Time Not Wasted:
Digital Scholarship in the Web 2.0

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What is the Present Climate of Digital Scholarship?
Someone
Give
Me
A
Vowel

The Climate of Digital Scholarship
A = Appreciation
E = Expectations
I = Interactivity
O = Opportunities
U = Understanding

Opening Statement (Bonk, 2008)
Per Bryan Alexander, there are many powerful implications already appearing in different educational sectors that are directly linked to Web 2.0 technologies. Actual projects, practices, and conceptual implications trump problems in labeling.

"The Web 1.0 looks uncannily like the teaching paradigm, whereas the Web 2.0 resembles the learning paradigm" (p. 9). Authority, control, publishing, users observing Web sites, and "they, the media," have given way to "collective decision making," cooperation, participation, users adding value and co-creating content, and "we, the media" (p. 8).

Definition of Web 2.0
- Stephen Downes and others say such things enable writing to the Web as much as reading from it. i.e., the Read-Write Web. Humans can now create, remix, share/distribute, comment on, and tinker with information and knowledge in highly efficient, connected, and personalized ways.
Definition of Web 2.0
(Bonk, 2008)
As Downes noted, learners no longer just passively read books or listen to a TV or radio program. In this age, they create their own wikibooks; they produce their news with CurrentTV; and they generate their own radio programs with syndicated podcasts.

Opening Statement
- Web 1.0 pushing up pages of content
- Web 1.0 looks uncannily like the teaching paradigm
- Web 2.0 content can be saved, shared, copied, quoted, and repurposed
- Web 2.0 is personally empowering and gives identity

What Good is the Web 2.0?
10 reasons!

The Thiagi Challenge

#1: A Bucket Holder
(i.e., a classification system)
#2: A Short and Simple Term (brevity is important!)

#3: A Term to Discuss with your Neighbor and Family (everyday term; nonacademic)

#4: A Point of Comparison, Evolution, or Progress (i.e., moving from old to new)

#5: Companies can Build New Tools and Attract Venture Capital

#6: Research and Grant Monies can be Allocated

#7: Limits Theoretical Debates (just a tool)
#8: Eclectic (anyone can now learn, the world is open)

#9: An Announcement of Personal Ownership, Control, Voice, and Connections Over Life and Learning

#10: A Jumping Off Point for Future Visions

Summary Statement
(Bonk, 2008)

I think a term like the Web 2.0 is useful since it is short. It serves to categorize thousands of new software tools and applications pouring down on us. It is not academic. It focuses us on a thing—a technology—the Web, which enables us in education to suggest varied pedagogical approaches with it. As a result, the educators who debate theories, cannot debate it.

Part II. Examples of Digital Scholarship

Are you a digital scholar?

- Blogged on your research?
- Podcasted on book or article you wrote?
- Videostreamed a lecture?
- Written or edited an e-book?
- Created a wiki for your research team?
- Created open educational course resources?
- Created a YouTube or SciVee video?
- Created a podcast or a blog?
- Attended an online research conference?
- Presented in an online forum or conference?
Digital Scholarship (per George Siemens, 2008)

"Scholarship is concerned, at least partly, with the process of creating and disseminating information (ideas and concepts). When the core elements of this process – namely creation and dissemination – change, we are required to rethink scholarship.”

Digital Scholarship (George Siemens, 2008)

"We are confronted with the need to rethink authority, peer review, reputation, and validation. The ability for anyone to create and anyone to comment raises the importance of effective review as a means of making sense of this newfound abundance.”

Rethinking scholarship as participation (George Siemens, 2008)

Is peer review in decline? (George Siemens, 2008)

"The internet has enhanced scientific communication in many ways, and there is considerable excitement around new institutions for disseminating research. A more sobering thought, however, is that new technologies can also be disruptive.”

University publishing in a digital age (George Siemens, 2008)

"There is a seeming limitless range of opportunities for a faculty member to distribute his or her work, from setting up a web page or blog, to posting an article to a working paper website or institutional , to including it in a peer-reviewed journal or book...nearly all intellectual effort results in some form of 'publishing.'”


Ten years ago, most of the action in e-learning was centered around the posting of content. One might take a traditional course and shovel it to the Internet. According to Michael Jensen, during the heyday of the Web 1.0, roughly 1992 to 2002, content was king, in part, because there was an assumed scarcity of it.
New Metrics (Bonk, 2008)
http://chronicle.com/free/s33/i43/41300501.htm )

Authorities creating and endorsing the quality of such content were vital. And the content was placed in course management systems in higher education and learning management or content management systems if in corporate training.

New Metrics (Bonk, 2008)
http://chronicle.com/free/s33/i43/41300501.htm )

Today, instead of information transmission and consumption models where content is placed by authority figures into a system or platform, learners can find, design, mix and remix, repurpose, and select content to share. There is no more information scarcity. Instead, the Web 2.0 harnesses the collective intelligence of individuals to situate us in a time of endless information abundance. It is the participatory learning age.

New Metrics

- Prestige of commenters.
- Prestige of being quoted in other documents.
- Prestige of prereviewers.
- Raw links to the document.
- Length of time a document has existed.
- Inclusion of the document in "best of," syllabi, indexes, and other distillations.
- Terms used, tags assigned to it.

New Metrics

- Nature of the language in comments: positive, negative, expanded, reinterpreted.
- Obvious attention: discussion in blogs, comments, podcasts, etc.
- Reference network: significance rating of all other texts the author has touched.
- Clicks, votes, tags, views, comments, scores, ratings, downloads, references.

#1. Homepages, Online Portals, and Other Web Resources (e.g., Nursing, Muscular System, Digital Storytelling, etc.)

#2. Contributing to Online Communities and Non-Profit Resources
3. Contributing to Government Resources
Department of Education free lesson plans on H1N1
http://www.frees.ed.gov/

4. Creating Online Programming
(e.g., Public TV; Mongolian teachers addressing H1N1
(ulgo Ohnidoel, Nov 10, 2009)

5. Contributing to OpenCourseWare and Open Educational Resources

6. Creating Cool Resources Used by the World Community
(Martyn Poliakoff, Chemistry Professor, University of Nottingham;
http://www.periodicvideos.com/)

7. Free and Open Courses
(Tom Rocheve Evaluation Course at Georgia; David Wiley’s Web 2.0
courses at BYU Connectivism from George Siemens and Stephen Downes, 24 enrolled, 2,000+ sitting in)

8. Publishing in Open Access Journals (e.g., PLOS, JIOL, IRRODL)
#9. Adding Video to Your Publications (e.g., SciVee)

#10. University Promoted e-Scholarship (e.g., California, Indiana)

#11. Augment Publication Dissemination (Innovate Webcasts, SciVee, CIDER Notes: IRRODL)

#12. Personal Blog (e.g., http://travelinedman.blogspot.com/)

#13. Research Team Blogs: Chilean Mummies

Chile: Mummies, mice and bones
Tuesday, July 15th, 2008 Ran Boytner, UCLA
Director of International Research at UCLA's Cohn Institute of Archaeology, Co-Director of the Tepehual Valley Archaeological Field Project

- The excavation team found a thousand-year-old mummified mouse, a piece of gold, and a mostly intact pot containing textiles and a stone with ritual connotations.
#14. Research Team Wiki

#15. Podcast Research Reviews

#16. Book Author Podcasts

#17. Videostreamed Lectures
(Professor Marian Diamond, Biology)

#18. YouTube as Class, (Alexandra Juhász, Media Studies, Pitzer College)

#19. Professor Celebrity YouTube Videos
(6+ million views)
#20. Open Up a YouTube or Ustream Channel

#21. Videostreamed Conference Presentations

#22: Attend Online Conferences
(3rd International Online Medical Conference (IOMC)
March 6 & 7, 2010)

#23. Create a Social Networking Group (MySpace, Facebook, LinkedIn)

#24. Create Wikibooks with Int'l Collaboration
(Web 2.0 and Emerging Learning Technologies (The WRT))

#25. Post Free Online Books
(Terry Anderson and Patti Elloumi, eds., Theory and Practice of Online Learning: Canada: Athabasca University. 2004),
http://ode.athabasca.ca/online_book/, 55,000 downloads in first year
#26. Write Textbooks for those in Less Developed Countries
Global Text Project: http://globaltext.org/

#27. Self-Publishing (print-on-demand)
BookSurge (owned by Amazon), Lulu

#28. Start or Join Collaborative Book Writing and Publishing (e.g., WeBook)
http://www.webook.com/

#29. Cluster Maps (see where people are downloading your free content from)

#30. Create an Online Healthcare Game
(e.g., public health; the POD game Points-of-Dispensing (PODs))

#31. Contribute to a Medical Wiki
#32. Write Papers for Online Healthcare Newsletters, Medical Libraries, Associations, Organizations, etc.

#33. Develop Medical Community Podcast Shows

32. Contribute to an Online Group (Google Docs, Ning, Google Groups, MSN Groups, Yahoo Groups, Diigo, etc.)

33. Create Online Course or Teach Online for the General Public

#34. Create Shared Online Video Demonstrations (e.g., Monkey See, doFlick)

#35. Create Medical Animations and Videos (place in YouTube, MedicalTube, TeacherTube, Current TV)
#36. Create Medical Training
(e.g., Vodcast for Medical Training) (e.g., "SonoSite on the small screen: The Bothell-based company uses podcasts for its ultrasound scanner training")

#37. Make an Appearance on an Online Research Channel
(Research Channel, UChannel)

#38. Broadcast Surgeries
Evaluating an In-Vivo Surgical Training Demonstration over Broadband Internet

#39. Create a Video Blog (Vlog) and Vodcasts

#40. Create Cases and Video Scenario Learning
(Option 6, Bloomington, IN)

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**What Else Can You Do?**

- Second Life readings of your book.
- Twitter uploads of content.
- Sharing short bursts of your book with mobile technologies.
- Subtitle videos with Dotsub for other languages.
- Creating research communities in Dilgo, Ning, Yahoo! Groups, etc.
Closing Reflection
(George Siemens)

"Emerging scholarship trends enable new opportunities for educators to share ideas, connect with others, and build on the work of others. Critical challenge remains:
How to balance the value of traditional scholarship with the opportunities of new forms of interaction and dissemination."

Digital Reflections
(Bonk, 2008)

With one project, a world of current scholarship and practice is at one’s fingertips. Someone can find both the latest research on a topic as well as how to implement it or put it into practice. And that was today. What announcements will come tomorrow or overnight while I sleep?

Think About It!

• What if others take the lead of folks like Anderson, Doctorow, Benkler, and Zittrain and place their works somewhere on the Web of Learning for unlimited downloading? What happens to those in the throes of the tenure process of a university when they give away their ideas? Will writing a book, especially a downloadable one, still be a highly valued activity? What will be the quality indices?

Ideas for Resistant, Reluctant, Reticent, and Hesitant Instructors

• Examples
• Success stories
• Faculty dept discussions
• Recognitions
• Showcases
• Make resources available online
• Make tech integration part of the culture
  - Laptop programs, iPods, frameworks, sharing, best practices, brown bag lunches, books, online forums, newsletters, mentoring.

The Climate of Digital Scholarship

A = Appreciation
E = Expectations
I = Interactivity
O = Opportunities
U = Understanding

Questions and Comments

Sample papers at:
http://www.publicationshare.com/
Archived talks at:
http://www.trainingshare.com/