

# Designing for Difficulty: Social Pedagogies as a Framework for Enhancing Student Learning

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Georgetown University (U.S.A.)

University of Queensland  
November 5, 2009

**<http://tinyurl.com/socialpedagogiesUQ>**

In collaboration with Heidi Elmendorf, Georgetown University, Co-PI, Social Pedagogies Project; funding by the Teagle Foundation

# Sir Ken Robinson, “How Education Kills Creativity”

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**TED** Ideas worth  
spreading

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ted.com

# Sir Ken Robinson, “How Education Kills Creativity”

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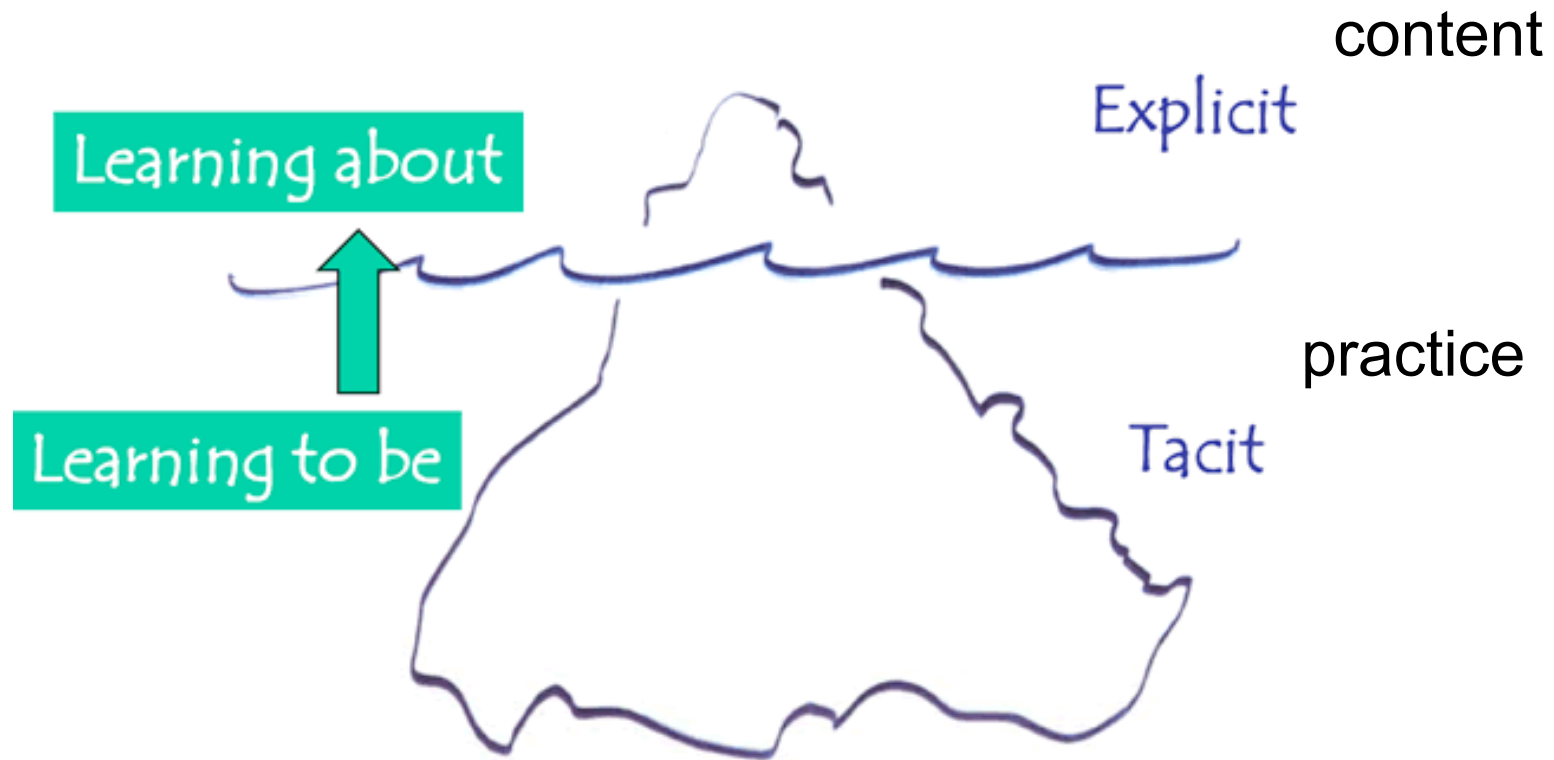
“What we need is a new conception of human ecology, one in which we start to reconstitute our conception of the richness of human capacity.”



# John Seely Brown: Practice to Content

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## Reversing the Flow



Key: unleashing productive inquiry

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# Driving questions

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How do we make formal learning environments more like informal learning?

How do we make classroom learning more like participatory culture?



# Driving questions

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How do we make classroom learning more like participatory culture?

- ▶ **Features of participatory culture**
  - ▶ Low barriers to entry
  - ▶ Strong support for sharing one's contributions
  - ▶ Informal mentorship, experienced to novice
  - ▶ Members feel a sense of connection to each other
  - ▶ Students feel a sense of ownership of what is being created
  - ▶ Strong collective sense that something is at stake

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▶ Jenkins, et. al., The Challenge of Participatory Culture

# Driving questions

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How do we make formal learning environments more like informal learning?

How do we make classroom learning more like participatory culture?

How do we go about *designing* for that kind of experience?

In what ways do we have to rethink our pedagogical and assessment practices to make that kind of learning effective?

What new dimensions of learning demand our attention?

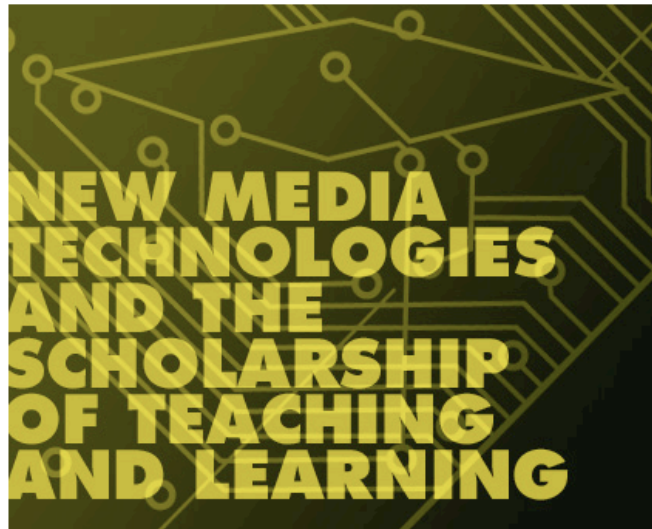
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# Visible Knowledge Project Findings



January 2009



Issue edited by Randy Bass with Bret Eynon and an editorial group from the Center for New Designs in Learning and Scholarship (CNDLS) at Georgetown University-- Eddie Maloney, Susannah McGowan, John Rakestraw and Theresa Schlafly.



## Capturing the Visible Evidence of Invisible Learning

Posted January 7th, 2009 by Randy Bass and Bret Eynon

0 Comments | 1743 Page Views

This is a portrait of the new shape of learning with digital media, drawn around three core concepts: adaptive expertise, embodied learning, and socially situated pedagogies. These findings emerge from the classroom case studies of the Visible Knowledge Project, a six-year project engaging almost 70 faculty from 21 different institutions across higher education. Examining the scholarly work of VKP faculty across practices and technologies, it highlights key conceptual findings and their implications for pedagogical design. Where any single classroom case study yields a snapshot of practice and insight, collectively these studies present a framework that bridges from Web 1.0 to Web 2.0 technologies, building on many dimensions of learning that have previously been undervalued if not invisible in higher education.

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# Visible Knowledge Project Findings

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- ▶ **Adaptive expertise:** if you want to cultivate “flexible performance” with knowledge and “judgment in uncertainty” then you have to pay attention to intermediate thinking processes. You have to provide ways to capture student work processes in addition to summative assessments. Important stuff may be on the cutting room floor.
- ▶ **Embodied pedagogies:** rich intellectual capacities are not just cognitive; new media pedagogies are not distancing and impersonal, but engaging of creativity, affect, intuition. The more authentic the learning situation the more expansive the dimensions of learning.
- ▶ **Socially situated pedagogies:** learning with new media is fundamentally social; new media pedagogies can situate learning in intellectual communities that reach beyond the classroom.



# Definition: Social Pedagogies

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- Social Pedagogies are design approaches for teaching and learning that are communication-intensive, strive to build and work with a sense of intellectual community, and seek to bridge disciplinary understanding with broader contexts for learning.
- Social pedagogies build in iterative cycles of engagement with the most difficult material, not just as content but through ways of thinking, ways of acting, ways of communicating.

*Randy Bass and Heidi Elmendorf (Funded by the Teagle Foundation, 2007)*

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# Definition

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- We recognize that most faculty have communication elements in their courses; the major premise of this work is that *the act of representing knowledge to others* becomes a central design point to the pedagogy.
- With social pedagogies, the representation of knowledge for others is intrinsic to deepening understanding, not just for the purpose of presenting a product that represents their learning at the end.

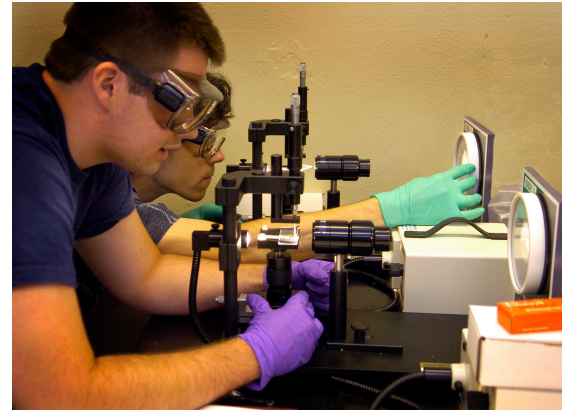
*Randy Bass and Heidi Elmendorf (Funded by the Teagle Foundation, 2007)*

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# Range of social pedagogies

**Large enrollment  
courses designed as  
inquiry-based &  
participatory**



CASPiE

Using social  
tools at scale



Michael Wesch,  
World History  
Simulation

Course Discussions: Conversation Builder for Class on Thursday Oct

15th

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



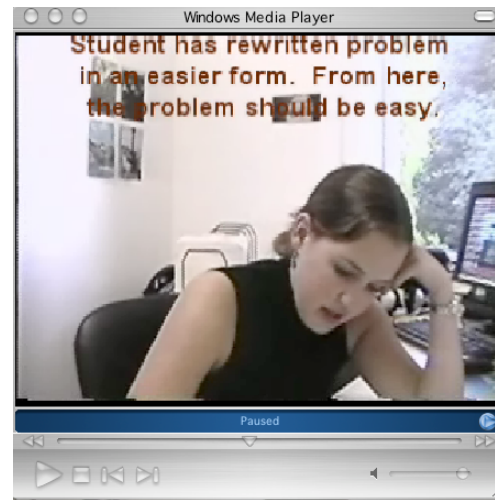
# Range of social pedagogies

**Smaller courses that stress social learning, public products, and intellectual community**

## Digital stories

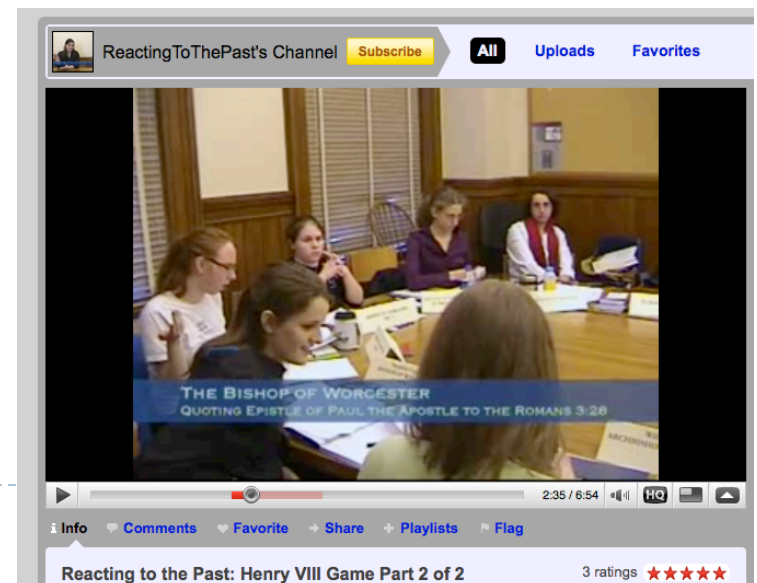
Sample Digital Stories

Chocolate Innocence (Charea Batiste, CSUMB)



Use of video  
“think alouds” to  
teach students  
problem solving in  
Calculus

*Reacting to  
the Past*  
(role playing  
simulation)



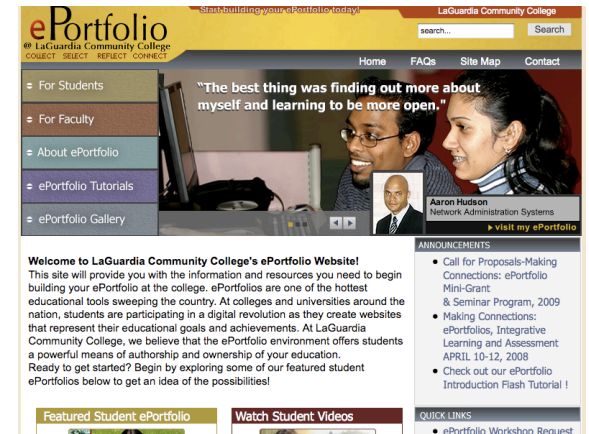
# Range of social pedagogies

## Activities that link curricular and extracurricular learning



## Weblogs while studying abroad

## Electronic portfolios



## Biology Teaching Thesis

# Some Provisional Claims

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- Social pedagogies are particularly effective at engaging students with the difficult dimensions of core (threshold) concepts.
- Social pedagogies bridge disciplinary understanding with embodied dimensions of learning.
- Social pedagogies open up a set of filters or conditions for student learning—such as prior knowledge, identity, uncertainty, “troublesome knowledge”—that can be ignored or suppressed through more bounded, traditional pedagogies.

*Randy Bass and Heidi Elmendorf (Funded by the Teagle Foundation, 2007)*

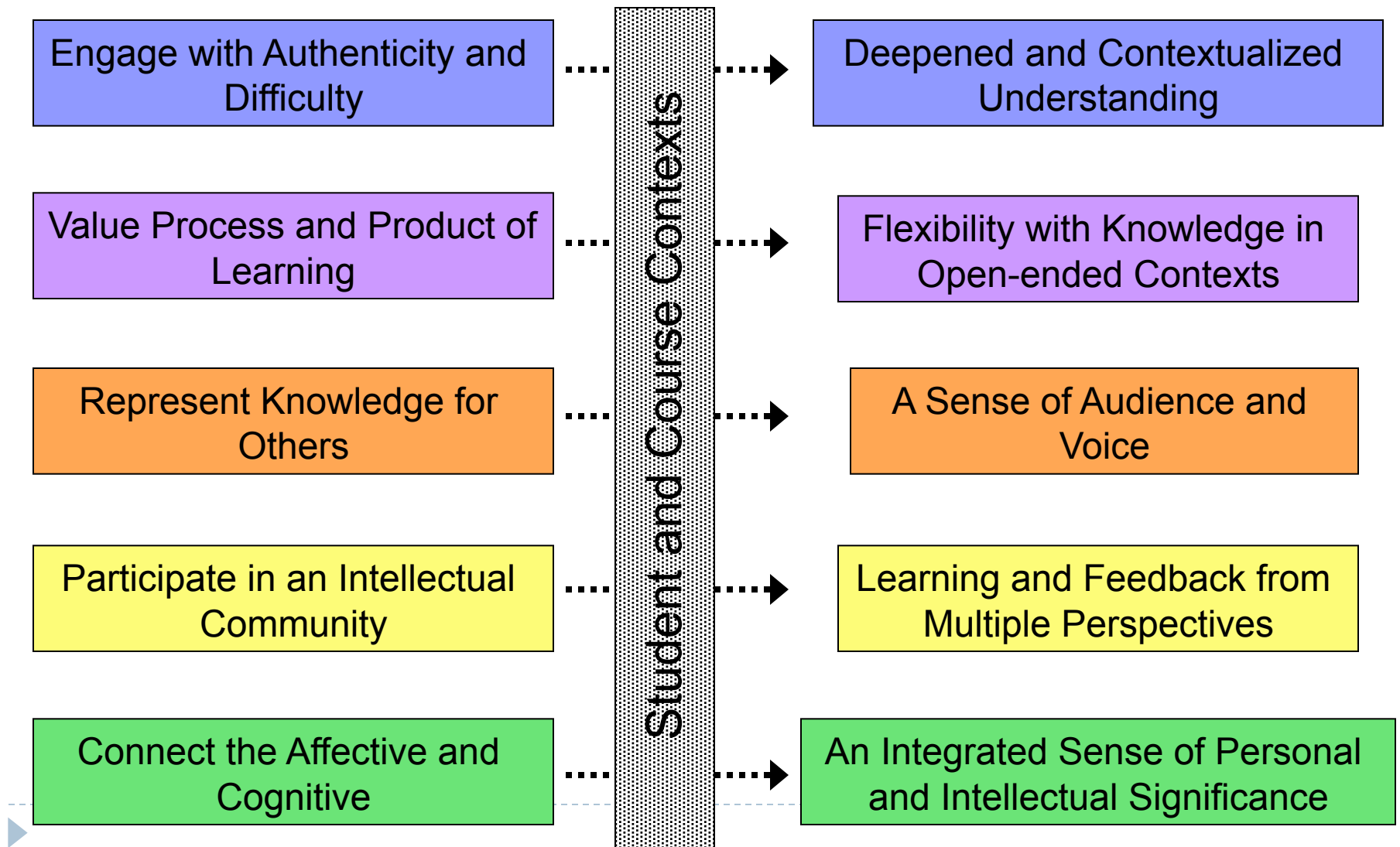
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# Social Pedagogies

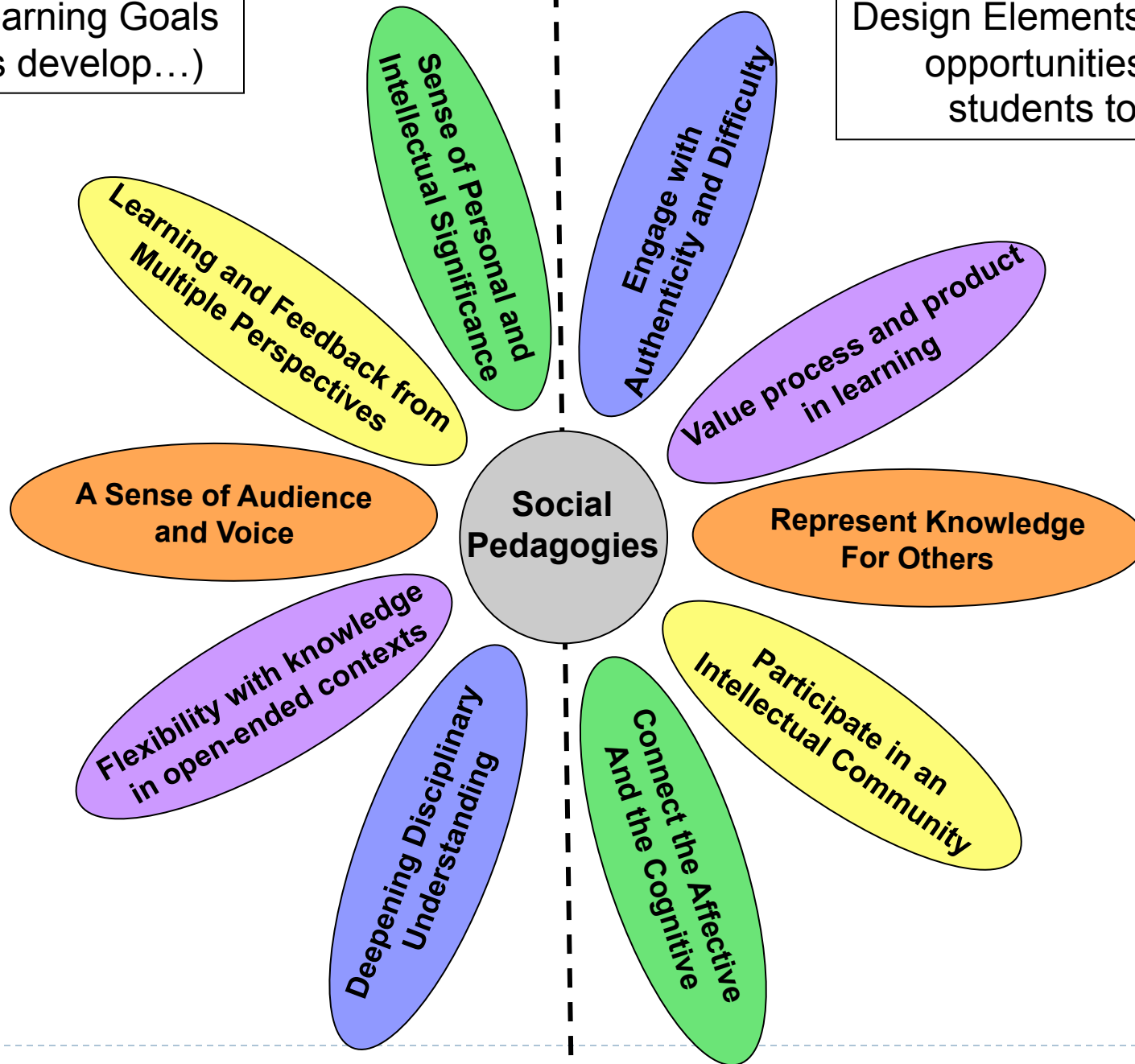
Create opportunities for students to:

Such that they develop:



Student Learning Goals  
(Students develop...)

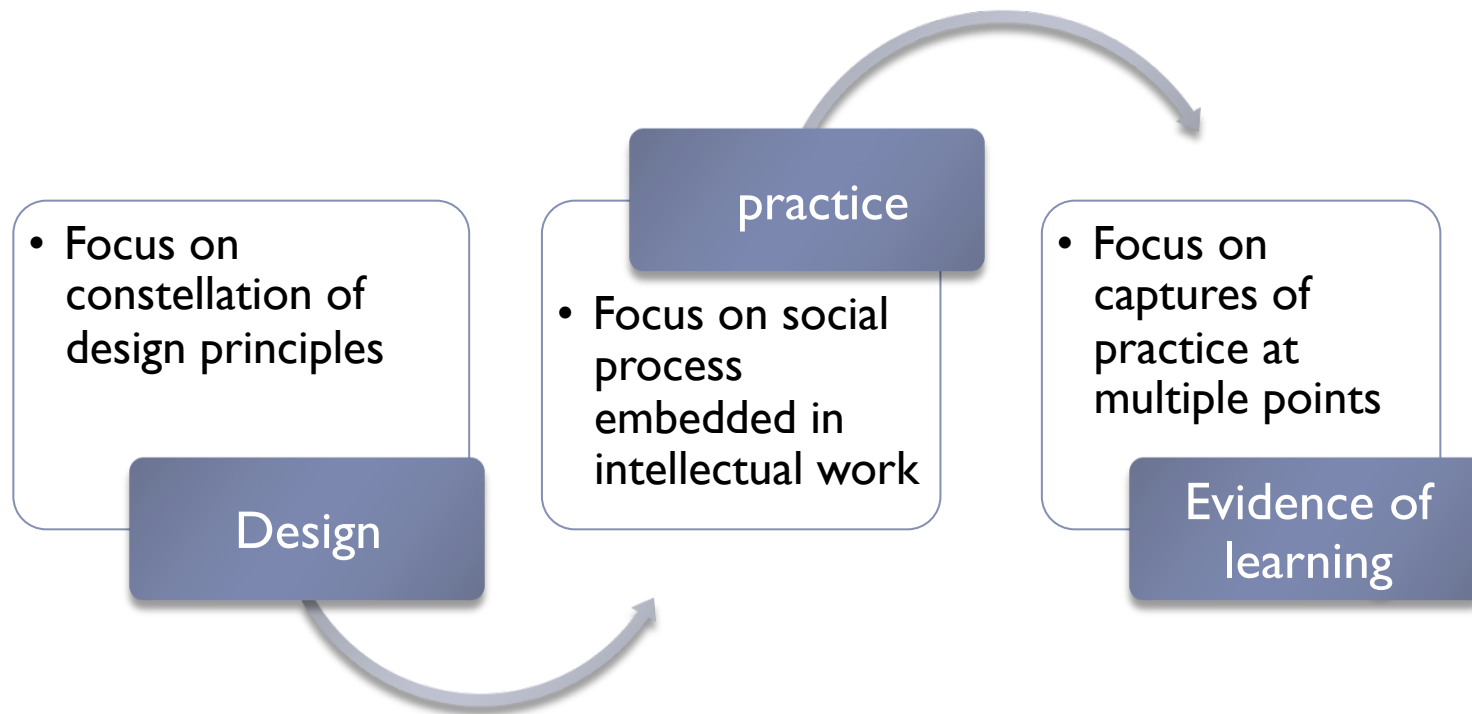
Design Elements (Create  
opportunities for  
students to...)



Student and Course Contexts

# Key elements: Social Pedagogies

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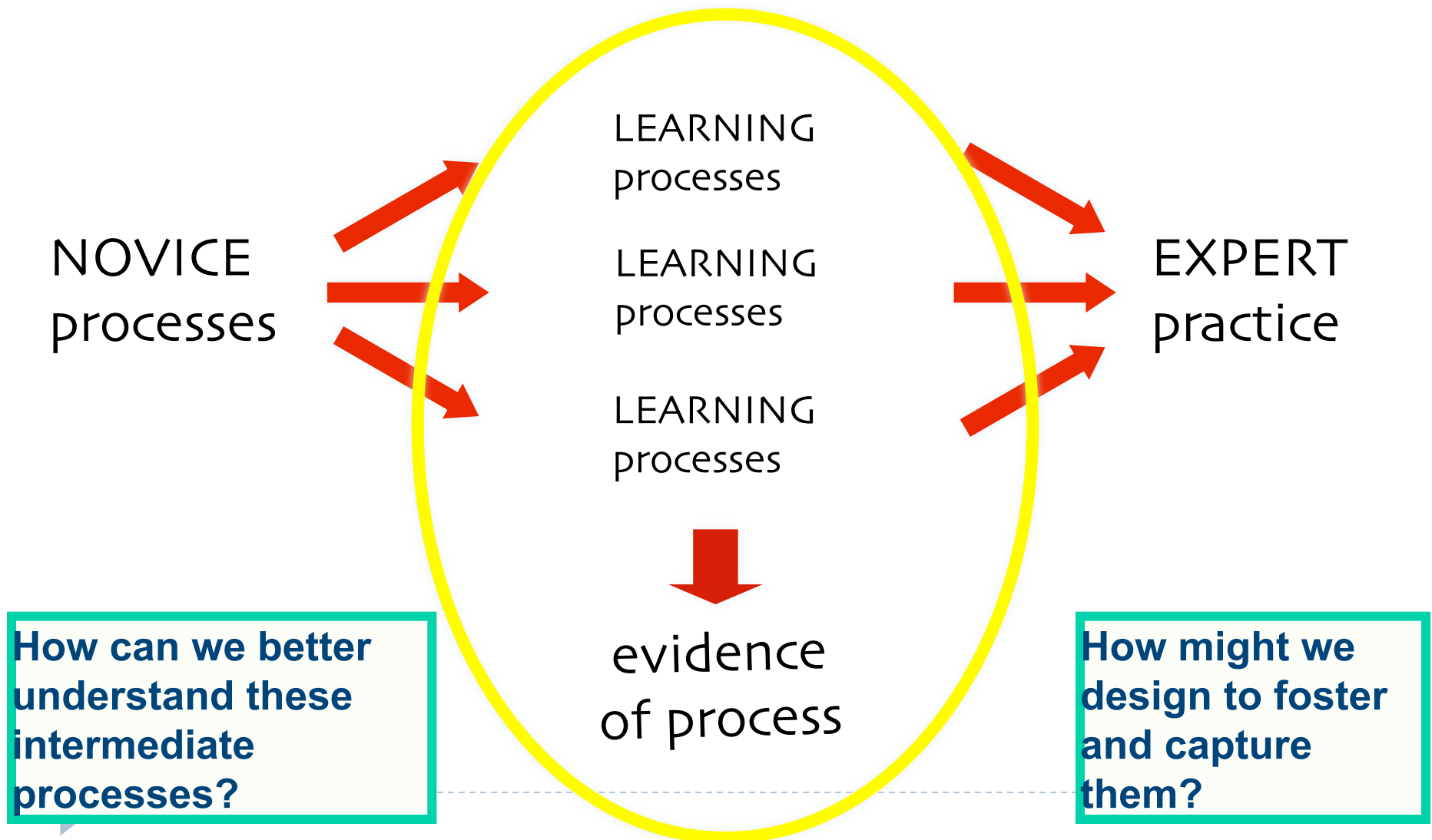
# Connecting Intermediate Processes to Practice

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# Connecting Intermediate Processes to Practice

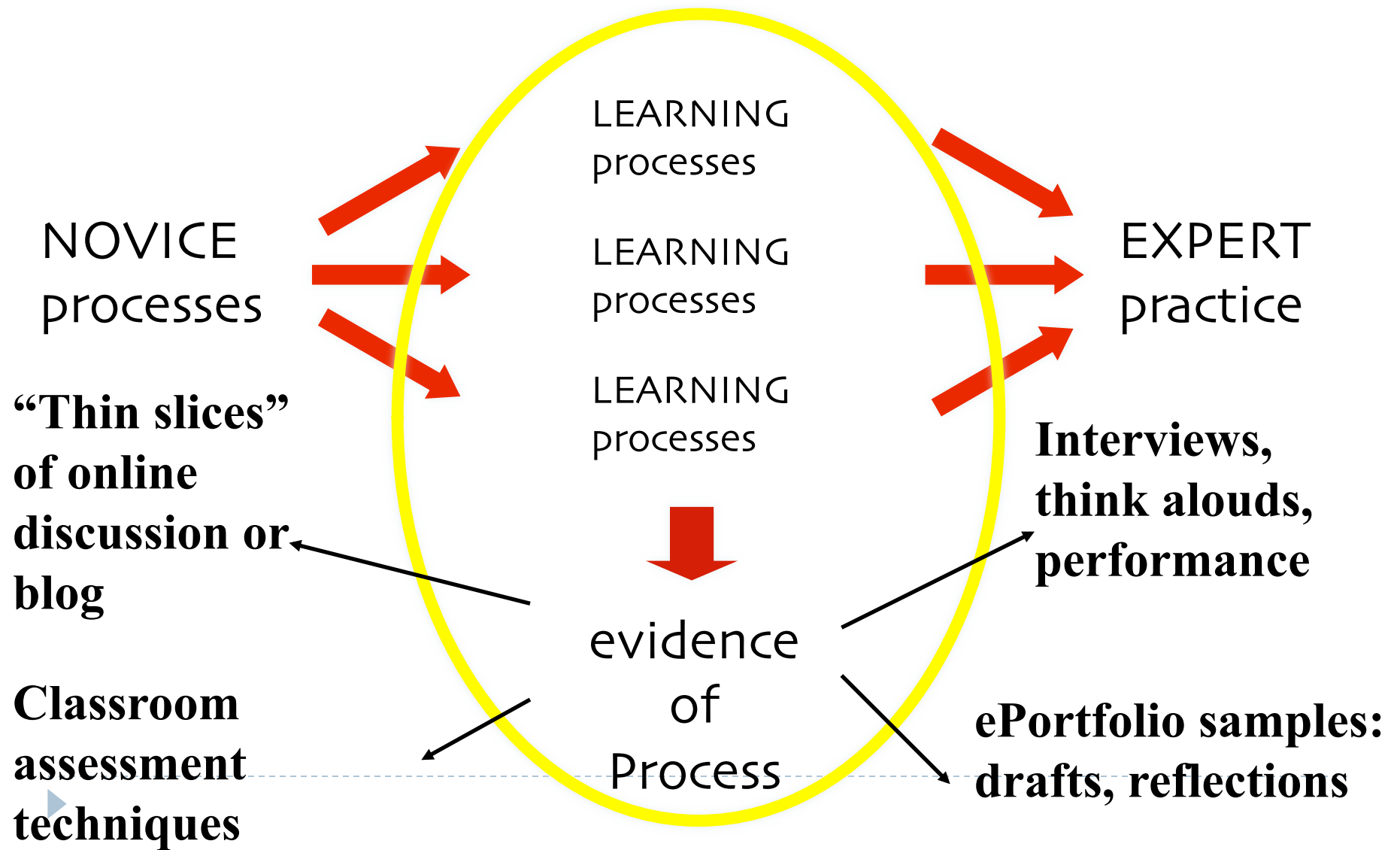
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# Connecting Intermediate Processes to Practice

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Student Learning Goals  
(Students develop...)

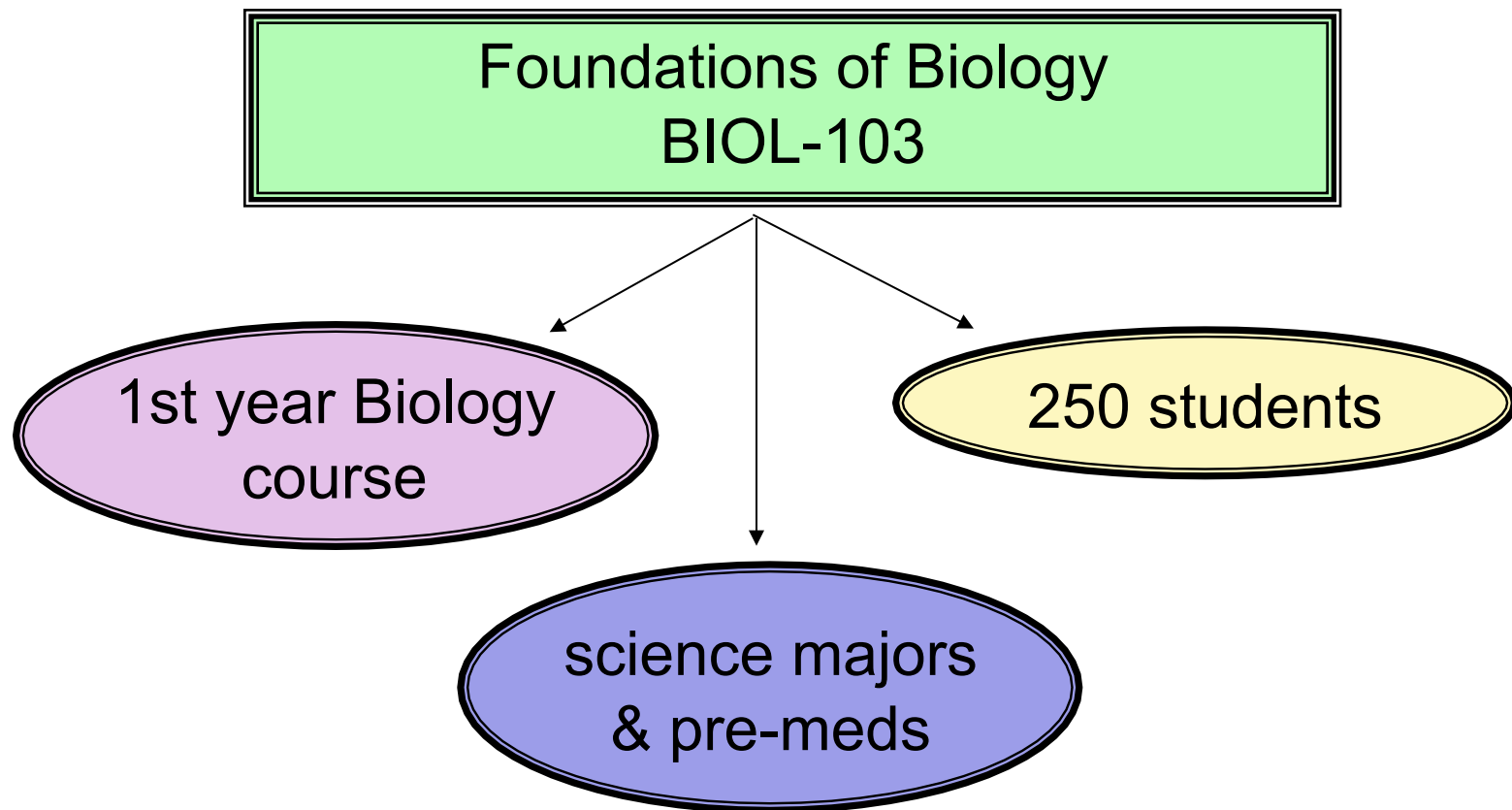
Design Elements (Create  
opportunities for  
students to...)



Student and Course Contexts

# #1: Social Pedagogies and a Large Lecture Course

Heidi Elmendorf, Georgetown University



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# Traditional Course Design Elements

(and evidence of learning)

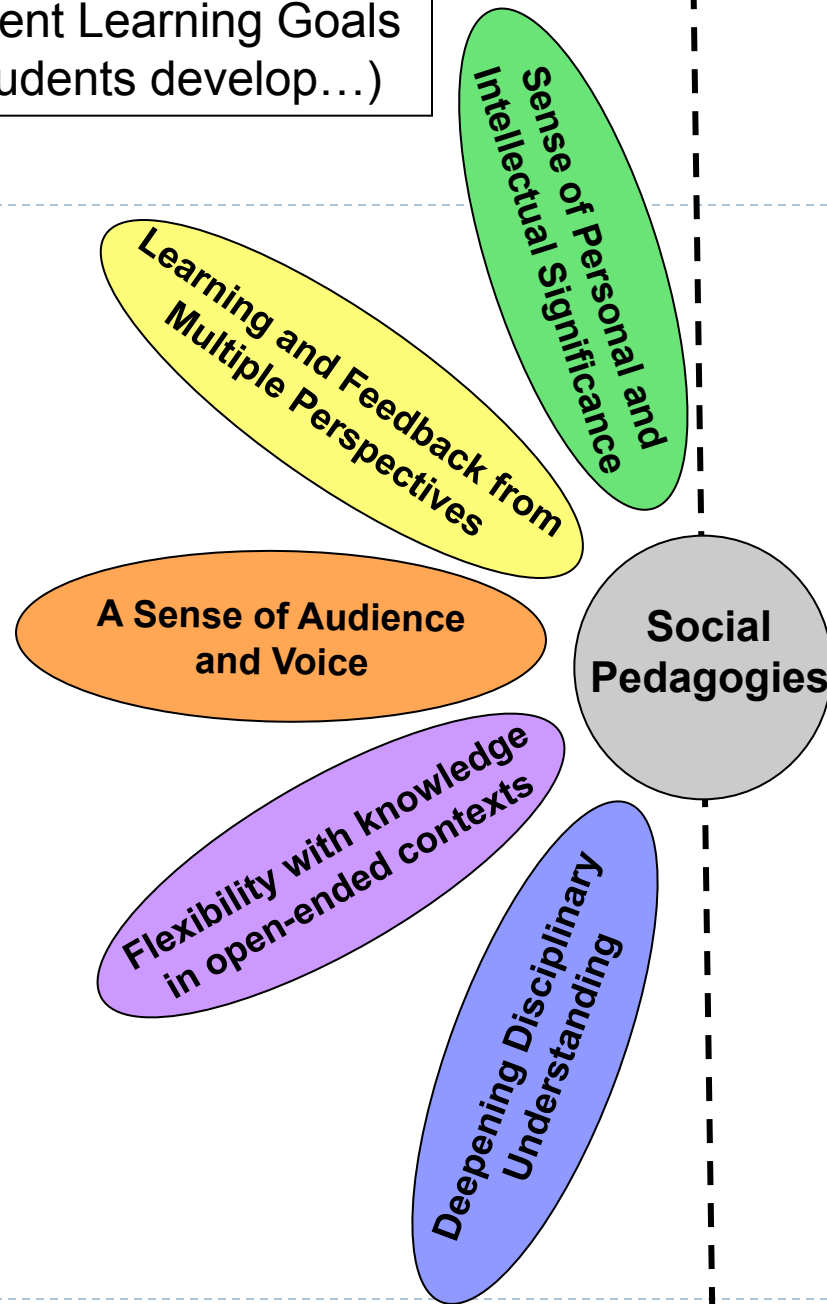
- ▶ Readings
  - ▶ Class
- ▶ Lab and lab reports
  - ▶ Problem Sets
- ▶ Research Paper
  - ▶ Exams

Heidi Elmendorf, Georgetown University

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Student Learning Goals  
(Students develop...)



## Social Pedagogy 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*

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

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- 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.
    - We have created ***Discussion Forums on Blackboard*** for each day.
    - What should you say? Really... anything. Ask a question, make a connection, pursue an idea beyond the textbook, etc. But most of all – converse! ***Don't just toss out your own ideas. Read what others have already written and be responsive...***
    - You must contribute to the conversation by midnight the day before class meets. ***I like to see your conversations before finalizing my class preparation ...***
    - These conversations will not be graded. ***You will receive full credit simply for participating.***
- 



# Holding Conversations

Georgetown  
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Home Help Logout

My Blackboard Desktop Courses Libraries

Announcements

Course Documents

Communication

Tools

Control Panel

Refresh

Detail View

FOUNDATIONS IN BIOLOGY I.FALL2009 (BIOL-103-C1.FALL2009) > COMMUNICATIONS > DISCUSSION BOARD

Discussion Board

Forum Search

Display Order	Forum	Total Posts	Unread Posts	Total Participants				
1	<a href="#">Conversation Builder for Class on Tuesday Sept 8th</a>	316	<a href="#">309</a>	183	Modify	Manage	Remove	Copy
2	<a href="#">Conversation Builder for Class on Thursday Sept 10th</a>	265	<a href="#">261</a>	172	Modify	Manage	Remove	Copy
3	<a href="#">Conversation Builder for Class on Friday Sept 11th</a>	207	<a href="#">207</a>	152	Modify	Manage	Remove	Copy
4	<a href="#">Conversation Builder for Class on Tuesday Sept 15th</a>	166	<a href="#">166</a>	144	Modify	Manage	Remove	Copy

# 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	<a href="#">Hairpin</a>	Samuel Dowling	Published	<a href="#">6</a>	6
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<input type="checkbox"/>		10/13/09 9:05 PM	<a href="#">use of genomes in medicine</a>	Caitlin Hickey	Published	<a href="#">6</a>	6
<input type="checkbox"/>		10/13/09 11:42 PM	<a href="#">f-Meth</a>	Samuel Kareff	Published	<a href="#">3</a>	3



# One Conversation

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At the end of chapter 15 when talking about codons, the textbook says, "with a few minor exceptions, all codons specify the same amino acids in all organisms."

I was just curious which organisms are these exceptions?

Box 15.1 on page 326 mention some of the exceptions:

"For example, in the single-celled eukaryotes *Tetrahymena* and *Paramecium*, UAA and UAG code for glutamine instead of stop; and in the yeast *Candida cylindracea*, CUG codes for serine instead of leucine. In a few species other codons in addition to AUG initiate protein synthesis"

The box is also helpful in explaining why the genetic code is nearly universal with a few minor exceptions.

To add on to this question, the book also says that basically two codons code for each amino acid. Does this suggest a codon and its opposite pair both code for the same amino acid?? What does this mean for genes...

Don't have an answer for anyone, but i was just wondering if anyone could think of an explanation as to why there is only one start codon, yet there are three possible stop codons. What would be the advantage of this difference?

Thanks, this is very helpful... However, can anyone answer the original question?

I just want to say how amazing I think it is that it took a ton of time and effort to put together the table of which codon code for which amino acids and now it is available in every biology textbook. I Just wanted to reflect on how impressive that discovery is.

On that note of how cool this stuff is....as I read, I was amazed by how ordered these processes are (obviously necessarily in order to turn out a living organism, but still). Building blocks seem to lead to other building blocks which lead to yet more building blocks--and everything is important, right down to the reading frame. It really makes me wonder, though, how often things must go wrong, and what the consequences are.

# Jose Feito, on the importance of “not knowing”

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“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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# 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.

The book said that introns are degraded back into RNA pieces after they are removed

<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.

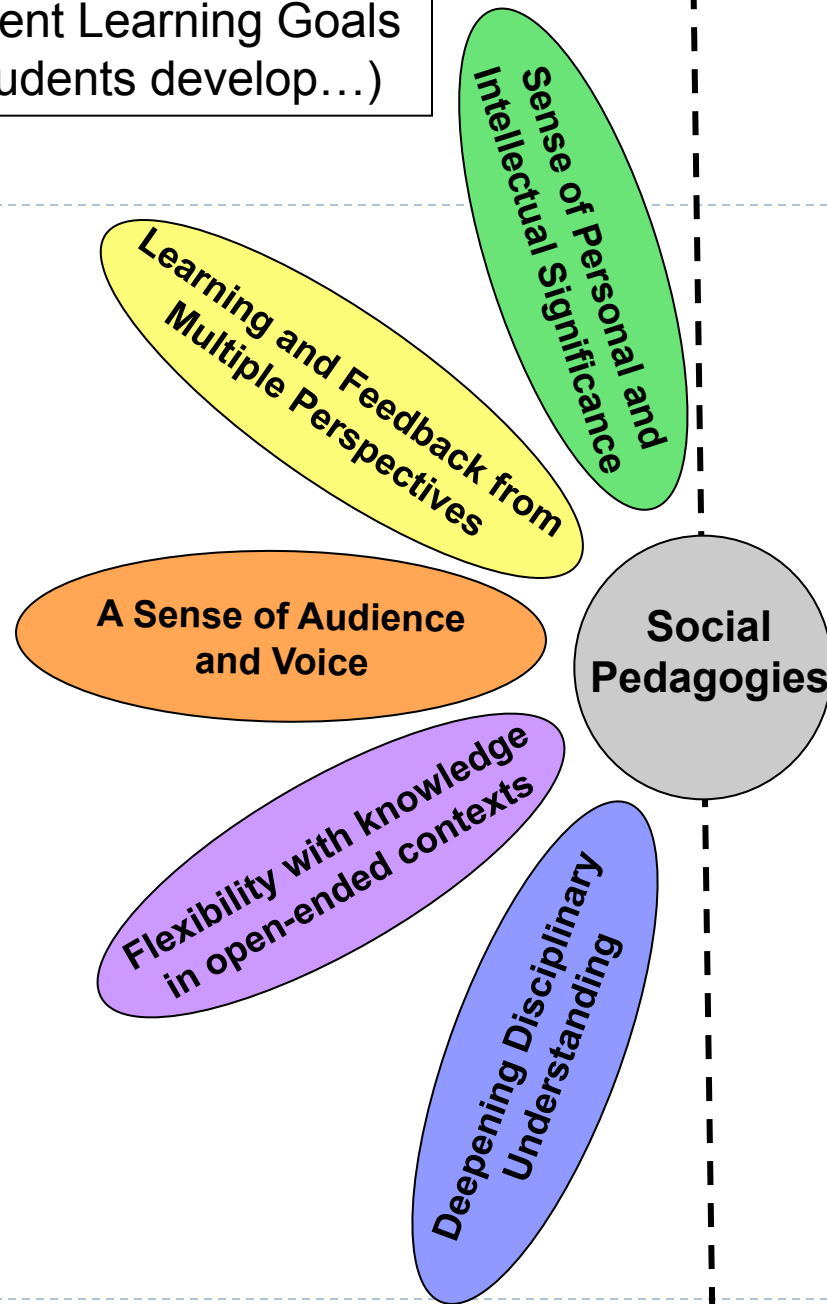
It seems to me, though, that they must have some sort of important function that we are not yet aware of. The fact that more complex organisms posses a higher proportion of introns, suggests that they must have some meaning, or some role. Also, why would our bodies put so much energy into making something 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?

Student Learning Goals  
(Students develop...)



## Social Pedagogy 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*

## My Surprise...

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- ▶ The instantaneous community my students formed on-line
- ▶ Their expectations of this community
- ▶ The quality of their conversations

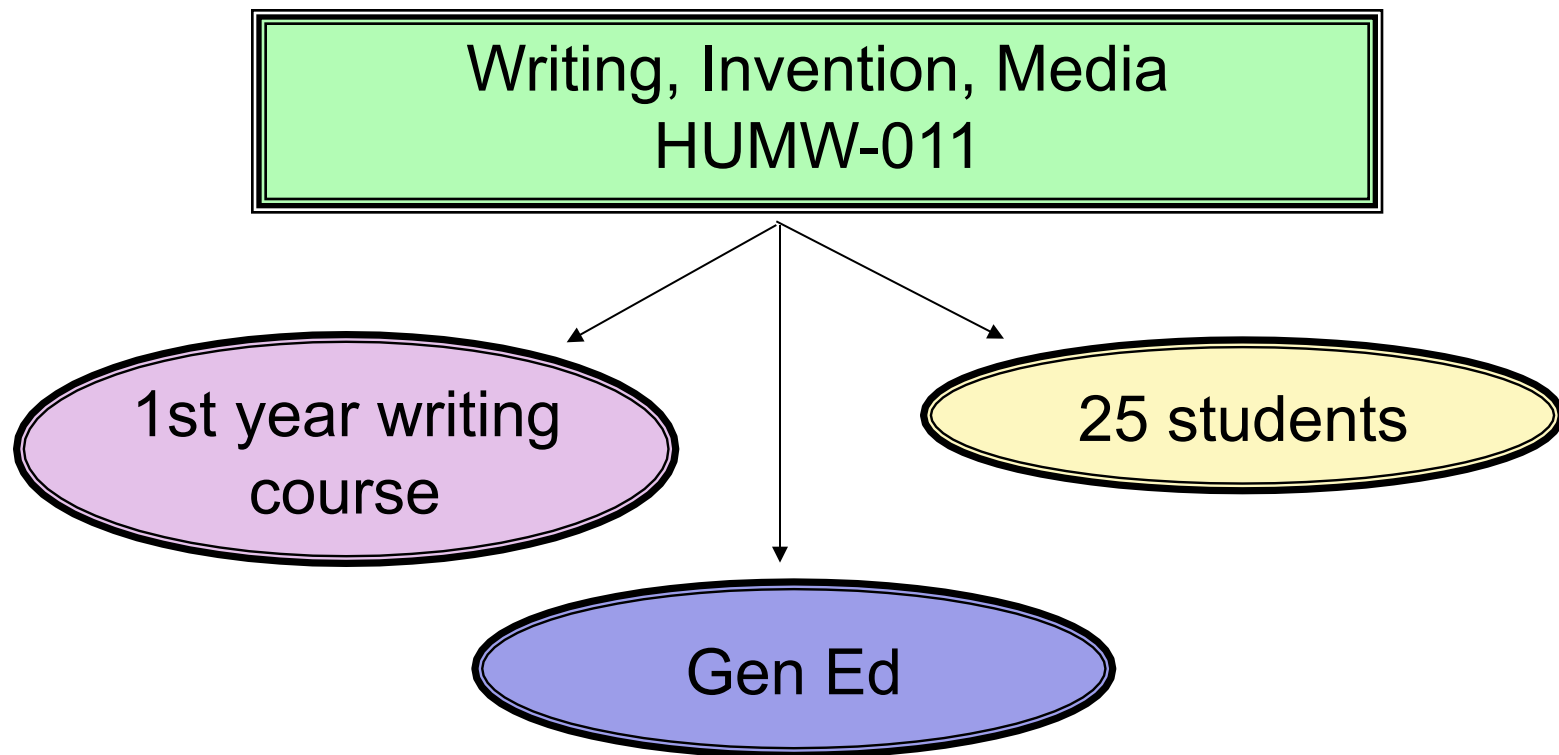
Belief (w/o formal evidence at the mid-point of this semester) that it is the pervasive social nature of our class - and the authentic challenges they are facing.

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Heidi Elmendorf, Georgetown University



# Social Pedagogies and an Introductory Writing Class



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▶ Randy Bass, Georgetown University

# 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



## First Project (1-2 months)

- ▶ Collectively write an essay responding to the claim that Universities are radically out of step with new modes of learning (“participatory culture”) of the Web.
- ▶ 20 students acting collectively as “author”
- ▶ Write it together through crowd-sourcing and collaborative editing—test the hypothesis that all of them together could write something better than any one of them
- ▶ Intent from the beginning is to publish it on the Web





# Working in the Wiki

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 browser's toolbar includes buttons for Diigo, Bookmark, Highlight, Send, Read Later, and Options. The page header features the Digital Commons logo, the text "wikis", and "GEORGETOWN UNIVERSITY". The page title is "Humw-011-06-fall2009 | Participatory Learning And The Future Of Education-- Response". Below the title, there are links for "edit this page", "page", "discussion (8)", "history", and "notify me".

The main content area is titled "Participatory Learning and the Future of Education: One Class's Response". It includes a green notification bar that says "The page has been updated." The text of the response is attributed to 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 follows the attribution, stating 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 that reads: "(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 in parentheses: "(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 text then reads: "[Outline (proposed by the organization/arrangement group): (I merged Davidson/Goldberg Summary with Introduction Thesis because they are one in the same.)".

The left sidebar contains a section titled "Actions" with links for "New Page", "Recent Changes", and "Manage Wiki". Below this is a search bar. The "Navigation" section includes links for "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", and "edit navigation".

# Social Bookmarking

The screenshot displays a web browser window with a social bookmarking interface. The main content area shows a page titled "dimensions of knowledge (Michael Polanyi)" with a subtitle "Reversing the Flow". Below the title is a diagram illustrating the relationship between explicit and tacit knowledge. The diagram features a large, irregular shape representing a field of knowledge. A green arrow points upwards from the bottom left towards the top right, indicating a progression or transformation. The top right of the diagram is labeled "Explicit" and the bottom right is labeled "Tacit". The text "learning about" is written above the arrow, and "to be" is written below it. Below the diagram, the text "unleashing productive inquiry" is visible. The bottom of the page contains a paragraph of text starting with "may spend years learning about a subject; only after amassing sufficient (explicit) knowledge are they".

On the left side, there is a sidebar with a search bar and a list of tags. The tags include "web2.0", "learning", "education", "opensource", "future", "teaching", "professional\_d...", and "educause". Below the tags, there is a section for "Group tags dictionary" with tags like "learning", "lit review", "review", "education", "web2.0", "lit", and "brain". At the bottom of the sidebar, there is a checkbox for "Share to a Group" which is checked, and a text input field for "Add a Group Comment".

At the top of the page, there is a navigation bar with links to "http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMaga...", "wesch academic commons", and "http://www.alldaily.c...".

# Social Bookmarking

The screenshot shows a web browser window displaying a Diigo feed. The browser's address bar shows the URL: [http://www.digilib.org/.../Humw-011-06-fall2009/](#). The browser's toolbar includes buttons for Diigo, Bookmark, Highlight, Send, Read Later, and Options. The page header features the Digital Commons Wikis logo, the title "Humw-011-06-fall2009", and a "Diigo Feed" link. 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 displays a list of items. The left sidebar contains "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**

- New Page
- Recent Changes
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**Navigation**

- Home
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- 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 HAHahaha 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

# 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 browser's toolbar includes buttons for Diigo, Bookmark, Highlight, Send, Read Later, and Options. The page header features the Digital Commons logo, the text "wikis", and "GEORGETOWN UNIVERSITY". The page title is "Humw-011-06-fall2009 | Participatory Learning And The Future Of Education-- Response". Below the title, there are links for "edit this page", "page", "discussion (8)", "history", and "notify me".

The left sidebar contains a section titled "Actions" with links for "New Page", "Recent Changes", and "Manage Wiki". Below this is a search box with a green arrow button. The "Navigation" section includes links for "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", and "edit navigation".

The main content area features a green notification box at the top stating "The page has been updated." Below this is 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 follows, stating: "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."

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 text continues with "[Outline (proposed by the organization/arrangement group):" and "(I merged Davidson/Goldberg Summary with Introduction Thesis because they are one in the same.)".

# 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, the text "GEORGETOWN UNIVERSITY", and the page title "Humw-011-06-fall2009 | Participatory Learning And The Future Of Education-- Response". A navigation bar includes links for "page", "discussion (15)", "history", and "notify me". A sidebar on the left contains "Actions" (New Page, Recent Changes, Manage Wiki) 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)). The main content area is titled "Potential part of the conclusion" and includes a "Back to Discussion Forum" link. It displays two discussion posts. The first post, by user "ark55", is titled "Potential part of the conclusion" and contains the text: "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?". The second post, by user "tps32", is titled "re: Potential part of the conclusion" and contains the text: "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." The page number "1-2 of 2" is displayed at the bottom right of the discussion area.

Most Visited ▾ Getting Started Latest Headlines <http://www.cbsspor...> <https://calendar.geo...> <https://gdc.georget...> <http://twitter.com/> <http://www.aldaily.c...> <http://twitter>

Diigo ▾ Bookmark ▾ Highlight ▾ Send ▾ Read Later ▾ Unread ▾ Recent ▾ Add a filter ▾ Options

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

Digital Commons  
wikis  
GEORGETOWN UNIVERSITY

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**

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

[Back to Discussion Forum](#)


## Potential part of the conclusion

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

 **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



# CommentPress

Most Visited ▾

Getting Started

Latest Headlines ↗

http://www.cbsspor...

https://calendar.geo...

https://gdc.georget...

http://twitter.com/

http://www.aldaily.c...

Diigo ▾

Bookmark ▾

Highlight ▾

Send ▾

Read Later

Unread

Recent

Add a filter

Options

## HUMW 011-06

WRITING, INVENTION, MEDIA

4

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)

help

BROWSE COMMENTS

by Commenter

by Section

General Comments

CONTENTS

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

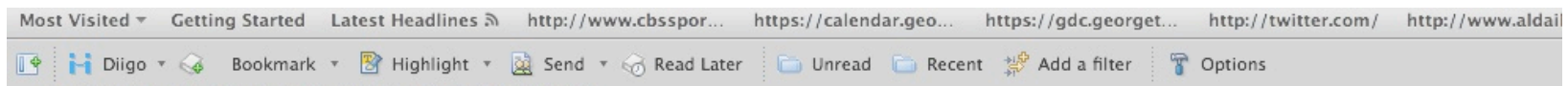
RECENT COMMENTS

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



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

Most Visited ▾ Getting Started Latest Headlines ▾ <http://www.cbsspor...> <https://calendar.geo...> <https://gdc.georget...> <http://twitter.com/> <http://www.aldaily.c...>

Diigo ▾ Bookmark ▾ Highlight ▾ Send ▾ Read Later Unread Recent Add a filter Options

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.

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Total comments on this page: 100

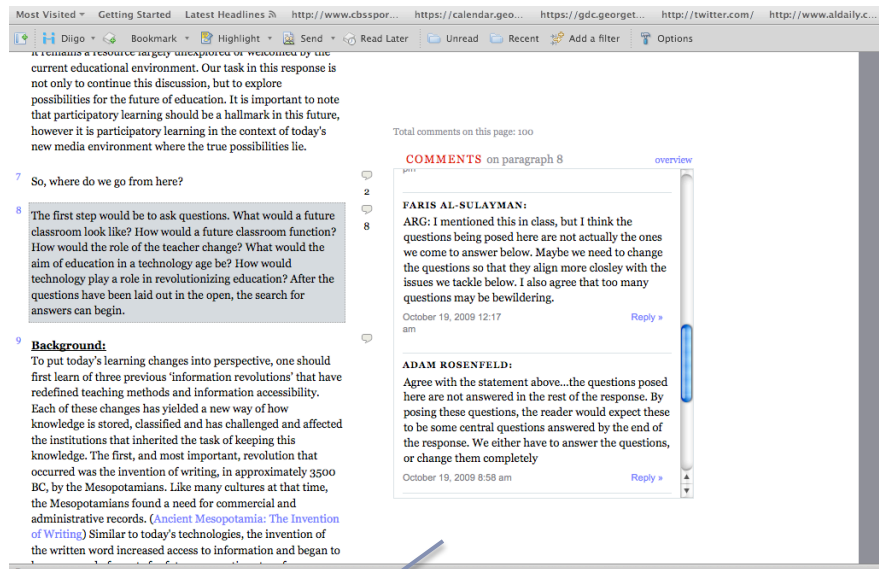
**COMMENTS** on paragraph 8 [overview](#)

**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 »](#)



# CommentPress editing



(1) Reflection: objective critique of wiki, narrative of their contributions, analysis of how this process raises threshold concepts of writing

Designing for Difficulty:  
it is just not good  
enough yet to publish

Engage them  
continuously as their  
consultant

Led to (2) “Rereading”  
exercise—they decided  
they had not sufficiently  
integrated readings into  
argument

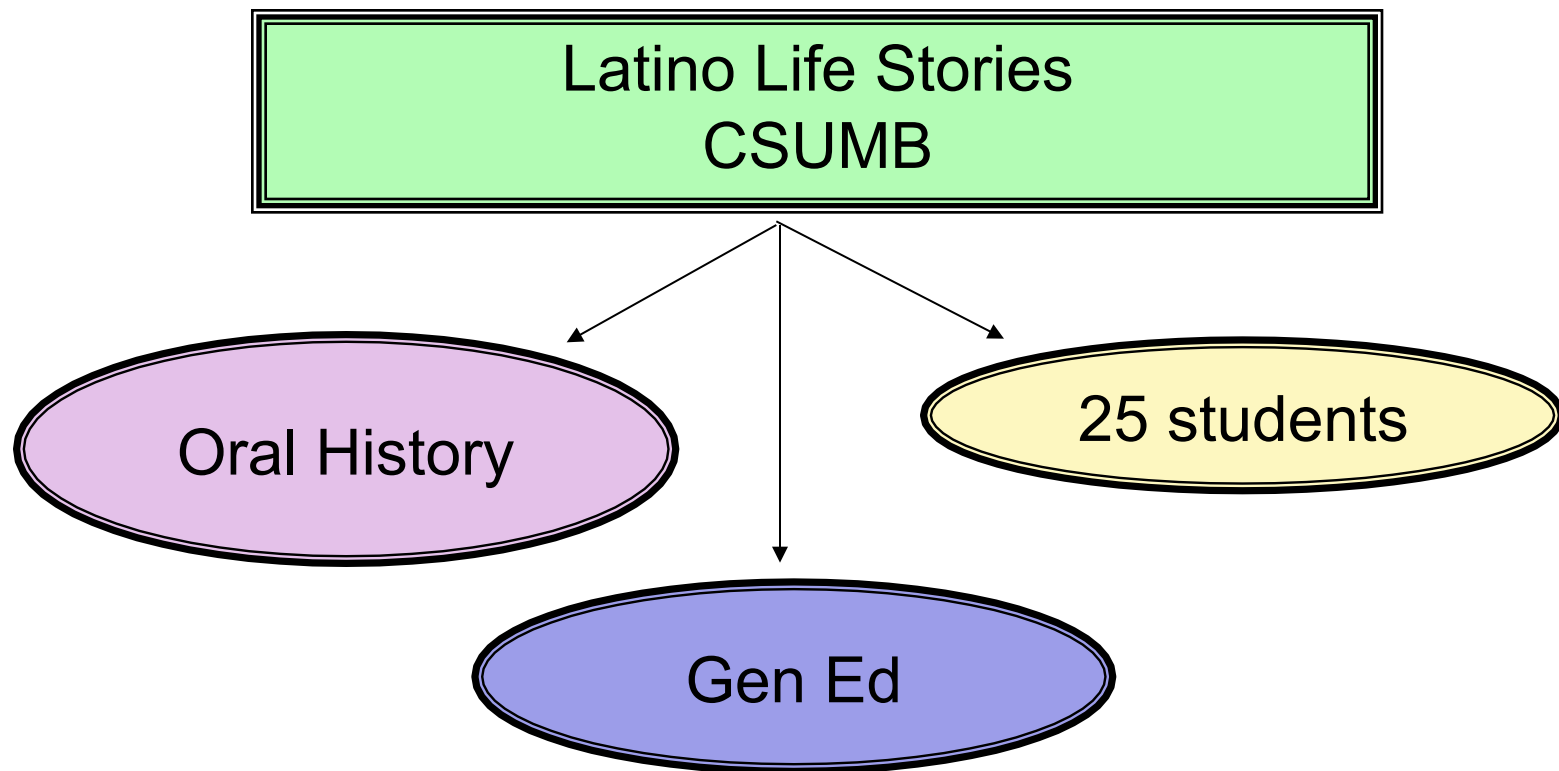
Student Learning Goals  
(Students develop...)

Design Elements (Create  
opportunities for  
students to...)



Student and Course Contexts

# Social Pedagogies and





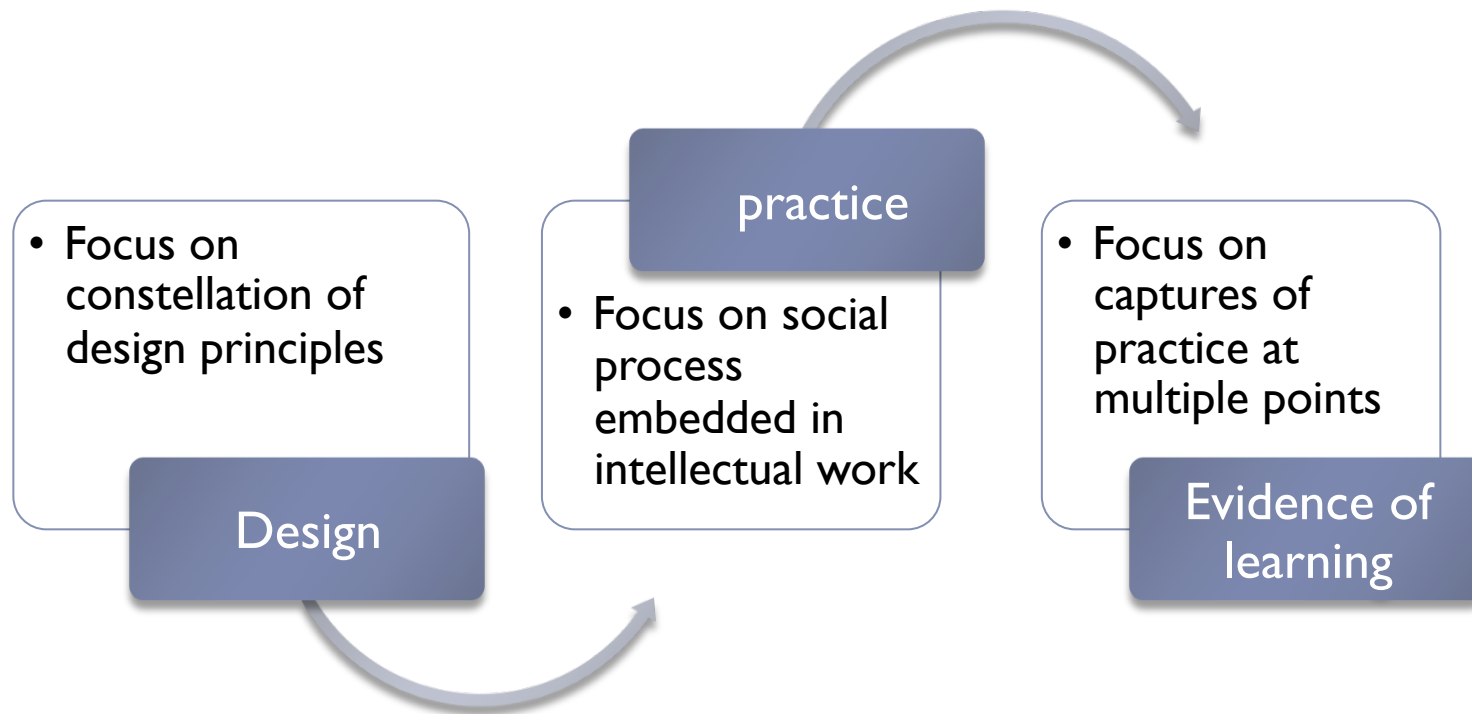
PRODUCT	PROCESS
<i>what students produce</i>	<i>what students do</i>
short biography	draft, write
story script	rethink, condense, refine
digital story	rethink, condense, translate
theorizing paper	explain, reflect, (rethink?)
interview for our project	explain, reflect (rethink)

Michael  
Coventry,  
Georgetown



# Key elements: Social Pedagogies

---



Creating the conditions for openness,  
judgment, and reflection (metacognition)

---



# Social Pedagogies: Creating Designs Around Practice to Increase Impact of Authentic Pedagogies

---

Yesterday...

Tim Kastelle

“Successful Open Business Models”

- Aggregate
- Filter
- Connect



**Student  
Learning  
Goals**

Sense of Personal and  
Intellectual Significance

Learning and Feedback from  
Multiple Perspectives

A Sense of Audience  
and Voice

Flexibility with knowledge  
in open-ended contexts

Deepening Disciplinary  
Understanding

**PRACTICE:**  
Features of  
Participatory  
Process

**Aggregate**  
(research,  
conversation)

**Filter**  
(content,  
exemplars of  
process)

**Connect**  
(intellectual  
community  
inside / outside)

**Design  
Elements**

Engage with  
Authenticity and Difficulty

Value process and product  
in learning

Represent Knowledge  
For Others

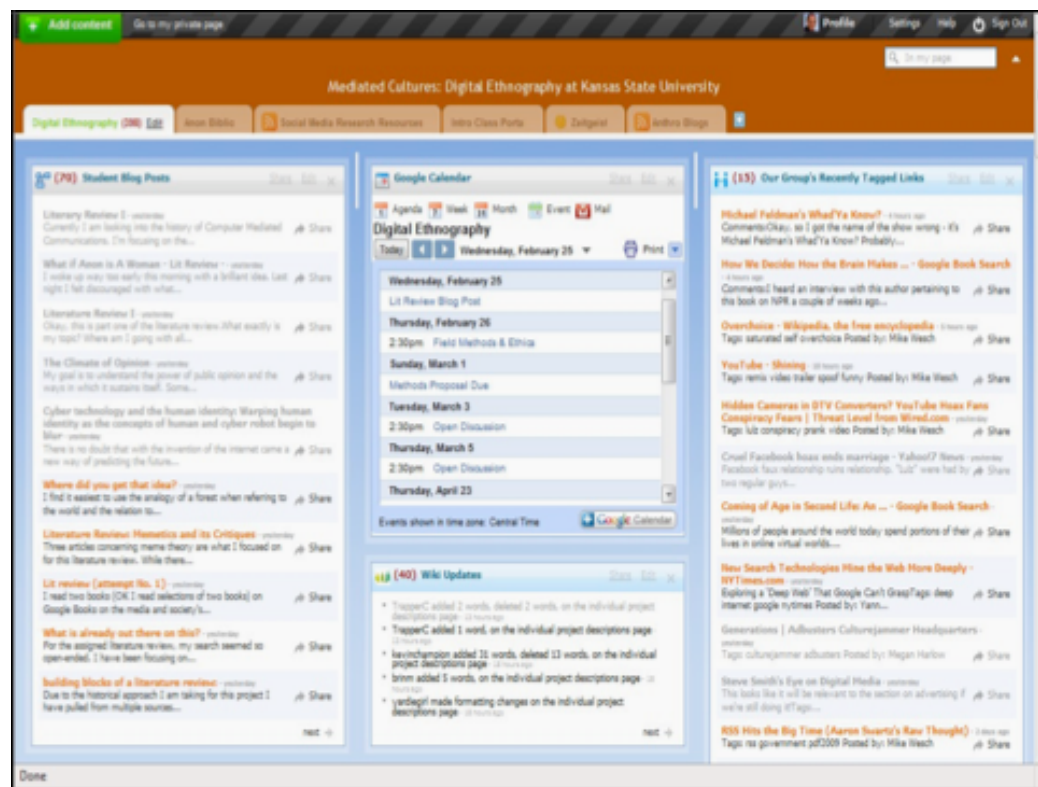
Participate in an  
Intellectual Community

Connect the Affective  
And the Cognitive

# Aggregate, Filter, Connect

Michael Wesch (Anthropology)...Course Site as Portal—creating an intellectual community inside the course and connecting to intellectual communities outside

A feed of student weblog posts



—A feed of all Diigo annotations spread across the web, by students and the professor

Updates from the course wiki



# Aggregate, Filter, Connect

# Networked research group

## Honourslove

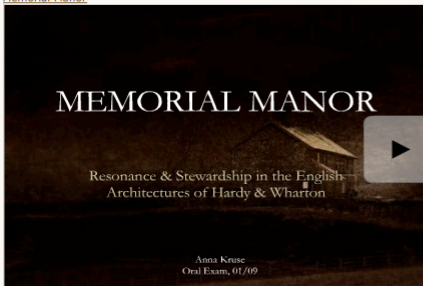
- Blog
- About
- Dates
- Excerpts
- Files
- MLA
- Muse
- OED
- Poems
- Post

### Oral Exam I

January 23rd, 2009 by Anna Kruse

My oral exam was yesterday. I'm posting the accompanying slideshow now- more to follow!

Memorial Manor



Resonance & Stewardship in the English Architectures of Hardy & Wharton

Anna Kruse  
Oral Exam, 01/09

#### Tags

1870s Annabel authority Bathsheba better marks beyondness biography building built environment canons class relations community manager country house decade dwelling Ecocriticism elements estate Estates fee tail general vs specific Guided Age Graham Hardy House of Pride House of Virtue inheritance Jonson Muse nature novelty Parnore house previous research primogeniture property rebirth reclamation reversals sexuality single woman tomb topics transatlantic comparatism Trollope Wharton

#### Research Community

Comment on The Island Race and American Identity by Anna Kruse

The Island Race and American Identity

Nineteenth-Century Americans, Out of their Heads?



## The Island Race and American Identity

by Cheryl Spinner

Jun  
30  
2009

NEW POST | OPTIONS | LOG IN

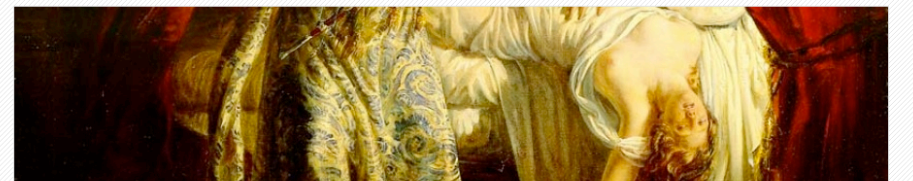
Search

Search for:

### RECENT COMMENTS

- Anna Kruse on The Island Race and American Identity
- Cheryl Spinner on "Science Girl" or "Technology Girl"...
- melissa on "Science Girl" or "Technology Girl"...
- melissa on Tech of Text Paper
- Cheryl Spinner on Tech of Text Paper

digitalcommons



## READING LIST & BIBLIOGRAPHIC SOURCES

NEW POST | OPTIONS | LOG IN

Search

*The Actors Remonstrance or Complaint for the Silencing of their Profession, and Banishment from their Severall Play houses.* London: Printed for Edw. Nickson, 1663. 6.

Bartels, Emily C. "Strategies for Submission: Desdemona, the Duchess, and the Assertion of Desire." *Studies in English Literature, 1500-1900* 36 (1996):417-433.

Bersani, Leo. "Is the Rectum a Grave?" *October* 43 (1987): 197-222

Butler, Judith. *Bodies That Matter: On the Discursive Limits of "Sex."* New York: Routledge, 1993.

— "Performative Acts and Gender Constitution." *Literary Theory: An Anthology*. 2nd ed. Ed. Julie Rivkin and Michael Ryan. Malden: Blackwell, 2004. 900- 911.

— *Precarious Life: The Power of Mourning and Violence.* New York: Verso, 2004.

Cressy, David. *Birth, Marriage & Death: Ritual, Religion, and the Life-Cycle in Tudor and Stuart*

### PAGES

- About
- Important Dates and Deadlines
- Prospectus
- Reading List & Bibliographic Sources

July 2009

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19

# Aggregate, Filter, Connect

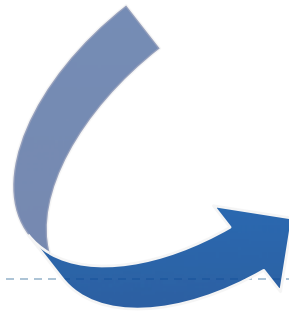
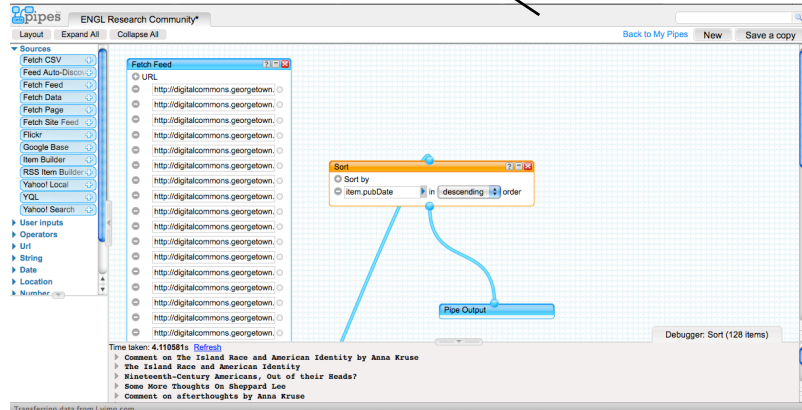
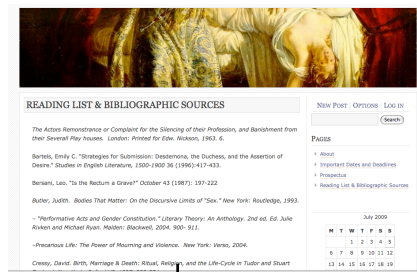
## Networked research group

### Yahoo Pipes

The screenshot displays the Yahoo Pipes web interface. At the top, the browser tab is labeled "ENGL Research Community\*". The interface includes a sidebar on the left with categories: Sources, User inputs, Operators, Url, String, Date, Location, and Number. The "Sources" category is expanded, showing options like Fetch CSV, Feed Auto-Discover, Fetch Feed, Fetch Data, Fetch Page, Fetch Site Feed, Flickr, Google Base, Item Builder, RSS Item Builder, Yahoo! Local, YQL, and Yahoo! Search. The main workspace contains a "Fetch Feed" widget with a list of 15 URLs, all pointing to "http://digitalcommons.georgetown.edu". A "Sort" widget is connected to the output of the "Fetch Feed" widget. The "Sort" widget is configured to sort by "item.pubDate" in "descending" order. The output of the "Sort" widget is connected to a "Pipe Output" widget. At the bottom, a "Debugger" window shows the results of the "Sort" widget, displaying 128 items. The first few items are:

- Comment on The Island Race and American Identity by Anna Kruse
- The Island Race and American Identity
- Nineteenth-Century Americans, Out of their Heads?
- Some More Thoughts On Sheppard Lee
- Comment on afterthoughts by Anna Kruse

The status bar at the bottom indicates "Transferring data from l.yimg.com..."

[illegible]

**Latest Updates**  [RSS](#)

Following are "exhibits" either referred to or shared during the English Department Monday Luncheon on January 26th.

[illegible]

**Matt Bailey**  
**Allison Correll**  
**Meaghan Fritz**  
**Perry Guevara:** Desdemona's  
Handkerchief and Sexual Transgression  
**Kimberly Hall:** Technology in the  
Romantic Era  
**Adam Hancock**  
**Anna Kruse:** Hardy and Wharton on  
the English Estate  
**Renata Marchione:** The Sopranos  
and Participatory Media  
**Gabrielle Matthews:** Women and  
Fencing in Early Modern Europe  
**Kate Middleton:** Mistakeness and the  
Poetry of Anne Carson  
**Jennifer Nurm**  
**Melissa Parrish:** Chopin, Frederic,  
and Unholy Passions  
**Michelle Repass**  
**Cheryl Spinner:** Electricity in Early  
America  
**Sarah Workman**

Please tag with one of the following:  
**cfp**, **event**, **group**, **lannan**, **link**,  
**logistics**, **random**, **research**,  
**review**

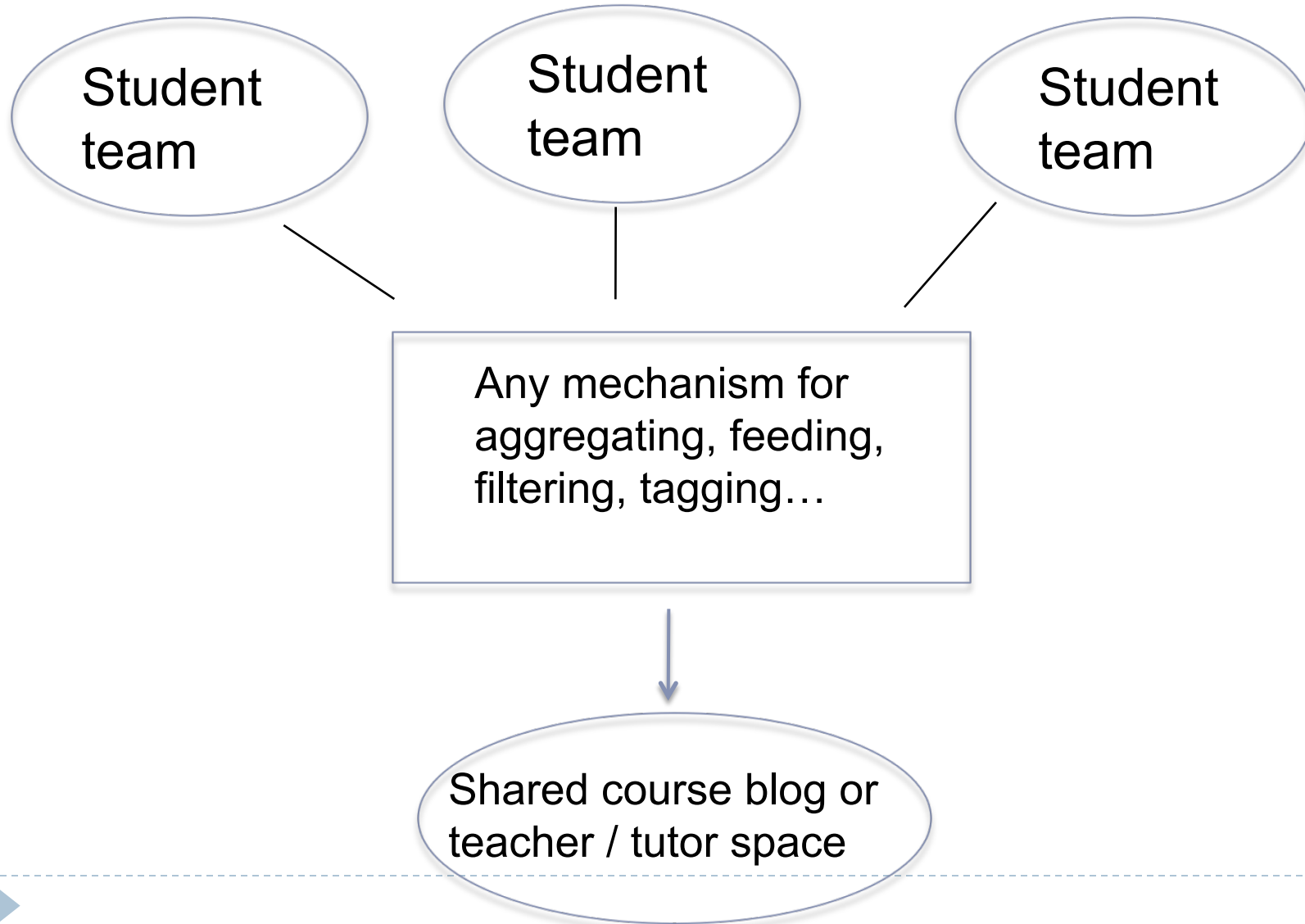
## Meta

(More ...)

Aggregate

Filter

Connect



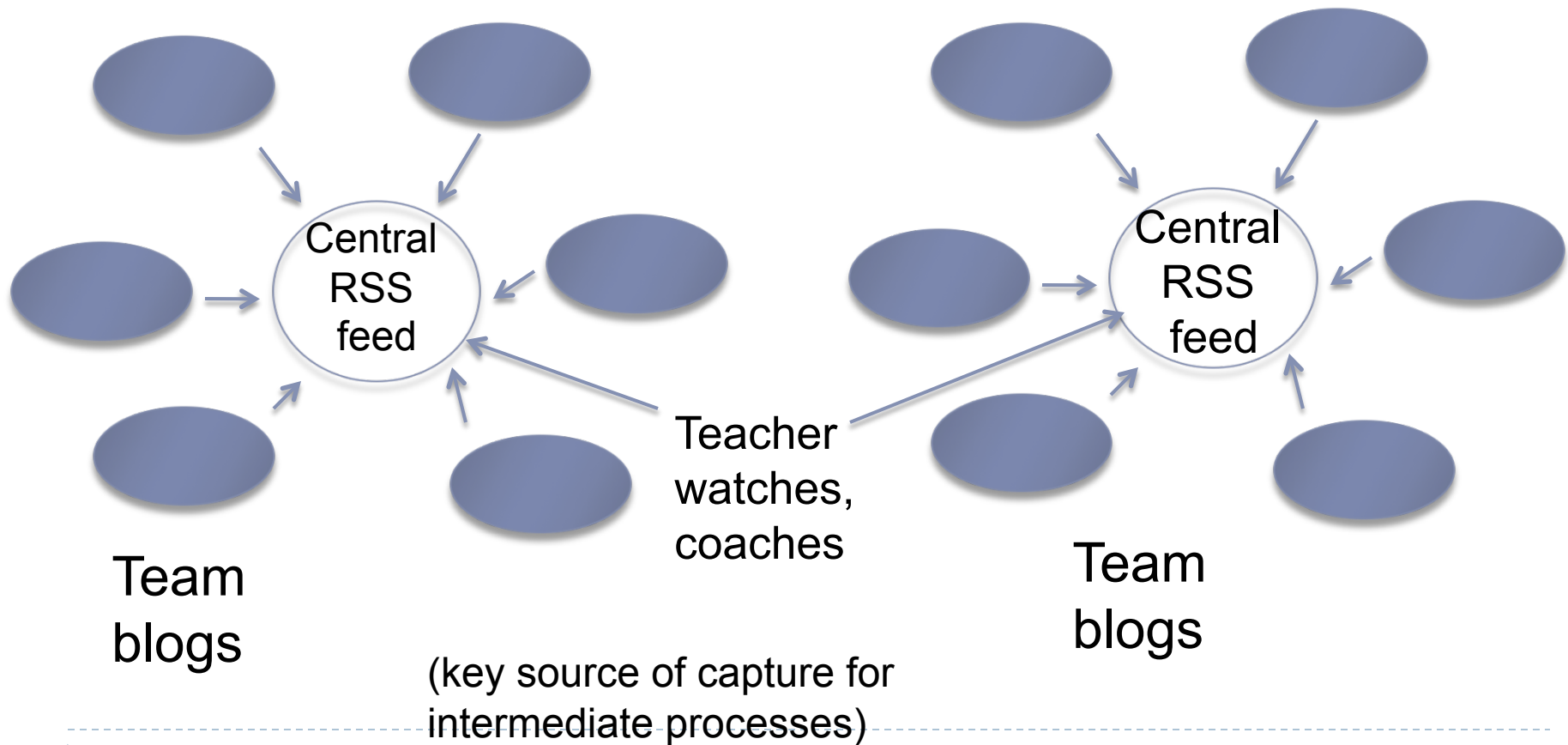
Rajagopalan Balaji, Capstone Course in Engineering (University of Colorado)  
(Design competition)

---

70+ students

12 teams

two projects





**Student  
Learning  
Goals**

Sense of Personal and  
Intellectual Significance

Learning and Feedback from  
Multiple Perspectives

A Sense of Audience  
and Voice

Flexibility with knowledge  
in open-ended contexts

Deepening Disciplinary  
Understanding

**PRACTICE:**  
Features of  
Participatory  
Process

- Help students  
create markers of  
certainty and  
uncertainty

- Provide  
opportunities for  
*relearning*

- Design  
opportunities for  
meaningful  
reflection on  
Practice

**Design  
Elements**

Engage with  
Authenticity and Difficulty

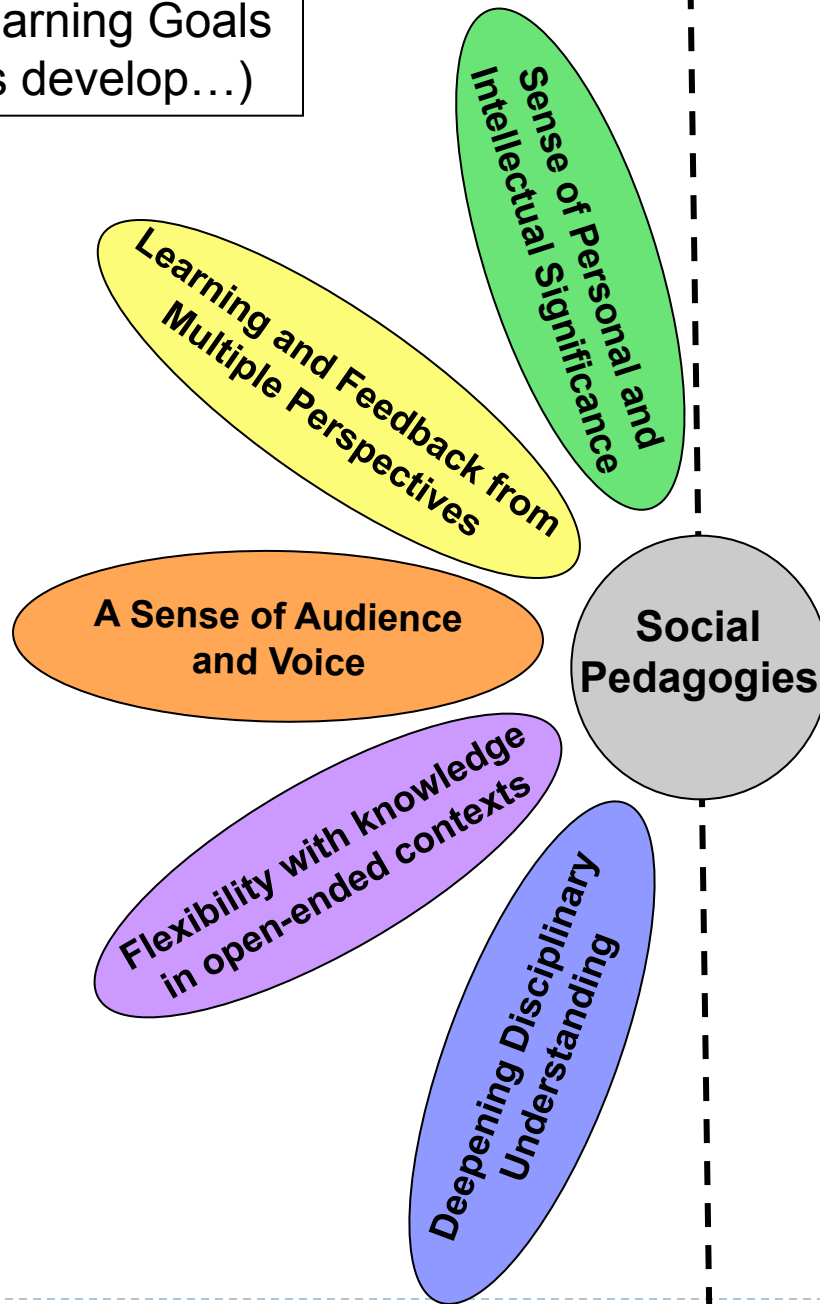
Value process and product  
in learning

Represent Knowledge  
For Others

Participate in an  
Intellectual Community

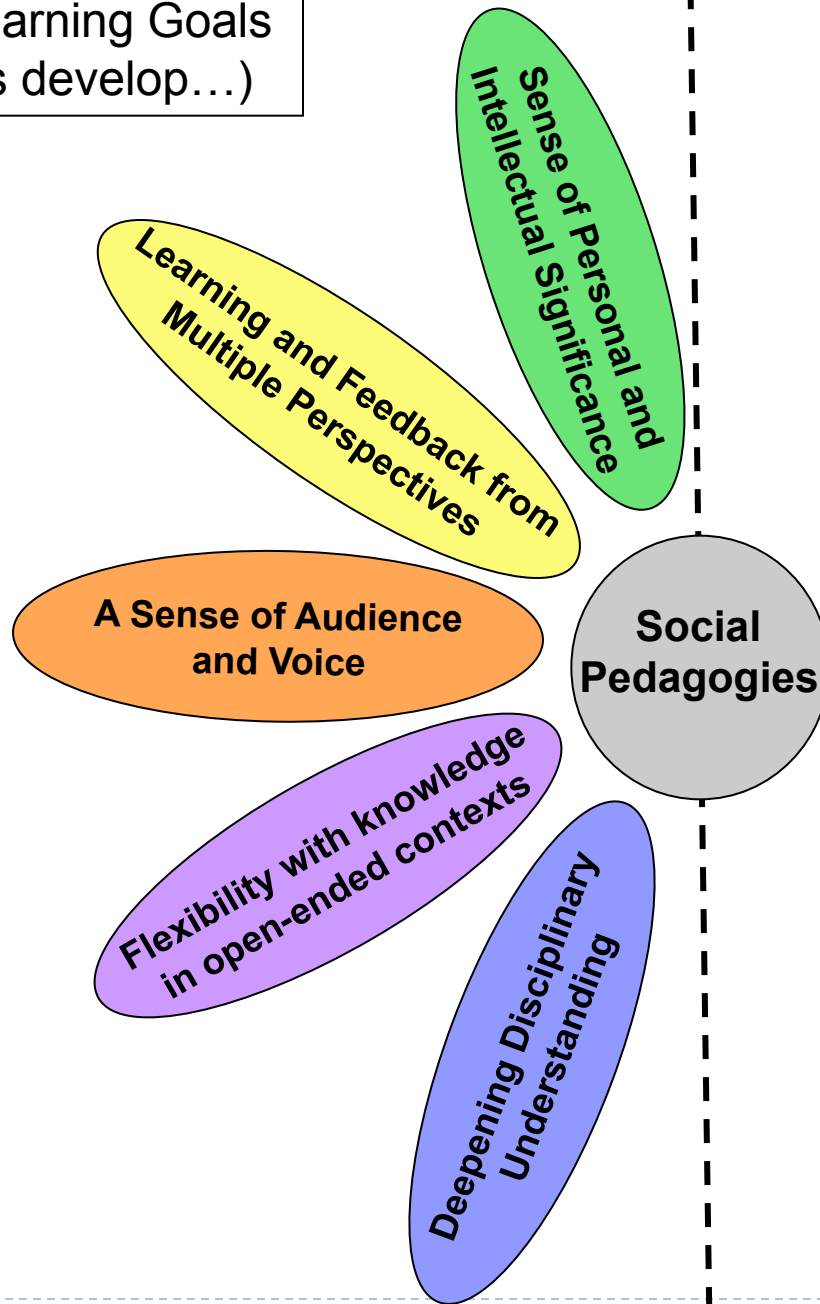
Connect the Affective  
And the Cognitive

Student Learning Goals  
(Students develop...)



What does *evidence*  
look like for these  
kinds of student  
learning goals?  
Where do you look?  
How do you get it?

Student Learning Goals  
(Students develop...)



## What does evidence look like?

Social pedagogies open up a set of filters or conditions for student learning—such as prior knowledge, identity, uncertainty and troublesome knowledge—that can be ignored or suppressed through more bounded, traditional pedagogies.

Interest in adaptive expertise requires us to pay attention to the artifacts of process as an intrinsic part of building knowledge through practice



# Collaborators

- ▶ Thanks to the Teagle Foundation for their Support of the Project
- ▶ The Social Pedagogies Project is directed by Randy Bass and Heidi Elmendorf (Georgetown University).
- ▶ [bassr@georgetown.edu](mailto:bassr@georgetown.edu) and [hge@georgetown.edu](mailto:hge@georgetown.edu)
- ▶ Members of the Social Pedagogies Working group, including Michael Marx, Catherine Berheide, Bret Eynon, Cecilia O'Leary, Joe Ugoretz, Rachel Theillheimer, Michael Coventry, Peter Felten, Tricia Ferret, Joanne Stewart and Dan Bernstein.
- ▶ Michael Coventry (Georgetown) and Matthias Oppermann (Humboldt) for their meta-project, the Digital Stories Multimedia Archive.

