Dewey Decimated: Towards a new knowledge ecology

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"It took only twenty five years for the overhead projector to make it from the bowling alley to the classroom. I'm optimistic about academic computing; I've begun to see computers in bowling alleys."

--George Landow

Hypertext: The convergence of contemporary critical theory and technology, 1991

Formulation of Problem #1: change happens slowly in higher education
Formulation #2: Proliferation of expensive bad ideas combined with inability of human beings to quickly adapt to new technologies and their possibilities.

Larry Cuban in his book "Teachers and Machines: The Classroom Use of Technology Since 1920" re-prints a wonderful photograph that illustrates this question.

The photograph on the screen Cuban lifted from the National Archives. It depicts an aerial geography lesson that took in an airplane over Los Angeles in 1927. What is most interesting about this photograph are the strange shifts in time, space, and the role of the teacher and student that new technologies make evident, and how in the face of these challenges, we all struggle with what to do about it.

In this scenario, do you scold the child for not paying attention to the lesson and looking out the window?

I wonder if 80 years from now, someone thinking about new technology then will show pictures of us with our wireless networks, our laptop-toting, cell phone addicted students, and our multimedia classrooms, and ask these same sorts of questions.

issues that our campus infrastructure and support services are trying to address.

1. Teachers’ lack of skills in using equipment and film,
Formulation #3: Changing demographics of both faculty and students requires new structures for providing support and services

NetGen students stuff from Educause

‘growing up digital’
Educating the netgen
Born with the mouse

How does the fact that kids today have grown up bathed in technology change how one approaches the educational process?

Harder questions: are there new forms of literacy that might be part of a liberal education? Do we need to produce ‘information literate’ students? Technology literate students? Multimedia literate students?

How can students use technology and media to produce new types of arguments that take advantage of the capabilities of these new media? How do you evaluate these types of arguments? How do you support this process?

Eliot Soloway’s argument about ‘how the nintendo generation learns’ needs to be updated to include xbox and also to handle ‘how the nintendo generation teaches’ (e.g. requests for blogging software)
Over the last decade, American higher education has created a doughnut IT infrastructure: all periphery and no center. We have invested in the machinery but not in the teachers and the scholars to make that machinery worthwhile in the classroom and in scholarship. The massive investment in networks and computers will not pay off until we fill in the hole, until we work together to create content.


Formulation #4: We are spending our money in the wrong way, along with a growing frustration that the investments aren’t yet paying off. How do we speed up change? How do we spend our money in the right way? How do we learn to use technology and electronic resources in an effective way?

If the ways in which information is produced, stored, discovered, used, processed, analyzed, and presented are all in flux, what is a college to do?

One typical answer is that the IT department and the library need to learn to work together effectively.
Collaboration is a means not an end…

Ways to think about IT collaboration

1. Collaboration is a means not an end. It is often easier just to do things all by oneself. Collaboration can even be a dirty word (french collaborators in wWII)

2. Strategic planning within an organization: how to organize goals and activities to achieve those goals around a commonly-understood and shared set of principles and objectives? Bucknell example.

3. Linking goals to university strategy. ITS annual report example.

4. Linking to changing information landscape
   1. City of Bits (Mitchell)
   2. Cyberinfrastructure
Thinking in terms of cyberinfrastructure has its benefits:

• national/international framework
• Democratic impulses: Ability for everyone to participate
• Practical roadmap

"Cyberinfrastructure" is more than just hardware and software, more than bigger computer boxes and wider pipes and wires connecting them. The term was coined by NSF to describe the new research environments in which capabilities of the highest level of computing tools are available to researchers in an interoperable network. These environments will be built, and ACLS feels it is important for the humanities and social sciences to participate in their design and construction. Ed Ayers has commented that much of the work of developing the Valley of the Shadow was analogous to building a printing press when none existed. Effective cyberinfrastructure for the humanities and social sciences will allow scholars to focus their intellectual and scholarly energies on the issues that engage them, and to be effective users of new media and new technologies, rather than having to invent them.

"Cyberinfrastructure" becomes less mysterious once we reflect that scholarship already has an infrastructure. The foundation of that infrastructure consists of the libraries, archives, and museums that preserve information; the bibliographies, finding aids, citation systems, and concordances that make that information retrievable; the journals and university presses that distribute the information; and the editors, librarians, archivists, and curators who link the operation of this structure to the scholars who use it. All of these structures have both extensions and analogues in the digital realm. The infrastructure of scholarship was built over centuries with the active participation of scholars. Cyberinfrastructure will be built more quickly, and so it is especially important to have broad scholarly participation in its construction: after it is built, it will be much harder to shift, alter, or improve its foundations.
9 projects that involve ITS, the library and others in collaboration that help us to transform the teaching, learning, and research environment.
Groups:
Books
Journals
Indexes & Databases
Images
Audio
Video
‘digital scholarship’
Blackboard content management
Campus file system
Student thesis

Access v. acquisition

Content of ALL kinds
Website to address

• p2p filesharing among students (part of dmca)
• Fair use guidelines
• Claiming copyright (creative commons, open archives, etc.)
• Asking permission for using copyrighted materials not usable via fair use

• Provides a vehicle for explaining various services that we provide, and to think about how they inter-relate (e.g. blackboard, electronic reserves, open web, federated search technologies)
Visual Resources Working Group

Members
- Slide librarian
- Art librarian
- Registrar for Museum
- Music librarian
- Database programmer
- Rep. from art history
- Head of cataloging
- Art librarian
- Digitization specialist
- Blackboard lead
- Arts computing manager

What do we do with images in the slide library?
What software should we provide for managing images?
What software should we provide for presenting images in class?
What software should we provide for presenting images via web?

David Green project
Collaboration with IT, Library, and SARN (next slide)

Ethnography project (outcomes)
- Learn ethnographic methods
- Create workbook for recording process
- Create readings of findings from similar projects
- Provide key readings from the field (crash course)
- List of experts (consultants)
- Community of practice to learn participatory design process

How many public computers do we really need?
Programs

The following programs and services comprise the Student Academic Resources Network:

- Class Deans
- Library Reference Services
- Information Commons
- Writing Workshop
- Math Workshop
- Life Sciences Mentored Study Group Program
- Language Resource Center
- Health Professions Partnership Initiative
- Mellon Mays Undergraduate Fellowship
- Health Professions Advising
- Pre-Law Advisor
- Career Resource Center
- Disability Services
- Deans' Peer Tutoring Program
- Services for Non-Native Speakers

News & Announcements

The latest edition of the SARN Newsletter, “The Loop,” is out now.

Read more

SARN is happy to announce our new Information Commons Student Academic Resources Network Peer Advisors for 2005-2006. The Peer Advisors are: Nafisa Karim, Karla Maguire, Tu-Chi Nguyen, Omar Samra, Anjali Savant, Leah Stern, Rachel Vierheimer, and Kingston Wang. Please look for them at the SARN desk in the Information Commons from 9-10 p.m., Sunday-Thursday.

If you are interested in applying for the position of Peer Advisor, please contact Renee Johnson-Thornton, Assistant Dean of Student Academic Resources, Butterfield B. Johnson@waseday.com.

Members of the SARN professional staff are on hand every week at the SARN desk in the Information Commons, Campbell Reference Room, Ohio Library. All students are invited to visit with questions and concerns about academic support.
How do you find, collect, evaluate, present, use ethically?

How do these questions connect to multimedia literacy? Visual literacy? Quantitative literacy? Technical literacy?

How do we provide support for discipline-specific software, where knowledge of the application is intimately connected to domain knowledge (chemistry, physics, statistics, GIS)?

LoLA: modular approach → provide high-quality modules that can be integrated by faculty into assignments
1. Present innovations
   • Learning objects
   • Clickers

   • Discuss hot topics
     • Thesis Advising
     • International students in the classroom

1. Explain new initiatives
   • Intellectual property
   • Content management
   • Blackboard roll out

2. Combination of insiders/outsiders
   • Faculty
   • Librarians
   • Technologists
   • Lawyers

3. Over time has expanded from just technology to include wide range of topics
Rather than organized by unit that delivers service, organized by the process of preparing and delivering a course.
Stories
Critical analysis
Sharing of experience
Platform for collaboration
Questions?

What do YOU do with Images?

How do you structure your library budget with respect to acquisitions v. providing access?

What sorts of student multimedia work is happening?

What would happen if someone submitted a website as part of their tenure dossier?

How do you assess your information commons?

What are you doing about information literacy?

How do you train/orient new faculty?

What stories from campus might be shared via Academic Commons?