

**LEARNING THROUGH SHARING :
OPEN RESOURCES, OPEN PRACTICES, OPEN COMMUNICATION**

Designing for Open Communication

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Abstract

In 2010 the Open University's (OU) Department of Languages launched its first fully online module, English for academic purposes (EAP). To prepare the tutors for teaching in an online only context a 6-week training programme - also fully online - was set up.

We will present and evaluate some of the materials developed for the programme to illustrate how Open Communication, that is reciprocal and respectful exchange in online learning (Gunawardena & Zittle, 1997), contributed to establishing social presence among participants and thus to the success of the training.

Our study suggests that social presence (SP) as defined by Kehrwald (2008), namely the ability of the individual to demonstrate his/her availability for and willingness to participate in interaction, is the central driving force for successful online communities of inquiry (COI) as understood by Garrison, Anderson and Archer (2000). However, drawing on our data and Morgan's (2011) critique of Garrison *et al.* (2000) we will argue for a fundamental re-consideration of the Col's tripartite approach which separates social presence from cognitive and teaching presence. Instead, we propose Galley's (2010) "community indicators" as an alternative framework for openness in online education in general and CALL in particular with SP as the guiding principle for material and task design for both (language) teaching and learning and teacher education purposes. This approach seems more apt to promote the open, democratic, learner-centred, and identity building processes online which new electronic media facilitate (Warschauer 1999).