Digital Media & Learning Conference 2016, UC Irvine
Individual Talk Abstracts

2:00pm – 3:00pm **I Building Informal Learning Networks**

Emerald Bay A

Speakers: Christiano Avila, Wade Berger, Ryan Coon, Katie Davis, Kelly Hoffman, Saba Kawas, Ariam Mogos, Rik Panganiban, Carolina Rodeghiero, Mega Subramaniam

241 - Individual Session   Compelling Models
Squad Goals: How Youth Connect, Learn and PowerUp!

Ariam Mogos | Global Kids| @aamogos

In this individual session, Global Kids will provide participants with best practices and lessons learned from the Young Innovators Squad (aka Young Hackers), a youth-led initiative which engages underrepresented youth across NYC in the fields of technology and media. A project of the Hive Learning Network and designed and implemented by Global Kids, this model of youth empowerment and leadership successfully demonstrates how youth-serving organizations can support connected learning. In a series of monthly youth-led events held at accessible NYC Parks and Recreation Computer Resource Centers, the Young Innovators Squad (aka Young Hackers) designs interest-driven and culturally-relevant workshops around technological fluency, networking opportunities between youth, space for youth presentations and feedback sessions, access to technology and media professionals, and resources for other digital media and learning opportunities through an active Facebook community.

Global Kids will provide case studies of how the youth leading the Young Innovators Squad (aka Young Hackers) have become powerful brokers in creating viable pathways between various spaces (school, friends, interests and professional opportunities) to engage other youth in the initiative. Global Kids will also share strategies with practitioners on how to overcome intergenerational barriers and work in partnership with youth, support youth leaders as catalysts of change in their communities, and successfully collaborate with other stakeholders in the public and private sector to create real-world opportunities which relate to youth's interests.

194 - Individual Session   Compelling Models
Mentoring 20%: A new model for brokering expertise in Connected Learning spaces

Wade Berger | John G. Shedd Aquarium | @wadeatshedd

Shedd Aquarium launched the Teen Learning Lab to provide Chicago area teens with new levels of access: to animals, research and careers. This free, after-school space is designed to promote open-ended and interest-driven exploration. At its heart are the teens themselves, their interests, passions, knowledge and willingness to creatively apply these qualities through self-directed projects. Teens toggle back and forth from singular explorations to group investigations with peers to collaborations with Teen Learning Lab staff, Shedd scientists, conservationists and animal care experts.

To facilitate this exploration, Shedd recognized the benefits of brokering connections between teens and mentors to provide abundant, aggregated and accelerated mentoring (1). As stakeholders in piloting experiences in the Teen Learning Lab, these early mentors collaboratively formed a new mentoring model to bring expertise and resources to teens. Called

Mentoring 20%, this new model simultaneously empowers the mentors to connect with teens organically and balances each mentor's capacity to bring authentic challenges from Shedd Aquarium into the Teen Learning Lab.

During this presentation, we will explore the evolution of the Teen Learning Lab's mentoring program including early successes, emerging challenges and the future mentoring strategies. This overview will be helpful to informal and formal educators looking to cultivate expert mentors at any stage in their program including using mentors to cultivate organizational support during project launch.

(1) Campbell, J., Davis, K., Evans, A., Evans, S., Randall, D., & Aragon, C. (2015). Distributed mentoring in online fan fiction communities. Digital Media and Learning. Los Angeles, CA."

198 - Individual Session   Compelling Models
We'll Bring the Bagels: The real work of starting, building, and sustaining collaborative networks

Ryan Coon | The Sprout Fund | @sproutfund

Everywhere you go, people seem to be talking about the power of networks for social innovation. Networks have the potential to inspire innovative practices among educators and create new pathways for learning from early childhood through higher education and beyond, while leveraging scarce community resources.

But what exactly are networks? And how do they work?

Together with a diverse group of partners, The Sprout Fund has been cultivating and coordinating a collaborative innovation network called Remake Learning that is shaping the future of teaching and learning in the greater Pittsburgh region. Over the past four years, Sprout has built a model for cross-sector networks and honed the strategies required to be an effective network steward.

This session will present key learnings detailed in the recently published Remake Learning Playbook, a field guide of ideas and resources for building collaborative innovation networks. Sprout will provide a guided tour of the Playbook, detailing the structure and operation of the Remake Learning Network as a model for collaboration, providing examples of the innovative projects and initiatives that have emerged from the network, and introducing practical tools for starting, building, and sustaining networks.

As we put in in the Playbook:

Absent a radical shift in top-down educational policy, the best chance to equitably spread the adoption and speed the scale of innovative learning practices is through distributed, city-based networks.

This session will help attendees formulate a game plan for putting this idea into action.

221 - Individual Session   Compelling Models
Computational Thinking Development in Programming Clubs: A project design for public elementary schools in Brazil

Carolina Rodeghiero | Universidade Católica de Pelotas (Catholic University of Pelotas) & UCPel and CocTec (research group) | @CarolRodeghiero
Christiano Avila | Universidade Federal de Pelotas (Federal University of Pelotas) - UFPel and CocTec (research group)
Rosária Sperotto | Universidade Federal de Pelotas (Federal University of Pelotas) - UFPel and CocTec (research group)
Maria Simone Debacco | Universidade Federal de Pelotas (Federal University of Pelotas) - UFPel and CocTec (research group)
Regina Xavier | Universidade Federal de Pelotas (Federal University of Pelotas) - UFPel and CocTec (research group)
Katia Berni | Universidade Federal de Pelotas (Federal University of Pelotas) - UFPel and CocTec (research group)

This presentation will describe the project design that involves the Federal University of Pelotas (UFPel) in a partnership with the administration of the city of Pelotas, south of Brazil, in the implementation of programming clubs at municipal public elementary schools.

The project main goal is to develop computational thinking into early grades students, through basic and advanced programming lessons, with notions from block language of Scratch to physical computing. We aim to make of each school a computing club, building a network consisting of students and teachers of public elementary schools, and members of academic community of UFPel who will interact through activities promoted by the program, like coding Olympics. Each club management will be held by volunteers who will act as mediators of the activities made by the students through programming and free educational robotics. The project starts with planning, creating content, and organizing the pedagogical material for training these volunteers, focusing on computational thinking development with or without computer usage.

Investing in an educational, cultural and scientific process, this project involves students and teachers, co-working with community groups, into experiences that promote the exchange, the remake and the production of knowledge. In the development of understanding skills and creation of questions and solutions, the volunteer manager acts as a teacher that is a co-author in the learning process that uses the logical reasoning to strengthen the student creation capacity.

142 - Individual Session   Research
Connected Learning in Libraries

Katie Davis | University of Washington | @katiebda
Mega Subramaniam| University of Maryland | @mmsubram
Kelly Hoffman | University of Maryland
Saba Kawas, University of Washington

Libraries were among the first informal learning institutions recognized as being well positioned to promote connected learning experiences for their youth patrons (Ito et al., 2013). The YouMedia program at Chicago Public Library represents the earliest and most visible example, and select libraries across the country have followed suit by creating learning labs that center

around connected learning principles. To what extent are other public libraries across the United States positioned to incorporate connected learning into their youth programming? To what extent might their youth programs already reflect principles of connected learning? Are there aspects of connected learning for which librarians need training? In this short talk, we address these questions by presenting insights gleaned from semi-structured interviews and focus groups with 100 public youth librarians across the United States. We also conducted over 40 hours of participant observation in three library systems located in rural, suburban, and urban areas. Our analysis uncovered ways in which public librarians are incorporating connected learning into their youth programming, often without being aware they are doing so. We also identified several challenges facing public youth librarians that restrict their ability to incorporate connected learning principles into their programs. We present recommendations for key stakeholders—librarians, funders, policymakers, researchers—interested in promoting connected learning in public libraries. The insights gained from this investigation inform the development of an adaptable connected learning resource (in-progress) targeted specifically for public youth librarians.

217 - Individual Session   Compelling Models
How to Organize a Serious Game Jam in 87 Easy-to-Follow Steps

Rik Panganiban | California Academy of Sciences | @riktheranger

Game jams focused on civic and social issues are becoming more and more common, as a civic and educational institutions recognize the power of games and game creation to motivate learning and action by participants and players. Serious game jams can be intense, impactful, even life-changing experiences for young people. That said, they are also very hard to organize well. Just running a successful open-ended game jam is challenging -- recruiting participants, booking a space, arranging technology, keeping everyone fed and caffeinated, judging and awarding the winners. Adding a social issue to the mix makes them even more complicated -- boiling down complicated issues into game-appropriate content, bringing in subject matter experts, ensuring that the games are both fun and educational, etc.

The California Academy of Sciences has organized several successful serious game jams on a variety of science topics, from whale ecology to global climate change to local food, water and energy issues. We've worked with several amazing partners including Zynga, NOAA, the White House Office of Science and Technology Policy, and the Smithsonian. We'll present our findings and recommendations to prepare for a jam, support the jammers during the event, and showcase the results of your jam to a larger public. And we'll show off some of the games created during our jam, to give you an idea of what is possible to create in 48 hours.