

Dec 9, 2011 2:02:20 PM - VISITORS AND RESIDENTS PROJECT FEEDBACK

05:46 - **Doug Belshaw**

<http://goo.gl/dny1h>

05:56 - **Doug Belshaw**

<http://goo.gl/RFSLz>

06:08 - **Helen Beetham**

Is it possible to interact with online tools without leaving a trace??

06:45 - **Terry McAndrew**

We found many academics in our OER survey were content to follow popular choices i.e. Google results, as it appeared to lower risk and far less hassle than learning repositories and learning ones responsibility in them. Comfort with peer literacy standard? Residing as a 'camp' of visitors?

06:49 - **Helen Beetham**

Is this a matter of the metaphors we use ourselves? Or is this a metaphor the researchers are applying to us?

06:50 - **Doug Belshaw**

I think Dave means 'access' things like Twitter, etc. without necessarily proving updates yourself. A bit like Facebook stalking.

07:19 - **Lawrie**

can a person be a digital resident if they don't share personal information on their twitter account?

07:21 - **Helen Beetham**

So it's not consumers vs producers then?

07:32 - **Doug Belshaw**

Perhaps

07:34 - **Paul Bailey**

@Helen - would you want to interact without leaving a trace

07:44 - **Zak Mensah**

you can use tools and leave no trace. if this session wasn't recorded... etc also the old favourite of 'lurking'

08:03 - **Helen Beetham**

@Paul sometimes yes, but I think an important digital literacy is knowing that you can't, you can only be more or less aware/in control of your traces

08:11 - **Doug Belshaw**

@Zak: Yes, 'visitors' are 'lurckers'

- 08:28 - **Philip Butler**
can't you be a resident lurker?
- 08:41 - **Lawrie**
@doug no they're not
- 08:44 - **Doug Belshaw**
How would that work Philip/
- 08:46 - **Doug Belshaw**
?
- 09:02 - **Doug Belshaw**
@Lawrie. Please expand
- 09:03 - **Philip Butler**
low profile - non productive
- 09:30 - **David White**
resident lurker is an interesting one
- 09:31 - **Lawrie**
lurking is a behaviour and is dependent on the online context
- 09:32 - **Paul Bailey**
Sound fien Lynn
- 09:35 - **martin cooke rscem**
low profile could mean lots more work
- 09:35 - **Sarah Knight**
we can hear you perfectly Lynn
- 09:49 - **Philip Butler**
interesting ideas...
- 09:54 - **Paul Richardson (RSC Wales)**
Is it more aligned to the active/passive continuum of learning approaches? (nearly said styles..;-)
- 09:58 - **Helen Beetham**
I think there are a lot of different factors here it might be useful to differentiate e.g. individual vs social learner, producer vs consumer vs collaborate in different digital environments... they may not be related?
- 10:09 - **George Roberts**
Looks like e-tivities on a wider time-scale

10:09 - **Chris Follows (ALTO & DIAL)**

@Beetham - I see it as obstacles and barriers surrounding content producers and consumers

10:28 - **Helen Beetham**

@Chris sorry what are the obstacles and barriers? Being a resident or a visitor?

10:28 - **Doug Belshaw**

@Helen: Dave's got a useful couple of axes upon which to plot stuff

10:56 - **martin cooke rscem**

Literate but not digital is still an option

11:00 - **David White**

@helen I think there are plenty of 'vertical' axes that could work

11:08 - **amber thomas**

the other thing about lurking is that we tend to define it within the frame of one platform. but someone silent on this forum might be very active on twitter: our voices are spread between channels and spread in time and space ... so what's interesting is the overall footprint of someone in this forum including their activities in relation to this seminar online and off!

11:38 - **Doug Belshaw**

@Amber I'm not so sure there's many examples of people lurking on one platform but not another?

11:41 - **David White**

@amber this is why context is so important

11:42 - **Helen Beetham**

@Amber yes! And the British Library work cited found that the environment dictated behavior more than any continued personal qualities or characteristics

11:44 - **Fiona Curtis**

@Amber Agreed

11:51 - **David White**

... and 'motivation to engage'

11:52 - **Lawrie**

@amber and that spreads across personal and professional too

12:01 - **David White**

engage

12:16 - **Chris Jobling**

"Lurkers" in in seminar like this may actually just be concentrating on the talk.

12:21 - **Fiona Curtis**

@Doug is that not similar to people being more or less vocal depending on what company they are in?

12:21 - **Helen Beetham**

Lynn's and Dave's phases map very directly to formal education.

12:22 - **Paul Richardson (RSC Wales)**

@Amber agreed. I am a lurker on the Guardian and BBC Websites, but not on my blog...

12:30 - **liilan soon @xlearn**

that would be me @chris jobling

12:50 - **Doug Belshaw**

@Fiona: Yes, but it's not to do with 'vocalisation' but with confidence and skills in a given area. Isn't it?

13:05 - **amber thomas**

I know this project is exploring behaviours in environments perceived as formal and informal ... interesting spin on the "email is dead" meme ...

13:26 - **David White**

@amber email is so not dead...

13:35 - **Chris Jobling**

I wish email would die

13:36 - **Lindsay Jordan**

@Doug maybe not... surely you can be confident and have the skills to engage but still choose not to?

13:42 - **Dr Bex Lewis (University of Winchester) 1**

@dave - just used differently (email)

13:46 - **Fiona Curtis**

@Doug Confidence with technology use isn't the same as confidence around knowing the subject being discussed

13:48 - **Helen Beetham**

Activity theory is useful I think - people express different capabilities as the environment (especially the environment of other people) supports them.

13:50 - **martin cooke rscem**

I would like to kill email

13:57 - **amber thomas**

... email not so important to young people UNTIL they enter a workplace, and then it is a formal channel that they have reason to use.

13:59 - **Terry McAndrew**

Any European or Far East partners? Putnam warned against reliance on "Atlantic" comparisons with new cultures coming online.

14:06 - **Doug Belshaw**

@Lindsay: Yes, so that would be a 'Resident' deciding to express 'Visitor'-like behaviour.

14:10 - **amber thomas**

@martincooke :-)

14:11 - **lilan soon @xlearn**

re email <http://www.bbc.co.uk/news/technology-16055310>

14:17 - **David White**

@terry happy to work with intersted parties

14:18 - **Paul Bailey**

conjecture: the phone is dead as a device to talk to other people

14:26 - **Helen Beetham**

@Doug do you mean that peopel have the qualities 'visitor' or 'resident' ACROSS contexts?

14:27 - **Doug Belshaw**

@Paul +1

14:39 - **Helen Beetham**

@Doug because I would seriously doubt that.

14:40 - **mhawksey**

@martincooke but it's the next big communication revolution
<http://scottbw.wordpress.com/2011/12/07/revolutionary-messaging-technology-will-c>
 hallenge-fb-twitter-im/ ;)

14:48 - **Doug Belshaw**

@Helen: No, no. I mean within a given domain. (but don't ask me what they are...)

15:10 - **Fiona Curtis**

@Helen - agreed - that was my point

15:26 - **Helen Beetham**

@Lindsay - agreed - some very highly digitally literate individuals make nuanced decisions about when and whether to participate.

15:35 - **amber thomas**

@doug do you mean that people act most predominantly according to role rather than platform?

15:42 - **Will Allen (JISC Netskills)**

Are you going to analyse against those demographic variables?

15:49 - **Lindsay Jordan**

@Helen I get what @Doug means - e.g. an ex-twitter resident who has chosen to take a step back and mainly lurk

15:50 - **Doug Belshaw**

'Visitor' and 'Resident' is a lens to look at behaviours, no? And in that sense it seems a *whole* lot more useful than Native/Immigrant. :-)

15:57 - **David White**

I'd say they act depending on what they want to achieve

15:59 - **Helen Beetham**

@AMBER this is the question that really matters and it is an empirical one - it could be investigated.

16:02 - **David White**

spelling...

16:43 - **Doug Belshaw**

@Amber I think there's a heady mix of why people behave in various contexts - roles, expectations, skills, prior experiences...

16:47 - **David White**

Full interview questions <http://goo.gl/FBvoe>

16:52 - **Doug Belshaw**

Thanks Dave

16:53 - **Helen Beetham**

Sorry to mention it but our digital literacies 'pyramid' has 'relatively stable aspects of the person' versus 'highly context dependent aspects of the person'. You need that nuance.

17:22 - **Doug Belshaw**

+1

17:25 - **Helen Beetham**

Graduate attributes tend or at least aspire to describe relatively stable aspects of the person.

17:27 - **Doug Belshaw**

I mention that in my thesis ;-)

17:45 - **Doug Belshaw**

(the previous thing)

- 18:07 - **David White**
Full version of code book <http://goo.gl/9Dt36>
- 18:12 - **Helen Beetham**
@Doug good luck in your viva!
- 18:25 - **Doug Belshaw**
Thanks. :-)
- 18:38 - **Paul Bailey**
Does the code book cover context of DL
- 18:44 - **Helen Beetham**
@DavidW thanks for sharing code book - really nice exmple of open research
- 18:47 - **David White**
So this is based on motivation again
- 18:48 - **Paul Bailey**
Looks like it does
- 18:55 - **Fiona Curtis**
@Doug when is it? Good luck!
- 18:58 - **David White**
...this part of the code book
- 19:04 - **Doug Belshaw**
@Fiona Monday afternoon, 2pm
- 19:10 - **Terry McAndrew**
Suggestion: Identify participants with accessibility needs as it may affect their confidence/preference with a technology.
- 19:20 - **liilan soon @xlearn**
is it me or has Lynn's voice gone up a pitch or 2?
- 19:28 - **Fiona Curtis**
@Doug Great - enjoy!
- 19:28 - **Sarah Knight**
See the Learning Literacies Development framework which Helen mentions at <http://jiscdesignstudio.pbworks.com/w/page/40474566/JISC-Digital-Literacy-Worksh>
op-materials
- 19:33 - **Doug Belshaw**
@Fiona: I've got permission to record it, so it'll be going on <http://neverendingthesis.com> next week ;-)

19:34 - **David White**

@xlearn it's collaborate catching up

19:35 - **Helen Beetham**

@Doug make sure you get that thing about stable/context dependent aspects of the person in!!

19:45 - **lilan soon @xlearn**

@daveowhite Ah! Thanks.

19:50 - **Lindsay Jordan**

@xlearn it's the excitement

19:57 - **lilan soon @xlearn**

@ lindsay lol

20:00 - **Helen Beetham**

@Doug will you be amplifying the event? Can we ask you questions?

20:01 - **amber thomas**

i love that: "the helpful woman in the library" rather than "the librarian"

20:05 - **Paul Bailey**

Question slot at slide 23 - be ready

20:09 - **Fiona Curtis**

@Doug cool

20:20 - **Doug Belshaw**

@Helen I was going to livestream it but I'm on <http://bit.ly/BelshawBlackOps11>

20:49 - **George Roberts**

@helen, do Graduate attributes tend to describe relatively stable aspects of the person? I think of them as relatively stable *categories*, maybe, but within which and between which much is changing and unstable

20:51 - **Doug Belshaw**

@Helen But feel free to ask me hard questions (I'll append them to the recording) :-)

20:59 - **Helen Beetham**

@George I said they aspire to!

21:20 - **Doug Belshaw**

I like this graph

21:21 - **David White**

<http://goo.gl/0v83G>

21:42 - **George Roberts**

@Helen, yes, but do they even aspire to?

23:21 - **Dr Bex Lewis (University of Winchester) 1**

So are you saying Dave that it's down to cultural change that's required? Hence the JISC project on assessment, etc.

23:34 - **Doug Belshaw**

This is a great point, I think - that education *forces* us into Visitor mode - whether we like it or not (c.f. exams)

24:18 - **Will Allen (JISC Netskills)**

Nice visual form of qualitative analysis - like it.

24:24 - **Andy Powell 2**

i'm lost ... why do 'exams' == 'visitor' ?

24:35 - **Fiona Curtis**

@Will agreed

25:13 - **Will Allen (JISC Netskills)**

But is data coded against a range of variables? (for more detailed analysis of variation?)

25:21 - **Doug Belshaw**

@Andy How often do you sit in an examination hall for fun?!

25:30 - **amber thomas**

dave white claims its possible to be a successful fully rounded person without being on twitter all the time. #lies ;-)

25:53 - **Doug Belshaw**

@Amber I'm proving it's true right now

26:05 - **Will Allen (JISC Netskills)**

Dave just answered my question - Nvivo. Good luck!!

26:07 - **Lawrie**

@doug but if you're a writer, you may well decided that a good method is to sit down and write for 2 or 3 hours

26:08 - **Helen Beetham**

I still don't see this as one continuum but a range of factors which may not be that tightly related.

26:25 - **Lindsay Jordan**

@Amber I fully admit having become more square since I stopped tweeting

26:26 - **amber thomas**

@andy @doug ... formality is something to do with constraints imposed by others?

26:28 - **Doug Belshaw**

@Lawrie But you wouldn't stress yourself and ask yourself arcane questions?

27:35 - **Andy Powell 2**

@doug i don't understand 'resident' vs. 'visitor' as being a 'fun' vs. 'drudgery' thing

27:37 - **Helen Beetham**

How big do you want the questions to be?

27:52 - **martin cooke rscem**

In ACL and 3rd sector the visitors are the norm

27:54 - **Doug Belshaw**

<----->

27:56 - **Lawrie**

@doug, we do that all the time in research

28:06 - **amber thomas**

A thought rather than a question. dave says this is not about turning everyone into a resident. i think thats really important ... in ed tech world we tend to see a continuum and assume we need to change where people are on it.

28:13 - **Sarah Knight**

yes

28:13 - **Natasa Perovic**

yes we can

28:44 - **Chris Follows (ALTO & DIAL)**

Any relationships between the resident and the cognitive capitalism ?

28:46 - **Doug Belshaw**

@Andy If you can 'play' with something then you understand it. Surely?

29:05 - **Philip Butler**

good question helen

29:21 - **amber thomas**

@chrisfollows ... any links on cognitive capitalism? sounds interesting

29:50 - **Doug Belshaw**

@Lawrie Remind me never to get involved in your programmes ;-)

30:28 - **Chris Follows (ALTO & DIAL)**

@amber thomas - <http://process.arts.ac.uk/category/tags/cognitive-capitalism>

31:27 - **Lindsay Jordan**

@Doug Isn't doing a PhD all about asking yourself arcane questions? :)

31:46 - **Doug Belshaw**

@Lindsay I didn't. Maybe I did it wrong.

31:50 - **Doug Belshaw**

;-)

31:54 - **Helen Beetham**

So another big factors I didn't mention in my question is about power and legitimacy - both 'given' and acquired through participation. Maybe that is the one big continuum.

32:07 - **Helen Beetham**

i.e. could we just talk about digital capital?

32:22 - **Lawrie**

why does it have to be digital capital

32:31 - **Helen Beetham**

@Lawrie because I read too much marx in my youth

32:48 - **Rhona Sharpe**

I'm similarly tired of 'it depends' (although I say it a lot)

32:52 - **amber thomas**

@helen i think its the digital that lawrie was questioning

33:00 - **Helen Beetham**

@amber :-)

33:03 - **Lawrie**

what i mean is that the capital created is both digital and non digital

33:20 - **HelenCrump**

digital capital intriguing idea

33:29 - **Helen Beetham**

@Lawrie no you're right all the evidence is that 'to those that have shall be given' see e.g. NIACE research on participation in informal learning - it's the rich.

33:31 - **Lawrie**

ac a person be a digital resident if they don't share personal information on their twitter account.

33:32 - **Zak Mensah**

I love digital..

33:49 - ***martin cooke rscem***

nice one Lawrie

34:22 - ***Dr Bex Lewis (University of Winchester) 1***

Agreed @zak ... I have set up #digimanc, #digihants, #digilocal, #digidisciples and and and

34:43 - ***Chris Jobling***

That could be a quote from me too.

35:05 - ***David White***

this is an 'area' map of coding

35:11 - ***Dr Bex Lewis (University of Winchester) 1***

Me too @Chris... tho I tend to go past the first page, and alter my search terms quite a lot...

35:32 - ***David White***

so, er, Wikipedia is popular...

35:43 - ***Mark_Pannell***

How can I embed that Google practice into my colleagues, would save me a load of work :)

35:49 - ***Doug Belshaw***

And why shouldn't Wikipedia be popular?

36:02 - ***Chris Jobling***

Yes ... evaluation and search refinement is a key skill ... but Google is still first port of call.

36:06 - ***David White***

@doug what is intersting for us is just how popular it is

36:25 - ***Doug Belshaw***

It's my first port of call. Always.

36:32 - ***George Roberts***

Harvard Uni Library has embraced Wikipedia. See Digital Public Library of America project

36:34 - ***Dr Bex Lewis (University of Winchester) 1***

Doug are you going to give us the rationale for why we should let students use Wikipedia (I say mine can, but as a first port of call - not hte only...!)

36:34 - ***Fiona Curtis***

me too

36:41 - ***Sangeet***

Me too

36:45 - **Paul Richardson (RSC Wales)**

Learners are also now infected with the Wikipedia taboo. We need to correct this somehow....

36:47 - **David White**

I think all ed institutions should embrace wikipedia

36:56 - **amber thomas**

I don't teach but I use wikipedia as my main reference tool.

37:01 - **Chris Jobling**

Interesting that these are the teacher's attitudes to Wikipedia yet the students use it alot

37:03 - **Helen Beetham**

Students sometimes have clever strategies for using wikipedia first to orientate themselves. Why not celebrate the co-construction of knowledge - and the visibility of authorship??

37:08 - **Andy Powell 2**

@amber me too

37:12 - **George Roberts**

Harvard did for Wikipedia what MIT did for OER

37:14 - **Dr Bex Lewis (University of Winchester) 1**

Agreeing there @Helen ...

37:17 - **Doug Belshaw**

@Bex Because it gives really concise overviews. You can then use that as a guide to delve deeper. If you get a mismatch, *then* you've got a problem.

37:17 - **Mark_Pannell**

It's my first reference tool for my job

37:23 - **martin cooke rscem**

Fiction and Non-Fiction

37:26 - **Ben Showers**

I agree with @Amber - wikipedia is my first ort of call, then I might do further research.

37:35 - **David White**

Presearch...

37:41 - **Dr Bex Lewis (University of Winchester) 1**

Am I being mean when I say some staff don't want students seeing where they get some of their initial research from?!

37:43 - **Anne McDermott**

wikipedia is good for signposting to primary sources

37:46 - **Paul Richardson (RSC Wales)**

One way is to challenge students (or teachers) to find some erroneous information in Wikipedia. That usually unsettles them (in a good way...)

37:53 - **Dr Bex Lewis (University of Winchester) 1**

Like that word Dave @presearch

37:57 - **rose**

wikipedia is a lot more useful than other sources e.g. out of date textbooks

37:59 - **David White**

not my term

38:07 - **Helen Beetham**

Academics have different levels of comfort with students seeing the contested nature of knowledge - and with students developing what Howard Rheingold calls their 'crapometer'

38:08 - **Simon Wood**

@paul and to correct it? :-)

38:12 - **Terry McAndrew**

Great tool for exploring concept relationships in Wikipedia
<http://www.conceptlinkage.org/>

38:13 - **Doug Belshaw**

Dave's going to talk about the 'Learning Black Market' later which touches on this

38:22 - **David White**

Most communication not 'visible' even with this Emerging group

38:32 - **Paul Richardson (RSC Wales)**

@simon they usually have problems finding something to correct...

38:48 - **Doug Belshaw**

Thanks Terry :-)

38:53 - **Helen Beetham**

@Paul that's a nice strategy, I'll try that.

39:06 - **Dr Bex Lewis (University of Winchester) 1**

http://cyber.law.harvard.edu/dpla/Main_Page

39:26 - **Helen Beetham**

Doesn't this demonstrate that being networked and being instrumental are, in the web 2.0 age, one and the same thing?

39:27 - **Chris Jobling**

@Paul the discussion pages are a good place to find out what might be contentious

40:03 - **Paul Richardson (RSC Wales)**

@chris. Yep. great for learners to see that discussion

40:38 - **Doug Belshaw**

If you get in touch with Wikipedia they'll probably come in and help you run a session. They ran a great one at Mobility Shifts.

40:47 - **Simon Wood**

@paul @chris agree

40:56 - **David White**

@doug Martin Poulter gives a good talk

41:05 - **Helen Beetham**

We have emerging data from PGRs that email is still the top choice for them (age median 25-34)

41:23 - **Doug Belshaw**

@Dave Saw him at BathCamp with @Zak

41:25 - **Doug Belshaw**

:-)

41:27 - **amber thomas**

Some devices recombine the channels back around the person - you can see that person's tweets, skype IMs, emails, texts all around that person. so its not even like different places!

41:43 - **Doug Belshaw**

@Amber Examples please

42:29 - **Helen Beetham**

@Amber we move in a cloud of data...

42:30 - **amber thomas**

on my android phone, it shows me mum's latest tweet, fb update, text and email heading, they scroll across the top of her entry in the address book

42:31 - **Will Allen (JISC Netskills)**

Age is an important and interesting variable here... esp in a longitudinal study. (Remind me what the duration is?) But are you considering analysis by "life stage" too? Esp. if someone spans a lifestage during the study.

42:40 - **Doug Belshaw**
@Amber Thanks

42:54 - **Chris Jobling**
A surprising result of a question one of my students asked his peers re academics being in Facebook in a learning context. Students said yes but maybe it was because they see it as 24/7 access to teachers.

42:56 - **Dr Bex Lewis (University of Winchester) 1**
Amber, sounds great - wonder if iPhone has that...

42:56 - **Doug Belshaw**
@Will Age or stage?

43:04 - **David White**
..You can ask Google a question about Comic Sans...

43:18 - **amber thomas**
@bex mine is an android LG, but my previous blackberry did that too

43:28 - **Helen Beetham**
@Amber nice example of how we are/are not in control of how our digital identity is projected!

43:40 - **Dr Bex Lewis (University of Winchester) 1**
@Chris for Manipulating Media - we created a FB group - asked them to submit their blog URLs via email - 1 submitted via FB & suddenly the rest did too - got the URLs much quicker than last year...

43:42 - **Andy Powell 2**
"Google doesn't judge me" - yeah, but I bet they're working on ways of doing it ;-)

43:47 - **Rhona Sharpe**
so true (mothers/fathers)

43:51 - **David White**
@andy lol

43:58 - **Philip Butler**
;white text on light grey background!?

44:04 - **Will Allen (JISC Netskills)**
@doug Two different variables

44:05 - **amber thomas**
lynn reports "their mother wanted to teach them, their fathers gave them the answers"

44:11 - **Doug Belshaw**

@Andy @Dave They already do it by showing author names with 'number of circles' they're in

44:16 - **Doug Belshaw**
(Google+)

44:17 - **Helen Beetham**
We asked teaching staff similar questions 12 years ago and they said the same thing: ' the real person with the real thing in the real context'

44:39 - **liilan soon @xlearn**
@philbutler Yes, I struggled to read the white on grey

44:40 - **Dr Bex Lewis (University of Winchester) 1**
Fascinated that that text said that they essentially want teachers 'on tap' - tell students that they can't send stuff at midnight and expect it to be answered...

44:52 - **Doug Belshaw**
Robots FTW

45:00 - **Doug Belshaw**
(Siri)

45:11 - **liilan soon @xlearn**
@Dr Bex screenagers expect instant gratification

45:13 - **Dr Bex Lewis (University of Winchester) 1**
I still haven't seen Siri in action @doug

45:22 - **Doug Belshaw**
@Bex Find someone with a 4S :-)

45:39 - **Dr Bex Lewis (University of Winchester) 1**
Think most people I know stuck with a 4...

45:47 - **Helen Beetham**
@Lilian but nice that they recognise it's the teachers/teaching that they need!

46:00 - **Doug Belshaw**
@Bex *cough* First World Problems *cough*

46:03 - **Andy Powell 2**
Dave is sticking his OAR in...

46:07 - **liilan soon @xlearn**
@helenB +1

46:32 - **Dr Bex Lewis (University of Winchester) 1**
@Doug - not sure seen as a problem :-)

46:39 - **Helen Beetham**

But you can't learn the process without real material to work with! Students are motivated by 'the answers' in their subject area, not by thinking they are acquiring general skills.

46:50 - **Chris Jobling**

I bet students think it's A

47:05 - **Helen Beetham**

@Chris yes because that's what interests and motivates them.

47:10 - **lilan soon @xlearn**

I think in primary schools, they encourage process, then they kill this enquiry off in secondary school

47:11 - **Paul Bailey**

@Helen - what you mean is motivation to find the answers

47:12 - **Fiona Curtis**

@Chris agreed - answers to exams, see that in medical students

47:21 - **Helen Beetham**

@Paul, no, I mean they want 'to know stuff'.

47:23 - **Doug Belshaw**

@Helen Indeed, you don't develop 'generic skills' - you develop specific skills that can be applied generally (or not)

47:30 - **Helen Beetham**

@Doug yes!

47:40 - **Paul Bailey**

Why do they want to know stuff?

47:59 - **George Roberts**

See DPLA integration with Wikipedia on this page:
http://librarylab.law.harvard.edu/dpla/demo/tour/shelflife_faq.php

47:59 - **Paul Bailey**

Something motivates them - praise, reward, self, ..

48:01 - **Doug Belshaw**

We need better questions

48:02 - **Helen Beetham**

@Paul because they want to be/do something specific with their lives?

48:38 - **Paul Bailey**

You mean like getting a train time!

48:39 - **Doug Belshaw**

"Memory is the residue of thought" (Daniel Willingham)

48:44 - **sui fai john mak**

Too easy to copy & paste in assignment!

48:44 - **liilan soon @xlearn**

They don't feel they learn anything because they cannot relate to the 'answers'

48:56 - **Andy Powell 2**

my kids do this all the time - all they are learning is how to re-write stuff badly (so it looks like they wrote it) :-)

49:02 - **liilan soon @xlearn**

the information on the web is not contextualised or personal, unlike facebook 'information'

49:20 - **Anne McDermott**

Isn't it a brave(?) student who relies only on wikipedia for answers?

49:34 - **liilan soon @xlearn**

@andy maybe homework needs to 'personalise' or 'contextualise' the information more

49:58 - **sui fai john mak**

What is the purpose of education?

50:05 - **Paul Bailey**

So it is the question - dave

50:06 - **Doug Belshaw**

<http://purposed.org.uk>

50:06 - **Lindsay Jordan**

I'm convinced that copying all my History GCSE essays from the Colliers Encyclopaedia boosted my writing skills.

50:06 - **Chris Follows (ALTO & DIAL)**

like books

50:13 - **lyn parker**

need them to develop their own opinions, arguments and reasoning as to why think that way!

50:14 - **amber thomas**

this is challenging stuff: what is the purpose of education in an age of information abundance

50:19 - **Doug Belshaw**

Thanks to Terry at JISC TechDis for this link: <http://www.conceptlinkage.org/clink/>

50:29 - **liilan soon @xlearn**

i remember nothing from copying stuff off OHP for A levels

50:34 - **Chris Jobling**

How about getting students to ask the perfect question: e.g. PeerWise

50:35 - **Peter Chatterton**

don't we want to encourage learners to pose the questions? . . identify problems/opportunities?

50:44 - **liilan soon @xlearn**

@peter +1

50:49 - **Paul Bailey**

@peter - yes

51:29 - **Doug Belshaw**

The web is about *creation* - c.f. Mozilla's work

51:32 - **Helen Beetham**

@Peter yes, but we need to acknowledge the fear of uncertainty while we do that - some people need answers before they can ask good questions.

51:35 - **Fiona Curtis**

@peter yes, and know how to look for answers

51:43 - **Doug Belshaw**

Woo! Learning Black Market :-)

51:51 - **Sangeet**

Love that

51:54 - **Chris Jobling**

PeerWise: <http://peerwise.cs.auckland.ac.nz/>. Learned about it at the JISC enhancing e-learning conference.

52:12 - **Helen Beetham**

There are certainly 'grey' strategies, skills etc that learners use to meet the requirements of the institution, using digital technology.

52:14 - **Andy Powell 2**

ewan mcintosh, speaking at IDCC11 earlier this week, suggested that we need to encourage students to become problem finders rather than focusing solely on problem solving

52:18 - **rose**

@Chris peerwise good but only for mcqs

52:34 - **Helen Beetham**

But hasn't this always been the case?

52:41 - **Helen Beetham**

So long as there have been formal exams, anyway?

52:59 - **Terry McAndrew**

Isn't a residency skill being able to set questions that critique Wikipedia sources effectively?

53:10 - **Sangeet**

Well said @davidwhite

53:15 - **Anne McDermott**

Wasn't it always the case - that you could never mention the introductory text book but that's where everyone started

53:20 - **Chris Jobling**

@rose How about socrait? <http://teachingcollegemath.com/2010/11/what-is-socrait/>
Vapour ware at the moment...but promising?

53:25 - **sui fai john mak**

Education is about enculturating learners into the knowledge-creating civilization and to help them find a place in it. This is where institutions need to work on.
Comments?

53:33 - **Will Allen (JISC Netskills)**

Learning Black Market link: <http://wp.me/pLtIj-fH>

53:43 - **rose**

@Chris will take a look thanks

53:46 - **Helen Beetham**

We are responsible for asserting specific academic values e.g. collaborative knowledge development, peer critique, accrediting and recognising sources - all relevant to wikipedia!

53:55 - **Doug Belshaw**

+1

54:34 - **Helen Beetham**

Learners' experiences of e-learning projects surfaced a lot of 'grey' strategies.
Looking for the link.

54:40 - **Doug Belshaw**

Thanks to Chris for posting the link to Peerwise (further up) - very interesting!

54:51 - **Paul Bailey**

@Helen - just in time for DL syntheeis of baslines!

54:52 - **Chris Follows (ALTO & DIAL)**

Where does the institution interface with the digital (google, wikipedia) like it

54:55 - **David White**

Like the idea of 'grey' startegies

54:55 - **Terry McAndrew**

But school performance metrics can encourage acceptance of wikipedia results. I have heard many anecdotes. Students come to HE with a 'habit'.

54:58 - **Chris Jobling**

BTW: I found those links with Google ... it's my memory.

55:08 - **Philip Butler**

great stuff - thanks David/Lynn

55:11 - **amber thomas**

thought from exchange with @psychemedia on twitter: if the web is the library, who/what is the librarian?

55:13 - **Doug Belshaw**

@Helen: <http://www.jisc.ac.uk/learnerexperience> ?

55:14 - **Sangeet**

thanks all

55:20 - **Doug Belshaw**

Thanks Dave and Lynn

55:22 - **Helen Beetham**

Thanks to all for a great discussion - can't wait for the recording so I'm copying and pasting the chat!

55:29 - **George Roberts**

you are your own librarian

55:38 - **Fiona Curtis**

Thanks!

56:08 - **Lawrie**

@george librarian skills are a lot more than as been infered here

56:22 - **Philip Butler**

I wonder if learners gravitate to Fb for social activities, as most learning spaces provided by colleges/universities don't accommodate this activity

56:28 - **Paul Richardson (RSC Wales)**

Goog point @amber. Explains the failure of the VLE...

56:36 - **Helen Beetham**

@Amber that echoes some of the discussions we had when scoping the Developing Digital Literacies programme i.e. the role of 'designed' environments in making people feel 'capable'

56:36 - **Paul Bailey**

To save slide = File-Save-Whiteboard

56:39 - **Sangeet**

A few links of interest:<http://projectinfolit.org/st/rheingold.asp>

56:53 - **Doug Belshaw**

It seems to me that the 'skills' half of literacies can be accommodated for quite a lot given modern technologies (think iPad)

56:54 - **Philip Butler**

Not failure of VLE - just that its function is limited, so requires other technologies

56:56 - **amber thomas**

thats exactly it, lynn - one size fits no-one

57:08 - **Anne Wheeler (Aston University)**

Thank you Lynn and Dave - food for thought :)

57:20 - **George Roberts**

@Lawrie yes, and being your own librarian is a long learning path

57:28 - **Paul Richardson (RSC Wales)**

@philip failure to fulfill all the expectations, pehaps...

57:32 - **Rebecca Dearden**

Thank you very much and good luck with the project moving forward

57:46 - **Philip Butler**

adjust our expectations?

58:02 - **Brenda Kaulback**

thank you very much I look forward to future updates!

58:03 - **Lawrie**

isn't that the same as them all meeting down the union?

58:11 - **amber thomas**

@lawrie yes!

58:21 - **Philip Butler**

look at ULCC framework - learners conduct comms and social activities using e=Portfolios, not VLE

58:30 - **Andy Powell 2**

we want people to become residents but we don't have to build all their houses

58:39 - **Lawrie**

@amber and yet we think that 'digitalising' is new and innovative

58:52 - **amber thomas**

@andy ... do we even want everyone to be residents?

58:54 - **sui fai john mak**

Many students seem to be on FB, but it doesn't mean that they want to be involved in a formal way, as they want privacy & security. Is it the case?

59:02 - **Lawrie**

@andy we need to ask them to move in

59:07 - **Lindsay Jordan**

@Andy I second Amber - is that what we want?

59:08 - **Fiona Curtis**

@Andy Agreed

59:16 - **Doug Belshaw**

Do we need some social housing for new Residents?

59:24 - **Andy Powell 2**

@amber i should perhaps have prefixed that with 'if'

59:34 - **Philip Butler**

affordable housing

59:40 - **Helen Beetham**

@Doug maybe that's the entitlement agenda that institutions need to pick up

59:44 - **Natasa Perovic**

Thank you!]

59:44 - **Rosemary Leadley**

they may prefer to squat

59:49 - **amber thomas**

@andy then yes :-)

59:56 - **Fiona Curtis**

if they are learning, do they need to reside where we want them to?

59:56 - **Andy Powell 2**

@lindsay yes, agreed - i'm not sure - i suspect that we don't

59:57 - **Lawrie**

echo

59:58 - **George Roberts**

Wikipedia as social housing :)

59:59 - **Philip Butler**

digital squatters?

1:00:01 - **Lindsay Jordan**

Isn't it sufficient to ensure that our visitors have a constructive visit?!

1:00:01 - **Brenda Kaulback**

Can residents have many homes?

1:00:15 - **Dr Bex Lewis (University of Winchester) 1**

Students don't seem bothered that we're in their Facebook space (or Twitter) - they seem to see us as more human - tho I don't 'friend' students - that's MY private space :-)

1:00:16 - **Doug Belshaw**

<http://elearningprogs.jiscinvolve.org> - subscribe for updates!

1:00:35 - **amber thomas**

perhaps residents should always have the kettle on and a nice plate of biscuits :-)
mmmm biscuits

1:00:35 - **Philip Butler**

thanks everyone - great stuff

1:00:42 - **David White**

Thanks for coming everyone

1:00:44 - **rose**

thanks all

1:00:45 - **Chris Hall**

thank you

1:00:46 - **Salman Usman**

Thank you!

1:00:46 - **George Roberts**

Thanks all :)

1:00:46 - **liilan soon @xlearn**
@amber like

1:00:47 - **sui fai john mak**
Thanks Lynn, David and Paul

1:00:50 - **Andy Powell 2**
yes, thanks both

1:00:51 - **Heli Nurmi**
Thanks

1:00:54 - **Lindsay Jordan**
Thanks

1:00:55 - **David White**
:)

1:01:00 - **Fiona Curtis**
Thank you!!

1:01:03 - **Brenda Kaulback**
applause