

Open Web Annotation to  
Foster Intercontextuality  
for Undergraduate  
Pre-Service Teachers

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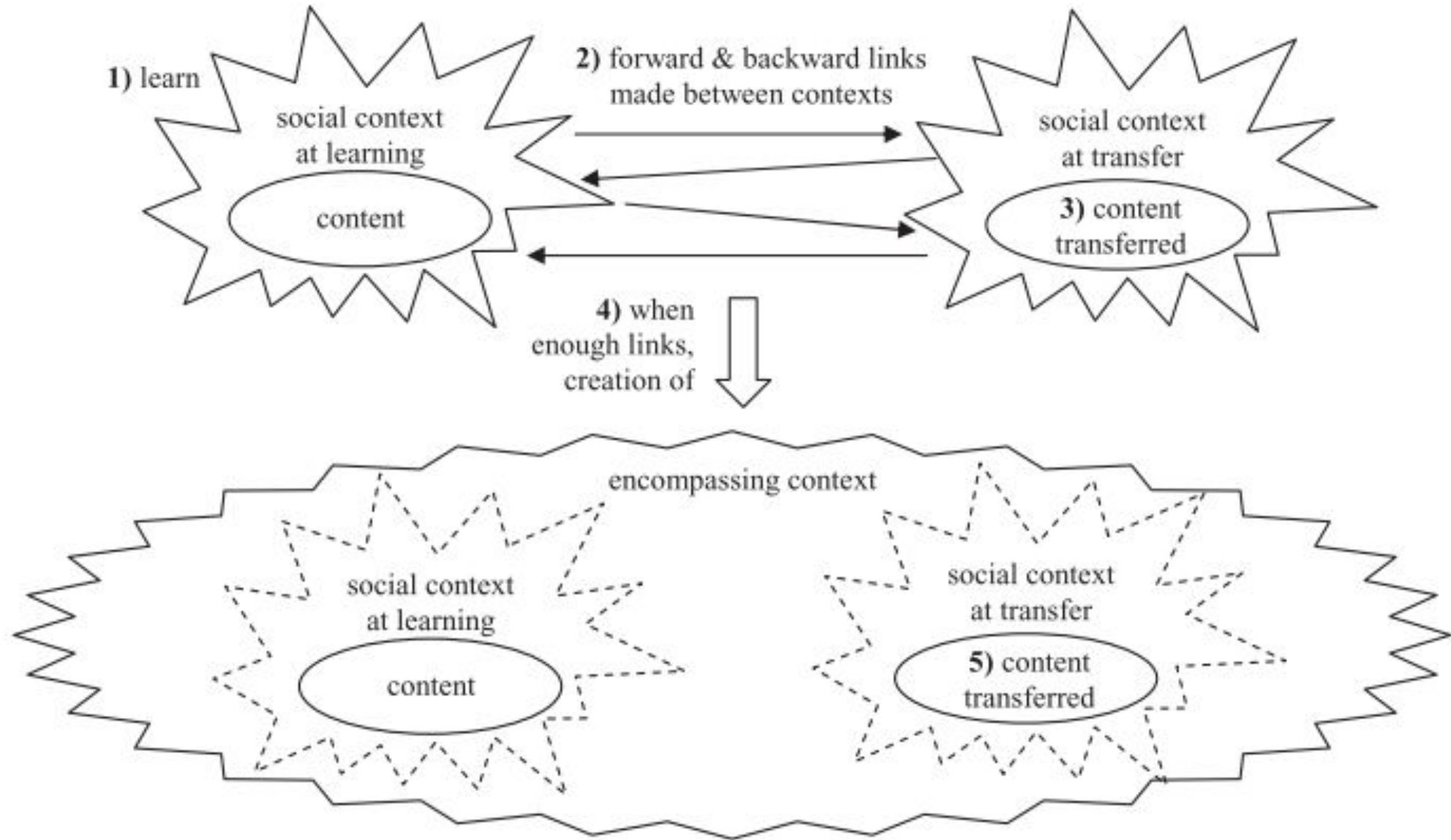
## *Theory-Practice Gap*

- Pre-service teachers struggle to incorporate learning theory into their future educational practices (Korthagen, 2007).

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What is “intercontextuality”  
and how can it help?

## Social context-based approaches



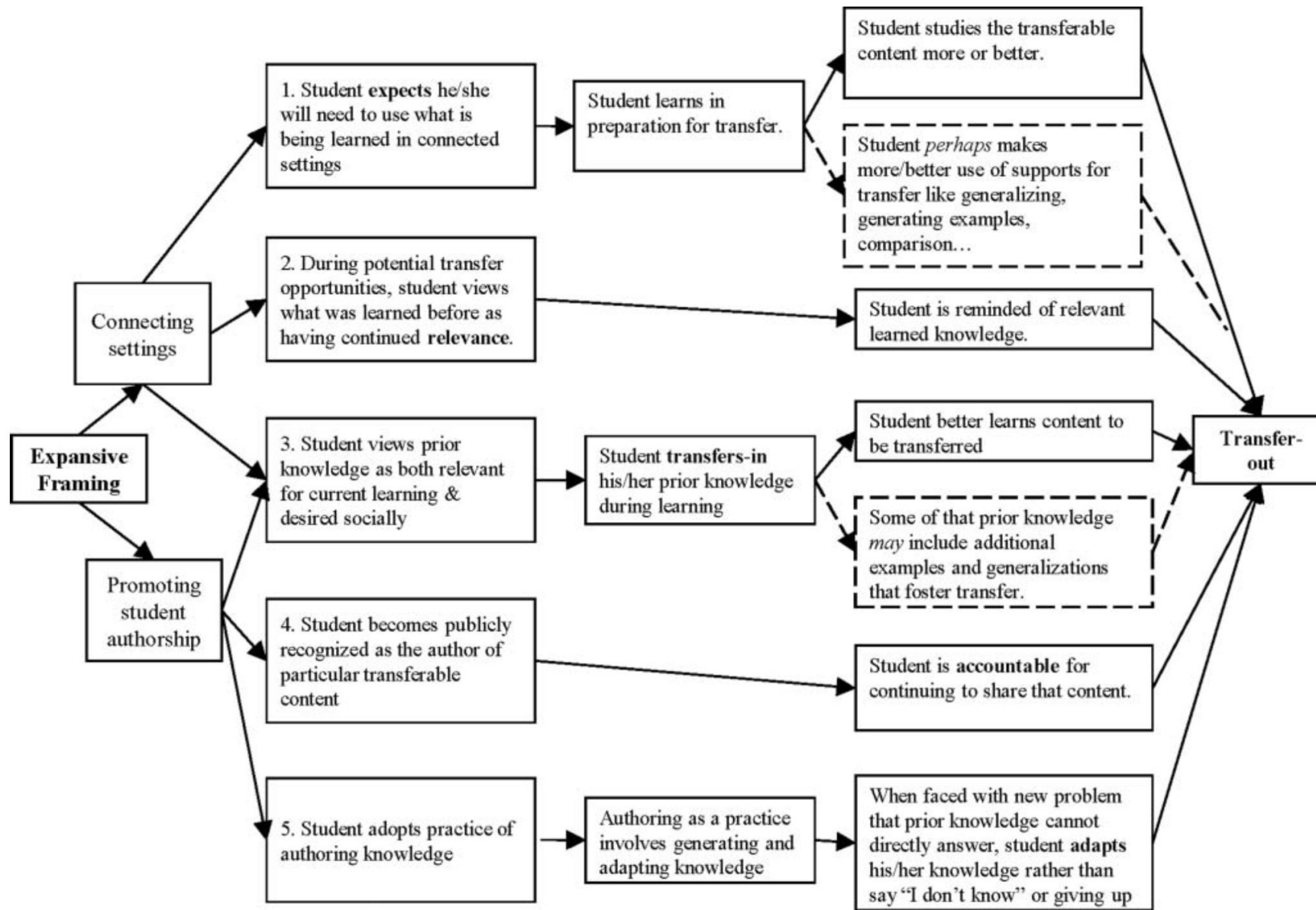


FIGURE 2 Five potential explanations for how expansive framing may foster transfer. *Note.* Dashed arrows and boxes indicate processes that may or may not occur depending on what content-based supports for transfer are available.

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What is “open web annotation”  
and how can it help?





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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 reimagining and rearticulating what citizenship and civic participation mean for young people in an era of broader social

## Safiya Noble | Challenging the A...



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Nov 1, 2017

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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 other retreat. Perhaps its a defense against facing the reality of the limits that are imposed on them.



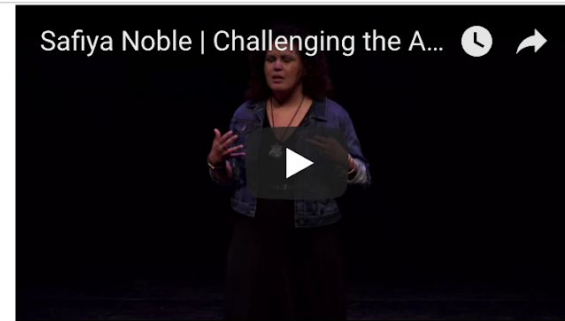
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How can all of this  
come together?

# 1 Content to be learned (articles on learning theory)

1. Student expects he/she will need to use what is being learned in connected settings

## 2 Connecting settings (past/present/future)

3. Student views prior knowledge as both relevant for current learning & desired socially

## 3 Promoting student authorship and social relevance

4. Student becomes publicly recognized as the author of particular transferable content

1) learn

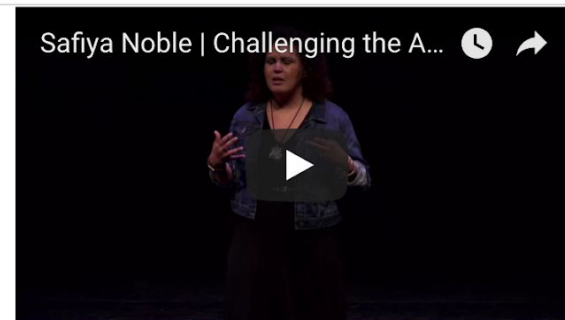
social context  
at learning  
content

2) forward & backward links  
made between contexts

social context  
at transfer

3) content  
transferred

4) when



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# Designing for Learning with OWA

*Instructions for students participation in OWA 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).**

# What are the specific implications of expansive framing for open web annotation in online teacher education?

- What design features lead to productive and less productive uses of open web annotation in online teacher education?

*Open Web Annotation to Foster Intercontextuality for Undergraduate Pre-Service Teachers*

**Thank You**



# Layers of Annotation

Built into the Fabric of the Web



# 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
<b>Time:</b> <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.
<b>Place:</b> <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.
<b>Participants:</b> <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.
<b>Roles:</b> <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.
<b>Topics:</b> <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.

