Podcasts and Wikis and Blogs, Oh My!
Online Learning is Not in Kansas Anymore
Curt Bonk, Professor, Indiana University
President, SurveyShare, Inc.
cbonk@indiana.edu
http://mypage.iu.edu/~cbonk/
http://SurveyShare.com

E-Learning Not in Kansas?

If it is not in Kansas, can we find e-learning in Honolulu?

Schools of the 1880s
Students of the 1880s

1955

Many Innovative Technologies in by people in this audience

1985

Technology of the 1980s
Technology of the late 1990s: Course Management Systems

Effects of interactive multimedia in distance learning

"The advancement in technology is shaping every aspect of our life, including education. One decade ago, the Internet was not critical to education. However, now, it has become an integral part of learning process. Internet technology is having a dramatic effect on colleges and universities, producing what may be the most challenging period in the history of higher education."

Next Generation of Students

A Different Generation??? Multitasking...
"YOUNG AND WIRED," Katherine Seligman, San Fran Chronicle, Sunday, May 14, 2006

Gloria Kwan listens to her iPod while text messaging a friend who's in class.
Chronicle photo by Mike Kepka
"YOUNG AND WIRED, Computers, cell phones, video games, blogs, text messages — how will the sheer amount of time spent plugged in affect our kids?"
Katherine Seligman, San Fran Chronicle, Sunday, May 14, 2006

Harker student Stephanie Li (wearing a false nametag), during language class, recording her voice in Spanish for the teacher to evaluate later. Chronicle photo by Mike Keplin

USA Today, October 3, 2006

Top 5 "In" Things on Campus
June 7, 2006, USA Today

iPods knock over beer mugs

Training Magazine, October, 2006

ON DEMAND IN DEMAND
Learning in Cafes and Pubs
USA Today, October 5, 2006

Computers, quiche and quiet

Yahoo News
Love me, love my blog," as Netorati couple-surf
BY SARA LEDWITH Thu Aug 3, 8:30 AM ET

- Nick Currie and his girlfriend Shizu Yuasa (R) surf the internet over breakfast in Tokyo in this handout photo. As the Internet evolves -- with its webcams, iPods, Instant Messaging, broadband, wi-fi and weblogs -- its image as a relationship-wrecker is changing. Now a sociable habit is emerging among the Netorati: couple-surfing.
(Nick Currie/Handout/Reuters)

- "For my birthday, he upgraded my RAM and I thought it was incredibly romantic," writes Jess.

Yahoo News
Love me, love my blog," as Netorati couple-surf
BY SARA LEDWITH Thu Aug 3, 8:30 AM ET

- Couple-surfing can apparently be as mundane as telling each other to take the trash out, as intimate as sharing a book by a blazing log fire, or as showy as a masked ball.

- "Our new relationship was often the subject of my LJ (blog) entries and I would often say things in there that I wouldn't tell him to his face," writes Kathryn. Another couple -- married for 12 years -- say that for a while they communicated through weblogs without ever discussing their feelings face to face.

Nature and Nurture:
An Interactional Model

Technology

Pedagogy

People,
Society, Culture,
etc.

The promise of multimedia learning: Using the same instructional design methods across different media
Richard E. Mayer, Learning and Instruction, 13 (2003) 125-139.
Verbal and Visual Systems

- The verbal system specializes in processing and storing linguistic information (words, sentences, etc.). Information is stored in discrete, sequential units. In contrast, the visual system specializes in processing and storing image or 'picture-like' representations.

The promise of multimedia learning: Using the same instructional design methods across different media

Richard E. Mayer, Learning and Instruction, 13 (2003) 125-139.

A review of research on the design of multimedia explanations:

(a) a multimedia effect: in which students learn more deeply from words and pictures than from words alone—in both book-based and computer-based environments,

(b) a coherence effect: in which students learn more deeply when extraneous material is excluded rather than included—in both book-based and computer-based environments,

(c) a spatial contiguity effect: in which students learn more deeply when printed words are placed near rather than far from corresponding pictures—in both book-based and computer-based environments, and

(d) a personalization effect: in which students learn more deeply when words are presented in conversational rather than formal style—both in computer-based environments containing spoken words and those using printed words.

Animation Research

- Rieber (1990) suggests that animations help with gaining attention, presentation, and practice
- Animations help emphasize important information (Hannafin & Peck, 1988)
- Attention-getting graphics help make relationships between ideas clear (Levin, Anglin, & Carney, 1987)
- Dynamic visual displays tend to be more effective than static (Park & Hopkins, 1993).

Differences between Boomers and Gen Xers

Generations: Dealing with Boomers, Gen-X, and Beyond

N. Boyce Appel, April 1, 2005, Practice Management Digest

<table>
<thead>
<tr>
<th>Generational Group</th>
<th>Born</th>
<th>Age</th>
<th>Stereotype</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silent Generation</td>
<td>1905 - 1942</td>
<td>61 - 78</td>
<td>Adaptive</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>1943 - 1960</td>
<td>43 - 60</td>
<td>Idealists</td>
</tr>
<tr>
<td>Thirtysomth (Gen. X)</td>
<td>1961 - 1981</td>
<td>22 - 42</td>
<td>Reactive</td>
</tr>
<tr>
<td>Millennial (Gen. Y)</td>
<td>1982 - ?</td>
<td>13 - 21</td>
<td>Civic</td>
</tr>
</tbody>
</table>
Boomers, Gen-Xers, and Millennials: Understanding the "New Students", Diane Oblinger, Educause, July/August, 2003

Millenial Learning Preferences: (study of students age 12-17)
1. Email—81 percent
2. Instant messaging—70 percent
3. Internet for research—94 percent
   1. Also blogs, PDA, cell phones, wikis, etc.
University students:
1. Own a computer—84 percent

Freshmen Arrive Bearing Gadgets and Great Expectations
September 22, 2006; Chronicle of Higher Ed

• Students will spend 27.5 percent more on electronic purchases this year than last year, according to a report on the National Retail Federation's annual Back-to-College Consumer Intentions and Actions Survey. That's $10.46-billion, in a category that includes flat-panel TVs, video-game consoles, laptops, and, of course, digital music players.

All learning in one's own hands?

Better Technology in High Schools Raises Students' Expectations, George Washington Univ., September 2006; Chronicle of HE, Jeffrey R. Young
**Demand for Internet in US**
*(Special MSNBC report, Dec 13, 2004)*

"Learning that takes place in the classroom isn’t as important as time studying on your own."

- Goldman, Moskow, & Hartman (2005)

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**Interactivity**

**Interactivity & Continuing Motivation**

- "The convenience is nice, but that’s not what keeps it. It makes you want to try it, but it’s not what keeps you interested in it. It’s got to have more interaction. It doesn’t hold my interest as long as what I think it should, and I think if there was some more interactivity of a program, then it would really keep my interest more, and I would be more enthused about taking more courses."

- An adult student who took a Dreamweaver course

---

**Simulation: Boomer**

- Life experienced at a slower pace promotes an expectation of "it's ok to wait." Learning experienced from an early age as lecture with drill and practice without stimulation/response. Gaming as part of a learning context may be considered less effective because it is less "serious" and in some cases can be distracting.

- Older people prefer less interaction than younger people in distance education (Kearsley, 1995).

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**Types of Interactions Possible?**

1. Learner-Instructor
2. Learner-Learner
3. Learner-Content

---

4a. Learner-Self: highlighted the importance of 'self talking', or internal dialogue when engaging with learning materials (Soo & Bonk, 1998)

4b. Learner-Interface: The learner's ability to use the communication medium facilitating the online course (Hillman, Willis, & Gunawardena, 1994)
Matrix of Web Interactions
(Cummings, Bonk, & Jacobs, 2002, Internet in Higher Ed)
- Instructor to Student: Syllabus, notes, feedback.
  - to Instructor: Course resources, syllabi, notes.
  - to Practitioner: Tutorials, articles, news.
- Student to Student: Comments, sample work, links.
  - to Instructor: Votes, tests, papers, evals.
  - to Practitioner: Web links, resumes, reflections
- Practitioner to Student: Internships, jobs, e-fieldtrips
  - to Instructor: Opinion surveys, fdbk, listservs
  - to Practitioner: Forums, listservs, prof devel.

Behaviorist Interactivity

Designing Interaction/Interactivity

Online PowerPoint?

What is the Interaction Rationale?
(per Ellen Wagner, April, 2004)
- ✔ Interaction is the most debated construct in the world of technology mediated learning design and development.
- ✔ In these settings, interaction is the defining attribute of the quality and value
- ✔ Interactivity (equated with interaction) is the most expensive component of a technology mediated learning design.

Interactivity Online
- Animations in small files (Macromedia (AdoBe) Flash)
- Capture desktop activities (Matchware Screencorder)
- Collaborative writing (Write.ly, Jotspot)
- Desktop audio recordings (Audacity; iLife)
- Group Forums (Yahoo! Groups, Google Groups)
- Instant Messaging (AIM, MSN, Yahoo!)
- Noncollaborative writing (Blogger, Pitas)
- Photo Storage (Flickr)
- PP Slides with animation and narration (Articulate)
- VoIP (Skype and Google Talk) voice and text
- Web meetings (Ivisit)
- Wikis (PB Wiki, MediaWiki)
Simulation: Xer

- Conditioned to expect immediate gratification (they grew up with drive-through fast food, remote controls, automatic teller machines and microwave ovens), and an expectation that learning should be stimulating and fun (Sesame Street). Generation Xers crave stimulation and expect immediate answers and feedback.

Simulation: Xer

- Genxers have a rapid-fire information consumption capability. Rushkoff argues that many of the things for which this generation is maligned, such as short attention spans and lack of ability to concentrate on a single task at once are not problems but actually brilliant coping mechanisms for a world overloaded with information.

Simulation: Xer

- "The skill to be valued in the twenty-first century is not the length of attention span, but the ability to multitask - to do many things well at once.... [and] the ability to process visual information very rapidly." (Rushkoff, 1996:50)

Learner Control: Boomer

- The traditional instructor-focus is what is expected. The instructor determines what is important to learn and how it should be learned. Consistency and control are maintained with the "tell me, tell me, tell me" approach.
Motivation??

Learner Control: Xer
- Xers expect a range of options, in terms of what they learn and how they learn it. They require autonomy and flexibility for their own learning. They demand a variety of instructional methods from which they can choose to learn, e.g., videotapes, self-paced modules, interactive CDs.
  - "Online gives me something to do when I'm bored with the professor."
  - "I respect myself more as a self-teacher."
- Dziuban, Moskal, & Hartman (2005)

Neomillennial Learning Styles
Planning for Neomillennial Learning Styles: Implications for Investments in Technology and Faculty
Chris Dede, Harvard University, Educause, 2005
- Fluency in multiple media—value all types of communication, activities, experiences, not a single best medium
- Actively seek, collect, and synthesize experiences, rather than absorb a single best source
- Active learning and collective reflection
- Non-linear and associated webs of learning
- Co-design of learning experiences for individual needs and preferences not pre-customized

Digital Storytelling

How P2P Will Change Collaborative Learning
By Judith V. Boettcher
Campus Technology, June 2006
"One manifestation of the new sharing and personal publishing culture is Campus MovieFest (CMF), a filmmaking competition started in 2000 by students at Emory University (GA). It has since grown into an international event involving tens of thousands of college students, faculty, and staff."

CAMPUSMOVIEFEST.COM showcases the collab work of tens of thousands of student filmmakers from around the world
How P2P Will Change Collaborative Learning
By Judith V. Boettcher
Campus Technology, June 2006

"Teams of five to 10 people are loaned laptop computers, digital camcorders, and technical support for a week, to produce a five-minute film. Films receive awards in four categories: Best Comedy, Best Drama, Best Documentary, and Best Picture. The CMF Web site stores much of the student work online, and sells DVDs of the movies from each school."

How P2P Will Change Collaborative Learning
By Judith V. Boettcher
Campus Technology, June 2006

- The CMF project is the type of learning experience that builds hands-on skills and teamwork, and really gets students' juices going—or in the jargon of instructional design, "involves active, engaged learning experiences." It harkens back to the days of guilds and the apprentice model: immersion experiences integrating learning with experts and hands-on production. In the process of creating a movie, students share and build their knowledge about planning, designing, and editing films.

How P2P Will Change Collaborative Learning
By Judith V. Boettcher
Campus Technology, June 2006

Most use P2P technologies to quickly move video segments between student computers; no need to set up Web sites to "host" interim versions. Students often use instant messaging (another P2P technology) rather than email, to quickly contact each other and share ideas about content and editing. They also get involved with reviewing, judging, and evaluating movies, learning what makes a film work.

How P2P Will Change Collaborative Learning
By Judith V. Boettcher
Campus Technology, June 2006

"As learning experiences shift from a focus on reading prepackaged content to more active learning where students explore, research, problem solve, and create, the P2P capabilities of file sharing and collaboration become ingrained in the learning process. Teenagers use these types of technologies naturally and almost automatically."

How P2P Will Change Collaborative Learning
By Judith V. Boettcher
Campus Technology, June 2006

"In "eLearning: The Rise of Student Performance Content" (CT, March 2006), I suggested that there are three main types of content in any eLearning course: prepackaged authoritative content, usually from a publisher; guided learning materials developed by the faculty and customized to current learners; and spontaneous performance content developed by the learners themselves, in the process of learning. Students' CMF films are indeed examples of performance content—and some of that content might have staying power."
Neomillennial Learning Styles
Planning for Neomillennial Learning Styles: Implications for Investments in Technology and Faculty
Chris Dede, Harvard University

- Blended/personalized places (not specialized computer labs)
- Mobile wireless computing
- Avatars and personal agents
- Smart objects
- Virtual worlds
- Augmented reality

Technology Trends: Podcasts and Wikis and Blogs, Oh My!!!!

Trend #1: Blogging (75,000 new blogs each day, USA Today, March 27, 2006)

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Hosted Blogs Created</th>
<th>Growth Rate</th>
</tr>
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<tbody>
<tr>
<td>2003</td>
<td>28,000</td>
<td></td>
</tr>
<tr>
<td>2Q2003</td>
<td>44,000</td>
<td></td>
</tr>
<tr>
<td>2Q2004</td>
<td>115,000</td>
<td></td>
</tr>
<tr>
<td>2Q2005</td>
<td>150,000</td>
<td></td>
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<td>2Q2006</td>
<td>322,000</td>
<td></td>
</tr>
<tr>
<td>3Q2006</td>
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<td></td>
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<tr>
<td>3Q2007</td>
<td>655,000</td>
<td></td>
</tr>
<tr>
<td>4Q2007</td>
<td>956,000</td>
<td>600%</td>
</tr>
<tr>
<td>2Q2008</td>
<td>2,160,000</td>
<td>126%</td>
</tr>
<tr>
<td>3Q2008</td>
<td>4,810,000</td>
<td>131%</td>
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<tr>
<td>4Q2008</td>
<td>10,300,000</td>
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<tr>
<td>2Q2009</td>
<td>5,780,000</td>
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<td>3Q2009</td>
<td>9,990,000</td>
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<td>4Q2009</td>
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<td>2Q2010</td>
<td>10,300,000</td>
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<td>3Q2010</td>
<td>22,200,000</td>
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<td>4Q2010</td>
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<td>2Q2011</td>
<td>64,000,000</td>
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<td>134,000,000</td>
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<td>2Q2012</td>
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<tr>
<td>4Q2012</td>
<td>540,000,000</td>
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</tr>
</tbody>
</table>


Not Just an American Phenomenon

Canada.com

China says number of blogs tops 34 million with 55 million regular readers

Canadian Press

Tuesday, September 26, 2006

BEIJING (AP) - The number of blogs in China has topped 34 million, more than 30 times as many as the country had four years ago, state media said Tuesday.

Some 7.5 million people in China speak English, while 90 million regularly read them, newspapers and the state news agency said, citing a report by the government's China Internet Network Information Centre.

Weblogs are hugely popular in China, where the government controls all media and the Internet offers a forum to discuss topics that are off limits on television. Most blogs deal with sex, politics, travel, family matters and other nonpolitical subjects.

"A blog...is and has always been more than the online equivalent of a personal journal. Though consisting of regular (and often dated) updates, the blog adds to the form of the diary by incorporating the best features of hypertext: the capacity to link to new and useful resources. But a blog is also characterized by its reflection of a personal style, and this style may be reflected in either the writing or the selection of links passed along to readers. Blogs are, in their purest form, the core of what has come to be called personal publishing. (p. 18)."

According to Linda Evarts (2003)

"Web logs — blogs for short — are the surprise wedding of the informational capacity of journalism and the speed of instant messaging....Composed of short and frequently updated postings arranged in chronological order, blogs are Web sites similar to online journals, offering information on topics ranging from foreign policy to poetry."

Brandon Hall, Chief Learning Officer Magazine, July 2006

"A blog is a Web journal containing dated entries on a given topic or scheme. They can include search, feedback from readers and links to other sites. They can be written by one person or a group. Blogs can be used to share a viewpoint, enable collaborative discussion, present new product ideas, or explain ongoing news or changes."

Tips on Setting Up a Blog

- Make list of 3-5 usernames you like
- Use a simple or creative title
- Try out administrative functions
- Post short introduction of yourself
- Share with friends (or make private)

Educational use of Blogs

For instructors
- Professional practice
- Networking and knowledge sharing
- Course management tool
- ... ...

For students
- Reflections or journals
- Dialogue with peers
- Group work
- Communicate with instructor
- ... ...

Sample Uses of Weblogs (especially English writing class)

1. Instructor or Tutor blog: resources, information, space to chat
2. Learner blog: reflections, sharing links and pics, fosters ownership of learning
3. Partner blog: work on team projects or activities
4. Class blog: international exchanges, projects, PBL
5. Revision: review and explode sentences from previous posts, add details
6. Nutshell: summarize themes or comments across blogs
7. Blog on blog: reflections on feelings, confusions, and experiences with blogs
Blogger Software:
You have many choices!
2. Diaryland: http://www.diaryland.com/
4. Movable Type: http://www.sixapart.com/movabletype/
5. Pitas: http://www.pitas.com/
6. TypePad: http://www.sixapart.comтипpad/pricing
7. Xanga: http://www.xanga.com/

Screen shot of Cyworld. A famous South Korean blog service.

New Pew Survey Defines Today's Bloggers
Jimmy Moore, July 22, 2006
• Among the different kinds of blogs out there, here is the breakdown:
  • Personal life - 37 percent (can you say MySpace.com?)
  • Political - 11 percent
  • Entertainment - 7 percent
  • Sports - 6 percent
  • News/Current Events - 5 percent
  • Business - 5 percent
  • Technology - 4 percent
  • Religion/Faith - 2 percent
  • Health - 1 percent

Pew Research Group
New Pew Survey Defines Today’s Bloggers
Jimmy Moore, July 22, 2006
• Most bloggers share their personal experiences
• Most bloggers write about the things they are most passionate
• Most bloggers write daily or almost daily
• Most bloggers LOVE to write and are good at it
• Most bloggers have a full-time job (and it's not blogging!)

New Pew Survey Defines Today's Bloggers
Jimmy Moore, July 22, 2006
• Most bloggers are young, primarily 18-30 year olds
• Most bloggers have never published their writings b4
• Most bloggers remain anonymous using a fake name
• Most bloggers spend hours on the Internet per day
• Most bloggers are not in it to make money
Blogs (diaries, writing)

What's New at the e-Learning Centre
New additions to the e-Learning Centre website and more.

Video

Monday, October 25, 2004
How to video blog with Blogger

Vlogging (Video Blogging)

Get the latest version of Adobe Flash Player to experience this content.

Adventure Blogging

(Ben Saunders, Mark Foreman)

Adventure Blogging: North Pole Marathon

North Pole Marathon

- Don't let this experience of a lifetime pass you by. REGISTER NOW for the North Pole Marathon. For the race fee of EUR 69.300, Polar Running Adventures will provide athletes with accommodation in Spitsbergen (Norway) on April 5th; return flights from Spitsbergen to the North Pole camp; heated tents while at the Pole between April 6th and 8th; entry to the official North Pole Marathon helicopter flights in the polar region; pictures at exactly 90º, t-shirts, medals and souvenirs; professional photos of each competitor in action; and hotel accommodation on April 8th and 9th in Spitsbergen on return from the Pole.
Antarctica Marathon

- The scheduled dates of the trip are December 10th – 18th, 2006. Places are limited and will be allotted on a first come first served basis.
- The price is US$15,000 and includes return flights from Punta Arenas to Antarctica; accommodation and meals in Antarctica; entry to the marathon, half-marathon and ultramarathon; t-shirts, medals, and professional photos of each competitor in action.
**Business Conference Blogs**

3 blogs, 1 event, countless insights, ... Conference in Entrepreneurship Oct 18-20, 2006

**Business Blogs**

Blogs put businesses on Web search map

**Trend #2. Wikis**

**Debates about Wiki Quality**

**InfoWorld**

Wikipedia to focus on quality issues

Founder cites Wikipedia needs to improve the quality of its content in the coming year. By China Martens, IDG News Service August 04, 2006

Free online encyclopedia Wikipedia needs to improve the quality of its content in the coming year, said Friday.

"We're going to have a really strong quality initiative," Wales told attendees.

**Info World**

By China Martens, IDG News Service August 04, 2006

- With the English-language version of Wikipedia containing close to 1.3 million articles, the time has come to adopt a more considered approach to its content. "We will continue to turn attention away from growth and towards quality," Wales said.
- Wikipedia and Wales have battled criticism over the accuracy of information contained in the encyclopedia, which was originally set up to allow anyone to add and edit any content on the Web site.
- The negative publicity reached fever pitch last year when John Seigenthaler, a U.S. journalist and former political aide, wrote an article about what he found in a Wikipedia biographical listing about himself.
Info World
By China Martens, IDG News Service
August 04, 2006

• The defamatory content, which had sat mostly unaltered for four months on the Wikipedia site, linked Seigenthaler to the assassinations of both U.S. President John Kennedy and his brother Robert Kennedy, the U.S. Attorney General, who Seigenthaler had worked for as an assistant.
• "That was really bad, a terrible error, and we fixed it really quickly," Wales said, noting that after he appeared on CNN with Seigenthaler to discuss the incident in December, traffic to Wikipedia nearly tripled.

Brandon Hall, Chief Learning Officer Magazine, July 2006

"A wiki is a collection of Web pages that can be easily viewed and modified by anyone, providing a means for sharing learning and collaboration."

Brandon Hall, Chief Learning Officer Magazine, July 2006

"Wikis can be used to create content on-the-fly, as a repository for information and for archiving group learning. Benefits include speed, simplicity and a sense of ownership among participants."

Brandon Hall, Chief Learning Officer Magazine, July 2006

"Teams use them to track virtual team members, provide information about their roles, discuss project processes, and share knowledge and insights. Benefits include ease of collaboration, editing and access."

For Teachers New to Wikis

• Wikis are free, online writing spaces.
• Wikis use simple formatting rules, so no HTML understanding required.
• Highly collaborative composing and creativity
• Authors do not claim ownership
• Published online
• Wikis provide a history and anyone can revisit prior versions of text

For Teachers New to Wikis

• Wikis are a writing space
• Writers build upon, edit, and revise
• Power and authority reside in the community not in an individual
• Permissions can be set to limit readers and writers who participate
How use in teaching

1. Provide space for free writing
2. Debate course topics and readings
3. Share resources (websites, conferences, writing, etc.)
4. Maintain group progress journal
5. Require group or class essay
6. Have student revise Wikipedia pages
7. Write a wikibook

Wiki Resources/Options

- Wikipedia
- Wikibooks
- Wiktionary
- Wikiversity
- Wikispecies
- Wikiquote
- Wikinews

What is a wiki?

* What I Know Is

- collaborative web-writing
- cross class/
interdisciplinary projects
- project spaces

What is a wiki?

- Ward Cunningham, in 1995

- The name, wiki, is based on the Hawaiian term *wikiwiki*, meaning "quick"

Wiki Software

- Wiki software is a type of collaborative software that runs a Wiki system.
  - Java based:
    [http://sourceforge.net/projects/friki](http://sourceforge.net/projects/friki)
  - Perl based (Twiki)
    [http://twiki.org/](http://twiki.org/)
  - PHP based
Wiki farm

- A "Wiki farm" refers to a server or a collection of servers that provides wiki hosting, or a group of wikis hosted on such servers.
  - http://www.seedwiki.com/ (public, WYSIWYG)
  - http://pbwiki.com/ (password-protected, text editor)
  - http://www.jot.com/ (password-protected, WYSIWYG)

How to choose?

- Source code (Text editors vs. WYSIWYG)
- Access control (password vs. open to public)
- Editing control (various levels of editing controls)
- Free vs. license fee
- RSS awareness
- Advanced features (spell-check, emoticons, blogging, polling, calendar)

Wikibooks

Wiki Book on Computer Science

My Wikibook Project
Members

Stanford Debuts Wiki of All Things Stanford
October 10, 2006
Campus Technology

- Stanford University last week launched the Stanford Wiki, a spin-off of the Wikipedia Web encyclopedia. It will focus solely on things related to Stanford.
- Stanford Wiki is the brainchild of Tristan Harris, student in computer science. "The Stanford Wiki is a place for students to share information about essentially anything they want related to Stanford," Harris told the Stanford Report. "It can be about their favorite professors, the best places to take people on dates, the worst dining halls, or good places nearby to get haircuts."

MIT Launches Center for Collective (Wiki) Intelligence, October 10, 2006
Campus Technology

- MIT opens the doors this week of the MIT Center for Collective Intelligence, which has set the ambitious goal to understand how to harness the power of large numbers of people - connected via the Internet and other technologies - to solve a range of business, scientific, and societal problems.
- CCI Director Thomas Malone said the recent successes of "Google and Wikipedia suggest that the time is now ripe for many more such systems." Malone, author of "The Future of Work," said the Center's research will address, "how can people and computers be connected so that -- collectively -- they act more intelligently than any individuals, groups, or computers have ever done before?"

3. Podcasting, Webcasting, and Coursecasting
(Adam Curry: www.dailysourcecode.com)

WikiBook Creation and Collaboration

Stanford Debuts Wiki of All Things Stanford
October 10, 2006
Campus Technology
Educational Applications

1. Recordings of lectures (Coursecasting)
2. Supplemental textbook or entire book
3. Student projects
4. Interviews
5. Language lessons
6. Oral reports
7. K-12 classroom interactions
8. Downloadable library of resources
9. Recordings of performances

**Apple Plans to Inhabit Living Room**

*The New York Times*

By JOHN MARKOFF and LAURA M. HOLSON

*Published: September 13, 2006*

Brandon Hall, Chief Learning Officer Magazine, July 2006

"Podcasts provide a way to distribute an audio or video episode via the Internet for playback at any time on any MP3 device or PC. Podcasts allow training in the form of event capture, new product information, sales tips, orientation, etc. to be delivered on a just-in-time, just-enough basis to anyone anywhere."

Playfuls.com

**July 15, 2006**

• Nielsen/NetRatings announced that 6.6 percent of the U.S. adult online population, or 9.2 million Web users, have recently downloaded an audio podcast. Also 4.0 percent, or 5.6 million Web users, have recently downloaded a video podcast. These figures put the podcasting population on a par with those who publish blogs, 4.8 percent, and online daters, 3.9 percent. However, podcasting is not yet nearly as popular as viewing and paying bills online, 51.6 percent, or online job hunting, 24.6 percent.

Podcast Guides

• Short, to the point
• Not loaded with URLs and other stuff to write down—put that in the blog
• Informal, friendly, conversational
Gather (Chris Essex, 2006)
- Find content
- Collect related URLs, citations
- Arrange for interviews
- Write script
- Collect images, sound clips, "podsafes" music

Upload (Essex, 2006)
- Create RSS file (Really Simple Syndication)
- Upload .mp3 file and RSS file to webservice
- Update website
- Enter site into directories (first time)

Record & Edit

Podcasts in Schools

K-12

Podcasting and Coursecasting
(Adam Curry; www.dailysourcecode.com)

"Just the word 'podcast' scares a lot of teachers away," Ms. Schrock said. "There are a lot of misconceptions."

"All you need is a computer, access to the Internet and a microphone that you can buy at Toys 'R' Us," Mr. Warlick said. "I listen to podcasts on my computer." (NY Times, Jan 25, 2006)
Podcasting
http://itunes.stanford.edu/

Webcasts: WorldBridges Goals

What is WorldBridges?
- WorldBridges is a network of individuals and organizations that use live, interactive webcasting and other new media technologies to help people connect, learn, & collaborate. (Webheads, Koreabridge, WorldBridges Tibet, EdTechTalk, etc.)

Goals & Values
- Our primary goal is to foster understanding and cooperation amongst the citizens of the world. We value civility and respect, open source collaboration, fair distribution of income, and a sense of world identity.
What will e-learning look like in 2015???

Final Task: Form 3 teams:
1. Bad "Wiki Witch" of the east
2. Beautiful Blogging Witch of the South
3. Scarecrow: Podcasters

Podcasts and Wikis and Blogs Oh My! (Sample Chapters at PublicationShare.com archived Talks at TrainingShare.com)