Department of Digital Humanities

University of College Cork

Declaration of Originality

DH6032: Communities of Practice in Digital Scholarship

Assignment: DH6032 Final Portfolio

Lecturer: Mike Cosgrave

In submitting this assignment, I confirm that all of the submitted materials are entirely my own original work, except where clearly attributed otherwise, and that it has not been submitted partly or wholly for any other educational award.

I hereby declare that:

• this is all my own work, unless clearly indicated otherwise, with full and proper accreditation;

• with respect to another's work: all text, diagrams, code, or ideas, whether verbatim, paraphrased or otherwise modified or adapted, have been duly attributed to the source in a scholarly manner, whether from books, papers, lecture notes or any other student's work, whether published or unpublished, electronically or in print.

Student Name/ Number: Anqi Wei,125101394

Date: 3 Jan 2026

Response:

When I read the article 〝Interdisciplinary intellect HASTAC and the commitment to encourage collective intelligence,〟 (Singletary, 2012) I have some views:

The internet can promote interdisciplinary collaboration and communication; But now the interdisciplinary collaboration has become more and more common on the internet. The current Internet development is rapid, and there are many online collaboration platforms and social media. For instance, ResearchGate, Academia.edu, Google Scholar, and so on. More and more researchers use these online platforms to engage in interdisciplinary collaboration. The internet has indeed promoted interdisciplinary collaboration and communication; like HASTAC, this platform brings together a number of scholars from different regions or different disciplines. As the article states, 〝online learning communities provide a space to build collective intelligence.〟 Digital communities connect people with people, people with digital tools,

and people with society; even many digital communities, such as TikTok change people's interaction spaces and ways of living, consuming, and producing.

However, there is too much information online, so we cannot immediately know the accuracy, which may increase our research time. And a part of the online communication environment is not very good; there are issues about arguments and prejudices, which are not conducive to knowledge sharing. From the institution of HASTAC, although this platform provides an opportunity for scholars to communicate with each other, it may also face some problems, such as uneven participation among members, and some discussions cannot go in-depth. The article points out that the initial data of HASTAC shows this forum has many interactions, but now, although academic online platforms are more widely used, the platform's effective interaction rate has significantly declined. This is inconsistent with the original intention of creating a highly participatory online academic communication community. If we want to solve the issues of the academic communication community, we can establish clearer academic norms to help people distinguish high-quality information and save research time.

Prompt:

Discussion: Online discussions and other things

The Communities of Practice readings for this week are a bit more academic, but you should take from the readings the information that resonates with you.

Online communities have grown to be a big area of research, and the field is now more important than ever. In third level, as learning moves further towards normalising digital education, a lot of work is emerging in terms of ways to think about our digital interactions.

But this research has been going on for quite some time. Back in the year 2000 for example, an important paper introduced by Garrison and Anderson described a "Community of Inquiry" framework for thinking about this (see hereLinks to an external site.), and more recently we see more complex modeling of learning activity by Bond et al.

How far have we come in working out this issue of the ways that people interact on the web? And what do you feel is the experience of online interactions in education? Does it make you excited, or not?

Turning towards a more general experience of everyday interactions on the World Wide Web, The Death of Expertise book extract hits home at issues around what is "authoritative" information vs fake news. How much do we rely on sources? How does it affect us in digital spaces? Do you have a way of dealing with some of these issues?

Consider an online community you know. (it could be anything from a hobby to a professional interest) Does this community work successfully? Why or why not? What are your thoughts on the ways that online discussions happen in these spaces? What type of person are you in these environments? Are you a leader, creating new content all the time, or are you a passive community member, reaching out to the community only when you need insight / information?

Pick the most interesting questions from above, and give your insight here. We will discuss this next week.

Response:

From April to July of 2025, I participated in an online language course offered by UCC. The learning materials were posted on the Canvas platform, and the class was conducted via Microsoft Teams. I participated in this course as a student, from this experience, I have some insights and reflections about online communities.

First, after reading an article of *"Community of Inquiry"* (Garrison, Anderson and Archer, 2000), I felt this online language course's teaching presence was quite strong, because the teacher has a strong responsibility, and there are weekly tutorials to help us to better understand the course content. However, this online course on the social presence aspect is obviously not the best. The interactive nature of online classes is more lower than face-to-face classes, students often remain silent when the teacher asks questions and are generally so shy during group discussions, although offline may still face this situation, but I think it is easier for people to feel distance, which may also be a problem with all online courses. In addition, we may face network instability issues, such as sudden freezes or delays during the class, which lead me missed the teacher's explanation. These technical issues also weakened my learning experience; at least, an offline course cannot face these problems.

Second, regarding information sources, I think this online language course provides us with many reliable learning materials. The assignments and reading is very professional on Canvas, we couldn't concern about false information. But the final course assignment required us to write an article on sustainable development, so I

needed to research some resources online, but in this process, I often encountered information that was hard to distinguish between true and false. The article of " The death of expertise" mentioned that the internet gives us more tunnel access to news and opportunities to speak out, but it has also made more false information and noise occur in our eyes. This made me realize that we should use critical thinking and a critical eye to filter information, and we should ensure the quality of the resource.

Third, my personal role in this learning community, I was more of a passive member, because I often worried that my poor English would hinder the class's progress, so I often tended to listen and watch more, answer questions only when the teacher called me or forced me into groups, even then, I often took a long time to think before speaking. Although this passive approach to participation is more passive, I still learned a lot from listening and observing. However, I also realized that if there are similar courses in the future, I hope to be more proactive, because active participation can help me join into the community more quickly, and it will make my learning experience more complete.

Finally, I think online community learning has both advantages and disadvantages. The advantage is that our learning resources can be accessible any time or anywhere; meanwhile, it breaks down the barrier of geographical distance, and it allows students from different countries to learn in the same classroom. However, it also has some disadvantages, such as a lack of sufficient interaction and social presence, and it often suffers from network or equipment conditions. Furthermore, during the learning process, we should keep a critical eye to distribute helpful information to us. I still have some reservation about this learning model, but I also recognize it potential development in the future.

Prompt:

Crowdsourcing

Crowdsourcing has risen to be used in a myriad of ways across society, and it hides behind a lot of different, everyday activities on the World Wide Web.

In class, we see that it has developed into "citizen science" and "open innovation". The gig economy can be seen in Uber, Lyft, GoFundMe and Kickstarter, as well as being related through the concept of the 'Mechanical Turk'.

"DHer" Melissa Terras gives us an idea of how it works in Digital Humanities.

One of the other readings looks at the most famous crowdsourced academic project, Transcribe Bentham, and discusses how it has worked, and Wired Magazine article is from the person who coined the term.

So crowdsourcing has gone from rare 10 years ago to a part of our reality, whether its global projects like Wikipedia or local heritage collecting. We need to think about what it is, how it works, how to manage it... problems, pitfalls, opportunities?

Short responses here please! Can we try experimenting with posts of a tweet length as an exercise in writing short? (so multiple short, single point posts maybe)

Response:

Crowdsourcing is everywhere in our daily life, even when we don't realize it. I have a very deep impression of an example: Ant Forest in China's Alipay, people just need to walk or pay as normal, and these data collected can actually plant trees; almost every Chinese user has several trees planted by professionals in Ant Forest. It is very meaningful. However, we can only see the number of trees on our smartphone, but the specific data are not public, which may also make people confused.

Prompt:

Discussion From Crowds to Communities

The reading on "Habermasian..." compares CoP to teams and explains a way of viewing the differences between teams and CoP

But Habermas, when speaking of 'public spaces' also envisaged those spaces as being positive places for democratic debate, places to build positive communities of active and informed citizens. Obviously, he was writing before the internet, but the question does remain - how do we make this work in our communities? Huge question, huge problem today.

Obviously this reflects back on earlier discussions about CoP, but also elevates the discussion to a wider philosophical level. In the previous discussion on CoP, we mainly looked at practical guidelines for making those work successfully.   Now I want you to look at a deeper, more theoretical level of discussion.

Apart from Habermas, can you think of (or find other philosophical or theoretical thinkers about communities

Response:

This week, I read the article "Creating Intellectual Capital: A Habermasian Community of Practice (CoP)". This article made me realize that knowledge is not the result of alone thinking, it depends on community members' together construction in the communication, collaboration, and interaction process. The author quoted "Cogito, ergo sum" of the Cartesians, transferred to the "We communicate, ergo, we create" of the Habermasian community of practice. This change of thought made me realize that communication itself is a process of creating knowledge. Philosopher Jürgen Habermas thought there should be an open "public sphere" in society, which enables people to communicate, discuss, and debate equally, without being dominated by power, money, or system. In this public sphere, people through rationally communication to understand each other, and achieve a common consensus, in continuous dialogue to create a new society understanding and value. In this process, "Communicative Action" is especially important, it emphasizes that truly understanding comes from communication.

The author uses the communication theory of Habermas to explain CoP (Community of Practice) is how to creates Intellectual Capital in an interactive. The author mentioned "learning occurs when members of a community of practice (CoP) socially construct their understanding of some text, issue or event and then share this understanding with others." Which means that learning, innovation, and creation is not isolated personal activities, but through community members sharing knowledge, interaction, and communication to achieve. CoP is a learning community gathered by common interests. Unlike traditional teams, the CoPs do not emphasize results, but it pay more emphasis on the learning and communication processes. It doesn't have a strict level; it allows everyone to equally share their own ideas, experiences, and learn together in an equal and open atmosphere. In continuous communication, members not only study new knowledge, but also build trust, thus transforming knowledge into true social value.

Besides Habermas, I also remember Aristotle. According to Wikipedia (2025), "The title of Politics literally means 'the things concerning the πόλις (polis)', and is the origin of the modern English word politics. As Aristotle explains, this is understood by him to be a study of how people should best live together in communities – the polis being seen by him as the best and most natural community for humans." --which means

only when people live in the polis and communicate with others, they can really realize themselves. I'm not sure Aristotle is the kind of philosophical or theoretical thinker about communities, but I think his ideas and Habermas's ideas are complementary to some extent. Aristotle emphasizes that communities can help people develop their integrity and the meaning of life, but Habermas emphasizes that people can communicate and interact in a community to create new knowledge and understanding.

In reality, I participated in the after-class discussion of crowdsourcing last week, and I mentioned Ant Forest. In fact, it also created a positive public sphere, users can share their data and encourage each other to "plant trees", I think this virtual community shows that Habermas emphasizes that through communication and participation to create societal value, because users have formed a protective environmental community in this App. But it also has a negative side, like users can only see the number of trees on their smartphone, but the specific data are not public. If the platform can open more communication channels, share more true data, and encourage more users to express their own suggestions, it will become a more active digital community.

Overall, this week's reading made me deeply understand the community's impact on learning and creating knowledge. Habermas emphasizes that open and equally public sphere and communication can promote common consensus, and Aristotle emphasizes that community can help us to personal development and a better life. CoP provides equal and interactive environment, through communication and collaboration to achieve knowledge sharing and creation. And my own experience in Ant Forest also shows that open discussion, and open supervision can improve community activity and societal value.

"We communicate, ergo, we create." This sentence is really powerful!!!

Prompt:

Discussion: Writing in Groups

So, two things are happening this week

1. Note, briefly, any previous experiences which you have had about group work and how you felt about them.   Then pick one of the readings each, and share here the key takeaways from it that you think are useful to your group. (200-300 words will do, keep it snappy) Reflect also on how the readings speaks to your own experience of

Response:

During the summer vacation, I took a language class at UCC, and one of the assignments was a team presentation about sustainable development. There are four people in our group, and we need to make a ppt together and complete a presentation. At first, we proceeded according to the division of labour; everyone was responsible for the connection between their major and sustainable development, and finally, a classmate summarized and sorted out all the parts. At the beginning, there was almost no connection between our contents, and we just discussed our major on how to connect the sustainable development. Later, during the integration, we began to try to find the connection between our different disciplines and the theme of sustainable development, and gradually formed a more coherent whole. The final display went very smoothly. This is my first real experience of group collaboration. I think the process is very interesting, because we don't know what each other will write, and this uncertainty also brings some freshness and creativity.

In reading week, I chose the article '*How People Write Together Now: Beginning the Investigation with Advanced Undergraduates in a Project Course*' (Olson et al., 2017) This article's main research studies the ways and characteristics of college students' group writing in project courses, and the author mentioned that group writing is not only a simple task assignment, but also a process of continuous communication and mutual coordination. Effective collaborative writing requires team members to be open, trust each other, and maintain continuous communication to ensure all writing parts can be integrated into a coherent whole. The article also emphasized that the role of digital tools (such as Google Docs) in promoting instant communication and co-editing

is very important, as it can make the collaboration more efficient. This article made me realize that the "collaborative" of writing itself is also a learning process. It can not only help us complete tasks, but also help us understand other people's ideas and thus expand ourself thinking.

I recall the experience of my group presentation during the summer vacation, I find that many of the problems we encountered were very similar to those mentioned in the article. At first, we just put our respective parts together and lacked real cooperation and communication, which led to the whole content more fragmentation. And then, our group through discussion and fixed, we gradually established a common understanding, which confirms the article's emphasized importance of communication. After reading this article, I more clearly realized that group collaboration not only needs to divide up the work, but also needs continuous reflection and communication. In the future, when we are doing group writing or projects, I hope to use shared documents more for real-time collaboration and regularly discussing each other's ideas to improve the efficiency of cooperation and overall consistency.

Response:

Structure:

Intro & current situation (ANQI WEI)

AI in DH (Yi Zhong)

ethics problem (QianYang)

future (Tadhg)

put together (Shiqi GE)

When we talk about Artificial Intelligence, we usually think about machines acting like humans and imitating the way we process information and figure things out. At first, people simply wanted computers to help with tedious tasks. As technology developed rapidly, researchers attempted to equip machines with the ability to think like humans do. There have been plenty of sci-fi works imagining how AI works to improve our lives. After years of improvement and innovation, some of the visions have become reality. Smart products such as sweeping robots and dishwashers have been widely used now, which liberate people from tedious household chores; there are even smart fridges that can suggest suitable recipes according to what we store inside. Nowadays, AI is no longer an imaginary concept, nor an experimental idea only confined to labs, but has become a useful, intelligent tool in our daily lives.

From the perspective of a student, beyond its visible help in everyday life, AI is also changing the way we study and understand culture and history. This gives it growing importance in academic research.

While AI has clearly opened up new possibilities for our future, it also highlights a longstanding challenge in humanities research: we don't lack information, we have too much of it. For example, raw materials such aslocal records and oral history interviews pile up endlessly; even if digitized, we still need to spend huge amounts of time doing overwhelming preparation work, including cleaning data, checking versions, and organizing materials, before we can even tackle real research questions. This shows exactly the reason why AI should be introduced into research and how it can change the way we conduct research. As AI can go through hundreds of documents quickly and effortlessly, it helps us spot intertextual links, repeated ideas, and slight connections, liberating us from endless sorting and formatting so that we can focus on further criticism and creative thinking. AI can also take over tasks such as converting materials into machine-readable formats like XML, which could take much longer time if done manually.

What's more, from the perspective of labor value, the impact of AI on research goes beyond mere efficiency. It also addresses a hidden systemic issue in academic labor.

In many research projects, tedious data pre-processing work is often dumped on students or research assistants, usually unpaid or low-paid. These time-consuming tasks trap them in undervalued repetition instead of real academic thinking. Now with AI handling these tasks, primary researchers could escape this implicit unfair system, concentrating more on engaging with core research.

Yet, this strong capability of processing and generating information so effortlessly brings us to a precarious edge where reality and fabrication blur. There is no doubt that ethical problems are becoming increasingly crucial. For example, OpenAI's Sora has been gaining a lot of attention lately, but questions follow. First, how can we know whether videos can be proven to be AI-generated or proven to be real, authentic man-made videos, through metadata or other techniques, and how will we ever be able to trust anything we see for the rest of our lives? We used to think that videos were more reliable than images or plain text, because videos are harder to edit, but now with AI's ability, this is no longer the case. Videos can also be easily altered. Anyone in the world can now create a very convincing fake video of any event in a matter of seconds. Fake CCTV videos, fake impersonations, anything you can think of. Second, will AI really replace humans in the future? When humanoid robots have realistic appearances, natural speech, and even emotional expression, what advantages will humans still have? We have already seen the waves of layoffs. How can ordinary workers remain competitive in the job market against program-controlled robots that perform tasks with high precision? What future remains for ordinary people? Third, when the ideas provided by AI, the papers written by AI, and the research results generated by AI, to whom do they ultimately belong? It even raises the question of whether research produced by AI can truly be regarded as genuine research. A video that recently went viral online made me reflect on this issue. In the video, a professor lashes out at the entire class, saying, "I told you not to use AI, but all of you did. What you produced with AI already exists, and it's not real research at all."

In the future, governing bodies should be taking action to safeguard the public against the negative aspects of AI. Fake news sites with 100% AI-written articles have become increasingly popular, as reported by Verma in 2023. Governments will likely need to establish stricter misinformation regulations to address deepfakes and AI-generated fake content. New laws may require watermarking or traceable metadata for all AI-produced media to maintain public trust in digital evidence. This will hopefully be easily accessible to prevent widespread misinformation from occurring before the content can be disproven, as stated by Zhou et al in 2024. While many companies are currently looking to replace low-level jobs with AI automation,

this makes it harder for people to break into industries if there are no entry-level positions. If this trend continues, in 10-20 years there will be no one to take over from management and higher roles. I hope these companies are considering this long-term impact over short-term savings. There are also currently ongoing legal cases linked to AI and copyright infringement, as reported by Grynbaum and Mac in 2023, and Samuelson in 2023; however, it is not looking likely that these will have any real impact on how people's work is stolen to train AI.

There is still hope, however, that one day AI will be regulated and people can stop worrying. Companies like Meta are already starting to downsize their AI teams, as indicated by Gillespie in 2025, suggesting that the AI bubble may not last much longer.

(986 words)

We first discussed the structure together based on our separate writings, then allocated each person with a part to write, and finally put them together by adding transitions and deleting similar sentences.

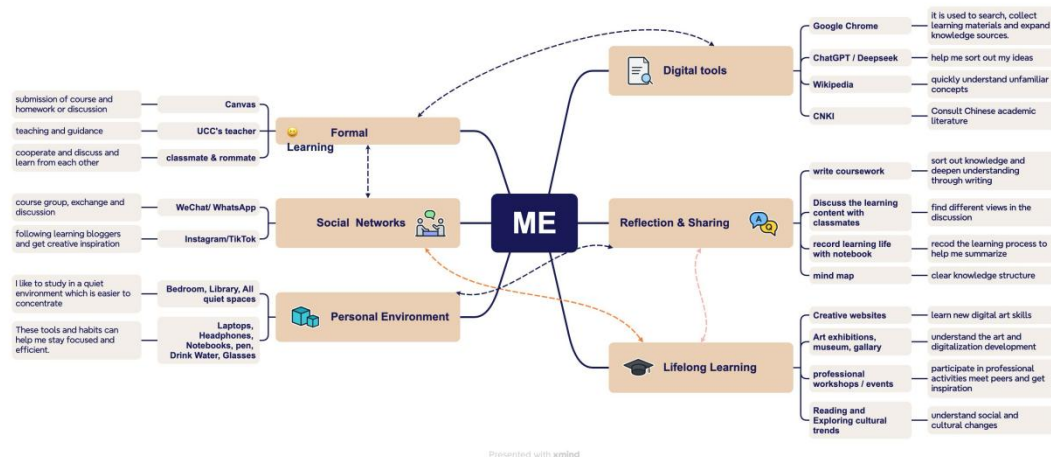## Response:

This mind map shows the main components of my Personal Learning Environment (PLE): Formal Learning, Social Networks, Personal environment, Digital tools, Reflection and Sharing, and lifelong learning. Among them, the connection between **formal learning and digital tools** is that I often use search engines, academic databases, and AI tools to help me course learning and research. The connection between **Social Networks and Formal learning** is that I will communicate with my classmates through WeChat, WhatsApp, and other platforms to finish homework. The Personal Environment provides a quiet and focused space for learning, which is an important prerequisite for my studies. **Reflection & Sharing interacts with Lifelong**

Learning, because I go through writing, summarizing, and discussing with others can deep understanding of learning content, and then I can use these experiences in future study. Finally, the connection between **Social Networks and Lifelong Learning** reflects the habit of getting inspiration from social media, creative websites, etc. On the whole, they cooperate with each other, which makes my study more efficient, and also allows me to keep the motivation to learn and explore.

Presented with xmind

Prompt:

CoWriting

This week I have some reflections and studies on the mechanics of writing together for you.

The first two are blog posts by the 'researchwhisperer' and Pat Thompson. Both of them have done a lot of reflection and writing on research and collaboration.

The Craft of Co writing is also a blog post, from the perspective of sociologists.

The last is a scholarly study of co writing among Phd Students (there aren't enough studies of cowriting in an academic context!)

In some respects these relate to issues which several of you touched on last week in terms of "who does what" in a cowriting project but these should also show a wider range of possibilities. Look at these therefore to see what new ideas you get from them, and also how, along with your thoughts last week, might add up towards a set of guidelines for cowriting or collaborative writing projects.

Response:

After reading this week's article, I have a deep comprehension of co-writing, and I also have some new thoughts. Firstly, the blog "*The Research Whisperer*" (Khoo, 2012) and the article "*The Craft of Co-writing*" (Benson and Jackson, 2018) also mentioned that the order of authors, who is writing what section, and timeline, etc., must be discussed before collaborative writing, and build trust in the process of writing. Not all co-writing starts writing directly after getting the topic, but they require each other to sit down and communicate the article's key arguments and structure. In the article of "The Research Whisperer," also emphasized "talk early and talk often," which means co-writing needs to constantly check the progress, if someone fails to be responsible, we should first talk about it. It made me realize that co-writing itself needs frequent communication, discussion and planning. The goal of co-writing is team complete a whole text together, not just complete our own part. Looking back on our last week's collaborative writing, we seem to lack these steps; everyone just did independent writing their own content, and the final six writing on AI are not connected, which looks like it is not a whole article. It reminds me that in future cooperation, we should pay more attention to communication, not just finish our part of our writing.

Based on the views of this week's article, I think complete co-writing needs some guidelines:

1. Clear goals and division of labor: we can talk about what to write in the article, and what the article's structure is, and which part each other is responsible for…

2. Build trust and respect: We need to understand everyone's writing styles (although you dislike this style), and mutual respect and support.

3. Keep communication: we need to frequently communicate the article's progress, share documents, and it may be better to write while discussing.

Prompt:

Drafting and Editing

Divide the four readings here between you. Share in here briefly key points from it which you feel are relevant or useful for our collaborative writing work.

Each group should already have or create a shared google doc. Based on the work you have done so far, start roughly combining your individual writing into the group document. This will give you a rough draft which you can begin to edit. Try to find a

<u>Response:</u>

This week, I read the article "*Fostering critical thinking through peer review between cooperative learning groups.*" (Silva et al., 2016) This article mainly discusses how through peer review and cooperative learning to promote students' critical thinking in the process of writing, and among them, there are several points to inspire our co-writing.

1. Peer feedback can improve writing quality.

This article points out students' very important different ideas and opinions, because it can help them find their problems, and understand different opinions. For our co-writing, we can review each other's drafts to make the article structure and argument clearer.

2. Playing the role of both "author" and "reviewer" can prompt learning.

In research, students constantly switch between author and reviewer. With the author, students need synthesis, sharing their own ideas, and enhancing their argumentation skills. With the reviewer, students need to analyze peers' texts, identify problems, and give some suggestions, which can improve critical thinking. It reminds me that we should not only write our own paragraphs, but also actively provide specific suggestions to the team's classmates.

3. The feedback can be more detailed.

High-quality feedback should include summaries, problem points, and suggestions for revision. Therefore, in our co-writing, we need to provide detailed and clear logic feedback to help peers improve it.

4. Peer review can improve our self-reflection

When students write feedback to others, they will start to realize the problems in their own writing. In the co-writing, we can go through the comment group members' paragraph to improve our understanding of the article logic, way of argumentation, etc, to improve our writing quality.

In conclusion, collaborative writing is not just simply putting everyone's paragraphs together, but it through peer review, discussion, and reflection, so that our writing can

integrate multiple perspectives and achieve higher quality.

Response:

This week, I read an article published by Love (2021) in Humanities and Social Sciences Communications, entitled "Interpersonal Relationships Drive Successful Team Science". This article points out that the success of team science depends not only on professional knowledge but also on interpersonal relationships and interactive networks.

There are three main points in the article that impressed me the most:

1. **Interpersonal relationships directly promote scientific achievements.** Whether it is the relationship between tutors and students or the trust, communication or support in cooperation, it will directly affect the efficiency and output of the team. This makes me understand that scientific research is not a task that one person can complete; It needs the help and communication of others, and the quality of cooperation often depends on the health of the relationship within the team.

2. **The tutor network and suggestion network are very important for the development of researchers.** These informal help networks can help people in need get advice immediately and solve problems faster. According to my self-study experience, I found that sometimes just a suggestion from my tutor or classmates can help me solve my difficulties.

3. **The scientific team must combine the knowledge of different disciplines, create common terms, and involve all kinds of researchers.** I especially agree with this, because in many disciplines that need cooperation, I often encounter

communication obstacles because I don't understand their professional knowledge. Only by establishing common expressions and terms can we make communication smooth and cooperation more efficient. Love's research also reminds me that a good team culture and common language can not only make different members understand each other, but also promote Interdisciplinary cooperation.

In a word, this article makes me understand that the success of cooperation depends not only on everyone's knowledge, but also on the relationship and interaction between team members. Truly high-quality cooperation is often based on trust, listening and mutual support.

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<u>Final Reflection:</u>

This class gives me the biggest feeling is that we have been continuously encouraged to communicate. Whether in class or online discussion, we will share our different ideas and respond to each other. Initially, I did not realize the importance of communication, but with the course promotion, I know that learning is not one person's thing; rather, it is a process of occurrence in the community and interactions.

Before learning this course, my understanding of the course was more prefer to personalization, such as through reading books, searching materials, and finishing homework to accept knowledge. However, through learning Cop, online community, and collaboration practice, I gradually realized that knowledge is not passive to obtain from books, it from communication, discussion, and collaboration. "We communicate, ergo we create." I have a very deep impression of this sentence, and due to this sentence made I understood that communication itself is not additional behaviours after learning, however, it is a processing of product knowledge and learning itself.

In practice, we have a group collaboration writing, our group's theme is about AI. At first, everyone separated approximately 400 words about the AI theme content. However, when we try to put our writing together, we find that each member has a different writing perspective,   the whole looks like several independent articles, and does not have a coherent structure or clear logic. And then, we went through many group discussions, repeated fixes, and reorganized the division of labor. We gradually adjust the article's structure and content direction, and in this process, I realized that collaborative writing is not simply putting each member's content together; it needs

continuous discussion and fixes, and this discussion itself is an important study method.

Finally, through drawing ownself PLE and PLN, I first time systematically reflect on my own learning way. I find that study not just happens in class, it is constructed by digital tools, AI, online resources, personal habits, and continuously communicates with people. Actually, these activities have been constantly connecting and promoting the learning occurrences. In summary, this course made me pay more attention to communities, relationships, and collaboration's function in learning. In the future, I will be active in participating in communication, view collaboration as an important way for continuous learning and growth.