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A Tutorial on Folksonomy

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A TUTORIAL ON FOLKSONOMY

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I. TUTORIAL

The latest vision of the Web, as espoused by the term Web 2.0, is of a participatory environment that facilitates the collaborative creation, sharing and retrieval of content and information. While there appears to be pedagogical value in introducing Web 2.0 technologies into the classroom, the challenge is to find a way to embrace the free-flowing fluid Web in such a way that facilitates learning. This tutorial explores folksonomies and the use of tagging as an approach to facilitate the teaching/learning process.

The following topics will be covered:

Definition of tags - Tags are terms a user assigns to a resource as a way to aid in finding that resource later. Tags may be associated to Web pages, images or any other type of resource located on the Web.

Introduction to folksonomy and social bookmarking – Folksonomy, or the collaborative creation of tags, will be defined and the idea behind social bookmarking will be explored.

Discussion on creating a tagging structure - There are no hard and fast rules for building a tagging structure but applying logic and organization to the creation of tag names makes tagging more effective. Issues such as reducing tag name ambiguity, balancing specificity with usability and utilizing vocabulary control to address issues with synonyms and homonyms.

Overview of the rules of tagging – Operationalizing a tagging structure requires adherence to specific tag naming conventions.

Demonstration of social bookmarking sites – Several social bookmarking sites exists each with specific strengths and weaknesses. This demonstration will explore four different sites: Stumble Upon, a populace site , Delicious, the most widely used social bookmarking site, Branify, designed specifically for the academic market and CiteULike, a sophisticated social bookmarking site that incorporates metadata into the tagging process.

The tutorial will conclude with a discussion on the use of tagging and social bookmarking in the classroom and sample assignments will be shared. This will be an interactive tutorial session. Attendees are encouraged to bring their laptops and to plan to participate in group work.

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ABOUT THE AUTHORS

Meg Murray is a Professor of Information Systems in the Department of Computer Science and Information Systems at Kennesaw State University. She has more than thirty years of experience in the discipline having held positions in both industry and academe. She specializes in the area of emerging technologies and the development and implementation of those technologies to meet business and organizational needs. She is the PI on a NSF grant to develop software animations to support the teaching of database concepts and the co-PI on an interdisciplinary NSF grant to develop a template for using Web 2.0 technologies in higher education. Most recently, she has become involved in a project to explore and redefine what it means to be technologically literate in today's society especially in the context of the ideology surrounding Web 2.0.

Paula C. Jackson has a B.S. and Ph.D. in Biology, and is an Associate Professor of Biology in the Department of Biology and Physics at Kennesaw State University. Her research involves the ecology and physiology of plants and she is the recipient of the NSF/RUI grant (# 0516387) to look at water acquisition patterns of trees in the tropical dry forests of Yucatan, Mexico. She has worked extensively mentoring undergraduate students in research, and has taught and developed several upper level biology courses (e.g. Ecology and Ecology Lab, Tropical Biology, Plant Ecology, Plant Ecology Lab). Currently she is involved in studying the effect of the use of Web 2.0 technologies in the classroom.

Jennifer K. Frisch is an Assistant Professor of Biology Education in the Department of Biology and Physics at Kennesaw State University. Her research investigates how stories can be used to teach and learn science, including giving teachers and students a chance to tell science stories using pod- and vod-casting. Her current work is examining the extent to which using Web 2.0 technologies in higher education can help students learn biology through inquiry.