Episode 11 (821-End)	Significance	Practices	Identities	Relationships	Politics	Connections	Sign Systems
Discourse	At the beginning of the discussion, the tutor layouts the structure of the discussion, and emphasizes the role of each student and their participation.	The way students consistently and inquisitively inquire the identification of the chatters is almost a practice.	Throughout the episode, there are a number of occasions where students try to identify each chatter ID. In addition, at the very beginning of the discussion, the tutor delegates the roles (revoicer, challenger, etc.) for each student, and students attempt to perform their roles assigned to them.	The way that students talk to each other signals a very informal and casual relation among students.	Often times, there is a student who mediates the conversation, e.g. "stop critisizeing me and work", treating other students as mischievous and unresponsible students.		
Conversation				The conversation is often rather discontinuous, as students often ignore or do not respond to the tutor's request or instructions.		The "who is ID000" questions tend to come in as a stream or in response to other students' questions.	
Socially Situated Identity							
Social Language		The voice of the instructions that the tutor gave could be seen as a typical practice that teachers use in general.	The language that the tutor uses (e.g. today, each of you will be doing this and that, etc.) and the language that the students use (e.g. Wait I'm confusedd please explain this again) clearly show their respective identities.	The language that students use to talk with the tutor indicate the casual relationship between the tutor and the students (e.g. byeee alex!, love youu!!<3, etc.)			There are numerous times where the internet chat speak appears (lol, idk, emoticon such as :-), etc.)

Episode 6 (297-372)	Significance	Practices	Identities	Relationships	Politics	Connections	Sign Systems
Discourse	At the beginning of the discussion, the tutor layouts the structure of the discussion, and emphasizes the role of each student and their participation.	The way the tutor instructs students resembles a typical practice done by teachers.	At the very beginning of the discussion, the tutor delegates the roles (revoicer, challenger, etc.) for each student, and students attempt to perform their roles assigned to them.	The way that students talk to each other signals a informal and casual relation among students.	There were a number of occasions where the students gave kudos to each other, treating and recognizing other students as helpful collaborators.		
Conversation				The conversation between tutor and the students is rather colloquial (Back from watching the video? no alex, we arent! jeeze!), indicating that students perceive the tutor-student relationship as very casual.			
Socially Situated Identity				The students in this episode seem to perceive each other as a collaborator, asking questions such as "what do you guys think?", "we need to watch the movie maybe??", which reflects the constructive social situation or the well-behaving class.			
Social Language		The voice of the instructions that the tutor gave could be seen as a typical practice that teachers use in general.	The language that the tutor uses (e.g. today, each of you will be doing this and that, etc.) and the questions that the students ask (e.g. wouldnt for B, the water will once again shrink because its mixing water with glucose again?) clearly show their respective identities.				There are numerous times where the internet chat speak appears (mite instead of might, thnx instead of thanks, etc.)