Social Pedagogies as a Framework for Design and Inquiry

Was "Digital Tools, Inquiry, and SoTL in the Humanities"

Randy Bass, Center for New Designs in Learning and Scholarship (CNDLS), Georgetown University

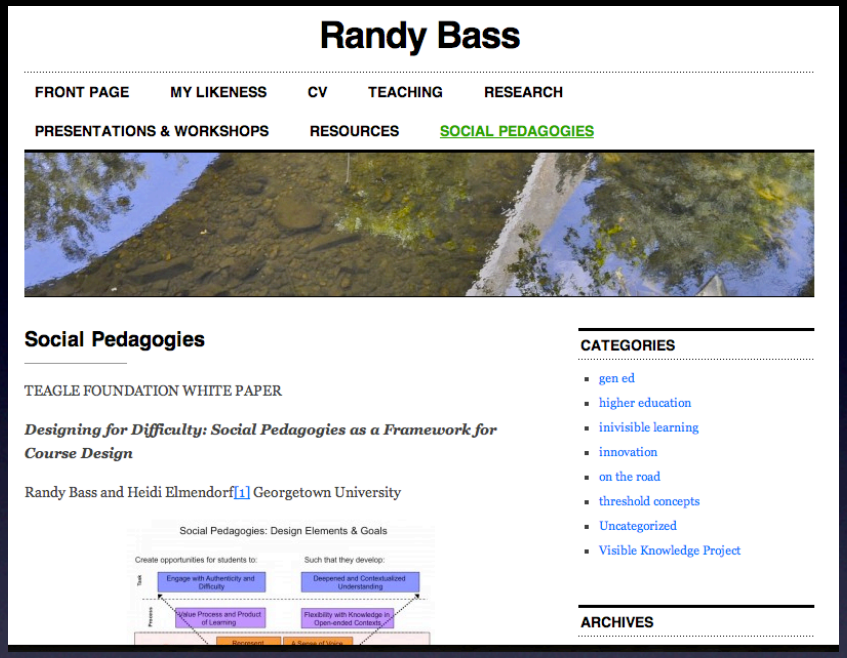
University of Wisconsin

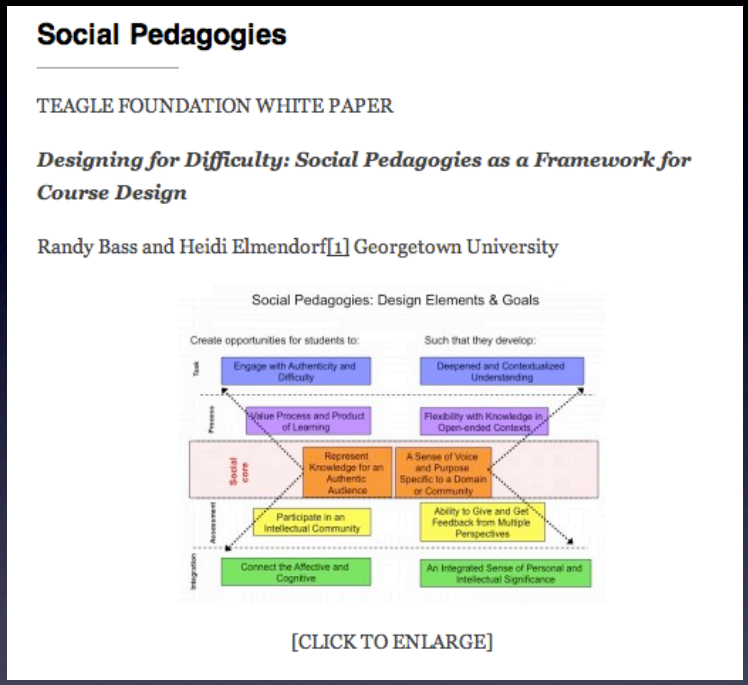
President's Summit

April 14-15, 2011

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

"Defining Social Pedagogies" (Teagle Foundation)

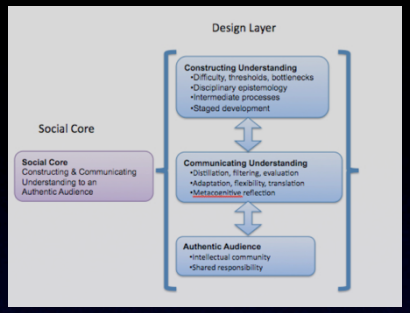




https://commons.georgetown.edu/blogs/bassr/social-pedagogies/

Bass and Elmendorf, 2011

Social Pedagogies Workshop --

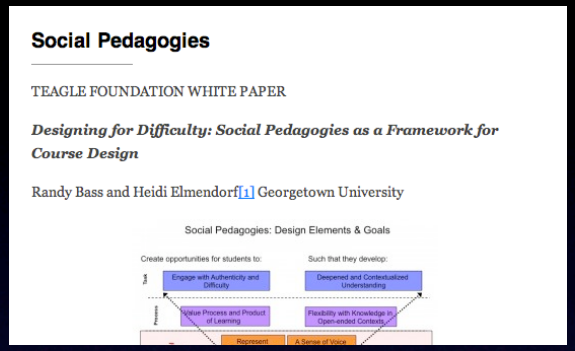


Focus on Design: What do social pedagogies look like in practice?

Focus on Evidence of learning: Assessment or Inquiry: What are some issues with evidence of learning in social pedagogies?

Bass and Elmendorf, 2011

"Defining Social Pedagogies" (Teagle Foundation)



Social Pedagogies

TEAGLE FOUNDATION WHITE PAPER

Designing for Difficulty: Social Pedagogies as a Framework for Course Design

Randy Bass and Heidi Elmendorf[1] Georgetown University

Social Pedagogies: Design Elements & Goals

Create opportunities for students to: | Such that they develop:

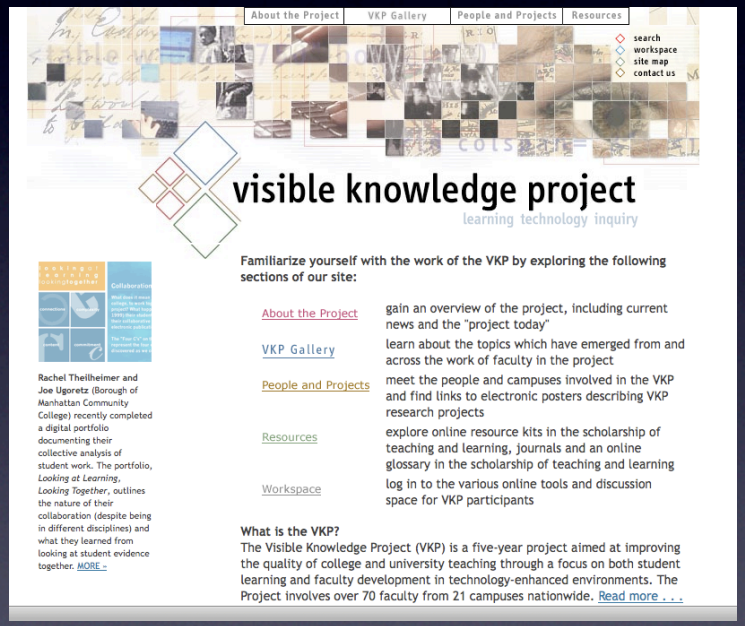
Engage with Authenticity and Difficulty → Deepened and Contextualized Understanding

Value Process and Product of Learning → Flexibility with Knowledge in Open-ended Contexts

Represent → A Sense of Voice

Where did this work come from?

- Adaptive Expertise
- Embodied learning
- Socially Situated Learning



About the Project | VKP Gallery | People and Projects | Resources

search
workspace
site map
contact us

visible knowledge project

learning technology inquiry

Familiarize yourself with the work of the VKP by exploring the following sections of our site:

About the Project	gain an overview of the project, including current news and the "project today"
VKP Gallery	learn about the topics which have emerged from and across the work of faculty in the project
People and Projects	meet the people and campuses involved in the VKP and find links to electronic posters describing VKP research projects
Resources	explore online resource kits in the scholarship of teaching and learning, journals and an online glossary in the scholarship of teaching and learning
Workspace	log in to the various online tools and discussion space for VKP participants

What is the VKP?

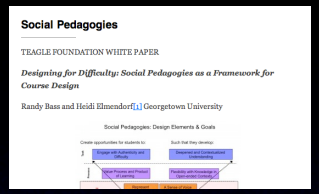
The Visible Knowledge Project (VKP) is a five-year project aimed at improving the quality of college and university teaching through a focus on both student learning and faculty development in technology-enhanced environments. The Project involves over 70 faculty from 21 campuses nationwide. Read more . . .

Rachel Theilheimer and Joe Ugoretz (Borough of Manhattan Community College) recently completed a digital portfolio documenting their collective analysis of student work. The portfolio, *Looking at Learning, Looking Together*, outlines the nature of their collaboration (despite being in different disciplines) and what they learned from looking at student evidence together. MORE »

https://commons.georgetown.edu/blogs/bassr/social-pedagogies/

Bass and Elmendorf, 2011

“Defining Social Pedagogies” (Teagle Foundation)


Social Pedagogies

TEAGLE FOUNDATION WHITE PAPER

Designing for Difficulty: Social Pedagogies as a Framework for Course Design

Randy Bass and Heidi Elmendorf[1] Georgetown University

Social Pedagogies: Design Elements & Goals

Where did this work come from?

Digital Stories

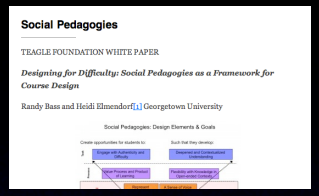
and

Biology community-based teaching (thesis and gen ed)

https://commons.georgetown.edu/blogs/bassr/social-pedagogies/

Bass and Elmendorf, 2011

"Defining Social Pedagogies" (Teagle Foundation)


Social Pedagogies

TEAGLE FOUNDATION WHITE PAPER

Designing for Difficulty: Social Pedagogies as a Framework for Course Design

Randy Bass and Heidi Elmendorf[1] Georgetown University

Social Pedagogies: Design Elements & Goals

Where did this work come from?

Reacting to the Past (History)

Using video student think alouds for Math problem-solving

Literature and Anthropology courses using suite of Web 2.0 tools (blogs, wiki's, twitter, social bookmarking) to share co-construction of courses

Bass and Elmendorf, 2011

Social Pedagogies Framework

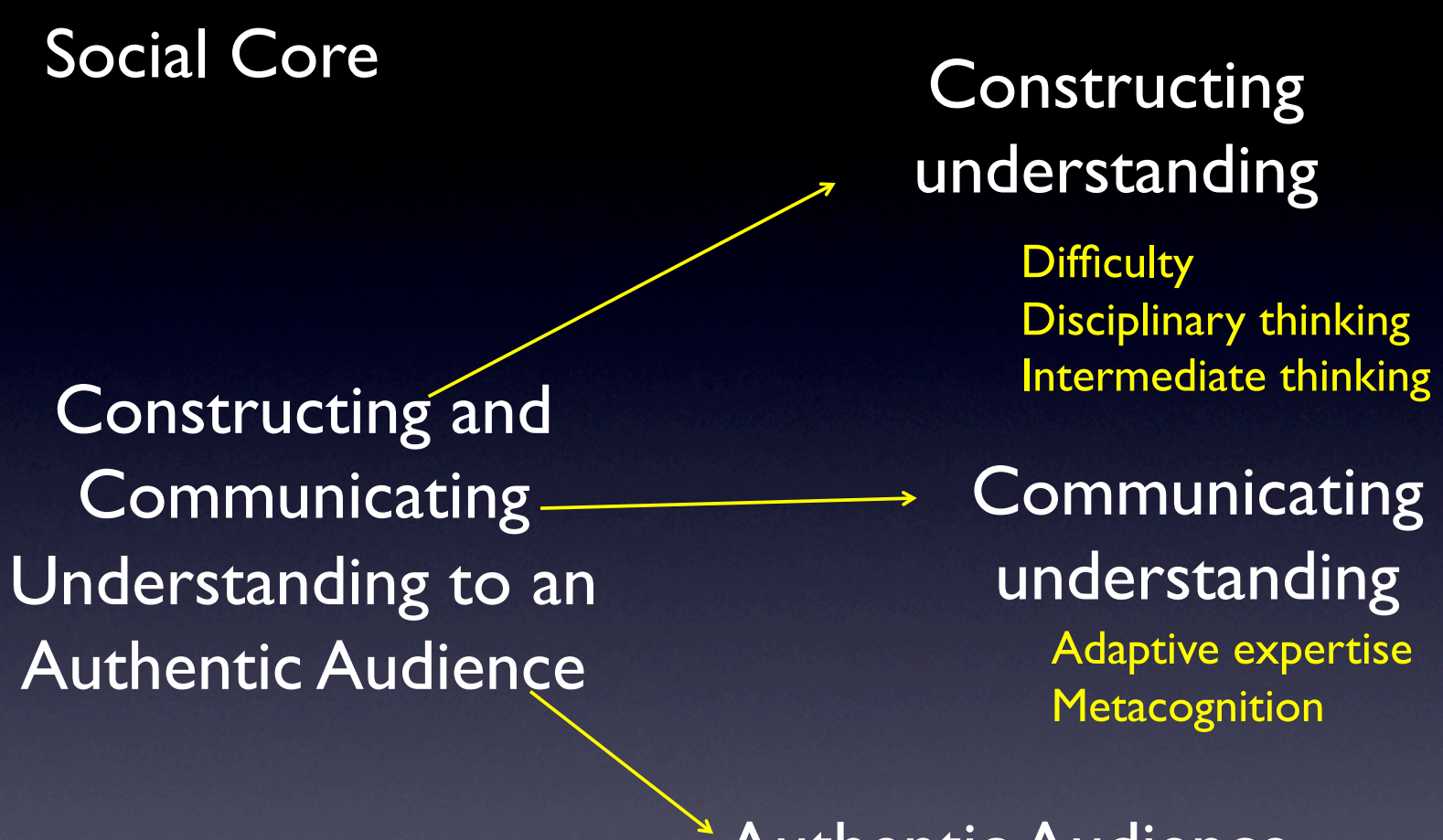
Social Core

Constructing and Communicating Understanding to an Authentic Audience

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Randy Bass and Heidi Elmendorf, 2011

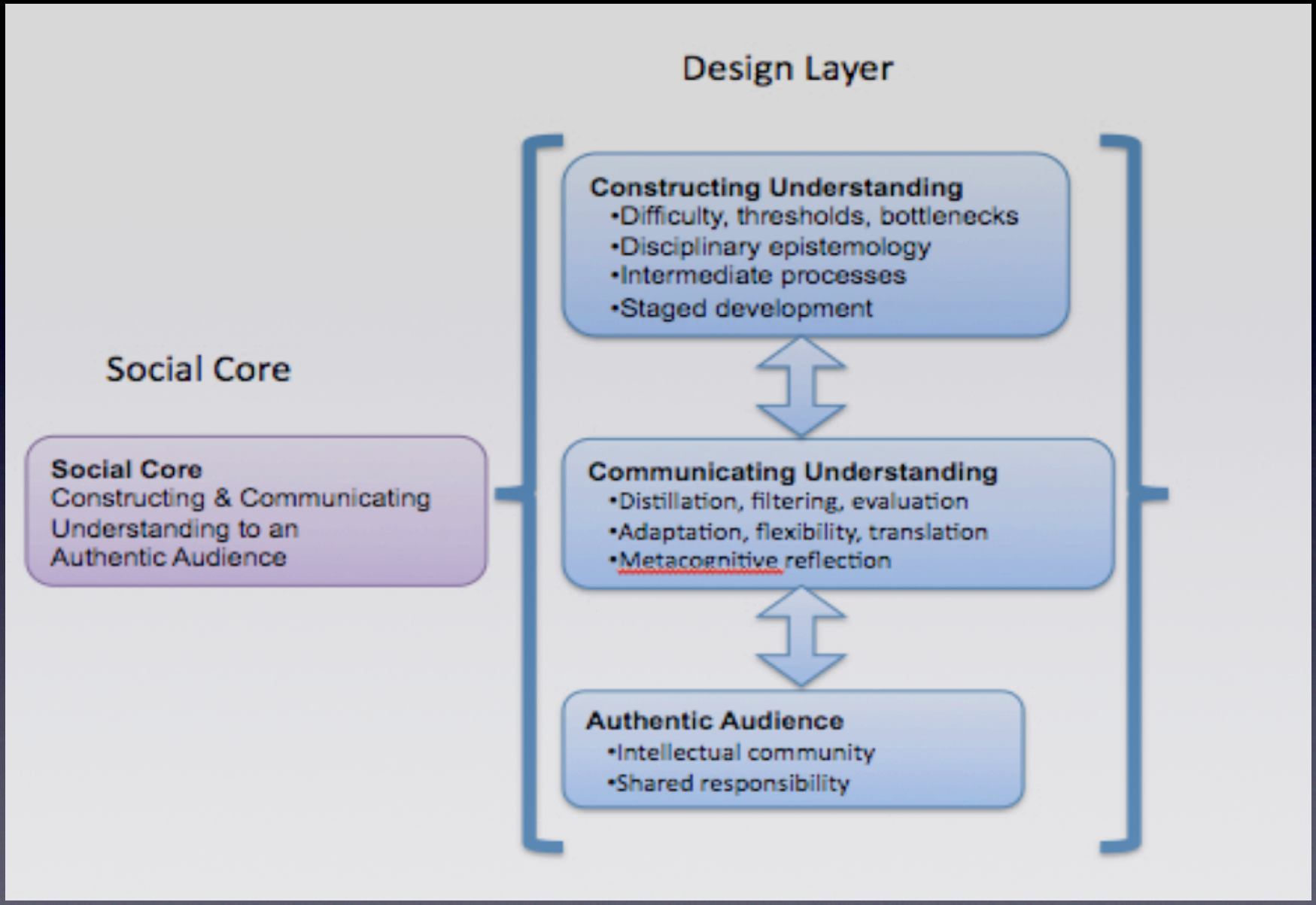
Social Pedagogies Framework



CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

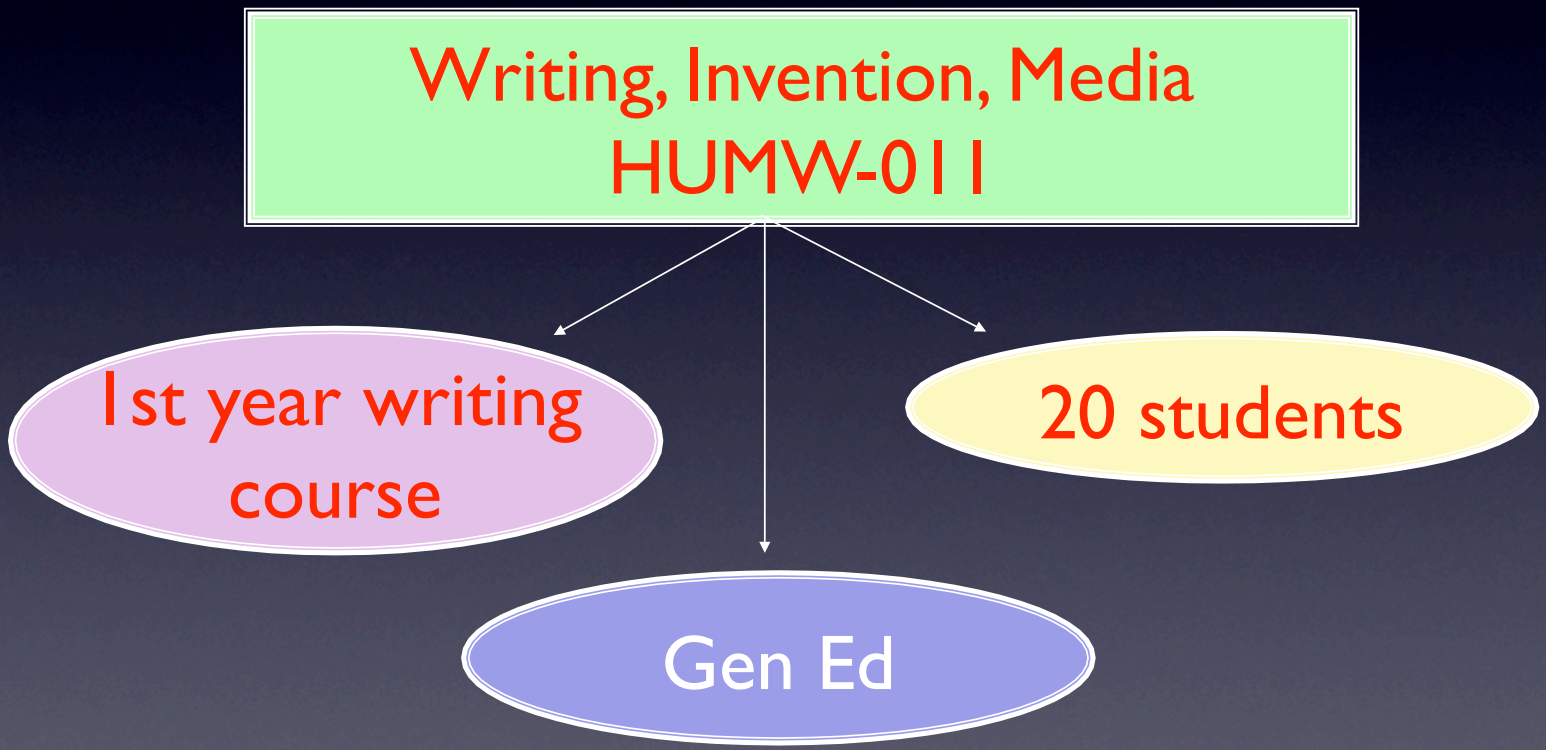
Randy Bass and Heidi Elmendorf, 2011

Social Pedagogies Framework



Randy Bass and Heidi Elmendorf, 2011

Social Pedagogies and an Introductory Writing Class

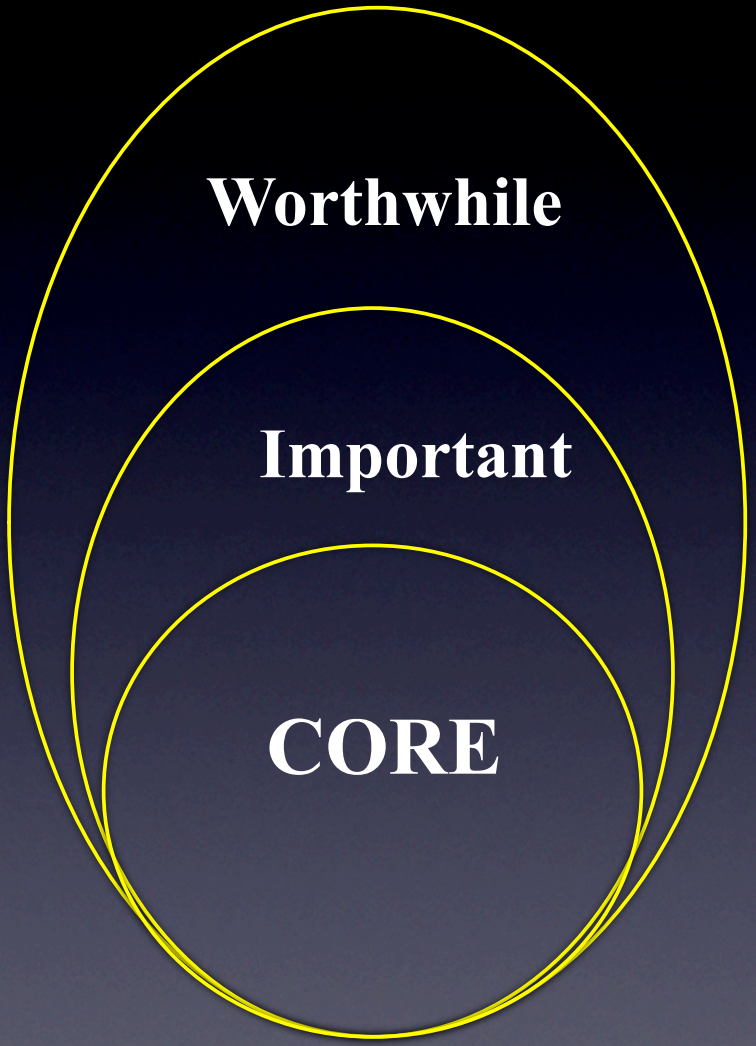


Randy Bass, Georgetown University

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Humanities & Writing 011

- First-year required writing course
- Section theme: "Writing, Invention, Media"
- Core concept: "writing is a social act"
- Core theme: Changes modes of learning, the participatory culture of Web, and the nature of the University
- Assessment through contract, crowd-sourcing (peer rating and aggregation), and professor judgment



What is worth knowing and doing?

What is important to know and do?

What is a core or enduring understanding?

Grant Wiggins and Jay McTighe,

Understanding by Design

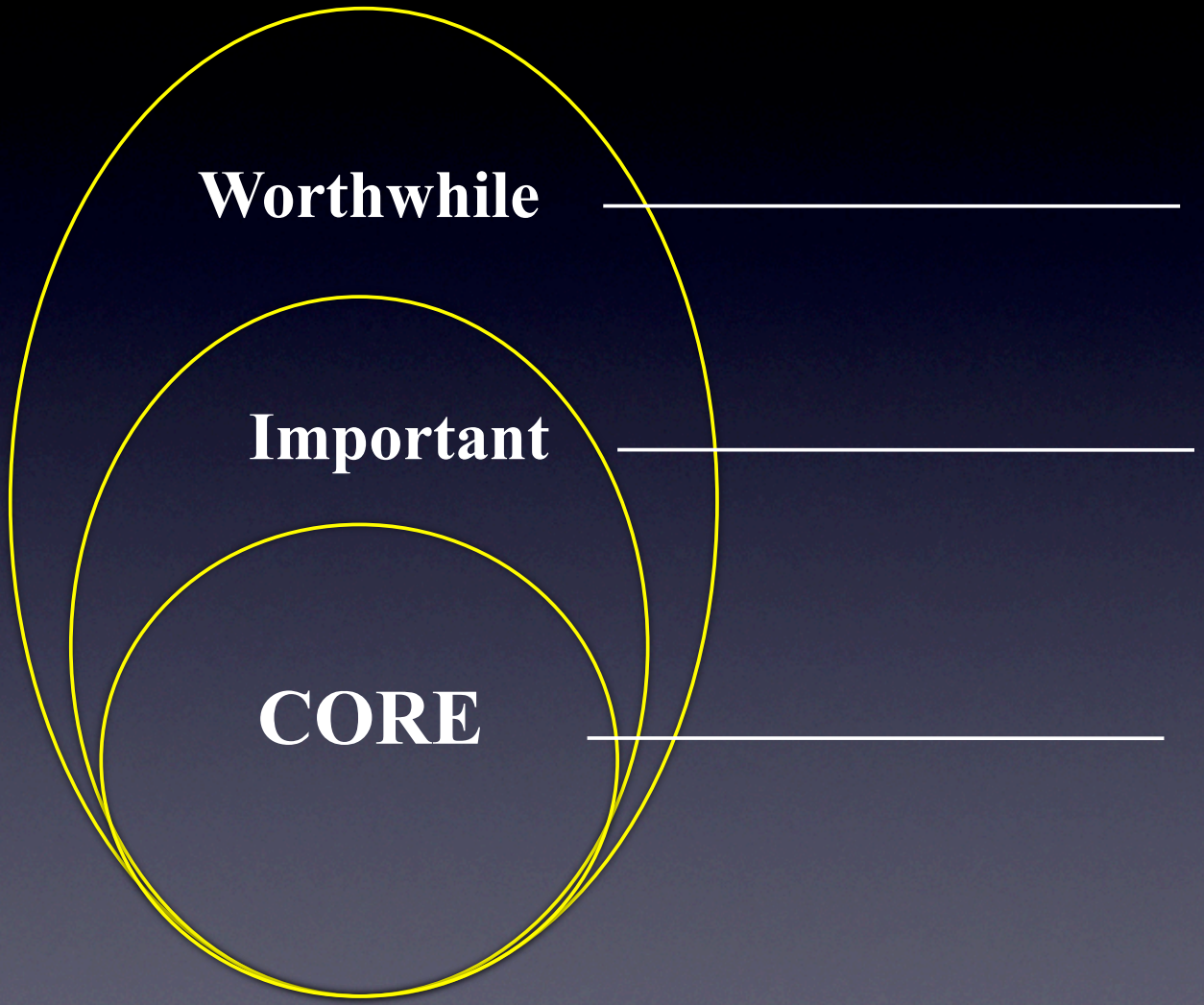
CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

HUMW011: Writing, Invention, Media

Opening Day exercise:

Writing in school?

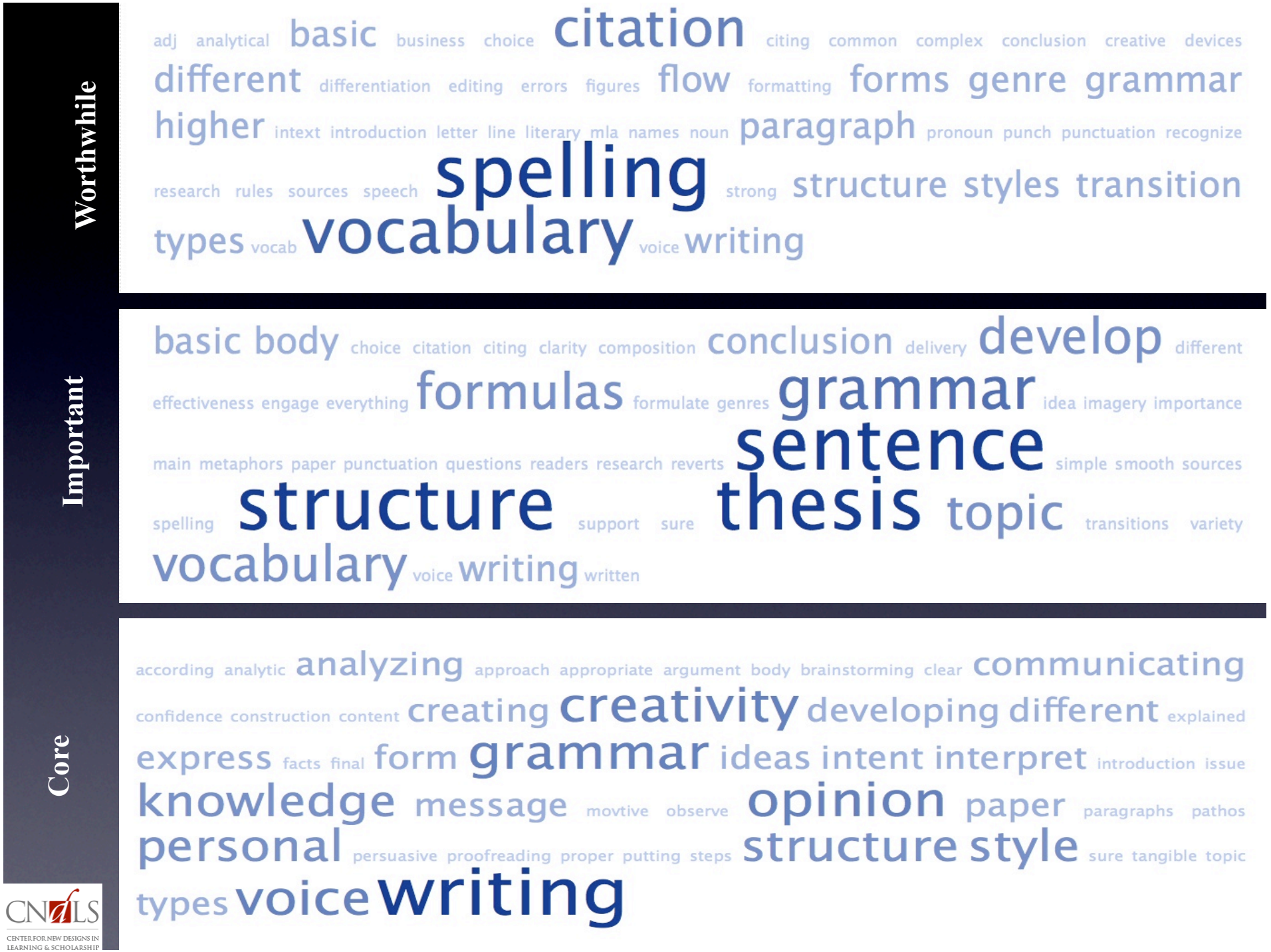
Writing on the Web?



Core Values of Writing in School: Week One

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

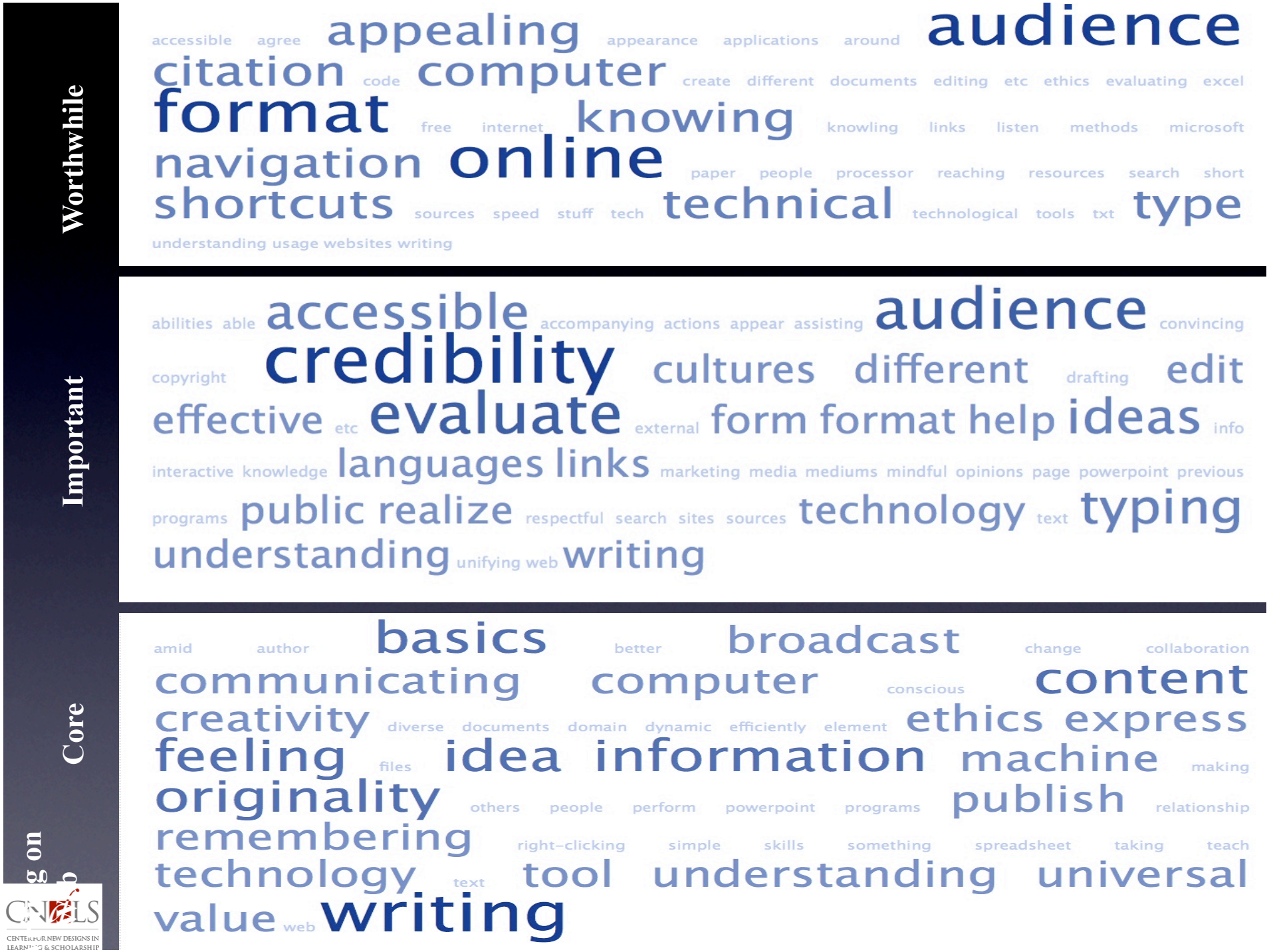
Randy Bass, Georgetown University



CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Core Understandings--writing in school (week one)

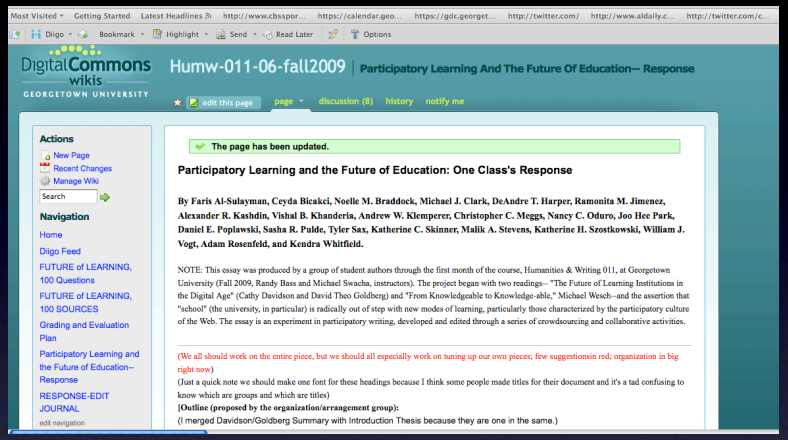
Core Understandings--digital, Writing on the web (week one)


Worthwhile
accessible agree appealing appearance applications around audience
citation code computer create different documents editing etc ethics evaluating excel
format free internet knowing knowling links listen methods microsoft
navigation online paper people processor reaching resources search short
shortcuts sources speed stuff tech technical technological tools txt type
understanding usage websites writing
Important
abilities able accessible accompanying actions appear assisting audience convincing
copyright credibility cultures different drafting edit
effective etc evaluate external form format help ideas info
interactive knowledge languages links marketing media mediums mindful opinions page powerpoint previous
programs public realize respectful search sites sources technology text typing
understanding unifying web writing
Core
amid author basics better broadcast change collaboration
communicating computer conscious content
creativity diverse documents domain dynamic efficiently element ethics express
feeling files idea information machine making
originality others people perform powerpoint programs publish relationship
remembering right-clicking simple skills something spreadsheet taking teach
technology text tool understanding universal
value web writing

Core Understandings--writing (week one)

Core Understandings--writing (week 14)

Working in the Wiki

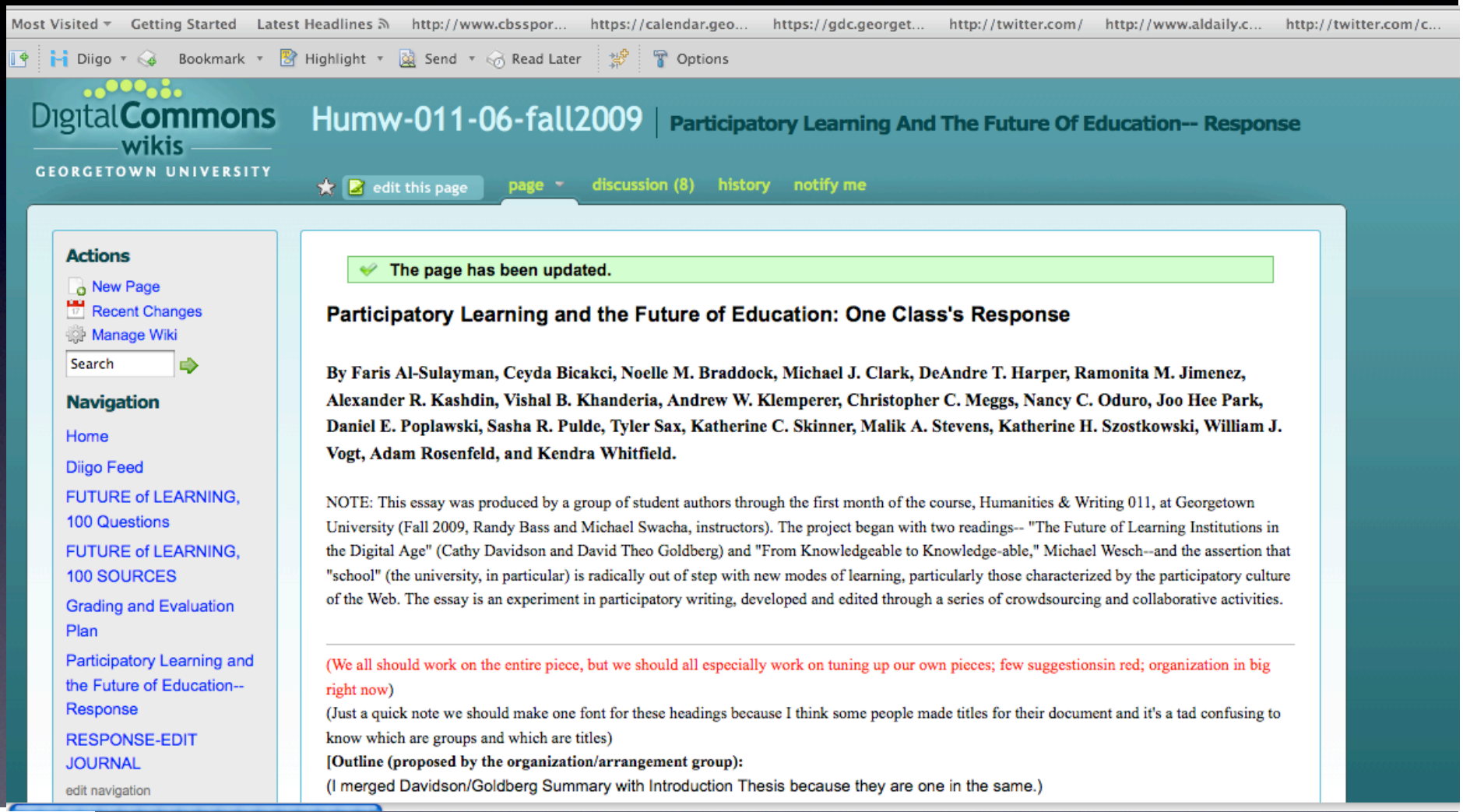


"Authentic task"-- Write a susbstantive position statement, as a class, using the Wiki.

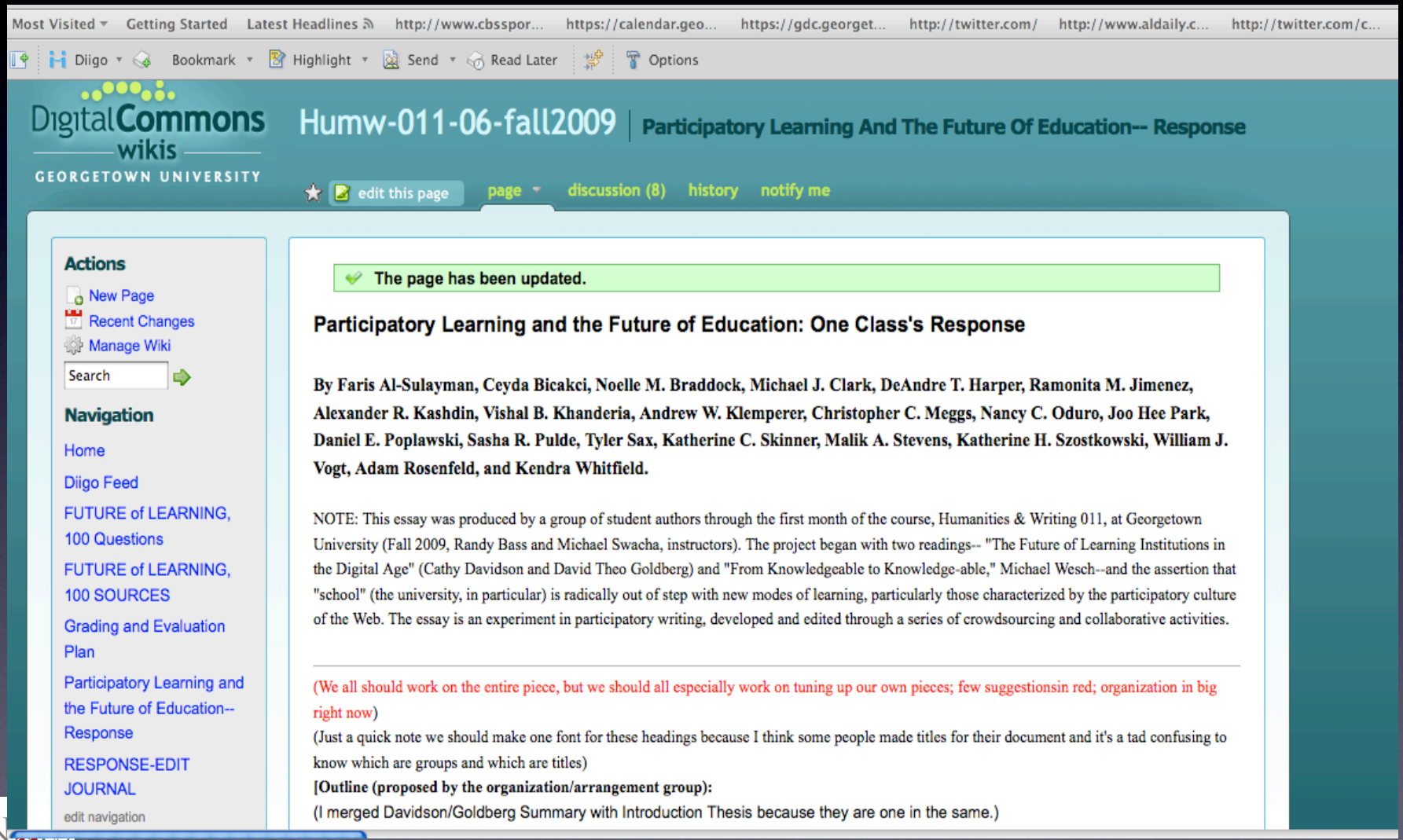
CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Randy Bass, Georgetown University

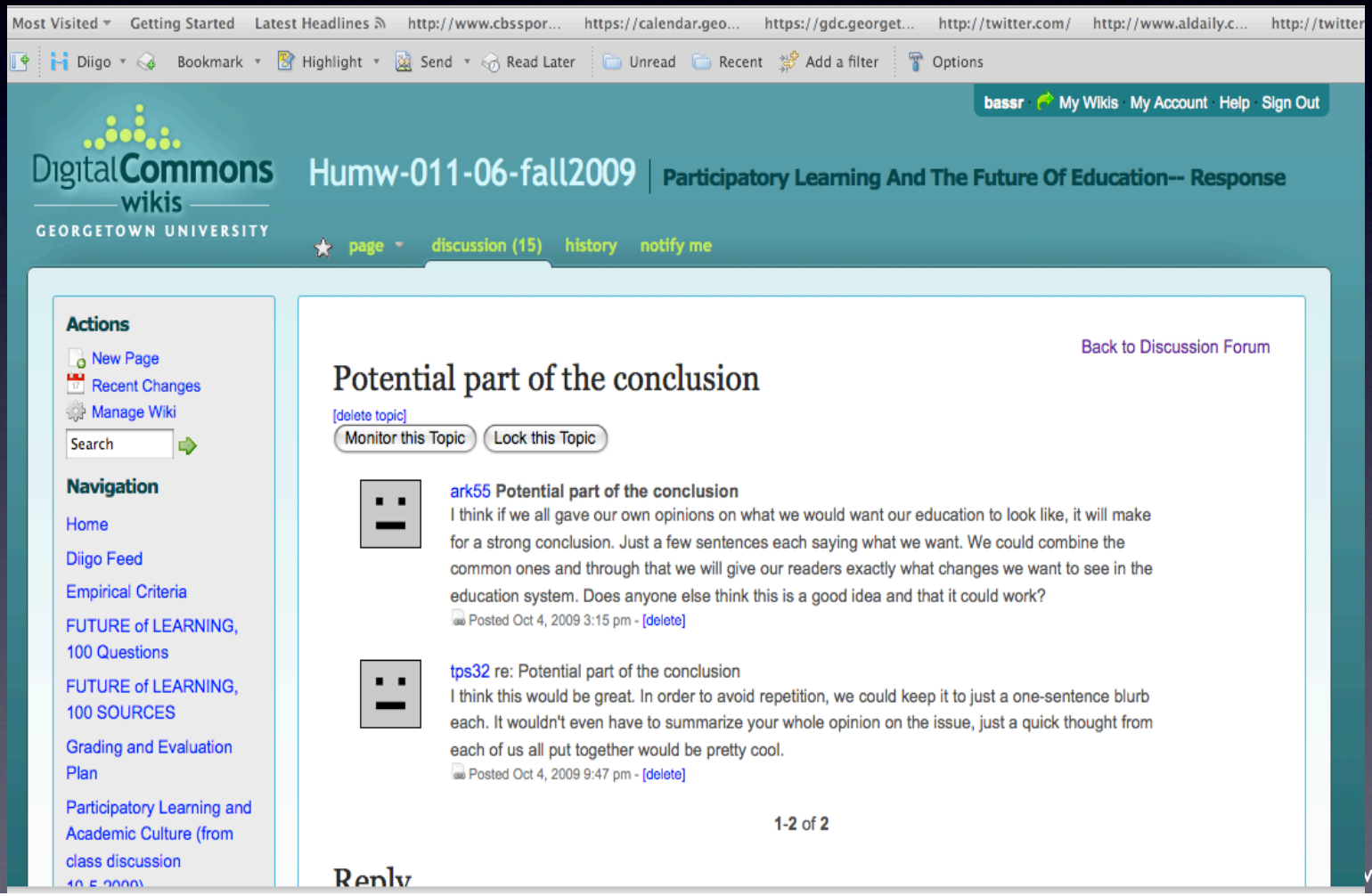
Working in the Wiki



Collaborative Editing



Collaborative Editing (discussion)



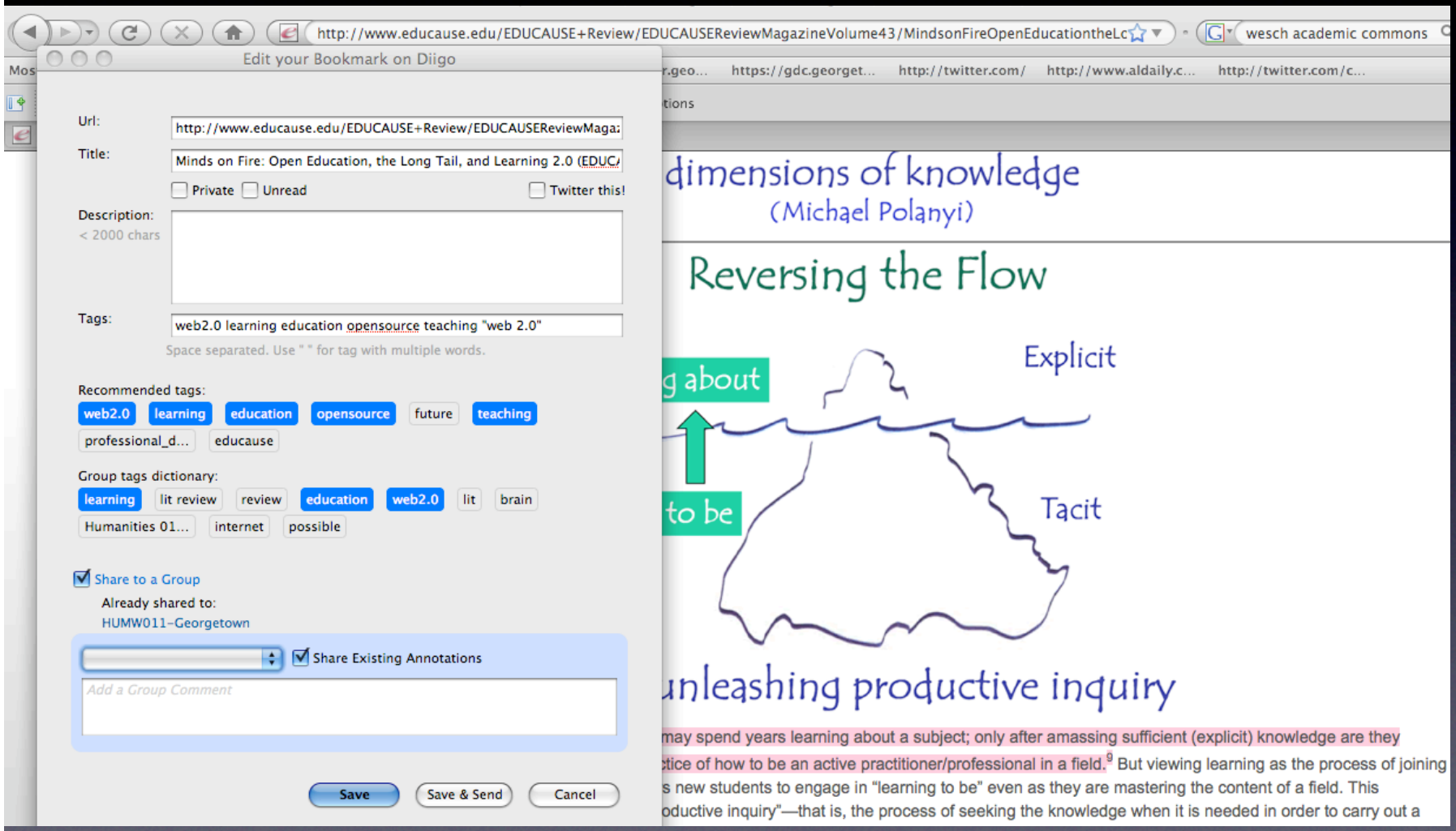
Collaborative Editing
Teacher watching progress

Collaborative Editing
Teacher watching progress

Subject: **[Georgetown University] humw-011-06-fall2009 : (A) Main Essay--Participatory Learning and the Future of Education (3.2) was edited by nco2**
From: Georgetown University <notice@wikispaces.com>
Reply-To: Georgetown University <cndls_developers@georgetown.edu>
Date: 12/21/09 6:44 PM
To: bassr@georgetown.edu

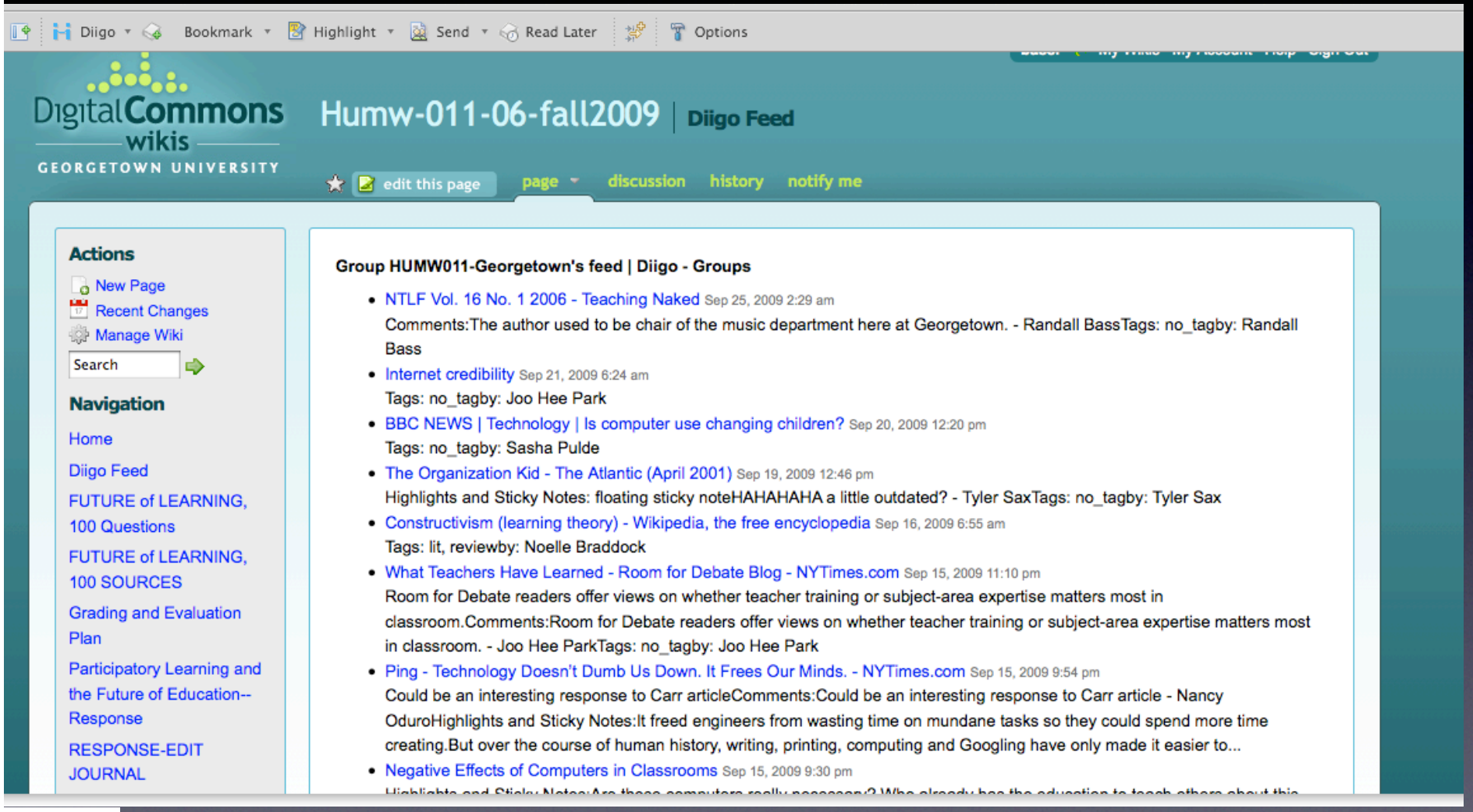
"join[ing] a dialogue of depth and dimension. Few universities in the world offer the extraordinary range and diversity of academic areas that students enjoy at Georgetown" (Georgetown College). To test this claim, the student authors of "Participatory Learning and the Future of Education" created a survey that gathered information from Georgetown freshmen about their educational experiences here at the university. The class broke up into small groups and posted questions they thought valuable to add to the survey.The authors then issued the survey to a sampling of freshmen students to obtain information that would make the essay more credible and personal. Each survey participant was in different a school within the university, taking a diverse range of classes.
[Survey orientation paragraph: TheThe Survey covered
...
related to ...class size, classroom engagement, and the use of technology. The survey was divided
...
every course taken... blah blah...taken the level and quality of classroom engagement. The qualitative section explored questions about ...how critical thinking and participation are utilized in the classroom and their effectiveness according to each student. The qualitative section also explored the usefulness of threshold concepts and technology in the classroom. The survey aimed to make possible connections
...
well as ask questions about
Some Findings
When Georgetown freshmen were asked in which classes they were encouraged to participate, a majority of answers noted that it is only the smaller class size that allows for student participation. One student notes that, "in larger classes, the professor simply asks rhetorical questions and assigns homework. In smaller classes, I am encouraged to share my thoughts verbally and challenged more through discussion than through homework. In these cases, the instructor is simply setting the topic for discussion and correcting students when necessary." Another student notes a similar finding, saying "I think that the smaller class sizes encourage more participation. In my Spanish class for instance, which has 12 students, we communicate with each other the whole class. But in my econ class, which

Social Bookmarking

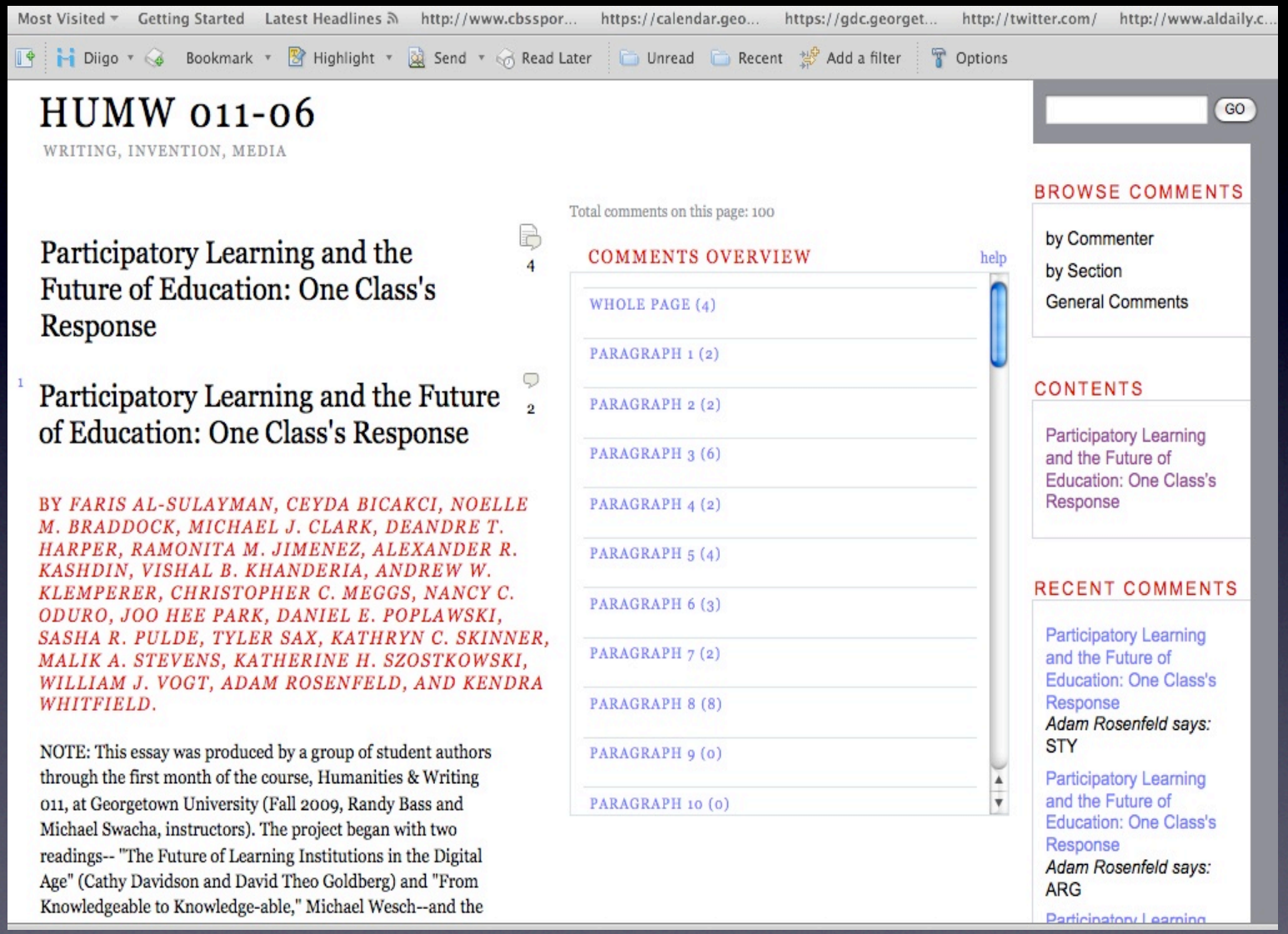


CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Social Bookmarking

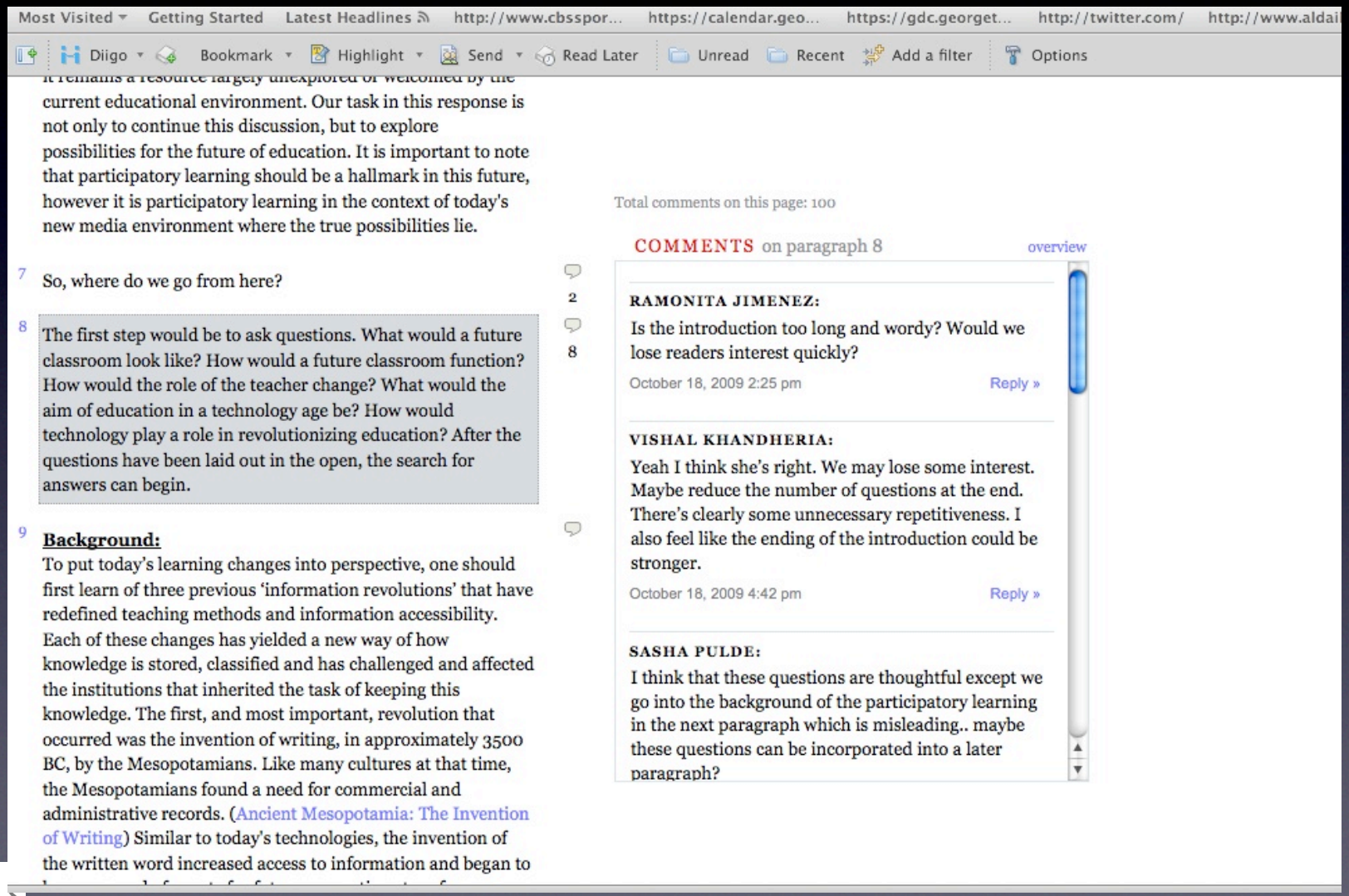


CommentPress

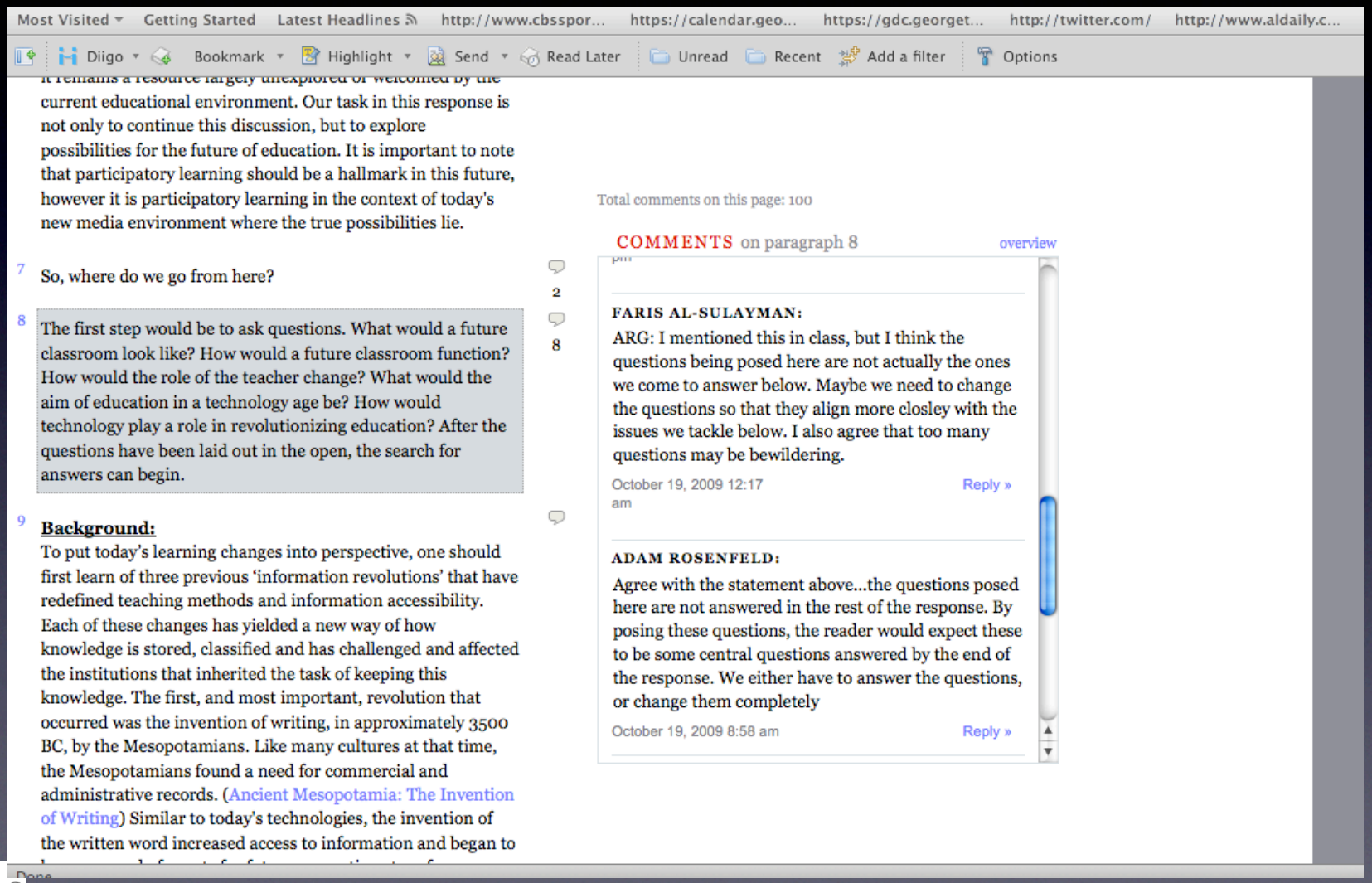


CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

CommentPress



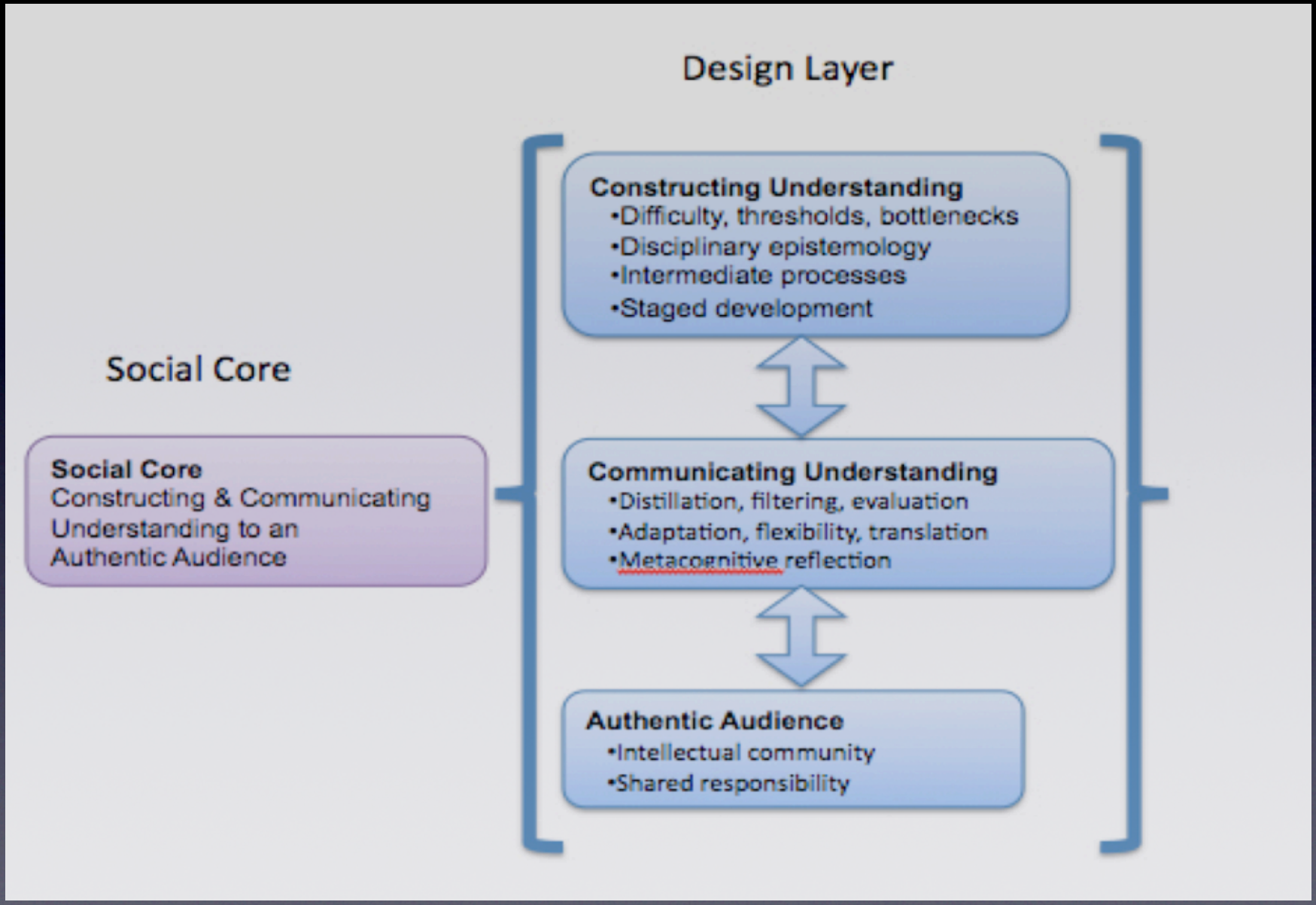
CommentPress



Connecting to the Framework

- Design
- Engage with authentic task
- Value process
- Represent knowledge for others
- Participate in an Intellectual Community
- Deepened and contextualized understanding (slowly evolving)
- Flexibility with knowledge in open-ended contexts
- Learning and feedback from multiple perspectives

Social Pedagogies Framework



Randy Bass and Heidi Elmendorf, 2011

- threshold concepts

Threshold Concepts

"A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress….

Jan Meyer and Ray Land, "Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising within the Disciplines." Occasional Report 4, May 2003. Enhancing Teaching-Learning Environments in Undergraduate Courses Project. University of Edinburgh.

"As a consequence of comprehending a threshold concept there may thus be a transformed internal view of subject matter, subject landscape, or even world view. This transformation may be sudden or it may be protracted over a considerable period of time, with the transition to understanding proving troublesome.

Such a transformed view or landscape may represent how people 'think' in a particular discipline, or how they perceive, apprehend, or experience particular phenomena within that discipline (or more generally)."

Jan Meyer and Ray Land, "Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising within the Disciplines." Occasional Report 4, May 2003. Enhancing Teaching-Learning Environments in Undergraduate Courses Project. University of Edinburgh.

Examples (acc to Meyer and Land)

- Economics: Concept of Opportunity cost or elasticity
- Mathematics: Concept of a Limit
- Literary and Cultural Studies: Concept of signification

Other examples:

- Anatomy and Physiology: Homeostasis
- Geology: Geologic Time
- Art History: Visual Literacy
- History: Construction of interpretation from multiple sources
- Philosophy: "conditional claims" "entailment"

- *Transformative*: may occasion a significant shift in perception of a subject (or even personal identity)
- *Irreversible*: unlikely to be forgotten or unlearned
- *Integrative*: exposes previously hidden interrelatedness of something

- Troublesome Knowledge (Perkins, 1999):
  - "A threshold concept may on its own constitute, or in its application lead to… troublesome knowledge." (Meyer and Land, 1003)

-troublesomeness protracts or blocks crossing the threshold: liminality and stuck places

Not just about knowledge to be acquired, but

Ways of thinking

Ways of acting (practice)

Ways of talking

A sense of identity

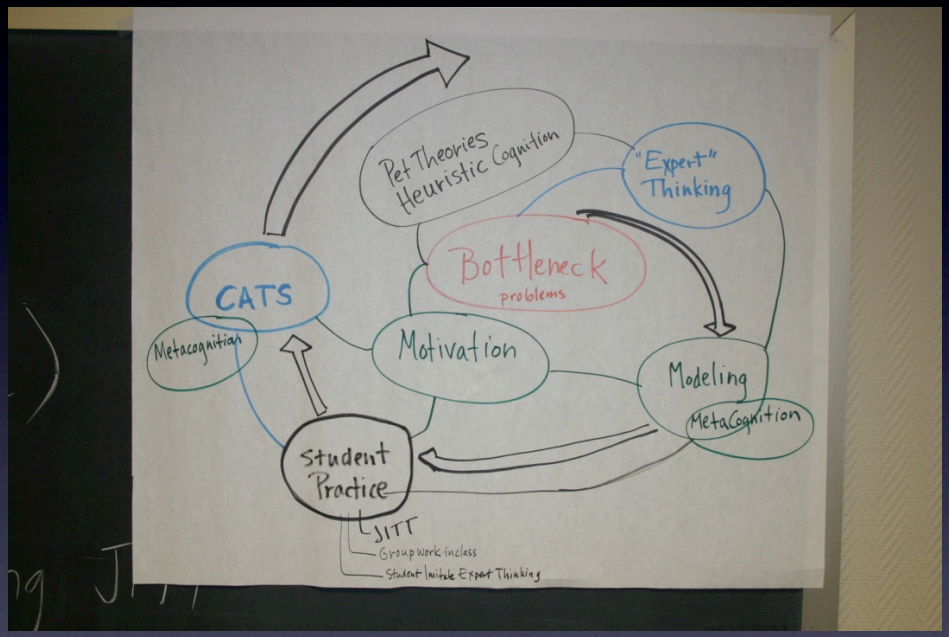
Embodied

Not just knowing, but the experience of knowing (and coming to know)

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Focusing Faculty Attention on Disciplinary Thinking

- Decoding the Disciplines



Decoding the Disciplines:

Instructional Bottlenecks

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Randy Bass, Georgetown University

- "Decoding the Disciplines" Project (University of Indiana: David Pace and Colleagues)
- "instructional bottlenecks"
- how do experts in that discipline think and practice their discipline?

Step 1: Identifying Bottlenecks in History

(David Pace, "Decoding the Disciplines")

- Practical Obstacles (A Sample)
  - Students often have difficulty:
    - Reading selectively
    - Taking effective notes
    - Making use of background information in the textbook
    - Linking readings with lectures
    - Dealing with ambiguous sources
    - Recognizing that a source may have more than one meaning
    - Assessing arguments in terms of what was known at the time
    - Identifying larger historical trends

Step 1: Identifying Bottlenecks in History

(David Pace, "Decoding the Disciplines")

- Obstacles Involving Students' Understanding of History as a Discipline
  - Students often have difficulty:
    - Seeing history as fundamentally about presenting and defending arguments
    - Understanding that History is about understanding and analyzing events and issues about the past, not just telling stories or collecting facts
    - Recognizing that historians view the past from multiple perspectives
    - Understanding the need to see things from the perspectives of different viewers in the past

Step 1: Identifying Bottlenecks in History

(David Pace, "Decoding the Disciplines")

- Affective Obstacles
  - Students have difficulty
    - Caring about what happened in a past which may seem very remote to them
    - Understanding the emotions of individuals in history who are distant from their own experience
    - Dealing with historical situations that seem to implicate themselves or their families in some form of wrong doing

David Pace, "Decoding the Disciplines"

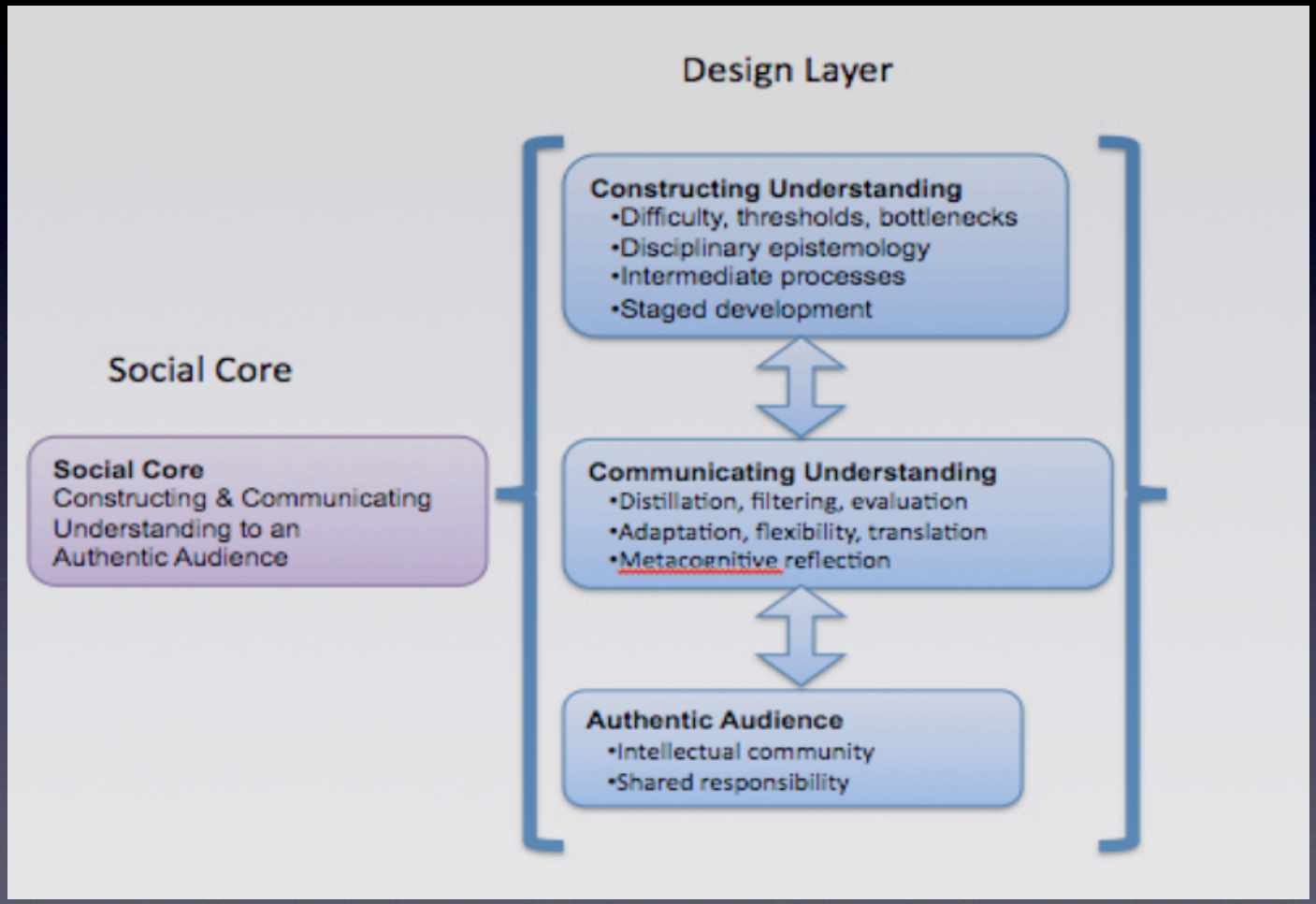
The Seven Steps To Decoding Disciplines

(David Pace, "Decoding the Disciplines")

- Step 1: Identify "bottlenecks"
- Step 2: Define expert thinking
- Step 3: Model this kind of thinking for students
- Step 4: Give students a chance to practice and get feedback
- Step 5: Motivate students to stay with the process
- Step 6: Assess the learning
- Step 7: Share what has been learned

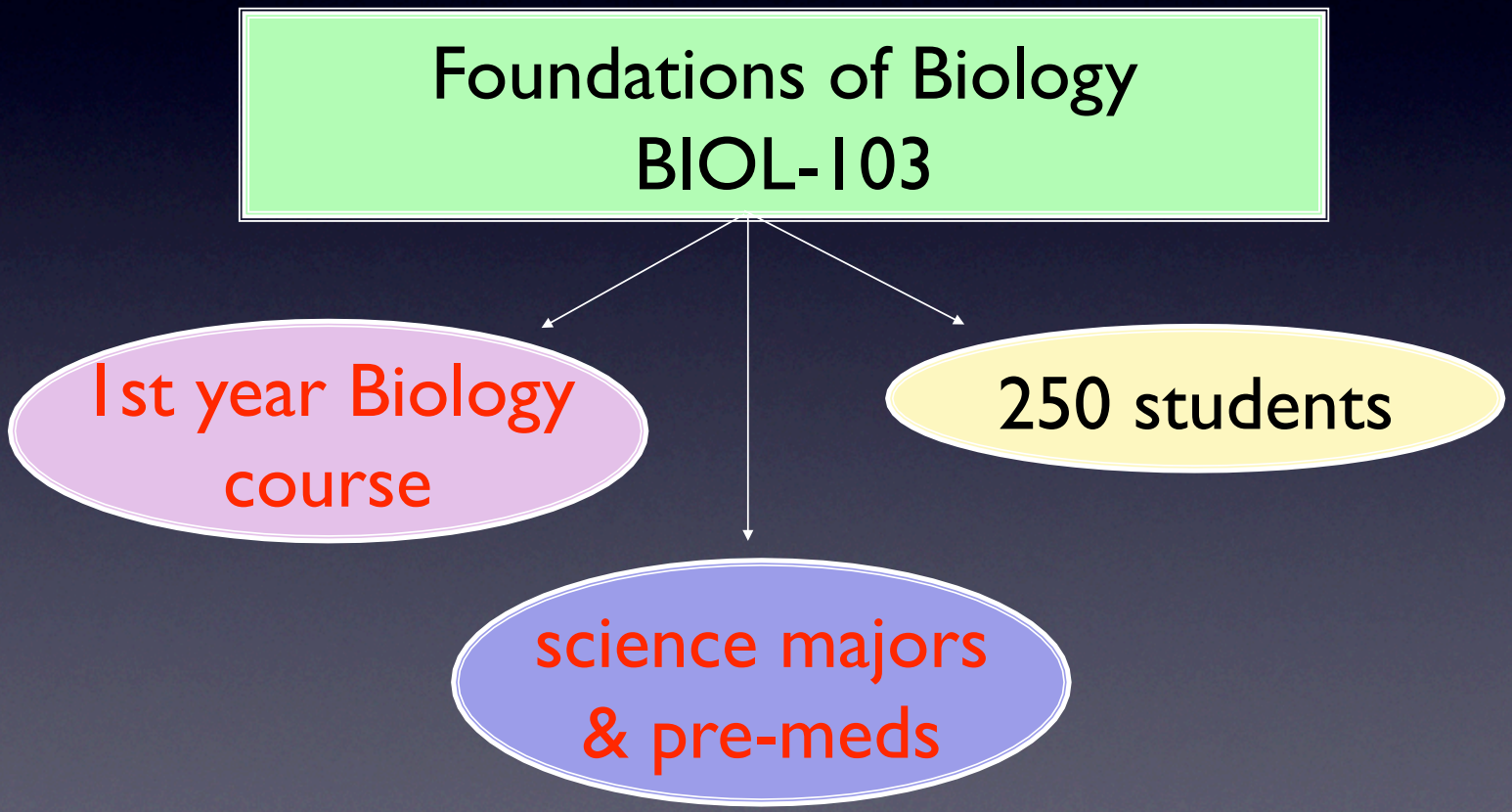
Social Pedagogies Framework

Crucial: the interaction of the layers



Randy Bass and Heidi Elmendorf, 2011

Heidi Elmendorf, Georgetown University



CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Prof Elmendorf's Instructions to her Students for the Discussion Board

•Communicate about the reading. ***One of the best ways to learn something is to talk about it.*** Air your bafflement, express your wonder, ask your questions, try out a new idea of your own…And while I hope you will talk often about biology this semester with your classmates, I want to be sure you have an official forum for these conversations – and that you are rewarded for the effort you will expend having them.

Holding Conversations

Course Discussions: Conversation Builder for Class on Thursday Oct 15th

Tree View | List View

Thread | Remove | Collect | Mark Read | Mark Unread | **Change Status to:** Published | Go

	Date	Thread	Author	Status	Unread Posts	Total Posts
☐	10/13/09 12:51 AM	Hairpin	Samuel Dowling	Published	6	6
☐	10/13/09 8:59 AM	promotors	Lane Feler	Published	6	6
☐	10/13/09 1:29 PM	Mediterranean diet lowers risk of depression?	Raina Aggarwal	Published	11	12
☐	10/13/09 4:10 PM	STIA majors!	Alexandra Greco	Published	8	9
☐	10/13/09 4:12 PM	HIV Life Cycle and RNA	Kirsten Nelson	Published	6	6
☐	10/13/09 5:25 PM	mitochondria and DNA	Alisse Hannaford	Published	6	6
☐	10/13/09 5:25 PM	tRNA & mRNA	Krishna Chandrasekaran	Published	3	7
☐	10/13/09 9:05 PM	use of genomes in medicine	Caitlin Hickey	Published	6	6
☐	10/13/09 11:42 PM	f-Meth	Samuel Kareff	Published	3	3

Second Conversation

What purpose do noncoding sequences serve? Is it every possible for introns to be changed back into exons and actually expressed genes? What happens to the introns after they are removed?

Also, can someone describe more about how the spliceosome works? How are the exons put together?

I do not believe that the introns are able to be, in a sense, rearranged in order to form a sequence that can code for mRNA because they are degraded immediately after being spliced during the formation of mRNA's.

The spliceosome bends the the introns after attaching the snRNP's to the primary RNA transcript. These ribonucleoproteins are designed to "clump" together in order to cut the intron from the exon and work like a single enzyme to then bind the exons after looping the intron to prepare it for degradation inside the cell.

http://www.youtube.com/watch?v=HSD1AIA1r4Y&feature=related

This video was somewhat helpful visually.

regarding your question on the function of introns, I do not think we actually know what their functions are yet.

It seems to me, though, that they must have some sort of important function that we are not yet aware of. The fact that more complex organisms posses a higher proportion of introns, suggests that they must have some meaning, or some role. Also, why would our bodies put so much energy into making something that just gets thrown out later on? Maybe they used to have a function, but over time, we evolved in such a way that we no longer needed them, and so they are just relics from the past. I don't really know. This would be an interesting research question though.

Thanks, that video was really helpful and showed the whole splicing process really clearly. I agree that introns are degraded right after they're spliced out so they're probably not turned into exons. However, like you guys were saying, I guess it could be possible that introns have some larger function we are unaware of at this point.

This is an interesting point. We seemed to have dismissed/accepted the strange behaviors of introns!

I understand that introns are removed in reference to a certain gene, but is it possible for a segment of DNA to be an intron at one time and an exon at another? Maybe not in a larger genome where there are large gaps between genes, but in smaller genomes where the genes are more crowded together?

Jose Feito, on the importance of "not knowing"

"The theme of not-knowing [has] emerged as a key factor in the maintenance of a truly collaborative intellectual community within the classroom.

In order for a shared inquiry to proceed productively, the participants must be able to regularly acknowledge their lack of understanding, offer partial understandings, and collectively digest the resulting discourse.

Not-knowing is characterized by a group's ability to defer meaning, tolerate ambiguity, hold divergent perspectives, and postpone closure. In order to develop, it requires a relatively non-judgmental classroom atmosphere, but not an uncritical one."

Jose Feito, St. Mary's University
(Moraga, California, U.S.A.)

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Second Conversation

What purpose do noncoding sequences serve? Is it every possible for introns to be changed back into exons and actually expressed genes? What happens to the introns after they are removed?

Also, can someone describe more about how the spliceosome works? How are the exons put together?

I do not believe that the introns are able to be, in a sense, rearranged in order to form a sequence that can code for mRNA because they are degraded immediately after being spliced during the formation of mRNA's.

The spliceosome bends the the introns after attaching the snRNP's to the primary RNA transcript. These ribonucleoproteins are designed to "clump" together in order to cut the intron from the exon and work like a single enzyme to then bind the exons after looping the intron to prepare it for degradation inside the cell.

http://www.youtube.com/watch?v=HSD1AIA1r4Y&feature=related

This video was somewhat helpful visually.

regarding your question on the function of introns, I do not think we actually know what their functions are yet.

It seems to me, though, that they must have some sort of important function that we are not yet aware of. The fact that more complex organisms posses a higher proportion of introns, suggests that they must have some meaning, or some role. Also, why would our bodies put so much energy into making something that just gets thrown out later on? Maybe they used to have a function, but over time, we evolved in such a way that we no longer needed them, and so they are just relics from the past. I don't really know. This would be an interesting research question though.

Thanks, that video was really helpful and showed the whole splicing process really clearly. I agree that introns are degraded right after they're spliced out so they're probably not turned into exons. However, like you guys were saying, I guess it could be possible that introns have some larger function we are unaware of at this point.

This is an interesting point. We seemed to have dismissed/accepted the strange behaviors of introns!

I understand that introns are removed in reference to a certain gene, but is it possible for a segment of DNA to be an intron at one time and an exon at another? Maybe not in a larger genome where there are large gaps between genes, but in smaller genomes where the genes are more crowded together?

Traditional Course Design Elements

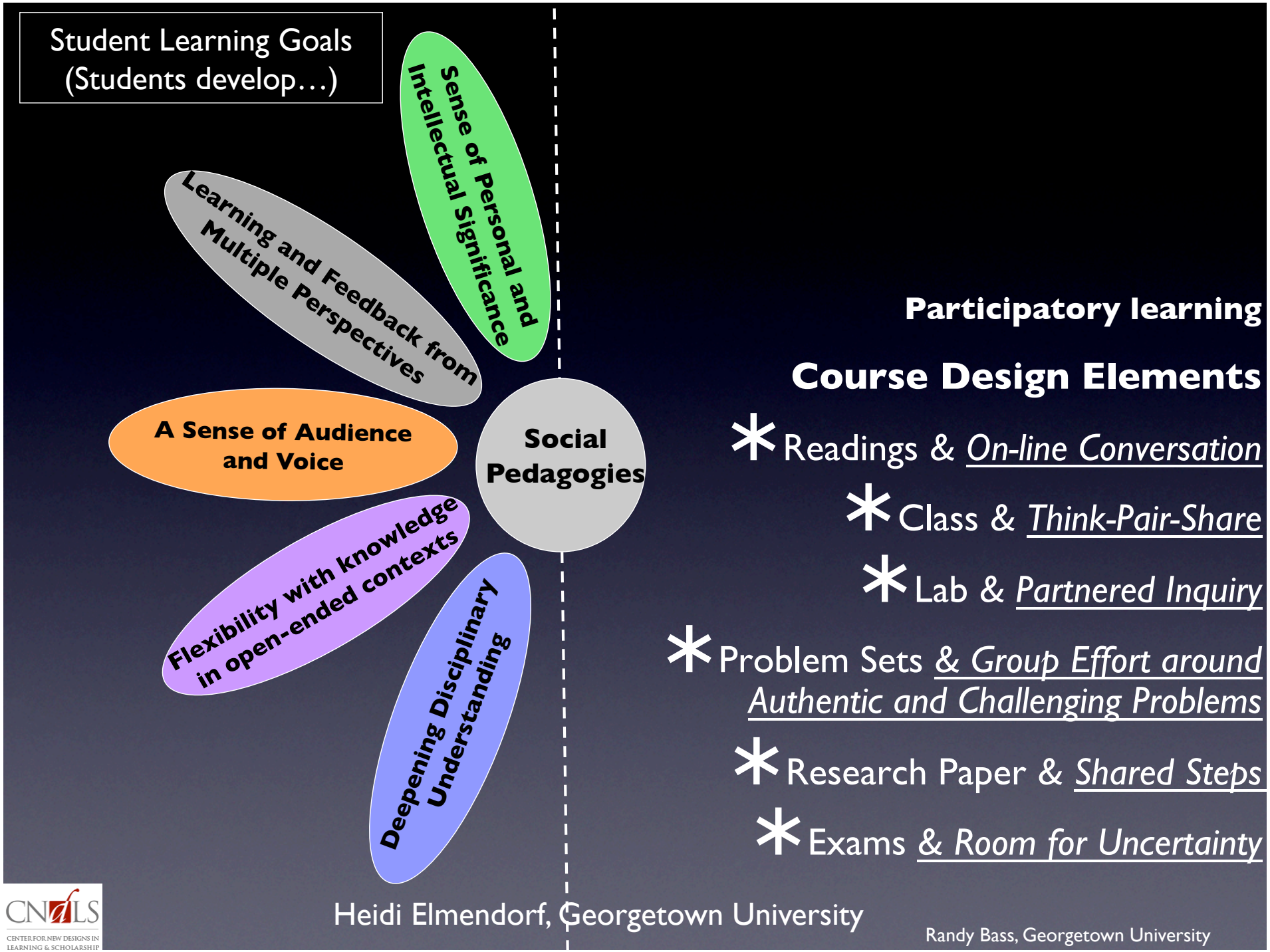
(and evidence of learning)

- Readings
- Class
- Lab and lab reports
- Problem Sets
- Research Paper
- Exams

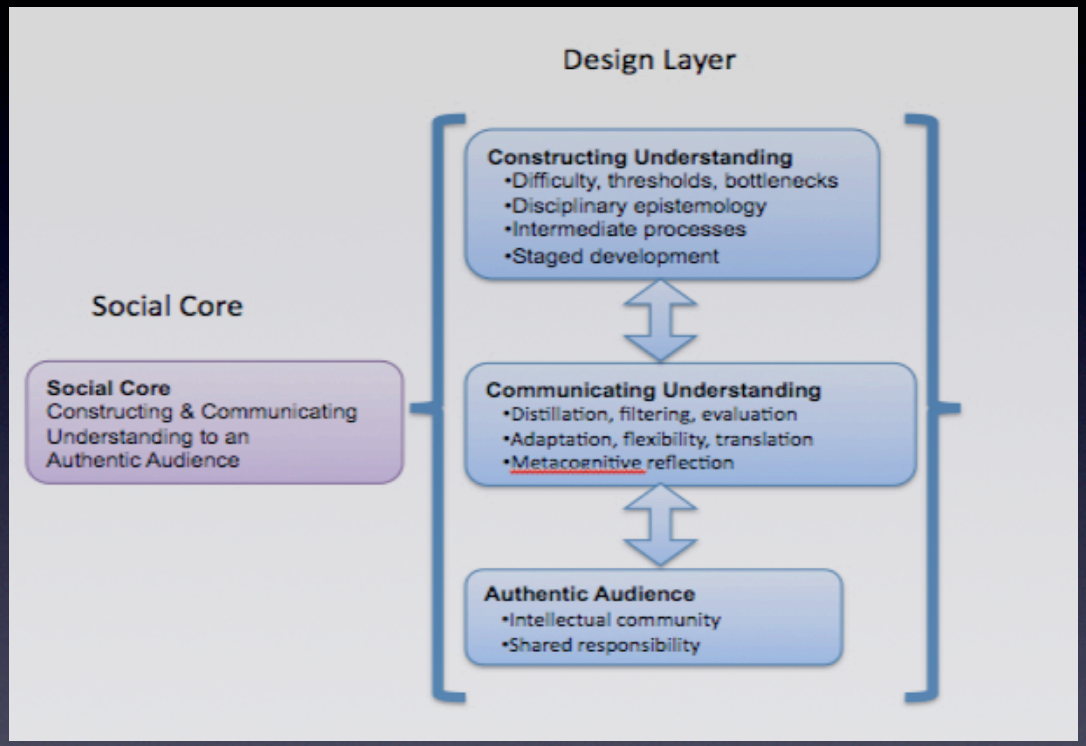
Heidi Elmendorf, Georgetown University

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Randy Bass, Georgetown University


Student Learning Goals
(Students develop…)
Sense of Personal and Intellectual Significance
Learning and Feedback from Multiple Perspectives
A Sense of Audience and Voice
Social Pedagogies
Flexibility with knowledge in open-ended contexts
Deepening Disciplinary Understanding
Participatory learning
Course Design Elements
Readings & On-line Conversation
Class & Think-Pair-Share
Lab & Partnered Inquiry
Problem Sets & Group Effort around Authentic and Challenging Problems
Research Paper & Shared Steps
Exams & Room for Uncertainty
CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP
Heidi Elmendorf, Georgetown University
Randy Bass, Georgetown University

Social Pedagogies Framework



Where do you see social pedagogies in these examples?

Where are social pedagogies present in your teaching?

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

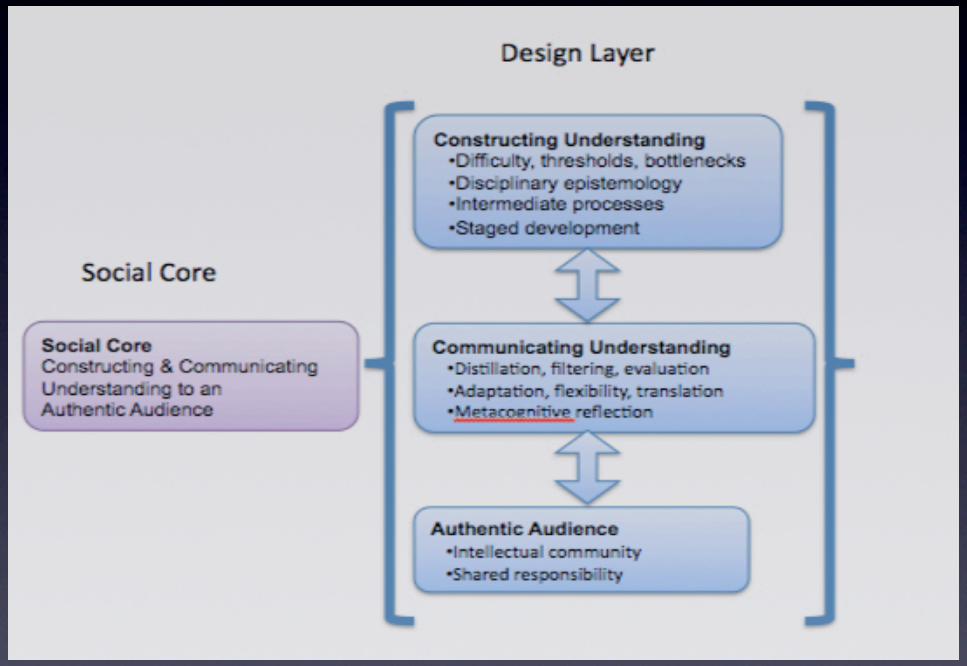
Randy Bass and Heidi Elmendorf, 2011

Evidence Layer

Social Pedagogies Framework

Students will develop…

Deepened and Contextualized Understanding



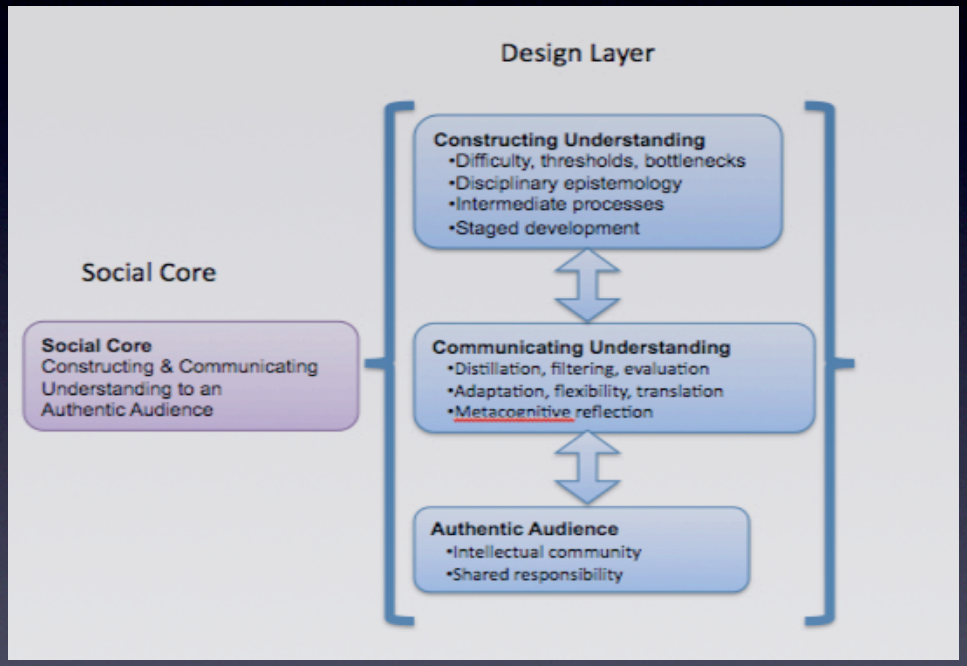
CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Randy Bass and Heidi Elmendorf, 2011

Social Pedagogies Framework

Students will develop…

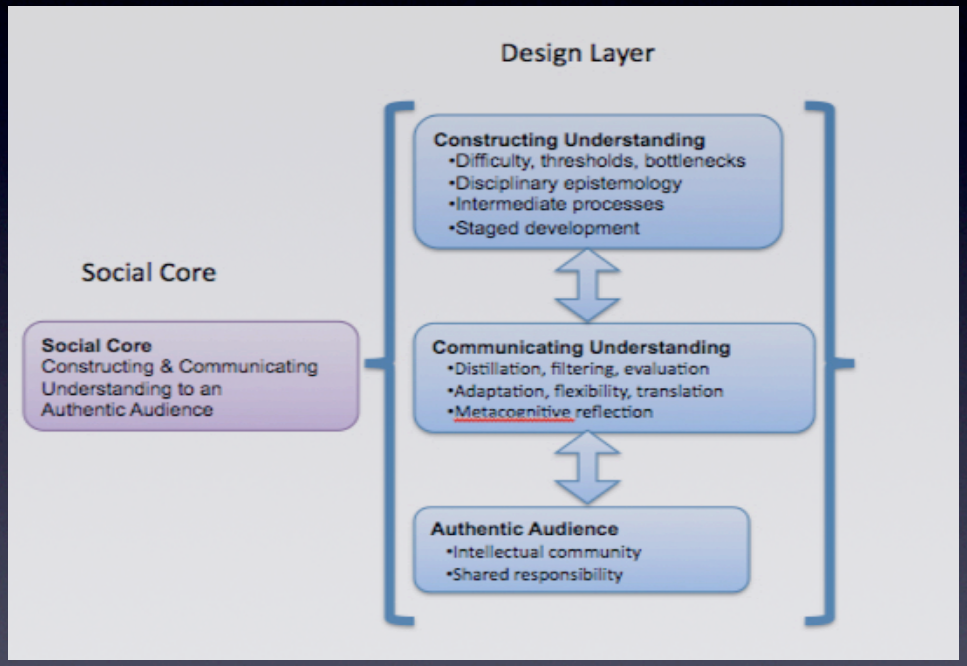
Deepened and Contextualized Understanding



Flexibility with knowledge in open-ended contexts

Randy Bass and Heidi Elmendorf, 2011

Social Pedagogies Framework



Students will develop…

Deepened and Contextualized Understanding

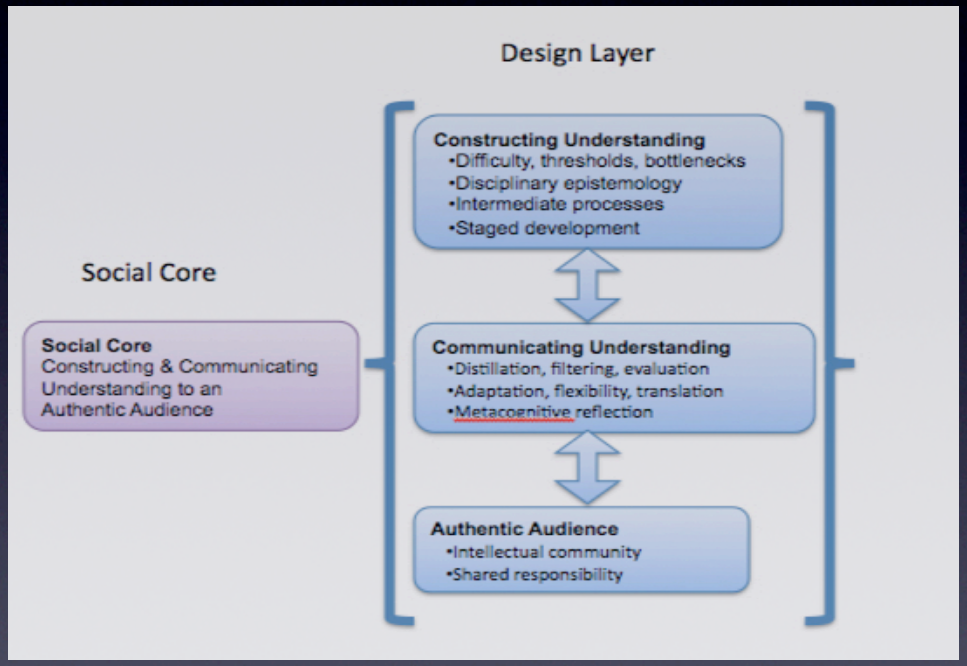
Flexibility with knowledge in open-ended contexts

Voice and a sense of purpose specific to a domain or community

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Randy Bass and Heidi Elmendorf, 2011

Social Pedagogies Framework



Students will develop…

Deepened and Contextualized Understanding

Flexibility with knowledge in open-ended contexts

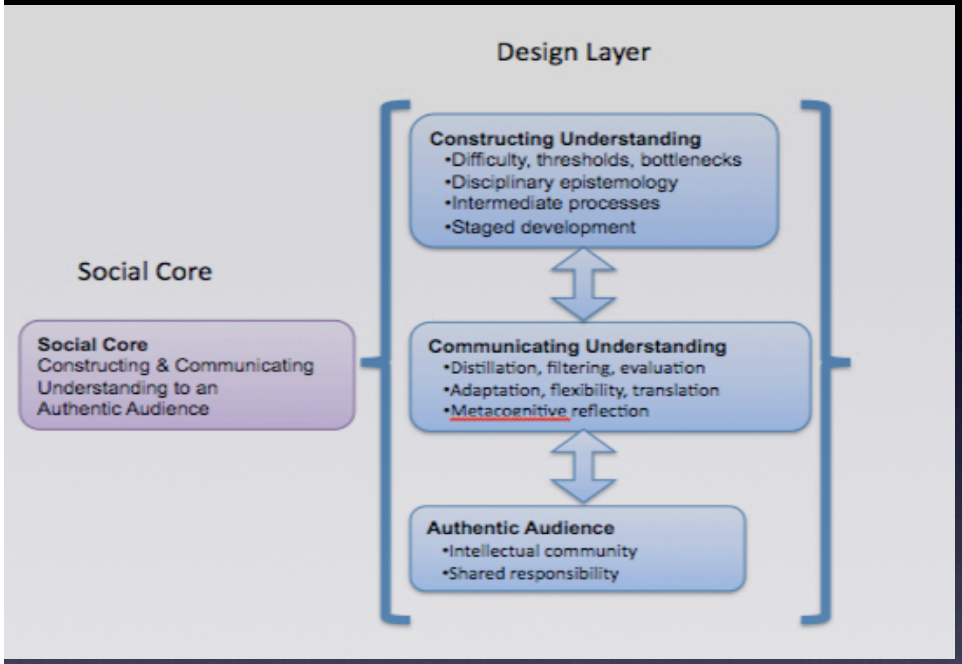
Voice and a sense of purpose specific to a domain or community

Ability to give and get feedback from multiple perspectives

Randy Bass and Heidi Elmendorf, 2011

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Social Pedagogies Framework



Students will develop…

Deepened and Contextualized Understanding

Flexibility with knowledge in open-ended contexts

Voice and a sense of purpose specific to a domain or community

Ability to give and get feedback from multiple perspectives

An integrated sense of personal and intellectual significance

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

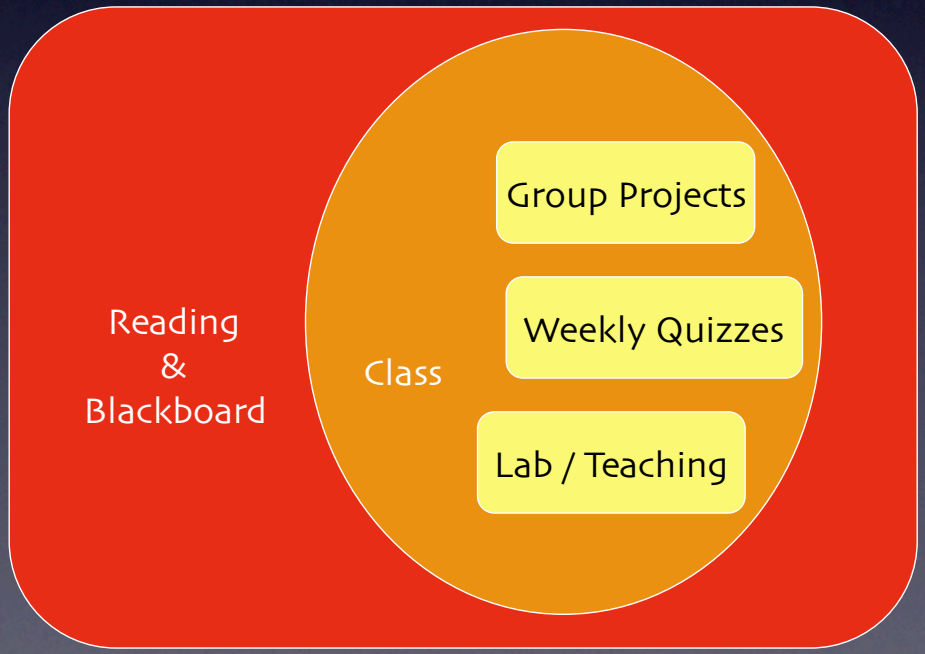
Randy Bass and Heidi Elmendorf, 2011

Questions:

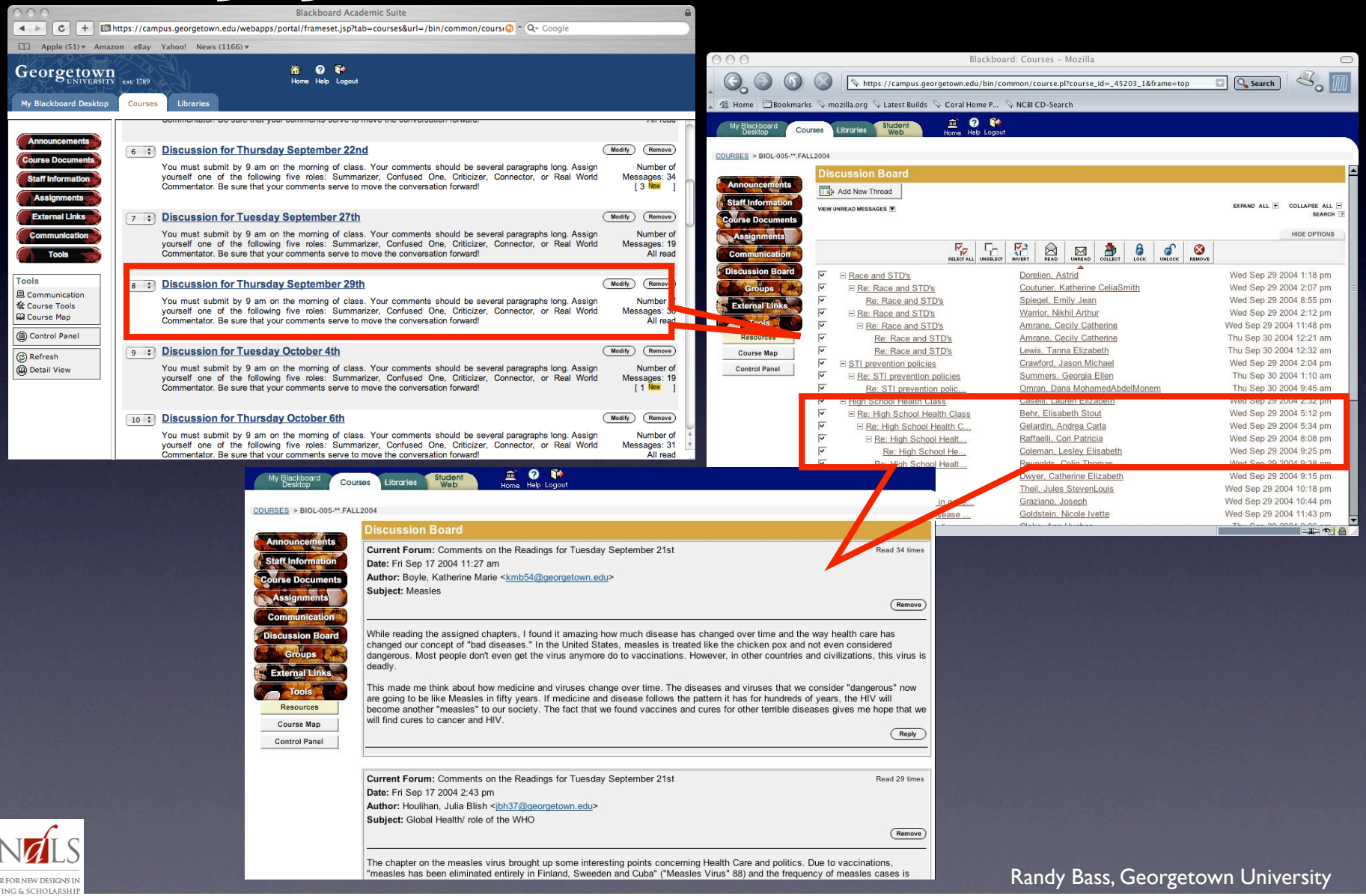
- Can we adopt best practices in social pedagogies to overcome these barriers?
- Can we use on-line discussion environments as a social pedagogy to foster confidence, motivation, intellectual growth, creativity, …?
- Will these approaches be feasible in large introductory lecture-format science courses?
- Can we examine the on-line discussions for evidence of student learning as a means to improving our use of these technology tools?

Engaged On-line Communities

- The assignment
  - Join in the conversation once a week
  - Ungraded, 20% component of course grade
  - I am invisible on-line
- Follow-through
  - Starting point for class
  - Worked into research papers
- Analysis
  - Look for conversation qualities
  - Look for trends in these qualities



Engaged On-line Communities ?

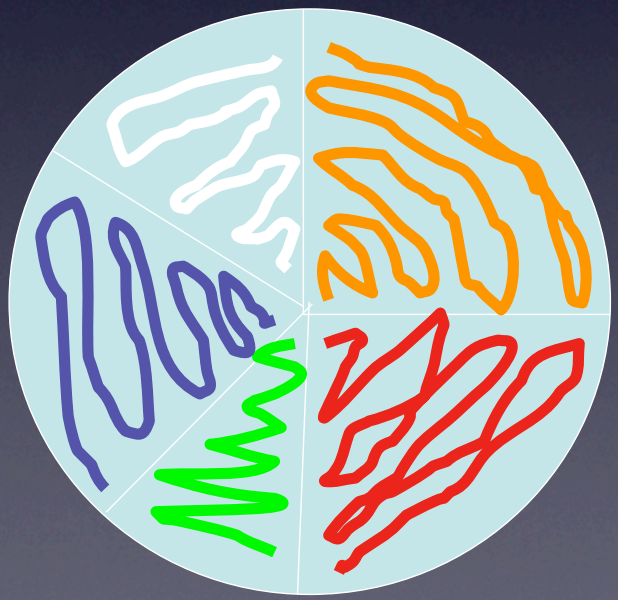


CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Randy Bass, Georgetown University

How to Look at the Data? The Method… "Coding"

- Close reading and re-reading of Blackboard conversations
- Being selective & the mountain of evidence
- Categorize comments…
- Use color and notes to 'code'
- Tabulate



Randy Bass, Georgetown University

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

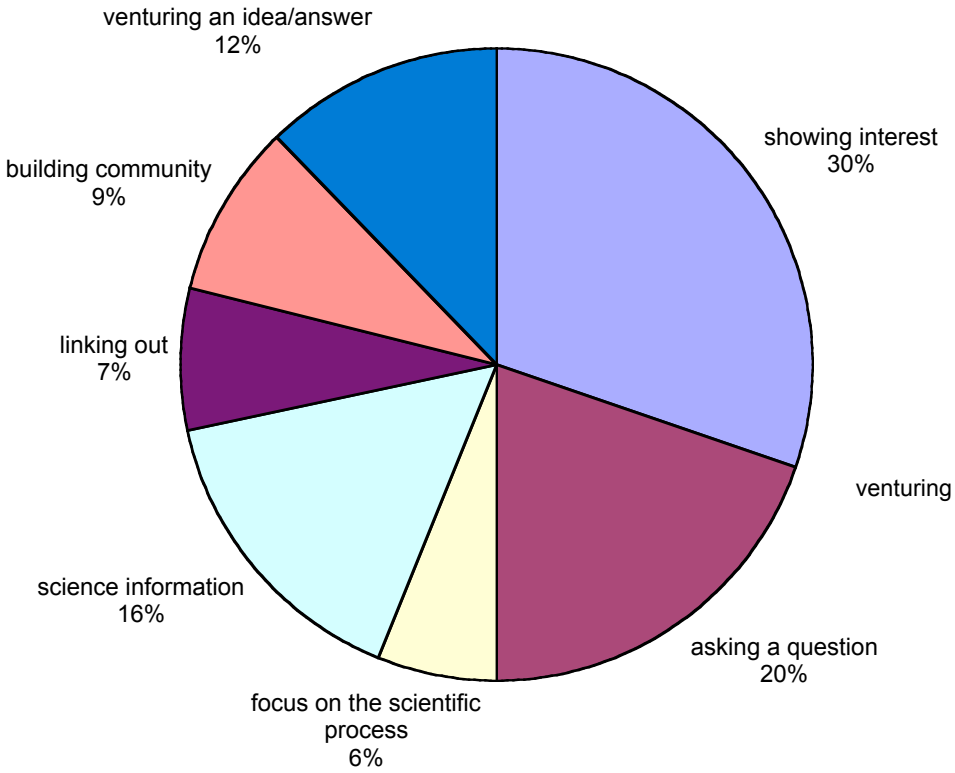
Evidence #1: Emergent Patterns

Comments on the Readings for Thursday November 13th Current Forum: Read 23 times Wed Nov 12 2003 8:17 pm Date: Bastos, John Michael < > Author: bastosj@georgetown.edu Re: Water... Subject: Not totally sure this is right, but I'll take a chance... My guess is that the microbes "digest" the contaminants and internally break them down into another substance. Although digest might not be the best word, because it's not like they eat them (they dont have mouths). But I suppose they look for a chemical or protein and bind or absorb it, and then break it down internally with other enzymes. The enzymes take one thing and then break it down into more specific parts; then use some of it for food or energy to make more cells\parts - and then it probably just excretes whatever else it doesn't need. That's my take at least.	Ventures answer when uncertain Good detail
Comments on the Readings for Thursday November 13th Current Forum: Read 24 times Wed Nov 12 2003 8:31 pm Date: Whitehurst, Celadon Charles < > Author: ccw26@georgetown.edu Re: Water... Subject: yeah, it seems like the microbes strip the pollutants of important chemicals that change its chemical makeup and make it into a completely different compound all together.	confirmation
Comments on the Readings for Thursday November 13th Current Forum: Read 27 times Wed Nov 12 2003 8:34 pm Date: Whitehurst, Celadon Charles < > Author: ccw26@georgetown.edu 3 things... Subject: It was really refreshing to hear how a microbe mutated in a way that benefitted us. The PCB resistant microbes that actually eat the harmful pollutants are a welcome break from all of the antibiotic resistant, disease-causing microbes we have studied so far! One question i had was whether the Arabian Gulf was so rich in oil-eating microbes b/c of the large amounts of oil constantly being dumped... Did the pollution actually cause the proliferation of these microbes b/c they had to constantly deal with the oil and then they were ready when Iraqi forces dumped larger amounts? I think the idea of producing and using the enzymes that break down the pollutants rather than using the microbes really does seem much safer, but I am slightly confused as to the logistics of how they would actually implement the plan.	Appreciation of the range of science! Great attempt to answer own question
Comments on the Readings for Thursday November 13th Current Forum: Read 22 times Wed Nov 12 2003 8:47 pm Date: Condon, Kelly C. < > Author: condonk@georgetown.edu microbial cleaners Subject: The information I read in today's selections sounds really hopeful, but the articles also bring up a few questions and personal reservations. It is very fortunate that the PCBs are helping to clean the Hudson, but that should not take our	Link out to regulation and to peer comment

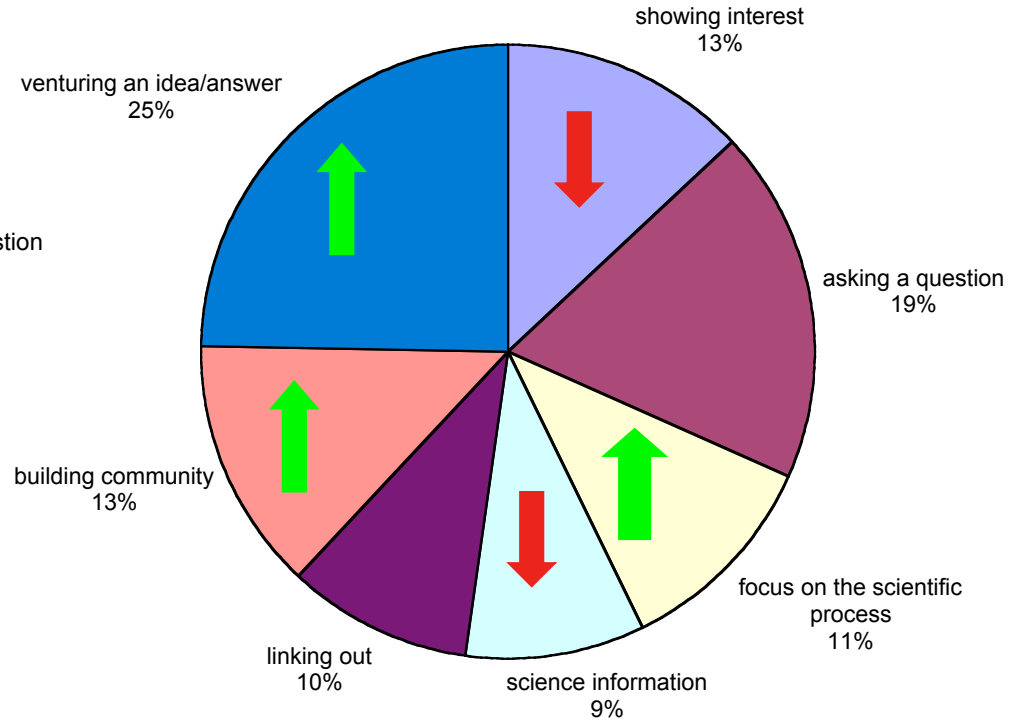
- expressing interest/enthusiasm
- asking questions
- answering questions
- referring to text
- noting science content
- referring to scientific process
- bringing in outside information (linking out)
- referring to each other (building community)
- taking intellectual risks

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Discussion Board - Early in Term



Discussion Board - Late in Term



Heidi Elmendorf, Biology, Georgetown

Continuities…

Upper level Shakespeare (Alma College)

Intro (introductory remarks)

- Question (asking a question)
- Response (response to others' questions)
- Opinion (stating an opinion)
- Cite (direct citation from the text)
- Report (information from secondary source or personal experience)
- Connection (explicit linking to other members of the seminar)
- Meta (commentary about one's own knowledge or approach)
- Closing (closing remarks, signing off)

John Ottenhoff

Non-majors Biology (Georgetown)

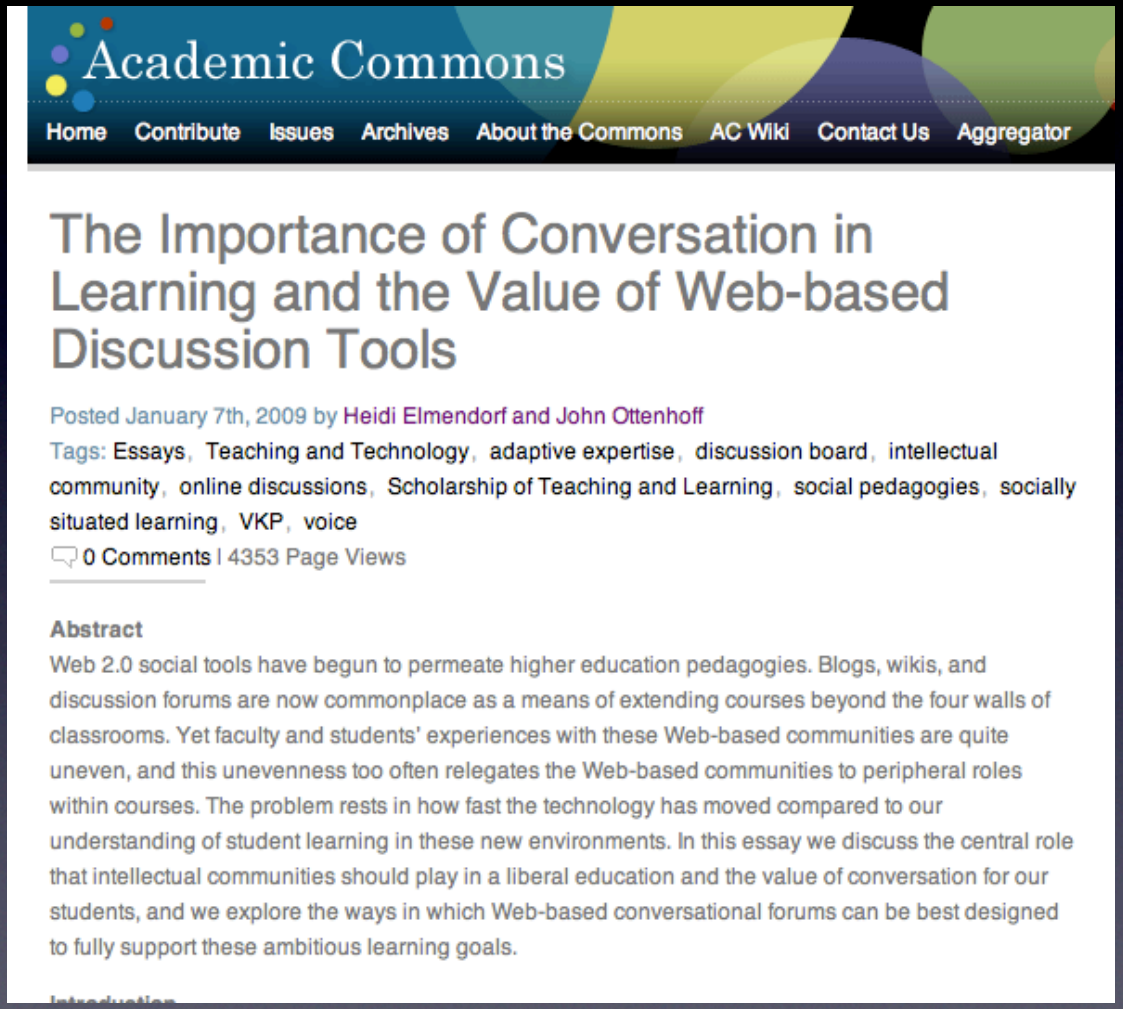
- Expressing interest/enthusiasm
- Asking questions
- Answering questions
- Taking intellectual risks
- Referring to text
- Bringing in outside information (linking out)
- Referring to each other (building community)
- Noting science content
- Referring to scientific process

Heidi Elmendorf

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Randy Bass, Georgetown University

Elmendorf & Ottenhoff on Academic Commons



academiccommons.org

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

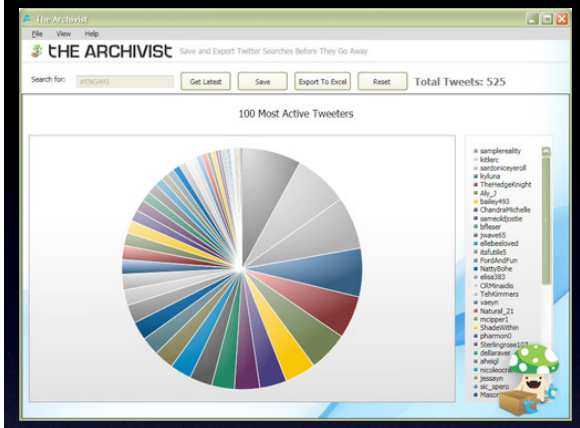
What Attributes of Learning Can On-line Conversations Foster?

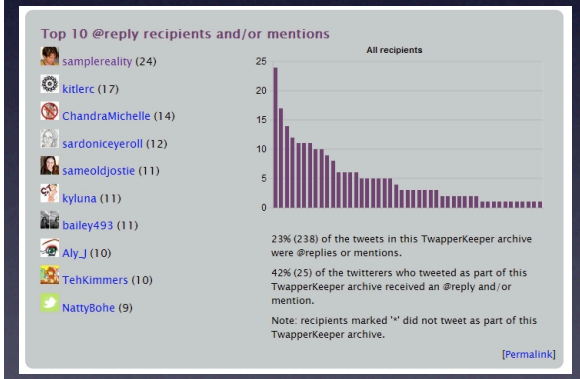
- Support initial encounters with information
- Encourage slower and more responsive conversations
- Permits students to revisit and reflect on conversations
- Emphasize process over product
- Build 'safe' intellectual communities

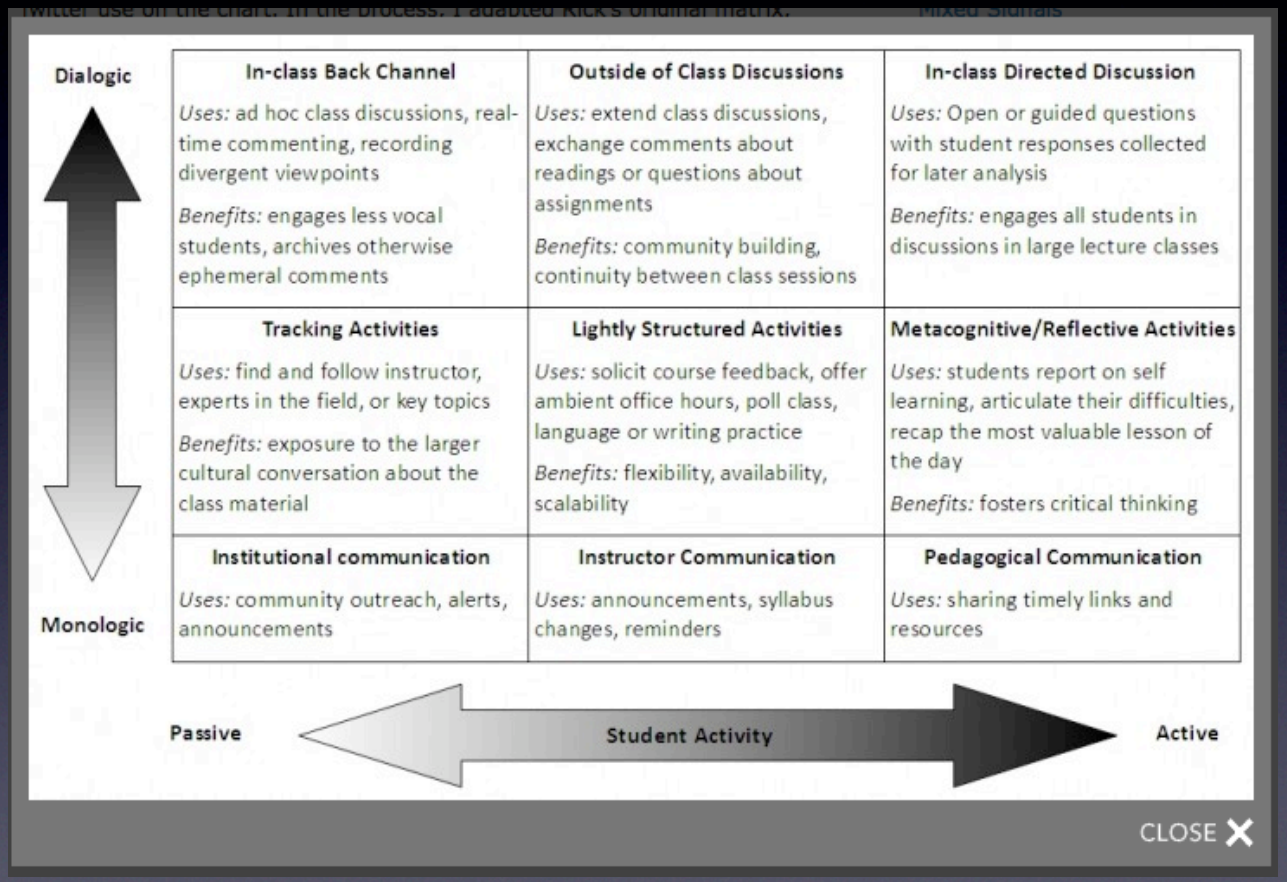
Web 2.0 and Inquiry

- Tagging
- Categories
- Blogs as narratives
- Social bookmarking as layered reading
- Wiki social editing
- Crowd-sourced grading as inquiry

On the use of Twitter in the classroom (Mark Sample, GMU—after Rick Reo, GMU)







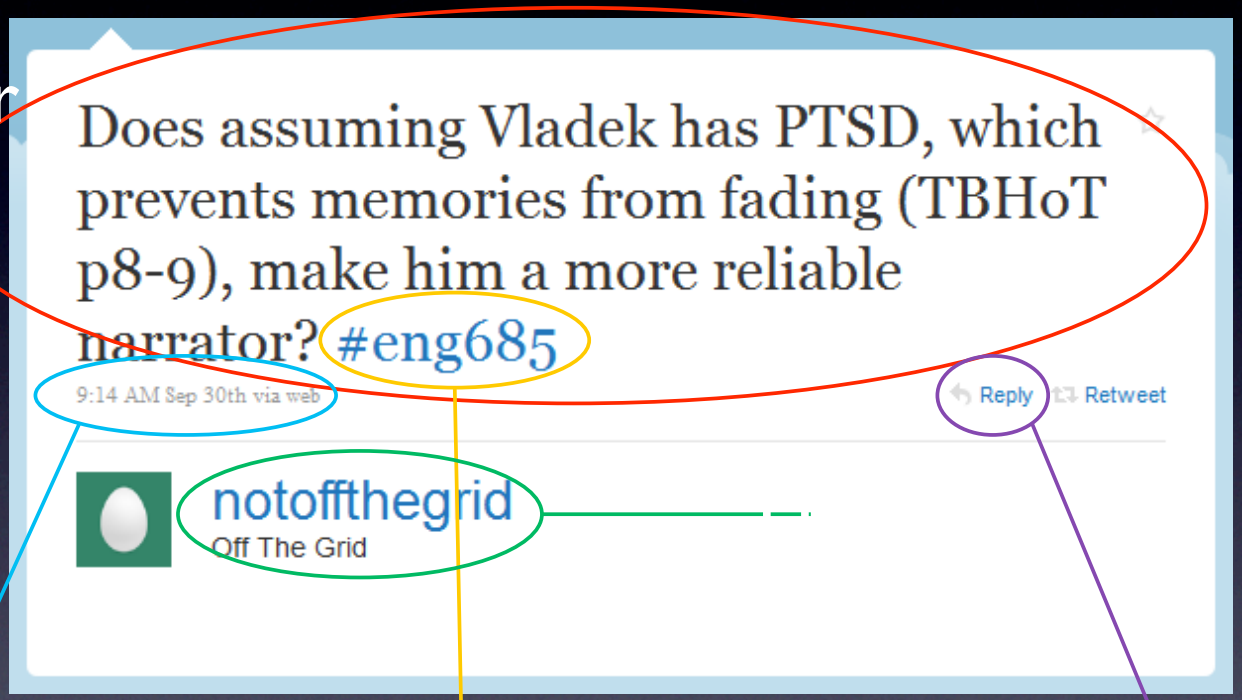
"Twitter is a Snark Valve" http://www.samplereality.com/

Randy Bass, Ge

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Anatomy of a Tweet

140 character message



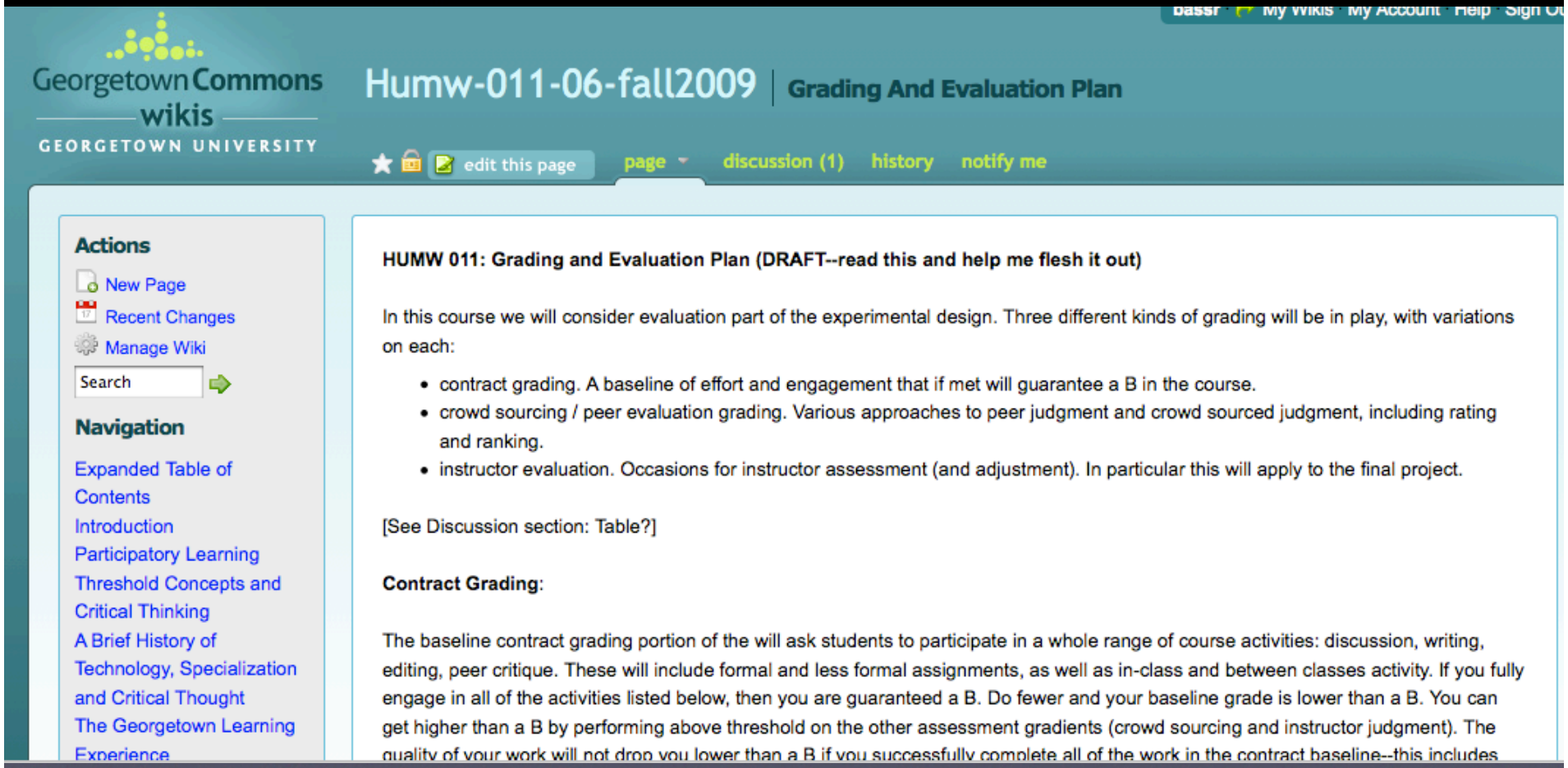
Time/Date Stamp

"Hashtag" to signal an ongoing

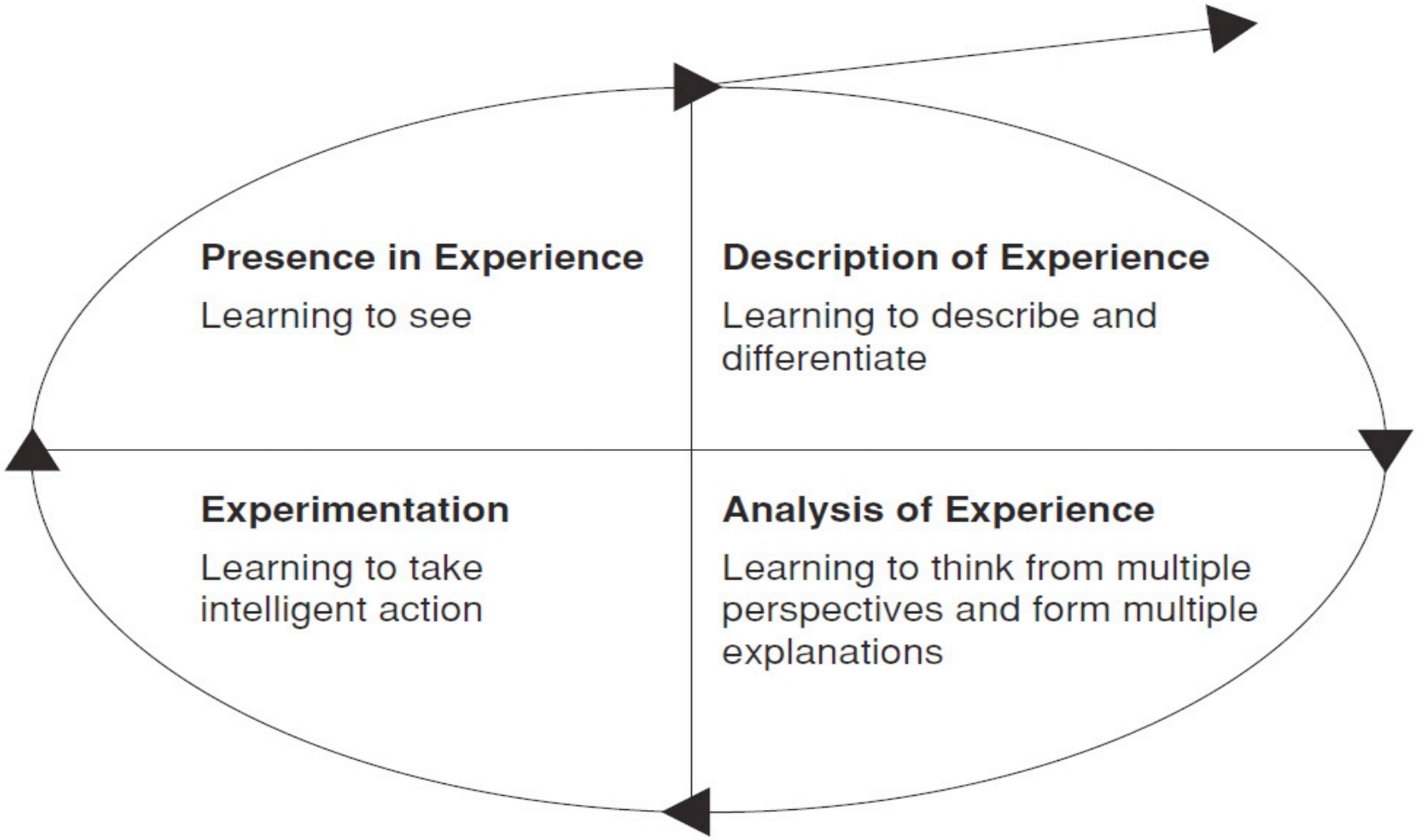
A quick reply button

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Multiple Assessments

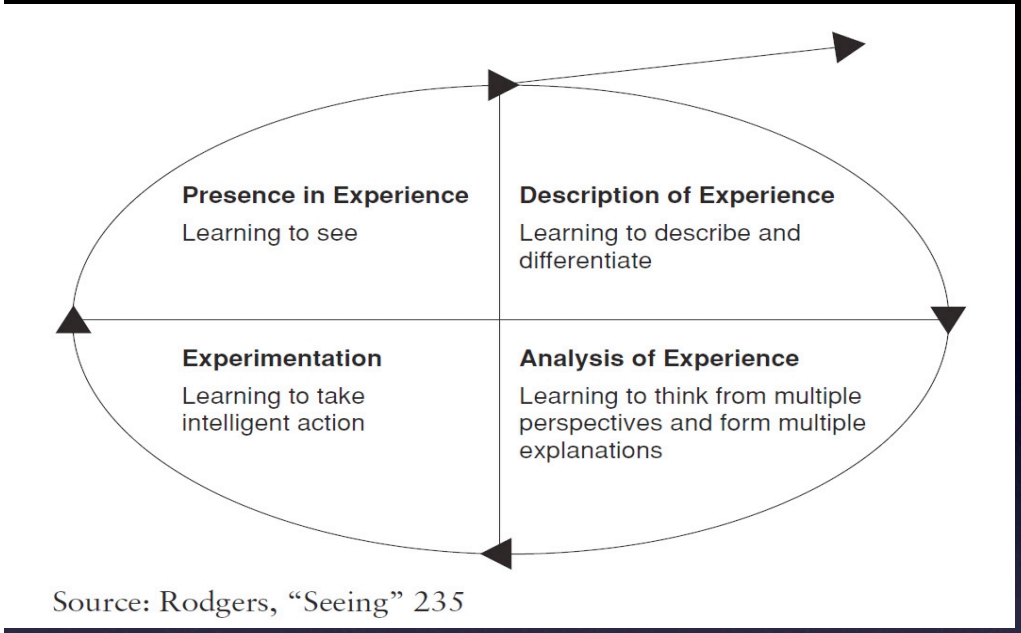


Reflection as Systematic & Disciplined



Source: Rodgers, "Seeing" 235

Reflection as Systematic & Disciplined



Source: Rodgers, "Seeing" 235

Questions about reflection:

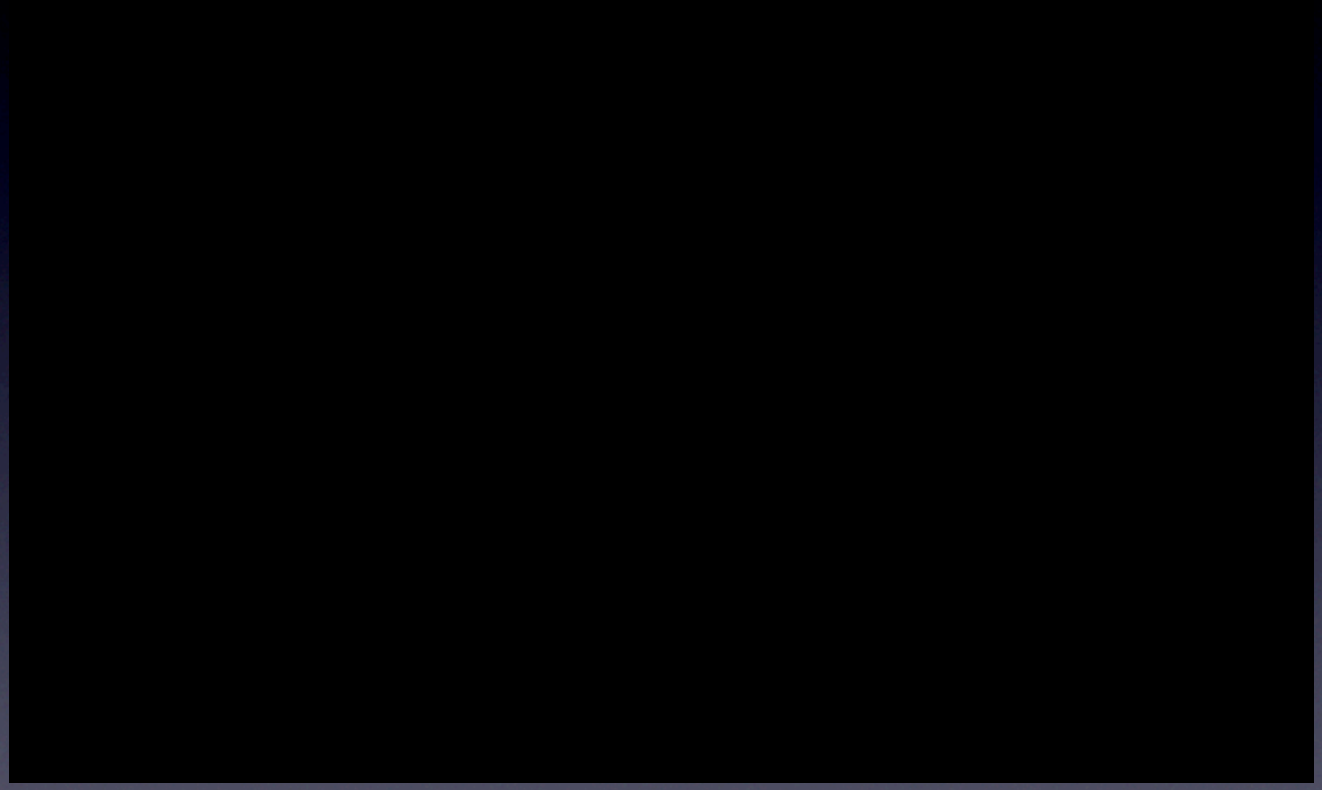
How to make it rigorous?
Feel authentic to a domain?
Developmental?
Analytic?
Constitutive of Understanding and not simply performative?

Evidence and Design

- Valuing process… as well as product
- Evidence of the internalization of criteria of excellence?
- Multiple assessments for different dimensions
- "Reflection" as a real mode of understanding certain dimensions of learning.

Evidence

- What are your questions or issues with evidence (assessment, inquiry) relative to social pedagogies?



“All Made Up,” Kathy Bayer and Jessica Koslow

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Randy Bass, Georgetown University

From their additional reflection about the digital story authoring process

When we reviewed the finished product we were pleased based on our time constraints and lack of budget. Kathy was a bit nervous about portraying the story's main character because she did not want viewers to assume that the fictional plot reflected her personal views. Since we are both women there certainly was a little Kathy and a little Jess in the character, but it was really intended to be a fictional representation of what one woman thought about during a day spent wearing makeup as opposed to not.

From their academic paper theorizing the digital story

Our digital story displays our main character's dependence on her mirror.

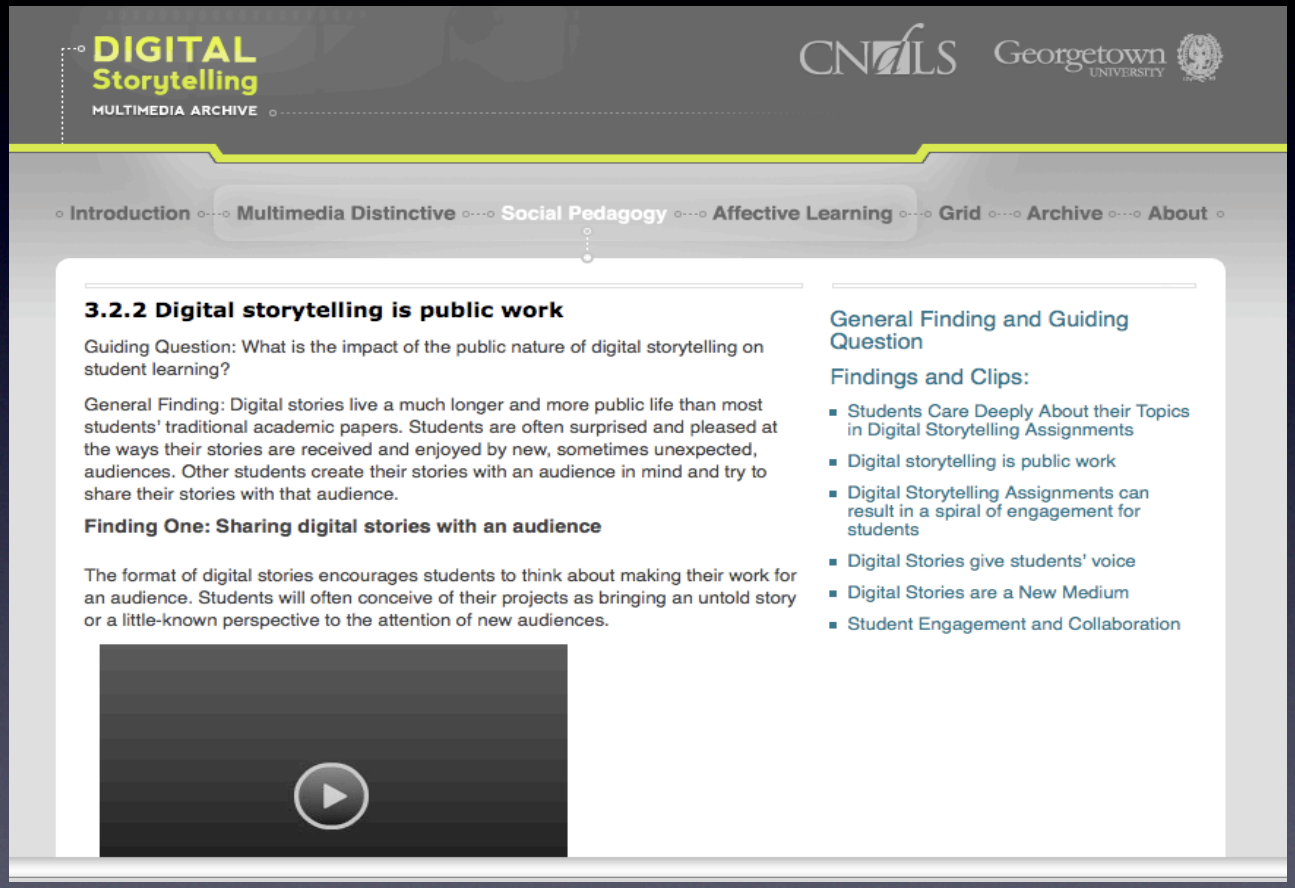
In Jacques Lacan's "mirror stage" an individual's ideal Self is formed through identification with his/her reflection in a mirror in early youth. This image of self is a complete visualization of the self and is misrecognized as the self. The misrecognized Self is ideal because its (preferred) totality cannot be viewed without the mirror. We suggest that the relationship with one's reflection and the preference for an ideal Self continues after socialization and throughout life. This explains the pleasure found when viewing a "made-up" face in the mirror...

What differs in this account is the social construction of the ideal Self and the subject's awareness that he/she is not in fact that image. A woman knows that her made up appearance is temporary and "unnatural," however she can still derive pleasure from identifying with her reflection.

Gregory Ulmer,
Internet Invention: From Literacy to Electracy

"We may assume that these needs continue in electracy, but that they will be articulated differently. There will be an inversion of the literate hierarchy; the first communication of an electrate person is reflexive, self-directed."

Digital Stories Multimedia Archive



CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Digital Stories Cross-Campus Study

DIGITAL Storytelling
MULTIMEDIA ARCHIVE

CNDLS Georgetown UNIVERSITY

Introduction · Multimedia Distinctive · Social Pedagogy · Affective Learning · Grid · Archive · About

1.2 Our research questions

Our research has focused on the production of digital stories by students. Our research questions focused on three main themes:

1. What is distinctive about the kinds of immersion we witness in research, production, and presentation that is specific to digital storytelling?
2. What are the advantages in the area of student engagement?
3. How do digital stories speak to the relationship between emotional and epistemological dimensions of learning and cultural critique?

In the relevant subsections, we present evidence that speaks to each of those questions in detail.

Introduction
- Our research questions
- Courses
- Best Practices

Our method and source base

Often, the learning that occurs in the creation of digital stories is not visible in the final product. To uncover that learning, we have worked with case-study-based qualitative analysis.

Over the past two years, we have conducted interviews with more than 30 students and faculty on four campuses: California State University, Monterey Bay; Vanderbilt University; Georgetown University; and LaGuardia Community College, City University of New York). In addition, we have reviewed hundreds of digital stories. Since we are especially interested in the "intermediary processes" that are involved in the creation of the final product, we have also examined treatments, storyboards, and reflective papers from most student interviewees.

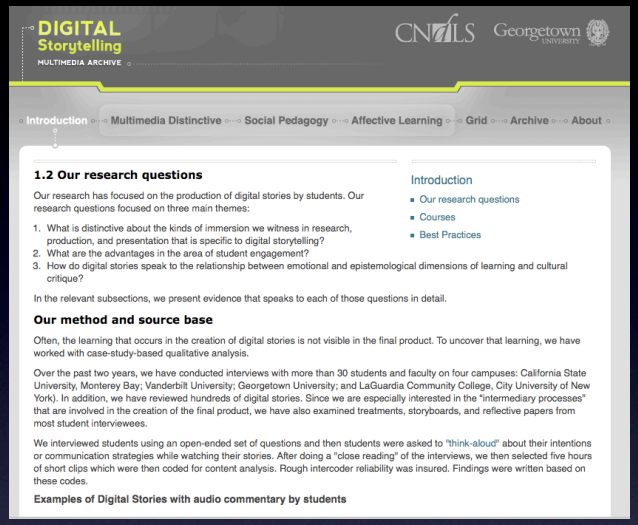
We interviewed students using an open-ended set of questions and then students were asked to "think-aloud" about their intentions or communication strategies while watching their stories. After doing a "close reading" of the interviews, we then selected five hours of short clips which were then coded for content analysis. Rough intercoder reliability was insured. Findings were written based on these codes.

Examples of Digital Stories with audio commentary by students

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

versity

Digital Stories Cross-Campus Study



How does authoring in *multimedia* change student learning?

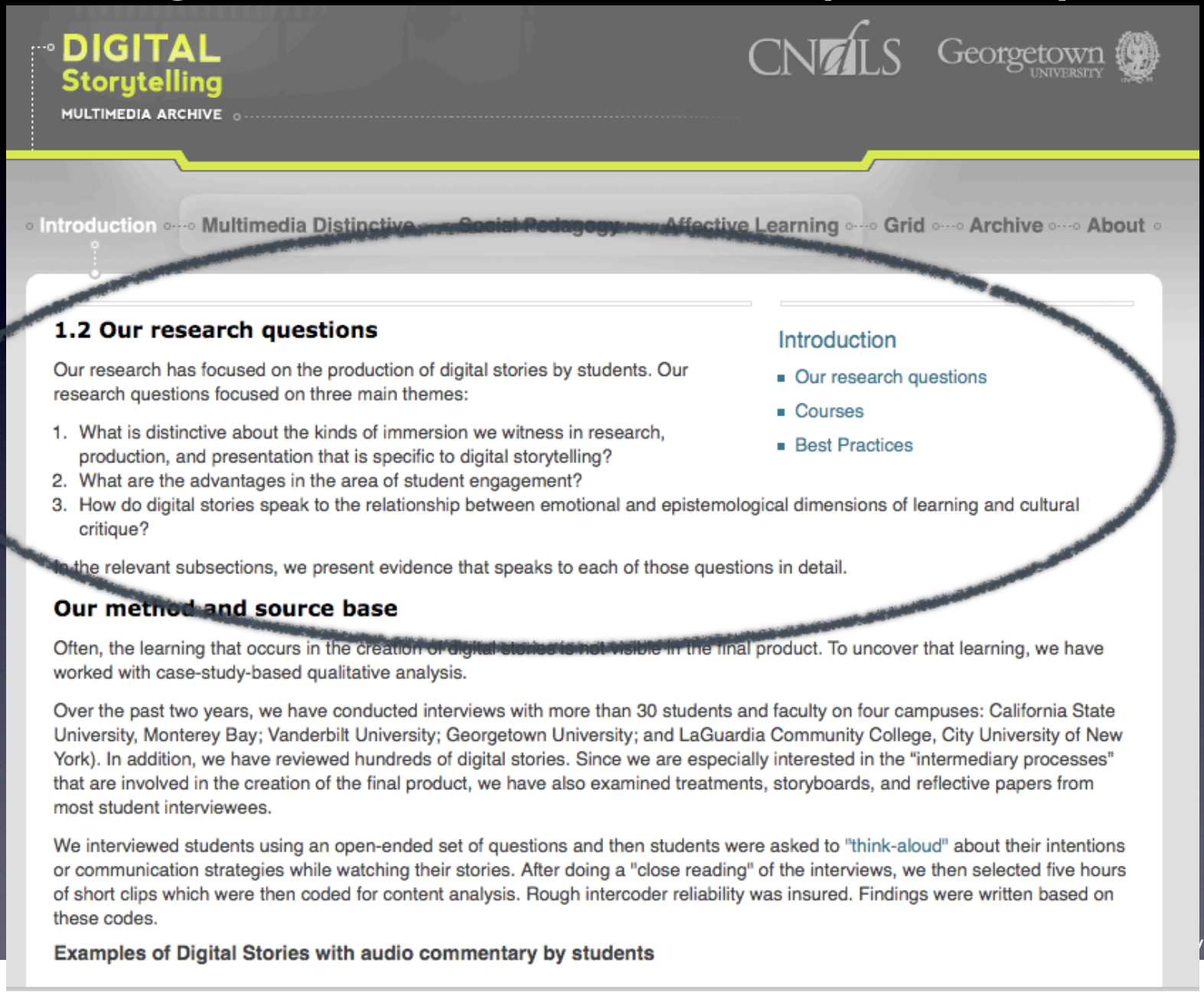
How does the explicitly *social* aspect change learning?

How does the *emotional* dimensions of this work change learning?

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

Randy Bass, Georgetown University

Digital Stories Cross-Campus Study



DIGITAL Storytelling
MULTIMEDIA ARCHIVE

CNDLS Georgetown UNIVERSITY

Introduction · Multimedia Distinctive · Social Pedagogy · Affective Learning · Grid · Archive · About

1.2 Our research questions

Our research has focused on the production of digital stories by students. Our research questions focused on three main themes:

1. What is distinctive about the kinds of immersion we witness in research, production, and presentation that is specific to digital storytelling?
2. What are the advantages in the area of student engagement?
3. How do digital stories speak to the relationship between emotional and epistemological dimensions of learning and cultural critique?

In the relevant subsections, we present evidence that speaks to each of those questions in detail.

Introduction
- Our research questions
- Courses
- Best Practices

Our method and source base

Often, the learning that occurs in the creation of digital stories is not visible in the final product. To uncover that learning, we have worked with case-study-based qualitative analysis.

Over the past two years, we have conducted interviews with more than 30 students and faculty on four campuses: California State University, Monterey Bay; Vanderbilt University; Georgetown University; and LaGuardia Community College, City University of New York). In addition, we have reviewed hundreds of digital stories. Since we are especially interested in the "intermediary processes" that are involved in the creation of the final product, we have also examined treatments, storyboards, and reflective papers from most student interviewees.

We interviewed students using an open-ended set of questions and then students were asked to "think-aloud" about their intentions or communication strategies while watching their stories. After doing a "close reading" of the interviews, we then selected five hours of short clips which were then coded for content analysis. Rough intercoder reliability was insured. Findings were written based on these codes.

Examples of Digital Stories with audio commentary by students

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

versity

Cross-Classroom Study

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

DIGITAL Storytelling
MULTIMEDIA ARCHIVE

CNDLS Georgetown University

Introduction · Multimedia Distinctive · Social Pedagogy · Affective Learning · Grid · Archive · About

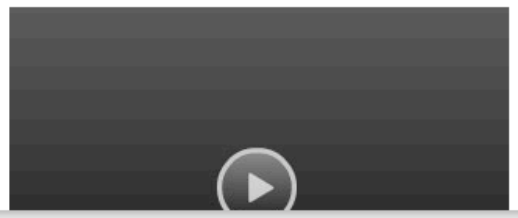
4.2.5 Reclaiming emotions/Role of affect in activating the cognitive

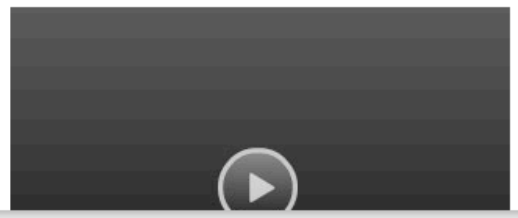
Guiding question: How are emotions reclaimed cognitively?

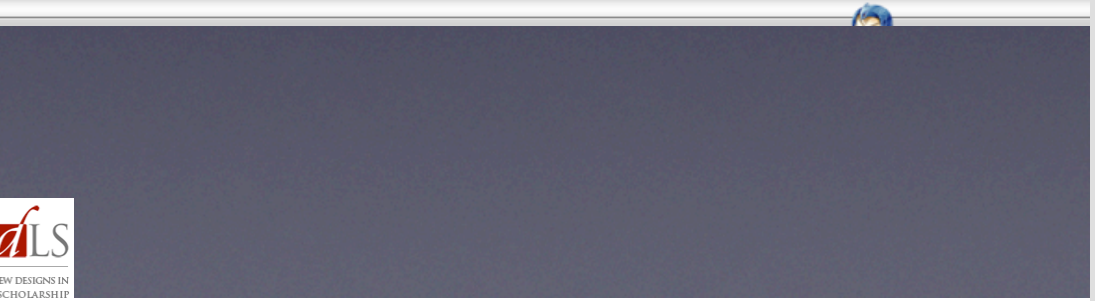
Finding 1:

Emotional engagement with a topic is not the opposite of theory, but rather a starting point for the development of a critical position. This can translate into stronger critical voice in traditional writing assignments.For many students an emotional engagement with a given topic – or a problem in the most generative sense of the word – is the point of departure that allows them to connect their stories to relevant theories. These emotions go beyond the "touchy-feely" in that they are not opposed to theorizing, but enable it. Emotions can open up a political space if they are cognitively "reclaimed". As a result, students start to insert their own positions into academic discourse. Adrienne Goldsworth explains:

> I'm really anti-research paper, it's just all banking concepts to me: what can you memorize and regurgitate to your professor...After that [digital storytelling] class, I started putting the 'I' in all of my papers: This is my conclusion. It wasn't: Based on this research, it can be concluded that…, but based on my research, I believe this to be true. I turned a lot of my writing into personal writing, and a lot o professors were really stoked about it and supported me. - (Inga 16/17)



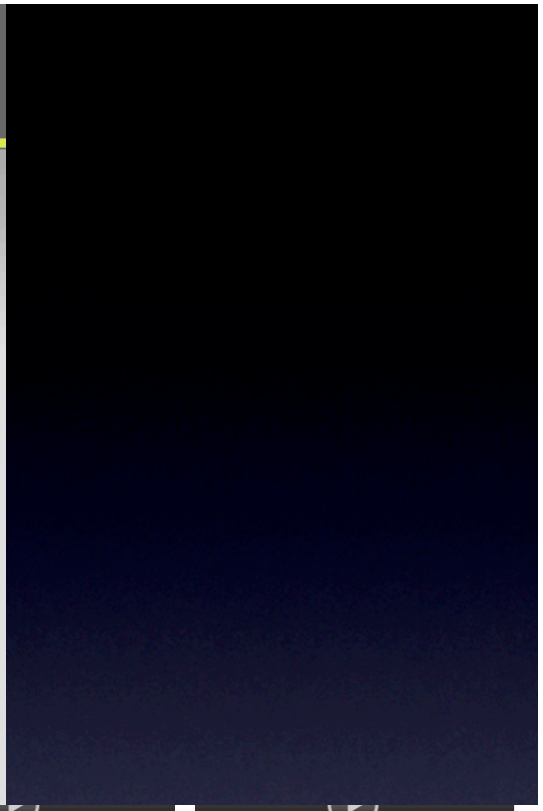


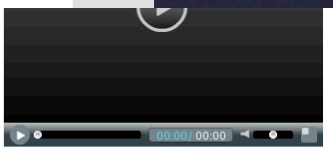


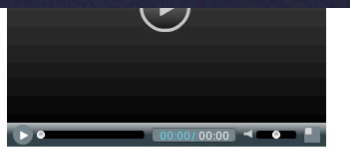
General Finding and Guiding Question

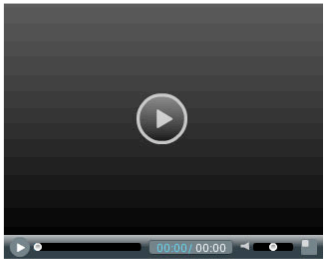
Findings and Clips:

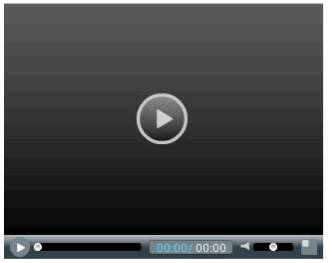
- Story and Theory
- Motivation and Impact (connect to audience)
- Struggle and Discomfort
- Notions of Self and Identity
- Reclaiming emotions/Role of affect in activating the cognitive

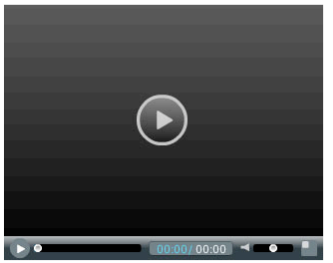


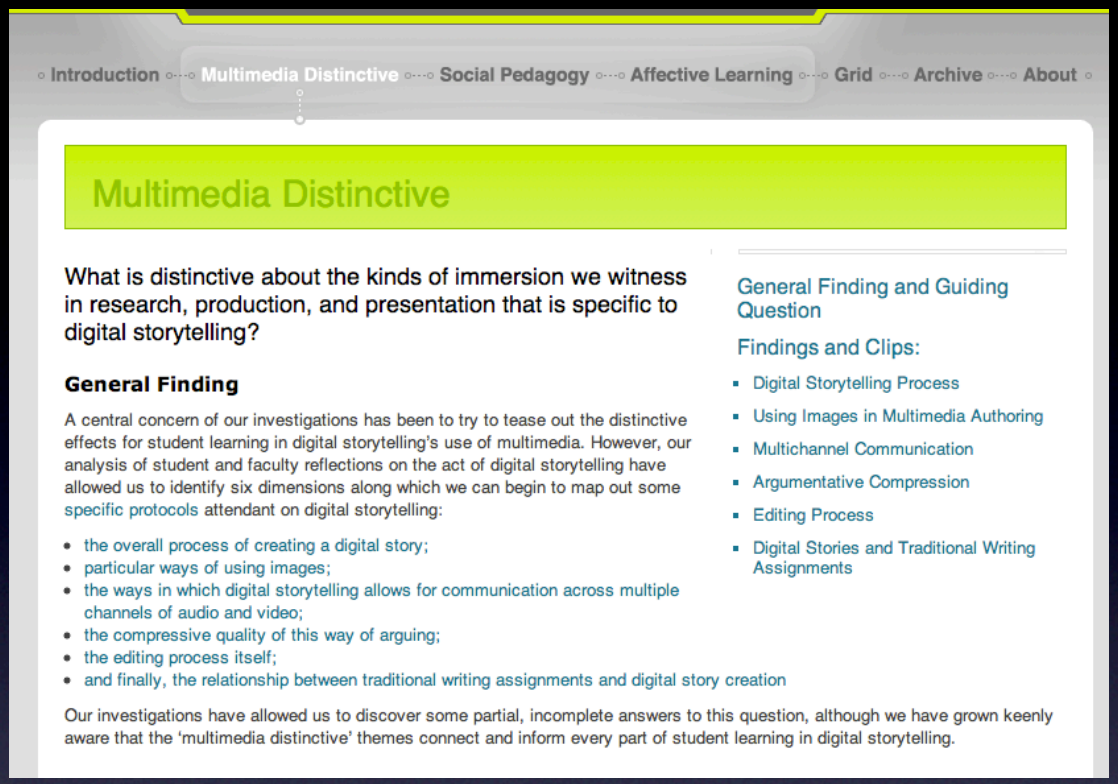












Distinctive to Multimedia?

Authoring

Layers

Compression

Editing

Audience

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

From Hierarchy to Grid

Click on a field in the grid to see examples of how digital storytelling works at the intersection of horizontal and vertical categories. The first tab displays relevant findings statements from our original findings document. Layered beneath these statements is a second tab with excerpts from the interviews that our findings are based on.

	Rethinking Expertise	Emotions and Argument	Engagement
Authoring			
Layers			
Compression			
Editing			
Audience			

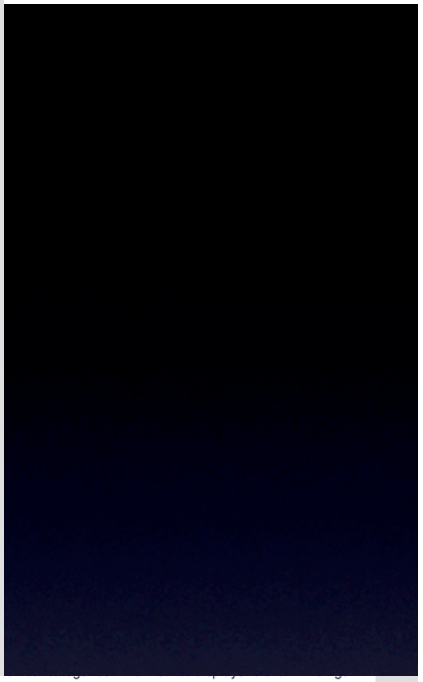
From Hierarchy to Grid

statements from our original findings document. Layered beneath these statements is a second tab with excerpts from the interviews that our findings are based on.

	Rethinking Expertise	Emotions and Argument	Engagement
Authoring			
Layers			
Compression		Introduction | Clips Emotions and Argument vis a vis Compression Potency of argumentative elements Finding 2.2.4.1 Digital stories allow students to communicate complex ideas through multiple media in a condensed format. Students can quickly evoke ideas, eras, larger cultural discourses, through an appropriate combination of music and images.	
Editing			
Audience			

statements from our original findings document. Layered beneath these statements is a second tab with excerpts from the interviews that our findings are based on.

	Rethinking Expertise	Emotions and Argument	Engagement
Authoring			
Layers			
Compression		Introduction / Clips **Emotions and Argument vis a vis Compression** • Lawrence 5 -- "DS requires 'condensation' and so very 'potent blast' of powerful message — 'concentrated'" • Mary 3 -- "Compression and story: if I had had an hour, I'd focus on some big historical event...but this forced me to choose + focus" • Kathy 11 -- "didn't realize they were so many layers — and how they came together"	
Editing			
Audience			



statements from our original findings document. Layered beneath these statements is a second tab with excerpts from the interviews that our findings are based on.

	Rethinking Expertise	Emotions and Argument	Engagement
Authoring			
Layers			
Compression		Introduction / Clips 	
Editing			
Audience			

CNDLS
CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

bassr@georgetown.edu

Thanks to:
Ali Erkan and Michael Smith, Ithaca College
John Seely Brown
Mark Sample, GMU
Derek Bruff, Vanderbilt
Bret Eynon and Judit Torok and the
Connect to Learning Team at LGCC
Trent Batson (AAEEBEL, Connect to Learning)
Virginia Tech ePortfolio and SERVE team
The Teagle Foundation
Heidi Elmendorf, Georgetown
My colleagues at the Center for New Designs in Learning and Scholarship

cndls.georgetown.edu