

Web 2.0 and HE

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A plan

- The Web and HE
- Web2.0 and HE
- The ubiquitous web
- *A disjuncture* between HE and students
- Four implications

The first phase

- The World Wide Web is 20 years old
- The 1990s - global multimedia publishing; web authors and web readers
- Fits the traditional University culture of knowledge generators/owners and consumers (students, the public)
- E.g. Keele University web site or keele.org.uk

Implications for HE

- Improved access to course information: flexibility, personalization
 - Digital alternatives to textbooks & libraries
 - Access to global resources: real-world and academic

But

- Computer and network access (~solved)
- IT skills for students and staff (in part)
- Information literacy skills (not solved)

The 2000s - 'Web2.0'

- 'The social web'
- Software that supports group interaction, collaboration, feedback
- Encourages the generation, sharing, and consumption of content
- Remixing and integration (mash-up)
- It aggregates and learns from user actions; the logic of the crowd
- Users contribute to service design

Examples of Web2.0

- **Blogging:** free public diaries, journals
e.g. *Blogger, Wordpress, twitter*
- Shared authoring, **wikis**, e.g. *wikipedia, PBwiki*
- **Chat:** text/voice/video to one or few; e.g. *MSN, SMS txt*
- **Media sharing:** free online stores, shareable files; *Flickr, Youtube, Screenr, Napster, Googledocs, Prezi, iTunesU*
- **Syndication**, newsfeeds, *RSS, podcasts*
- Social **bookmarking** e.g. *delicious.com*
- **Social networking** e.g. *Facebook, Friendsreunited, Ratemyprofessor*
- **Trading, reviewing:** *Amazon, eBay, Travelrepublic*
- **Virtual worlds** e.g. *Secondlife, worldofwarcraft*
- **Position-aware:** *iPhones, GoogleEarth*

Youtube...

[The Machine is Us/ing Us](#) (Final Version)

Dr. M Wesch, Digital Ethnographer,
Kansas State Univ.

11 million viewings (v.1), rated 4.5/5

The ubiquitous Web

- Mobile web, m-learning
 - Internet phones, handhelds, netbooks, iPods...
 - the default is global but position-responsive
- Network access
 - Mobile broadband, wifi, 3G phones and netbooks
- Our 'digital natives', born after the Web
 - digitally-social, digitally-learning
- Networked in class - use or abuse?

HE and a Web2.0 World

(D.Melville 2009)

Using the Social Web affects the behaviour of young people, 'whose metier and medium it is': communities of interest, participation, peer support, sharing, but also quick answers, information in bites

HE has a 'wholly different set of norms':
hierarchical, introvert, guarded, careful,
precise, measured

'Students are managing the disjuncture' for now

Disjuncture - the gap

[A Vision of Students Today](#)

Dr Wesch's students at Kansas State U.
1997 3.5 million views, rated 4.5/5

Implications: learning spaces

21stc. students in 19thc. classrooms?

We need spaces to be more

- Social
- Technology-integrated











(picture of an innovative teaching space with
small tables of 3 computers)

(picture of students in groups of 4 around
tables in a flat teaching space holding 50)

(Picture of 100+ students in a flat teaching spaces arranged in threes around small tables.)

Implications: online

- VLE/ **KLE** is web-based but closed, formal, controlled, official, assessable; for study
- **Web2.0** services are global, open, not assessed, commercial, sharing content; for life
- Some overlap/hybrid area: eg Facebook for support; KLE for discussions and portfolios

Q. Should we run a social network server?

Q. Do we need a guidance document?

Implications: what we teach

1. Web2.0 is in tune with higher order learning outcomes: discussion not transmission
2. Employability skills/ graduate attributes for the 21st C
 - Information skills, IT skills
 - Able to communicate, participate, network, share, digitally

Implications: how we teach

‘The critical question seems to us to be the selection and practice of the pedagogy appropriate to the learning outcomes being pursued and also ...

the communal, participative and creative spirit of the Web2.0 age’

(Melville 2009 p38)

The direction for teaching and learning

- Group work, peer-review, group assessed, negotiated
- Blended with online communication and authoring (not just accessing resources)

And, I would argue

- Inquiry-based, project-based, work-related, world-related, generating artefacts
- Encouraging autonomy, ownership, self-efficacy, reflection, personal development

Final thought: Network learning

We want our students to become lifelong learners:

Able and eager to learn in a ubiquitous digital network of information and people

Reference and sources

David Melville 2009 *Higher Education in a Web 2.0 World*, JISC

Web sources are at

http://delicious.com/stephen_bostock/web2.0