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At the start of week three, we are going to be moving forward to thinking about our participation in the online space and how we can begin to become contributors to knowledge.

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The learning outcomes for this week move from understanding and analysing, to expanding and creating. We start by reflecting on the value of our networks and how you can expand your networks to identify areas in your contexts where you as a digital education leader can make a contribution. We move towards the identification of a gap or an opportunity that you as a digital education leader might want to address. Then you draft a plan or an idea for how you can develop learning resources using digital technology to address or assist in meeting this challenge or opportunity.

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In week two you will have reflected on your existing personal learning network and you would have watched a video that gave you some quick and simple ideas for how to expand on this. Now we all know people in different countries use different types of social media. What do colleagues in your country use? COL has a social presence on a range of different platforms. If you go to their website you will see they have a Facebook page, a Twitter handle, a LinkedIn account and a YouTube channel. Most likely other organisations that you hold in high regard will also have a social media presence and this is one place to start. Another suggestion is to follow what they call "rock stars" of the discipline. We all know those people who write and speak about issues that interest us. They might be people you meet at conferences or you might ask colleagues for a list of people that they follow on social media.

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As a start, you can have a look at the Commonwealth of learning chairs If you go to the COL website called col.org and click on the COL chairs program under "About". You will see some names that you might already be familiar with. These will be people that we highly regard in the field of technology-enhanced learning. They probably all have very interesting ideas and presences on social media that should be very enriching for us. But a word of caution, I'm not sure if you've heard of the English expression "birds of a feather flock together" but in the context of your personal learning network, you need to be careful of not only following people like you and people whose interests are the same as yours. You can branch out to other people, groups, and countries.

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The fantastic thing about an online learning network is that it isn't limited by geography. It's like sitting around a big table 24-hours a day with experts from all over the world. You will find all kinds of valuable opportunities when you start engaging with the network. It's not just about getting advice and looking for ideas but it's a place where you can share your own ideas, resources, knowledge and skills that you have. You can collaborate with people. But one of the challenges is how to deal with all the information that you get. So, you might also need to find a way of curating or aggregating the information because you don't want to lose track of all these good ideas. Now that we're all excited about participating in a global network what are some of the issues we might need to be aware of?

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One of the issues we need to think about is that the information that we find online is not all equal. Did you know that there are more Wikipedia articles written by people inside that tiny red circle on the map than by everyone else outside of it? That means there are more Wikipedia authors in Europe than anywhere else in the world. A really interesting website called whoseknowledge.org reports that only 20% of the world, primarily white male editors from North America and Europe, are responsible for over 80% of Wikipedia contributions and that only 1-in-10 Wikipedia editors self identifies as being female.

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This diagram is drawn on data from the international telecommunications Union from 2016 and it gives a visual representation of global internet use. So, the dark colours, the blacks, reds, oranges, and yellows, are the areas of the world where there are the least internet users per percentage of the country's population. Whilst the blue areas are the places where there is the most. Both of these maps demonstrate that there is a level of inequality that exists globally, both in terms of access to and use of the internet and in terms of the production of knowledge and content on the internet.

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What we're trying to do here is give an understanding that each of us is a product of our own context, our own history, and environment. We filter information through these different lenses. The C-DELTA curriculum is based on the view that digital education leadership is a situated learning practice which means that your context is critical to how you view and do things. It's really important to think about who you are in relation to the rest of the world. What is your digital identity? How are you situated in terms of your community, your culture, and your region? Who are the people that you see as a part of that? Who are the people you see outside of that?

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What happens if you, or I, or we don't contribute to online content? You're probably very familiar with this map; it's called the Mercator map and it's the most popular and dominant way of depicting our world geographically. It was created in the mid-1500s by a Belgian cartographer. But is this what the world really looks like?

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Actually, not at all. Our Earth's landmasses look more like this. This map is called the Peters map and it was only introduced in the mid-1970s. When the cartographer and historian that introduced this did so, it created a firestorm of debate. The first English version of the map was published in 1983 and it's got passionate fans and people who say that it's not correct. So we have to wonder why. Well, it's because the Mercator map makes regions like Europe and North America much bigger than they really are. In fact, visually speaking the Mercator map has Canada and Russia take up approximately 25% of the Earth's surface when in reality they only occupy 5%. And in this Peters map, Africa as a continent is really large.

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This is the true size of Africa. The Mercator map continues to warp people's true sense of what continents and countries look like but it is the dominant view that is presented in atlases and textbooks in children's education. This is an example of why unless we, and you, start to challenge these dominant paradigms knowledge that exist of knowledge, these dominant paradigms of the world that exist online, we will continue to see misrepresentations. And this is one of the reasons why as digital education leaders you’ve got to do more than be able to use digital technology for educational purposes. You have to be able to create digital technologies for education, share your skills and knowledge, and ideas to make sure you and your community have a voice on the internet.

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As internet access increases and smartphones enable greater access to information, more and more people are going to be able to consume information. But what's going to set us apart is by participating and contributing to the online space. By becoming a producer of knowledge, you will be able to change people's view. Thank you.