Learning from **Open Source** is Learning to Win

Figure 1: "*Git Blame*" displays authorship per line.

Figure 2: "*Git Diff*" renders changes between any two versions.

Figure 3: Discussion on "*Issues*".

Figure 4: "*Issues*" are actionable todo items.

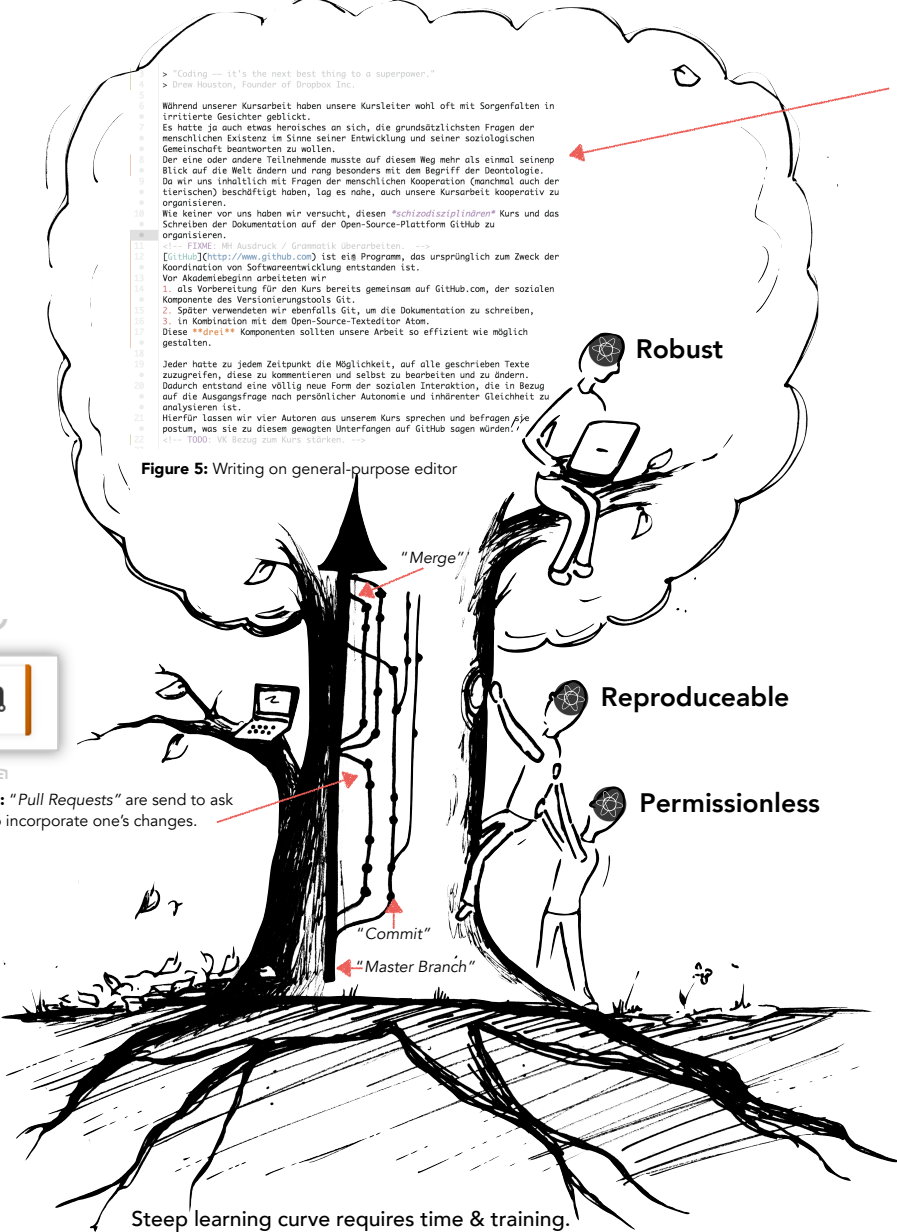# *Reports from a Seminar on Democracy and Education at Deutsche SchülerAkademie 2014*

https://github.com/BildungBegabung/emile   https://github.com/maxheld83/barjoke

Figure 5: Writing on general-purpose editor

Robust

Reproduceable

Permissionless

"Merge"

"Commit"

"Master Branch"

Figure 6: "*Pull Requests*" are send to ask others to incorporate one's changes.

Steep learning curve requires time & training.

Cooperative Academic Writing on GitHub

Positive interdependence. "Their work benefits us and our work benefits them" *(Johnson & Johnson 1999: 71)* :

- all students write **one text**
- students depend on another's work on **atomistic issues**

Individual accountability. "The performance of each individual student is assessed and the results are given back to the group" *(ibid.)* :

- work is **transparent**: everyone can see everything
- every line, word or issue posted is **owned by individual students**

Promotive Interaction. "Individuals promote each other's success by helping, assisting, supporting, encouraging and praising" *(ibid.)* :

- students give and receive **mutual writing feedback**
- students **open and assign themselves or others to issues**

Social Skills & Group Processing. "Define and solve the problems they are having working together effectively" *(ibid.)*:

- students learn conventions and technology to **collaborate intensively**
- students must **organize themselves**

Deliberate Practice *(Ericsson 2007)*:

- students write many **revisions with intensive feedback**

References:
Ericsson, K. Anders (2007): "The Making of an Expert", *Harvard Business Review* (July-August).
Johnson, David W. & Johnson, Roger T. (1999): "Making Cooperative Learning Work", *Theory into Practice* (38, 2).

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GitHub   git   ATOM

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