Assessment 1: Online Community Scan Chatbots in Education

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Performing community research is essential to creating and evolving a community (Johnston, 2020). Johnston (2020) provides five essential questions to determine the direction of community architecture, focusing on who is involved in the community, their motivation, and the community's methodology. These questions are used to reflect on the success of each community listed and will be used to create a new online community. While chatbots are widely used in customer service, this scan attempts to focus on forums that are open to discussing the educational uses of chatbots. However, there is also value to wider AI discussion, and links to Artificial Intelligence (AI) communities are included as well. Newsletters and blogs prohibiting responses are not included as they lack community interaction.

Communities

Snatchbot is an API for chatbot building. Offering multiple interfaces and uses, including education, Snatchbot has an active help forum where, along with support, members answer each others' questions. Log-ins are not required, so the number of users is not available. The lack of user recognition and familiarity precludes the building of relationships. However, users ask one another for support and elaboration on uses and fixes, increasing the knowledge base.
https://support.snatchbot.me/discuss

Rasa is an open-source framework for building conversational chatbots. Rasa offers a blog and an active developer community of over 10,000 members worldwide. Admins often post asking members to introduce themselves, or admins will start conversational threads. The community forum's goal is to enhance and grow the use of Rasa as a development tool through community support and learning. Subgroups have formed within the Rasa forum with tools such as Meetup to encourage (pre-pandemic) gatherings of chatbot developers and AI enthusiasts.
https://forum.rasa.com/

Chatbots.org claims to be the world's fastest-growing community on conversational AI. With over 25 thousand community members, the site offers a general community page with reviews and news and a forum broken into a variety of categories. While it titles itself "The Professional Chatbot & Virtual Agent Developers Community," chatbots.org's mission is "to be the leading community of chatbot developers, academics and users focusing on research, technology, and innovation to drive success for all participants." The forums reflect this diversity. Experts readily answer questions by newcomers and novices.
Chatbots.org

Chatbot magazine has a user forum that was intended to be a community "to discuss building, designing, and growing chatbots." The conversations show many views but few responses. The final post is dated December 2019. Many of the posts are directed at introducing oneself, but the posts with the most activity request help or opinions.
https://news.chatbotsmagazine.com/

International Society for Technology in Education (ISTE) provides community space for teachers, administrators, and educational technology leaders. According to their website, ISTE

Connect allows members "to network and collaborate year-round on the edtech topics that matter most" to them. ISTE has 20 Professional Learning Networks (PLN) accessible through ISTE connect. Postings are tagged and may be cross categorized between several PLNs. However, there is a search feature to enable community members to build upon previous posts. The ISTE PLNs are thriving with constant dialogue about many topics, including chatbots found in gaming and simulation, and blended and online learning PLNs.
https://connect.iste.org/

TARS Chatbot Community on Facebook. This private group with 274 members is a space for chatbot lovers, creators, and people who want to share their chatbot experiences, post questions, give advice or provide support to other community members. The group is mildly active with weekly activity. Posts from the admin generally advise the membership of webinars. However, an admin recently asked for feedback on the community's direction or roadmap, which may increase activity.
https://www.facebook.com/groups/tarscommunity

Education Technology on Facebook. This private group of 56 members means to provide technology information. The creator writes, "I can use my copywriting skills to share my knowledge and experience with chatbots for anyone interested in the education industry. This includes teachers, parents, students, and administrators in K-12 and higher education." The group's name might not accurately reflect the group's purpose, and the group lacks community interaction.
https://www.facebook.com/groups/2989201691163018/about

ChatBot Community on Facebook. This private group of 8.802 members seeks to create a space for support with ChatBot product and communication with ChatBot developers, support, and other chatbot developers. While 186 new members joined in the past week, only one new post was posted during the same time.
https://www.facebook.com/groups/chatbotcom/

Replika Friends on Facebook. This private group of 33.3K members is a thriving community of users of the personal chatbot application Replika. While Replika is not currently suited as a pedagogical assistant, it is considered a wellness companion and is appropriate for SEL purposes. Community members share frustrations, screenshots of conversations, and NLP workings in wide-ranging discussions.
https://www.facebook.com/groups/replikabeta

Reddit is a massive collection of community forums or subreddits. Community members share content, news, and comments on communities they choose to join. The subreddit /Chatbots has 5,341 subscribers who can discuss anything regarding chatbots, from AI to educational purposes to academic studies. This is an active subreddit with vibrant dialogue and content sharing.
https://www.reddit.com/r/Chatbots/

Remote Learning Ideas for Teachers on Facebook. This private group of 12.3K members set out to utilize teachers' experience to support, encourage, and trade ideas. While not specifically about

AI or chatbots, this active and global forum affords wide-ranging discussions on all education topics.
https://www.facebook.com/groups/587592111834441

References

Johnston, B. (2020, May 25). The crucial role of member research in the success of online

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online-communities/