

Special Thanks!

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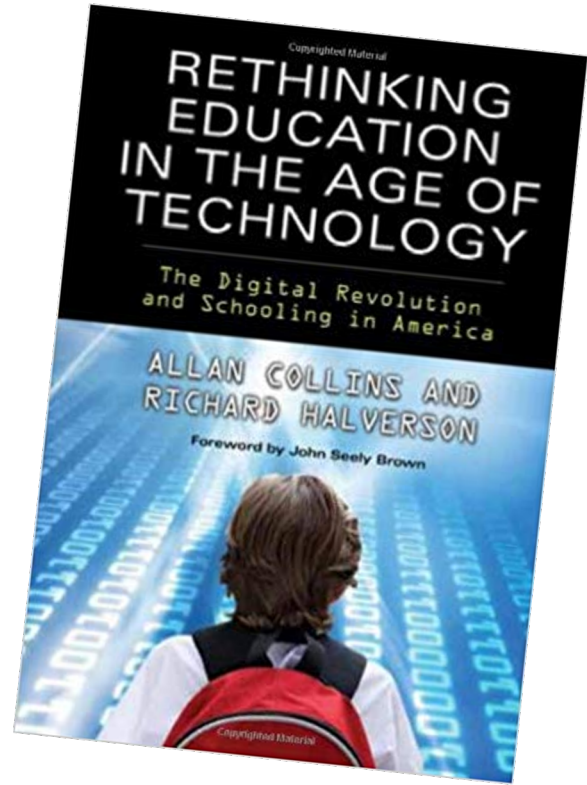
School of Education

Educational Leadership & Policy Analysis

Learning Frameworks,
Nobel Prizes,
and
World Peace

*There has to be a
better way...*

*...and I'm not
crazy.*





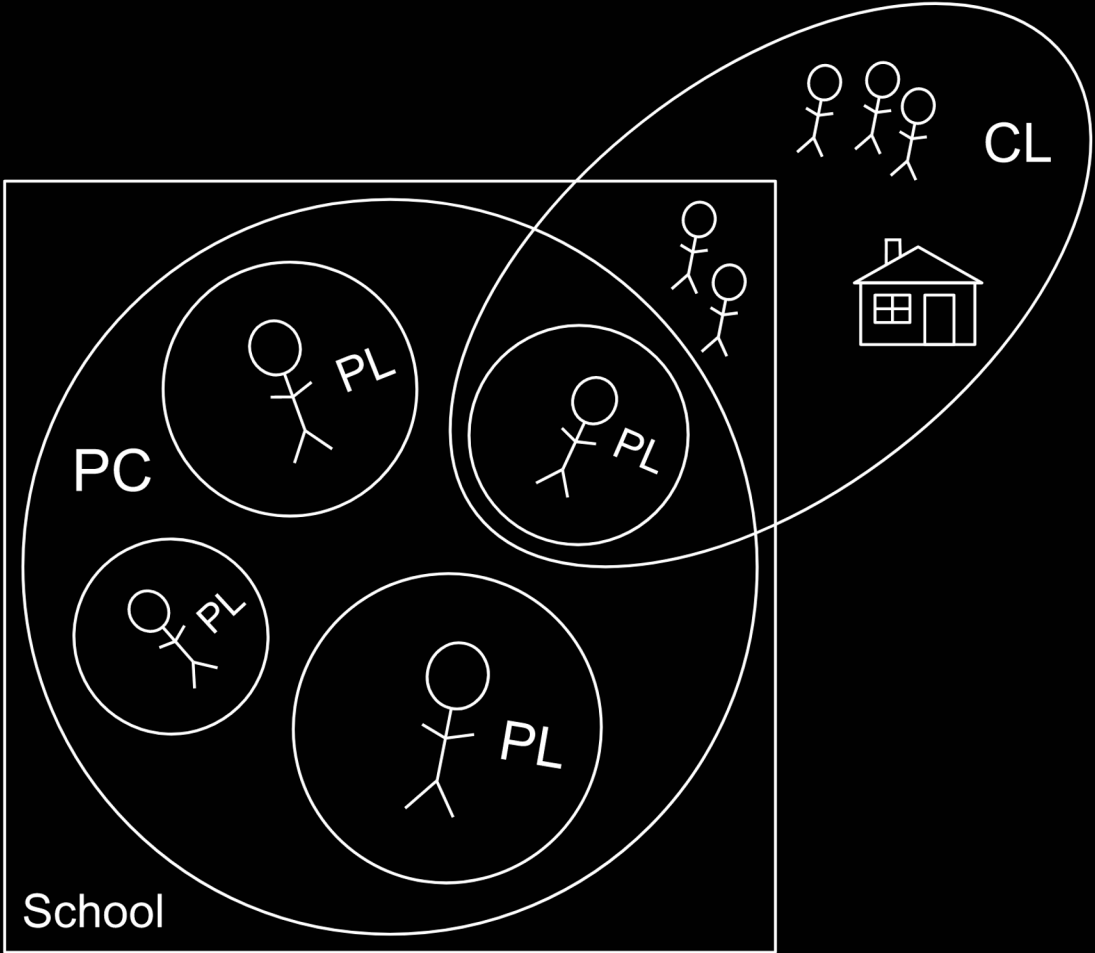
How might we design a New Classroom that

1. Empowers learners and develops a capable citizenry?
2. Fulfills teachers and applies their expertise appropriately?

*What would be the
new Discourse of
this New
Classroom?*

What would be the
new literacy required
to participate in this
new Discourse?

The new Discourse and new literacy will function around “new technical stuff” and “new ethos stuff” found in the frameworks of Personalized Learning, Participatory Culture, and Connected Learning.

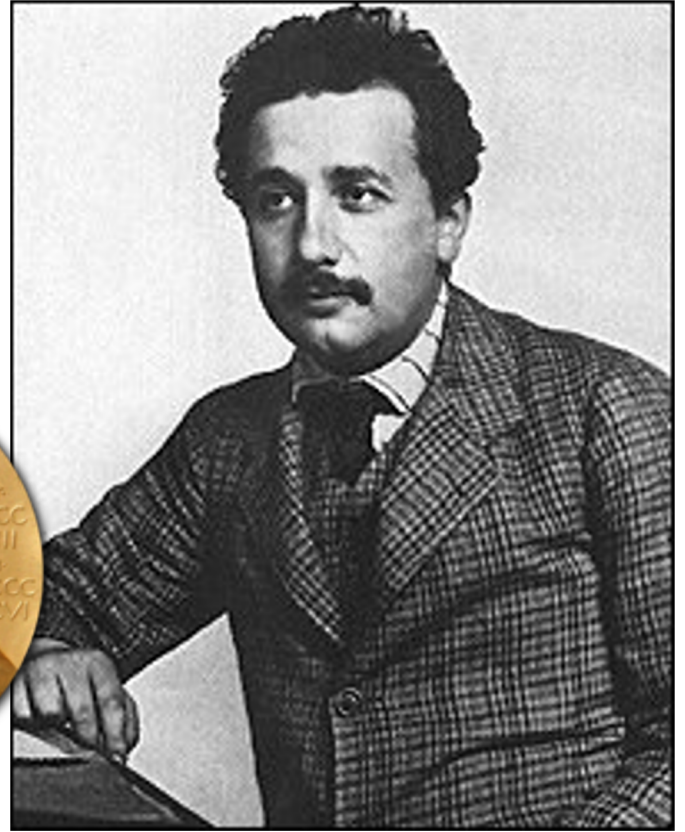


In 1905, Albert Einstein explained to the world that light can behave like both a **particle** and a **wave** and offered a mathematical model to explain this.

*Similarly, should we describe learning as both **personalized** and **participatory**?*



Wikipedia.org



Albert Einstein as a clerk in Bern, Switzerland, 1905.
Harvard University Press, npr.org

Claim: Applying only one of these frameworks to school redesign will fail to address the individual *and* participatory skills students will need in the future.

CHAPTER ONE

Sampling "the New" in New Literacies

COLIN LANKSHEAR AND MICHÈLE KNIBBEL

Sampling

This book "samples" work in the broad area of new literacies research on two levels. First, it samples some typical examples of new literacies. These are video gaming, fan fiction writing, weblogging, using websites to participate in affinity practices and social practices involving mobile computing. The question of what it is about these practices that makes us think of them as "new" and as "literacies" will occupy much of this introductory chapter.

Second, it samples from among the wide range of approaches potentially available for researching and analyzing new literacies. The studies assembled in this collection are all examples of what is referred to as research undertaken from a sociocultural perspective on literacy. New literacies can be studied from a range of research and theoretical orientations (cf. Lee et al. forthcoming). For reasons that will become apparent from our account of "new literacies," however, a sociocultural perspective is especially appropriate and valuable for researching new literacies.

A Sociocultural Approach to Literacies

Understanding literacies from a sociocultural perspective means that reading and writing can only be understood in the context of social, cultural, political, economic, historical practices to which they are integral, of which they are a part. This view lies at the heart of what Gee (1996) calls the "new" literacy studies, or socioliteracy.

Personalization in Practice: Observations from the Field

WCER Working Paper No. 2015-8
December 2015

Rich Halverson, Al Barnicle, Sarah Hackett, Tanushree Rawat, Julia Rutledge, Julie Kallio, Curt Mould, and Janice Mertes
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Halverson, R., Barnicle, A., Hackett, S., Rawat, T., Rutledge, J., Kallio, J., Mould, C., & Mertes, J. (2015). *Personalization in Practice: Observations from the Field* (WCER Working Paper 2015-8). Retrieved from University of Wisconsin-Madison, Wisconsin Center for Education Research website: <http://www.wcer.wisc.edu/publications/workingPapers/papers.php>

Building the Field of Digital Media and Learning



An occasional paper on digital media and learning

Confronting the Challenges of Participatory Culture: Media Education for the 21st Century

Henry Jenkins, Director of the Comparative Media Studies Program at the Massachusetts Institute of Technology
with
Ravi Purushothama
Katherine Clinton
Margaret Weigel
Alice J. Robison

MACARTHUR
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CONNECTED LEARNING

an agenda for
RESEARCH AND
DESIGN
A research synthesis
report of the
Connected Learning
Research Network

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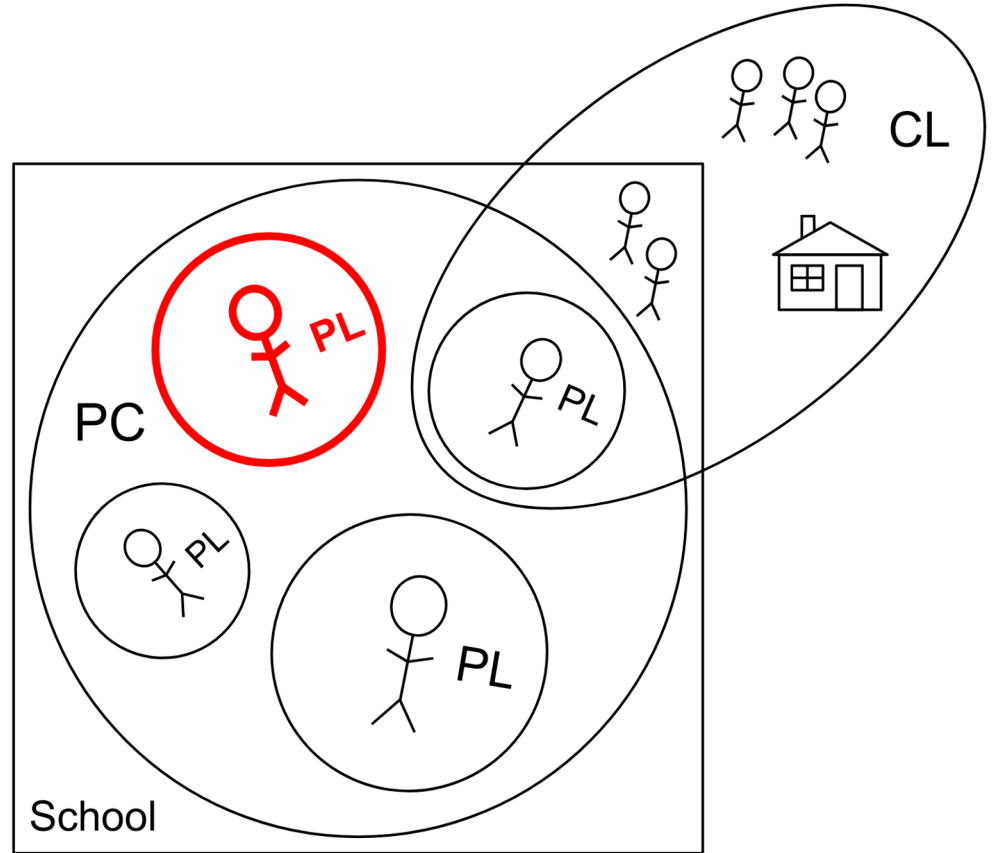
Table 1

Description and Frequency of Most Recurrent Codes

<u>Code</u>	<u>Frequency</u>	<u>Description</u>
New ethos stuff	54	Ideas or practices that are “more ‘participatory,’ ‘collaborative,’ and ‘distributed’” in nature than conventional thought or practice (Lankshear & Knobel, 2006, p. 9).
Learner interest	47	Practices or ideas that indicate that a learner's interests are acknowledged and leveraged.
New technical stuff	39	Use of technology (broadly defined) to create a new practice.
Traditional model antiquated	33	An indication that our current schooling model has not adapted to the needs of today's learners.
New classroom skills	28	Skills that might be required in the New Classroom.
New ethos stuff - real example	25	Actual examples of participatory, collaborative, or distributed practices.
Goal of Connected Learning	21	Desired outcomes of the Connected Learning research community.
Learning environment	20	Pertaining to the space (digital or corporeal) in which learning occurs.
Modding	20	Remixing another's work to create something new. Likely synonymous with "Appropriation."
Culture of agency	17	An intentional cultural design in which students have opportunities (with educators) to "collaboratively control the time, pace, space, place, content and goals of their learning" (Halverson et al., 2015, p. 3).
Affiliations	15	"Memberships, formal and informal, in online communities centered around various forms of media" (Jenkins, et al., 2009, p. 3).
Collaborative Problem Solving	14	"Working together in teams, formal and informal, to complete tasks and develop new knowledge" (Jenkins, et al., 2009, p. 3)
Equity	14	Related to issues of social justice and equality.
Interest-driven vs. standards driven	14	Ideas or practices that highlight the gap between learning that is driven by one's interests and learning that is obligated by state learning standards.
Student ownership	14	Ideas or practices in which students take control of some or many aspects of their learning.
Needed research	13	Indications of research that has yet to be conducted but that would be useful for furthering our understanding of these topics.

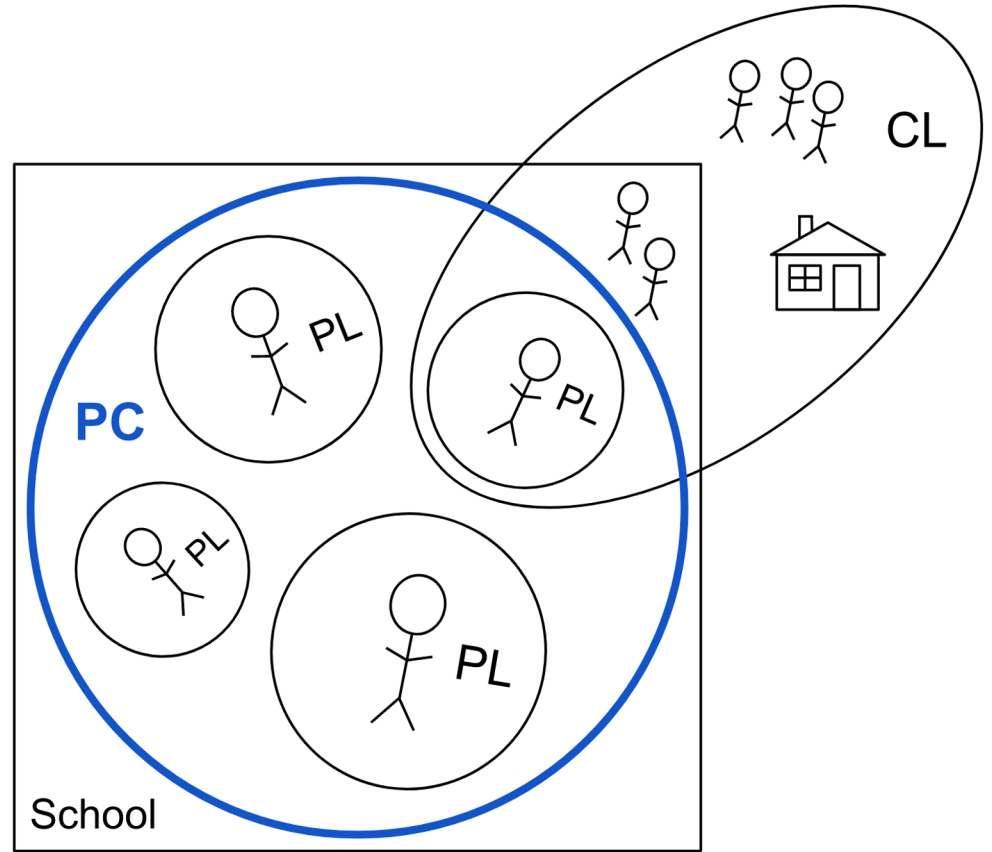
Personalized Learning (PL) contains lots of new ethos stuff, new technical stuff, and real examples.

PL focuses on collaboration **between learner and teacher.**



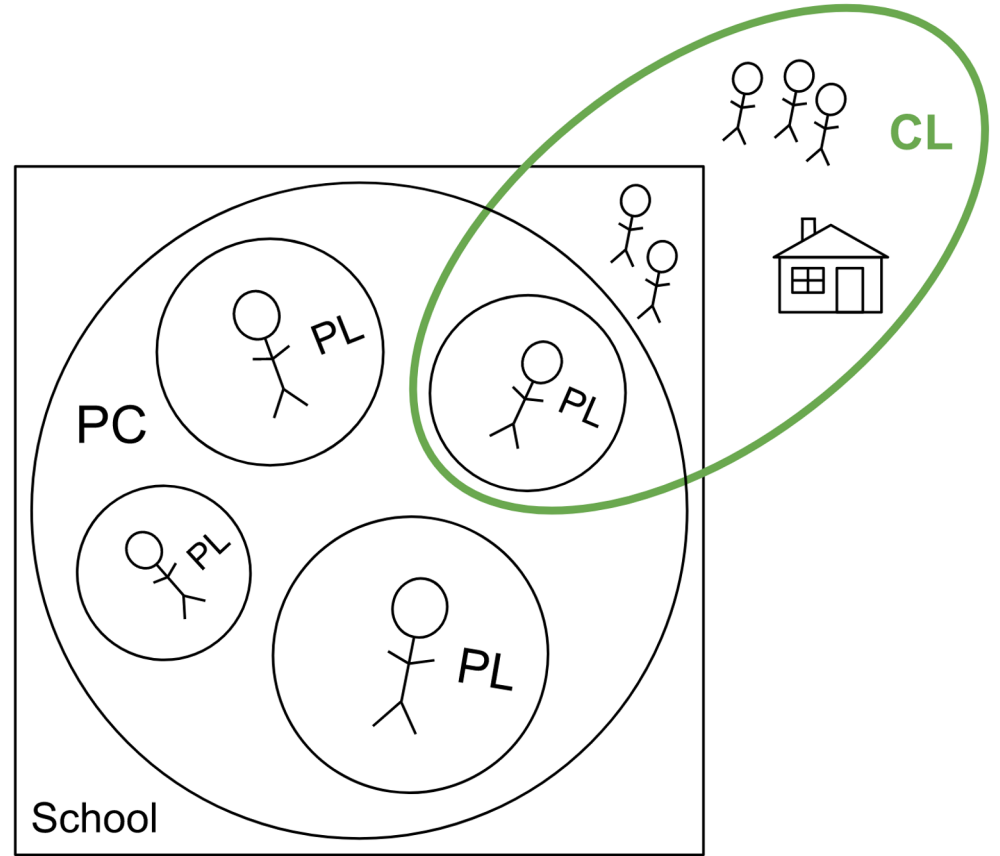
Participatory Culture (PC)
has lots of new ethos stuff,
new technical stuff, and real
examples.

PC focuses on collaboration
between learners.



Connected Learning (CL) contains lots of new ethos stuff, new technical stuff, and real examples.

CL focuses on collaboration **across contexts** of peers, personal interests, and academic life.



What does this mean?

For the school context, we need to simultaneously implement **PL** and PC.

<p>Competency-Based Progression</p> <p>Each student's progress toward clearly-defined goals is continually assessed. A student advances and earns credit as soon as he/she demonstrates mastery.</p>	<p>Flexible Learning Environments</p> <p>Student needs drive the design of the learning environment. All operational elements—staffing plans, space utilization and time allocation—respond and adapt to support students in achieving their goals.</p>	<p>Personal Learning Paths</p> <p>All students are held to clear, high expectations, but each student follows a customized path that responds and adapts based on his/her individual learning progress, motivations, and goals.</p>	<p>Learner Profiles</p> <p>Each student has an up-to-date record of his/her individual strengths, needs, motivations, and goals.</p>
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What does this mean?

For the school context, we need to simultaneously implement PL and **PC**.

Affiliations

Expressions

Collaborative Problem-solving

Circulations

Play Performance

Simulation

Appropriation

Multitasking

Distributed Cognition

Collective Intelligence

Judgment

Transmedia Navigation

Networking

Negotiation

While providing students with personalized supports including mentoring and personalized learning paths built upon learner profiles, we also need to provide students with opportunities to participate in developing collective intelligence and engage in collaborative problem solving.



R. V. LARSON

County Superintendent, Cache Co., Utah

"The time is not far distant when the boys and girls will spend **one half-day in the schoolroom** getting mental discipline and acquiring facts and theories, and the **other half-day will be spent in the practical application of these principles**, in shops and laboratories and on the farm." (1913)

New Idea - Remixing in the Classroom

Why do we make students start from scratch?

What if they were allowed to remix each others' work?

Remixing is an authentic practice in almost every professional context (academia, engineering, cooking, media production, etc.).



New Idea - Remixing in the Classroom

In schools, we are failing to develop a collective intelligence that might contribute to solving the world's problems.



Learning Frameworks,
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