Brain Bounce: Defining and Designing Community in Online Collaborative Spaces for Kids

Cathy Kim (ckim00@uw.edu)
University of Washington
College of Education

21 May 2015
Context for the Research Problem

Online communication, Being Connected intricately infused into daily lives

Ito, et al., 2013, Adams, 2011
Context for the Research Problem

Online communication, Being Connected intricately infused into daily lives

Ito, et al., 2013, Adams, 2011
The Message

Communication Skills...
Perspectives
Perspectives

F2F Learning and Collaboration

Higher Education Online

F2F Community and Participation
Perspectives

F2F Learning and Collaboration

Higher Education Online

F2F Community and Participation
Scope of the Study

Students
- F2F Classroom Experiences
- Effects on Learning

Teachers
- F2F Instructional Practices
- Resources
Scope of the Study
Research Questions
(Student Perceptions)

How do students experience collaborative online space?

- How do those experiences differ from their F2F classroom community?
- How do students see this affecting their science learning?
Research Design and Methods
Research Design and Methods
Community for a Brain Bounce

Attached images of their models for feedback.

Do you think the sound waves break it? That part was unclear. Could you explain it a little more?

Ok

Very nice drawing, but could you add more labels on the glasses?

Hey guys, nice pictures and good labeling. Something you wrote was "That small portion shatters the glass" it seems that you think that the glass cracking causes it to shatter. Is this true? Also, what causes the glass to crack? You didn't talk about sound waves, pitch, pressure, etc; what does your group think? I'd like to know more about your opinions so please work on detailing.
Community for a Brain Bounce

Josiah Turner, Bruce, Patrick, Aaron

Mar 19, 2014

Attached images of their models for feedback.

Mladenova

Mar 28, 2014

Do you think the sound waves break it? That part was unclear. Could you explain it a little more?

Pauline C

Apr 8, 2014

Ok

Mladenova

Mar 28, 2014

Very nice drawing, but could you add more labels on the glasses?

Vanessa

Mar 28, 2014

Hey guys, nice pictures and good labeling. Something you wrote was "That small portion shatters the glass" it seems that you think that the glass cracking causes it to shatter. Is this true? Also, what causes the glass to crack? You didn't talk about sound waves, pitch, pressure, etc; what does your group think? I'd like to know more about your opinions so please work on detailing.
Findings: Effects on Community

Assertion: Objective Feedback - Anonymity
Findings: Effects on Community

Assertion: Objective Feedback - Anonymity
Findings: Effects on Community

Assertion: Objective Feedback - Anonymity
Recap for Why

Exposure and Skill Development

Provides support beyond F2F
Brain Bounce

For Kids
About you:

- **Name:** Cathy Kim
- **Department:** College of Education
- **Contact Information:** ckim00@uw.edu
- **Quick bio:** Cathy Kim is an educator and instructional designer/technologist, currently completing her doctoral studies. She has taught for 20+ years in Washington State in various settings, grades K-10 and higher education. She holds a BS from WWU, a MAT from UPS, and her National Board Certification.