Networked Inquiry as General Education: Thought Vectors in Concept Space

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CNI Fall 2016
UNIV 200 Inquiry and the Craft of Argument
Semester course; 3 lecture hours. 3 credits.
Prerequisite: UNIV 112 with a minimum grade of C. A research and writing process course that emphasizes critical analysis, elements of argument, inquiry-based research skills, writing conventions of academic argument and the presentation of argument and research into new mediums.
The study of the human mind is so difficult, so caught in the dilemma of being both the object and the agent of its own study, that it cannot limit its inquiries to ways of thinking that grew out of yesterday’s physics. Rather, the task is so compellingly important that it deserves all the rich variety of insight that we can bring to the understanding of what man makes of his world, of his fellow beings, and of himself. That is the spirit in which we should proceed. (Bruner, Acts of Meaning xiii)
"In every empirical inquiry there are knowns and unknowns. But the knowns are apprehended whether or not one understands: they are the data of sense. The unknowns, on the other hand, are what one will grasp by insight and formulate in conceptions and suppositions."

Bernard Lonergan, *Insight: A Study Of Human Understanding*
“Enrichment of Intellectual Productivity”

- Networked Information
- Networked Learners
- Networked Inquiry
  - Recursion
- Multimodal Composition
- Real Audiences
- GOAL: INSIGHT
Insight

• “An act of cognitive deliberation ... transformed by accidental, serendipitous connections.”
  – Science writer Jonah Lehrer
• “Makes the difference between the tantalizing problem and the evident solution.”
  – Philosopher Bernard Lonergan
• “One of those defining features of the human mind.”
  – Cognitive neuroscientist Mark Jung-Beeman
The human mind ... operates by association. With one item in its grasp, it snaps instantly to the next that is suggested by the association of thoughts, in accordance with some intricate web of trails carried by the cells of the brain.

Vannevar Bush, “As We May Think,” *Atlantic Monthly*, July, 1945
No one knows what it would do to a creative brain to think creatively continuously. Perhaps the brain, like the heart, must devote most of its time to rest between beats. But I doubt that this is true. I hope it is not, because [interactive computers] can give us our first look at unfettered thought.

You can and must understand computers NOW.

COMPUTER

LIB
“Thinkertoys”

“By ‘Thinkertoy’ I mean, first of all, a system to help people think.... This is the same general idea for which Engelbart, or instance, uses the term ‘augmentation of intellect.’

“But a Thinkertoy is something quite specific. I define it as a computer display system that helps you envision complex alternatives.” (Ted Nelson, 1974)
The computer is an instrument whose music is ideas.

Alan Kay
An Integrated Domain

“We do not speak of isolated clever tricks that help in particular situations. We refer to a way of life in an integrated domain where hunches, cut-and-try, intangibles, and the human ‘feel for a situation’ usefully co-exist with powerful concepts, streamlined terminology and notation, sophisticated methods, and high-powered electronic aids.”

See https://youtu.be/Yg5WCDrwKlU for video of Christina Engelbart describing her father’s work, the ongoing work of the Doug Engelbart Institute, and the ThoughtVectors project.
THOUGHT VECTORS IN CONCEPT SPACE
See https://www.youtube.com/watch?v=DZGwRJho2Ts for video of student describing the ThoughtVectors experience.
Generally insights do not come to us in their full stature: we begin from little hints, from suspicions, from possibilities; we try them out; if they lead nowhere, we drop them; if they promise success, we push them for all they are worth. But this can be done only if we chance upon the hints, the clues, the possibilities; and the effect of the apt symbolism is to reduce, if not entirely eliminate, this element of chance.

Bernard Lonergan, *Insight: A Study Of Human Understanding*
Music Streaming vs. Music Piracy

This summer we were tasked with an inquiry assignment that we worked on throughout the semester. The objective of this assignment was to pick a topic that related...
OVERVIEW: COURSE OF STUDY

FIRST DAY OF CLASS: JUNE 10
WEEK ONE: AS WE MAY THINK (VANNEVAR BUSH)
  Associative Trails
  Considering Inquiry Projects

WEEK TWO: MAN-COMPUTER SYMBIOSIS (J. C. R. LICKLIDER)
  Formulative vs. formulated thinking
  Designing Inquiry Projects, part one (and considering teams)

WEEK THREE: AUGMENTING HUMAN INTELLECT: A CONCEPTUAL FRAMEWORK (DOUG ENGELBART)
  Integrated domains, personal learning networks, dynamic knowledge repositories
  Designing Inquiry Projects, part two

WEEK FOUR: COMPUTER LIB / DREAM MACHINES (TED NELSON)
  Curating and sharing ultra-rich environments
  Building Inquiry Projects, part one

WEEK FIVE: BUILDING INQUIRY PROJECTS
  Shifting into overdrive: Building Inquiry Projects, part two
  Using and citing research sources

WEEK SIX: PERSONAL DYNAMIC MEDIA (ALAN KAY AND ADELE GOLDBERG)
  Going meta with computers, writing, and research
  Mindfulness in writing
  Building Inquiry Projects, part three

WEEK SEVEN: FINISHING AND POLISHING INQUIRY PROJECTS
WEEK EIGHT: PUBLISHING INQUIRY PROJECTS
GREETINGS.

Being *of the web* often involves weaving together streams of information. Knowing that information can flow like water is important conceptually as you think about how technology might augment your intellect.

The following pages will help guide you towards identifying your individual RSS stream so that it might become a tributary of the great #thoughtvectors information flow (or so your posts can be like apple pies for whales 🍓).

As you move down this path, you’ll be asked to do the following.

- You have a place to write on the Internet.
- You know the URL of the place you’re going to write.
- You have something written in that space.

⚠️ The journey begins with a fork in the road

DO YOU HAVE A BLOG?

[YES]

[NO]
I have a blog

WONDERFUL. WE SHARE YOUR EXCITEMENT.

Enrolling your blog in the #thoughtvectors’ stream means you have a choice to make.
Living The Dreams With Our UNIV 200 Librarians

Research as conversation! 🌟 A Google Hangout with librarians Jenny Stout and Laura Gariepy discussing how to find appropriate sources, search library databases, and channel enduring fascinations into lifelong learning.
Thought Vectors includes **2836** total post(s) syndicated for **All Blogs** from **144** total blogs syndicated into this site. Ten random ones are listed below:

- UNIV 200
- Jska's Blog
- Jonathan D. Becker, J.D., Ph.D. » thoughtvectors
- JawadBlog
- Open Window » #thoughtvectors
- Reflections: Living the Dream
- Meredith Brindley
- A wandering mind » thoughtvectors
- Mahsa Taleb
- The Tech Savvy Educator » thoughtvectors

See All Thought Vector Blogs...
Random Vectors (13)
Thught Vectorized (5,019)

All Blogs (3,039)
  Open Participants (460)
  Section 005 Ryan Cales (604)
  Section 006 Jessica Gordon (332)
  Section 007 Jason Coats (384)
  Section 008 Bonnie Boaz (415)
  Section 009 Gardner Campbell (335)
  Section 010 Jon Becker (341)
  UNIV 200 Faculty (77)
  UNIV 200 Students (2,334)
  VCU (2,497)
  VCU Faculty and Staff (167)

Resources (4)
Twitter (1,966)
#branding #connectedlearning #connectingideas #fillingmytoolbox #groupthink #inquiryprojectbeta #nuggetcuration #projectprospectus #realestatesearch #reportingmydream #thirdspace #thoughtvector #tv005

#tv008 #univ200 #vcualtlab 3rdspace

courses connectedcourses Dream a Little Dream... dreamersunite! dreaming ds106

fightingsecretagency Future GDE Google Apps Script here and there inquiryproject interiordesign Life normonique nugget panningfornuggets

portablethought Posts Present research Science section007 Technology thought vectors UNIV-200-008-2014 VCU ENGL 215: Visual Poetry whatwillldream

You augment me.
Trust, Connected Learning, and Photography
by @googleguacamole via: Laura Park Gogia: The Coloring Book
Getting ready for the morning...as @anrcreative would say, Jesus, take the wheel. — Laura Gogia (@GoogleGuacamole) ... Read More

Personal Dynamic Media Nugget
by @MohammedHrban via: Interesting Spaces
“The Computer Priesthood
Knowledge is power and so it tends to be hoarded. Experts in any field rarely want people to understand what they do, and generally enjoy putting people down. Thus if we say th... Read More

Computer Lib. Nugget Pt. 2
by @MohammedHrban via: Interesting Spaces
The Computer Priesthood
Knowledge is power and so it tends to be hoarded. Experts in any field rarely want people to understand what they do, and generally enjoy putting people down. Thus if we say th... Read More

Computer Lib. Nugget #1
by @MohammedHrban via: Interesting Spaces
The Computer Priesthood
Knowledge is power and so it tends to be hoarded. Experts in any field rarely want people to understand what they do, and generally enjoy putting people down. Thus if we say th... Read More

Personal Dynamic Media Nugget
by @IhabAramin1 via: Fully Flared
A Dynamic Medium for Creative Thought: The Dynabook
We envision a device as small and portable as possible which could both take in and give out information in quantities approaching that of human sen... Read More

Personal Dynamic Media Nugget
by @lukesrampage via: lukesrampage
I reflected upon the reading Personal Dynamic Media and remain amazed. It was not long ago when our world was changed. Some of the younger participants in this course may not appreciate som... Read More
You augment me.
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Sequential Imagining

Welcome to the UNIV 200 Digital Engagement Pilot "Living the Dreams: Digital Investigation and Unfettered Minds." This site includes course content specifically for Section 5, AKA Team Zoetrope, though all are welcome to wander around.

"A Couple Waltzing" by Eadweard Muybridge, 1893.
What is a question? What is a good question? What makes you curious?
Vectors

Wondering who Bond #2 is?

The Jameses and I present a map of the site and a list of redirecting vectors.

This site has two menus: the primary menu at the top of your screen (on both PC and mobile) contains the major section links:

- "Vectors" is this page! You're already here!
- "Syllabus" contains a link to the main #thoughtvectors syllabus, common to all students taking UNIV200 online in Summer 2014
- "Wikis" will house several google-doc wikis that we can use to collectively annotate readings for this course.
- "FAQ" contains several screencast tutorials if you are new to the internetz and want some extra assistance with required course tools.
- "Calendar" contains descriptions of participation activities for our 007 section of "Living the Dream." After the first week, all works will appear in a posted form on this page.
Why I Teach

(Who knows how this will turn out. An impossible topic allows some latitude in the exploration, yes? I mean, what do I have to lose?) To try to explain why I teach seems impossible to me for several reasons. I never set out to be a teacher. They told me (you know, those folk...)

Continue reading →

Final Project: Inquiry Based Project link

Hi Everyone, Thanks for reading my blog and interacting with me over the course of the cMOOC UNIV 200 course based at VCU. To read my final project on virtual reality, go here! Thank you! ASA

Inquiry Project Final!

Teachings of Zen Buddhism  Zen Buddhism was founded based on the Japanese word Zen, for it means “meditation”. The teachings of Zen is to achieve enlighten by an insightful realization that we are already an enlightened being (Noono 27). This awareness does not happen gradually, but an instant spark of insight. During meditation; you...

What Goes Up Is Rapidly Coming Down

Danielle Gaiely UNIV 200 Professor Walter G. Campbell 30 July 2014

What Goes Up Is Rapidly Coming Down  The main decoration for many parties is contributing to the extinction of the Earth’s second most abundant element (“The Element Helium”). Helium, a natural gas that was found on the sun before...
VCU launches MOOCs

By KARIN KAPSIDELUS Richmond Times Dispatch | Posted 3 months ago

How does it feel when you think?

Like wandering down a dark hallway punctuated by shafts of light, one Virginia Commonwealth University student said.

Another, sophomore Will Sullivan, compared his head to a blender. “Everything that I take in is sort of mixed up, and sometimes things stick to each other in new ways,” Sullivan said. “I guess that’s where inspiration and creativity come from.”

Thinking about thinking — and sharing the process — was one of the goals for VCU’s venture into the educational phenomenon of massive online open courses, or MOOCs.

Sullivan was one of two scholarship winners who joined more than 100 VCU students this summer in a course called “Living the Dreams. Digital Investigation and Unfettered Minds.”

The pilot course was designed to teach students how to use digital media to think more deeply about problems and to share their solutions on a global scale, said Gardner Campbell, vice provost for learning innovation and student success.

The course is known as a “connectivist” MOOC, or cMOOC.

Connectivism is social learning, said Campbell, who designed the course. “It’s not about content delivery. It’s about being able to act as individual learners in a shared, conceptual space.”

A second MOOC is underway this semester with 120 students working on social media campaigns for global health issues.
See [https://www.youtube.com/watch?v=udfq-y4pxmc&t=1s](https://www.youtube.com/watch?v=udfq-y4pxmc&t=1s) for video of students describing their work as Engelbart Scholars.
Insight depends upon a habitual orientation, upon a perpetual alertness ever asking the little question, Why?... However laborious the first occurrence of an insight may be, subsequent repetitions occur almost at will. This, too, is a universal characteristic of insight, and indeed it constitutes the possibility of learning.... [I]nsight passes into the habitual texture of one’s mind.

Bernard Lonergan, *Insight: A Study Of Human Understanding*