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YOUTH AND NEW MEDIA AND THE IMPLICATIONS FOR EDUCATION

"In both friendship-driven and interest-driven online activity, youth create and navigate new forms of expression and rules for social behavior. In the process, young people acquire various forms of technical and media literacy by exploring new interests, tinkering, and 'messing around' with new forms of media."

"Living and Learning with New Media: Summary of Findings from the Digital Youth Project" by Mizuko Ito et al. summarizes the findings of a three-year MacArthur Foundation study of 800 young people and their use of new media. The study sought answers to two research questions:

> "How are new media being integrated into youth practices and agendas?
> "
>
> "How do these practices change the dynamics of youth-adult negotiations over literacy, learning, and authoritative knowledge?"

Some of the study's implications for education include:

"Rather than seeing socializing and play as hostile to learning, educational programs could be positioned to step in and support moments when youth are motivated to move from friendship-driven to more interest-driven forms of new media use."

"Peer-based learning has unique properties that suggest alternatives to formal instruction. . . . the focus of learning and engagement is not defined by institutional accountabilities but rather emerges from kids' interests and everyday social communication."

". . . [R]ather than assuming that education is primarily about preparing for jobs and careers, what would it mean to think of education as a process of guiding kids' participation in public life more generally, a public life that includes social, recreational, and civic engagement?"

The paper is available at http://digitalyouth.ischool.berkeley.edu/files/report/digitalyouth-WhitePaper.pdf.

The John D. and Catherine T. MacArthur Foundation launched a five-year digital media and learning initiative in 2006 "to help determine how digital media are changing the way young people learn, play, socialize, and participate in civic life." For more information about the initiative, go to http://www.digitallearning.macfound.org/ or visit the Spotlight blog at http://spotlight.macfound.org/.

EFFECTIVENESS OF FEEDBACK IN AN ONLINE COURSE

"While an abundance of research exists on best practices in the face-to-face classroom, the same is not true for online learning. In this new and constantly evolving environment, researchers are just beginning to understand what constitutes effective learning strategies."

The paper "Student Perceptions of the Effectiveness of Group and Individualized Feedback in Online Courses" (*First Monday*, vol. 13, no. 11, November 3, 2008), by Phil Ice, et al., reports on a study that examined the effectiveness of instructors' feedback to students in a graduate-level online course. The study revealed that the majority of master's level students "place a much higher value on individualized feedback and believe it is much more effective in helping them understand relevant topics." Doctoral students, however, found group feedback more informative as it "was related to these students' desire to compare and contrast their work with syntheses provided by the instructor."

The paper is available at http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/2260/2049 .

First Monday [ISSN 1396-0466] is an online, peer-reviewed journal whose aim is to publish original articles about the Internet and the global information infrastructure. It is published in cooperation with the University Library, University of Illinois at Chicago. For more information, contact: First Monday, c/o Edward Valauskas, Chief Editor, PO Box 87636, Chicago IL 60680-0636 USA; email: ejv@uic.edu; Web: http://firstmonday.org/.

JOURNAL ARTICLES AND AUTHORS' RIGHTS

Charles W. Bailey, Jr., publisher of Digital Scholarship has a new publication, "Author's Rights, Tout de Suite," which is "designed to give journal article authors a quick introduction to key aspects of author's rights and to foster further exploration of this topic though liberal use of relevant references to online documents and links to pertinent Web sites." The document is available at http://www.digital-scholarship.org/ts/authorrights.pdf.

Bailey's other publications include:

> *Scholarly Electronic Publishing Bibliography*," an e-book now in its 73rd version
>
> "Google Book Search Bibliography"
>
> "Open Access Bibliography"

"Electronic Theses and Dissertations Bibliography"

These documents and Bailey's other publications are available at http://www.digital-scholarship.org/.

NEW PUBLICATIONS FROM EDUCAUSE

The EDUCAUSE association recently announced several publications on higher education and information technology.

The Tower and the Cloud
http://www.educause.edu/thetowerandthecloud/

The e-book "examines the impact of IT on higher education and on the IT organization in higher education."

"The ECAR Study of Undergraduate Students and Information Technology, 2008"
http://connect.educause.edu/Library/ECAR/TheECARStudyofUndergradua/47485

This EDUCAUSE Center for Applied Research (ECAR) study "is a longitudinal extension of the 2004, 2005, 2006, and 2007 ECAR studies of students and information technology . . . based on quantitative data from a spring 2008 survey of 27,317 freshmen and seniors at 90 four-year institutions and eight two-year institutions."

"A Guide for the Perplexed: Libraries and the Google Library Project Settlement"
http://connect.educause.edu/Library/Abstract/AGuideforthePerplexedLibr/47817

Discusses the recent Google Library Project settlement between Google, the Authors Guild, and the Association of American Publishers.

New additions to the EDUCAUSE Learning Initiative's (ELI) "7 Things You Should Know About..." series (http://www.educause.edu/7ThingsYouShouldKnowAboutSeries/7495) include:

Flip Cameras
http://connect.educause.edu/Library/ELI/7ThingsYouShouldKnowAbout/47762

Ustream -- interactive web streaming platform
http://connect.educause.edu/Library/ELI/7ThingsYouShouldKnowAbout/47506

Zotero -- a research tool that "provides users with automated access to bibliographic information for online resources"
http://connect.educause.edu/Library/ELI/7ThingsYouShouldKnowAbout/47351

EDUCAUSE is a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology. The current membership comprises more than 1,900 colleges, universities, and educational organizations, including 200 corporations, with 15,000 active members. EDUCAUSE has offices in Boulder, CO, and Washington, DC. Learn more about EDUCAUSE at http://www.educause.edu/.

MODELS OF DIGITAL SCHOLARLY COMMUNICATION

"In the spring of 2008, ARL [Association of Research Libraries] engaged Ithaka to conduct an investigation into the range of online resources valued by scholars, paying special attention to those projects that are pushing beyond the boundaries of traditional formats and are considered innovative by the faculty who use them."

The results of this study were made available this month in "Current Models of Digital Scholarly Communication: Results of an Investigation Conducted by Ithaka for the Association of Research Libraries" by Nancy L. Maron and K. Kirby Smith.

Some of findings include:

"[E]xamples of innovative resources can be found across the humanities, social sciences, and scientific/technical/medical subject areas."

"Traditions of scholarly culture relating to establishing scholarly legitimacy through credentialing, peer review, and citation metrics exert a powerful force on these innovative online projects."

"Some of the resources with the greatest impact are those that have been around a long while. . . . even excellent new digital publications may need years to establish their place in their scholarly community."

The report is available at http://www.arl.org/bm~doc/current-models-report.pdf.

The Association of Research Libraries is a not-for-profit membership organization comprising the leading research libraries in North America. For more information, contact: Association of Research Libraries, 21 Dupont Circle, Suite 800, Washington, DC 20036 USA; tel: 202-296-2296; fax: 202-872-0884; email: webmgr@arl.org; Web: http://www.arl.org/.

Ithaka is an independent not-for-profit organization with a mission to accelerate the productive uses of information technologies for the benefit of higher education worldwide. For more information about Ithaka, go to http://www.ithaka.org/.

Editor's Note

In conjunction with a recent conference presentation, I have revised and updated my document "Self-Publishing Electronic Newsletters." Under the conditions of a Creative Commons Attribution-Noncommercial-Share Alike license, you are free to copy and share it and to create derivative works. The document is available at http://www.unc.edu/~kotlas/enewsletters.html

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Recommended Reading

"Recommended Reading" lists items that have been recommended to me or that *Infobits* readers have found particularly interesting and/or useful, including books, articles, and websites published by Infobits subscribers. Send your recommendations to kotlas@email.unc.edu for possible inclusion in this column.

Darwin 200 Celebration

http://www.nature.com/darwin/

Throughout 2009, *Nature* magazine's *Nature News* website will celebrate the 200th anniversary of Charles Darwin's birth with articles, podcasts, events, research reports, and educational resources. Much of the material will be available free to non-subscribers.

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