COURSE GUIDE:

E-learning and digital cultures

Session 2012/13

Contents

Welcome

Welcome to *E-learning and digital cultures*.

This course is about some of the ways in which digital cultures intersect with learning cultures online. Alongside a broad understanding of some of the most engaging perspectives on cyberculture in its popular and academic forms, we'll be considering how our practices as teachers and learners are informed by the *difference* of the digital.

The course is unlike many of the others on the MSc in E-learning programme, in that we make no use of Moodle – apart from for assignment submission – or of private learning spaces. All course content – apart from copyright-protected readings – is publicly available on the web. Similarly, we ask you as course participants to conduct much of the business of the course in public, including the assessed elements. The most significant element of the assessment in this regard is the 'tumblog'. There's more on this below, but in short it is an attempt to 'capture' something of the process and path of your learning, in all its variety and complexity.

Because the technological environments we are using are a bit different, you'll find there's more technical information in this guide than in other course handbooks. So please read it through thoroughly and get back to us if you have any questions.

We want participation in this course to be a collective experiment in being part of the wider social web. We expect that some or even most course participants will have active personal or professional presences on the web already, and so for you this course will be about translating some of those experiences to a formal learning context. For those whose presence on the web has been less public, it is perhaps a chance to understand and reflect on what difference this makes to you as a student, to what you do and don't wish to share and say, and how that changes for you over the period of the course.

We are also exploring alternative ways for presenting academic knowledge, encouraging you to think about visual methods for conveying understanding, and to use digital spaces in new ways to present your work for assessment. And for this run of the course we are also giving you the chance to work in our 'E-learning and Digital Cultures' MOOC (Massively Open Online Course) which is running concurrently – at the time of writing there are 30,000 participants signed up for this.

The course is therefore experimental in several ways, and we hope you will embrace and enjoy the general ethos! Best of luck over the coming semester….

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Course learning outcomes

The outcomes for this course are as follows. On its completion you will:

- have a critical awareness of the key concepts emerging from the study of digital culture
- be able to assess the implications of this thought for the history, development and deployment of online education
- be able to synthesise these ideas in order to develop critically aware, media-specific pedagogies for online learning
- have developed practical skills in the use of social media and the presentation of academic discourse online.

Delivery mode and participation etiquette

The course is delivered – entirely online – through a combination of environments. Its core is built on the Wordpress blogging platform, and is available at http://edc13.education.ed.ac.uk/. This is where you will find the course activities, your tumblog space, and links to the readings. We will also be conducting tutorials in Twitter, Synchtube and on Skype (text chat), and you will need to set up a Coursera account in order to teach on the MOOC. You'll find detail of how to go about these things below.

As with other MSc courses, participation is flexible within certain bounds. You will need to keep up with the week by week structure, and to plan your time for the film festival weeks, the MOOC engagement and the synchronous discussions, particularly.

As we said in the introduction, the ethos of the course is one of (public) commentary on each other's work, and of public sharing of your own thoughts. Your immediate public is of course your own peers and your tutors, but given that much of the course process and content is open, there is potential for a global audience. It's not necessary that you actively solicit this audience for your work on this course, though if you choose to do so you may find that provides some interesting material for your reflections. We do however strongly encourage you to engage with the work of your peers on the course, through commenting on and referencing their work, and being open to their comments on your work. You can get a sense of how this might work by looking at a previous instance of the course at: http://edc.education.ed.ac.uk/

Equipment you will need

You will need a computer with a broadband connection. As part of Block 1, we will be viewing and discussing videos and video clips. Most of these clips are found on YouTube and Vimeo. Please ensure that you have access to a computer which meets the requirements to view online videos, and that you have speakers or headphones so that you can hear sound.

You do not need a YouTube or Vimeo account to participate in Block 1 activities. However, if you wish to upload content to YouTube or Vimeo as part of an assignment or activity, you will need an account for that. We are not planning to use Second Life in this course, unless there is popular demand for it, in which case we can be flexible!

Course structure and format

The course will be organised in three blocks. Learning activities throughout will focus on maintenance of an online 'commonplace book' using tumblog technology (see assessment), on blogging, synchronous and asynchronous tutorials and text chat. You will develop one MOOC response in any medium (block 1) and one ethnographic 'story' using an online application of your choice (block 2), all of which will feed into your assessed tumblog. You will also produce a final assignment.

Block 1: Popular cyberculture and representations of learning (week 1-5)
This first block will consider the over-arching narratives which have driven our understanding of digital culture and its relation to learning. It will begin with a course 'cyberculture film festival' and accompanying tutorials in Synchtube and Twitter, connecting these with readings which familiarise you with some orienting theories of cyberculture. It will then link these to notions of visuality and media literacy in education, considering how learning and literacy are represented in popular cyberculture texts, and how such representation continues to inform our understanding of the nature of e-learning.

During week 3, you will start to engage with the EDC MOOC as a teaching associate, and will also do some reading on visual literacies. This is in preparation for week 4, over which you will monitor the MOOC discussions and create a response to them (a discussion forum post, a blog post, a video, an image) which will constitute the formal end-of-week summary for the MOOC participants. This artefact must feed into your assessed tumblog (more about this below, in 'Assessment').

Block 2: Virtual communities and virtual ethnography (week 6-8)
This second block will consider the concept of virtual community and will look at virtual ethnography as a research method. Readings will be provided on both. The main work of this block will involve you in working alone to conduct a micro virtual ethnography of an online community of your choice. There is information on the course web site about the ethical and practical issues you should take into account in choosing your community.

You will end your work in the block by creating an ethnographic snapshot of this community using an online medium of your choice. This must also feed into the assessed tumblog.

Block 3: Posthumanities (week 9-10)
In the final block we turn to work which considers how our understanding of gender, race, power and subjectivity is affected by our engagement with the digital domain. We approach this through the theories of posthumanism, considering the idea that the status and nature of the 'human' is altered through our relationship to, or 'fusion' with, technology and considering the emergent body of work on the implications of this idea for power relations and pedagogy.

You will also begin work on the final assignment in block 3.

Week by week plan

Block 1: Popular cybercultures and visual literacies

	activity	medium	mode	assessment
week 1: 14 January *popular cybercultures*	readings film festival	Synchtube tutorial Twitter tutorials	synchronous chat Twitter exchanges	tumblog
week 2: 21 January *popular cybercultures*	readings film festival	Twitter tutorials	Twitter exchanges	tumblog
week 3: 28 January *visual literacies* *MOOCs as digital culture*	readings sign up and orientation to MOOC	sign up to Coursera	working within MOOC	tumblog
week 4: 4 February *MOOCs as digital culture*	MOOC engagement creation of a response to the discussions in the MOOC	MOOC discussion forum online commentary on MOOC discussions in various media	asynchronous MOOC discussion creation and posting of textual or visual response to MOOC week	tumblog
week 5: 11 February *finishing with block 1*	gathering feedback on your MOOC response into your tumblog peer feedback on your MOOC response	online commentary on peers' visual MOOC responses in various environments	providing and receiving peer feedback on MOOC responses	tumblog

Block 2: Virtual communities and virtual ethnography

	activity	medium	mode	assessment
week 6: 18 February *virtual communities, virtual ethnography*	readings brainstorming in Hub	discussion in Holyrood Park Hub	discussion board	tumblog
week 7: 25 February *micro-ethnography*	researching	community environment of choice	working alone	tumblog
week 8: 4 March *micro-ethnography*	researching writing-up the ethnography peer feedback	reporting environment of choice various environments	working alone providing and receiving peer feedback	tumblog

Block 3: Posthumanities

	activity	medium	mode	assessment
week 9: 11 March *posthumanisms*	readings and discussion collective 'storytelling'	blogs and Twitter lino	Twitter exchanges and blog postings group 'storytelling' in lino	tumblog
week 10: 18 March *posthumanisms*	readings discussion	Skype chat	synchronous chat and blog postings	tumblog

Assignment preparation

	activity	medium	mode	assessment
weeks 11-12: 25 March, 1 April *assignment writing*	assignment writing and building	environment of choice	working alone	assignment

Assessment

The course is assessed in two ways:

1. a public tumblog and written summaries (50%)
2. a digital essay (50%)

1. The tumblog

The course adapts the 17th century practice of 'commonplacing' (see http://en.wikipedia.org/wiki/Commonplace_book), in which individuals collated sayings, quotes, proverbs, images and thoughts in a single scrapbook-like collection. For the purposes of this course, the digital equivalent is the 'tumblog'. This is a means whereby you gather together objects from across the web into a single stream. For this course, you will be supported in setting up and maintaining a tumblog which brings together all the digital fragments of knowledge generated by your studies over the 12 weeks of semester. The MOOC response (block 1) and virtual ethnography (block 2) will feed into this, as will any blog postings or other fragments you choose.

The tumblog is designed to demonstrate your engagement with the academic themes and content of the course – you are not expected to include personal and social content. If you wish to include content which is both social *and* course-related, you may do so, keeping in mind that the course site is public. The detail of how to add content is below, in the 'Technologies' section.

Each week you will write a brief (250 word maximum) synthesis of the week's tumblog content in your blog. You will also be required to write a 500-word statement about your tumblog on submission, and you will be able to edit the content of the stream before you submit it for assessment. You will be expected to maintain the tumblog from week one to week twelve of the course.

What is a tumblog?

 A tumblog (or micro-blog) is a space in which to curate fragments of user-created or collected content, which then appear organised reverse-chronologically in your blog space.

There are many tumblog services freely available on the web (including the well-known site 'tumblr'). However, because we are using our tumblog for assessment purposes on this course, we have set up our own self-hosted tumblog theme within Wordpress. It has some limitations, but you should find it relatively easy to set up and maintain. Full technical guidance is given on this below.
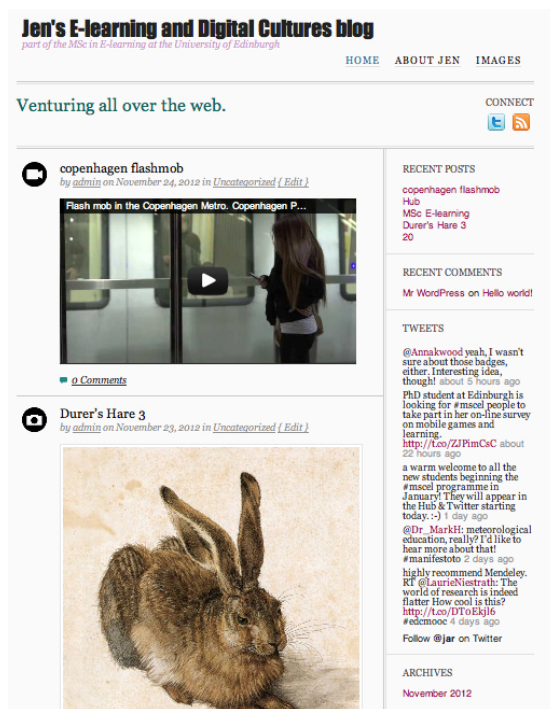
Why are we doing this?

There are several reasons why we are using a tumblog to assess this course, rather than – say – a more standard blog:

- to encourage you to create and collect content in a variety of media and styles

- to emphasise visuality, multimodality and digital volatility

- to challenge you to create and manage a presence from a 'mashup' of sources.

What is expected

There is more on this in the assessment criteria but, in brief, your tumblog is expected to have three broad elements:

1. It should demonstrate regular activity – evidence of new material every day or two – links, blog postings, images, videos etc.

2. In addition, we ask you to make a blog posting at the end of every week which makes a statement about the tumblog content for that week. This does not have to be long, and shouldn't be more than 250 words, but it should itself form part of the tumblog. Rather than reflecting directly on the course content (as you did in IDEL, for example), the purpose of these weekly postings is to synthesise and review the content of your tumblog. It is expected that each summary post will contain references to the content from that week.

3. Finally, at the end of the course, you must submit a 500-word summary of the tumblog, also in the form of a blog posting. This should be the last piece of content in your tumblog, and it should make a reflective statement about what the tumblog demonstrates of your digital activities, and your learning process. Your tumblog should end on 7 April 2013.

Important tip: You will want your tumblog content to be as demonstrative of your engagement with the course as it possibly can be. For this reason, try always to get in the

habit of adding metadata wherever possible to the objects you add, in the form of commentary, description or whatever is possible. These will enrich the tumblog.

Being public

By this point on the programme you will all have experienced blogging for assessment in 'An introduction to digital environments' and possibly other courses. One of the key differences of the assessed tumblog for this course is that, unlike the default in 'An introduction to digital environments', anything in your tumblog is publicly viewable on the web. In practice your audience is likely primarily to be your tutors and the other students on the course, but you may find your work gets attention from a wider group at some point during the course – this has happened in a small-scale way in all previous course runs. We encourage you to be reflective about how you create your public presence, and we recognise that this will be different for everyone. We invite both your caution and your creativity as you approach what may feel like quite a different sort of learning experience. And please talk to your tutor about any concerns or questions you have.

Assessment criteria

The following criteria apply. While institutional frameworks for assessment do not tend to take account of digital methods like tumblogging, the criteria given here are consistent with our Postgraduate Common Marking Scheme as far as is possible.

Activity

Is the tumblog well-maintained? Does it demonstrate regular and reasonably varied activity across a range of modalities?

Reflection

Are the end-of-week summaries, and the final 500-word summary in place? Do they demonstrate an appropriate level of insight into the process and content of the tumblog and the course?

Knowledge and understanding

Is the tumblog content indicative of a good level of engagement with the course themes and curriculum? Are the end-of-block artefacts (the MOOC response and the virtual ethnography) in place and are they of high quality in terms of analysis and creativity? Do the tumblog summaries provided give further evidence of depth of engagement?

For example, a tumblog graded at 70% or above (an A), would meet the criteria in the following way:

Activity

Content is being fed into the tumblog regularly – nearly every day – and this is demonstrated across the whole period of the course. The content in the tumblog is drawn from a range of appropriate sources, and is consistently appropriate to the course content.

Reflection

The tumblog includes 12 end-of-week summaries, each of which are well-written, appropriately reflective and help build a genuine sense of engagement with the tumblog and the course process. The final 500-word summary synthesises the content of the tumblog effectively and insightfully.

Knowledge and understanding

All tumblog content is demonstrative of a very high level of engagement with the course themes. MOOC response and micro-ethnography activities are complete and

are scholarly and imaginatively presented. The tumblog summaries are consistent with a high level of scholarly engagement with the course curriculum.

2. The digital essay (50%)

You are required to submit an assignment on an aspect of the course content defined by yourself. **You must present this digitally.** Similar to the opportunities for assignment submission for 'An introduction to digital environments for learning', this might be a web essay, a video, a build in Second Life, and so on. The idea is that you explore the possibilities presented by digital, networked media for representing formal academic knowledge. You should agree the topic, medium and the additional assessment criteria (up to three) for your essay with your course tutor before embarking on it.

You should choose a technology which is most suitable to your own levels of technical ability. For example, if you are not able to, or have no interest in, making a video or doing something in Prezi, you might build a simple hypertext essay using a free wiki like Pbworks or free web building sites like Weebly. Technical prowess is not formally assessed – we are rather looking for imaginative and rigorous ways of presenting your academic work online.

Please note that, while we welcome assignments which reflect the instability of digital texts and ways of working, assessment regulations require that at least a version of the assignment is stable enough to be preserved for several months beyond the end of the course. Please speak to your tutors about this if you have any doubts.

As with 'An introduction to digital environments for learning', you are asked to submit up to three of your own assessment criteria to complement the core criteria given below.

Assessment criteria
The core criteria for assessment are as follows.

Knowledge and understanding of concepts
Does the assignment show a critical engagement with the content of the course? Does it demonstrate breadth of understanding of the concepts and theories covered?

Knowledge and use of the literature
Have the relevant key references been used? Have other relevant sources been drawn on and coherently integrated into the analysis? Is a critical and creative stance taken toward the new kinds of literatures which exist on the web?

Constructing academic discourse
Is the assignment produced with careful attention to the quality of the writing and the skilful expression of ideas? Does it use digital modes in an effective and appropriate way? Is it scholarly in its approach to topic and form?

We also ask you to nominate your own criteria in addition to these, which should be appropriate to the particular medium and topic you have chosen. You should discuss these with your course tutor before embarking on the assignment.

Submission dates

Your tumblog should end by the end of week 12 of the course, **Sunday 7 April 2013**. The final posting should be the blogged tumblog summary (see 'Assessment' above). Submit a copy of your final tumblog summary, and a link to your tumblog, in Moodle.

Your assignment should be submitted by **Sunday 28 April 2013**. You should submit it by venturing into Moodle and posting instructions as to how to access it using the assignments dropbox. We are using Moodle to do this so that we have a clear record of the assignment submission which is accessible by our external examiner. We will also collate all the assignments together and provide links to them, where possible, from within the EDC Wordpress site.

Technologies: what you need to know

Introduction

E-learning and Digital Cultures works differently from other courses on the MSc in E-learning. The reason for this is that we are committed on this course to maintaining a public, open presence on the web. Virtual Learning Environments like Moodle, and the majority of our programme discussion, blog and wiki spaces have all been designed to provide safe and private spaces for course participants and course content. This course, because it is exploring the nature of digital culture and more open modes of production and exchange, has a different ethos. Course materials (with the exception of e-reserve materials, for copyright reasons) are publicly available on the course web site at http://edc13.education.ed.ac.uk/.

This is the main course space. It is built on the Wordpress blogging platform, and contains:

– all course materials, announcements, aggregated comments and tweets from the course, and links to readings

– a link to a tumblog space for each course participant, the content of which will account for 50% of the final mark for the course.

At the very start of the course, you'll receive an email with details of your course site account. When you log in, you'll have access to your tumblog – instructions for getting started are below.

Other core tools and environments we will use on the course include:

– Twitter: http://twitter.com/

– Skype: http://www.skype.com

– Synchtube: http://www.synchtube.com/

– Coursera: https://www.coursera.org/

Please read the sections below for detailed information about the technical landscape of the course. This is broken down by activity. Some of the technologies on this course may be new to you, so if you have questions at any time, please get in touch with your tutor.

Setting up the tumblog in WordPress

You will receive an email at the beginning of the semester (via your student email address) welcoming you to your blog and directing you to the E-learning and Digital Culture site at http://edc13.education.ed.ac.uk. The email will tell you your blog name, and give you a direct link to it.

Here's how to set up your tumblog.

1. Log into the course web site at http://edc13.education.ed.ac.uk/ .

2. Follow the link in the email you received to get to your blog administration control panel. The address will be something like: http://edc13.education.ed.ac.uk/username/wp-admin.php

3. Once logged in, you will see your dashboard, which will look something like this:
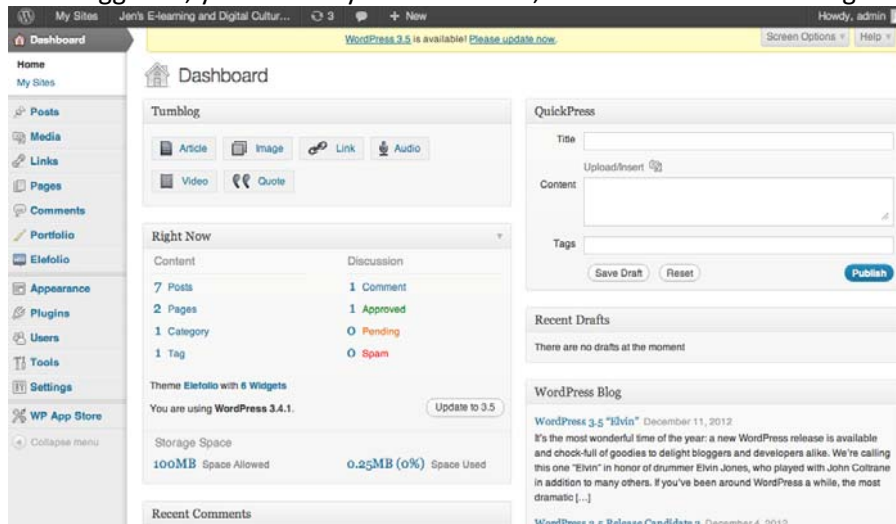

The top left area of the dashboard is called "Tumblog", and is a quick and easy place to add content to your tumblog. To do so, click the button for the category the content belongs to (Article, Image, Link, Audio, Video, Quote) you will be offered a space to link to, write or upload the content. When finished, click the 'submit' button.

4. If you are creating a longer blog post (an 'article'), you might find it easier to go to the "posts" section of the dashboard (in the left-hand column) and start a new post. From here you'll get a larger window for writing in, and more options for how you want your post to appear.
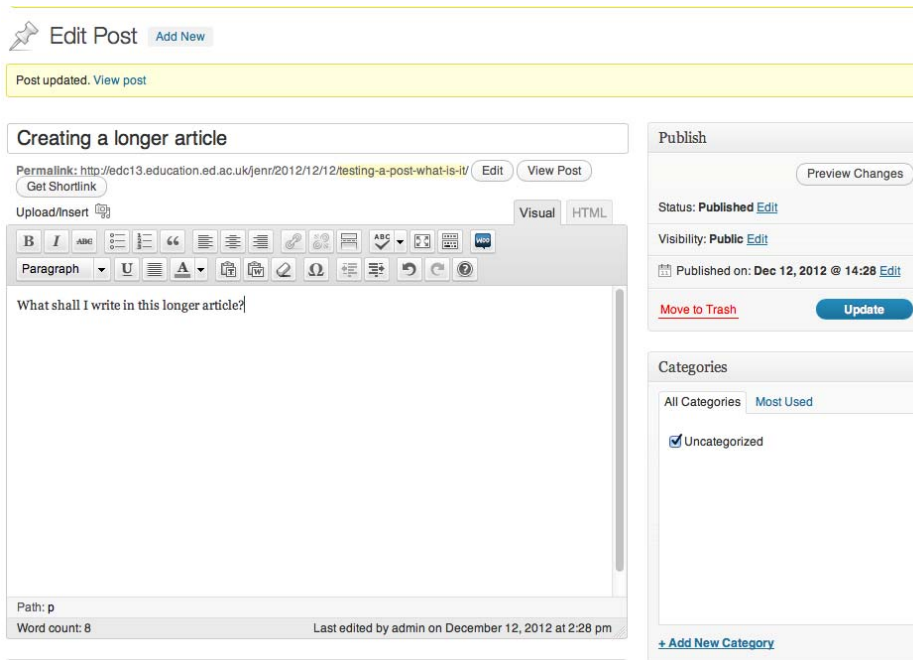
5. To view your tumblog, use the admin bar at the top of your screen and hover over the name of your blog. Choose "Visit Site".
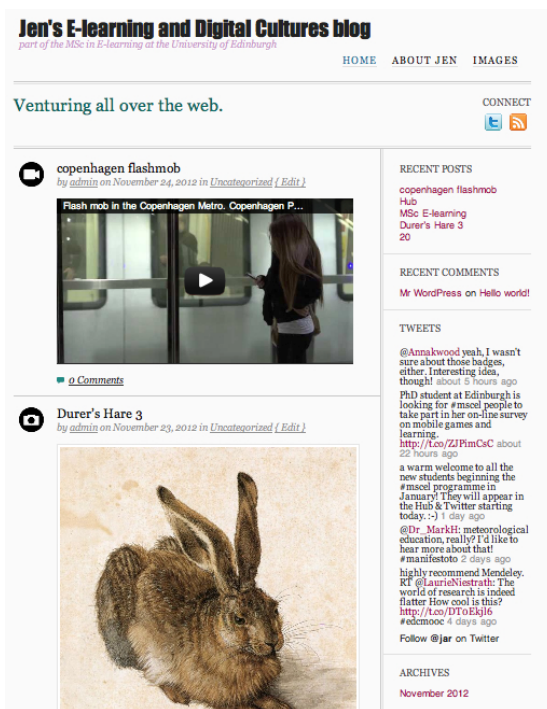
6. You can update, edit or delete any part of your tumblog at any time by visiting the "all posts" section of your dashboard. Be very careful about doing this, though – your tumblog is assessed in part on the level of activity within it, so deleting activity isn't usually a good approach.

Suggested tumblog content

Now that you know how the tumblog works, here is some guidance about the kinds of content we recommend you incorporate. **It is a requirement of the course that your visual artefact (week 3), MOOC response (week 5) and micro ethnography (week 8) are included in the tumblog.** You may choose to add as many other kinds of content as you wish, but this will help you to get started.

1. **Blog posts**. Get into the habit of making regular textual (or multimodal) entries to the tumblog as you proceed through the course. Apart from helping you keep a record of your thinking, it also provides good content for your peers to respond to.

2. **Images**. We will work quite a lot in the course with images and notions of visual and multimodal literacy. So get into the habit early on of taking digital photographs, or making or sourcing images that resonate for you in relation to the course content and themes. If you are using images from elsewhere, include a link to the source and try to properly cite it.

3. **Quotes**. When you find something in your readings or on the web that excites, troubles or provokes you, add it to your tumblog.

4. **Screenshots /screen grabs**. You might find that it's quickest and easiest in some instances to take a screenshot of content you are making or exploring on the web, and adding this to your tumblog as an image (again, with a link wherever possible).

5. **Sound**. Experiment with voice, music, ambient sound and more. Try to find ways of evoking the course content through sound.

6. **Video.** YouTube, Vimeo, TED and other sites are fertile sources of material that connects with our course. Explore this material and add it to your tumblog when you find it. You can also experiment with creating video, including remix, documentary or animation. There are number of sites on the web that can help with this.

7. **Comments.** Comment on your own or others' postings, and bring this into your own tumblog via a link, a copy and paste, or a screen grab.

8. **The non-digital**. There is a whole world of 'stuff' out there – how can you get some of it into your tumblog? (hint – record it, photograph it, scan it, draw it, describe it…)

Customising your tumblog identity

Along with using WordPress to create your tumblog and access course materials, you can use it to create an identity for yourself in the course environment.

First, you should create an '**about me' page** at the start of the course which contains a personal profile. A blank 'About' page should already exist when you visit your blog for the first time, and you can click Pages → Edit in your Administration dashboard to add information and links here. A paragraph or two describing yourself, as well as an image (either a photograph of yourself or an image which represents you), will suffice. Again, remember that your Wordpress profile page is publicly available online, so we recommend only adding contact details (email addresses, etc.) which you are happy to share in this way. When you are done, click the blue "Update Page" button in the right-hand column.
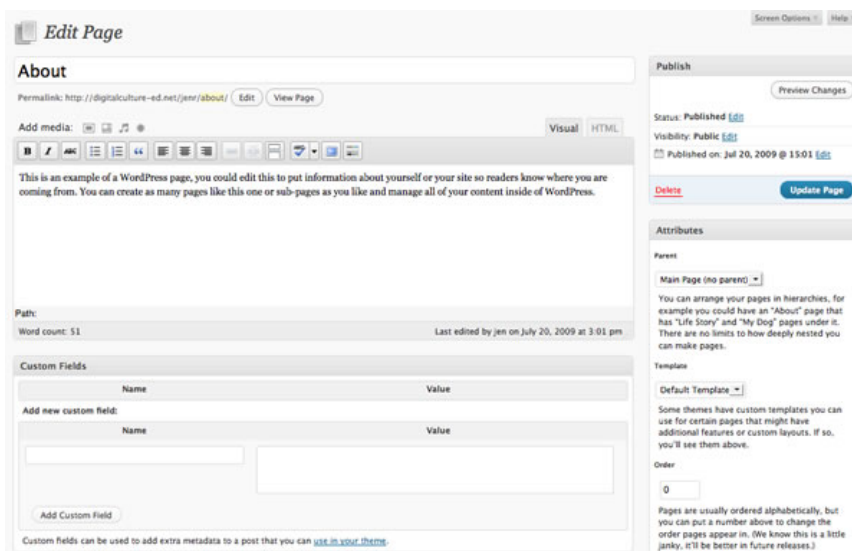
Another way of customising your identity on the course site is to **upload an avatar**. This will appear alongside comments you make on the site. To upload an avatar, go to "Users" in the Wordpress admin sidebar menu, and then click the "Your Profile" link and scroll to the "Change avatar" section.

Browse for the image you want to use on your computer, and click "upload". Your avatar will now be associated with your comments on the site (including ones you have already made).
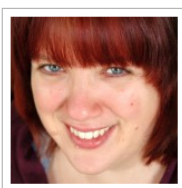
Other course environments: Twitter, Synchtube, Coursera, Skype and the Discussion Group

Twitter

Starting in Block 1, we will conduct a series of synchronous and asynchronous tutorials. Using Twitter (http://www.twitter.com), we will experiment with tutorials (or "twittorials") in Block 1, and we will also use Twitter throughout the course for general discussion and 'ambient collegiality'. Twitter is sometimes called a 'microblogging' platform, but for our purposes it may be more useful to think of it as a 'microdiscussion' – because each message is limited to 140 characters, the emphasis is on exchange of short thoughts and ideas, rather

than the more lengthy and considered posts you may be accustomed to making in a discussion board (or in your blog).

So, for these activities you will need a Twitter account. The *Technologies Handbook* explains how to create one.

To collect all the messages (tweets) from the course, we will use what's known as a hashtag – a word or phrase preceded by a # symbol, which is used to organise content in Twitter. The hashtag for the course is **#ededc**.

We recommend you install a program like Tweetdeck (http://tweetdeck.com/), which has a more sophisticated interface and lets you sort tweets into columns according to their hashtags. There is guidance in the *Technologies Handbook* about setting up Tweetdeck, and subscribing to hashtags.

Once you're set up, and when the twittorials begin, simply post each thought to Twitter (making sure your tweets are public) and include the hashtag #ededc somewhere in each tweet. For example:

> *#ededc I would have taken the blue pill!*

Because a tweet is limited in length it can be tempting to see it as a shallow medium – try to resist this impulse and instead view it as an ongoing conversation. Ask questions, post provocative thoughts, break up complex ideas into smaller pieces. Come back frequently to respond and be part of the evolving conversation. (Of course it's also fine to make jokes in Twitter, as elsewhere!)

Synchtube
As part of our opening 'film festival' we will be using a synchronous chat environment called "Synchtube" to create a tutorial space in which to discuss the film festival clips (http://www.synchtube.com/). Synchtube essentially wraps a text chat environment around a video (or series of videos), enabling people to watch and discuss a video in 'real time' with one another.

When the tutorial time is announced on the course site, we will give you a link to use to join the discussion room. Once there, you can use the "Chat" bar to type messages to others in the room. The video is controlled by the group 'leader' (Sian or Jen). You can choose to pause as you wish to, but when you select to play the video again you will be automatically synched to the leader.

Coursera
For your involvement as Teaching Associate in the EDC MOOC during week 4, you will need to create an account with Coursera. We will then sign you up to the course as a Teaching Associate. To create an account, visit the Coursera site: http://coursera.org and click the link to log in:
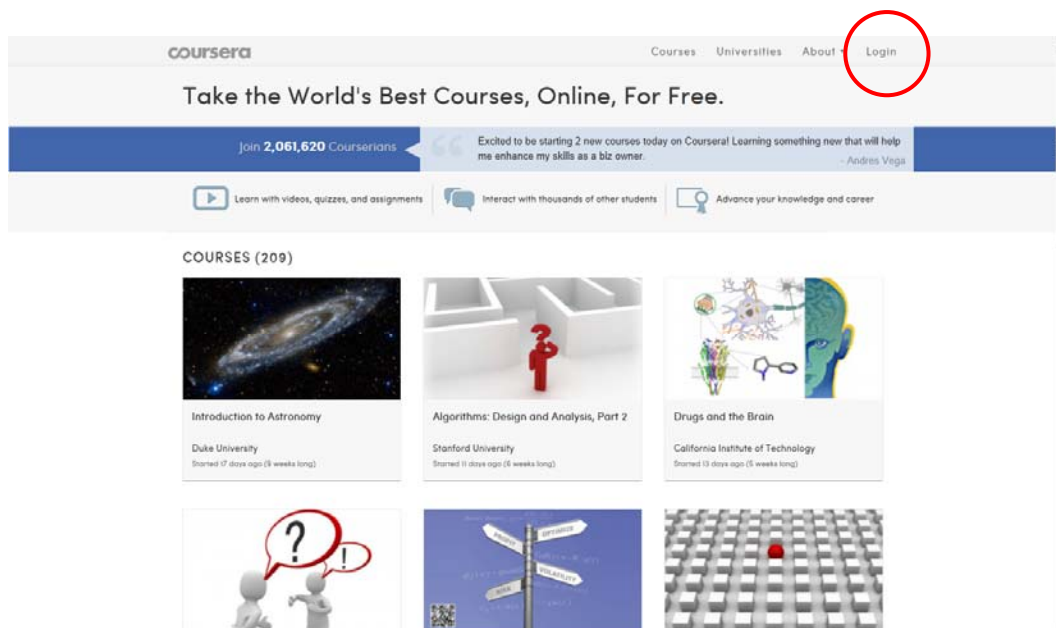
From there you will be able to sign up, using only a user name and an email address.

Once you have signed up, please email your tutor (Sian or Jen) with your Coursera user name and email address, and we will add you as Teaching Associate to the EDC MOOC course.

Skype
Other synchronous (real-time) tutorials will happen via Skype text chat (otherwise known as 'instant messaging'). Skype (http://skype.com) is best known as a VoIP (Voice over IP) application, so in addition to using it for text chatting on previous courses such as 'Digital environments', you may also be familiar with its voice or video chat capabilities. Its text chat functionality is reliable, fairly simple to use, and allows a group of people to chat together, which is why we use it on the programme.

Setting up Skype is fully explained in the MSc programme *Technologies Handbook*, so please work through the Skype section there if you are new to the software.

It is important that you create a Skype account, set up and test Skype on your computer, and contact your tutor with your Skype username well before the tutorial time.

Discussion group
In the Holyrood Park Hub, the group for the EDC January 2013 course can be accessed at http://www.elearning.education.ed.ac.uk/groups/edc-january-2013/. In week 6, when we come to our ethnographic work, we will use the discussion space for that group to give us a space in which to discuss the micro-project and choice of community. Instructions about using the Hub are in the technologies handbook. The main thing to remember is that when you are posting messages, make sure to choose the EDC January 2013 group from the drop-down menu under "Post in Group Forum".

Post a New Topic:

Title:

seminar suggestions

Content:

I'm wondering what people think about

Tags (comma separated):

seminar, advice, msc

Post In Group Forum:

Thoughts on the hub ▾

Post Topic   Cancel

Suggested resources for creating artefacts

In blocks 1 and 2 you will be working independently to create artefacts which will be fed in to your assessed tumblog. In block 1, this will be a response to the MOOC; in block 2 it will be an ethnographic snapshot of a virtual community. You will have considerable freedom in each of these activities to use the methods and tools which suit you best, so the following are suggestions only, intended to help you get started and find what you need.

For example, in completing these activities you might choose to do any of the following:

- create a composite digital image (block 1) (mount it in Flickr for commentary/tumblogging)
- make a Flickr photostream with comments/description
- make a Pinterest board
- make a YouTube video or response video (www.youtube.com)
- create a slide show on Slideshare (http://www.slideshare.net/)
- create a multimodal poster in Glogster (www.glogster.com)
- make a presentation in Prezi (www.prezi.com)
- blog it (block 2), photoblog or videoblog it (block 1)
- storytell it (see resources below)
- in the case of the MOOC response, you can also choose simply to post to the MOOC discussion forum

You will have other ideas and favoured applications of your own – use whatever works best, just bear in mind that the artefact you create should feed in to your tumblog in some way. In terms of actual applications, the following list of suggestions may be useful:

Image editing and creation software
Online (browser-based):

Pixlr: http://www.pixlr.com/
Google + creative kit:

http://support.google.com/plus/bin/answer.py?hl=en&answer=1053729&p=picnik_creative kit
Fotoflexer: http://fotoflexer.com
ArtPad: http://artpad.art.com/artpad/painter/
Queeky: http://www.queeky.com/

Mac:
ArtRage: http://www.artrage.com/artragedemo.html (scroll down for free 'starter' version)
Paintbrush: http://paintbrush.sourceforge.net/
Image Tricks: http://www.belightsoft.com/products/imagetricks/overview.php
Seashore: http://seashore.sourceforge.net/The_Seashore_Project/About.html (based on GIMP)

Windows:
ArtRage: http://www.artrage.com/artragedemo.html (scroll down for free 'starter' version)
Paint.NET - http://www.getpaint.net/
Photoscape - http://www.photoscape.org/ps/main/index.php
GIMP - http://www.gimp.org/ (open source, very steep learning curve, but a powerful tool)

Digital Storytelling resources
'50+ web 2.0 ways to tell a story': http://50ways.wikispaces.com/
Voicethread: http://voicethread.com
Storify: http://storify.com/
Xtranormal: http://www.xtranormal.com/
Pixton: http://pixton.com/uk/
Issuu: http://issuu.com/
Storybird: http://storybird.com/
Weebly: http://www.weebly.com/
Animoto: http://animoto.com/
Prezi: http://prezi.com

Other possibly useful resources:
Wordle: http://www.wordle.net/
Bubbl.us: http://bubbl.us/

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Good luck with your studies, and we look forward to seeing you online!