3.2 Learning Materials from the Implementation Projects

This section of the toolkit contains a selection of the learning materials developed to support students and staff taking part in the implementation activities. The following documents are provided:

- Education Blogging Project: Workshop for Students (pages 52-56)
- Psychology Wiki Project: Detailed Notes for Students (pages 57-66)
- Psychology Wiki Project: Brief Notes for Students (pages 67-69)
- Psychology Wiki Project: Notes for Demonstrators (pages 70-72)
- Chemistry Photo Sharing Project: Instructions for Students (pages 73-80)
- Biology Photo Sharing Project: Instructions for Students (pages 81-83)
- Medicine Podcasting Project: Technical Help for Students (pages 84-89)
- Arts Social Bookmarking Project: Workshop for Students (pages 90-95)
- Arts Social Bookmarking Project: DIY Guide for Students (pages 96-104)
EEA310 Blog Workshop

What is a blog?

Wikipedia, the online collaborative encyclopedia provides the following definition of the term "blog":

A blog (an abridgment of the term web log) is a website, usually maintained by an individual, with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a blog. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs.

The use of blogs in the EEA310 fits with this definition in some ways and doesn't in others. Certainly the blogs will contain a "description of events", "maintained by an individual", and will allow "readers to leave comments". However, although it is possible to include graphics, the inclusion of video material is not really feasible. The nature of the task probably lends itself more towards text only blogs, although the inclusion of photographic material in initial introductory posts in order to personalise the blog is certainly to be encouraged.

Access the blog tool

The Blog tool to be used in EEA310 is called Blog Wow and is part of Interact. To access the Blog tool, login to Interact and then choose the ‘Blog’ link in the left hand menu.

Read a blog

Blogs are organised under the name of the ‘blogger’ (the blog author). When you first access the blog tool you will see a list of the names of everybody who has read or posted a blog. You can return to this list at any time by clicking on ‘All the blogs’ or on the icon. The number of blog postings by this person is listed next to their name.

Exercise: Click on the name of somebody who has posted at least one blog.

All of the blogs by this person are then displayed in reverse chronological order.

View comments

Underneath each blog is a list of buttons. The ‘n comments’ button takes you to the comments that have been posted on this blog if there are any.
Exercise: Find a blog with at least one comment and view the comments posted.

Post a comment

The ‘Leave a comment’ button under a blog brings up a box into which you can type a comment. You can either go ahead and publish your comment or cancel.

Exercise: Post a comment on a blog.

Notice that after you publish your comment you remain on the screen that allows you to post comments until you return to ‘All the blogs’.

Before you post your first Blog

Before posting your first Blog you should edit your Blog profile by choosing the ‘my blog settings’ option and change the ‘Maximum number of entries to show on my blog (empty for unlimited)’ to 100. This will ensure that other students can see all of your Blog postings, rather than just your most recent 10.

Post an initial Blog

To post a blog click on the ‘Add blog entry’ option. (If you can’t see this option click on

‘All the blogs’ or on the option.

A text area with a set of editing and formatting tools is displayed.

You must type in a title for your blog or the ‘Publish entry’ option won’t work.

Exercise: Create a blog posting. For now, just use plain text or basic formatting.

Give your blog an informative title, such as “A first experimental blog” or “Classroom management plan”. It is important that other students can differentiate between your experimental blogs and the blogs you have created as part of the assignment. You will be able to delete your blog if you wish (see below).

Before choosing ‘Publish entry’ make sure you choose the ‘All members of this site can see this entry’ option. Although blog entries are never public because access to the tool requires an Interact username and password, it is important that blog postings are restricted to students and staff involved in the subject.

Exercise: After posting your blog go and view some other students’ blogs and post some comments on them.

Edit a Blog

You can edit a blog by clicking on the ‘Edit entry’ button underneath it.
**Exercise:** Edit the blog posting you created above.

As a rule it is preferable that you don’t edit your blog postings once others have commented on them. This is important because other students will need to include the blogs they have commented on as appendices in their assignment.

**Formatting text**

The formatting options in the blog editor include basic character formatting such as font, font size, bold, italics and underlining as well as paragraph formatting such as indentation, bullets, numbered lists and paragraph alignment.

**Exercise:** Create another blog posting and experiment with the formatting option.

As explained below there are some formatting tools that should in general be avoided because they don’t work as expected in all cases. These include the Style and Template options.

**Pasting text**

You can paste plain text using Ctrl-V or by right-clicking and choosing Paste just as you would in any other application.

However, if you want to paste formatted text from Word you should use the following button: ![Insert Image](image.png). This button provides a window in which to place the text and then converts the formatting before placing it into the editing window.

**Exercise:** Experiment with pasting unformatted and formatted text from Word.

**Adding a picture**

In order to include a picture in a blog posting you need to first upload the image file into the resources tool. This can be done from within the blog editor so you don’t need to go out of the blog tool to do so.

The first step is to click on the insert image button: ![Insert Image](image.png) in the blog editor. From here you can do one of the following:

- Specify the web address (URL) of an image that exists on another web site; or
- Use the ‘browse server’ option to select an image that has previously been uploaded into the resources area of this or another Interact site;
- Use the ‘browse server’ option, followed by the ‘Browse’ and the ‘Upload’ buttons to first upload an image from your local computer or USB drive into the resources area and to then choose this image within the ‘browse server’ dialog box.

**Exercise:** Save an image from a web page to your desktop or USB drive, then upload it and add it to a blog posting.
Note that only images in a web compatible format (eg. JPEG, GIF or PNG) can be included in a blog. If you have an image in another format that you’d like to use you’ll need to first convert it in an image editing program.

**Delete a blog posting**

You can delete your own blog posting but not those posted by other people. The button under each blog posting labelled ‘Remove entry’.

**Exercise:** Remove one of your experimental blog postings.

As a rule it is preferable that you don’t delete your blog postings once others have commented on them. As mentioned previously this is important because other students will need to include the blogs they have commented on as appendices in their assignment.

**Modify your profile**

When viewing the blog posting of a particular ‘blogger’, the person’s profile information is displayed in the right hand column. You can enter textual information and upload a picture that will be displayed as part of your profile. This gives you the opportunity to add character to your blogs.

To enter or modify your blog profile, choose the ‘My blog settings’ option.

**Exercise:** Enter some text into your blog profile.

To enter a picture into your blog profile you can either specify the web address (URL) of a picture that is already on the web, or you can first upload an image into the resources area and then copy and paste the link into the URL field in the profile editor.

**Exercise:** Add a picture either of yourself or of something that you think characterises you into your blog profile, by first saving the image file to your desktop or thumb drive, then uploading it into the ‘Images for Blogs’ folder in the resources area, and then copying and pasting the link into your profile.

**Printing blogs and comments**

You will need to print your own blog postings and the comments you have posted on other people’s blogs, along with these blogs themselves, and include them as appendices in your assignment.

If you just display a person’s blog postings and then choose print not all blog postings are printed. A better approach is to select the postings you want to print with the mouse, choose File-Print and then in the print dialog box specify ‘Selection’.

**Exercise:** Print one of your blog postings along with all comments posted by other students.
**Unexpected behaviours to be aware of**

**After posting a comment, the name of Blogger link leads to a page with broken links**

After posting a comment you can get back to a list of the Blogs using the “All the Blogs” option. If you accidentally click on the Blogger name you can get back to the list of Blogs by clicking on the icon.

**The Permissions link brings up an empty screen**

The Permissions option will generally bring up an empty screen. You can return to the list of Blogs by clicking on the icon.

**Recovering from the unexpected**

The icon that looks like the following will return to the list of Blogs if the other links stop working at any stage.

**Other things to avoid**

**Comment moderation**

You should not choose the setting within “My Blog settings” labelled “I want to authorize any comments on my blog”. It is important that students are able to freely comment on each others Blogs.

**Use of styles when formatting text**

The styles options in the editor will change the appearance of the text while editing but the text will revert to unformatted once the Blog is saved.

**Use of templates when formatting text**

Some of the templates provided in the editor (accessible from the icon) don’t work as expected and so it is safest to not use this option.
Activity 1: Commentary + Comments

As part of your Psychology course in first Semester we will be using an online tool called a wiki. A wiki is a website that allows group or collective authoring. The most famous wiki is Wikipedia, the online encyclopedia that has over two million English pages authored collectively by about 75,000 people.

The first way in which we will use the wiki is for Commentary and Comments.

We will start by posting additional ideas and perspectives on the concepts that you are encountering in lectures, a bit like an extension to the subjects and comments already appearing on the discussion board. This commentary will provide an alternative overview of the course and will hopefully provoke you to think about what you are learning from the lectures. One goal of this is to start you thinking how the lecture series fits in with psychology as a whole and, by extension, for you to start to perhaps revise or solidify your ideas about what Psychology as an academic discipline is. I have already suggested a starting point to you, the internal versus the external worlds, and I will return to this idea in the Sensation and Perception lecture series but there are two important overarching questions for you to consider here:

- What is the nature of an individual’s (i.e. your) internal representation of the world and what is its relationship to the external environment?
- How does this contribute to or inform our broader understanding of what Psychology is and how the academic and the practical aspects of Psychology interrelate?

The first commentary will be posted sometime in Week 3 and the there will be regular postings after this time.

Your role in all this is simple: just read our commentary and comment on it when you feel the urge, or comment on other students’ comments. We have allocated some time in the Practical class in Week 5 to discuss what is up on the Wiki so it would be good for you to at least have a look at it before then. Note that this activity is for you; the aim is to get you thinking and it is not part of this subject’s formal assessment.
Activity 2: Collaborative Writing

You will also be using this wiki for a Collaborative Writing activity.

In Week 6 of the Semester, I will present two lectures on Motion Detection and during Week 7 and 8 you will be asked to create a summary of these two lectures using the wiki. But rather than all students doing this on their own, one summary of these two lectures on Motion Detection will be prepared by each lab class as a piece of collaborative writing.

The idea is for each lab class to write a rich Wikipedia-style entry on Motion Detection. As a guide, the summary should include information on the following concepts:

- Basic (simple) motion detection
- Integrating individual vectors into flow fields
- Attention and motion detection
- Eye movements and motion detection
- Biological motion detection

In addition, you might also like to consider computational, behavioural and biological approaches to vision and how the study of motion detection relates to each of them.

When you are writing your wiki summary there will be little point just copying and pasting information from a text book or from the Motion Detection entry on Wikipedia ... we will be able to tell and this is not the point of the exercise. The point is to create a useful, scholarly, web-based resource on Motion Detection that is full of your group’s descriptions, disagreements, reflections, quotes, images, web links and diagrams. Get creative and hopefully your summaries will be useful when you’re preparing for exams at the end of semester.

You will be given time in your Practical Classes to work on the wiki in Week 7. Your tutors will ask you to form study groups in your Practical Class and each group will be asked to prepare written notes on topics in the area of Motion Detection. These notes can then form the basis for postings to the wiki.

Assessment
You will be given an assignment on the Sensation and Perception component of the course and 10% of your mark for this assignment (4% of your total mark) will be based on your contribution to this Collaborative Writing task. Your contribution will be deemed as satisfactory if you have made at least two contributions to the content on the wiki by the start of Week 9 (9.00am; Monday, May 5, 2008). While it will be possible to make minor alterations to the wiki to fulfill the assessment requirements, we would encourage you not to do this as it is not really in the spirit of the exercise.
How To

In Week 3 you will be sent an email/announcement giving you the web address (URL) and the password to the site so that you can log onto the wiki and get started. [This information is also contained below].

It is important that you use your University email address when you first log on to the wiki as this is the only way we know you have made a contribution to the site. If you don’t do this you cannot be assessed for this activity.

The remainder of this document provides you with all the essential information you will need to use the wiki, including:

- How to log onto the wiki
- How to view the lecturer’s commentary
- How to post a comment on a wiki page
- How to access and view your Lab Group’s Wiki
- How to edit you Lab Group’s Wiki
- Where to go for more help.

Please note that if you are a Mac User the best browser to use is Firefox. If you use Safari then some of the editing functions of the wiki (like linking to web pages) will not be available. Windows users can use Internet Explorer or Firefox.
How to Log onto the Wiki

To log on:

1. Go to: http://unimelb-psych-mbb1.pbwiki.com and you should see something like this:

   ![Screenshot of log in page](image.jpg)

2. On the left hand side under where it says “Log on with a Password/Invite Key”
   - Type the word “Sensation” in the “Wiki Password/Invite Key” box
   - Type your name in the “Name” box
   - Type your University email address in the “Email” box

3. Then click on the “Log In” button

4. You will be directed to the ‘Home’ or ‘FrontPage’ for the Mind, Brain & Behaviour Wiki. It will look something like this:
How to view the lecturer’s commentary

1. From the ‘FrontPage’ of the Mind, Brain and Behaviour Wiki there is a section called ‘Commentary and Comments’. If you click on the title or the ‘here’ link in the paragraph text it will take you to the commentary page. Alternatively you can just use the URL: https://unimelb-psych-mbb1.pbwiki.com/Commentary

2. This will take you to a page that has this a title like this:

During the semester this page will be built up with commentary.
How to post a comment on a wiki page

1. Every Wiki page will have a “Comments” button in the menu at the top of the page.

To make a comment simply click on this “Comments” button. This will take you to a page that has a text entry box at the bottom: the comments box.

If others have already commented on the wiki page, these comments will appear before the comment box, so you might have to scroll down a bit to make your comments. All you need to do is enter your comment in the box and then click on the “add comment” button.
How to access and view your Lab Group’s Wiki

1. You can access your Lab Group’s Wiki from the FrontPage of the Mind, Brain and Behaviour wiki: a list of all the lab classes is at the bottom of the page. Simply find your lab group time and click on the appropriate group link. So, for example, if your lab class is at Tuesday at 10 in the morning, you would click on the ‘Group 8’ link.

<table>
<thead>
<tr>
<th>Group</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Monday 9:00am - 11:00am</td>
</tr>
<tr>
<td>Group 2</td>
<td>Monday 10:00am - 12:00pm</td>
</tr>
<tr>
<td>Group 3</td>
<td>Monday 11:00am - 1:00pm</td>
</tr>
<tr>
<td>Group 4</td>
<td>Monday 12:00pm - 2:00pm</td>
</tr>
<tr>
<td>Group 5</td>
<td>Monday 2:15pm - 4:15pm</td>
</tr>
<tr>
<td>Group 6</td>
<td>Monday 3:15pm - 6:15pm</td>
</tr>
<tr>
<td>Group 7</td>
<td>Tuesday 9:00am - 11:00am</td>
</tr>
<tr>
<td>Group 8</td>
<td>Tuesday 10:00am - 12:00pm</td>
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<tr>
<td>Group 9</td>
<td>Tuesday 2:15pm - 4:15pm</td>
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<tr>
<td>Group 10</td>
<td>Tuesday 3:15pm - 5:15pm</td>
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<tr>
<td>Group 11</td>
<td>Tuesday 4:15pm - 6:15pm</td>
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<tr>
<td>Group 12</td>
<td>Wednesday 9:00am - 11:00am</td>
</tr>
<tr>
<td>Group 13</td>
<td>Wednesday 10:00am - 12:00pm</td>
</tr>
<tr>
<td>Group 14</td>
<td>Wednesday 11:00am - 1:00pm</td>
</tr>
<tr>
<td>Group 15</td>
<td>Wednesday 2:15pm - 4:15pm</td>
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<tr>
<td>Group 16</td>
<td>Wednesday 3:15pm - 5:15pm</td>
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<tr>
<td>Group 17</td>
<td>Wednesday 4:15pm - 6:15pm</td>
</tr>
<tr>
<td>Group 18</td>
<td>Wednesday 5:15pm - 8:15pm</td>
</tr>
<tr>
<td>Group 19</td>
<td>Thursday 9:00am - 11:00am</td>
</tr>
<tr>
<td>Group 20</td>
<td>Thursday 10:00am - 12:00pm</td>
</tr>
</tbody>
</table>

2. When you click on your lab group this will take you to a new wiki page. This is the page (or series of pages) where you and other members of your lab class will construct your summary of Motion Detection. Don’t be alarmed if there is nothing on the page other than a heading … this just means that nobody has made a contribution yet. You can be the first!
How to contribute to and edit your Lab Group’s Wiki

It is pretty easy to edit the wiki pages once you get into the swing of things. The most important thing to realise is that a wiki page can exist in two basic states: 'View' and 'Edit'.

• When you look at the wiki in the 'View' state it's just like viewing a regular web page.
• When you look at the wiki in the 'Edit' state it is like you are working with something akin to a word document; you can change and edit the text and media on the page.

So when you use the wiki you will be constantly moving between these two states.

1. If you want to edit a page simply click on the 'Edit page' button; there is one at the top and at the bottom of the page.
This will open a new window which has as its title "Editing ...".

2. From here all you do is add content (text, images, weblinks, etc) in the same way as you would with a Word document. By using the toolbar at the top of the page you can change the style, font and colour of the text, the colour of the background; you can insert a table or an image from your computer or hyperlink to another page on the web.

3. When you are finished click the 'Save' button at the bottom of the page and you will be taken back to the 'View' state of the page you were editing.

4. If you want to make another change (which is inevitable) … simply go through the ‘edit-save-view’ process again.
General Help

1. There are some really useful tips and help files at the Pbwiki site; see: http://newfaq.pbwiki.com/

   Of particular use might be the help on “Editing (using the Pbwiki Point-and-Click Editor”).

Heaps of questions are answered here including:

- What is this new Point-and-Click editor?
- How do I add a page?
- How do I delete or rename pages?
- How do I find earlier versions/revisions of pages?
- How can I change a page back to an earlier version? (revert)
- How do I link to a page?
- How can I add pictures?
- Why are my file uploads being blocked?
- Why can’t I delete files or pages?
- How can I make a picture smaller on my wiki page?

If you are having a problem with PBwiki you should …

- Speak to your classmates or other members of you’re lab group to see if they can help you;
- Speak to your lab tutor;
- If you are really struggling you can get limited technical help by emailing the wiki’s administrator at: tsj@unimelb.edu.au
Psychology Wiki Project: Brief Notes for Students

Psych Wiki - Collaborative Writing Activity
Student Notes

What you have been asked to do

Create a useful, scholarly, researched, reflective web-based resource on motion detection that has descriptions, examples, quotes, images, diagrams, animations, photos and web links.

- It will hopefully contain examples that draw on and describe your experiences in everyday life.
- It will hopefully contain examples gathered from the web (appropriately referenced).
- It will hopefully contain different perspectives (disagreements) from members of your group.
- It will hopefully contain quotes from and references to other sources (movies, books, music videos, museums, lecturers, popular press, current affairs and news, TV shows, radio, live performances, etc, etc).
- It is not meant to be a carbon copy of your text book or the wikipedia entry on motion detection.

What content areas should be covered (at a minimum)

- Basic (simple) motion detection
- Integrating individual vectors into flow fields
- Attention and motion detection
- Eye movements and motion detection
- Biological motion detection

Also should consider computational, behavioural and biological approaches to vision and how motion detection relates to each of them.

How to do it

You will work in small groups in your lab classes and your demonstrator will let you know what he or she wants you to do in class.

- But here are some things you might want to do so to contribute to your group’s wiki:
  - Find web-based examples (images, diagrams, animations, photos, articles) that relate to a chosen topic or the task more generally.
- Come up with good, well known or typical examples from everyday life to support your group’s descriptions of concepts. Examples from around the University might provide a useful point of reference.
- Use a camera to take pictures exemplifying concepts and upload them to the wiki.
- Think about ‘bad’ examples as well as ‘good’ ones - these are often just as conceptually illuminating.
- It will not be unusual for different people to have different perspectives on the topics you are covering. A clear description of differences of opinion and how they were resolved - if at all - could be included in the wiki.
- Hunt out quotes from and references to other sources, from anywhere really: movies, books, music videos, art, popular press, current affairs and news, TV shows, radio, live performances etc, etc.
- Think about how what is being written on your wiki fits with other concepts in the course; or how it fits other concepts covered in the Commentary part of the wiki. Write your thoughts down and add them to the wiki.
- Think about the structure and design of your wiki site; will it be a single page, multiple pages? Will there be links within it, links to other stuff on the web? What is the architecture of the information; what is a good way to put it together so it makes sense to others? Is it cohesive? Is it simple and easy to use? What about the look and feel of the thing? While not content, this is important to communicating the ideas that your group is coming up with.

Collaborative writing and wiki etiquette

Many of you may be unfamiliar with this type of collaborative writing; you’re probably more used to discussing concepts with others before writing up your own work individually.

It is worth thinking about some of the challenges associated with collaborative writing. For example:
- What happens when there is a difference of opinion on what content should be included on the wiki page? Who wins a ‘edit war’ on a wiki? How can differences be resolved?
- A good strategy to remember here is that differences of opinion can be discussed using the comments section of a wiki page. This might help clarify where people are coming from and let the group see what’s going on.
- If differences of opinion cannot be resolved then there is always the option of putting both opinions/versions up on the wiki (either showing alternative perspectives on the same page or as separate pages).
- If you do make a change to the text or the structure of the site that you think is on the large side; make a comment too to let people know what you have done and why.

It is also worth thinking about the etiquette associated with editing a wiki. What are rules of thumb here? Here are a few guidelines:
• Any editing should be a genuine attempt to improve the value of what is up on the wiki page.
• Be sensitive to other people’s perspectives.
• Don’t be too precious about your own postings – be prepared to consider other peoples edits, comments and critiques.
• Remember there are many ways to express the same idea; posing a single idea in a variety of ways is often helpful and typically there is no one best way to express things.
• Don’t be afraid to contribute and edit other people work, but if you are unsure then consider flagging it first in comments.
Psychology Wiki Project: Notes for Demonstrators

Psych Wiki - Collaborative Writing Activity
Demonstrator Notes

What students have been asked to do

Create a useful, scholarly, researched, reflective web-based resource on motion detection that has descriptions, examples, quotes, images, diagrams, animations, photos and web links.

- It will hopefully contain examples that students draw on and describe from everyday life.
- It will hopefully contain examples that students gather from the web (ideally appropriately referenced).
- It will hopefully contain different perspectives (disagreements) from members of the group.
- It will hopefully contain quotes from and references to other sources (movies, books, music videos, museums, lecturers, popular press, current affairs and news, TV shows, radio, live performances, any texts really).
- It is not meant to be a carbon copy of their text book nor the wikipedia entry on motion detection.

What content should be covered (at a minimum)

- Basic (simple) motion detection
- Integrating individual vectors into flow fields
- Attention and motion detection
- Eye movements and motion detection
- Biological motion detection

Also students have been asked to consider computational, behavioural and biological approaches to vision and how motion detection relates to each of them.

Ideas for Activities in and outside the Lab Classes

- We have suggested that students will do small group work (in say, teams of 4-5) in this lab.
- Consider dividing students, or asking students to divide themselves into groups based on the content areas to be covered. This will avoid replication of effort across the class.
- Suggest that one person from each group takes notes.
• Suggest that an easy way to start would be to brainstorm about what would be contained in a text-based definition of the content area they are looking at. It would seem an easyish goal for the small groups to arrive at a working definition/description by the end of the lab. *(This would also seem to be the minimum a group or an individual could do ... each member of the group could upload a part of the definition to meet the requirements of the task ... but we would not encourage this level of engagement with the activity).*

• Other things that you could encourage students to do inside or outside the lab would be to ask them to:
  - find web-based examples (images, diagrams, animations, photos, articles) that relate to their topic or the task more generally.
  - come up with good, well-known, or typical examples from everyday life to support the description of concepts. Examples from around University might be offered as a suggestion.
  - find ‘bad’ examples as these are often as conceptually illuminating as ‘good’ ones.
  - explicitly consider alternative perspectives on the concepts they are writing about … there may even be disagreements in the group … this is not unusual and such disagreements and the process of their resolution (or lack there of) could be included in the wiki.
  - find quotes from and references to other sources (movies, books, music videos, art, popular press, current affairs and news, TV shows, radio, live performances, any text really).
  - think and write about how ‘their’ section/piece fits with other concepts in the Motion Detection exercise; or how it fits with other concepts in the course; or how it fits other concepts covered in the *Commentary* part of the wiki.
  - think about the structure and design of their wiki site; will it be a single page, multiple pages? Will there be links within it, links to other stuff on the web? What is the architecture of the information; what is a good way to put it together so it makes sense to others? Is it simple and easy to use? What about the look and feel of the thing. While not content, this is important to communicating the ideas that the group is coming up with.

**Collaborative writing**

Many students will be unfamiliar with collaborative writing; they will be more used to discussing concepts with others before writing up their own work individually.

• It might be worth asking students about some of the challenges associated with collaborative writing:
  - Differences of opinion on what content should be included on the wiki page
    Who wins a ‘edit war’ on a wiki? How can differences be resolved?
  - Differences of opinion can be discussed using the comments section of a wiki page.
  - If the differences cannot be resolved then there is always the option of putting both opinions/versions up on the wiki (either showing alternative perspectives on the same page or as separate pages).
• Etiquette associated with editing a wiki. What are rules of thumb here?
  o Any editing should be a genuine attempt to improve the value of what is
    up on the wiki page.
  o Be sensitive to other people’s perspectives.
  o Don’t be too precious about your own postings – be prepared to consider
    others edits and critiques.
  o Remember there are many ways to express the same idea; posing a single
    idea in a variety of ways is often helpful and typically there is no one best
    way to express things.
  o Don’t be afraid to contribute and edit other people work but if you are
    unsure then consider flagging it first in comments.
  o Large changes to the text or structure of the site can be accompanied by a
    comment to let people know what has been done and why.
Chemistry Photo Sharing Project: Instructions for Students

101 ILT4 Chemistry Around Us - Digital Photo Archive

Introduction
Chemistry is often referred to as the Central Science. It provides the fundamental language that describes how our world "works" at the molecular level. This language is applied throughout biology, medicine, engineering, materials science, pharmacology, ...

In this ILT you will be asked to reflect on how the chemical concepts and ideas that make up Chemistry 610-101 relate to the world around you.

The task has the following objectives:
- to make connections between the chemical world that you experience and the chemistry topics presented and discussed in Chemistry 101,
- to record some of these connections using your own camera or camera-phone, and then upload images to a shared subject group website and add some notes,
- to share your observations of chemistry in the world with other students in the class
- to learn from other students' observations by reviewing what they have found, photographed and uploaded, and nominate some good examples,
- to broaden your general IT literacy and skills with technology, and
- to develop your own abilities to plan and execute a short but complex 'open ended' task.

You will only be able to complete the task well if you think ahead and plan your time. Though it is only a few hours total work, any attempt to cram it all into the last day or so before the cut off date will not work. Read ahead now and plan to be 'starting' around midsemester.

As well as these notes, a website at http://www.mdhsonline.unimelb.edu.au/chemflickr/ is being set up, where updates, answers to frequently asked questions, links to useful technical help and other information can be found. The Chemistry Digital Photo Archive is a collaborative project between the School of Chemistry and the Biomedical Multimedia Unit in MDHS.

Exercise 1 (Weeks 5-7) - Join the Chemistry 101 MU_Chem 'Flickr' group
Flickr is a website that allows people to share photos. In Week 5, you will receive an email inviting you to join the MU_ChemFlickr group. This process will require you to:

1. Join Yahoo (if you don't have an account already)
2. Join Flickr
3. Join the MU_Chem group within Flickr

Note that if you have an existing Flickr account, you will EITHER have to change your Flickr username into the MU_Chem format, OR follow the instructions below to create new Yahoo and Flickr accounts. The choice is yours, but it may be cleaner to keep the MU_ChemFlickr project separate from your personal use of Flickr, and to set up a new Yahoo ID account.

To do this:

1. Click on the link in the MU_Chem email, then click on 'Sign In'.

2a. If you ALREADY have a Yahoo ID and password, but not Flickr, enter your Yahoo login details.

2b. If you DO NOT have a Yahoo ID and password, click on “sign up” in the bottom righthand corner of the dialogue box. Follow the steps to sign up to a Yahoo account. You can use whatever username you choose.

3. When asked “Ready to experience Flickr?” click on “Continue”. Make a new Flickr account using the Flickr username you have been assigned in the email. It must be in the format MU_mystudentnumber. Once you have provided the details required, click on “Create my account”.

4. Once the account has been created, you will have to sign in. You will automatically be a member of the MU_Chem group, with a link to visit the group.

The task of setting up your Flickr account must be complete by the end of Week 7 (April 25).

Exercise 2 (Weeks 5-10) - Taking and uploading your digital photo images

Based on your student number, you have been assigned two topics to photograph and another topic to later review. You are required to take at least two photos - at least one of each of your two ‘Photo Topics’ - illustrating the topics and then annotate and tag your photos.
using Flickr as set out in Exercise 3. This task will be easier if you think about it every once in a while, over time. If your phone has a camera and you keep it with you most of the time, you may be able to catch something when you least expect it.

The topics are listed below. Some of them may refer to ideas that will be developed more fully later in your 610-101/102 subjects, so some brief reading, using your textbooks or the web, may be necessary. This is background that will obviously also help you with the topic when you come to it later.

**Topic 0 : Slow oxidation**
*Compulsory Tag: SlowOxidation*
Acid/base (proton transfer processes) and redox reactions (electron transfers) are the most fundamental of chemical processes. We will define 'slow' oxidations as those that take more than minutes. Your caption should include reference to the oxidant, reductant and chemical conditions recorded in your image.

**Topic 1: A collection symmetric and asymmetric objects**
*Compulsory Tag: ChiralObjects*
Many manufactured and natural objects are symmetrical and others are not. Your photo must incorporate several 'manufactured' or 'created' objects in the same image - some of these must be symmetric (superimposable on their mirror image) and some chiral (nonsuperimposable on their mirror image). Your caption should point out which are which.

**Topic 2 : Conversion of energy and chemical potential energy**
*Compulsory Tag: EnergyConversion*
All sources of energy on earth are fundamentally derived from the sun. Your image here must involve a process in which chemicals are the energy source or the result of the energy conversion. Your caption should be specific about the chemical species involved and the process of conversion that is occurring in the image.

**Topic 3 : The Second Law of Thermodynamics and free energy**
*Compulsory Tag: SecondLaw*
Spontaneous processes are not simply driven by whether heat is absorbed or released. The fundamental driver is an increase in entropy in the Universe. There are a wide range of natural physical and chemical processes that could illustrate this idea. Your caption should refer to the entropy changes captured in your image.

**Topic 4: Fast oxidation**
*Compulsory Tag: FastOxidation*
Acid/base (proton transfer processes) and redox reactions (electron transfers) are the most fundamental of chemical processes. We will define 'fast' oxidations as those that take less
than minutes. Your caption should include reference to the oxidant, reductant and chemical conditions recorded in your image.

**Topic 5: Travelling and Standing Waves**  
*Compulsory Tag: WaveProperties*  
X-ray diffraction relies on measuring scattered x-rays to determine atomic positions. The modern model for electrons in atoms builds from their 'wave properties'. You may need to read a little about the nature of waves. Find some examples of travelling or standing waves. Your caption could also comment on the differences between these wave types.

**Topic 6: Control of acidity**  
*Compulsory Tag: ControlAcidity*  
Control of pH is often critical to a reaction occurring or not. These may be biological, environmental or industrial processes. Your photo must be of something where pH is an important property or characteristic in the material or process. The caption should say why pH is important and give details of the reagent being used to control or set the acidity.

**Topic 7: Chemical Equilibrium**  
*Compulsory Tag: ChemicalEquilibrium*  
Though the concentrations of chemical species do not change with time at 'equilibrium', at the molecular level, formation and breakdown is occurring continuously. You are not restricted to chemical processes, but the system you show must involve a fundamental balance of processes that results in 'dynamic equilibrium'.

**Topic 8: Chemical Composition**  
*Compulsory Tag: ChemComposition*  
Chemical constituents are listed on many products. For this topic, you might photograph a product label, for example. Based on the data there, your caption should include the role and concentration - using the most chemically useful concentration scale, mol L$^{-1}$ - of the major listed component (or components). For 'trade names', you need their chemical formulas.

**Topic 9: Green Washing**  
*Compulsory Tag: GreenWashing*  
Greenwashing is an attempt by some companies to present a product as 'environmentally friendly' as a marketing ploy. For example, 'chemical free' is not really a sensible description. Your image should show the use of scientific terms as part of the marketing – to attract the buyer's attention - not necessarily in a scientifically useful way.
You have been assigned two Photo Topics, for which you must take and upload a total of at least two photos, and a Review Topic, for which you will review the work submitted by others in the class.

<table>
<thead>
<tr>
<th>Student number ends in</th>
<th>Photo Topics</th>
<th>Review Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>... 0</td>
<td>0 and 1</td>
<td>5</td>
</tr>
<tr>
<td>... 1</td>
<td>1 and 2</td>
<td>6</td>
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<td>... 2</td>
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<td>... 9</td>
<td>9 and 0</td>
<td>4</td>
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</tbody>
</table>

Your digital photos must meet the following criteria:

1. Each image must be an original photo, taken by you. Photographs by others or taken from the web are the copyright property of another person; although they may be freely available, it is a common misconception that they are ‘free’ to do what you like with - they are not. Any images that you submit as part of this ILT must be your own work.

2. Your image must be an illustration of the topic that has been assigned to you. In Exercise 3, you will describe your photograph with a caption or description. This should not just be a ‘title’, but modelled on the captions that are used to describe figures in a textbook for example, making a connection between the image and the important chemical principles or ideas the image illustrates. Think about this when you take the photo; perhaps make some notes at the time.

An important reminder: The posting of any inappropriate images will result in your immediate failure of the ILT4 task and may have other consequences. More information about University of Melbourne policy and guidelines in these areas may be obtained at the following websites:

Student expectations and responsibilities policy

Computing and network facilities rules
Photos can be taken with your own digital or phone camera or using equipment available for loan through the First Year Chemistry Laboratory. You will need to book the loan equipment in advance.

Exercise 3 (Week 10) - Finalize the tagging and captions for your photos on Flickr

This Independent Learning Task (ILT 4) requires you to load a minimum of two photos on to the MU_Chem Flickr website. Each photo must contain the appropriate title, tags and description to be eligible for assessment.

Having taken your photos, upload them onto the MU_Chem Flickr group site, in two steps.

1. Upload photos to your personal Flickr homepage first.
   
   (i) Log in to Flickr
   
   (ii) Click on "upload photos" and follow the Flickr instructions to upload your photos

As you go, remember to include titles, descriptions and tags:

**Titles:** Give your photos titles using the following compulsory format:

   
   $MU\text{\_myStudentNumber}.a, MU\text{\_myStudentNumber}.b, MU\text{\_myStudentNumber}.c,$

**Description:** Directly under the photo where it says “click here to add a description” include your caption, in 30 words or less, of how this photo describes the topic. As noted earlier, use the model of a figure caption in a chemistry textbook to succinctly describe the chemical ideas shown in the image.

**Tags:** It is a requirement that each photo have at least two tags. One will be the compulsory topic tag for your Photo Topic. To do this click on “Add a tag”.

Now, also add at least one other tag that is relevant to your topic. Each should be a single word, like ‘environment’ or ‘vegetable’ or ‘metal’, though you can use the convention of linking words, like ‘highTemperature’ or ‘airPollution’ or ‘swimmingPool’. Ideas from others’ tags are useful, because it allows unplanned ‘clouds’ of overlap to develop and be explored later in the Review task.

2. Upload your photo(s) to the MU_Chem group area.

   (i) Open each photo.
(ii) Click on the 'send to group' button, above the photo.

(iii) Click on the MU_Chem group.

You are welcome to upload, tag and caption your photos at any time up to Week 10. Details on how to do this are given in Exercise 3 below. If you find a better image, then just add it to your contributions rather than delete the old one. Give it a new title in the sequence MU_myStudentNumber.a, MU_myStudentNumber.b, MU_myStudentNumber.c, ... You might find some of the 'optional tags' others have used are relevant to your image - add them at any time. You can also edit your descriptions.

Note that there are various sources of technical support available.

- For your own equipment, there are manufacturer manuals and websites.
- You can go to www.flickr.com/help/ for specific Flickr help,
- On http://www.mdhsonline.unimelb.edu.au/chemflickr, we will post or update information as we get it.
- You can visit the tutor who will be available in the Chemistry First Year Learning Centre at times to be advertised through the chemflickr site and on the LMS.

**Exercise 4 (Week11) - Review and nominate images from your Review Topic**

By week 11 everyone should have completed submission of their photos to the Flickr MU_Chem website. You must now nominate your choices of best and second best photo in your assigned Review Topic, using a survey form on the LMS. The LMS Grade Book will show that you have done this and pass on your nominations and comments to the review database.

**Exercise 4.1 - View the photos in your Review Topic**

Log in to Flickr and go to the MU_Chem group site.

1. Click on 'pool'.
2. Click on 'all group tags'
3. Select your assigned topic name. Hint: As you find photos you like if you click on "add to favs" (above the photo) this will give you a shortlist for later.
4. Make some notes about the photos you will nominate in the last task at 4.2

**Exercise 4.2 - Nominate the two best photos in your Review Topic**

1. Log into the LMS, and go to the Chemistry 610-101 site.
2. Click on "Tests" in the blue margin

3. Click on "ILT 4 -Flickr - Photo Archive".
You are now ready to complete the LMS record of your own contributions to Flickr and record your comments on others' uploaded images.

4. First, input the title and tags of all of your MU_Chem photos in the form title/tag1/tag2,
title/tag1/tag2/tag3, ... in the text field

5a. Then, input the title for your first choice as best photo in your Review Topic. The title will be in the format MU_studentnumber.a. The following are things you might consider when deciding on your choices: interest, relevance, surprise, insight, creativity, originality, ...

5b. Briefly give the reasons for your choice of this photo in the text field.

6a. Input the title for your choice as second best photo in your Review Topic.

6b. Briefly give the reasons for your choice of this photo in the text field.

7. When you are satisfied that you have completed 4, 5 and 6, click 'Submit'.

**In Week 12**
The results of the Chemistry Digital Photo Archive project will have been collated and the results plus the "gallery" of images will be publicised in various ways. Thanks for your involvement in the project. We hope you have enjoyed it - and learned some more chemistry in the process.

**Assessment**
Successful completion of ILT 4 is a hurdle requirement for Chemistry 101. Successful completion includes:

1. Uploading at least two photos with appropriate titles, tags and descriptions
2. Completing the LMS MU_Chem survey for review/nomination
Uploading images and descriptions to Beetle Gallery

Creating a folder for your beetles

Placing your document and photos in the folder
Video.xxx  Video file (the xxx will depend on the file format as discussed below)
Audio.xxx  Audio file (again the xxx will vary depending on the file format)

You can place your document, photos and other files in your beetle folder by selecting the “Add” option and then the “Upload Files” option next to your folder name in the Resources Tool.
Charles Sturt University BIO203

Uploading images and descriptions to Beetle Gallery (continued)

File formats

The following are the preferred file formats for the various files you will upload. If you are unsure how to convert your files to these formats please upload them in whatever format you can:

Information about the beetle: Microsoft Word document (.doc)
Photographs: JPEG format (.jpg)
Video footage - Windows Media Player (.wmv or .asf), QuickTime (.mov or .qt), or MPEG (.mpg or .mp4)
Audio tracks - MP3 (.mp3) or Windows Media Player (.wma)

Additional help

Links to tutorial materials on the use of the Interact Resources tool will be provided through the subject forum early in the session. Optional sessions in a computer laboratory will be scheduled at the Residential School to help students upload their beetle descriptions and photographs. A digital camera will also be available during these sessions for students who do not have access to one.
Problm – problemcasting help

Planning

It is easier to record a ProblemCast if you work from notes or even a script. Plan what you want to say, the order in which you want to say it and have a practice run before doing the actual recording. The more preparation you do the less editing you will have to do later.

ProblemCasts will be created in MP3 format so you can listen to them on any MP3 player or computer regardless of the software installed on that system.

ProblemCasts will be restricted to four minutes at medium quality (about 5 MB).

The ProblemCasts you create will need to relate to a POW in some way and can be in one of three categories:

- **Aha!** I get it! ProblemCasts that offer an explanation of some aspect of the POW.
- **Huh?** I don’t get it. ProblemCasts that express a difficulty about the POW.
- **IMHO.** In My Humble Opinion. ProblemCasts that offer a comment on something related to the POW or course in general.

Others students will be able to comment on and rate ProblemCasts and all ProblemCasts will be available for an entire semester.

Recording

You will need some recording software to make your podcasts. You can make recordings at home, on your portable recording device or in Tutorial room W724 on Level 7 of the Medical Building. We have allocated Mondays 2.15 - 3.15 pm each week during which you can come and make a recording and have some access to support.

What you'll need

If you want to work on your own machine then you will need to download some software and you will also need a microphone. Connect your microphone to the computer by the microphone jack or USB connector. We recommend the free audio recording software called Audacity. It works on Windows, Macintosh and Linux based computers. You will also need to download a converter to be able to save files in MP3 format. This is important if your recording device uses a different format such as WAV, WMA, AAC etc. If you have
downloaded and installed the software and you are familiar with how to use the program skip to the section "Making the recording”.

**Downloading and installing**

To install software you will need administrator rights to your computer.

1. Download the files you will need for your operating system
   a. Download the latest **stable** version (i.e. the non-beta version) of Audacity for your operating system from the [Audacity website](http://audacity.sourceforge.net/help/faq?s=install&item=lame-mp3)

2. Download the MP3 plug-ins needed by Audacity for your operating system
   a. Download the LAME MP3 encoder (to convert files to MP3 format) from
      - **Windows users.**
      - **Mac users.**
      Note there are different versions depending on the type of Macintosh you have.

3. Install both sets of files on your computer
   a. For Audacity, double click the installer to run it and follow the instructions during installation
   b. For the LAME mp3 encoder, uncompress (unzip) the encoder file if necessary and once this is complete put the entire encoder folder into the installed Audacity folder on your computer. More detailed instructions are available from the Audacity website ([http://audacityteam.org/wiki/index.php?title=Lame_Installation](http://audacityteam.org/wiki/index.php?title=Lame_Installation))

4. Start using Audacity and set up the preferences so that you can produce a medium quality audio file
   a. Click on menu "Edit > Preferences" on Windows (or "Audacity > Preferences" on the Mac OS).
   b. Click on the tab "Audio I/O", and set the playback and recording device to your headphone/speaker and microphone respectively. Set the channels to 1 (Mono). The Mono channel allows the production of smaller files.
   c. Click on the tab "Quality", set default sample rate to 44100Hz and default sample format to 16-bit.
   d. Click on the tab "File Format" to set up the MP3 export facility. Click on the "Find Library" button. Audacity will open a dialog asking you to locate the MP3 encoder.
      - **Windows users.** Navigate to the Audacity Application and the Lame folder you put there. Open the Lame folder and select the lame_enc.dll
      - **Mac users.** Navigate to the Audacity application and the Lame folder that you put there. Open the Lame folder and select the LameLib file.
      In the same tab (File Format) set the bit rate for the MP3 encoder to 48.
   e. **Windows and Mac users.** Save the preferences by clicking "OK".
Becoming familiar with the Audacity program

Click on the menu "Help > Contents…"
This will open a new window that shows you what the buttons and other interface elements look like and explains the functions of each element. Once you are familiar with the interface go to the section on "Making the recording"

Making the Recording

Recording an audio file using Audacity

1. Click on menu item "Project > New Audio Track" to create a new empty track for recording.
2. Set the volume slider (output volume) and the microphone slider (recording volume) to maximum on the mixer toolbar.
3. Set the input source to "Microphone" by using the drop down menu beside the microphone slider.
4. Click on the record button (red dot) to start recording. You can see the waveform being recorded on the track. Make sure that the waveform fits between the top and bottom of the track (+1.0 to -1.0). Anything above or below will be clipped and will sound distorted. If the waveform is too large, you may need to change the distance from your mouth to the microphone or alter the recording volume on the mixer toolbar. You can also view the recording levels on the upper right on the meter toolbar.
5. Click on the stop button (yellow square) to stop recording.
6. Click on the skip-to-start button (purple double backward triangles) to go to the beginning of the track.
7. Click on the play button (green forward triangle) to replay the track. Listen to the track using headphones as that is how most of your listeners will hear it. Check that there is no problem in the recorded track. You may edit the track by adding introductory music (be mindful of copyright) or removing blank audio if necessary (see "Editing the recording").
8. It's often very useful to Normalize your track before mixing. This removes excessive highs and lows. To do this Select the whole track by highlighting it (or use shortcut key Ctrl-A). Click on "Effect > Normalize" and make sure that both checkboxes are selected. Click the "OK" button.
9. Save your work. Click on "File > Export as MP3". Choose a location and save the file. A dialog window appears with fields for title, author, album, track number, year, genre and comment. Fill out these fields. For the genre category, select speech (repeatedly tap the "S" key on the keyboard until the "Speech" category appears) and in the comment category type the POW eg 302 to which the recording refers.

Editing the Recording

You will probably notice that your podcasts aren't perfect and so you may wish to or you may need to edit the track you have created. This can also be done before you save your track. Sometimes, however, you might need to re-record your track. You can go for a polished recording or something less formal with a more spontaneous sound. Editing can take a lot of time so think carefully about the type of recording you want to post.
One thing you will need to check is the size of your recording as that is how we will limit the upload. We will not accept anything bigger than 5 MB, which is about 4 minutes of medium quality audio.

There are a range of edits that you wish to make. You may want to create more than one track and blend them by fading in and fading out. Most commonly you will probably want to remove unwanted sounds or areas of silence. These can be selected and deleted or they can be filtered by Noise removal (Effect > Noise removal…) or equalization if the noise is outside the human voice range (Effect > Equalization…). You can also add silence (Generate > Silence…). All of the effects are detailed in the help.

**Important note for Mac users**

**Mac users.** Please note there is an issue with the LAME mp3 encoder plugin. You will need to resave your file with iTunes to be able to upload it to the website. Instructions are available at [Alternative MP3 encoding with iTunes](#) or follow these steps

Set-up iTunes

1. Open iTunes
2. In iTunes select Preferences
3. Select the "Advanced" tab
4. Select the "Importing" tab
5. In the "Import Using" dropdown, choose "MP3 Encoder"

Convert the file

- Now drag your Audacity file to the iTunes library. Select it and Control-click to convert this file to mp3.
- This file will automatically be saved with other files in the iTunes music folder. Select the new file and either Control-click > Show Song file or Command-R to open a window containing the file. Drag the file to a convenient location or navigate to that folder to upload the file to the website.

**Posting**

Once you have finished your recording you will need to post it or upload it to the Problm website.

To upload your ProblemCast you will need to:

- Login.
- Select the POW to which you want to add your ProblemCast.
- Click on the button "upload new track".
- Browse for your file on your computer.
- Fill out the rest of the form (all fields are compulsory).
- Check the box to indicate you have read and understood the conditions under which ProblemCasts are made available. No ProblemCast will be posted.
without this agreement. We reserve the right to remove any ProblemCast that we consider is outside the spirit of these conditions.

- Click "Submit" and your ProblemCast will be posted.

You will receive feedback about whether your file has been uploaded successfully or not. **Important! Mac users please read on.**

**Mac users.** Please note there is an issue with the LAME mp3 encoder plugin. If you get an error stating that the file must be in MP3 format, you will need to resave your file with iTunes to be able to upload it to the website. Instructions are available at [Alternative MP3 encoding with iTunes](#) or follow these steps

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**Accessing**

Once you have logged in, you will see the ProblemCasts that are available for your semester, which are organised by Problem of the Week.

**To access ProblemCasts:**

- Click on a particular week to access all the ProblemCasts that have been submitted for that problem.
- Select the ProblemCast you want to listen to.
- Listen to the ProblemCast (track) using the controls or save it to your computer by simply clicking on the button "Save this track".
- You can give tracks a 'star' rating using the drop down menu (you can only do this once).
- You can comment on tracks using the text box.
**Subscribing**

There are a number of ways to subscribe to a ProblemCast and a lot depends on the software that you use. This description is written for iTunes because it is very popular. If you use another 'podcatcher', let us know and we can write a description of how to use it with Problm.

**Subscribing using iTunes**

- Go to the Problm home page (http://www.mdhsonline.unimelb.edu.au/problm/).
- Put the cursor over the button "Subscribe to RSS feeds" and right click (Windows) or Control click (Macintosh).
- Depending on your browser, select the option that copies the link eg "Copy shortcut" (Internet Explorer), "Copy link location" (Firefox), etc
- Open iTunes.
- From the Advanced Menu, select "Subscribe to podcast...".
- Paste the link location in the pop-up box and click "OK".
- You can now download and listen to the podcasts as they are added.
- If you want newly generated ProblemCasts to automatically download to your iTunes go to 'Preferences' in iTunes. From here select the 'Podcast' tab and check for new episodes 'every day' and when new episodes are available 'download all'.

**RSS**

You may want to be notified of new tracks by RSS and this can be done by subscribing to the feed using an aggregator or feed catcher. There are many feed catchers on the market see http://en.wikipedia.org/wiki/List_of_feed_aggregators. Some are linked to web browsers, or email clients, but most are independent pieces of software. Because there are so many aggregators around, please check your aggregator's help for how to subscribe to an RSS feed.
Social bookmarking - collaborate online to store and rate research sources

A social bookmarking tool allows you to compile a list of Internet resources that you are interested in, on a free public web site. You can assign your own keywords / tags and annotations (such as comments, reviews, etc.) to each resource. You can share your list of links with a select group, or with all web users.

A social bookmarking web site can:
- rank resources and display them in “tag clouds”;
- provide RSS feeds to keep users updated;
- support formation of special interest groups;
- integrate with other kinds of web sites such as blogs.

There are many popular social bookmarking tools and sites on the web - http://del.icio.us is probably the best known. Others such as http://www.citeulike.org and http://www.connotea.org are more suited to academic use, and may integrate with personal citation management tools like EndNote.

In 2008, students and staff at The University of Melbourne are using the social bookmarking tool http://www.diigo.com/ to support essay-writing in First Year Arts Foundation Subjects. Introductory workshops running in April 2008 can be found under “Library Tours and Classes” on the ArtsSmart left-hand menu.
Arts Foundation Subjects – Social Bookmarking Workshops

- **Description:** A one hour introduction to social bookmarking. Social bookmarking is an online activity that lets you collect, annotate and share useful websites for study and research. Social bookmarking can help you to access and evaluate a wide range of information sources in preparation for essay writing. Using the social bookmarking tool Diigo for this purpose is an officially recognised way to meet your requirement for online engagement within the First Year Arts community. This hands-on class will explain the general idea of social bookmarking, get you started using Diigo, work through some examples of how to critically evaluate websites for essay writing in your subjects, and allow time for you to make progress on your online community contribution. This class is available only to students undertaking Arts Foundation Subjects.

- **Subject:** 100-185; 100-184; 100-187; 100-188
- **Faculty - subject:** Arts
- **Class size:** 20
- **Duration:** 60 minutes
- **Target Audience:** Undergraduates
- **More information:** Mary Coghlan

Arts Foundation Subjects – Social Bookmarking / Library Skills Drop-in Sessions

- **Description:** Staff will be on hand during this hour to provide one-to-one assistance to students who are using the social bookmarking tool Diigo to meet the requirement for online engagement within the First Year Arts community. Staff will also be available to give students individualised help to follow up any aspect of the library’s literature searching and information skills workshops. These sessions operate on a first-come first-served basis – no need to book. They are available only to students undertaking Arts Foundation Subjects.

- **Subject:** 100-185; 100-184; 100-187; 100-188
- **Faculty - subject:** Arts
- **Class size:** N/A
- **Duration:** 10-15 minutes per student
- **Target Audience:** Undergraduates
- **More information:** Mary Coghlan
Welcome! Before you start to use Diigo for social bookmarking

1 Give your name, student email address and IDF subject to Matt Carter (he’s the Manager of Web and Online Learning in the Faculty of Arts) so that he can invite you to join the right social bookmarking group online. You can check your student email address for this invitation in a few minutes. Meanwhile …

2 What do you know about social bookmarking? There are lots of SB tools / sites…. Diigo, del.icio.us, Connotea, CiteULike, etc. etc http://en.wikipedia.org/wiki/Social_bookmarking tells us that …

"In a social bookmarking system, users save links to web pages that they want to remember and/or share. These bookmarks are usually public, and can be saved privately, shared only with specified people or groups, shared only inside certain networks, or another combination of public and private domains. The allowed people can usually view these bookmarks chronologically, by category or tags, or via a search engine.

Most social bookmark services encourage users to organize their bookmarks with informal tags instead of the traditional browser-based system of folders, although some services feature categories/folders or a combination of folders and tags. They also enable viewing bookmarks associated with a chosen tag, and include information about the number of users who have bookmarked them. […]

As these services have matured and grown more popular, they have added extra features such as ratings and comments on bookmarks, the ability to import and export bookmarks from browsers, emailing of bookmarks, web annotation, and groups or other social network features.

3 Let’s go through the basics about bookmarking using Diigo at http://youtube.com/watch?v=KlqfJsmjcOs

NEXT STEPS:

Get ready to use Diigo for social bookmarking

Bookmark a website and share it with your First Year Arts subject group in Diigo

Any questions?
Get ready to use Diigo for social bookmarking:
   i. **Join Diigo**
   ii. **Add the bookmarking tool (called a “Diigolet”)**
   iii. **Respond to your email invitation to join your subject group**

i. **Join Diigo**

- Go to [http://www.diigo.com/](http://www.diigo.com/)
- Click “Create new account” (screen: top right)
- Follow the instructions to join Diigo
- Please use your student ID number and your University of Melbourne email address.

ii. **Add the bookmarking tool (Diigolet) to your web browser**

   The Diigolet provides an easy way to use all the basic Diigo functions. You can do this on any Internet connected computer. (You don’t have to download any software; Diigolet is added to the web browser’s “bookmarks” or “favourites”.)

- Follow the instructions. There’s more help on page 4 of this handout if you need it.

OR

The “Diigo Toolbar” can be used instead of the Diigolet. However, you don’t need to install Diigo Toolbar to do social bookmarking for First Year Arts. It has extra bookmarking features that you may find useful but these are not required for First Year Arts. (Find out more about the Diigo Toolbar on page 4 of this handout if you are interested.)

iii. **Respond to your email invitation to join your Diigo subject group**

You will receive an email invitation that looks like this:

```
From: service@diigo.com
Subject: You’re invited! Join Diigo-Group-Name today
```

- Open email and then “Join this Group” (bottom right)
- Follow the instructions.
- When you visit your Diigo subject group, and before you start to bookmark, take a look through the instructions and advice from the group coordinator in your subject group’s Forum messages.
Bookmark a website and share it with your First Year Arts subject group in Diigo

>>>What kind of web resources should I bookmark?

Some of the web resources you evaluate could be web resources that no one else has added to our shared bookmarks (in other words, you must search the web for them).

Some of the web resources you evaluate could be web resources that another group member has already added and evaluated in our shared bookmarks (in other words, you should read their evaluation first, then critique / expand / improve it in what you write).

To find web resources, you can use the University Library’s Super Search and you can also use various search engines.

Your evaluations should discuss, at a minimum, the authority and currency of the resource, as well as the accuracy and objectivity of the content. You can find more help with this at http://www.library.cornell.edu/olinuris/refresearch/webeval.html

>>>How should I tag my bookmarks?

When you bookmark a web resource, please assign one or more tags that categorise that resource under one of the subject essay topics. Your Diigo subject group coordinator will suggest these topics and tags.

You can also tag each of your bookmarks with a few (no more than 6) keywords that further categorise or briefly describe the content of the web resources - these can be keywords that others have already used, or new ones of your own choice.

Now dive in!

Or look at:

Guided Tour
http://www.diigo.com/help/learn_more/
- Summaries in static text and images of what Diigo can do.

Full Tutorials
http://www.diigo.com/help/flash_tutorial
- Animated flash tutorials on Diigo features like bookmarks, tags etc. These are good and clear. There’s no sound -- if you’ve left your earbuds at home.

Remember this bookmarking check list:

- Bookmarks Privacy: Keep Public – so others can see your bookmark
- Share to groups: Tick and select your subject group from drop-down menu
- Comment privacy: Choose Public – so others can read
Additional Diigolet notes

Installing Diigolet

- Most web browsers are supported. You'll have to install the Diigolet on any computer you regularly use.

- If your Bookmarks / Favorites toolbar isn't visible, use the View menu to turn it on. Then drag and drop the Diigolet to the toolbar so you can begin using it.

- If you have used the "Bookmark This Link" (called "Add to Favorites" in Internet Explorer) method then you will need to activate the Diigolet by selecting it from your Bookmarks (Favourites) each time you want to add a bookmark to Diigo.

What can you do with the Diigolet

- Bookmark and Share a page
- Select some text to highlight
- Make a sticky note

Diigolet help

- There is a help button on the Diigolet toolbar that gives you brief tips. For more extensive help see http://www.diigo.com/help/diigolet/3

Diigo Toolbar tips

You can do more things with the Diigo toolbar. The downside is that you need to install it on your computer so it is not as portable as the Diigolet, which you can use from any computer.

You can download and install the Diigo Toolbar only if you have administration rights to the computer you are working on. “Administration rights” means that the computer settings allow you to freely make changes such as install or uninstall software etc like you can on your home computer. In other words, you won’t be able to install the Diigo Toolbar on a Uni computer or on an Internet café computer.

Instructions about installing the Diigo toolbar are available at http://www.diigo.com/tools To install, click on the button "Install Diigo Toolbar".

This toolbar is browser specific, meaning that it will install the Diigo Toolbar into the browser you are currently using. If you use more than one browser regularly you will need to go through the process for each browser. The installation instructions will vary. It depends on what browser you are using. In some cases you will have to download a file, find that file and double click it. In other cases it will be done for you.
Step-by-step guide to social bookmarking in Diigo for First Year Arts Students @ The University of Melbourne April 2008

Step 1. Before you start social bookmarking

1.1 Give your name, student email address and IDF subject to Matt Carter (he’s the Manager of Web and Online Learning in the Faculty of Arts) so that he can invite you to join the right social bookmarking group. You can check your student email address for this invitation in a few minutes. Meanwhile …

1.2 Don’t worry if you have no experience with social bookmarking – most students and staff don’t, but it’s very easy to get going. There are lots of SB tools / sites around…. Diigo, del.icio.us, Connotea, CiteULike, etc. etc. http://en.wikipedia.org/wiki/Social_bookmarking tells us that …

"In a social bookmarking system, users save links to web pages that they want to remember and/or share. These bookmarks are usually public, and can be saved privately, shared only with specified people or groups, shared only inside certain networks, or another combination of public and private domains. The allowed people can usually view these bookmarks chronologically, by category or tags, or via a search engine. Most social bookmark services encourage users to organize their bookmarks with informal tags instead of the traditional browser-based system of folders, although some services feature categories/folders or a combination of folders and tags. They also enable viewing bookmarks associated with a chosen tag, and include information about the number of users who have bookmarked them. […] As these services have matured and grown more popular, they have added extra features such as ratings and comments on bookmarks, the ability to import and export bookmarks from browsers, emailing of bookmarks, web annotation, and groups or other social network features."

1.3 In First Year Arts we are using the social bookmarking tool / site called Diigo (which stands for Digest of Internet Information, Groups and Other stuff). Look at this 5-minute video at http://youtube.com/watch?v=KlqfJsmjC0s to give yourself an overview of the basics of bookmarking using Diigo.

NEXT STEPS:

2 Get ready to use Diigo for social bookmarking

3 Bookmark and share a website in your Foundation subject group

4 Other things
Step 2. Get ready to use Diigo for social bookmarking:

2.1 Join Diigo

- Go to [http://www.diigo.com/](http://www.diigo.com/) and click “Join Diigo” or “Join Now” [Figure 1]

![Figure 1: Diigo home screen](image)

- Follow the instructions to create your account (Please use your student username and your University of Melbourne email address for this) [Figure 2]

![Figure 2: Create your account](image)

- Activate your Diigo account by looking in your student email for the email that Diigo sends to your student email address, and clicking on a link that you will find in the email.
• This link takes you to a Diigo web page that greets you by name and invites you to download and install a Diigo toolbar. Don’t bother; there’s an easier way that we’ll get to in step 2.3....

2.2 Join your Foundation subject group in Diigo

• You will receive another email from Diigo at your student email address that invites you to “Join Diigo-Group-Name today”. (Not the same as the email in step 2.1; do this after 2.1, not before, OK?). Once again, click on a link that you will find in the email.

• This link takes you to a Diigo web page that lets you accept the invitation to join your Foundation subject group (and send a message to the group coordinator if you wish). Then click “Finish” or go straight to the group. [Figure 3]

![Figure 3: Diigo group invitation](image)

• Find your way into your Foundation subject group from this screen. You can also find your way there from a link in your LMS subject site. Or you can sign in at www.diigo.com, and on your “Dashboard”, choose “My Groups” and go from there. [Figure 4]
Figure 4a: Diigo ‘dashboard’

Figure 4b: Selecting ‘my groups’
• Familiarise yourself with your Foundation subject group. You can look through the Forum messages for instructions and advice from your group coordinator. You can read and comment on other people’s bookmarks. [Figure 5]

Figure 5: Diigo group ‘home page’

2.3 Add the bookmarking tool (Diigolet) to your web browser

• Go to http://www.diigo.com/tools/diigolet The Diigolet lets you use all the basic Diigo functions - without having to download any software.
• Choose the Diigolet picture and icon that matches the web browser you are using (Explorer or Firefox, e.g.). Drag + drop or right-click on it, to add it to the web browser’s top right-hand “favourites” or “bookmarks” list. - If your Bookmarks / Favorites tab isn't visible, use the View menu to turn it on first. [Figure 6]
Figure 6: Installing the Diigolet

Diigolet is not downloaded or installed via bookmarklets, but you can highlight.

Diigo Toolbar
- Diigolet
- Enhanced Linkrolls
- Tagrolls
- Send to Blog
- Daily Blog Post
- Import Bookmarks
- Export Bookmarks
Step 3. Bookmark and share a website in your subject group

3.1 Find a website that you would like to bookmark in connection with your essay topic, have a look at it, and think about what you’d like to say about the quality, accuracy, currency, etc. of this site.

3.2 Click on the Diigolet in the web browser’s list of favourites. It will load a row of bookmarking tools in the upper right side of your browser. If you aren’t currently signed into Diigo, it will ask you to do that first. [Figure 7]

Figure 7: Diigolet toolbar activated

3.3 When you’re ready to bookmark, click on the “bookmark and share” tab and you’ll see a small window in the upper right-hand corner. It shows the site URL, the site title, a place for you to add “tags” (keywords that you choose to relate this website to your essay topic; pick a few tags; if you want to use a phrase, put a hyphen between the words, e.g. civil-war), a place for you to read existing comments that someone else in the world may have made in their Diigo bookmark of this site; and a place for you to make your own comments. [Figure 8]

Figure 8: Bookmarking tool in use
3.4 Remember this bookmarking check list:
   Bookmark Privacy: Keep Public – so others can see your bookmark
   Share to groups: Tick this, and select your Foundation subject group from the drop-down menu
   Comment privacy: Choose Public – so others can read

3.5 Now click submit and close - you’ve added a bookmark.

The Diigolet row of bookmarking tools let you highlight and add sticky notes to web pages, and to share these with your Foundation subject group too. This is really worth trying out.

To find your way back to Diigo, your Dashboard, your personal list of bookmarks there, and your subject group - click “More..” in your row of bookmarking tools.
Other things

Finding your stuff in Diigo
Sign in at www.diigo.com to see your Dashboard and your personal list of bookmarks. On your “Dashboard”, choose “My Groups” and go from there to find your subject group. There’s a link from your University LMS subject site, too.

Installing Diigolet
Remember - the first time you want to bookmark on any Internet connected computer (home, uni, internet café, etc.) you need to repeat step 2.3, and add the Diigolet to the web browser’s list of favourites.

Notification of group activities
You can edit your membership of your Foundation subject group anytime, to receive emails immediately / daily / weekly / never of new activities in your group. You can also subscribe to an RSS feed of activities in your group.

You control your bookmarks
You can edit and delete your bookmarks, or change sharing from public to private and back again, anytime.

Your Diigo account
From your Diigo “Dashboard” you can customise your preferences, profile, privacy and other settings.

If you have questions or comments about using Diigo in your First Year Arts Foundation subject, please contact Matt Carter or your subject tutor coordinator.