

Chapter XI

Making Online Bulletin Board Dialogues Work: Conversation Design for Building Knowledge Networks Through Reflective Practices

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ABSTRACT

This chapter introduces online bulletin board dialogues (OBBDs). It focuses on how to make dialogues work. Besides, in this study, the strategies and principles of conversation design based on media richness theory is discussed to generate a theoretical framework of conversation design. This framework shows that the new ways of adjusting democratic conversations to contemporaneous realities. OBBDs are influenced of several things, such as political pressures, personal aspirations, and so forth, the desire to exercise power, the overriding issues of global need, and ambition. On the other hand, OBBDs build on shifting sands or unfirm earth of feelings and interests. The author hopes that making OBBDs work can help online communication workers find the diverse resources, multicultural experiences, and egalitarian opportunities that open their minds and broaden their perspectives. Furthermore, discussing the main characteristics of bulletin boards for building knowledge networks can construct very powerful paradigm shifts to build online communities with new communication technologies.

INTRODUCTION

Online bulletin board dialogues (OBBDs) can be activist communication processes that conversation design for building knowledge networks

should focus on authentic experiences in reflective practices. Basic socio-cultural assumptions and prejudices can easily generate democratic-egalitarian inequalities in OBBDs. To make these dialogues work, online communication designers,

therefore, are inspired to develop culturally responsive, social justice-oriented, critical and creative communication plans that go beyond power elites' mandates. As noted by Bates (2000) and Kendall (2003), there is a need for investigating clearly how to build powerful knowledge networks among online professionals, community, and global resources. Also, concentrating on how to negotiate the meaning and usability of the flexible contents is very important for online communication designers in assessing their understanding founded on culturally shared interactive online communications. These dialogues, therefore, must provide online participants with a wide range of viewpoints by reverencing individual cultural differences and giving more attention to multicultural issues.

The ground can be that OBBDs help online communication designers produce radical visions of truth, ethic, and values that conversation design owes the sense of knowledge networks more explicitly to the fact that it is united not by race or nationality but by faithfulness to egalitarian ideas. *Since enhancing interactions, a wider multicultural diversity, a shared power and more freedom, therefore, OBBDs strongly requires a critical curriculum design and a change process.* In considering how best to conversation design for building knowledge networks through reflective practice, as noted by Harris and Stephen (2004), new communication technologies important to enhance cultural responsive to the demands of diverse groups and strategically develop bulletin board communications.

PURPOSE

As discussed by Burge (2000), Burniske and Monke (2001), Chua and Ngee (2001), and Preece, Rogers, and Sharp (2002), online communication designers must understand how to manage their role tasks, give careful attention to diverse online community, and understand their important roles

to integrate new digital technologies in learner-based activities via OBBDs. In this context, the main purpose of this article is to present responses to the following questions:

When implementing educational OBBDs, as online communication designers:

1. How are they inspired by the arts and critical dialogues to challenge and interrupt the social constructions that examine consensus, contested, and evolving definitions of diversity?
2. How do they develop culturally responsive and integrated reflective practice plans including anarchist change models that promote inclusive conversation design?
3. How do they challenge power elite mandates via points of tension that propel critical progress?
4. How do they empower OBBDs to engage in anti-racist, social activism, and alternative communication practices through the arts and critical dialogues that inform new models and approaches to diversity online communications?

Besides, the mission of this chapter is to integrate collective acts democratically to the fast developing socio-culture of OBBDs that can bring together a community of people committed to liberatory communication and social justice. As mentioned by Brosio (1994), and Fabos and Young (1999), therefore, OBBDs must be designed to represent a range of real-life experiences in their community works and critical praxis, including theorists, theater workers, artists, and others committed to transformative pedagogy and social equity. Based on these concerns and also approaches, the researcher also develops a checklist that can help online communication designers when establishing OBBDs.

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