

# Can't Do It Alone

## The Social Nature of Music Knowledge

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# Presentation Outline

- **Research Context**
- **Preliminary Findings**
- **Knowledge Media Design (Case Study)**
- **Theoretical Frameworks**
- **Conclusion**

Where did the idea come from?

# RESEARCH CONTEXT

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# Intersection of Personal Interests

## **Ethnomusicology**

- Study of music
- Socio-cultural context
- Historical context
- Fieldwork driven

## **Information Seeking Behaviour**

- Study behaviour patterns
- Domain-specific context
- Design-driven inquiry
- Fieldwork driven

## **System Design**

- User-centered Design
- Online + Real Life communities
- Long-distance facilitation
- Knowledge “Sharing”

# Common Professional Interests

## **Ethnomusicologists**

- Study the socio-historical world of music
- Practice-specific context
- Critically-driven inquiry
- Fieldwork research
- Interdisciplinary collaboration

## **Information Scientists**

- Study information behaviour patterns
- Domain-specific context
- Design-driven inquiry
- Fieldwork research
- Interdisciplinary collaboration

From the field.

# PRELIMINARY FINDINGS

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# Preliminary Findings

1. Social Nature of Sharing and Learning
2. Uses and Role of Technology
3. Tradition vs. Innovation
4. Authority and Trust

# 1. Social Nature of Learning

**Mark:** *“How about this now? (demos his strumming)”*

**Reuben:** *Comments that he is rushing.*

*“I want everyone to learn this properly.”*

**Mark:** *“Why don’t you show me how it is suppose to be? You say I’m doing it wrong, show me!”*

**Reuben:** *“No, you learn from each other’s mistake, I can tell you what you’re doing wrong, or show it to you all day. But you have to hear your own mistake yourself, not just me telling you. (Mark insists.) You play up in the treble, down in the base... I want to be proud of you!”* -- Oct 16, 2009. Workshop notes.

## 2. Uses and Roles of Technology

*Leo wasn't there last time, and doesn't have the melody. Reuben writes it out for him again on the spot on a piece of staff paper. He's humming as he writes. Everyone else practices on his own.*

*Alex joins Leo in sharing the sheet of tablature. Reuben helps Jeff directly, Mark looks for his music form last class.*

**Mark:** *“Is there a video of this? I forget the 2<sup>nd</sup> half.”*

**Reuben:** *“Sure, the whole piece is there, practice with it.”*

*-- Nov 14, 2009. Workshop notes*

# 3. Tradition vs. Innovation

*“They rely on the technology as a substitute... and writing... as a substitute. Before we weren’t allowed to even write or record so you have to pay so much attention that you really learn more. It’s like when a building is on fire, and someone is giving you instructions on how to get out. How much attention will you pay, imagine!” -- Nov 26, 2009. Interview with Reuben.*

## 4. Authority and Trust

*(Reuben leaves the room to take a phone call.)*

**Student:** *“I think he means you’re suppose to be hitting it like an arch and you get it exactly the same.”*

**Student 2:** *“No, you couldn’t see it from your angle, he was making a point about the low string.”*

**Student 3:** *“Yeah, I think he’s right.”*

*-- Oct 16, 2009. Workshop notes.*

# THEME SUMMARY SLIDE

*“Although there are many advantages of technology, people tend to think that they can do it alone. So when they come to a teacher, they never see the teacher as highly trained. He/She is an authority that is helping you and you have to accept what he/she is saying, because that’s the principle with which you take a lesson with someone.” -- Nov 26, 2009. Interview with Reuben.*

The “Banjo Sighting” Database Project

# **APPLICATIONS IN KNOWLEDGE MEDIA DESIGN**

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# Banjo Sighting Database Project

## **Greg Adams, Project Director**

- Database of early banjos
- Interactive and Multimedia
  - 360° views, video demos, performance, etc.
- Primary & Secondary Sources
  - Documents, appraisal, oral history, etc.
- Social Sources
  - Forums, blogs, videos, etc.

# Banjo Sighting Database Project

1. Social Nature of Sharing and Learning  
**“Who is the user? What is the info service?”**
2. Uses and Role of Technology  
**“Not everyone uses technology like me.”**
3. Tradition vs. Innovation ...
4. Authority and Trust ...

# Banjo Sighting Database Project

1. Social Nature of Sharing and Learning  
“Who is the user? What is the info service?”
2. Uses and Role of Technology  
“Not everyone uses technology”
3. Tradition vs. Innovation
4. Authority and Trust ...

**Forget it!**

# Banjo Sighting Database Project

**At least,  
forget about  
being right.**

and Learning  
info service?"

**Forget it!**

3. Tradition vs. Inn
4. Authority and Trust ...

Community Informatics & Friends

# **THEORETICAL FRAMEWORKS**

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# Theoretical Frameworks

- Lave & Wenger (1991) “Socially Situated Learning: Legitimate Peripheral Participation”.

**Person:** as practitioner, new comer, member of a Community of Practice, motivated.

**Legitimate Peripheral Participation:** moves in centripetal directions, motivated by access to a Community of Practice

**Knowing:** as situated in relation to practitioners, practice, artifacts, social organization, and political economy.

# Theoretical Frameworks

- Gurstein (2007) “What is Community Informatics (and why does it matter)?”.

<http://eprints.rclis.org/12372/1/>

WHAT\_IS\_COMMUNITY\_INFORMATICS\_reading.pdf

“Community Informatics (CI) is the application of information and communication technology (ICT) to **enable and empower community processes**. The objective of CI is to use ICT to enable to achievement of community objectives... CI also examine how and under what condition ICT access can be made usable and useful to the range of excluded populations and communities.”

# Theoretical Frameworks

- Whitworth & Moor (2009) “Handbook of Research on Social Technical Design and Social Networking Systems”.

<http://brianwhitworth.com/STS/>

“...if social systems *include* technical ones, as physical societies have architectures, then the social *contextualizes* the technical even as it is created by it. Hence STS research is not just applying sociological principles to technical effects (Coiera, 2007), but how social and technical aspects integrate into **a higher level system with emergent properties.**”

Conclusion

# FINAL THOUGHTS

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# Collaborative Opportunities

- Long-Distance music education tools
- Facilitate research and collaboration
  - Ethnomusicologists
  - Music librarians/archivists
  - Museum curators
  - Champions of rare musical traditions
  - New and emergent actors/communities

Questions and discussion.

**THANK YOU**

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