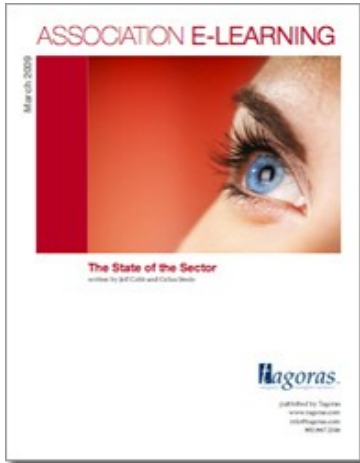# Learning 2.0
for Associations

by Jeff Cobb

To craft a successful e-learning strategy you need solid information about the current state of your market and what the future is likely to bring. **Association E-learning 2009** provides the most comprehensive assessment of e-learning in the association sector available anywhere.

If you are an association planning to launch an e-learning initiative or grow your current online education programs, it is a must have. Organizations that provide e-learning products and services to the association sector will also find tremendous value in this report.

Find out more at: **www.elearning2009.com**.

Contents

About This Report

This report considers how approaches to learning have evolved and what impact the new technologies dubbed "Web 2.0" are having. In it you will find examples of ways in which associations are using these new technologies and what possibilities they may represent for your organization's professional development and other learning initiatives. The examples are primarily from the association world, but readers from other types of organization will find both the examples and the report in general to be useful.

This report assumes a high level of comfort with the Web, but it does not assume deep familiarity with social media tools. The examples cover general areas of social media and, to illustrate these areas, highlight tools that are likely familiar to most readers.

Readers who already make significant use of social media technologies may find some of the content a bit basic, but the examples and the general thinking about Learning 2.0 as a concept may nonetheless be helpful. Additionally, those readers who are more advanced may find this report to be a useful tool for educating others in their organizations.

Let's start with a look at what I mean by the term "Learning 2.0."

From Learning 1.0 to Learning 2.0

The idea of tacking a version number on the end of nearly any noun you can imagine has become very trendy lately. In the world of software, from which this practice was borrowed, it makes a reasonable amount of sense. But for a broad concept
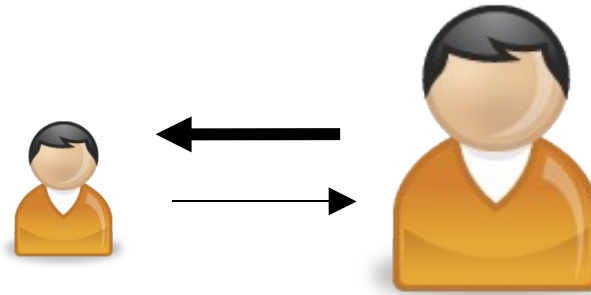
Learning 1.0: One to One

like "learning," the significance of this sort of versioning is less clear. What exactly has changed so much about how learning happens?

One of the ways to come at the question is to start with basic teaching and learning models as they existed before the introduction of modern communication technologies. The idea of an expert, tutor, or mentor who conveys knowledge and experience to a student or apprentice, for instance, has been around at least as long as recorded history. The teacher in this relationship holds the position of dominance, and, while there may be dialog between teacher and learner, the teacher is the authoritative source. The Socratic method, for instance, is a time-honored approach to such dialog. Socrates engages the learner in a series of questions, but ultimately it is Socrates who has the answer.
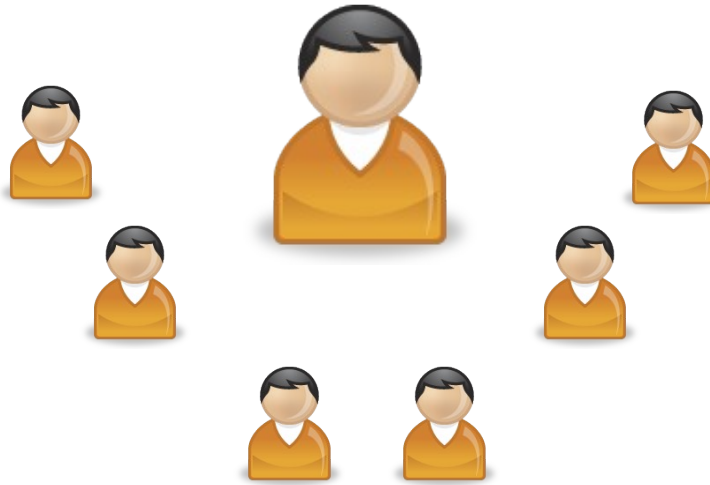
Learning 1.0: One to Many

This sort of teacher-student relationship can be one-to-one or one-to-many. And, as education has evolved through the ages, there is as often as not an institution—be it the church, the state, or an accrediting body—that stands behind the teacher, lending credibility and authority. In any of these cases, the learner is primarily a vessel to be filled with knowledge, and the teacher is the authoritative conduit of that knowledge. The model is teacher-

centric, institution-centric, or possibly course-centric, but it is not learner-centric. This type of learning environment is greatly constrained by both place and time; learning typically takes place at a specific time, within a clearly defined space and within a relatively limited geography.

The Role of the Teacher Has Evolved

A great deal has happened over time to further define the role of the teacher, and we have arrived at a fairly iconic set of views about what a teacher or trainer should be.

Even so, up until relatively recently, the common understanding of "learning" has been based on the

Traditional Teacher-Student Model of Learning 1.0

traditional, hierarchical teacher-student model.

And while the notion of distance learning can be found even in the wandering teachers of old, the dependency on the teacher as expert as well as constraints of geography have limited the possibilities for learning.
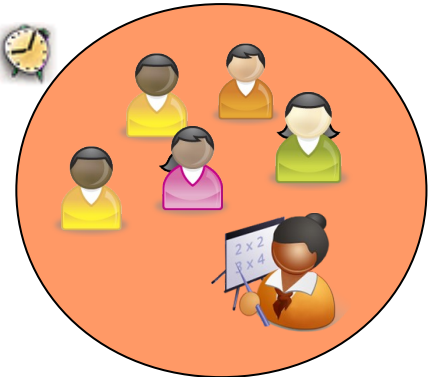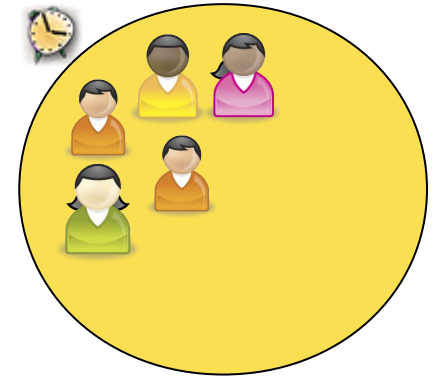
Early Distance Learning...

...Still Relied on the Teacher

The teacher, in short, has usually had to be wherever the students are and cannot be in two places at once.

This situation has changed, of course, and the first real wave of change came with the introduction of broadcast technologies that broke geographic and, to a certain extent, temporal

Broadcast Technologies Enable Learning 1.5
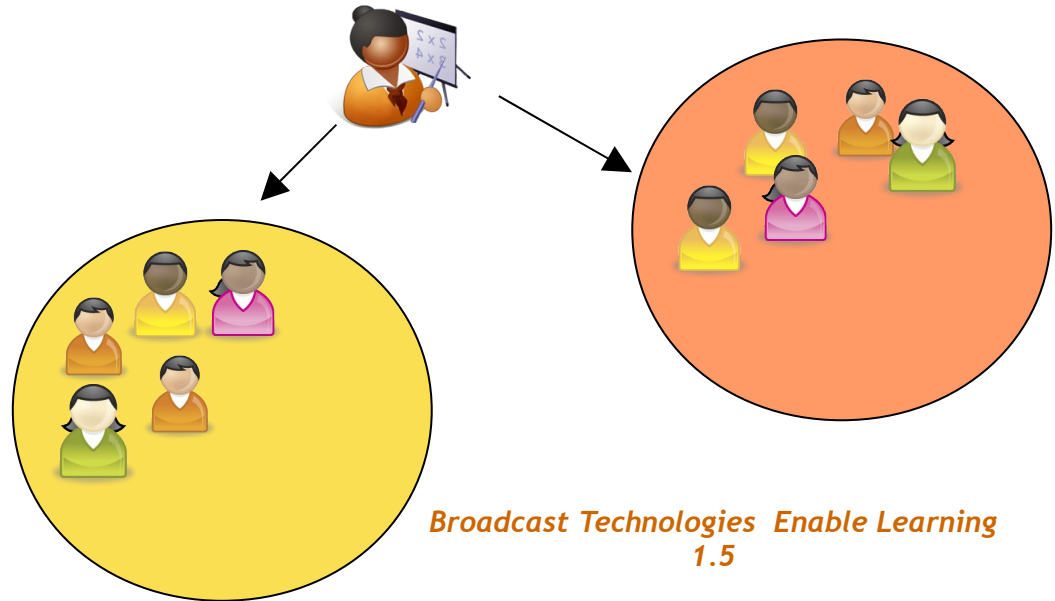
constraints. While it is no longer anyone's idea of high technology, the printing press represented the first swell in this wave, and we have been riding the wave right up to our recent Internet past. Television and recording technologies, in particular, made it possible for teachers, trainers, and other experts to reach dispersed groups of learners simultaneously…

…and even to reach the individual learner in the office…

…or in the home.
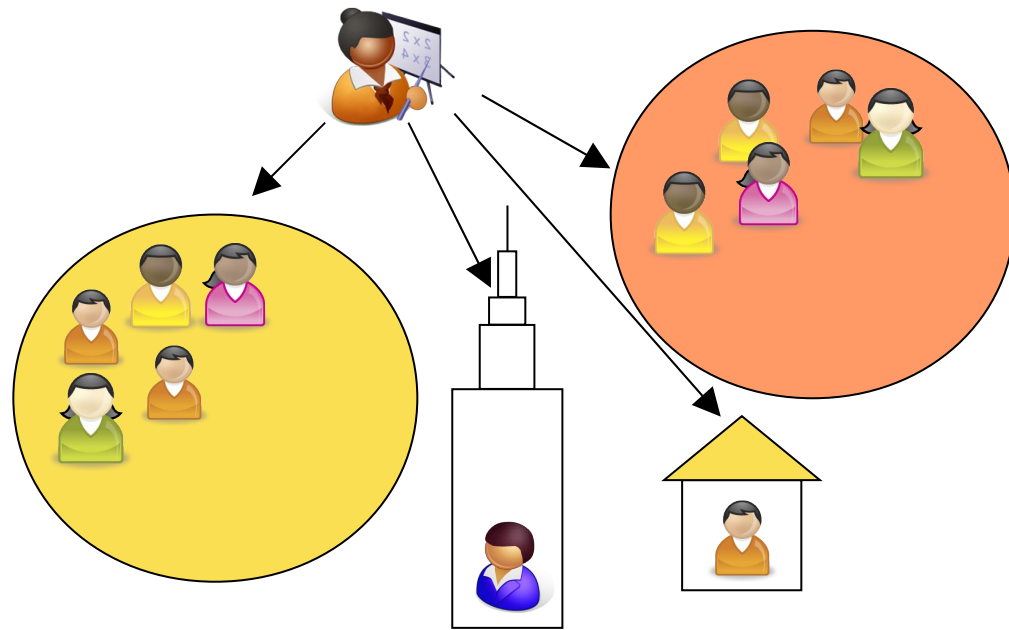
Learning 1.5 Reaches Audiences in Offices and Homes

If the old, pre-broadcast model can be thought of as Learning 1.0, this might be labeled Learning 1.5. Some of the constraints of the old model were thrown off, but the teacher-student relationship didn't change dramatically. Learning was still teacher-centric, institution-centric, or course-centric, but not really learner-centric.

This was true—and still is true—in many of the learning paradigms that exist on the Internet. Most learning scenarios are driven by the notion of an authoritative "expert," even if no teacher figure seems to be present.

In the Learning 2.0 paradigm, the old teacher-centric, expert-dominated model breaks down, and the remaining constraints on time and geography are loosened to the point of almost disappearing entirely. Learning dialogs and collaborations
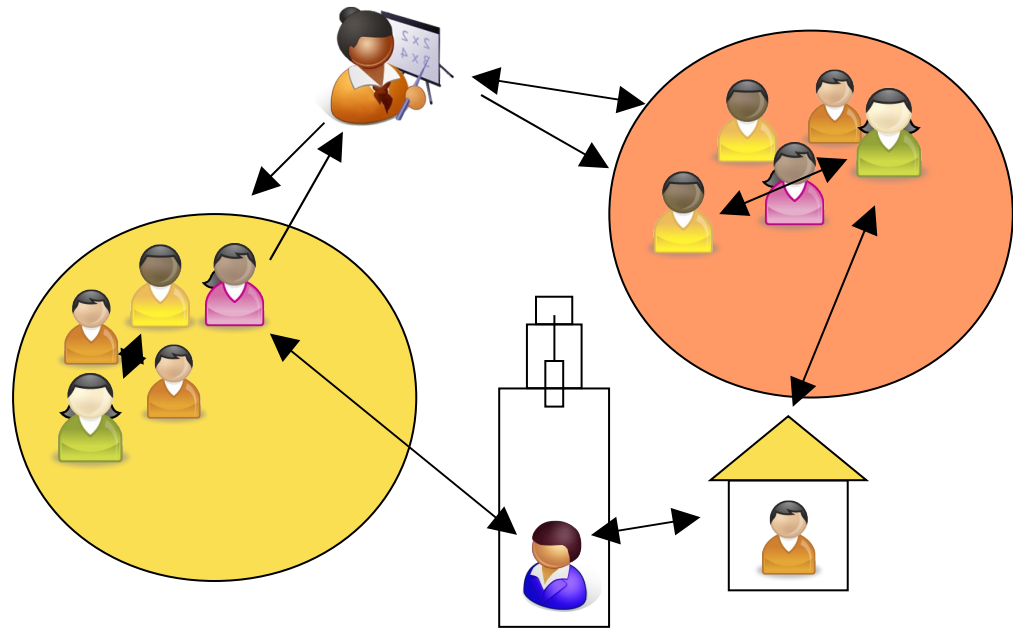
Learning 2.0 Breaks the Teacher-Centric Model

become dramatically more prevalent not just between teacher and learner, but between learner and learner.
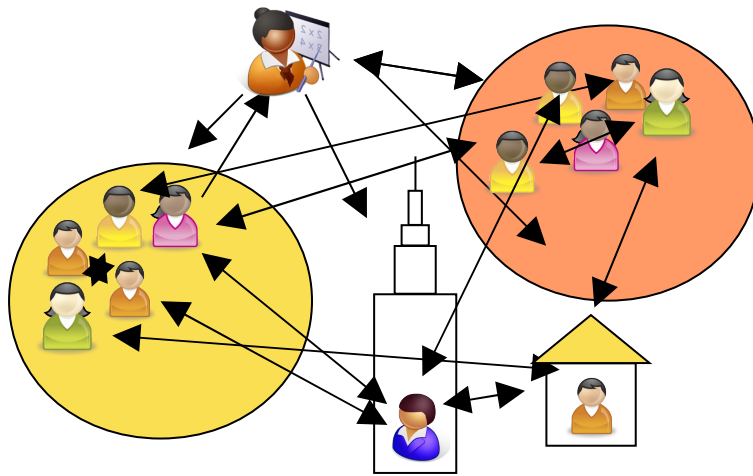
Learner-to-Learner Connections Characterize Learning 2.0

One of the key characteristics of the Learning 2.0 environment is the ease and speed with which these connections can be formed.

And, as they form, one of the effects is that the teacher's role as authoritative, dominant conduit of knowledge weakens. Learners themselves begin to drive many—and, in some cases, all—aspects of the learning experience, including the creation, co-creation, and sharing of key knowledge.

Everyone is a learner, but everyone also has the potential to be a teacher.

In the Learning 2.0 model, temporal and geographic constraints are dramatically loosened; the old expert-student paradigm shifts to a learning network, a
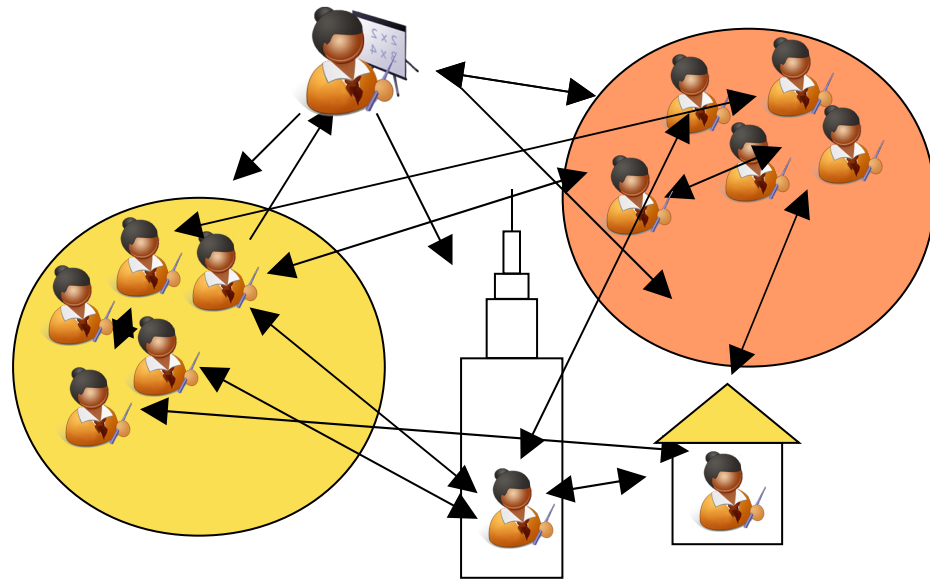
Every Student Is a Potential Teacher in Learning 2.0
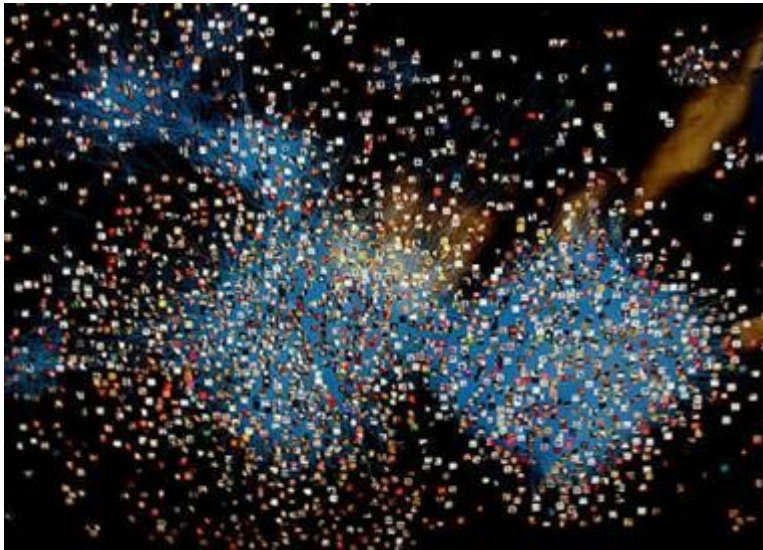
Web 2.0 Universe: Flickr Galaxy (Flickr: cobalt123)
Image Source: http://www.flickr.com/photos/cobalt/34248855

learner-centric paradigm; and, last but certainly not least, the potential scale of the network assumes astronomical proportions. This image, for example, represents the millions of user connections that constitute the Flickr photo-sharing network. This is light years from Learning 1.0.

What Caused This?

Cleary I've left out quite a few details and exaggerated others in my description of the shift from Learning 1.0 to Learning 2.0 to help make the point. But it is also clear that something has fundamentally changed, and advances in Web technologies have played a major role. So how did all of this come about?

Before there was Learning 2.0, there was Web 2.0. The term "Web 2.0" became popular in the aftermath of a conference held by O'Reilly Media in 2004. The image presented on page 24 maps out some of the key conditions and innovations that Tim O'Reilly and others felt characterized a new generation of the Web that was fundamentally different from the one that had preceded it. While there is a lot of debate about what Web 2.0

really means and even its validity as a term, it is apparent that a handful of key changes in the Web started to emerge and solidify during the past few years.

◆ User control of content and the amount of data increased dramatically.

◆ The ability to interconnect applications increased dramatically.

◆ The ability to form meaningful communities and collaborate increased dramatically.

Web 2.0 Meme Map

Image source: http://www.oreilly.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html#mememap. From What Is Web 2.0: Design Patterns and Business Models for the Next Generation of Software, *Tim O'Reilly, September 30, 2005.*

Now let's look at each change more closely.

First, there has been a dramatic increase in user control over content and data. End users simply have much more ability to create meaningful content and manage data on the Web than ever before. What used to involve production crews, writers, editors, and teams of programmers can now be done by an individual with relatively inexpensive equipment and a few clicks of the mouse.

Second, there has been a significant increase in the ability to interconnect software applications using new technologies like XML-based Web services and other application programming interfaces, or APIs. Anyone who has used a tool like iGoogle, for instance, knows how easy it is to plug in a variety of different applications to the iGoogle portal interface.

Third, there has been a tremendous leap in the ease with which users can form meaningful communities and collaborate with one another. The rise of the open source software movement is the example most often cited in this regard, but there are many other types of productive communities that have formed using Web 2.0 tools. Part of YouTube's power is the tools it provides for easily commenting on, rating, and distributing videos, in addition to the baseline ability it offers for users to upload video. It is this social interaction with the user-produced media that leads to the term "social media."

The impact of this change on software developers and others who are continually thinking up new ways to use the Web can be seen in a site like Go2Web20.net, which maintains a catalog of the logos of every Web 2.0 application submitted to the site. It is a great place to poke

1,952 applications as of January 23, 2008

Image Source: http://www.go2web20.net

around to see what is going on and to try a few new tools. But there are a lot there. Some 280 new applications were added just during the time that it took to put this report together, and the total will keep climbing. This leads to an obvious observation about Web 2.0 and the incorporation of social media technologies into your learning programs…

…it can be overwhelming.

It is a good idea to start simple.

Image Source: **South Park**

Possibilities and Examples

So what are some ways in which associations and other nonprofits are actually using social media technologies right now, and how can they be incorporated into your learning programs?

In the following pages we'll look at concrete examples and consider the possibilities they represent. The range of social media technologies presented here is by no means exhaustive—the goal is to offer enough examples to inspire without overwhelming.

Podcasting

The examples in this report are arranged in a roughly logical order, and podcasting is first because in some ways it might be the least "2.0" of the group. Most people are familiar with podcasting at this point, if only because of the huge success and ubiquity of Apple's iPod. Basically, podcasting enables you to capture audio or audio and video content easily using tools like the open source sound editing application Audacity, Apple's Garage Band, or a variety of Web-based services. It is then possible to provide distributed access to the content using one of the key technologies of Web 2.0: really

Podcast Possibilities

◆ Broadcasting important information

◆ Interviewing experts

◆ Sharing conference sessions

◆ Encouraging learners to produce content

simple syndication, or RSS. Without going too deeply into the details, RSS provides a way for podcasts and other types of content to be packaged up and sent across the Web to anyone who asks for them.

The reason podcasting might be considered the least "2.0" of the technologies discussed in this report is because it has tended to be used more as a broadcast medium than as a community tool or user production medium—at least in the association space. That said, it does not have to be used that way, and the American Association of Motor Vehicle Administrators (AAMVA) podcast site (http://pod.aamva.org), while primarily broadcast-oriented, does also invite user commentary.

Example Site: http://pod.aamva.org
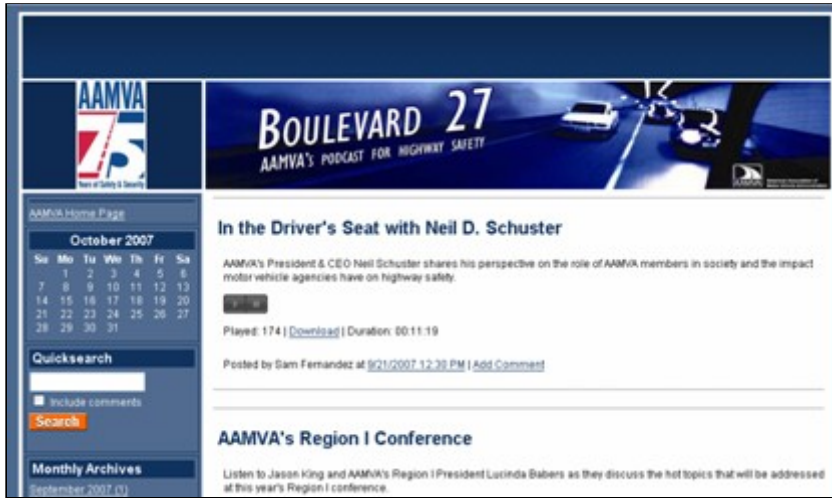
As far as educational uses go, the ability to produce and broadcast important information easily is a very powerful tool, even if it does have as much affinity with 1.5 approaches as with 2.0 approaches. One particularly powerful use of podcasting is the ability to interview stakeholders in your field and among your membership base and then share that information

broadly. This can be done using a simple phone line and digital recorder set-up or by using Web-based telephony like Skype—which is free in most instances—along with simple recording software. AAMVA, for instance, takes this approach in interviewing a truck driver about highway safety issues in one of its podcasts.

Similarly, conference sessions can be captured and distributed using simple digital recording tools and standard podcasting technologies. In fact, the great ease with which podcast content can be produced leads to one of its most compelling educational uses—namely, the ability for learners themselves to produce and share content and thereby learn by doing rather than by simply reading or hearing.

Blogs

Along with podcasting, blogging is one of the most popular new media tools. A recent study indicates that 8 out of 10 Americans know what a blog is, almost half have visited blogs, and as many as 8 percent actually publish blogs.[1]

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[1] See http://www.synovate.com/current/news/article/2007/08/new-study-shows-americans-blogging-behaviour.html.

In contrast to the audio-driven content of podcasts, blog content is typically text-based, though blogs can include a variety of other media or even be primarily video-driven. A blog published by a former president of the American Society for Microbiology is typical: an individual with passion for and knowledge about a particular topic or set of topics posts information, opinions, and resources on a regular basis for interested others to access and comment on. Readers may access the blog content by

Example site: http://schaechter.asmblog.org

going to the blog site, by subscribing to the blog's RSS "feed" using an RSS reader like Google Reader or Bloglines, or by receiving new postings via e-mail.

As the American Society for Microbiology blog suggests, blogging can be a great way to tap not just staff but also member expertise to generate and share knowledge with your stakeholders. Aside from providing day-to-day information, blogs can help extend the impact of conferences and other learning events. A significant number of bloggers have begun posting before, during, and after the American Society of Association Executives (ASAE) annual meeting to share information from the sessions along with their personal views. In a similar way, blogging can help build on and extend the impact of on-demand learning modules.

To an even greater degree than podcasting, blogging makes its easy for learners themselves to create and share content. It can be useful for group-oriented projects in which learners collaborate in developing content, or it can be a very powerful personal learning tool for the individual learner. The process of consistently monitoring and writing about a particular set of topics generally results in much deeper understanding of those topics.

Blog Possibilities

◆ Postings to supplement events or on-demand learning

◆ Journaling for learners and personal learning environments (PLE)

◆ Group projects to co-produce content

◆ Blog networks for trainers and/or members

In publishing a blog, associations might also tap multiple members and employees to participate. ASAE's own Acronym blog, for instance, features posts by a number of ASAE staff as well as by guest bloggers from the membership base.

Video on Demand (VOD)

One factor driving the popularity of blogging is the tremendous reduction in cost and complexity it represents compared to older, more capital-intensive publishing models, whether in the print world or even on the Web. In the world of video, a similar reduction in cost and complexity has had an even greater impact.

While both video and film had a relatively long and rich tradition in education before the advent of Web 2.0 technologies, the start-up costs associated with production and distribution were generally well beyond the means of individuals or even most organizations. Advances in digital technology, the Web, and RSS have dramatically altered this situation.

An interview similar to the one pictured here in an Alzheimer's Association video on YouTube might be created with a standard digital video camera, perhaps some basic lighting, and video editing software such as the open

Example Site: http://www.youtube.com/watch?v=Z6lA1P2tF0o

source Jahshaka or commercial packages from Pinnacle or Apple. All of this can be assembled for less than $1,000, and the YouTube account is free. If your organization happens to be a 501(c)(3) nonprofit, YouTube has introduced a program which provides for increased upload capability and broad promotion of your videos.

> **Video-on-Demand Possibilities**
> ◆ Educational interviews and storytelling
> ◆ Educational marketing
> ◆ Embedded in other learning environments
> ◆ Event support and continuation
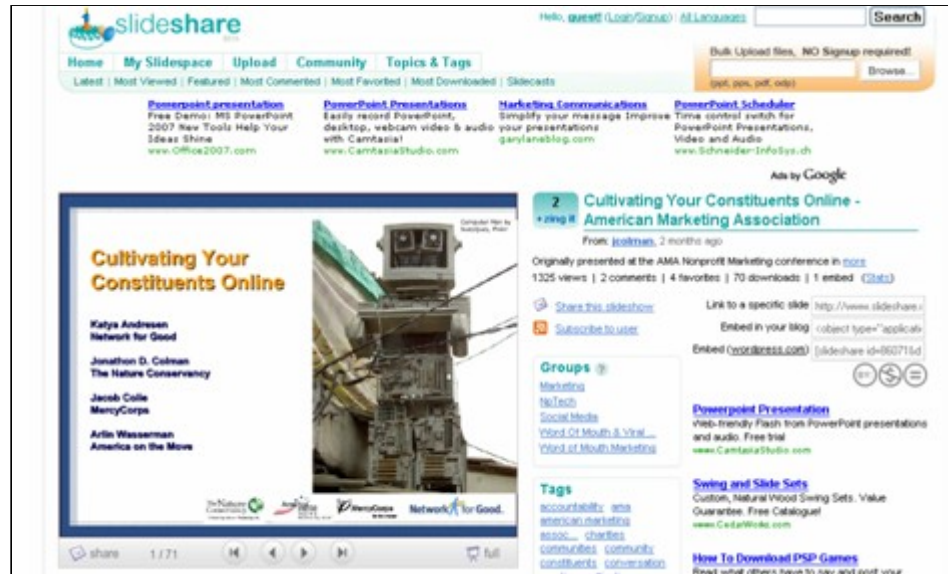
So video on demand is relatively easy to do, and picturing the possibilities it offers is easy for most educators. Recording and publishing conference sessions, interviewing experts and other stakeholders, and capturing stories to bring learning objectives to life are all

readily achievable. And video uploaded into a service like YouTube can be made available through a standard Web site, a blog, a social networking site like Facebook, or other Web-based learning environments.

Additionally, the relatively low complexity and cost of producing and distributing on-demand video may open up opportunities to collaborate with the marketing and memberships functions in your organization in ways not feasible before.

Photo- and Slide-Sharing

Two even lower-cost and lower-complexity approaches to sharing visual media online are slide-sharing and photo-sharing services. A presenter at the American Marketing Association's

Example site: http://www.slideshare.net/jcolman/cultivating-your-constituents-online-american-marketing-association

Nonprofit Marketing Conference posted PowerPoint slides at a service called SlideShare, where users can view the slides online, comment on them, easily share them with others, and mark them as a favorite. If the person who posted the slides allows for it, SlideShare even provides the ability for viewers to download the presentation as a PowerPoint file.

Slide-Sharing Possibilities

- ◆ Event support and continuation
- ◆ Group discussions of shared presentations
- ◆ Embedding presentations in sites and blogs

Anyone who relies on PowerPoint as part of her delivery media for education can see the many ways in which a service like this can be of use. Simply making slides available from conferences and other learning events can be a valuable way of

supporting an event and providing access to some of the resources it offers even after the event ends.

A note of caution: most PowerPoint presentations do not hold up well without a presenter. If your goal is simply to make slides available as a resource, this may not be a problem. If, however, you want your presentations to stand on their own, you may need your presenters to put a bit more work into them.

In either case, slides uploaded this way can also easily be embedded in other Web sites and services, and the comment function opens up the possibility of a group engaging in discussion around a particular presentation.

Similar activities are possible with photo-sharing sites. In this example, the Red Cross

has posted a group of
photos related to its "Be
Red Cross Ready"
initiative.

Using a service like
Flickr, you can post
photos from recent
learning events, create a
stock of photos that you
might use in multiple
online education

Example site:
http://flickr.com/photos/americanredcross/509265613
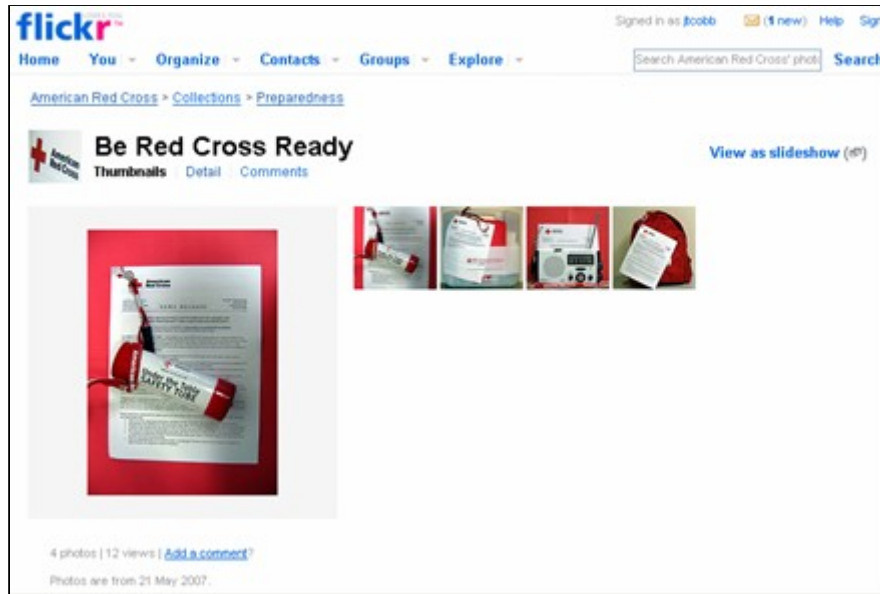
experiences, or encourage learners in you stakeholder base to share photos that support learning activities.

<div style="border:1px solid #1a3a66; padding:1em;">

Photo-Sharing Possibilities

◆ Event support and continuation

◆ Maintaining stocks of training photos

◆ Encouraging members and/or chapters to share photos

</div>

Virtual Worlds

So far, the examples we've seen involve weaving well-known, established media like photos, audio, video, PowerPoint, and text into the Web 2.0 environment. Virtual worlds take things into a different dimension entirely.

In a virtual world, a learner actually assumes an on-screen identity as an "avatar" and interacts with other users and Web-based objects in a three-dimensional digital environment. Advances in video gaming technologies, in particular, have driven the development of virtual worlds, and games of one sort or another provide the basis for most environments of this type.

In recent history, however, platforms like Second Life have emerged that provide "real-world" experiences for users. In these virtual worlds, users develop relationships, conduct business, and, of course, participate in educational events and interactions.

Virtual-World Possibilities

◆ Virtual conferences and seminars

◆ Destinations for educational resources

◆ Team meetings and collaboration spaces

◆ Simulations

In the California Association of Realtors' virtual office in Second Life, an avatar can watch a presentation from one of the association's conferences.

A virtual world like Second Life

Example site: secondlife://Koh%20Samet/48/130/21 via http://www.car.org/?id=Mzc1NjE

enables you to bring learners together at the same time to access resources and interact with each other in much the same way they would at a real conference or seminar— even voice chat is possible. Teams can meet and collaborate, and virtual information centers can be maintained for access by visitors.

Perhaps the most interesting application of Second Life or other virtual worlds is a chance to experiment in ways that might be costly or simply not possible in the real world. Conducting simulations of crisis events related to disaster preparedness or medical emergencies, for instance, can provide opportunities for learning that are very difficult to create in real life.

Social Bookmarking

Returning to somewhat less flashy but still very powerful Learning 2.0 approaches, organizations may want to consider social bookmarking as a tool to support and enhance learning activities.

> ### Social-Bookmarking Possibilities
> - Collecting and sharing educational resources
> - Feeds to educational sites and blogs
> - Supplements to events and on-demand training

The basic concept behind social bookmarking is that, instead of just bookmarking sites

in a Favorites folder on your personal computer where no one else can see them, you bookmark them through a Web service that enables you to share them with other people. A user of the social bookmarking service del.icio.us can bookmark a variety of sites related to healthcare. For each bookmarked item, it is

Example site: http://weblog.infoworld.com/udell/
gems/delicious.html

possible to see how many other users have bookmarked the same item and also visit the bookmarks of each of these users to find related items of interest. A user can choose to subscribe to a particular tag, or keyword, such as "healthcare," and then easily track new bookmarks that contain this tag from all Web users or specific users. The service also allows for creating a defined network of users to share bookmarks.

Social bookmarking can be a great way to collect a set of resources related to educational activities and share them broadly or with a specific group of users. Bookmarks can supplement place-based learning events as well as collaborative team activities, and, like most social media tools, they can be distributed via an RSS feed for inclusion in blogs and other Web destinations. Your organization might, for instance, maintain a centralized list of key Web sites related to your industry and make it available to chapters or member organizations by RSS for inclusion on their Web sites.

Wikis

While social bookmarking is mainly concerned with Web users collecting and sharing data about Web sites, wikis provide a way for users to come together and collectively create and maintain a Web site.

The term *wiki* derives from a Hawaiian language word for *fast*, suggesting how rapidly Web environments can be deployed using the technology. Wikipedia is no doubt the wiki site with which people are most familiar, and it is an excellent example of the possibilities

Wiki Possibilities

◆ Collaborative knowledge from member experts

◆ Collaborative management of educational resources

◆ Teamwork and group projects

◆ Event support and continuation

for collaborative production of meaningful content. By making it possible for users to easily author, edit, and organize Web content using a standard browser like Firefox or Internet Explorer, Wikipedia has evolved into an encyclopedia that many consider to be on par with old, established publications like Encyclopedia Britannica.

For associations, the potential for harnessing the collective expertise of a membership base is tremendous. RxWiki, for instance, grew out of an initiative of the National
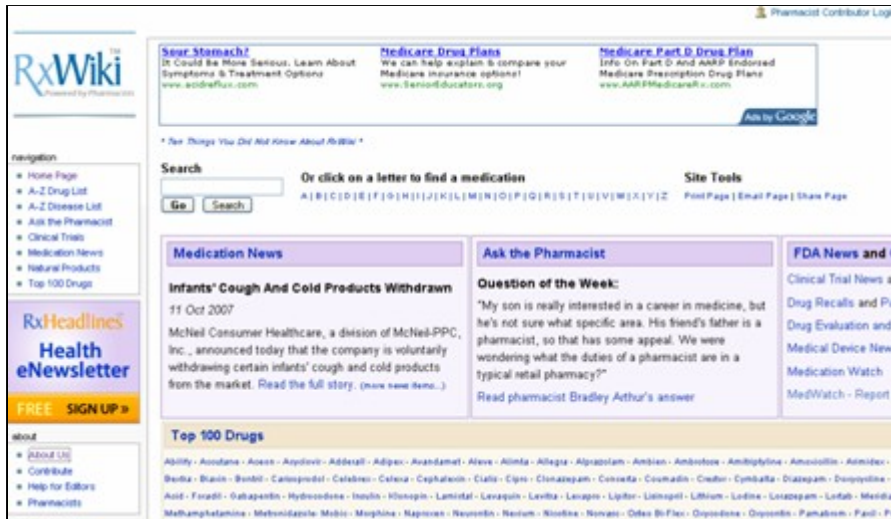
Community Pharmacists Association (NCPA). Spun into a for-profit initiative sponsored by NCPA, the American Pharmacists Association, and the National Alliance of State Pharmacy Associations, it

Example site: http://www.rxwiki.com

provides a destination where pharmacists collaborate to provide a free medication guide for consumers. It is not difficult to imagine this same sort of approach applying to collaborative management of educational resources, team work, and management of resources related to events like conferences or training seminars.

Social Networking

The final area I'll cover in this set of examples is social networking. As mentioned earlier, the examples here have been placed in a roughly logical order, and there are a couple of reasons why social networking falls last. While in a sense all the technologies we've looked at are about networking, social networking sites are the form of social media most pointedly about forming associations with other people, and they help open up the question of what forming associations in a networked environment means —a question I will return to in the next section of this report.

Also, the more popular social networking sites increasingly offer ways to aggregate other forms of social media discussed here into a more or less unified environment. MySpace, for instance, offers a blogging component, and Facebook has made a

tremendous push recently to attract software developers to integrate with and enhance its application. As a result, it is possible to pull features like YouTube, Flickr, del.icio.us, and SlideShare right into a Facebook environment.

The Facebook site shown here is for American Library Association members. It has over 2,200 members at the time of this report's publication and makes use of discussion boards, photo-sharing, and the ability to connect easily to other related groups

Example site: http://www.facebook.com/group.php? gid=2216059283

as well as provides information about events like Teen Read Week and the association's conferences.

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Social-Networking Possibilities

◆ Event support and continuation

◆ Team and community support

◆ Aggregation of social media applications

◆ Personal learning environments (PLEs)

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There are clearly good ways to use Facebook for building community and sharing resources around education events. Perhaps more importantly, widespread use of sites like Facebook and MySpace may help drive an expectation on the part of learners that learning should be accessible and manageable through a personal learning environment. Although it is beyond the scope of this report to discuss

them in detail, there are already a number of personal learning environment (PLE) software applications available, and it is possible to imagine an eventual blending of social media environments and traditional learning management systems (LMS) with these PLE applications.

What Does It All Mean?

So where does that leave us? First, while a new version of software is intended eventually to replace an old version, the same philosophy does not necessarily apply in the realm of learning. There are still situations where traditional teacher-centric, institution-centric, or course-centric approaches may be warranted. Where compliance with a particular law or process must be validated, for instance, or an assessment of knowledge for credentialing purposes is needed, more traditional forms of learning may be more efficient or effective. One of the challenges learning professionals face today is determining when and how new learning approaches and technologies are best used.

Making the leap to use social media can feel daunting. One comfort of traditional teacher-centric and course-centric approaches is they enable a significant degree of control over the path the learner takes to achieving learning objectives. Designed appropriately, they also tend to produce clearly measurable results. This degree of control and clarity is not always—or perhaps even most of the time—a characteristic of Learning 2.0.

> **Newer Isn't Always Better**
> Learning 1.0 and 1.5 are not invalid—pick the right approach for the context, and blend approaches where appropriate.

Perhaps less obvious and potentially more challenging is the change in mindset that Learning 2.0 may entail for associations in general—and not just in their educational function. Stephen Downes, one of the leading thinkers in the world of education and technology, makes a distinction between groups and networks when considering social interactions among individuals.[2] Groups, he suggests, are characterized by unity, coherence, and a focus of voice—qualities that associations typically strive to embody for their membership base. Networks, on the other hand, are constantly changing and defined by interactions—more like an ecosystem. Knowledge within networks, Downes argues, is emergent and complex and

Stephen Downes

Image source:
http://www.flickr.com/
photos/stephen_downes/
287697453

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[2] See http://www.downes.ca/cgi-bin/page.cgi?post=35839.

Groups vs. Networks

◆ Groups require unity; networks require diversity.

◆ Groups require coherence; networks require autonomy.

◆ Groups require privacy or segregation; networks require openness.

◆ Groups require focus of voice; networks require interaction.

ultimately has more in common with how human beings learn than traditional group approaches to knowledge and learning—most of which fall under the Learning 1.0 and 1.5 paradigms covered earlier in this report.

For the association learning professional, embracing Learning 2.0 may mean embracing Clarence Fisher's concept of the teacher as network administrator[3]— someone who, rather than dispensing expert knowledge, facilitates the connections that lead to the achievement of learning objectives.

Teacher as Network Administrator

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[3] For Clarence Fisher's thoughts on teacher as network administrator, see http://remoteaccess.typepad.com/remote_access/files/teacher_as_network_admin.pdf.
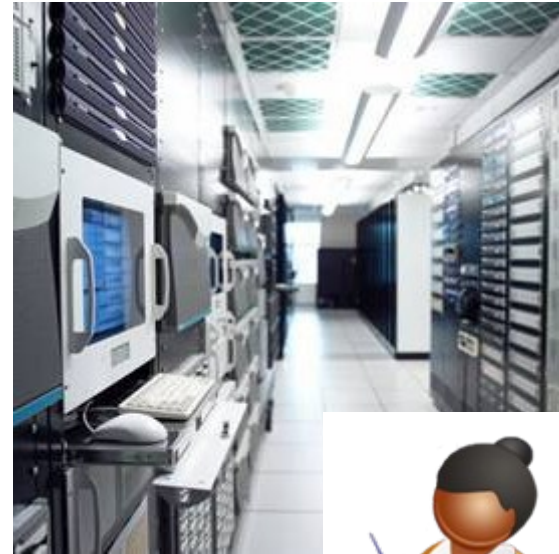
George Siemens's concept of the teacher as museum curator may also be useful. For Siemens, a teacher is like an expert behind the scenes who "creates spaces in which knowledge can be created, explored, and connected."[4]

Teacher as Museum Curator

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[4] For George Siemens thoughts on curatorial teaching, see http://www.connectivism.ca/blog/2007/08/networks_ecologies_and_curator.html.

Jackson Pollock

There is always the danger that these approaches and Learning 2.0 in general can lead to unproductive "coloring outside the lines."

But they can also lead to the sort of innovation that can't be unlocked in old paradigms.

What's Next?

As you consider the role of social media in your learning initiatives, get your hands dirty. Most social media tools are free. Try out the tools covered in this report or others mentioned in the resource section below. Visit Go2Web20.net and pick some new tools at random. Get a feel for what is possible.

As you do this, consider the context of your organization. Are staff and members open the kinds of interactions and diversity of thinking that the successful use of social media requires? Are there pockets in your

> **Get Your Hands Dirty**
> Explore and experiment—try out a variety of tools, and use the tools themselves to capture your learning. But keep your context in mind.

to

membership base where you can take first steps? Is social media truly relevant to the types of learning your organization seeks to provide at this time and under its current strategy? It's easy to experiment a bit around the edges, but the answers to these questions need to be "yes" for Learning 2.0 to really work in your organization. You may have some groundwork to lay.

If you do move ahead, consider what the successful use of social media means for the learner. In a learner-centric model, the learner's responsibility necessarily increases. This means developing a more conscious approach than may come naturally to the process of creating, organizing, and sharing learning content. Teachers and trainers can and should help learners develop this new awareness of their own learning activities.

Last, but not least, if you feel you need outside help in pursuing the possibilities that social media offers, contact me.

> **Need Help?**
>
> Contact me to discuss the possibilities of social media for your organization:
>
> - ◆ E-mail me at jcobb@tagoras.com.
> - ◆ Call or SMS me at 919.201.7460.
> - ◆ Skype me at jtcobb.
> - ◆ Comment on my blog at
>   http://www.hedgehog-fox.com

Resources

This collection of resources is not intended to be comprehensive. Without a doubt many useful resources are not mentioned here. I have not, for instance, attempted to list all the platforms available for each area of social media covered here. There are simply too many. Instead, I have noted some of the platforms that, in my experience, seem to be most commonly used. In general, the goal of this document is to provide baseline information without overwhelming you.

—Jeff Thomas Cobb

del.icio.us URLs

The following del.icio.us tags will be maintained for the areas covered in this document:

◆ learning2.0
http://del.icio.us/jcobbm2l/learning2.0

◆ podcasting
http://del.icio.us/jcobbm2l/podcasting

◆ blogging
http://del.icio.us/jcobbm2l/blogging

◆ vod

   http://del.icio.us/jcobbm2l/vod

◆ slidesharing

   http://del.icio.us/jcobbm2l/slidesharing

◆ photosharing

   http://del.icio.us/jcobbm2l/photosharing

◆ virtualworlds

   http://del.icio.us/jcobbm2l/virtualworlds

◆ socialbookmarking

   http://del.icio.us/jcobbm2l/socialbookmarking

◆ wikis

http://del.icio.us/jcobbm2l/wikis

◆ socialnetworking

http://del.icio.us/jcobbm2l/socialnetworking

General Learning 2.0 and Web 2.0 Resources

ARTICLES AND BLOG POSTINGS

◆ E-learning 2.0—How Web Technologies Are Shaping Education, Steve O'Hear, August 8, 2006

http://www.readwriteweb.com/archives/e-learning_20.php

◆ E-learning 2.0: All You Need to Know, Richard MacManus, June 22, 2007

http://www.readwriteweb.com/archives/e-learning_20_all_you_need_to_know.php

◆ E-learning 2.0, Stephen Downes, eLearn Magazine

http://www.elearnmag.org/subpage.cfm?section=articles&article=29-1

◆ Understanding E-learning 2.0, Tony Karrer, Learning Circuits

http://www.learningcircuits.org/2007/0707karrer.html

Videos and Presentations

◆ E-learning 2.0 in Development, Stephen Downes, September 25, 2007

http://www.slideshare.net/Downes/elearning-20-in-development

◆ Literacy and Learning in the 21st Century, David Warlick

http://www.slideshare.net/dwarlick/literacy-learning-in-the-21st-century

◆ RSS in Plain English, CommonCraft

http://www.commoncraft.com/rss_plain_english

Wikis, Blogs, and Web Resources

◆ Association Social Media Wiki

http://www.principledinnovationwikis.com/associationblogsandpodcasts/show/HomePage

◆ Go2Web20

http://www.go2web20.net

◆ SEOmoz 2007 Web 2.0 Awards

http://www.seomoz.org/web2.0

◆ Spotlight: Digital Media and Learning, John D. and Catherine T. MacArthur
Foundation

http://spotlight.macfound.org

◆ TechSoup's Everything You Need to Know about Web 2.0

http://www.techsoup.org/toolkits/web2

◆ Web 2.0 in Nonprofits Wiki

http://nptechbestpractices.pbwiki.com

◆ Wild Apricot's Nonprofit Technology Blog

http://www.wildapricot.com/blogs/newsblog/default.aspx

Podcasting

SOFTWARE AND/OR SERVICES

Tools for Creating and Hosting

◆ PodOmatic

http://www.podomatic.com

◆ Odeo

http://odeo.com

http://forum.odeo.com/index.php?pg=kb.chapter&id=5

◆ WildVoice

  http://www.wildvoice.com

◆ ProfCast

  http://www.profcast.com

Tools for Sound Recording and Editing

◆ Audacity

  http://audacity.sourceforge.net

◆ GarageBand

  http://www.apple.com/ilife/garageband

◆ Skype with Pamela Call Recorder

http://www.skype.com

http://www.pamcorder.com *(Note that Pamela is bundled with more recent versions of Skype.)*

Tools for Testing

◆ iQuizMaker 1.0

http://www.iquizmaker.com

◆ QuizPress 2.0.2

http://www.apple.com/downloads/macosx/home_learning/quizpress.html

Information and Education

◆ Adam Weiss, Podcast Consultant

http://www.podcastconsultant.net

◆ How to Create Your Own Podcast: A Step-by-Step Tutorial

http://radio.about.com/od/podcastin1/a/aa030805a.htm

◆ Making a Podcast (Apple)

http://www.apple.com/itunes/store/podcaststechspecs.html

◆ Garage Band Support: Working with Podcasts

http://www.apple.com/support/garageband/podcasts

◆ How to Record, Edit, and Promote Your Nonprofit's Podcast, Karen Soloman, May 24, 2006

http://www.techsoup.org/learningcenter/internet/page5510.cfm

◆ Online Tools and Software for Creating Podcast Feeds and Posts

http://radio.about.com/od/onlinepodcastcreation/Online_Tools_and_ Software_For_Creating_Podcast_Feeds_and_Posts.htm

◆ Podcasting Services: Best New Media Tools of the Week, February 4, 2007

http://www.masternewmedia.org/new_media/new_media_tools/best_new_ media_tools_of_the_week_20070203.htm

Blogs

Software and/or Services

◆ WordPress

http://wordpress.org

http://wordpress.com

◆ Six Apart

http://www.movabletype.com

http://www.typepad.com

http://www.livejournal.com

◆ Blogger

  http://www.blogger.com

Information and Education

◆ Seven Blogging Tools Reviewed, TechSoup, June 28, 2006

  http://www.techsoup.org/learningcenter/webbuilding/page5516.cfm

◆ Nine Lessons for Would-Be Bloggers: Tips for Writing Your Blog, Joshua Porter,
  April 4, 2007

  http://www.techsoup.org/learningcenter/internet/page6724.cfm

◆ Nine More Lessons for Would-Be Bloggers: Additional Writing Tips for Aspiring Bloggers, Joshua Porter, April 4, 2007
http://www.techsoup.org/learningcenter/internet/page6726.cfm

◆ Problogger.com
http://www.problogger.com

Video on Demand (VOD)

SOFTWARE AND/OR SERVICES

Video-Sharing Sites with Editing Tools

◆ EyeSpot

http://eyespot.com

◆ Jumpcut (Yahoo!) (Note, April 2009: Yahoo! has discontinued Jumpcut.)

http://www.jumpcut.com

◆ Kaltura

http://www.kaltura.com

◆ Motionbox

http://www.motionbox.com

Video-Sharing Sites without Editing Tools

◆ BrightCove

http://www.brightcove.com

◆ YouTube (Google)

http://www.youtube.com

◆ VodPod

http://vodpod.com

Other Tools

◆ dotSUB (browser-based subtitling of videos)

http://www.dotsub.com

◆ Jahshaka (open source desktop video editing software)

http://jahshaka.org

Information and Education

◆ Online Video Comparison Matrix by Life Goggles

http://www.lifegoggles.com/video_ebook/video_comparison_matrix.htm

◆ Share Your Nonprofit's Videos with the World, Brian Satterfield,
September 28, 2006
http://www.techsoup.org/learningcenter/internet/page5876.cfm

Photo- and Slide-Sharing

Software and/or Services

◆ SlideShare

http://www.slideshare.net

◆ Thumbstacks

http://www.thumbstacks.com

◆ Slide

http://www.slide.com

◆ Flickr

http://www.flickr.com

◆ Photobucket

http://photobucket.com

◆ SmugMug

http://smugmug.com

◆ Pixamo

http://www.pixamo.com

Information and Education

◆ Five Uses of a Photo-Sharing Web Service
http://www.enetworking101.com/blog/2007/10/five-uses-of-ohoto-sharing-web-service.html

◆ Photo Sharing in Education
http://www.teachinghacks.com/wiki/index.php?title=Photo_Sharing_in_Education

Virtual Worlds

Software and/or Services

◆ Second Life

http://secondlife.com

◆ ProtoSphere

http://www.protonmedia.com

◆ Kaneva

http://www.kaneva.com

◆ IMVU

  http://www.imvu.com

◆ Gaia Online

  http://www.gaiaonline.com

INFORMATION AND EDUCATION

◆ Online Virtual Worlds: A Mini Guide, Robin Good, TechSoup, April 19, 2007

  http://www.techsoup.org/learningcenter/internet/page6759.cfm

◆ MSIT Second Life Wiki

  http://msitsecondlife.wikispaces.com

Social Bookmarking

SOFTWARE AND/OR SERVICES

◆ del.icio.us
   http://del.icio.us

◆ Diigo
   http://www.diigo.com

◆ Furl
   http://www.furl.net

◆ Ma.gnolia

http://ma.gnolia.com

◆ Simpy

http://www.simpy.com

Information and Education

◆ Bookmarking in Plain English, CommonCraft

http://www.commoncraft.com/bookmarking-plain-english

◆ Social Bookmarks 101

http://www.wtvi.com/teks/07_08_articles/socialbookmarking101.html

◆ Social Bookmarking Tool Comparison
http://www.consultantcommons.org/node/239 *(This dates from 2005, but I still find it useful.)*

Wikis

SOFTWARE AND/OR SERVICES

◆ MediaWiki

http://www.mediawiki.org

◆ PBwiki

http://pbwiki.com

◆ TikiWiki

http://info.tikiwiki.org

◆ Wetpaint

http://www.wetpaint.com

Information and Education

◆ Wikis in Plain English, CommonCraft

http://www.commoncraft.com/video-wikis-plain-english

◆ Comparison of Wiki Software

http://en.wikipedia.org/wiki/Comparison_of_wiki_software

◆ Wiki 101 at Wikiversity

http://en.wikiversity.org/wiki/Wiki_101 (*This focuses on the Media Wiki platform on which Wikipedia is built but is generally useful.*)

Social Networking

SOFTWARE AND/OR SERVICES

◆ Bebo

http://www.bebo.com

◆ Facebook

http://www.facebook.com

◆ MySpace

http://www.myspace.com

◆ Ning

http://www.ning.com

◆ Orkut

http://www.orkut.com

Information and Education

◆ Social Networking in Plain English, CommonCraft

http://www.commoncraft.com/video-social-networking

◆ How to Use MySpace to Raise Awareness, Eileen Cruz Coleman,
November 27, 2006

http://www.techsoup.org/learningcenter/internet/page6016.cfm

◆ A Beginner's Guide to Facebook, Soha El-Borno, August 16, 2007

http://www.techsoup.org/learningcenter/internet/page7430.cfm

◆ Facebook as a Learning Platform

http://elearningtech.blogspot.com/2007/10/facebook-as-learning-platform.html

Other Approaches

As noted at the beginning of this section, there is a lot that is not covered here. There are any number of permutations of the social media areas discussed above, and some may be considered categories of social media in their own right. Two I will mention briefly here are micro-blogging and mashups.

Micro-blogging

As the name suggests, micro-blogging is like blogging but on a smaller scale. It provides a way for posting and logging shorter messages and transmitting them as cell phone text messages; as Web-based instant messages (using, for instance, Skype, Windows Live Messenger, or Yahoo! Messenger); or through a Web site interface. An example of micro-blogging's educational uses is as a "backchannel" at a conference or other live

event. Participants listening to the same speaker, for instance, or attending a different session entirely might exchange comments, ideas, and information using short text messages. Probably the two most common micro-blogging applications at the moment are:

◆ Jaiku (Note, April 2009: Jaiku was recently discontinued by Google and released to open source)
http://www.jaiku.com

◆ Twitter
http://twitter.com

For more information on micro-blogging, see the Wikipedia entry at http://en.wikipedia.org/wiki/Micro-blogging.

MASHUPS

Mashups bring data together from multiple applications to create what is essentially a new, or at least a derivative, Web service. Perhaps the best-known examples of mashups to date are sites that pull data from Google Maps and combine it with other information to create a Web service for locating specific organizations or resources. The Illinois Park Association's LocateAPark service at http://www.locateapark.com is an example of this approach.

There has already been quite a bit of frenzy over mashups, and the fact that the Web's big three—Microsoft, Google, and Yahoo!—already have mashup editors launched or in the works suggests that we will continue to hear a lot about mashups.

For more information on mashups, see the Wikipedia entry at http://en.wikipedia.org/wiki/Mashup_(web_application_hybrid).

Contact Information

If you have questions about the resources in this document, have a resource you would like to add, or are interested in discussing how your organization can implement Learning 2.0 practices, please contact me.

<div align="center">

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Telephone: 919.201.7460

http://www.jeffthomascobb.com

http://www.tagoras.com

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About the Author

I have been involved in education and technology for the better part of two decades and have spent much of that time as an entrepreneur working on the leading edge of Web technology and online learning.

I co-founded and served as CEO of Isoph, a provider of online learning technologies and content for major national associations and charitable organizations. Clients included the Society for Human Resource Management, the American Red Cross, the American Nurses Credentialing Center, and the National Wildlife

Jeff Thomas Cobb

Federation. LearnSomething bought Isoph in 2005, and I've continued my work with associations under the LearnSomething banner and have also helped lead implementation of the combined company's consumer education strategy.

I currently serve on the Professional Development Council Section of the American Society of Association Executives as well as on the advisory board for Philantech, provider of the PhilanTrack™ online grant proposal, reporting, and management system. I've previously served on the research committee of the eLearning Guild and the editorial board of *Innovate*, a leading resource for information about technology and education.

About the Editor

A passion for the written word has informed Celisa Steele's life ever since she learned to read and write. She thrives on helping others express themselves effectively and eloquently. Her experience spans 15 years—she's edited full-length textbooks, conference proceedings, and poetry collections; served as editor in chief for an online journal; written marketing materials; and worked on numerous newsletters.

If you are looking for an editor, please contact Celisa.

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Celisa Steele

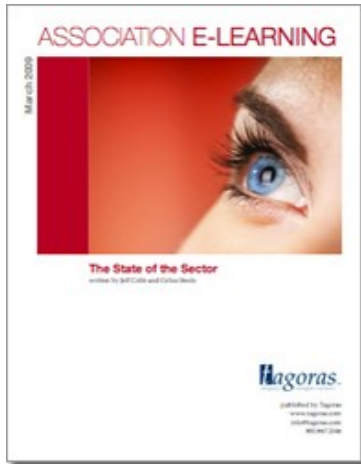E-mail: csteele@tagoras.com

Telephone: 919.451.0075

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