What is Digital Pedagogy?
Technology in the Library Classroom

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Hello!

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AGENDA

➔ Definitions
➔ Practical Applications
➔ Reflection
➔ Group Discussion
So what are we talking about?

Critical Pedagogy

- shapes the *content* and *form* of learning
- recognizes students’ *whole selves* and *authority*
- understands how *power relations* influence learning

Critical Digital Pedagogy

- is enabled by the *specific affordances* of digital tools
- encourages *conviviality*
- centers *learning objectives* over specific technologies
Critical Digital Pedagogy and the Framework for Information Literacy

- Authority is Constructed and Contextual
- Information Creation as a Process
- Information has Value

Critical Digital Pedagogy
Infographics
Technology Tools in the Library Classroom
For Science Students
What’s the big deal about Infographics?

- Excellent alternative to traditional written assignments.
- Useful in the sciences where complex data and ideas are often communicated through imagery.
- Students respond well to science presented in visual formats.
How do infographics fit into critical digital pedagogy?

- Infographics have potential to reach multiple communities and cultures inside and outside academia.
- Infographics lead to conversation about how technology impacts learning and society.
- Primary focus is on collaboration and content. Learning the technology is secondary.
Stretch Break
Editing Wikipedia

Public Knowledge Production in a Humanities Classroom
Geotagged Articles in English Wikipedia

Article word count
- 1 - 100
- 101 - 250
- 251 - 500
- > 500

Data obtained from Wikipedia in Nov 2011. Mark Graham, Berna Hogan, Ahmed Medhat, and Richard Farmbrough, Oxford Internet Institute. In collaboration with Ilhem Allagui and Ali Frihida. Funding provided by the IDRC.

More info: Mark Graham (twitter @geoplace) or www.oi.ox.ac.uk/vis
Talk Pages Can Reveal the Process and Contested Nature of Information Creation

"Indigenous" 2006 [edit]

Seems like the controversy over claims of being "indigenous" (and any special privileges that would entail) should be discussed in the article. I'm more than happy to do a break out section with it, but I don't think it should be removed entirely. -- JereKrischel 07:12, 14 August 2006 (UTC)

The link is still in the federal developments section. Tekadog 13:29, 14 August 2006 (UTC)

I think it's fine to put those links in, but there should be others representing the spectrum of Native Hawaiian perspectives on what it means to be "indigenous" as well. It's one-sided to have links to external documents only for the skeptical POV. I don't have time to add these at the moment, but JereKrischel, even knowing that it goes against your grain, perhaps you would be generous enough to add some links fairly and accurately representing a POV you don't agree with? Mahalo. Arjuna 19:35, 14 August 2006 (UTC)

Great idea Arjuna - I'll find some counter point to balance things out. -- JereKrischel 19:37, 14 August 2006 (UTC)

Excellent -- thanks. Arjuna 22:15, 14 August 2006 (UTC)

As a Native Hawaiian I was surprised to see that there was some controversy over the way I and other Hawaiians identified themselves. In all of my 37 years of being Hawaiian I didn't have anyone tell me until now that Hawaii was not my indigenous home. I really believe it is a basic human right for human beings to be able to define who they are. I also believe that Native Hawaiians have a right to define themselves on this page. Ken Conkin's views can better be expressed on the Wikipedia topic of sovereignty with all it's inherent complications. To reference him on a page introducing people to Native Hawaiians seems rather manipulative. You won't find me going to the Wikipedia page trying to define Jews, African Americans, or other groups to which I do not belong. I also wouldn't call it a coincidence if their manner of identification also happened to counter my sociopolitical viewpoints if you catch my drift. I know what is going on here. If somebody wants to point out that there are Holocaust deniers they can do that in a page on the Holocaust but I don't believe it would be appropriate to put that in a page that attempts to introduce Jews to the rest of the world. Keep your politics out of it and let Hawaiians speak for themselves for heaven's sake. Lohiau 04:36, 2 May 2007 (UTC)

I appreciate your point of view Lohiau, but nobody has a "right" here to insist on definitions. In the spirit of WP:NPOV, all viewpoints are welcome and reported. Please read the wikipedia policies on WP:NPOV. Mahalo. -- JereKrischel 06:30, 2 May 2007 (UTC)
# Classroom Activity: Discussion of Wikipedia’s Policies

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<tr>
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<td>Project-wide principles</td>
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<td>Core content policies</td>
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<td>Other content policies</td>
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<tr>
<td>Content guidelines</td>
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</tr>
<tr>
<td>Behavioural policies</td>
<td>Child protection · Civility · Courtesy vanishing · Edit warring · Harassment · No legal threats · No personal attacks · Ownership of content · Sock puppetry</td>
</tr>
<tr>
<td>Behavioural guidelines</td>
<td>Assume good faith · Conflict of interest · Disruptive editing · Do not disrupt Wikipedia to illustrate a point · Etiquette · Gaming the system · Please do not bite the newcomers</td>
</tr>
<tr>
<td>Editing guidelines</td>
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<td>Wikimedia Foundation</td>
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Reflection & Discussion Points

How do different technologies allow us to make different kinds of critical interventions in our classrooms or professional practice?

How does the use of technology enable (or hinder) these interventions?

How does the effective use of technology for instruction vary in different contexts (eg. academic library workshop vs public library class)?
BIBLIOGRAPHY: HTTPS://GOO.GL/WWSP7J

ANY QUESTIONS?