

Questions About

Learning/Teaching/Knowledge with Web 2.0

hierarchies – *institution v. public, teacher v. student*

What happens when the students know more?
Do students/teachers have knowledge?
Discretion? Wisdom?
How are ideas shared when global?

Tech savvy students can create Web sites using open source. Do teachers let the students create the class Web site?

Non-experts define categorize differently than experts. Do students learn or mis-learn categories in this new paradigm?

definitions – *text, art, communities*

What is writing when it is in a global environment?
What is the process of drafting, publishing, documentation, copyright?
What is art? Who is it for?

taxonomies – *expertise, classification*

What about user-defined tags?
Are shared content databases reliable?

boundaries – *school walls, museum walls, international*

What is permitted where?
What is private? Public? Limited?
What happens in international student dialogues?
Who has access? Democracy, economics, technology mix?

Boundaries give a sense of place as well as control. How do teachers protect students as they (both) work in places beyond their control?

The Web presents an apparent existential dilemma? How do we teach students to represent themselves and information on the Web? How do we distinguish between virtual and real worlds, where do they overlap? Is the real world represented in the virtual? the virtual in the real? How do we teach students to learn in both simultaneously?

virtual v. real world – *on/off line being and representation*

What is community? Who am I? How much identity and information do I share? How do I represent? Are there boundaries between virtual & real world?

established tradition v. "perpetual beta" – *constants & constant change*

How do we handle change when it is constant, immediate, global, "multi-multi," i.e simultaneously emergent, convergent and divergent

Teachers (and students) are used to sharing the tried-and-true, the familiar. How can teachers build foundations for constantly changing structure? How can teachers best guide students to knowledge that is immediately accessible, simultaneously emergent, convergent, and divergent? What happens when teachers do teach with "perpetual beta?" What happens when they do not?