

Connected Learning

Pratt Institute

Today!

Check-in + Reflection: Maker Space

Connected Learning Environments

Production-Centered Learning

Design Thinking Activity

Connected Learning Challenge

CONNECTED Learning

EQUITABLE, SOCIAL, AND PARTICIPATORY

Connected learning is a model of learning that holds out the possibility of reimagining the experience of education in the information age. It draws on the power of today's technology to fuse young people's interests, friendships, and academic achievement through experiences laced with hands-on production, shared purpose, and open networks.

PRODUCTION CENTERED

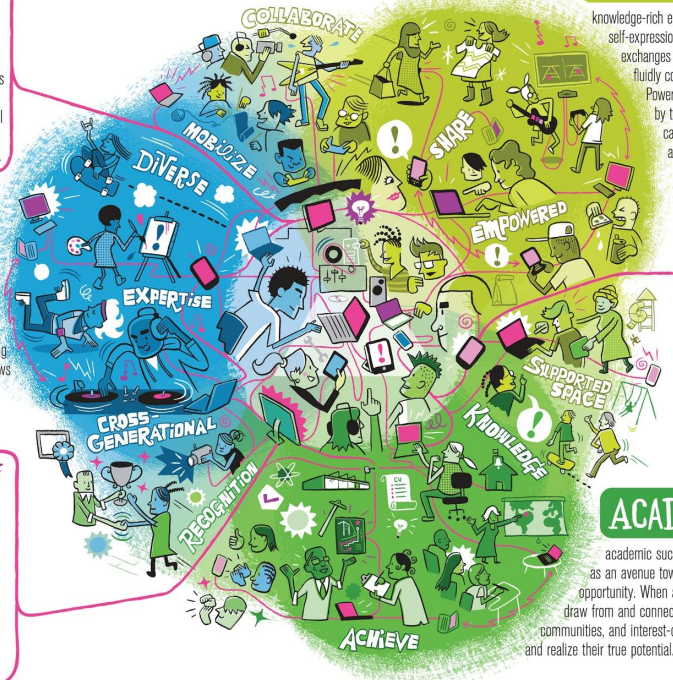
Connected learning prizes the learning that comes from **actively producing, creating, experimenting, and designing**, because it promotes skills and dispositions for lifelong learning, and for making meaningful contributions to today's rapidly changing work and social conditions.

INTERESTS

Interests foster the drive to gain knowledge and expertise. Research has repeatedly shown that when the topic is personally interesting and relevant, learners achieve much higher-order learning outcomes. Connected learning views interests and passions that are developed in a social context as essential elements.

SHARED PURPOSE

Today's social media and web-based communities provide unprecedented opportunities for caring adults, teachers, parents, learners, and their peers to share interests and contribute to a common purpose. The potential of **cross-generational learning and connection** unfolds when centered on common goals.



PEER CULTURE

Connected learning thrives in a socially meaningful and knowledge-rich ecology of ongoing participation, self-expression, and recognition. In their everyday exchanges with peers and friends, young people fluidly contribute, share and give feedback. Powered with possibilities made available by today's social media, this peer culture can produce learning that's engaging and powerful.

OPENLY NETWORKED

Connected learning environments **link learning in school, home, and community**, because learners achieve best when their learning is reinforced and supported in multiple settings. Online platforms can make learning resources abundant, accessible, and visible across all learner settings.

ACADEMIC

Connected learning recognizes the importance of academic success for intellectual growth and as an avenue towards economic and political opportunity. When academic studies and institutions draw from and connect to young people's peer culture, communities, and interest-driven pursuits, learners flourish and realize their true potential.

Principles

- Interest-Driven
- Peer Culture
- Academics

ACTIVE RELEVANT REAL-WORLD EFFECTIVE HANDS-ON
NETWORKED INNOVATIVE PERSONAL TRANSFORMATIVE

Key Considerations

1. Pedagogy

- a. Peer Culture / Interest-Driven / Make+Play
(HOMANGO)

2. The Project Focus/Setup

- a. Semi-Structured, Idea-driven, Production-centered

3. Physical Environment

- a. Collaborative work spaces, individual tinkering

4. Assessment



Charles Raben, 9th Grade Student at Quest to Learn

Example 1:
Quest to Learn



Example 2:
MoMA



Learning happens by doing / Kate Selkirk

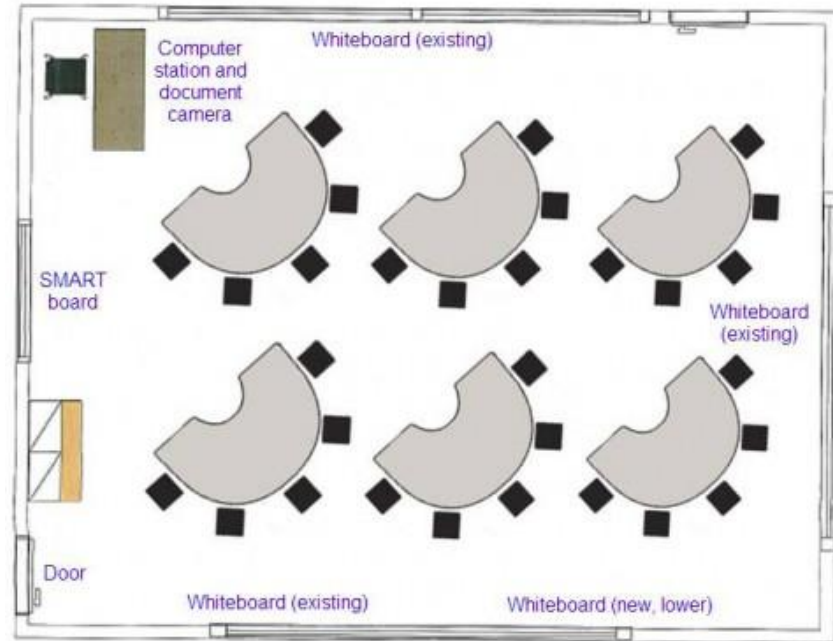
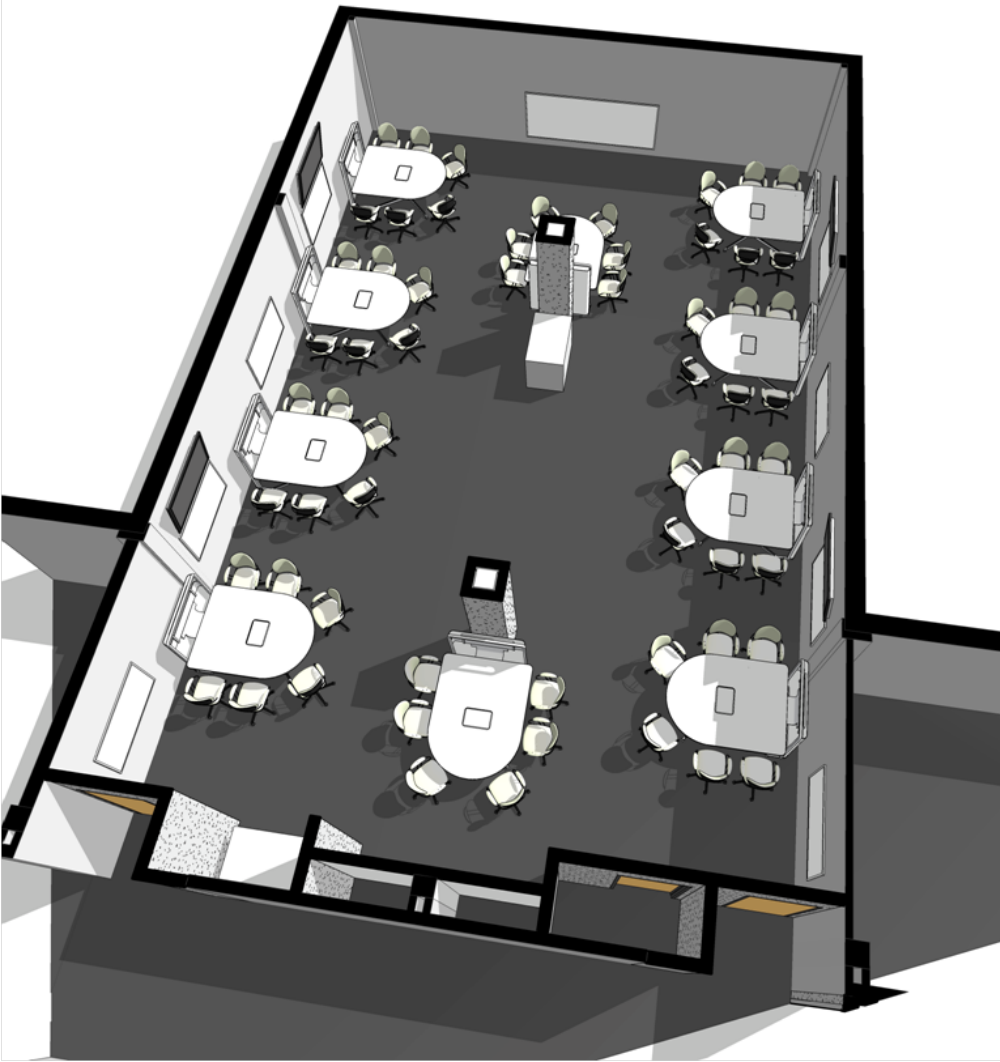
from Institute of Play [PLUS](#) 1 year ago / NOT YET RATED

Example 3:
NY Hall of Science
Maker Space



The Environment

- Examples from past projects and current activities are situated to seed ideas and inspiration.
- Studio layout supports individual initiative
- Activities should encourage the cross pollination of ideas.
- Activity station design enables cross-talk and invites collaboration.





Learning Models

1. **Exploratory:** Workshop project sets in skill building;
2. **Applied:** More involved projects; students extend skills that they acquired in skill-building workshops.
3. **Portfolio:** ambitious projects largely of the students' own design, made by individuals or teams

Maker Space Process

1. **Deconstruction:** During this stage, we figure out how the object works by taking it apart.
2. **Discover:** Imagine what you can do with your material and/or object
3. **Skill Challenge:** Making connections between how materials work together to do a job is
4. **Design/Make:** Develop a design process and bring your design to fruition
5. **Share:** Share your project and process with others.

Brainstorming can be crucial

- What are you hoping to do?
- What inspired you to pick this project?
- Do you know of other people who have done projects that are similar?
- What projects have you built in the past?
- What do you think the hard parts are going to be? What are the easier parts?

Roles

- The Project Manager
 - The Principal Investigator
 - The Coach
 - The Research Librarian.
- The facilitation is semi-structured and intended to spark interest
 - Facilitators try to focus students on individual paths of understanding.
 - Facilitation should strengthen understanding by helping learners clarify their intentions through reflective conversation.

Forms of documentation

- Notebooks + Project Binders
- Blogs
- Photos + posters
- Slideshows + Videos
- Digital Stories
- Project Books



Example: Jie's Electronic Popables interactive book.

Production-Centered Learning

- Dewey: “doing becomes a trying; an experiment with the world to find out what it is like”
- Students are challenged with creating things they do not yet know how to make
- Students use creativity to explore and tinker
- Students make multiple attempts and fail but utilize resources to problem-solve

“Me & the D.”

- Setting: Title I high school, Detroit, Michigan
- Focus: Digital Media Project
- Essential Questions
 - What is the relationship between language and power, and how does that manifest itself in my life?
 - What role does education play in the health of a community?
 - How can I use my literacy practices to re-write my world?

- Theme: Transformation,
- Pedagogical Position: hopeful and critical
- Teaching Artist Projects
 - Digital self-portraits (Elie Wiesel's *Night*)
 - Visual Responses: “How do we turn cycles of destruction into cycles of creativity?”
 - Video Documentaries

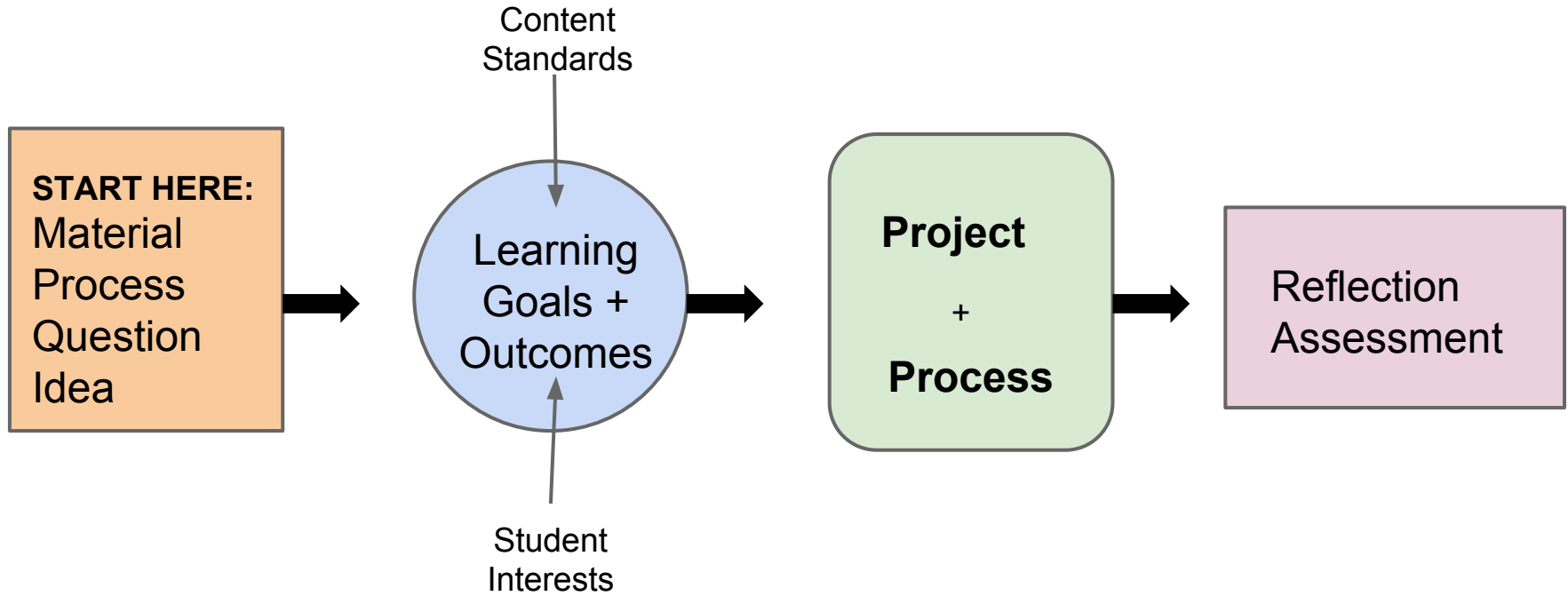
Digital Arts Integration | Unit Plan Overview

	DISCOVER	CREATE	RESIST	TRANSFORM
TEXT	The Crucible	Night	Things Fall Apart	The Bluest Eye
MEDIA	Small Projects: My Neighborhood Tells Me, My Relationship With Education-Photojournalism project	Me & The D Digital Self Portrait	My Homeland	Me & The D Final Research + Media Project
MEDIA SKILLS	Interviewing Skills, Analyzing Media Content, Critical Dialogue	Digital Image Design using GIMP (Open Source)	Audio & Video Recording, Storyboarding, Camera Shots	Audio & Video, Editing, Post-production
WRITING FOCUS	Narrative	Narrative/ Analysis/Test Taking	Literary Analysis	Research Papers

Design Thinking Challenge

1. Define a challenge
2. Create a project plan
 - a. learning goals/objectives
3. Define indicators of success
 - a. learning outcomes
4. Build a prototype

Connected Learning by Design



Connected Learning Challenge

1. Consider your scenario
2. Design a Unit Plan or Learning Segment that integrates visual arts and technology
3. Situate this within your connected learning environment
4. Create a visual representation of your proposed project to share