

USING WEB 2.0 TECHNOLOGIES TO FOSTER COMMUNITIES AND ENCOURAGE COLLABORATION

Melissa Vosen * North Dakota State University * February 14, 2010

Collaboration and Web 2.0



Information

Networks:

ND State
Grad Student '10
Fargo, ND

Birthday:

April 6

Melissa Vosen is presenting at the First Year Experience Conference in Denver, CO.



Conductor wrote:
What is your topic?



Melissa Vosen wrote:
Collaboration and web 2.0 technologies — like Facebook! In my presentation, I hope to convince instructors to use web 2.0 technologies in their classrooms.

Thoughts on Collaboration?

In groups of 3-4, discuss the benefits and drawbacks of collaboration.

Why Collaboration?

“Coauthorship enriches the exchange of ideas within the university while encouraging an openness and a spirit of collegiality” (McNenny and Roen 292).

Ede and Lunsford found that nearly 87 % of the 700 people surveyed write together at work (60). 61 % of their respondents believe that their education did not adequately prepare them for collaborative writing (59).

“Collaborative pedagogy provides a social context in which students can experience and practice the kinds of conversation valued by college teachers” (Bruffee 642).

Successful Collaborators



Melissa Vosen wrote:

According to Kami Day and Michele Eodice, “What all of these teams had to say about their friendships clearly illustrates that they value the relationship at least as much as the task and perhaps, in some cases, over the task. Individuals are willing to give up first author position, they are willing to give up their own words, they are willing to acknowledge and use the ideas of their co-authors if they are better than their own (or even if they’re not), and they behave in these respectful and trustful caring ways partly out of a desire to continue their friendships” (116).

Johnson and Johnson (1991) Cooperative Learning Principles

- ▶ **Positive Interdependence**
- ▶ **Promotion**
- ▶ **Individual Accountability**
- ▶ **Interpersonal and Small Group Skills**
- ▶ **Group Processing**

GLOGGING!

Genre and Purpose: Your assignment is to create a glog (www.glogster.com). Your glog should be a poster showing the class who you are: your skills, your values, your interests. You can add any pictures, music, and text that will help give the class a better understanding of who you are and why you are here.

Audience: Classmates, me.

- ▶ Students can also create “themed” glogs to show their understanding of course content.

GLOGGING!

Glogster BETA
poster yourself

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UNIV 189 Melissa

by [missmelissa00](#) Last updated 5 months ago

This Glog is private

Melissa Vosen

Major: English

*Hometown:
Little Falls, MN*

*Favorite TV Show:
The Simpsons*

*Favorite Artist:
Bruce Springsteen*

*Favorite Activity:
Watching Baseball*

*Don't Make Me Use
My Teacher Voice!*

COLLEGE

GLOGGING!

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glog-8332

by [JenV](#) Last updated 5 months ago

This Glog is private

Jen Vipond

I LOVE = Family, Friends, Snowboarding, Wakeboarding, Bison games, Trips to the mountains, Lake time, Reading, Playing volleyball, Running, Relaxing weekends at home, Dance parties, My music, Traveling, Road trips.

Live... Love... Ride.

HOME

The Glog features a central wooden plank background with several musical notes scattered across it. A prominent red play button is centered on the plank. To the right, there is a black and white photo of a woman with long, wavy hair wearing sunglasses and a white top. Below the plank, there are two smaller photos: one of a person snowboarding down a snowy slope with the text 'Live... Love... Ride.' and another of a person ziplining over a valley with a suspension bridge in the background. The word 'HOME' is written vertically on a black banner at the bottom right.

GLOGGING!



Chickens

Chicken Camp 2009

Habitat for Humanity Spring Break 2009

I...
...want to work with chickens the rest of my life.
...love the lake in the summer.
...have gone to Best Buy before just to play Guitar Hero.
...like to go camping and travel.
...go to Wal-Mart for fun when I'm bored.
...couldn't make it through the day without post-it notes.
...am an extreme procrastinator.
...like to play sand volleyball.
...like movie nights.
...live my life to the fullest, missing no opportunity for a fun time.

- Involvement on Campus:
- Theta Chi Fraternity
 - Habitat for Humanity
 - UNIV 189 Mentor
 - Kick-Off Leader
 - Campus Attractions, Films Coordinator
 - Homecoming Committee

My sister Alyssa and I

GLOGGING!

- ▶ <http://missmelissa00.glogster.com/UNIV-189-Melissa-/>
- ▶ <http://jenv.glogster.com/glog-8332/>
- ▶ <http://lmayfield.glogster.com/univ189/>

WORDLEING!

Genre and Purpose: Your assignment is to take your response 2, and turn it in to a wordle (www.wordle.net).

Audience: Classmates, me.

- ▶ Students can also create “themed” wordle to show their understanding of course content. It is an excellent way to have students discover important course concepts.

Example, Response 2

My first week at NDSU was unlike any other first week of school. First of all I was packing up everything important to me from my house and throwing it in the back of my car, and with the convenience of my hometown just being across the river, Moorhead, I was probably home nearly everyday getting something I forgot or needed. I was buying my own school books and walking all around trying to find classes in different buildings around campus not just in one building. Everywhere I looked I saw new faces of fellow classmates, not returning old ones. Even with all the changes there were many that were good ones.

I absolutely love living in the dorms, especially with my roommate being my best friend. Although we were highly discouraged to be friends and to dorm together by friends, family and even a random person who came to our dorm one time, we decided to be roommates. So far everything is going good with us being roommates and friends and I think we will still be fine with each other after this year is up.

Another enjoyable change about NDSU for me is the classes. I like having the larger lecture classes and also having some smaller size classes. It makes it different than being in high school. The classes pretty much met my expectations with the assignment load and the grading system. One thing I didn't expect was how many things are online for classes. There are so many assignments and tests online that I hope I will remember to check up on everything all the time.

My experience so far has been enjoyable one. Before finally choosing NDSU I was contemplating over which school to venture off to and further my education. I am so far happy with my decision. I hope that the rest of the year will go as smoothly as the first week.

FACEBOOKING!

- ▶ Students can share notes, drafts, and other classroom materials.
- ▶ Students can converse in an area outside of the classroom, building relationships that encourage and foster collaborative practices in the classroom.
 - ▣ Interdependence
 - ▣ Interaction
 - ▣ Interpersonal and Small Group Skills

Moxley and Meehan (2007)

- ▶ Social networking tools encourage collaboration.
- ▶ Social networking tools provide students with authentic audiences.
- ▶ Social networking tools can challenge traditional views of authorship.

EduCause (2008)

“Can Facebook be considered a collaboration tool? As a very “sticky” application (one that users visit often and tend to stay on for extended periods of time), it has a rich feature set that continues to evolve. Facebook is also growing rapidly [....] Facebook is being used to facilitate serendipitous connections between friends and contacts. It also brings people with similar interests together, from students creating a group page to organize and discuss a project to classrooms creating a shared space to post notes and common questions. Given its potential to integrate deeply into the practices of a large number of people, it holds great promise as a collaboration tool.”

-Cyprien Lomas, Michael Burke, and Carie L. Page

Stats on Facebook

- ▶ 3 billion minutes are spent on Facebook a day.
- ▶ 15 million users update their status daily.
- ▶ 850 million photos are uploaded each month.
- ▶ More than 24 million pieces of content are shared each month.

- Hempel

Why Facebook?



Conductor wrote:

I already ask my students to share their work in class. Why should I have them share their work on Facebook?

- ▶ Students can share notes, drafts, and other classroom materials using Facebook. It has been reported that Facebook's typical user spends 169 minutes a month on the site (Hempel 50).
- ▶ Sharing videos and pictures is easy, much easier than sharing videos and pictures on email, blogs, and wikis.
- ▶ If a group wants to share and edit document files, however, another platform or Facebook application is necessary.

Group Function

The screenshot shows a Facebook group page for 'Vosen Online' in the ND State region. The page layout includes a top navigation bar with 'facebook', 'Profile', 'Friends', 'Networks', 'Inbox', and links for 'home', 'account', 'privacy', and 'logout'. On the left, there is a search bar and a sidebar with 'Applications' such as Photos, Groups, Events, Marketplace, PersonalDNA, and Movies. A vertical advertisement for 'goodbuy' swimwear is also present. The main content area is divided into several sections: 'Information' (Group Info, View Discussion Board, Join this Group, Share), 'Recent News' (Hey guys!), 'Photos' (No one has uploaded any photos), 'Videos' (No one has uploaded any videos), 'Posted Items' (No one has posted any items), 'Discussion Board' (Displaying 1 discussion topic, 'Very Nice!', 9 posts by 6 people, updated Feb 18, 2006), 'Members' (3 members at ND State, including Zach Ditter, Stacy Plante, and Josh Hernandez), 'The Wall' (Displaying 1 wall post, 'Hey where are all my Fall 2006 students?!'), 'Related Groups', 'Group Type' (This is an open group on the ND State network), and 'Admins' (Stacy Plante). The footer contains 'Facebook © 2008' and various utility links like 'Advertisers', 'Businesses', 'Developers', 'About Facebook', 'Terms', 'Privacy', and 'Help'. The browser's taskbar at the bottom shows 'Internet' and '100%' zoom.

FACEBOOKING!

Genre and Purpose: Your assignment is to create a Facebook quiz (www.facebook.com). The quiz should draw on your knowledge of Gitlin's eight personalities. Respondents should be able to take the quiz to see what their media personality is.

Audience: Classmates, me.

- ▶ Students can also create quizzes about themselves.

FACEBOOKING!

facebook

[Home](#) [Profile](#) [Friends](#) [Inbox](#)

[Melissa Vosen](#) [Settings](#) [Logout](#)

Media Identity [My Quizzes](#) | [Quiz Directory](#)

[+ Create A New Quiz](#)



Media Identity

How do you deal with the media torrent? What Todd Gitlin media identity are you? Created by Melissa Vosen's English 357 Class at North Dakota State University Picture from: <http://www.amazon.com/Media-Unlimited-Torrent-Images-Overwhelms/dp/0805048987#>

[Start the Quiz!](#)

FACEBOOKING!

Media Identity My Quizzes | Quiz Directory

+ Create A New Quiz

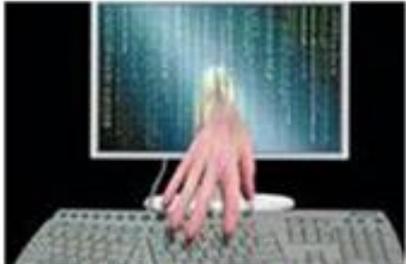
1

What TV channel are you watching right now?

- CNN
- Comedy Central
- The Weather Channel
- Planet Green
- None. I don't watch TV.
- VH1
- The History Channel
- MTV

FACEBOOKING!

The Jammer



You believe images are power... and you also believe you can change them. You care what people think and sometimes your actions border on the illegal (such as hacking). Picture from:
<http://www.thetechherald.com/article.php/200817/816/Hacker-hired-by-News-Corp-to-damage-DISH-Network>

Publish **Cancel**

BLOGGING!

- ▶ Students can reflect on course material.
- ▶ Students can interact and discuss course material.
- ▶ Instructors can also use blogs (or the discussion board) as a way to encourage “extended” introductions.

BLOGGING!

Genre and Purpose: Please post a 250-word introduction to our class blog (www.blogger.com). Respond to three classmates by Friday. See my post as an example.

Audience: Classmates, me.

BLOGGING!

Hi! My name is Melissa Vosen, and I am your instructor for the course. A little bit about me...

I am currently an academic advisor and lecturer in the College of University Studies. I have a BS in English education and a MA in English; I am also a PhD candidate in English.

I am the youngest of seven siblings, and I grew up in Little Falls, MN. You may have heard of Little Falls because it is home to one of the largest craft fairs in the Midwest, and it is also home to Charles Lindbergh's boyhood home. Other than that, it is your typical town of 7,000. Despite being from a town of only 7,000, I graduated from a class of over 300. I am not sure why my class was so large. Several blizzards the year I was born? ;-)

In my spare time, I like to read and write (I did major in English!). I also enjoy concerts, horror movies, baseball (I have a mad crush on Joe Mauer), and bowling.

If you have any questions in regards to the course, please ask. I can't help if you don't ask; I can't help you if you do not keep me informed. Distance courses take discipline, and please understand that this is not a self-paced course. You will have an assignment and / or quiz every week. If you miss a weekly assignment, you miss the points, and your papers (major assignments) will suffer because the weekly activities are designed to help you write better.

Again, don't be afraid to ask questions!

BLOGGING!

ND GOVERNOR'S SCHOOL ENGLISH STUDIES BLOG

DISCUSSION, EXERCISES, FREEWRITING NOTE: MUCH OF THE STUDENT WORK HERE APPEARS AS "COMMENTS" ADDED TO INSTRUCTOR POSTINGS. TO READ THIS STUDENT WORK, YOU'LL WANT TO CLICK ON "COMMENTS" UNDER ANY GIVEN POST.

THURSDAY, JUNE 25, 2009

Billion Dollar Question

Please affirm, expand, or revise your reflections on English Studies, given our morning's discussion.

POSTED BY CINDY NICHOLS AT 8:11 AM

10 COMMENTS:

McJoy said...

I have been pleasantly suprised by the immense variety of topics and work that English Studies encompasses...I realize now that my idea of the work one can get in the field of English was pretty narrow-minded.

The instruction and excercises I've had here will, I expect, be very useful when I need to make a decision about a college major. :)

I would have liked spending more time on disciplines other than creative writing, such and linguistics and literature, but I am certainly happy for the over-view in those areas that we did get, and I know that most of the students in English here were probably most interested in creative writing.

BLOG ARCHIVE

▼ 2009 (45)

▼ June (44)

- [Billion Dollar Question](#)
- [Faculty Views of English Studies and The Disciplin...](#)
- [Million Dollar Questions \(for morning of June 25th...](#)
- [Poetry Reading](#)
- [Eavan Boland questions and responses](#)
- [In Visiting Scholar's Literacy Class](#)
- [Governor's School Reflection #3](#)
- [Explaining the difference between high school and ...](#)
- [Gov. School students visit Dr. Anne Gere's graduat...](#)
- [Here are the questions for Wednesday's blog](#)
- [Questions](#)
- [Graduate Students and Grace](#)

Moxley and Meehan (2007)

“Before concluding, lest we appear to be zealots, overeager drinkers of the newest technological Kool-Aid®, we do understand that solitary writing matters. [...] Yet we have also learned that when dissensus is permitted, groups of people can be wiser than individuals. Hence, while we acknowledge the difficulties invoked by collaborative work, we believe that today's new online social networking tools, including collaborative gaming environments, present a viable way to develop knowledge claims that may be wiser than the claims developed by individuals.”

What's Next?



Melissa Vosen wrote:
I see the unlimited
potential: improved
communication and
collaborative projects. But
I wonder...
what do the students
think?

“I liked using Facebook, but I would like to use more social media and talk about how they are used in business ... like Twitter.”

Works Cited

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Contact Information

Questions?

Comments?

Contact me at

melissa.vosen@ndsu.edu