

Towards the virtual communities of learning in e-learning (from a pedagogical design for the practice community): The possibilities of the platforms (LMS).

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Summary.

From a experience of formation of tutors for the education in line, the results of an analysis of the processes of formation in the educative modality through Network Internet appear at a distance, considering the possibilities of the virtual surroundings to facilitate or to prevent the collaboration in Network, and therefore the construction of practice communities, with the purpose of advancing towards the construction of learning communities.

Key words: Community of practice, community of learning, formation in network.

1. Introduction.

The interchanges supported by the Internet that take place between the people who do not share the same social context and that does not come from the same surroundings, like which they appear in the proposals of formation at a distance supported by network Internet in the Latin American scope, that in many cases activities make interacting with people of diverse cultures by means of a communication code that is shared and negotiated which in most of the cases is not known during the conversation; they turn to the text a representation of the oral language which is the traditional form of the human being to establish relations in the daily life.

By the previous taking relevance the community concept, On the community notion, the term has a direct link with the word communication and as well, Merrill and Loewenstein (1979) raises that this last one "comes from Latin communis (common) or communicare (the establishment of a community)" (Foster, 1997 pag. 24). It is as well as, the mention of the community term evokes a space notion of the geographic location in which they reside the group of people who integrate it. The author makes the distinction between this colloquial use of the term and its etymological meaning, alleging that a community does not talk about the physical space in which their members meet but to the quality of these congregations well to share objects in common.

2.Problematic.

Before which it seems to be new surroundings of learning are considered important to provide to students a learning atmosphere that animates to the joint construction of knowledge leaning in the critical reflection and the social interaction to them with other students in a community, that when common having as objective the learning him can be denominated community of learning (McConnell, 2000; Palloff and Pratt, 1999) facilitated by modern technologies.

The investigation made in communities demonstrates that the felt fort of community in line increases not only the persistence of the students in programs, also emphasizes the necessity to generate the sense of "social presence" in the virtual communities where the importance of the interaction from the information flow is heightened that makes possible the collaborative work, increasing the feeling of social cohesion, which is an element that can help in line to the students in the educative proposals in the modality. (Dede, 1996; Wellman, 1999) comments that "without a sensation of community in the people who participate, is probable that the participants before the challenges of a formation process are anxious, defensive and little arranged to take the risks implied in the task of learning" (Wegerif, 1998, p. 48). Of the Literature that is reported, one of the important factors related to the community sense is the social presence (Rovai, 2002). According to Garrison and Anderson (2003), the formation of the community requires a sense of social presence between the participants.

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3. Problem Solution.

From a experience of formation of tutors for e-learning, the results of an analysis of the processes of formation in the educative modality through Network Internet appear at a distance, from a pedagogical model that wishes the construction of learning communities, from the perspective of practice communities considering the possibilities of the virtual surroundings to facilitate or to prevent the construction of practice communities; the previous thing with the intention to evaluate of that forms those systems of management of the learning in Red (LMS) incorporates elements of virtual design for the methodology that is desired to incorporate in the processes of qualitative and

quantitative evaluation, specifically the virtual spaces for the colaborativo work and the tools of communication as they are the virtual forums.

In our interventions we try to create a community of discourse (Fish, 1980) where the participants are inducted into the rituals of academic and, more particularly, scientific discourse and activity.

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Of such form that stops to support the critical thought in the learning communities which they use CMC the Garrison (2000) emphasizes the importance of learning in line tying three components of: 1) the cognitive presence, 2) a presence of education, and 3) a social presence.

Using this frame, the investigation that joint party concentrates its attention in the analysis of the electronic speech in a communication approach, qualitative and quantitative, to understand the social presence and its elements, as well as the cognitive presence supported both by the electronic speech.

3.1 Methods for the evaluation.

Analysis of the speech, analysis of the didactic interaction, consideration to the systems of activities, particularly to the work in collaboration, analysis of the participation.

A mixed methodology sets out (quantitative and qualitative), in individual the interpretative approach that allows to recognize the cultural and individual differences of the participants in the accomplishment of propose specific tasks for the fulfillment of the formation objectives.

In the present work an analysis of the didactic interaction from the developed academic activities in a formation course in network with participants of different geographic contexts is made, particularly of Ibero-America.

3.2 Methodology of Analysis.

Procedure.

The activity has realized from the participant observation in a course of specialist in position of a guardian on line that is distributed in line in the modality. The registries are taken from a forum of discussion programmed like part of the academic activities in designed virtual surroundings for the colaborativo work denominated BSCW.

In agreement with Constantino (2004), we can differentiate in the forums the degree or level from interactive activity that in them is developed, beyond the individual number of participants and attitudes that go of a great exhibition to the concealment of the own presence (lurkers).

It is so, with base in the author an analysis is made from their qualifying proposal of the ways or strategies of participation found differentials, that they are:

- a) participation additive or relative to the topic of the forum.
- b) participation interactive or relative to the discursive flow.
- c) directive participation to maintain the discursive flow in the topic:
- d) participation disruptive to or relative to diverse topics.
- e) anomalous or unexpected participation:

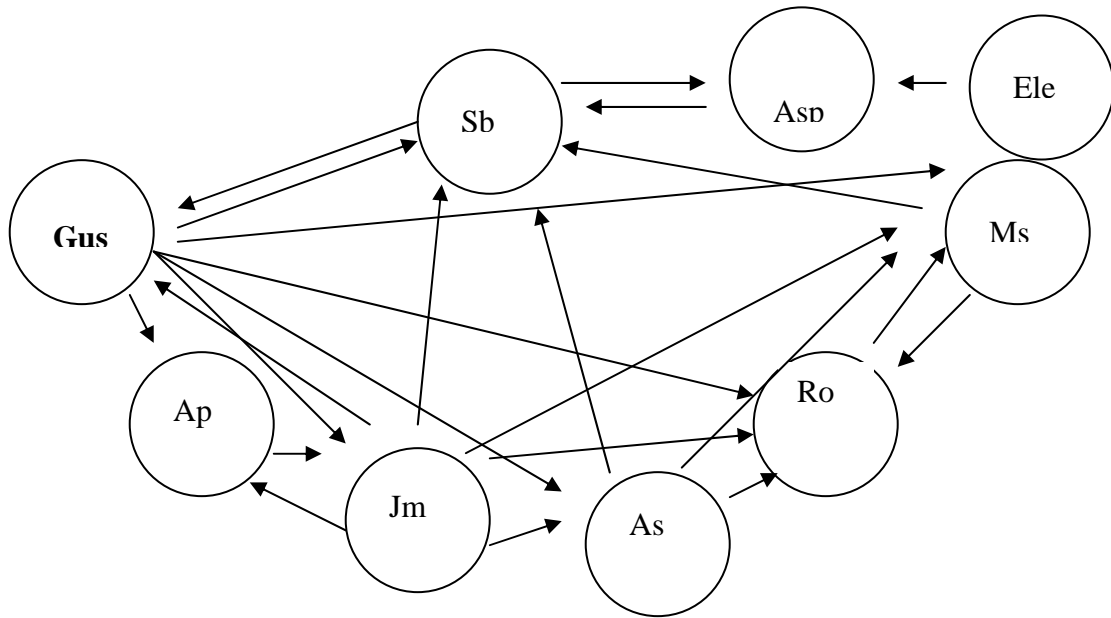
Also, it is desired to give account of the following aspects:

- a) The negotiation of meaning and Co-construction of the knowledge before a task in individual.
- b) Observer as the propose task shows the social construction to us of the knowledge.

The interest this trim in knowing as the knowledge in collaboration is constructed taking as it bases an activity makes specific in line planned in a course.

Next an analysis of a fragment of two forums of discussion appears

At this moment of “Caso” B.



As it is possible to be observed, the interaction chain has great complexity, the thematic one that is made notice by the subject: "**tacit and explicit Knowledge**" that opens **Sb** gives as to result an answer in short time on the part of the tutor (Gus) unlike case 1 where it has been made in a thematic one aside without continuing the interaction chain.

And east n “Caso” B, although is appraised Presence of in a while very incipient Position of a guardian of the interaction chain and that is repeated at the end of the same one, ace participation more in the sense occur to take care of the demands of the apprentices, either of direct way to the initial participation, or of direct way to one of the participants and all simultaneously.

Of such form that the scheme is repeated, where the speech community is constructed on the base of the shared interest taking as axis the thematic general and is deepened with base to the contributions of one of the members and not in the line of the presence of the tutor.

Which without a doubt speaks us of a community sense, of a sense of property acquired when making activities in collaboration rescuing own history.

4. Conclusion.

In the formation of tutors in line, a pedagogical design is considered fundamental that it allows the participants to live the experience going to the theory to confront it with the practice being obtained to journey of information to knowledge, to obtain a significant learning. The perspective of the construction of communities of learning from a practice community is considered suitable, in individual to it considers that the apprentices are adult and who this one type of people requires more of a experiential learning and of a pedagogical design that considers the application of the theoretical knowledge in the daily life, in this one case. Like tutorial futures in line. Another element that is considered of importance, is the selection of virtual surroundings that contribute to the creation of learning communities and that can equip the participants with the tools of communication indispensable for I engage in a dialog and the interaction doing use of the digital tools.

In these cases, the used surroundings have been the Claroline Platform which we did not recommend for the pedagogical design and the beginning of open and remote courses that consider the perspective sociocultural, that promotes the activity in discussion forums and the collaborative work.

It is in this sense that takes relevance the necessity to form academic in this new educative slope that is the analysis of the virtual speech, that contributes to the construction of a presence of position of a guardian based on the electronic speech, contributing to elements simultaneously for the processes of planning and evaluation in Network recognizing that we are before a new educative paradigm.

The analysis of the didactic interaction from the perspective of the analysis of the electronic speech allows to give account of the competitions that the apprentices in a course of e-learning have been able to develop like fruit of the formation that is offered to them, in individual in what it has been registered in the discussion spaces (virtual forums) where is registered the history of the formation, as well as the appropriation of the academic

contents that the participants analyze and discuss negotiating the meaning for the profit of the objectives of formation through e-learnig. In special if we considered that the electronic speech gives nonsingle account of the cognitive processes of high level that are developed when reading and to write; it is important to rescue that when interacting the participants take control of the cultural devices and they share in the individual taking of steps and collaboration rescuing those elements that comprise of the local culture and which they share in the specific taking of steps suggested in the formation program incorporating aspects of the daily activity of his "real" world.

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