




**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)
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.elearnmag.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

(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.

Definition of Web 2.0

(Bonk, 2008)

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

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- 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

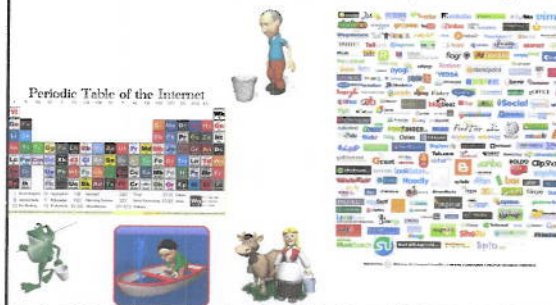
What Good is the Web 2.0? 10 reasons!



The Thiagi Challenge



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




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

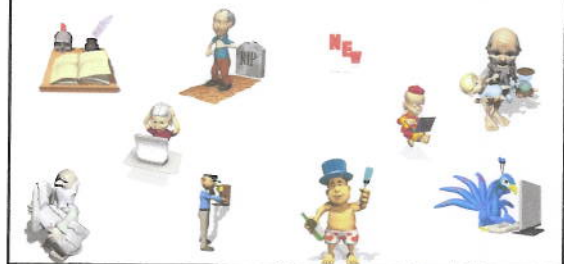


S
simple

**#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)**



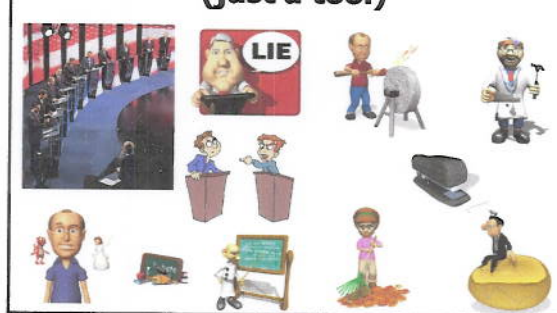
**#5: Companies can Build New
Tools and Attract Venture
Capital**



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



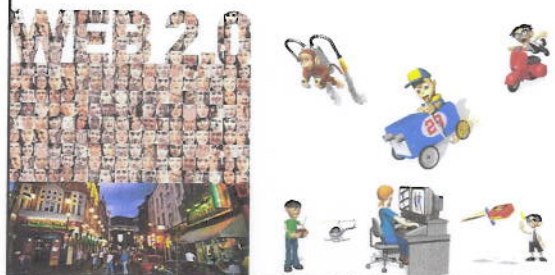
**#7: Limits Theoretical Debates
(just a tool)**



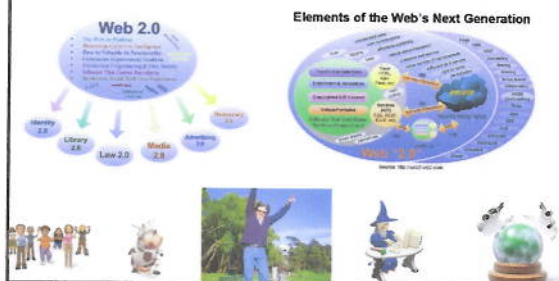
#8: Eclectic (anyone can now learn, the world is open)



#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 vodcast or a blog?
- Attended on 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.'"



New Metrics (Bonk, 2008)

(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 (Bonk, 2008)

(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 (Bonk, 2008)

(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.**

#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.free.ed.gov/>



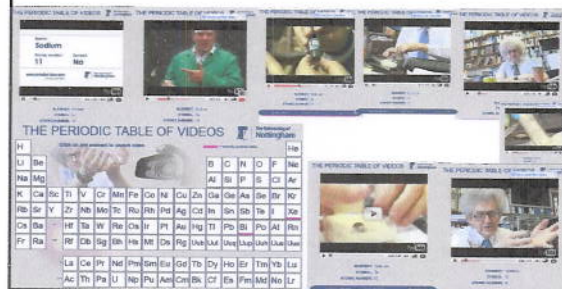
4. Creating Online Programming
 (e.g., Public TV; Mongolia teachers addressing H1N1
 (Otgo Okhidoi, Nov 10, 2009))



#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 Reeves 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)



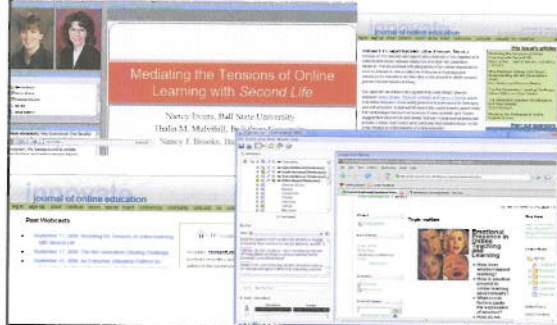
#9. Adding Video to Your Publications (e.g., SciVee)



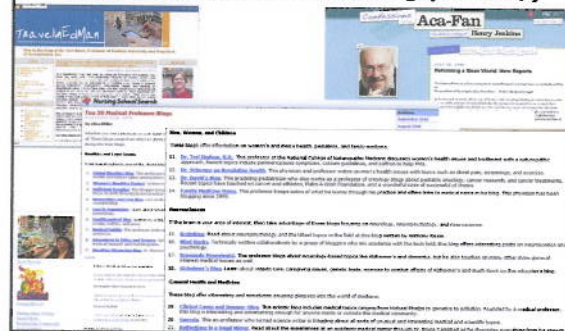
#10. University Promoted e-Scholarship (e.g., California, Indiana)



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



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



Expert and Domain Specific Blogs (Health Blogs)



#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 Cotsen Institute of Archaeology,
 Co-Director of the Tarapacá 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

The screenshot shows a Wiki-Riki page with a title bar, navigation tabs, and a main content area. The title is "#14. Research Team Wiki". The page content includes a header, a list of contributors, and a detailed description of the research team's focus on interpersonal knowledge and mobility. There are also some smaller images and text blocks within the page.

#15. Podcast Research Reviews

The screenshot shows the Nature Reviews Cancer website. At the top, there is a banner for "That carefully collected specimens to high quality NuGEN Ovation Automation Solutions...". Below that, the "nature reviews CANCER" logo is prominent. The page features a "Podcast" section with the title "What is transitional cancer research?" and a "Journal Content" sidebar. The main content area includes a list of articles and a featured article with a small image.

#16. Book Author Podcasts

The screenshot shows the MIT Press website. The main heading is "The MIT Press". Below it, there is a section titled "Welcome to the MIT Press Podcast Archive". The page lists several podcasts, including "Book Author Podcasts" and "The Interviews". Each podcast entry includes a small image of the author and a brief description of the content.

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

The screenshot shows a YouTube channel page for Berkeley University of California. The channel name is "Berkeley" and the location is "Berkeley, CA". The page displays several video uploads, including "Integrative Biology 131 - Lecture 02: Cellular Systems" and "Integrative Biology 131 - Lecture 01: Organization of Body". Each video entry includes a thumbnail image, the video title, and the upload date.

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

The screenshot shows a blog post by Alexandra Juhasz. The title is "#18. YouTube as Class, (Alexandra Juhasz, Media Studies, Pitzer College)". The post is dated "October 20, 2007". The content includes text about learning from YouTube and a video player showing a woman speaking. There are also several small images and a list of related videos.

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

The screenshot shows a YouTube channel page for a professor. The channel name is "Professor Celebrity" and the location is "Berkeley, CA". The page displays several video uploads, including "Web 2.0 - The Machine is Defying Us" and "UTNE". Each video entry includes a thumbnail image, the video title, and the upload date.

#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 WELT))



#25. Post Free Online Books

(Terry Anderson and Fathi Elloumi, eds. *Theory and Practice of Online Learning*; Canada: Athabasca University, 2004), http://cde.athabascau.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



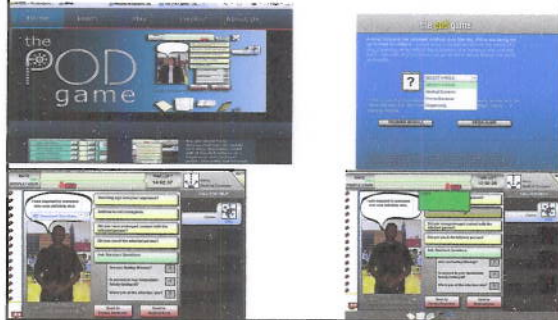
#28. Start or Join Collaborative Book Writing and Publishing (e.g., WeBook)
<http://www.webook.com/>



#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.



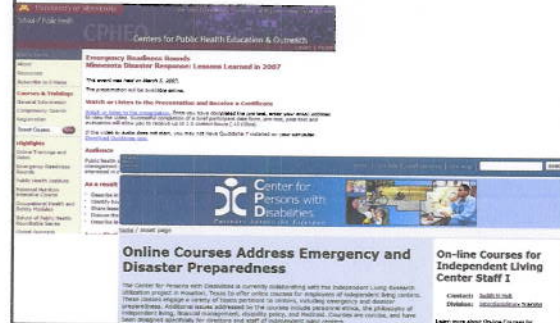
#33. Develop Medical Community Podcast Shows



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



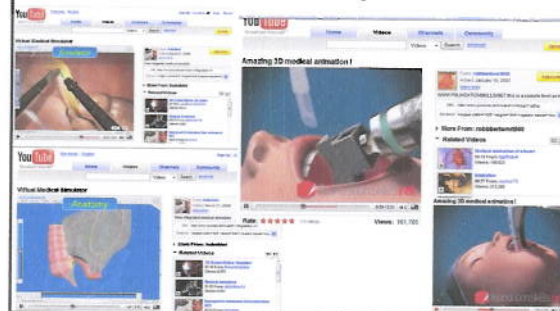
33. Create Online Course or Teach Online for the General Public



#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"

Images from the SonoSite website showing training materials and a person using a mobile device. An iPod is also shown, representing the 'small screen' mentioned in the text.

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

A screenshot of the UC UChannel website, which is an online research channel. The page features a navigation menu, a search bar, and a central video player area.

#38. Broadcast Surgeries

Evaluating an In-Vivo Surgical Training Demonstration over Broadband Internet

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Images showing a person in a lab setting, a computer screen displaying a surgical training interface, and a diagram illustrating the system architecture.

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

Images showing a person, a computer screen displaying a video blog interface, and a video player showing a vlog entry.

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

Images showing various video scenario learning interfaces, including a person in a lab setting and a video player.

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

(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/>

