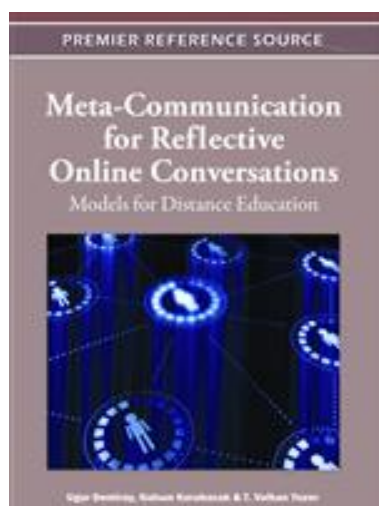# META-COMMUNICATION FOR REFLECTIVE ONLINE CONVERSATIONS:
Models for Distance Education
Ugur Demiray, Gulsun Kurubacak and T. Volkan Yuzer, ISBN10: 1613500718, Publisher: IGI Global, Pages: 321, September 2011

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"Meta Communication" is the process between message designers when they are talking about the learning process, as distinguished from their articulation of the "substantive" learning, itself. Therefore, it is important to understand how to design reflective online conversations and how to implement a diverse milieu for prospective online learners so that they are able to transfer their information, knowledge, and learning from theoretical forms to real life experiences. This book discusses meta-communication for reflective online conversations to provide digital people with models for distance education. This book brings together meta-communication, distance education, and models as well as reflective online conversations at the same time.

The book is consisted of 321 pages covering 17 chapters. Topics covered in this book are divided into four sections: Meta-communicative knowledge building and online communications, dynamic models of meta-communication and reflective conversations, designing online messages for reflections, and meta-communicative assessments and reflective communication skills. The book's broader audience is anyone who is involved in e-learning.

Topics covered in this book are promoting critical thinking skills in language education through online discussions, building a theoretical background for distance education: towards meta-communicative conversations, the meta-communicative, yet dancing 'pink elephants' in the online multicultural teacher education classroom: e-racism, e-classism, and e-sexism, an online conversation among Southeast Asian higher education institutions and its observed oppressions, avatar manager and student reflective conversations as the base for describing meta-communication model, science for all through reflective interactions: analyzing online instructional models, learning activities and virtual resources, multimodal communication: a case study of organizational discourse and one-to-one mentoring at an online university, building knowledge through dynamic meta-communication, designing asynchronous message board assignments for deep learning discourse: a longitudinal heuristic case, metaphors in meta-communication, the cultural aspects of e-learning and the effects of online communication: a critical overview, a global conversation on effective technology integration in education, knowledge is infinity, language is limit, technology supported assessment in distance education: promises, pitfalls and prospects, meta communication concept and the role of mass media in knowledge building process for distance education, adding self-discovery

learning to live online conferences: using digital poster sessions in higher education, online education: reflection on communication skills of distance learners.

Chapter 1 presenting an overview of recently conducted research studies on critical thinking and online discussions, explaining online discussion as a pedagogical vehicle for maximizing language learning and teaching. In this chapter problems related to online discussions is identified and solutions are suggested with describing application activities that promote critical thinking skills. Chapter 2 addresses building theoretical background of distance education as a source of meta-communication. Chapter 3 contends that digital meta-communication on issues of race/ethnicity, socioeconomic class, and sex/gender needs to be "de-meta-ed" or made explicit in order for the kind of liberatory reflective conversation on these topics to occur that is foundational to the adequate preparation of PK-12 teachers to effectively educate all students. Chapter 4 focuses on the online conversation that transpired among faculty members of higher educational institutions from four Southeast Asian countries who were in the process of designing a proposed regional graduate program on natural resources knowledge management. Chapter 5 presents a meta-communication model and illustrates its applicability. This chapter describes the model which can be used for making meaning in experiential and theoretical based online educational courses and collective sense-making, i.e. the articulation and contesting the meaning and relevance of ideas. Chapter 6 discusses barriers to science concept construction in an online environment and future research directions are suggested. Chapter 7 includes information about communication patterns and organizational discourse at an online university, which utilizes a mentoring model to educate students. Chapter 8 investigates knowledge building through interactivity, social engagement, and communication technologies in a distance learning environment. Chapter 9 presents the evolving strategies that have been used in the deployment of publicly viewable assignments used on asynchronous message boards for freshman and sophomore writing classes since 1997 through the consortium WashingtonOnline (WAOL), which consists of 32 community colleges in Washington State. Chapter 10 addresses metaphors that are used as a new and powerful tool in different sciences, especially including Information Systems and a number of sociological disciplines such as linguistics, education, and sociology, can be used for the implementation and sustainability of the components of meta-communication for distance education. Chapter 11 builds on the insights of educators regarding the relationship between culture and online learning. Chapter 12 investigates the technology perceptions and preparedness of pre-service and in-service teachers from Republic of Korea, United Arab Emirates and United States of America were virtually connected through the BlackBoard communication system. Chapter 13 discusses some common points of distance education and photography in the context of meta-communication. Chapter 14 analyzes global trends regarding assessment of students by using technology. Possible technology supported assessment is discussed in the context of technology enhanced learning. Chapter 15 emphasizes communicational conformation of mass media and focuses on the concept of knowledge; after defining the nature, types, and features of knowledge. Chapter 16 examines the role of digital poster sessions in contemporary online conferences and highlights some basic production-quality issues in the creation of digital posters. Chapter 17 discusses and examines online learning in distance education context. A critical reflection on communication skills of online learners are summarized and highlighted.

Finally this book provides multiple cases of meta-communication models for building and managing reflective online conversations among distance learners. This book gathers professionals from across disciplines, from all levels of education and from multicultural communities to design and implement lifelong learning practices with meta-communicative models which encourage high-quality reflective online conversations for the entire global society in distance education.

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