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Jamie S. Switzer, Colorado State University, USA

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Stephen Thorpe, Auckland University of Technology, New Zealand

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Mirjam Weder, University of Basel, Switzerland

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Julie D. Woletz, Johann Wolfgang Goethe University, Germany

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Markus Wolf, University Hospital Heidelberg, Germany
Stephanie Bauer, University Hospital Heidelberg, Germany

This chapter explores how psychotherapy and psychosocial interventions, which rely on verbal communication and language, can use computer mediated communication. The chapter discusses both advantages and limitations of using CMC in these fields. Several forms of CMC are discussed, including email, chat, and short message service (SMS). The chapter suggests three CMC approaches for relapse prevention following inpatient treatment, and concludes that evidence supporting technology-based interventions in health care is growing and likely to become widespread.

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Mauri P. Collins, University of Nevada Las Vegas, USA
Zane L. Berge, University of Maryland, Baltimore County, USA

The chapter places electronic discussion group leadership and moderation, and discuss the distinctions among group administration, monitoring and reviewing. Just as the online discussion group is a voluntary, informal learning group in the historic tradition, so the monitor or reviewer of the online discussion group fulfills many of the roles, tasks, and responsibilities of an informal adult educator in their roles as discussion leaders and facilitators. This positions the moderators of online discussion groups within the realm of interest to adult education and educators. By examining such factors, this chapter will provide the foundations for understanding the complex, dynamic, and multitextural environment in which online discussion group moderators function.

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Boyd Davis, University of North Carolina–Charlotte, USA
Peyton Mason, Linguistics Insights, Inc., USA

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Rosalie J. Ocker, The Pennsylvania State University, USA

A series of experiments investigated creativity and quality of work-product solutions in virtual teams (Ocker, 2007, 2005; Ocker & Fjermestad, 1998; Ocker, Hiltz, & Johnson, 1998; Ocker, Hiltz, Turoff, & Fjermestad, 1996). Across experiments, small teams with about five graduate students interacted for approximately two weeks to determine the high-level requirements and design for a computerized post office (Goel, 1989; Olson, Olson, Storrosten, & Carter, 1993). The means of interaction was manipulated in these experiments such that teams interacted via one of the following treatments: (1) asynchronous computer mediated communication (CMC), (2) synchronous CMC, (3) asynchronous CMC interspersed with face-to-face (FtF) meetings, or (4) a series of traditional FtF meetings without any electronic communication.

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Angelica Risquez, University of Limerick, Ireland

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Jonathan Cohn, UCLA, USA

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  Mauri P. Collins, University of Nevada Las Vegas, USA
  Zane L. Berge, University of Maryland, Baltimore County, USA

Online, email-based discussion groups are contemporary examples of an historical tradition of voluntary, informal, learning groups used by adults for topical discussion, fellowship, and learning. Because the discussion among group members takes the form of email exchanges, they are also been likened to historical correspondence networks. This chapter sets the historical context of the email-based discussion groups that preceded the extensive use of bulletin-board style discussion forums in contemporary learning management systems.

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  Courtney D. Crummett, National Library of Medicine, National Institutes of Health, USA
  Anna H. Perrault, South Florida University, Tampa, USA

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  Ashok Darisipudi, Ball State University, USA
  Sushil K. Sharma, Ball State University, USA

This chapter discusses how virtual teams can utilize blogs for their computer mediated communication tool to coordinate their work and effectively communicate. The chapter includes recommended practices for virtual teams to adopt, suggestions for communication techniques, and challenges this practice might create. The chapter gives examples of virtual teams, like political campaigns, already using blogs to communicate, and demonstrates how the “blogosphere” is a social network with individual blogs functioning as “nodes.” The chapter posits that blogs have a unique nature and characteristics, such as convenience, pervasiveness, and media richness, that can enhance virtual team collaboration.

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  Uma Doraiswamy, Western Kentucky University, USA

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Suely Fragoso, Unisinos, Brazil

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Sandra Harrison, Coventry University, UK

This chapter investigates turn taking in naturally occurring email discussions. In email discussions, participants can self select to contribute at any time, turns cannot be interrupted, and adjacency cannot be guaranteed. However, participants engage in recognisable discussions and “speaker” change occurs. Patterns of turn taking can be observed, and there are many parallels with spoken conversation. Based on these observations, ‘rules’ for turn-taking in email discussions are devised.

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Robert Karl Koslowsky, Independent Scholar, USA

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Eric T. Meyer, University of Oxford, UK

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Sara Rofofsky Marcus, Queens College GSLIS, USA

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Anna C. McFadden, The University of Alabama, USA

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John W. Mullenix, University of Pittsburgh at Johnstown, USA  
Steven E. Stern, University of Pittsburgh at Johnstown, USA

This chapter examines a form of CMC called computer synthesized speech (CSS). In this chapter, the authors review the development of CSS technology and discuss the work on perception and comprehension of CSS. The authors then examine how CSS use influences interactions between people, in particular, disabled people. The chapter concludes by emphasizing that the development of CSS systems should take into account various social psychological factors rooted in prejudice and stigma of the disabled.

Chapter LX
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Elisabeth Pankl, Kansas State University, USA  
Jenna Ryan, Louisiana State University, USA

Pankl and Ryan discuss the effect that Web 2.0 technologies are having on academic libraries. The authors posit that Web 2.0 is bringing about significant pedagogical transformations in university curriculums by bringing a need into the curriculum for stronger information literacy instruction. The chapter discusses
the pedagogical practice on university campuses within the past thirty years toward a theory of social construction of knowledge, and go on to discuss the trend of Information Commons within academic libraries and how this fits in with the broader theme of this communicative learning. They conclude that the understanding of communication and pedagogy on college campuses has transformed and that the libraries offer the channels to best accommodate this transformation.

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Jutta Weber, Technical University Carolo-Wilhelmina of Brunswick, Germany

This chapter discusses epistemological, ontological and techno-material aspects of socio-emotional robots, particularly personal service robotics. The chapter focuses on social robots that interact physically, affectively and socially with humans, to support them in everyday life, play with or entertain them, and educate them. The aesthetics of social robots is discusses in terms of importance, explaining the differences between anthropomorphic robots, zoomorphic, and cartoon-like robots, and how the human reacts differently to the robot based on its looks. For example, users interacting with robots with humanoid features have a higher expectation of intelligence than from robots with animal like features. The chapter discusses the in broad terms the development of human robot interaction and summarizes several approaches to designing robot behavior to best communication with humans.

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Kalev Leetaru, University of Illinois, USA

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Edgar Gomez Cruz, Universitat Oberta de Catalunya, Spain

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Susan R. Fussell, Carnegie Mellon University, USA
Qiping Zhang, Long Island University, USA
Leslie D. Setlock, Carnegie Mellon University, USA

This chapter discusses how cultural differences influence computer mediated communication. The authors present a theoretical framework for understanding relationships between culture and computer mediated communication. They then use this framework to organize a detailed review of prior research on culture and computer-mediated communication. Throughout their review, the authors highlight the types of cultural differences that have been shown to make a difference and the aspects of computer-mediated communication they affect. The chapter concludes by suggesting some new avenues of exploration in the area of culture and computer-mediated communication.

Chapter LXV
Innovations and Motivations in Online Chat ................................................................. 917
Wengao Gong, National University of Singapore, Singapore
Vincent B. Y. Ooi, National University of Singapore, Singapore

This chapter examines the defining linguistic innovations in online chat and the social motivations behind them. In the chapter, the authors explore the uniqueness of online chat as a means of communication for (1) offering people opportunities to make new friends or acquaintances, (2) psychologically experimenting with different identities, and iii) exploring new relationships without the shyness that face-to-face interaction can bring. The authors also describe in detail some of the innovative linguistic features observable in this unique mode of communication and explain the social functions of these features. The chapter concludes with further trends concerning online chat as a means of communication and some recommendations for further research.

Chapter LXVI
Solidarity and Rapport in Social Interaction ................................................................. 934
Jung-ran Park, Drexel University, USA

This chapter presents a discourse analysis based on the linguistic politeness theoretical framework, applied to real time online chat. The chapter discusses differences between face to face communication and online chat, such as contextual cues, the effort and time required for keyboarding, and paralinguistic features of verbal communication. The chapter then presents online mechanisms by which users overcome the constraints of online chat. Park uses discourse analysis to analyze chat transcripts that took place in a mathematics group collaborating on a problem, and analyzes the way in which online language users enhance social interaction and group collaboration through this CMC channel, concluding that participants are able to employ a variety of tactics to signal non-verbal communication cues that normally take place in a face to face setting.
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Chat Rooms for Language Teaching and Learning ............................................................... 947
Cheng-chao Su, National Taiwan College of Performing Arts, Taiwan
Karen Garcia, University of Massachusetts, USA

Focusing on synchronous computer mediated communication platforms, this chapter discusses a variety of chat platforms including instant messengers, web chat rooms, e-conferencing platforms, and other chat software. The chapter examines the impact that these technologies have on language teaching and learning, and addresses how the technology and diversity affect language teaching and learning processes, and make online activities motivating and authentic. Several pedagogical uses of synchronous computer mediated communication are presented, along with recommended guidelines for success. The chapter concludes that computer mediated communication technologies can bridge the gap between educators who are used to a print paradigm and students, who are often times digital natives.

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Rotimi Taiwo, Obafemmi Awolowo University, Nigeria

Taiwo examines linguistic forms and functions of text messages in Nigeria, examining how mobile phones have affected communication in Nigeria. The political and economic conditions in Nigeria are briefly described in the context of the availability of telecommunications. Sociolinguistics and languages in Nigeria are also discussed in the same context. The chapter examines various orthographic forms and linguistic devices common in text messaging, including contractions, initialisms, and acronyms, and examines how Nigerians employ them in English as well as how they relate to the indigenous languages of Nigeria.

Chapter LXIX
Linguistics of Computer Mediated Communication: Approaching the Metaphor ....................... 983
Rosanna Tarsiero, Giomethics, Italy

This chapter introduces the embodied metaphor as a means of studying the multifaceted relationship between computer mediated communication (CMC) and culture. It argues that the embodied metaphor offers a more reliable framework, as opposed to both deterministic and dispositional perspectives, in that it provides a way to understand, explain, and frame the user’s adaptive response to CMC. Furthermore, it also argues that culture has the potential to shape interactions by influencing the way metaphors are enacted. The author hopes that the aforementioned approach will provide a new understanding of the interplay between CMC and culture, informing future study design and bridging the existing gap between qualitative and quantitative research through action science.