

Living & learning in the Network Age



participatory media



ah, imagining new possibilities.

'Modern' kids from the global world growing up with mobile phones and internet

Do We Understand Them?



What creates meaning for them?

The Emerging Vernacular of the Digital Age

Screen language
of cinema
(cuts, montage, flashbacks)

Screen language of interactivity,
entertainment and persistence -
game ecologies

Navigation
skills over
the web



rich, immersive, participatory media



The new literacy – key for the 21st century.
Sure, you can read but can you write in
this media?!

Game Play

includes

- ◇ Pattern recognition & sense making galore
- ◇ Continuous decision making
- ◇ Conquering immense complexity
- ◇ Immediate feedback
- ◇ Joy from mastery of skills
- ◇ Bottom line oriented – scores matter! (bragging rights)

No learning -----> No fun



Hmmm, doesn't remind me
much of life in a 30 student classroom.

World of Warcraft –
massively multi-player online game (MMOG)
Meaning creating in an experiential media.



on a quest
(approximately 4.5 million players and going up)
serious play – serious learning: building a guild

The Skills of a Guild Master

- ◇ Creates a vision and a set of values that attracts...
- ◇ Finds, evaluates and then recruits players that have a set of diverse skills and with fit with your norms.
- ◇ Creates a platform for apprenticeship – newbies
- ◇ Orchestrates group strategy and governance
- ◇ Creates, sells and adheres to the governance principles for the guild and adjudicates disputes.



Wow – aren't these the fundamentals
of leadership.



Not so quick – jsb. Isn't this a bit more complicated?

Yup – you are being kind. There are some complicated things going on here. This is not just an issue of transfer...



The Play Of Imagination

If one ran a business like a guild, the results would be disastrous!

But if one IMAGINES that a business is like a guild the lessons learned from virtual worlds become powerful tools for effective leadership.



So this is not direct transfer but providing a set of triggers & metaphors. This sounds a bit like collateral indigenous learning.

What do gamers want at work and how do they expect to be treated?

- ◇ be given clear top level direction/problem – then permitted to explore and discovery how to proceed.
- ◇ want metrics for measuring success – and recognized when they are met or exceeded.
- ◇ balanced decision making – authoritarian & bottom up suggestions
- ◇ believe without learning there is no fun – focused on acquiring skills & to be rewarded therein.
- ◇ capable of intense concentration – yet can switch between tasks with agility.
- ◇ interface with peers, build bridges, ignore silos – seek out whoever has a needed skill independent of dept.

USC CENTER ON PublicDiploacy

CALL FOR SUBMISSIONS

DEADLINE: March 1, 2006

REINVENTING PUBLIC DIPLOMACY THROUGH GAMES

Announcing a competition to design, conceive, and build a game or game prototype that employs the principles of public diplomacy.

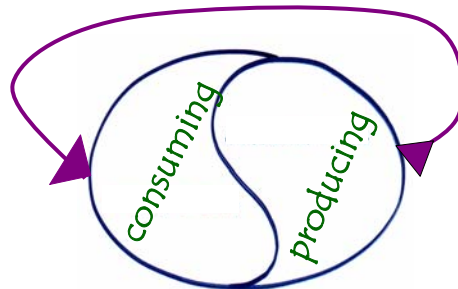
How can video games improve public diplomacy?

The USC Center on Public Diplomacy is looking for people to showcase their talent with a bit of world class game-making. The challenge to the game mod community, and current and aspiring game designers is as follows: design a prototype or modify a game incorporating the fundamental characteristics of public diplomacy.

Center of public diplomacy presence in 2nd life
with information on its game competition



Life in the Digital Age –
Building, Tinkering, Learning And Sharing
(essence of a participatory culture)



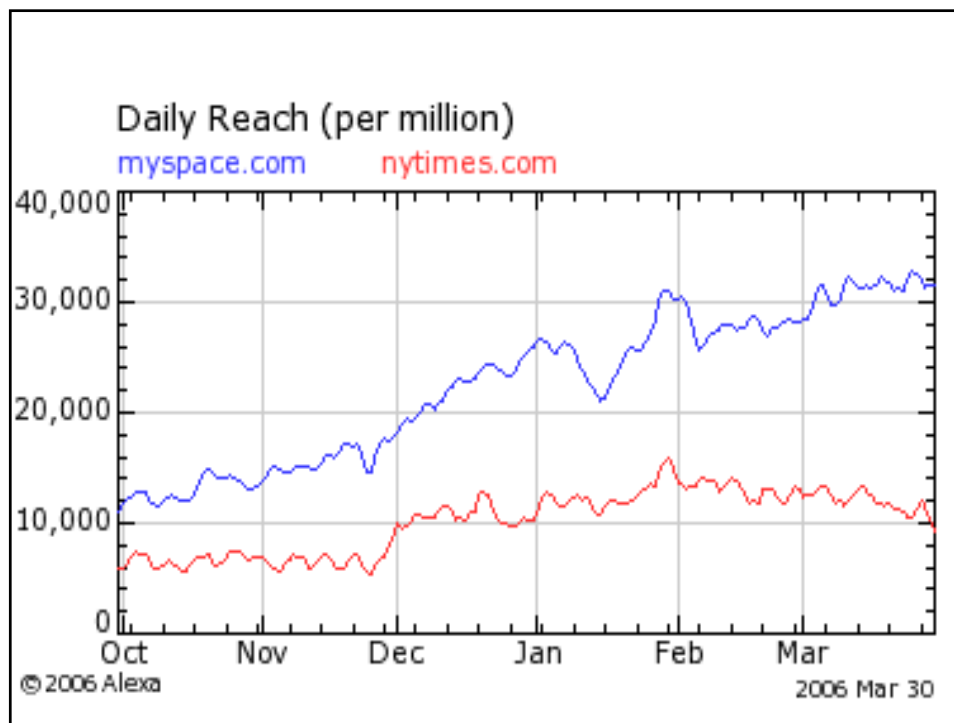
Creating meaning by what I produce
and others build on – a remix, open
source culture, blogs and even
doing homework with IM.

Blogs, MySpace, Facebook, Flickr, Tagging

- ◇ classroom blogs: writing for/with your peers
- ◇ circumventing the cheating plague
- ◇ power tool for grad students, especially cross-disciplinary



The rise of a participatory media –
From Web 1.0 to Web 2.0

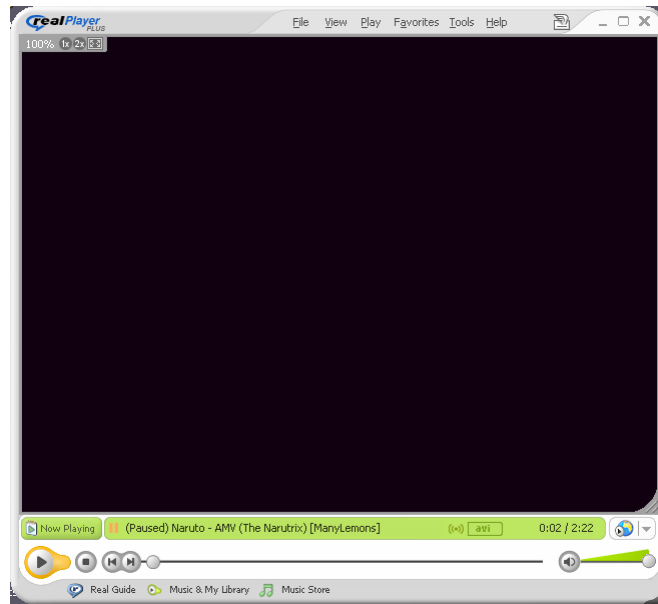


Remix
as serious play – serious building/tinkering

THE FOLLOWING **PREVIEW** HAS BEEN APPROVED FOR
ALL AUDIENCES
BY THE MOTION PICTURE ASSOCIATION OF AMERICA

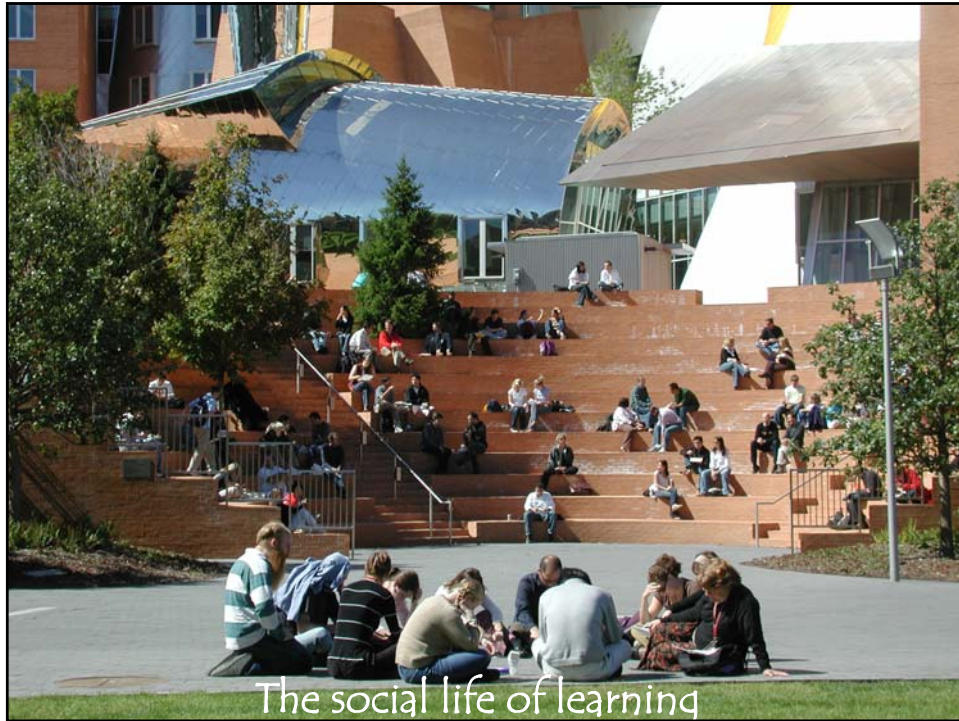
THE FILM ADVERTISED HAS BEEN RATED





Some things never change

Or do they??



Nothing Beats Collaborative Study Groups –
The social construction of understanding
The social life of learning is real.



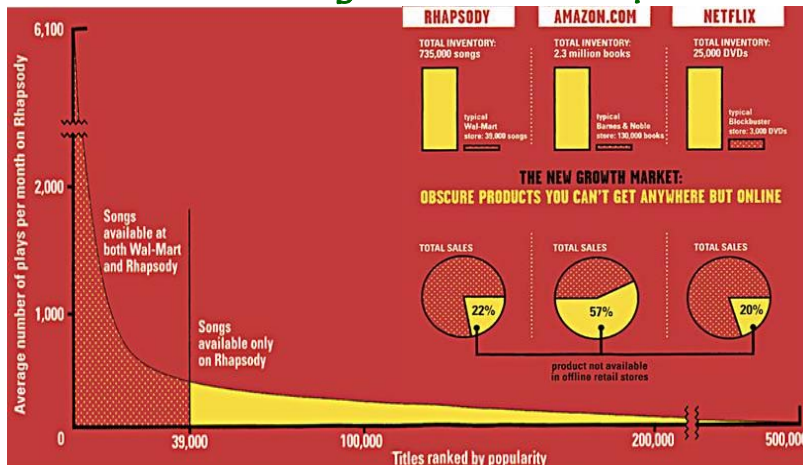
And this works virtually as well -- IMing

Cory Doctorow's book release party in 2nd life



Someone Comes to Town, Someone Leaves Town

The long tail distribution of the networked age (circumventing scarce 'shelf space')



niche markets, niche genres, niche interest groups.

Now documentaries can reach the market on demand.

The Rise of the Pro - Amateur Class

amateur _____ professional
 from Latin - amator : lover

Dobsonian 10" f/4.9



+

Internet
Blogs
BBSs
Yahoo groups
Data bases

Niche communities of co-creation, learning and sharing:
 dedicated, disciplined: serious leisure,
 passion-based informal learning
 (100s of thousands of niche communities on Yahoo)

The rise of participatory media and the creator class.

Web 1.0 -----> Web 2.0

DoubleClick	Google AdSense
Ofoto	Flickr
Directories	Tagging
Britannica Online	Wikipedia
Publishing	Participation
Stickiness	Syndication
Personal website	MySpace
MapQuest	Google Maps/earth



Ah from push to pull and harnessing collective intelligence.

A key property of participatory architectures:
The more it gets used, the better it is!

Amazon ----- recommendation system
Wikipedia ----- eyeballs to debug (like OSS)
Googlemaps --- layers of user inputs
Tagging ----- wisdom of crowds
Bittorrent ----- more pathways for bits to flow
Mesh nets ----- well maybe...



Hmmm, the more the better. This
does have architectural ramifications.

Open Source as Peer Production.

1 million folks now engaged in open source projects
- Sourceforge

The pace of innovation is changing since we can now
build on each other's efforts

New tools to orchestrate distributed teams + google

Small teams can now build big systems - that work



Collective engagement can be
Awesome.

Open Source Sufficient to build a complete technology stack (primarily Java)

- **Web Server**
 - Apache HTTP Server
 - Apache Lucene Search Engine
- **Directory Services**
 - OpenLDAP
- **Application Server**
 - J2EE
 - Jboss, Apache Geronimo (new project), Enhydra (from Lutris, now a defunct business), Sun reference implementation
 - Servlet
 - Apache Tomcat, Apache Jetty
- **Web Services**
 - SOAP
 - Apache Axis (partial SOAP 1.2 compliance)
 - UDDI
 - Novell UDDI v2 Server/LDAP
 - Client (v2)
 - IBM UDDI4J, Apache Juddi, Novell
- **Frameworks**
 - Apache Cocoon - web application development with XML pipelines
 - Grid - Globus Toolkit, IBM GAF4J (alphaworks)
 - IBM BP4WS (support for BPEL, alphaworks)
- **Integration**
 - JMS: OpenJMS, ActiveMQ, JbossMQ
- **XML Processing**
 - XSLT/XPATH
 - Apache Xalan, Saxonica (Michael Kaye's XSLT processor)
 - XML Parsing
 - Apache Xerces, Apache Crimson, Jdom
 - XML Formatting
 - Apache XML Formatting Object Processor (FOP) for Java
 - XML Security
 - Apache XML-Security: an implementation of the W3C XML Digital Signature standards, and implementations of the W3C XML Encryption standard are currently being developed
- **Database**
 - RDBMS - MySQL (dual license)
 - XML - Apache Xindice, Sleepycat Berkley, eXist
- **Desktop Applications**
 - OpenOffice (dual license)
- **Operating Systems**
 - Linux (various)

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- Cassatt -
- 90% of our code base is open source.
The rest is our unique value add!
- Bill Coleman - CEO
- PS - the only cheaper way to build a system than going to India is to pay nothing for it
(Cassatt - Service Level Automation, server farms)

The Fab Class by Neil Gershenfeld

The overwhelming interest from students ... was only the first surprise.

The next was the reason they wanted to take the class. . . . they were motivated by the desire to make things they'd always wanted, but that didn't exist . . .

The final surprise was how these students learned to do what they did . . . the learning process was driven by the demand for, rather than the supply of, knowledge . . . As students needed new skills for their project they would learn them from their peers and then in turn pass them on. . .

The Net Generation: Consumerism to Creationism

I am what I wear, own, control
to

I am what I create, share and others build on.

Where recreation become re-creation



Ah the essence of participatory media
and the rise of the creator class.

Thank You

And special thanks to:
John Hagel
Doug Thomas
Tim O'Reilly

