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Auricle - weblog university

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Started by **will787** at 01:42pm Dec 13, 2004 BST

[Have people looked at the Auricle blog?](#)

http://www.bath.ac.uk/dacs/cdntl/pMachine/morriblog_more.php?id=360_0_4_0_M

One concern seems to be the way commercial web services are being used by academics just because they are convenient. Another question could be why there is a need for universities with bricks and books?

[will787](#) - 01:44pm Dec 13, 2004 BST (#1 of 44)

Another reason to start this topic is that I can't get the commenting option to work on the Auricle blog. Something I'm doing wrong probably. If you get the same problem suggest you put something here.

[will787](#) - 01:45pm Dec 13, 2004 BST (#2 of 44)

What happened to the NHS University? Can't find much about it. The proper universities didn't like the use of the name so is it just continuing in another form?

[will787](#) - 11:47am Dec 19, 2004 BST (#3 of 44)

I have put a couple of postings into 'why is there no FE folder'

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It seems like another chance to raise e-learning etc.

My guess is that FE is getting on with the use of ICT while the research community are still in assessment mode. This statement is meant to encourage other contributions.

[stochata](#) - 02:46pm Dec 19, 2004 BST (#4 of 44)

will, we also added a blog on our website for the staff and students on our course to share interesting links.

The 'commercial' part of the service is simply the publishing engine, but academics have been using commercial software for a long time, so this is not an argument against weblogs. A weblog after all is just some webcontent -- which took off with academic usage in the early 1990s.

[will787](#) - 02:41pm Dec 20, 2004 BST (#5 of 44)

stochata, thanks for this. The Auricle blog connects with a discussion about how the web is used and the implications for how people think about knowledge. It has got an academic base, near Bath I think. The UKOLN bit is nothing to do with Cologne.

When not staring at a a screen at home, I am based at Life Bytes, 24 Paris Street Exeter. Let me know if you will be nearby sometime.

[samsa](#) - 04:48pm Dec 20, 2004 BST (#6 of 44)

Thank you for introducing me to the Auricle blog.

Unfortunately, I don't understand the language it is written in. The very first paragraph on the page informs me thus:

'...one of the key affordances of the blog is as an authoring engine for syndicated feeds. In turn, this is contributing to a recognition that syndication solutions, like RSS or Atom, are emerging as the ultimate low barrier, increasingly ubiquitous, metadata solutions.'

Is there some sort of glossary that I should look at first, or perhaps a Blog Phrase Book?

[sainsburyrabbit](#) - 04:55pm Dec 20, 2004 BST (#7 of 44)

Try this one:

<http://www.samizdata.net/blog/glossary.html>

You'll soon be right up there with the Blogerati.

[will787](#) - 10:41am Dec 21, 2004 BST (#8 of 44)

The glossary is ok for blogs.

'affordances' is from e-learning theory. The material affords the learner the opportunity to create something. So it may be obscure, incomplete, wrong or off topic but still work as an affordance.

I think 'metadata solutions' relates to 'learning objects', small units that can be combined. Control of how they combine is with the learner. So search engines use metadata.

One implication is that it may cease to matter where this stuff comes from.

[will787](#) - 10:41am Dec 22, 2004 BST (#9 of 44)

Yet again I can't post a comment on Auricle. Not sure why. So I will carry on here.

The latest topic is about Google and worries that commercial pressure will change the public access we all enjoy from journals in university libraries.

My comment - Google is part of the web, which tends towards free. Their model so far is to rely on advertising for income. If they stopped this, something else would happen.

[will787](#) - 03:48pm Jan 16, 2005 BST (#10 of 44)

Auricle has carried links to the House of Commons discussion on the UK e-University. A recent article in e-learning age reports on anger in the leasing industry and 'murky territory' as to where the idea came from in the first place. (p31 Dec / Jan) Should the members of the Finance and Leasing Association have assumed there was some implied financial backing from HEFCE?

Kim Howells was described as 'charming and disarming'. When asked who he understood the shareholders to be, he said "essentially the universities themselves who I think paid £1 each". Committee Chairman Barry Sheerman claimed the UKeU was the brainchild of David Blunkett. 'Howells claimed the DfES first knew of the idea when it was included in HEFCE's 1999 spending review bid'.

So where was the support for the idea in the first place? Is this 'murky

territory' some part of an explanation of how things went wrong?

This is a bit of a tangent to discussion on Auricle but others may have something to say.

By the way, I sometimes get the impression that Kim Howells is not being complacent, just indicating how little influence he feels he can have with universities.

[markgriffith](#) - 09:17pm Jan 16, 2005 BST (#[11](#) of 44)

This is a rather confusing thread, like Auricle itself.

I have a suspicion that the page linked to is put together by 2nd-rate academics who know their jobs depend on writing obscure, mystifying jargon.

It's worth considering that people who can't write or speak clearly *might* have nothing to say.

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[will787](#) - 03:10pm Jan 17, 2005 BST (#[12](#) of 44)

markgriffith

It is a true story that I can't get the comment feature to work on the Auricle blog.

So this topic is a way to contribute something.

The topics I select to comment on are intended to break down the academic front and make connections with general web users. A lot of the academic discussion turns out to be about blogs, search engines, stuff that many people think of as normal.

Has that helped with the confusion?

[will787](#) - 03:11pm Jan 17, 2005 BST (#[13](#) of 44)

Forgot to mention, I think they have got something to say. Auricle seems to be in touch with a lot of academic study on e-learning.

[will787](#) - 07:01pm Jan 21, 2005 BST (#[14](#) of 44)

markgriffith

I am thinking again about what you said. It is possible that there is some extra use of jargon. Have you come across 'mode 1' and 'mode 2' forms of knowledge? As I understand it, 'mode 1' is academic, a defined subject with narrow scope and peer-reviewed journals etc. 'mode 2' is multi-discipline and can involve 'practioners' in problem based work. I think the whole e-learning discussion is definitely 'mode 2' but there seems to be a move to establish it as part of learning theory. Apparently the Research Assessment Exercise has something to do with this. It is unclear what sort of knowledge is thought to appear on the web anyway. Some is from academics but maybe not from journals. The definition of 'mode 1' and 'mode 2' seems to shift so I have started to think about 'Research Assessment Friendly' knowledge meaning text written to be assessed, and 'Search Engine Constructed' knowledge meaning pages that appear from problem situations.

What do you think?

Meanwhile Auricle can get quite technical although I'm not sure the content is specific to education. It might be about the web in general.

http://www.bath.ac.uk/dacs/cdntl/pMachine/morriblog_more.php?id=376_0_4_0_M

will787 - 05:53pm Jan 23, 2005 BST (#15 of 44)

The idea of 'Search Engine constructed' knowledge seems ok so far. For one thing there is an increasing amount available on the web.

<http://csalt.lancs.ac.uk/esrc/manifesto.htm>

for example is possible to follow. I think it is wrong as a description of anything that actually exists on the web. 'Transmission' is still most of what is happening. Still, the text is easier to follow than an article in 'Management Learning'.

will787 - 02:47pm Jan 30, 2005 BST (#16 of 44)

Found a relevant quote from a paper by John Burgoyne and Kim James

"For those, including the authors of this paper, who believe in the usefulness of Mode 2 research, the problem with the Mode 1 discussion of the Mode 1 / 2 issue is that this can actually be part of the problem, by continuing in Mode 1 style, rather than part of the solution, which would be moving to elements of Mode 2 in practice. In the sense that ideas about emotions are not emotions, and menus and recipes are not meals (to take these examples of 'category errors' as developed by Bateson (1973)), and descriptions or specifications of 'competencies' in organisations are not the same thing as

actual competence, the discussion of Mode 2 research is not Mode 2 research."

PDF at <http://www.lums.lancs.ac.uk/publications/viewpdf/228/>

'Towards Best Or Better Practice In Corporate Leadership Development: Issues In Mode 2 Research', Lancaster University Management School Working Paper, Lancaster, LUMSWP2003/083

The mode 1 discussion of mode 1 and 2 can shift the meaning on occasions, so I think the term 'search engine constructed' could be useful for 'practitioners'.

This paper could be included within 'search engine constructed' knowledge as it is available for download on the web.

"Short sections of text, not to exceed two paragraphs, may be quoted without explicit permission, provided that full acknowledgement is given."

will787 - 11:55am Feb 1, 2005 BST (#17 of 44)

Auricle has posted an article on the UKeU with links to the Parliament site with a draft record and a document from Sun.

<http://www.bath.ac.uk/e-learning/auricle.htm>

http://www.bath.ac.uk/dacs/cdntl/pMachine/morriblog_more.php?id=380_0_4_0_M

It is amazing to me how little attention this story is getting. The UKeU was a major disaster, destroying cash and reputation. My impression is that e-learning continues to gain strength worldwide. The UKeU is worth some discussion.

Links include the press, described as 'hostile'.

<http://www.whatpc.co.uk/analysis/1160641>

Surely it is fair comment to include universities with other e-learning projects? Academics offer views on leadership and organisation so why not consider the UKeU as a case study?

Something else will happen.

will787 - 09:04pm Feb 3, 2005 BST (#18 of 44)

Yesterdays article in G2 about Microsoft search showed how web knowledge

is being used.

The librarian suggested you needed to define the subject you after before going near a keyboard. This is mode 1 thinking. Sometimes there is a benefit from accidents.

will787 - 12:32pm Feb 7, 2005 BST (#19 of 44)

In Information World Review, Mark Chillingworth reviews the Wikipedia website.

"Supporters of traditional publishing in the Open Access debate point to the importance of peer review to achieve academic accuracy. While many of Wikipedia's contributors may be passionate about their subject, their knowledge and writing abiliites cannot match that of a professional author or academic."

What is peer review? In a wikipedia anybody can change anything, or leave it alone.

David Tebbutt has a different view. Not yet on their site as far as I can tell - 'Information control will move to the lower levels'

<http://www.iwr.co.uk>

The wikipedia is anonymous. Should there be a trail to see who said what?

will787 - 04:09pm Feb 7, 2005 BST (#20 of 44)

another reference to the wikipedia

http://www.bath.ac.uk/dacs/cdntl/pMachine/morriblog_more.php?id=381_0_4_0_M

and lots about ipods

mp3 can play without an ipod, by the way.

will787 - 11:25am Feb 11, 2005 BST (#21 of 44)

There is some new comment at auricle on the UKeU.

<http://www.bath.ac.uk/e-learning/auricle.htm>

then find it.

Apparently one problem was the percentage that the UKeU needed from the course fees. Some universities did not like to work with this.

I am still puzzled by the structure involved. There seems not to have been any group with direct involvement. HEFCE was at arms length, universities were just holding a share each, HMG was not interfering.

Was there ever an idea that particular universities get more involved in e-learning? Why was the UKeU attractive as an idea? Was it a way to put new issues on the side?

By the way, I still can't post a comment directly at Auricle. I'm not making this up.

[will787](#) - 05:50pm Feb 18, 2005 BST (#[22](#) of 44)

This conference could be worth a look

http://www.elearningconference.org/conference_program/index.htm

[will787](#) - 12:32pm Feb 20, 2005 BST (#[23](#) of 44)

Sir Crispin Davis has written on the business pages of the Guardian about the inadequate budgets for UK university libraries.

<http://www.guardian.co.uk/business/story/0,3604,1418052,00.html>

His article makes no mention of knowledge available on the web, journal articles that are archived on other sites, or the books / scholar projects at Google.

The Guardian invites the chief executive of Reed Elsevier to offer a view but there could be other sources as well.

The report on recent Reed figures did not show how important the internet income has become. The FT (page 20 Friday, not included in the free website version) reports that 'an increasing proportion' of income was from the internet, £1.2 billion of 4.9.

It would be interesting to know what the comparable numbers are for the FT and Guardian. ABC would publish numbers for 'digital editions' but no title has yet 'opted in'. This is more or less on topic as it shows how much current discussion appears to ignore changes around the web that have already happened.

Obviously university libraries are a basis for knowledge but their future could be discussed in a context that recognised the role of search engines and free

web content. Just as hard copy news can make more sense when read alongside web sources.

See FT finances, more detail please in Media- Press and Publishing.

[will787](#) - 07:56pm Mar 3, 2005 BST (#24 of 44)

<http://www.bath.ac.uk/e-learning/auricle.htm>

new easy to remember link for Auricle

latest text about combining e-portfolios and weblogs.

Is this just more jargon? Not really, more a way of relating to things that are happening anyway. The e-portfolio consists of XML and open source that people can adapt. There seems to be a readiness to accept social exchange as part of the course of study.

The links include a webcast from Scotland c/o Vancouver using Breeze. Works very well. I have so far only seen MACromedia demo mode but this is real.

Alpha testers required <http://www.elgg.net/> non-techies could still benefit from looking at the design intention.

[will787](#) - 12:55pm Mar 7, 2005 BST (#25 of 44)

If you are at CeBIT this week you could visit the Prolearn stand

First PROLEARN results at CeBIT 2005 - Hall 6, C29 Date Thursday, 10. March 2005

Main text

PROLEARN will present first results at the CeBIT fair 2005, the largest computer fair in the world. Presentations include hands-on experiments as well as guidelines and surveys. ProLearn will be represented by five core partner (INT, IAO, HEC, JSI, CSI) in the eWorld stand (Hall 6, stand 29) and will present several topics during the fair:

IQ - Innovation durch Qualifikation - Thursday 14.00 (Dr.-Ing. Bullinger, Fraunhofer Institute)

A Community of practice in the area of professional training - Friday 11.30 and Wednesday 11.00 (Alexander Karapidis, Fraunhofer Institute)

Corporate training, bridging the gap between universities & companies -

Friday 14.00 (HEC)

Fostering cross border e-business cooperative environment through usage of web based education - Friday 14.30 and Wednesday 11.30 (Jozef Stefan Institute)

Wenn Lern-und Arbeitswelt verschmelzen. Arbeitsplatznahes Lernen - lernnahes Arbeiten - Friday 14.00 (Dr.-Ing. Spath, Fraunhofer Institute)

Multimedia courses: implementation methods - Wednesday 10.30 (Melanie Blanchard, INT)

[will787](#) - 01:30pm Mar 30, 2005 BST ([#26](#) of 44)

I have come across a couple of words that may focus some of my problems with the 'critique' approach to e-learning. they are 'performativity' and 'anti-performativity'. Apparently 'anti-performativity' is ok. However I think that e-learning has enough technical problems anyway without a theory that opposes performativity as a principle. Any comments on this? I found an article in the current Management Learning that looks at this. It seems to look at forms of action but this is where I couldn't follow it. Any guidance on 'anti-performativity'?

[will787](#) - 08:06pm Apr 11, 2005 BST ([#27](#) of 44)

Notes on a keynote, history of e-learning in recent times plus some thoughts about what happens next. The PDF is about 3 meg but the blog explains most of it. Best to read both together.

http://www.bath.ac.uk/dacs/cdntl/pMachine/morriblog_more.php?id=409_0_4_0_M

[will787](#) - 11:34am Apr 13, 2005 BST ([#28](#) of 44)

http://www.bath.ac.uk/dacs/cdntl/pMachine/morriblog_more.php?id=416_0_4_0_M

Discussion no go during the election? Can this be right?

My impression is that the digital strategy is a bit UK only. No way will the UK be out in front as a knowledge economy all by itself. The EU has a lot of useful projects already happening but this election seems a bit limited in scope.

Am I off topic, muddled, etc. Well yes so there needs to be discussion somewhere.

[will787](#) - 12:28pm Apr 19, 2005 BST (#[29](#) of 44)

http://www.bath.ac.uk/dacs/cdntl/pMachine/morriblog_more.php?id=421_0_4_0_M

Auricle comment that the BBC idea on a Creative Commons licence amended to be UK only is a bit of a shame not to mention wierd on the web.

See also thread in Media- BBC.

Broadcasting House used a clip from ourmedia on Sunday. When will the creative archive have some actual stuff?

[will787](#) - 03:52pm May 18, 2005 BST (#[30](#) of 44)

http://www.bath.ac.uk/dacs/cdntl/pMachine/morriblog_more.php?id=437_0_4_0_M

Recent post complains that the BBC has podcasts or at least contributes to podcasts that are better promoted in the US than in the UK.

Is this another reason to look again at the UK only restriction on the creative archive? The BBC get a budget to work on the World Service and also distribute content through other broadcasters. So why restrict the archive?

[will787](#) - 02:19pm May 23, 2005 BST (#[31](#) of 44)

There is another 'podcast' available, this time a report from Japan on an internet conference

direct to the mp3. Right click and save as ever. <http://www.bath.ac.uk/e-learning/download/podcasts/BrianKelly23May05.mp3>

<http://www.bath.ac.uk/e-learning/Download/podcasts/auriclepodcasts.xml>

links to the rss feed if you want to be pushed at

The idea that people attending a university or conference or anything at all should turn up with their own device is to be contested, in my opinion. I like a suitable desktop on arrival. Screens on mobile devices are getting better but I'm not going to carry the size of screen I would actually like.

Universities ought to have something amazing as kit, better than can be found by staying at home.

[will787](#) - 03:12pm Jun 3, 2005 BST ([#32](#) of 44)

Recent post looks at whether universities should protect their content or make it available online, open or in groups.

http://www.bath.ac.uk/dacs/cdntl/pMachine/morriblog_more.php?id=410_0_4_0_M

[will787](#) - 02:25pm Jun 6, 2005 BST ([#33](#) of 44)

I have updated my blog at learn9.net <http://learn9log.blogspot.com/>

Conference coming up on leadership and FE. This could relate to e-learning in any organisation.

[will787](#) - 02:04pm Jul 8, 2005 BST ([#34](#) of 44)

The agenda for the Internet Librarian conference has been published

<http://www.internet-librarian.com/index.shtml>

Brian Kelly from UKOLN will be talking about both 'digital tools for collaboration' and 'open standards and open source software'. Some of this could well turn up on the Auricle blog.

£450 for two days? Most internet cafes charge less than £3 an hour so you could just check the topics out in Google.

[will787](#) - 01:14pm Aug 15, 2005 BST ([#35](#) of 44)

Romesh Vaitilingam writes today about why academic economists from the UK are not seen as much in the media as some from the US. He mentions the 'Research Assessment Exercise' as a problem as academics have to concentrate time on articles.

Is there not another problem that the RAE assumes fairly tightly defined disciplines? Most useful comment in media combines various sources.

[will787](#) - 01:17pm Aug 15, 2005 BST ([#36](#) of 44)

Over time I have discovered that Google Scholar tends to point to articles where you need to pay to read them. I have stopped using it as I find a reasonable selection of material through Google anyway. My impression is that the quality of articles is ok.

[will787](#) - 01:03pm Aug 16, 2005 BST (#37 of 44)

The news is that Google is slowing down on digital because of pressure from publishers.

Some stuff published before 1923 could still be relevant.

<http://www.infotoday.com/newsbreaks/nb050815-1.shtml>

[will787](#) - 01:31pm Aug 17, 2005 BST (#38 of 44)

In Media Business today, p17 . it is reported that 'Springer Open Choice' now allows an academic to publish their own text on their own website for a fee of as little as \$3,000.

Two questions, 1 why don't they just publish it anyway? 2 is the 'open choice' stuff any good?

My impression remains that for a subject such as e-learning there is a lot of material to be found through Google without paying out for the kind of articles found on Google Scholar.

What is 'peer review' all about? If you can get access to email discussion it is possible to find out what people think around public text.

[will787](#) - 10:55am Oct 1, 2005 BST (#39 of 44)

I have done a report on Google University for OhmyNews

http://english.ohmynews.com/articleview/article_view.asp?article_class=4&no=250780&rel_no=1

I think the 'University' is an example of blending, a bit of real time and space between websites.

Any views on what the Google theory of learning might be?

[will787](#) - 10:18am Oct 3, 2005 BST (#40 of 44)

http://www.archive.org/details/main_eu

Is this the 'European Archive' involved in the Yahoo backed Open Content Alliance.

<http://www.opencontentalliance.org/contributors.html>

Apparently the UK National Archive is also a Contributor but I can't find any detail on this.

Looks like another scanning effort with a bit more polite diplomacy than Google.

will787 - 01:57pm Oct 8, 2005 BST (#41 of 44)

You have just missed a talk from Trebor Scholz as part of an Open Congress at the Tate. Broadcast over the web no less. Coming up soon a DJ set.

Much of the material could probably be found through <http://www.collectivate.net/>

Webcast http://www.tate.org.uk/onlineevents/live/open_congress.jsp

Wiki <http://opencongress.omweb.org/modules/wakka/HomePage>

There was a discussion on 'branding' or plugging websites too much. Personally I think webcasts should do a closeup on the website detail as often as possible. Otherwise you have to Google afterwards.

I think there may be an archive.

will787 - 12:43pm Oct 9, 2005 BST (#42 of 44)

The archive should turn up later, maybe mashed up a bit

http://www.tate.org.uk/onlineevents/archive/d_culture/kaffe_matthews/

from previous event

suggest checking occasionally, most of it is interesting anyway

will787 - 12:51pm Oct 9, 2005 BST (#43 of 44)

Forgot to mention how I found this Open Congress site.

During the Thames Festival friends at Psand told me they would be near the Tate with a satellite van for broadband wi-fi to support a sax performance from Nice. Unfortunately permission to put a van close to the Tate was not possible at that time.

See my photos and comment <http://www.acrobat-services.co.uk/wi-fi-ex/>

Radio Vague will have something available usually. <http://www.radiovague.com/>

Maybe on archive

Something more connected may happen during the next Thames Festival. Tate Modern is not a fortress set up to protect art against the street. This is what we would expect obviously. That's how I came to check out the website and find the Open Congress.

[will787](#) - 01:55pm Oct 9, 2005 BST (#44 of 44)

Found this quote from an article by

The intensity of networked/distributed learning in between people who are experts in different areas should not be underestimated. But the empowerment of students for the global knowledge commons (the sum of all publicly accessible material online) is an important issue in media art education. "Google Intellectuals" who have the skills to make use of online resources such as Google, Wikipedia or SourceForge have an advantage. Pit Schultz comments that "The more intellectual property is collectified, the more sources are open, the more a critical mass of free knowledge becomes possible."

27 Schultz, P. (2004). The Producer As Power User. In: Cox, G., Krysa, J., Lewin, A. eds. DATA browser 02. Engineering Culture. On 'The (Digital) Culture Industry'. New York, Autonomedia, p.119.

http://molodiez.org/crisis_nmae.pdf

Trebor Scholz The Crisis in Media Art Education

There is another extract I will put in the topic on 'Are UK universities world class?'

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