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Overall Course Structure: Each week we'll have some assigned things to read, watch or look at. Each week there will be some kind of activity (in class or out). Not every week but some weeks there will be artifacts that are produced, used for thinking, discussion, and analysis, and stored in a digital archive. There will also be two major projects in the course:

1. Some kind of study, analysis, theoretical design or other scholarly work on some aspect of learning, space and activity (these projects can be tailored to your specific interests and career goals).
2. Some kind of “course plan” for a particular kind of learning practice, aimed at a particular audience (also tailored to your particular interests and career goals).

Grading: Here is a grading breakdown for how work for the course will be graded

- Reading Responses = 25%
- Artifact Archive = 15%
- Scholarly Contribution = 25%
- Course Plan = 20%
- Proof-of-Learning = 15%
- NOTE: For more details click here [Classroom Activity: Coursework Details](#)

A List of Smaller Assignments (these will be part of your Artifact Archive Grade):

- Weekly reading responses: each week you'll be posting responses to the readings and selecting three other responses to respond to
- Learning Spaces Observation
- Activity Diagram of a learning space
- Student led vs. teacher led comparison
- Annotated Bibliography of Learning Videos
- Photo Essay of a learning space
- Watch learning videos and do learning assessments
- Interview/documentation of attitudes about an online class

Schedule

Week One: Introduction

The work in this week focuses on thinking about the goals for the course and beginning to talk about some of the terms we'll be using throughout the semester.

- **Readings:**
 - Activity Theory: Because Things are Actors Too: <https://www.youtube.com/watch?v=mb-3ufwK6U0>
 - CHAT: How Sweet It Is! Mapping Out the Activity of Writing
<https://www.youtube.com/watch?v=M.Jya9zQoMuw&feature=youtu.be> \\\
 - Remediating the Canons:
<http://kairos.technorhetoric.net/11.3/binder.html?topoi/prior-et-al/index.html>
 - Introduction to Rhetorical Bodies, by Jack Selzer and Sharon Crowley (text will be provided)
- **Activity: Learning Space Observation** Find a location where people are learning something (where you can watch). Any place. Observe. Make a written record of your observations. You can and should consider taking pictures (for class purposes only), but be aware of whether you are taking photos that include people in settings where they might expect privacy. [Pictures of under-18 students in school settings are not permitted]. Follow your observation by producing an activity sheet in which you document your own activities -- what did you do? Where did you go? What tools did you use? What did you learn? Could you have learned differently? Does this activity remind of you other activities you've done in the past? How so? What do you think the goals of this activity (for the purposes of this class) are?¹
- **Artifacts:** Your observation notes, your activities notes, any other documentation from your observation.

¹ For the purposes of this class remember the following: Don't talk about illegal activities in this class. Don't document activities not happening in public places (where participants might consider their activities private and person) without permission in writing from the people involved. Check with me about activities that might freak others out....we'll evaluate these on a case-by-case basis. In most cases you'll have control over what gets shared with other members of the class, but we will be sharing SOME information about all the learning spaces you observe, so keep that in mind when making choices.

Weeks Two & Three: Teachers, Spaces and Activity Theory

- **Readings:**
 - "How Teacher Thinking Shapes Education" By Judith Yero.
<http://assets.booklocker.com/pdfs/5094s.pdf>
 - Stephen Heppell discussing the evolution of physical classroom spaces:
<https://www.youtube.com/watch?v=kemWMuaHjBs>
 - Ewan McIntosh discussing Seven spaces of technology in school environments:
<https://vimeo.com/15945912>
 - Another Basic explanation of activity Theory: <https://www.youtube.com/watch?v=jP2v6pzhCQw>
 - First Generation Activity Theory: <https://www.youtube.com/watch?v=Qa3ARUK6XMY>
 - 2nd Generation Activity Theory: https://www.youtube.com/watch?v=PPyOPKQZ_wQ
 - Clay Spinuzzi's "Losing by Expanding: Corraling the Runaway Object" Journal Of Business and Technical Communication. 2011. 449-486. (will be provided)
- **Activity:** Using an activity theory framework, find a site/activity to analyze. You may need to make several visits to the site to get a more accurate look at what's happening. Remember that you are supposed to be thinking about how people, information, artifacts, and tools move around in these spaces. How do people know what they are doing in the space you are looking at. How do they move around? You will be making one (or perhaps more if you are looking at a complicated space) visual diagrams. These aren't static maps, but instead are maps that try to show movement within a space over time.
- **Artifacts:** A visual diagram of your analysis. You'll include your own learning/activity notes.
- **DUE DATES:** First Proof of Learning Report is Due by end of Week Two

Weeks Four and Five: Teachers, We Don't Need No Stinking Teachers

- **Readings:** Sugata Mitra (two TED talks):
 - https://www.ted.com/talks/sugata_mitra_shows_how_kids_teach_themselves?language=en
 - http://www.ted.com/talks/sugata_mitra_the_child_driven_education?language=en
- **Activities:** ½ of the class will investigate learning situations where learning is happening without teachers. ½ will investigate "explicit" teaching situations (a clear situation where someone is teaching and one or more people are learning). We'll share our notes in the shared folder online.
- **Artifacts:** Create a comparison of student-based learning vs. teacher based learning based on 2 or more of the observation notes

Week Six: Learning Outside of School

- **Readings:**
 - **Models for workplace learning:**
<http://charles-jennings.blogspot.co.uk/2013/10/workplace-learning-adding-embedding.html>
 - "Developmental studies of work as a testbench of activity theory: The case of primary care medical practice" Yrjo Engestrom. 64-103. In *Understanding Practice: Perspectives on Activity and Context*. Eds. Seth Chaiklin and Jean Lave. Cambridge UP, 1996. (will be provided).
 - Article on the Kalamazoo, MI Can Do Kitchen:
http://www.mlive.com/business/west-michigan/index.ssf/2015/11/can-do_kitchen_to_become_a_st

[a.html](#) (read the short article and then also the links the the Can Do Kitchen <http://www.candokitchen.org/> and Fair Food Matters <http://www.fairfoodmatters.org/>)

- Young Children Can Be Taught Basic Natural Selection Using a Picture-Storybook Intervention. *Psychological Science* April 1, 2014 25: 893-902

Activities: No activities this week -- We'll be talking about the POL reports.

Artifacts: 1st Proof-of-Learning Report due at the beginning of Week Seven. In these reports you'll document how you engaged with the readings and activities in weeks 1-5. The goal of these reports is to create a "curated" look at your learning that would convince an outsider (me) that learning has happened.

Week Seven: Learning From the Movies

- **Readings:**

- Guosong Shao, (2009), "Understanding the appeal of user-generated media: a uses and gratification perspective", *Internet Research*, Vol. 19 Iss 1 pp. 7 - 25. (will provide).
- "Informal learning on YouTube: exploring digital literacy in independent online learning" Elaine Tan. *Learning, Media and Technology*. Volume 38, Issue 4, 2013. (will provide).
- "Teachers Can Learn to Attend to Students' Reasoning Using Videos as a Tool." Maher, Carolyn A; Palius, Marjory F; Maher, James A; Hmelo-Silver, Cindy E; Sigley, Robert. *Issues in Teacher Education* 23.1 (Spring 2014): 31-47. (will provide)
- "Music teaching and learning online: Considering YouTube instructional videos." Authors: Kruse, Nathan B.; Veblen, Kari K.: *Journal of Music, Technology & Education*, Volume 5, Number 1, 22 May 2012, pp. 77-87(11)

- **Activities:** Create a selection of online videos that are all trying to teach a particular (or at least a related) concept. Think about how they work. Figure out a way to test your own retention of concepts from these videos. [Remember that "tests" are not always the best way to check growing knowledge].
- **Artifacts:** (1) An annotated bib of the different videos. (2) An explanation of learning assessment -- what did you learn from watching? How did you test your learning?

Week Eight: Assessing Learning from Video

- **Readings:** There won't be readings for this week. Instead, you will work in groups (you can do this face-to-face or digitally) to select a learning video you want the class to watch. You will also develop some kind of assessment -- how will you test what we learn?
- **Activities:** Watch the selected videos and complete whatever assessment the group has designed for it.
- **Artifacts:** Each group will produce a document that explains the video, what it is trying to teach and what people in the class learned from watching it.
- **DUE DATES:** Preliminary Proposals Due for both Scholarly project and Course Plan. Note: These can still be pretty open at this point (see the Project Handouts Page for more information).

Week Nine: Attending to Space

- **Readings:**

- **Learning Spaces:** This edited collection of articles, published by Educause is available as a free .pdf and it offers a look at the issues of physical classroom design in University settings. <http://www.educause.edu/research-and-publications/books/learning-spaces> (READ Chapters 6-13 and at least 2 of the case studies).

- **Activities:** Find a learning space, but rather than focusing on the people and what they are doing, focus really carefully on the space. What do you see? Take photos.
- **Artifacts:** Create a photo-essay using the images from your space and your observation notes.

Week Ten: Moving Online

- **Readings:** *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*. Rita-Marie Conrad, Judith V. Boettcher. Jossey-Bass, 2010. (you'll purchase this -- either kindle or paperback edition is fine). Read Part 1.
- **Activities:** Document an online course you've taken (or find someone to interview who is currently taking one if you're not). The goal is not to think only about good/bad but to "observe" the space and the tools in use.
- **Artifacts:** Create a short analysis (use activity theory) to consider the activities of the class. What do you see in this space that is interesting? where is learning happening (or not?) what tools are in use?
- **DUE DATES:** Final (formal) Proposals (with preliminary grading criteria) are due for both Course Plan and Scholarly Project. This will include a 20-30 minute meeting with me about your project, which we can do face-to-face or via skype.

Week Eleven: What Makes an Online Learning Environment Work?

- **Readings:** *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*. Rita-Marie Conrad, Judith V. Boettcher. Jossey-Bass, 2010. Read Part 2.
- **Activities & Artifacts:** create a draft of your course plan and bring to class for discussion. The overall goal for these "courseplans" is to think of ways to teach (or to encourage learning) in whatever environment it most meaningful to you. These need not be "school" environments, but the courseplans will need to consider tools, spaces (digital and physical) and reflect the learning that has happened in the class.

Week Twelve: Bodies & Language

- **Readings:**
 - Excerpt from Selzer and Crowley's *Rhetorical Bodies*. (will provide)
 - Detroit and the Closed Fist: Toward a Theory of Material Rhetoric. Richard Marback. *Rhetoric Review* Vol. 17, No. 1 (Autumn, 1998), pp. 74-92 (will provide)
 - **Embodied Learning Across the Life Span**. Carly Kontra, Susan Goldin-Meadow and Sian L. Beilock. *Topics in Cognitive Science*. [Volume 4, Issue 4](#), pages 731–739, October 2012. (will provide).
 - David Bloome and Faythe Beauchemin. "Languaging Everyday Life in Classrooms." *Literacy Research: Theory, Method, and Practice* 1-14. 2016.
- **Activities:** as a class, we'll develop a couple of exercises in embodied learning. We'll discuss how embodied learning can apply (or not) to different kinds of learning environment (particularly digital environments).
- **Artifacts:** create your own exercise in embodied learning for your archive.
- **DUE DATES:** Course Plans are Due by the end of this week.

Week Thirteen: Learning Explosion: It's everywhere

- **Readings:** Open -- based on your suggestions I'll put together an eclectic choice of readings/video related to where/how people learn.
- **Activities:** Bring draft of your scholarly project (turn in to me for review and bring copies for peer review).
- **Artifacts:** Reviews of peers' scholarly projects can go into your archive.
- **DUE DATES:**

Week Fourteen: Best Practices and Examples

- **Readings:** Open -- based on your suggestions I'll put together an eclectic choice of materials that propose to teach something. We'll talk about why they work and why we like and don't like them.
- **Activities:** Reviewing the archive of your materials.. Be ready to bring out your favorite piece from your archive and discuss with the class.
- **DUE DATES:** Final Proof-of-Learning is Due. Archives are due.

Week Fifteen: Did we Learn Something?

- **Readings:** no readings for this week.
- **Activities:** Class assessment
- **Artifacts:** Our own class assessment and the official course evaluations
- **DUE DATES:** Scholarly Projects are Due by the end of this week.