

Dr. Ricki Goldman, Associate Professor & Co-Director, CREATE Lab  
Program in Educational Communication and Technology  
Department of Administration, Leadership, and Technology  
Steinhardt School of Education  
New York University

How Research and Education are Changing:

Generation E (Ethnography)

*In this talk I will address questions regarding the creation of making meaning from recorded events, and how this process changes research and/in education for Generation E.*

*I propose that our constructed realities—not Reality—change as the tools, contexts, and situated practices performed by players, producers, and viewers interact in emerging media research and learning environments. Provocation and evocation become intertwined in these new mediated spaces. We are simultaneously complicit in an unnatural act of being able to capture and view, somewhat voyeuristically, these repeat timed events to our endless pleasure, and, exonerated from feelings of guilt as we communally act out this primitive need of sharing narratives by constructing internal and cultural worlds for each other's benefit. In the digital commons, we can see our best works, our best ideas, our best internal thoughts turned into scaffolds for each other's learning that epistemologically change the nature of knowledge construction. And, yes, our worst ones, too. But those, as wikipedia has shown us, can be adjusted by the multiple "corrections" of others. In the end, if there ever is an "end" to our mediated travels in time and space, we have worlds within worlds of knowledge communities attempting to make sense of their day-to-day experiences within, around, and on the edges of traditional and now transitional knowledge domains.*

*In short, new media narratives, provoked or evoked, planned and serendipitous, carry with them the cultures and identities of those who participated in an event, changing users/learners, guides/teachers, and seekers/researchers alike.*

*To situate this discussion about the role creating Perspectivity Technologies for "Generation E," I will use examples from my digital video ethnographies of student in learning environments over the past 20 years. Young people use the cameras to not only describe their experiences, but to reframe the ethnographic protocol. In their appropriation of the camera, they have recreated their understanding of the multiple worlds they inhabit, finding both provocation and evocation at every turn.*