PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology

INSPIRATION *for change*

Media-making as a superfood for learning in and out of classrooms: identity shifts for learners and teachers

and

An odd journey of discovery in education media research

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Sponsors

Multiple currently funded projects

FULBRIGHT

PEPPERDINE UNIVERSITY

Microsoft® Research

NSF

Impressions of MEC emphases and elaborations

- The Ludic Age upon us
- Play, spontaneity, agency, playfulness, autonomy
- Creativity, mixing, making, participating, inventing, storytelling
- Navigating identity transitions
- Wow ☺ Flow ☺ Joy ☺
- Others?

Our space

- Life and learning in classroom settings
- Great place to try things… though highly constrained
- We want to help the world change in terms of classroom making
- Our passion is passion … in academic subjects
  - Creating routine conditions for flow
  - Bypassing pedestrian debates about how to teach
  - If deeply engaged along multiple dimensions of personae, learning takes place – deeply

But first, the “odd journey”…

ALASKA ~ Agent and Library Augmented Shared Knowledge Areas (2006)

Dr. Hamilton's Class

File Edit View Options Help

Groups | Lock | Internet | Vote | Questions | Observe | Control | Broadcast | Capture | Shut Down

Views

Thumbnails

Chat

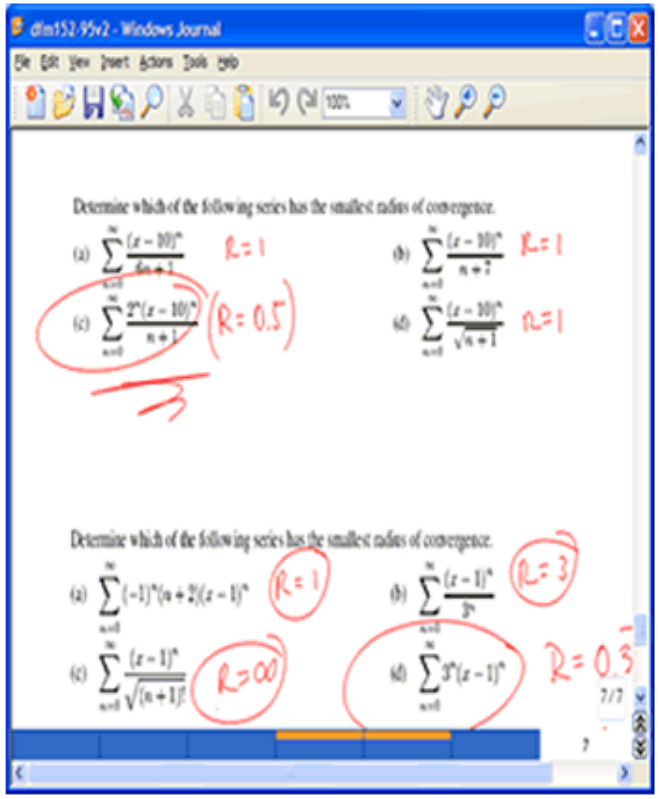
Applications

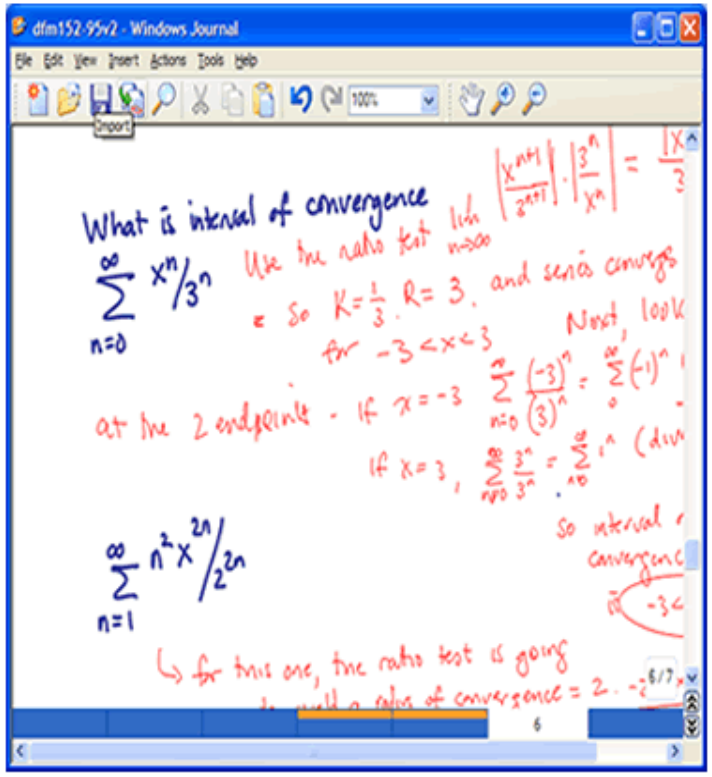
File Transfer

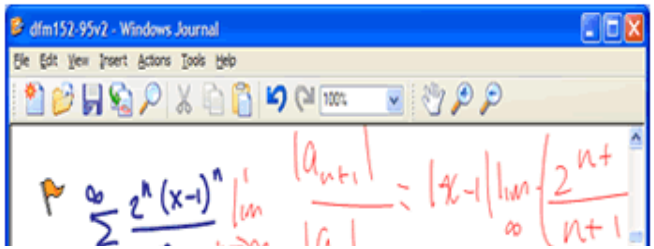
Quiz

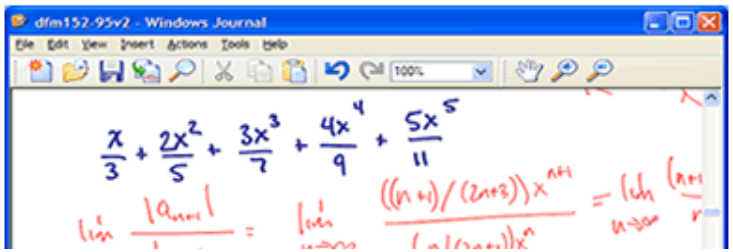
Thumbnails

All Students

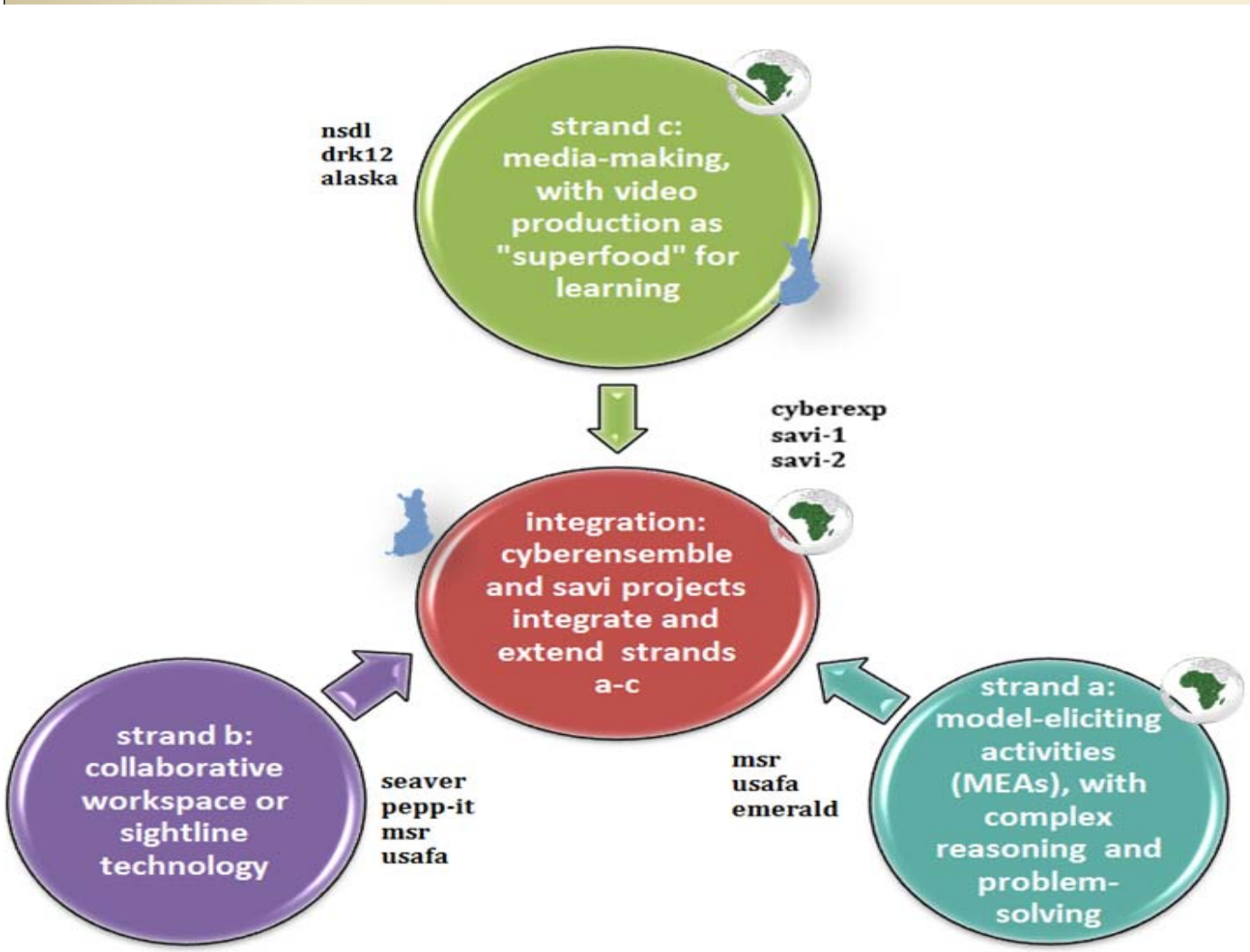




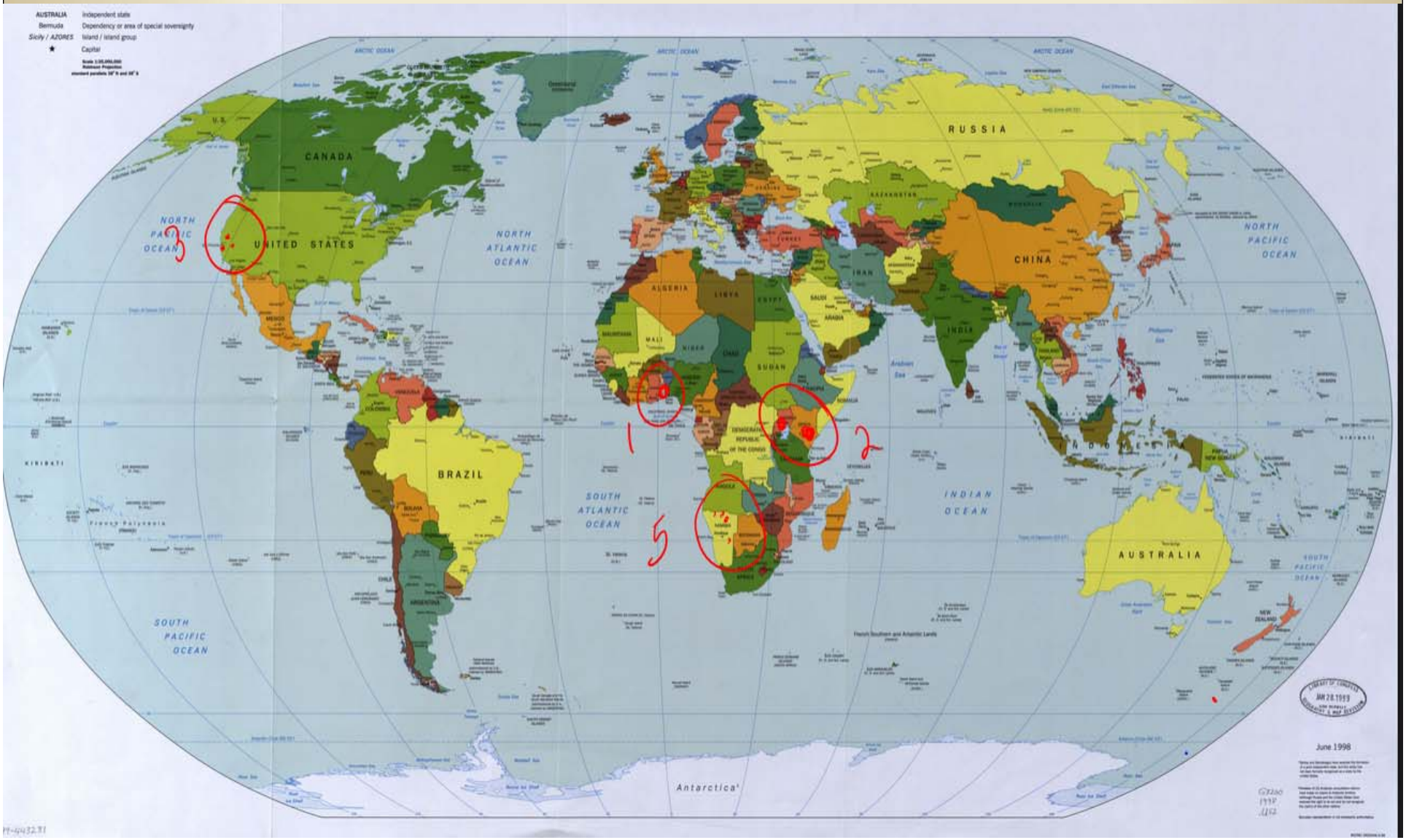




Three types of classroom activities in California, sub-Saharan Africa, and partners here in Finland, all around the science of learner engagement

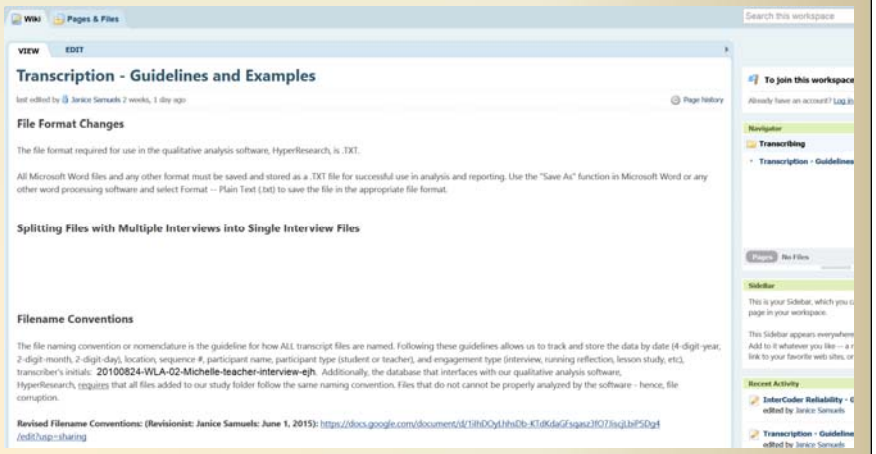


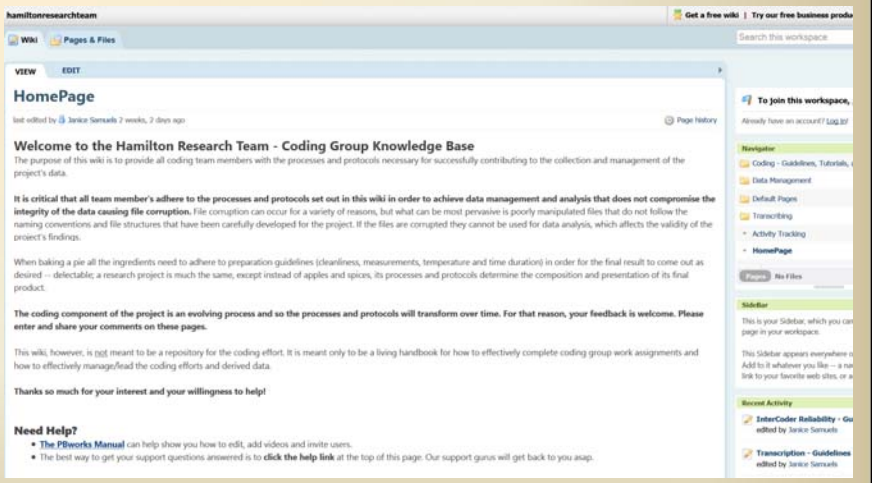
Project geography reported today



datasets

- Approximately 250 interviews from five countries
- Codebook development process is intense. Using different frameworks with data analysis tools (e.g. HyperResearch; epistemic network analysis)
- Janice has developed the group protocols for coding





Superfoods

- A wide spectrum of rich and effective nutritional value

Memorable talk by Linda Darling-Hammond

- at Stanford, organized by Finnish-Stanford partnership
- These patterns each emerge in today's video selections!

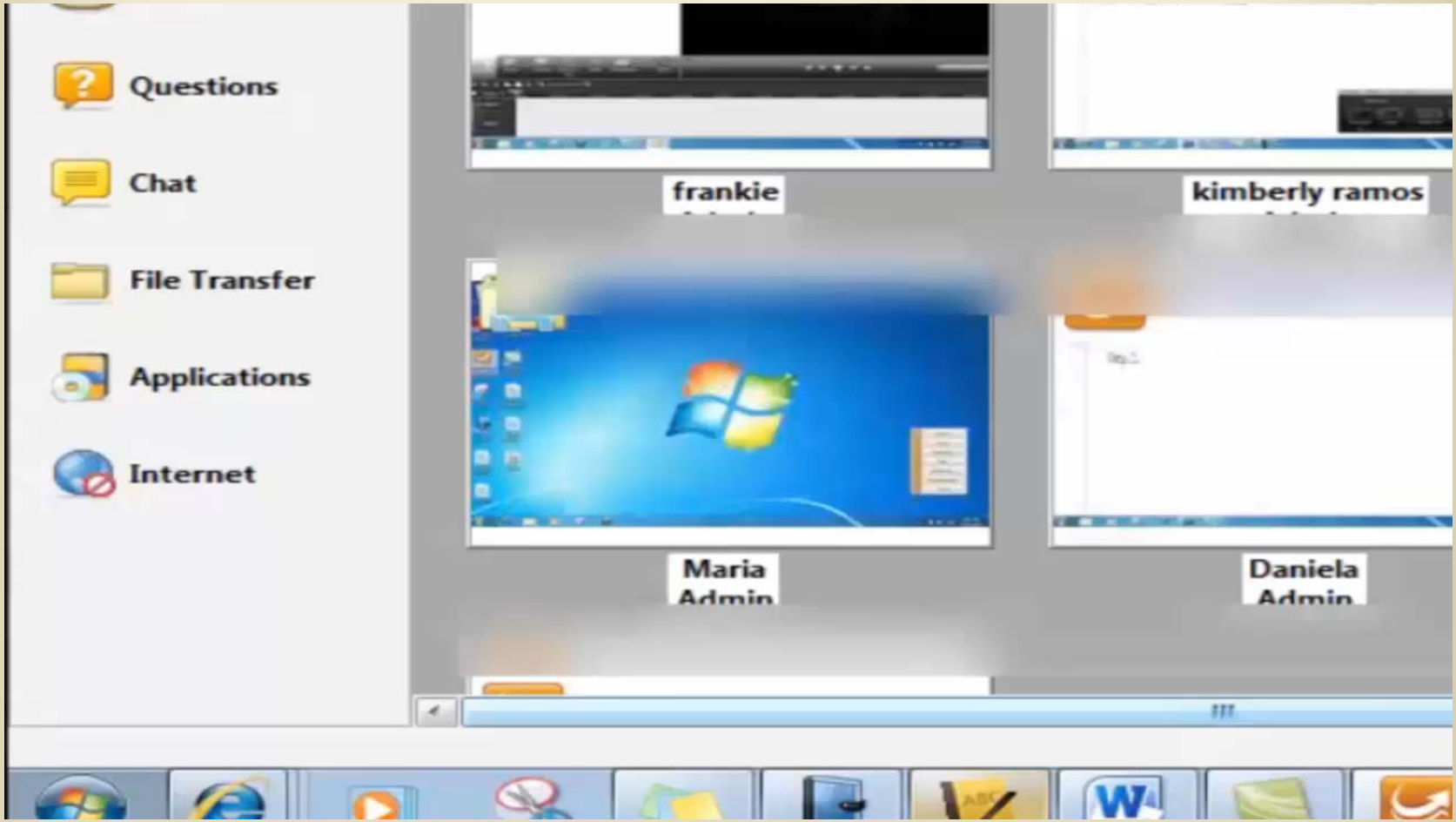
Linda Darling-Hammond speaks to the Stanford-Finland Conference on Learner Engagement, April 2015

Dependent Learners	Independent Learners
• Rely heavily on the teacher	• Are self-reliant
• Cannot make decisions about their learning	• Can make informed decisions about their learning
• Do not know their own strengths and weaknesses	• Are aware of their strengths and weaknesses
• Think that the teacher is wholly responsible for their learning	• Take responsibility for their learning
• Do not know the best way to learn something	• Know about different strategies for learning (generally and personally)
• Work for extrinsic motivators such as grades or4 rewards	• Are intrinsically motivated by making progress in learning
• Do not reflect on how well they are learning and why	• Often reflect on the learning process and their own progress

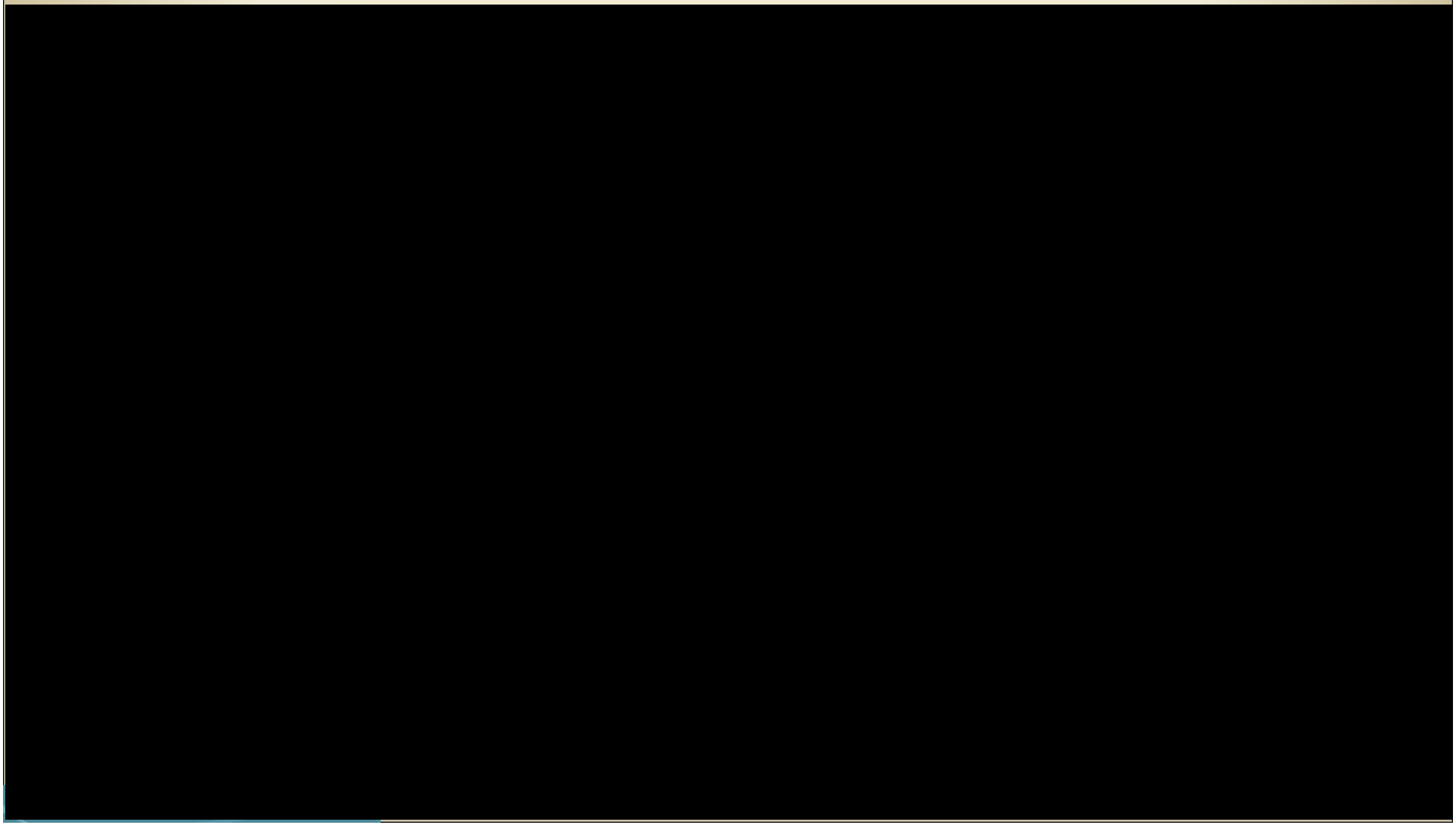
Today's movie selection

- 15-20 minutes that depict a collage of aspects of learning, cross-generational collaboration, identity shifts and growth through using digital media-making as an approach to formal schooling.
- Interviews, student reflections, student videos

soccer pro from mexico city now in las vegas



teacherscreate & studentscreate research in ghana



lesson study changes shy learners ….

TeachersCreate & StudentsCreate
Lesson Study

Students and Teachers Critique
Video Made by (Shy) Stuident on the
Right Side of Screen

Pepperdine University

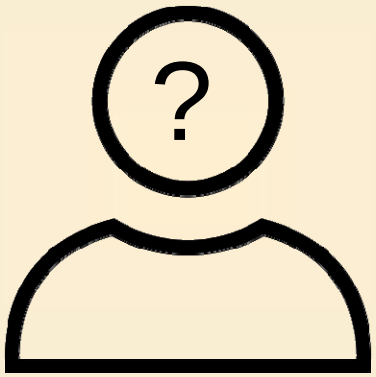
what the friction…!

Student explains making explaining enjoyable ☺

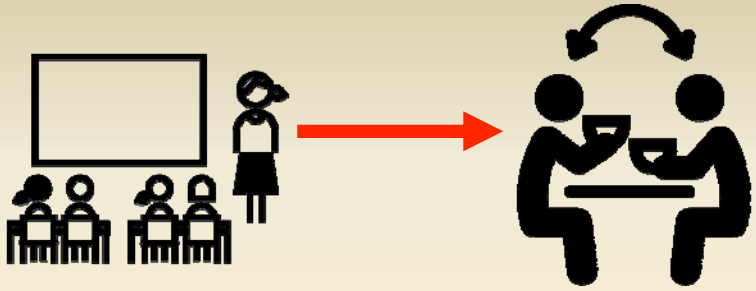
Learners understand their own learning

Teachers and students alike discuss creativity

A student in las vegas explains studentscreate

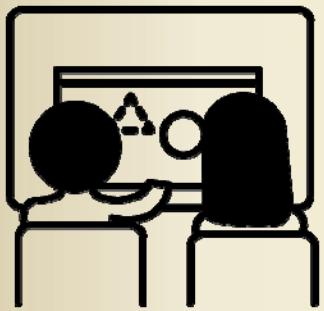


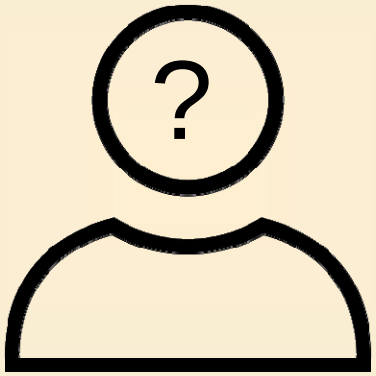
Side by Side

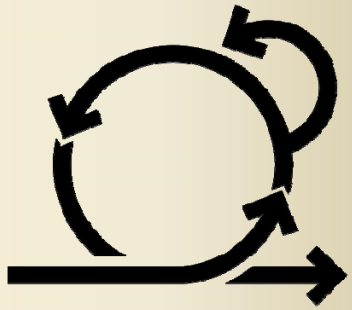


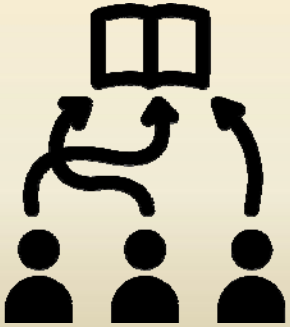
Repeated Reasoning

Task





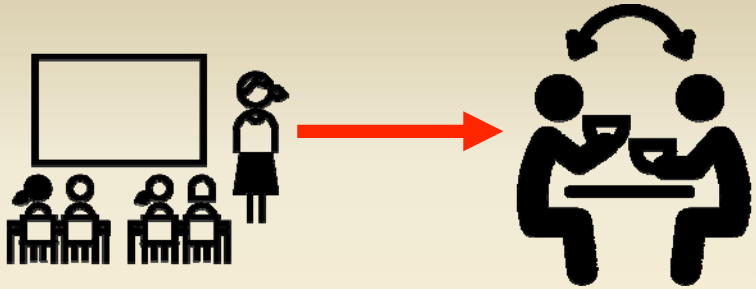




Make Thinking Visible

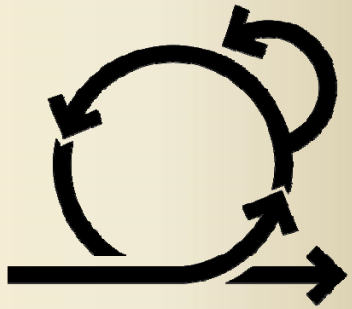
I am also a teacher…

Side by Side



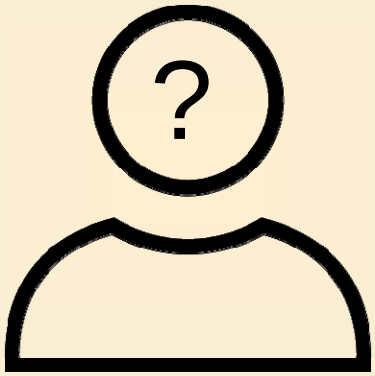
Repeated Reasoning

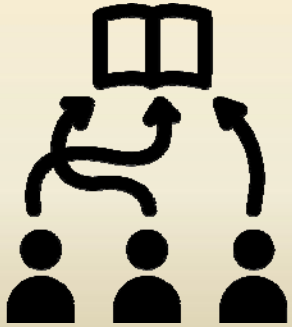
I get this…



Task

I can help others…



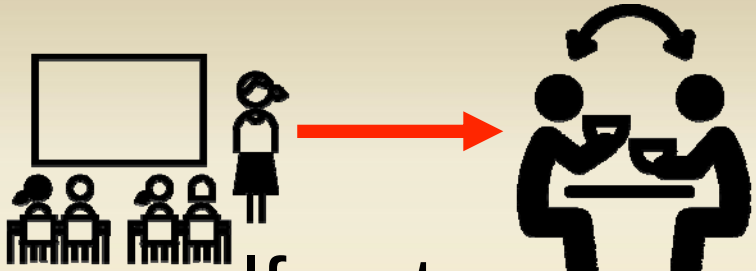


I learn this way…

Make Thinking Visible

I am also a teacher…

Side by Side



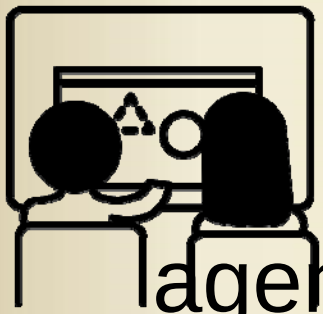
self-esteem

Repeated Reasoning

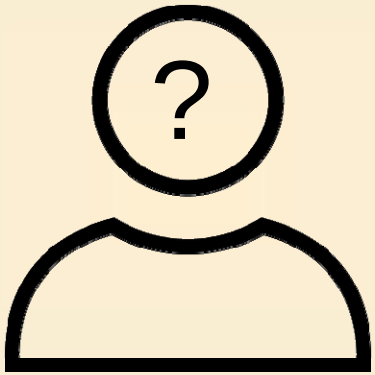
I get this…

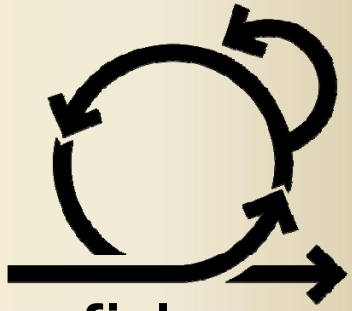
Task

I can help others…



agency





confidence

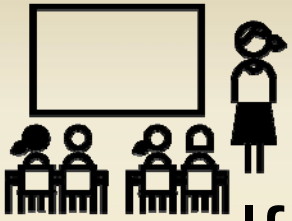
persistence

I learn this way…

Make Thinking Visible

I am also a teacher…

Side by Side



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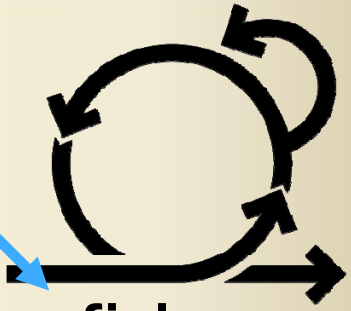

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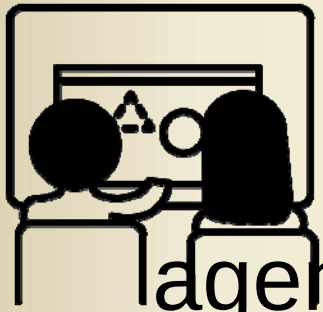
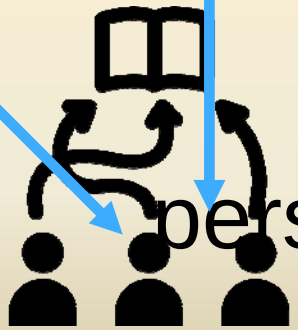


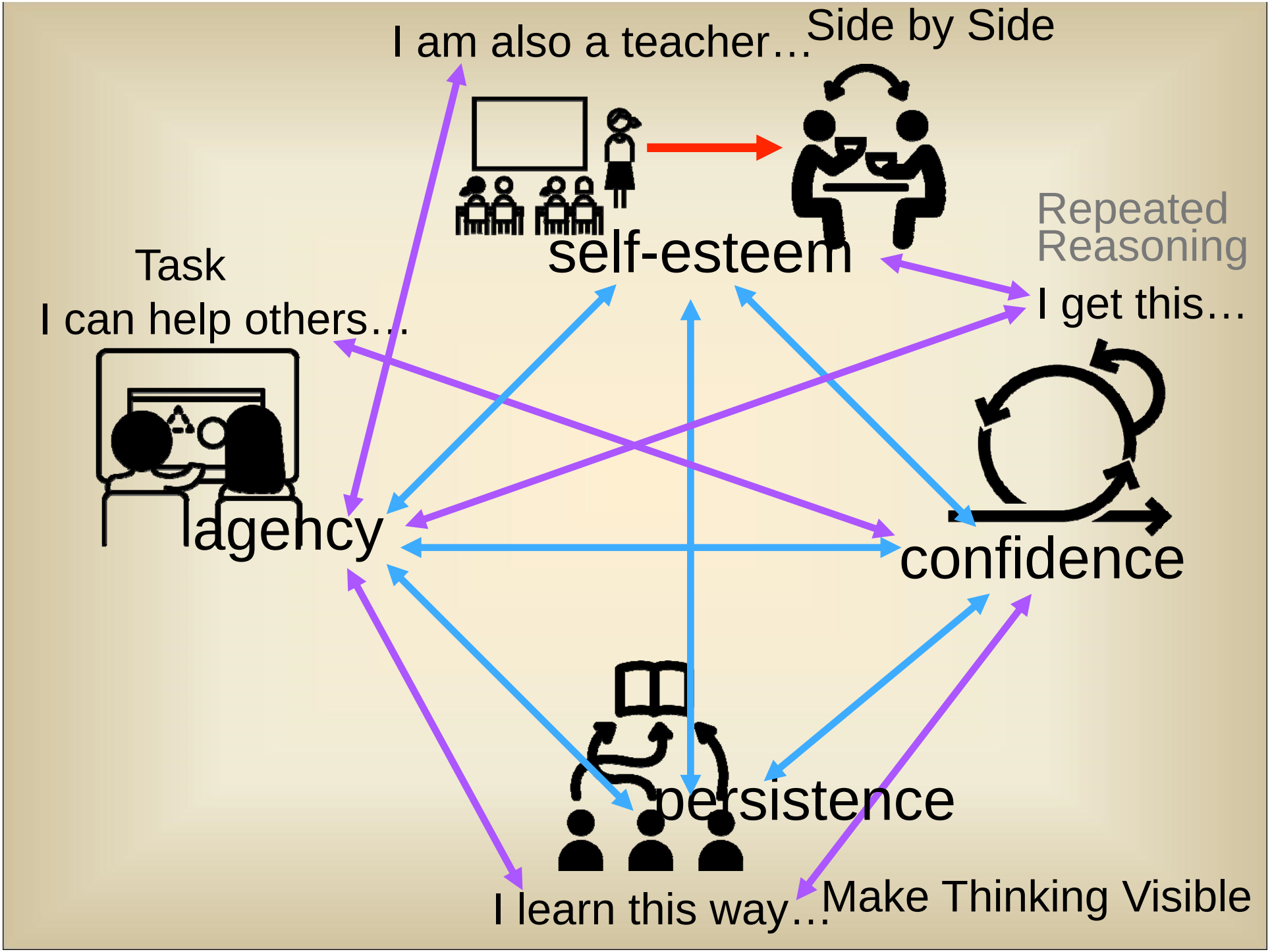
agency



persistence

I learn this way…

Make Thinking Visible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An odd journey of discovery in education media research

Thank you!

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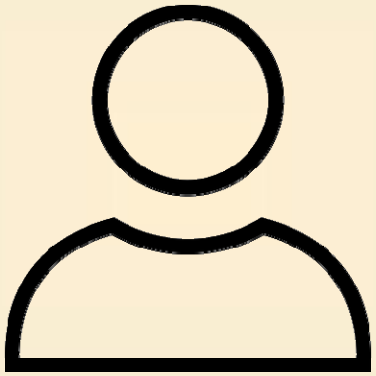
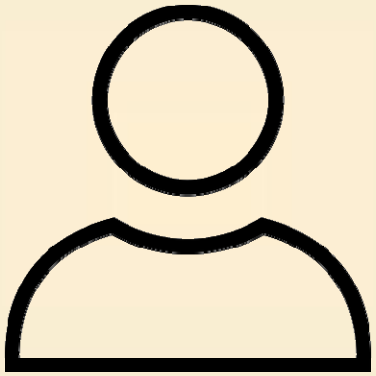
I like math.



I am good at math.



Sense of representational agency

Student Agency and Engagement
06.02.2014
Uganda, Butiki

Coming alongside teachers changes the way s

belfast comes to inglewood and malibu