

# DIGITAL MEDIA AND LEARNING CONFERENCE

## DIVERSIFYING PARTICIPATION SESSION ABSTRACTS

**FRIDAY, FEBRUARY 19, 2010**

### **SESSION I – 8:00AM**

#### **Symposium on Virtual Worlds at the Intersection of Race, Class and Possibility**

Chair: Mark Marino (University of Southern California)

Participants: Beth Coleman (MIT), Fox Harrell (Georgia Tech University), Sneha Veeragoudar Harrell (University of California, Berkeley), Dave Parry (University of Texas, Dallas), Lisa Nakamura (University of Illinois, Urbana-Champaign)

This symposium explores the challenges of diversifying the digital utopias of virtual worlds, spaces resplendent with transformative potential but always at risk of reproducing contemporary structural inequities tied to race/ethnicity, gender, and SES. Virtual Worlds, in games and social spaces, are unique online forums because they require visual representations of selves for entry, customizable bodies that seemingly should not matter. In this symposium we will approach virtual worlds from three overlapping perspectives: the reproduction of stigmatizing norms in the virtual space, the imbrication of labor and play in the midst of globalization, and the possibility for transformation through increased literacies in the digital tools of creation. We explore the technology of race and the persistence of class and the manner in which both are operationalized in such spaces as Second Life and World of Warcraft. The symposium brings together critics performing critical readings of these spaces with educators who have attempted critical interventions by bringing literacy out to formerly excluded groups as in Sneha Harrell's Fractal Village. It will begin with short presentations from the members, describing their particular work, followed by an extensive round-table discussion moderated by panel chair Mark Marino.

#### **Breaking Boundaries with Virtual Worlds in a Science Classroom and a Teen Jail: Two Case Studies**

Chairs: Cathy Arreguin (San Diego State University) and Amira Fouad (Global Kids, Inc.)

Participants: Kelly Czarnecki (Global Kids, Inc.), Amira Fouad (Global Kids, Inc.), Barry Joseph (Global Kids, Inc.), Elizabeth Wellman (Global Kids, Inc.), Cathy Arreguin (San Diego State University)

In 2008-2009, Global Kids delivered two programs using virtual worlds reaching two diverse underserved youth populations: a ninth grade science class in Brooklyn and incarcerated youth in North Carolina. Whether learning about global ecology or developing a project for creating a better community, both programs broke down walls separating youth from their community, the world, and, at times, each other. This

roundtable discussion will explore the opportunities and challenges across access and participation when working with incarcerated and urban youth. We will investigate how school-based and institutional educational programs using new media can afford underserved youth populations new opportunities to leverage their learning from other spheres and past experiences. In addition, we will spend some time looking at the most recent program with incarcerated youth, sharing the early findings from the new Edge Project, exploring where institutions bring cutting-edge digital media into their programs and are challenged to work on the edge of their comfort level. The roundtable is interested in not only the challenges and obstacles which inhibit engagement for marginalized youth populations, but also new opportunities for media tools to play a role in restoring a sense of agency and empowerment for traditionally underserved youth.

### **EduMod**

Chair: Douglas White (University of California, Irvine)

Participants: Douglas White (University of California, Irvine), Yong Ming Kow (University of California, Irvine)

Discussants: Stephen Franklin (University of California, Irvine), Lamar Hill (University of California, Irvine), Amanda McDonald (University of California, Irvine)

Modding is participatory modification of software. Millions of youth participate internationally modding the gaming world while learning programming. EduMod is the use of modding in education. This full session combines (1) a bit of slow motion pecha kucha (20 slides in 2 minutes), (2) a demo of EduMod at work in a UCI classroom where the focus of a culturally diverse group of students is on the study of cultural diversity in world societies (3) reports by a UCI student participant (possibly 2) in the first of these experiments (4) a report by a UCI ICS graduate student on Modding as a cultural process in the gaming industry (5) reactions by a UCI NACS staff person on open access education with modding in EduMod (6) overview by an early faculty participant in the funding of the cultural diversity database used in the EduMod experiment. Formats include pecha-kucha 20 minute presentations, powerpoints, EduMod wiki presentations, commentaries, round table discussions, audience question and answer, overview and summary by the organizer.

### **Orality, Pedagogy, and New Media: How Children Develop Self-Awareness and Collective Consciousness**

Chair: Antero Garcia (University of California, Los Angeles)

Participants: Antero Garcia (University of California, Los Angeles), Greg Niemeyer (University of California, Berkeley), Davida Herzl (Aclima), Dehanza Rogers (Cal State Northridge), Scott Ruston (Arizona State University, Hugh Downs School of Human Communication)

An analysis of the convergence of orality, pedagogy, and new media, this session looks at how new technologies are still rooted in oral culture and the implications of this distinction on pedagogy. Presenters will discuss and provide interactive opportunities around ways these themes tie into game play, literacy development, data aggregation, and DIY filmmaking. Alternate reality environmental game, the Black Cloud, will anchor part of this presentation and allow real-time prediction and aggregation opportunities for

participants. Similarly, session participants will engage in cell-phone literacy demonstrations, help author a FlipCam documentary, and engage in traditional dialogue. Further, presenters will examine the role of radical transparency and collective eco-intelligence as they disrupt existing measuring systems. As social media proliferates and cell phones continue to overcome barriers within classrooms and informal learning environments, the role of orality within education continues to be disregarded. Reexamining new media's emphasis of an oral culture through text messages, status updates, and twitter feeds, this interactive symposium provides analysis of orality as it plays out in gaming, cell phone applications in a high school context, data aggregation, and the role of documentary filmmaking. Looking into the connections between John Dewey and Walter Ong, this symposium and its interactive dialogue help guide practitioners and researchers towards expanded media and pedagogical opportunities through orality.

### **Situating Interests: A Critical Look at Four Case Studies in Digital Media and Learning**

Chair: Lori Takeuchi (Joan Ganz Cooney Center at Sesame Workshop)

Moderator: Ingrid Erikson (Social Science Research Council)

Participants: Christo Sims (University of California, Berkeley), Robert Torres (New York University/Quest to Learn), Lori Takeuchi (Joan Ganz Cooney Center at Sesame Workshop), Becky Herr-Stephenson (University of California, Irvine)

The digital media and learning community has always taken a strong interest in understanding and promoting interest-driven youth practices and the design of mediated environments that foster extended engagement. Less often, however, have we taken a critical stance to interrogate which interests and types of engagement we implicitly favor. To address this gap in our thinking, we propose a 2-hour workshop that investigates some of the assumed values of our emergent field, particularly as they relate to class, race, gender, and other markers of social difference. The workshop will be structured around four empirical presentations. We will spend 20 minutes on each, focusing on a single piece of data from the field (e.g., a video clip, story from the field, memo, pages from a transcript) as a means of eliciting conversation around these issues. The session will conclude with a final discussion to draw key points together. Christo Sims (UC Berkeley), Lori Takeuchi (Sesame Workshop), Robert Torres (Quest to Learn), and Becky Herr-Stephenson (UC Irvine) will share data, and Ingrid Erickson (SSRC) will moderate. A key outcome of the workshop is to identify a community of researchers with interests in critical approaches and to motivate future research in this area.

### **Exploring Communities and Tools that Support Teen Media Literacy and Participation**

Chair: Marty Lane (Kent State University)

Participants: Marty Lane (Kent State University), Gretchen Rinnert (Kent State University), Ryan Rish (Ohio State University)

This panel will showcase communities and tools that support media literacy, participation, collaboration and authorship. Ideas, demonstrations and speculative concepts are based on empirical research and research studies. "Teen Independent Learning Online: Visual Literacy Tools for Assessing Credibility" explores how teens understand the visual language that they may encounter online. The goal of the

speculative online tool is to explore the question: How can the design of online interfaces encourage students to analyze, interpret and judge the credibility of visual language? "Educational Participatory Communities: Interactive Video Tools that Inspire Active Learning" explores opportunities for communities, interfaces and interactions within an educational environment. This online community was designed to explore the question: How can the design of an interactive video system enable learning-resistant, female students to collaborate with their peers through active learning and participation? "Building Fantasy Worlds: Adolescents' Collaborative Composition Mediated by Digital Tools" presents a nexus analysis of three adolescents working on the Building Worlds Project, in which they compose fantasy geographies, characters, creatures, narratives, histories, and multimodal designs. This ethnographic study maps the trajectories of participants and places, mediational means and discourses which constitute collaborative composing events.

## **SESSION II – 9:45AM**

### **The Worked Example: Invitational Scholarship in Service of an Emerging Field**

Chair: Sasha Barab (Indiana University), Jim Gee (Arizona State University) and Valerie Shute (Florida State University)

Participants: Sasha Barab (Indiana University), James Gee (Arizona State University) Melissa Gresalfi (Indiana University), Daniel Hickey (Indiana University), Robert Torres (Quest to Learn), Barbara Davis (Florida State University), Valerie Shute (Florida State University)

Discussants: Henry Jenkins (University of Southern California), Howard Gardner (Harvard University)

In this presentation, Barab, Dodge, and Gee will begin with a theoretical articulation of the worked example as a form of invitational scholarship that provides new media scholars, in particular, an important outlet for their work. A worked example leverages purposively-selected instances and multiple modes of discourse (e.g., videos, pictures, expositions, games, quotes, etc.) to establish an invitation, in response to which readers can engage theoretical claims along with contextual particulars that reflexively illuminate a class of phenomenon. The presentation both serves as a contextual instantiation of a theoretical conjecture and, by scaffolding discussion among peers around the example, invites verification or refutation of the conjecture. It is in the working of the example that the design affords the likelihood of a particular resonance, illuminating the designer-intended conjectures, while simultaneously allowing for further discovery. And it is in this way that we regard worked examples as offering a scholarship not of exposition but of invitation. Beyond the theoretical articulation and the grounding of this discussion in actual examples, we will also invite our colleagues (Jenkins, Gardner, Gresalfi, Hickey) to comment on their experiences in publishing or participating in the discussion of a published worked example (see <http://ijlm.net/knowninganddoing/10.1162/ijlm.2009.0023>).

### **Global Education and Learning**

Chairs: Karen Hewitt (University of Illinois, Urbana-Champaign), Katherine Walraven (TakingITGlobal)

Participants: Karen Hewitt (University of Illinois, Urbana-Champaign), Katherine Walraven (TakingITGlobal), Ed Gragert (iEARN USA), Terry Godwaldt (Edmonton Public School Board)

How can digital media and e-learning contribute to global citizenship amongst youth? This session answers this question by exploring four organizations specializing in technology-driven global education: 1. TakingITGlobal (TIG), the world's largest and most popular online community for young leaders; 2. The International Education and Resource Network (iEARN), a global network of teachers and youth utilizing technology to facilitate project-based learning; 3. The Centre for Global Education (TCGE), an initiative of the Edmonton Public School Board (Alberta, Canada), which facilitates education programs for over 10,000 students each year from every corner of the planet; and 4. The Centre for Global Studies, a national resource centre at the University of Illinois that enables teachers and students to work with digital media providers, such as those listed above, which focus on international peer-to-peer learning, facilitate the exchange of information about global issues, and influence pedagogical approaches applied in the classroom. Organizations such as TIG, iEARN and TCGE enable teachers and students around the world to experience international collaboration and social networking on contemporary global problems. This session will provide demonstrations of the tools and resources available to educators and students and discuss how to facilitate access to these organizations.

**“Troubling” technology and teens: Exploring the relationships between young people’s technologies, learning spaces, and access to academic discourses**

Chair: Sarah Lohnes Watulak (Towson University)

Participants: Dana Wilber (Montclair State University), Lalitha Vasudevan (Teachers College, Columbia University), Sarah Lohnes Watulak (Towson University)

For many young people, technologies afford the possibility of new spaces of participation, the authoring of new selves, and access to new/different forms of social capital. For others, technology can pose a barrier to the uptake of dominant practices. Our 75-minute session includes three, 15-minute presentations, and 30 minutes of audience discussion. From qualitative perspectives, we explore the complex roles that technologies play in young people's access to dominant practices in various learning spaces. The first presentation illuminates how blogging and digital storytelling in a summer reading program introduced first-year developmental reading students to the academic literacy practices of the university, including the acquisition of identities as members of the academic community. The second presentation shares a case study of a middle school dropout who now, nine years later, has a GED and has been accepted to college. For this young man, twittering, Facebooking, and blogging anchor and scaffold his negotiation of and participation in new social spaces. In contrast, the third presentation posits technology as a barrier to full participation in the academic literacy practices of four-year institutions, particularly for three students (a freshman, and two community college transfers) who are peripheral participants in the community.

**"Designing participatory spaces for young people to create media and gain new media literacy skills**

Chair: Michael Dezuanni (Queensland University of Technology)

Participants: Michael Dezuanni, Andres Monroy-Hernandez (MIT), Kai Kuikkaniemi (Helsinki Institute for Information Technology)

This session will consist of discussion about three environments where young people create media and gain new media literacy skills. The first, will be outlined by Andrés Monroy-Hernandez (MIT) the designer of the Scratch Online Community, a website where kids have created and shared more than half a million games and animations. Andrés will focus on how young people use the Scratch online community to develop skills and knowledge by learning on their own and from each other. The second environment, outlined by Michael Dezuanni (Queensland University of Technology), is a class of teenaged students learning about video games via online and face-to-face interactions. Michael will discuss how this blended environment draws on the strengths of both formal and informal approaches to teaching and learning. The third space, outlined by Kai Kuikkaniemi (Helsinki Institute for Information Technology), is Habbo Hotel, a massive graphical virtual world for kids. Habbo is an environment used primarily for socialization and communication and we will outline some of the design decisions that have made it possible to handle large scale social interactions and the opportunities for learning. Our discussion will take into account frameworks for developing new media literacies such as Jenkins' participatory culture model and the "key concepts" approach established in the media education field.

### **Participatory Learning in School: Square Peg in Round Hole?**

Chair: James Bosco (Consortium of School Networking)

Participants: James Bosco (Consortium of School Networking), Milton Chen (Edutopia), Erin Reilly (University of Southern California), Margaret Weigel (Harvard University)

Participatory learning through new digital media and particularly Web 2.0 entails a major shift in the nature and conduct of schooling. In such a learning environment, students are active agents in shaping the content and process of their learning. Peer-to-peer learning and collaboration are critical aspects of how learning occurs. The tension between participatory learning and schooling is not a consequence of malevolence or incompetence of school personnel. Rather, the tension stems from incompatibility between the nature of participatory learning and the key aspects of institutionalized schooling such as a standardized curriculum, group instruction, and long standing and well accepted conceptions of the role of teacher and student. This session will examine current programs across the learning ecology (participatory learning in and out of school) that are not mainstream but demonstrate best practices for widespread adoption. The session will delve into the nature of the public-school problem by defining organization/structural points of disjuncture and by detailing research related to new media implementation in schools. It will consider if and how traditional schooling and participatory learning can be reconciled. The session will involve brief presentations to focus a moderated and hopefully lively - roundtable conversation on the topic.

### **Setting Critical and Creative Parameters for a Cross-Disciplinary/Platform Research Agenda**

Chair: Vicki Callahan (University of Southern California)

Discussant: Virginia Kuhn (University of Southern California)

Participants: DJ Johnson (University of Southern California), Matt Williams (University of Southern California), Craig Dietrich (University of Southern California), Vicki Callahan (University of Southern California)

Maintaining academic rigor with clear standards for students presents unique challenges given the diversity and mutability of formats in digital scholarship. How do faculty define research that works across creative and critical boundaries and writes across disparate and dissimilar material? How do faculty have students evaluate sources when information to students appears equally valid or interchangeable regardless of format? How do faculty evaluate students' projects when they employ different media forms and critical strategies to make points? How much should aesthetics and technique play a role in evaluation? If students take on new ways of writing do we, as teachers, have the critical tools necessary to respond to the new language? The challenge of diversity for faculty is both institutional, that is, to bring efforts at praxis-centered and hybrid works out of the margins of academe as well as pedagogical, or rather, to ensure and demonstrate rigor in the uneven artifacts that are produced in multimedia student projects. This panel addresses these issues by examining case studies from USC's Institute of Multimedia Literacy and maps out parameters utilized in project evaluation. We present work from four different contexts: Digital Storytelling; Internet Multimedia; Remix Praxis; and Web-based Documentary.

## **SESSION III – 11:30AM**

### **In and Out of the Box: Elementary Rural, Urban and Minority Children's Engagement with Digital Media for Learning about the World**

Chair: Renee Hobbs (Temple University)

Participants: Lori Takeuchi (Joan Ganz Cooney Center at Sesame Workshop), Joy Pierce (University of Utah), Henry Cohn-Geltner (Temple University), John Landis (Temple University), Jeff Share (UCLA), Renee Hobbs (Temple University)

This panel brings together scholars and practitioners to discuss the opportunities and challenges associated with young children's engagement with different forms of media and digital tools for learning about the world. Panel members work with low-SES, rural and urban minority children. The digital media behaviors of 8-year old minority girls are first showcased to understand how the values of family members affect the daily practice of digital media use. Case study research conducted in an elementary school reveals tensions between teachers and the students' use of digital media, and missed opportunities for children who lack social capital in a mainstream network society. When children explore the peoples and cultures of the Middle East through activities that involve critical analysis of Arab stereotypes, video production activities and online cultural exchange with students in Kuwait, children experience emotional engagement with the other in ways that may challenge educators' ideas about appropriate topics in the classroom. And when children explore the topic of news and journalism, they discover how politics, crime, the representation of gender, race and social class are daily constructed through news and current events, creating an opportunity to consider the complex relationship between information, knowledge and power.

### **Data Visualization for K-12 Learning**

Chair: David Birchfield (Arizona State University)

Discussants: Allan Jeong (Florida State University), Mina Johnson (Arizona State University), Barry Joseph (Global Kids, Inc.), David Tinapple (Arizona State University), Katie Salen (Institute of Play), James Gee (Arizona State University)

For this roundtable forum, we have assembled researchers and practitioners with expertise in schools, informal learning environments, data visualization research, tool building, and the implementation of digital learning environments. This breadth of expertise spans many of the focus areas necessary to advance the field of Data Visualization for K-12 including data collection, storage formats, visualization techniques, and dissemination methods. Using a worked examples framework, each discussant will present their recent work regarding Data Visualization for K-12 learning. They will focus on both the tools and processes that were used to create a given visualization artifact. The format will be akin to a studio critique session where participants are invited to comment on presented work from multiple perspectives including stakeholder views (e.g., students, teachers, researchers, school leaders), technologies, tools, and aesthetics. The goal of the roundtable is to draw out overlapping areas that participants can leverage moving forward, and to identify areas of pressing need where the broader community can focus efforts around the creation of new tools and approaches. The session will conclude with a discussion of next steps for Data Visualization and K-12 communities to take. This session builds from a recent convening around the same topic with the hope of opening this ongoing discussion to a much broader audience.

### **Storytellers, Storymakers and Learning by ARG**

Chair: Stephen Petrina (University of British Columbia)

Discussants: Mela Kocher (University of California, San Diego), Ken Eklund (World Without Oil), PJ Rusnak (University of British Columbia)

Alternate reality games (ARGs) are cross-media experiences, often massively collaborative, that use the real world as their gaming platform. As they grow in popularity, we must critically consider and question the educational roles that ARGs can and should play. Participate in a dialogue that explores the pedagogical affordances and constraints of ARGs with Stephen Petrina (UBC), Mela Kocher (UCSD), Ken Eklund (World Without Oil; Ruby's Bequest), and PJ Rusnak (UBC). How do ARGs stimulate the barrier-breaking formation of social groups and peer-to-peer communities focused on real-world questions? How might diversity and inclusivity flourish in an open storymaking ARG compared to the more common storytelling ARG? What learning methods are invoked during what-if play and open narrative, especially amongst youth and non-gamers? STORYTELLERS, STORYMAKERS will present controversial aspects and differing viewpoints from the findings of empirically studied ARG projects, as well as informed discussion about emerging technological and research trends from various theoretical perspectives. To stimulate lively and provocative discussion with participants, we will commence this session with a mini-ARG challenge! We intend for this event to be a thought-provoking, energizing, and playful experience in participatory learning.

### **Youth Media: Investigating a Means of Participation and Diversification**

Chair: Lisa Tripp (Florida State University)

Participants: Lisa Tripp (Florida State University), JoEllen FisherKeller (New York University), Sophia Mansori (Education Development Center, Inc), Ethan van Thillo (Media Arts Center San Diego), Kathleen Tyner (University of Texas)

Youth Media programs have played an important role in diversifying and broadening opportunities for young peoples' participation in new media cultures. Both in the US and abroad, they have provided diverse communities of young people with opportunities for creating and circulating media, and they have been particularly successful at reaching out to and supporting the media production efforts of low income youth and youth of color. At the same time, they have striven to promote a range of other social and learning goals, such as youth development, media literacy, and social activism. This roundtable discussion will explore current research and issues in the field of Youth Media that relate to the theme of the conference: diversifying participation. The five session participants include both researchers and practitioners of Youth Media. Contributors to the session will briefly present their research and observations on Youth Media drawing on their own experiences. This will include insights from a book on international perspectives on Youth Media that some of the session participants are working on. The panel will then engage in a discussion with the audience about avenues for further research, advocacy, and practices that can both challenge and help build the field.

### **Youth, New Media and Public Participation in International Contexts**

Chair: HyeRyoung Ok (University of California, Irvine)

Discussant: Eric Baumer (University of California, Irvine)

Participants: Cara Wallis (Texas A&M University), Rose Yee Hing Liang (National Institute of Education), Katherine Walraven (TakingITGlobal), Merlyna Lim (Arizona State University), HyeRyoung Ok (University of California, Irvine)

We observe that young people around the world, in growing numbers, are exploring and developing interests through new media, forming communities around those interests, and participating in activities of public significance. Specially, many of most dramatic and significant instances where new media play critical roles occur in international contexts, particularly around political activism and engagement. Yet those interests and practices are not always related to official politics and the motivations and orientations of their activities are no longer contained in the institutionalized political sphere. This session aims to provide a valuable opportunity to share the knowledge on the current stake of youth public participation in international contexts and further to cross-examine emerging patterns and specific mechanisms/operations that young people employ new media in engaging with social issues. Eventually, this session will address how this participation relates to the development of youth capacities for engaging in issues of collective social and public interest.

### **Rules of engagement in participatory cultures: negotiating feedback, audiences and critique in online communities**

Chair: Dan Perkel (University of California, Berkeley)

Participants: Dan Perkel (University of California, Berkeley), Lyndsay Grant (Futurelab), Becky Herr-Stephenson (University of California, Irvine), Kurt Luther (Georgia Institute of Technology)

Peer-to-peer feedback has been held up as a powerful incentive and benefit of participating in online communities focused on user-generated content. This session attempts to unpack “feedback” by examining different forms of it in particular media production practices. We present and discuss how participants negotiate, define, and contest the rules of various types of feedback in socio-technical environments as they position their work for audiences or, in some cases, have their work positioned by audiences. The four cases address diverse, yet overlapping issues and contexts: (1) how participants wrestle with what counts as quality feedback and critique in a global, online art community; (2) the perceptions of the purpose and role of feedback from a range of different audiences in overlapping online and offline contexts in the U.K; (3) the temporal dimensions of feedback in an annual online writing event/contest; and (4) the ways in which leadership structures shape feedback in the collaborative, technology-mediated production of animation. Following these four arguments, we hope to generate further discussion by soliciting our own kind of feedback as we invite attendees to share short examples from their research or experience.

## **SESSION IV – 11:30AM**

### **Reaching Diverse Student Populations in Embedded Ubiquitous Educational Environments**

Chair: Meg Cramer (University of California, Irvine)

Participants: Tom Moher (University of Illinois, Chicago), Roy Pea (Stanford University), Walt Scacchi (University of California, Irvine), Kelly Wilson (High Tech High Graduate School of Education)

Moderator: Gillian Hayes (University of California, Irvine)

The physical built environment in educational settings has profound implications for learning. Yet, many technologies for learning are simply re-appropriated computers built for business or home use. This use of technology has seen minimal improvement for students, particularly for socially disadvantaged children for whom technology reform promised to level the playing field. In this panel, we will explore alternative embedded and ubiquitous computational environments in classrooms, schools and museums, taking seriously the impact of the physical instantiation of computation on the learning experience. These novel environments allow students to be immersed in dynamic learning experiences through tight integration of technology with physical space. Panelists will explore key elements to creating and sustaining these learning environments and discuss how examining diverse cultures, pedagogies, and student populations impact the design and deployment of computational technologies in these environments. The panelists will discuss how their projects individually cater to the needs of the urban, multilingual public school student body and communities of Chicago, Orange County, San Diego, and the Bay Area.

### **Fair Use: Perspectives on Copyright and Fair Use for Digital Learning**

Chairs: Jason Schultz (University of California, Berkeley)

Participants: Patricia Aufderheide (American University), Jason Schultz (University of California, Berkeley), Renee Hobbs (Temple University), Steve Anderson (University of Southern California)

This participatory session will examine some of the ways educators come to develop an understanding of copyright and fair use by presenting a series of real-world worked examples related to the fair use reasoning process. Session participants will have the opportunity to collectively move through the process of making a fair use determination, thereby gaining familiarity with the triangulation of discourse around fair use related to legal, technological and cultural imperatives. Our goal is to explore the developmental progression by which educators develop confidence in fair use reasoning and begin to feel comfortable with the inherent flexibility of fair use as it applies to their work. How can educators conceptualize copyright within a larger context of user rights by understanding the landscape of ideological frames now in play? We will explore the process by which educators may (or may not) begin to see themselves as activists for user rights within a larger political context of advocacy and the ethical, legal, economic and pedagogical implications of their position.

### **Meeting of Minds: Cross-Generational Dialogue on the Ethics of Digital Life**

Chair: Katie Davis (Harvard University)

Participants: Rik Panganiban (Global Kids, Inc.), Shira Lee Katz (Common Sense Media), Katie Davis (Harvard University)

In this workshop, we engage participants in hands-on, interactive activities based on findings from the first cross-generational online conversation on digital media and ethics. Three collaborating organizations brought together a diverse group of over 250 parents, teachers and teens for a three week online conversation. Prompted every day with scenarios and questions, participants discussed the ethical dimensions of online life, including issues of privacy, credibility, ownership and authorship. In general, teens focused more than adults on the personal consequences of their online actions rather than the potential effects their actions may have on others. For instance, while both adults and teens acknowledged the need to give credit to original creators when remixing or appropriating other people's creative works, only teens suggested fear of negative sanctions as the primary motivation for giving credit. The failure to consider one's responsibility to other people and to the various communities with which one engages constitutes an important challenge to the quality of individuals' online participation. Following a deliberative discourse approach to education intervention, we believe scaffolded dialogue represents a promising strategy for promoting youth's self-critical, moral and ethical ways of thinking about their actions online. Link to report: <http://www.globalkids.org/meetingofminds.pdf>

### **Futures-focused perspectives on learning and participation in new media ecologies**

Chair: Sue Cranmer (Futurelab)

Discussant: Sonia Livingstone (London School of Economics)

Participants: Ben Williamson (Futurelab), Lyndsay Grant (Futurelab), Mary Ulicsak (Futurelab), Sue Cranmer (Futurelab)

These four papers will describe recent research which has investigated how learning occurs in different new media ecologies. A brief introduction will outline a major futures methodology project which has identified the emergent socio-technological trends that

will impact on formal and informal learning over the next two decades and set the context for the four papers to follow. The first paper will focus on a research project exploring issues of digital participation within the context of school, and ask how schools can respond to these trends. The second paper will present research into home-school relationships, exploring notions of seamlessness and boundaries across the learning ecologies of home and school; interrelationships between children and their parents and teachers. The third paper will focus on the perception and potential for learning and on widening notions of participation in family contexts offered by new media such as videogames. The fourth and final paper will then describe research on marginalised young people who identify themselves as not-learning, and will challenge notions of participation. A discussant will conclude the panel by raising a number of research challenges emerging from these papers, seeking to identify what researchers can do to explore and understand digital media learning ecologies in the context of new and emergent-future socio-technological trends.

### **From Fan Activism to Political Activism: Participatory Democracy around Popular Media Affinity Groups**

Chair: Sangita Shresthova (University of Southern California)

Participants: Kevin Driscoll (University of Southern California), Lana Schwartz (University of Southern California), Ritesh Mehta (University of Southern California), Benjamin Stokes (University of Southern California), Ray Vichot (University of Southern California), Lori Kido Lopez (University of Southern California), Joshua McVeigh-Schultz (University of Southern California), Melissa Brough (University of Southern California), Sangita Shresthova (University of Southern California), Anna van Someren (MIT), M. Flourish Klink (MIT), Clement Chau (Tufts University)

This pecha kucha explores continuities between online participatory culture and civic engagement using case studies from the MIT/USC Civic Engagement Lab pilot phase. With low entry barriers, participatory culture-based communities often encourage online participation and expression even as they promote expression, awareness, mentor-ship, and skill training. Research shows that participatory communities set around new media technologies sometimes also transcend geographic, racial, and age boundaries. Premised on a dynamic understanding of citizenship, we analyze how participatory culture interactions encourage young people to create, discuss and organize to engage with specific civic issues and events. We then ask how these interactions lead to new forms of social organizing and action. What characterizes these new modes of civic engagement? What individual and community-based skills do participants master in this process? How does a foundation in participatory culture influence these processes? How do communities based in participatory culture mobilize, and reflect upon, people from a diversity of backgrounds and ages? Working under the guidance of Henry Jenkins, Civic Engagement Lab researchers expand on these questions through case studies, which map the trajectory from popular media fandom to political engagement.

### **Programming and Pluralism: Diversifying Participation in Computational Creation**

Chair: Karen Brennan (MIT)

Facilitators: Karen Brennan (MIT), Mitchel Resnick (MIT), Shaundra Daily (MIT)

Just as writing is as important as reading in developing fluency with text, the ability to

create computational artifacts is similarly important to developing fluency with new media. The ability to program can contribute to the development of computational fluency, since it extends personal expression through the creation of dynamic, interactive media. But engagement in programming remains gender imbalanced: while female access to use of computers has improved, females are underrepresented in programming and other activities involving creation with computers. Scratch is a programming language that our group at the MIT Media Lab developed specifically to diversify participation in computational creation. With Scratch, young people can create a wide variety of projects -- including interactive stories, games, music, and simulations and share their creations with one another in an online community of creators. In this hands-on workshop, participants will engage in design of interactive projects with Scratch, as a means for exploring how Scratch makes possible multiple forms of computational creation and multiple ways of thinking about computation. We will frame these activities by sharing our research into how girls engage with Scratch, providing both quantitative and qualitative analyses of girls' participation in the Scratch online community.

## **SESSION V – 3:45PM**

### **New Media, Popular Culture, and Pedagogy in Urban Literacy Education**

Chair: Korina Jocson (Washington University St. Louis)

Participants: Ernest Morrell (UCLA), Veronica Garcia (Wilson High), Korina Jocson (Washington University)

In the age of Obama, many educators have been inspired to be more innovative in preparing generations of young people for school, job, and social worlds. For literacy educators like us, this means renewing literacy in ways that would recognize and tap into the potential of every student in the classroom, particularly those from ethnically and linguistically diverse low-income backgrounds. To offer insight into powerful pedagogies and literacies, our session combining researchers, educators, and student presenters will highlight examples of practice of urban literacy education with an emphasis on new media and popular culture. We will draw upon empirical work ranging from ethnography to design experiment and action research situated in urban communities, namely Los Angeles and St. Louis. As part of our interactive session, we plan to demonstrate using film and multimedia different sets of pedagogical and learning outcomes of what we mean by diversifying participation. We will then transition into what we hope will be a fruitful discussion about possible innovations in other contexts serving similar populations. Participants attending the session will be asked to generate questions and scenarios relevant to their respective contexts.

### **Last Bastions: The Promise and Problems of Digital Learning in Higher Education**

Chair: Elizabeth Losh (University of California, Irvine)

Participants: Elizabeth Losh (University of California, Irvine), Lev Manovich (University of Southern California), Todd Presner (University of Southern California), Diane Harley (University of California, Berkeley), Holly Willis (University of Southern California)

Instructors seeking to offer meaningful digital learning experiences in higher education

may face institutional obstacles, because the academy frequently resists adopting new pedagogical technologies and innovative means for scholarly communication. Lev Manovich, Todd Presner, Diane Harley, Holly Willis, and Elizabeth Losh will look at digital learning in the context of the research university and explore its similarities and differences from other digital learning initiatives. This panel combines perspectives from practice, theory, empirical study, and policy about digital learning in university settings. Manovich will discuss the Cultural Analytics project that aims to create new ways to deliver university lectures and to rethink the research and composing practices of students and faculty alike. Presner will speak about the multi-campus Hypercities project, which fosters interdisciplinary collaboration and rethinks the roles of space and place in college learning. Harley will present the most recent research from the Center for Studies in Higher Education to show how scholarly practice in research universities is determined by deeply embedded disciplinary value and reward systems, which are often at odds with the visions propounded by advocates of social computing models. This includes resistance to early public sharing of in-progress research via Web 2.0 technologies and resistance to top-down, one-size-fits-all technology-enabled curricular materials. Willis will talk about the Institute for Multimedia Literacy's efforts to support the professional development of graduate students across the university by designing new research tools, means of authoring, and pedagogical practices. Losh will provide a survey of promising trends in the rhetorics of digital pedagogy and suggest reasons why regional advantage matters in launching successful programs.

### **Inspiring Uses of Digital Media in Museums and Libraries: A Creative Inventory and Collaborative Analysis**

Chair: Anne Balsamo (University of Southern California)

Group Facilitators: Susana Bautista (University of Southern California), Maura Klosterman (University of Southern California), Cara Wallis (Texas A & M University)

This session is designed to stimulate discussion about the use of digital media for informal learning in museums and libraries. The session will be framed by a brief report by Anne Balsamo (USC) on the MacArthur sponsored research that investigated digital media experiences created by museums and libraries. The main activity of the session will engage audience members in conducting a creative inventory of examples of digital media in use in specific museums/libraries. Audience members work in small groups with a list of web destinations and a set of questions to guide their analysis of each site. After the hunt is concluded, each group will present one site to the entire audience for the purposes of collaboratively creating an analysis of the particular use of digital media for learning. The topics of the groups include: 1) Informal Learning in Whyville; 2) Museum Mobile Tours; 3) Genres of User Generated Content; 4) Diverse Uses of Teen Websites; 5) Media Making Spaces/Practices in Museums and Libraries

### **Participatory Culture: From Wikipedia to Vidding**

Chairs: Louisa Stein (San Diego State University)

Participants: Francesca Coppa (Associate Professor of English, Muhlenberg College), Julie Levin Russo (Acting Assistant Professor, Department of Art & Art History, Stanford University), Tisha Turk (Assistant Professor of English, University of Minnesota Morris), Alexis Lothian (PhD candidate in English with Certificate in Gender Studies, USC), Melanie E.S. Kohnen (Marion L. Brittain Postdoctoral Fellow, School of Literature, Communication and

Culture, Georgia Institute of Technology), Andrew Famiglietti (Marion L. Brittain Postdoctoral Fellow, School of Literature, Communication and Culture, Georgia Institute of Technology), Louisa Stein (San Diego State University)

While it is true that marginal communities have unequal access to mainstream digital culture, it is important to remember that many marginal communities have rich histories of using participatory culture in their own ways and on their own terms. In our push to diversify participation we must take care not to inadvertently perpetuate the same divisions we might hope to undo. In our roundtable, we will consider the larger picture painted by these participatory pasts, bringing together traces of diverse histories such as the participation of explicitly Marxist organizations in the early Wikipedia and the various distinct traditions of transformative fan production practices such as vidding. These diverse histories reveal multiple possibilities and strategies for interpretation and reception. For example, how can musical choices in vidding invite us to re-contextualize or challenge mass media through a queer lens? Can pairing music and image create new, non-normative temporalities? How can we understand vidding in relation to the larger cultural conversations around millennial remix cultures? And more broadly, what are the (differing) copyright implications regarding the arguably transformative nature of the diverse traditions of participatory culture? We will discuss and explore those multiple participatory forms, their rich histories, and the challenges and opportunities involved in using them in the classroom.

### **Computational Textiles as New Media Texts: Digital Media Learning in Youth and DIY Communities**

Chair: Kylie Peppler (Indiana University)

Participants: Kylie Peppler (Indiana University), Yasmin Kafai (University of Pennsylvania), Nichole Pinkard (DePaul University), Alan Gershenfeld (E-Line Ventures), Heidi Schelhowe (University of Bremen)

Workshop Leaders: Leah Buechley (MIT Media Lab), Mike Eisenberg (University of Colorado, Boulder)

In this session we examine aspects of media construction and design that dovetail with hands-on crafts, physical construction and design, and material play. We argue that as today, notions of media texts are expanding beyond print to include dress, drawing, and dance, we need to consider how engagement with digital media can encompass tangible media texts as well such as electronic textiles, "smart" or controllable materials, fabricated artifacts, and computationally-enriched physical objects. In recent years, however, this aspect of textile production and design has changed considerably and new materials and forms of production have become accessible and prominent in do-it-yourself (DIY) communities. Accordingly, these types of applications have the potential of pulling young girls and other members of historically underrepresented communities into the participatory culture, helping to respond to the participation gap. In this session, we will offer hands-on activities to engage participants in creating their own computational textile through merging sewing, crafts, and electronics to create a wearable circuit. Additionally, the session brings together a broad range of individuals spanning professional, educational, and DIY learning contexts to share current work and discuss the implications for building new networked communities that share and combine virtual and material designs.

## **Mad Skills: Making New Media Literacy practices accessible to educators and students alike**

Chair: Erin Reilly (University of Southern California)

Participants: Barry Joseph (Global Kids, Inc.), Erin Reilly (University of Southern California), Flourish Klink (MIT)

In 2008-09, New Media Literacies tested the Media Makers Challenge Collection, 30 challenges to explore and practice the new media literacies (NMLs) and designed to address the participation gap (giving youth the chance to learn the NMLs, which broadens participation). The collection is designed to provide a springboard for educators to adapt the NMLs into their own situation. Media educators from Global Kids used the materials as inspiration to develop Media Masters, an after-school program at the High School for Global Citizenship to integrate the NMLs into a social issues learning environment. Media Masters helped learners acquire and reflect upon digital media production and analytic skills through youth engagement in participatory media. The paper presentation explores how educators can successfully integrate the NMLs into learning and reach those most at risk of being on the wrong side of the participation gap, those who aren't as likely to be involved in interest driven communities, or have people in their lives that model participation. The paper examines the ways in which specific challenges were deployed through the study, and we identify how teens were able to help drive the content and discussions and how they created an integrated learning ecology.

## **PLENARY SESSION – 5:15 PM**

### **Digital Media and Learning: The State of the Field**

Chair: Heather Horst (University of California, Irvine)

Discussion Moderator: Mimi Ito (University of California, Irvine)

Participants: Brigid Baron (Stanford University), Lynn Schofield Clark (University of Denver), Eszter Hargittai (Northwestern University), Joseph Kahne (Mills College), Kevin Leander (Vanderbilt University), Amanda Lenhart (Pew Internet and American Life Research Center)

This invited symposium focuses upon recently completed studies in the field of digital media and learning. Bringing together qualitative and quantitative research, the session seeks to understand what we know about youth, learning and digital media with an eye to the key questions that will drive future research, theory and practice.