

Time Not Wasted: Digital Scholarship in the Web 2.0

Curt Bonk
Indiana University
cjbonk@indiana.edu
<http://mypage.iu.edu/~cjbonk/>



With help from:
George Siemens
University of Manitoba
gsiemens@elearnspace.org



Opening Statement

Bryan Alexander. "Web 2.0: A New Wave of Innovation for Teaching and Learning?" *EDUCAUSE Review*, 41, no. 2 (March/April 2006): 32-44.
<http://www.educause.edu/apps/er/erm06/erm0621.asp>

- 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.

Opening Statement

(Malcom Brown. "Mashing Up the Once and Future CMS," *EDUCAUSE Review* 42, no. 2 (March/April 2007): 8-9,
<http://www.educause.edu/apps/er/erm07/erm0725.asp>)

- "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. "E-learning 2.0," *eLearn Magazine* (2006): para. 1-2,
<http://www.eleammag.org/subpage.cfm?section=articles&article=29-1>)

- 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

- 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.

Definition of Web 2.0

- Learners also post comments about the books, news, and podcasts of others in their personal blogs or online discussion groups. Today, you may discuss a new book with others who have also read it. And those others come from cities, villages, and regions of the world that you may never visit.

Opening Statement

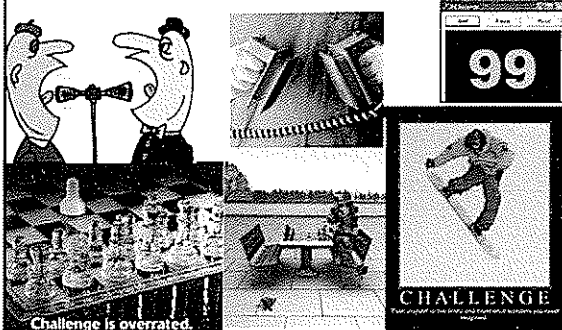
Bryan Alexander, "Web 2.0: A New Wave of Innovation for Teaching and Learning?" *EDUCAUSE Review*, 41, no. 2 (March/April 2006): 32-44, <http://www.educause.edu/apps/er/erm06/erm0621.asp>

- 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

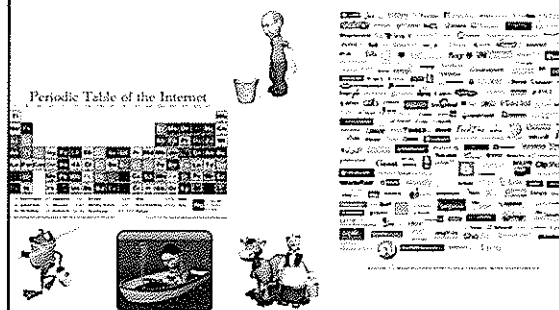
What Good is the Web 2.0? 10 reasons!



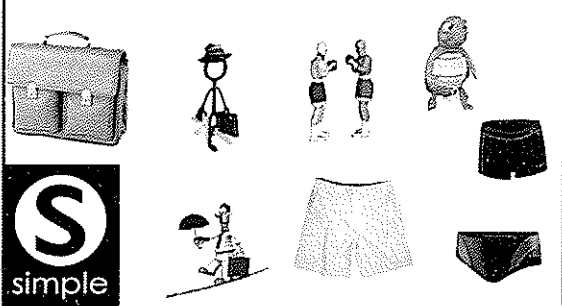
The Thiagi Challenge



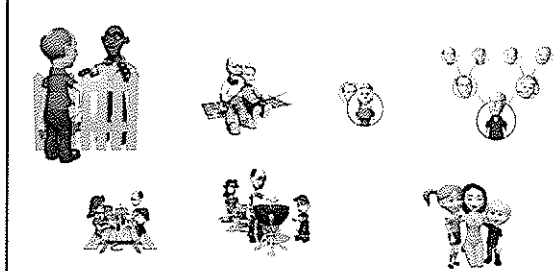
#1: A Bucket Holder (i.e., a classification system)



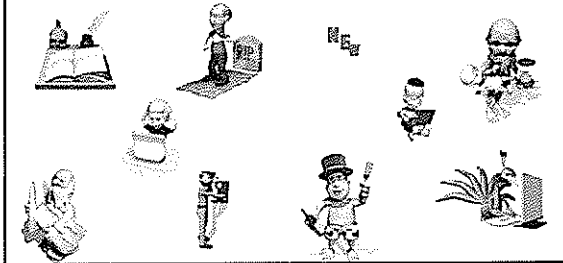
#2: A Short and Simple Term (brevity is important!)



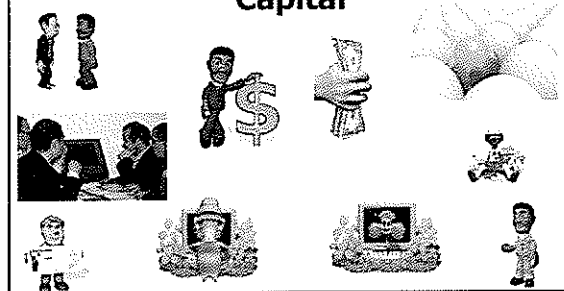
#3: A Term to Discuss with your Neighbor and Family (everyday term; nonacademic)



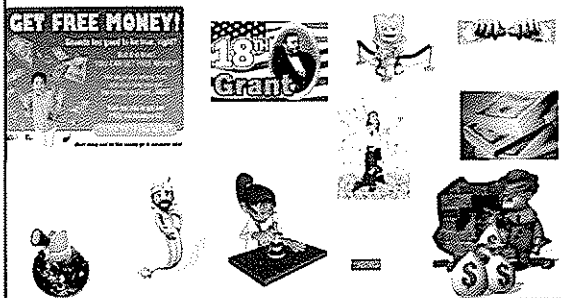
**#4: A Point of Comparison,
Evolution, or Progress
(i.e., moving from old to new)**



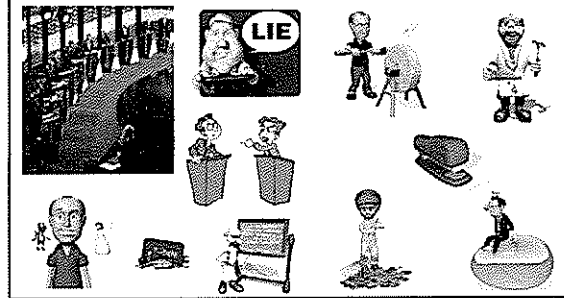
**#5: Companies can Build New
Tools and Attract Venture
Capital**



**#6: Research and Grant
Monies can be Allocated**



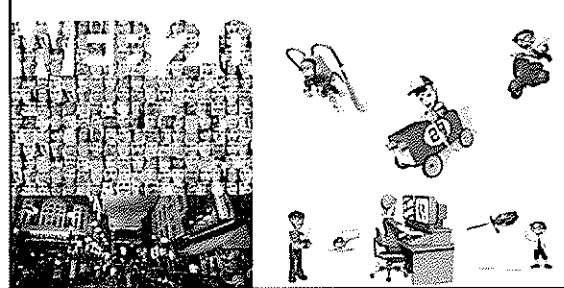
**#7: Limits Theoretical Debates
(just a tool)**



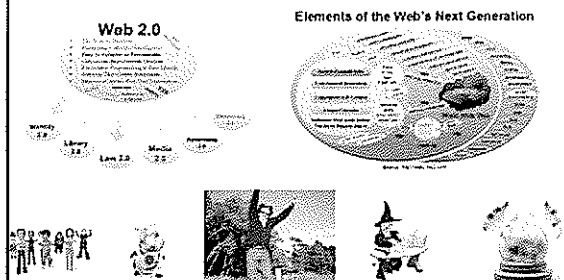
**#8: Eclectic (anyone can now
learn, the world is open)**



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



#10: A Jumping Off Point for Future Visions



Summary Statement

- 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



<http://newsinfo.iu.edu/news/page/normal/7387.html>

Courtesy of Indiana University. January 31, 2008

Institute for Digital Arts and Humanities (IDAH)

The work of 3D virtual reality artist Margaret Dolinsky represents just one example of the kind of projects that will be furthered by the new Institute for Digital Arts and Humanities.

What Generation are You?

Penelope Trunk, Blog, Brazen Careerlist:
Advice at the Intersection of Work and Life

- Do you have your own web page? (1 point)
- Do you IM your friends? (1 point)
- Do you text your friends? (2 points)
- Do you watch videos on YouTube? (1 point)
- Create or remix videos for YouTube (2 pts)
- Do you communicate with friends on Facebook, LinkedIn, or MySpace? (2 points)
- Do you take photos with your phone? (1 pt)
- Do you share photos from your phone with your friends? (2 pts)

Are you a digital native?

(Check the applications you have used)

- ☐ Word processing
- ☐ E-mail
- ☐ Cut and paste
- ☐ URL
- ☐ Navigate a website
- ☐ Download files from a website
- ☐ Google (or other search engine)
- ☐ Advanced or Image Search in Google
- ☐ Create and maintain a blog
- ☐ Build your own website

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 vodcast or a blog?
- ☐ Attended on online research conference?
- ☐ Presented in an online forum or conference?

Digital Scholarship (per George Siemens)

"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"

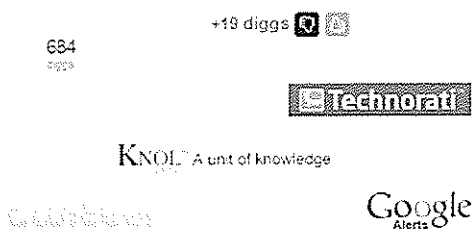
Access – alternatives to lock-down scholarship (George Siemens)



PKP
PUBLIC
KNOWLEDGE
PROJECT



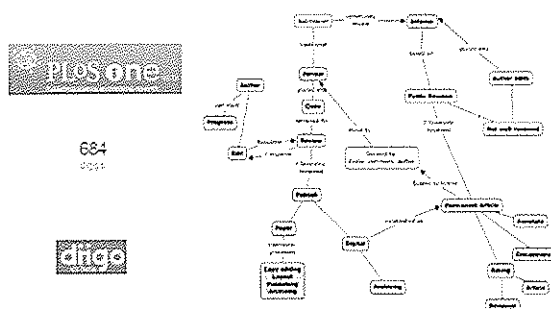
Asserting identity, reputation (George Siemens)



Digital Scholarship (per George Siemens)

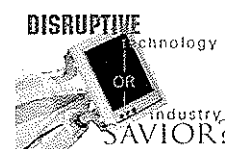
"We are confronted with the need to rethink authority, peer review, reputation, and validation. The ability for anyone to create and anyone to comment raises the importance of effective review as a means of making sense of this newfound abundance."

Rethinking scholarship as participation (per George Siemens)



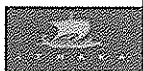
Is peer review in decline? (per George Siemens)

NBER: "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)

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 repository, to including it in a peer-reviewed journal or book...nearly all intellectual effort results in some form of "publishing."



New Metrics

(Michael Jensen, The New Metrics of Scholarly Activity, June 15, 2007, Chronicle of Higher Education, "Authority 3.0"
<http://chronicle.com/free/v53/i41/41b00601.htm>)

- 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

(Michael Jensen, The New Metrics of Scholarly Activity, June 15, 2007, Chronicle of Higher Education, "Authority 3.0"
<http://chronicle.com/free/v53/i41/41b00601.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

(Michael Jensen, The New Metrics of Scholarly Activity, June 15, 2007, Chronicle of Higher Education, "Authority 3.0"
<http://chronicle.com/free/v53/i41/41b00601.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

(Michael Jensen, The New Metrics of Scholarly Activity, June 15, 2007, Chronicle of Higher Education, "Authority 3.0")

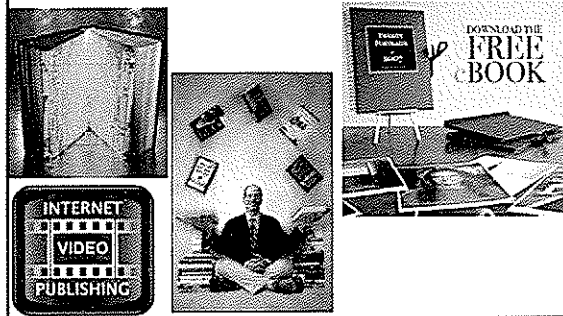
- Prestige of commentators.
- Prestige of a being quoted in other documents.
- Prestige of prereviewers.
- Raw links to the document.
- Length of time a document has existed.
- Inclusion of the document in "best of," syllabi, indexes, and other distillations.
- Terms used, tags assigned to it.

New Metrics

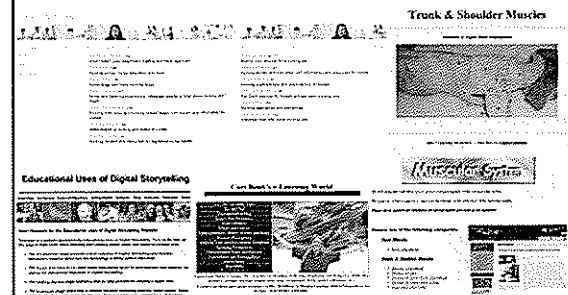
(Michael Jensen, The New Metrics of Scholarly Activity, June 15, 2007, Chronicle of Higher Education, "Authority 3.0")

- 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.

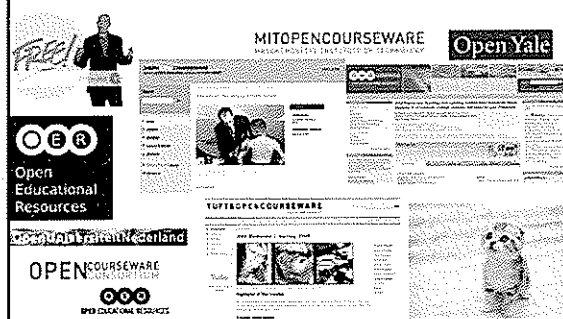
30 Digital Scholarship Options



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



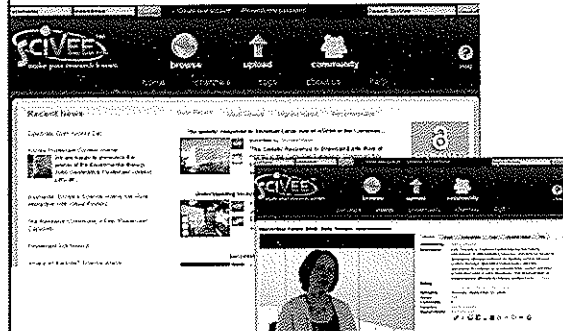
#2. Making your Content Free and Open Open Educational Resources (OERs): Cute Kitten or Transformation? (per George Siemens)



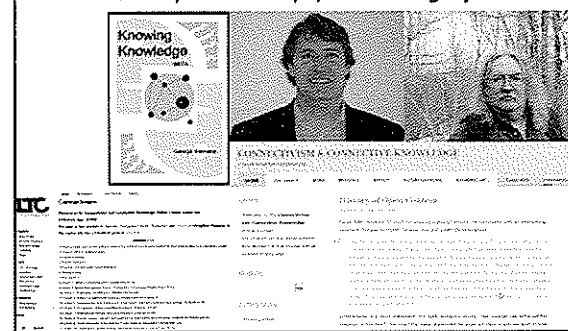
#3. Publishing in Open Access Journals (e.g., PLOS)



#4. Adding Video to Your Publications (e.g., SciVee)



#5. Free and Open Courses (Connectivism from George Siemens and Stephen Downes, 24 enrolled, 2,000+ sitting in)



2 Million People Sign up for Part I of Oprah's Course on Spiritualism



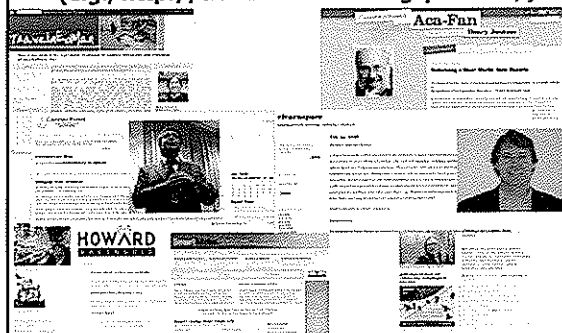
#6. Open Degrees? (David Wiley)

<http://opencontent.org/blog/archives/580>

- I wonder if, somehow, we've stumbled into part of the answer for open accreditation.... Maybe...we should be hacking degrees. Anyone up for a completely informal, completely open, homemade certificate-style diploma? A handful of courses offered by all of us - take intro open ed from me, connectivism from George and Stephen, media studies from Brian, and then complete three cumulative edupunk...Why not? I want my homemade edupunk diploma!!!



#7. Personal Blog (e.g., <http://travelinedman.blogspot.com/>)

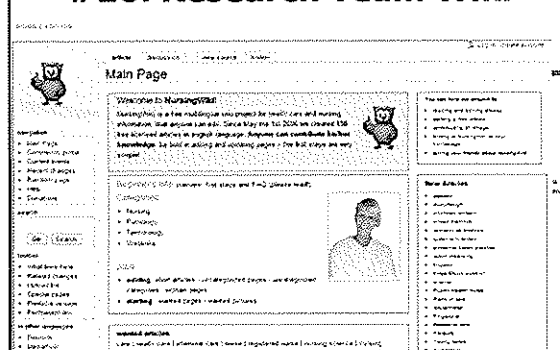


#8. Research Team Blogs: Chilean Mummies Chile: Mummies, mice and bones

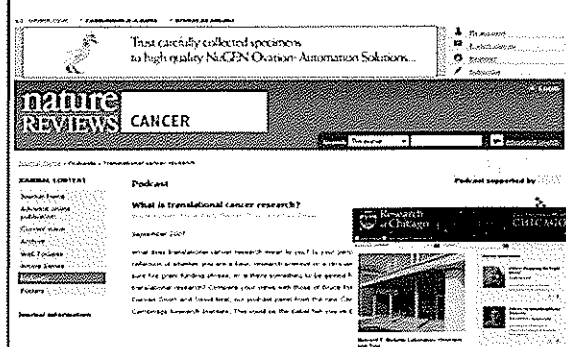


#9. Research Using Google Earth, Dani Cooper, ABC Science Online, Scholar (David Thomas from Australia) Finds New Archaeological Sites by Googling, July 21, 2008. Finding Sites Virtually. Using the free Internet resource, Google Earth, a scholar found up to 450 possible archaeological sites in southern Afghanistan.

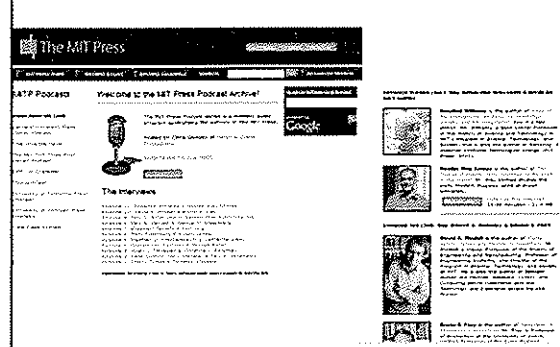
#10. Research Team Wiki



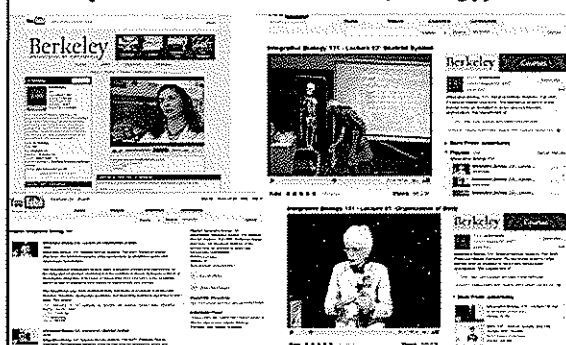
#11. Podcast Research Reviews



#12. Book Author Podcasts



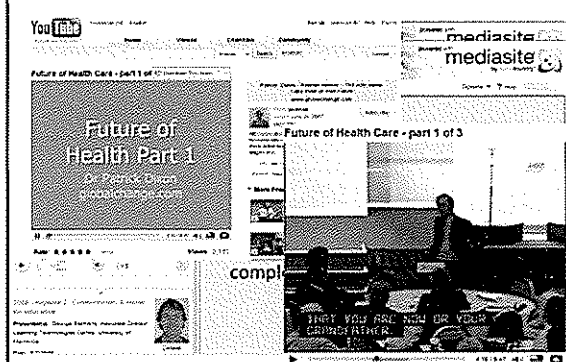
#13. Videostreamed Lectures (Professor Marian Diamond, Biology)



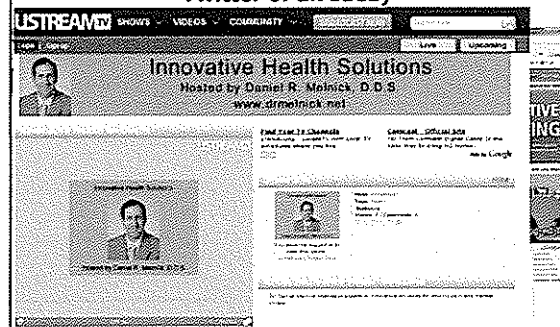
#14. YouTube as Class, (Alexandra Juhasz, Media Studies, Pitzer College)



#15. Videostreamed Conference Presentations



#16. Open Up a Ustream Channel (You Ustreamed my Ustream: Now that's a Twitter of an Idea)



#17. Professor Celebrity YouTube Videos (6+ million views)

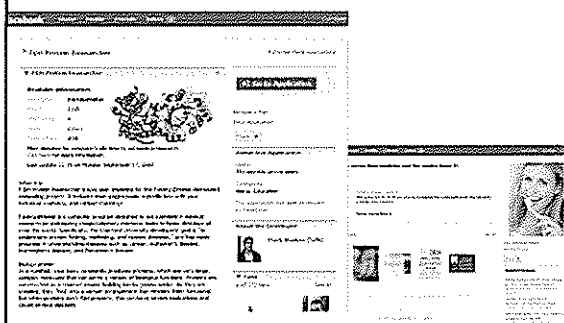


Research on YouTube and Use to Anchor Instruction

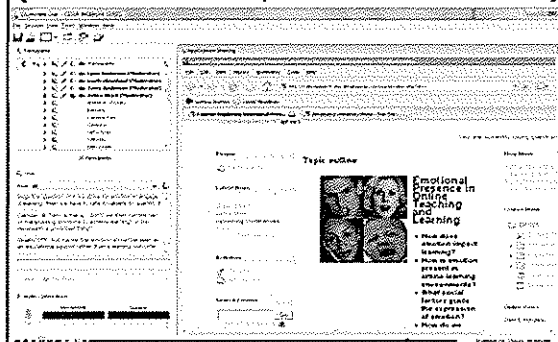
Exploring online motivational and collaborative factors in watching and generating YouTube videos. Also looking at participatory forms of learning.



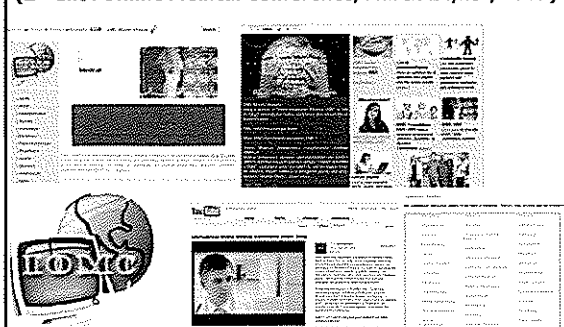
#18. Create a Social Networking Group (MySpace, Facebook, LinkedIn)



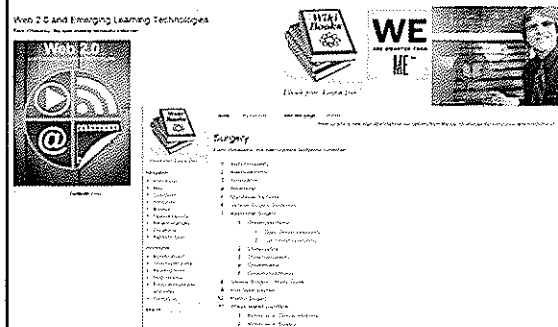
#19. Augment Publication Dissemination (Innovate Webcasts, CIDER Notes: IRRODL)



#20: Attend Online Conferences (2nd Int'l Online Medical Conference, March 14,15-, 2009)



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



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

The screenshot shows a website with a header for 'Cluster Maps' and a sub-header '(see where people are downloading your free content from)'. Below the header, there are several images and text blocks. One prominent section is titled 'Networks of Learning' and features a photo of a man speaking. The website layout includes a navigation bar and various content areas with images and text.

#25. Write Textbooks for those in Less Developed Countries

Global Text Project: <http://globaltext.org/>

The screenshot shows the homepage of the Global Text Project. It features a header with the project's name and a URL. Below the header, there are several images and text blocks. One prominent section is titled 'Global Text Project' and features a photo of a person. The website layout includes a navigation bar and various content areas with images and text.

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

The screenshot shows the homepage of BookSurge. It features a header with the company's name and a sub-header. Below the header, there are several images and text blocks. One prominent section is titled 'BookSurge' and features a photo of a person. The website layout includes a navigation bar and various content areas with images and text.

More Self-Publishing (Lulu and AuthorHouse)

The screenshot shows the homepage of AuthorHouse. It features a header with the company's name and a sub-header. Below the header, there are several images and text blocks. One prominent section is titled 'AuthorHouse' and features a photo of a person. The website layout includes a navigation bar and various content areas with images and text.

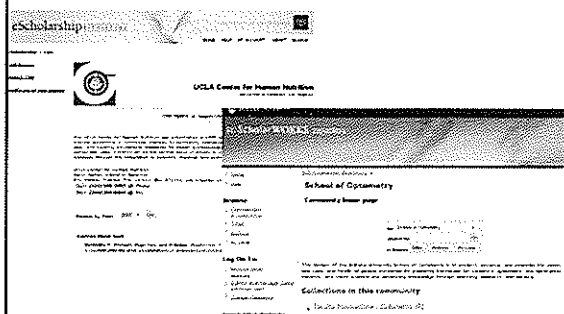
#27. Post Articles to Scribd

The screenshot shows the homepage of Scribd. It features a header with the company's name and a sub-header. Below the header, there are several images and text blocks. One prominent section is titled 'Scribd' and features a photo of a person. The website layout includes a navigation bar and various content areas with images and text.

#28. Book reviews and critiques (e.g., Amazon, LibraryThing, etc.)

The screenshot shows the homepage of LibraryThing. It features a header with the company's name and a sub-header. Below the header, there are several images and text blocks. One prominent section is titled 'LibraryThing' and features a photo of a person. The website layout includes a navigation bar and various content areas with images and text.

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

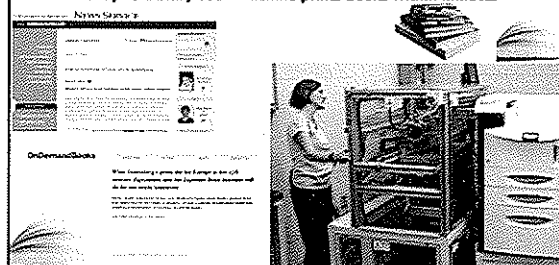


#30. Things you are not even aware of; e.g., Libraries printing copies of your books (n Demand Books; 5-7 minutes/book; \$10/book, any digitalized out- of-copyright book); Sept. 17, 2008

<http://www.ns.umich.edu/htdocs/releases/story.php?id=6735>

Expresso Book Machine, U-M at forefront of new era in publishing

Shapiro Library book machine prints books within minutes



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 Diigo, 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

- 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.

HELP!!!



Questions and Comments

Sample papers at:

<http://www.publicationshare.com/>

Archived talks at:

<http://www.trainingshare.com/>

