4	6.4	7.0	6.8
Median	4.6	5.1	5.4	5.2	7.0	6.9	6.6	7.2	6.9
Mode	2.1	5.1	4.8	7.2	7.3	7.2	6.4	8.5	7.9
SD	2.5	2.2	2.0	2.1	1.8	2.0	2.1	1.9	2.2
Skew	0.0	-0.3	-0.6	0.2	-0.2	-0.5	-0.6	-0.2	-0.6
Min	0.0	0.0	0.4	1.0	2.5	0.9	1.3	3.0	0.1
Max	9.1	9.1	9.0	10.0	10.0	9.7	9.9	9.9	10.0
95% CI	0.7	0.6	0.6	0.6	0.5	0.6	0.6	0.6	0.7

Note. $n = 47$.

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Table N15. Survey 2: Descriptive Statistics for Q1 and Q3* Variables for Q6(Communal) Cohort

Statistic	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Mean	6.9	6.6	5.2	7.6	8.5	8.0	6.5	7.7	7.4	7.3	7.8	8.6	4.7
Median	6.9	7.0	4.8	8.1	8.8	7.9	7.4	7.6	7.2	7.3	8.2	8.7	5.1
Mode	8.1	7.0	4.6	9.7	10.0	10.0	5.5	9.3	6.7	9.0	9.1	10.0	5.5
SD	1.3	1.7	2.5	2.0	1.4	1.6	2.2	1.6	1.5	1.7	1.9	1.2	2.1
Skew	0.2	-0.7	-0.2	-1.7	-0.3	-0.7	-0.6	-0.4	0.2	-0.4	-0.9	-0.7	-0.5
Min	4.9	3.0	0.1	2.1	6.3	4.3	2.1	4.3	4.9	3.7	3.4	5.8	0.0
Max	9.9	9.3	9.4	9.9	10.0	10.0	9.6	10.0	10.0	10.0	10.0	10.0	8.1
95% CI	0.6	0.8	1.2	0.9	0.6	0.7	1.0	0.7	0.7	0.8	0.9	0.5	1.0
<i>n</i>	21	21	21	21	21	21	20	21	21	21	21	21	21

Table N16. Survey 2: Descriptive Statistics for Q1 and Q3* Variables for Q6(Personal) Cohort

Statistic	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Mean	5.6	5.4	5.0	5.9	6.4	6.6	6.6	6.5	6.0	6.0	6.4	7.4	5.1
Median	5.6	5.2	4.8	6.1	6.3	6.6	6.9	6.3	6.4	6.0	6.2	7.7	4.9
Mode	5.3	5.2	3.3	5.4	4.2	6.6	9.0	8.7	3.4	5.1	5.5	8.8	4.8
SD	2.3	2.5	2.5	2.0	2.0	1.9	2.1	2.4	2.0	1.9	2.0	1.7	1.9
Skew	-0.2	-0.1	0.3	-0.7	-0.6	-0.2	-0.4	-0.3	0.0	-0.2	-0.2	-1.1	-0.3
Min	0.4	0.3	0.7	0.3	0.3	2.2	2.4	1.3	2.2	1.6	1.2	1.9	0.0
Max	9.4	9.7	9.7	9.4	10.0	9.7	10.0	10.0	10.0	9.3	10.0	9.9	8.7
95% CI	0.7	0.7	0.7	0.6	0.6	0.5	0.6	0.7	0.6	0.5	0.6	0.5	0.6
<i>n</i>	47	47	47	47	47	47	47	47	47	47	46	46	43

Table N17. Survey 2: Descriptive Statistics for Q6* Variables for Q3(Enthusiastic) Cohort

Statistic	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I
Mean	6.0	7.6	7.0	8.3	8.4	8.3	8.4	8.6	8.3
Median	6.6	8.1	6.7	8.7	8.6	8.1	8.6	8.7	8.3
Mode	#N/A	10.0	7.5	10.0	10.0	9.9	9.7	9.7	9.7
SD	2.9	2.1	1.8	1.5	1.6	1.3	1.4	1.2	1.3
Skew	-0.7	-0.7	0.1	-0.5	-0.7	-0.3	-0.7	-1.2	-0.4
Min	0.0	3.3	3.4	5.2	4.9	5.2	5.7	5.4	5.4
Max	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
95% CI	1.3	1.0	0.8	0.7	0.7	0.6	0.7	0.6	0.6

Note. $n = 20$.

Table N18. Survey 2: Descriptive Statistics for Q6* Variables for Q3(Acceptant) Cohort

Statistic	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I
Mean	4.9	5.6	5.7	5.4	6.9	6.5	6.3	6.9	6.7
Median	5.4	5.2	6.0	5.2	7.0	6.9	6.4	6.9	6.9
Mode	5.4	5.1	7.3	4.0	7.0	9.1	6.4	9.3	7.9
SD	2.6	2.2	2.2	2.4	1.9	2.0	2.0	1.9	2.2
Skew	-0.3	-0.5	-0.5	0.1	-0.4	-0.5	-0.6	-0.1	-0.6
Min	0.0	0.0	0.4	1.0	2.5	0.9	1.3	3.0	0.1
Max	9.1	8.7	9.3	9.7	10.0	10.0	10.0	10.0	10.0
95% CI	0.8	0.7	0.6	0.7	0.6	0.6	0.6	0.6	0.7
n	45	45	45	45	45	45	45	44	45

Survey 3

Table N19. Survey 3: Descriptive statistics for Q4* Variables for All Respondents

Question	<i>n</i>	Variable	Category	Number of students	% of total
4A	54	Potential audience, no one			
			No	42	78%
			Yes	12	22%
4B	54	Potential audience, classmates			
			No	14	26%
			Yes	40	74%
4C	54	Potential audience, lecturer/tutor			
			No	16	30%
			Yes	38	70%
4D	54	Potential audience, members of weblog Friends list			
			No	29	54%
			Yes	25	46%
4E	54	Potential audience, wider Internet community			
			No	50	93%
			Yes	4	7%
4F	53	Potential audience, other			
			No	42	78%
			Self	11	22%

Table N20. Survey 3: Descriptive Statistics for Q1, Q3*, and Q5 Variables for All Respondents

Statistic	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L	Q5
Mean	6.5	6.4	4.0	7.0	7.1	7.5	6.8	6.7	6.9	6.5	6.5	7.7	5.4	2.6
Median	6.9	6.4	4.0	7.0	6.7	7.6	6.9	7.2	7.0	6.6	6.6	7.9	5.5	2.0
Mode	6.2	8.8	1.0	7.6	6.4	9.9	8.4	5.7	6.7	5.2	5.5	9.1	6.4	1.0
SD	2.3	2.4	2.8	2.0	1.8	1.9	2.0	2.4	1.9	1.8	2.1	1.6	2.1	2.5
Skew	-0.7	-0.4	0.4	-0.3	-0.3	-0.5	-0.4	-0.9	-0.4	-0.4	-0.1	-0.7	-0.2	2.2
Min	0.7	1.2	0.0	1.5	3.0	2.8	2.5	0.3	1.8	0.7	2.1	3.0	0.0	0.5
Max	10.0	10.0	9.6	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	12.0
95% CI	0.6	0.6	0.8	0.5	0.5	0.5	0.5	0.6	0.5	0.5	0.6	0.5	0.6	0.7
<i>N</i>	55	55	55	55	55	54	55	55	55	55	55	54	51	54

Table N21. Survey 3: Descriptive Statistics for Q1, Q3*, and Q5 Variables for Paired Respondents

Statistic	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L	Q5
Mean	7.1	6.6	3.6	8.0	7.1	7.7	7.0	7.7	7.1	6.7	6.9	8.1	5.5	2.3
Median	8.2	7.0	3.1	8.7	7.7	8.1	7.3	8.5	6.7	6.8	7.8	7.8	5.8	1.3
Mode	8.4	8.8	5.2	7.6	8.8	9.1	6.6	9.0	6.7	8.4	8.5	7.5	6.4	1.0
SD	2.5	2.3	2.9	1.7	2.1	2.0	2.1	2.0	2.0	2.1	2.3	1.4	1.8	1.9
Skew	-1.2	-0.7	0.6	-1.0	-0.7	-1.2	-0.8	-1.6	-0.4	-0.5	-0.9	-0.5	-0.2	1.4
Min	1.2	1.9	0.0	4.2	3.0	2.8	2.8	2.1	2.5	2.5	2.1	5.1	2.2	1.0
Max	9.9	10.0	9.6	10.0	10.0	10.0	9.6	10.0	10.0	10.0	10.0	10.0	8.2	7.0
95% CI	1.3	1.2	1.6	0.9	1.1	1.1	1.1	1.1	1.1	1.1	1.2	0.8	1.0	1.0
<i>N</i>	16	16	16	16	16	15	16	16	16	16	16	15	15	16

Note. Responses with matching pseudonym in Survey 2.

Table N22. Survey 3: Descriptive Statistics for Q6* Variables for All Respondents

Statistic	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I	Q6J	Q6K
Mean	5.8	6.6	6.3	6.3	7.0	7.0	7.4	7.5	7.1	7.4	7.6
Median	6.0	6.7	6.3	6.8	7.2	7.2	7.9	8.1	7.4	7.6	8.2
Mode	2.2	8.1	8.5	6.8	8.8	8.2	8.8	9.6	5.4	7.8	8.5
SD	2.5	2.3	2.3	2.4	2.0	1.9	1.9	2.3	1.8	1.9	2.0
Skew	-0.6	-0.8	-0.6	-0.5	-0.4	-0.4	-0.9	-1.3	-0.3	-0.9	-1.2
Min	0.0	1.0	0.3	1.2	2.2	2.6	2.2	0.7	2.9	2.4	2.1
Max	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
95% CI	0.7	0.7	0.7	0.7	0.6	0.6	0.6	0.7	0.5	0.6	0.6
<i>n</i>	46	46	46	46	46	44	46	46	46	45	46

Table N 23. Survey 3: Descriptive Statistics for Q6* Variables for Paired Respondents

Statistic	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I
Mean	5.1	6.7	6.3	6.7	6.9	7.1	7.1	7.1	6.8
Median	5.3	7.2	6.6	6.9	7.4	7.3	8.1	7.9	6.8
Mode	2.2	8.5	2.5	6.8	8.8	8.2	8.8	9.1	5.4
SD	2.5	2.5	2.4	2.2	2.2	1.9	2.3	2.4	1.9
Skew	0.0	-0.7	-0.3	-0.5	-1.0	-1.1	-1.4	-1.0	-0.2
Min	1.8	2.4	2.5	2.8	2.2	3.1	2.2	2.5	2.9
Max	8.8	9.9	9.6	9.6	9.6	9.6	8.8	9.3	9.7
95% CI	1.5	1.5	1.5	1.4	1.3	1.2	1.4	1.4	1.1
<i>n</i>	13	13	13	13	13	12	13	13	13

Note. Responses with matching pseudonym in Survey 3.

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Table N24. Survey 3: Correlation Analysis between Q1 and Q3* Variables

Question	<i>n</i>	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Q1 - Overall usefulness of weblogs	55	-												
Q3A - Assisting one to learn	55	0.81**	-											
Q3B - Requiring publication on the Internet	55	-0.06	-0.07	-										
Q3C - Share one's work	55	0.68**	0.52**	-0.15	-									
Q3D - Fostering collaborative learning	55	0.78**	0.74**	-0.05	0.57**	-								
Q3E - Recording personal reflections	54	0.71**	0.65**	-0.09	0.64**	0.71**	-							
Q3F -	55	0.49**	0.54**	-0.24	0.34*	0.58**	0.66**	-						

Question	<i>n</i>	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Documenting learning experience														
Q3G - Flexible learning environment	55	0.52**	0.56**	0.04	0.50**	0.38**	0.65**	0.44**	-					
Q3H - Practice commenting	55	0.52**	0.54**	0.12	0.47**	0.51**	0.48**	0.39**	0.61**	-				
Q3I - Timely feedback from peers	55	0.48**	0.57**	-0.10	0.46**	0.50**	0.54**	0.61**	0.52**	0.60**	-			
Q3J - Timely feedback from lecturer	55	0.47**	0.41**	-0.01	0.42**	0.49**	0.57**	0.60**	0.43**	0.43**	0.56**	-		
Q3K - Insight into thinking and writing of others	54	0.51**	0.55**	-0.05	0.49**	0.54**	0.69**	0.57**	0.53**	0.54**	0.41**	0.55**	-	
Q3L - Ease of use	51	0.32*	0.19	0.05	0.16	0.24	0.14	0.09	0.12	0.12	-0.07	0.15	0.07	-

* $p < 0.05$. ** $p < 0.01$.

Table N25. Survey 3: Correlation Analysis between Q5 and Q6* Variables

Question	<i>n</i>	Q5	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I	Q6J	Q6K
Q5 – Hours per week spent weblogging	54	-											
Q6A - Social networking	46	0.35 [*]	-										
Q6B - Encouragement	46	0.21	0.62 ^{**}	-									
Q6C - Sense of community	46	0.26	0.71 ^{**}	0.80 ^{**}	-								
Q6D - Constructive feedback	46	-0.09	0.35 [*]	0.81 ^{**}	0.63 ^{**}	-							
Q6E - Learning new ideas from others	46	0.23	0.51 ^{**}	0.72 ^{**}	0.67 ^{**}	0.58 ^{**}	-						
Q6F - Sharing ideas with others	44	0.26	0.60 ^{**}	0.71 ^{**}	0.81 ^{**}	0.55 ^{**}	0.62 ^{**}	-					
Q6G - Personal reflection	46	0.07	0.32 [*]	0.59 ^{**}	0.53 ^{**}	0.53 ^{**}	0.45 ^{**}	0.58 ^{**}	-				

Question	<i>n</i>	Q5	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I	Q6J	Q6K
Q6H - Creative outlet	46	0.09	0.35 [*]	0.36 [*]	0.32 [*]	0.30 [*]	0.2	0.42 ^{**}	0.69 ^{**}	-			
Q6I - Meeting unit requirements	46	0.05	0.21	0.50 ^{**}	0.51 ^{**}	0.54 ^{**}	0.56 ^{**}	0.58 ^{**}	0.55 ^{**}	0.21	-		
Q6J – Publishing own writing	45	0.01	0.46 ^{**}	0.47 ^{**}	0.61 ^{**}	0.42 ^{**}	0.36 [*]	0.70 ^{**}	0.68 ^{**}	0.52 ^{**}	0.51 ^{**}	-	
Q6K – Opportunity to practice writing skills	46	0.07	0.35 [*]	0.39 ^{**}	0.33 [*]	0.34 [*]	0.38 ^{**}	0.49 ^{**}	0.71 ^{**}	0.71 ^{**}	0.39 ^{**}	0.63 ^{**}	-

* $p < 0.05$. ** $p < 0.01$.

Table N26. Survey 3: Correlation Analysis between Q1, Q3* and Q5, Q6* Variables

Question	<i>n</i>	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
		55	55	55	55	55	54	55	55	55	55	55	54	51
Q5 – Hours per week spent weblogging	54	0.31*	0.24	0.14	0.11	0.31*	0.19	0.23	0.07	0.16	0.21	0.22	-0.11	0.35*
Q6A - Social networking	46	0.42**	0.30*	-0.22	0.21	0.37*	0.46**	0.47**	0.39**	0.35*	0.34*	0.39**	0.25	0.24
Q6B - Encouragement	46	0.65**	0.61**	-0.23	0.52**	0.59**	0.62**	0.64**	0.57**	0.47**	0.58**	0.58**	0.50**	0.02
Q6C - Sense of community	46	0.56**	0.51**	-0.3	0.45**	0.54**	0.63**	0.67**	0.48**	0.40**	0.62**	0.39**	0.40**	0.06
Q6D - Constructive feedback	46	0.46**	0.46**	-0.25	0.64**	0.42**	0.55**	0.50**	0.50**	0.32*	0.53**	0.57**	0.48**	-0.11
Q6E - Learning new ideas from others	46	0.54**	0.51**	-0.1	0.38*	0.59**	0.52**	0.57**	0.39**	0.49**	0.51**	0.52**	0.46**	0.03

		Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Question	<i>n</i>	55	55	55	55	55	54	55	55	55	55	55	54	51
Q6F - Sharing ideas with others	44	0.50**	0.42**	-0.11	0.47**	0.47**	0.55**	0.40**	0.35*	0.33*	0.57**	0.35*	0.29	0.13
Q6G - Personal reflection	46	0.43**	0.50**	-0.04	0.34*	0.46**	0.62**	0.70**	0.35*	0.26	0.46**	0.48**	0.55**	0.1
Q6H - Creative outlet	46	0.32*	0.39**	0.04	0.34*	0.29	0.35*	0.36*	0.39**	0.35*	0.32*	0.32*	0.34*	0.18
Q6I - Meeting unit requirements	46	0.31*	0.38**	-0.25	0.31*	0.46**	0.61**	0.49**	0.35*	0.18	0.58**	0.49**	0.47**	-0.12
Q6J – Publishing own writing	45	0.32*	0.30*	-0.18	0.27	0.29	0.49**	0.40**	0.38*	0.17	0.37*	0.34*	0.31*	0.24
Q6K – Opportunity to practice writing skills	46	0.31*	0.34*	-0.03	0.2	0.31*	0.35*	0.37*	0.27	0.22	0.23	0.38**	0.35*	0.23

* $p < 0.05$. ** $p < 0.01$.

S3 Q3Clusters

Table N27. Survey 3: Descriptive Statistics for Q1 and Q3* Variables for Q3(Enthusiastic) Cohort

Statistic	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Mean	8.2	8.2	3.6	8.2	8.6	9.0	8.1	8.1	8.3	7.6	7.7	8.8	6.0
Median	8.5	8.7	1.8	8.7	8.8	9.3	8.5	8.5	8.5	7.5	8.4	9.1	6.4
Mode	8.7	8.8	1.8	10.0	10.0	9.9	9.0	8.1	8.5	9.7	8.8	9.1	6.4
SD	1.2	1.4	3.5	1.7	1.1	1.0	1.4	1.6	1.4	1.4	1.6	1.0	2.5
Skew	-1.1	-0.9	0.8	-1.2	-0.4	-0.9	-1.2	-1.8	-1.2	0.0	-0.3	-1.0	-0.7
Min	4.9	4.9	0.0	4.3	6.4	6.7	4.5	3.1	4.3	4.9	4.8	6.4	0.0
Max	10.0	10.0	9.6	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
95% CI	0.5	0.6	1.5	0.7	0.5	0.4	0.6	0.7	0.6	0.6	0.7	0.4	1.1

Note. $n = 23$.

Table N28. Survey 3: Descriptive Statistics for Q1 and Q3* Variables for Q3(Acceptant) Cohort

Statistic	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Mean	4.9	4.7	4.4	5.9	5.7	6.2	5.5	5.3	5.7	5.4	5.3	6.7	4.8
Median	5.3	4.9	4.8	5.7	5.8	6.6	5.5	5.7	5.8	5.2	4.9	7.0	4.8
Mode	6.2	5.1	1.0	7.6	6.6	6.6	6.4	5.7	5.2	5.2	5.1	7.0	3.3
SD	2.0	1.9	2.2	1.6	1.4	1.6	1.6	2.2	1.6	1.7	2.0	1.6	1.5
Skew	-0.5	0.2	-0.2	-0.3	-0.1	-0.2	-0.1	-0.7	-0.5	-0.6	0.8	-0.3	-0.1
Min	0.7	1.2	0.7	1.5	3.0	2.8	2.5	0.3	1.8	0.7	2.1	3.0	1.5
Max	8.4	8.8	8.4	9.1	8.8	9.0	8.4	9.0	9.1	8.4	9.6	9.6	7.5
95% CI	0.8	0.8	0.9	0.6	0.5	0.6	0.6	0.9	0.6	0.7	0.8	0.6	0.6

Note. n = 27.

Table N29. Survey 3: Descriptive Statistics for Q6* Variables for Q6(Communal) Cohort

Statistic	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I	Q6J	Q6K
Mean	7.4	8.3	8.0	7.6	8.4	8.1	8.2	8.2	7.9	8.1	8.4
Median	7.5	8.2	8.2	7.8	8.8	8.2	8.7	8.8	7.9	8.5	8.5
Mode	8.8	8.1	8.5	5.6	8.8	7.2	8.8	9.6	7.9	9.4	8.5
SD	1.4	1.0	1.3	1.7	1.3	1.4	1.3	2.1	1.6	1.3	1.4
Skew	-0.4	-0.3	-0.7	-0.7	-1.2	-1.0	-1.0	-2.4	-0.7	-0.5	-1.6
Min	4.9	6.3	4.7	4.0	4.7	4.3	4.9	0.7	4.1	5.1	4.6
Max	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
95% CI	0.6	0.4	0.6	0.7	0.5	0.6	0.6	0.9	0.7	0.6	0.6

Note. n = 23.

Table N30. Survey 3: Descriptive Statistics for Q6* Variables for Q6(Personal) Cohort

Statistic	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I	Q6J	Q6K
Mean	4.0	4.6	4.3	4.7	5.5	5.7	6.5	6.9	6.3	6.3	6.7
Median	4.3	5.0	4.8	4.9	5.3	5.8	7.2	7.2	6.6	7.0	7.6
Mode	2.2	1.0	2.5	6.8	4.7	4.6	4.7	6.6	5.4	7.8	7.8
SD	2.2	1.9	1.7	2.1	1.7	1.6	2.2	2.1	1.8	2.0	2.4
Skew	-0.1	-0.7	-0.9	-0.4	-0.2	-0.2	-0.4	-0.4	0.0	-0.6	-0.7
Min	0.0	1.0	0.3	1.2	2.2	2.6	2.2	2.5	2.9	2.4	2.1
Max	8.1	7.2	6.6	7.5	8.2	8.2	9.7	10.0	10.0	9.3	10.0
95% CI	1.0	0.9	0.8	1.0	0.8	0.8	1.0	1.0	0.8	0.9	1.1

Note. n = 20.

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Table N31. Survey 3: Descriptive Statistics for Q1 and Q3* Variables for Q6(Communal) Cohort

Statistic	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Mean	7.6	7.5	3.2	7.7	7.9	8.6	7.7	7.7	7.5	7.2	7.4	8.3	5.3
Median	7.9	8.1	1.8	8.1	8.1	8.7	8.4	8.1	7.8	6.9	7.8	8.4	5.5
Mode	6.2	10.0	1.3	10.0	10.0	7.8	8.4	7.9	6.7	6.3	6.6	10.0	5.5
SD	1.9	2.2	3.0	1.9	1.6	1.2	1.6	1.8	2.0	1.5	1.7	1.2	2.7
Skew	-1.5	-1.4	0.8	-0.4	-0.6	-0.5	-1.0	-1.8	-1.3	0.3	-0.3	-0.2	-0.2
Min	1.6	1.2	0.0	4.3	4.6	6.4	4.0	1.8	1.8	4.9	3.9	6.3	0.0
Max	10.0	10.0	9.1	10.0	10.0	10.0	10.0	10.0	10.0	10.0	9.9	10.0	10.0
95% CI	0.8	1.0	1.3	0.8	0.7	0.5	0.7	0.8	0.9	0.6	0.7	0.5	1.3
<i>n</i>	23	23	23	23	23	23	23	23	23	23	23	23	20

Table N32. Survey 3: Descriptive Statistics for Q1 and Q3* Variables for Q6(Personal) Cohort

Statistic	Q1	Q3A	Q3B	Q3C	Q3D	Q3E	Q3F	Q3G	Q3H	Q3I	Q3J	Q3K	Q3L
Mean	5.1	5.0	5.1	6.0	5.9	6.3	5.3	5.7	5.9	5.3	5.1	6.9	5.1
Median	5.2	4.9	5.1	5.7	6.2	6.5	5.4	5.8	5.9	5.1	4.9	7.0	5.4
Mode	4.0	8.8	1.0	7.6	6.4	4.5	6.4	5.7	5.8	4.8	4.8	7.5	3.3
SD	1.7	2.3	2.3	1.4	1.8	1.8	1.6	2.3	1.3	1.9	1.8	1.7	1.5
Skew	-0.4	0.4	-0.1	0.3	0.3	0.1	-0.2	-0.3	-0.5	-0.6	0.5	0.3	-0.1
Min	1.2	1.5	1.0	4.2	3.0	2.8	2.5	0.7	2.5	0.7	2.1	4.5	3.0
Max	8.1	8.8	9.6	8.7	9.9	9.9	8.4	9.9	8.5	8.4	8.7	10.0	7.5
95% CI	0.8	1.1	1.1	0.7	0.8	0.8	0.8	1.1	0.6	0.9	0.8	0.8	0.7
<i>n</i>	20	20	20	20	20	20	20	20	20	20	20	20	19

Table N33. Survey 3: Descriptive Statistics for Q6* Variables for Q3(Enthusiastic) Cohort

Statistic	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I	Q6J	Q6K
Mean	7.0	8.1	7.8	7.5	8.2	8.0	8.3	8.4	7.9	8.2	8.2
Median	7.4	8.4	8.4	7.6	8.8	8.5	8.8	9.0	7.9	8.5	8.5
Mode	8.8	8.5	8.5	7.5	8.8	8.8	8.8	10.0	7.9	8.5	8.5
SD	2.1	1.3	1.6	1.9	1.4	1.6	1.4	2.2	1.6	1.2	1.5
Skew	-0.8	-0.7	-0.6	-0.5	-1.1	-0.9	-1.3	-2.8	-0.9	-0.9	-1.4
Min	2.2	5.1	4.7	4.0	4.7	4.3	4.9	0.7	4.1	5.1	4.6
Max	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
95% CI	1.0	0.7	0.8	0.9	0.7	0.8	0.7	1.1	0.8	0.6	0.7
<i>n</i>	18	18	18	18	18	17	18	18	18	18	18

Table N34. Survey 3: Descriptive Statistics for Q6* Variables for Q3(Acceptant) Cohort

Statistic	Q6A	Q6B	Q6C	Q6D	Q6E	Q6F	Q6G	Q6H	Q6I	Q6J	Q6K
Mean	4.7	5.2	5.0	5.1	6.0	6.3	6.7	6.8	6.5	6.7	7.0
Median	5.1	5.6	5.0	5.0	6.0	6.5	7.2	7.3	6.4	7.2	7.9
Mode	2.2	5.6	6.6	6.8	4.7	4.6	4.7	9.1	7.5	7.8	10.0
SD	2.5	2.2	2.2	2.4	2.0	1.9	2.1	2.2	1.9	2.1	2.4
Skew	-0.3	-0.4	-0.3	0.0	0.2	-0.2	-0.5	-0.7	0.2	-0.5	-0.9
Min	0.0	1.0	0.3	1.2	2.2	2.6	2.2	1.9	2.9	2.4	2.1
Max	8.5	8.7	8.7	9.7	10.0	10.0	10.0	10.0	10.0	10.0	10.0
95% CI	1.1	0.9	0.9	1.0	0.8	0.8	0.9	0.9	0.8	0.9	1.0
<i>n</i>	24	24	24	24	24	23	24	24	24	23	24

Comparison of Surveys

Table N35. Paired Responses Cohort Allocation

Paired Response ID	S2Q3Cohort	S2Q6Cohort	S3Q3Cohort	S3Q6Cohort
1	Acceptant	Acceptant	Acceptant	Acceptant
2		Acceptant	Enthusiastic	Enthusiastic
3		Acceptant	Acceptant	Acceptant
4	Acceptant	Acceptant	Acceptant	Acceptant
5	Enthusiastic	Acceptant	Enthusiastic	
6	Acceptant	Acceptant	Acceptant	Enthusiastic
7	Acceptant	Acceptant		Enthusiastic
8	Enthusiastic	Acceptant	Enthusiastic	Enthusiastic
9	Acceptant	Acceptant	Enthusiastic	Acceptant
10	Acceptant		Acceptant	Acceptant
11	Enthusiastic	Enthusiastic	Enthusiastic	Enthusiastic
12	Enthusiastic	Acceptant	Enthusiastic	Enthusiastic
13		Acceptant	Acceptant	Acceptant
14	Acceptant	Acceptant	Enthusiastic	Enthusiastic

Table N36. Paired T-test for Paired Responses

		Paired Differences								
		<i>n</i>	Mean	SD	SE	95% Confidence Interval of the Difference		<i>t</i>	df	Sig. (2- tailed)*
Pair						Lower	Upper			
Pair 1	S3Q1 - S2Q1	14	0.6	2.70	0.72	-0.93	2.19	0.87	13	0.40
Pair 2	S3Q3A - S2Q3A	14	0.5	3.16	0.85	-1.30	2.35	0.62	13	0.55
Pair 3	S3Q3B - S2Q3B	14	-1.6	3.66	0.98	-3.70	0.52	-1.62	13	0.13
Pair 4	S3Q3C - S2Q3C	14	1.6	2.14	0.57	0.36	2.84	2.79	13	0.02
Pair 5	S3Q3D - S2Q3D	14	0.3	2.66	0.71	-1.21	1.85	0.45	13	0.66
Pair 6	S3Q3E - S2Q3E	14	1.2	2.07	0.55	0.01	2.40	2.18	13	0.05
Pair 7	S3Q3F - S2Q3F	14	0.8	2.70	0.72	-0.80	2.32	1.05	13	0.31
Pair 8	S3Q3G - S2Q3G	14	0.8	2.28	0.61	-0.53	2.11	1.29	13	0.22
Pair 9	S3Q3H - S2Q3H	14	0.4	1.98	0.53	-0.73	1.56	0.79	13	0.45
Pair 10	S3Q3I - S2Q3I	14	0.6	2.22	0.59	-0.70	1.85	0.97	13	0.35
Pair 11	S3Q3J - S2Q3J	14	0.8	3.26	0.87	-1.10	2.66	0.89	13	0.39
Pair 12	S3Q3K - S2Q3K	14	0.9	2.92	0.78	-0.81	2.56	1.12	13	0.28
Pair 13	S3Q3L - S2Q3L	14	1.1	3.29	0.88	-0.78	3.02	1.27	13	0.23

Pair 14	S3Q5 - S2Q5	14	0.1	1.28	0.34	-0.65	0.83	0.26	13	0.80
Pair 15	S3Q6A - S2Q6A	13	1.5	2.98	0.83	-0.32	3.28	1.80	12	0.10
Pair 16	S3Q6B - S2Q6B	13	0.9	2.38	0.66	-0.54	2.34	1.36	12	0.20
Pair 17	S3Q6C - S2Q6C	13	1.0	2.59	0.72	-0.61	2.52	1.32	12	0.21
Pair 18	S3Q6D - S2Q6D	13	0.2	2.89	0.80	-1.52	1.97	0.28	12	0.79
Pair 19	S3Q6E - S2Q6E	13	0.6	1.75	0.49	-0.48	1.63	1.18	12	0.26
Pair 20	S3Q6F - S2Q6F	13	0.2	3.07	0.85	-1.68	2.04	0.21	12	0.84
Pair 21	S3Q6G - S2Q6G	13	0.7	2.87	0.80	-1.06	2.41	0.85	12	0.41
Pair 22	S3Q6H - S2Q6H	13	0.2	3.03	0.84	-1.60	2.06	0.27	12	0.79
Pair 23	S3Q6I - S2Q6I	13	-0.6	1.96	0.54	-1.82	0.54	-1.18	12	0.26

* $p < 0.05$.

Appendix O

Survey 2 Cluster Amalgamation

This appendix includes the details from the two clustering exercises that were performed on the student responses for Survey 2. The cluster agglomeration schedule and dendrogram for the clustering of the responses to the Q3* question set are presented first. These are then followed by similar information regarding the clustering exercise on the Q6* question set.

Table O1. Survey 2 Q3 Cluster Agglomeration Schedule

Stage	Cluster combined		Coefficients	Stage cluster first appears		
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	Next stage
1	18	20	4.946	0	0	24
2	33	50	11.225	0	0	25
3	17	47	18.093	0	0	5
4	23	63	26.359	0	0	11
5	17	24	34.798	3	0	24
6	44	62	43.974	0	0	32
7	9	65	53.556	0	0	27
8	31	32	63.197	0	0	56
9	35	58	73.551	0	0	31
10	42	69	84.038	0	0	30
11	6	23	94.610	0	4	30
12	21	27	105.825	0	0	20
13	41	71	117.133	0	0	17
14	40	61	128.509	0	0	32
15	10	46	139.931	0	0	40
16	51	59	151.594	0	0	40
17	41	52	163.936	13	0	41
18	3	4	176.786	0	0	35
19	7	16	190.049	0	0	42
20	5	21	203.369	0	12	39
21	36	48	218.128	0	0	34
22	34	55	233.105	0	0	45

Stage	Cluster combined		Coefficients	Stage cluster first appears		Next stage
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	
23	25	43	248.303	0	0	39
24	17	18	264.125	5	1	38
25	33	53	280.310	2	0	37
26	1	56	297.762	0	0	33
27	9	39	315.437	7	0	37
28	15	19	334.141	0	0	35
29	30	45	352.860	0	0	42
30	6	42	372.558	11	10	48
31	35	68	393.057	9	0	46
32	40	44	414.643	14	6	44
33	1	13	436.858	26	0	48
34	36	66	459.118	21	0	41
35	3	15	482.665	18	28	58
36	22	64	509.495	0	0	43
37	9	33	537.960	27	25	53
38	2	17	567.482	0	24	46
39	5	25	597.675	20	23	49
40	10	51	629.762	15	16	54
41	36	41	662.466	34	17	55
42	7	30	696.184	19	29	50
43	8	22	731.087	0	36	59
44	40	70	766.796	32	0	47
45	34	57	802.592	22	0	51
46	2	35	841.569	38	31	54
47	14	40	881.453	0	44	52
48	1	6	921.488	33	30	58
49	5	60	968.407	39	0	61
50	7	12	1018.781	42	0	51
51	7	34	1071.793	50	45	56
52	14	38	1126.640	47	0	57

Stage	Cluster combined		Coefficients	Stage cluster first appears		Next stage
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	
53	9	67	1187.417	37	0	55
54	2	10	1250.442	46	40	62
55	9	36	1317.814	53	41	59
56	7	31	1406.403	51	8	60
57	14	29	1503.783	52	0	63
58	1	3	1604.823	48	35	60
59	8	9	1716.100	43	55	61
60	1	7	1859.357	58	56	64
61	5	8	2013.303	49	59	62
62	2	5	2204.794	54	61	63
63	2	14	2636.132	62	57	64
64	1	2	3635.165	60	63	0

Note. $n = 65$.

Rescaled Distance Cluster Combine

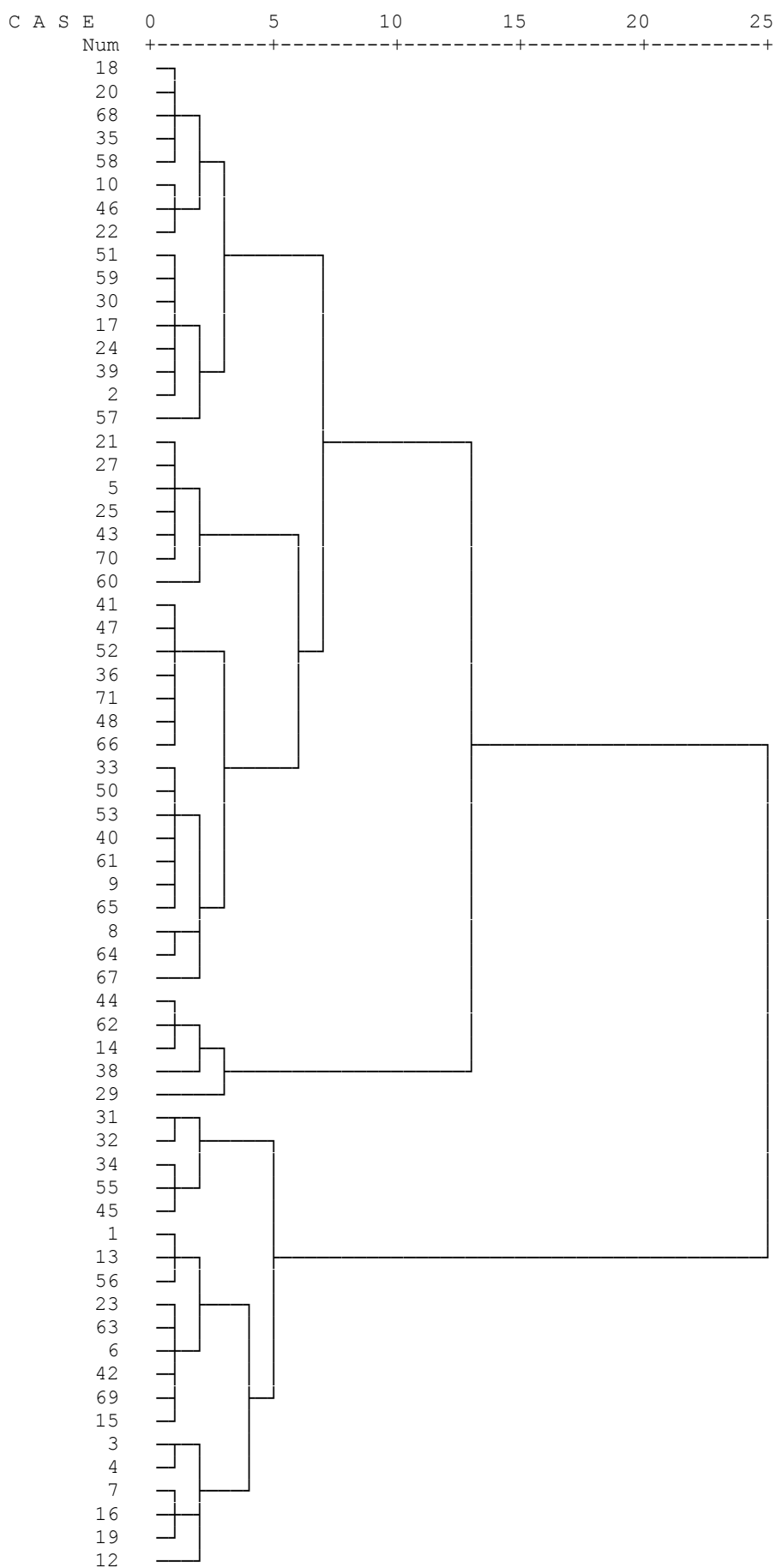


Figure O1. S2.Q3 cluster dendogram. n = 65.

Table O2. Survey 2 Q6 Cluster Agglomeration Schedule

Stage	Cluster combined		Coefficients	Stage cluster first appears		Next stage
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	
1	3	32	1.648	0	0	47
2	50	70	3.665	0	0	10
3	18	51	5.736	0	0	20
4	20	27	8.153	0	0	9
5	17	46	11.294	0	0	14
6	15	69	14.725	0	0	12
7	21	68	18.367	0	0	33
8	1	26	22.043	0	0	27
9	20	41	25.952	4	0	32
10	50	61	29.906	2	0	22
11	6	35	34.028	0	0	16
12	13	15	38.468	0	6	43
13	2	33	43.157	0	0	24
14	17	59	47.917	5	0	15
15	16	17	53.293	0	14	35
16	6	23	58.944	11	0	29
17	43	62	64.680	0	0	28
18	24	42	70.539	0	0	36
19	5	45	77.033	0	0	30
20	18	34	83.708	3	0	30
21	19	40	90.826	0	0	26
22	48	50	98.032	0	10	38
23	28	39	105.707	0	0	32
24	2	52	113.492	13	0	34
25	30	44	121.490	0	0	46
26	9	19	131.050	0	21	50
27	1	47	140.844	8	0	35
28	25	43	150.939	0	17	37
29	6	66	161.723	16	0	45

Stage	Cluster combined		Coefficients	Stage cluster first appears		Next stage
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	
30	5	18	172.590	19	20	39
31	31	56	184.909	0	0	50
32	20	28	197.739	9	23	43
33	21	49	210.670	7	0	48
34	2	71	223.771	24	0	52
35	1	16	237.937	27	15	47
36	24	63	252.290	18	0	40
37	14	25	267.062	0	28	46
38	48	53	282.203	22	0	53
39	4	5	298.268	0	30	59
40	12	24	318.265	0	36	49
41	10	58	338.414	0	0	54
42	7	57	360.958	0	0	45
43	13	20	384.742	12	32	52
44	64	65	408.901	0	0	53
45	6	7	433.407	29	42	59
46	14	30	459.109	37	25	51
47	1	3	486.407	35	1	63
48	21	36	517.578	33	0	61
49	12	37	552.200	40	0	57
50	9	31	588.287	26	31	60
51	14	38	627.839	46	0	55
52	2	13	668.947	34	43	60
53	48	64	710.738	38	44	56
54	10	60	755.563	41	0	58
55	8	14	801.778	0	51	66
56	22	48	858.908	0	53	62
57	11	12	922.648	0	49	61
58	10	29	989.157	54	0	62
59	4	6	1055.809	39	45	63

Stage	Cluster combined		Coefficients	Stage cluster first appears		Next stage
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	
60	2	9	1127.111	52	50	64
61	11	21	1212.895	57	48	65
62	10	22	1303.741	58	56	64
63	1	4	1398.597	47	59	67
64	2	10	1560.894	60	62	65
65	2	11	1793.139	64	61	66
66	2	8	2179.579	65	55	67
67	1	2	3043.013	63	66	0

Note. n = 67.

Rescaled Distance Cluster Combine

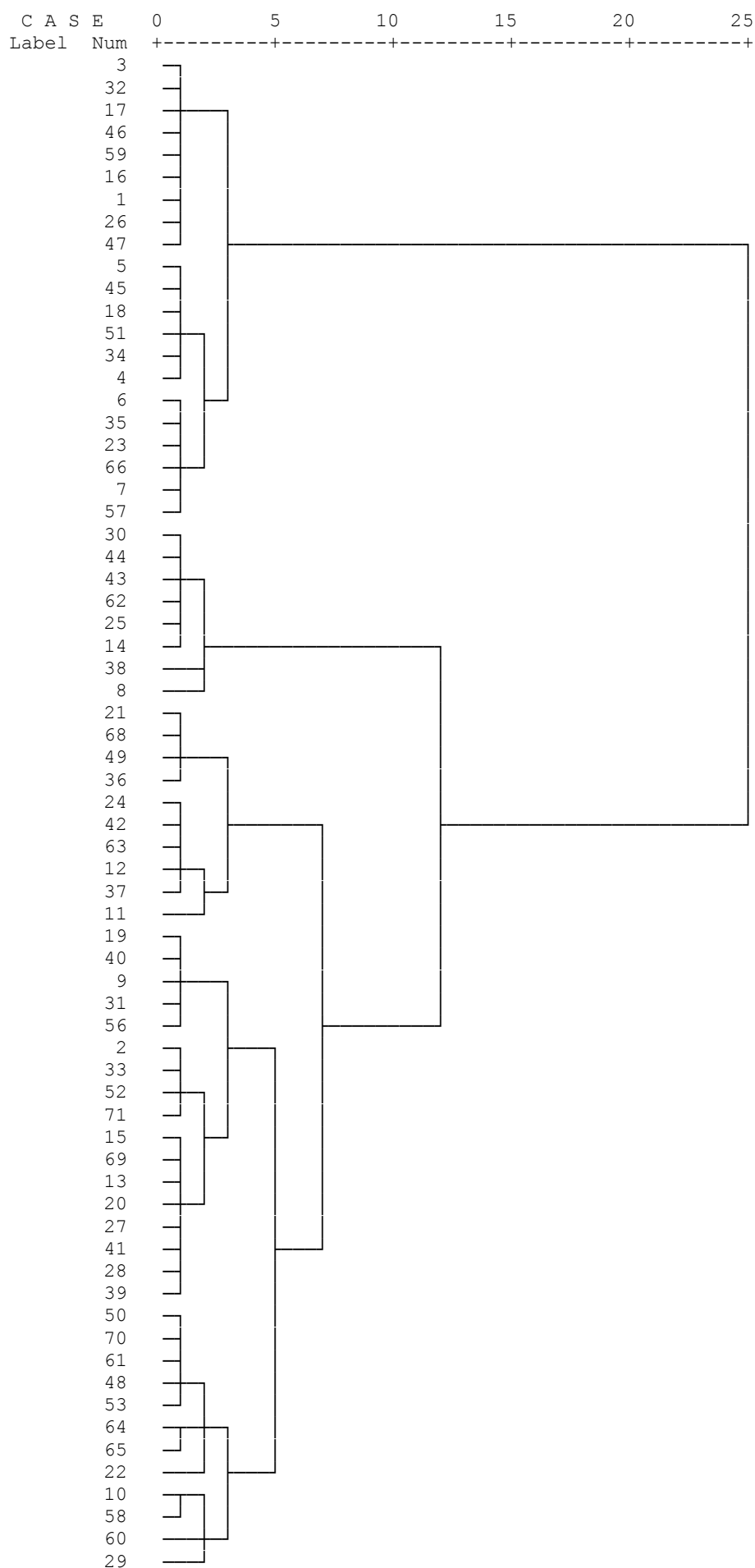


Figure O2. S2.Q6 cluster dendrogram. n = 67.

Appendix P

Survey 3 Cluster Amalgamation

This appendix includes the details from the two clustering exercises that were performed on the student responses for Survey 3. The cluster agglomeration schedule and dendrogram for the clustering of the responses to the Q3* question set are presented first. These are then followed by similar information regarding the clustering exercise on the Q6* question set.

Table P1. Survey 3 Q3 Cluster Agglomeration Schedule

Stage	Cluster combined		Coefficients	Stage cluster first appears		
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	Next stage
1	9	11	2.576	0	0	3
2	27	32	7.120	0	0	4
3	9	18	12.968	1	0	13
4	27	48	19.026	2	0	7
5	20	29	26.200	0	0	15
6	10	26	34.519	0	0	20
7	27	37	43.400	4	0	12
8	25	54	52.676	0	0	23
9	49	52	62.274	0	0	39
10	16	31	74.299	0	0	30
11	45	50	86.561	0	0	34
12	27	47	99.853	7	0	23
13	9	30	113.270	3	0	42
14	14	19	127.045	0	0	36
15	20	44	140.967	5	0	28
16	24	53	155.301	0	0	24
17	7	12	169.714	0	0	27
18	39	55	185.129	0	0	26
19	33	42	201.756	0	0	31
20	10	36	219.022	6	0	22
21	1	34	236.933	0	0	44
22	10	40	255.282	20	0	31

Stage	Cluster combined		Coefficients	Stage cluster first appears		
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	Next stage
23	25	27	275.548	8	12	25
24	15	24	295.832	0	16	37
25	25	28	317.277	23	0	37
26	5	39	338.945	0	18	29
27	3	7	360.767	0	17	42
28	20	51	382.693	15	0	32
29	5	38	407.477	26	0	38
30	16	17	438.280	10	0	34
31	10	33	469.420	22	19	38
32	2	20	501.460	0	28	39
33	8	41	540.107	0	0	41
34	16	45	579.298	30	11	43
35	43	46	621.702	0	0	36
36	14	43	666.462	14	35	40
37	15	25	712.913	24	25	43
38	5	10	768.332	29	31	46
39	2	49	825.675	32	9	48
40	14	23	893.556	36	0	44
41	8	13	968.474	33	0	45
42	3	9	1047.977	27	13	46
43	15	16	1135.245	37	34	47
44	1	14	1232.818	21	40	45
45	1	8	1364.857	44	41	47
46	3	5	1510.665	42	38	48
47	1	15	1664.296	45	43	49
48	2	3	1954.615	39	46	49
49	1	2	2964.904	47	48	0

Note. $n = 50$.

Rescaled Distance Cluster Combine

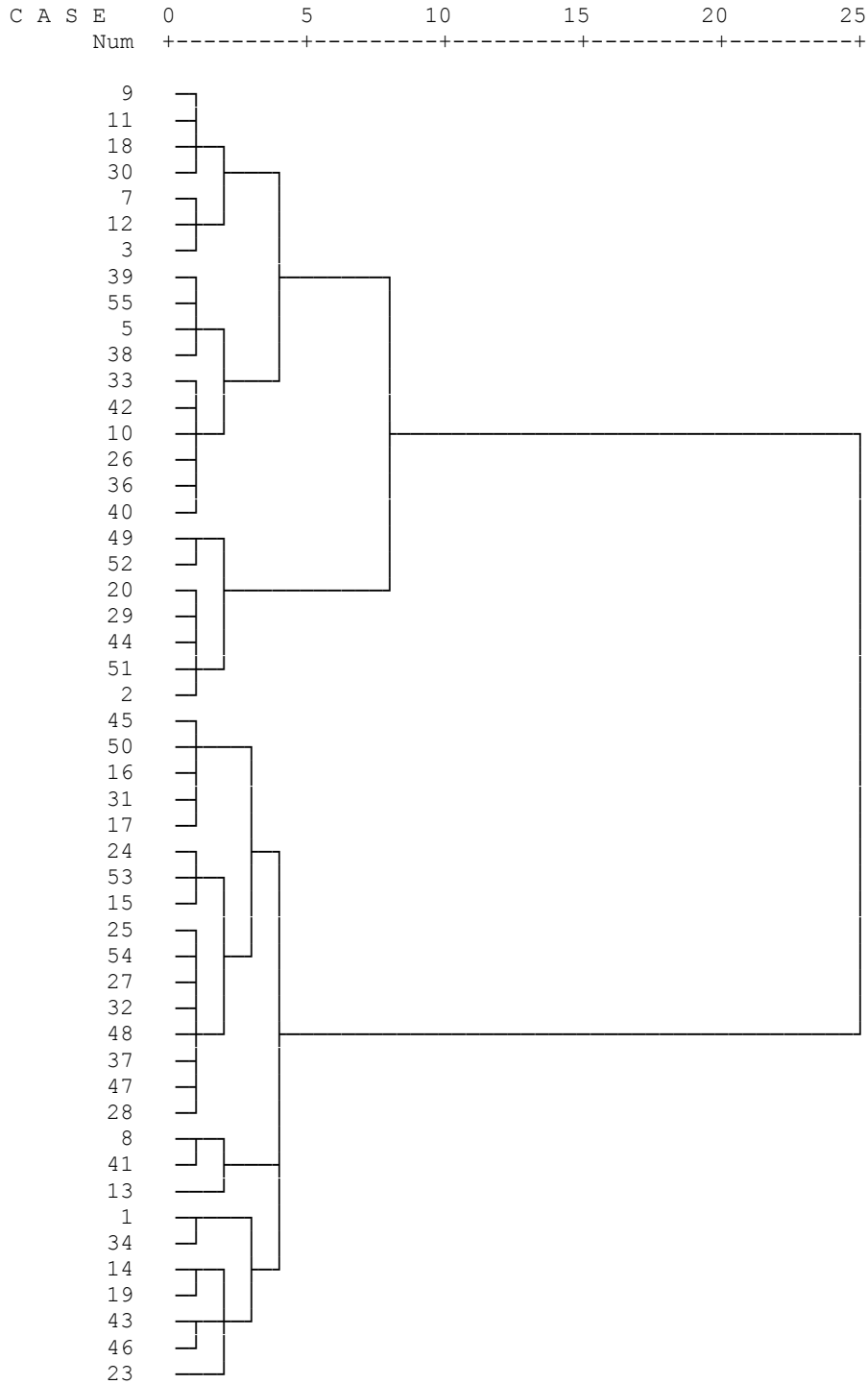


Figure P1. S3.Q3 cluster dendrogram. n = 50.

Table P2. Survey 3 Q6 Cluster Agglomeration Schedule

Stage	Cluster combined		Coefficients	Stage cluster first appears		
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	Next stage
1	11	34	.497	0	0	11
2	22	55	3.352	0	0	9
3	10	53	7.180	0	0	18
4	2	30	11.148	0	0	28
5	39	40	15.430	0	0	9
6	27	32	19.777	0	0	20
7	4	26	24.892	0	0	16
8	15	41	30.407	0	0	37
9	22	39	37.392	2	5	15
10	35	47	44.842	0	0	25
11	11	44	53.197	1	0	19
12	16	37	61.815	0	0	25
13	6	45	70.498	0	0	22
14	12	49	80.327	0	0	19
15	22	36	90.349	9	0	17
16	4	5	101.714	7	0	24
17	22	24	113.513	15	0	22
18	10	51	125.977	3	0	30
19	11	12	140.643	11	14	26
20	27	48	156.524	6	0	35
21	17	25	173.046	0	0	34
22	6	22	189.664	13	17	27
23	1	14	207.051	0	0	30
24	4	52	224.768	16	0	27
25	16	35	243.735	12	10	29
26	11	23	267.412	19	0	38
27	4	6	294.298	24	22	32
28	2	38	323.893	4	0	32
29	16	19	357.068	25	0	34
30	1	10	390.318	23	18	36

Stage	Cluster combined		Coefficients	Stage cluster first appears		
	Cluster 1	Cluster 2		Cluster 1	Cluster 2	Next stage
31	3	7	425.266	0	0	40
32	2	4	463.131	28	27	38
33	8	13	501.215	0	0	37
34	16	17	541.137	29	21	35
35	16	27	595.016	34	20	39
36	1	50	659.301	30	0	39
37	8	15	733.230	33	8	41
38	2	11	823.899	32	26	40
39	1	16	961.922	36	35	41
40	2	3	1104.618	38	31	42
41	1	8	1333.495	39	37	42
42	1	2	2133.823	41	40	0

Note. $n = 65$.

Rescaled Distance Cluster Combine

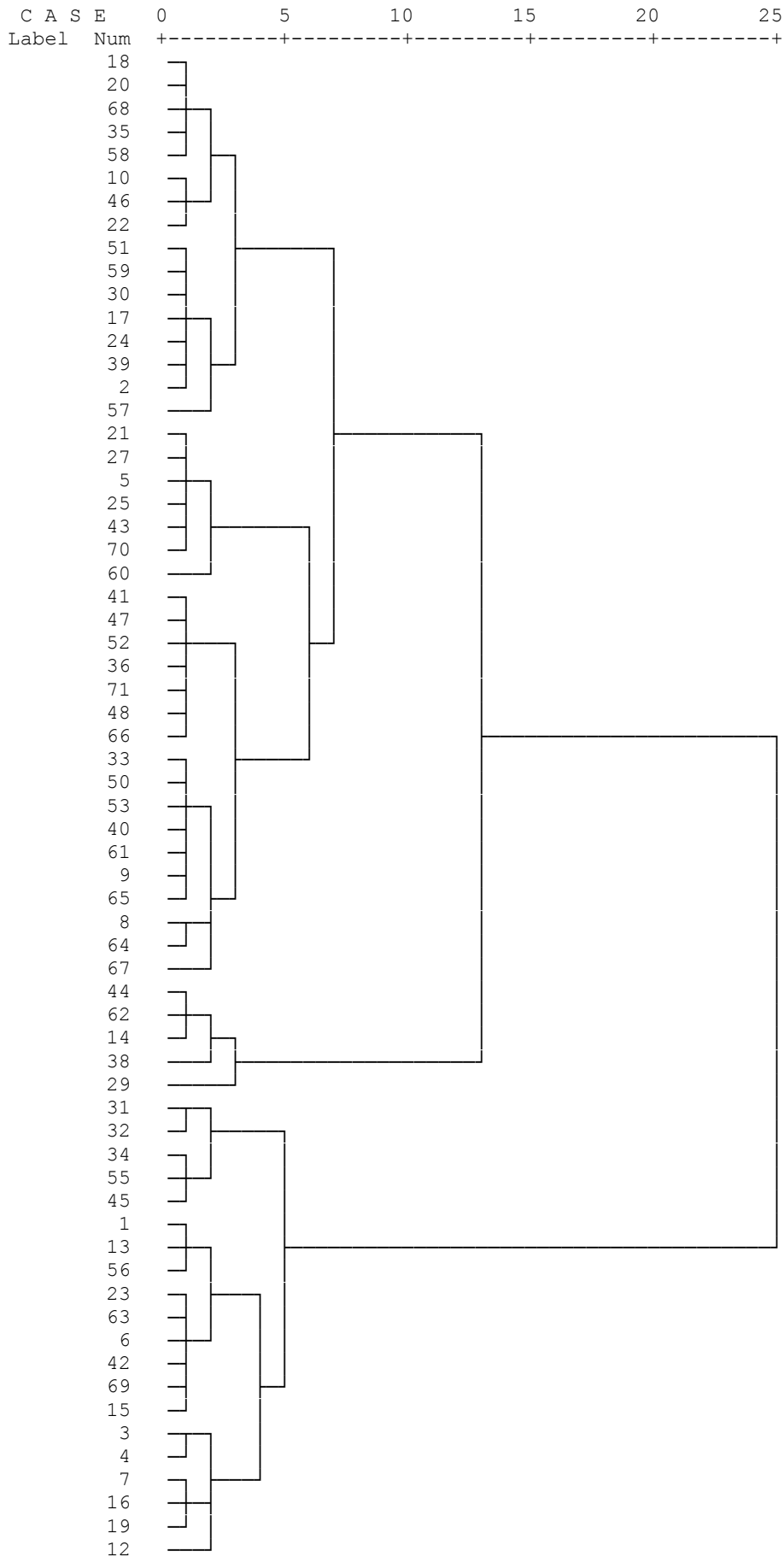


Figure P2. S3.Q6 cluster dendogram. n = 65.

Appendix Q

Correlation Analysis: Student Weblog Activity and Assessment Results

The following tables present the results of the correlation analysis between variables representing student engagement in the weblog task (posting volume and regularity) and the formal measure of their achievement of the course's learning outcomes (assessment results). Table Q 1 presents the informative correlation results for the student engagement and achievement variables.

Table Q 1. Correlation Analysis between Student Weblog Activity and Assessment Results

Variable	Student posts			Comments received			Posting regularity	
	Base	Comment	Total posts	From students	From teachers	Total comments	Same day posts	Multi-post days
Student Posts								
Base	-							
Comments	0.44**	-						
Total posts	0.80**	0.89**	-					
Comments received								
From students	0.29*	0.76**	0.66**	-				
From teachers	0.26	0.34*	0.36*	0.40**	-			
Total received	0.33*	0.71**	0.64**	0.92**	0.73**	-		
Posting regularity								
Same day posts	0.58**	0.80**	0.83**	0.55**	0.27*	0.53**	-	

Variable	Student posts			Comments received			Posting regularity	
	Base	Comment	Total posts	From students	From teachers	Total comments	Same day posts	Multi-post days
Multi post days	0.58**	0.85**	0.86**	0.64**	0.33*	0.62**	0.96**	-
Results								
Weblog	0.31*	0.26	0.33*	0.35*	0.35*	0.41**	0.18	0.30
Essay 1	-0.08	-0.03	-0.06	0.06	0.02	0.05	-0.04	-0.02
Essay 2	-0.25	-0.06	-0.17	-0.01	0.02	0.00	-0.10	-0.05
Online disc'n	-0.18	-0.07	-0.14	0.03	0.19	0.11	-0.15	-0.09
Exam	0.09	0.12	0.013	0.27	0.12	0.25	0.12	0.20
Raw Final	0.05	0.09	0.09	0.26	0.20	0.28*	0.02	0.11

Note. $n(\text{students}) = 56$.

* $p < 0.05$. ** $p < 0.01$.

Table Q 2. Correlation Analysis between Assessment Task Results

Results	Assessment results					
	Weblog	Essay		Online disc'n	Exam	Raw Final
		1	2			
Weblog	-					
Essay 1	0.15	-				
Essay 2	0.15	0.73**	-			
Online disc'n	0.31*	0.65**	0.65**	-		
Exam	0.26	0.35*	0.31*	0.33*	-	
Raw Final	0.49**	0.76**	0.59**	0.63**	0.63**	-

Note. $n(\text{students}) = 56$.

* $p < 0.05$. ** $p < 0.01$.

Appendix R

Macquarie University Ethics Approval

This appendix includes the formal approval received from the Macquarie University Ethics Committee.

3 November 2006

Mr William Poole
Po Box 113
Wahroonga NSW 2076

Reference: HE22SEP2006-D04867

Dear Mr Poole

FINAL APPROVAL

Title of project: *Use of weblogs in teaching literature*

Thank you for your recent correspondence. Your responses have satisfactorily addressed the outstanding issues raised by the Committee. You may now proceed with your research.

Please note the following standard requirements of approval:

1. Approval will be for a period of twelve months. At the end of this period, if the project has been completed, abandoned, discontinued or not commenced for any reason, you are required to submit a Final Report on the project. If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. The Final Report is available at <http://www.ro.mq.edu.au/ethics/human/forms>
2. However, at the end of the 12 month period if the project is still current you should instead submit an application for renewal of the approval if the project has run for less than five (5) years. This form is available at <http://www.ro.mq.edu.au/ethics/human/forms>. If the project has run for more than five (5) years you cannot renew approval for the project. You will need to complete and submit a Final Report (see Point 1 above) and submit a new application for the project. (The five year limit on renewal of approvals allows the Committee to fully re-review research in an environment where legislation, guidelines and requirements are continually changing, for example, new child protection and privacy laws).
3. Please remember the Committee must be notified of any alteration to the project.
4. You must notify the Committee immediately in the event of any adverse effects on participants or of any unforeseen events that might affect continued ethical acceptability of the project.
5. At all times you are responsible for the ethical conduct of your research in accordance with the guidelines established by the University (<http://www.ro.mq.edu.au/ethics/human>).

If you will be applying for or have applied for internal or external funding for the above project **it is your responsibility** to provide Macquarie University's Research Grants Officer with a copy of this letter as soon as possible. The Research Grants Officer will not inform external funding agencies that you have final approval for your project and funds will not be released until the Research Grants Officer has received a copy of this final approval letter.

Yours sincerely



P.P. Dr Margaret Stuart
Director of Research Ethics
Chair, Ethics Review Committee [Human Research]
cc. Professor John Hedberg