

# Contents

<i>List of Tables and Figures</i>	page ix
<i>Contributors</i>	xi
<i>Series Foreword</i>	xv
<i>Preface and Acknowledgments</i> K. Ann Renninger and Wesley Shumar	xvii
<i>Foreword: Virtual Communities for Learning and Development – A Look to the Past and Some Glimpses into the Future</i> Michael Cole	xxi
<b>Introduction: On Conceptualizing Community</b> <i>Wesley Shumar and K. Ann Renninger</i>	1
<b>Part One Types of Community</b>	
1 <b>The Mystery of the Death of MediaMOO: Seven Years of Evolution of an Online Community</b> <i>Amy Bruckman and Carlos Jensen</i>	21
2 <b>Female Voices in Virtual Reality: Drawing Young Girls into an Online World</b> <i>Ann Locke Davidson and Janet Ward Schofield</i>	34
3 <b>Community Building with and for Teachers at The Math Forum</b> <i>K. Ann Renninger and Wesley Shumar</i>	60
4 <b>Learning in the Virtual Community Depends upon Changes in Local Communities</b> <i>Beverly Hunter</i>	96

<b>Part Two Structures and Community</b>		
5	Evolution of an Online Education Community of Practice <i>Mark S. Schlager, Judith Fusco, and Patricia Schank</i>	129
6	Building Social Networks Via Computer Networks: Creating and Sustaining Distributed Learning Communities <i>Caroline Haythornthwaite</i>	159
7	Mask and Identity: The Hermeneutics of Self-Construction in the Information Age <i>Dorian Wiszniewski and Richard Coyne</i>	191
8	WISE Learning Communities: Design Considerations <i>Alex J. Cuthbert, Douglas B. Clark, and Marcia C. Linn</i>	215
<b>Part Three Possibilities for Community</b>		
9	Reflexive Modernization and the Emergence of Wired Self-Help <i>Roger Burrows and Sarah Nettleton</i>	249
10	Understanding the Life Cycles of Network-Based Learning Communities <i>James Levin and Raoul Cervantes</i>	269
11	Learning in Cyberspace: An Educational View of Virtual Community <i>D. Jason Nolan and Joel Weiss</i>	293
12	Finding the Ties That Bind: Tools in Support of a Knowledge-Building Community <i>Christopher Hoadley and Roy D. Pea</i>	321
	<i>Afterword: Building Our Knowledge of Virtual Community: Some Responses</i> David Hakken	355
	<i>Afterword: Building, Buying, or Being There: Imagining Online Community</i> Steven G. Jones	368
	<i>Index</i>	377

# List of Tables and Figures

## Tables

2.1	Interest in Computer and MOO Use	<i>page</i> 42
2.2	Anxiety and Confidence Concerning Computer	44
4.1	Kinds of Organizations in NSN	98
4.2	Reform Agendas of NSN Founders	99
4.3	Internet-Using Teachers in NSN Schools Report on Students' Participation in Collaborative Learning Activities Online	108
4.4	DoDDS Schools Serving Aviano Air Base	117
4.5	Percentage of Teachers Reporting Use of Certain Resources for Their Own Learning – TAP Vs. Non-TAP Participants	119
6.1	Network Densities	181
8.1	Challenges to Collaborative Groups Working Without Technology Supports	228
12.1	Primary Locations of Information by Type	336

## Figures

4.1	Warning message on DoDDS school computers	121
5.1	Tapped In Membership Growth, January 1998 to July 2000	135
5.2	Monthly log-ins and log-in time	136
5.3	Tapped In <sup>®</sup> membership by occupation, July 2000 ( $n = 9159$ )	137
5.4	TPD meeting leader dialogue by category of discourse	140

5.5	TPD meeting participant dialogue by category of discourse	141
6.1	Collaborative work for connections that occur more than twice a week	176
8.1	The Web-based integrated science environment	219
8.2	The WISE NetCourse	223
8.3	Malaria project authoring community	226
8.4	Principle Builder used to construct scientific principles that become discussion comments	232
8.5	Probing your surroundings	233
8.6	Overview of activities that prepare for the online discussions in the Desert Houses project	235
8.7	Example of a student discussion (with identities removed)	236
8.8	Comment types in the first iteration of WISE discussions	237
8.9	Discussion topics aligned with students' research areas	238
12.1	CILTKN opening screen	341
12.2	Searching the CILTKN	342
12.3	CILTKN search results	343