



Fostering Open Sensemaking Communities by Combining Knowledge Maps and Videoconferencing

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In this paper, our aim is to investigate the role of Compendium maps for both learners and educators to share and debate interpretations in FlashMeeting™ (FM) videoconferences in the context of OpenLearn, an online environment for open learning. This work is based on a qualitative study of knowledge maps and web videoconferencing interactions, and quantitative data presented in diagnostic reports about both tools. Our theoretical approach is based on the sensemaking concept and an existing framework for three learning scenarios. Our findings describe four applications of knowledge maps in videoconferencing: (i) Mind Maps for a FM virtual lecture (transmission scenario); (ii) Learning Path Map which integrates a FM conference (studio scenario); (iii) Concept Maps during a peer-to-peer event (negotiation scenario) and (iv) Web Maps for a FM replay (assessment scenario).

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