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A review of current and developing international practice in the use of social networking (Web 2.0) in higher education

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Web 2.0 in Higher Education in the United Kingdom:

Observations on the growth of Web 2.0 and social Web technologies from a JISC-funded national adviser

Brian Kelly, UKOLN, University of Bath

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Approach Taken in This Report

The approach taken is to document the author's personal experiences and reflections on the growth of use of Web 2.0 across the UK's higher education sector.

The report provides **descriptive** information on use of social Web technologies within the UK's higher education community.

The report provides **strategic** information which attempts to describe the rationale for use of the various types of social Web technologies covered and reflect on the organisational implications of further deployment of such technologies.

The report provides an **analysis** of the use of social Web technologies by providing documented evidence from feedback which has been obtained on use of the social Web technologies and by collating comments and discussions from those actively involved in provision and use of such technologies.

Initial Institutional Awareness of "Web 2.0"

2004

Early indications of an awareness at senior levels of a move from the Web providing a one-way publication mechanism for institutions can be identified in March 2004 when the author gave a talk on "*What Can Internet Technologies Offer?*" [1] at the UCISA Management Conference. This was an invited presentation which was delivered to over 300 participants at the annual UCISA event, aimed at senior managers in IT Service departments. Looking back at the slides it is interesting to note references to blogs, wikis and social networking services.

Further dissemination work was carried out during 2004, which led to a one-day event on "Beyond Email: Strategies for Collaborative Working and Learning in the 21st Century" [2]. This event provided an opportunity for IT Service staff to debate policy issues on the provision and support of technologies including blogs, wiki and instant messages services.

2005

Despite the high profile national events which were organised in 2004, 2005 saw little significant activities - perhaps this was a reflection of the slow take-up which can occur after an initial flurry of activity by early adopters, as characterised by the Garner hype curve.

One noteworthy exception was the talk on "*Using Networked Technologies To Support Conferences*" [3] given at the EUNIS 2005 conference. This paper described the potential of collaborative Web technologies to be used at conferences and other events held in venues which provided WiFi access. The paper described various early experiments in use of

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technologies to encourage online discussions and debate at events as well as the potential of technologies such as Skype to allow remote participants to take part. The paper acknowledged the potential associated dangers and argued that an Acceptable Use Policy should be developed when WiFi networks are provided at events.

Web 2.0 Becomes Mainstream

2006

Web 2.0 made its impact on the UK HE's Web and development communities during 2006. The high level of interest can be gauged by the popularity of a talk on "*Web Futures: Implications For HE*" held at King's College London in January 2006 [4]. Over 130 people from 13 institutions attended this presentation which covered many of the topics which had initially been raised in talks given in 2004 and 2005. This talk marked the start of a series of talks given at various events throughout the country which highlighted the potential benefits of what was now being referred to as 'Web 2.0'.

In addition to raising awareness of Web 2.0 technologies and approaches, work also began in 2006 on identifying barriers to the effective use of Web 2.0 and in exploiting approaches to addressing such barriers. A joint UKOLN/CETIS UCISA 1-day workshop on "Initiatives & Innovation: Managing Disruptive Technologies" [5] providing an opportunity for participants to discuss the management challenges posed by Web 2.0, including the management challenges, technical challenges, user and cultural issues. A record of these discussions is available [6].

By the time UKOLN held its annual Institutional Web Management Workshop (IWMW 2006) at the University of Bath on 14-16th June 2006 [7] the Web management and Web development communities within UK HEIs were very much aware that Web 2.0 could have a role to play to support teaching and learning, research and support activities within the institutions. The institutions were now having to address the issues of identifying and overcoming barriers in order to embed Web 2.0 services within mainstream institutional activities.

Early Institutional Adopters

University of Wales, Newport

The University of Wales, Newport were one of the first UK HEIs to develop an institutional strategy for Web 2.0. Michael Webb, IT and Media Services Head, University of Wales, Newport gave a talk on "*Developing a Web 2.0 Strategy*" at the IWMW 2006 - and note that not only his slides but also a video of his talk are available in the IWMW 2006 Web site [8]. His talk described the strategic decisions which led to the establishment of the My Learning Essentials portal. The challenge was to respond to the institution's top strategic aim of "*provid[ing] the highest quality student experience possible as the highest priority for the University of Wales, Newport*" in the context of the institution's IT strategy. It was recognised that:

"Web 2.0 technologies could play an important role in supporting the University's main strategic aim (i.e. contribute to the overall student experience, not just improve teaching)."

This led to two important updates to the institutions IT strategy:

- A decision to "support existing (or emerging) Web 2.0 technologies such as Blogs, Wikis etc."
- A decision to "become an adaptive, agile service, and quickly support new technologies."

Since this institutional Web 2.0 strategy was implemented Newport have deployed a blogging service for its students [9] and, more recently, established a social networking environment for the student community [10].

University of Warwick

The University of Warwick student blog service [11] was launched in October 2004. The service, which was the first institutional blogging service provided by a UK HEI was featured in an article in the Guardian newspaper in May 2005 [12].

The idea behind the service was "self-publishing for all". In the Guardian article John Dale, head of IT services at the University of Warwick, explained that "*the hope is that once students start blogging it could build a community, foster collaboration and perhaps help with the personal development planning that students and tutors have to work on*".

The current (1 Aug 2008) statistics for the Warwick blogs service suggest that the University achieved its community-building goal with 5,235 blogs, 10,8461 posts and 192,195 comments – the ratio of about 19 comments per entry seem to indicate that the blog service functions as an active community for discussions, although with an average of about 2 posts per blog it would seem that many of the blogs are not being used.

University of Edinburgh

The University of Edinburgh organised a Star-gazing conference on "*Social technologies: from pioneers to mainstream use?*" which was held at the University of Edinburgh in November 2006 [13].

This event attracted over 100 participants from across the University who heard about some of the innovative Web 2.0 projects which were taking place within the University and then how students were making use of Web 2.0 and social Web technologies. The event also addressed the various challenges, including the legal risks and the dangers of relying of third party services.

Notes of the issues which were raised at the event are available on the event wiki [14]. These are summarised below:

- Social technologies are making teachers re-think their role.
- Online learning is becoming more participative than receptive, more collaborative than content based. Mobile technologies are increasingly important.
- Students use social networking tools all the time, sharing surprisingly personal information.
- Not all students use social collaboration software.
- If legal aspects are considered at the start of any project, the law can be made to work with you. The law is there to facilitate, not to penalise. Creative Commons provides a legal framework, and the Acceptable Use Policy needs to be appropriate.
- The risks of doing nothing are higher than the risk of doing something. Universities typically take too long to adopt new technologies. Institutional inertia can be a significant barrier to adoption of Web 2.0 technologies.
- Institutional concerns such as quality control, appropriate content, data protection, policing, administration, controlling containing, partitioning are all against the spirit of Web 2.0. Web 2.0 is all about filtering and feeding by users of large quantities of user-generated data.
- Is it still appropriate for the University to provide services (eg email, diary) using the traditional approach of selection, support, maintenance, by central services?
- For students, commercial tools are sometimes better than University-provided tools (eg the university email system gives them very little storage space, and they can't keep the same email once they've left the university). Should the university use commercial tools, with a University branding (Google offers this...), ie decouple provision from branding?
- A change in culture is needed. Acceptable Use Policies need to be reviewed. More sophisticated models are needed for standards, accessibility, open source. The process

for developing AUPs needed to be reviewed, to ensure there are mechanisms to enable users to contribute to the discussion process.

- HE as a whole is ahead of other sectors, eg museums, and reports from other HEIs may be misleading since only innovation is reported. The University of Edinburgh is large and therefore contains pockets of innovation; smaller HEIs don't have pockets of innovations. The University needs to tease out the expertise; together with the mistakes - eg if a website is turned into a porn webcam overnight, reflect on the experience. The stargazing group should emphasize that things go wrong but we can learn from the mistakes to build robust resilient services, rather than say I told you so. We need to encourage the innovators to share including their mistakes.
- Do websites need quality content, or should they provide a quality experience? What would be the difference? Would provision of a blog for each student improve their experience? Would this affect their emotional attachment to the University?
- Numerical models can be expressed using XML, rather than hard-coded as Fortran or other programming language. Models expressed as XML can then be shared using Web 2.0 tools such as Connotea.
- In future it may not be either possible or desirable to nominate a single tool as the institution's VLE. It is more likely that a mix of tools will be available, each chosen for its own qualities rather than because it's part of a larger tool.

One point which is worth highlighting is:

The risks of doing nothing are higher than the risk of doing something.
Universities typically take too long to adopt new technologies. Institutional inertia can be a significant barrier to adoption of Web 2.0 technologies.

Sector Wide Interest

The pioneering institutions which were beginning to explore the enterprise-wide use of various Web 2.0 technologies began to generate interest more widely across the sector, especially within the departments with responsibilities for the provision and support of technologies across the institution, including IT Service department and e-learning support units.

Exploiting The Potential Of Wikis Workshop, 2006

Such interests led to UKOLN hosting a one-day workshop on "*Exploiting The Potential Of Wikis*" which was held in Birmingham on 3rd November 2006 [15]. The workshop provided an opportunity for discussions on the user requirements for wikis followed by discussions on the strategies for addressing the requirements. A wiki was used to keep notes from the discussion groups [16].

One of the discussion groups [17] produced a table outlining the pros and cons of different approaches to the provision of institutional wiki services.

Approaches	Pros	Cons
1. A large-scale enterprise Wiki service for use within your institution	<ul style="list-style-type: none"> • cf. Phil's ease of editing • everyone having shared experience • no re-learning • stability maintained • editorial control • authentication 	<ul style="list-style-type: none"> • choosing: could be too soon • the choice is critical • retraining postgraduate people (but transferring should be easy) • insular
2. A distributed and	<ul style="list-style-type: none"> • each discipline can choose its 	<ul style="list-style-type: none"> • support and maintenance:

decentralised approach, in which departments, ad hoc groups, individuals, etc. may choose their own preferred Wiki tools, which could be installed locally or use of free or licensed externally-hosted services.	<ul style="list-style-type: none"> own tool (eg chemistry molecules) departments don't like being told what to do so they can have ownership cross faculty: could be either pro or con have two different wikis to learn consistency for students 	<ul style="list-style-type: none"> multiplied by the variety of systems but also other software implications (eg Java etc) security cross faculty: could be either pro or con <ul style="list-style-type: none"> have two different wikis to learn <i>in</i>consistency for students
3. Use of Wiki functionality provided in other enterprise tools , such as VLEs, Blogs, etc.	<ul style="list-style-type: none"> familiar with the environment authentication: don't need extra password closed environment space for student activities, including assessment easy to integrate with existing systems can be developed organically based on feedback 'one stop shop' need to make things easy 	<ul style="list-style-type: none"> pale imitation they could charge more
4. In-house development of a Wiki service.	<ul style="list-style-type: none"> get what you want? if you know what you want, then OK! institutional buy-in: the people within use "their" product collaboration between establishments complex model of reward for those directly involved 	<ul style="list-style-type: none"> expensive long time to develop need proper analysis of requirements "a decision has been made" "I don't want to know" the one person who know all about it leaves the institution!
5. Doing nothing , either because effort is limited and prioritisation is given to other areas or a view that Wikis are of marginal relevance to the institution.	<ul style="list-style-type: none"> subversive: individual will adopt something do I need one? Is it just a trend? will students use it? do they care 	<ul style="list-style-type: none"> possible embarrassment? institution being behind the times not providing a service

Table 1: Report from Discussion Group B3 on "Wiki Strategies to Support the Needs of Disparate Groups the Institution"

This table provides valuable evidence of the issues which those involved in the provision of wiki services were considering in November 2006.

Exploiting The Potential Of Blogs and Social Networks Workshop, 2007

The wiki event was followed a year later with a similar one-day workshop on *Exploiting The Potential Of Blogs and Social Networks*" which was held in Birmingham on 26th November 2007 [18].

Again the event provided an opportunity for participants to hear about approaches being taken by early adopters of blogs and social networking services which then informed the subsequent discussions.

Notes taken from two of the discussion groups are given in Annex 1. These notes illustrate the issues and concerns which were being considered in late 2007.

Institutional Exploitation Of Social Networks

IWMW 2007

By 2007 we were beginning to see an increasing number of institutions making use of Social Web services.

Edge Hill University was one of the first HEIs to exploit social networking services such as Facebook and to have a high profile in describing the activities and how the institution was making use of these services in order to both promote a new higher educational institution and to be seen to be pro-actively engaging with new and existing students.

Alison Wildish, then head of the Web Services team at Edge Hill University gave a plenary talk on "*Let the Students do the Talking...*" at UKOLN's IWMW 2007 event at the University of York in July 2007 [19]. The talk was the highlight of the event, judging from the feedback the event organisers received. A year later the IWMW organisers received this unsolicited email which demonstrated how the approaches by one of the sector's early adopters was becoming accepted more widely across the sector:

After the IWMW 2007 in York, I returned to Canterbury buzzing with ideas triggered by the whole conference, but in particular by Alison Wildish's talk about Edge Hill University. I was able to build on her experiences and the conference's status to prepare several presentations and case studies for the development of an online student portal.

At the same IWMW 2007 Peter Reader, then head of marketing at the University of Bath, gave a talk on "*Marketing Man takes off his Tie: Customers, Communities and Communication*" [20]. Peter's talk complemented Alison's with both talks demonstrating that institutional marketing and communications departments were willing to engage with use of third party social networking services in order to reach out to potential new students and existing students.

Institutional Uses of Facebook, YouTube and Twitter

On 7th November 2007 Facebook announced that organisations could create pages on Facebook, which had previously been restricted to individuals. Two days later a blog post [21] gave details of institutional presence on Facebook by the early adopters in the UK HE sector. These were, in alphabetical order, Aston, Cardiff, Kent and the University of Central Lancashire (UCLan).

On 16th June 2008 another survey of UK HEIs organisational pages on Facebook was carried out [22]. Due to the large numbers of universities on Facebook it wasn't possible to provide complete details. Instead details of UK HEIs with the largest number of 'fans' were listed. The Open University Facebook page is the top of all University pages, with 7,539 fans (with the University of Michigan way behind in second place with 5,313 fans. The other most popular UK Universities are Aston University (2,976 fans), Royal Holloway (1,765), Aberystwyth University (1,655 fans), University of Central Lancashire (1,475 fans), Keele University (1,420 fans), Cardiff University (1,357 fans) and the University of Surrey (1,166 fans).

Facebook, it seems, is becoming a mainstream service for use by institutions.

The Open University's Portfolio of Web 2.0 Services

As described on the Open University's **use** page [23] the Open University (OU) is making use of a number of externally-hosted Web 2.0 services. The OU was one of the first UK universities to make its podcasts available for free on **iTunes U**, and was also one of the first to have a dedicated institutional page on **YouTube**. The OU is also an early adopter of institutional use of the Twitter micro-blogging application.

As described above, the OU's **Facebook** page not only has the largest number of fans of any university, but they have developed a number of Facebook applications:

Course Profiles allows OU students to show others what courses they have studied (and hope to study in the future). Based on this info the application enables the student to create relationships with other OU students, leave course reviews, access free course-related content, and suggests possible future courses based on others who have studied similar things to the student.

My OU Story allows OU students to publish their thoughts as they progress through a course. The students can assign an emotional status to each story and then see how their mood has changed throughout their academic journey. The students can see other people's stories and leave them messages; providing a means of meeting new people, offering support and sharing stories.

Further information about the Open University's use of Web 2.0 services is available on the UK Web Focus blog [24].

Provision of Institutional Social Web Services

In-house Services

The Elgg software provides an alternative approach to the provision of social networking environment. This open source software has been developed to provide a social networking environment for use primarily in an e-learning content. The software can be installed locally to provide a locally managed environment. In addition an externally-hosted use of the Elgg software has been provided by the Eduspaces.net service, although the ownership and long term stability of this service was under question following the announcement of the closure of the service in December 2007.

Two of the best known examples of use of the Elgg software to provide an in-house social networking environment can be found at the University of Brighton and the University of Leeds. The Community@Brighton (<http://community.brighton.ac.uk/>) service was shortlisted for the JISC Outstanding ICT Initiative of the Year Award in 2007.

Externally-Hosted Services

Externally-hosted social networking software provides an alternative approach to the installation of software in-house. The Ning social networking software is being used at the University of Bradford and the University of Wales, Newport.

As described in a talk given at the IWMW 2008 event [25] the University of Bradford launched their DevelopMe service in June 2007. In 2008 its role will be extended to support the University's Clearing campaign and to support arrived students who will be arriving at the start of the 2008-09 academic year.

The Newspace Ning service at the University of Wales, Newport was developed to fulfil a requirement to "*create a social place for students coming to the University to meet online before they join the University, and to be able to contact the student mentors*" [26]. Faced with the alternatives of developing a service in-house, exploiting an existing service such as Facebook or

making use of "one of the new wave of 'create your own' social network sites, like Ning" it was felt that:

After about 10 minutes playing with Ning it was pretty apparent that it would do the job, and we could get the site up and running, customised etc, in a very short amount time. In particular, it was great for showing people's photos and profiles, we could add our own profile questions (what course, interested etc), users could create their own groups, own events and so on, so take ownership.

Further considerations were given to issues such as the terms and conditions governing use of the Ning service, the lack of single-sign-on to the service, the costs of use of the service and the implications of the advertisements it uses. However none of these issues was felt to provide a significant barrier to the institution,

Amplified Conferences

The Term

The term 'amplified conference' was coined by Lorcan Dempsey to describe "*how more conferences are amplifying their effect through a variety of network tools and collateral communications*" [27]. Amplified conferences may be regarded as an application of Web 2.0 technologies within a particular context – and a context which is very relevant to higher education.

An early example of how use of WiFi networks can enrich a conference was described by Paul Shabajee in an article entitled "*Hot or Not? Welcome to real-time peer review*" published in the Times Higher Education Supplement in August 2003 [28]. As the article describes:

The keynote speaker was clear. He informed his audience during May's World Wide Web conference in Budapest that none other than Tim Berners-Lee, the father of the web, had first referred to embedded menus as hot links. A few minutes later, while the speaker was still in full flow, delegates around the hall learnt that this was not the case, at least as Berners-Lee himself remembers it. He had joined the electronic discussion that was accompanying the lecture and in a brief message read by those in the hall who had joined the internet relay chat channel, he stated: "I didn't call them 'hot'. I just called them links."

The article goes on to mentioned some of the potential pitfalls in making use of mobile devices at conferences including the distraction which use of noisy devices make cause and the risks of exclusion, as well as the concerns that such devices may be used simply to read email.

UKOLN's Experiences

UKOLN's first event which made pro-active use of the venue's WiFi network was IWMW 2005. This event was noteworthy as discussions on the IRC channel alerted the small numbers of participants who had brought along and were using a laptop to the breaking news of the London terrorist bombing which took place on 7/7. However this could not really be described as an amplified event, as the networked technologies were only being used by participants at the event.

UKOLN's amplified event in which plenary talks were accessible beyond the conference venue was IWMW 2006. This event provided an opportunity for experimentation with an in-house streaming service and use of the Access Grid. The following year live streaming of the plenary talks was provided by staff at the University of York and recordings of most of the talks were subsequently made available on Google Video. The video streams of the plenary talks were complemented by a real time chat facility which enabled the local and remote participants to discuss the plenary talks. On both occasions an Acceptable Use Policy (AUP) was provided which covered use of networked applications at the events [29] [30].

Although the numbers viewing the streaming video of the speakers at IWMW 2006 and IWMW 2007 was low (a maximum of fewer than 20 remote participants viewing the video stream at each event) the provision of a live video feed provided an opportunity to gain an understanding of how the speakers would feel about being broadcast to a live audience. We ensured that the speakers were notified that a live video service would be available at the event and asked for permission for their talk to be broadcast. We also informed the speakers that we intended to subsequently make a recording of their talk freely available on the Web. We did, however, make it clear that if the speakers had the right to request that their talk would not be uploaded to a public Web site. We found that the speakers were willing to be broadcast live and none of the speakers raised any objections to a recording of the talks being made available after the event.

Integrating Use Generated Content

We have seen how an organisation can seek to amplify discussions at an event through the provision of video streams of talks and the provision of a 'back channel' to support discussions. But in addition to these approaches which can be taken by organisers of an event we are also seeing user-generated content being provided to support events. The obvious example of this is the sharing of photographs on services such as Flickr. The increasing usage of such services reflects the growing numbers of people who use digital cameras (or other devices which take digital photographs such as mobile phones). It is interesting to observe the steady growth in the numbers of photographs stored on Flickr for the IWMW event from 2005-2008. The following tables gives the number of photographs with the tag 'iwmw2005', 'iwmw2006', 'iwmw2007' and 'iwmw2008'.

Year	2005	2006	2007	2008
No. of Photos	10	326	430	766

Table 2: Numbers of Photographs on Flickr with an "iwmw200n" tag

We are not yet, however, seeing any usage of user generated videos or audio recordings being taken. However with the increasing numbers of consumer products being sold which provide the capabilities to record sound and video and upload the data to networked services we may start to see an increase in the volume of user-generated multimedia content taken at events.

Storing resources in a well-known and popular centralised service such as Flickr has benefits in making it relatively easy to find relevant resources. However there will be other occasions in which distributed services may be used to enhance the amplification of events. One clear example of this are blog posts related to an event, in which regular bloggers will make use of their own blog to communicate their thoughts on an event. As well as conventional blogs the use of micro-blogging tools such as Twitter will result in a fragmentation of discussions about events.

Many such services, however, allow users to assign tags to their posts or their resources. We are seeing services being developed which allow content which allows content to be searched for or aggregated based on common tags. The Technorati service enables users to search for content using a particular tag whilst Twitter posts can be aggregated by services such as Hashtags and Twemes.

In order for user-generated content related to events to be easily found and aggregated there will be a need for the content to be tagged consistently. We are now starting to see event organisers providing recommendations for tags for events. As shown in Table 1, UKOLN has recommended tags of the form 'iwmwyyyy' since 2005. For annual events a short form of the event followed by a year string provide an obvious form for recommended tags. However, as described in a blog post on the eFoundations blog [31] there is not necessarily universal agreement on the relative merits of brevity in tags versus scalability in the naming scheme.

Sustainable Approaches

There will be a need to establish the business case for providing amplified events, ensuring the services are usable and used and to manage the risks.

The business case is interesting. Who should pay for the costs of providing a video streaming service for an event? Should the costs be taken from the participants who attend the event? Or should remote viewers who wish to access the video stream have to pay? Or perhaps event organisers should be looking for commercial sponsorship to cover the costs (although in light of the current economic turbulence, now is probably not a good time to suggest this). I wonder, though, whether the costs be covered by the host institution. Once the AV equipment has been installed, can the support costs be included in the rental of the facilities - just as we are now starting to expect access to WiFi network being provided as standard.

Once the business case has been sorted, there will be a need to ensure that the service is easy to use. Nowadays users shouldn't need to concern themselves with details of the technologies, as use of Flash seems to provide the interface to streaming services (although there may be issues about versions of Flash). However I suspect there will be a need to provide a back channel, to enable the remote participants to discuss the talks. There will also be a need for the remote participants to join in discussions with the local audience, especially if a WiFi network is available. There will be a need, therefore, to ensure that the back channel is not tightly coupled to the video streaming service.

Finally there will be a need to address the risks. This will include addressing issues such as privacy, copyright and data protection. In addition there will be a need to consider the quality of service and reliability of the streaming service, especially if the costs in providing the service have been made transparent.

Justifications For Amplified Events

The early uses of amplified conferences have been at events which have an IT focus and appeal to the early adopters and enthusiasts. There is a question as to whether the approaches are likely to be adopted outside this small context, whether the approaches are scalable and sustainable and how criticisms and perhaps the inevitable backlash should be addressed.

There are a number of reasons why we might find that amplified conferences become more popular outside the Web 2.0 and Blogging communities. The green dimension is starting to cause institutions and individuals to question the merits of travelling to events. With the growth in provision of WiFi networks at many venues and the potential for use of 3G telephone networks for data transfer we may start to see an expectation that the benefits of conferences are not restricted to those who are physically present.

We may also see pressure from students themselves. Students are now arriving with laptops and other mobile devices and may wish to make use of them in lectures, initially for note-taking, but with access to networked services available from such devices we may see such use being driven by the student community.

Such uses may, of course, also enhance the accessibility of lectures. We may find that there are legal or ethical reasons to encourage use of amplified lectures: for example, the student who is in a wheelchair or who finds it difficult to travel could benefit if the lectures were being recorded or broadcast. And such benefits need not apply only to users with disabilities – at the Accessibility Summit II organised by JISC TechDis and UKOLN and held in York in November 2006 one of the participants failed to attend due to train cancellations in travelling from Southampton. However as the participant had a Skype account she was able to travel to her office and use Skype to participate remotely in the meeting.

Addressing The Challenges

Privacy Issues

In November 2007 Andy Powell on the eFoundations blog announced [32] the availability of a multimedia presentation based on photographs taken at the JISC CETIS 2007 conference:

A short 'video' blog of day one of the JISC CETIS conference, using the photos I took during the opening plenaries in the morning and the MUVE session after lunch, peppered with words and phrases that I noted popping up...

The post, however, went on to add that:

Video link removed temporarily. A delegate asked me not to make their photo available on the Web and I have no sure way of knowing yet whether their image was in one or more of the audience shots that I used in the video. I've therefore taken it down again. Apologies to all concerned.

This incident highlighted one of the dangers of the exploitation of Web 2.0 technologies at events: user concerns over privacy and confidentiality. On this occasion Andy Powell was able to delete the resource and recreate an alternative one. But what if deleting the resource required the write-off of significant time and effort taken in creating the resource?

The simple answer may be to suggest that participants should give their permission. But then we need to ask how the permission should be granted, what happens if people wish to change their mind and how the use of technologies such as photographing, videoing, recording and broadcasting at events should be handled.

The approach which UKOLN has sought to take at its IWMW event has been to seek permission from the speakers well in advance of their talk, and to ensure that they are not forced into agreement. At the event itself the session chair is expected to publicly state that permission for recording the talk has been given. And after the event the speaker is able to request that a recording of their talk in not made publicly available.

At the IWMW event a poster was attached to the speaker's lectern which contained a Creative Commons licence so that the rights clearance for the talk was apparent on the video of the talk (a poster stating that permission to record the talk was not granted was also available).

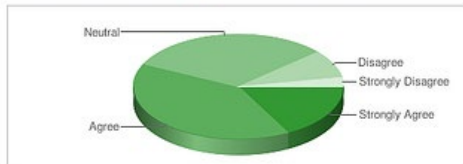
Rudeness and Distraction

Are use of laptops at events distracting to other participants? Is their use rude? As described in a blog post by Martin Weller [33] "*My colleague Doug Clow was live-blogging the sessions he was in [but] was told by three different people in separate sessions to stop as his typing was off-putting.*"

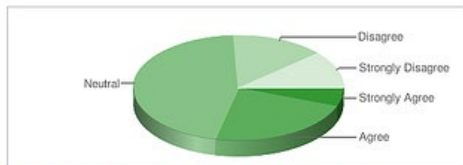
A discussion on this issue took place on the UK Web Focus blog in response to a post on "*How Rude! Use Of WiFi Networks At Conferences*" [34]. The post included feedback on use of networked applications at the IWMW 2005 event which is illustrated in the accompanying image..

the following is a quick demo of using progressive enhancement to generate charts on the fly from tabular data, using data "borrowed" from [How Rude! Use Of WiFi Networks At Conferences](#).

Q1: I found use of the networked applications enriched the event



Q2: I found use of the networked applications distracting or disruptive to the event



Q3: I would encourage use of networked applications at future events

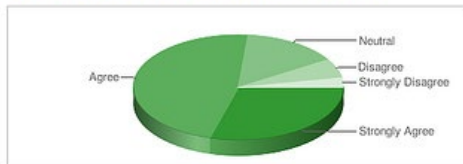


Figure 1: Attitudes to use of networked computers at conferences

There are clearly potential tensions between users who will have expectations of their entitlement to make use of their mobile devices at events and those (including possibly speakers) who feel that such usage is rude and potentially disruptive and distracting. There will be a need to be aware of such tensions and to seek ways in which such issues can be best addressed.

Accessibility and Social Inclusion

Stuff to be added on how the social web can embrace a widening participation agenda and provide a diversity of experiences for the learner. Such diversity can include addressing accessibility issues. This can also include student-owned devices.

Concerns that Web 2.0 services have flashy interfaces which break Web accessibility guidelines, and may act as barriers to people with disabilities.

Although may break WCAG guidelines, social Web technologies can also support a diversity of user experiences, rather than imposing a single view, which is the norm with traditional VLEs .

Can also allow learning to take place in the work place of Stuart Smith's delivery of learning to trainee hairdressers using mobile phone technologies.

From this point of view the emphasis is not on use of e-learning resources which are universally accessible to all but supporting a diversity of resources and a diversity of access mechanisms which enable the aims of the service (e.g. the learning objectives) to be accessible and usable for the user's preferred environment,

Preservation and Web 2.0

The use of externally hosted Web 2.0 services may give rise to concerns regarding the preservation of the resources created within the social Web environments, comments and

annotations on such resources and, user information and, indeed, the long term sustainability of the services themselves.

These are all legitimate concerns and institutions - and indeed individuals - should ensure that they are aware of such issues in their risk assessment and risk management approaches covering use of such services.

However it should also be remembered that institutional services – and indeed JISC-funded services – are not necessarily themselves sustainable in the long term. An example of that can be seen in the recent demise of the AHDS service following changes in policy by the AHRB, one of the co-funders of the service.

One approach which can be taken to exploiting the benefits of social Web services which can help to minimise the risks of data loss is to ensure that the underlying data is being held in a managed environment, with the social Web service providing access to the resources and discussions about the resources. An example of this may be using the Slideshare repository of MS PowerPoint slides, which can enhance access to the slides, allow the resources to be embedded elsewhere and provide an environment to discuss the resource, while providing links to the master copy which could be managed within an institutional repository service.

Cite Chris Rusbridge's blog post: "Digital Preservation" term considered harmful?
<http://digitalcuration.blogspot.com/2008/07/digital-preservation-term-considered.html> or
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Annex 1

The following notes are taken from the report for discussion group 4 on Providing Managed Services at the UKOLN Workshop on "*Exploiting The Potential Of Blogs and Social Networks*" [18]

Discussion Group 4 on Providing Managed Services

1 Possible Concerns Of The Institution (1)

What concerns may the institution have when considering developing or deploying in-house blogs and social networking services?

- Academic literacy
- Need staff involvement
- Are rules and regulations fit for purpose - should we worry? Walk through some cases and see if rules fit. If not change them. Use examples.
- Why would students use in house social networking - when they have their own.
- Might be more successful for academic than for social networking
- How learning skills are developed.

2 Possible Concerns Of The Institution (2)

What concerns may the institution have when considering making use of externally-hosted blogs and social networking services?

- External sites - out of university control
- Speed at which sites eg Bebo are taken down
- Compliance, AUP
- Dignity at work policy – Cardiff
- Transient. Ephemeral. No record. Audit - eg QA, feedback loops.
- Use SMS?
- SMS train tickets!

3 Addressing The Concerns

How should such concerns be best addressed?

- Review AUP and rules
- Get advice from compliance unit?

Discussion Group 5 on Providing Managed Services

The following notes are taken from the report for discussion group 5 on Providing Managed Services [19]:

What concerns may the institution have concerning use of blogs and social networking services (excluding technical considerations)?

Possible Concerns Of The Institution

1 Compliance

- What is defamatory? When do you remove/ask to remove stuff? If material hosted outside the institution, how bad does it have to be?
- Acceptable Use Policy (AUP) not relevant to alumni or prospective students

- Copyright - many staff are not fully aware of issues surrounding copyright law (e.g. they think permission to use means they have copyright). Can no longer say, "the subject librarian will sort that out".
- Data Protection - Outsourcing to the states - data protection, cannot transfer to states. Can, if you have proper contract or permission of individual.
- Accessibility - How accessible is the third party technology that's being promoted? How accessible is the Web 2.0 software an institution adopts?

2 Controlling information

How secretive should we be? If it's really bad, people will talk about it down the pub etc, so it can't be controlled.

3 Resources

- How to do web 2.0 with existing resources?
- How many sites running own blogging service? Run by corporate systems. Now how do you use it? People using it for research.
- Departments not wishing to pay for additional services (or those that they think they can get for free)
- Pace of change

Using Web 2.0 / Cultural Barriers

- Is it professional to use Instant Messaging at work?
- Resistance by management who don't want to have to police everything - we don't police email.
- Who sets up the institutional Facebook presence / Second Life presence?
- Web 2.0 is something everyone knows something about. Five years ago it would be Information Technology decision - now it's public and can be a Public Relations exercise/challenge.

Addressing the Concerns (How?)

How should such concerns be best addressed?

Compliance:

Enforce regulations

Working with the Student's Union

Institutional cooperation and steer

Guidance on outsourcing etc. from JISC, UCISA etc.

1. If an institution feels strongly they'd have to ask their legal advisors.

Student moderators.

2. Education, training and raising awareness

3. There's a lot of stuff we can't control, e.g. for alumni.

4. Risk management

Accessibility

3. Some IT staff are now in the corporate / pr

4. If outsourcing most web 2.0 stuff is free (Facebook etc.) Support is the resource.

Using Web 2.0 / culture

Franklin Consulting

Education and collaboration with Student union and departments, also between marketing and IT and top management

Addressing the Concerns (Who?)

Which organisations, groups or individuals should be responsible for addressing such concerns?

- Is it IT services responsibility?
- When IT is pervasive we need to treat things differently.
- Proctors may ask IT for advice. We suggest head of department, but if locally hosted service IT has to help.
- How do you get in contact with Students Union.
- Marketing dept looks after brand, working in partnership with IT.
- We wouldn't expect IT to make decisions with brand damage, IT will help technically. IT would look after security.
- Rubber stamping at high level