
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

“Defining Social Pedagogies” (Teagle Foundation)

Randy Bass

FRONT PAGE MY LIKENESS CV TEACHING RESEARCH
PRESENTATIONS & WORKSHOPS RESOURCES **SOCIAL PEDAGOGIES**



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:

- Engage with Authenticity and Difficulty
- Value Process and Product of Learning

Such that they develop:

- Deepened and Contextualized Understanding
- Flexibility with Knowledge in Open-ended Contexts

CATEGORIES

- gen ed
- higher education
- invisible learning
- innovation
- on the road
- threshold concepts
- Uncategorized
- Visible Knowledge Project

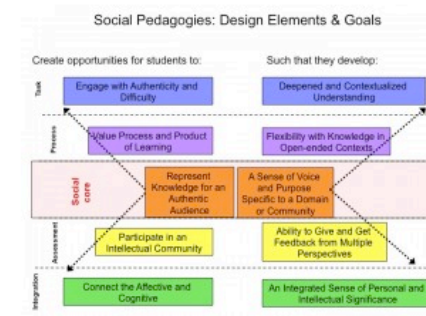
ARCHIVES

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



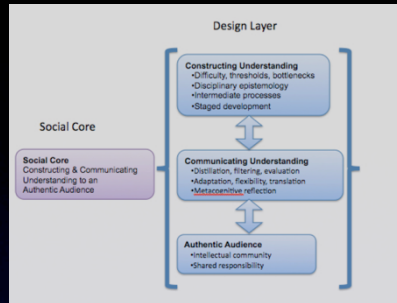
[CLICK TO ENLARGE]

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

Bass and Elmendorf, 2011

Randy Bass, Georgetown University

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?

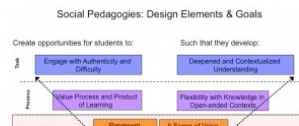
“Defining Social Pedagogies” (Teagle Foundation)

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



Where did this work come from?

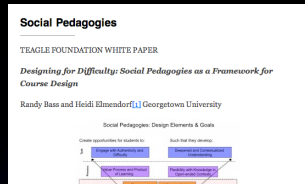
- Adaptive Expertise
- Embodied learning
- Socially Situated Learning



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

Bass and Elmendorf, 2011

“Defining Social Pedagogies” (Teagle Foundation)



Where did this work come from?

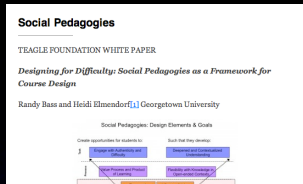
Digital Stories

and

Biology community-based teaching (thesis and gen ed)

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

“Defining Social Pedagogies” (Teagle Foundation)



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

Social Pedagogies Framework

Social Core

Constructing and
Communicating
Understanding to an
Authentic Audience

Social Pedagogies Framework

Social Core

Constructing
understanding

Difficulty
Disciplinary thinking
Intermediate thinking

Constructing and
Communicating
Understanding to an
Authentic Audience

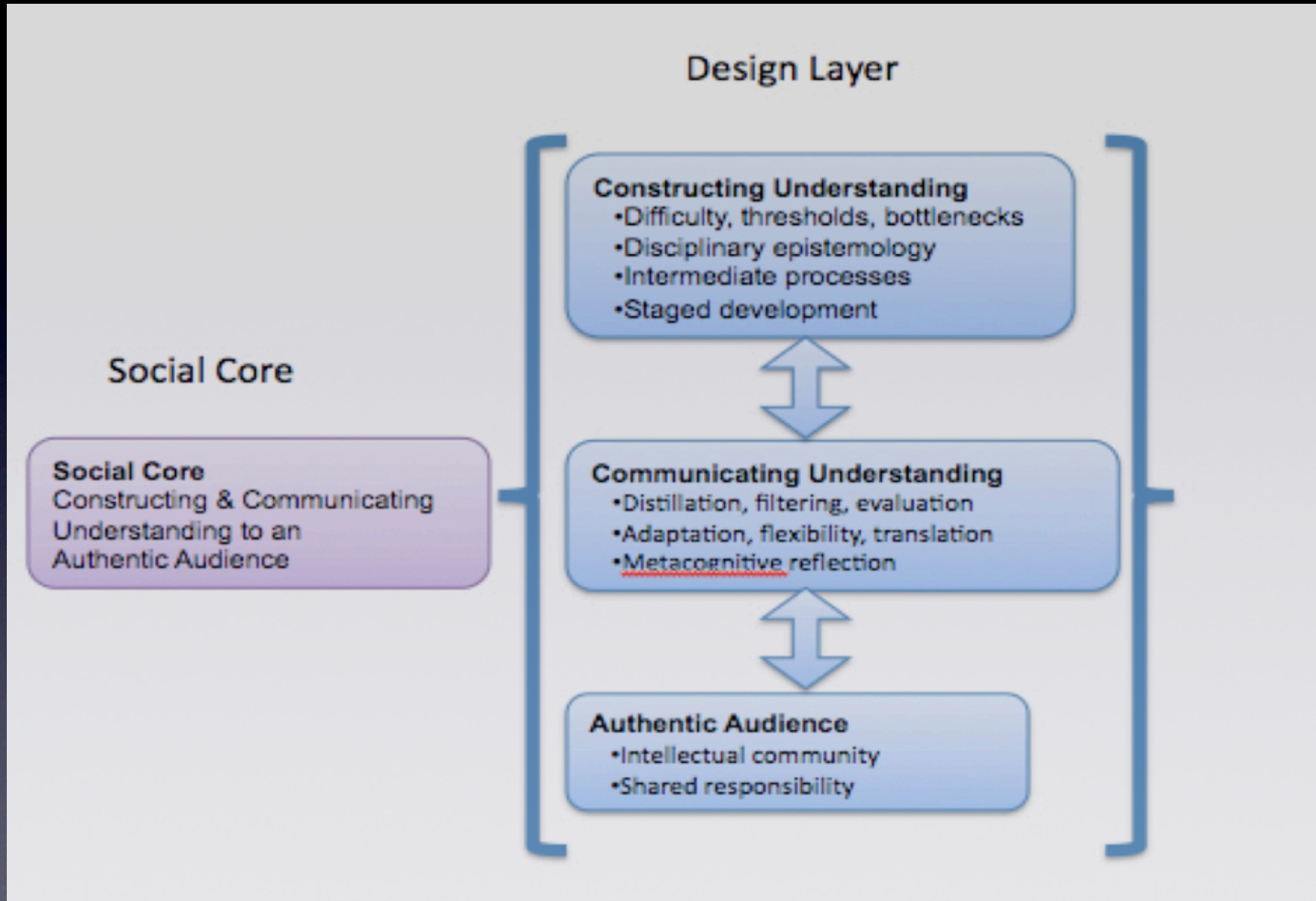
Communicating
understanding

Adaptive expertise
Metacognition

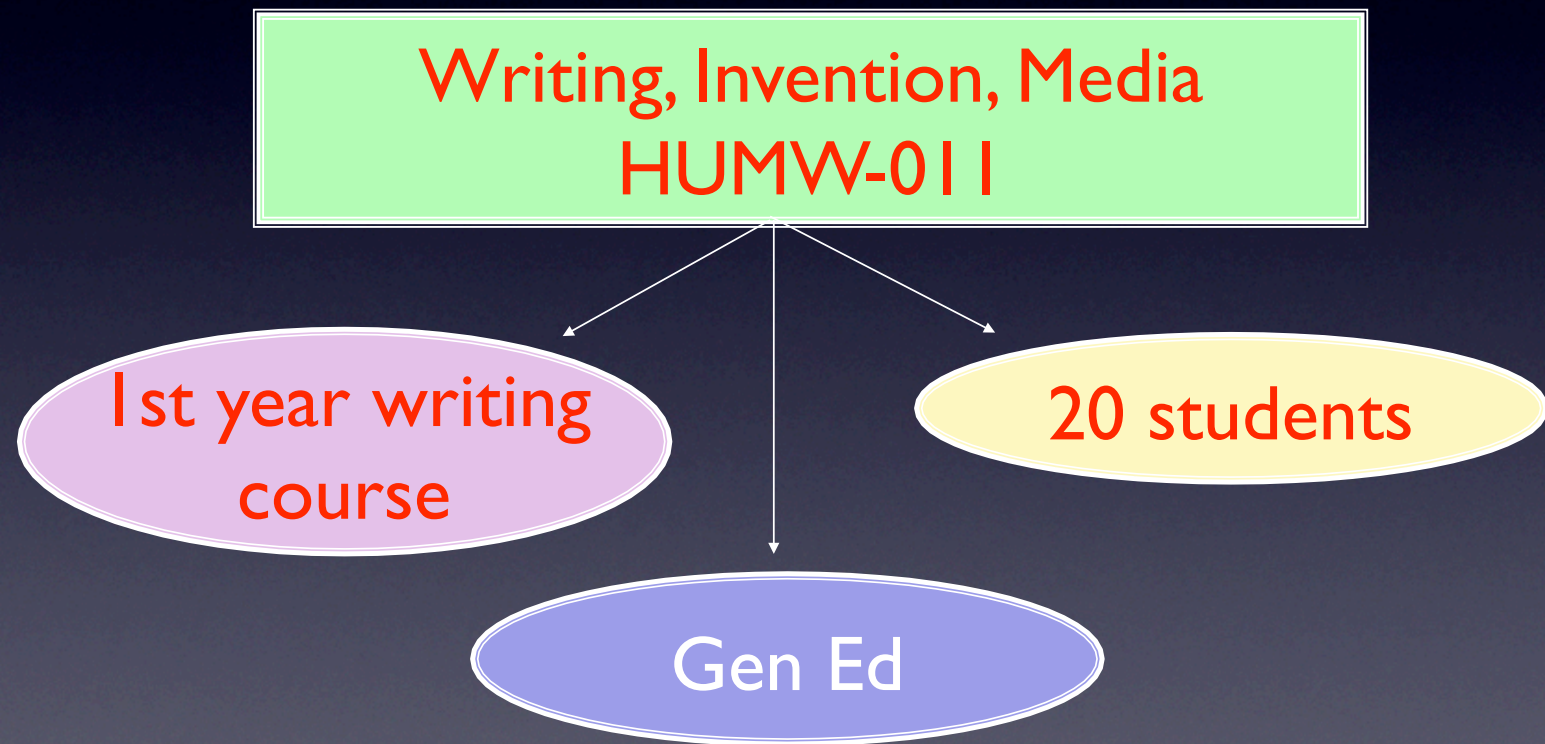
Authentic Audience

Intellectual Community
Shared Responsibility

Social Pedagogies Framework

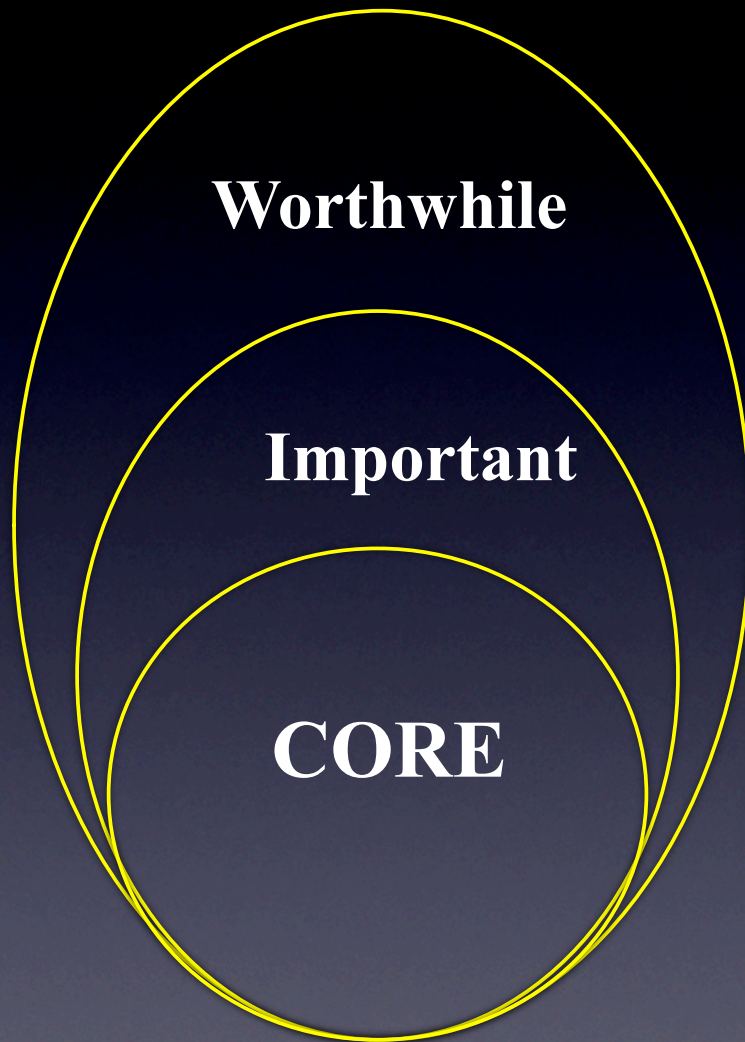


Social Pedagogies and an Introductory Writing Class



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?**

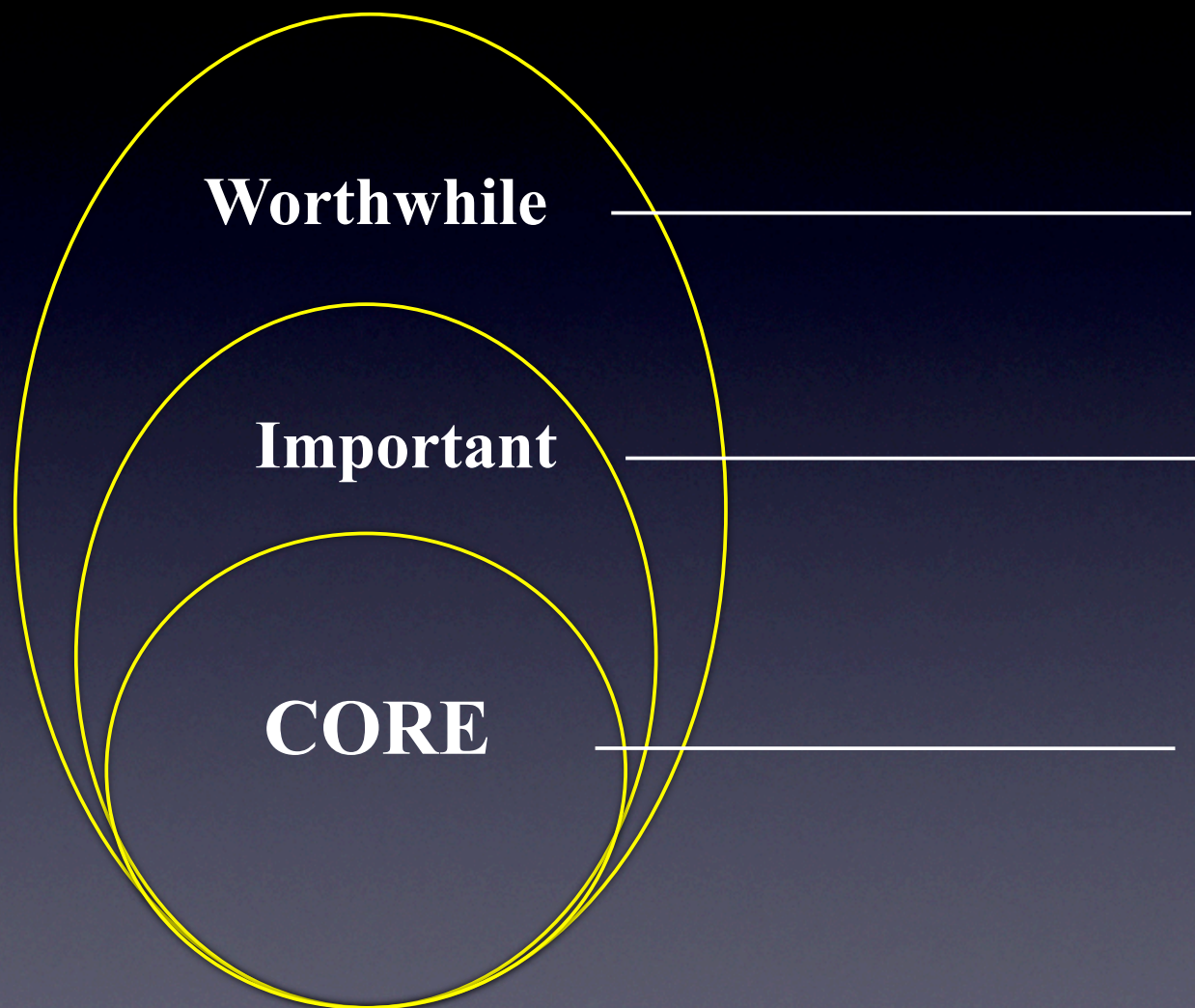
Grant Wiggins and Jay McTighe,

Understanding by Design

HUMW011: Writing, Invention, Media

**Opening
Day
exercise:
Writing in
school?

Writing on
the Web?**



according analytic **analyzing** approach appropriate argument body brainstorming clear **communicating**
confidence construction content **creating** **creativity** developing different explained
express facts final **form** **grammar** ideas intent interpret introduction issue
knowledge message motive observe **opinion** paper paragraphs pathos
personal persuasive proofreading proper putting steps **structure** **style** sure tangible topic
types **voice** **writing**

Core Values of Writing in School: Week One

Worthwhile

adj analytical **basic** business choice **citation** citing common complex conclusion creative devices
different differentiation editing errors figures **flow** formatting **forms** genre **grammar**
higher intext introduction letter line literary mla names noun **paragraph** pronoun punch punctuation recognize
research rules sources speech **spelling** strong structure styles transition
types vocab **vocabulary** voice writing

Important

basic body choice citation citing clarity composition **conclusion** delivery **develop** different
effectiveness engage everything **formulas** formulate genres **grammar** idea imagery importance
main metaphors paper punctuation questions readers research reverts **sentence** simple smooth sources
spelling **structure** support sure **thesis** topic transitions variety
vocabulary voice writing written

Core

according analytic **analyzing** approach appropriate argument body brainstorming clear **communicating**
confidence construction content **creating** **creativity** developing different explained
express facts final form **grammar** ideas intent interpret introduction issue
knowledge message motive observe **opinion** paper paragraphs pathos
personal persuasive proofreading proper putting steps **structure** style sure tangible topic
types **voice** **writing**

Core Understandings--writing in school (week one)

according analytic **analyzing** approach appropriate argument body brainstorming clear **communicating**
confidence construction content **creating** **creativity** developing different explained
express facts final form **grammar** ideas intent interpret introduction issue
knowledge message motive observe **opinion** paper paragraphs pathos
personal persuasive proofreading proper putting steps **structure** **style** sure tangible topic
types **voice** **writing**

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

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**

Worthwhile

accessible agree appealing appearance applications around audience
citation code computer create different documents editing etc ethics evaluating excel
format free internet knowing 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

g on

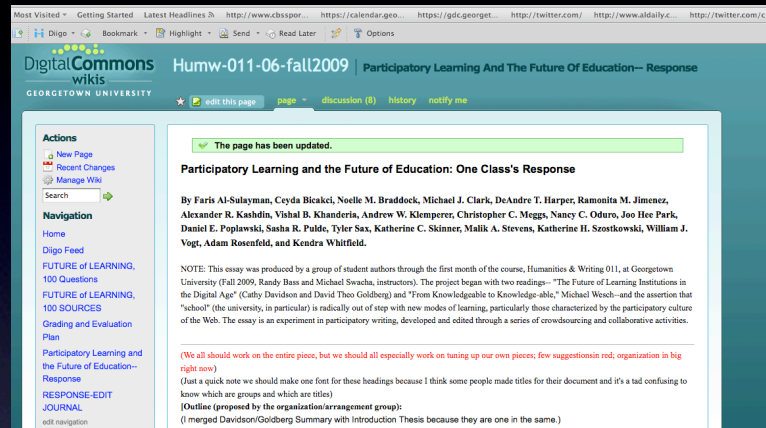
Core Understandings--writing (week one)

according analytic **analyzing** approach appropriate argument body brainstorming clear **communicating**
confidence construction content **creating** **creativity** developing different explained
express facts final form **grammar** ideas intent interpret introduction issue
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personal persuasive proofreading proper putting steps **structure** **style** sure tangible topic
types **voice** **writing**

Core Understandings--writing (week 14)

acknowledgement added argument **audience** authority choice coherence connect
conversation context creating **critical** developing distinct emotions
emphasize field foundation going **ideas** important improvisation interrupted **knowing** knowledge **language**
limits means mode organization original others passion relation relationship showing solid specific stance **subject** substance
sure **text** themes **thesis** **thinking** topic **voice** **writing** writer

Working in the Wiki



“Authentic task”-- Write a substantive position statement, as a class, using the Wiki.

Working in the Wiki

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Diigo ▾ Bookmark ▾ Highlight ▾ Send ▾ Read Later ▾ Options


Digital Commons
wikis
GEORGETOWN UNIVERSITY

Humw-011-06-fall2009 | **Participatory Learning And The Future Of Education-- Response**

★ edit this page page discussion (8) history notify me

Actions


- New Page
- Recent Changes
- Manage Wiki

Search 

Navigation

- Home
- Diigo Feed
- FUTURE of LEARNING, 100 Questions
- FUTURE of LEARNING, 100 SOURCES
- Grading and Evaluation Plan
- Participatory Learning and the Future of Education-- Response
- RESPONSE-EDIT JOURNAL

edit navigation

 The page has been updated.

Participatory Learning and the Future of Education: One Class's Response

By Faris Al-Sulayman, Ceyda Bicakci, Noelle M. Braddock, Michael J. Clark, DeAndre T. Harper, Ramonita M. Jimenez, Alexander R. Kashdin, Vishal B. Khanderia, Andrew W. Klemperer, Christopher C. Meggs, Nancy C. Oduro, Joo Hee Park, Daniel E. Poplawski, Sasha R. Pulde, Tyler Sax, Katherine C. Skinner, Malik A. Stevens, Katherine H. Szostkowski, William J. Vogt, Adam Rosenfeld, and Kendra Whitfield.

NOTE: This essay was produced by a group of student authors through the first month of the course, Humanities & Writing 011, at Georgetown University (Fall 2009, Randy Bass and Michael Swacha, instructors). The project began with two readings-- "The Future of Learning Institutions in the Digital Age" (Cathy Davidson and David Theo Goldberg) and "From Knowledgeable to Knowledge-able," Michael Wesch--and the assertion that "school" (the university, in particular) is radically out of step with new modes of learning, particularly those characterized by the participatory culture of the Web. The essay is an experiment in participatory writing, developed and edited through a series of crowdsourcing and collaborative activities.

(We all should work on the entire piece, but we should all especially work on tuning up our own pieces; few suggestions in red; organization in big right now)

(Just a quick note we should make one font for these headings because I think some people made titles for their document and it's a tad confusing to know which are groups and which are titles)

[Outline (proposed by the organization/arrangement group):

(I merged Davidson/Goldberg Summary with Introduction Thesis because they are one in the same.)

Collaborative Editing

The screenshot shows a web browser window displaying a Digital Commons wiki page. The browser's address bar shows the URL <http://www.cbsspor...>. The page header includes the Digital Commons logo, the course title 'Humw-011-06-fall2009', and the page title 'Participatory Learning And The Future Of Education-- Response'. Below the header, there are navigation links: 'edit this page', 'page', 'discussion (8)', 'history', and 'notify me'. On the left side, there is a sidebar with 'Actions' (New Page, Recent Changes, Manage Wiki, Search) and 'Navigation' (Home, Diigo Feed, FUTURE of LEARNING, 100 Questions, FUTURE of LEARNING, 100 SOURCES, Grading and Evaluation Plan, Participatory Learning and the Future of Education-- Response, RESPONSE-EDIT, JOURNAL, edit navigation). The main content area features a green notification bar stating 'The page has been updated.' followed by the title 'Participatory Learning and the Future of Education: One Class's Response'. The authors listed are Faris Al-Sulayman, Ceyda Bicakci, Noelle M. Braddock, Michael J. Clark, DeAndre T. Harper, Ramonita M. Jimenez, Alexander R. Kashdin, Vishal B. Khanderia, Andrew W. Klemperer, Christopher C. Meggs, Nancy C. Oduro, Joo Hee Park, Daniel E. Poplawski, Sasha R. Pulde, Tyler Sax, Katherine C. Skinner, Malik A. Stevens, Katherine H. Szostkowski, William J. Vogt, Adam Rosenfeld, and Kendra Whitfield. A note explains that the essay was produced by a group of student authors through the first month of the course, Humanities & Writing 011, at Georgetown University (Fall 2009, Randy Bass and Michael Swacha, instructors). The project began with two readings: 'The Future of Learning Institutions in the Digital Age' (Cathy Davidson and David Theo Goldberg) and 'From Knowledgeable to Knowledge-able,' Michael Wesch--and the assertion that 'school' (the university, in particular) is radically out of step with new modes of learning, particularly those characterized by the participatory culture of the Web. The essay is an experiment in participatory writing, developed and edited through a series of crowdsourcing and collaborative activities. Below the note, there is a red text block: '(We all should work on the entire piece, but we should all especially work on tuning up our own pieces; few suggestions in red; organization in big right now)'. This is followed by a note: '(Just a quick note we should make one font for these headings because I think some people made titles for their document and it's a tad confusing to know which are groups and which are titles)'. The next section is titled '[Outline (proposed by the organization/arrangement group):' and contains the text: '(I merged Davidson/Goldberg Summary with Introduction Thesis because they are one in the same.)'.

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Diigo ▾ Bookmark ▾ Highlight ▾ Send ▾ Read Later ▾ Options

Digital Commons
wikis
GEORGETOWN UNIVERSITY

Humw-011-06-fall2009 | Participatory Learning And The Future Of Education-- Response

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- Search

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- FUTURE of LEARNING, 100 SOURCES
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- Participatory Learning and the Future of Education-- Response
- RESPONSE-EDIT
- JOURNAL
- edit navigation

✓ The page has been updated.

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Collaborative Editing (discussion)

The screenshot shows a web browser window displaying a Digital Commons Wikis page. The browser's address bar shows the URL <http://www.cbsspor...>. The browser's toolbar includes buttons for Diigo, Bookmark, Highlight, Send, Read Later, Unread, Recent, Add a filter, and Options. The page header features the Digital Commons Wikis logo for Georgetown University, the page title "Humw-011-06-fall2009 | Participatory Learning And The Future Of Education-- Response", and a navigation bar with links for "page", "discussion (15)", "history", and "notify me". The page content is divided into two main sections. On the left is a sidebar with "Actions" (New Page, Recent Changes, Manage Wiki, Search) and "Navigation" (Home, Diigo Feed, Empirical Criteria, FUTURE of LEARNING, 100 Questions, FUTURE of LEARNING, 100 SOURCES, Grading and Evaluation Plan, Participatory Learning and Academic Culture (from class discussion 10.5.2009)). On the right is the main discussion area titled "Potential part of the conclusion" with a "Back to Discussion Forum" link. The discussion area includes a "[delete topic]" link, "Monitor this Topic" and "Lock this Topic" buttons, and two user posts. The first post is by "ark55" and the second is by "tps32". The page footer shows "1-2 of 2" and a "Reply" button.

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bassr [My Wikis](#) [My Account](#) [Help](#) [Sign Out](#)

Digital Commons
wikis
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Humw-011-06-fall2009 | Participatory Learning And The Future Of Education-- Response

★ page ▾ discussion (15) history notify me

Actions

- New Page
- Recent Changes
- Manage Wiki

Search

Navigation

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- Diigo Feed
- Empirical Criteria
- FUTURE of LEARNING, 100 Questions
- FUTURE of LEARNING, 100 SOURCES
- Grading and Evaluation Plan
- Participatory Learning and Academic Culture (from class discussion 10.5.2009)

Potential part of the conclusion

[\[delete topic\]](#) [Monitor this Topic](#) [Lock this Topic](#)

[Back to Discussion Forum](#)

ark55 Potential part of the conclusion
I think if we all gave our own opinions on what we would want our education to look like, it will make for a strong conclusion. Just a few sentences each saying what we want. We could combine the common ones and through that we will give our readers exactly what changes we want to see in the education system. Does anyone else think this is a good idea and that it could work?
 Posted Oct 4, 2009 3:15 pm - [\[delete\]](#)

tps32 re: Potential part of the conclusion
I think this would be great. In order to avoid repetition, we could keep it to just a one-sentence blurb each. It wouldn't even have to summarize your whole opinion on the issue, just a quick thought from each of us all put together would be pretty cool.
 Posted Oct 4, 2009 9:47 pm - [\[delete\]](#)

1-2 of 2

Reply

Collaborative Editing

Teacher watching progress

Digital Commons wikis
GEORGETOWN UNIVERSITY

Humw-011-06-fall2009 | (Ver 3) Participato

★ page discussion history notify me

Actions

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- Recent Changes
- Manage Wiki

Search

Navigation

- Expanded Table of Contents
- Introduction
- Participatory Learning
- Threshold Concepts and Critical Thinking
- A Brief History of Technology, Specialization and Critical Thought
- The Georgetown Learning Experience
- Role of Critical Thought in Rethinking Technology
- Conclusion and Works

Date	Compare	Author	Comm
Nov 22, 2009 6:31 pm	<input type="button" value="select"/>	mjc239	
Nov 22, 2009 6:20 pm	<input type="button" value="select"/>	awk24	
Nov 22, 2009 6:11 pm	<input type="button" value="select"/>	mjc239	
Nov 22, 2009 5:52 pm	<input type="button" value="select"/>	mjc239	
Nov 22, 2009 5:14 pm	<input type="button" value="select"/>	mjc239	
Nov 22, 2009 1:29 pm	<input type="button" value="select"/>	mgs54	
Nov 18, 2009 8:31 am	<input type="button" value="select"/>	mjc239	
Nov 11, 2009 8:04 pm	<input type="button" value="select"/>	mjc239	
Nov 11, 2009 6:34 pm	<input type="button" value="select"/>	srp46	
Nov 11, 2009 5:25 pm	<input type="button" value="select"/>	mjc239	
Nov 11, 2009 4:51 pm	<input type="button" value="select"/>	ccm54	
Nov 11, 2009 4:48 pm	<input type="button" value="select"/>	ccm54	
Nov 11, 2009 8:17 am	<input type="button" value="select"/>	mjc239	
Nov 11, 2009 7:33 am	<input type="button" value="select"/>	srp46	

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: The The 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

The screenshot displays a web browser window with a social bookmarking interface. The main content area shows an article titled "dimensions of knowledge (Michael Polanyi)" with a subtitle "Reversing the Flow". The article features a diagram of an iceberg. The tip of the iceberg is labeled "Explicit" and the submerged part is labeled "Tacit". A green arrow points upwards from the text "to be" (part of "learning to be") towards the "Explicit" part of the iceberg. The text "g about" is also visible. Below the diagram, the text "unleashing productive inquiry" is shown. A paragraph of text follows: "may spend years learning about a subject; only after amassing sufficient (explicit) knowledge are they practice of how to be an active practitioner/professional in a field.⁹ But viewing learning as the process of joining is new students to engage in 'learning to be' even as they are mastering the content of a field. This oductive inquiry"—that is, the process of seeking the knowledge when it is needed in order to carry out a".

Overlaid on the left is a "Diigo" bookmark editor window titled "Edit your Bookmark on Diigo". It contains the following fields and options:

- Url: [http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMaga;](http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMaga;...)
- Title: [Minds on Fire: Open Education, the Long Tail, and Learning 2.0 \(EDUC\)](#)
- Options: ☐ Private ☐ Unread ☐ Twitter this!
- Description: < 2000 chars
- Tags: [web2.0](#) [learning](#) [education](#) [opensource](#) [teaching](#) "web 2.0"
- Recommended tags: [web2.0](#) [learning](#) [education](#) [opensource](#) [future](#) [teaching](#) [professional_d...](#) [educause](#)
- Group tags dictionary: [learning](#) [lit review](#) [review](#) [education](#) [web2.0](#) [lit](#) [brain](#) [Humanities 01...](#) [internet](#) [possible](#)
- ☒ Share to a Group
- Already shared to: HUMW011-Georgetown
- ☒ Share Existing Annotations
- Add a Group Comment
- Buttons: Save, Save & Send, Cancel

Social Bookmarking

The screenshot shows a web browser window displaying a Diigo social bookmarking page. The browser's address bar shows the URL. The page header includes the Digital Commons Wikis logo and the text "Humw-011-06-fall2009 | Diigo Feed". Below the header, there are navigation links: "edit this page", "page", "discussion", "history", and "notify me". The main content area is titled "Group HUMW011-Georgetown's feed | Diigo - Groups" and lists several bookmarked items with their titles, dates, and tags. On the left side, there is a sidebar with "Actions" (New Page, Recent Changes, Manage Wiki, Search) and "Navigation" (Home, Diigo Feed, FUTURE of LEARNING, 100 Questions, FUTURE of LEARNING, 100 SOURCES, Grading and Evaluation Plan, Participatory Learning and the Future of Education--Response, RESPONSE-EDIT JOURNAL).

Diigo Bookmark Highlight Send Read Later Options

Digital Commons wikis
GEORGETOWN UNIVERSITY

Humw-011-06-fall2009 | Diigo Feed

edit this page page discussion history notify me

Actions

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- FUTURE of LEARNING, 100 SOURCES
- Grading and Evaluation Plan
- Participatory Learning and the Future of Education--Response
- RESPONSE-EDIT JOURNAL

Group HUMW011-Georgetown's feed | Diigo - Groups

- NTLF Vol. 16 No. 1 2006 - Teaching Naked** Sep 25, 2009 2:29 am
Comments: The author used to be chair of the music department here at Georgetown. - Randall Bass
Tags: no_tagby: Randall Bass
- Internet credibility** Sep 21, 2009 6:24 am
Tags: no_tagby: Joo Hee Park
- BBC NEWS | Technology | Is computer use changing children?** Sep 20, 2009 12:20 pm
Tags: no_tagby: Sasha Pulde
- The Organization Kid - The Atlantic (April 2001)** Sep 19, 2009 12:46 pm
Highlights and Sticky Notes: floating sticky note HAHAAAAHA a little outdated? - Tyler Sax
Tags: no_tagby: Tyler Sax
- Constructivism (learning theory) - Wikipedia, the free encyclopedia** Sep 16, 2009 6:55 am
Tags: lit, reviewby: Noelle Braddock
- What Teachers Have Learned - Room for Debate Blog - NYTimes.com** Sep 15, 2009 11:10 pm
Room for Debate readers offer views on whether teacher training or subject-area expertise matters most in classroom. Comments: Room for Debate readers offer views on whether teacher training or subject-area expertise matters most in classroom. - Joo Hee Park
Tags: no_tagby: Joo Hee Park
- Ping - Technology Doesn't Dumb Us Down. It Frees Our Minds. - NYTimes.com** Sep 15, 2009 9:54 pm
Could be an interesting response to Carr article
Comments: Could be an interesting response to Carr article - Nancy Oduro
Highlights and Sticky Notes: It freed engineers from wasting time on mundane tasks so they could spend more time creating. But over the course of human history, writing, printing, computing and Googling have only made it easier to...
- Negative Effects of Computers in Classrooms** Sep 15, 2009 9:30 pm
Highlights and Sticky Notes: Are these computers really necessary? Who already has the education to teach others about this

CommentPress

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HUMW 011-06

WRITING, INVENTION, MEDIA

Participatory Learning and the Future of Education: One Class's Response

1 Participatory Learning and the Future of Education: One Class's Response

BY FARIS AL-SULAYMAN, CEYDA BICAKCI, NOELLE M. BRADDOCK, MICHAEL J. CLARK, DEANDRE T. HARPER, RAMONITA M. JIMENEZ, ALEXANDER R. KASHDIN, VISHAL B. KHANDERIA, ANDREW W. KLEMPERER, CHRISTOPHER C. MEGGS, NANCY C. ODURO, JOO HEE PARK, DANIEL E. POPLAWSKI, SASHA R. PULDE, TYLER SAX, KATHRYN C. SKINNER, MALIK A. STEVENS, KATHERINE H. SZOSTKOWSKI, WILLIAM J. VOGT, ADAM ROSENFELD, AND KENDRA WHITFIELD.

NOTE: This essay was produced by a group of student authors through the first month of the course, Humanities & Writing 011, at Georgetown University (Fall 2009, Randy Bass and Michael Swacha, instructors). The project began with two readings-- "The Future of Learning Institutions in the Digital Age" (Cathy Davidson and David Theo Goldberg) and "From Knowledgeable to Knowledge-able," Michael Wesch--and the

Total comments on this page: 100

COMMENTS OVERVIEW

WHOLE PAGE (4)

PARAGRAPH 1 (2)

PARAGRAPH 2 (2)

PARAGRAPH 3 (6)

PARAGRAPH 4 (2)

PARAGRAPH 5 (4)

PARAGRAPH 6 (3)

PARAGRAPH 7 (2)

PARAGRAPH 8 (8)

PARAGRAPH 9 (0)

PARAGRAPH 10 (0)

BROWSE COMMENTS

by Commenter

by Section

General Comments

CONTENTS

Participatory Learning and the Future of Education: One Class's Response

RECENT COMMENTS

Participatory Learning and the Future of Education: One Class's Response
Adam Rosenfeld says:
STY

Participatory Learning and the Future of Education: One Class's Response
Adam Rosenfeld says:
ARG

Participatory Learning

CommentPress

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it remains a resource largely unexplored or welcomed by the current educational environment. Our task in this response is not only to continue this discussion, but to explore possibilities for the future of education. It is important to note that participatory learning should be a hallmark in this future, however it is participatory learning in the context of today's new media environment where the true possibilities lie.

7 So, where do we go from here?

8 The first step would be to ask questions. What would a future classroom look like? How would a future classroom function? How would the role of the teacher change? What would the aim of education in a technology age be? How would technology play a role in revolutionizing education? After the questions have been laid out in the open, the search for answers can begin.

9 **Background:**
To put today's learning changes into perspective, one should first learn of three previous 'information revolutions' that have redefined teaching methods and information accessibility. Each of these changes has yielded a new way of how knowledge is stored, classified and has challenged and affected the institutions that inherited the task of keeping this knowledge. The first, and most important, revolution that occurred was the invention of writing, in approximately 3500 BC, by the Mesopotamians. Like many cultures at that time, the Mesopotamians found a need for commercial and administrative records. ([Ancient Mesopotamia: The Invention of Writing](#)) Similar to today's technologies, the invention of the written word increased access to information and began to

Total comments on this page: 100

COMMENTS on paragraph 8 [overview](#)

2
8

RAMONITA JIMENEZ:
Is the introduction too long and wordy? Would we lose readers interest quickly?
October 18, 2009 2:25 pm [Reply »](#)

VISHAL KHANDHERIA:
Yeah I think she's right. We may lose some interest. Maybe reduce the number of questions at the end. There's clearly some unnecessary repetitiveness. I also feel like the ending of the introduction could be stronger.
October 18, 2009 4:42 pm [Reply »](#)

SASHA PULDE:
I think that these questions are thoughtful except we go into the background of the participatory learning in the next paragraph which is misleading.. maybe these questions can be incorporated into a later paragraph?

CommentPress

The screenshot shows a web browser window with a blog post. The browser's address bar shows several tabs, including 'http://www.cbsspor...', 'https://calendar.geo...', 'https://gdc.georget...', 'http://twitter.com/', and 'http://www.aldaily.c...'. The browser's toolbar includes icons for Diigo, Bookmark, Highlight, Send, Read Later, Unread, Recent, Add a filter, and Options. The main content area of the browser displays a blog post. The post text includes: 'it remains a resource largely unexplored or welcomed by the current educational environment. Our task in this response is not only to continue this discussion, but to explore possibilities for the future of education. It is important to note that participatory learning should be a hallmark in this future, however it is participatory learning in the context of today's new media environment where the true possibilities lie.' Below this text, there are two numbered comments. Comment 7 asks 'So, where do we go from here?'. Comment 8 is a longer paragraph asking questions about the future of education. To the right of the comments, there is a 'Total comments on this page: 100' and a 'COMMENTS on paragraph 8' section. This section has two sub-comments. The first is by 'FARIS AL-SULAYMAN' dated 'October 19, 2009 12:17 am'. The second is by 'ADAM ROSENFELD' dated 'October 19, 2009 8:58 am'. Both sub-comments have a 'Reply »' link. The browser window also shows a vertical scrollbar on the right side of the page.

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Total comments on this page: 100

COMMENTS on paragraph 8 [overview](#)

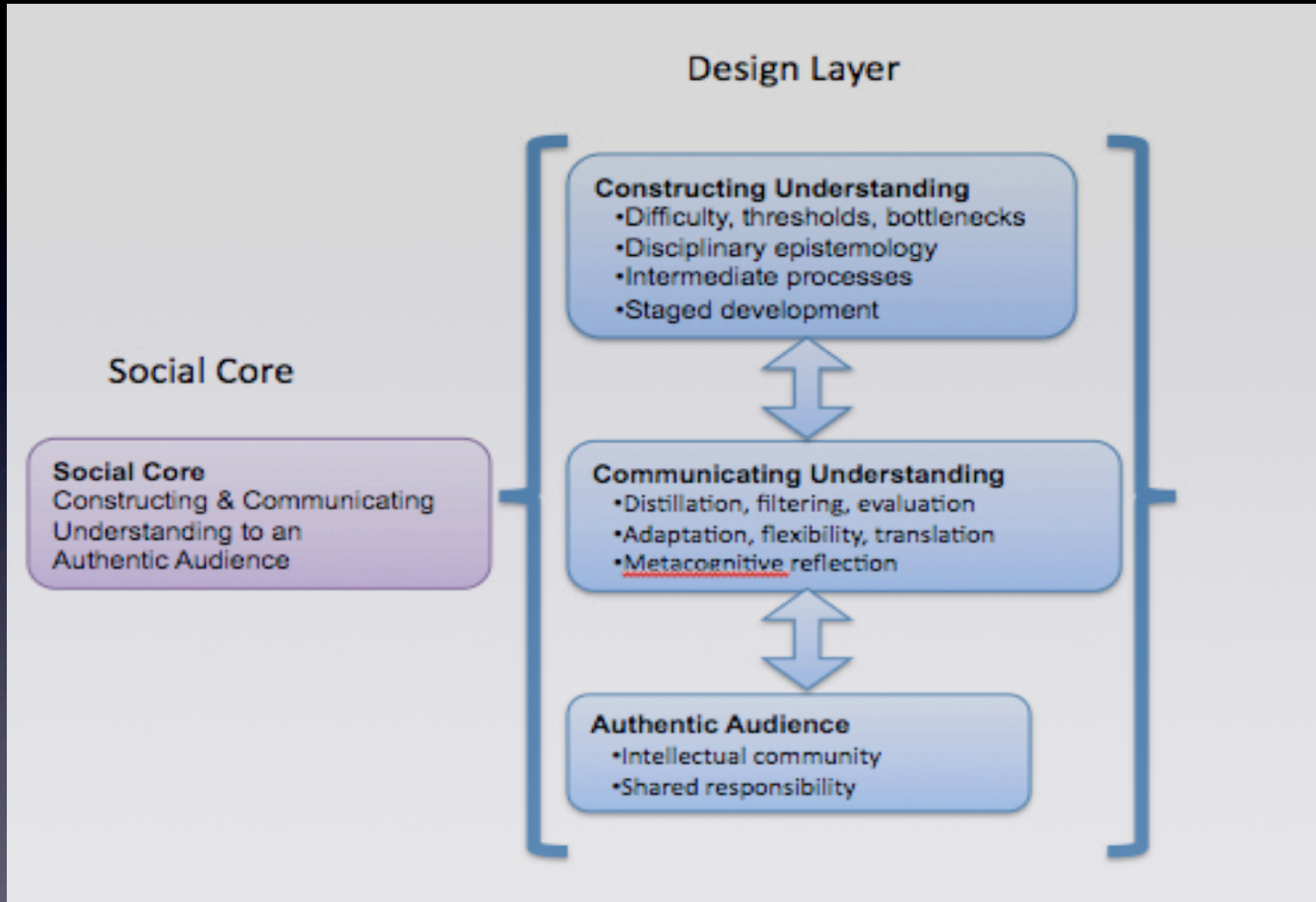
FARIS AL-SULAYMAN:
ARG: I mentioned this in class, but I think the questions being posed here are not actually the ones we come to answer below. Maybe we need to change the questions so that they align more closely with the issues we tackle below. I also agree that too many questions may be bewildering.
October 19, 2009 12:17 am [Reply »](#)

ADAM ROSENFELD:
Agree with the statement above...the questions posed here are not answered in the rest of the response. By posing these questions, the reader would expect these to be some central questions answered by the end of the response. We either have to answer the questions, or change them completely
October 19, 2009 8:58 am [Reply »](#)

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



- 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

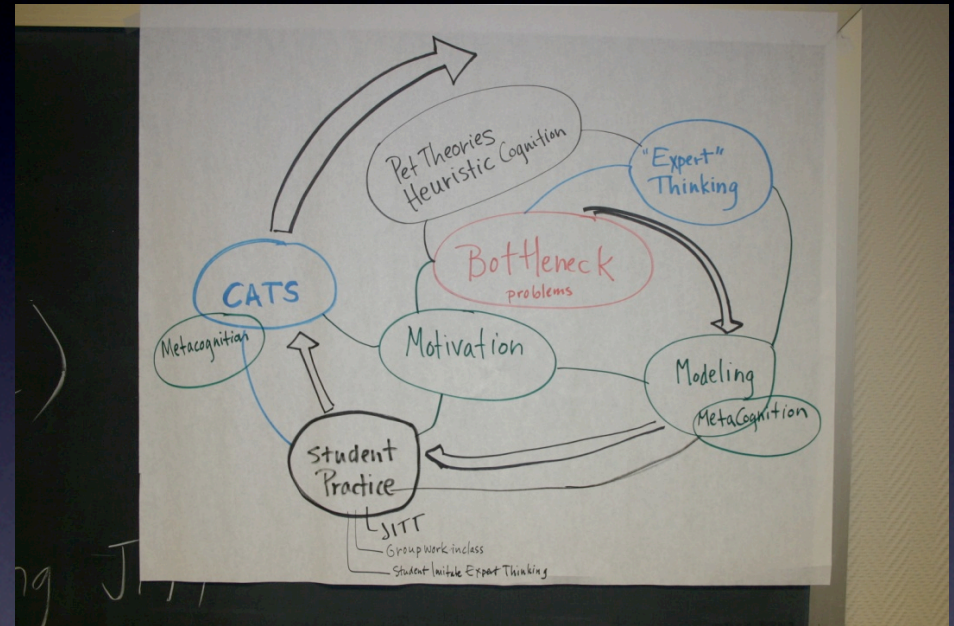
A sense of identity

Embodied

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

Focusing Faculty Attention on Disciplinary Thinking

- Decoding the Disciplines



Decoding the Disciplines:

Instructional Bottlenecks

- “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 I: 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 I: 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 I: 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”

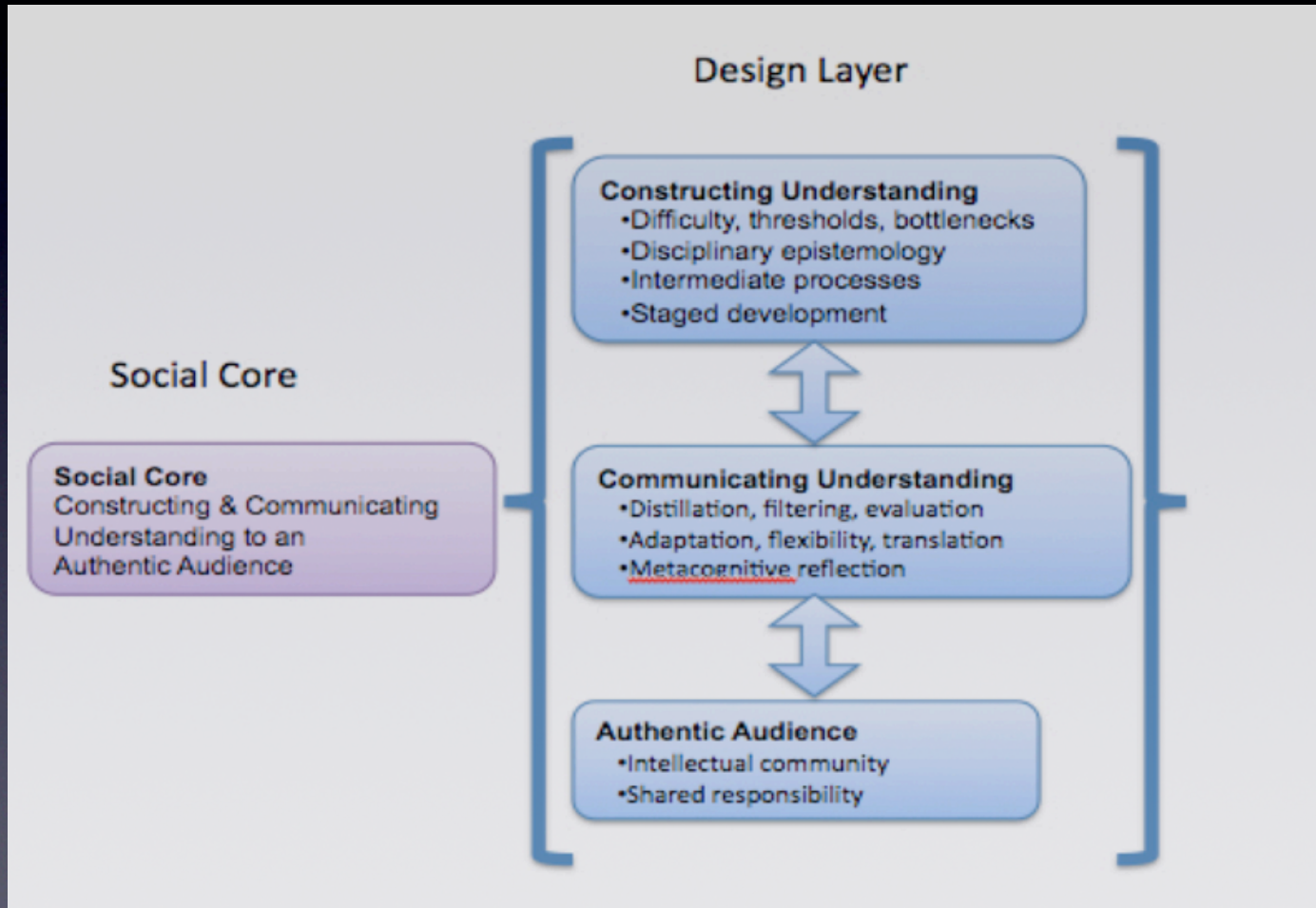
The Seven Steps To Decoding Disciplines

(David Pace, “Decoding the Disciplines”)

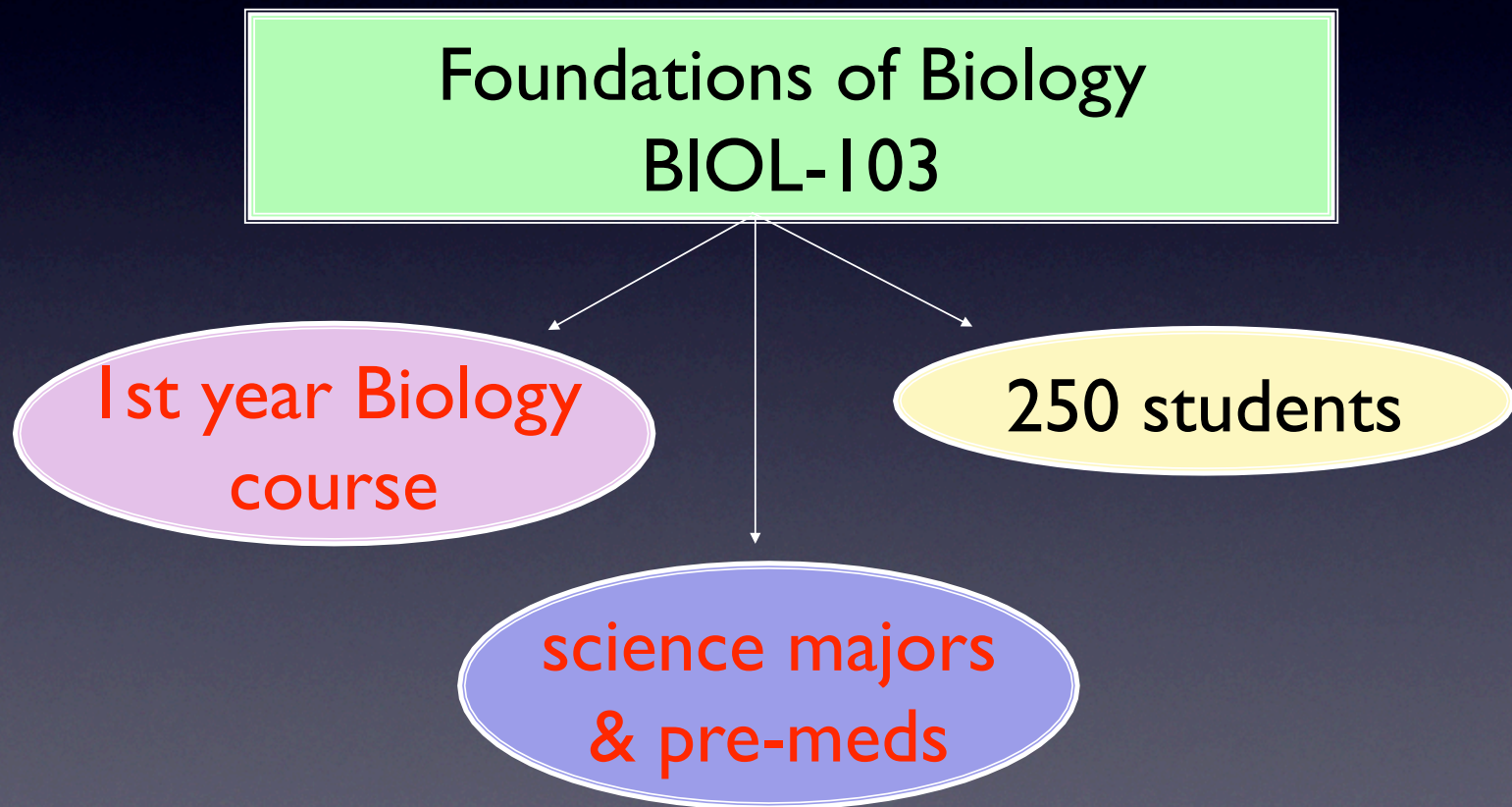
- Step 1: Identify “bottlenecks”
- Step 2: Define expert thinking
- Step 3: Model this kind of thinking for students
- Step 4: Give students a chance to practice and get feedback
- Step 5: Motivate students to stay with the process
- Step 6: Assess the learning
- Step 7: Share what has been learned

Social Pedagogies Framework

Crucial: the interaction of the layers



Heidi Elmendorf, Georgetown University



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

Tree View List View

15th



Thread



Remove



Collect



Mark Read



Mark Unread

Change Status to:

Published



Go



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

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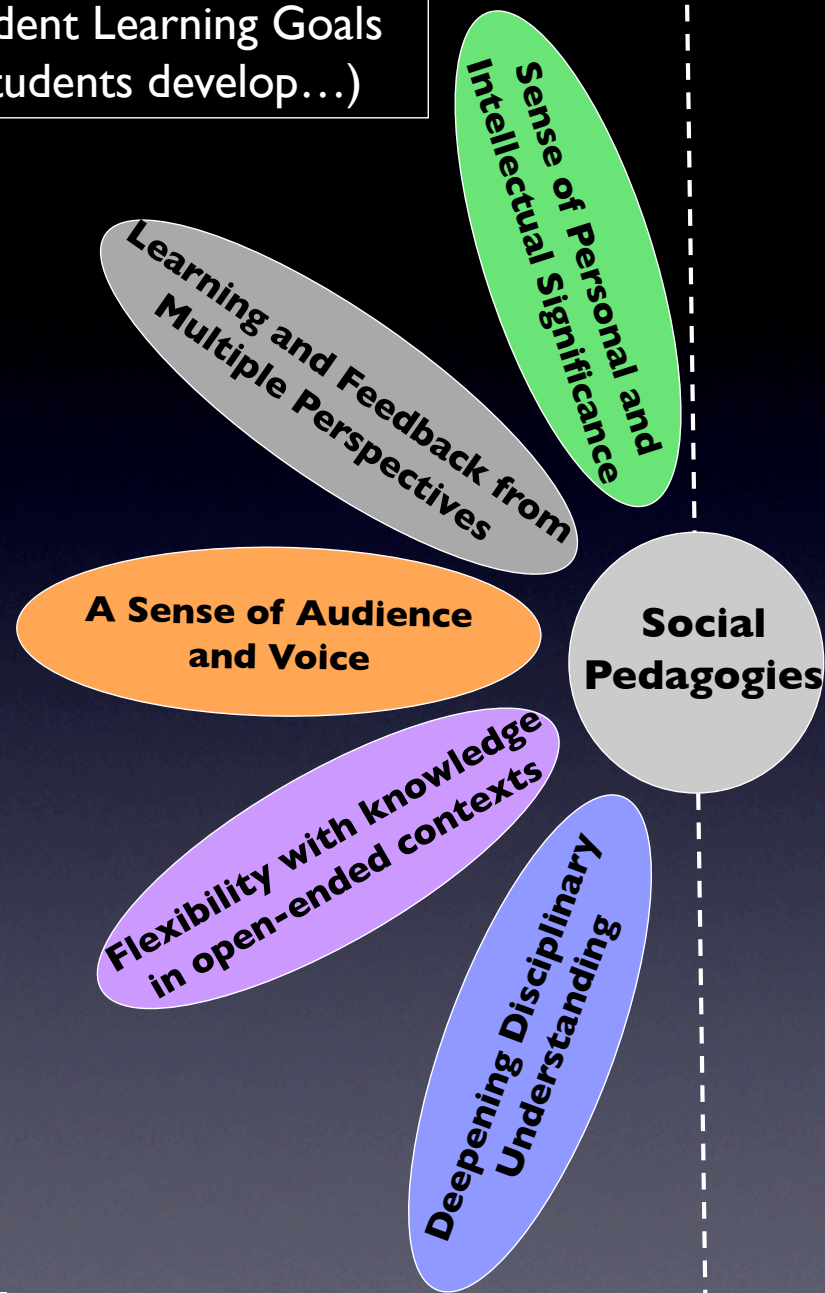
Traditional Course Design Elements

(and evidence of learning)

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

Heidi Elmendorf, Georgetown
University

Student Learning Goals
(Students develop...)

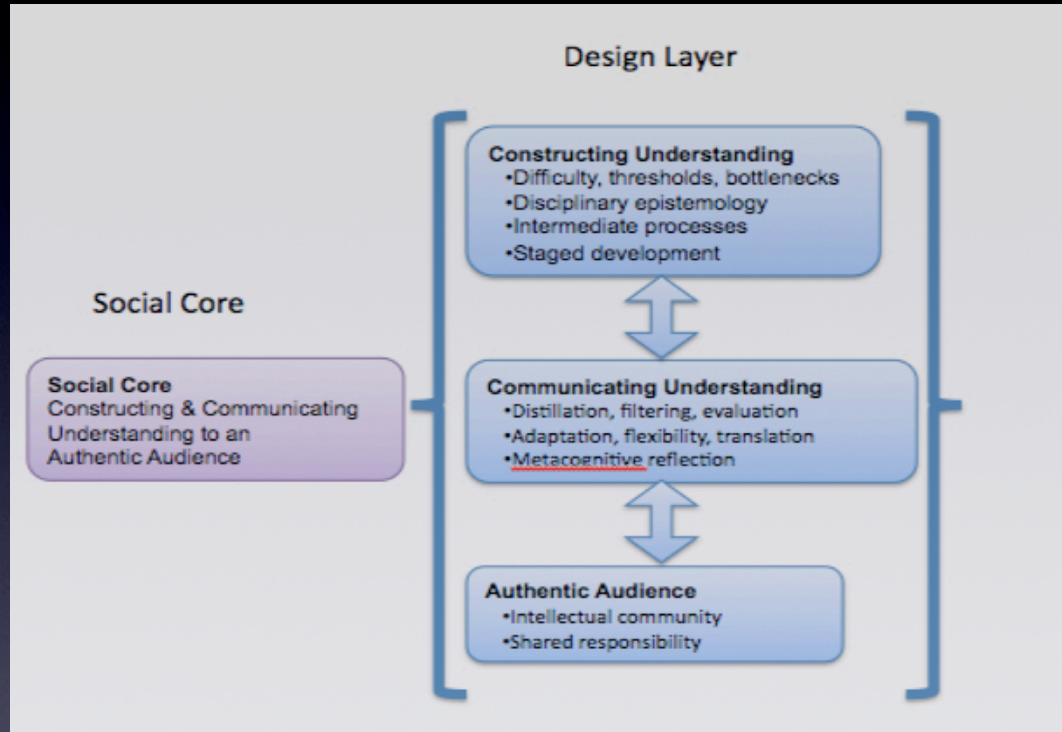


Participatory learning

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

Social Pedagogies Framework



Where do you see
social pedagogies in
these examples?

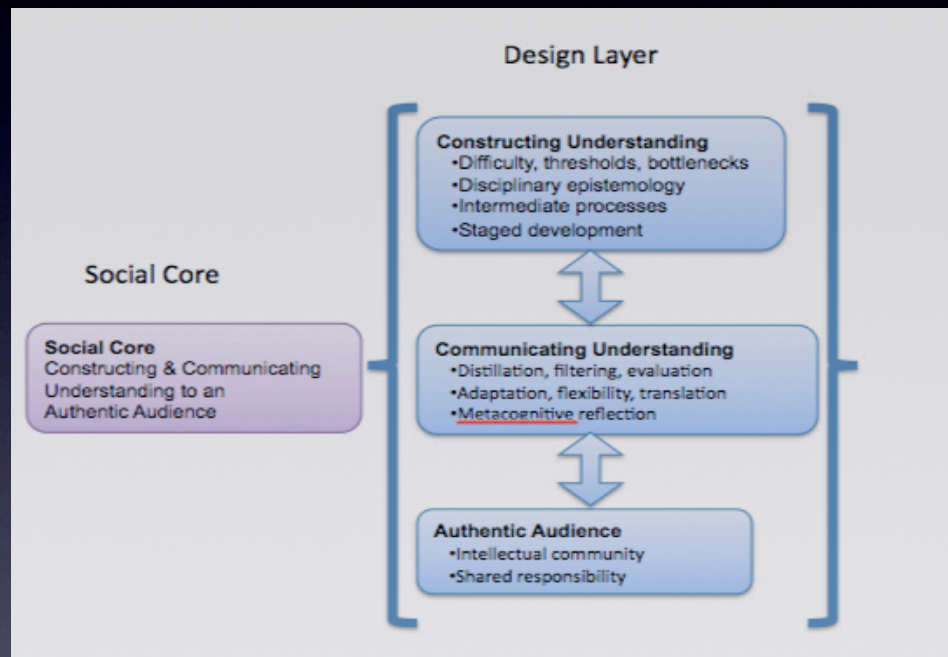
Where are social
pedagogies present in
your teaching?

Evidence Layer

Social Pedagogies Framework

Students will develop...

Deepened and
Contextualized
Understanding

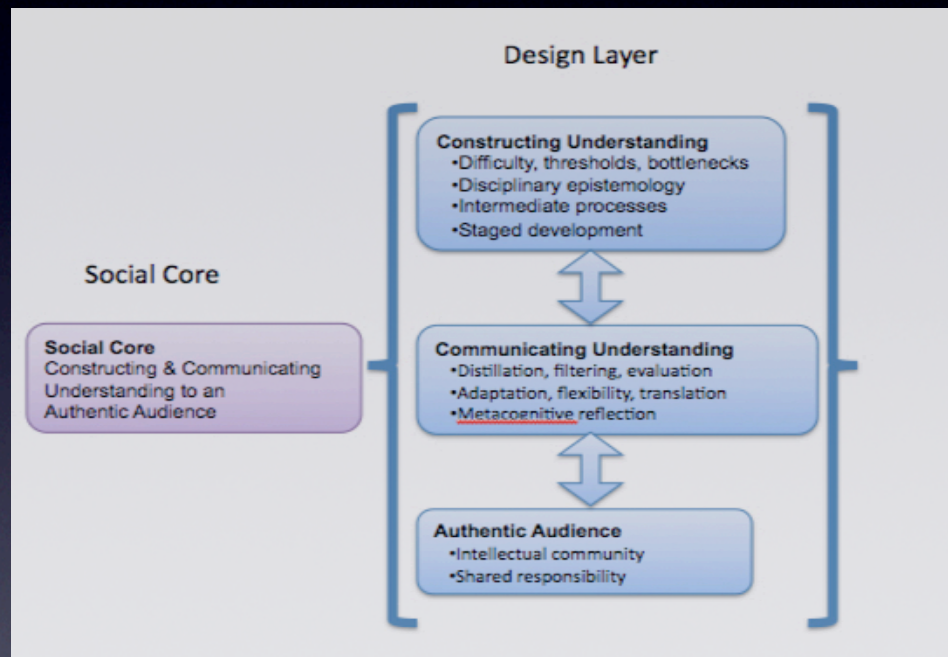


Social Pedagogies Framework

Students will develop...

Deepened and Contextualized
Understanding

Flexibility with knowledge
in open-ended contexts



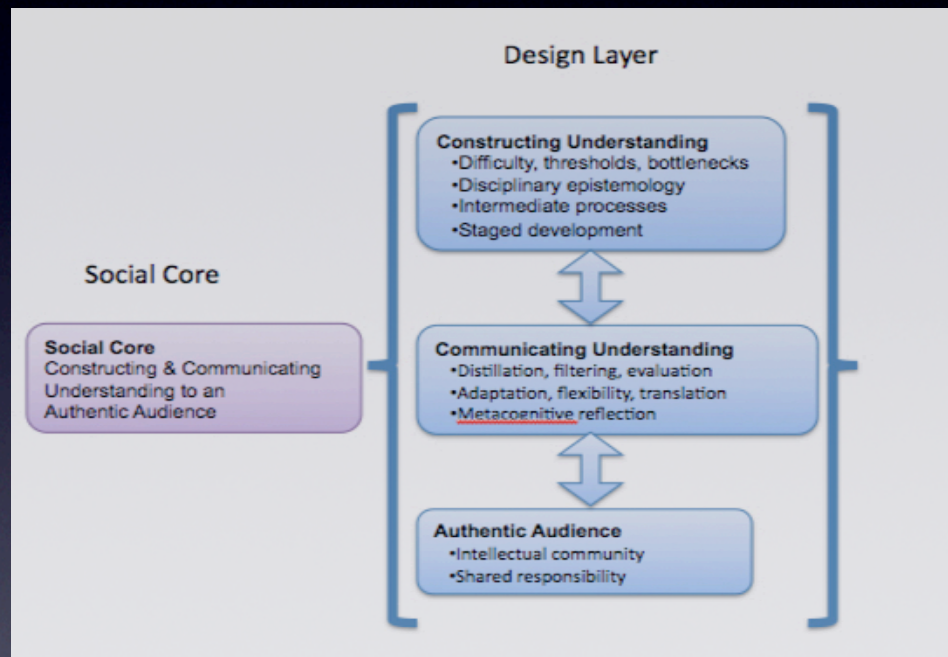
Social Pedagogies Framework

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



Social Pedagogies Framework

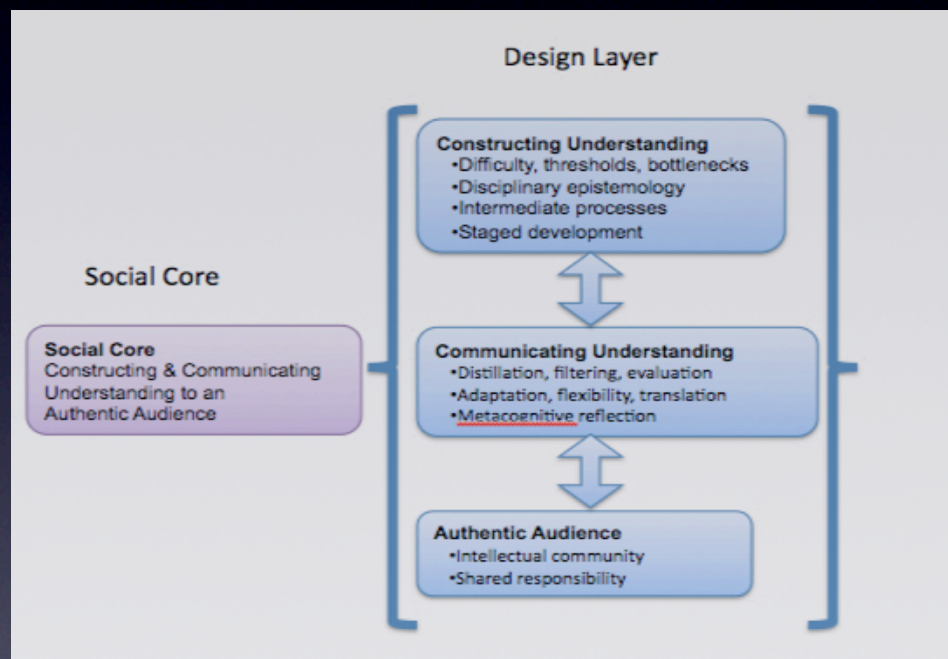
Students will develop...

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



Social Pedagogies Framework

Students will develop...

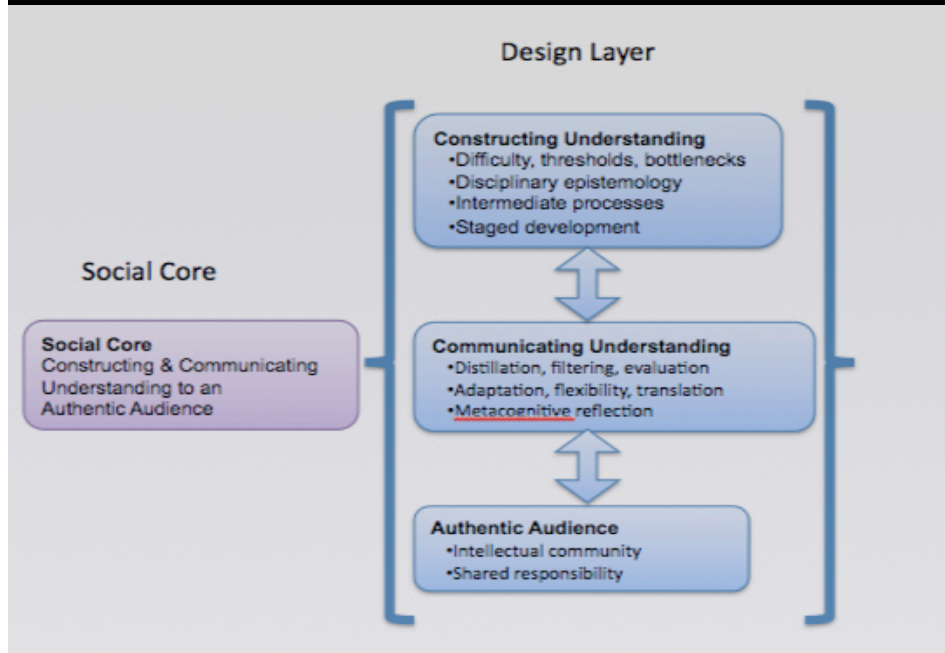
Deepened and Contextualized
Understanding

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**

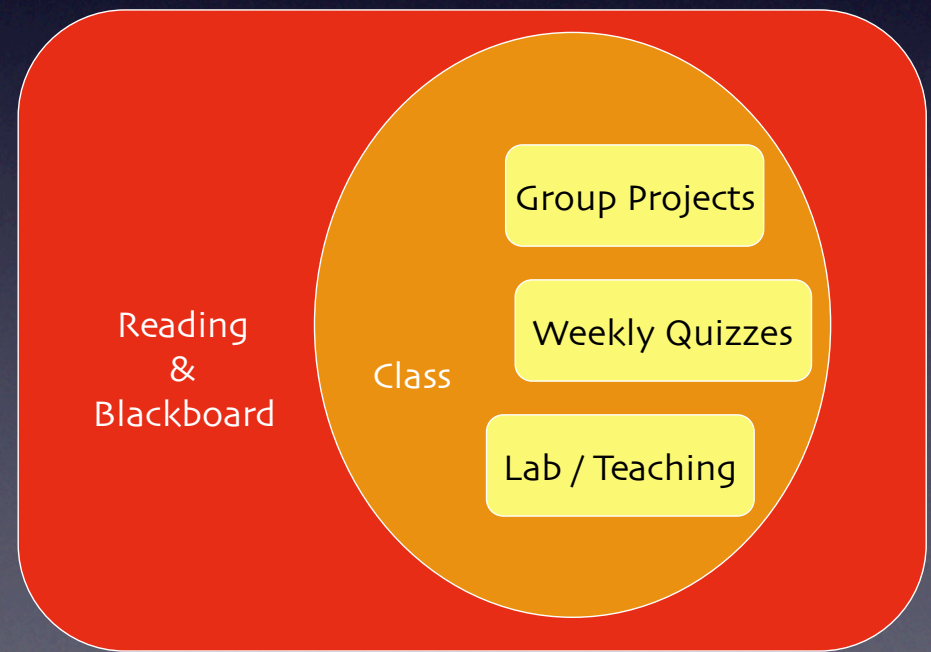


Questions:

- 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 ?

Blackboard Academic Suite

https://campus.georgetown.edu/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/courses

Georgetown UNIVERSITY est. 1789

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Tools Communication Course Tools Course Map Control Panel Refresh Detail View

6 Discussion for Thursday September 22nd
You must submit by 9 am on the morning of class. Your comments should be several paragraphs long. Assign yourself one of the following five roles: Summarizer, Confused One, Criticizer, Connector, or Real World Commentator. Be sure that your comments serve to move the conversation forward!
Number of Messages: 34 [3 New]

7 Discussion for Tuesday September 27th
You must submit by 9 am on the morning of class. Your comments should be several paragraphs long. Assign yourself one of the following five roles: Summarizer, Confused One, Criticizer, Connector, or Real World Commentator. Be sure that your comments serve to move the conversation forward!
Number of Messages: 19 All read

8 Discussion for Thursday September 29th
You must submit by 9 am on the morning of class. Your comments should be several paragraphs long. Assign yourself one of the following five roles: Summarizer, Confused One, Criticizer, Connector, or Real World Commentator. Be sure that your comments serve to move the conversation forward!
Number of Messages: 30 All read

9 Discussion for Tuesday October 4th
You must submit by 9 am on the morning of class. Your comments should be several paragraphs long. Assign yourself one of the following five roles: Summarizer, Confused One, Criticizer, Connector, or Real World Commentator. Be sure that your comments serve to move the conversation forward!
Number of Messages: 31 All read

10 Discussion for Thursday October 6th
You must submit by 9 am on the morning of class. Your comments should be several paragraphs long. Assign yourself one of the following five roles: Summarizer, Confused One, Criticizer, Connector, or Real World Commentator. Be sure that your comments serve to move the conversation forward!
Number of Messages: 31 All read

Blackboard: Courses - Mozilla

https://campus.georgetown.edu/bin/common/course.pl?course_id=_45203_1&frame=top

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COURSES > BIOL-005-FALL2004

Discussion Board

Add New Thread

VIEW UNREAD MESSAGES

EXPAND ALL COLLAPSE ALL SEARCH

HIDE OPTIONS

SELECT ALL UNSELECT INVERT READ UNREAD COLLECT LOCK UNLOCK REMOVE

Re: Race and STD's	Dorellen Astrid	Wed Sep 29 2004 1:18 pm
Re: Race and STD's	Couturier, Katherine CeliaSmith	Wed Sep 29 2004 2:07 pm
Re: Race and STD's	Spiegel, Emily Jean	Wed Sep 29 2004 8:55 pm
Re: Race and STD's	Warrior, Nikhil Arthur	Wed Sep 29 2004 2:12 pm
Re: Race and STD's	Amrane, Cecily Catherine	Wed Sep 29 2004 11:48 pm
Re: Race and STD's	Amrane, Cecily Catherine	Thu Sep 30 2004 12:21 am
Re: Race and STD's	Lewis, Tanna Elizabeth	Wed Sep 29 2004 2:04 pm
Re: STI prevention policies	Crawford, Jason Michael	Thu Sep 30 2004 1:10 am
Re: STI prevention policies	Summers, Georgia Ellen	Thu Sep 30 2004 9:45 am
Re: STI prevention policies	Omran, Dana MohamedAbdelMonem	Wed Sep 29 2004 2:32 pm
Re: High School Health Class	Calson, Lillian Elizabeth	Wed Sep 29 2004 5:12 pm
Re: High School Health Class	Behr, Elisabeth Stout	Wed Sep 29 2004 5:34 pm
Re: High School Health Class	Gelardin, Andrea Carla	Wed Sep 29 2004 8:08 pm
Re: High School Health Class	Raffaelli, Cori Patricia	Wed Sep 29 2004 9:25 pm
Re: High School Health Class	Coleman, Lesley Elisabeth	Wed Sep 29 2004 9:38 pm
Re: High School Health Class	Reynolds, Celia Thomas	Wed Sep 29 2004 9:15 pm
Re: High School Health Class	Dwyer, Catherine Elizabeth	Wed Sep 29 2004 10:18 pm
Re: High School Health Class	Theil, Jules StevenLouis	Wed Sep 29 2004 10:44 pm
Re: High School Health Class	Graziano, Joseph	Wed Sep 29 2004 11:43 pm
Re: High School Health Class	Goldstein, Nicole Ivette	Wed Sep 29 2004 11:43 pm

My Blackboard Desktop Courses Libraries Student Web Home Help Logout

COURSES > BIOL-005-FALL2004

Discussion Board

Current Forum: Comments on the Readings for Tuesday September 21st

Date: Fri Sep 17 2004 11:27 am

Author: Boyle, Katherine Marie <kmb54@georgetown.edu>

Subject: Measles

Remove

While reading the assigned chapters, I found it amazing how much disease has changed over time and the way health care has changed our concept of "bad diseases." In the United States, measles is treated like the chicken pox and not even considered dangerous. Most people don't even get the virus anymore do to vaccinations. However, in other countries and civilizations, this virus is deadly.

This made me think about how medicine and viruses change over time. The diseases and viruses that we consider "dangerous" now are going to be like Measles in fifty years. If medicine and disease follows the pattern it has for hundreds of years, the HIV will become another "measles" to our society. The fact that we found vaccines and cures for other terrible diseases gives me hope that we will find cures to cancer and HIV.

Reply

Current Forum: Comments on the Readings for Tuesday September 21st

Date: Fri Sep 17 2004 2:43 pm

Author: Houlihan, Julia Blish <jbh37@georgetown.edu>

Subject: Global Health/ role of the WHO

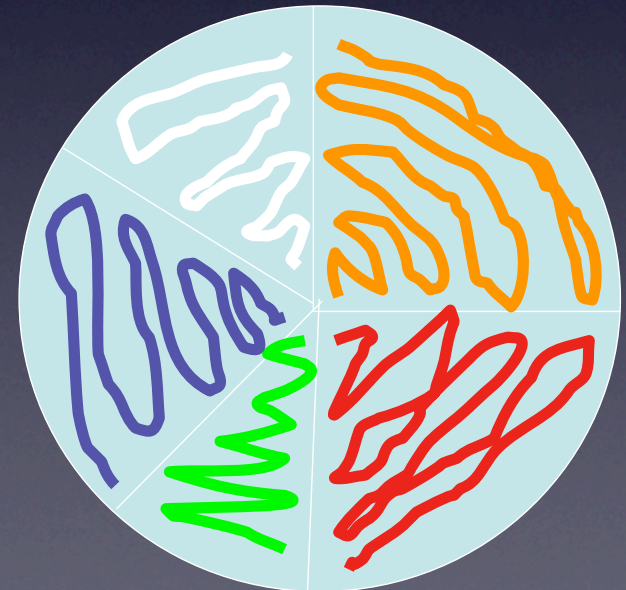
Remove

The chapter on the measles virus brought up some interesting points concerning Health Care and politics. Due to vaccinations, "measles has been eliminated entirely in Finland, Sweden and Cuba" ("Measles Virus" 88) and the frequency of measles cases is

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

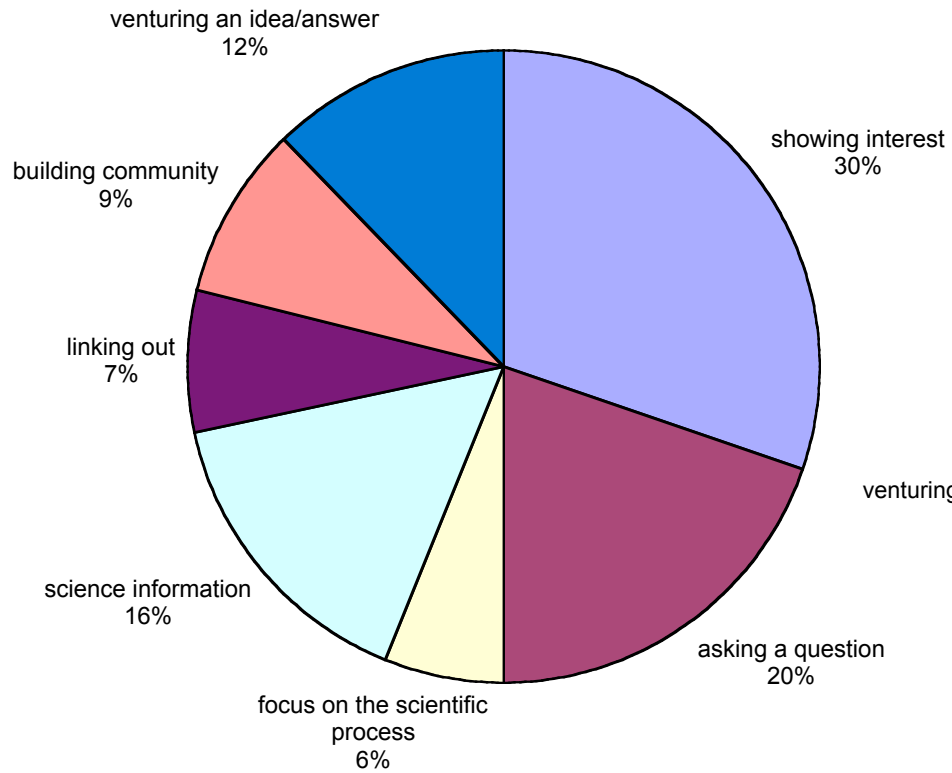


Evidence #1: Emergent Patterns

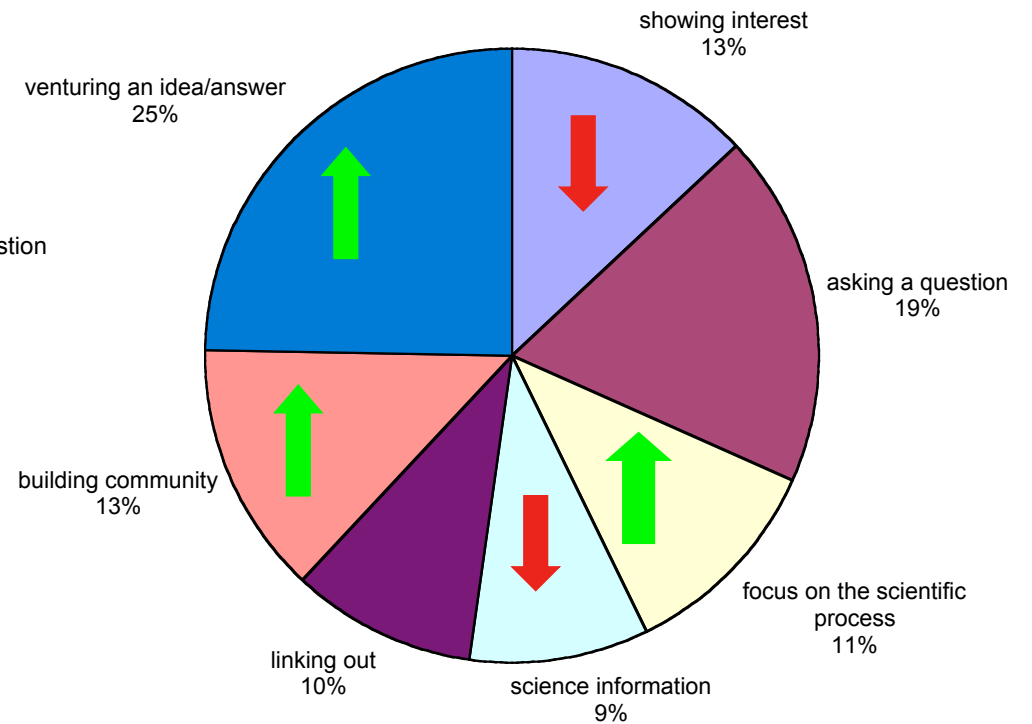
<p>Comments on the Readings for Thursday November 13th Current Forum: Read 23 times</p> <p>Wed Nov 12 2003 8:17 pm Date: Bastos, John Michael <> Author: bastosj@georgetown.edu Re: Water... Subject:</p> <p>Not totally sure this is right, but I'll take a chance... My guess is that the microbes "digest" 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 don't 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.</p>	<p>Ventures answer when uncertain</p> <p>Good detail</p>
<p>Comments on the Readings for Thursday November 13th Current Forum: Read 24 times</p> <p>Wed Nov 12 2003 8:31 pm Date: Whitehurst, Celadon Charles <> Author: ccw26@georgetown.edu Re: Water... Subject:</p> <p>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.</p>	<p>confirmation</p>
<p>Comments on the Readings for Thursday November 13th Current Forum: Read 27 times</p> <p>Wed Nov 12 2003 8:34 pm Date: Whitehurst, Celadon Charles <> Author: ccw26@georgetown.edu 3 things... Subject:</p> <p>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.</p> <p>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?</p> <p>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.</p>	<p>Appreciation of the range of science!</p> <p>Great attempt to answer own question</p>
<p>Comments on the Readings for Thursday November 13th Current Forum: Read 22 times</p> <p>Wed Nov 12 2003 8:47 pm Date: Condon, Kelly C. <> Author: condonk@georgetown.edu microbial cleaners Subject:</p> <p>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</p>	<p>Link out to regulation and to peer comment</p>

- 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

Discussion Board - Early in Term



Discussion Board - Late in Term



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)

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

John Ottenhoff

Elmendorf & Ottenhoff on Academic Commons



The screenshot shows the Academic Commons website. The header features the site's logo and a navigation menu with links: Home, Contribute, Issues, Archives, About the Commons, AC Wiki, Contact Us, and Aggregator. The main content area displays a post titled "The Importance of Conversation in Learning and the Value of Web-based Discussion Tools" by Heidi Elmendorf and John Ottenhoff, dated January 7th, 2009. The post includes tags such as Essays, Teaching and Technology, adaptive expertise, discussion board, intellectual community, online discussions, Scholarship of Teaching and Learning, social pedagogies, socially situated learning, VKP, and voice. It also shows 0 comments and 4353 page views. The abstract discusses the role of Web 2.0 social tools in higher education and the value of conversation in learning.

Academic Commons

Home Contribute Issues Archives About the Commons AC Wiki Contact Us Aggregator

The Importance of Conversation in Learning and the Value of Web-based Discussion Tools

Posted January 7th, 2009 by Heidi Elmendorf and John Ottenhoff

Tags: Essays, Teaching and Technology, adaptive expertise, discussion board, intellectual community, online discussions, Scholarship of Teaching and Learning, social pedagogies, socially situated learning, VKP, voice

0 Comments | 4353 Page Views

Abstract

Web 2.0 social tools have begun to permeate higher education pedagogies. Blogs, wikis, and discussion forums are now commonplace as a means of extending courses beyond the four walls of classrooms. Yet faculty and students' experiences with these Web-based communities are quite uneven, and this unevenness too often relegates the Web-based communities to peripheral roles within courses. The problem rests in how fast the technology has moved compared to our understanding of student learning in these new environments. In this essay we discuss the central role that intellectual communities should play in a liberal education and the value of conversation for our students, and we explore the ways in which Web-based conversational forums can be best designed to fully support these ambitious learning goals.

Introduction

academiccommons.org

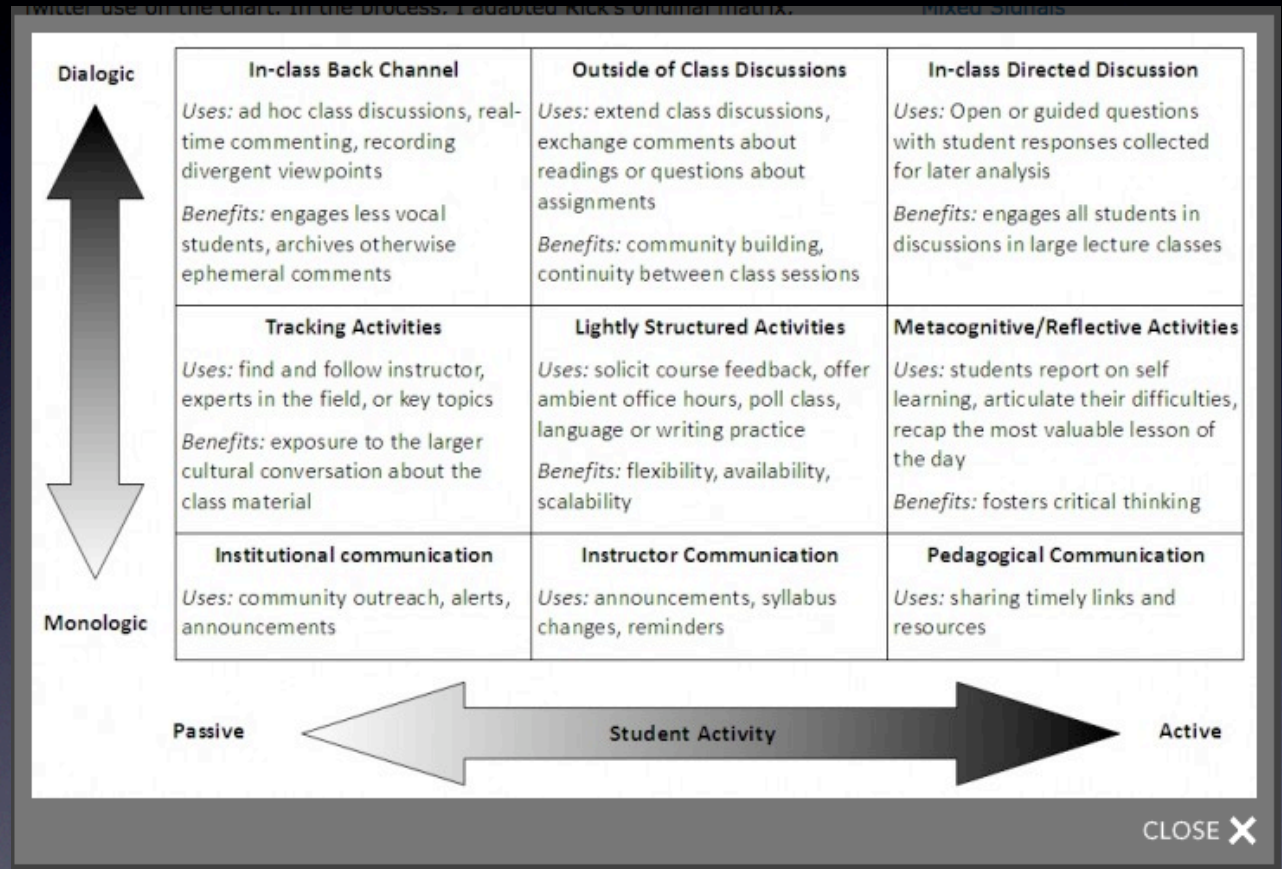
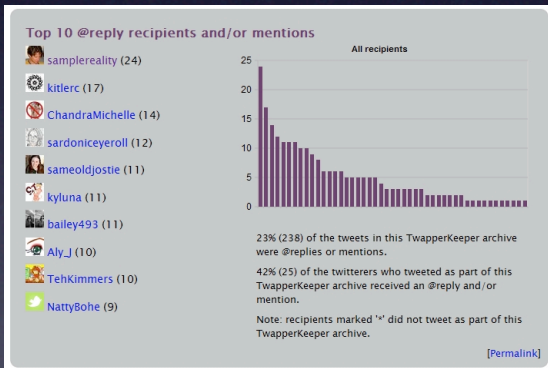
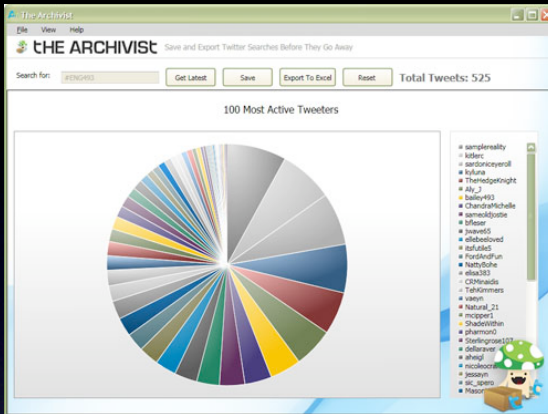
What Attributes of Learning Can On-line Conversations Foster?

- 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

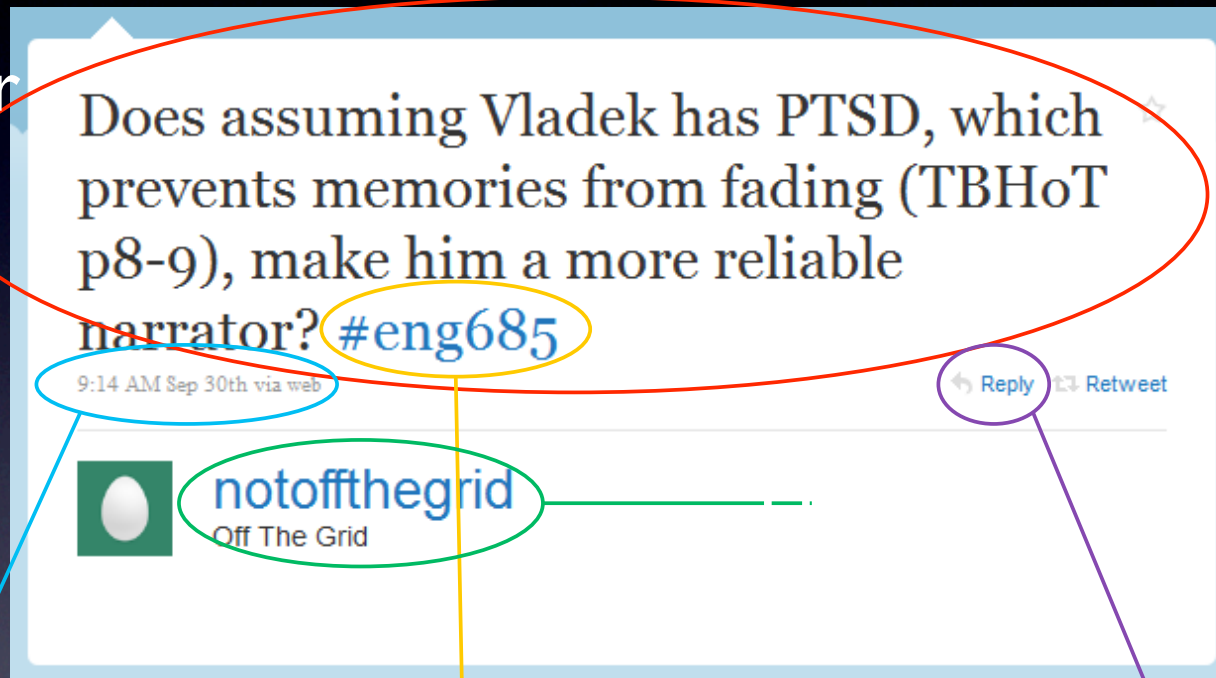
- Tagging
- Categories
- Blogs as narratives
- Social bookmarking as layered reading
- Wiki social editing
- Crowd-sourced grading as inquiry

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



Anatomy of a Tweet

140
character
message




Time/Date Stamp

“Hashtag” to
signal an
ongoing



A quick reply button

Multiple Assessments







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wikis
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Humw-011-06-fall2009 | Grading And Evaluation Plan

★   edit this page **page** ▾ discussion (1) history notify me

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-  [Manage Wiki](#)

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Navigation

- [Expanded Table of Contents](#)
- [Introduction](#)
- [Participatory Learning](#)
- [Threshold Concepts and Critical Thinking](#)
- [A Brief History of Technology, Specialization and Critical Thought](#)
- [The Georgetown Learning Experience](#)

HUMW 011: Grading and Evaluation Plan (DRAFT--read this and help me flesh it out)

In this course we will consider evaluation part of the experimental design. Three different kinds of grading will be in play, with variations on each:

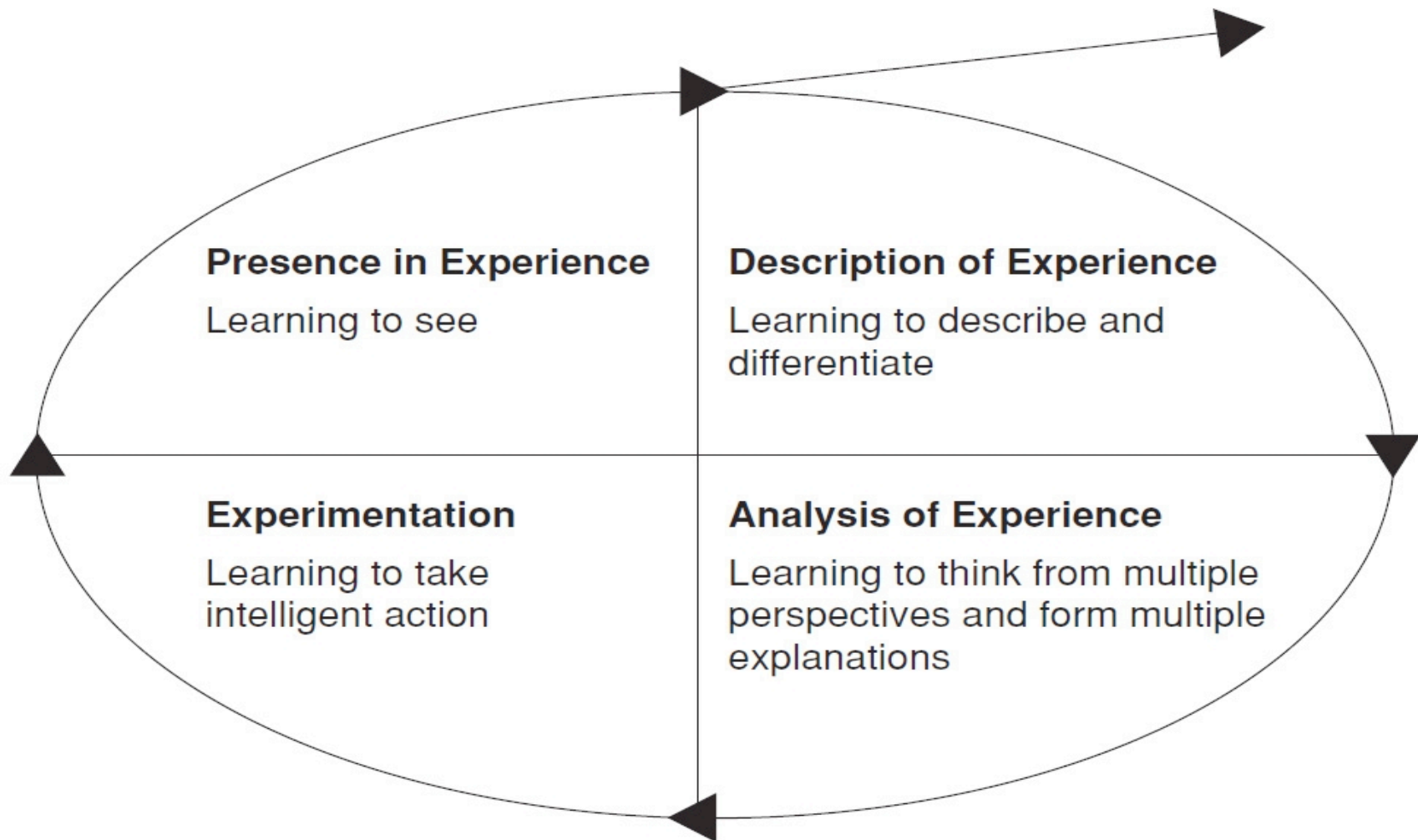
- contract grading. A baseline of effort and engagement that if met will guarantee a B in the course.
- crowd sourcing / peer evaluation grading. Various approaches to peer judgment and crowd sourced judgment, including rating and ranking.
- instructor evaluation. Occasions for instructor assessment (and adjustment). In particular this will apply to the final project.

[See Discussion section: Table?]

Contract Grading:

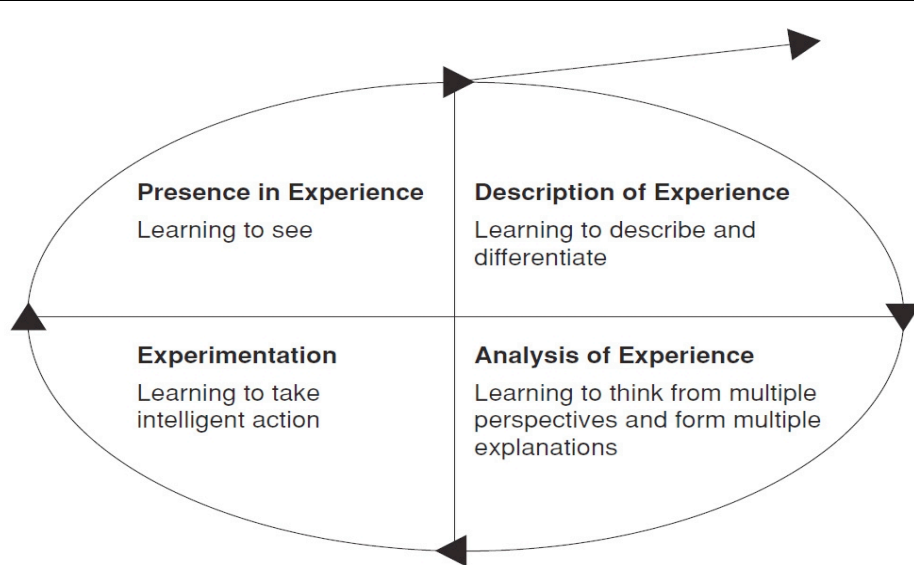
The baseline contract grading portion of the will ask students to participate in a whole range of course activities: discussion, writing, editing, peer critique. These will include formal and less formal assignments, as well as in-class and between classes activity. If you fully engage in all of the activities listed below, then you are guaranteed a B. Do fewer and your baseline grade is lower than a B. You can get higher than a B by performing above threshold on the other assessment gradients (crowd sourcing and instructor judgment). The quality of your work will not drop you lower than a B if you successfully complete all of the work in the contract baseline--this includes

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?

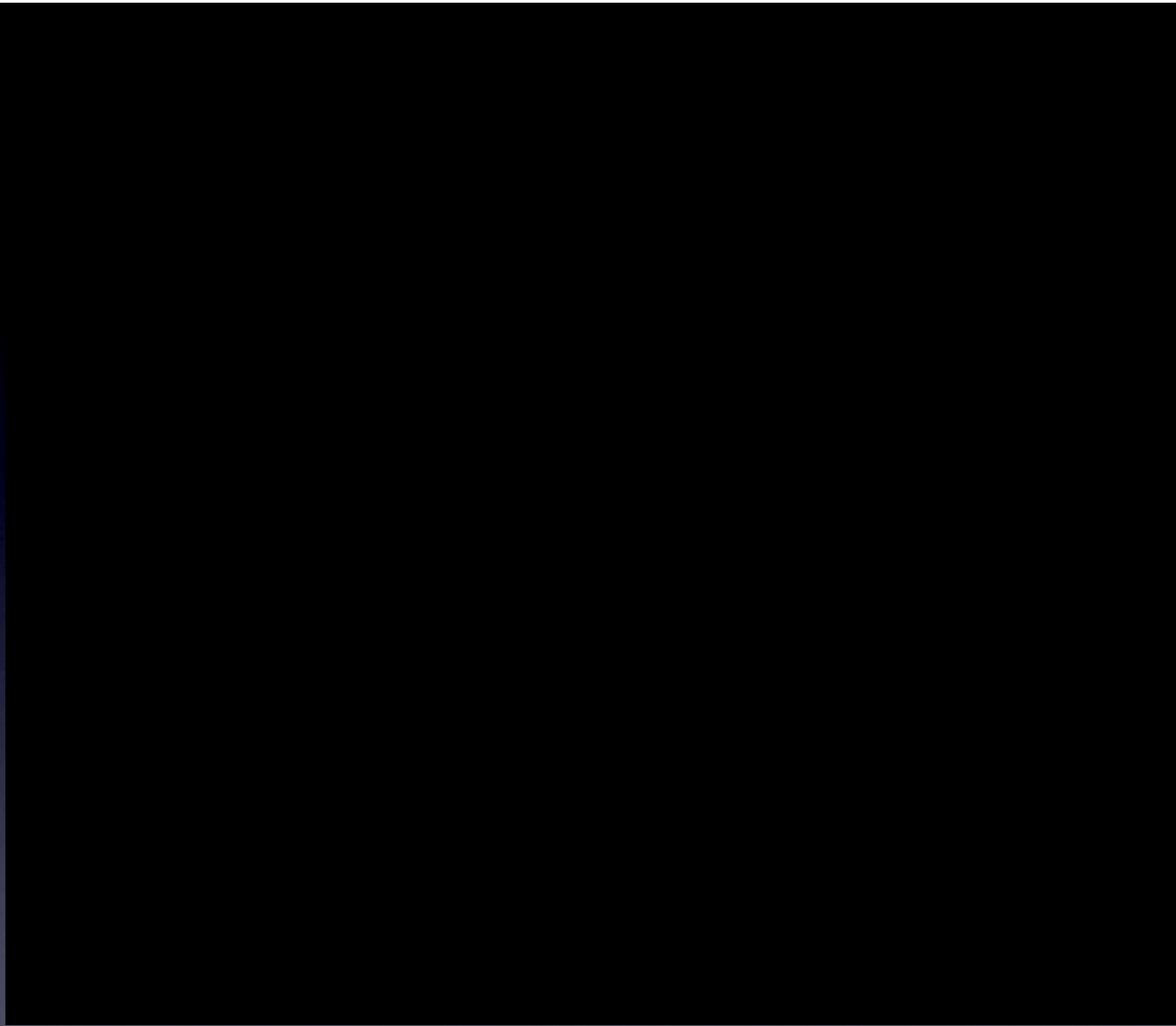
Constitutive of Understanding and not simply performative?

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



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

**DIGITAL
Storytelling**
MULTIMEDIA ARCHIVE

CNLS Georgetown UNIVERSITY

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

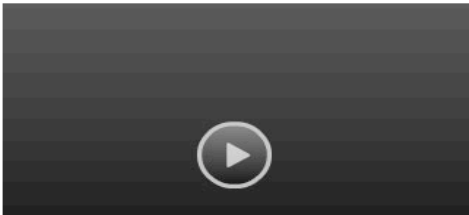
3.2.2 Digital storytelling is public work

Guiding Question: What is the impact of the public nature of digital storytelling on student learning?

General Finding: Digital stories live a much longer and more public life than most students' traditional academic papers. Students are often surprised and pleased at the ways their stories are received and enjoyed by new, sometimes unexpected, audiences. Other students create their stories with an audience in mind and try to share their stories with that audience.

Finding One: Sharing digital stories with an audience

The format of digital stories encourages students to think about making their work for an audience. Students will often conceive of their projects as bringing an untold story or a little-known perspective to the attention of new audiences.



General Finding and Guiding Question

Findings and Clips:

- Students Care Deeply About their Topics in Digital Storytelling Assignments
- Digital storytelling is public work
- Digital Storytelling Assignments can result in a spiral of engagement for students
- Digital Stories give students' voice
- Digital Stories are a New Medium
- Student Engagement and Collaboration

Digital Stories Cross-Campus Study

DIGITAL Storytelling

MULTIMEDIA ARCHIVE

CNLS

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.

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.

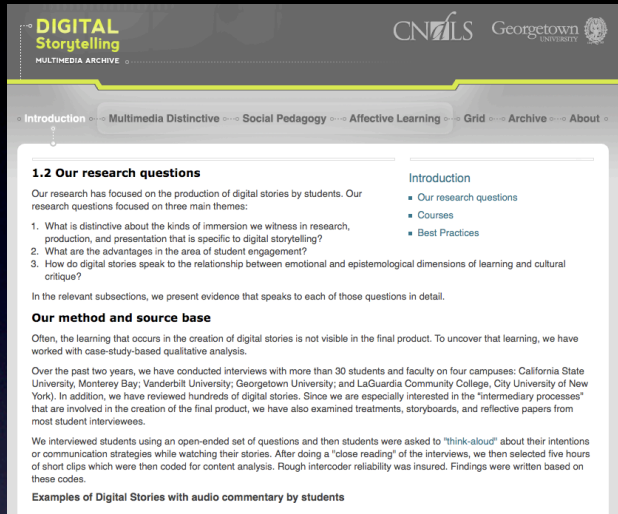
We interviewed students using an open-ended set of questions and then students were asked to "think-aloud" about their intentions or communication strategies while watching their stories. After doing a "close reading" of the interviews, we then selected five hours of short clips which were then coded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

Examples of Digital Stories with audio commentary by students

Introduction

- Our research questions
- Courses
- Best Practices

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?

Digital Stories Cross-Campus Study

DIGITAL Storytelling

MULTIMEDIA ARCHIVE

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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.

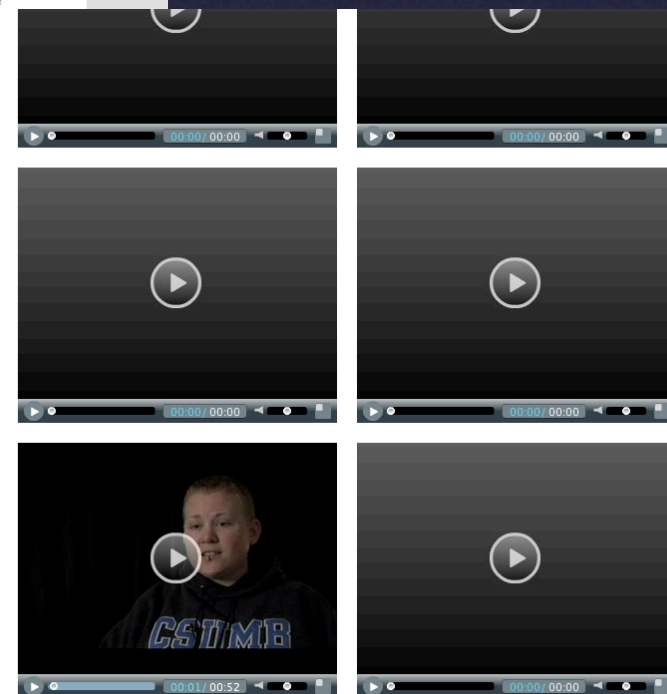
These emotions go beyond the “touchy-feely” in that they are not opposed to theorizing, but enable it. Emotions can open up a political space if they are cognitively “reclaimed”. As a result, students start to insert their own positions into academic discourse. Adrienne Goldsworth explains:

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 of 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



Audience

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


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	Rethinking Expertise	Emotions and Argument	Engagement
✖			
Authoring			
Layers			
Compression		<div> <div>Introduction</div> <div>Clips</div> </div> <div> <p>Emotions and Argument vis a vis Compression</p> <p>Potency of argumentative elements</p> <p>Finding 2.2.4.1</p> <p>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.</p> </div>	
Editing			
Audience			

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	Rethinking Expertise	Emotions and Argument	Engagement
✕			
Authoring			
Layers			
Compression		<div> <div>Introduction</div> <div>Clips</div> </div> <div> <p>Emotions and Argument vis a vis Compression</p> <ul style="list-style-type: none"> • 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" </div>	
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Editing			
Audience			

bassr@georgetown.edu

Thanks to:

Ali Erkan and Michael Smith, Ithaca College

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Derek Bruff, Vanderbilt

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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

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