



Technology is profoundly affecting our culture and society.

The YS community needs to step up.

Believe that our collective inability to understand and embrace technology is hurting our kids; getting in the way of educating/learning and creating effective youth-serving programs.

Yes, I'm trying to sell you.

By introducing you to some revolutionary information and asking you to start processing/applying it

Two primary sources: Grad class : Society 3.0 Moravec and Digital Lives of Youth Project sponsored by MacArthur foundation

Intro self?

MySpace



This is a q&a for the large group, that ends in small group or pairs debating.

What is it?

Why did you go?

Have you been there?

Do you or your organization

have a profile there?

Have you posted?

Do you allow young people in your program

access to it? Do you have an opinion on use by kids?

debate

- Put yourself on the spectrum (CIRCLE)
 - 1 = BAD; 10 = GOOD
 - “MySpace” as shorthand for social networking and all new digital technologies (on-line games, blogs, cell phones/texting, ipods, etc...)
- Share answer, say why

Myspace as stand in for technology

5 is for wimps

Report back to large group -- share your range

Sure, times have changed, but do we really

Appreciate how much?

And do we really consider how much that is

Impacting young people?



Dramatic changes to the way I work!

Totally different. Who doesn't start with google anymore?

Looking for myspace news. realizing that mass media coverage probably dictates what kinds of things you think about myspace.

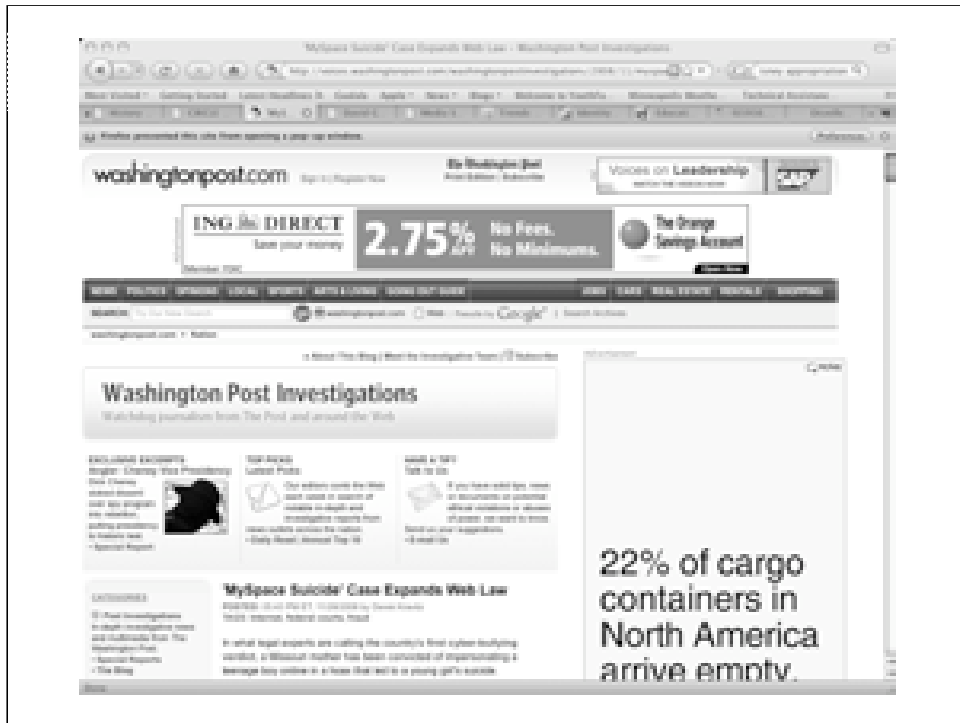
NOT TO MENTION OUR OWN HEALTH COMMUNITY

Anybody afraid of predators on the web? Or anybody following the mom who "caused" a kid to commit suicide?

Check it out! 2,747 articles!

New capability...changes my access to the information

NEW literacy -- just doing and knowing how to do it well, weed through results, evaluate sources



Of course, I chose the top one -- why? Because it is easy and big and get the article at wapo.

Not just the article, tho. In fact, I can barely see the article headline on the first "screen"-- and I've got a 21" monitor!

I just plow down, tho, knowing that I need to wade through all the garbage that is actually advertising that is actually paying for me to be able to read this article for free since I don't subscribe to the paper.

LITERACY SKILL

'MySpace Suicide' Case Expands Web Law

POSTED: 05:43 PM ET, 11/26/2008 by Derek Kravitz

TAGS: Internet, federal courts, fraud

In what legal experts are calling the country's first cyber-bullying verdict, a Missouri mother has been convicted of impersonating a teenage boy online in a hoax that led to a young girl's suicide.

Lori Drew was convicted of three misdemeanors for violating MySpace's "terms of service," which requires users to submit "truthful and accurate" registration information. The impact of the case in a Los Angeles federal court is significant, experts say, in that it expands the federal Computer Fraud and Abuse Act, which was passed in 1986 as a tool against hackers, to include social networking Web sites.

The case has drawn worldwide attention and criticism from online experts, including the Center for Democracy and Technology, which accused the government of misusing the law.

The case was tried by the U.S. attorney in Los Angeles, Thomas P. O'Brien, after Missouri officials determined that Drew had broken no state laws. MySpace is based in Los Angeles. O'Brien said the verdict yesterday sent an "overwhelming message" to Internet users.

Even in the article, there's lots of stuff I don't necessarily get when I read it in a paper.

What's a "tag" for example? -- **web 2.0**

Why are some of these letters blue? -- **web 2.0**

New capability...changes my access to the information-- instant, searchable, affiliation based/tags



And in addition to the article, there are over 30 comments, like these. -- **web 2.0**

They aren't just posting their thoughts, they are reading each others' thoughts and responding to them.

What is interesting to me is that this case and the news coverage has shifted from a sensationalistic "evil mom on myspace" frame to a "what do the terms/conditions of use really mean in terms of liability?" frame.

Web 2.0 -- we might be using it, but today's young people have always lived it and grown up on it. They view it and have a relationship with it that is essentially different than our own



That was the hot topic last time I did this.

Here's the latest....

Emphasizes our -- as systems folks -- responsibility re: policy

CHANGE! Anybody over 30? Didn't grow up this way.

Digital immigrants vs. Digital natives

Browse through history to give context. ...

:30 history



Look at the change though the lens of

Where we've been.

Cuz We ain't in Kansas anymore!

Agri: 1.0

Family based work, kids learning and working at home, integrated with community, adults learned from, lots economic contributions

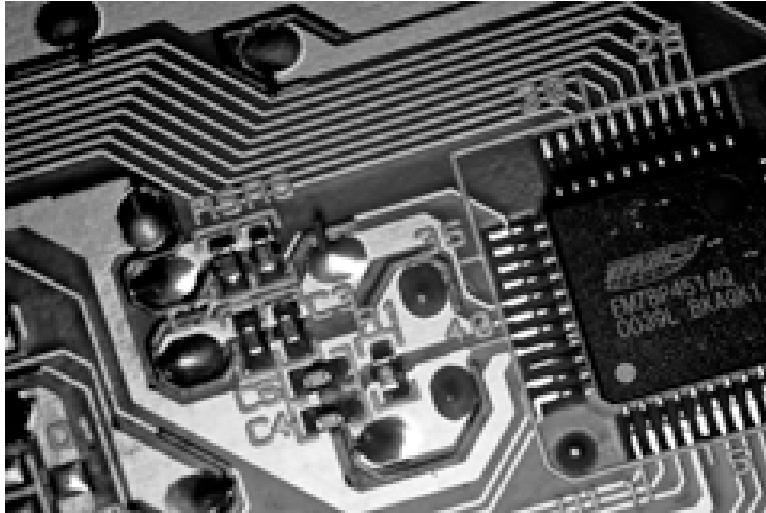
:30 history



Industrial 1.0

Industrial economy, Wage-based work, kids at schools, low level jobs,
kids learn from adults, engaged with community as hirelings

:30 history



Information 1.0

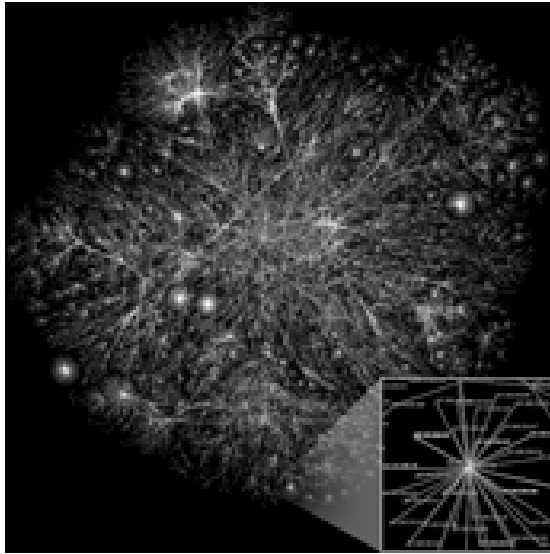
Information economy, product: interpreting data, viewed hierarchically,

How did things change for kids?

More siloed jobs and roles,

But kids still mostly at schools, learning from adults, working at low level jobs, engaged with community as hirelings

:30 history



Dark blue: net, ca, us
Green: com, org
Red: mil, gov, edu
Yellow: jp, cn, tw, au, de
Magenta: uk, it, pl, fr
Gold: br, kr, nl
White: unknown

Matt Britt

http://commons.wikimedia.org/wiki/File:Internet_map_1024.jpg#file

This latest transformation -- driven a lot by HOW we are using technology.

Now we are interpreting information and deciding on what it means and how to use it at an individual level.

For example: the web...

gone beyond status as "technology"

It is changing the way we interact with meaning, ourselves and others.

Shorthand for the kick off to this transformation... web 2.0 anybody heard of it?

Partial map of the Internet based on the January 15, 2005 data found on opte.org. Each line is drawn between two nodes, representing two IP addresses. The length of the lines are indicative of the delay between those two nodes. This graph represents less than 30% of the Class C networks reachable by the data collection program in early 2005. Lines are color-coded according to their corresponding RFC 1918 allocation as follows:

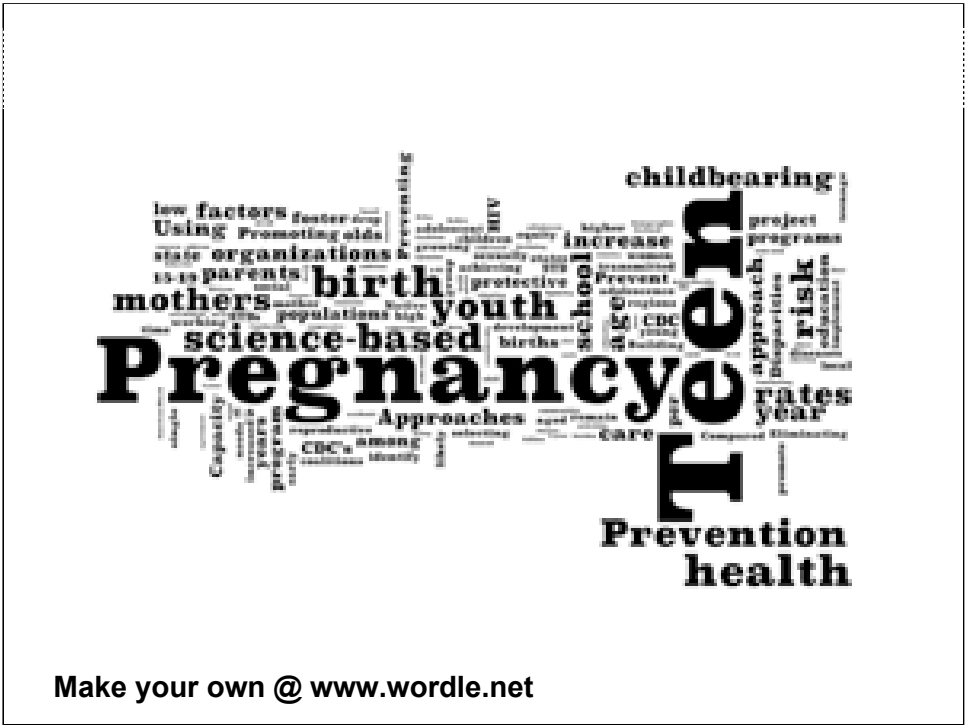


What is this?

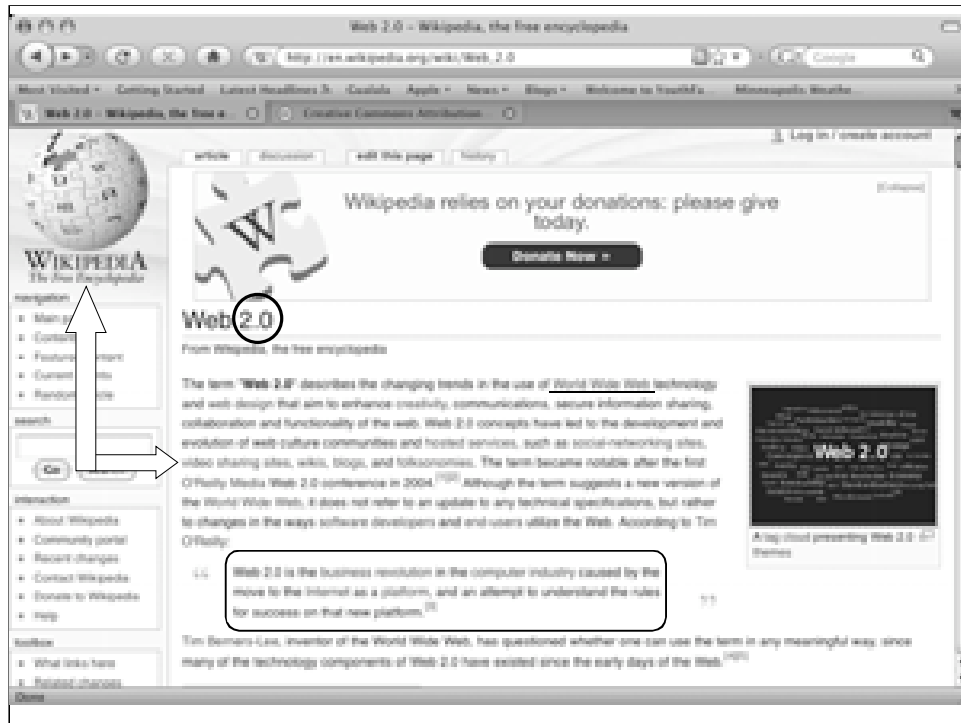
What does it mean?

Talk about what individual words mean, say about web 2.0

Data cloud.



Thought you data geeks might appreciate these
Wurdle.com



2.0 -- now inside joke, was first major revision to software/operating system

Web = World wide web = www

Transition from: place to find stuff, talk to people

An entirely new way of doing stuff -- business, creating, communicating, collaborating, etc.

Read it.

Wikipedia as example. What's so great/cool about wikipedia?

What's a wiki? Hawaiian for fast: a page or pages that can be easily updated/ revised (and exist for that purpose -- to support collaborative and community



Web 2.0 is a DIY world
People don't just go there to get information.
People are using it to become who they want to be.
Make and distribute your own music.
Become a star...

Web 2.0 in action



Be a scientist!
Be a journalist!
Change the world!

society 3.0

	Education 1.0	Education 2.0	Education 3.0
Meaning is...	Dictated	Socially constructed	Socially constructed and contextually reinvented
Technology is...	Confined at the classroom door (digital refugees)	Cautiously adopted (digital immigrants)	Everywhere (ambient, digital natives)
Teaching is done ...	Teacher to student	Teacher to student and student to student (progressivism)	Teacher to student, student to student, student to teacher, people-technology-people (co-construction)
Schools are located...	In a building (brick)	In a building or online (brick and click)	Everywhere (thoroughly infused into society: cafes, bowling alleys, bars, workplaces, etc.)
Parents view schools as...	Daycare	Daycare	A place for them to learn, too
Teachers are...	Licensed professionals	Licensed professionals	Everybody, everywhere
Hardware and software in schools...	Are purchased at great cost and ignored	Are open source and available at lower cost	Are available at low cost and are used purposefully
Industry views graduates as...	Assembly line workers	As ill-prepared assembly line workers in a knowledge economy	As co-workers or entrepreneurs

JM_3.0

Web 2.0 informs how we can look ahead, how we can find new/better ways to support young people.

In what Dr. Moravec: education futurist calls society 3.0

1.02.03.0 construct

handout

1.0 hangover

- Limiting youth development
 - Segregated from adults
 - One way learning (from adults to kids)
 - Adult anxiety/fear (learning from kids!)
 - Limits to what and how kids contribute (economy, nature of tasks)

JM_3.0

Dr. Moravec's also believes that we are suffering from a ..
He looks forward to our Society 3.0 and how education will fit

Futuristic Thinking -- 3.0

- It's the year 2015. We are living in a 3.0 world.
 - Your program/group has embraced these changes and used them to meet your goal of supporting the development needs of young people.
- Describe your program of the future – what does it look like?
 - Don't worry if the technology is real or possible, just fantasize ideal scenarios

HYD 3.0

Look through this lens

Blank lines at bottom

Flipside: totally blank with fill in the blanks for headers

Living and Learning with New Media: Summary of Findings from the Digital Youth Project

Building the Field of
Digital Media and Learning

MACARTHUR
The World and What's in It: Making a Difference

Home | Projects | Library | Blog | Funding | About |

Latest News

New Study Shows Time Spent Online Important for Teen Development

(November 20, 2008) - Results from the most extensive U.S. study on teens and their use of digital media show that America's youth are developing important social and technical skills online - often in ways adults do not understand or value.

The MacArthur Foundation launched its five-year, \$50 million digital media and learning initiative in 2004 to help determine how digital technologies are changing the way young people learn, play, socialize, and participate in civic life. Scholars are critical to developing educational and other social institutions that can meet the needs of this and future generations. The initiative is both transformative and what is already.

DYP

<http://digitalllearning.macfound.org/site/c.enJLKQNFIG/b.2029199/>

Second driving source: MacArthur project

Besides reframing as positive

Creates usage “genres” or segments that we can use to think about how to use, support, etc.

Briefly look at these.

Ha



Types of “hanging out” activities

Gaming, chatting, music,

My Space chatting: Who with? See stranger intrusion as WRONG and shine it on; not particularly interested in adults either...

Mostly with off-line friends -- 7

As basis for family engagement

Family: 1) gaming and tv watching (tivo,DVR) -- but emerging is digital projects: photos, videos, etc. and 2) kid as having expert status -- 10

Addresses developmental need to interact with peers, belong

“Young people use specific media as tokens of identity, taste and style to negotiate their sense of self in relation to their peers (Mizuko)” Konopka: Adol development needs: Interact with peers, and acquire a sense of belonging. -- Ultimately, identity development

BodyBuilding.com



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TIMBO



4/35

Perth, California, US

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Forum Topic

Points | **Last Post**

Topic Starter

<input type="checkbox"/> Forum Topic 100% Positive Feedback	100% Positive Feedback	100% Positive Feedback	100% Positive Feedback	100% Positive Feedback
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flirting -- 1 (SEXTING!)

Task #3 -- story re: teen parents...

txt me ishmael



TEXT: competition on titles, poetry, entire books. 1g0 character limit.

Research shows doesn't erode childrens ability to read;write -- literac improves. Most texts: better at spelling and writing.

Downside is less descriptive (still early stdies)

Used in public health practices -- quit plans.



Tinkering, exploring, extending their understanding, creating, teaching myself, customizing, gaming, authoring, lurking, manipulating content

Interest driven -- **who am I? What do I like? 8**

How does this work? Can I figure this out? -- 2

Examples: customizing their myspace page, finding code to do fancy things, manipulating images, making videos, hunting down information and people who are "into" what they are "into", finding cheat codes for games, authoring in game

Self-directed

Local social relationships

Take risks by putting yourself out there -- 4

Investigate, Try on and express morals, values and beliefs -- 5

Konopka developmental req: Reflect on self in relation to others, and discover self by looking outward as well as inward.

Addresses developmental need for self reflection (what do I like? What do I want to do?)

Geeking out as a fan



Deep knowledge and expertise

Interest driven

Social engaged -- expert knowledge networks

Developing an identity and pride as an expert -- **8**

Fandom, gaming, media production -- **(creating -- 3)**

Offers them "Adult like agency and leadership that is not otherwise available to them" -- **9**

Konopka -- ‡ Participate in the creative arts, to learn self-expression and communicate deep feelings from within.

Develop a feeling of accountability in the context of a relationship among equals

Where do you go from here?

Mini action planning

- What is getting in the way?
- Opportunities?
- What can you do?
- Make a commitment

Brainstorm worksheet

done

- sheax011@umn.edu
- Sources
- Evaluation