

Art of the Networked Practice | Online Symposium  
Chat Transcript: Keynote by Peter Looker

Randall Packer: We are starting in just a few minutes.

xio: ok

guest 2: sounds great

phyllis hecht: sounds good

guest 2: when will videos of panels be available to download?

Wei Long Hoong: we'll have it available soon after the symposium

Wei Long Hoong: do check back to the site

Andrew Oleksiuk: "The Role of the Teacher and Student in the Networked Environment" for #artofnetwork15

Paul Gagnon: the sage to guide is hard to sometimes grasp/accept

Paul Gagnon: I think of McLuhan and Postman

Paul Gagnon: in particular Postman's ideas related to the effect of 6-7 sec edits on the brain

Paul Gagnon: perhaps enlarge on that professional identity

Paul Gagnon: insofar as it impacts on ability to adapt to the opportunities of networking provide

Paul Gagnon: what is the first cause related to the problem of this persistence

Randall Packer: Why are these hierarchies so rigid?

Randall Packer: The hierarchies of student-teacher interaction?

Paul Gagnon: maybe

Randall Packer: Is it that knowledge is overly proprietary?

Paul Gagnon: but maybe no longer proprietary in that I can find just about anything you may be teaching out on the web and do my own valuation and/or validation

Andrew Oleksiuk: resist the hardening of the categories ~ Marshall McLuhan

Randall Packer: If I put it on the Web, but not everyone does that...

Paul Gagnon: true but ideas congeal, ironically, despite our attempts to keep them to ourselves

Paul Gagnon: what are some of the ways we could expand the focus - remove the stepped down focus?

Randall Packer: the idea of focused expertise not lending itself to the distribution of knowledge

Paul Gagnon: I like the expansion or building of the 10,000 hrs of practice leading to expert/professional identity?

Randall Packer: Vannevar Bush in 1945 dreamed of the idea of a collective record of knowledge... which Tim Berners Lee implemented as the Web, but we still haven't caught up with this idea.

guest 3: very good point!

Paul Gagnon: vibek during the break suggested this was a very compelling aspect of what we should now be trying to do...hope I got that correct Vibeke?

Paul Gagnon: learning spaces support the way we learn?

Andrew Oleksiuk: text is technology

Randall Packer: how about online spaces, how do we use them for collective forms of learning?

deb h: Randall: I think we had some good examples yesterday from first panel, ahem...;)

Randall Packer: That's true, I am interested in how online space facilitate learning when physical spaces don't

Randall Packer: collaborative learning that is...

phyllis hecht: I think it's much easier to include your opinion in an online space and collaborate with others, as we're doing here - you don't have to wait to be called upon

Randall Packer: Exactly, because those of us online can comment, but people here in the room without a computer cannot

Paul Gagnon: one of the more powerful aspects of learning enabled by this type of technology for sure

phyllis hecht: Right - good example

nada: even online, I feel uncomfortable to comment - because I feel like I should be listening to the "experts"

phyllis hecht: nada, yes, we tend to multi-task more in an online environment

Randall Packer: and multi-tasking is an example of distributing knowledge as Peter is talking about

Paul Gagnon: fully agree that PhD training is the place to begin

Randall Packer: Will academic institutions become a distributed entity?

Randall Packer: Actually, they already are with online programs.

deb h: Getting the best out of these collaborative discussions requires an expertise that academia does not currently reward or support. I think this is part of Peter's point about remaking the PhD.

Paul Gagnon: in many ways Randall, they already are: MOOCs being one example

Randall Packer: That is the DIWO ethos (do it with others) as an act of making

Paul Gagnon: i continue to ask: why are 20 professors teaching the same math course

guest: student expectations of the expert also points back to the need for some of these changes having to start much earlier than university.

uest: interdisciplinary doesn't mean that all the disciplines are treated equally.

Randall Packer: The idea of intermedia is to find the spaces between the disciplines

Andrew Oleksiuk: woot #intermedia #artofnetwork15

nada: yeah. it's really how the society thinks and functions in general. It needs to be bottoms up movement but people on the "bottom" rarely have any platform and any chance to even hope

phyllis hecht: applause!

Andrew Oleksiuk: /applauds

xio: applause!!!!!!1

nada: applause!

Randall Packer: Please, questions from our online audience.

Andrew Oleksiuk: the goal is to become an expert learner

Paul Hertz: Online collaborative environments for learning can provide both individual and group scenarios

Paul Hertz: There's no reason not to have both

Chris: I'm from Information Engineering and Media which is a representative of interdisciplinary major. However, I still find that there are huge barriers among the subjects I have been learning since the courses are still traditional courses just in different schools. How do you think may I transfer what I have learned separately into a coherent strength and how should I apply them into real practices?

Randall Packer: Thanks Chris, we'll ask your question next.

patlichty: I entered academia at 42, although I was doing scholarship since 30.

Paul Hertz: In the 2000s I helped design an online collaborative environment for teaching astronomy to high school students. Astronomers share their knowledge worldwide, and were online already (since data bases are now the way astronomy is done). But not every discipline is so inclined to share knowledge. Astronomer may succeed because there work ahas "no strategic value." What are the political barriers to shared, collaborative online education? How dow we overcome them.

Andrew Oleksiuk: I love the phrase "social taxonomy" from a previous panel, its so revealing @PaulHertz

Paul Hertz: ++ polotical--some knowledge is clsely guarded

Paul Hertz: astronomy shared, genomics somewhat shared, reserach into disease becoming problematical

Paul Hertz: + of course proprietary nature of research

Paul Hertz: syllabi shared ++ credited or not

jonCates: \*totally

Paul Hertz: some disciplines more open than others

jonCates: && all wrapped up in + w/ academic identities as discussed

jonCates: \*clapping

Paul Hertz: art being a threshold case // shared or guarded

xio: thank you Peter

phyllis hecht: Have a nice lunch!

phyllis hecht: Thanks - great session

Chris: thank you!

Paul Hertz: // thanks //

Andrew Oleksiuk: /applause

jonCates: yes, totally great

Wei Long Hoong: join us at 2pm Singapore time for our Net Behaviour roundtable session with Marc and Ruth of Furtherfield

Randall Packer: 2pm with the roundtable!!

jonCates: cyawl online agains l8r