

# NMC Online Conference on the Impact of Digital Media Conference Program

**Tuesday, October 24, 2006**

*All online conference sessions will be presented live at the times listed in the program below. Conference attendees will have the opportunity to interact with the presenters via chat or voice-over-IP during the presentations. Be sure to join the sessions at the scheduled times to add your perspective and comments to the discussions. If you are unable to attend a session at the scheduled time, they will all be recorded and available for viewing throughout the remainder of the conference.*

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## **Featured Session**

**9:00 – 9:45 am Pacific Time  
Noon – 12:45 pm Eastern Time**

### **Agent Smith Goes to Washington: Agency and Control in Social Media**

Current models of computer-mediated social and civic participation tend to underestimate or overemphasize the role of technology. This presentation will review how these approaches inform contemporary discourses on networked public spheres, and suggest an alternative model to trace in more depth how human and non-human agency is actualized in social media systems. The presentation will conclude with a hands-on exercise intended to examine personal assumptions about our own agency in these systems.

*Ulises A. Mejias, Columbia University*

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## **Keynote Session**

**10:00 – 10:45 am Pacific Time  
1:00 – 1:45 pm Eastern Time**

### **The Pedagogy of Civic Participation**

Education – the means by which young people learn the skills necessary to succeed in their place and time – is diverging from schooling. Media-literacy-wise, education is happening now after school and on weekends and when the teacher isn't looking, in the SMS messages, MySpace pages, blog posts, podcasts, videoblogs that technology-equipped digital natives exchange among themselves. This population is both self-guided and in need of guidance, and although a willingness to learn new media by point-and-click exploration might come naturally to today's student cohort, there's nothing innate about knowing how to apply their skills to the processes of democracy.

We have an opportunity today to make use of the natural enthusiasm of today's young digital natives for cultural production as well as consumption, to help them learn to use the media production and distribution technologies now available to them to develop a public voice about issues they care about. By showing students how to use Web-based tools and channels to inform publics, advocate positions, contest claims, and organize action around issues that they truly care about, participatory media education can draw them into positive early experiences with citizenship that could influence their civic behavior throughout their lives.

*Howard Rheingold*

**Tuesday, October 24, 2006 (continued)**

**Digital Media Trends Panel**

**11:00 – 11:45 am Pacific Time**

**2:00 – 2:45 pm Eastern Time**

*Join our three panelists for a discussion of trends in digital media, informed by each panelist's unique perspective.*

**Creation Fantasies in Games**

Like all ecologies, game ecologies start with creation. But today's games represent two paradigms of creation: the process by which the games are created, and the paradigms of creation "encoded" within the games. Much of the cultural criticism of games has focused on their destructiveness, and the possible connections between game and real-world violence. Yet games model processes of creation as well as destruction. Do game "creation fantasies" reinforce or break prevailing myths of creation?

*Joline Blais, UMaine*

**The Nature of Participatory Culture**

Online social networks enable people to meet, connect, and collaborate through computer-mediated communication. This has enabled the emergence of a "participatory culture" that can provide clues on how to develop new and exciting initiatives for students today and in the near future. Rather than see these developments as mere distractions, we can identify new ways to use software to develop building blocks to learning through distributed communication and collaboration.

*Nettrice R. Gaskins, Massachusetts College of Art*

**Youth Gamers in Thailand: The Crucial Role of Cybercafes**

Despite the growing attention to virtual worlds among educators and games researchers, little work has focused on the online and offline play behaviors of gamers in other nations. Drawing on more than 80 depth interviews with gamers, cafe owners, and parents, we can examine key findings of a longitudinal study of young gamers who gather in Thailand's cyber-cafes to explore virtual worlds. The two visits to Thailand during the summers of 2004 and 2006 spanned the introduction of relatively affordable high-speed Internet connections to Thailand's middle class. Many of the interviews were conducted during the weeks leading up to the recent military coup.

*Aaron Delwiche, Trinity University*

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**Featured Session**

**Noon – 12:45 pm Pacific Time**

**3:00 – 3:45 pm Eastern Time**

**In Net We Trust**

Students with Internet access are caught between two conflicting paradigms for measuring credibility: the centralized structures of authority promoted by their teachers, and the ad hoc personal and electronic networks of their peers. This tension plays out in academic environments, producing sites of resistance to and adoption of new paradigms in both students and their professors. This presentation draws on statistical studies to explain differences between the attitudes of students and professors toward networks and credibility.

*Jon Ippolito, University of Maine*

**Tuesday, October 24, 2006 (continued)**

**Featured Session**

**1:00 – 1:45 pm Pacific Time**

**4:00 – 4:45 pm Eastern Time**

**Influences on Online Behavior Implicated in Youth Online Risk**

This presentation will address behavioral influences that may impact risky online behavior. These influences include the impact of brain development on online problem-solving and ethical decision-making, disinhibition in environments where there is a perception of invisibility and lack of tangible feedback about consequences of actions, use of sophisticated influence techniques by those seeking to manipulate youth, the impact of young people's search for identity and social status, and risk factors in real life.

*Nancy Willard, Center for Safe and Responsible Internet Use*

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**Featured Session**

**2:45 – 3:30 pm Pacific Time**

**5:45 – 6:30 pm Eastern Time**

**Digital Media: Changing How People Learn**

Given the broad and growing consumer adoption of digital devices, it is hard to avoid the logical application of these devices for learning purposes. Learning via digital media is changing how and when people learn, as well as who has access to education. Dr. Wagner will discuss how digital media impacts learning, talk about the challenges and opportunities of using digital media to enhance learning, and highlight examples of eLearning programs around the globe.

*Ellen Wagner, Adobe Systems, Inc.*

**Wednesday, October 25, 2006**

**Featured Session**

**8:00 – 8:45 am Pacific Time**

**11 – 11:45 pm Eastern Time**

**Expert Tagging: An Oxymoron?**

"Steve" ([www.steve.museum](http://www.steve.museum)) is a research project on social tagging of museum collections. Project team members have learned firsthand about the usefulness of social tagging methods for eliciting user-contributed terms from cataloguers with specialist knowledge not usually available to museum professionals. While enthusiasts have enhanced museum cataloguing, there is a need to customize tools and interfaces to support the collection and processing of "expert" tags.

*Susan Chun, The Metropolitan Museum of Art*

*Michael Jenkins, The Metropolitan Museum of Art*

*Leonard Steinbach, Cleveland Museum of Art*

**Wednesday, October 25, 2006 (continued)**

**Featured Session**

**9:00 – 9:45 am Pacific Time  
Noon – 12:45 pm Eastern Time**

**Remix Culture: Building a Digital Divide Between Students and Teachers**

A new type of digital divide is now being created between students and teachers as teenagers interact in social networking sites and share their innermost thoughts through blogs, homemade videos, music lists, and instant messages. The ability of computers to combine text, images, and sounds together into remixed messages from original material and cultural artifacts creates a new type of literacy. Remixed messages and Internet shorthand are forms of expression that are based on a visual or “gestalt” understanding of information. This presentation will discuss remix culture, the formation of new types of digital literacy, and the implications of remix culture for educators.

*Susan B. Barnes, Rochester Institute of Technology*

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**Featured Session**

**10:00 – 10:45 am Pacific Time  
1:00 – 1:45 pm Eastern Time**

**Video Game of Oakland Jazz & Blues Club Scene**

The UC Berkeley Journalism and Architecture schools are using a video game to tell the story of Oakland's famed 7th Street jazz and blues club scene in the 1940s and 1950s, and its subsequent destruction by urban redevelopment. Learners will access the virtual world over the Internet, adopt avatar figures, walk up and down the street, enter clubs, listen to music of the era, interact with other online visitors and fight to save the clubs.

*Paul Grabowicz, University of California, Berkeley*

*Yehuda Kalay, University of California, Berkeley*

*Chung Kim, University of California, Berkeley*

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**Digital Media and Scholarship Panel**

**11:00 – 11:45 am Pacific Time  
2:00 – 2:45 pm Eastern Time**

*Join our three panelists for a discussion of digital media and scholarship, informed by each panelist's unique perspective.*

**Blogs and the Ivory Tower**

We are beginning to see the impact of blogs on academic discourse, in terms of both tone and reach. By definition, a blog is a public form of discourse; however, many blog posts include features of both spoken and written language, of formal and informal discourse, of public and private communication. At the same time, blogs disseminate scholarly ideas to the general public—often provoking controversy in mainstream media—what are the accompanying implications of this reach?

*Virginia Kuhn, PhD, University of Southern California*

**Wednesday, October 25, 2006 (continued)**

***Digital Media and Scholarship Panel (continued)***

*Join our three panelists for a discussion of digital media and scholarship, informed by each panelist's unique perspective.*

**Confronting Genocide Online: Best Practices in Transformational Learning**

*Facing History and Ourselves* offers citizenship education that connects the history of the Holocaust and other examples of genocide to the moral questions young people face in their own lives. Since 2003, *Facing History* has converted face-to-face teacher institutes into extended online learning experiences. While online, participants experience a deep immersion in the content and moral implications of the Holocaust. This poster will explore these online courses, and the potential for truly transformational learning.

*Howard Lurie, Facing History and Ourselves*

**Teach for the Public**

Academia has a civic responsibility to add intellectual resources to public discourse on the critical issues of the day. Digital media have given universities unprecedented opportunities, not just to contribute, but to lead the discussion of public affairs. Academia has a tradition of research, peer review, and contemplation that is a strong counter to the kinds of criticism that afflict mass media: credibility, partisanship, superficiality, triviality. In the age of participatory media, it is almost imperative for universities to join in.

*Donna Liu, University Channel*

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***Featured Session***

***Noon – 12:45 pm Pacific Time  
3:00 – 3:45 pm Eastern Time***

**The Unexpected Artist and Critic**

To survive the ocean of media we need to understand how we make choices. In the new world of ubiquitous authorship only those with new-media literacy will succeed. This presentation examines our ever-evolving relationship with media as both viewer and creator.

*Jared Bendis, Case Western Reserve University*

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**Wednesday, October 25, 2006 (continued)**

**Keynote Session**

**1:00 – 1:45 pm Pacific Time**

**4:00 – 4:45 pm Eastern Time**

**Networked Publics: Youth Socialization on MySpace**

Publics provide youth a space to engage in cultural identity development. By engaging in public life, youth learn to interpret the cultural signals that surround them and incorporate these cultural elements into their life. For a diverse array of reasons, contemporary youth have limited access to the types of publics with which most adults grew up. As a substitute for these inaccessible publics, network publics like MySpace are emerging to provide contemporary American youth with a necessary site for peer engagement. While networked publics provide space for various critical forms of sociality, the architecture of the sites that support networked publics is fundamentally different than the physical architecture that we take for granted in unmediated life. Persistence, searchability, replicability, and invisible audiences are all properties that today's youth must face in their public expressions. From this talk, learn why youth are deeply invested in networked publics and how these networked publics alter their participation in culture.

*danah boyd, University of California Berkely*

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**Closing Remarks**

**1:45-2:00 pm Pacific Time**

**4:45 - 5:00 pm Eastern Time**

**Larry Johnson, Chief Executive Officer**  
**The New Media Consortium**

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**Poster Sessions**

**Branding via Blogging: The How-To on Developing a “Course” Personality!**

How would you rate your course personality? Might a course be provided credibility by its very online presence given the growing intellectual and savvy collective of on-line users who have traded the nightly news for up-to-date Web videos, photos, sounds, etc.? The presenter examines strategies to extend the professor's personality online via blogging, and subsequently extend the course culture beyond the classroom. Best practices in instructional design, personality psychology and course branding will be showcased.

*Phylis Johnson, Southern Illinois University*

**Confronting Genocide Online: Best Practices in Transformational Learning**

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## Poster Sessions (*continued*)

immersion in the content and moral implications of the Holocaust. This poster will explore these online courses, and the potential for truly transformational learning.

*Howard Lurie, Facing History and Ourselves*

### **Designing an Effective Learning Environment in Second Life**

Three Ohio University units are designing a Second Life campus currently consisting of three virtual islands. The blueprint was based around how best to serve traditional college students, adult and distance learners, high school students, and middle school students in a convenient and engaging fashion that would allow for both synchronous and asynchronous learning experiences. Our goal is to provide an attractive and engaging metaphor for Ohio University's beautiful real-world campus and extend Ohio University's mission into the synthetic world in Second Life.

*Chang Liu, Ohio University*

*Christopher Keeseey, Ohio University*

*Merle Graybill, Ohio University*

### **Emergent Training Environments**

Given the transitional nature of knowledge and the speed at which a "current curriculum" can age, the only way to ensure that a training program meets the needs of users is to create environments where the trainees are creating their own curriculum. This poster will discuss the possibilities surrounding these emergent training communities through the lens of "The Webcast Academy" experience, as well as the current work being done on "The CMS Academy."

*Dave Cormier, University of Prince Edward Island*

*Jeff Lebow, Worldbridges*

### **Epsilen—An Academic Version of MySpace: Pedagogical Discussion for Teaching**

This presentation will provide a quick overview of Epsilen Environment, a new generation of software packages that provides wide-ranging tools and services that students and professionals need for their day-to-day learning, teaching, and networking. Epsilen contains software packages for ePortfolio, Course Management System, lifelong repository, e-mail, blog, social and professional networking, and career management. Ways to balance social networking and academic achievement, a pedagogical approach for teaching and learning in Epsilen, will be discussed and students' reflections will also be shared.

*Herminia Wei-Hsin Din, University of Alaska Anchorage*

### **The Free Speech Zone**

The impact digital media has had on information dissemination is immeasurable – particularly in the realm of the political balance of power in the United States. The Free Speech Zone is a digital re-editing, re-sampling, and regurgitation of the ostentatious public piety and relentless infusion of religion into politics disseminated by Washington via state-controlled digital media. This poster includes a 14-minute video with sound.

*Kasumi, The Cleveland Institute of Art*

## Poster Sessions (*continued*)

### **The iPod and Education: Practice and Research**

The iPod is currently being used as a form of educational technology at universities and K-12 schools in both the U.S. and abroad. But...does it make any sense? Is the iPodification of education "regressive" (Trembath, 2006), leading to "further academic disintegration" (Grant, 2005); or, is the iPod "a highly effective learning tool" (Burch, 2006)? How is the iPod being used for educational purposes, what does it take to use the iPod educationally, and what are the early returns from research into the efficacy of iPodification?

*Peter Doolittle, Virginia Tech*

*Gina Mariano, Virginia Tech*

*Amber Evans, Virginia Tech*

### **Student Podcasting and "Participatory Pedagogies"**

In the past two years podcasting has found a home in university teaching and learning but has primarily replicated the top-down delivery of lectures in the form of "coursecasts" or "profcasts." However, this poster will explore the more dynamic and creative possibilities unleashed when students create and distribute their own podcasts as part of the learning experience. Tama Leaver will extrapolate from an honours course entitled *iGeneration* in which students created podcasts as their major assignments and argue that student podcasting combines the best attributes of social software and pedagogical practice to enhance student engagement in participatory culture and vastly improve digital literacy.

*Tama Leaver, University of Western Australia*

### **Teaching Digital Communication Design**

Digital communication design skills are widely accepted as a requirement for career success. Not all students in mass communication programs must become multimedia skilled, but they must become multimedia minded. To prepare students for this communication industry revolution, the author designed and taught an innovative, project-based, interdisciplinary seminar in Digital Communication Design. The seminar curriculum was designed to develop four key student skill areas: design, research and communication, project management, and SISOMO, (sight, sound and motion) authoring tools.

*Linda Menck, Marquette University*

### **Using Social Networking to Augment Expertise**

As social networks grow around online resources such as bookmarks, images and technology news, the question of how best to use features such as RSS, tags, tag clouds and communities of practice to validate, extend and monitor knowledge domains emerges. This presentation demonstrates a project to build an expert profile for managing instructional presentation development resources using del.icio.us, Digg, Flickr, Google and Firefox to automate tasks such as identification, evaluation, categorization and sharing of information.

*Joe Tojek, Capella University*

### **Using Wiki in Education: A Wiki-based Book**

On October 24, the author is launching a wiki-based book titled *Using Wiki in Education* which is a collection of case studies from faculty using wiki tools in teaching & research in a broad range of disciplines. This is the first book that has been fully developed and published using a wiki, so it serves as both a guide and an example of a wiki in action. This poster will introduce conference participants to the project.

*Stewart Mader, Brown University*

## Poster Sessions (*continued*)

### **Web 2.0 Sources of Copyright-Free Rich Media Materials for Your Courses**

Web 2.0 software tools and services are generating a profusion of new sources of reusable, rich media content; however, copyright concerns pose obstacles to faculty adoption of this content as well as the tools in their practice. The presenters will delineate the "copyleft" licensing advantages of the shared content hosted by selected major Web 2.0 services and academic initiatives, such as Connexions, MIT OpenCourseware, and the H2O project. A matrix of resources will be provided.

*Rick Reo, George Mason University*

*Rosemary Chase, George Mason University*

### **Youth Gamers in Thailand: The Crucial Role of Cybercafes**

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*Aaron Delwiche, Trinity University*



*The New Media Consortium (NMC) is a not-for-profit organization that connects leaders in colleges, universities, museums and advanced technology companies that are working to define and explore new ways of teaching, learning, and creative expression. Founded in 1993, NMC counts almost 200 learning organizations and a dozen visionary companies among its members, each selected for their creativity and expertise in the exploration of new ways of teaching, learning, and creative expression.*

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