

SAMR and TPCCK: Intro to Advanced Practice

Ruben R. Puentedura, Ph.D.

The SAMR Model

Transformation

Redefinition

Tech allows for the creation of new tasks, previously inconceivable

Modification

Tech allows for significant task redesign

Enhancement

Augmentation

Tech acts as a direct tool substitute, with functional improvement

Substitution

Tech acts as a direct tool substitute, with no functional change

Redefinition

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Modification

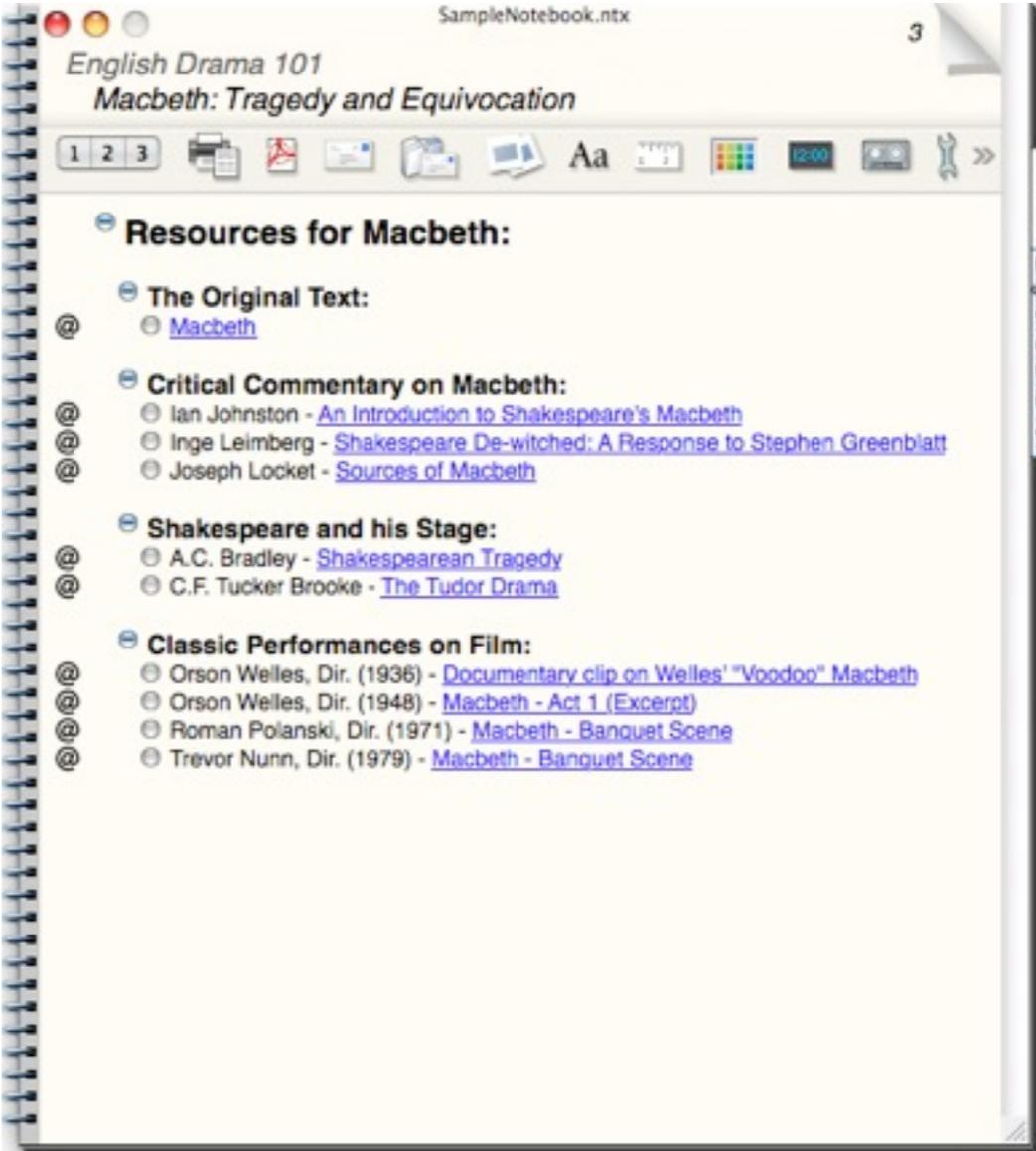
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SampleNotebook.ntx 3

English Drama 101
Macbeth: Tragedy and Equivocation

1 2 3

Resources for Macbeth:

- The Original Text:**
 - [Macbeth](#)
- Critical Commentary on Macbeth:**
 - Ian Johnston - [An Introduction to Shakespeare's Macbeth](#)
 - Inge Leimberg - [Shakespeare De-witched: A Response to Stephen Greenblatt](#)
 - Joseph Locket - [Sources of Macbeth](#)
- Shakespeare and his Stage:**
 - A.C. Bradley - [Shakespearean Tragedy](#)
 - C.F. Tucker Brooke - [The Tudor Drama](#)
- Classic Performances on Film:**
 - Orson Welles, Dir. (1936) - [Documentary clip on Welles' "Voodoo" Macbeth](#)
 - Orson Welles, Dir. (1948) - [Macbeth - Act 1 \(Excerpt\)](#)
 - Roman Polanski, Dir. (1971) - [Macbeth - Banquet Scene](#)
 - Trevor Nunn, Dir. (1979) - [Macbeth - Banquet Scene](#)

Contents: English Drama 101



Macbeth: List of Scenes

http://shakespeare.mit.edu/macbeth/index.html

The Tragedy of Macbeth
Shakespeare homepage | Macbeth

Entire play in one page

Act 1, Scene 1: [A desert place.](#)
Act 1, Scene 2: [A camp near Forres.](#)
Act 1, Scene 3: [A heath near Forres.](#)
Act 1, Scene 4: [Forres. The palace.](#)
Act 1, Scene 5: [Inverness. Macbeth's castle.](#)
Act 1, Scene 6: [Before Macbeth's castle.](#)
Act 1, Scene 7: [Macbeth's castle.](#)

Act 2, Scene 1: [Court of Macbeth's castle.](#)
Act 2, Scene 2: [The same.](#)
Act 2, Scene 3: [The same.](#)
Act 2, Scene 4: [Outside Macbeth's castle.](#)

Act 3, Scene 1: [Forres. The palace.](#)
Act 3, Scene 2: [The palace.](#)
Act 3, Scene 3: [A park near the palace.](#)
Act 3, Scene 4: [The same. Hall in the palace.](#)
Act 3, Scene 5: [A Heath.](#)
Act 3, Scene 6: [Forres. The palace.](#)

Act 4, Scene 1: [A cavern. In the middle, a boiling cauldron.](#)
Act 4, Scene 2: [Fife. Macduff's castle.](#)
Act 4, Scene 3: [England. Before the King's palace.](#)

Act 5, Scene 1: [Dunsinane. Arise room in the castle.](#)
Act 5, Scene 2: [The country near Dunsinane.](#)
Act 5, Scene 3: [Dunsinane. A room in the castle.](#)
Act 5, Scene 4: [Country near Birnam wood.](#)

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SampleNotebook.ntx 4

English Drama 101
Macbeth: Tragedy and Equivocation (revised)

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 - Macbeth
- Critical Commentary on Macbeth:
 - Ian Johnston - [An Introduction to Shakespeare's Macbeth](#)
 - Inge Leimberg - [Shakespeare De-witched: A Response to Stephen Greenblatt](#)
 - Joseph Locket - [Sources of Macbeth](#)
- Shakespeare and his Stage:
 - A.C. Bradley - [Shakespearean Tragedy](#)
 - C.F. Tucker Brooke - [The Tudor Drama](#)
- Classic Performances on Film:
 - Orson Welles, Dir. (1936) - [Documentary clip on Welles' "Voodoo" Macbeth](#)
 - Orson Welles, Dir. (1948) - [Macbeth - Act 1 \(Excerpt\)](#)
 - Roman Polanski, Dir. (1971) - [Macbeth - Banquet Scene](#)
 - Trevor Nunn, Dir. (1979) - [Macbeth - Banquet Scene](#)
- Additional Materials:
 - Flickr Shakespeare Group - [Flickr: Shakespeare](#)
 - [Mr. William Shakespeare and the Internet: the blog](#)
 - [The Bard Blog - A Shakespeare Resource Site](#)

Flickr: Shakespeare

http://www.flickr.com/groups/shakespeare/

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Group Pool (855 items | Only members can add to the pool. [Join?](#))

Discussion (13 posts | Only members can post. [Join?](#))

Title	Author	Replies	Latest Post
Stratford 08 Season	hazdoper	1	3 weeks ago
Which is your favourite play and why?	henk_lijba	17	3 weeks ago

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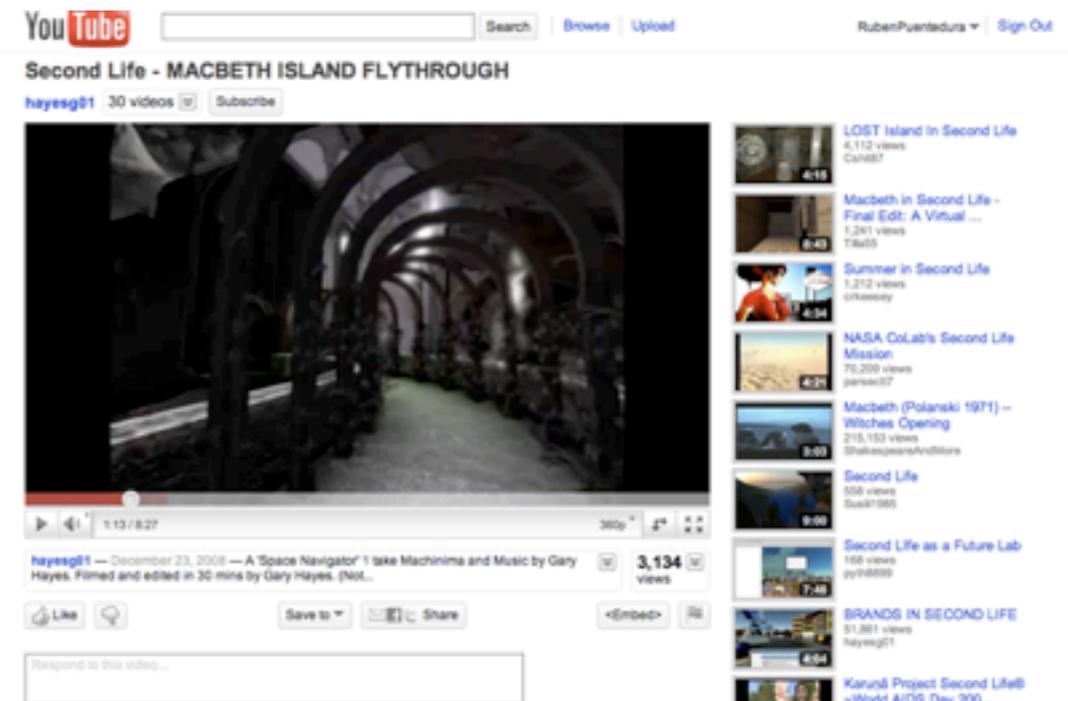
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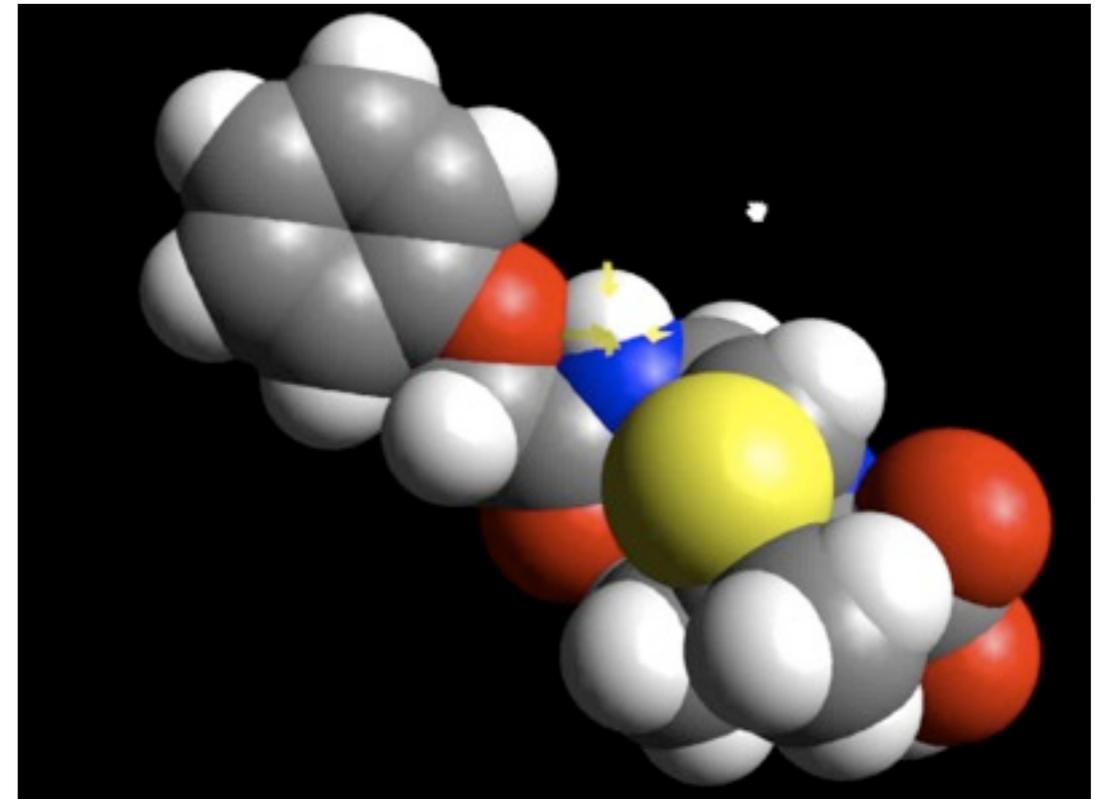
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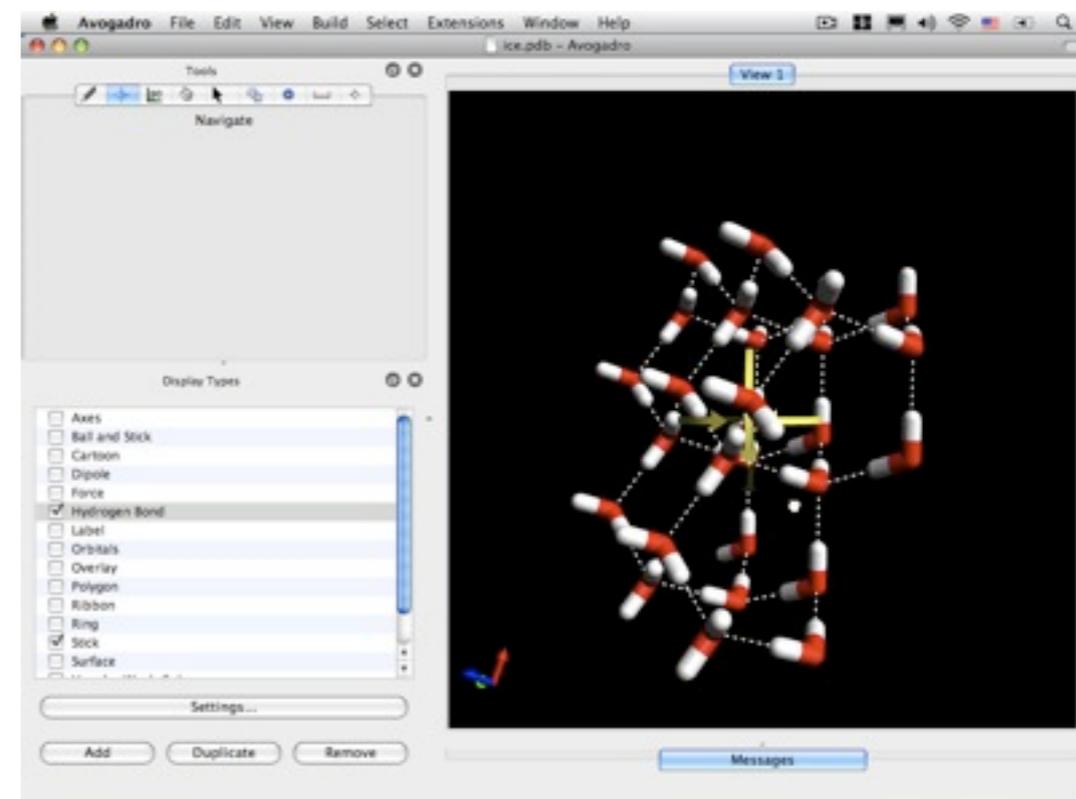
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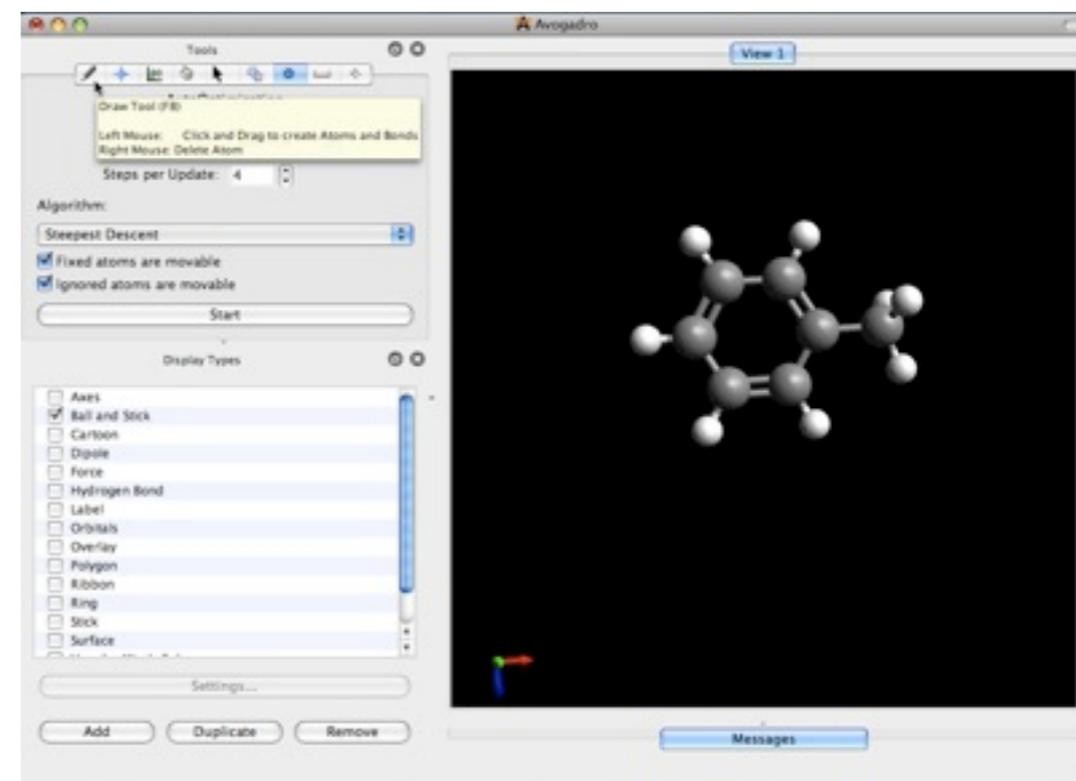
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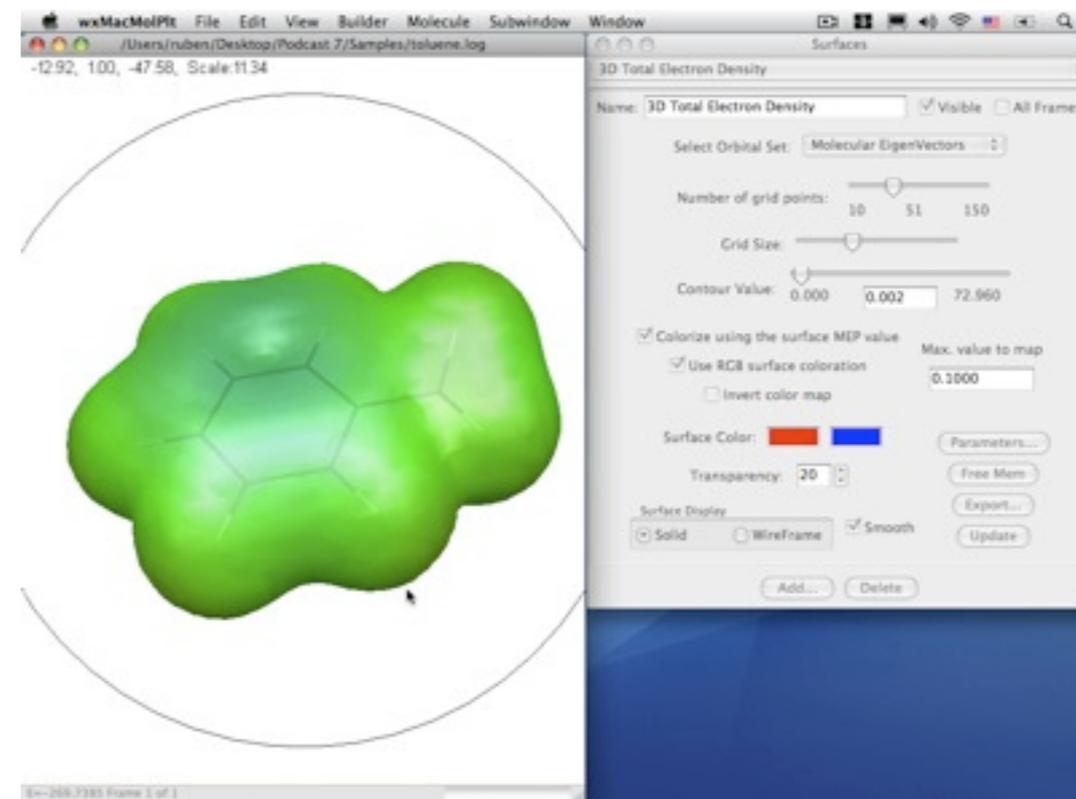
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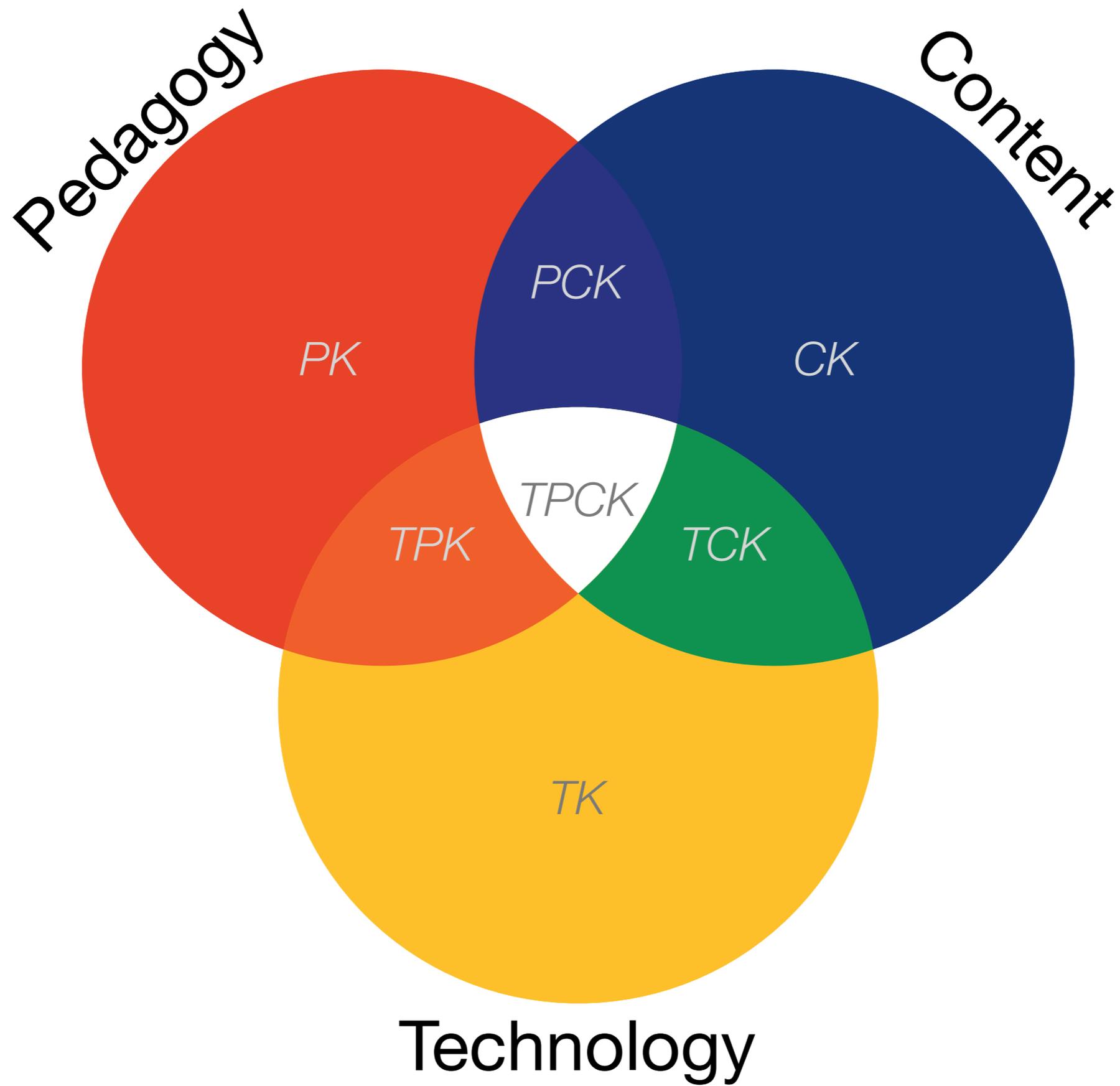
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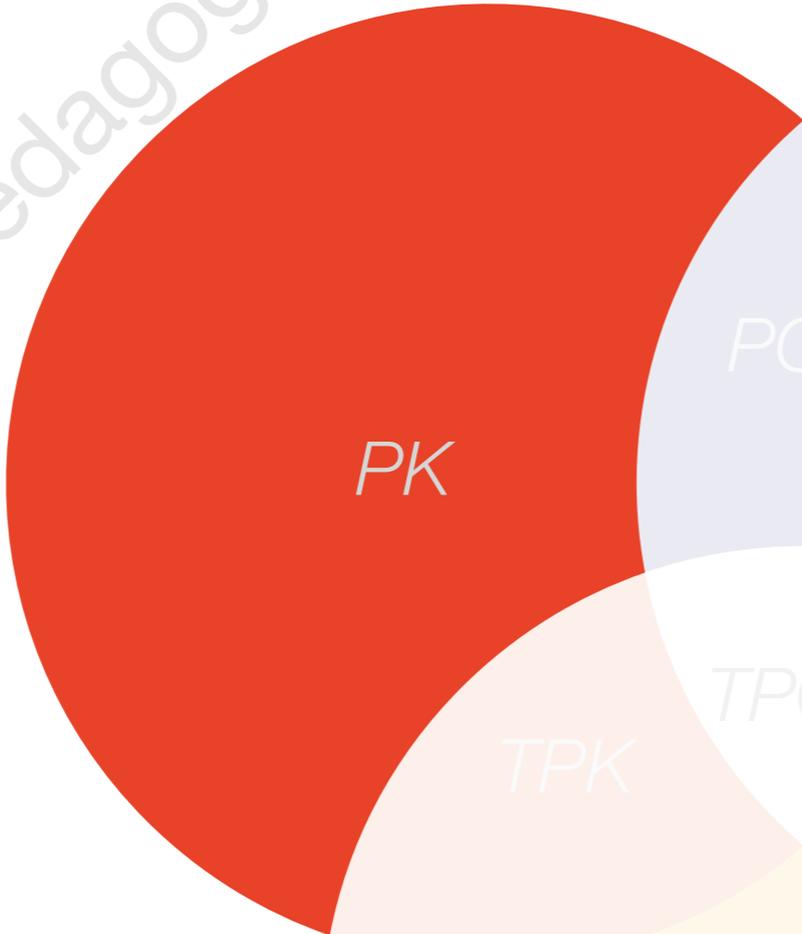
Tech acts as a direct tool substitute, with no functional change



The TPCK Model



Pedagogy



PK

TPK

TCK

Techno

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John D. Bransford, Ann L. Brown, and Rodney R. Cocking, editors
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NATIONAL ACADEMY PRESS
Washington, D.C.
1999

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RESEARCH TOOLS

- Web Search Builder
- Skim This Chapter
- Reference Finder

TABLE OF CONTENTS

- Front Matter (R1-R26)
- 1 Learning from Speculation to Science (1-16)
- 2 How Experts Differ from Novices (17-38)
- 3 Learning and Transfer (39-66)
- 4 How Children Learn (67-101)
- 5 Mind and Brain (102-116)
- 6 The Design of Learning Environments (117-142)
- 7 Effective Teaching: Examples in History, Mathematics, and Science (143-177)

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HTML FORMAT

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- Preventing Reading Difficulties in Young Children
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Saturday, September 27, 2008

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Learning From Mistakes Only Works After Age 12, Study Suggests

Eight-year-old children have a radically different learning strategy from twelve-year-olds. Eight-year-olds learn primarily from positive feedback, whereas negative feedback scarcely causes ... [full story](#)

more on: [Child Development; Intelligence; Neuroscience; Brain Injury; Language Acquisition; Child Psychology](#)

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11 pm EDT Edition << earlier edition | later edition >>

Immune System
Lung Cancer
Lymphoma
Cancer
Brain Tumor
Diseases and Conditions

Lung Cancer: Radiation, Immunotherapy Gives Greater Effectiveness, Study Suggests

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Geologists Create Map Of Threat Of Volcanic Eruptions Throughout The United States

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Reviews in History ISSN 1749-8155

Introduction

Welcome to **Reviews in History**. Launched in 1996, this e-journal publishes reviews and reappraisals of significant work in all fields of historical interest. To date, we have published over 650 reviews, reaching thousands of readers via the Internet and the free email alert. [New reviews](#) appear regularly.

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- Reviews undertaken by leading scholars
- Broad scope – chronologically, geographically and thematically
- Valuable as a resource for research, teaching and studying history at undergraduate and graduate levels

For details of the aims and purposes of **Reviews in History**, please see the [Manifesto 2000](#).

For details of the Editors and Editorial Board, see the [Editorial Board page](#).

Note about the page design: many pages in **Reviews in History** are still in the old design. We will convert them into the new design in the next few months. The 'Discourse' section is now in the [Resources section](#).

[back to the top](#)

This section

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Reviews

Reappraisals and retrospectives

Review articles

Textbook surveys

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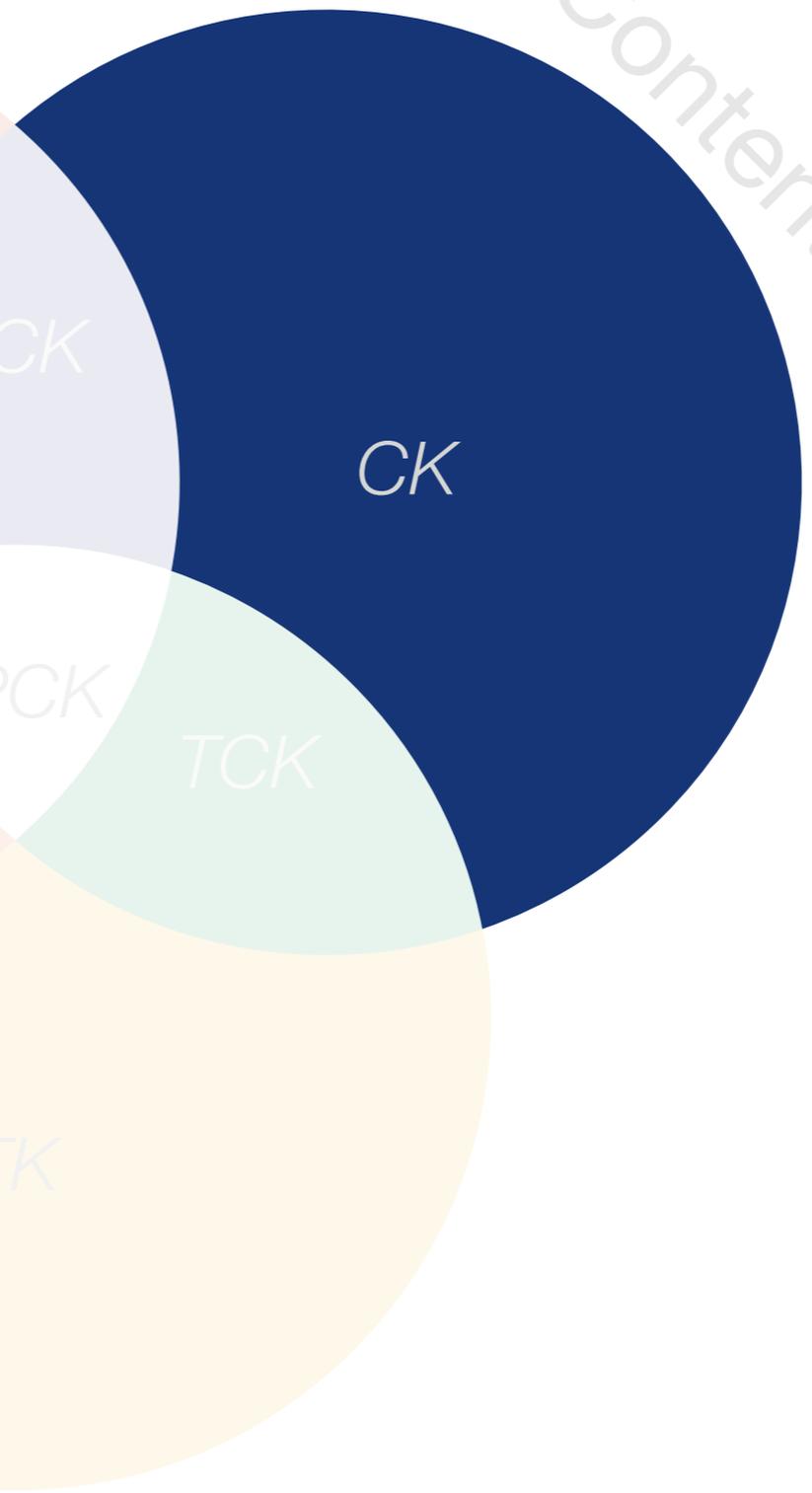
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RHS

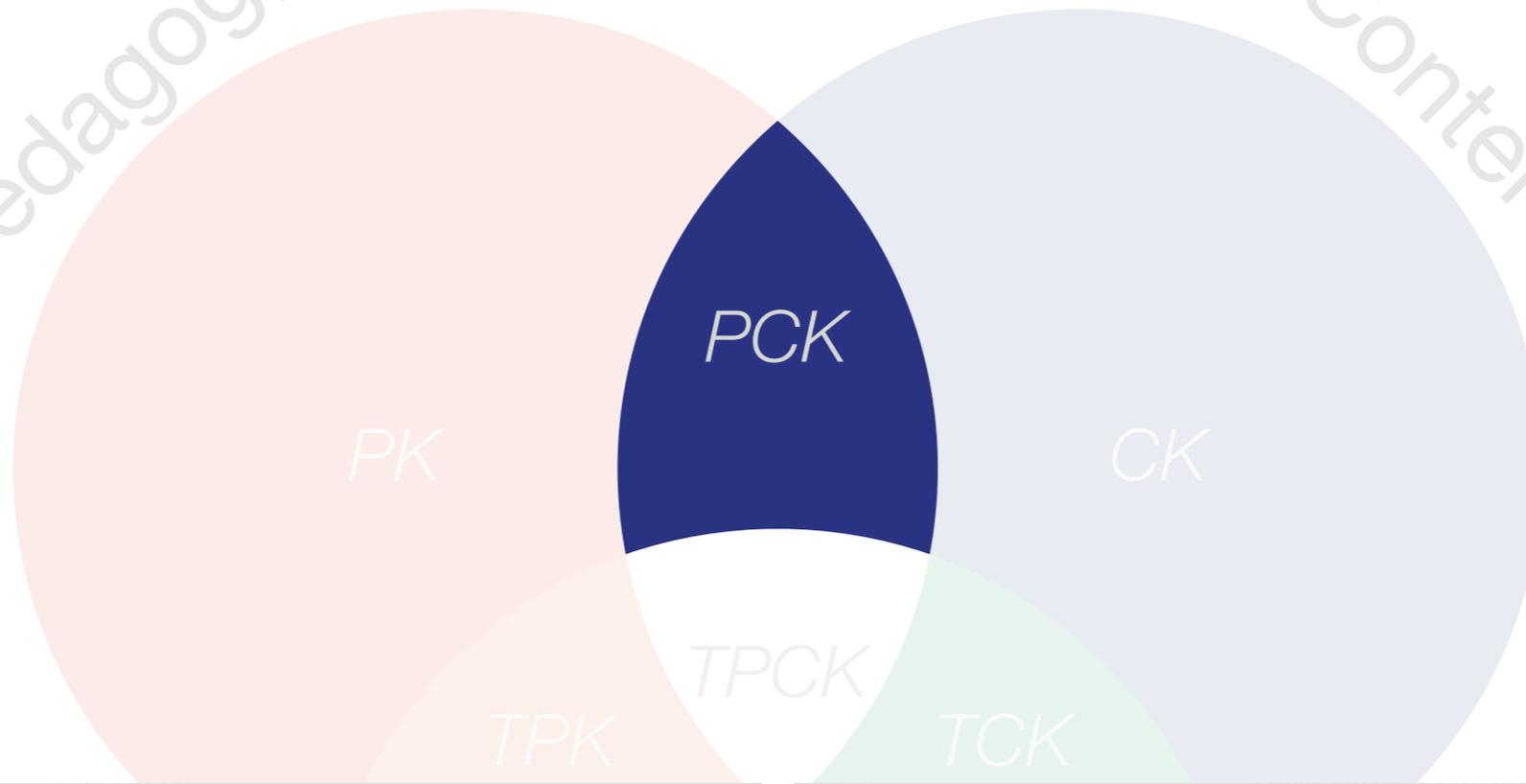
Bibliography



Technology

Pedagogy

Content



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http://www.cal.org/resources/digest/index.html

CAL CENTER FOR APPLIED LINGUISTICS

Resources

Online Resources: Digests

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Attaining High Levels of Proficiency: Challenges for Foreign Language Education in the United States
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iLife

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Seek help from other iLife users.

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Downloads System Requirements

iLife '08

iPhoto iMovie iDVD

Software Updates

iLife Support 8.3 Update

iLife Support provides system software components shared by all iLife '08 applications. This update improves overall stability and addresses a number of other minor issues. It is recommended for all users for iLife '08.

Support Resources

iLife '08 New Features iLife '08 System Requirements

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7 Things You Should Know About... | EDUCAUSE

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- What it is
- How it works
- Where it is going
- Why it matters to teaching and learning

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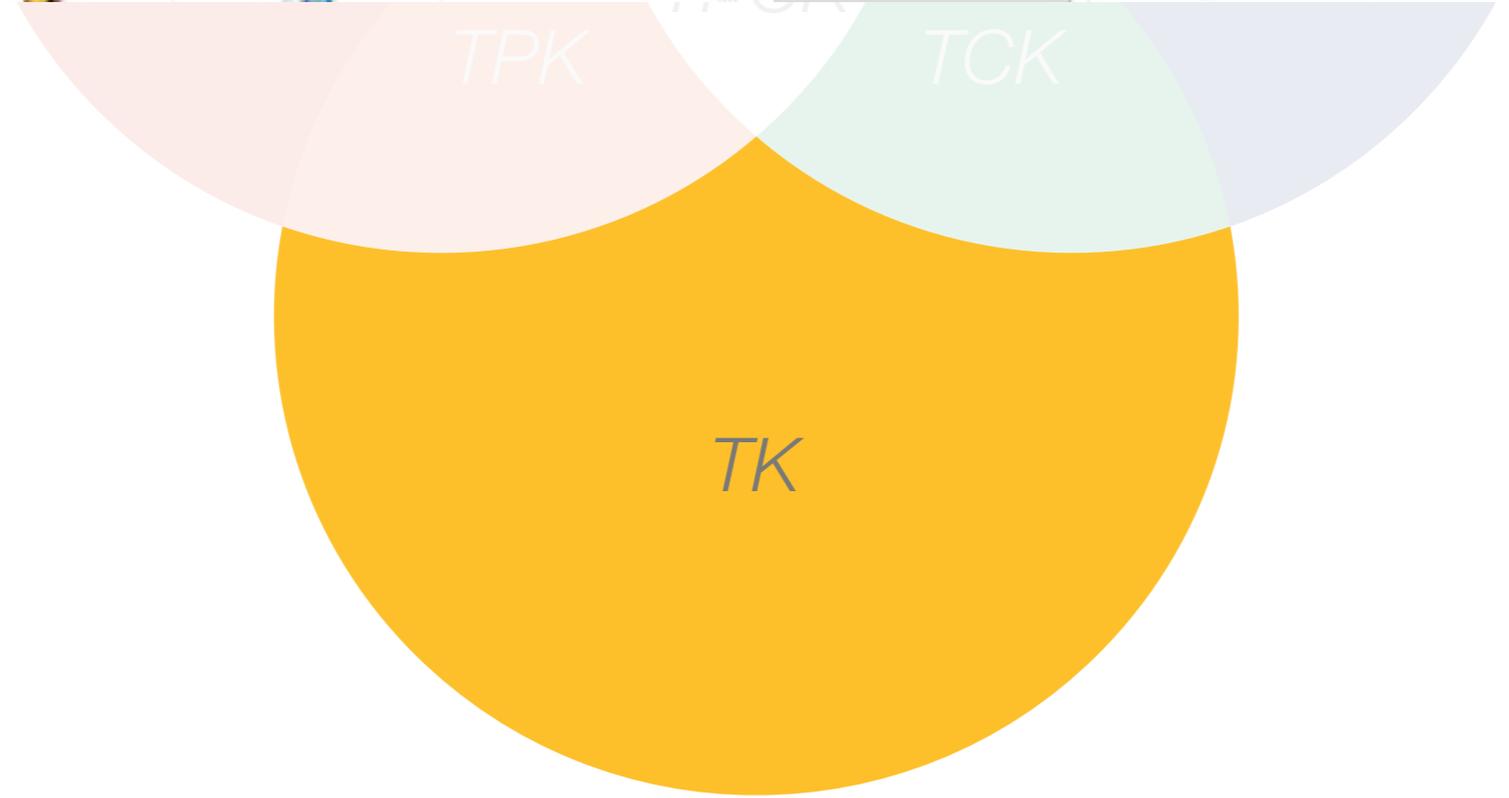
- Enhance faculty development activities
- Open a dialogue with senior administrators about emerging technologies and their implications for your institution
- Stay up-to-date on emerging technologies

7 Things You Should Know About... pieces provide quick, no-jargon overviews of emerging technologies and related practices that have demonstrated or may demonstrate positive learning impacts. Any time you need to explain a new learning technology or practice quickly and clearly, look for a 7 Things You Should Know About... brief from ELI.

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Geolocation, August 2008

Geolocation, also called geotagging, is the practice of associating a digital resource with a physical location. A photographer might include the longitude and latitude coordinates for where a picture was taken, allowing others to pinpoint that location on a map.



Technology

Pedagogy

PO

PK

TPC

TCK

TPK

TK

Techn

Effective Practices | The Sloan Consortium

http://www.sloanconsortium.org/effective/index.asp

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Effective Practices

by Sloan-C

Welcome to the Sloan-C Effective Practices site. To help make quality online education accessible and affordable for anyone, anywhere, at any time, the Sloan-C community shares techniques, strategies, and practices in online education that have worked for them. All effective practices are peer reviewed to both insure quality and to give submitters some documentation for tenure and promotion files.

There are several ways to search for effective practices.

Search by Pillar allows you to search by the five Sloan-C pillars, the building blocks of quality online education – learning effectiveness, scale, access, faculty satisfaction, and student satisfaction – and/or subcategories within them.

Search by Context allows you to search by your perspectives (roles) in online learning, organizational type, or subject area domain, as well as by special cases of online learning (such as online collaboration, or large class size), and/or by subcategories within these.

Search by Technology allows you to search by particular technology categories – audio, video, synchronous, asynchronous, mobile, virtual, and digital resources – and/or by subcategories within them.

What's New returns the most recent effective practices added to the site.

Every few months we will also feature a collection of effective practices that address a particular issue in online education,

Call for next Collection: STUDENT-GENERATED CONTENT

SEARCH by PILLAR
Learning Effectiveness, Scale, Access, Faculty Satisfaction, Student Satisfaction

SEARCH by CONTEXT
Perspectives, Organizational Type, Domain, Special Cases

SEARCH by TECHNOLOGY
Audio, Video, Synchronous, Asynchronous, Mobile, Virtual, Digital

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- Welcome to the Emerging Technology Group - Introductions
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- International Learning and Collaboration
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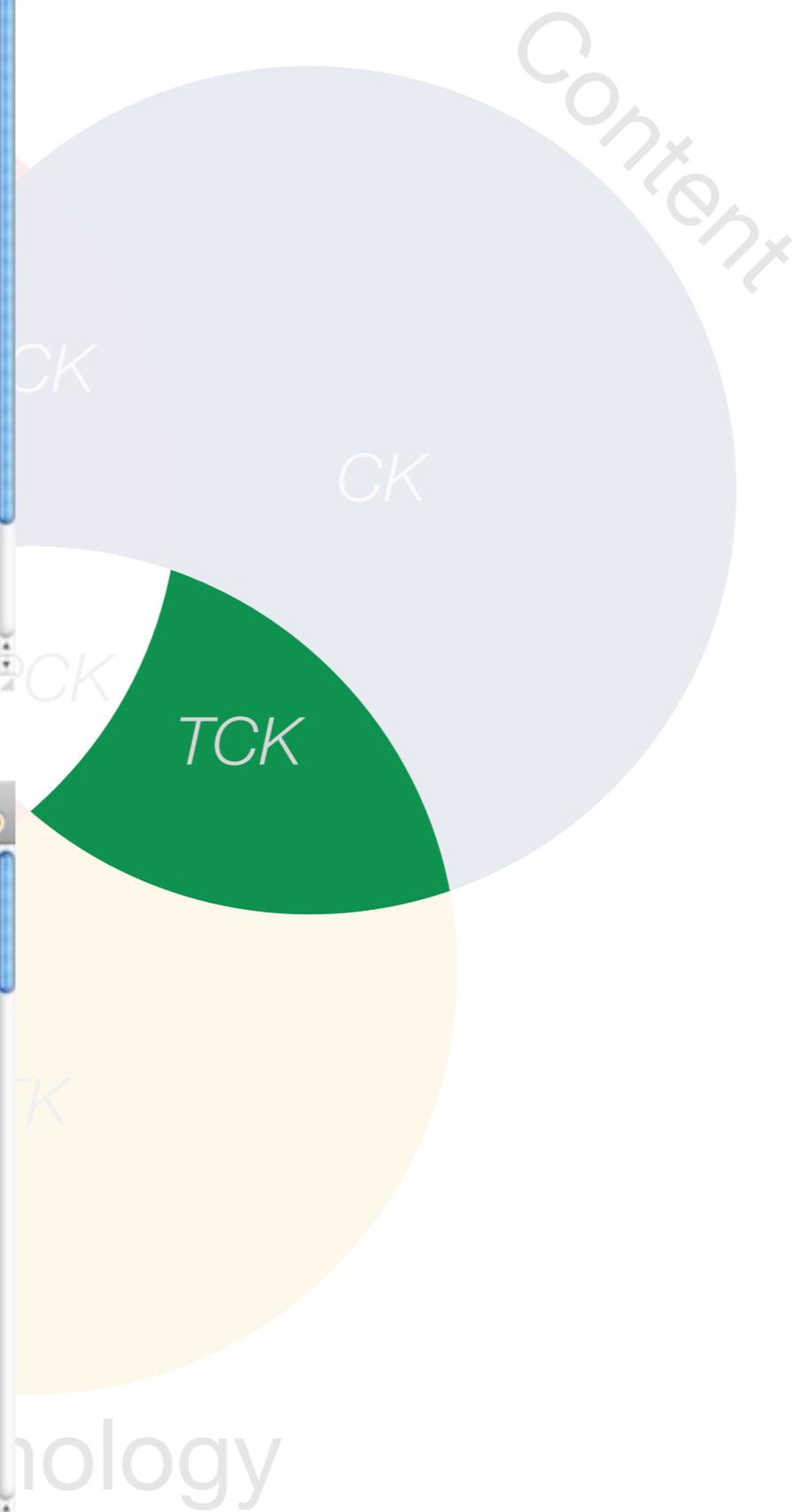
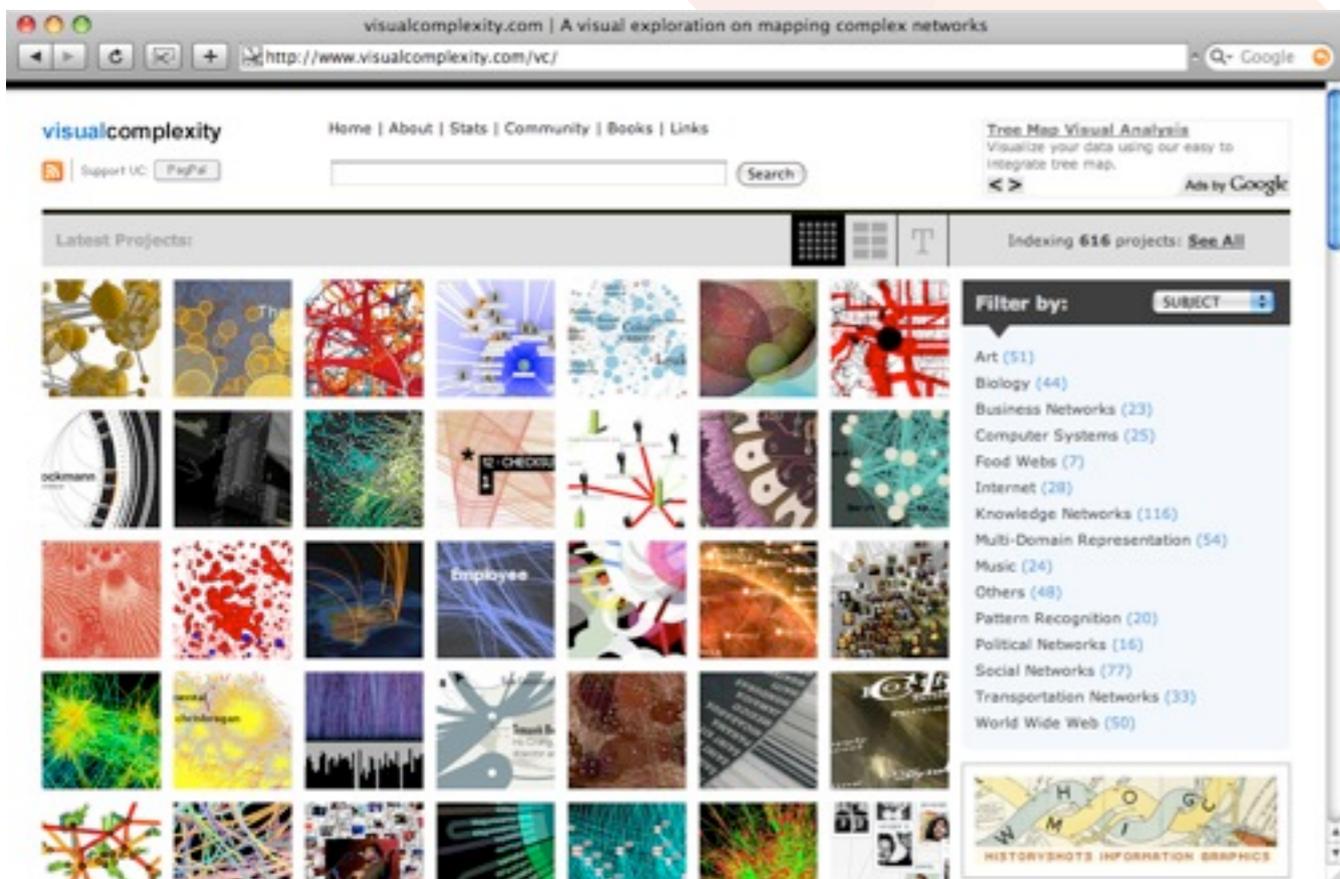
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UNIT 4: Probability	
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Module 6: Finding Probability of Events	
Module 7: Conditional Probability and Independence	



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—Jim Groom^[1]

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—Barbara Ganley^[2]

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—Monica Freudenreich^[3]

“ I will no longer allow my daughter to consider attending the University of British Columbia, so long as Murray is paid to teach there. ”

—Gregory Kohl^[4]



The grand-daddy of them all...
Juan Facundo Quiroga

The University of British Columbia's class SPAN312 ("Murder, Madness, and Mayhem: Latin American Literature in Translation") contributed to Wikipedia during Spring 2008. Our collective goals were to bring a selection of articles on Latin American literature to featured article status (or as near as possible). By project's end, we had contributed three featured articles and eight good articles. None of these articles was a good article at the outset; two did not even exist.

Shortcut: WP:MMM

HIUS 323: The Rise and Fall of the Slave South

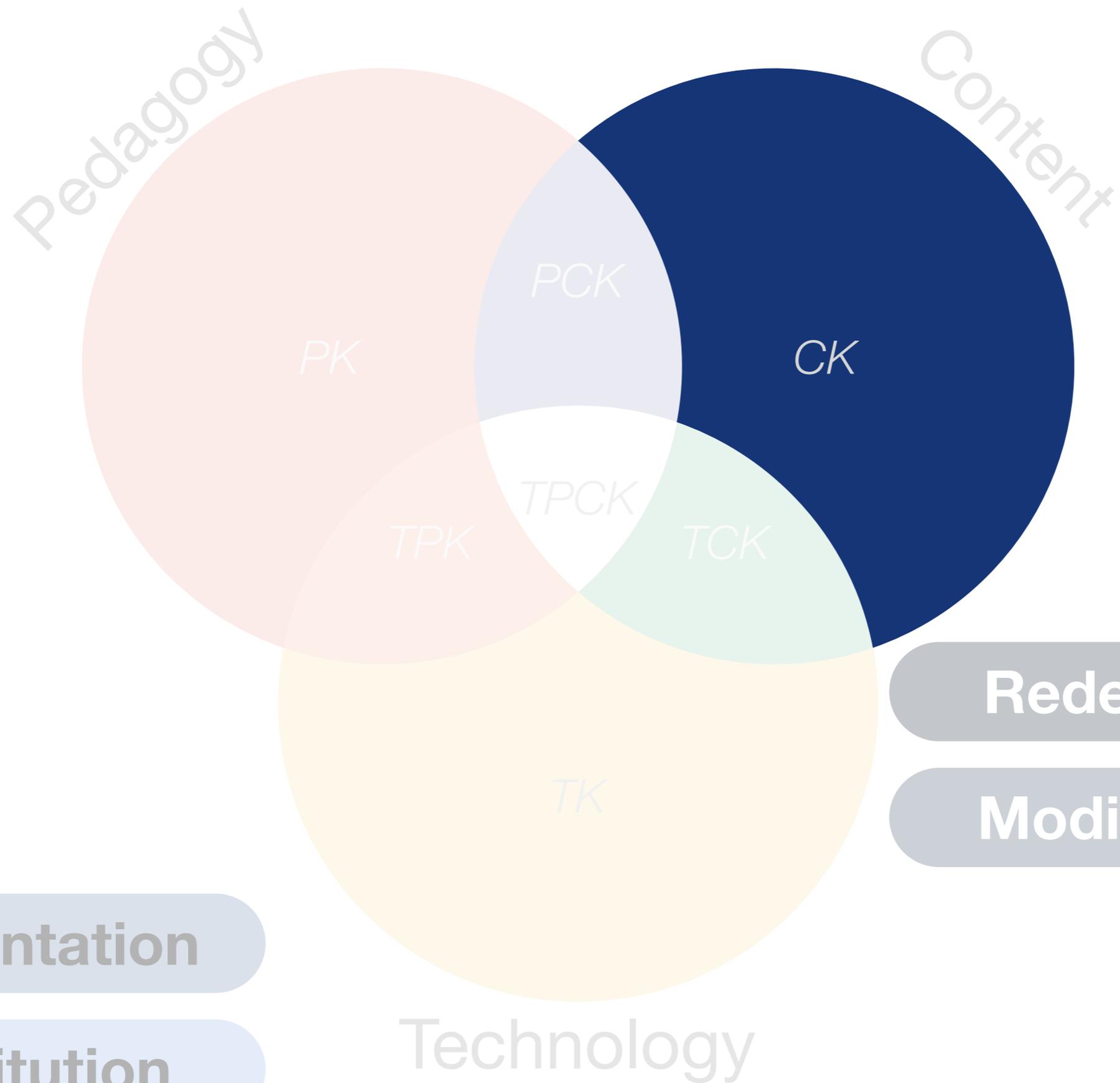
http://www.vcdh.virginia.edu/HIUS323/

The Rise and Fall of the Slave South



SYLLABUS | ASSIGNMENTS | SOUTHERN HISTORY DATABASE | CONTACTS

TPCK + SAMR As Process

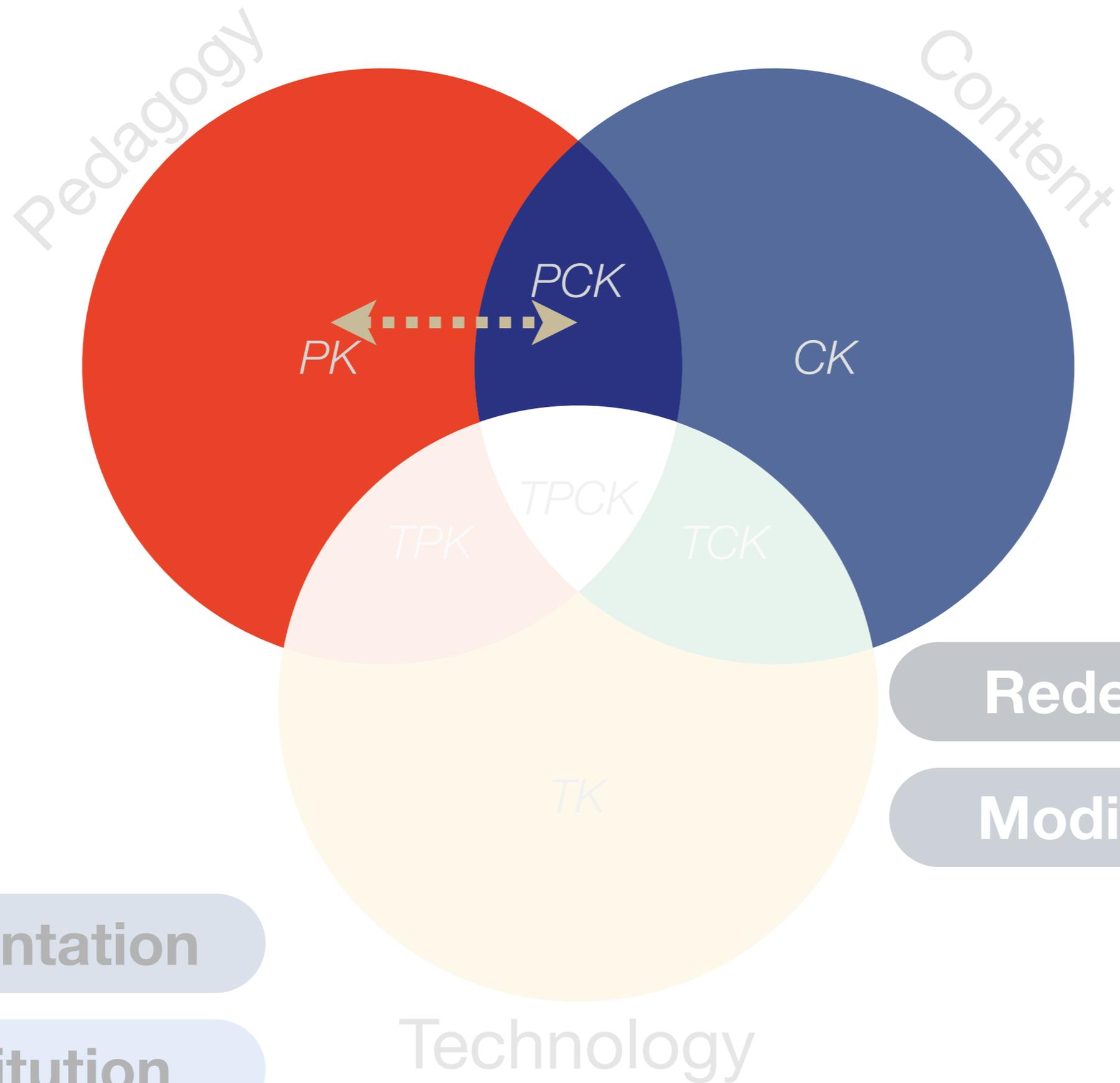


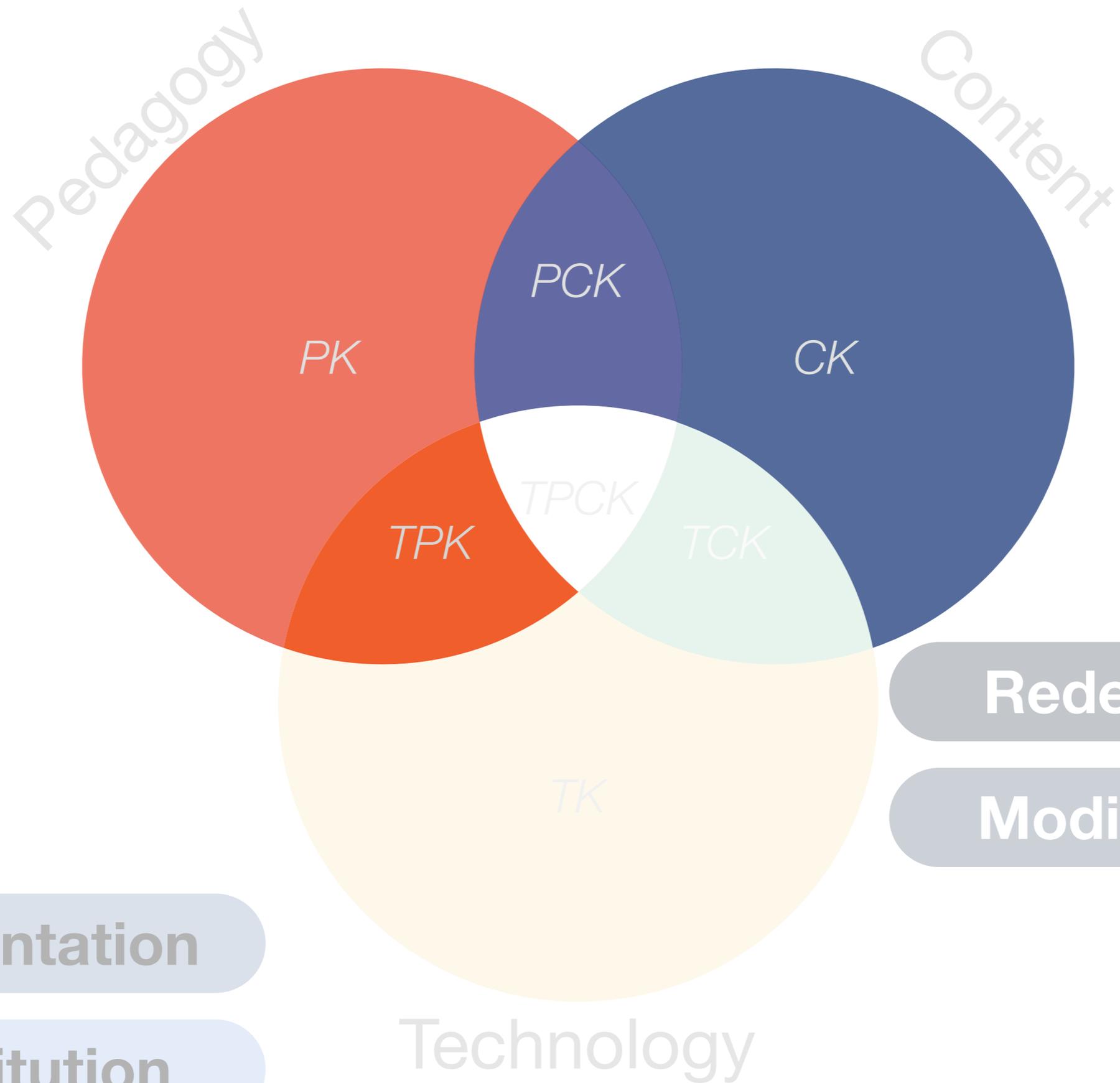
Augmentation

Substitution

Redefinition

Modification





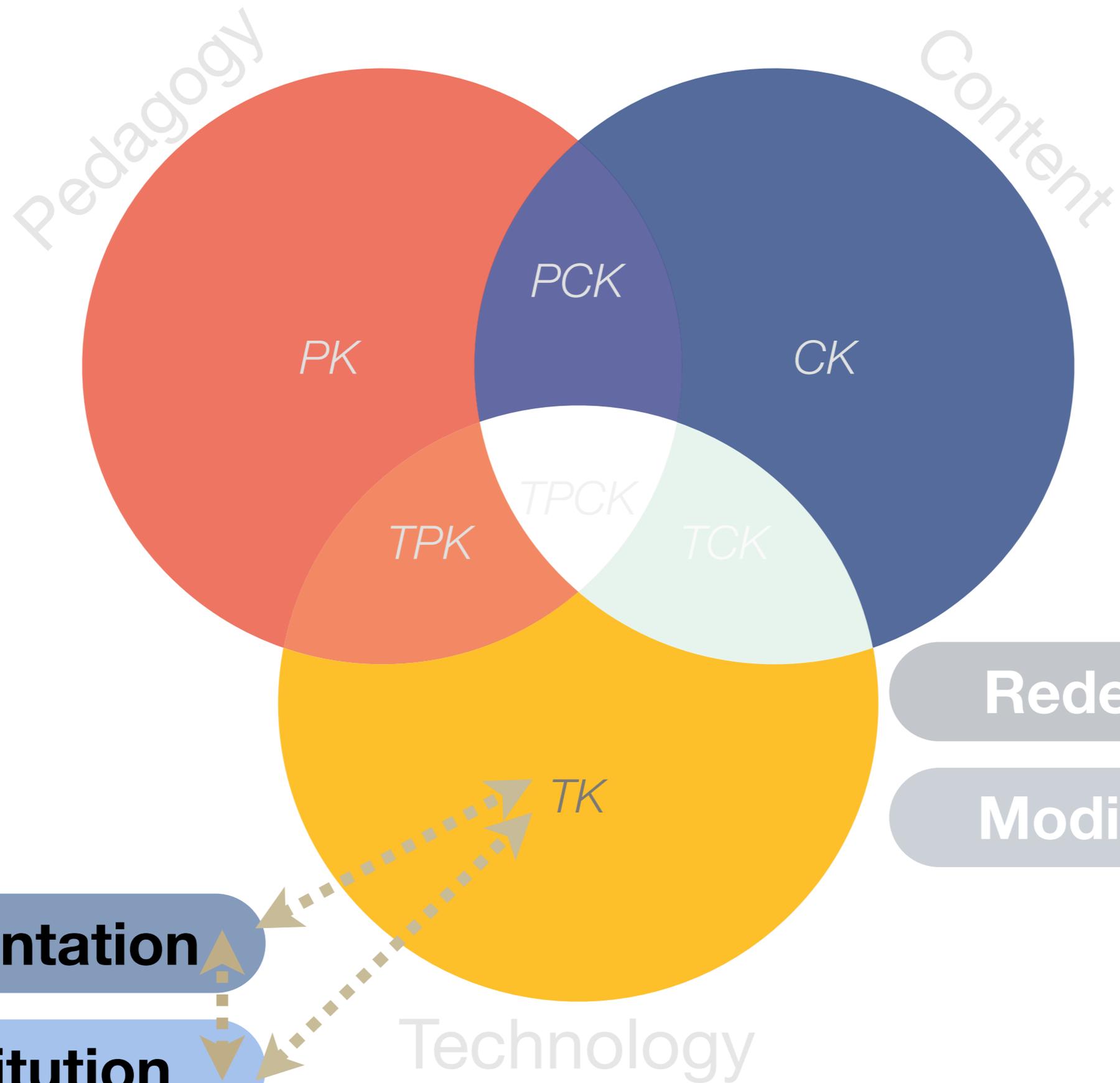
Augmentation

Substitution

Redefinition

Modification

Technology



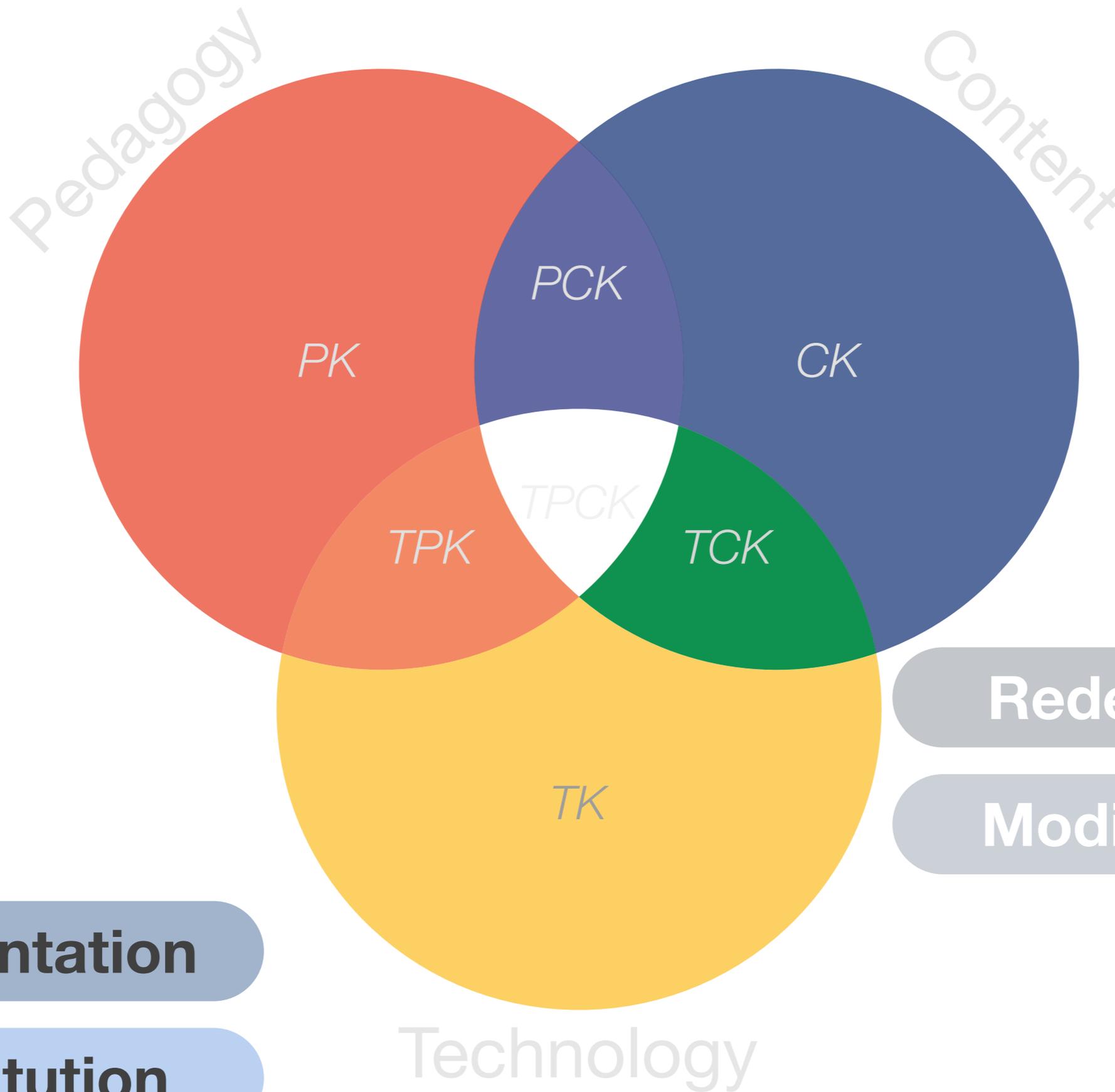
Redefinition

Modification

Augmentation

Substitution



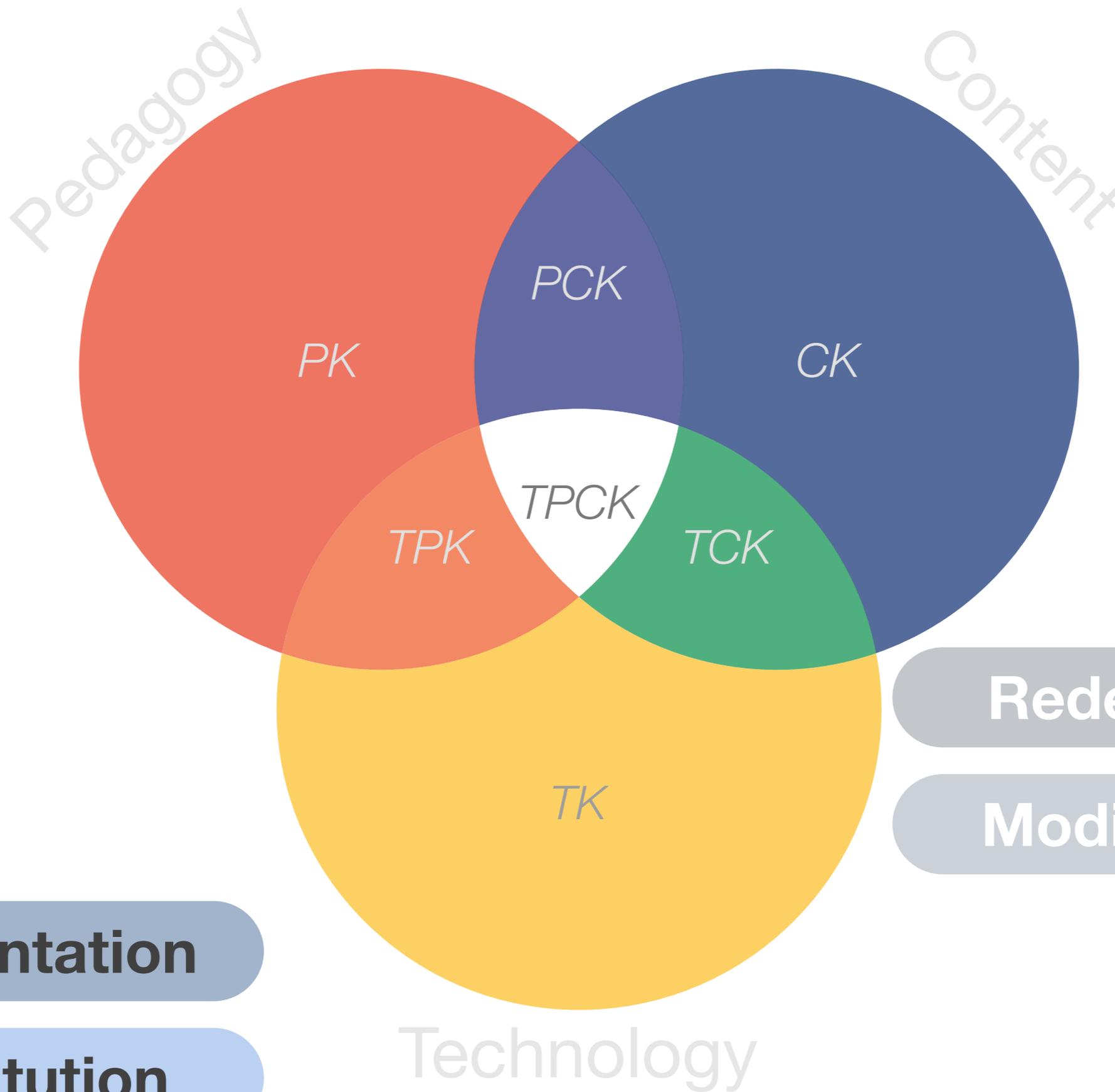


Augmentation

Substitution

Redefinition

Modification

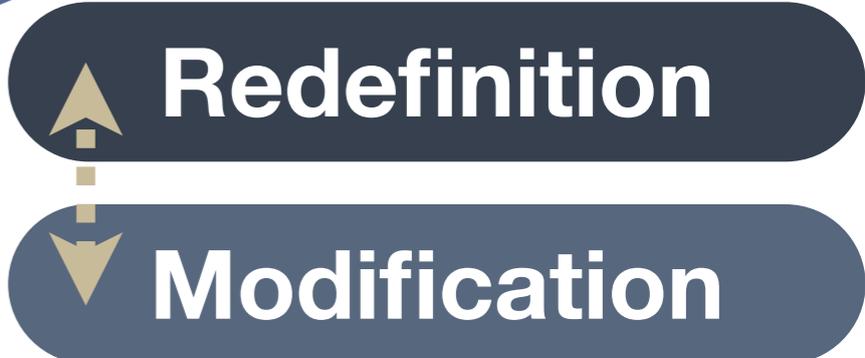
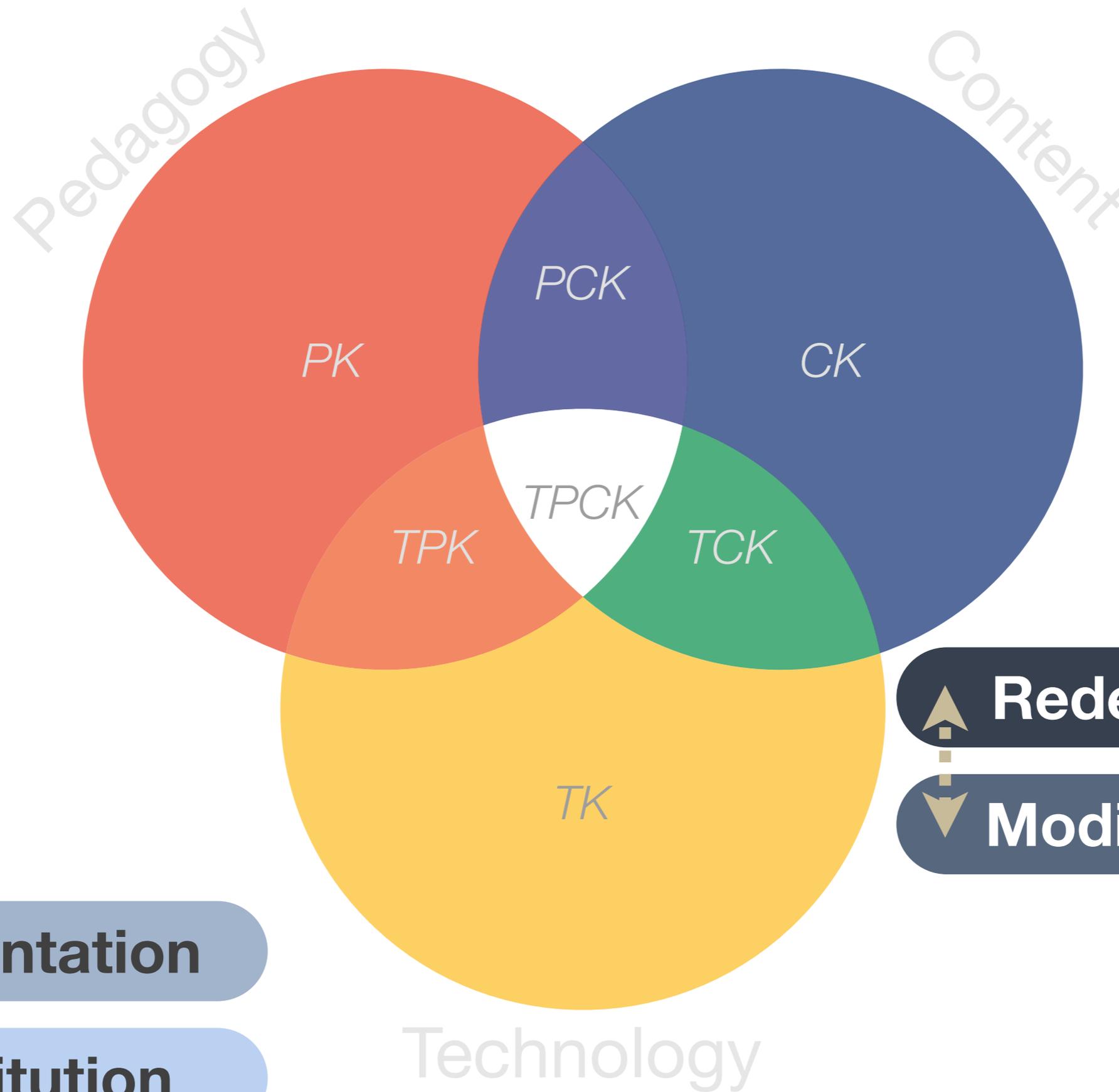


Augmentation

Substitution

Redefinition

Modification



Augmentation

Substitution

Advanced Strategies

Research Process

Writing Process

Digital Citizenship

Making Meaning

Digital Storytelling

UDL/Accessibility

Internet Tools



Office Tools



Math & Science Tools



Info Organization



Media Tools



Educational Games



Utilities

Social Computing

Digital Storytelling

Social

Narrative

Transformation

Visual

Play

Visualization and
Simulation

Educational Gaming

Three Key Curricular Areas

- The Connected Approach to Learning
 - Connections between subject areas
 - Connections within subject areas
- Asking how we know what we know
 - Ways of knowing in the humanities, arts, sciences, and mathematics
 - Nonsense detection filters
- Integrating theoretical domains with applied practice
 - Micro theory into macro observation
 - Macro theories into micro observation

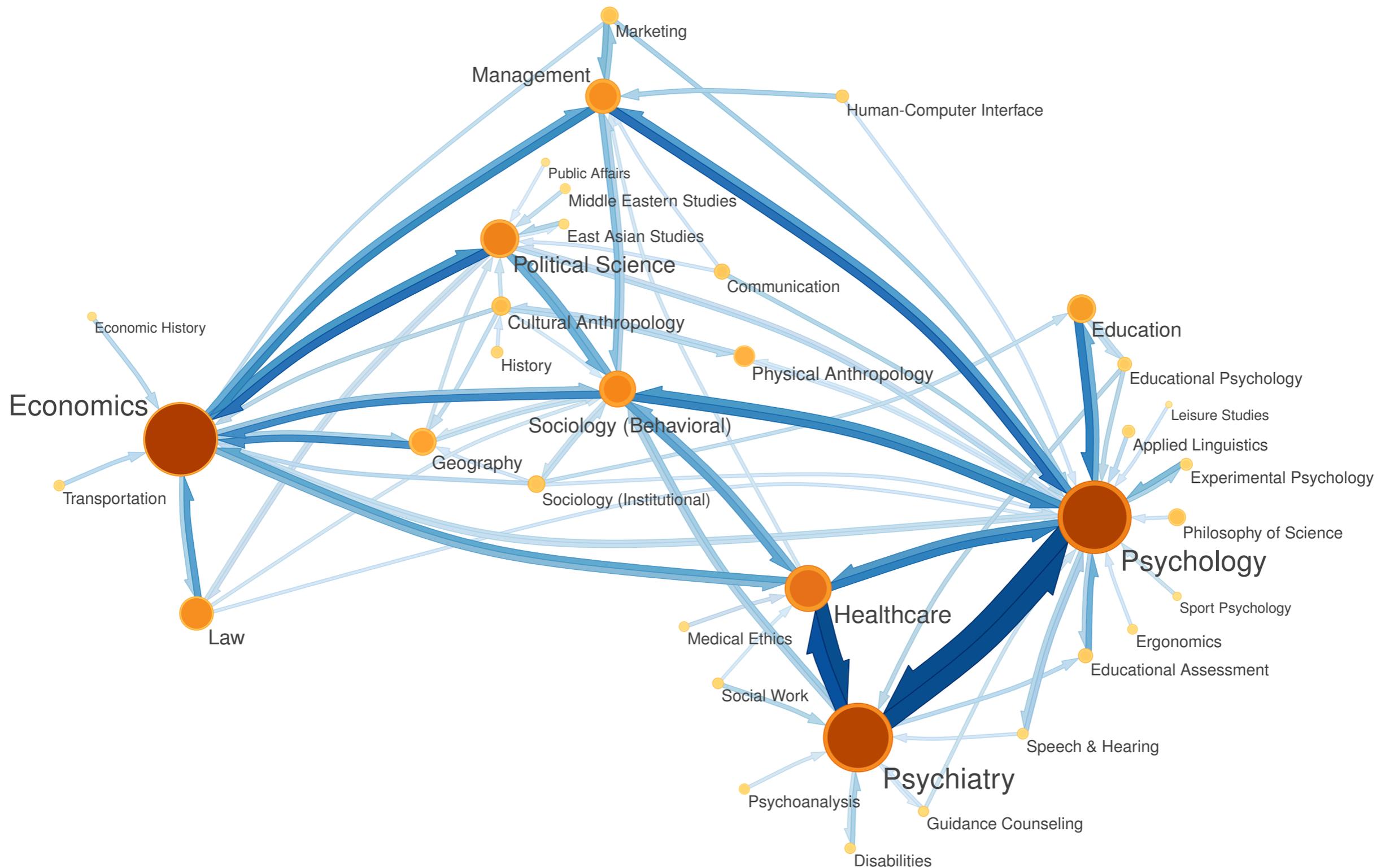
Connections Between Subject Areas

Example: Analytic Narrative



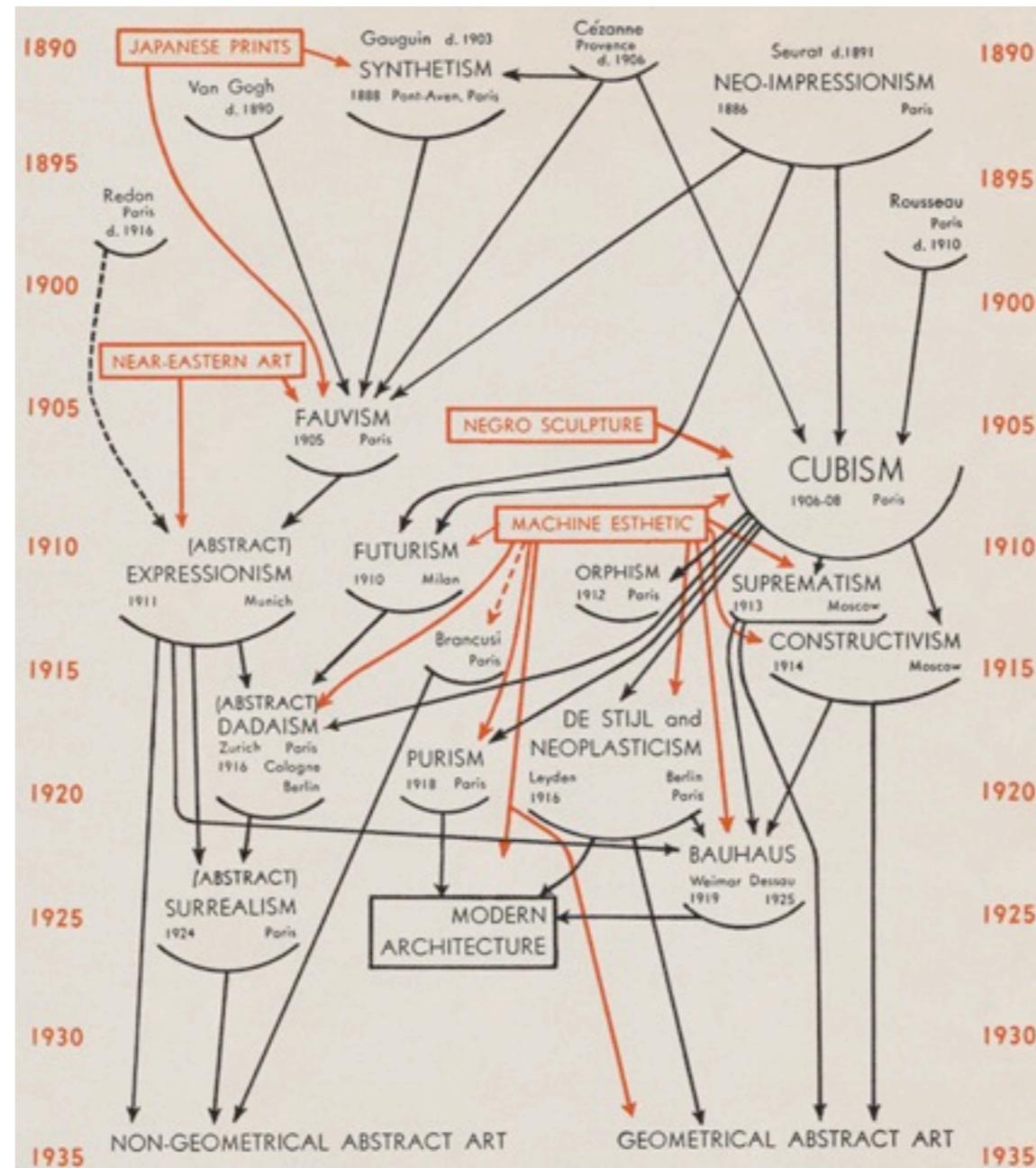
Connections Between Subject Areas

Example: the Social Sciences



Connections Within Subject Areas

Example: Visual Arts



CUBISM AND ABSTRACT ART

Connections Within Subject Areas

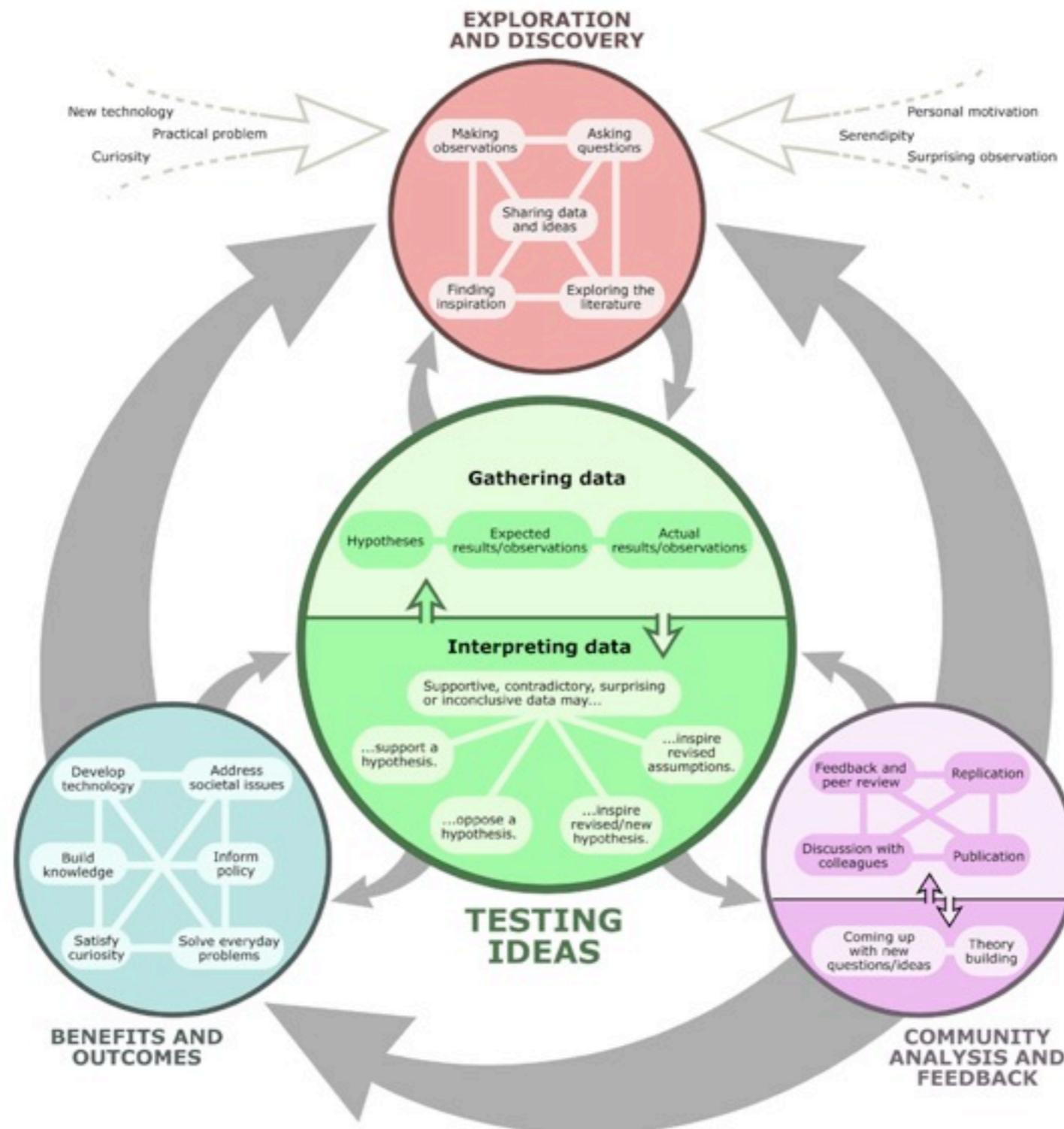
Example: Literature

- “What binds the authors together in an intellectual community is the great conversation in which they are engaged. In the works that come later in the sequence of years, we find authors listening to what their predecessors have had to say about this idea or that, this topic or that. They not only harken to the thought of their predecessors, they also respond to it by commenting on it in a variety of ways.”

Mortimer Adler, “The Great Conversation Revisited”

Ways of Knowing

Example: the Process of Science



Ways of Knowing

Example: Making Sense of Historical Evidence



Making Sense of Evidence

This section helps students and teachers make effective use of primary sources. "Making Sense of Documents" provide strategies for analyzing online primary materials, with interactive exercises and a guide to traditional and online sources. "Scholars in Action" segments show how scholars puzzle out the meaning of different kinds of primary sources, allowing you to try to make sense of a document yourself then providing audio clips in which leading scholars interpret the document and discuss strategies for overall analysis.

Making Sense of Documents

[Making Sense of Oral History](#)

Written by Linda Shopes, this guide presents an overview of oral history and ways historians use it, tips on what questions to ask when reading or... [\[more\]](#)

[Making Sense of Films](#)

Written by Tom Gunning, this guide offers an overview of early twentieth-century film and how historians use it, tips on what questions to ask when... [\[more\]](#)

[Making Sense of Maps](#)

This guide offers an overview of the history of maps and how historians use them, a breakdown of the elements of a map, tips on what questions to ask... [\[more\]](#)

[Making Sense of Numbers](#)

Written by Gary J. Kornblith, this guide offers an overview of quantitative methods, how historians use historical data, and step-by-step... [\[more\]](#)

[Making Sense of Letters and Diaries](#)

This guide offers an overview of letters and diaries as historical sources and how historians use them, tips on what questions to ask when reading... [\[more\]](#)

[Making Sense of Advertisements](#)

This guide, written by Daniel Pope, offers an overview of advertisements as historical sources and how historians use them, a brief history of... [\[more\]](#)

[Making Sense of American Popular Song](#)

Written by Ronald G. Walters and John Spitzer, Making Sense of American Popular Song provides a place for students and teachers to begin working with... [\[more\]](#)

[Making Sense of Documentary Photography](#)

In this guide, James Curtis helps students and teachers understand the documentary images that often illustrate textbooks but are almost never... [\[more\]](#)

Scholars in Action

[Analyzing an 1804 Inventory](#)

In this interview Barbara Clark Smith discusses strategies for analyzing household possessions, specifically a 1804 inventory of the possessions of... [\[more\]](#)

[Analyzing Political Cartoons](#)

In this interview, Michael O'Malley discusses strategies for interpreting political cartoons, specifically an 1876 Thomas Nast cartoon. The cartoon... [\[more\]](#)

[Analyzing Blues Songs](#)

In this interview, Lawrence Levine discusses strategies for listening to and interpreting music, specifically two blues songs, "Two White Horses... [\[more\]](#)

[Analyzing Photographs](#)

In this interview, Frank Goodyear discusses strategies for interpreting an 1853 photograph of Niagara Falls taken by Platt Babbitt. The daguerreotype... [\[more\]](#)

[Analyzing Letters](#)

In this interview, Teresa Murphy discusses strategies for reading letters, specifically three 19th-century letters written by labor activist... [\[more\]](#)

[Analyzing Abolitionist Speeches](#)

In this interview, Carla Peterson discusses strategies for interpreting speeches, specifically abolitionist speeches. These two speeches, one by... [\[more\]](#)

[Analyzing a Melville Story](#)

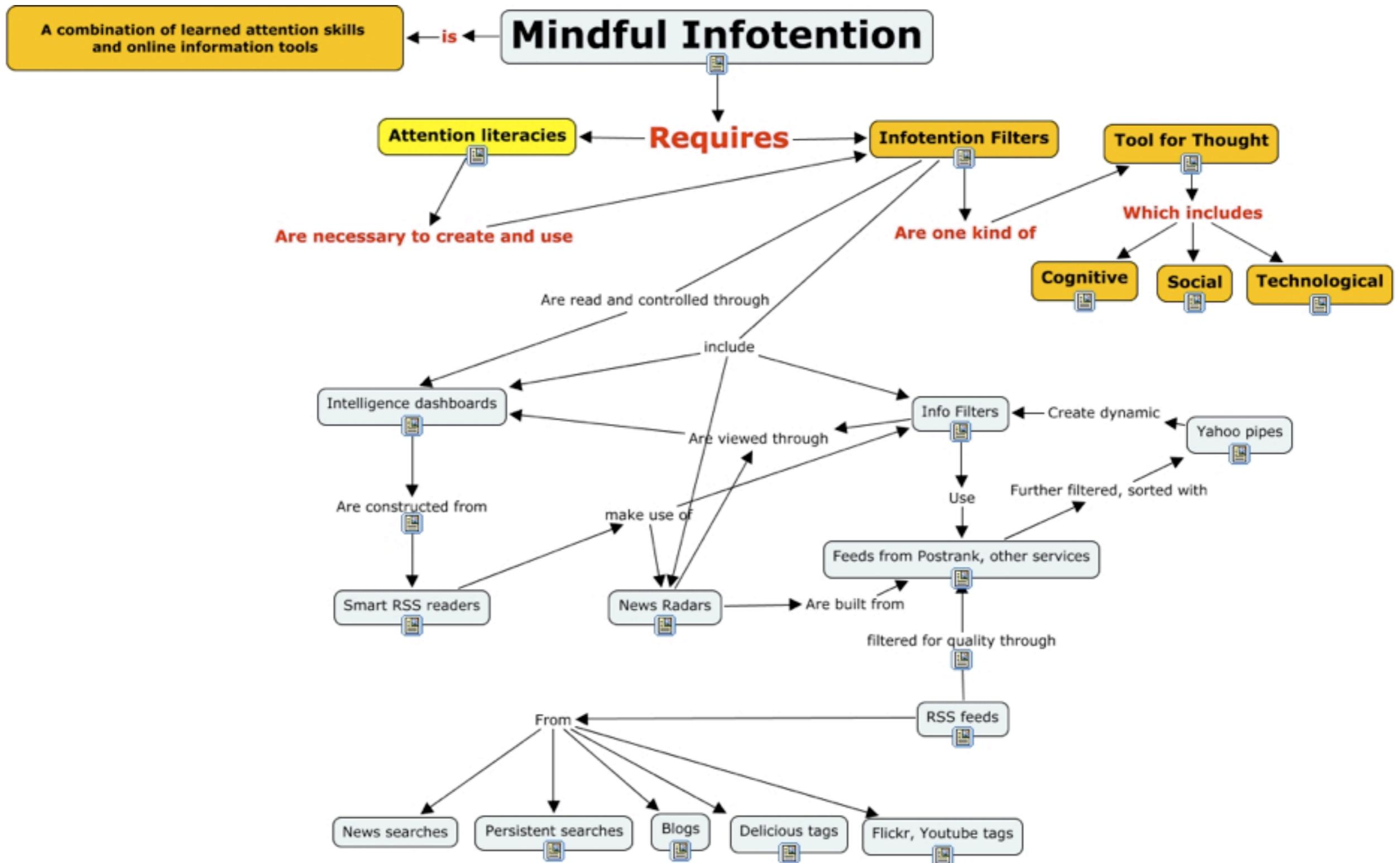
In this interview Hans Bergmann discusses strategies for interpreting literature, specifically a short story by Herman Melville published in 1853... [\[more\]](#)

[Analyzing a Colonial Newspaper](#)

This interview with Barbara Clark Smith discusses strategies for interpreting colonial period newspaper coverage, specifically a 1775 article about a... [\[more\]](#)

Nonsense Detection Filters

Example: Dashboards, Radars, Filters



Nonsense Detection Filters

Example: Debunking Pseudo-Scientific Analysis

Language Log

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Rhetorical testosterone and analytical hallucinations

July 1, 2010 @ 9:01 am · Filed by Mark Liberman under Language and politics

[« previous post](#) | [next post »](#)

In her most recent column ("Obama: Our first female president", 7/1/2010), Kathleen Parker argues that Barack Obama writes like a girl:

If Bill Clinton was our first black President, as Toni Morrison once proclaimed, then Barack Obama may be our first woman President. [...]

No, I'm not calling Obama a girlie President. But ... he may be suffering a rhetorical-testosterone deficit when it comes to dealing with crises [...]

What's her evidence for this lack of "rhetorical-testosterone"? Along with a lot of vague stuff about how Obama is "a chatterbox" who shares with "Ronald Reagan and Bill Clinton" (!) the ability to "assume feminine communication styles effectively", the column includes exactly one relevant fact:

Obama's [oil spill] speech featured 13 percent passive-voice constructions, the highest level measured in any major presidential address this century, according to the Global Language Monitor, which tracks and analyzes language.

If you're not a regular reader, please take a few minutes to scan our last discussion of linguistic "analysis" from Paul Payack's Global Language Monitor ("Language guru runs with the journalistic pack", 6/17/2010). According to Mr. Payack, president Obama's address on the gulf oil spill was excessively "professorial" because its average sentence length was 19.8 words. I checked on president George W. Bush' post-Katrina speech, and found that its average sentence length was 23.5 words, suggesting either that Bush was even more "professorial" than Obama, or that Mr. Payack was full of it.

So what about those passives?

The first thing to say is that there isn't the slightest evidence that passive-voice constructions are "feminine". Women don't use the passive voice more than men, and among male writers, number of passive-voice constructions doesn't appear to have any relationship at all to real or perceived manliness. The "passive is girly" prejudice seems to be purely due to the connotations of (other senses of) the term *passive*, misinterpreted by people who in any case mostly wouldn't recognize the

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Integrating Theory and Practice

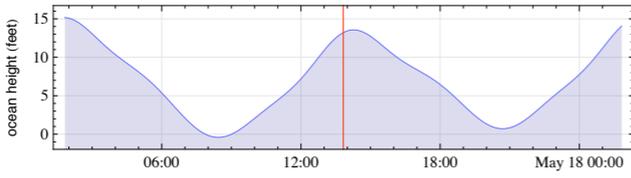
Example: Pure Math/Applied Math

 computational knowledge engine

tides Bangor, Maine

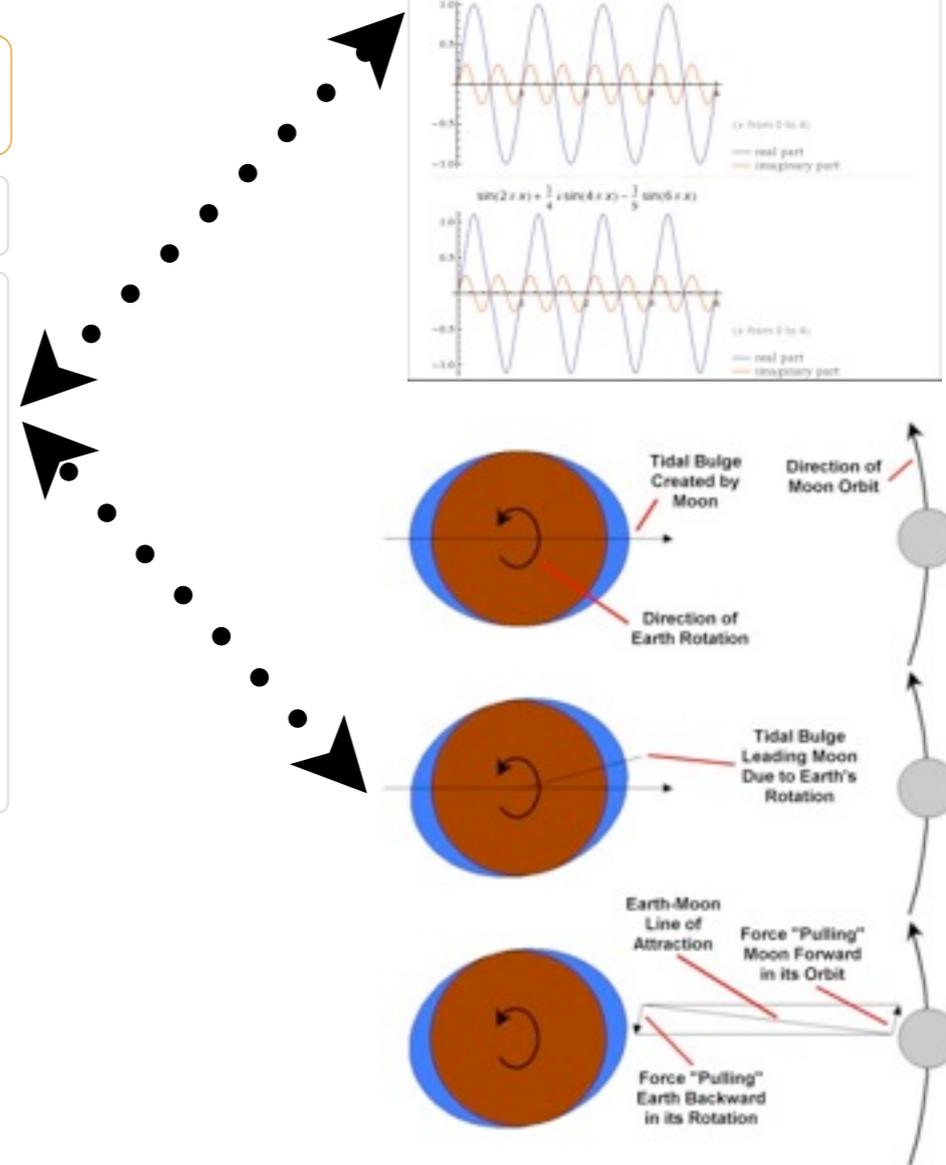
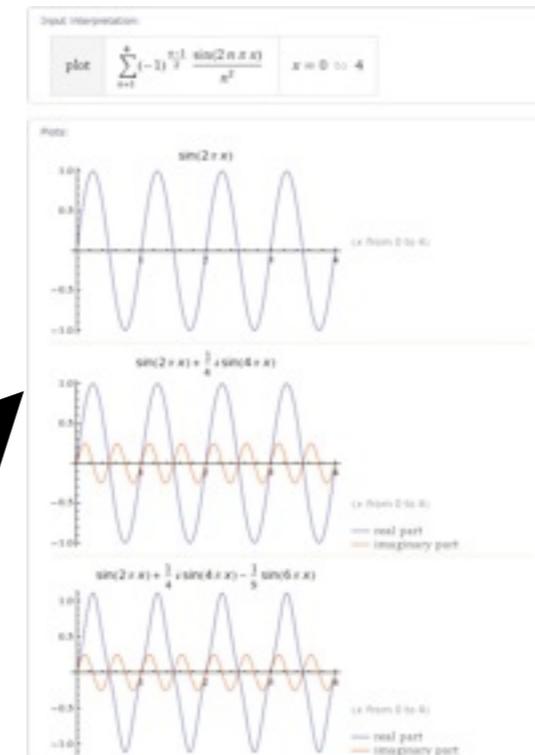
Input interpretation:
tides Bangor, Maine

Result:



Monday, May 17, 2010		
low tide	8:26 am EDT (5 hr 23 min ago)	-0.4 feet
high tide	2:15 pm EDT (26 min from now)	+13.6 feet
low tide	8:41 pm EDT (6 hr 52 min from now)	+0.7 feet

(computed using historical data, not taking into account weather, etc. heights relative to all-time average lowest daily tide)



Integrating Theory and Practice

Example: Sociological Theory/Network Analysis

Multirelational organization of large-scale social networks in an online world

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^aSection for Science of Complex Systems, Medical University of Vienna, Spitalgasse 23, 1090 Vienna, Austria; ^bInstitute for Mathematical Sciences, Imperial College London, London SW7 2PG, United Kingdom; ^cDepartment of Mathematics, Imperial College London, London SW7 2AZ, United Kingdom; and ^dSanta Fe Institute, 1399 Hyde Park Road, Santa Fe, NM 87501

Edited by H. Eugene Stanley, Boston University, Boston, MA, and approved June 23, 2010 (received for review March 25, 2010)

The capacity to collect fingerprints of individuals in online media has revolutionized the way researchers explore human society. Social systems can be seen as a nonlinear superposition of a multitude of complex social networks, where nodes represent individuals and links capture a variety of different social relations. Much emphasis has been put on the network topology of social interactions, however, the multidimensional nature of these interactions has largely been ignored, mostly because of lack of data. Here, for the first time, we analyze a complete, multirelational, large social network of a society consisting of the 300,000 odd players of a massive multiplayer online game. We extract networks of six different types of one-to-one interactions between the players. Three of them carry a positive connotation (friendship, communication, trade), three a negative (enmity, armed aggression, punishment). We first analyze these types of networks as separate entities and find that negative interactions differ from positive interactions by their lower reciprocity, weaker clustering, and fatter-tail degree distribution. We then explore how the interdependence of different network types determines the organization of the social system. In particular, we study correlations and overlap between different types of links and demonstrate the tendency of individuals to play different roles in different networks. As a demonstration of the power of the approach, we present the first empirical large-scale verification of the long-standing structural balance theory, by focusing on the specific multiplex network of friendship and enmity relations.

complex networks | multiplex relations | quantitative sociology

Human societies can be regarded as large numbers of locally interacting agents, connected by a broad range of social and economic relationships. These relational ties are highly diverse in nature and can represent, e.g., the feeling a person has for another (friendship, enmity, love), communication, exchange of goods (trade), or behavioral interactions (cooperation or punishment). Each type of relation spans a social network of its own. A systemic understanding of a whole society can only be achieved by understanding these individual networks and how they influence and coconstruct each other. The shape of one network influences the topologies of the others, as networks of one type may act as

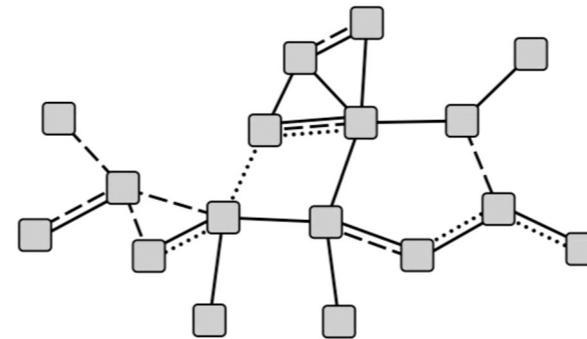


Fig. 1. Multiplex networks consist of a fixed set of nodes connected by different types of links. This multirelational aspect is usually neglected in the analysis of large social networks. In our MMOG dataset, six types of social links can exist between any two players, representing their friendship or enmity relations, their exchanged private messages, their trading activity, their one-to-one aggressive acts against each other (attacks), and their placing of head money (bounties) on other players as, e.g., means of punishment.

in the organization of large-scale networks. For example, the existence of different link types between agents explains the overlap of community structures observed in social networks, where nodes may belong to several communities, each associated to one different type of interaction (5, 6). Methodological work on multiplex networks includes the development of multiplex community detection (7), clustering (8), and other network analysis algorithms (9). The role of multiple relation types in measured social networks has recently been investigated across communication media (10), in an online game (11), as well as in ecological networks (12).

Traditional methods of social science, such as small-scale questionnaire-based approaches, get more and more replaced by automated methods of data collection which allow for entirely different scales of analysis (13–15). This change of scale has opened new perspectives and has the potential to radically transform our understanding of social dynamics and organization (16). The empirical verification of social theories such as the strength of weak ties (17, 18) become possible with hitherto unthinkable levels of precision. However, this large-scale perspective suffers from the drawback of a relatively coarse-grained representation

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