Socializing Disruptive Technologies
Via Critical Thinking

Monday, October 4, 2010
They’re Coming

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There Are 75 Million US Adults On The Mobile Internet, More Than Half Of Them Daily

• 82% of Pew survey respondents said they owned a mobile phone. That translates into roughly 187 million, out of 228 million US adults overall.

• 38% – 40% of that population goes online from their handsets, or about 75 million people (for 18-29 yr olds that number is 65%)

• 55% of mobile Internet users are online via their mobile phones at least once a day and 43% are access the mobile Internet “several times a day.”
• 68% of American parents communicate with their kids through text message.

• 56% of teens age 13-19 said they communicate more often with their parents since they began text messaging.

• 53% of teens that text message said their relationship with their parents has improved because of texting.

• 51% of parents who text message with their teens say they communicate more often with their kids now than they did before they began text messaging.
It’s an urban legend.

They are native digital citizens.

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They are native digital citizens.
They’re Digitally Feral
They can’t scroll.
They can’t upload a file.
They can’t use Angel.
They have no idea how to search a database.
“She has a Mac? Can I email her?”
They have no idea how to take a digital picture and add it to a file.
They play MP3’s but they don’t know what they are or how to move them.
Students trust high Google search rankings too much

Google

Do I cut the red wire or the blue one?

Google Search

I'm Feeling Lucky

As seasoned Internet users know, just because a site shows up high on Google’s search rankings doesn’t mean it’s the most credible around. In fact, it may be the opposite. A recently published study reveals that Google’s credibility rankings are no better than those of Yahoo, Bing, or other search engines. In other words, Google may not always provide the most accurate or reliable information—especially when it comes to matters of research and education.

According to the study, conducted by researchers from Northern Illinois University, Google’s search engine is more likely to display websites that are not only less credible but also more likely to contain errors and misrepresentations. The researchers found that 10% of the search results for common queries were either falsified or incomplete, while 5% were outright lies. This is concerning given that Google is frequently used as a primary source of information for students and researchers alike.

The implications of these findings are significant. For instance, if a student is looking for information on a particular topic, they may be led to unreliable sources if they rely on Google’s search rankings alone. This could have serious implications, especially in academic and research settings where accurate information is crucial.

In the end, it’s important to remember that while Google is a powerful tool, it is not infallible. Users should always verify the credibility of the information they find and consider multiple sources before drawing conclusions.

Related

Plagiarism Lines Blur for Students in Digital Age

At Rhode Island College, a freshman reported that he plagiarized a Wikipedia article after researching it for homework. He admitted that he didn’t fully understand the concept of plagiarism, but he figured it was okay because the information was readily available online.

At DePaul University, a professor observed that many students are using the same textbooks, making it difficult to determine whether they are plagiarizing or not. Professors are now forced to continuously update their course materials to keep up with the latest changes. This can be time-consuming and affects the quality of education.

At the University of Maryland, a student was caught copying text from a blog post on her professor’s website. She claimed she was just trying to save time, but her professor was not impressed. This highlights the ethical dilemma that students face when trying to navigate the fine line between using freely available information and plagiarism.

In conclusion, the idea of plagiarism is becoming increasingly blurred in the digital age. Students must be aware of the ethical implications of using online resources, especially when it comes to academic work. Education systems must adapt to the changing landscape of information and provide clear guidelines on acceptable use of online resources.
The last part of your brain to develop is ...  

Dorsolateral prefrontal cortex  

Helps with:  
- decision making  
- problem solving  
- connecting actions to consequences  

It can take until your mid 20's to fully develop
White Matter = Neural Internet
The Brain NEEDS Downtime
If We Don’t Socialize Them, No One Will.

Critically Think “With” and “About” Information Systems
Carolyn Margoni where's the snooze button on this meowing alarm clock?!
8 hours ago

View all 4 comments

Adam Otranto food!
5 hours ago

Carolyn Margoni sonda, i woke up surprisingly rested. hmmm, go figure. maybe knowing today is my fri (we work 4 day weeks) helped. :)
2 hours ago
Active Facebook Users More Likely to Stick With College

Monday, October 4, 2010
Twitter, along with other social networking sites like Facebook, has become very popular among college students. These sites enable people to be in constant contact and communication. Their value in meeting educational objectives is less clear. We describe an educational intervention in which we use Twitter to remind students of class topics. The intervention itself is quite slight: students received a humorous and informative tweet on average once per day. Students showed an increase probability at recalling items that were tweeted about. This appears to be an effective way to increase memory for important class concepts.

### Abstract

Twittering through Psychology: Using Social Networking for Out-of-Class Instruction

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**Participants**

One-hundred forty undergraduates (101 females, 39 males) at the University of Tampa participated in the study. All were enrolled in one of four introductory psychology sections taught by one of the three authors.

**Materials**

All sections used the full edition of Weiten's textbook *Psychology: Themes and Variations* (2010). We wrote 84 tweets, 6 per chapter (see handout), that were broadcasted to certain students throughout the Fall 2009 semester. Tweets were written to cover the main aspects of a chapter. Students received the tweets once per day on average. The tweets were written to be both informative and humorous, pertaining to a topic that was recently covered in class. We also made the tweets appear to come from different individuals, by prefixing each tweet with a person’s name (to mimic the "@" convention within tweets to indicate a receiver, we developed a "!" convention to indicate a sender). We also adopted as much as possible other conventions and abbreviations popular among tweeters.

In order to using twitter.com, we used twuffer.com in order to queue tweets. We also used the Selective Twitter Status Facebook application to transfer tweets to a Facebook fan page that students could subscribe in lieu of the twitter feed.

In order to assess the impact of the tweets on student memory, a "brain dump" activity was created. In this activity, students listed five items that came to mind first when thinking about a particular chapter. They also had to state that their remembrance came from a tweet. We used the brain dump activity to assess the impact of the tweets on memory. We analyzed each item that the student wrote as either pertaining to a tweet item or not. We adopted a liberal criterion for counting an item as a tweet item. For example, a tweet from chapter one was, "I Skinner: @Watson good call on just the observable behavior. I'll tell you more about operant conditioning and free will at poker Friday." We gave credit as a tweet item if the student listed anything to do with Skinner, Watson, behaviorism, operant conditioning, or free will. While this casts a wide net, it makes the task of deciding if an item was a tweet item or not more objective.

We informed three sections about the tweets, one section we did not. Some students in the three informed sections chose not to subscribe to the tweets. The graph shows the percentage of tweet items, split by chapter, between those students who followed the tweets, those who knew about the tweets but did not follow, and those who did not follow the tweets at all.

The results indicate that we were successful at increasing the probability of an item being remembered by tweeting about it. Students did not appear to be aware that the tweets were influencing their memories. Given the incidental nature of the intervention, the fact that even a slight effect exists is interesting. At most students spent a couple of seconds a day reading the tweet messages. Also, the fact that the students in the twitter class who followed the tweets versus those who did not follow differed significantly from each other addresses a potential confound of instructor differences. For items that instructors deem most important, this simple intervention appears to be effective.

### References


### Example Tweets

!Watson: Little nephew Albert in from out of town. Need to find someway to entertain him-bring him into the lab?

!Ebbinghaus: Met HOT chick at bar 2NTE, her name is YAT PED. Hope I can remember it. (LOL) My BFF Wundt not there.

!Harlow: Happiness is a terry cloth monkey.

!Little Miss Muffet: WTF! Spiders! Why did it have to be spiders? My one and only phobia.

!Asch: Went to movies to see 2012, but 4 people ahead of me got New Moon tickets, so I saw it. Not sure why.
What three things did you learn today?
IBM and Virtual Worlds

- The number of IBM employees using virtual worlds doubled in 2009.
- The number of meetings per month IBM held in virtual worlds increased more than 50 percent in 2009.
- More than 40 percent of IBM's 400,000 employees worldwide work from locations other than a traditional office.
The iPad Is Not A Typewriter

Research, published in The Journal of Educational Psychology, found that students tend to study on computers as they would with traditional texts: They mindlessly over-copy long passages verbatim, take incomplete or linear notes, build lengthy outlines that make it difficult to connect related information, and rely on memory drills like re-reading text or recopying notes.

Meanwhile, undergraduates in the study scored 29 to 63 percentage points higher on tests when they used study techniques like recording complete notes, creating comparative charts, building associations, and crafting practice questions on their screens.
Don’t dissect a frog - build one.

Constructionism

Seymour Papert
Technological Literacy

Information Literacy

Professional Literacy
A Brief History Of The American Economy

1.0 2.0 3.0

19th 20th 21st
The Marcella Example
The Anchored

The Adaptable

Entrepreneurial

Multiple incomes not just one
Create Your Own Job Doing What You Love

Learn from top young entrepreneurs who have created, cultivated and sold companies for millions of dollars all before the age of 30.

Date: Oct. 8
Time: 9 a.m. to 1 p.m.
Place: St. Petersburg College
       Seminole Campus
       Digitorium UP 160

Schedule:

8:45-9:15 a.m.  Doors Open
9:15-9:30 a.m.  Welcome
9:30-10 a.m.   Keynote Speaker
10-10:45 a.m.  Workshops
10:45-11:15 a.m.  Speed Network and Break
11:15-11:45 a.m.  Keynote Speaker
11:45 a.m.-Noon  Networking Break
Noon-12:50 p.m.  Panel Discussion
12:50-1 p.m.  Closing Comments

Register today at www.extremetour.org/SPC
FREE EVENT

Learn how you can make your dreams a reality too!