

Web 2.0 in Education: Applying the New Digital Literacies

Proposal Deadline: June 15th, 2009

Editor

Michael Thomas Ph.D.

INTRODUCTION

Much has been written over the last few years about the potential of Web 2.0 technologies (wikis, podcasting, social networking sites, virtual worlds, photo- and video sharing, etc.) to produce a transformation of pedagogy. Web 2.0 applications are portrayed as technologies that will enhance collaboration and participation in the classroom and develop students' new digital literacy skills. Though Web 2.0 technologies are becoming increasingly prominent, few longitudinal or empirical studies have been carried out to date and many of the alleged benefits of the technologies have yet to be substantiated. Moreover, frequently cited terms such as "digital natives," "digital immigrants," and "collective intelligence," to name but a few, while intuitively significant, have been supported by little in the way of actual studies. Where such studies have emerged, they have cast into doubt the wider significance of these terms and deconstructed some of their most important foundational claims. Most of the existing literature on Web 2.0 is descriptive in nature, and while this is useful for actual teaching practice, it is now necessary for studies of Web 2.0 to engage with a more substantive research agenda in the educational domain.

Web 2.0 in Education: Applying the New Digital Literacies is a collection of content-based chapters and case studies examining the pedagogical potential

and realities of Web 2.0 in a wide range of disciplinary contexts across the educational spectrum. The book aims to examine a number of foundational aspects of Web 2.0 technologies and to understand the implications for teaching, learning and professional development. By mixing content-based chapters with a theoretical perspective with case studies detailing actual teaching approaches utilizing Web 2.0 in the classroom or on campus, the book will provide a valuable resource for teacher trainers, academic researchers, administrators and students interested in interdisciplinary studies of education and learning technologies.

CHAPTER PROPOSALS

Chapter proposals are being sought for the first section of the book (6-10 chapters). Chapters should focus on a substantive area of pedagogy related to the use of Web 2.0 technologies and literacies in education. Completed chapters should be between 6,000 - 8,500 words in length, and fully referenced following APA style guidelines. Possible subject areas to be addressed by the chapters include but are not limited to the following:

- (i). Research on digital natives and/or digital immigrants
- (ii). Web 2.0 and digital literacies
- (iii). Web 2.0 in open and distance learning
- (iv). Web 2.0 and professional development

- (v). Virtual and/or Personal learning environments
- (vi). Research on particular applications (Flickr, wikis, podcasting, virtual worlds, social networking etc.)
- (vii). Mobile learning
- (viii). Literature reviews of Web 2.0 research
- (ix). Administering Web 2.0 in education, security issues etc.
- (x). Deconstructing Web 2.0 in education, critical perspectives on the potential of emerging technologies

Proposals on other topics in addition to those listed are of course welcomed.

CASE STUDIES PROPOSALS

The second section of the book includes 12-20 case studies that develop and compliment the themes of the first section of the book by exploring instructors' practical experiences.

All of the case studies are organized according to a similar format thus enabling comparison. Case studies represent first-hand accounts from those involved directly in the projects described. The case studies should be based on research done with Web 2.0 technologies in the last four years. Each case study should address the following sections where appropriate:

- (i). the context of the project
- (ii). the rationale of the project
- (iii). the teaching and learning aims and objectives of the project
- (iv). the technology infrastructure
- (v). the evaluation and assessment criteria used
- (vi). the learning outcomes and findings of the project
- (vii). future implications of the project (institutional, for teaching, for learning, for professional development)

The final word-length of each case study is expected to be in the range of 3,500 – 6,000 words

SUBMITTING A PROPOSAL

Please send a 1-2 page proposal outlining the main features of your proposed chapter or case study and how it is relevant for the collection. Proposals should be sent as MS Word documents by email to: Michael Thomas, at: <michael.thomas@nucba.ac.jp>. The deadline for the receipt of a proposal is June 15th, 2009. The subject line of the email should read, "Web 2.0 Chapter/Case Study Proposal."

All proposals should include the following information:

- (i). Full name and title of the author(s)
- (ii). Professional status (Teacher, Lecturer, Professor etc.)
- (iii). Professional affiliation (Name of your educational institution)
- (iv). Professional address
 - Department
 - Employer
 - Country
 - Phone/Fax
 - Email addresses
- (v). Please attach a short biographical statement of each author (ca. 50-100 words).

All proposals will be vetted and returned to the authors within 2 weeks of receipt with appropriate feedback.

The first draft of the chapters and case studies is due on or before November 30th, 2009. All submitted work will be subject to a double-blind refereed process.

Authors of accepted proposals will be sent further guidelines for the development of their chapter or case study. Prospective authors may submit more than one chapter and/or case study proposal. However, only one chapter and case study can be accepted per author.

The book has attracted interest from a number of educational publishers and it is expected to be published in 2010.

ABOUT THE EDITOR

Michael Thomas Ph.D. is Professor of English Language (special emphasis on learning technologies) at Nagoya University of Commerce & Business in Japan. His research interests are in the philosophy of language, digital literacies, emerging technologies and education, and the Internet and society. He is author of *The Reception of Derrida: Translation and Transformation* (2006), editor of *Handbook of Research on Web 2.0 and Second Language Learning* (2009), and co-editor of *Interactive Whiteboards: Theory, Research and Practice* (forthcoming 2009) and *Task-Based Language Teaching and Technology* (forthcoming 2010). He is editor of the *International Journal of Virtual and Personal Learning Environments*.

FURTHER INFORMATION

More information about the book may be found at the following website:

<<http://wirelessready.nucba.ac.jp/Web2book.pdf>>