

## Dynamic of interaction among actors mediated by the visibility in an online community, what's up with...?

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**Abstract:** This research aims to describe the behavior of a virtual learning community in relation to the process of knowledge building and collaborative learning from a strategy based on the pedagogical use of the visibility of academic production. The research environment is configured as two courses of Manuela Beltrán University supported on the platform VirtualNet 2.0.

### Introduction

The implementation of ICT in education is increasing the didactic and pedagogic challenges in teacher and students; the setting of learning environment supported by computer requires a detailed planning to ensure a good learning process using the available resources. It also requires making conscience about the configuration of a community with a specific organization to learn together a special topic. In this sense, to consider the collaborative dynamic and knowledge building process in relation with the visibility is a focus on interest with the perspective to generate new strategies for the pedagogical experience. Thus, this project develops a scientific study about visibility of academic production of students and relationships with collaborative learning and knowledge building.

### Literature Review

From a reticular look, social phenomena, Prada (2005) contribute to the creation of a vision about of knowledge network and its relation with innovation community. The knowledge networks can be a powerful strategic tool that increases the innovation and learning. Brighenti (2010) elaborates the concept of visibility as a general category for social theory and social research. He also describes the approaches or disciplines in relation with this project, in specific cultural and media studies, science and technology studies, sociology and identity studies. Wasserman and Faust (1994) propose a model graph theory with application in social context, from there, this project takes the concept of "node" understood as an actor as a member of the learning community, "connection" understood as the interaction that occurs among actors. Bossalasco et al (2009) set learning process as the emerge result the interaction into learning content, the subject to guide and subject to learn, which permits the knowledge management. Respect Onrubia (2005) analyze the process and consider two types of representations, the meaning of learning content and the sense that have learned.

### Research objectives and Methodology

The goal in this research is to describe the dynamic of the online community in relation with collaborative learning and knowledge building from a strategic based in pedagogical use of visibility of the academic production. As sample this project has two groups of the Virtual Unit of Manuela Beltrán University in Colombia, each group has approximately 160 students. The only different between the two groups (experimental and comparison) is the implementation of didactic strategy based in pedagogical use of visibility. In this since, the research interest is established by the incident of the pedagogical use of the visibility in collaborative learning and knowledge building.

### Results

The presentation of the results intended to illustrate the behavior of the three categories of analysis. In the experimental group, it was tested the activities based on visibility strategic. The analysis and monitoring of the activities permitted to seen: 1) the principal effect of the comments was because of the teacher indicates it, 2) the comments have only agree and disagree level, 3) the publications of academics products generated that the comments were incorporated in the final products. 4) There is a strong influence of the first publication on the academic production of the other members of the group, no important if this doesn't have the requirements. 5) A significant number of students involved on the closing date. 6) Challenger tasks generate more interest. 7) When the answers of comments were distant to the date of publication the student generated low motivation to conform group of work. 8) The success of the strategic depends on the level of recognition that students have used the tool. 9) It is not only important to make public the relevant academic production, it is very important to make visibility management for obtaining better results.

To collect the necessary data to represent the collaborative activity proceeded to design an instrument named "Poll of interaction", which has enabled collaborative data collection activities developed. Figure 1 is a compilation of the first 4 graphs of activities, this shows the collaboration behavior form the activity of visibility, the main results are in activities 1 and 4, the explanation is given since the incidence of visibility strategy, in activities 2 and 3 the visibility strategy was not very strong in its configuration and the results show it.

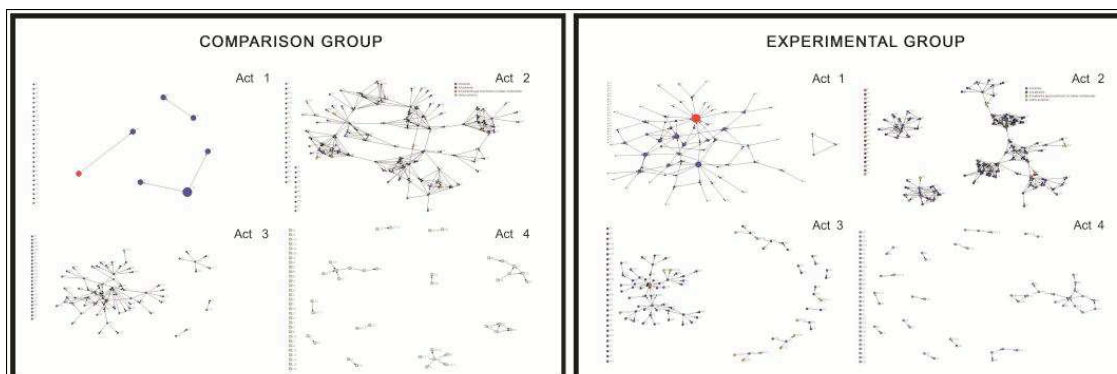


Figure 1. Dynamic of collaboration

In the case of the comparison group knowledge building process is relevant only the communication category, through the expression of ideas between student-teacher and use of resources, the academic production is oriented from the instruction. Regarding the quality of the production, a marked difference is evident. In the experimental group the effect of publishing academic products establish interaction in the moment to make visible, it enables students independently improve the quality of academic production, taking the contribution made by their peers and the teacher.

## Discussion and conclusions

An element of this discussion is the behavior of pedagogic strategic, Brighenti (2010) develops a discussion around the visual and visible. In this research it is understood as the public and the visible, with this context it is possible to say that just to make public an academic product does not generate the effects of the visibility, reaching this level require that the pedagogic strategic ensures the interaction between actor and academic production to move from the public to the visible. Reaching the state of visibility described above takes up two approaches, Clifford (1963) regarding the impact of visibility from a dynamic educational, 1) *positive visibility* as the ideal state actor participation, generating constructive contributions to meeting the objectives of academic activities, and 2) *negative visibility* as a incidence of distractions presented for agreement and understanding of a group to reach the fulfillment of a goal. So is that part of the potentials are presented as forms that allow the actor to establish relationships with others and with the resources that are set in the virtual environment, such as the ability to contribute to the production of other, seeking to strengthen it and complement it to improve its quality. In that sense, the knowledge building that would be given from the Hill (2010) poses as the "relationship of a group of individuals (community) with a common, with a technological object", which is set from the virtual learning environment.

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