Annotated Webliography of Online Communities

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Assessment 1

Association for Educational Communications and Technology. (2019). *AECT Membership*.
    Retrieved from: https://aect.org/aect_membership_-_join_today.php

The Association for Educational Communications and Technology (AECT) online community
provides a venue for international leaders in education who utilize technology for teaching and
learning. The organization promotes scholarship and best practices with the use and management
of technologies. Although AECT provides a community by way of group discussions in-person
and conferences, the organization provides an online community within the realm of social
media, specifically in Facebook (2,221 followers), Twitter (2,717 followers) and LinkedIn. The
social media outlets provide AECT with a way to provide access to webinars on instructional
design and technologies, polling for future professional development and votes on leadership
positions within the organization. The community provides members with an opportunity to
partake in the governance of the organization and provide feedback and input on shared content.
This promotes a culture of trust, an attribute of a thriving community.

Association for Talent Development. (2019). *Instructional Design Community of Practice*.
    Retrieved from: http://www.dcatd.org/ID

The Association for Talent Development (ATD) is an online community with more than 35,000
members in over 120 countries. The mission of the community is to provide trainers (including
trainers of educational technologies and instructional design) to share relevant content in the
form of e-books, research reports, reports on the state of the industry, whitepapers, webcasts,
videos and 10-minute case studies. The organization has developed chapters of the association so
that members in the same region are able to connect virtually and, if needed, meet face-to-face at
local events. Organizers of ATD are experts in the fields of training and educational technology.
This provides the community with information and participation from experts in the field of
interest; this provides evidence that this a thriving online community.

Blackboard Community. (n.d.). *Teaching and Learning Community.* Retrieved from:
    https://community.blackboard.com/community/teachinglearning/pages/instructional-
    designers

Blackboard's Teaching and Learning Community provides a venue for instructional designers
and online educators to share ideas, problems and solutions for various components of online
learning specific to the Blackboard Learn learning management system. Since the inception of
the Teaching and Learning Community in 2016, 1,264 artifacts have been uploaded to the
community by members of the group. The artifacts include: blog posts, discussion topics,
documents, questions, polls, videos and events. These artifacts provide instructors and
instructional designers who utilize the same learning management system (Blackboard) with
valuable input and information pertaining to the use of the application. The Blackboard Teaching
and Learning Community's openness encourages member input and collaboration, but the site is

not promoted or maintained by the organization's staff or representatives. This lack of maintenance impedes the participants and members from contributing regularly and reduces the visibility of content and member presence. The members are also unable to view members of the community which makes it difficult to contact peers with similar interests and specific knowledge of subject matters.

EDUCAUSE. (2019). *EDUCAUSE's Instructional Design Community Group*. Retrieved from:
      https://www.educause.edu/community/instructional-design-community-group

EDUCAUSE's Instructional Design Community Group is focused on providing an outlet for instructors and instructional designers to share and discuss how to utilize student data to inform online course design practices. As new technologies are continuously being introduced to the online learning field, the conversations and discussion pertaining to data-driven decisions on instructional design best-practices and constantly taking place and evolving. The organization is comprised of 99,000 members who are part of 2,300 institutions in 45 countries. This is a thriving community as the members are encouraged to share and participate in conversations virtually, by way of listservs and social media, and connect in-person at various meetings and conferences. This provides a culture of trust and an elegant experience.

eLearning Guild (2019). *Community and Resources for eLearning Professionals*. Retrieved
      from: https://www.elearningguild.com/content/18/join-the-guild

The eLearning Guild is an online community with over 40,000 members which provides opportunities for collaboration and provides resources pertaining to eLearning practices. The online community connects like-minded professionals with eLearning best-practices and shares job opportunities with the community. The community provides online webinars, presentations, and product overviews and reviews to its members. The online resources provides information sessions and content on 5,705 topics including: Augmented Reality, Blended Learning, Design Strategies, Graphic Design, Mobile Learning, Performance Support and more. The eLearning Guild is a thriving community as it fosters vibrant participation by promoting and practicing visible and regular participation and contribution by its members.

eLearning Industry (2011). *Instructional Design and eLearning Professionals' Group*. Retrieved
      from: https://elearningindustry.com/the-largest-online-community-of-professionals-
      involved-in-the-elearning-industry

The Instructional Design and eLearning Professional Group online community was developed for instructional designers, managers, directors, technology officers, business owners and other professional with an interest in eLearning. Members collaborate and discuss eLearning practices and knowledge by way of social media posts, tweets and presentations. The community also provides members with temporary, full and part-time employment opportunities related to

instructional design and eLearning. The online community includes over 500,000 instructional designers and eLearning professionals. This is a thriving community as it develops expertise amongst its members by attracting and developing new instructional design and eLearning professionals.

Instructional Design Central. (2019). *Instructional Design Central (IDC) Community.* Retrieved from: https://www.instructionaldesigncentral.com/instructionaldesigncommunity

Instructional Design Central (IDC) is an online community which brings together professionals in the Instructional Design field in order to share tips, answer and pose questions and share industry-related information pertaining to instructional design. The organization incorporates LinkedIn, Facebook, Twitter and Instagram into their main site in order to foster collaboration. IDC is comprised of over 18,000 instructional design professionals and spans over 20 countries. IDC is a thriving online community as it fosters contribution of content, expertise and feedback from community in order to attribute a shared value.

International Association for K-12 Online Learning. (2019). *iNACOL Member Forums.* Retrieved from: https://www.inacol.org/forums/

The International Association for K-12 Online Learning's (iNACOL) mission is to advance and guide educational system to transform with policies and practices to promote high-quality learning for students. iNACOL's online community provides members with access to discussion forums on online learning topics in K-12 environments, access to committee notes and membership information, access to webinars pertaining to members' interests, a job posting board, teacher resources, research, and an area for questions. These areas are accessible on the organization's website. iNACOL also provides members with online community access by way of social media (LinkedIn, Twitter, and Facebook). Some of the resources on the organization's website, which is accessible for online community members, is outdated and has not been contributed to for over three years. The online community lacks community leadership as the community leaders are not ensuring the update of information or encouraging participation on their site. Subject matter experts in Online Learning are not contributing to regular and constant conversations, a necessity for online communities to promote a reputation of connecting experts in the field of online learning. Finally, the growth and strength of the online community is unknown as members have not contributed to the online repository of resources nor have webinars been offered (in the designated webinar area) in over seven years. These characteristics and areas need to be addressed in order to consider this a thriving online community.

International Society for Performance Improvement (2019). *ISPI Membership.* Retrieved from: https://www.ispi.org/ISPI/Membership/Member_Benefits/ISPI/Membership/Member_Be nefit.aspx?hkey=097517e0-5a3e-4e8e-b5b3-107a4b952ed3

The International Society for Performance Improvement (ISPI) is an organization which is focused on professional development and helping organization positively affect the outcomes of their clients and peers. The organization includes an Academic Consortium which focuses on training educators on how to better serve the student population who relies on effective instructional design, support and access to resources to aid in positive outcomes. The

organization utilizes social media in order to facilitate an online community. ISPI's Facebook page has 2,458 followers, their Twitter page has 4,059 followers and their LinkedIn page has 6,621 members. Each of the social media sites market face-to-face conferences and meetings for members, but access to member resources (such as webinars and other web-based collaboration tools) are hidden from the public (non-members). This makes the online community appear to be very private which makes it difficult for non-members to know if the organization is a good fit for them to join. This negatively impacts the growth and identity of the online community.

Online Learning Consortium (2019). *OLC Community Membership*. Retrieved from:
        https://onlinelearningconsortium.org/join/free/

The Online Learning Consortium has an online community which is comprised of more than 9,000 educators, instructors and instructional designers who aim to share and improve digital learning practices. The online community provides online workshops and networking events to infuse collaboration and expand knowledge pertaining to instructional technologies and design. The community organizers highlight the opportunity for online teachers to learn from peers from around the Unites States and to enhance their vision of online learning problems with possible solutions. This online community fosters an environment where members feel part of community, governance and provide helpful and critical feedback to their peers in the online community.

Quality Matters. (2016). *Quality Matters' Instructional Designers Association*. Retrieved from:
        https://ida.qualitymatters.org/

Quality Matters' (QM) Instructional Designers Association is a 3-year old online community which promotes collaboration among instructional designers who are committed to and adopt the Quality Matter's online course design standards and rubric. The organization is comprised of 60,000 members with over 1,000 institutions which subscribe to Quality Matter's resources; 1,063 of these members are part of the Instructional Designers Association online community. This online community is thriving as the members have various credentials and certifications pertaining to the QM rubric and standards as well as contribute to a continuous dialogue among members to promote improvement in online course design. These characteristics apply community leadership and quality content to the online community.