

WELCOME!

to the
Peeragogy
Workbook!!

Welcome to the Peeragogy Workbook! This booklet is designed to introduce you to our fun, exciting world of peer learning and peer production!!

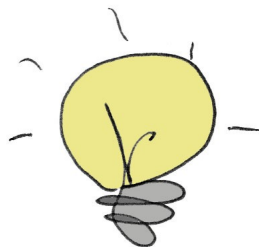
You may already be familiar with these terms, or they may be new to you. Either way, **don't worry!!!**

If they are new, consider the following 2 examples.

1. *Peer learning*: Joe Corneli needs to get from the suburbs of Chicago to the north side of the city. He gets on the commuter train and transfers to the purple "L" at Davis Street in Evanston. He plans to change to the red line at Howard Street, but the train says "Loop" and he asks another passenger whether it will stop at Howard. She says it will, but that he can save an hour of his time by riding into the city and then riding back two stops!
2. *Peer production*: Two cavewomen see lightning strike a tree and produce fire! Walking up to it they notice the heat and think "Wouldn't it be nice to have fire for our family at night!" Once the rain clears, they find some

sticks and start working together to figure out how they can use them to start their own flame. After hours of trial and error, BOOM they've got fire! :)

Peeragogy is an approach to learning and working together on projects ranging from the mundane to the monumental. Peer learning and peer production are probably as old as humanity itself, but they take on new importance in the digital age.



The Peeragogy Project is an informal learning project with members worldwide. Three members of the project share their welcoming messages below.

Lisa Snow MacDonald: Welcome to peeragogy! It's kind of a weird name, but it's enormously powerful in providing to you some understanding of other ways of working together.

Dorotea Mar: Your contributions would be really welcome if you participate respectfully and harmoniously with other peers. It can change your life and improve your well-being and make everything better.

Paola Ricaurte Quijano: Welcome to the Peeragogy Project. We are a group of enthusiastic people that love to learn and are trying to find the best ways to learn together.

a Peeragogy Interview

Introductions

Paola Ricaurte Quijano: Hi! I'm Paola, I'm from Mexico, I work at Tecnológico de Monterrey, a private university in Mexico City, and I love to learn to learn with everybody! So, I'm a superfan of Peeragogy!

Dorotea Mar: Hello. I'm in Berlin now and I really like the peeragogical atmosphere of collaboration and I think we are

really improving ways of collaboration and peer production, so that's why I'm here.

Lisa Snow MacDonald: Hello. This is Lisa from Los Angeles. My background is media psychology and I'm interested in peeragogy as it relates to business.

What is peer learning/production?

P Well, peer learning, learning with peers, learning from peers and trying to make things together or make things happen together. I think that for me, the most important thing I've learned from this experience is that you can achieve more when you work together and set goals together.

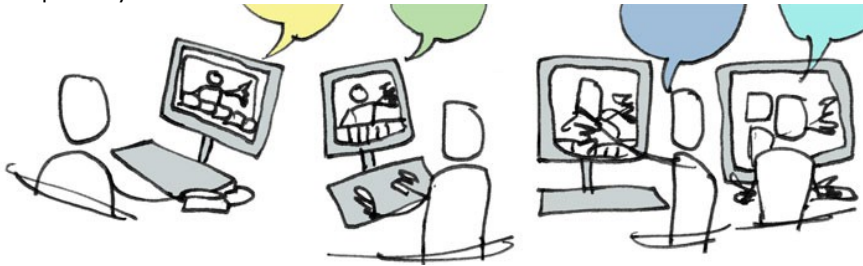
L I think peer learning and peer production are unstructured ways for people to come together to pool their relative strengths to achieve results that might not be achieved if they were working individually on their respective sections and then trying to assemble them.

D I'm still trying to find out. I thought the answer to this question was clear to me when I joined the Peeragogy Project and then I realized there is so much more to this. When we're learning together there are so many other processes happening and they are integral processes of learning together. I think the answer is I'm still trying to find out.

P Yeah, I think Dorotea is right. I think that the process is the goal. And the emotional relationships that you build during the process are also important.

L I think what peeragogy does is it allows us to recognize the value of those connections. A lot of other ways of working are more individualized. It goes back to a concept of $1 + 1 = 2$, which is very rational and very measured and is kind of a dominant way of thinking in our society today, whereas peer to peer learning and production recognize the value of those connections. You may not be able to measure it with a yardstick, but we understand that there is value in those connections. So it's basically acknowledging that when it

comes to learning/collaborative environments if constructed the right way if working well it can be $1 + 1 = 3$ or $1 + 1 = 4$. That type of situation, which is really different from the way we're used to thinking about things. And I think that's really the value of what we're doing and the potential of what we could hopefully unlock.



More specifically, what is peeragogy and/or what is the Peeragogy Project?

P This is a project that began spontaneously. We didn't have a plan at the beginning. We just talked about the things that concerned us the most. What do you need if you want to learn with others, how to learn better? what do you want to learn? Where do you want to learn? When do you want to learn? Basic questions that can be answered in many ways.

We don't have a strict line. We have a map, maybe, but a map that can be walked through by many different paths. Paths that you choose can be related to the people you are working with. I think it's been a great experience for us. As Lisa said, we have been recognizing the talents and strengths of every person that has contributed and participated in this project.

L OK. I'll take my best shot with this. Going back to what I said earlier and building off what other people have said. Because we don't have a good mental construct in our heads as far of how this works and measurement is difficult. We haven't learned how to measure these connections.

I think what peeragogy and the Peeragogy Project can do is it can establish what people have said about focusing on the

process. It can help people understand the process better. Because this lack of structure can be uncomfortable for people. We need to understand when that discomfort is acceptable, so they don't revert and become counter-productive participants in the process.

The map analogy is really good too that Paola just mentioned. It's not about providing a direct path. If you're on a trip trying to get from LA to Chicago, there's many paths you can take. It's making sure you're monitoring your resources and you're taking care of things along the way. You can drift off course. $1 + 1$ can equal 0 if things don't work out well. So, what peeragogy and the Peeragogy Project can do is provide some structure and framework around the unstructured way that things can be done, so people trying to make sure it's constructive and beneficial have some guidelines and some things to watch out for.

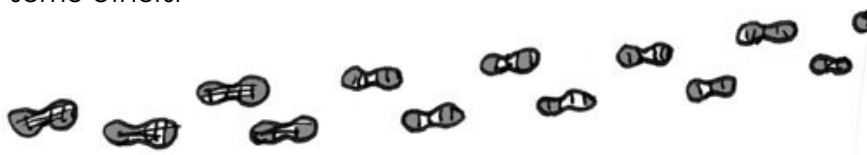
Example: Growing a Learning Network

Howard Rheingold: "When I started using social media in the classroom, I looked for and began to learn from more experienced educators. First, I read and then tried to comment usefully on their blog posts and tweets. When I began to understand who knew what in the world of social media in education, I narrowed my focus to the most knowledgeable and adventurous among them. I paid attention to the people the savviest social media educators paid attention to. I added and subtracted voices from my attention network, listened and followed, then commented and opened conversations. When I found something I thought would interest the friends and strangers I was learning from, I passed along my own learning through my blogs and Twitter stream. I asked questions, asked for help, and eventually started providing answers and assistance to those who seemed to know less than I. The teachers I had been learning from had a name for what I was doing — "growing a personal learning network." So I started looking for and learning from people who talked about HOW to grow a "PLN" as the enthusiasts called them."

D For me peeragogy is really a great experience. I think the way we do things we are going beyond any collaborative project basically. We allow so much freedom/openness in the Project. Everyone is welcome, basically.

Anyone can just jump in and propose something and this will somehow fit in. And this is quite amazing for me. Over the last year it will just be really creative. We don't really have any restrictions. People can join from anywhere in the world, like today I was cooking and that was OK. So I think that's really nice, the atmosphere, the relationships and the mutual respect we have for each other and appreciation. This is really important.

P I think that when we began this we were thinking about a new pedagogy of learning with others, so that's what peeragogy is, a new way of seeing and collaborating and learning in open spaces and spaces that are not constrained by time or space. It's an open learning environment for people that are driven by self-motivation of going somewhere with some others.



How do you do peeragogy?

L That's a good question. I've been thinking more about how you create a culture of peeragogy. It can tend to be a natural extension of the way in which people behave. If the culture/environment is created around a group of people they will tend to participate in that way. I'm not sure if you say I wanna do peeragogy I'm not sure how to respond to that actually. Except I'd want a loose structure, I'm not sure.

D I think I do a lot of peeragogy and I'm very happy about it because I learn so much from my group and from myself in this group that I like to apply it to other projects that I'm in or all the

co-working/co-living projects or anything basically. Especially the principle of mutual respect that is still remaining after a very long time. And the really nice relating to each other.

The main principle is mutual respect and openness, mutual space not constrained by time/space. And the process. And what I meant by the details, in each detail there is value that we promote.

Let's say how we manage the Peeragogy Page or Community (See "How to Get Involved". These seem to be details, but they're actually really important. So if we pay attention to all these, every little thing matters, and this is how I do it. I try to be very careful about basically everything.

Example: Learner, know thyself.

When he joined the Peeragogy project in 2012, Charles Jeffrey Danoff did a brief self-evaluation about what makes him interested in learning:

1. *Context.* I resist being groomed for some unforeseeable future rather than for a specific purpose.
2. *Timing and sequence.* I find learning fun when I'm studying something as a way to procrastinate on another pressing assignment.
3. *Social reinforcement.* Getting tips from peers on how to navigate a snowboard around moguls was more fun for me than my Dad showing me the proper way to buff the car's leather seats on chore day.
4. *Experiential awareness.* In high school, it was not fun to sit and compose a 30-page reading journal for Frankenstein. But owing in part to those types of prior experiences, I now find writing pleasurable and it's fun to learn how to write better.

P I think peeragogy is more like a mind-set. I think we have to change the way we relate to others and the way we understand the possibilities of learning. For example, I'm a teacher and, of course, my teaching practice tries to support collaborative, creative learning. So, I expect my students to take care of their own learning by making decisions about most aspects of the learning process. Program their own learning goals. The Blackboards, the environments they want to use. The activities and also the assessments.



I'm trying to give them conditions to decide how they want to learn and what they want to learn and how they want to learn it.

And for me it's been a very interesting experience. They are usually not used to making decisions about the process in a formal environment. At the beginning of the semester

you give them everything and usually they just follow guidelines and criteria for the class. I have been trying with them to change this way of doing things. They feel insecure, because they really do not know how or what they want to do. So, that process of making decisions together is very rich and very meaningful for everybody.

D This for us was like a workshop so that we also learn how to be more peeragogical, and I think we're extending it to all the domains of our life. I think this is really nice, it's almost like we are self-coaching each other in being more collaborative and this is a very good thing for us, as well.

P As Lisa said developing this culture of collaboration in every environment and seeing every environment as an opportunity to learn together.

D I think we're also spreading the culture of collaboration in some ways and this is also very beautiful to do that. This is still an experience for us and we can also help to experience it by somehow interacting on what comes out of this project already and still is evolving.

The whole process of learning together. It was also a learning process for all of us and this group. I think so, I don't know how it was for you, but I feel like that. It helped us to create this culture of collaboration within our group and we have transferred it to other groups we are talking with. It became a light that is spreading all over somehow by different channels.

L I think what she said too is important, because we often don't have a lot of language and lots of words have double meanings. So when we look at the concept of team, it can carry with it different meanings. One can be disjointed approach where everyone has specific, different roles or there are other concepts of team where everyone is integrated and working together. And yet a lot of times those differences aren't communicated directly when you're working with groups. So we're bringing to the surface things that are often implicit when they're working in groups and by pulling it to the surface we're raising awareness that people are making choices and there are these different choices in how we approach things.

Where do you do peeragogy?

D Everywhere I can. Just now in the kitchen, cooking with a friend, I was doing peeragogy.

L I think you can do it just about anywhere. My interest though is as it relates to business. How different groups and departments work together.

P I agree w/Dorotea. I try to peeragogy everywhere. We should find a verb for that. I collaborate w/a group of human rights activists in Contingentemx (<http://contingentemx.net/>) and I also see my collaboration there as a peeragogical practice. When you are in a family you should understand you

are a team, and if you don't see every member as a valuable contributor to the common goals of that team it doesn't work.

Example: Metacognition and Mindfulness

Alan Schoenfeld: "What (exactly) are you doing? Can you describe it precisely? Why are you doing it? How does it fit into the solution? How does it help you? What will you do with the outcome when you obtain it? "

Schoenfeld, A. H. (1987). What's all the fuss about metacognition? In A. H. Schoenfeld (Ed.), *Cognitive science and mathematics education* (pp. 189-215). Hilldale, NJ: Lawrence Erlbaum Associates.



When do you do peeragogy?

D I think always. I really like that during the hangouts we don't have agendas usually. We just get creative. And whatever happens it's the right thing happens. We just work together and somehow the right things happens.

I think we're always doing peeragogy when we do things in open, collaborative, ways if we're not trying to restrict it with too much structure in the Hangouts or anything we do

basically.

P I basically agree with Dorotea. The where and when questions are related. If you're thinking about where, you're thinking about when. So if where is everywhere, and then your when is also always, so I agree. Anywhere, everywhere, all the time.

It's an ongoing process. It's not something you can say NOW I'm applying peeragogy, but not for others. At least from my point of view.

If you believe in peeragogy in a sense in that sense that you believe in a way of doing things or making things happen, you cannot shuffle or break yourself into 2 people or 2 different persons and say I'm not working with peeragogy now. It's hard to split yourself in 2.

L In business there are personalities, and people who will tend to adapt and prefer a peeragogical model. They tend to be more collaborative just by nature. Other personalities are not, and that's why what we're doing here is valuable. There's often not recognition of these two different styles of working that's conscious. In a business environment it's not necessarily voluntary and people coming together united by a single goal. In biz you get different personalities tossed together, so understanding these rules and raising differences to the surface could be very valuable for the business to make other people's lives better in the business environment.

D To pick up on what Paola said about the process. Sometimes we like to think in our imaginations that Peeragogy is this, but then we realize that it's something more. It's like process within us and how we evolve this notion.

It means much more each time we refer to it. It's an evolving construct. The more we do it, the more we understand it and the broader we view the whole landscape around it and what really matters is how we do this and what other things matter. It's a process also in terms of our learning and understanding what it really is and it comes by doing it. It's learning by doing

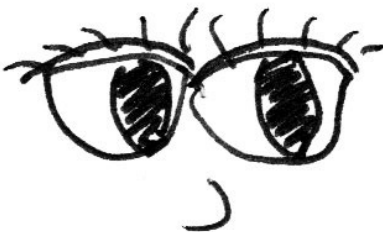
it's also evolving notion by exploring it!

P Yeah I agree with Dorotea in the sense that it's a dynamic, on-going process. It's very important to have the meta-cognition process. In the sense we are always reflecting how are we doing this? How do we want to do this? What do we want? Why? Are we doing the right thing? It's a long process in that we're always asking ourselves things. This process of asking ourselves questions is also a learning process. That makes us be more aware of things that should be promoted and things that maybe don't work that way.

Who does peeragogy?

P Of course, we consider ourselves the peeragogy team. Not everybody is familiar with our, let's say, strategies/beliefs. But I think, as we said earlier if we are feeling and thinking this a good way to solve problems and be creative, then it's a good thing to apply to any given environment. So it's difficult if other people, different from us, try to impose rules or define things without considering our ideas or input. Lisa was talking about organizations. I think they could gain a lot if they understand that peeragogy is a better way to work in an entrepreneurial or private environment, in general, I think it's good for all.

L I think a lot of people may not be aware of it who are working in that sort of environment. I think we all do to some extent. Going on social media, googling the internet for help on things, going into chatrooms can be a kind of peeragogy of peer to peer to peer support: a way of solving your particular problem. I think everybody does it on different levels, but they may not be aware of it.



D There are many collaborative projects that aim to do something of this kind, but they are not as much into it as we are in a sense. They notice something or promote something that we do also do not pay attention to other

things that we consider important. Some people have natural tendencies to be peeragogical, and some people are not so transparent in the way they do things, but i think it's really beneficial, especially for collaborative projects. Everyone can learn a bit of that and do it if they bring more awareness to how they do things and what they think and not just focus on some part of it, but see things in a bigger picture in a sense, so I think people do it in little different ways and sometimes they do the opposite, but I think our role would be to bring more awareness to the details and process. And if people resonate with it they can say yes it makes sense and they can do it this way, but still I think it would help to focus attention on all that could be done in a peeragogical way. Bring more awareness to roles, would help to focus attention to all that could be done in a peeragogical way and maybe is not because there's not enough awareness of the process. In general my answer is most people are able to do it, but maybe they just don't know yet.

Example: Setting Sail

Jay Cross: "If I were an instructional designer in a moribund training department, I'd polish up my resume and head over to marketing. Co-learning can differentiate services, increase product usage, strengthen customer relationships, and reduce the cost of hand-holding. It's cheaper and more useful than advertising. But instead of just making a copy of today's boring educational practices, build something based on interaction and camaraderie, perhaps with some healthy competition thrown in. Again, the emphasis should always be on learning in order to do something!"

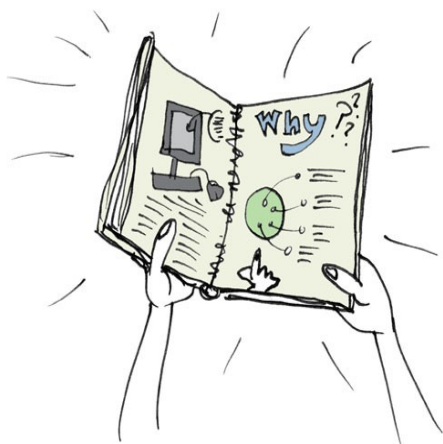
Why do you do peeragogy?

D Because it feels really nice. It helps a lot with relating to people and evolving our relationships we have in projects and basically everywhere. It's a very healthy way of doing things and it makes us feel good, makes others feel good. I think it's a good thing in general.

P Why? Well as said before, I believe in peeragogy. I believe it's a good way to learn. Maybe it's the best way.

I think I wasn't aware of that before joining the group. I have always been a self-learner, I have been working mostly alone. After I began working with the group, I understood that you grow working with a group.

You achieve things that you aren't able to achieve alone. I think there's a growing awareness of the value of collaboration in every setting and environment. There are more and more learning communities everywhere in every place in the world that are also learning that doing things together and deciding things together is best way that you could be in this world! I think we are living in hard times so we need more and more the sense that we are not alone and that we cannot solve problems alone.



L My interest in peeragogy goes back to an experience in business and seeing the potential benefits of it an organization and seeing those benefits being stripped away as new executives came in and not understanding what they are stripping. I enjoy it, see benefits because I've experience it and seen how corrosive other ways of thinking can be to the well being of employees and the corporation.

How did you join the Peeragogy project?

P How did I join? Actually after taking Howard Rheingold's course on Mind Amplifiers back in 2012 he invited us to join this group. As I said before there was not a plan, just an open question of how to best learn with others. That's how it began. We had many sessions, discussing about many things. The Peeragogy Handbook (<http://peeragogy.org>) was the

product of that process. We have been working with the Handbook, releasing new version every year and trying to see what would be the best way to go farther and what would be the future of our collaboration as a group/team?

L A couple friends of mine were involved in P2P learning. They were invited to a conference at UCI. Howard was at the event and they were familiar with him. We ended up in an obscure classroom and he started talking about principles that were peeragogy related, while I don't know if it provided much value to my friends, it sounded a lot like what I saw in business and he mentioned the group. So after that, I spoke to you guys and, it's pretty random.



D I think many paths led to me joining it. I was doing research on Open Science and I have lots of academic experiences and I always wanted to improve the way things work and somehow I wanted to do it and make it more creative. I resonated a lot with the Peeragogy Project on many levels, so somehow I just joined, I think it was serendipity of some kind.

This interview was conducted on December 15th, 2014. The transcript was edited. You can watch the whole interview online at http://is.gd/peeragogyworkbook_interviews.

Exercise: How do you see yourself fitting in?

Potential roles in your peer-learning project

- Leader, Co-Leader, Manager, Co-Manager Team Member, Worker
- Content Creator, Author, Content Processor, Reviewer, Editor
- Presentation Creator, Designer, Graphics, Applications
- Planner, Project Manager, Coordinator, Attendee, Participant
- Mediator, Moderator, Facilitator, Proponent, Advocate, Representative, Contributor , Activist

Potential contributions

- Create, Originate, Research, Aggregate
- Develop, Design, Integrate, Refine, Convert
- Write, Edit, Format

Potential motivations

- Acquisition of training or support in a topic or field;
- Building relationships with interesting people;
- Finding professional opportunities through other participants;
- Creating or bolstering a personal network;
- More organized and rational thinking through dialog and debate;
- Feedback about performance and understanding of the topic.

When you think
about Peeragogy
vBally - what
do you think?

Send your
napkin drawings!!!



How-To Get Involved in the Peeragogy Project

To join us, please say hi!

E-mail to:

peeragogy@googlegroups.com

Write to:

Peeragogy Project

c/o Pierce Press

PO Box 206

Arlington, MA 02476

Join a Google Hangout at 18:00 GMT on Mondays @:

<https://plus.google.com/+PeeragogyOrgHandbook>

We have multiple opportunities for peers to contribute. Here's our current "Top Ten" list:

1. Site: Google+ Peeragogy Handbook page
 - What happens: Coordinating Hangouts on Air, G+ news updates
 - Who's in charge: Charlotte Pierce & Charlie Danoff
 - URL: <https://plus.google.com/+PeeragogyOrgHandbook/posts>
 - Status: Active
2. Site: Peeragogy mailing list
 - What happens: Chance for newcomers to introduce themselves! Meta-level coordination for the project, main point of contact with the email-o-sphere
 - Who's in charge: Joe Corneli
 - URL: <https://groups.google.com/forum/#!forum/peeragogy>
 - Status: Active

3. Site: Peeragogy.org
 - What happens: Maintain the “master” copy of the peeragogy handbook, share public news about the project.
 - Who’s in charge: Peeragogy Project
 - URL: <http://Peeragogy.org>
 - Status: Active
4. Site: Google Drive Peeragogy Work Folder
 - What happens: Hive editing, working drafts to be delivered elsewhere when they are finished or for final polishing.
 - Who’s in charge: Peeragogy Project
 - URL: <http://is.gd/peeragogydrive>
 - Status: Active
5. Site: Peeragogy In Action Google+ Community
 - What happens: Random posts related to Peeragogy, quick communications between members, news about events, hangouts, etc
 - Who’s in charge: Everyone
 - URL: <http://goo.gl/4dRU92>
 - Status: Active
6. Site: Peeragogy YouTube Channel
 - What happens: videos posted here
 - Who’s in charge: Charlotte Pierce
 - URL: <http://is.gd/peeragogyvideos>
 - Status: Active
7. Site: Git.io/Handbook
 - What happens: versioned storage of the LaTeX sources for the print version of the handbook and other derived formats and scripts
 - Who’s in charge: Joe Corneli
 - URL: <http://git.io/Handbook>
 - Status: Active
8. Site: Commons Abundance Network
 - What happens: Public facing landing page for the

accelerator, networking with other commons-oriented groups

- Who's in charge: Helene Finidori
- URL: <http://commonsabundance.net/groups/peeragogy/>
- Status: Low Traffic

9. Site: Peeragogy Project Teams Google+

- What happens: Meta-level coordination for the project
- Who's in charge: Peeragogy Project
- URL: <http://goo.gl/AzxXQq>
- Status: Low Traffic

10. Site: Paragogy.net Wiki

- What happens: You can find links to papers and books on paragogy and/or peeragogy.
- Who's in charge: Joe Corneli, Charlie Danoff, Fabrizio Terzi
- URL: <http://paragogy.net>
- Status: Low traffic

Do not worry about rules or trying to catch up! Just jump in! :)

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Visuals by Amanda Lyons (<http://visualsforchange.com/>).

Booklet by Charlie Danoff, Paola Ricaurte Quijano, Lisa Snow MacDonald, Dorotea Mar, Joe Corneli and Charlotte Pierce.

Prepared for Public Domain Day 2015 on January 1st, 2015.