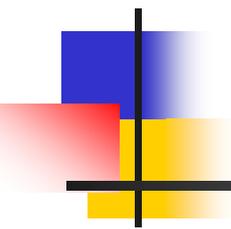
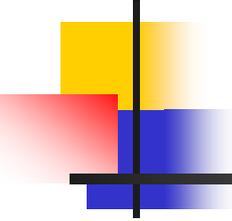


While You Were Out: How Students are Transforming Information and What it Means for Publishing



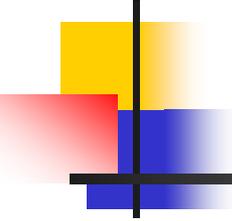
Kate Wittenberg

The Electronic Publishing Initiative
at Columbia (EPIC)



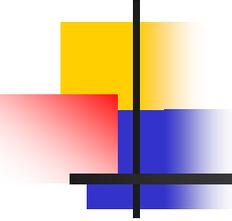
Electronic Publishing Initiative at Columbia (EPIC)

- Rethink models of print publishing
- Integrate use of digital technology in creation of scholarly resources
- Develop content in response to scholars' and students' changing needs
- Create collaborative organizations that include both content and technology specialists



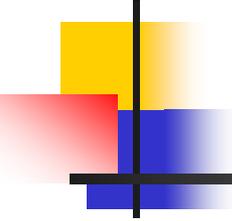
Readers' Changing Habits

- Google is 1st choice for research
- Library as social and work space
- Social networking sites and communities of peers
- Multi-player gaming environments
- Use of electronic devices for information access



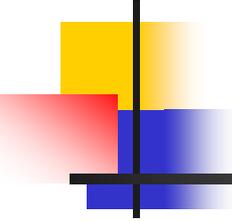
Issues for Publishers (and Libraries)

- New ways to organize, store, and deliver information
- Tools and functionality as important as content
- Need to rethink models
- Are we ready?



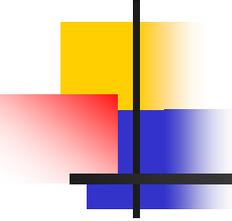
Scholarly Publishing's Past

- Control of content discovery and delivery as well as content creation
- Focus on protection of content for traditional use
- Avoidance of partnerships with commercial enterprises
- Disapproval of students' use of technology as “entertainment”



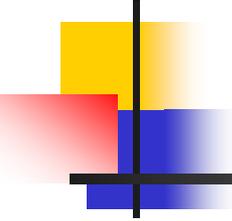
Scholarly Publishing's Future

- Digital publications that allow exploration of Web resources with selection and quality guidance
- Storage and delivery for remote access on multiple devices
- Interoperability with online networking and gaming communities



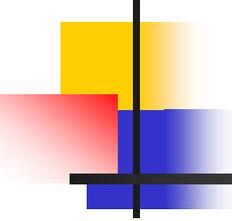
How to Move Forward

- Partnerships with others in the information industry
- Guidance from user community through observation and conversation
- Understanding of users' other online environments (search, social networks and gaming)



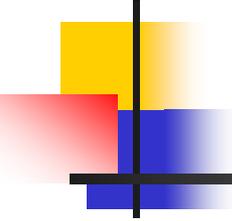
New Models

- Networked Space for Learning (Myspace model for discussions and collaborative work)
- Publisher Portals (search results built with editorial expertise and peer review)
- Educational Gaming (next generation textbooks involving online teamwork)



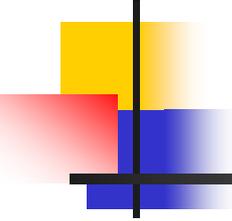
Social Networking Model

- Myspace/Facebook type of environment for academic work
- Dialogue/discussion about class readings
- Collaboration on multimedia projects
- Professors and librarians create profiles and offer commentary and suggestions



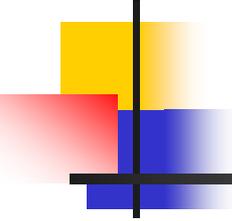
Publisher Portal Model

- Publishers with specific editorial strengths contract to build portals
- Use traditional skills for content selection, development, peer review, design.
- Benefit search engines by adding value to services
- Benefit publishers through exposure



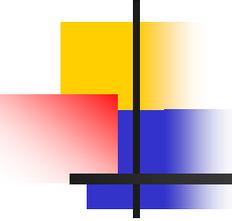
Online Gaming Model

- Multi-player games develop skills in leadership, team building, problem-solving
- Publishers create games with specific learning objectives in a particular field
- Students work in an interactive, multimedia mode, collaborating with others remotely



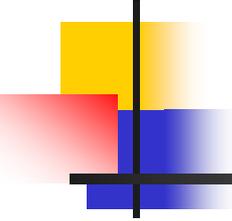
Benefits of New Models

- Useful blurring of lines between scholarly and commercial worlds
- Ability to borrow skills (software developers, educators, librarians, search-engine specialists)
- Collaborate rather than compete with commercial technology partners



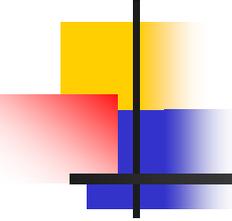
Mutual Dependence

- Search engines need publisher content
- Libraries need wide use of their collections as well as new users
- Scholars need effective access to information
- Students need tools and systems to determine the quality of content



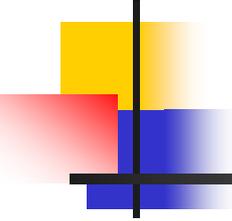
Credibility of Content

- Students are very experienced at finding large amounts of information but less experienced in evaluating its quality
- What is the role (if any) of teachers, librarians, and publishers in providing guidance?



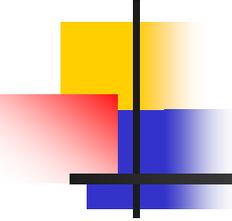
Quality Assessment Models

- Top Down: “experts” evaluate quality of content prior to publication
- “Peer-to-Peer: the community decides the value of content, whether it is music, research materials, or learning resources



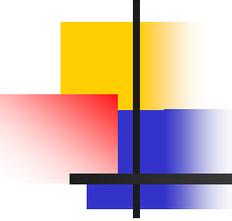
Changes in Credibility Models

- Traditional model leaves end user out of the quality assessment process
- Peer-to-Peer Model places assessment in the hands of the community of users
- Does learning become a process of being admitted to a community rather than receiving “experts” knowledge?
- If so, how do we ensure quality?



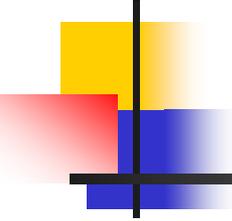
Possible Approaches to Credibility Issue

- Educational resources that combine teachers' materials, digital library holdings, the open Web, and a collaborative community space
- Students gain skills in examining the provenance, authenticity, and context of content that they use in their learning



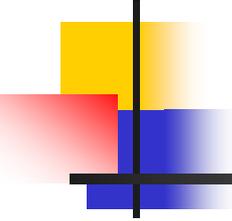
Need for IT Partnerships

- Content producers do not have the skills required to create these new models
- Collaboration with higher ed IT divisions will be needed
- What are the models for this kind of partnership within higher ed institutions?



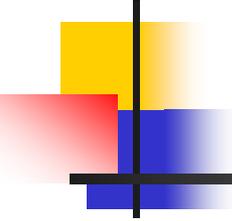
Incentives for Change

- Fact: Younger users are creating new models for communication and information creation and use
- Question: What role will scholarly publishers and libraries carve out for themselves in this new world?
- Requirement: Clear vision of the future, new kinds of organizations, new roles



New Roles for Players

- Authors: Write books and articles
- Libraries: Provide information services to the university
- IT departments: Provides infrastructure
- Publishers: Businesses that edit, print, distribute
- Authors: Create new kinds of resources
- Libraries: Design new tools for finding valuable information
- IT departments: Lead innovation in R&D
- Publishers: Centers that create new information resources



Next Generation Publishing

- Understanding of users and their changing needs and behavior
- Integration of skills and experience of professionals from diverse backgrounds
- Ability to create and lead hybrid, collaborative, and dynamic organizations