

Enhancing Collaboration and Community for *The Discipline of Organizing*

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Abstract

The overall purpose of this workshop is to strengthen the existing collaboration and community among instructors and schools using *The Discipline of Organizing* (Glushko 2015), to promote further innovation in digital publishing, and to enhance ISchool teaching practices through experimentation with new models of collaborative courses. Information about participation, planning materials, presentations, and follow-up artifacts for the workshop are at disciplineoforganizing.org/

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1 Workshop Description

This full-day workshop for current and prospective users of *The Discipline of Organizing* will strengthen the existing collaboration and community among instructors and schools using it as a primary or supplemental text for courses in Information Organization, Knowledge Management, Digital Collections, Information Architecture, Information Systems Design, and other related fields. The rapid adoption of the book by more than 60 schools in 20 countries mandates more formal and systematic processes for keeping the book current and to help instructors make effective use of it. The goals and outcomes for this workshop are based on the results from a survey of 50 TDO instructors conducted in December 2015.

1.1 Goals and Outcomes

- **ESTABLISH A MORE FORMAL AUTHORIAL/EDITORIAL STRUCTURE.** The book's novel conception of organizing as a transdisciplinary activity implies an authoring/editorial board whose members each have primary responsibility for some particular discipline, both to generate content and to review it. We encourage people to help us define the composition and procedures for the editorial board and to determine a schedule for publishing new editions.
- **INCREASING THE SCALE AND EFFICIENCY OF RESOURCE SHARING.** The book has an associated website, <http://disciplineoforganizing.org/>, whose "For Instructors" section has a collection of lectures, assignments, exam questions, and classroom activities that many instructors have contributed to and reuse in their own courses. However, there have been recurring calls for more robust technology and less ad hoc methods for collection and sharing these resources.

In addition, many instructors have suggested the collection and sharing of software and associated assignments to demonstrate data models, text processing, computational classification, and other more technical topics in TDO. These kinds of resources are typically managed using GitHub repositories. Work is underway to Berkeley to use GitHub to support a TDO-associated lab course, and other instructors have been contributing their own resources to this repository.

Student-written case studies are also an important category of shared resources. There are 19 case studies in Chapter 11 of TDO's 3rd edition that some instructors have used as supplemental readings,

and at Berkeley alone there are dozens more that are suitable for sharing. Instead of adding case studies to the book, it makes more sense to collect them in a repository like other shared resources. Other instructors who have students write case studies as course assignments are invited to submit them.

The book's XML source files, photos, and illustrations are shared across different editions, and could be considered to be shared resources like software and case studies, but it better to consider customized editions as a separate topic.

- **BETTER SUPPORT FOR CUSTOMIZED EDITIONS.** TDO is currently published in two editions, but some instructors would like to create their own customized editions. TDO's "publishing machine" builds different editions of TDO based on the inclusion of content by disciplinary and other content attributes. It would be straightforward to create custom TDO editions by having instructors submit their custom configurations to a central publishing service, most likely supported by the same institution supporting the other resource repositories. We need to determine if this centralized approach is adequate or if instructors need more local control, because experience has taught us that often the best way to see if some new content makes sense is to build a book that contains it.

A related topic is to understand how TDO might best be customized for undergraduate courses. In particular, Berkeley has started work on a substantially simplified book enhanced by the addition of concepts in data science and computational thinking, topics that complement TDO's core themes. Other instructors developing similar courses are invited to collaborate.

- **DEVELOPING A MULTI-YEAR PLAN FOR COLLABORATIVE TEACHING.** The goal is the design and deployment of a MOOC-flavor course whose modular content is created and delivered by experts in each area. We expect this plan to have two phases:

In fall 2016, a small number of schools plan to collaboratively teach a course using essentially the same syllabus with TDO as the primary text. At least one school will teach in a face-to-face classroom mode; at least one will be entirely online with recorded video lectures, and at least one will be a flipped classroom with recorded video lectures complemented by face-to-face classroom meetings. Ideally, the schools will be in different countries, creating a testbed for experimentation in multinational and multi-lingual pedagogy.

Lessons learned in the fall 2016 experiment will guide the design and deployment of a MOOC-flavor course in the fall of 2017. In addition to being a standalone offering, this course would host a content repository of modular lectures that could be used by any TDO instructor to supplement courses taught in any mode and with any disciplinary emphases.

Our goal is not simply to offer a course on some particular online educational platform. Our goal is to make it possible for any instructor to use a collection of TDO content and resources (recorded lectures, assignments, anything useful) in a "flipped" classroom style so that they can deliver a course that best combines their expertise in TDO topics with resources contributed by other experts. At one extreme a course might look like a MOOC, with a complete online course with all lectures selected from the repository, and at the other we have a more traditional course where a recorded lecture or two from the TDO repository is used.

- **TRANSLATION OF TDO.** Many of the non-US schools using TDO teach in English, but there is substantial interest in translating it – especially Chapter 1 and other early chapters – into other languages. Because of the extensive semantic markup in TDO's source files, a more systematic and tools-based approach should be investigated.

2 References

Glushko, Robert J. (Editor). *The Discipline of Organizing, Professional Edition* (3rd edition). O'Reilly Media, 2015.