Goal: To introduce principles of media ecology and connected learning

Guiding question: What is learning and identity in the digital age?

Introductions (10-15 minutes)
Brief overview of the goals of the workshop series
Identifying participants' individual goals

Activity 1: Understanding the changing media environment

Participants will be placed in small groups and will work as teams on a playful improv-like activity focused on creating a social group whose means of communication changes over time.

Round 1. (10-15 minutes)

In this round the means of communication is exclusively oral. Each group will answer a series of questions about the scope and understanding possible within such a society.

How big are you?
How are you organized?
What do you talk about?
How does learning happen?
What must be learned and understood?
What is your sense of identity?

Share out (10-15 minutes). Each group describes themselves and their responses to the questions.

What similarities came out in the groups? What differed in descriptions?

Round 2. (10-15 minutes) Regroup in same groups.
“Written communication/ literacy is now part of your group.”

How big are you?

How are you organized?

What do you talk about?

How does learning happen?

What must be learned and understood?

What is your sense of identity?

Round 3. (10-15 minutes)

Facilitators introduce that writing leads eventually to print, then to electronic communication, then fast forward to contemporary digital media.

“Digital media is now part of your group.”

How big are you?

How are you organized?

What do you talk about?

How does learning happen?

What must be learned and understood?

What is your sense of identity?

Share out (10-15 minutes)

This initial activity will lead to discussion about media/communication environments and changes over time, as they relate to understanding in the world and most especially to learning and identity. The culminating point will be a broad discussion of learning in our present digitally-saturated world.

Facilitators will identify and chart elements of learning in a digital world that emerge from the discussion.

Emphasis will be placed on how principles of connected learning relate to our current digitally-mediated environment.
Activity 2. Powerful learning: Understanding ourselves as learners.

(10-15 minutes) Participants will be asked to recall a powerful learning experience (no restrictions on age or context) and jot down their responses to these questions:

What made it meaningful to you?

What kinds of communication were used?

(10-15) Share experiences.

Facilitators will chart elements of powerful learning that emerge from discussion.

Activity 3. Connected learning. Relating ourselves as learners, our students’ learning and principles of connected learning.

(15 minutes)

Examination of two charts and identification of common elements.

Principles of connected learning will be introduced (chart).

Participants will be helped to draw connections between elements of their own learning and identity, what their youth participants are likely to experience in a digital environment, and principles of connected learning.

Summary and next steps. (15 minutes)

The final discussion will introduce the way in which participants will continue discussing and sharing via the online component of the workshop. It will also provide a segue to face-to-face workshop number two which will focus on understanding youth participants.
Workshop Two
Agenda

Friday, November 1, 2013 from 1:00 to 3:00
Bank Street College of Education
610 West 112th Street, Rm 711 [map]

Goal
To generate an understanding of youth participants
To build a framework for learner-centered pedagogy and program design

Guiding Question: Who are the youth who are coming to my program? What are their interests and needs?

Introduction to workshop activity
Moving from ourselves as learners to our participants as learners
Building a developmental framework for program design

Small group data analysis
In groups of four, workshop participants will analyze their interview data using the themes template provided.

One laptop for each group

Sharing analyses
Each group walks through its analysis

Full group discussion
What surprised you?
What confirmed any ideas, thoughts, hunches you have?
Were the powerful learning experiences described by youth participants similar to or different from those you identified for yourselves at the first workshop? In what ways?

What are the implications for program design?

Follow-up
Communicating in the online community
Goal: To help participants use principles of connected learning for program design

Guiding Question: In what ways can design principles of connected learning and progressive pedagogy inform and enhance my programming?

Review: Where we’ve been

Workshop 1
What is learning and identity in the digital age?
Who are we as learners?

Workshop 2
Who are the youth who are coming to our programs?
What are their interests and needs?
Analyzing how youth interests and needs align with principles of connected learning (social organization of learning – peers and adults, interest powered, academically oriented)

What stands out for you from these workshops?
Was there a take-away that you have thought about or worked on?

Workshop 3
How can we design programs to meet the needs of our participants?
In what ways do our programs enact design principles of connected learning?

Example of an early HIVE/New Youth City activity.
Collect, construct, change (C3). Collaboration between Bank Street College, New York Hall of Science and City Lore

Program design
Powerpoint: As you watch, what program elements do you notice that provide participants with opportunities for connected learning: Learning that is peer and adult supported, interest-powered, and academically oriented - connected to civic engagement and career opportunity?
Discussion:
Generating a set of program elements from the C3 project
Translating program elements into connected learning design principles

Participants’ programs. How can we design programs to support connected learning?
Using CL design principles, work in small groups to:

1. Identify and describe your program.
2. Discuss what CL principles underlie the program. (any principles to add?)
3. Generate ideas for how to incorporate more of the principles. Might this improve the program? If so, in what ways? If not, why not?

Sharing out.
1. What design principles are currently in use across the programs?
2. Is there a design principle that is dominant?
3. Is there a design principle whose enactment is not as visible?
4. In what ways does implementation of these design principles enhance your understanding of your programs? Are there any ways in which they could detract from the program?

Next month: March 14 1:00 – 3:00
Assessing your programs: How can I know whether I am achieving my desired outcomes?
Workshop Four
Agenda

Friday, March 14 from 1:00 to 3:00
Bank Street College of Education
610 West 112th Street, Rm 711 [map]

Goals: To help participants assess their programs using principles of connected learning
To prepare participants for April 24 HIVE meet-up

Guiding Question: How can I assess the programs I am designing/offering to optimize connected learning elements?
How will I know to what degree my programs are meeting my desired goals (outcome measures) for youth participants?

Thinking about assessment:
  Using assessment to guide program design and re-design
  Questions, desired outcomes, sources of data, analysis plan

Walking through the C3 assessment plan
  Formative assessment
  Desired outcomes for participants
  Data and analysis

Individual work
  Developing an assessment plan
  Program design and participant outcomes
  Identify what is in place and what represents a plan of action

Sharing together and planning to share at the April 24 HIVE meet-up