

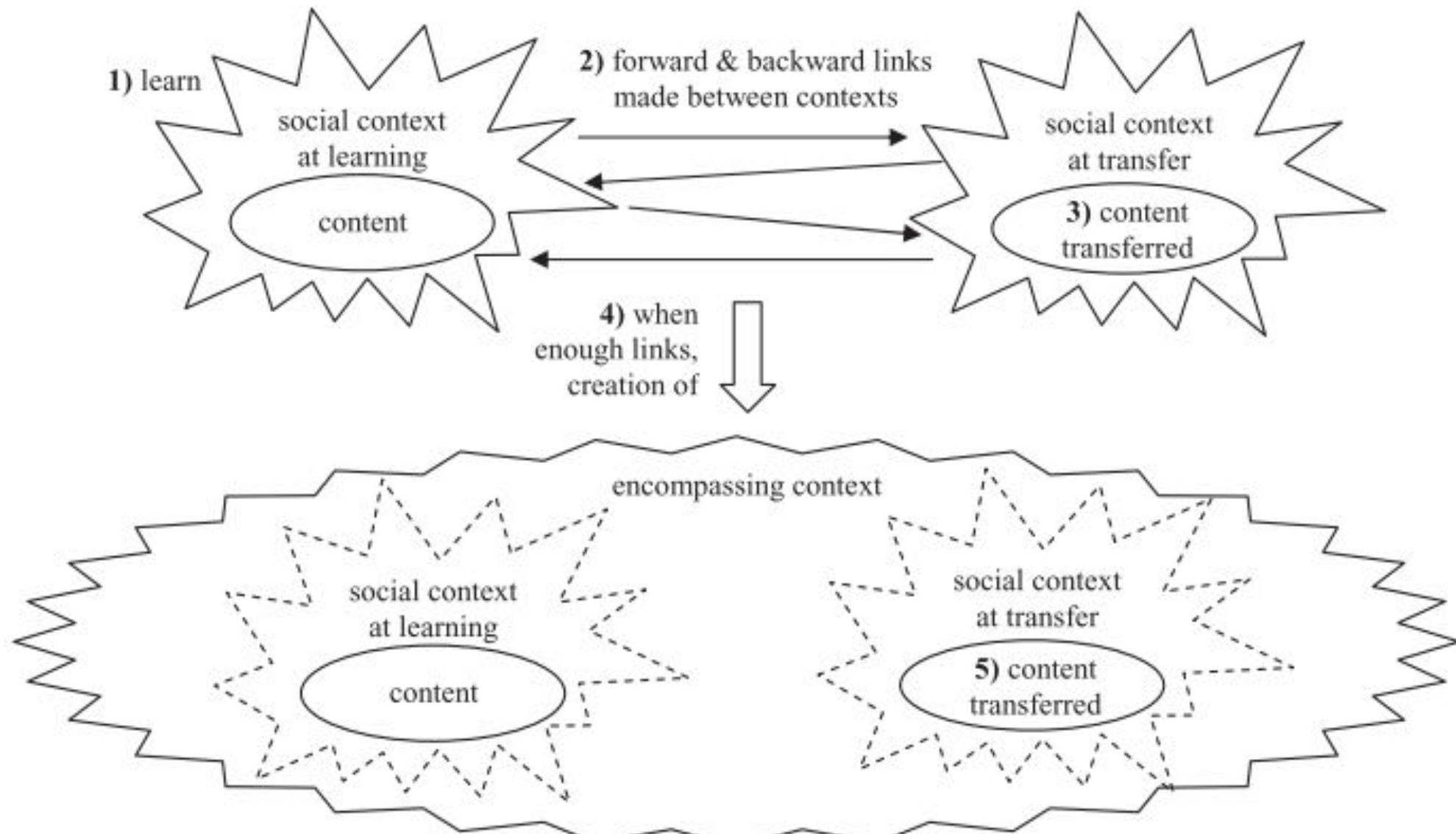
Aligning Student Discourse with Expansive Framing in Online Teacher Education

Chris Andrews
Indiana University

Annotate the slides

goo.gl/iENZj6

Social context-based approaches



Expansive Framing

Pedagogical model to encourage transfer.

Table 1. Intercontextuality proposed by expansive framing and hypothesized transfer mechanisms triggered by student alignment with expansive framing (from Lam et al., Under review).

Contextual aspect	Proposed intercontextuality	Transfer mechanism
Time: <i>What is the temporal horizon of the learning activity?</i>	The learning activity is part of an ongoing activity that started in the past and will continue into the future.	Students draw on prior knowledge during the lesson. They learn current content expecting to be able to use it in the future.
Place: <i>What is the spatial extent of the learning activity?</i>	The learning activity is relevant outside the classroom (e.g., to rest of school, homes, local community, places around the world, other professional and academic institutions, etc.).	Students draw on experiences from other places during the lesson. They learn current content expecting it to be applicable in other places.
Participants: <i>Who is involved with the learning activity?</i>	The learning activity is relevant to a broad community that extends throughout and beyond the classroom.	Students consider the relevance of interactions with others during the lesson. They learn current content expecting it to be of interest to others.
Roles: <i>What is the relationship between learners and what they are learning?</i>	Learners are authors who are responsible for developing, sharing, and defending their own ideas.	Students feel accountable for remembering, using, and sharing the ideas they author. They may also adopt the practice of generating and adapting ideas to attempt to solve novel problems.
Topics: <i>What is the topical scope of the learning activity?</i>	The learning activity is part of larger and interrelated units, topics, and subject areas.	Students see connections between the lesson and other topics they have studied and will study. They expect those connections to be helpful in understanding content.

How did students take up expansive
framing in their discourse?

Context

Spring 2018 online undergraduate Educational Psychology class which helps pre-service teachers connect learning theory with educational practices.

15 students

8 - Visual Arts Education

4 - World Language Education (2 Spanish, 1 French, 1 Chinese)

2 - Physical Education

1 - Dietetics

youth from historically marginalized communities, raises questions for us about the traditional purposes and practices of civic education. We feel compelled to ask, What does it mean to educate toward civic engagement in a society in which progress occurs not inevitably or in a straight line but instead in stops, starts, and retreats? Whose perspectives and cultural values define progress today? What story lines can inspire civic action when the narrative of the Dream does not resonate?

Young people are offering answers to these questions but in forms that much civic education scholarship has a difficult time characterizing. For instance, in the wake of the unrest in Ferguson, Missouri, in 2014, which was sparked when a White police officer shot and killed African American teenager Michael Brown, a young Black man posted a tweet using hashtag #IfTheyGunnedMeDown in which he asked, "Which photo does the media use if the police shot me down?" One showed him in cap and gown at a graduation ceremony, while the other showed him in informal clothing and sunglasses dancing in a house with a bottle in his hand. The hashtag went viral as hundreds of thousands of Twitter users posted photos that expressed their outrage not only at the "horror" of the shooting itself but also at the role that media outlets play in portraying people of color in stereotypical and victim-blaming fashion.

These tweets represent complex responses to a serious civic issue but do not conform to established categories of civic engagement because they are youth-generated, explicitly critical of the Dream, and representative of the new communicative possibilities opened up by digital technologies. We argue that to better capture the range of civic experiences of young people in America, the future of civic education scholarship must engage more forcefully with youth agency, critical perspectives, and digital forms of expression.

In this chapter, we counter the "brightly rendered" vision of our country that undergirds mainstream models of civic education and engagement in the United States and take Coates's (2015) challenge to turn toward a "murkier and unknown" understanding of America that arises from and builds on experiences of struggle and oppression. We aim to recast civic learning by examining a range of community-based civic education initiatives in both formal and informal learning spaces to demonstrate how they amplify youth voice from a redefined vision of civic participation focused on creation and criticality. We characterize these initiatives not simply as new practices within the field of civic education as it currently exists but as a provocation for this entire body of scholarship to focus on reimaging and rearticulating what citizenship and civic participation mean for young people in an era of broader social

> Public



marginsyllabus



dogtrax

Nov 1, 2017

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Less

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marginsyllabus



Hide replies (5)

szemelman

Nov 2, 2017

Frustratingly, today I worked with one of the restorative justice teams in a high school where I hang out, and the students are very pessimistic that anything can change. So some become active in new ways, while others retreat. Perhaps its a defense against facing the reality of the limits that are imposed on them.

1 The original PDF article (or other text on the web)

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Safiya Noble | Challenging the A...



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2 Annotations on original text

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Code	Description	Example
Time Past	Refers to a past time that what was learned then can, should be, or has been used.	“I had an English teacher my senior year...” “This reminded me of last semester...”
Time Future	Refers to a future time in which what is learned can, should be, would be, or has been used.	“In my future classroom I’d like to...” “Teachers need to...”
Place	Refers to another place outside of the course in which what is learned can, should be, or has been used.	“In my field experience...” “At the high school...” “At home...”
Topic	Refers to a non-course topic in which what is learned can, should be, or has been used.	“In my content area of visual arts...” “My Pluralism in Education course talked about this...”
Participants	Refers to other person(s) other than the teacher that one can, should be, or has communicated what one has learned.	“Pre-service teachers could use this to...” “This really applies to students...”
Accountable	Holds others accountable for sharing knowledge by directly engaging others with questions to encourage threaded discussion and/or responding directly to a peer’s statement by answering and/or referring to a specific question/comment.	“How would you...?” “Leslie’s comment helped me think about...” “I agree with your claim that...”
Author	Presents themselves as authoring knowledge.	“I think this is important...” “We also should consider...”

	#	%
Time Past	149	41%
Time Future	173	48%
Place	111	31%
Topic	227	63%
Participants	268	74%
Accountable	129	36%
Author	258	72%
Total	360	

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Increase of expansively framing topics over time

Unit (Dates)	% Reference to Topics
Introduction (Jan 8-14)	38%
Behaviorism and Social Cognitive Theory (Jan 15-28)	59%
Cognitive (Jan 29-Feb 11)	64%
Sociocultural (Feb 12-Mar 4)	75%
Moving Across Theories (Mar 5-11)	88%
Constructivism (Mar 19-Apr 1)	89%

Next steps

Finish coding (still have the final two units)

Develop a rubric for assessing the expansiveness of each post (0-4 scale)

Deeper dive into the data

- How do students use expansive framing in more generative ways?
- How can we design for that?

	#	%
Direct annotation (lvl 0)	237	66%
Direct reply (lvl 1)	97	27%
Threaded reply (lvl 2+)	26	7%
Total	360	100%

Designing for learning with social web annotation

Instructions for students participation in social web annotations that is emphasized throughout the course

In this class we will be using web annotations as a way to **participate in a larger discussion** surrounding the articles that we will read as well as facilitate **making connections to other content** such as other articles we are reading in the class or content you may read or interact with outside of class. The web annotations can also help us **make connections to prior experiences you may have had, current experiences you are having, or potential future experiences you may have (e.g., your field experience, future classroom, or work-related experiences)**.