

Education 2.0

Strategies for 21st Century Educators and Students

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Education 2.0

Concerns not whether and how we involve students in using new technology (i.e. the Internet, the World Wide Web, blogs, wikis, computer games, virtual worlds, etc.) but also how these innovations necessitate new approaches to instruction and learning.

Information technology is not just another phenomenon to be incorporated into the current curriculum or accommodated to existing disciplinary approaches; it simultaneously questions many of the assumptions and standard operating procedures of higher education, confronting both students and teachers with new challenges and opportunities.





1. Play Games and Waste Time

2. Break the Rules and Plagiarize



3. Watch TV...Lots of It



Play Games and Waste Time



Myth: The Internet is a powerful tool for communication and information. Students unfortunately waste their time with online games, MySpace pages, and Facebook profiles.

Play Games and Waste Time

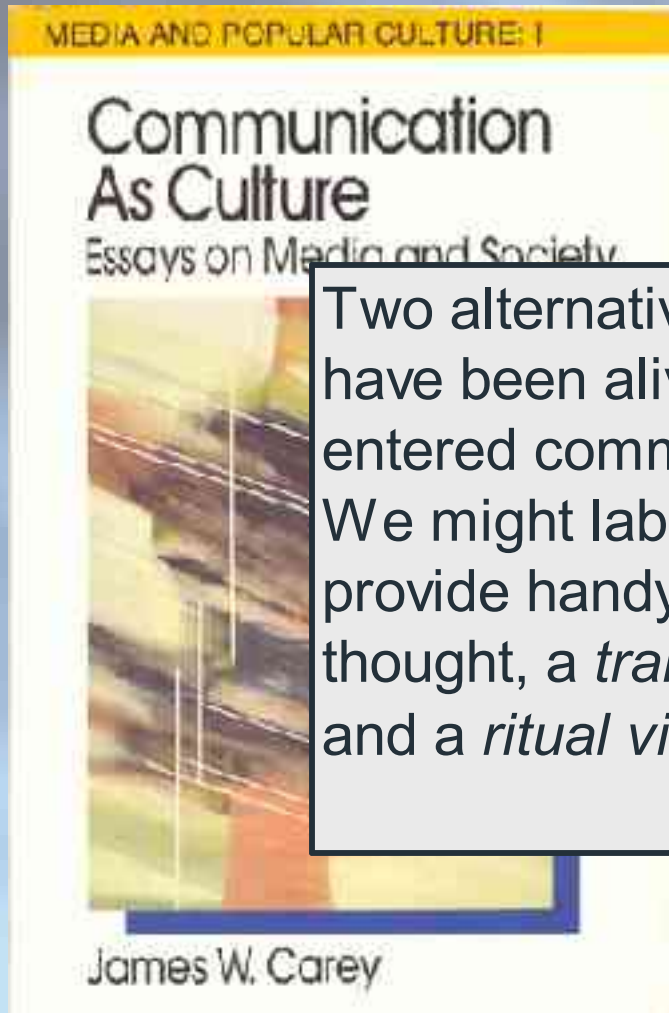
Communication



James W. Carey

to open into each other : CONNECT (the rooms ~) — *cf* *see* \ˈmyʊ-ni-ˌkʰeɪ, n — communicator \ˈmyʊ-ni-ˌkʰeɪ-ˌtʃer
com-mu-ni-ca-tion \kɑ-mju-ni-ˈkeɪ-shən\ n (14c) 1: an act of transmitting 2: a information communicated 3: a written message 3 a: a process by which information is between individuals through a common system of symbolic behavior (the function of pheromones in insect ~) *cf* *cf* *cf* information 3 b: personal rapport (a lack of ~ between persons) 4 *pl* a: a system (as of telephones) for communication : a system of routes for moving troops, supplies, and vehicles engaged in communicating 3 *pl* *but* *sing* or *pl* in *comm* a: a technique for expressing ideas effectively (as in speech) b: the technology of the transmission of information (as by the printed word or telecommunication) — **com-mu-ni-ca-tion-al** \-ˌshən-ˈl̩\ *adj*
com-mu-ni-ca-tive \kɑ-mju-ni-ˈkeɪ-tɪ-v, -ni-ˌkeɪ-tɪ-v\ *adj* (1554) 1: tending to communicate: TALKATIVE 2: of or relating to communication

Play Games and Waste Time



Two alternative conceptions of communication have been alive in American culture since the term entered common discourse in the 19th century.... We might label these descriptions, if only to provide handy pegs upon which to hang our thought, a *transmission view* of communication and a *ritual view* of communication.

James W. Carey (1989)

Play Games and Waste Time

transmission view

The transmission view of communication is the commonest in our culture--perhaps in all industrial cultures--and it dominates dictionary entries under the term. It is defined by terms such as imparting, sending, transmitting, or giving information to others. It is formed from a metaphor of geography or transportation. In the nineteenth century but to a lesser extent today, the movement of goods or people and the movement of information were seen as essentially identical processes and both were described by the common noun “communication.”

James W. Carey (1989)

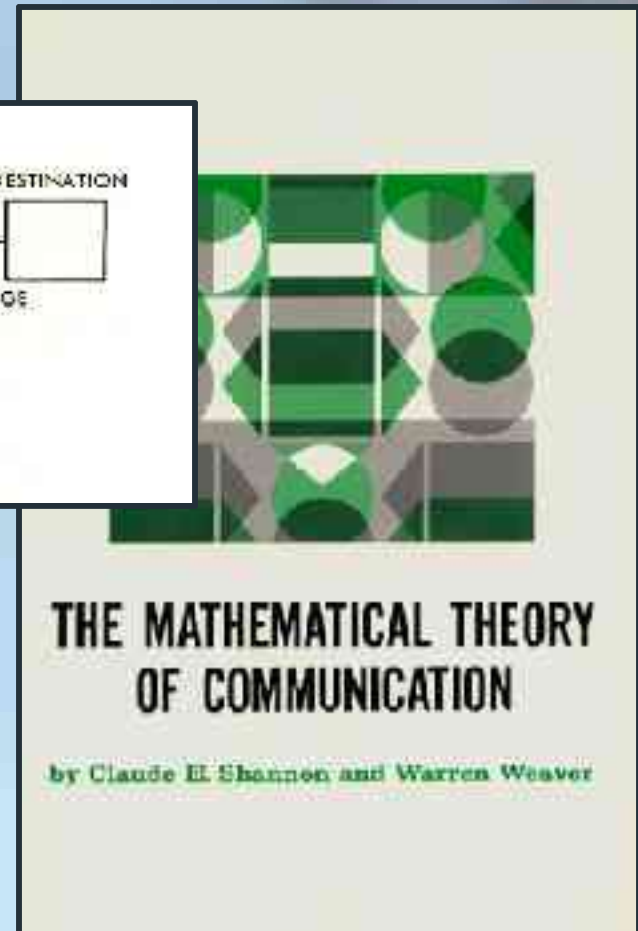
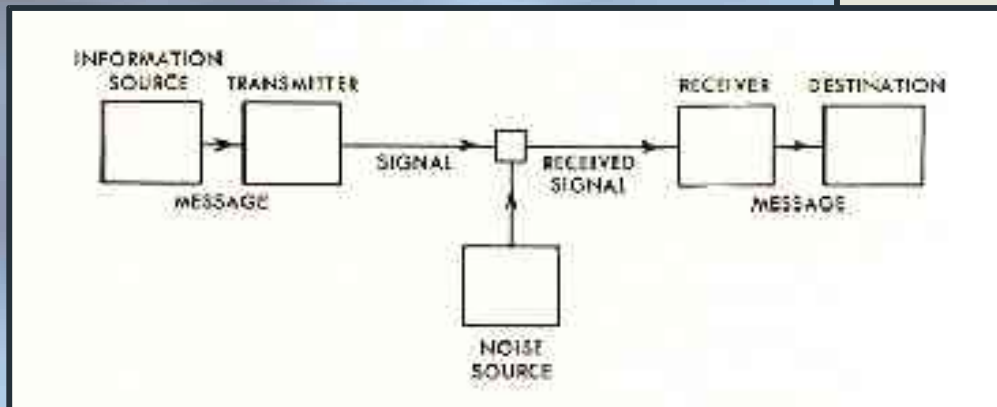
Play Games and Waste Time

transmission view



Play Games and Waste Time

transmission view

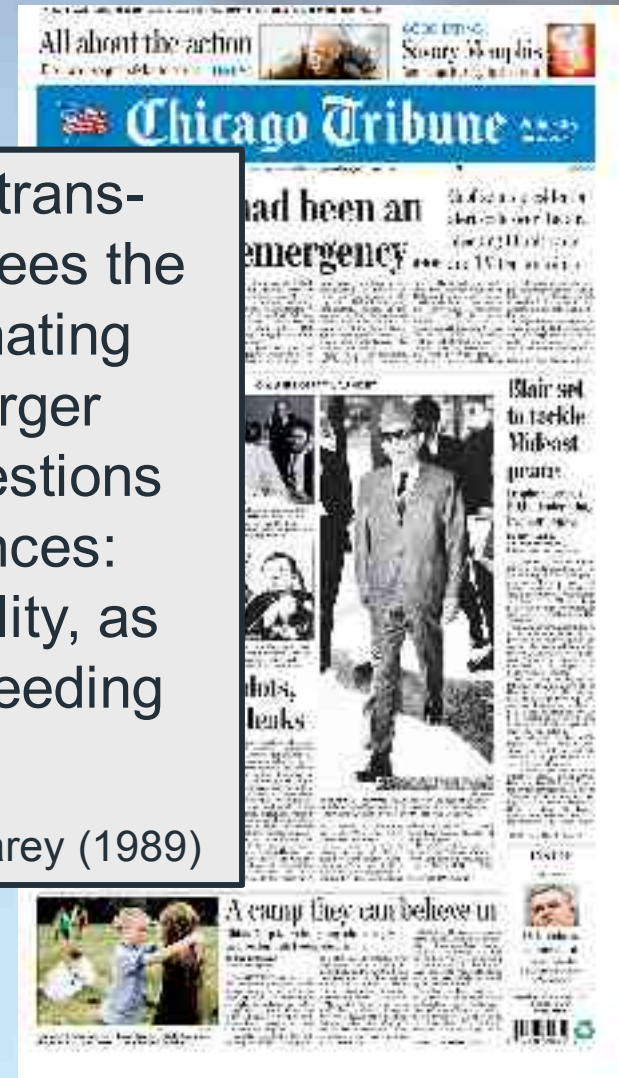


Play Games and Waste Time

transmission view

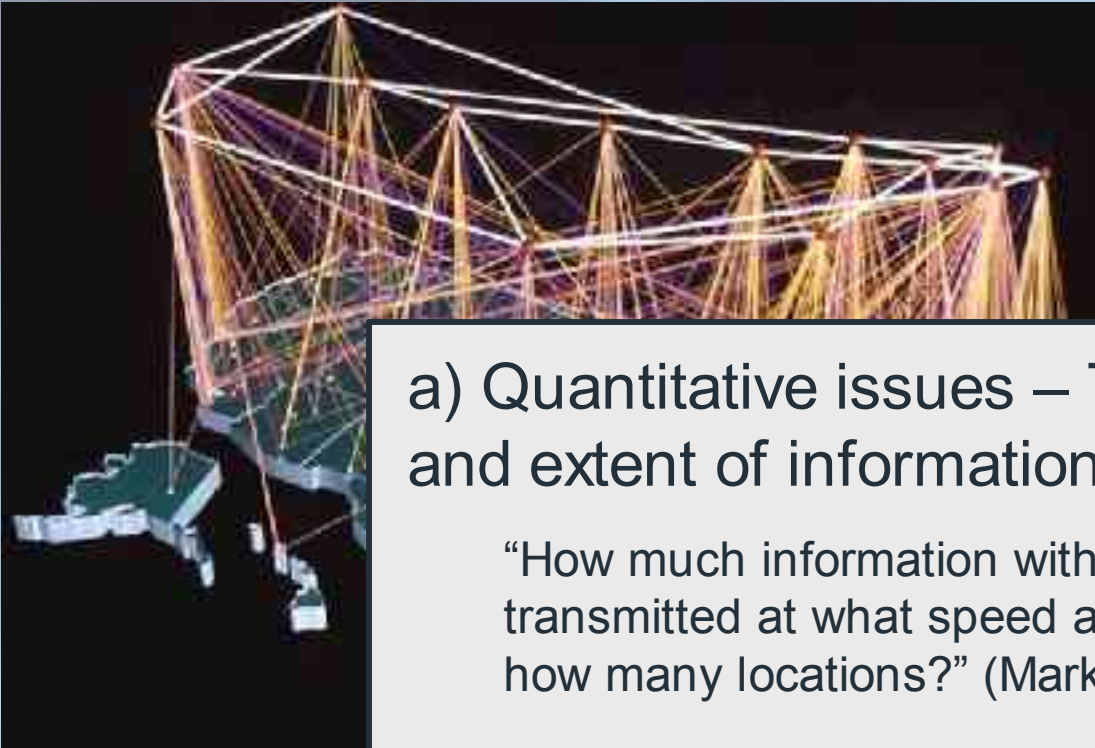
If one examines a newspaper under a transmission view of communication, one sees the medium as an instrument for disseminating news and knowledge...in larger and larger packages over greater distances. Questions arise as to the effects of this on audiences: news as enlightening or obscuring reality, as changing or hardening attitudes, as breeding credibility or doubt.

James W. Carey (1989)



Play Games and Waste Time

transmission view



a) Quantitative issues – The amount, speed, and extent of information flow

“How much information with how little noise may be transmitted at what speed and over what distance to how many locations?” (Mark Poster, 1995)

b) Education – Efficiency and Effectiveness

Play Games and Waste Time

ritual view

In a ritual definition, communication is linked to terms such as sharing, participation, association, fellowship, and the possession of a common faith. This definition exploits the ancient identity and common roots of the terms **commonness**, **communion**, **community**, and **communication**. A ritual view of communication is directed not toward the extension of messages in space but toward the maintenance of society in time; not the act of imparting information but the representation of shared beliefs.

James W. Carey (1989)

Play Games and Waste Time

ritual view

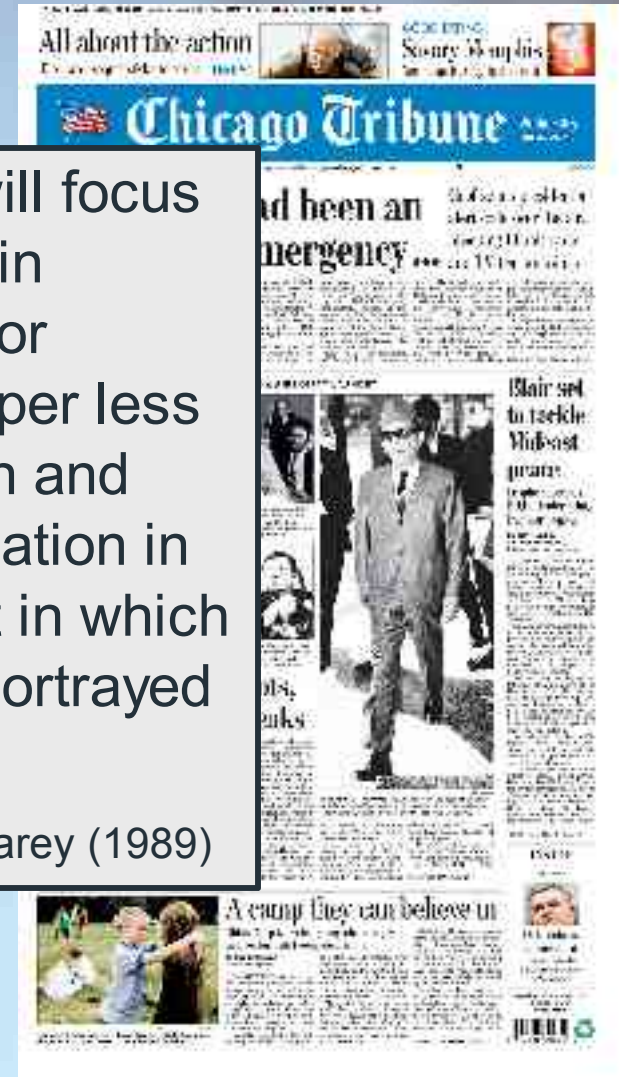


Play Games and Waste Time

ritual view

A ritual view of communication will focus on a different range of problems in examining a newspaper. It will, for example, view reading a newspaper less as sending or gaining information and more as attending a mass, a situation in which nothing new is learned but in which a particular view of the world is portrayed and confirmed.

James W. Carey (1989)



Play Games and Waste Time

ritual view



a) Qualitative issues – How shared performances participate in, define, and maintain specific communities.

b) Education – Redundant and repetitive practices that define and sustain distinct learning communities.

Play Games and Waste Time



transmission view

A profound waste of time. Nothing new is learned. Questionable information validity. Misuse of a valuable information resource.



ritual view

Important and crucial learning activity. Participate in the performance of community.

Play Games and Waste Time

Teach ritual

The transmission view is the default setting. We need to help students understand the complexity of human communication by reintroducing the ritual view.

Mix it up

Not an either/or option. The transmission and ritual views are not mutually exclusive. Need to understand and deploy both.

Make time to play

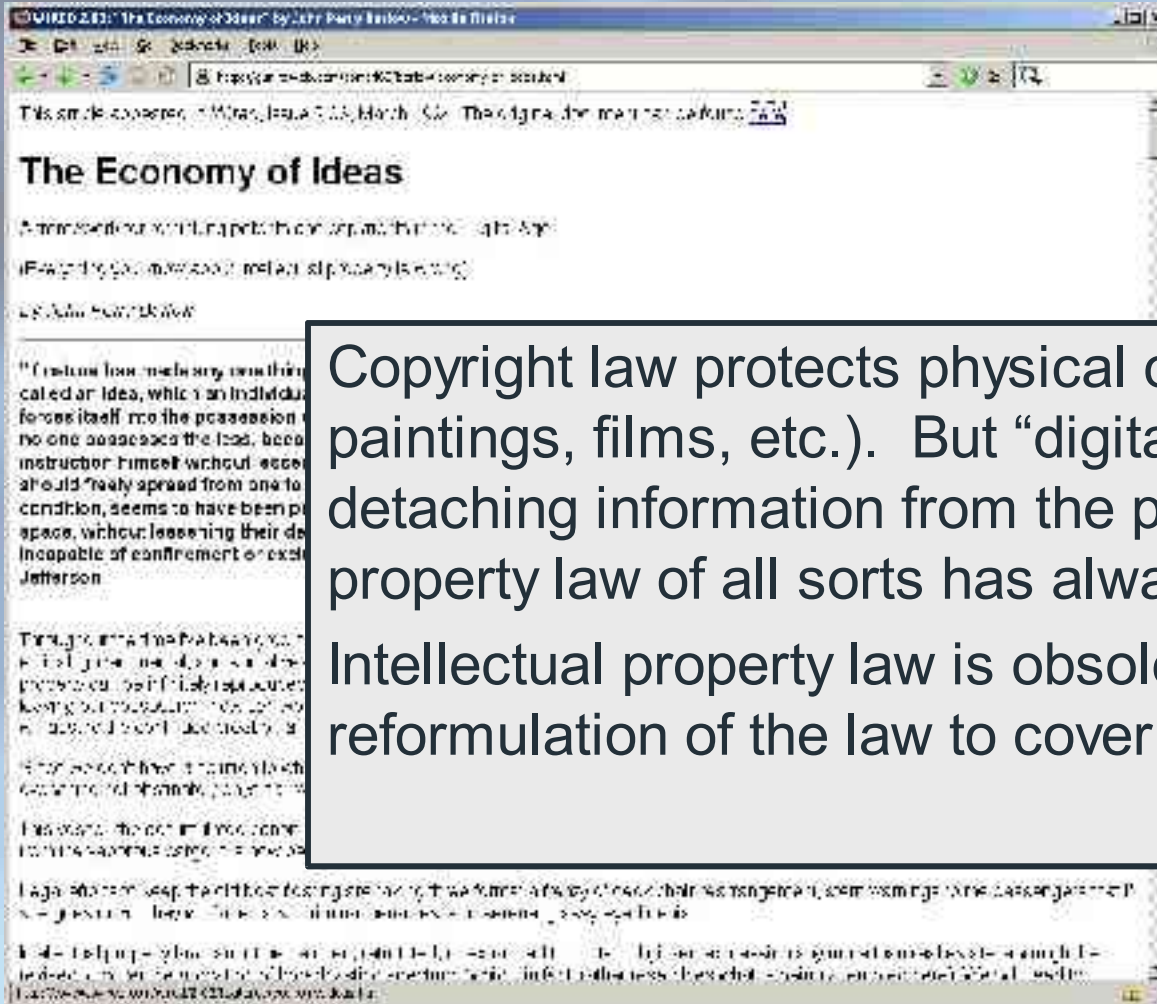
Provide students the opportunity to play and help them understand the pedagogical importance of such activity.

Break the Rules and Plagiarize



Myth: Digital media provide new tools for original, creative expression. Unfortunately digital media also facilitate widespread copying and plagiarism. We need to protect the integrity of the original, prohibit unauthorized reproduction and distribution, and teach students to respect intellectual property rights.

Break the Rules and Plagiarize



Copyright law protects physical objects (books, CDs, paintings, films, etc.). But “digital technology is detaching information from the physical plane, where property law of all sorts has always found definition.” Intellectual property law is obsolete; we need a radical reformulation of the law to cover digital media.

John Perry Barlow (1994)

Break the Rules and Plagiarize

Plagiarism has long been considered an evil in the cultural world. Typically it has been viewed as the theft of language, ideas, and images by the less than talented, often for the enhancement of personal fortune or prestige. Yet, like most mythologies, the myth of plagiarism is easily inverted...At present, new conditions have emerged that once again make plagiarism an acceptable, even crucial strategy for textual production. This is the age of the recombinant: recombinant bodies, recombinant gender, recombinant texts, recombinant culture.

Critical Art Ensemble (1994)

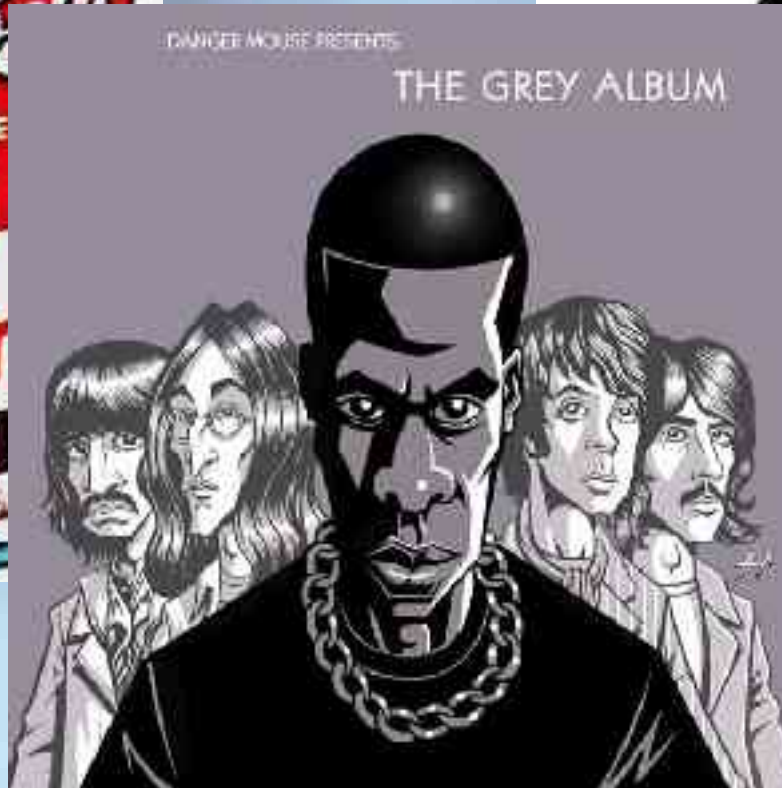
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Utopian Plagiarism,
Hypertextuality, and
Postmodern Cultural Production

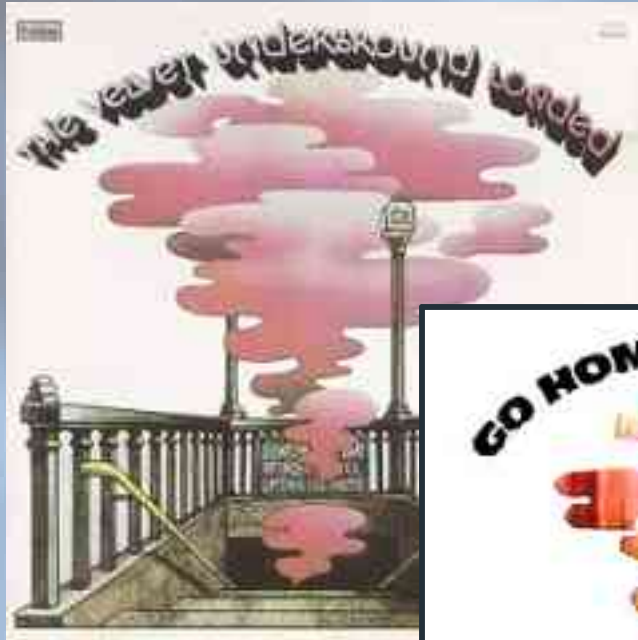
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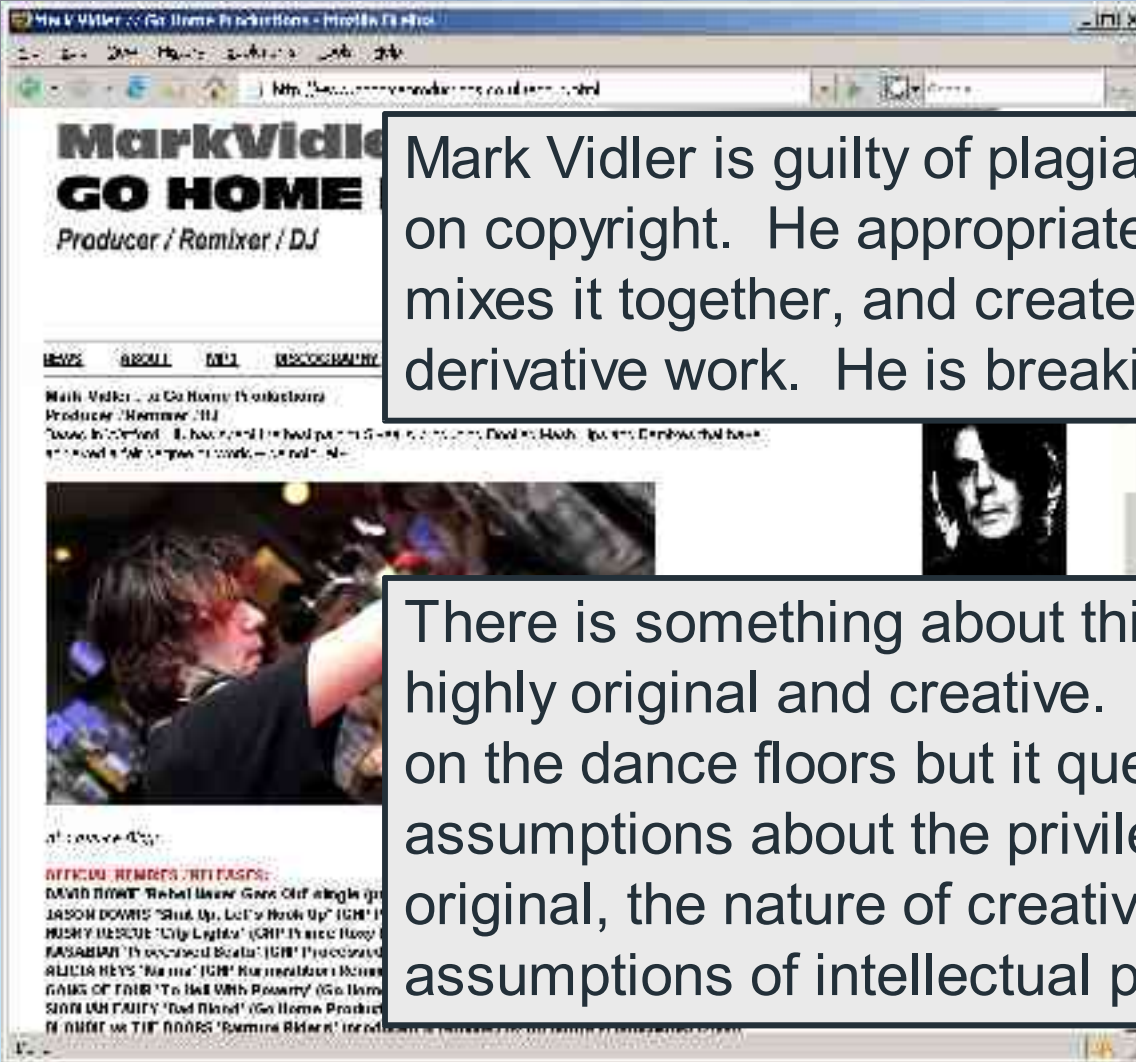
Break the Rules and Plagiarize



Break the Rules and Plagiarize



Break the Rules and Plagiarize



Mark Vidler is guilty of plagiarism and infringes on copyright. He appropriates the work of others, mixes it together, and creates a new but entirely derivative work. He is breaking the law.

There is something about this kind of work that is highly original and creative. It is not only popular on the dance floors but it questions fundamental assumptions about the privileged status of the original, the nature of creativity, and the basic assumptions of intellectual property law.

Break the Rules and Plagiarize



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Break the Rules and Plagiarize

Teach the debate

Instead of simply enforcing current intellectual property law get students involved in questioning its assumptions, limitations, and consequences.

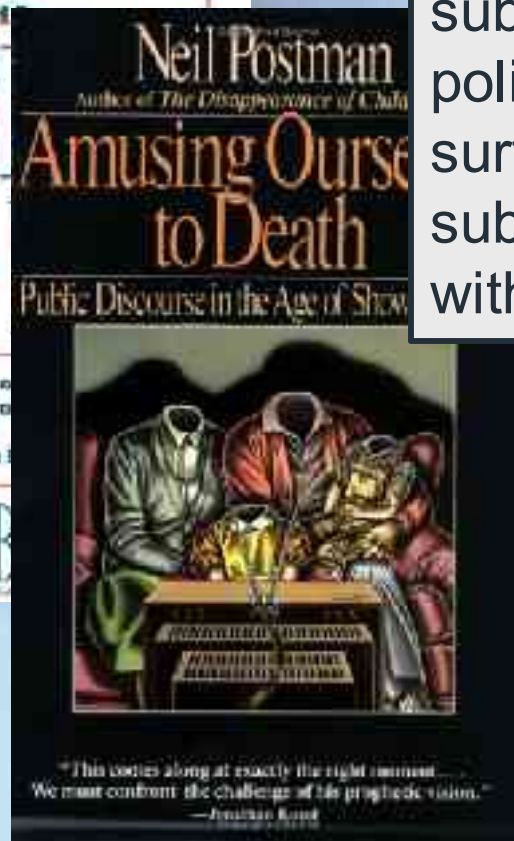
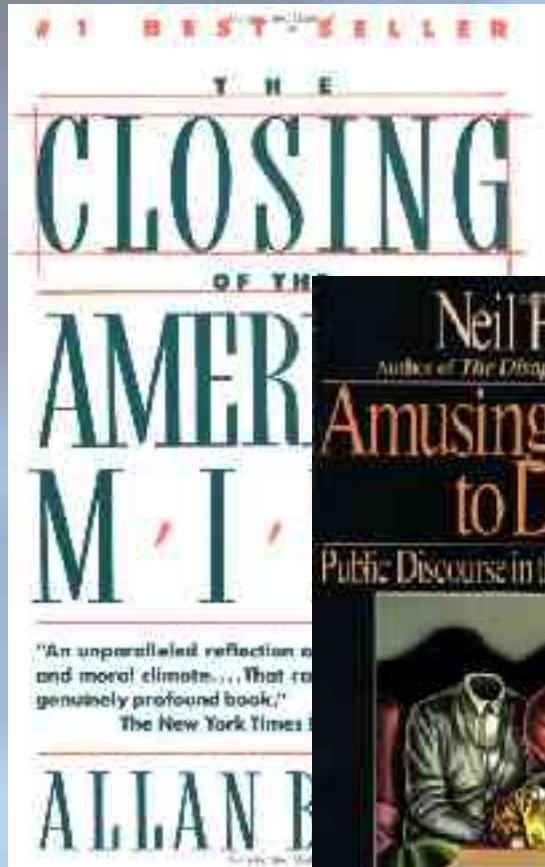
Take the lead

Don't follow the industry or merely enforce the status quo. Develop and model innovative approaches.

History is critical

Use the history of technology as a way to situate the issue and establish a context for discussion and debate.

Watch TV...Lots of It

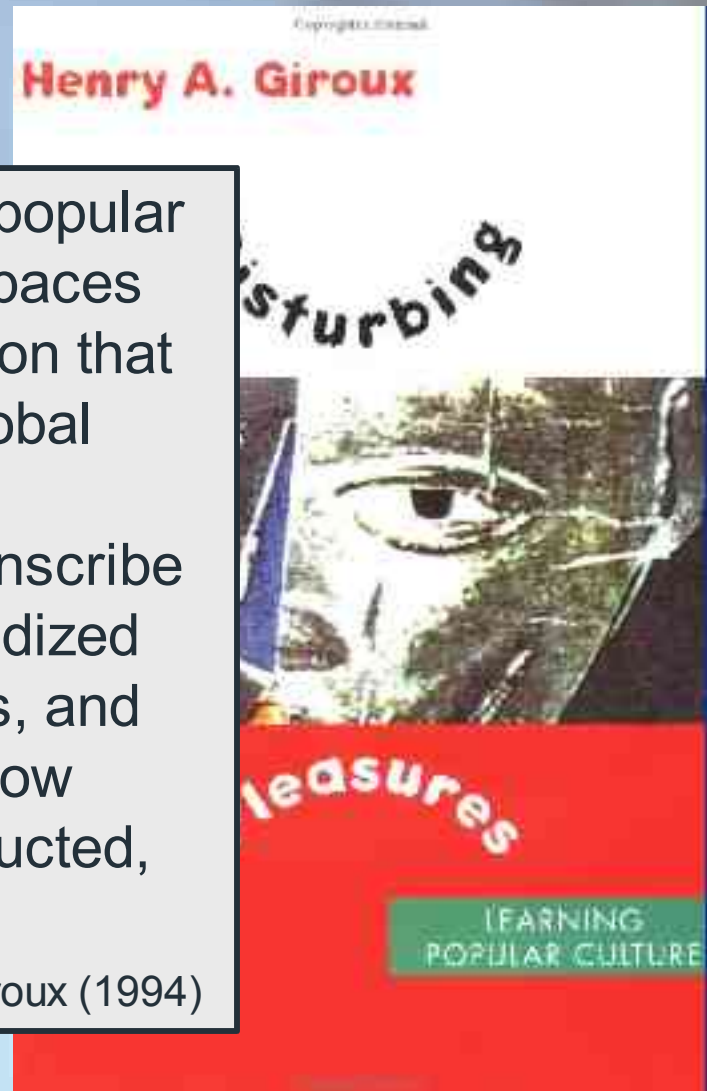


Myth: Television and other popular culture entertainments are an anathema to education. They substitute sound bites for engaged political debate, emphasize surface appearances over actual substance, and pollute the mind with mere amusements.

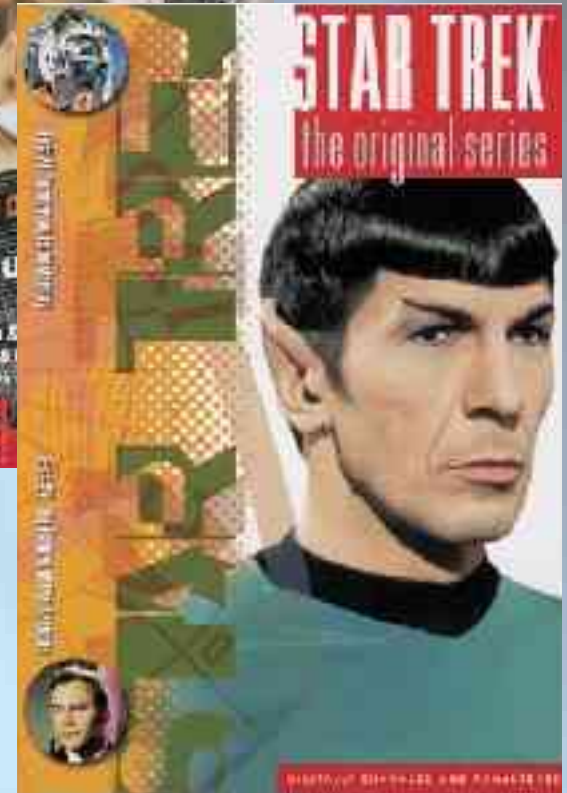
Watch TV...Lots of It

Though I do not wish to romanticize popular culture, it is precisely in its diverse spaces and spheres that most of the education that matters today is taking place on a global scale. Electronic media, the vastly proliferating network of images that inscribe themselves on us everyday, the hybridized sounds of new technologies, cultures, and ways of life have drastically altered how identities are shaped, desires constructed, and dreams realized.

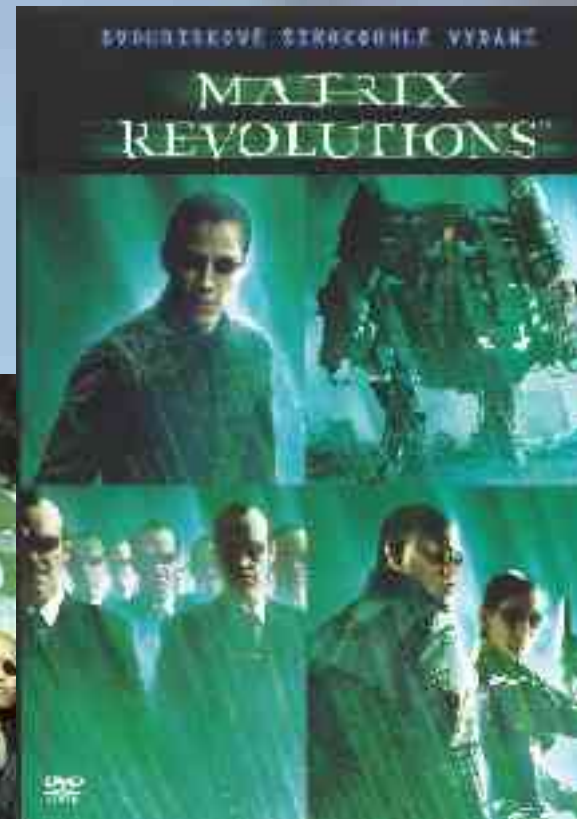
Henry A. Giroux (1994)



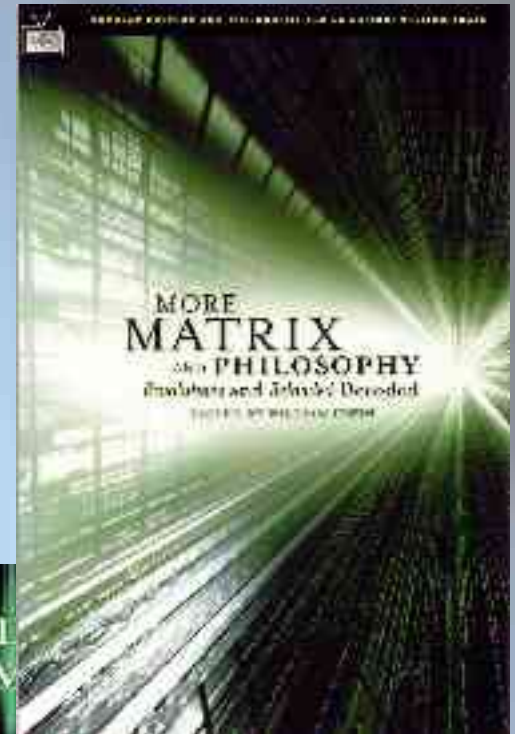
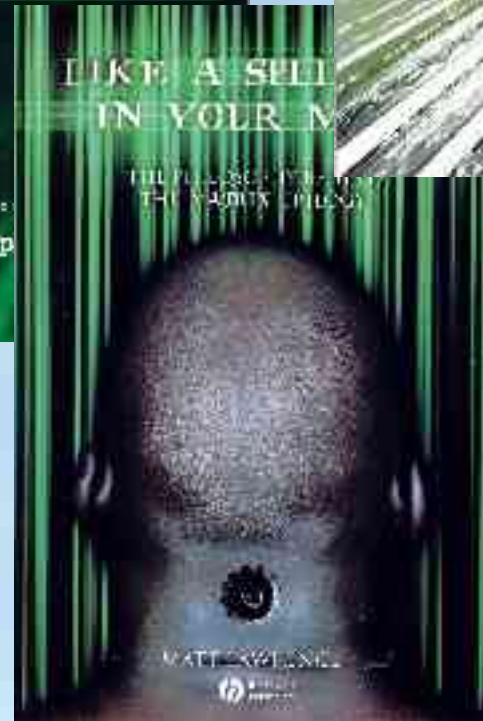
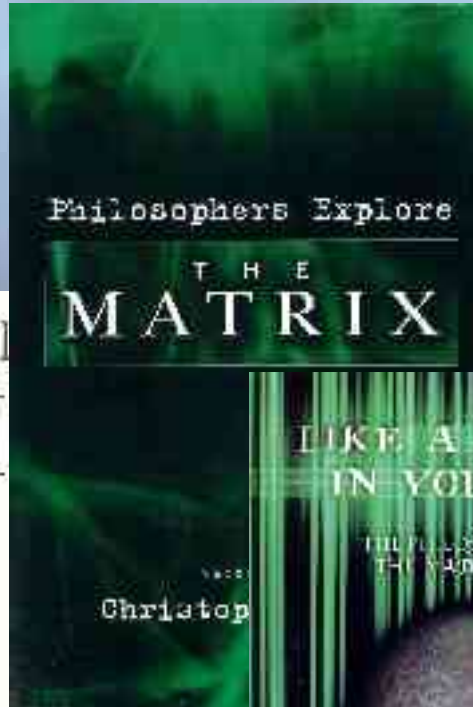
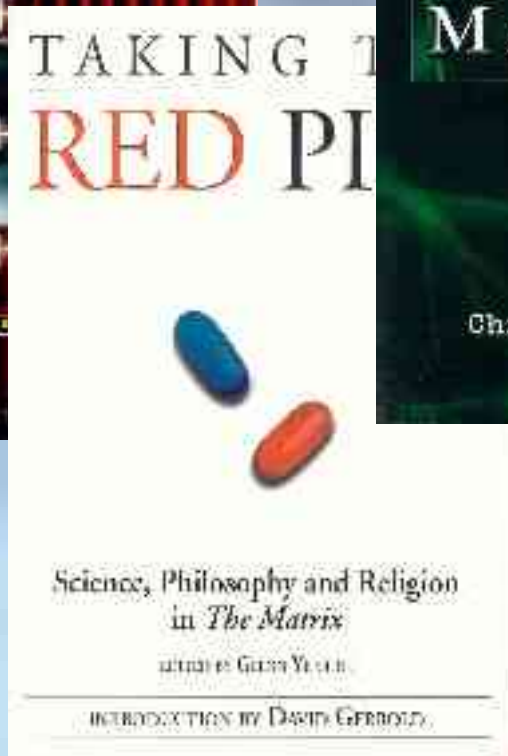
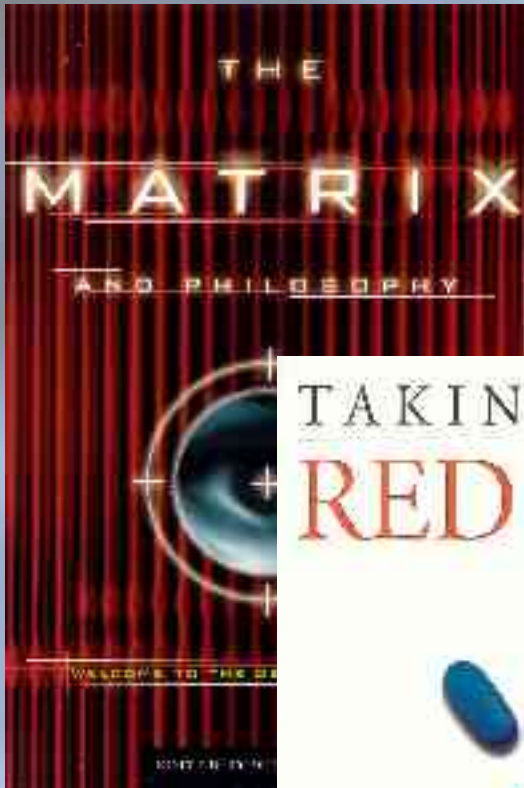
Watch TV...Lots of It



Watch TV...Lots of It



Watch TV...Lots of It



Watch TV...Lots of It



Watch TV...Lots of It



Watch TV...Lots of It



The red pill is a new symbol of bold choice, and most people insist they would take it if they were in Neo's shoes.

William Irwin (2001)

Watch TV...Lots of It



Watch TV...Lots of It



Watch TV...Lots of It

Exchange Rate

1 Platinum Piece = \$ 0.01072; better exchange rate than the Yen

Gross National Product

\$135 million or \$2,266 per capita
EverQuest is the 77th richest country in the world

Hourly Wage

Average avatar makes 319 PP per hour or \$3.42/hour (assuming an exchange rate of 0.01072 PP per dollar).

A Monthly Review of Law and Economics - 2000-2001 and the Institute for Economic Research

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Edward Castronova*

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Watch TV...Lots of It



The virtual is not opposed to the real; it possesses a full reality by itself.

Gilles Deleuze (1968)

Watch TV...Lots of It

TV as the Site of Pedagogy

Television and other kinds of popular media are not merely entertainment. They are places in which our culture tells its stories and questions their meaning.

Science Fiction

Science Fiction is not about the future. It is about the present. Science fiction narratives are parables about technology and its social significance.

Engage the Popular

Use popular media (television, film, graphic novels, etc.) as text material in the classroom.

Summary/Conclusion



Summary/Conclusion



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