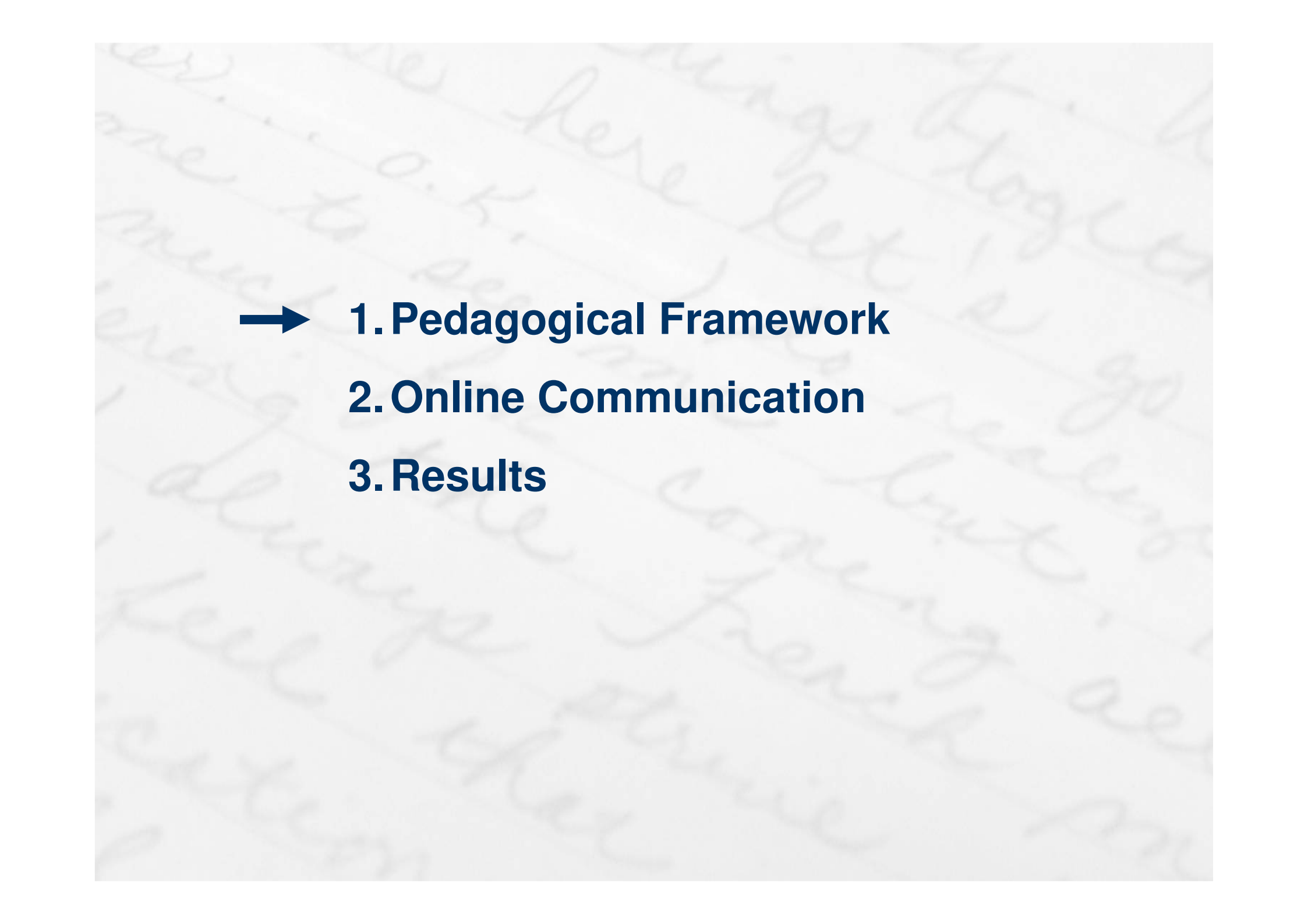


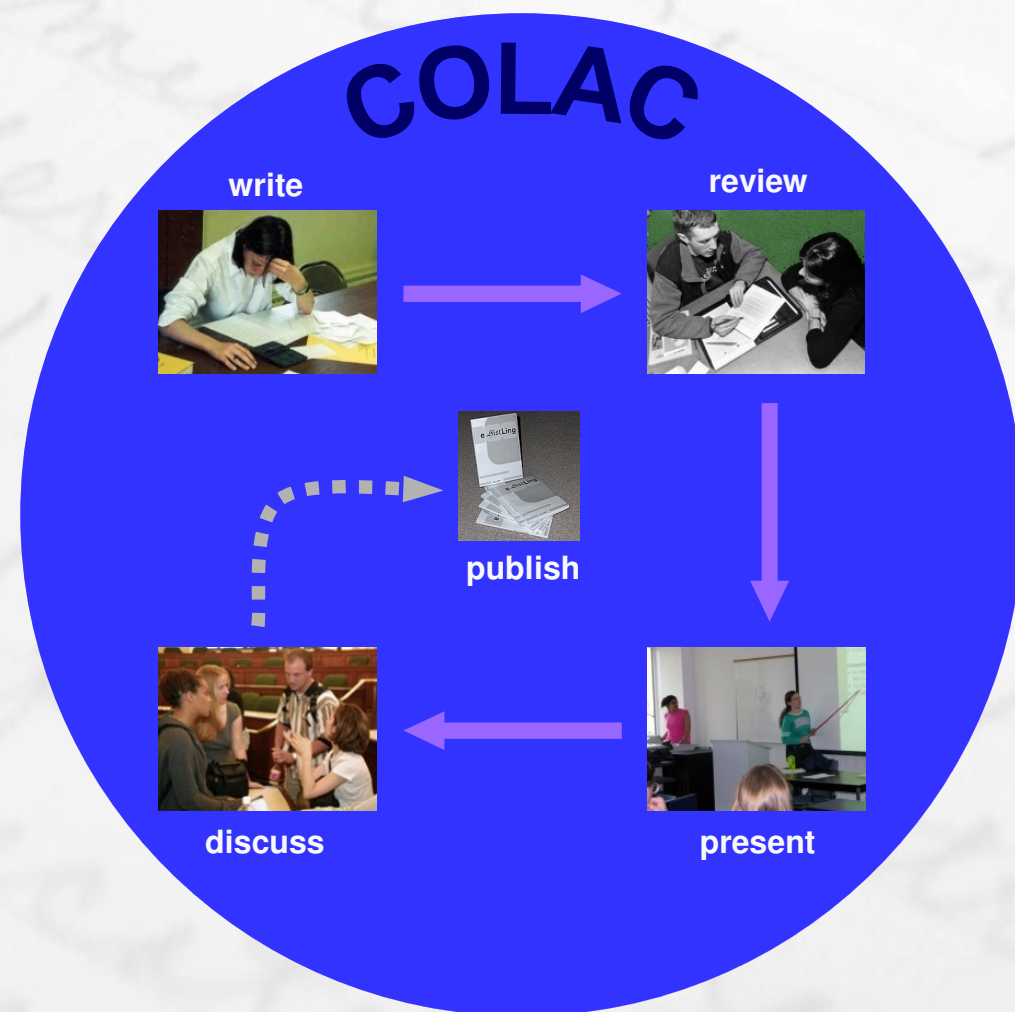
**Online Communication and
Cooperation
Supporting Academic Paper Writing**

Guillaume Schiltz / Andreas Langlotz

Department of English
University of Basel
Switzerland



- 
- **1. Pedagogical Framework**
 - 2. Online Communication**
 - 3. Results**



group actions

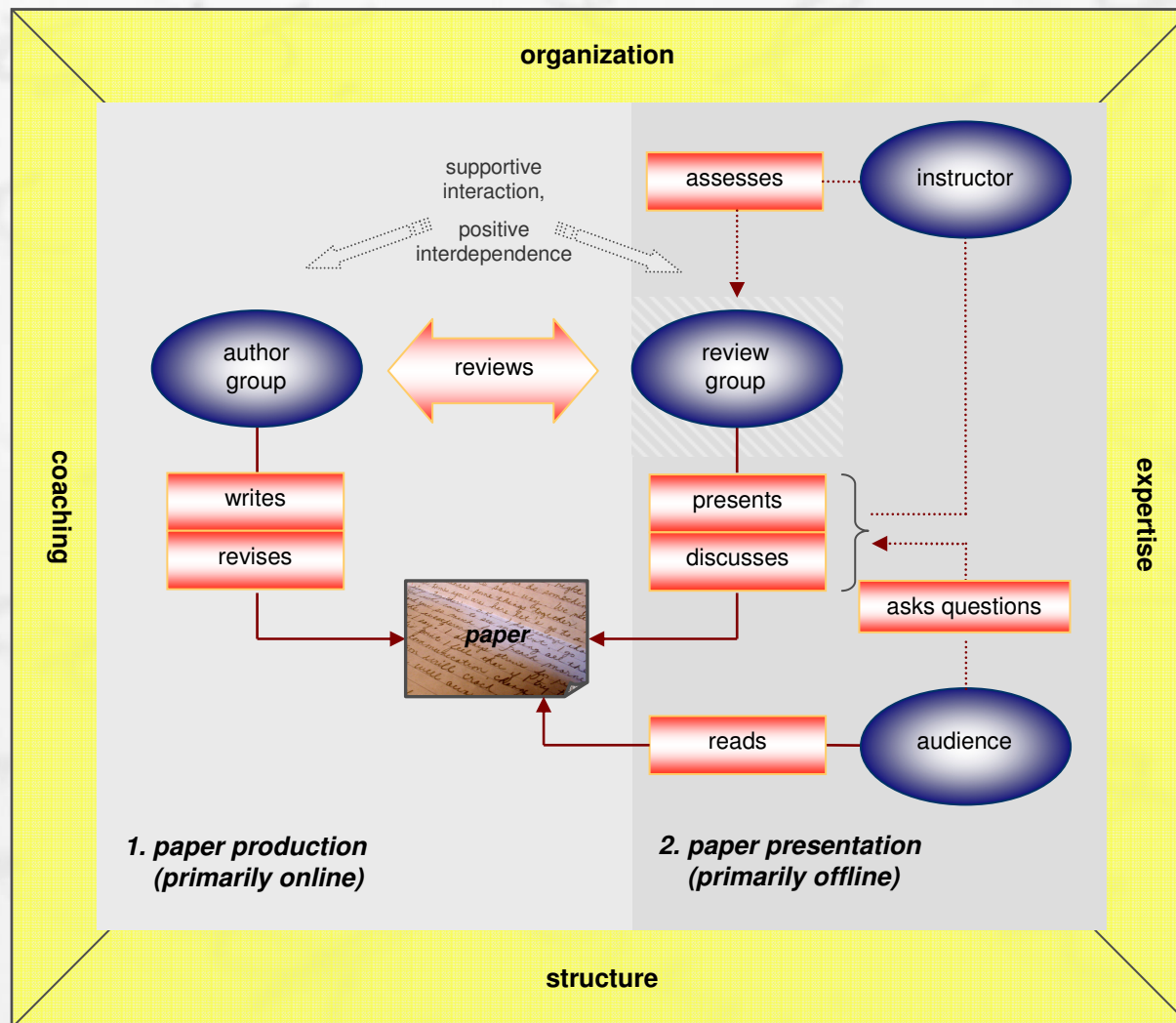


- writing: composition
- reviewing: metadiscourse
- presenting: knowledge consolidation
- discussing: social interaction
- (publishing: text genre documentation)

computer support

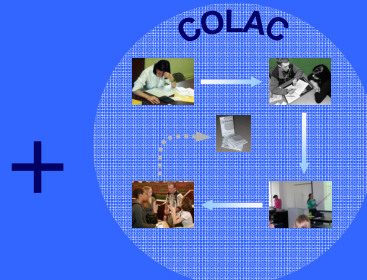


- community building platform
- online communication
- online supervision
- data exchange



Introduction to the History of English

3 ECTS / BA course (compulsory)



date	block	topic	assignments for expert training	
March 28	1	Introduction and Information	introduction to technical environment and soft skills	
April 4	1	Paper Writing		
April 11	1	Group Work		
April 18	2	Pre-English	group formation closed	
April 25	2	Old English	review of GL, G1, G2, G3, G4 and G5 starts	
May 2	2	Middle English		
May 9	2	Early Modern English		
May 16	2	Modern English	review of G9, GO1 and GO2 starts	
May 23	2	World Wide English		
May 30	3	in-class discussion (G3, G4, G5)		
June 6	3	in-class discussion (GL, G1, G2) [†]	review of G6, G7 and G8 closed*	
June 13	3	in-class discussion (G9, GO1, GO2) [†]		
June 20	3	in-class discussion (G6, G7, G8)		
July 27	4	Evaluation		

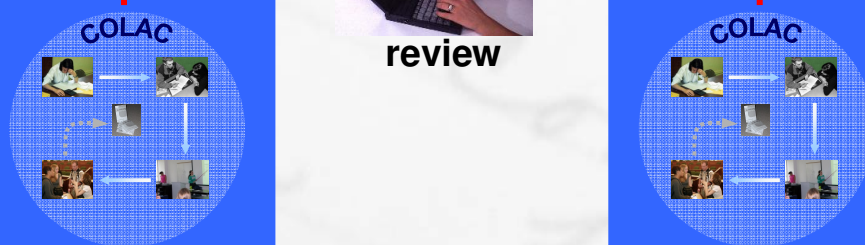
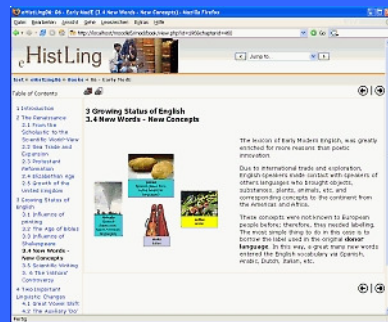
COLAC

lectures

presentations

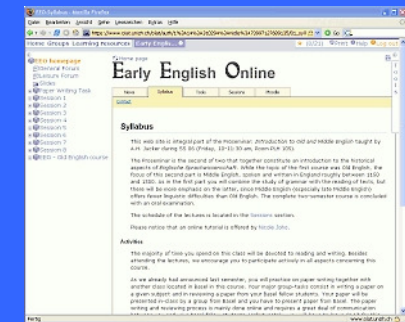


Introduction to the History of English (Basel)



review

Introduction to Old and Middle English (Zürich)



presentation/discussion





1. Pedagogical Framework



2. Online Communication

3. Results



Re: paper structure / outline / suggestions
by [User] - Sunday, 14 May 2006, 03:56 PM

So what do you think about this structure? I'd be glad for any comments, we seem to move closer and closer to the outline of our paper. 😊

1) General introduction and formulation of our research-topic:
-what is a preposition?
-what is its function within today's English language?

2) Prepositions in the OE Language:
-in how far was the use of repositions different?
-inflectional system / loss of inflections (why?)

3) combination of the main odeas on 1) and 2):
-loss of inflectional system in the OE language led to:
* more frequent use of prepositions
* use of genitive "s" (moving from OE to ME to ModE)

4) today: comparison between "of" and genitive "s" (that was Andi's suggestion, to compare the two constructs and to look at their use within the English language, they basically stand next to each other and are both used equally)

5) final remarks / conclusion

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suggestion



Re: paper structure / outline / suggestions
by [User] - Monday, 15 May 2006, 11:51 AM

Well, I just had a look through your suggestions to be up-to-date. The outline sounds very reasonable. It's much more stimulating, if you know what to write about exactly. So I'm quite looking forward to work on the topic again..

Cheers from London

Stefan

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comments
support



Re: paper structure / outline / suggestions
by [User] - Tuesday, 16 May 2006, 09:16 PM

Hey Adrian, I think you've done great work so far! The structure is clear and I finally got an idea of what exactly we can write about this topic. With an outline like this one it should be no problem to split up the different subtopics, so that every member can work more specifically!

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Re: Review of our paper

by [Joëlle Zucchi](#) - Saturday, 17 June 2006, 10:08 PM

Hi
there is some more feedback now and I'd briefly like to comment:
first of all, I like their way of tackling each chapter in a new thread - makes it easier to follow...
...and there seem to be only minor points for critique so far - which is quite nice 😊

Mod. English: the arguments vs our arguments
is a bit fussy but to me its okay - more academic

Middle English: the question after the certainty of the data of table 3 - I think the data are certain but there is no interpretation in the article. So the interpretation is actually our own - is that true? Martin...??

Old English: both suggestions are okay with me (word repetition)

Introduction: explanation of "OE" and "ME" sounds valuable to me

about the "functional history" issue - I'm quite unsure myself what it exactly means ... 😊

so, thats that for the moment - what do you others think?

enjoy the lovely evening
Joëlle

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Re: Review of our paper

by [Nicole](#) - Sunday, 18 June 2006, 01:39 PM

I changed the abstract acording to their comments, cause I found them solid...

about the functional history: what is meant by that is probably how the function of prepositions changed over time and I think we do this in our paper...

cheers nicole

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Re: Review of our paper

by [Andreas Langlotz](#) - Monday, 19 June 2006, 10:10 AM

Just to avoid any unnecessary work. Yes, that's what I meant when talikng about functional history.

Best,

Andi

P.S.: Sorry to intrude! Nice groupwork.

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metadiscourse
(students)

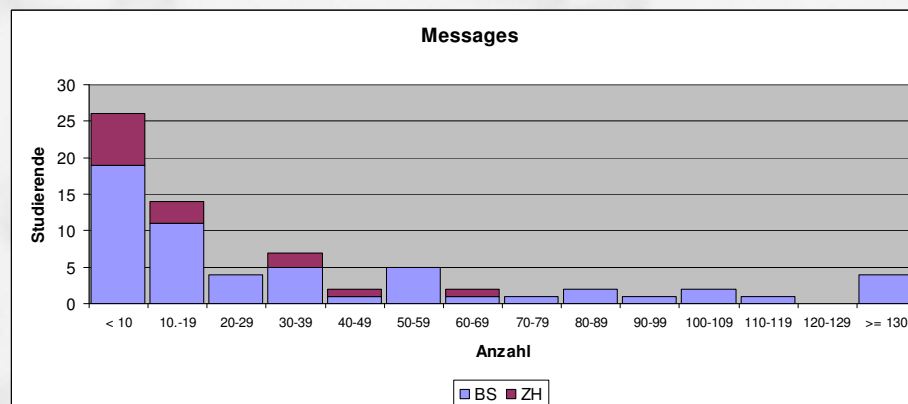
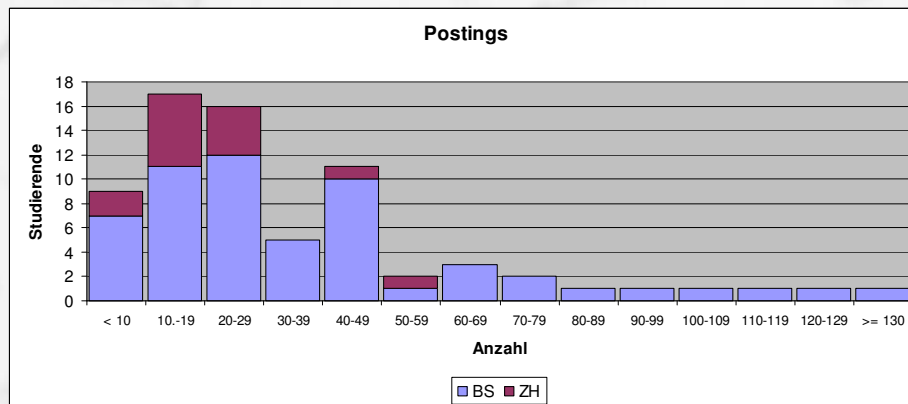
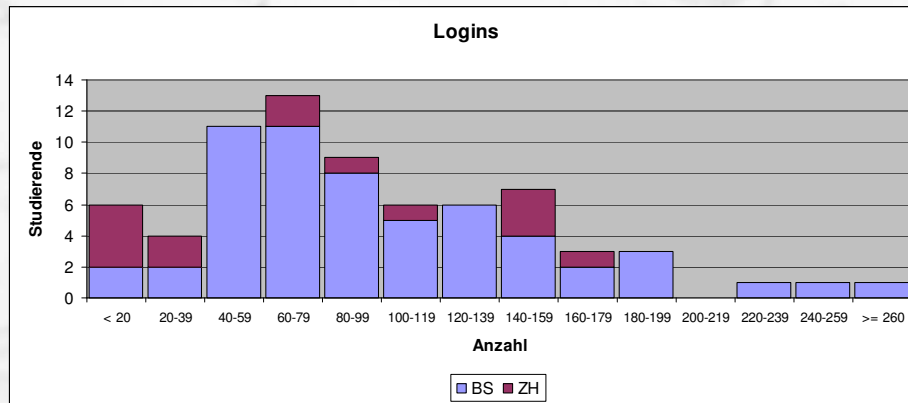
support
(instructor)



1. Pedagogical Framework

2. Online Communication

→ 3. Results



duration: 92 days

students: 85 (71 BS / 14 ZH)

logins: 6'768 (5'698 BS / 1'070 ZH)

postings: 2'425 (2'145 BS / 280 ZH)

messages: 2'842 (2'588 BS / 254 ZH)

Instructors: 3 (2 BS / 1 ZH)

logins: 532

postings: 365

messages: 382

postings/day: 30

postings/student: 29

logins/day: 79



students:

- 👍 team work
- 👍 paper writing
- 👍 electronic communication

- 👎 demanding course
- 👎 time management
- 👎 active participation

instructors:

- 👍 insight in learning process/progress
- 👍 electronic platform
- 👍 video conference

- 👎 student's commitment
- 👎 learner centered teaching
- 👎 time management

- ▶ **analyzing the socio-communicative data**
- ▶ **refining the model to meet portability requests**
- ▶ **promoting the model**
- ▶ **gaining further cooperation partners for the distance model**

Thank you for your attention!

