

Raising Responsible Users

Creating a Pedagogical Framework for Students

Navigating our Contemporary Information Culture

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January 26th, 2014
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Overview

As the usage of digital texts and media becomes more prevalent in contemporary North American society, so too must post-secondary pedagogical methodology anticipate and adapt to the challenges introduced through the recent incorporation of digital sources and modular print-based alternatives, such as instructor-edited course kits, customized anthology readers, and online or uploaded texts. In particular, the process of producing “hybrid” syllabi options allows for an opportunity to investigate the implications and intersections of content dissemination through specific media frameworks and the educational publication industry that ultimately drives these options.

Much of the discourse concerning new media usage within post-secondary institutions addresses student engagement with digital sources and the inherent problems that stem from critical inexperience and impassivity. I propose that in order to confront these issues, it is necessary to examine the transition and production of post-secondary educational publishing from three considerations. First, the experiences (as observed through case studies) of contemporary secondary and post-secondary students, referred to as “The Millennials”, will offer insight into a demographic that has unprecedented access to not just personal computers and the Internet, but also persistently connecting technologies such as Wi-Fi, Bluetooth, and Global Positioning Systems. Secondly, considering the lens of the instructor will allow for an examination of how pedagogical choices in information dissemination might affect student engagement within what William Badke identifies as an “information culture” (70). Lastly, an analysis of the educational publishing industry and its role in developing and implementing both printed and digital texts will attempt to provide an understanding of the commercial and epistemological structures that create the backbone of knowledge exchange within post-secondary educational institutions. With the increasing cases of student plagiarism in post-secondary institutions, both intentional and unintentional, the

only way to combat irresponsible information usage is to clearly delineate the methodology and expectations of being a responsible information user.

To prepare myself for my thesis, I will be drawing from the established works of New Media and Digital Humanities theorists, such as Marshall McLuhan, N. Katherine Hayles, Jerome McGann, Lev Manovich, George Landow, Harold Innis, and Charles Leadbeater. Additionally, I will be further researching the works of classical epistemologists, such as Socrates, Plato, and Aristotle, alongside more contemporary sources, such as Donna Haraway and Barry Stroud. In terms of empirical case studies, I will be consulting research conducted in (but not limited to) the fields of Information and Library Sciences, such as work done by Teun Lucassen and Jan Maarten Schraagen, Jo McClamroch, Lynn Sillipigni Connaway and Timothy J. Dickey, Xiao- Liang Shen, Christy M.K. Cheung, and Matthew K. O. Lee. I will also be considering studies related to cognitive behavior that corresponds with students undertaking research tasks. To situate my research into specific contemporary examples, I will be directly addressing online and open-source digital knowledge bases, such as Wikipedia and Project Gutenberg, as well as self-publishing technologies, such as blogging and other content management systems.

Outline

1. Introduction
2. A brief history of Humanities Computing and New Media Theory, in regards to pedagogical methodology
 - a. Revisiting McLuhan and considering contemporary sources in non-scholar sources, such as Nicholas Carr's *The Shallows: What The Internet Is Doing To Our Brains*
 - b. Impact of Wikipedia and digital / collaborative information sources on education, citing specific instances that might indicate broad trends
 - c. An attempt an encapsulating the cultural moment of my own navigation through contemporary information culture as a graduate student and budding educator, as teaching assistant
 - i. Evaluation of the existence of the complications of incorporating varied formats of texts and information
 - ii. How might we address these complications?
3. Wikipedia and the digital information movement
 - a. A brief history of the transition of the traditional print-based encyclopedia into digitized encyclopedias and changing epistemological expectations
 - b. The problematic issue of trust, credibility, and transparency in Wikipedia, as compared with that of traditional print sources
 - a. How does Wikipedia challenge existing publishing traditions? How has the shift into collaborative and open-source publishing frameworks affected information consumption?

- b. Citing specific examples of Wikipedia usage: how might we implement ways of teaching responsible information consumption and usage?
4. Hybrid pedagogical approaches: the development of course kits, online reserves, digital texts and books, etcetera.
5. The educational publishing industry and the implementation of digital and online texts / books across post-secondary institutions
6. Conclusion

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