

# Student communication in online classes

[Linguistics](#), [English](#)



Article Summary Online communities are considered essential for education these days. They promote the interaction between the facilitator and the students. With diversity in on-line students, one can take others opinion and use it in every day life.

The authors conducted a research upon “ an online course on webbased education for a Masters degree in computer-integrated education at the University of Pretoria” (Nagel, Blignaut, and Cronje, n. d.). The researchers investigated the link between course finishing and education, and online chatting and tasks through a mixed methodology approach. The impact of students’ teamwork and mixing upon their propensity to thrive as well as the displeasure of habitual learners towards the missing students was also studied.

Factors like reduced connectivity and costliness of the internet service were found to cause students to make optimum use of the online service which is not possible for the missing or irregular users to achieve. Faith among the donors results from the quality and not the number of their donations.

Finally, the authors recommend ways to escape the read-only partaking. Usual communiqué and online statuses, stress upon excellence, well-constructed statuses, deliberations about scores, advice, individual grading of group tasks, shifting of members among groups have been identified as the facts that promote online interaction. Just reading decreases an individual’s ability to gain knowledge and he/she can not play a role in the modification of the learners’ online community.

Conclusions drawn by the authors are reliable because the authors have drawn upon credible resources to construct the theme and have conducted

tests personally to verify the information.

References:

Nagel, L., Blignaut, A. S., and Cronje, J. C. (n. d.). Read-only participants: a case for student communication in online classes. Retrieved from [http://137.215.9.22/bitstream/handle/2263/10169/Nagel\\_Read\(2008\).pdf?sequence=1](http://137.215.9.22/bitstream/handle/2263/10169/Nagel_Read(2008).pdf?sequence=1).