



DEMOCRATIC  
FUTURES

**2013** DIGITAL MEDIA & LEARNING CONFERENCE  
MARCH 14-16, 2013 // CHICAGO, ILLINOIS

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# DEMOCRATIC FUTURES

## 2013 DIGITAL MEDIA & LEARNING CONFERENCE

March 14-16, 2013

Sheraton Chicago Hotel & Towers // 301 East North Water Street, Chicago, IL

### CONFERENCE CHAIR

Craig Watkins

### CONFERENCE COMMITTEE

Sasha Costanza-Chock

*Youth Media and Youth Movements: Organizing, Innovation, Liberation*

Susan Crawford

*Tech for Governance: Community-Driven Innovation*

Nigel Jacob

*Tech for Governance: Community-Driven Innovation*

Ellen Middaugh

*Envisioning 21st Century Civic Education*

Nicole Mirra

*Envisioning 21st Century Civic Education*

Nishant Shah

*Whose Change Is It Anyway? Futures, Youth, Technology and Citizen Action in the Global South (And The Rest Of The World)*

### KEYNOTE SPEAKER

Ethan Zuckerman

### PLENARY SESSION PANELISTS

Rob "Biko" Baker

danah boyd

Cathy Cohen

Henry Jenkins

Mark Anthony Neal

Astrid Silva

Andrew Slack

### CONFERENCE HOST



## CONFERENCE OVERVIEW

The Digital Media and Learning Conference is an annual event supported by the MacArthur Foundation and organized by the Digital Media and Learning Research Hub located at the UC Humanities Research Institute, University of California, Irvine. The conference is meant to be an inclusive, international and annual gathering of scholars and practitioners in the field, focused on fostering interdisciplinary and participatory dialog and linking theory, empirical study, policy, and practice. The fourth annual conference – DML2013 – is organized around the theme “Democratic Futures: Mobilizing Voices, and Remixing Youth Participation” and will be held between March 14-16, 2013 in Chicago, Illinois.

Primarily, the MacArthur Foundation sponsors the fourth annual Digital Media and Learning Conference. The MacArthur Foundation launched its digital media and learning initiative in 2006 to explore how digital media are changing the way young people learn, play, socialize and participate in civic life and what that means for their learning in the 21st century. More information on the digital media and learning initiative is available at [www.macfound.org/education](http://www.macfound.org/education).

The Digital Media and Learning Research Hub is an international center at the University of California, Irvine established to explore how digital media and the Internet are impacting young people, and to analyze digital media’s potential for transforming education, learning, and participatory politics. Co-directed by David Theo Goldberg and Mizuko Ito, the Research Hub hosts a website highlighting thought leadership and best practices - [www.dmlcentral.net](http://www.dmlcentral.net), facilitates workshops and working groups to bring together researchers, practitioners, policymakers, and industry leaders. Funded through a grant from the John D. and Catherine T. MacArthur Foundation, the Research Hub is expected to help schools, libraries, museums and other entities and individuals engaged in teaching and learning better prepare youth for 21st century learning, working, and living.

## ABOUT THE THEME: DEMOCRATIC FUTURES: MOBILIZING VOICES AND REMIXING YOUTH PARTICIPATION

There has been a longstanding narrative of youth political apathy and disengagement from democratic life. However, this perception is now giving way to a richer account, one that seeks to illuminate the dynamic ways in which young people are redefining expressions of “citizenship,” “political engagement,” and “democracy.” As the currents of social, political, financial, and global change intensify, what is the future of participatory democracy, youth activism, and civic and political education? How are the practices and forms of participatory democracy evolving in the age of social, digital, and mobile media? And what do these transformational practices reveal about democratic futures?

There is public concern that social media will diminish young people’s concern about and participation in the world beyond their immediate friends and family, and that consequently they will become disconnected and disengaged from civic and communal life. The abundance of media options today means that youth are able to sequester themselves in social communication and niche interests, cutting themselves off from current events, politics or local civic life. Economic uncertainty and inequity can also contribute to disengagement from civic political participation for many young people. However, signs of a different reality are also all around us. For a rising number of young people, technology is a source of civic engagement rather than abandonment. Around the world and across different platforms, youth-driven movements are adopting technologies to re-imagine the civic sphere, empower a new generation of political voices, and challenge once accepted regimes of cultural and political authority.

DML 2013 will probe issues sparked by these and related concerns:

- To what extent do digital media and participatory culture enable or hinder civic identity and engagement?
- What are the benefits to young people—social, psychological, educational, political—of participation in civic life? How does youth activism benefit society more broadly? Does the use of digital and networked media alter the nature of these benefits?
- What is the relationship between media technologies and the political uprisings currently emerging around the world?
- How are new political actors innovating in ways that remake what it means to be an active and connected citizen in the world today?
- What types of policy interventions best support the development of resources—educational, local, and organizational—that engender greater youth involvement in the issues that impact their communities and the world?
- How are local and global initiatives challenging the civic opportunity gap and building civic participation along the social and economic margins? What forms of social innovation help make participation in civic life more open, diverse, and democratic?

The goal of our gathering is to consider the ways in which youth are re-envisioning democratic futures, and to recognize how institutions supporting and empowering them can remake democracy and redefine engaged citizen-

ship. For DML, the work of frontline researchers and organizers is crucial to this conversation. We invite the participation of community leaders, organizations, and young people who are mobilizing for social change. Through panels, plenaries, and workshops, we will highlight how the organized efforts of engaged people are reshaping lives and communities. What lessons are we learning about how youth and the community institutions that support them are engaging in their local environments and beyond? What are the challenges these efforts face?

DML 2013 will also bring together teachers, educators, and researchers to examine the changing role of civic education in an age of unprecedented change. Schools play a critical role in the making of citizens and democratic cultures. How can schools function as sites that encourage democratic participation, and serve as laboratories for engaged citizens? What are the barriers? Digital media platforms can also be mobilized in the effort to create and invigorate new generations of involved and informed citizens. How are game-based communities and platforms, social media, and networked publics redefining young people's participation in democracy?

Myths abound about the lack of civic engagement among poor and racially and ethnically diverse youth. However, research shows that marginalized youth can be especially inventive when it comes to civic engagement. They often fashion political identities, or express sentiments that reveal a critical disposition toward social inequality. Considering the challenges that young people and their communities face, how can educational programs foster critical thinking and create engaged citizens? How might the scope of civic and political education evolve to take into account changes in the racial and ethnic makeup of our nation's student body?

We see this year's conference as part of a pivotal and ongoing conversation about the types of practices that educators, designers, researchers, community activists, and youth must develop in order to build a more equitable, ethical, and sustainable future.

## **ABOUT THE WORKSHOP, PAPER AND PANEL PROPOSALS**

We welcome workshops, panels and papers along five themes:

### **ENVISIONING 21ST CENTURY CIVIC EDUCATION // 21C**

As new media becomes integral to civic and political life, how do we best support youth to become active, capable, and committed advocates for their communities? Are new skills needed for effective civic engagement? What learning environments and pedagogical practices best support youth development? How can teachers and mentors with varying access to technology use digital innovation to help youth connect in meaningful ways to address complex issues? How are young people taking up digital tools for youth-led civic participation, and what can we learn from their innovations?

### **YOUTH MEDIA AND YOUTH MOVEMENTS: ORGANIZING, INNOVATION, LIBERATION // YM**

Youth have been deeply important to every modern social movement, including civil rights, LGBTQ, feminist, environmentalist and environmental justice, labor, antiwar, and immigrant rights movements. In each case, they've used media as tools for liberation. Young people today organize for access to education and against the school to prison pipeline, occupy public spaces, demand an end to racial profiling, hate crimes, and stop-and-frisk policies, mobilize for immigrant rights, and more. In what ways do youth activists appropriate digital media spaces, tools, and practices in order to create, circulate, and amplify social movement voices? What types of media innovations are developed in the heat of social struggles? How can we learn from and highlight the experiences of grassroots groups and networks of youth activists? This track will prioritize presentations and workshops by youth organizers, media makers, and scholars who work at the fertile intersection of youth media and youth movements.

### **WHOSE CHANGE IS IT ANYWAY? FUTURES, YOUTH, TECHNOLOGY AND CITIZEN ACTION IN THE GLOBAL SOUTH (AND THE REST OF THE WORLD) // WC**

Whose Change Is It Anyway? Seeks to explore new entry points into the discourse on youth, technology and change, with a specific focus on (but not restricted to) the Global South and the last decade of citizen action. This conference track seeks to fashion frameworks and structures that provide new ways of interpreting and understanding outcomes that technology mediated citizen action has to offer, as well as the future of citizen led interventions: What enables, catalyzes and moves young people to reinvent themselves as citizen actors? What are the interventions and narratives of change that fail to fit into a 'success' rubric, but are still significant in the processes of change they initiate? How do we understand these 'new' events as hybrids, connecting with existing histories, contexts, media and technologies in their regions? Is there an alternative discourse that does not necessarily adopt frameworks arising from the knowledge centers of the West? Do these discourses help challenge and rework global vocabularies by offering new ways of looking at citizen action and change? The track will invite provocative hypotheses, in-depth analyses, dialogues and contestations around these ideas, through innovative interactive presentation formats. The dialogue will be informed by experimental and new methods of information and knowledge production, focusing on the Global South and its larger transnational contexts at the junctures of youth, technology and change.

## TECH FOR GOVERNANCE: COMMUNITY-DRIVEN INNOVATION // TG

The last several years have seen a wave of innovative technological experiments in governance and governing. These experiments in Open Government have the potential to profoundly change both the interface between publics and the public sector, and the ways government delivers service to various publics. How can successful experiments be sustained and scaled? Can these civic experiments be used to build trust between the public and government, particularly youth and communities historically alienated from politics and government? How are young people changing or impacting these efforts and what role are they playing in re-imagining the public sphere? Do (or should) these experiments interact with the digital tools of community activism that have been so instrumental in regime change in regions like the Middle East? What role do grass-roots community innovation processes, such as hackathons, have in the evolving space of civic innovation? In the long term? How can partnerships across institutional boundaries (government, universities, schools, for/non-profit) best be leveraged to enable this innovation?

## DIGITAL MEDIA AND LEARNING // DML

This track will address innovative research and practice in the field of digital media and learning.

## CONFERENCE CHAIR



**Craig Watkins** studies young people's social and digital media behaviors and teaches at the University of Texas, Austin, in the departments of Radio-Television-Film, Sociology, and the Center for African and African American Studies. Craig is also a Faculty Fellow for the Division of Diversity and Community Engagement at the University of Texas at Austin. Through that partnership his work reaches out to young students and communities that historically have not had significant access to post-secondary education. He is the author of three books, most recently

*The Young and the Digital: What the Migration to Social Network Sites, Games, and Anytime, Anywhere Media Means for Our Future* (Beacon, 2009). His previous books include *Hip Hop Matters: Politics, Pop Culture and the Struggle for the Soul of a Movement* (Beacon Press, 2005) and *Representing: Hip Hop Culture and the Production of Black Cinema* (The University of Chicago Press, 1998). Addressing issues that range from the social impacts of young people's participation in digital media cultures to the shifting landscape and practices of learning, Craig has engaged a dynamic mix of communities. Among them: the National Institutes of Health, IBM Center for Social Software, SXSWedu, SXSW Interactive, the National School Boards Association, Austin Forum on Science and Technology for Society, The Bill and Melinda Gates Foundation, American Library Association, DELL, Facebook, iCivics, and the MacArthur Foundation.

Currently, Craig is a member of the MacArthur Foundation's Connected Learning Research Network, an interdisciplinary group of scholars studying a new vision of learning in the digital age. Among other things his work in the network includes managing a team of researchers to exam what he calls the "Digital Edge," a reference to the social and digital experiences of students, teachers, schools, and families facing significant social, financial, and educational challenges in their participation in the digital world. Among the many goals of the "Digital Edge" is to illuminate the interactions between social change, social inequality and the digital divide. Part of that work also includes piloting 'connected learning' pathways for schools and programs committed to building more equitable futures.

The Digital Edge team is currently working on several publication projects and look forward to sharing their work.

## CONFERENCE COMMITTEE

### Sasha Costanza-Chock | Youth Media & Youth Movements: Organizing, Innovation, Liberation



Sasha Costanza-Chock is a researcher and mediamaker who works on social movement media, the political economy of communication, collaborative design, and media justice. He is Assistant Professor of Civic Media at MIT's Comparative Media Studies (<http://cms.mit.edu>), Co-PI of the Center for Civic Media (<http://civic.mit.edu>), and a Faculty Associate at the Berkman Center for Internet & Society. Sasha has been a part of the Independent Media Center network, VozMob (<http://vozmob.net>), and the Allied Media Conference (<http://alliedmedia.org>), among other projects. For more information, see <http://schock.cc>. Twitter: @schock

### Susan Crawford | Tech for Governance: Community-Driven Innovation



Susan Crawford is the (Visiting) Stanton Professor of the First Amendment at Harvard's Kennedy School, a Visiting Professor at Harvard Law School, a Professor at Cardozo Law School, and a contributor to Bloomberg View and Wired. She served as Special Assistant to the President for Science, Technology, and Innovation Policy during 2009 and co-led the FCC transition team between the Bush and Obama administrations. She is a member of Mayor Michael Bloomberg's Advisory Council on Technology and Innovation.

Ms. Crawford was formerly a professor at the University of Michigan Law School (2008-2010). As an academic, she teaches open government policy, Internet law, and communications law. In 2012, Yale University Press will publish her book, *Captive Audience: The Telecom Industry and Monopoly Power in the New Gilded Age*. She was a member of the board of directors of ICANN from 2005-2008 and is the founder of OneWebDay, a global Earth Day for the internet that takes place each Sept. 22. One of Fast Company's Most Influential Women in Technology (2009); IP3 Awardee (2010); one of *Prospect Magazine's* Top Ten Brains of the Digital Future (2011); one of *Newsweek Magazine's* 100 Digital Disruptors (2012). She is a member of the boards of Public Knowledge and TPRC as well as a faculty co-director of the Berkman Center.

### **Nigel Jacobs | Tech for Governance: Community-Driven Innovation**



With an extensive background in collaborative, citizen-facing technology projects, Nigel Jacob co-founded the Office of New Urban Mechanics - a civic innovation incubator within Boston's City Hall. Nigel also serves as Mayor Menino's advisor on emerging technologies. In both of these roles, Nigel works to develop new models of innovation for cities in the 21st century. Prior to joining the City of Boston in 2006, Nigel worked for and launched a series of technology start-ups in the Boston area. Nigel is also a fellow at the Center for the Advancement Public Action at Bennington College.

Nigel has received a number of awards for his ground breaking work in Boston, including being named a Public Official of the year in 2011 by Governing Magazine and the Tribeca Disruptive Innovation award for 2012.

### **Ellen Middaugh | Envisioning 21st Century Civic Education**



Ellen Middaugh, Ph.D. is Research Director of the Mills College Civic Engagement Research Group and co-Principal Investigator, with Joseph Kahne, for Educating for Democracy in the Digital Age a district-wide high school digital civics initiative developed in partnership with the Oakland Unified School District and the National Writing Project, funded by the S.D. Bechtel Jr. Foundation. She is also an affiliated researcher with the MacArthur Research Network on Youth and Participatory Politics. Her research focuses on the influence of variations in social context on youth civic and political development and effective strategies for integrating new media into civic education. She recently released the white paper, *Service and Activism in the Digital Age: Supporting Youth Engagement in Public Life*, which outlines opportunities and challenges for leveraging new media to support best practice in service learning and youth led organizing.

### **Nicole Mirra | Envisioning 21st Century Civic Education**



Nicole Mirra, Ph.D. is a high school English teacher at Animo Watts College Preparatory Academy in Los Angeles, CA, and the coordinator of the UCLA Council of Youth Research, a university-school partnership program that engages students and teachers from five Los Angeles public schools in research aimed at challenging educational inequalities and fostering transformative civic engagement. (<http://idea.gseis.ucla.edu/projects/the-council-of-youth-research>) She is also a fellow with the UCLA Writing Project. Her research focuses on the intersections between literacy instruction and critical civic education in both classroom and digital contexts, and she is especially interested in youth participatory action research and teacher inquiry. She recently wrote an article with Dr. Ernest Morrell about the teacher learning that takes place in the Council of Youth Research that was published in the *Journal of Teacher Education*, and has another piece forthcoming in *Democracy and Education* about civic learning in the Council.

### **Nishant Shah | Whose Change Is It Anyway? Futures, Youth, Technology and Citizen Action in the Global South (And The Rest Of The World)**



Nishant Shah is the Research Director at the Centre for Internet and Society, Bangalore. His doctoral work examines the emergence of a Technosocial Subject at the intersections of law and everyday cultural practices of digital technologies in India. He has been the lead researcher Hivos' knowledge programme 'Digital Natives with a Cause?', exploring the relationships that young people in the Global South have with digital technologies and how they are using them to imagine their role as actors of change. Nishant's current interest is in the areas of Digital Humanities and Technology mediated Citizen Action, with a specific focus on the Global South.

Nishant designs and teaches graduate and post-graduate courses in the areas of technology and gender, technology and social change, digital and Cybercultures, and e-governance and ICT4D in emerging information societies, across 9 campuses in Asia, Europe and USA. His academic publications have been with international peer-reviewed journals and University Presses, and he is the co-editor for the 4-volume book titled *Digital AlterNatives with a Cause?* His public writing appears regularly in publications like *The Indian Express*, [www.Dmlcentral.net](http://www.Dmlcentral.net), [www.Firstpost.com](http://www.Firstpost.com) and *GQ India*. He has worked as an information architect and a Cybercultures consultant with government and private companies in the field of ICTs and is invested in building multi-stakeholder ecologies for research and policy interventions.

## KEYNOTE SPEAKER



**Ethan Zuckerman** is director of the Center for Civic Media at MIT, and a principal research scientist at MIT's Media Lab. His research focuses on the distribution of attention in mainstream and new media, the use of technology for international development, and the use of new media technologies by activists.

With Rebecca MacKinnon, Ethan co-founded the international blogging community Global Voices. Global Voices showcases news and opinions from citizen media in over 150 nations and thirty languages, publishing editions in twenty languages. Through Global Voices and through the Berkman Center for Internet and Society at Harvard University, where he served as a researcher and fellow for eight years, Ethan is active in efforts to promote freedom of expression and fight censorship in online spaces.

In 2000, Ethan founded Geekcorps, a technology volunteer corps that sends IT specialists to work on projects in developing nations, with a focus on West Africa. Previously Ethan helped found [www.Tripod.com](http://www.Tripod.com), one of the web's first "personal publishing" sites. He blogs at <http://ethanzuckerman.com/blog> and lives in the Berkshire Mountains of western Massachusetts, USA.

## PLENARY PANELISTS



**Rob "Biko" Baker** is the Executive Director of the League of Young Voters Education and nationally recognized leader. He has organized town hall meetings and used social networking to motivate young people to get involved in the civic process. Baker has served as the deputy publicity coordinator and young voter organizer for the Brown and Black Presidential Forum. He has appeared on C-SPAN, Fox News and MSNBC, has interviewed luminaries Cornell West, Russell Simmons, and Howard Dean, and he has also written a number of articles for America's biggest online outlets, including the Huffington Post. Baker is a Ph.D. candidate at UCLA, and

serves on the New Organizing Institute's board as well as CIRACLE's research advisory board. Recently, Biko joined the Working American Education Fund Board, and is excited about helping the influential organization lay the ground work for a 21st Century Labor movement.



**danah boyd** is a Senior Researcher at Microsoft Research, a Research Assistant Professor in Media, Culture, and Communication at New York University, a Fellow at Harvard's Berkman Center for Internet and Society, a Research Fellow of the Born This Way Foundation, and an Adjunct Associate Professor at the University of New South Wales. Her research examines the intersection of technology, society, and youth culture. Currently, she's focused on privacy, youth meanness and cruelty, and human trafficking. She co-authored *Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media*. She's working a new book called *It's Complicated: The Social Lives of Networked Teens*.

Blog: [www.zephoria.org/thoughts](http://www.zephoria.org/thoughts) | Twitter: @zephoria



**Cathy J. Cohen** is the David and Mary Winton Green Professor of Political Science at the University of Chicago. Cohen is the author of *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics* (University of Chicago Press, 1999) and *Democracy Remixed: Black Youth and the Future of American Politics* (Oxford University Press, 2010). She is co-editor of the anthology *Women Transforming Politics: An Alternative Reader* (NYU Press, 1997) with Kathleen Jones and Joan Tronto. Her articles have been published in numerous journals and edited volumes including *the American Political Science Review*, *NOMOS*, *GLQ*, *Social Text*, and *the DuBois Review*. Cohen is also the founder and director of the Black Youth Project and the co-editor of a book series with Fred Harris entitled *Transgressing Boundaries: Studies in Black Politics and Black Communities*.



**Henry Jenkins** is the Provost's Professor of Communication Journalism and Cinematic Arts at USC's Annenberg School for Communication and Journalism. Henry Jenkins joined USC from the Massachusetts Institute of Technology, where he was Peter de Florez Professor in the Humanities. He directed MIT's Comparative Media Studies graduate degree program from 1993-2009, setting an innovative research agenda during a time of fundamental change in communication, journalism and entertainment. As one of the first media scholars to chart the changing role of the audience in an environment of increasingly pervasive digital content, Jenkins has

been at the forefront of understanding the effects of participatory media on society, politics and culture. His research gives key insights to the success of social-networking web sites, networked computer games, online fan communities and other advocacy organizations, and emerging news media outlets. Jenkins has also played a central role in demonstrating the importance of new media technologies in educational settings. He has worked closely with the John D. and Catherine T. MacArthur Foundation to shape a media literacy program designed to

explore the effects of participatory media on young people, and reveal potential new pathways for education through emerging digital media. He is Principal Investigator on the Media Activism Participatory Politics project. His most recent books include *Reading in a Participatory Culture: Remixing Moby-Dick in the Literature Classroom* (with Wyn Kelley, Katie Clinton, Jenna McWilliams, Ricardo Pitts-Wiley and Erin Reilly) and *Spreadable Media: Creating Meaning and Value in a Networked Society* (with Sam Ford and Joshua Green).



**Mark Anthony Neal** is Professor of Black Popular Culture in the Department of African and African-American Studies at Duke University, where he won the 2010 Robert B. Cox Award for Teaching. Neal has written and lectured extensively on black popular culture, black masculinity, sexism and homophobia in Black communities, the history of popular music, and Black digital humanities.

He is the author of five books: *What the Music Said: Black Popular Music and Black Public Culture* (1998); *Soul Babies: Black Popular Culture and the Post-Soul Aesthetic* (2002); *Songs in the Keys of Black Life: A Rhythm and Blues Nation* (2003); *New Black Man: Rethinking Black Masculinity* (2005); and *Looking for Leroy: Illegible Black Masculinities*, which will be published in April of 2013 by New York University Press. Neal is also the co-editor (with Murray Forman) of *That's the Joint!: The Hip-Hop Studies Reader*, 2nd Edition (2011).

Neal hosts the weekly video webcast, Left of Black in collaboration with the John Hope Franklin Center at Duke University and is the founder and managing editor of the blog NewBlackMan (in Exile).

You can follow him on Twitter @NewBlackMan.



**Astrid Silva** was born in Durango, Mexico. At the age of four, Astrid immigrated to the United States with her mother, as her father was already in the states with stable employment. When she was five, her family made the move to Nevada, where she has since resided. In 2006 she graduated from the Magnet program at Advanced Technologies Academy. After she found she lacked access to resources and accurate information to navigate the higher education system, she found a college counselor to help, and in 2011, she received her Associate of the Arts from the College of Southern Nevada.

In 2009 Astrid began getting more deeply involved in the politics surrounding the DREAM Act after a chance encounter with Senate Majority Leader Harry Reid. From that moment on, she became the unlikely poster child for the DREAM Act in Nevada, where she was one of only a handful of students in the state to reveal her identity and status in the United States. In 2011, Astrid and a small group of dedicated DREAMers and allies formed DREAM Big Vegas, an organization that aims to educate the community about the DREAM Act. Though DREAM Big Vegas is a young organization, it has received national acclaim for its work with DREAMers in Nevada. After Deferred Action was announced, DREAM Big Vegas helped organize workshops and help for DREAMers who were unable to obtain information through other sources. In the future, Astrid aspires to obtain her Bachelors degree from the University of Nevada, Las Vegas, but at present, organizing and helping other students is her highest priority.



**Andrew Slack** co-founded the Harry Potter Alliance (HPA). Under his leadership, the HPA has created over 130 chapters internationally, sent five cargo planes to Haiti, built libraries across the world, and continues to advocate for equality, media reform, and human rights.

USC's Annenberg School of Communications has called Andrew's approach of cultural acupuncture a "premier model for civic engagement for the 21st century."

Andrew is currently taking a leading role in building the Imagine Better Coalition (IBC) which seeks to provide space and support for fan activists from multiple fandoms to work for social change. In addition, the IBC is focusing on writing curriculum that connects popular culture, interdisciplinary fields of knowledge, and civic engagement for connected learning.

At the Nobel Peace Prize Forum, Andrew has served as keynote speaker and headlined an event with Mohammad Yunus. He's also given talks at TEDx Rome and TEDx Youth. He's been featured by *Fast Company*, the front cover of [www.Forbes.com](http://www.Forbes.com), *the New York Times*, *NPR*, *Al Jazeera*, *Australia's Today Show*, and his work has been applauded by JK Rowling in *Time Magazine*. Andrew has also written for *CNN* and *the LA Times*.

In his prior career, Andrew performed comedy at hundreds of colleges and produced three videos that have been seen over 12 million times.

# SCHEDULE // THURSDAY, MARCH 14

THURSDAY, MARCH 14

## 9:00 - 10:30 AM | OPENING KEYNOTE [SHERATON BALLROOM 4/5]

How Do We Teach Digital Civics? Keynote by Ethan Zuckerman

## 11:00 AM - 12:30 PM | PANELS SESSION I

- S4** Feature Session YM: Organizing, Innovation, Liberation  
Sasha Costanza-Chock, Teresa Basilio, Adriel Grant, Jenny Lee, Dakarai Carter, Mindy Faber, Martín "Xavi" Macias
- S5** WC: Click, Meme, Hack, Change: Civic Media Theory and Practice  
Erhardt Graeff, Ethan Zuckerman, Molly Sauter, Matt Stempeck
- S1** 21C: Starting with the Digital Self: Youth Civic Engagement in the 21st Century  
Clifford Lee, Cueponcaxochitl Dianna Moreno Sandoval, Jean Ryoo, Antero Garcia
- S2** Feature Session DML: Diving Deep into the Digital Youth Network's Learning Model  
S. Craig Watkins, Nichole Pinkard, Tene Gray, Akili Lee, Tracy Edwards, Mike Hawkins, Asia Roberson
- S3** 21C: Unique Location for 21st Century Civic Education: Youth and Their Adult Allies in the "Third Space"  
Ruth Williams, McCrae Parker, Brett Hanover, Maile Martinez, Kat Tracy, Marylou Fulton
- AB** 21C: Getting Global With It: Youth Global Participation in the Digital Age  
Christina Hinton, Kori Inkpen, Chris Plutte, Juan Rubio, Barbara Cervone, Honor Moorman
- MF** TG: Building Civic Cities: The New Urban Mechanics Collaborative as a Model for Scaling Civic Engagement Across Cities  
Jessica Baldwin-Philippi, Eric Gordon, Nigel Jacob, Chris Osgood

## 2:00 - 3:30 PM | PANELS SESSION II

- S4** YM: The Role of Youth Media in Transforming "Our Dying Cities"  
Ammerah Saidi, Bryce Anderson-Small, Jenny Lee, Piper Carter, Siwatu-Salama Ra, Dakarai Carter, Rayven Roberts, Matthew Love
- S5** DML: Digital Media + Learning Competition: Badges  
David Theo Goldberg, Cathy Davidson, Mitch Resnick, Beth Swanson, Khal Shariff, Damian Ewens, Connie Yowell
- S1** WC: Engineering Change: When Digital Remakes Everything and Nothing at All  
Elisabeth Soep, Asha Richardson, James Kass, Jason Young
- S2** DML: HOMAGO for All: Applying HOMAGO Principles to Different Spaces  
Hillary Kolos, Ryan Hill
- S3** WC: Affinity Spaces, Propos, and Memes... Oh My!  
Liz Radzicki, Dina Alikakos, Kristina Gosh, Patrycja Kaluzynska, Yaziria Cisneros, Glenda Villalon
- AB** TG: Leadership, Organizing and Action: Leading Change  
Marshall Ganz
- MF** TG: Generate Connect: Evolution of a Youth Centered Network in the San Francisco Bay Area  
Mary Ann Harlan, Ingrid Dahl, Matthew Williams, Jennifer Collins, Puja Dasari, Buffy Almandares, Ishmael Castillo

## 4:00 - 5:00 PM | IGNITE TALKS [SHERATON BALLROOM 4/5]

Chairs: Alex Halavais & Antero Garcia | Speakers: Connie Yowell & Mark Surman; Meryl Alper; David Cooper Moore; David Preston; Emily Goligoski & Damian Ewens; Andres Lombana-Bermudez; Christina Cantrill; David Cavallo; Lee Thomason; Justin Reich; Leslie Kratz & Christine Ballangee Morris; Reynol Junco; Barry Joseph

## 5:00 - 7:00 PM | OPENING RECEPTION + EXPLORE, MAKE, SHARE: A 21ST CENTURY SCIENCE FAIR [EXHIBITION HALL L1]

# ABSTRACTS // THURSDAY, MARCH 14, 2013

9:00 AM - 10:30 AM | SHERATON BALLROOM 4/5

## **OPENING KEYNOTE BY ETHAN ZUCKERMAN** **HOW DO WE TEACH DIGITAL CIVICS?**

11:00 AM - 12:30 PM | PANELS SESSION I | SHERATON BALLROOM 4

## **FEATURE SESSION YM | YOUTH MEDIA AND YOUTH MOVEMENTS:** **ORGANIZING, INNOVATION, LIBERATION**

Youth have been deeply important to every modern social movement, including civil rights, LGBTQ, feminist, environmentalist and environmental justice, labor, antiwar, and immigrant rights movements. In each case, they've used media as tools for liberation. Young people today organize for access to education and against the school to prison pipeline, occupy public spaces, demand an end to racial profiling, hate crimes, and stop-and-frisk policies, mobilize for immigrant rights, and more. In what ways do youth activists appropriate digital media spaces, tools, and practices in order to create, circulate, and amplify social movement voices? What types of media innovations are developed in the heat of social struggles? How can we learn from and highlight the experiences of grassroots groups and networks of youth activists?

This Feature Session is a conversation between scholars, youth organizers, and media makers who work at the fertile intersection of youth media and youth movements.

Global Action Project (NYC): <http://global-action.org>

Global Action Project works with young people most affected by injustice to build the knowledge, tools, and relationships needed to create media for community power, cultural expression, and political change.

Allied Media Projects (Detroit): <http://alliedmedia.org>

Allied Media Projects cultivates media strategies for a more just and creative world. From the intersection of communications, art, technology, education and social justice, we share and develop models for transforming ourselves and our communities.

Chicago Youth Voices Network (Chicago): <http://cyvn.org>

Chicago Youth Voices is a coalition of 13 youth media organizations in Chicago working together to strengthen the youth media sector and amplify the voices of youth and their communities.

Organizer/Moderator: Sasha Costanza-Chock, Assistant Professor of Civic Media, MIT

Panelists: Teresa Basilio, Director of Media in Action, Global Action Project (NYC); Adriel Grant, Global Action Project (NYC); Jenny Lee, Co-Director, Allied Media Projects (Detroit); Dakarai Carter, Detroit Future Youth (Detroit); Mindy Faber, Chicago Youth Voices Network and Columbia College Chicago (Chicago); Martín "Xavi" Macias, Chicago Youth Voices Network (Chicago)

11:00 AM - 12:30 PM | PANELS SESSION I | SHERATON BALLROOM 2

## **FEATURE SESSION DML | DIGITAL MEDIA AND LEARNING: DIVING DEEP** **INTO THE DIGITAL YOUTH NETWORK'S LEARNING MODEL**

The Digital Youth Network, as one of the MacArthur Foundation's original DML grantees, has been fortunate to be a key player in many DML initiatives. As such, in the past seven years the DYN team, consisting of over 35 mentors, has implemented programming in over 30 schools, community centers, and libraries. With being one of the original grantees, DYN has shared many aspects of our work with the DML community. However, sharing our work often limits the ability to provide a complete picture of the complex ecosystem necessary to create learning experiences that engage youth in deepening their digital literacies and accomplishing personally meaningful goals. With the expansion of the YOUmedia model, the creation of the Hive Learning Networks, and the general growth of the DML community, many DML community members have sought out the DYN model for adaptation purposes and to deepen knowledge. As DML 2013 is in Chicago, the home of the Digital Youth Network, we propose a panel session that will enable the DYN team, inclusive of former and current DYN youth, to present the DYN Learning Model and engage in knowledge building with the larger DML community.

DYN Overview

DYN's goal is to use digital literacy and technology as a vehicle to transform core spaces where youth spend their time actively learning and developing the necessary skills and knowledge to acquire social and cultural capital for full participation in society as critical digital citizens. Guided by professional adult artists who are also mentors trained in essentials of pedagogy, youth produce digital artifacts, share their products, and

demonstrate digital media skills and understandings during school, afterschool, and in online spaces.

#### The DYN Learning Model

The DYN Learning Model which consists of five important components: modes of digital media communication; integrated learning spaces; artifact-driven curriculum; skilled mentors; and regular opportunities to showcase work is specifically organized to allow youth to share, showcase, and critique media projects created by peers and mentors. Interactions between youth, peers, and adult mentors result in a learning environment whereby the demonstration of one's digital media literacy enables participants to gain status and social capital.

We propose a hybrid panel/poster/question-answer format consisting of:

- A historical overview of DYN (Nichole Pinkard)
- A poster session presentation of DYN learning model by core team members (Tracy Edwards, Tre Everette, Tene' Gray, Darrell Johnson, Akili Lee, Asia Roberson, Jennifer Steele)
- A moderated question-answer session with current and former DYN youth (Mike Hawkins (mentor) and four former and current students)

We believe this format will serve the goal of 1) providing a rich description of the DYN Learning Model, 2) discussing the impact of the model in multiple contexts and its evolution over time, and 3) providing an opportunity for members of DYN and the DML community to connect in hopes of extending collaborations.

Organizers: S. Craig Watkins, Nichole Pinkard, Tene Gray

Participants: Nichole Pinkard, Tene Gray, Akili Lee, Tracy Edwards, Mike Hawkins, Asia Roberson

11:00 AM - 12:30 PM | PANELS SESSION I | MAYFAIR ROOM

### **TG | BUILDING CIVIC CITIES: THE NEW URBAN MECHANICS COLLABORATIVE AS A MODEL FOR SCALING CIVIC ENGAGEMENT ACROSS CITIES**

Over the last five years, we have witnessed a groundswell of innovation in the area of civic technology. While new tools and methods are being designed to harness the potential for citizen-led action, many retain the limitations of traditional tools—they were designed for relatively narrow uses and time frames. In this panel, the New Urban Mechanics Collaborative (NUMc) will discuss its efforts to combat this problem and highlight successes in improving, studying, and scaling opportunities for civic engagement through the use of digital games and social media. The NUMc team (built of both academic researchers and government officials) will discuss what it sees as vital approaches and institutional models for civic innovation, present its experiences in fostering relationships among government, communities, and researchers, and demonstrate a handful of its digital tools and ongoing projects.

Building off of the City of Boston's Mayor's Office of New Urban Mechanics, NUMc is a national effort to improve civic innovation. Rather than simply focusing on creating new digital tools, NUMc's unique focus is on creating, strengthening, and reorganizing governments' partnerships with other institutions such as universities and academic researchers and community organizations. By building a network of organizations and innovators within and between cities, NUMc seeks to reduce the cost and risk of implementing new technologies in the civic space. Additionally, it is a vital step in the effort to move beyond the limitations of traditional outreach efforts, with the lack of connection to local populations, an emphasis on passive participation, and a top-down power structure in which governments provide for rather than collaborate with citizens.

The bulk of this panel will consist of presenting NUMc's unique organizational structure as a model that achieves three goals: engaging local citizens, cross-city collaboration, and producing informed technologies and policies through rigorous and accessible research. We will describe its arrangement of formal and informal partnerships with other cities (including Philadelphia's recently-opened Office of New Urban Mechanics), universities across the country (Emerson, Harvard, UPenn, and Stanford), technology groups like Code for America, and local community organizations. After describing the organization of the network, we will present several projects and describe their structure of funding, scaling, and research. NUMc has established a research agenda for its first year that focuses on how using digital civic tools can impact levels of civic engagement, community relationships, and feelings of efficacy and trust. We will discuss the challenges of finding meaningful connections between the process of academic research and the just-in-time service delivery of local government.

We will conclude with a discussion about opportunities and challenges for scaling the network to other cities. We want to use this time to problem solve and generate real, practical solutions for coalition building in this space. By presenting an overview of NUMc's organization and inviting collaboration, this panel will provide civic innovators with models for approaching these difficult challenges and opportunities for building relationships.

Organizers: Jessica Baldwin-Philippi, Eric Gordon

Participants: Nigel Jacob, Chris Osgood, Eric Gordon, Jessica Baldwin-Philippi

## 21C: GETTING GLOBAL WITH IT: YOUTH GLOBAL PARTICIPATION IN THE DIGITAL AGE

With an internationally interdependent economy, unprecedented migration, and information continuously circulating the planet, children are growing up in a globalized world. In this 21st century world, children need to learn about international issues, develop intercultural understanding, and participate in the global society. Modern digital technologies provide new avenues for helping children gain these critical skills. At the click of a button, children in different countries can have a virtual playdate, collaborate on a project, or share media about their cultures. This panel brings together experts from technology companies, international NGOs, and nonprofits to discuss innovative initiatives that use technology to help children ages 7 - 11 learn about international issues, connect across cultures, and participate in the global society.

Kori Inkpen is a Principal Researcher on cutting-edge technologies at Microsoft that enable children from different cultures to interact in new ways. Video Playdate allows children in different countries to play together virtually, and IllumniShare allows them to share physical or digital objects virtually as they play. VideoPal supports asynchronous video conversations, facilitating exchanges among children in different time zones.

Chris Plutte is the Executive Director of Global Nomads Group (GNG), an international NGO that harnesses telecommunications technologies to foster dialogue and understanding among the world's youth. GNG leads a variety of curriculum-based programs, such as yearlong international programs that use social networking and interactive videoconferences to connect youth from across the globe, and virtual town hall meetings in which youth discuss international issues.

Juan Rubio is an expert on the Online Leadership Program at Global Kids, a top nonprofit educational organization for global learning. The Online Leadership Program uses a wide variety of digital media, such as video games, virtual worlds, and social media, to give students a voice about global issues. The program's initiatives range from youth designing video games for social impact to creating animated movies about global issues.

Barbara Cervone is the founder of What Kids Can Do (WKCD), a nonprofit that uses media to support the voices of youth from disadvantaged backgrounds. Barbara will discuss the Global Village Project. In this project, children from all around the world create photo essay books about life in their village, which appear as flip books on the WKCD website so that they can be read by children around the globe.

Each panelist will have 12 minutes to address the following questions:

- How do your digital initiatives support youth's global understanding, intercultural competence, and participation in the global society?
- In your expert opinion, what are the most promising ways to use technology to help children ages 7 - 11 build global competencies and participate in the global society?

In the remaining 40 minutes of the session, moderators Honor Moorman (Asia Society) and Christina Hinton (Joan Ganz Cooney Center at Sesame Workshop) will engage panelists with audience members in a conversation about how we can use digital media to help children ages 7 - 11 learn about international issues, connect across cultures, and participate in the global society.

Organizer: Christina Hinton

Participants: Kori Inkpen, Chris Plutte, Juan Rubio, Barbara Cervone, Honor Moorman

## 21C | UNIQUE LOCATION FOR 21ST CENTURY CIVIC EDUCATION: YOUTH AND THEIR ADULT ALLIES IN THE "THIRD SPACE"

It is widely recognized that healthy character development in youth is a critical process that leads towards successful adulthood and greater civic participation. The growth of an adolescent's character is often the subject of urgent discussion and studies. Young people, especially those in under-resourced communities, are viewed as morally deficient (not engaged, selfish) because of a commonly held belief that is reinforced by popular media.

At ZeroDivide we seek to elevate an idea that culturally appropriate learning environments enable young people, regardless of their level of resources, to develop strong characters. These distinctive environments can be found in the "third space" (not home, not school) where they gain exposure to social justice frameworks, access digital production technologies, and receive support from skilled adult allies. The third space offers youth an opportunity to become capable and committed advocates for their communities.

ZeroDivide will facilitate a discussion with experts and practitioners that explores the unique intersection of character development and digital media spaces, tools, and practices. We recognize the value of the "third space" for youth that serves as an innovation hub for learning and civic education. Innovative practices in the third space are found in the crucial roles of adult allies (educators, youth development specialists, artists) who provide technical skills and serve as mentors/guides.

This panel will highlight how organizations use digital media to create effective learning environments and high impact pedagogical practices that enhance young people's development and their civic participation.

Finally, our panel will discuss with the audience some of the continuing questions that affect this work. We will conduct real time polling to learn the popular views and recommendations.

The group questions will include:

- What is the appropriate level of guidance and influence that adult allies should take in getting youth to leverage their social capital toward civic and social justice outcomes?
- What professional standards (i.e., media production, journalistic, leadership) should youth be held to?
- What are the critical inquiry paths that young people should (must) pursue on their way to adulthood?

Reels Grrls, Seattle, WA - The Disability Media Justice Program

A digital literacy and production curriculum engages community youth with and without disabilities to utilize a disability justice framework. This leading edge curriculum has been spearheaded by a program alum who is a disability advocate with cerebral palsy.

Access Humboldt, Eureka, CA - The Real Life Research Lab

In one of the most remote locations in northern California, Access Humboldt's youth utilize Wi-Fi enabled video cameras to research and document access to broadband and news/information in their surrounding area that includes tribal lands.

Akaku Community Television, Maui County - Project YBEAM

Native and rural youth train as media producers to capture and produce hyper-local news broadcasts via the island's only community access station.

California Endowment - Building Healthy Communities

Through its multi-year Building Healthy Communities initiative, The California Endowment has sought to lift up the voices of youth in California on issues related to health and social justice.

Organizers: Ruth Williams, McCrae Parker

Participants: Brett Hanover, Maile Martinez, Kat Tracy, Marylou Fulton

11:00 AM - 12:30 PM | PANELS SESSION I | SHERATON BALLROOM 1

## 21C | STARTING WITH THE DIGITAL SELF: YOUTH CIVIC ENGAGEMENT IN THE 21ST CENTURY

Some stereotype youth as apolitical while others highlight how youth redefine their political participation utilizing social media in nuanced ways. Our panel examines these opposing views by describing the actual practices of high school students engaged in various forms of civic participation.

Considering that the average American youth spends more than ten hours a day with digital media — with minority youth averaging four and a half more hours per day than their White counterparts (Center of Media and Human Development, 2011) — it is imperative that youth are taught how to make meaning of and produce media that empower them to become active members of their communities. This is particularly salient for students of color who spend more time with digital media and whose civic participation and political involvement are often amongst the lowest (Kahne, 2008).

Seeking to understand the relationship between youth digital media engagement and civic participation in schools, this panel's three research studies examine youth civic digital engagement in secondary classrooms. All three studies took place in "Exploring Computer Science" (ECS) classrooms whose core mission is to democratize access to CS learning. ECS engages secondary students with college-preparatory CS knowledge through inquiry-based projects related to students' personal interests. Funded by NSF, this university/K-12 partnership with the Los Angeles Unified School District (LAUSD) has grown over 500% in three years, enrolling over 2000 predominately Latin@ and African American students.

The first panelist examines the process of one female Mexican-descent student, Itzel, bridging her ancestral praxis to CS learning as a positive approach to broaden participation in CS. The study explores identity and agency in the figured world of ancestral computing—critically situating computation from a familial perspective of communal vision. Itzel demonstrates civic participation by sharing her research with the schooling community as well as teaching her mom how to use a programming tool for use at her church.

The second panelist focuses on the possibilities of digital media to improve critical literacies and computational thinking practices through the creation of a video game about issues in the students' lives and their community. These projects were created with the express purpose to initiate social change through dissemination and game play. This study illuminates the potential of leveraging students' digital literacies and cultural capital, while teaching computational skills in programming about the macro sociopolitical issues that influence their everyday lives.

The third panelist explores what students in three different classrooms learned about the power of data, their personal abilities to be researchers, and their potential responsibilities in representing their communities through the “Mobilize” project. Using mobile phones, phone apps, and web services to conduct community research—a process otherwise known as “participatory sensing”—students learned how to collect and analyze their own data about snacking habits and billboard advertisements in a civic engagement campaign.

The panel will begin by discussing the audience’s vision for youth civic participation followed by a description of the three research projects. The panel’s goal is to welcome a fluid dialogue with the audience for sharing ideas.

Organizer: Clifford Lee

Participants: Cueponcaxochitl Dianna Moreno Sandoval, Clifford Lee, Jean Ryoo, Discussant: Antero Garcia

11:00 AM - 12:30 PM | PANELS SESSION I | SHERATON BALLROOM 5

## WC | CLICK, MEME, HACK, CHANGE: CIVIC MEDIA THEORY AND PRACTICE

We define Civic Media as the intersection of two spheres: civic engagement and participatory media. The read/write culture of participatory media suggests that issues of public interest and concern are now open to broader participation than in an earlier broadcast culture. We are seeing new forms of civic engagement emerge that go beyond voting and participating in political meetings, and involve techniques as well understood as online organizing and media creation, and as novel as protest through cyberattack.

Native to the participatory culture of the internet is the idea of the meme: ideas created by individuals that spread rapidly through acts of amplification and remix. Two years ago, discussions of memes mostly concerned lolcats and the occasional viral video. But memes now classify as widely-accepted political speech, receiving breaking news-like priority on television coverage of the 2012 US presidential election. Memes may have played a role in Obama’s victory, and certainly played a role in the Occupy movement’s media-based campaign against inequality.

Memes aren’t just clever phrases and funny words though, they are invitations to participate in behaviors modeled by others or to interpret through one’s own remix practices. The ramifications of this are starting to come clear in activism like distributed denial-of-service (DDOS). Activist DDOS actions invite participants to engage with others across a distributed platform that joins their discrete actions into one coherent event, with strong implications for how these individuals identify as activists and community members later. The Low Orbit Ion Cannon (LOIC) is a tool for running a DDOS attack, designed and used by Anonymous in a variety of online actions. But LOIC is not simply a civic action tool; it has evolved to represent explicit strategies of media manipulation and identity construction for a community of activists under the guise of Anonymous.

But Civic Media is not all new tools; it’s also the traditional made new. [Change.org](#) has augmented the online petition with professional media outreach and top-tier strategists to make it a powerful force for building international campaigns. Successes include justice for Trayvon Martin and the selection of a female moderator for a US presidential debate. [Change.org](#) represents the growing legitimization of low barriers to entry online activism, disregarded as clicktivism or slacktivism, that provides access to powerful tools to those who may struggle to find their voice in most civic spaces.

These civic media practices all embody the participatory as accessible and inclusive practices, however their activations of distributed communities don’t fit neatly into accepted theories of change such as traditional organizing and lobbying. A theory of change for media activism hinges instead on winning the attention economy and pushing for cultural transformation. So what does this kind of framework for change mean in terms of civic media’s ability to scale or sustain? On which types of issues might it be most effective or least effective? And how are we able to study these practices quantitatively and qualitatively?

Organizer: Erhardt Graeff | Participants: Ethan Zuckerman, Erhardt Graeff, Molly Sauter, Matt Stempeck

2:00 PM - 3:30 PM | PANELS SESSION II | SHERATON BALLROOM 2

## DML | HOMAGO FOR ALL: APPLYING HOMAGO PRINCIPLES TO DIFFERENT SPACES

Staff from two YOUmedia early adopter sites, Hirshhorn’s ARTLAB+ and DreamYard, come together to lead a workshop that explores how different institutional constraints affect the application of HOMAGO principles in digital learning environments.

The workshop will consist of three sections:

- I. Experience Hanging Out and Messing Around at DML (20 minutes)
- II. ARTLAB+ and DreamYard present about HOMAGO at their sites (20 minutes)
- III. Create a HOMAGO model (50 minutes)

In Part I, participants will experience Hanging Out and Messing Around firsthand. The room will be set up with

both peer and interest-driven activities which have been tested at our YOUmedia sites and that encourage interaction. Upon entry, participants will be able to visit three unique activity stations, including ones that let participants use facebook and video games to ones that can teach them “How to Make a GIF” and “How to Make Beats.” Participants are free to explore for a period of time what these activity stations offer them. There will be two to three staff members from the two hosting YOUmedia early adopter sites to encourage and guide the participants experience.

In Part II, Ryan Hill, from ARTLAB+, and Hillary Kolos, from DreamYard, will transition the group from hanging out and messing around to geeking out – about HOMAGO. ARTLAB+ and DreamYard exemplify two different ways that sites have incorporated the same HOMAGO principles. Ryan and Hillary will each give 10-minute presentations about how different constraints at their institution affect how HOMAGO principles are implemented into their programming. These constraints include space, mission/history, audience, and time. The presentations will serve as examples to ground the group activity in Part III.

In Part III, the tables will turn and participants will be asked to problem solve how to implement HOMAGO principles at a new (fictional) institution. The room will be split into groups of four and each will receive large post-it pads, markers, and a template of several “institutional constraints.” This exercise will get groups brainstorming about what HOMAGO might look like at their fictional institution and how it might work for their (fictional) audiences.

For example, one group might be given slips of paper describing an institution:

- Type of institution: A museum
- Time: Saturday programs
- Space: Three rooms, one with 10 desktop computers
- Content Area: African American History
- Audience: Teens who can reach a downtown urban area

With this information the groups will think about how they would create new programming for hanging out, messing around, and geeking out within the given institutional constraints. Then, each group will be asked to present their ideas for new HOMAGO-inspired programming at their fictional institution.

Overall, this workshop will allow participants to experience hanging out and messing around, hear from program directors about their experience incorporating HOMAGO principles at their institutions, and problem solve how to apply HOMAGO principles at other institutions. Our goal is to help people understand that the underlying principles for HOMAGO can exist in any kind of unique space and work within the constraints of their institution.

Organizers/Participants: Hillary Kolos, Ryan Hill

2:00 PM - 3:30 PM | PANELS SESSION II | SHERATON BALLROOM 5

## **DML | DIGITAL MEDIA & LEARNING COMPETITION: BADGES**

Session on the future of alternative assessment hosted by David Theo Goldberg and Cathy Davidson.

Organizers: David Theo Goldberg, Cathy Davidson

Panelists: Cathy Davidson, HASTAC and Duke Univeristy; Mitch Resnick, MIT Media Lab; Beth Swanson, Chicago Mayor’s Office; Khal Shariff, NASA; Damian Ewens, Providence After School project

Discussant: Connie Yowell

2:00 PM - 3:30 PM | PANELS SESSION II | MAYFAIR ROOM

## **TG | GENERATE CONNECT: EVOLUTION OF A YOUTH CENTERED NETWORK IN THE SAN FRANCISCO BAY AREA**

Through a grant from the Institute of Museum and Library Services and MacArthur Foundation’s Digital Media and Learning Initiative, The San Francisco Public Library, The California Academy of Sciences, KQED, and the Bay Area Video Coalition have spent the last 2 years creating a model for a sustainable learning lab and community network focused on digital media and literacy skills that will be located in the main branch of the San Francisco Public Library. The partnered organizations have approached this task with an innovative youth-centered model involving youth in every step of the process. The original partners have formed relationships with the new Bay Area Youth Media Network comprised of like-minded organizations with similar goals and technology companies Twitter and Mozilla.

This panel proposes to present a case study of challenges and successes involved in building a community network to engage and support youth in their creative and civic activities to shape their local communities. To demonstrate this innovative civic model, panel members will include partners involved in a variety of youth

networks in San Francisco as well as youth advisors from these networks focused on connected learning in SF. Panelists will discuss the role of youth advisory boards, particularly youth who sit on both the San Francisco Public Library and the Bay Area Youth Media Network boards. Youth on the panel will describe their activities and how the advisory boards inform the development of digital media events, contribute to the design of the learning lab, and how they are involved in all facets of community activities associated with the network.

The partners on the panel will discuss the successful launching of a regional youth media festival, hackathons, Hive pop up events, as well as ongoing work to create sustainable frameworks and drive a youth and Community Based Organizations movement that will evolve, stimulate local impact, and go far beyond a one-stop event. We will explore the role youth and partners play in choosing and developing online spaces to author and review media as well as connect to other youth and community members. Finally, we will discuss the learning lab's work with a variety of partners in business such as Twitter and Mozilla, in education through collaboration with local schools, and media organizations who work with youth to develop learning opportunities and youth leadership.

The goals of the coalition are to support youth exploration, critical assessment, development, and ownership of the digital landscape. The indicators of success for this connected learning effort for youth include becoming better consumers and evaluators of digital content; building competencies in using technology and media production tools; sharing and licensing work produced through Creative Commons; and telling stories that support and celebrate local culture and diversity. Through engagement with the learning lab and community network, youth participants also build collaborative learning skills, increased understanding design process, and develop their leadership skills.

Organizers: Mary Ann Harlan, Ingrid Dahl, Matthew Williams

Participants: Jennifer Collins, Matthew Williams, Puja Dasari, Ingrid Dahl, Buffy Almendares, Ishmael Castillo

2:00 PM - 3:30 PM | PANELS SESSION II | SHERATON BALLROOM 3

## WC | AFFINITY SPACES, PROPOS, AND MEMES... OH MY!

In this hands-on lesson demonstration, participants will experience how affinity spaces in the classroom open up entry points for connecting literary and real-world events, while creating a more democratic learning space based on shared knowledge of an imagined world. A team made up of a middle school teacher, a multimedia teaching artist, and 8th grade students from Columbia College Chicago's TEAM program (Transforming Education through the Arts and Media) will guide you through a digital art-making and art-sharing process, aligned with Common Core Standards, meant to build student engagement and critical thinking skills, as well as participatory literacies.

These two instructors have cultivated an affinity space in the classroom around the Hunger Games phenomenon. Using the trilogy as a thematic anchor for everything from revolution to metaphor to human trafficking, students can freely explore a wide variety of ideas and concepts in a community with a shared culture and language.

The workshop will explore and compare the concepts of "propos" (government-produced propaganda films) from the books and memes from our current social media landscape. Memes are an inverted form of propaganda, as they are created by citizens, and anyone with the internet has the ability to create and disseminate, rather than being owned by a powerful elite or regime. This activity requires artists to find connections between their world, popular culture, and the world of the Hunger Games. Using an online meme generator, participants will create their own composite memes that illustrate and comment on those comparisons and analogies, and then we will share them with the world using TEAM's social media outlets.

Ample time will be dedicated to discussing strategies for using this activity with students of all levels and assessing student learning.

Organizer: Liz Radzicki

Participants: Dina Alikakos, Kristina Gosh, Patrycja Kaluzynska, Yaziria Cisneros, Glenda Villalon

2:00 PM - 3:30 PM | PANELS SESSION II | MICHIGAN A/B

## TG | LEADERSHIP, ORGANIZING AND ACTION: LEADING CHANGE

Designed by community organizing expert and Harvard Kennedy School professor Marshall Ganz, this workshop is designed to help leaders of civic associations, advocacy groups and social movements learn how to organize communities that can mobilize power to make change. The approach to creating change is based on identifying, recruiting, and developing leadership, organizing community around that leadership, and building power from the resources of that community. By taking a "head, heart and hands" approach, the workshop links concepts, values and practice in highly interpersonal settings.

Organizer/Participant: Marshall Ganz

2:00 PM - 3:30 PM | PANELS SESSION II | SHERATON BALLROOM 1

## WC | ENGINEERING CHANGE: WHEN DIGITAL REMAKES EVERYTHING AND NOTHING AT ALL

Young people are using digital media in new ways to express voice and influence in the public sphere. Their “flashes” of activism, spreadable videos, big data experiments, and other efforts are reconfiguring the dynamics of today’s civic life.

Too often, though, when we look at media-based civic organizations, we freeze them in time. To stay relevant, these organizations pivot, sometimes radically, from founding activities to new practices and outcomes. This panel discussion focuses on change inspired by digital media and delves into: conditions that force a major shift, mechanisms for effective transformation, and challenges for learning and civics.

Panelists are youth and adult founding members of three nationally recognized media projects in high-stakes change. Rather than isolate one discussant, all panelists address resonant themes, and Lissa Soep (Youth & Participatory Politics Research Network) will highlight implications for DML research and theory.

1. Youth Radio, founded in 1992, is best known for youth-generated public media stories. The Peabody Award-winning newsroom is NPR’s youth desk and files for outlets including National Geographic, HuffPost, and Good. The change: Though “content is king” in the program’s newsroom, two years ago, Youth Radio started making mobile apps for social good. The organization is now in the platforms business and this year added coding to its core curriculum.
2. Youth Speaks, in its 17th year, is the nation’s leading producer of teen spoken word poetry. It leads a network of organizations in 70 cities that gather annually at the Brave New Voices Festival, the biggest youth poetry slam in the country, televised on HBO. The change: Rooted in live performance, Youth Speaks is launching its first major digital project this year. “I Live Here,” is a video-based mapping site that invites youth nationwide to share poetry on environmental themes.
3. The Hidden Genius Project is in its first year. Nine young professionals of color launched THGP as a summer program aimed to build critical thinking and unlock careers paths for Oakland black male teens leading to jobs in engineering, design, and entrepreneurship. The change: The founders are developing THGP as a year-round program that could multiply across cities. Adult staff members have worked as execs at some of the nation’s hottest tech companies, and now they’re becoming youth development mentors engaging teens as active participants in their varied communities.

Discussion centers on four questions:

- How does an organization selectively apply lessons from prior work to new technology and learning dynamics, enduring through cycles of change?
- How do adults and young people form new networks for expertise, opportunity, and user engagement?
- What new metrics are needed for projects accustomed to major success in one realm, as they launch efforts that don’t go as planned?
- What are the features across learning environments that effectively use digital media and tech to build civic participation along the social and economic margins?

Organizer: Elisabeth Soep

Panelists: Elisabeth Soep, PhD, Youth Radio; Asha Richardson, Youth Radio’s Mobile Action Lab; James Kass, Youth Speaks; Jason Young, The Hidden Genius Project

2:00 PM - 3:30 PM | PANELS SESSION II | SHERATON BALLROOM 4

## YM | THE ROLE OF YOUTH MEDIA IN TRANSFORMING “OUR DYING CITIES”

Organizer: Ammerah Saidi | Presenters: Ammerah Saidi, Jenny Lee

Detroit, MI has become a national icon of failure. Media coverage highlights drop-out rates, unemployment, and entrenched political dysfunction. These problems are real, and deep-rooted, and they constitute a social crisis for the city. Within this state of crisis, youth leadership has never been more important. As Martin Luther King Jr. wrote in his 1967 book, *Where Do We Go From Here: Chaos or Community?*, we need to provide young people with opportunities for self-transforming, structure-transforming activities that will allow them to rebuild our dying cities.

Two programs, Detroit Future Schools (DFS) and Detroit Future Youth (DFY) use digital media arts to do just that. Working both inside and outside of schools, we are growing a network of youth, artists and educators committed to building the visionary youth leadership Detroit needs.

DFS works inside of schools to reinvent the purpose and practice of education. Rather than prepare future low-wage workers, or future professionals who will leave Detroit in order to be successful, DFS believes

Detroit schools must prepare future leaders who will commit themselves to transforming their own lives and communities through social entrepreneurship and community organizing. DFS partners K-12 teachers with digital media artists to design the instructional practices we need to fulfill that purpose. Students produce media projects exploring essential questions that are relevant to students lives and the future of the planet, while integrating core content, and building classroom cultures based on mutual-transformation.

DFY works outside of schools, weaving a network of youth programs that focus on social justice based education and multimedia creation, who are using digital media for self and community-wide transformation. Their long-term goal is to build a city-wide youth movement that builds the future creators, problem-solvers and social change-makers Detroit needs. DFY produced a “Curriculum Mixtape,” featuring workshops and media developed by each of the 12 DFY partner organizations. The USB Mixtape highlights media created by youth, with a curriculum book of accompanying lesson plans that were co-designed by youth leaders and their adult allies.

This workshop will give participants a hands-on experience of one workshop from the DFY Curriculum Mixtape. It will also include a panel presentation that will tell the story of how a grassroots coalition launched these programs with a federal stimulus grant, and explore what each program is doing to invest in Detroit’s future by building authentic youth-leadership in the present. Through this workshop, we hope to find allies engaged in youth-led, paradigm-shifting work within their cities and exchange lessons and resources with them. We will present curricula, media samples and evaluation instruments that have come from our programs.

Organizers: Ammerah Saidi, Jenny Lee, Bryce Anderson-Small | Participants: Ammerah Saidi, Jenny Lee, Piper Carter, Siwatu-Salama Ra, Dakarai Carter, Rayven Roberts, Matthew Love

4:00 PM - 5:00 PM | IGNITE TALKS | SHERATON BALLROOM 4/5

## **IGNITE TALKS**

Chairs: Alex Halavais; Antero Garcia

### **MAKING AS LEARNING: HOW MACARTHUR & MOZILLA ARE WEAVING CONNECTED LEARNING AND WEB LITERACY INTO SHARED STRATEGY TO TRANSFORM HOW WE LEARN, CREATE AND WORK IN THE DIGITAL WORLD**

Connie Yowell and Mark Surman

### **MAKING SPACE IN THE MAKERSPACE: BUILDING A MIXED-ABILITY MAKER CULTURE**

Meryl Alper

### **I DIDN'T WANT TO LEARN FROM MEGAMAN**

David Cooper Moore

### **OPEN SOURCE LEARNING**

David Preston

### **OPEN BADGES AT WORK FOR PROVIDENCE LEARNERS**

Emily Goligoski & Damian Ewens

### **FROM THEORY TO PRACTICE: DESIGNING AND IMPLEMENTING A CONNECTED LEARNING EXPERIENCE**

Andres Lombana-Bermudez

### **MORE PASSIONS, NOT FEWER ... THE RHIZOME LEADS THE WAY!**

Christina Cantrill

### **TRANSFORMING RURAL EDUCATION IN DEVELOPING COUNTRIES**

David Cavallo

### **DON'T STOP THE QUESTIONING!**

Lee Thomason

### **CONNECTED LEARNING AND THE UNCLEAR ROAD TO EQUITY**

Justin Reich

### **IMPROVISATION & COLLABORATION**

Leslie Kratz & Christine Ballangee Morris

### **ONLINE IDENTITY AND CREATIVITY**

Reynol Junco

### **FRANKLIN WANTS A BADGE: A (LITERALLY) CROWD-SOURCED CRITIQUE OF BADGE ANXIETY**

Barry Joseph

# SCHEDULE // FRIDAY, MARCH 15

## 9:00 - 10:30 AM | PANELS SESSION III

- S4** Feature Session: Envisioning 21st Century Civic Education Ellen Middaugh, Nicole Mirra, Johanna Paraiso, Allison Santiago, Laurence Tan, Erick Alvarado, Shakura Balthazar, Donquanta Atkin, Paul Allison, Paul Oh
- S5** DML: Broadening Participation in the Maker Community  
Kylie Pepler, Mitchel Resnick, AnnMarie Thomas, Elyse Eidman-Aadahl
- S1** 21C: Who Gets to Learn How?: Youth as Actors and Subjects in Civic Education Contexts  
Katherine Culp, Jim Diamond, Meghan McDermott, Shelley Pasnik, Julie Keane
- S2** YM: Vojo: Creating Community Based Mobile Media Workshops with Feature Phones, Voice Calls, and Picture Messages Marisa Jahn, Anjum Asharia, Neha Agrawal, Becky Hurwitz, Sylvia Guerrero, Denise Cheng
- S3** YM: Youth Media: Mapping a Global Movement  
Dalida Maria Benfield, Salome Chasnoff, Teresa Basilio, C. Davida Ingram, Tammy Ko Robinson, Cesar Sanchez
- MA** Short Talk Panel WC: Fun and Games: Culture, Politics and New Forms of Citizen Action  
Sangita Shresthova, Laurel Felt, Andres Monroy-Hernandez, Andy Silveira
- MB** TG: Tackling the Long-Tail Problem of Youth Civic Engagement  
Kate Kontriris, Chris Watler, Priya Parker, David Sengeh, Seth Flaxman
- MF** TG: Civic Technology: Combining Mediums and Methods for Community-Driven Governance, Engagement, and Research Georgia Bullen, Jonathan Baldwin, Tony Schloss, Cesar McDowell, Maria Torre, Gregory Donovan

## 11:00 AM - 12:30 PM | PLENARY SESSION [SHERATON BALLROOM 4/5]

Remixing Citizenship, Remaking Democracy  
Craig Watkins, danah boyd, Astrid Silva, Biko Baker, Cathy Cohen

## 2:00 - 3:30 PM | PANELS SESSION IV

- S4** Feature Session TG: Government By and For Digital Natives  
Susan Crawford, Nigel Jacob, Taylor Jo Isenberg, Kate Kontriris, Jack Madans
- S5** Short Talk Panel DML: Games, Learning and the Future of Assessment  
Katie Salen, Gabriella Anton, Amanda Ochsner, Kurt Squire
- S1** Short Talk Panel DML: Civic Dimensions of Play  
Benjamin Stokes, Gabriel Tajima-Peña, Randall Fujimoto, Renee Tajima-Peña, Daisuke Okabe, Rie Matsuura
- S2** 21C: Teen Design Days: Promoting Youth Civic Engagement through Design Thinking  
Karen Fisher, Eliza Dresang, Katie Davis, Hassan Wardere, Philip Fawcett, Ann Peterson Bishop
- S3** WC: Expanding the Bandwidth of Learning: Liberating Learners' Voices in the Cultural Space We Call Reading and Writing Ira David Socol, Pamela Moran, Paul Oh
- MA** WC: Negotiating Globalization, Media Education & Democratic Practice  
Chelsey Hauge, Morgan Ames, Daniel Araya
- MB** Short Talk Panel YM: Youth Organizing, Guerilla Media, and Critical Consciousness Joanna Marinova, Marvin Brow, Angie Emmanuella, Alexandrina Agloro, Christine Schweidler, Meghan McDermott, Teresa Basilio
- MF** DML: Kony 2012, FEMA Camps & Wikipedia: Who Can a Concerned Kid Trust?  
Mark Hallett, Peter Adams, Brenda Butler, Vicki King, Jeff McCarter, Sue Thortz, Jorge Valdivia

## 4:00 - 5:30 PM | PANEL SESSION V

- S4** DML: Syncretic Approaches to Learning: Leveraging New Media and Youths' Repertoires of Practice  
Kris Gutierrez, William Penuel, Lisa Schwartz, Tene Gray
- S5** YM: Youth Aren't Waiting 'till 2016: Participatory Politics in the Digital Age  
Joseph Kahne, Cathy Cohen, Dallas Donnell, TJ Crawford
- S1** TG: Mapping as Strategy for Youth Engagement: Contributing Data to Real City Problems as Civic Learning  
Benjamin Stokes, Eric Gordon, Akili Lee, Elisabeth Soep, Nigel Jacob
- S2** DML: ChicagoQuest Curriculum Design Jam John Murphy, Patrick Hoover, Jimmy Haycraft
- S3** DML: Beyond the Classroom: Learning in Online Communities  
Matthew Rafalow, Crystle Martin, Amanda Ochsner, Shree Durga, Christo Sims
- MA** Short Talk Panel DML: New Pathways to Civic Literacy and Empowerment  
Alicia De Leon, Bron Stuckey, Jennifer Killham, Stephanie Talbot, Paul Mihailidis
- MB** Short Talk Panel 21C: There is an App for That: Learning Civic Engagement through Creating Mobile Apps  
Jeremiah Holden, Jenna Blanton, Dara Olmsted, Takumi Sato, Daniel Birmingham, Angela Calabrese-Barton
- MF** 21C: Make, Do, Engage: Hacker Literacies and Civic Participation  
Ingrid Erickson, Rebecca Reynolds, Rafi Santo, Christopher Hoadley

## 6:00 - 7:30 PM | "IS SCHOOL ENOUGH?" + RECEPTION [SHERATON BALLROOM 3]

# ABSTRACTS // FRIDAY, MARCH 15

9:00 AM - 10:30 AM | PANELS SESSION III | SHERATON BALLROOM 1

## 21C | WHO GETS TO LEARN HOW?: YOUTH AS ACTORS AND SUBJECTS IN CIVIC EDUCATION CONTEXTS

Schools have long been expected to play a primary role in the development of young people's civic consciousness. Almost a century ago, Dewey's educational philosophy provided the foundation for new understandings of "connected and participatory learning." He promoted a vision of the classroom as a site of democratic participation, open debate, and free expression directly connected - and relevant - to children's lives outside of the school.

Over the past 25 years there have been several cycles of prediction that new technologies could contribute toward this goal. As they became increasingly accessible to young people and educators, we hoped that these tools would catalyze radical changes in the organization and structure of children's education, the relationships among children and the adults around them, and children's status as actors in the political and social lives of their communities. However, these predictions have repeatedly outpaced the impact these tools have had on children and their status as actors in their own education and development.

A wide range of research suggests that we have persistently overestimated the ability of digital tools to reconfigure relationships among children and the adults and institutions that care for and support them. Rather than catalysts of change, digital tools may be better understood as motivators for change, which can only be sustained or scaled up when comparable investments are made in training for educators and youth advocates, and policy reforms that create the spaces, time, and incentives that would support these kinds of change.

This panel will respond to the conference theme, "Envisioning Civic Education in the 21st Century." It brings together experienced leaders in educational research, advocacy, and practice, who will draw on recent work to consider how current policy contexts are both promoting and impeding young people's opportunities to use digital tools to drive their civic education and engagement.

Panel participants include:

Jim Diamond, Research Associate at the Center for Children and Technology, part of the non-profit research and development group Education Development Center, Inc. (EDC/CCT). His talk will draw on his experience observing students using digital games to support reasoning about social change and civic action.

Julie Keane is a Senior Research Associate at VIF International Education. Her talk will draw on research with young people creating digital autobiographies and seeking to represent their communities using digital tools.

Meghan McDermott is the Executive Director of Global Action Project, a youth media organization that provides media-arts and leadership education for youth. Her talk will draw on her long experience with young people using digital media to tell stories about underrepresented youth and their efforts to cause political change.

Shelley Pasnik is the director of EDC/CCT. Her talk will focus on obstacles to integrating digital media into all children's early learning experiences.

Katie McMillan Culp, director of research at EDC/CCT, will act as discussant for the panel.

Organizer/Discussant: Katherine Culp

Participants: Jim Diamond, Meghan McDermott, Shelley Pasnik, Julie Keane

9:00 AM - 10:30 AM | PANELS SESSION III | MAYFAIR ROOM

## TG | CIVIC TECHNOLOGY: COMBINING MEDIUMS AND METHODS FOR COMMUNITY-DRIVEN GOVERNANCE, ENGAGEMENT, AND RESEARCH

As innovations in Open Government change the relationships between publics and institutions, we are redrawing relationships of power and decision-making—including, but not limited to, technological interventions. New forms of social and community engagement are also emerging alongside new technologies, and these forces catalyze and add value to each other. Meanwhile, new and newly open data sets are providing the material for evidence-driven policies and advocacies.

The collision between Open Government Movement and Big Data creates an opportunity for communities to adopt the mediums and methods necessary to bring the focus back to human scale and to align these new tools to the best ways that communities already engage and self-govern.

In this panel we will present three projects focused on bridging the divide between online and offline methods.

These projects are:

Tidepools - a locally-hosted mesh-wireless aggregation platform for community issues and conversations, serving as a digital community map hub for everything from events, transit information, and air quality data to tools for documenting and challenging stop-and-frisk policing in Red Hook, Brooklyn, NY.

Public Science Project / Everyday Data Initiative - This initiative draws on open source technologies and visual media to facilitate participatory modes of knowledge production and visualization in, and of, New York City communities. The intersectionality of three of these participatory action research projects are discussed: The Morris Justice Project takes place in Morris Heights in the Bronx, NY, where the community documented and analyzed experiences with the police, by surveying and interviewing over 1000 residents of the neighborhood. The Brooklyn's Public Scholars project is an AAC&U funded partnership between the Public Science Project and Kingsborough Community College that supports community-based teaching and engaged scholarship. And, the MyDigitalFootprint.ORG Project which works with young people in New York City to investigate and engage their everyday experiences in proprietary information ecologies through collective research and design.

21 Days of Questions, Cambridge Campaign Against Domestic Violence - a community-driven policymaking project linking the power of individuals and their questions to decision-makers, and policy and services around domestic violence in the City of Cambridge. This campaign is designed and implemented through a partnership between Engage the Power (etp) and the City of Cambridge and is using the MIT Media Lab Center for Civic Media's tool, Vojo, a phone first platform for storytelling, to gather questions and input from mobile phone users.

Organizer: Georgia Bullen

Participants: Jonathan Baldwin, Tony Schloss, Ceasar McDowell, Maria Torre, Gregory Donovan

9:00 AM - 10:30 AM | PANELS SESSION III | MICHIGAN B

## TG | TACKLING THE LONG-TAIL PROBLEM OF YOUTH CIVIC ENGAGEMENT

It is our observation that community-driven innovation and engagement among youth exhibit a “long-tail problem” ([http://en.wikipedia.org/wiki/Long\\_tail](http://en.wikipedia.org/wiki/Long_tail)). In other words, there are very few young people who are actively and intensely engaged in problem-solving in the civic space around them. Most young people fall somewhere along the “long tail” of engagement — with a moderate proportion engaged minimally and a much larger group relatively unengaged. There are a number of reasons for this lack of engagement: personal, historical, institutional, technological, and the paradox of choice among them. These reasons play themselves out in multiple and different ways at various points along the tail.

The thesis of this panel would be simple, but rich: that a) we should want young people to shape the realities they seek in the communities around them, and that b) there are a variety of interventions that can enable young people, wherever they are on the tail, to do so.

The panel would start with an overview: what precisely is the “long tail problem” of youth civic engagement? A general framing would describe how the long tail problem manifests in society and economy, and apply the framework to youth engagement. Panelists would then describe their own thesis of the “problem” that motivated their related work, situating and describing an archetypical young person he/she is trying to target along the tail. Presenting a “solution” they have put forward to resolve these problems, panelists would specify what it is about this solution that moves young people to higher engagement, and why this greater engagement is a good thing for the world around them. Specifically, panelists would offer their work in the following realms: community benefits projects among justice-involved youth in Harlem, maker-innovation camps among young inventors in Sierra Leone, visioning labs to ignite the talents and passions of the millennial generation, and voting registration improvements that aim to be as easy as renting a DVD from Netflix.

The moderator would then stimulate Q&A from the audience on such questions as:

- Must all solutions be sustainable and scalable - or are they relevant and important in their bespoke, or unique nature?
- To what extent do these solutions build trust, empathy, and collaboration among civic actors? And need they do that?
- How are young people re-imagining their own realities by engaging civically?
- To what end digital technology? For what purposes? Always?
- Under what circumstances is being plugged into local-level innovation and engagement processes useful? Are they existent everywhere and, if not, why?
- Can national-level processes or online processes suffice where offline, local ecosystems are not established?
- What kind of partnerships successfully promote youth engagement? To which kinds of partnerships have we turned a blind eye?
- Is there actually a way to increase the area under the curve? In other words, if there will always be a long tail of civic engagement, is there some minimal level of civic engagement that would be beneficial to youth and society?

Organizer/Discussant: Kate Kontriris | Participants: Chris Watler, Priya Parker, David Sengeh, Seth Flaxman

## SHORT TALK PANEL WC | FUN AND GAMES: CULTURE, POLITICS AND NEW FORMS OF CITIZEN ACTION

### DANCING FOR DEMOCRACY? ON BOLLYWOOD FLASHMOBS, NEW MEDIA, AND ACTIVISM

Presenter: Sangita Shresthova

On November 27, 2011, a flashmob took place in the Chhatrapati Shivaji Terminus (CST) train station in Mumbai, India as a group of mostly-young people performed a pre-choreographed, but seemingly spontaneous, dance set to a Bollywood song. Soon, videos of the event appeared online sparking lively debates and media coverage. In this presentation, I engage the debates that surrounded the CST flashmob to grapple with the democratic potential that lies at the intersection of live performance, popular culture, and new media. I review the global proliferation and online circulation of Bollywood flashmobs as performed fandom. I also point to how the choice of song and location of the CST flashmob informed its local and online significance. The CST flashmob took place at one of the sites of the terrorist attacks that shook Mumbai in 2008. The organizers also used a song from Rang De Basanti – a Bollywood film about group of young friends who battle corruption in India's government (Mehta 2012). While the flashmob organizers never made any activist claims, post-event discussions online (and elsewhere) quickly alluded to citizen action, and even to Gandhian non-violence. Following suit, critics argued that this, and other, flashmobs are nothing more than entertaining celebrations of popular culture. Engaging these critiques, I argue the local significance and online circulation of the CST flashmob point to Bollywood dance as a site of fan activism, which in turn, has much to teach us about the civic potential of popular cultures that lie outside the Euro-American axis.

### OUR VOICE | YOUTHS' MEANINGFUL COMMUNICATION FOR SOCIAL CHANGE IN SÉNÉGAL

Presenter: Laurel Felt

Although over 60% of West Africa's population is under age 25, youths' perspectives are rarely solicited or shared. Supporting youths' capacity to communicate via multimedia would help to redress this situation by offering opportunities for youths to raise their voices, engage in civic/public life, and transform their communities.

This interactive talk will examine Sunukaddu, a summer program created by Senegal's The African Network for Health Education to foster youths' multimedia civic discourse. It will specifically analyze how staff redesigned Sunukaddu during the summer of 2010 to increase its effectiveness (see Felt & Rideau, 2012). First, the staff established a collaborative curriculum design process that respected "Nio far," a Senegalese expression that means "We are together" and exemplifies locals' appreciation of teamwork and co-ownership. Second, they increased participants' hands-on exploration. Third, they leveraged smartphones. Fourth, they focused on new media literacies (NMLs; Jenkins, Clinton, Purushotma, Weigel, & Robison, 2006) and social and emotional learning skills (SELS; Elias et al., 1997).

Of the 23 participants (22 youths aged 15-21, one classroom teacher of 8 of the participants), 20 identified the NML skill of negotiation as an area of expertise. Collective intelligence was the next most cited NML skill, embraced by 16 participants. Both skills boast meaningful relations with SELs social awareness and relationship skills. Responsible decision-making and self-awareness were the top two SEL skills.

Engaging in participatory professional development (Reilly & Literat, 2010) and fostering youths' communicative capacities is a meaningful way to prepare future leaders and catalyze social change, whether in the Global South or elsewhere.

### #HASHTAGS VS. SOAP OPERAS: HOW MEXICAN YOUTH USE SOCIAL MEDIA TO FIGHT POLITICAL MANIPULATION

Presenter: Andres Monroy-Hernandez

The role of social media in movements like the Arab Spring and Occupy Wall Street has been much discussed, and such "hashtagged" social movements continue to appear in multiple latitudes. In this paper I present an analysis of the #YoSoy132 student movement, or "I am 132" in English, that emerged during the 2012 Mexican presidential election. The movement rallied young people against the alleged manipulation by large media networks, in an apparent effort to determine the next president. I examine the genesis and development of #YoSoy132 by looking at a large corpus of messages on the microblogging platform Twitter and through conversations with some of its members. First, I examine how, despite the movement's antagonism with mainstream media, it was able to gain visibility and respect from a wide-range of political actors and the general populace. Second, I examine how the movement's visibility was propelled by public-

facing social media platforms such as YouTube and Twitter, while relying on pre-existing offline networks that organized themselves using a combination of face-to-face interactions and private Facebook groups. Third, I discuss the challenges and benefits of decentralization that included a disparate set of social media outlets, some of which were taken over by opponents of the movement and later recovered by the hacker collective Anonymous. Finally, I close by exposing how the movement revealed the limitations of social media in reaching beyond those who are already networked in light of the results of the election.

#### MOBILIZING QUEER PUBLICS | FILM AS A TOOL OF DEMOCRATIC POLITICS

Presenter: Andy Silveira

Following the euphoria of Delhi High Court's watershed verdict which read down Section 377 (that criminalizes "whoever voluntarily has carnal intercourse against the order of nature with any man, woman or animal,") of the Indian Penal Code on 2 July, 2009, the Indian LGBT identified youth have persistently sought actual and virtual support through their narratives of coming-out within and outside their respective families as well as in the social sphere. This paper examines how the small, yet growing demographic of LGBT identified people conceptualize their struggles and develop a queer agenda at the policy level that would directly impact the functioning of the state as the chief arbitrator between various lobbying groups attempting to legitimize their struggles for recognition. While the print and visual media in the Indian context, which is biased in a discriminatory fashion in favor of the "romantic" couple, extols queer initiatives within the State, they also sensationalize, marginalize and censure homosexuality as reprehensible, diseased, unnatural and alien. Amidst the threat of stripping the homosexual citizen of his or her fundamental rights, film screenings along with online activism and pride events in several cities and towns foster a sense of solidarity and create a platform for queer mobilization. This paper explores how queer film screening and discussion groups function as sites for political engagement both locally and internationally. This paper also demonstrates how queer initiatives, intimacies, and activism re-imagine democracy through local and transnational support by destabilizing the normative expectations of heterosexuality rooted within a civil society that is strangely at odds with its own ambivalences.

Participants: Sangita Shresthova, Laurel Felt, Andres Monroy-Hernandez, Andy Silveira

9:00 AM - 10:30 AM | PANELS SESSION III | SHERATON 3

#### **YM | YOUTH MEDIA: MAPPING A GLOBAL MOVEMENT**

If we understand Youth Media as a movement for global social justice in media, education, and public policy, what are its goals and practices? This panel will feature the voices of prominent Youth Media movement makers, including long term activist-educators, and former and current youth organizers. They will map new understandings of youth media as social transformation, making particular claims for the political participation of youth alongside demands for media justice, and intersecting innovative practices of popular education, community organizing, and grassroots media production.

#### INTERGENERATIONAL MENTORSHIP FOR DIGITAL ACTIVISM: STORIES FROM TWO CONTINENTS

Salome Chasnoff, Ph.D., and youth collaborator - TBD

Personal Hermitage Productions and Beyondmedia Education, Chicago, IL

#### SOCIAL JUSTICE YOUTH MEDIA FRAMEWORK - WHAT IT MEANS IN PRACTICE

Teresa Basilio, and youth collaborator TBD, Global Action Project, New York, NY

#### FROM YOUTH MEDIA TO YOUTUBE: DEMOCRATIZING VOICES

C. Davida Ingram, Seattle Art Museum, Seattle, WA

#### SNS SOON ENOUGH: YOUTH MEDIA AND INTERGENERATIONAL CONVERSATIONS AFTER CONVERGENCE

Tammy Ko Robinson, Hanyang University, Seoul, South Korea

#### COMMUNITY MEDIA AS PARTICIPATORY FORM -

#### BEYOND THE "INDIVIDUAL" PROLIFERATION OF EXPERTS AND ACTIVISTS

Cesar Sanchez, Casa Guatemala, Chicago, IL/Guatemala City, Guatemala

Organizer: Dalida Maria Benfield

Participants: Salome Chasnoff, Teresa Basilio, C. Davida Ingram, Tammy Ko Robinson, Cesar Sanchez

## YM | VOJO: CREATING COMMUNITY BASED MOBILE MEDIA WORKSHOPS WITH FEATURE PHONES, VOICE CALLS, AND PICTURE MESSAGES

### DISPATCHO WORKSHOP

Organizers: Marisa Jahn | Presenters: Marisa Jahn, Anjum Asharia, Sylvia Guerrero

Youth activist networks face the dual challenge of communicating complex issues in a way that both responds to the needs of their particular constituencies, while also garnering public attention and support. What's more, communities organized around a campaign often find themselves with limited resources and against rapid deadlines. In this accelerated process, what's left out are those elements that enliven an issue—the strategies that can help communicate complex issues in accessible, innovative and playful ways.

This interactive workshop introduces participants to DISPATCHO, a set of tools (VoIP Drupal and VoJo) and methods that youth organizers and media makers can use to augment their ongoing inquiry and movement building. It draws off of youth media projects such as, "Superheroes of Far, Far Rockaway," a civic media hotline produced in collaboration with the Queens Library Teen Center in Far Rockaway, NY. A teen-produced audio series, you can call in to get the 411 on the extraordinary citizens of this bustling sea-side community, and contribute to the project by recording your own Superhero story—all accessible through regular telephones! "Civil Rights Remix" is another youth-produced hotline that connects today's civil rights issues with historical political/activists' movements in Harlem. Excavating the archives at the Schomburg Center for Research in Black Culture, teens will use the VoJo platform to document research and interviews, gather and share content, and then create audio episodes made accessible via the hotline.

These projects, in turn, build off of "New Day New Standard," a English/Spanish public art project and interactive hotline that informs domestic workers about their newly-recognized rights under New York State's 2010 Domestic Workers Bill of Rights. To help inform the 200,000 nannies, housekeepers, and eldercare workers, and their employers about the new law, REV-, partnered with Domestic Workers United, MIT's Center for Civic Media, and Urban Justice Center to tackle this problem. Given that domestic workers work long hours on the job and in isolation, are without regular access to the internet, use basic cell phones, and prefer discreet forms of outreach, we needed an innovative way to distribute information through the most basic technology and make it accessible at any hour. We created New Day New Standard with three key features: access to resources, engaging episodes, and interactive storytelling. The hotline broadcasts detailed information that augments the existing face-to-face outreach of advocacy groups.

This creative technology has the potential to provide a scalable and affordable for youth to inform, connect, and empower their peers and the larger public, while enabling growing momentum around youth-led movements. For example, it could be a highly effective tool for creating a know-your-rights campaign for undocumented youth, or retail workers' rights. Through the workshop, participants will have the opportunity to explore other strategic applications of this technology.

### USING MOBILE REPORTING TO ENGAGE WITH YOUR COMMUNITY

Organizers: Neha Agrawal, Becky Hurwitz | Presenters: Neha Agrawal, Denise Cheng, Becky Hurwitz

In Cambridge Community Television's Teen Media Program, teens use documentary filmmaking to explore issues in their community. Using professional video cameras and Final Cut Pro software, they create media that is well thought out and relevant to their lives in Cambridge. After weeks of shooting and editing, these pieces are shown on our public access channels. There is no doubt that there is much value in the time and labor in documentary style media production. However, in this digital age, are there other ways to share community voices? To be a "reporter", do you need to have a camera crew and a tv channel? Do you have to be published in a newspaper, or even on a reputable blog? Reporting should and can come in all different media. It is sometimes easy to forget how accessible the internet is, but there are times when we cannot instantaneously email, tweet, or facebook. More importantly there are larger communities that don't have consistent internet access. Vojo, developed by MIT's Center for Civic Media, is a tool that is easy, instant, and accessible. Using Vojo, one can simply call or text in a story. That story then is updated on Vojo's website or linked to other relevant websites.

This year students from our Teen Media Program took Vojo to the polls. We centered our first project around the presidential elections of 2012. It was a perfect time to get kids wondering about the political process, being critical media viewers, and the importance of voting. After shooting interviews with student political leaders at MIT, they learned how to refine and edit video. However, on Election Day itself the students spread out across different polls in Cambridge and asked three questions to voters: 1. Who are you voting for and why? 2. What changes do you hope to see? and 3. Why is voting important? They were able to record and upload different perspectives instantaneously using just their phones. The audio and text stories were then aggregated on both the Vojo and CCTV websites. Not only were they reporters for a day, but they were teachers too. By utilizing Vojo, they were both able to conduct their interviews and share a technology with the community so that if the

interviewees wanted to call or text in a story from their phone, they would know how to do so.

In this panel/talk/workshop I would talk about youth media work in general but more specifically about 21st century civic education and how Vojo is an accessible tool for teens to directly engage in the voting process. Using Vojo was an important way for the students to learn about the candidates and the issues but also to be media conduits for their community.

Organizers: Marisa Jahn, Anjum Asharia, Neha Agrawal, Becky Hurwitz

Participants: Marisa Jahn, Anjum Asharia, Sylvia Guerrero, Neha Agrawal, Denise Cheng, Becky Hurwitz

9:00 AM - 10:30 AM | PANELS SESSION III | SHERATON BALLROOM 5

## **DML | BROADENING PARTICIPATION IN THE MAKER COMMUNITY**

The Maker movement and the broader Do-It-Yourself (DIY) culture celebrates innovation, creativity, and community engagement experienced through the open-ended processes of making. Within the Maker movement, there exists a wide array of genres of Making, ranging from cooking to sewing to woodcrafts and robotics. However, public gatherings of the Maker movement (such as Maker Faires) often attract a more homogeneous audience than the population at large. This session examines strategies for broadening participation in the Maker Community, exploring technologies and activities that are explicitly designed to engage more diverse audiences in Making.

The panel explores the question of broadening participation in the Maker and DIY communities by looking closely at three specific examples — Squishy Circuits, e-Textiles, and Scratch:

AnnMarie Thomas describes the ideas and motivations underlying her Squishy Circuits project. The goal of the project was to design tools and activities that provide more intuitive and playful ways for kids of all ages to create circuits and explore electronics — in particular, through the use of play dough. This approach has allowed even young children to engage in learning about circuits by grounding making in materials that are well-aligned to children's play.

Kylie Peppler highlights a complementary approach to learning about circuits and computation through electronic textiles (or e-textiles). E-textiles are articles of clothing, home furnishings, or architectures that include embedded computational and electronic elements. They also serve to illustrate that electronics can be soft, colorful, approachable, and beautiful. This work serves as a compelling example of how new materials can be a disrupter of the oblique gender representations in electronics, sparking perhaps the first ever female-dominated electronics hobbyist community around e-textiles.

Mitchel Resnick discusses his research group's work on the Scratch programming environment and online community. With Scratch, young people can program their own interactive stories, animations, games, music, and art — then share their creations with one another online. In the process, young people learn important mathematical and computational ideas, while also learning to think creatively, reason systematically, and work collaboratively. Scratch is designed to make the activity of programming more tinkerable, more meaningful, and more social — and thus appeal to broader, more diverse audiences than traditional programming languages. Scratch builds on youth interests in popular culture, social media, and expressive communication.

Across these presentations, we reflect on the relationships between technology, materials, and culture to articulate new strategies for broadening participation in the Maker community at large. Discussant Elyse Eidman-Aadahl will draw on lessons learned from her experiences in the National Writing Project.

Interwoven with the presentations, we will engage the audience in discussing issues around broadening participation in the Maker community. Audience members will have the opportunity to break into small groups to discuss their experiences with broadening participation, integrated with question-and-answer interactions with panelists.

Organizers: Kylie Peppler, Mitchel Resnick | Participants: Mitchel Resnick, Kylie Peppler, AnnMarie Thomas

Discussant: Elyse Eidman-Aadahl

9:00 AM - 10:30 AM | PANELS SESSION III | SHERATON BALLROOM 4

## **FEATURE SESSION 21C | ENVISIONING 21ST CENTURY CIVIC EDUCATION: INNOVATION AND ADAPTATIONS IN PRACTICE**

Envisioning 21st century civic education requires a wide lens. Designers and innovators (both young and old) push the envelope and show us what might be possible if we re-think our constraints and assumptions. Researchers show us emerging trends that may require us to shift our thinking about what civic engagement looks like and what educational supports are needed. Institutional leaders help us put innovations into context so that they augment rather than simply compete with existing resources, and help remove barriers to innovation.

Ultimately, however, the practice of civic education is constructed by youth, their adult mentors and allies, and practitioners who innovate and adapt their practice to take advantage of new tools and technologies and to respond to the changing landscape of public life.

In this session, we spotlight youth and adults currently engaged in the practice of 21st century civic education. The panelists will discuss the innovations and adaptations they are currently making to advance their goals for civic engagement, how they see the practice of civic education changing, how they are facing challenges posed in their educational settings, and their hopes for the future. We specifically focus on students and teachers working to move their schools toward 21st century civic education and connected learning.

Organizers: Ellen Middaugh, Nicole Mirra

Participants: Johanna Paraiso, Allison Santiago, Laurence Tan, Erick Alvarado, Shakura Balthazar, Donquanta Atkin, Paul Allison, Paul Oh | Discussant: Ben Kirshner

11:00 AM - 12:30 PM | PLENARY SESSION | SHERATON BALLROOM 4/5

## **PLENARY SESSION | REMIXING CITIZENSHIP, REMAKING DEMOCRACY**

This panel can address the various forms and contexts through which young people's engagement in their communities and networked publics are creating distinct opportunities for civic engagement and expanding what it means to be a citizen in the 21st century.

Organizer: Craig Watkins | Participants: danah boyd, Astrid Silva, Biko Baker, Cathy Cohen

2:00 PM - 3:30 PM | PANELS SESSION IV | SHERATON BALLROOM 1

## **SHORT TALK PANEL DML | CIVIC DIMENSIONS OF PLAY**

GAMERS WITH A CIVIC LIFE? RESEARCH FINDINGS ON LEAGUE OF LEGENDS, FROM PROTEST TO VOLUNTEERISM

Presenter: Benjamin Stokes

Do mainstream youth gamers have typical civic lives — from volunteering to protesting? Commercial games are very rarely studied for their connection to offline civic engagement. In this presentation, researchers will share findings from an unusual study of League of Legends (LoL). This was until recently the most popular PC game online — with more than 1.4 million players active daily. Our findings shatter some stereotypes, and raise some new questions.

For this study, more than 20,000 players answered survey questions about their civic activity, from protest, to advocacy, donating, and staying informed. Contrary to stereotypes, this study reveals that the civic participation rates of gamers is actually comparable to typical American parents (a normative stalwart), but that some civic acts are much more popular than others. For example, nearly 3 in 4 players of this game report having raised money for a charitable cause, while only about half have been active around elections with advocacy.

In terms of learning, one surprising finding stands out: these small-group gamers had unusually high rates of “peaceful protest, march, or demonstration” – more than twice the lifetime rate of American parents. We advance a few ideas on why this might be, and call for further research into role-play and “ethical spectacle” as learning processes. Our statistics show that protest rates are closely tied to many behaviors in the game (like whether they had recruited others to play), as well as to traditional politics, like being politically liberal. We also find that the odds of protesting increased by approximately 5% for players who were more helpful inside the game, which indicates some consistency across the game boundary.

Importantly, civic acts can have very different causes. For example, we find that protest rates hardly change based on the number of hours spent gaming each week, but that volunteering rates are lower. Such findings can help our sector avoid the temptation to lump “civic participation” together, and insist that we are more specific about the civic acts we target.

This study was made possible by an unusual collaboration between the University of Southern California led by Dmitri Williams, and the Riot Games, the maker of League of Legends. We will also discuss some ways that such partnerships can be brokered in the future.

GABRIEL'S HEART MOUNTAIN 3.0

Presenters: Gabriel Tajima-Peña, Randall Fujimoto, Renee Tajima-Peña

Case study of a youth-originated project to explore Japanese American WWII concentration camps on the Minecraft online video game.

Gabriel Tajima-Peña, a 13-year-old student, proposes a case study of his civil liberties history project, Heart Mountain 3.0. Constructed on the multi-player online building game, Minecraft, it is a virtual interpretation of the internment camp where his grandmother, and over 10,000 Japanese Americans, were incarcerated during WWII. The project has evolved from a fun diversion to ease the boredom of a visit to the historical site, into a curriculum and interactive web project. Gabriel will be joined by his project collaborators, game-based learning designer Randall Fujimoto, who leads the curriculum development, and Renee Tajima-Peña, mother and documentary filmmaker who is creating web video content. Using a Minecraft demonstration and video clips of Gabriel's process, the presenters will discuss the possibilities for using Minecraft to facilitate fun, creative, and self-directed explorations of the history.

Heart Mountain 3.0 shows how game-based platforms can arm youth with creative tools to engage in themes of civil liberties, democracy and race, and share those ideas through the social networking capabilities of online games. Minecraft is inexpensive and accessible for use at home, schools, or community spaces on a growing number of devices, including PC's, Xbox, Android, and IOS. It is a game that a young person can master, hack, work on individually or collectively and peer-teach, thereby encouraging a sense of empowerment and engagement. Creating and teaching Heart Mountain 3.0 has prompted Gabriel to address unexpected ethical and pedagogical issues. For example, how to integrate contextual information about history onto a changeable and interactive game; how to deal with "griefing" (vandalism) by online players on a social justice site; and how to balance historic accuracy with play.

Gabriel is an 8th grader at a Los Angeles public school. In August of 2011, he joined his family on a pilgrimage to the grand opening of the Heart Mountain Interpretive Center, near Powell, Wyoming. On the trip, Gabriel grew bored. He is a kinetic learner who is not particularly drawn to traditional museum installations and programs. He also is not a coder or history buff; he simply loves to play Minecraft. For fun, Gabriel started to build a Minecraft Heart Mountain on the family laptop. He then explored the site with his grandparents, talked to former internees, and scanned the exhibits for inspiration in constructing barracks, guard towers, and symbols of internee-created community such as the swimming hole and gardens.

After returning home, Gabriel continued to work on his project, often with other Minecraft friends. Last summer, Gabriel was invited by Fujimoto to peer-teach a pilot Minecraft workshop at a local Japanese Cultural Institute. A multi-ethnic group of twelve kids, researched the history and created their own virtual Manzanar Relocation Centers on Minecraft. Gabriel's re-creation of the camp will form the center of the Heart Mountain 3.0 curriculum website, which will be deployed for use in schools, community and culture venues, and homes. In the presentation, we will discuss how youth-created projects can move young audiences from passive viewership to active engagement in learning, discussing, and sharing themes of equal justice.

#### COSPLAY, LEARNING, AND PERFORMING

Presenters: Daisuke Okabe, Rie Matsuura

Japan is home to numerous amateur cosplay events. Costume play is a female-dominated niche grounded in a DIY and anticommercial ethic of costume making and performance. Although not characterized by formal forms of evaluation and hierarchy, cosplayers (who dress up as characters from manga, games, and anime) are highly conscious of quality standards for costumes. Only handmade costumes that conform to "otaku" (nerds) interests; those cosplayers who dress up outside of otaku-dedicated venues or who display mainstream forms of sexuality to attract the male gaze are ostracized from the community. Cosplay events and dedicated SNSs for cosplayers are a valuable venue for exchanging information and learning from each other about costume making, as well as for evaluating each other's work.

In this presentation, we discuss various cultural practices characterizing the cosplay community based on our interviews with female cosplayers and fieldwork.

We first share an overview of the history of cosplay in Japan, and then discuss in detail the following aspects: (1) performance and learning based on Holtzman (2009)'s "learning to perform and performing to learn", (2) peer review, and (3) reciprocal learning.

Building stages for their own performances and practices of peer-based niche knowledge exchange make the cosplay community distinct and a meaningful object of study. Compared to learning environments in most schools, the cosplay community has always been based on peer-based, reciprocal learning, with members creating their own rules and codes of conduct. We might look to them as models for designing interest-driven communities and collaborative learning environments.

Participants: Benjamin Stokes, Gabriel Tajima-Peña, Randall Fujimoto, Renee Tajima-Peña, Daisuke Okabe, Rie Matsuura

Discussant: Renee Tajima-Peña

2:00 PM - 3:30 PM | PANELS SESSION IV | MAYFAIR ROOM

## **DML | KONY 2012, FEMA CAMPS & WIKIPEDIA: WHO CAN A CONCERNED KID TRUST?**

What does the intersection of digital literacy, current affairs, hands-on media making and civic engagement look like? The emerging area of news literacy offers a clue: Kids discuss the issues that matter to them, monitor their own media habits, experience a self-imposed media 'blackout', carry out hands-on journalistic projects, and explore what news and information sources are trustworthy and why. This area is being taught as a stand-alone workshop but also increasingly infused into after-school programs and history, English, social studies, and science curricula. Chicago has become a laboratory for community-based approaches for energizing schools and after-school programs to become engaged in this area, with the goal of feeding teen civic engagement.

Panelists are leading youth media, news literacy and after-school educators from the Chicago area.

Organizer: Mark Hallett

Participants: Peter Adams, Brenda Butler, Vicki King, Jeff McCarter, Sue Thortz, Jorge Valdivia

2:00 PM - 3:30 PM | PANELS SESSION IV | MICHIGAN B

## **SHORT TALK PANEL YM | YOUTH ORGANIZING, GUERILLA MEDIA, AND CRITICAL CONSCIOUSNESS**

FROM THE BOTTOM UP: USING MEDIA TO INSPIRE, EDUCATION AND ACTIVATE

Presenters: Joanna Marinova, Marvin Brow, Angie Emmanuella

In an environment where youth are boxed in by arbitrary limits on their curiosity and creativity, media can re-ignite their imagination and opens the door to endless possibilities. Too many have been anesthetized by their education and have stopped asking questions and thinking critically about the world around them. Press Pass TV is an award-winning organization that harnesses the power of media to provide meaningful education and a tool for organizing to youth living in underserved neighborhoods. We transform reactionary violence with creative self-expression and empower communities to find shared solutions. We do this by teach life-sustaining technical skills that can brake the cycle of poverty many of our young people face.

Join us for a case study of how we have created a unique partnership-based model that works with young people to support various movements around the New England Area. These grassroots movements have successfully taken on transportation rights, immigration justice and environmental pollution. We will examine past victories and current battles around reducing the violence and creating a just and fair educational system. We will look at models using citizens journalism and more creative "edutainment" approaches.

In addition, we will examine some of the political barriers and difficulties and backlash some of our youth organizers have experiences doing this work. We will share best practices on how youth can be awakened from being passive consumers displaying high levels of learned helplessness, to active participants, contributors and builders of their future.

GUERILLA MEDIA: TEACHING SOCIAL JUSTICE MEDIA TOOLS AT LA CAUSA YOUTH BUILD CHARTER HIGH SCHOOL IN EAST LOS ANGELES

Presenter: Alexandrina Agloro

For two years, University of Southern California Ph.D. student Alexandrina Agloro has collaborated with staff and students at LA CAUSA Charter High School to teach media skills classes. LA CAUSA, which stands for Los Angeles Communities Advocating for Unity, Social Justice, and Action, is a diploma-granting high school for students in East Los Angeles who have been previously pushed out of the school system (considered "drop-outs") and are returning to school to earn their degree. East Los Angeles has a 94% Latino population, and the school reflects this demographic. In 2011, the Social Justice Media Tools course brought together students, staff, and the Ph.D. student to collaboratively design a digital media curriculum where students kept blog-style digital portfolios of their work. Additionally, the students critiqued the structure and content of each class in a wiki, which ultimately led to the students re-imagining and re-designing the curriculum at the end of the semester. In 2012, using the student re-designed curriculum, a new group of LA CAUSA students chose social justice topics that were the focus of their digital portfolios. Sample topics included: sex education, immigration, child abuse, food deserts, police brutality, neighborhood gang violence, and social justice through music. Projects included interviews, multimedia presentations, and remix video making. The focus of the course was to use free available software to design portfolios that crafted a message about relevant social justice topics from a young person's point of view.

In this talk, we propose to showcase a few digital portfolios created by LA CAUSA students, and have Tony Bautista (Sustainability Director at LA CAUSA) and Alexandrina discuss what it's like to work in a university/community organization partnership. We plan to bring a few students from LA CAUSA to the conference where they will be able to present their projects and discuss their experiences in the course.

#### About LA CAUSA:

Los Angeles Communities Advocating for Unity, Social Justice, and Action (LA CAUSA) engages historically disenfranchised young people and their families from East Los Angeles to take action against the injustices that impact low-income communities of color. LA CAUSA fosters a commitment to social justice and nurtures a variety of skills necessary to act as agents of resistance and community transformation. LA CAUSA fulfills this commitment through the creation of an inclusive and supportive community where we utilize culturally relevant instruction within our educational, vocational, housing and leadership development programs. For more information, visit: <http://lacausa.org>

#### YOUTH ORGANIZING AND MEDIA - A NATIONAL FIELD SCAN

Presenters: Christine Schweidler, Meghan McDermott, Teresa Basilio

In 2011-2012, Global Action Project (<http://global-action.org>) and DataCenter (<http://datacenter.org>) conducted a national research project that sought to understand how youth organizers are using media to advance social justice work and movement-building work throughout the United States. In this session we propose to present the findings of this national study.

While many studies have assessed the impact of media on youth or how youth use media in general, few have explored how young people use media to effect change. Our research documents how and why youth organizers are using media for organizing, framing community stories, and conducting media analysis. We sought also to understand the role that media making and media analysis played in deepening the political engagement of youth. In addition to examining media use by youth organizers, we also identified trends, needs, and challenges to integrating media into advocacy and organizing efforts led by young people involved in immigrant justice, educational justice, gender justice struggles and other social justice struggles. The project captures how youth are integrating media in new ways, yet also face significant barriers and gaps. For example, key research questions focused on identifying new media practices among youth organizers, identifying successful strategies, identifying supports for media production and analysis to strengthen political education, leadership and deepen engagement, and to capture critical stories that reflect struggles and efforts educational, immigrant and racial justice struggles and efforts across the country.

Participants will hear about: a) the media needs (i.e., analytical, creative, and technical) of youth organizers working across issues nationally; b) trends, practices and barriers that must be identified and addressed; c) the role of media in youth movement building and engagement; and d) what has shifted in the landscape of media and organizing.

Our research findings will contribute to an informed dialogue about the media needs of youth organizers by moving beyond simple access towards deeper engagement in analysis, storytelling, political education, and leadership. We hope this data will support youth, organizers, practitioners and allies to understand, as well as generate new ways to respond to/increase the scale and impact of youth-led work on the ground. We hope to share our findings with the DML community, and ultimately with organizers, funders, and movement-building allies seeking new knowledge on cross-disciplinary methods and opportunities for media analysis and production as a strategy of deeper youth engagement.

Participants: Joanna Marinova, Marvin Brow, Angie Emmanuella, Alexandrina Agloro, Christine Schweidler, Meghan McDermott, Teresa Basilio

2:00 PM - 3:30 PM | PANELS SESSION IV | MICHIGAN A

### **WC | NEGOTIATING GLOBALIZATION, MEDIA EDUCATION AND DEMOCRATIC PRACTICE**

We propose this panel, "Negotiating Globalization, Media Education and Democratic Practice," as part of the "Whose Change Is It Anyway? Futures, Youth, Technology And Citizen Action In The Global South" track for DML 2013. It critically engages with key questions, significant to researchers, citizens, and practitioners alike, concerning the unique role and importance of networked media production in efforts to build capacity among youth and communities vulnerable to the effects of poverty, globalization, and racism. This workshop brings together three Digital Media and Learning (DML) summer 2012 fellows who have experience working in global contexts in out-of-school and alternative media programs and projects. Given the utopian ideologies surrounding communication technologies, social media, and networked media production, this panel addresses how these dreams about technology manifest when organizations and initiatives historically located in the Global

North partner with organizations, communities, and youth in the Global South on educative and media programming. Concerned with sustaining democratic practice and with critically analyzing the attempts of young people to be involved in the public sphere through media production, this panel offers insights into how youth involvement in civic processes is shaped by media flows, the global political and economic climate, and the non-profits providing educational and media programming to young people. What is unique and valuable to this session is the opportunity to work with and learn about the specific experiences of youth participants in international media programs, and the challenges they face as situated within theoretical and academic work.

Ames and Hauge offer two concrete examples drawn from intensive ethnographic fieldwork with major organizations and initiatives working in the area of children and youth, media production, and civic learning and engagement. Ames' work on One Laptop Per Child critically examines the utopian beliefs about media and technology that underwrite OLPC's programming, contrasting those beliefs with the actual experiences of children and communities in Paraguay who have received OLPC laptops. Hauge re-theorizes the role of agency in participation among youth in relation to democratic practice, directly addressing a youth media and community development program run by Plan International in Nicaragua, where rural youth partner with North American youth to produce media and engage other youth about social issues. Taking a step back, Araya's work examines the political economy of global education and the rise of elite classes across developing societies.

Organizers/Participants: Chelsey Hauge, Morgan Ames, Daniel Araya

2:00 PM - 3:30 PM | PANELS SESSION IV | SHERATON BALLROOM 3

## **WC | EXPANDING THE BANDWIDTH OF LEARNING: LIBERATING LEARNERS' VOICES IN THE CULTURAL SPACE WE CALL READING AND WRITING**

Imagine high school students in a government course Skyping with an Egyptologist involved in the Arab Spring to authentically explore concepts of democratic revolution. Consider elementary, middle, and high school learners teaching teachers in multiple youth voices sessions for a district professional learning conference. Think about 'at-risk' middle schoolers writing, then sharing their personal stories with the world via a rural school's UStream channel. Envision third graders crowdsourcing questions via a class twitter account and seeing a NASA astronaut, UK physicists, and scientists from the New York Hall of Science respond to their questions in a public Google doc. Listen to dyslexic students describe how free tools offering access to learning is "life changing." Why are these stories important?

Equitable opportunities and our future as adaptive societies are dependent upon a "democracy of voice," a wide range of cultural and world-view literacy patterns whose variety is antithetical to methods of teaching reading and writing dominant in most American public schools. In this workshop, we explore the stories of educators in a large, diverse Virginia school district who are "decolonizing" literacy while dramatically expanding definitions of reading and writing, language and structure, by creating an ethos of learning that is challenging, interactive, of interest to, and owned by young people. The shifts in our district's classrooms are grounded in an ethical sense of purpose among administrators and teachers who believe that the educational space must reflect responsiveness to diversity, universal access to learning technologies and tools, connectivity to authentic, global audiences, and an unanchoring of learning from the dominant teaching wall and nailed-down rows of desks. These shifts were not accidental, but rather the result of mindful decisions to abandon the 20th century factory school "command and control" model of read, recall, write, publish, while embracing a contemporary choice-driven model that engages young people to search, connect, communicate and make.

We will co-construct a narrative of remarkable changes in specific learning spaces - elementary, middle, high school - through video, still images, and a Google+ hangout (bandwidth required) linking participants with connected educators and learners associated with four case studies - not isolated pockets of excellence but representing the systemic work of our high-performing district with a rural, suburban, and urban footprint of 726 square miles. Transforming curricula, assessment, culture, and pedagogy, our educators apply design thinking to innovate project-based learning through use of contemporary technology, shifting teaching places to learning spaces, and reinventing professional development as collaborative professional learning. Interactive case studies will engage participants in online conversations with district educators and learners who use social media, engage in global connectivity, apply universal design for learning principles, and develop informal coderdojo and maker spaces to empower young people to own their learning and identity, and help lead and define their schools as they build social responsibility and social entrepreneurship skills.

Through this work, our schools have moved far beyond "test" and "common" standards to welcome the contemporary world and liberate the voices of future citizens of our emerging democratic planet.

Organizers: Ira David Socol, Pamela Moran

Participants: Ira David Socol, Pamela Moran, Paul Oh

2:00 PM - 3:30 PM | PANELS SESSION IV | SHERATON BALLROOM 2

## 21C | TEEN DESIGN DAYS: PROMOTING YOUTH CIVIC ENGAGEMENT THROUGH DESIGN THINKING

### Overview

Our workshop addresses the joint role of designers, researchers, educators, and community activists in building an equitable, ethical, and sustainable future for digital youth. Drawing on design concepts and a distinct information school perspective, we will engage workshop participants in activities associated with the Teen Design Day Methodology. Developed by Professor Karen Fisher of the University of Washington Information School, this methodology provides an innovative way to help youth use technology to address complex issues in their communities.

Teen Design Days can be adapted to explore a range of concepts and activities with youth and capture research data in either one-time or serial sessions. The methodology meets youth's needs for physical activity, self-definition, creative expression, positive social interaction, and meaningful participation in cross-culturally and gender appropriate ways through dance, cooking, drumming, etc. Currently, with support from the U.S. Institute of Museum and Library Services, Microsoft, the Seattle Public Library, and other community-based institutions, we are implementing Teen Design Days with immigrants from the Horn of Africa.

Often, ethnic minority youth serve as information mediaries for their families, teaching adult relatives about technology and providing everyday information. This is particularly true in immigrant communities, where youth have a better grasp of English and often help their families navigate daily situations. Thus, these youth occupy a critical position as civic actors, not just for themselves, but also for their families. Working with youth in their own settings, the Teen Design Day Methodology provides insight into their info intermediary role and supports youth in designing improved information technologies. In the process, teens develop the skills and competencies, including information and civic literacies, needed to become engaged participants in a democratic future.

### Workshop structure

Katie Davis will frame the workshop by describing the unique lens that information schools contribute to the topic of youth civic engagement in a digital age. Karen Fisher will then provide an overview of the Teen Design Day Methodology, including its theoretical and empirical foundations, primary components, and research conducted around it. To provide a firsthand view of the methodology in action, youth will share their experiences in a recent Teen Design Days project, complemented by a brief video documenting the project.

Following this introduction, workshop organizers, including youth, will lead participants in hands-on activities in small groups of their choice designed to explore ways to adapt the Teen Design Day Methodology in their own work addressing digital youth's democratic futures. We anticipate a fruitful opportunity for researchers and practitioners to examine their work with the perspective of design thinking. By drawing connections between their work related to any one of the conference themes or overall focus and the Teen Design Day Methodology, participants will gain new insight into strategies and technologies for promoting critical thinking and engaged citizenship among youth, especially marginalized groups such as ethnic minority and immigrant youth.

Eliza Dresang will provide closing remarks that reflect on the workshop activities, and synthesize concepts and insights from the session in the broader context of the conference theme.

Organizers: Karen Fisher, Eliza Dresang, Katie Davis | Participants: Karen Fisher, Katie Davis, Hassan Wardere, Philip Fawcett, Ann Peterson Bishop | Discussant: Eliza Dresang

2:00 PM - 3:30 PM | PANELS SESSION IV | SHERATON BALLROOM 5

## SHORT TALK PANEL DML | GAMES, LEARNING AND THE FUTURE OF ASSESSMENT

AGILE DEVELOPMENT MEETS EVIDENCE-CENTERED DESIGN:  
GLASSLAB AND THE DESIGN OF GAME-BASED ASSESSMENTS  
Presenter: Katie Salen

This presentation will describe the development of game-based assessments to support the learning of domain-based knowledge and skills. The design work to be discussed is being done at GlassLab, a collaboration between Electronic Arts, ESA, Institute of Play, Educational Testing Service and the Pearson Center for Digital Data, Analytics, & Adaptive Learning.

Labeled serious games, gamification, or game-like engagement, the idea of games and play as central to human experience, development, and exploration is beginning to take firm hold of the learning and assessment worlds. Whether it is Csikszentmihályi's idea that games induce flow, a state of heightened engagement and

concentration during which learning productivity and assessment validity increase, or are used to create safe, adaptive, and engaging learning and assessment environments to manipulate otherwise time-, space-, or cost-prohibitive objects, games have matured considerably as paradigm for defining, designing, and interacting with systems. Needless to say, advances in the learning and cognitive sciences and the spreading availability of technology have opened up many opportunities for connecting the realm of (digital) games and their immersive environments, challenge-and-reward systems, and multiplayer experiences with the realm of learning and assessment.

There is still a gap to bridge between how games define the operable space for interaction and how learning and assessments (particularly formative assessments) define that. Rubin, Fein and Vandenberg lamented three decades ago that play assessment procedures lacked attention to psychometric concepts such as validity, reliability, and stability. Getting to a state of what they call “psychometric respectability” means building complete construct representation and developing a paradigm of reasoning that explicates what does and does not constitute evidence about what we aim to teach or make claims about. It also means preserving, if not establishing, the critical aspects of play that turned us toward games in the first place. The notion that games and assessments are based on the same learning principles provides the basis for bridging that gap.

On the surface, designing a game and designing an assessment are very different. Typically, they have very different purposes, design criteria, and constraints. Games are designed to create an immersive, engaging experience for the player—and above all, to be fun. Typically, assessments are designed to extract evidence from student performances to make inferences about student learning.

Beneath the surface though, there are some surprising similarities. Both involve creating carefully designed sequences of activities with allowable interactions. Both make inferences from collected responses. Both strongly connect to learning albeit in different ways.

Addressing design criteria from games and assessment simultaneously may lead to improvements in both. This talk will first outline the potential value of including criteria and constraints from games, such as engagement, choice, and feedback, in the design of assessments. It will then explore a process for the development of game-based assessments that combines aspects of evidence-centered design (ECD) with an agile game development framework. Finally, we discuss an application of this process to a game-based assessment currently under development.

#### INTEREST-DRIVEN LEARNING IN GAME DESIGN ENVIRONMENTS

Presenters: Gabriella Anton, Amanda Ochsner, Kurt Squire

Online games and affinity spaces offer a vast array of literacy practices and reciprocal apprenticeship (Gee, 2003; Steinkuehler, 2007; Black & Steinkuehler, 2009; Black, 2008). Interest-driven learning in affinity spaces and games can be harnessed to facilitate the understanding of concepts in core classes (Squire & Jenkins, 2003). The learning benefits of having youth design and develop their own games is not as thoroughly researched. Previous work has suggested that video games and design practices promote a wealth of literacy and critical thinking practices, (Peppler, Warschauer, & Diazgranados, 2010; Peppler & Kafai, 2007) as well as facilitating the development of computational thinking skills like logic, debugging, and algorithm design (Berland & Lee, 2011). We created Studio K as a curriculum and online learning environment for youth that supports asynchronous, collaborative, and interest-driven learning around game design and computational thinking. Within the curriculum, students design and develop games using Kodu, a 3D visual programming language, and collaborate with other students in the site’s community. We hypothesize that interest-driven learning will be indicated in the quality and quantity of interactions a participant has within the website. We expect to find that participants who design more games and revised iterations will produce higher quality games and will show more advanced use of video game language, culture of critique, and academic literacy in their interactions online compared to participants with low numbers of games and revised iterations. The existence of these practices within informal game design curriculum suggests the benefits of such practices for the development of literacy and computational thinking.

Participants: Katie Salen, Gabriella Anton, Amanda Ochsner, Kurt Squire

2:00 PM - 3:30 PM | PANELS SESSION IV | SHERATON BALLROOM 4

#### **FEATURED SESSION TG | GOVERNMENT BY AND FOR DIGITAL NATIVES**

How is the digital native generation shaping its future through policy, politics, hacking and organizing? Today’s digital native leaders reflect on the values, vision and priorities that define movements both online and off. This in-depth exchange between seasoned policymakers and emerging movement builders will define some of the key challenges for the next four years, including opportunities to build inter-generational strategies that propel the next big ideas into sustainable realities at the federal, state and local level.

Organizers: Susan Crawford, Nigel Jacob | Participants: Taylor Jo Isenberg, Kate Kontriris, Jack Madans

4:00 PM - 5:30 PM | PANEL SESSION V | MAYFAIR ROOM

## 21C | MAKE, DO, ENGAGE: HACKER LITERACIES AND CIVIC PARTICIPATION

The rigorous and compelling work of thinkers such as Jenkins, Papert & Harel, and Kafai have made commonplace the notion that participation is a fundamental modality for 21st century learning. Crafting narratives, designing games—generally making things that reflect one’s own interests and curiosities—allows learners to express their understanding in a form that, for example, might be material, could be shared with others, or allows for interaction with others’ creations. In parallel, the Knight Commission (2009, p.i) has recently reported that “people with digital tools and skill have distinct political, social and economic advantage over those without them.” This assertion has been supported in a number of empirical research studies for instance addressing the digital divide (e.g., Livingstone, Van Couvering, Thumim, N., 2005; Hargittai, & Walejko, 2008; Hargittai, 2010).

This panel investigates the convergence of participatory acumen and civic activity by focusing on the concept of “hacker literacies” — how this construct might be defined, how it might be researched “in the wild,” and how learning interventions can be designed to cultivate it. We distinguish hacker literacies from digital literacies by their emphasis on making and building within a sociotechnical domain, including learner acquisitiveness, creativity, collaborative negotiation and technical implementation skills. The panel’s four speakers will consider the ways in which the practices that are being discovered as integral to hacker literacies could produce qualities in individuals, groups, and communities that engender new forms of civic participation.

Each presenter will focus on a case study or set of ideas that help to explicate the construct of hacker literacy. Rafi Santo, doctoral candidate in learning sciences at Indiana University, will build on his work conceptualizing hacker literacies as a synthesis of critical and new literacies frameworks (Santo, 2011). Rebecca Reynolds, Assistant Professor of Library and Information Science at Rutgers University, will discuss linkages to the concept “hacker literacies” that exist within a framework of “6 contemporary learning abilities” she and a co-author have developed (Reynolds & Wolf, in review) to incorporate the concept “Constructionist digital literacy” in the context of a school-based game design program called Globaloria. She will also highlight the program’s approach to integrating civics core curricular objectives into game design at some schools, and discuss some key findings to-date involving motivation to learn. Chris Hoadley, Associate Professor of Educational Technology at New York University, will discuss the role of indigenous design to allow capacity building for self-determination at the local and national levels based on his work in South Asia (Hoadley, 2011; Hoadley, Honwad, & Tamminga, 2010). Ingrid Erickson, also an Assistant Professor at Rutgers, will discuss the ways that the larger maker community helps to shape and instantiate hacker literacies in practice through events such as Maker Faires and in places such as hacker spaces. The session will conclude by drawing forth synergies from each presentation to prompt discussion and engender deeper consideration of how to promote hacker literacies within the greater DML community.

Organizers: Ingrid Erickson, Rebecca Reynolds

Participants: Rafi Santo, Rebecca Reynolds, Christopher Hoadley, Ingrid Erickson

4:00 PM - 5:30 PM | PANEL SESSION V | MICHIGAN A

## SHORT TALK PANEL 21C | THERE IS AN APP FOR THAT: LEARNING CIVIC ENGAGEMENT THROUGH CREATING MOBILE APPS

LESSONS FROM SOUTH BRONX BODEGAS: A BEGINNER’S GUIDE TO PLACE-BASED CIVIC ENGAGEMENT  
Presenter: Jeremiah Holden

Teams of high school students, mobile devices in hand, have walked into bodegas across the South Bronx. Text messages soon sent to others read: “@el tepeyac, 149st & 3av, major soda.” Photographs are geotagged. Interviews with patrons inquire about the availability of fresh fruits and vegetables. Field-notes become blog posts about food quality and access, and are posted to an online social network. This informal evaluation of New York City’s “Healthy Bodegas Initiative” is paired with weeks of legislative research, and culminates in a presentation of youth-generated food security policy recommendations to City Council Members at New York City Hall. One participant notes: “We researched in Mott Haven, which just happens to be the community I live in. I conducted food retail audits, which take quantitative and qualitative measurements of the availability or unavailability of healthy and affordable food. The average amount of fast food establishments compared to the supermarkets was 6 to 1. It reminded me of how underprivileged these neighborhoods are.”

This presentation is a beginners’ guide intended for educators interested in enacting learning at the intersection of place-based education and civic engagement. While classroom practices can inform students’ civic and political engagement (Kahne & Midaugh, 2008), participation in action-oriented projects outside the classroom has been shown to increase levels of civic knowledge (Billig et al., 2005). Mobile devices and participatory culture practices are increasingly leveraged to facilitate such experiences (Dijkers & Martin, 2012), broadening how educators imagine and enact civic education and engagement (Squire, 2011). As mobile devices “remediate” our relationship to place (Squire, 2009) and mobile media cultivate community-based learning and inquiry (Mathews & Wagler, 2009), digital technologies are enabling new forms of democratic participation by students in civic life

(Squire, 2010). Yet few “worked examples” demonstrate the teaching and learning practices that support youth participatory and mobile media use integrated alongside place-based education and civic engagement.

This presentation seeks to address this limitation by providing a practical guide for those interested in initiating similar work, and begins with the question: “Where and how do I start?” Four complementary strategies will be highlighted, including:

1. Check your pockets: Leverage students’ familiarity with mobile devices, and pencils and paper too. Educators can pair pedagogical practices with the varied affordances of multiple tools carried inside students’ pockets, whether high or low tech.
2. Walk the block: Educators will strengthen the efficacy of teaching and learning activities through increased knowledge of local challenges and circumstances. Asking, “What is the teaching and learning potential of this place?” is central to facilitating place-based civic engagement.
3. Reach out: Contacting local elected officials, community-based organizations, and civic leaders is necessary, but not enough; educators must also reach across disciplinary traditions and inquiry practices. The opening vignette highlights one possible synthesis of high school mathematics with social studies.
4. Design for difference: Students’ knowledge and experience with mobile and participatory media can be amplified as they design and lead efforts that can make difference in their schools and communities.

### TECHNOVATION CHALLENGE: HIGH SCHOOL GIRLS CREATE APPS TO SOLVE PROBLEMS

Presenters: Jenna Blanton, Dara Olmsted

“I want every girl and every woman to have that confidence that they can lead, that they can create something out of nothing.” - Dr. Anu Tewary, Technovation Challenge Founder

How can we combine technology and entrepreneurship to help high school girls become active citizens and solve big problems in their communities? Technovation helps them identify problems in their lives and community, create and design phone apps to solve those problems, and create businesses around those apps. Over 800 girls have created 163 apps over the past three years.

The free program, available to girls around the world, has helped girls to use technology to fully engage in their communities. Technovation aims to inspire girls to see themselves not just as users of technology, but as inventors, designers, builders, entrepreneurs, and problem solvers. The program also allows us to benefit from the unique perspectives and insights that these girls bring to app development. The app that a high school girl from the Bronx creates may look very different than one a 30-year-old male in Silicon Valley designs.

Over the past three years, girls have built a range of apps to deal with teenage pregnancy, environmentally-friendly purchasing, teenage drinking, and more.

This year, the theme will be to solve a problem in their local community (past themes included science and the environment) and we expect to have 1,000 girls participating in teams of five- so we’ll have a lot of cool apps to showcase.

<http://iridescentlearning.org/programs/technovation-challenge/app-quilt/>

The Technovation Challenge consists of a 12-week course in which high school girls learn to code by developing a phone app. Each team of girls is supported by a classroom teacher and a professional woman in tech who serves as their mentor. At the end of the 12 weeks, teams pitch to a panel of venture capitalists for \$10,000 to bring their app to market.

Our goal is for 200,000 girls to annually enroll in the program by 2017. Any school or community group can host a Technovation team- the curriculum is free and online, and teams only need a laptop and smartphone to participate.

Technovation Challenge is run by Iridescent, an engineering education non-profit, and is funded by the Office of Naval Research and by technology companies such as Google, Microsoft, Twitter, Adobe, and LinkedIn.

### DIGITAL MEDIA TECHNOLOGY TO FACILITATE YOUTH-LED EDUCATED ACTION ON GREEN ENERGY ISSUES

Presenters: Takumi Sato, Daniel Birmingham, Angela Calabrese-Barton

Green Energy Technology in the City (GET City) speaks to theme of Envisioning 21st Century Civic Education through the innovative ways middle school youth take educated action on green energy issues as community science experts. GET City is an informal after school science program that engages in authentic science investigations on issues that affect the local community and have global implications. GET City collaborates with scientists to strengthen energy content learning and professional filmmakers to enhance digital media skills of youth participants. The videos are examples of how youth use digital media technology as a tool to gain access to and to take action on environmental narratives from which their community is often excluded based on racial, ethnic, and socioeconomic status. Video is used to mediate the language of science and communicate complex science

tific ideas to different audiences in culturally sustaining ways.

The youth, self-described as ‘make difference experts’, will lead the presentation. A viewing of their award winning public service announcement videos (PSAs) will be followed by a descriptions of the youth organized Green Carnivals, presentations in school classrooms and appearances on local television. Digital media provided tools for youth led educated action and a medium for sharing important green energy information with their community by redefining who can be and what is meant by science expert. Youth work has led to changes including the addition of a green roof at the local youth center and receiving a donation of 1,000 energy efficient light bulbs from the local power utility for distribution in their community.

Website: [www.getcity.org](http://www.getcity.org)

Sample PSAs: [http://streaming.msu.edu/storemedia/download/acb/GETCity/Solar\\_Summer\\_20...](http://streaming.msu.edu/storemedia/download/acb/GETCity/Solar_Summer_20...)  
<http://getcity.org/blog/2011/01/24/award-ceremony-at-ann-arbormi/>

Participants: Jeremiah Holden, Jenna Blanton, Dara Olmsted, Takumi Sato, Daniel Birmingham, Angela Calabrese-Barton

4:00 PM - 5:30 PM | PANEL SESSION V | MICHIGAN A

## **SHORT TALK PANEL DML | NEW PATHWAYS TO CIVIC LITERACY AND EMPOWERMENT**

UN-CODING UTAH'S LEGISLATIVE BILLS: LATINA/O HIGH SCHOOL STUDENTS TRACK DISCOURSES OF POWER AND PRACTICE DIFFERENTIAL POLITICS WITH BLOGGING

Presenter: Alicia De Leon

Latina/o communities have long created counter-spaces as sites to affirm their hybrid identities, challenge deficit ideologies towards communities of color, nurture reciprocal relationships of support, and foster individual and collective learning in social and academic realms (Solorzano & Villalpando, 1998). Specifically, digital counter-spaces (e.g. social media technologies) emerge with the understanding that discourses legitimate, reproduce or challenge relations of power and dominance in society (Fairclough, 1995). Given the increasing impact of new media on the political and civic engagement of youth (Cohen & Kahne, 2012), the author is interested in analyzing the relationships among language and important educational issues operating in a legislative internship blog. The Mestizo Arts and Activism (MAA) blog recounts perspectives of Latina/o high school students in their senior year, who track legislation, attend committee meetings, research issues and analyze bills every Spring, since 2010. Drawing from critical race theory (CRT) in education (Yosso, 2006) and critical discourse analysis (CDA) frameworks (Gee, 2002; van Leeuwen, 2008) this discussion seeks to trace the persistence of racism (and other forms of subordination) and engagement with digital politics and civics (i.e. reflection and action) from the linguistic digital practices of Latina/o youth. In addition, this short talk informs the discussions on networked publics (Ito, 2008) in/out of school spaces that particular highlight how transgenerational relationships enrich youth's social-justice related actions and college-going identities.

LEARNING IN NOT ABOUT: CITIZENSHIP IS A LIVED CURRICULUM

Presenter: Bron Stuckey

You can't learn to swim without a body of water or learn to cross a road without ever being on a road. Yet around the world learning in relation to citizenship (digital or otherwise) is focused on learning ABOUT. Educational systems quote their duty of care to keep students safe is to restrict student access to social media and communities. This talk will demonstrate that our duty of care is only served by treating citizenship as a lived curriculum.

This presentation will focus on experiences in two virtual environments where learners have the opportunity to experience digital citizenship as a direct and lived experience; Quest Atlantis/ Atlantis Remixed(ARX) and Massively Minecraft Education (MMe). These two environments are representative of safe spaces/games where children are able to tinker with creating their own identity, exploring and cultivating community norms and understanding what it means to engage positively in online social spaces. These game implementations are what Jim Gee refers to as affinity spaces, affinity spaces for both students and teachers, with strong positive values. These projects are designed and managed by educators and bring together students from around the world into global communities. The design of activity in these game spaces is intended to expose learners to positive social interactions but more than that to scaffold them in trying on personal agency and social responsibility. Both these game spaces allow learners to to experience positive norms and encourage them to take these out into future online spaces they will inhabit like Facebook and Twitter and their lifeworlds.

The story will be told through inworld cases of learner initiated and designed social action related to their concerns about the “real world” and their passions. Participants will have the opportunity to hear a snapshot of recent research findings in relation to Internet Safety and digital citizenship, research that centers around these two programs.

Participants will all be eligible to join the teacher communities and social networks related to these projects for ongoing support and development.

The objectives for educators would be to:

- Understand that our duty of care is not to lock kids out of these spaces but to take them to them.
- Understand how being in a 'safe' virtual world exposes children lived experiences of citizenship and civic efficacy
- Understand how having their children online with trusted adults in a 'horizontal learning space' takes the pressure off teachers to be online all the time and being able to trust in the norms of the community.
- Consider their readiness and strategies for taking programs like these into their schools, curriculum and research
- Join communities that support the use of these and other programs in their schools.

## FOSTERING PERSPECTIVE TAKING WITH VIRTUAL DIPLOMATIC TRIALS

Presenters: Jennifer Kilham, Stephanie Talbot

Given young people's history of apathy and disengagement in politics, we believe it is important to engage youth around issues of civic engagement in the classroom in a way that captures their attention in creative, innovative ways and simultaneously maintains rigorous academic work. This presentation invites you to immerse yourself in the virtual halls of Masada for this in-depth look at how the Place Out of Time, a digital learning space that balances fun and work in meaningful ways. Place Out of Time is a web-mediated character-playing simulation game that is used to teach cultural diversity and understanding, pluralism, historical thinking, perspective taking, and ethical and moral decision-making. Participants include middle-school and high school students from North America and Asia, as well as classroom teachers and university mentors from four American universities. Over 200 people gather together in this virtual space to portray characters from times past to partake in a diplomatic trial. Through character play, teachers and mentors scaffold instruction in ways that deepen each players thinking about global issues, politics, and history.

This presentation will focus on how participants of this global classroom are asked to position themselves from the perspective of "Are we able to hear what another person has to say, even if we do not agree with what they are saying?" Imagine a place where people from different time periods, religions, and statuses gather together to engage in civil discourse. Contemplate what Emma Goldman, an outspoken female political activist and anarchist from the early 1900's, would say to Hu Jintao, a modern day leader of the People's Republic of China. How might this conversation deepen our thinking about politics? Now, imagine Joseph McCarthy and Betsy Ross sat down for a virtual cup of coffee, would Joseph McCarthy appeal to Betsy Ross' patriotic side? Contemplate how this conversation might shift if Karl Marx entered the room. Imagine Sarah Palin, Rasputin, Vincent van Gogh, and Moses engaged in a conversation about what comprises good leadership. These are the types of conversations that take place in Place Out of Time.

We will discuss how Place Out of Time engages participants with social, historical, and cultural curricula by positioning players in the middle of a fictional but plausible court case. Simulation scenarios range from deciding the fate of a family of Darfurian refugees seeking asylum in Israel, deciding whether to award reparations to the descendants of Jewish refugees aboard the SS St. Louis, after being turned away and returned to Nazi Germany, and whether to allow so-called ostentatious religious garb in public schools.

We will discuss how participants couple Place Out of Time with innovative technology tools as a way of exploring boundaries of topics. Examples of some of the technology tools include vlogs, Gloster, Google Earth, fakebook, Wikispaces, Animoto, VoiceThread, and much more. The opportunities and challenges of this platform will be explored. Specific attention will be paid to Place Out of Time's use of distance-mentoring with university student mentors.

## A TETHERED WORLD: HOW MOBILE TECHNOLOGIES ARE CHANGING THE CIVIC LIVES OF PARTICIPATORY YOUTH AROUND THE WORLD

Presenter: Paul Mihailidis

With the integration of full web capabilities and increasing wireless coverage, mobile phones have quickly surpassed the laptop as the most ubiquitous and widely used medium today. The mobile phone has been a catalyst for organized civic protest (the Arab Spring, Occupy Wall Street), social networking for civic causes (FB, Twitter, Ushahidi) and for information habits writ large. This short talk will detail explore the implications for participatory democracy, digital learning, and youth voices through the findings of an exploration of the mobile information habits of over 800 university students representing 52 nationalities around the world. The study asked one central questions: how has the mobile phone impacted civic participation, learning, and activism? Study participants were asked to track their mobile phone use over a 24-period, reporting all incoming and outgoing activity. The participants also completed a survey assessing mobile information and a qualitative reflection of their 24-hour experience. The results show a generation that has fully integrated mobile technology

for all information use and communication purposes. They reported sharing information more than consuming, finding vibrant communities and places of exchange in mobile spaces, and more viable ways to participate in civic dialog than before. The study also found high levels of anxiety when students were away from their phones, a homogenizing influence of phones on cultures around the world, and a very real application gap with mobile technologies and learning. This short talk will use the findings to explore how mobile technologies can better enhance learning for participatory cultures in a global age.

Participants: Alicia De Leon, Bron Stuckey, Jennifer Killham, Stephanie Talbot, Paul Mihailidis

4:00 PM - 5:30 PM | PANEL SESSION V | SHERATON BALLROOM 2  
**DML | CHICAGOQUEST CURRICULUM DESIGN JAM**

At ChicagoQuest, teachers, game designers, and curriculum designers collaborate to create a game-like curriculum that is relevant and engaging to students while teaching 21st-century skills.

ChicagoQuest makes use of the same learning model pioneered by our NYC sister school, Quest to Learn. The Quest schools employ unique standards-based integrated curriculum mimics the action and design principles of games by generating a compelling “need to know” in the classroom. Each trimester students encounter a series of increasingly complex, narrative challenges, games or quests, where learning, knowledge sharing, feedback, reflection and next steps emerge as a natural function of play.

That all sounds great, but what does the Quest curriculum design process look like? How do we do it?

In this workshop, players will be taught the different phases of our curriculum design process. They will form small teams to compete against other teams in a guided challenge to design at each of the “levels” of the curriculum design process, both experiencing and designing CQ-style game-like learning.

By the end of this workshop, players will have a strong understanding of how the Quest model supports learning of 21st century skills like technology, systems-thinking, creative problem-solving, collaboration, and media/technology skills. Players will leave with ideas of how aspects of our design process can be brought back to and incorporated into their own institutions.

Organizers/Participants: John Murphy, Patrick Hoover, Jimmy Haycraft

4:00 PM - 5:30 PM | PANEL SESSION V | SHERATON BALLROOM 1  
**TG | MAPPING AS STRATEGY FOR YOUTH ENGAGEMENT:  
CONTRIBUTING DATA TO REAL CITY PROBLEMS AS CIVIC LEARNING**

Mapping is one of several genres of data collection that can connect youth with physical space, neighborhood streets, and city planning. What structures of participation are emerging? Can we sustain participation beyond reporting a few potholes? Based on the leading examples today, do we need more leadership from city government to structure youth participation, or more commitment from grassroots organizations to generate useful data?

This panel considers several of the most prominent projects at the frontier of mapping and youth — including youth-made mobile apps (from Youth Radio), city planning (from Community PlanIt), and food access and map-based storytelling (from RideSouthLA). The respondent for the panel is a city official (Boston office of New Urban Mechanics). Each participant will justify their case study in terms of contributing to the public good — including working with open data, or advancing city planning, generating media coverage or building human capital.

Our format seeks to tackle hard issues, and avoid romanticizing the case studies. We do this by emphasizing “hard problems” facing the field, and only introducing the case studies in a problem-solving mode, highlighting where more work is needed. Each panelist will begin by proposing a “hard problem,” emphasizing barriers to combining learning with authentic civic contribution. After hearing the problem pitch, a case study will be brought forth in response, not to reveal a solution as much as to clarify what makes the problem hard, and where to begin. We expect to reveal 4-5 core problems, before opening the panel to audience discussion.

Some questions the panel will tackle include:

- Integration of online with multiple offline institutions — how do we get organizations to follow up on their promises of collaboration?
- What is the flow between offline and online in terms of experience?
- Since paper remains the primary distribution vehicle for maps in many neighborhoods, how do we integrate digital data collection, and connect paper maps to social networks for distribution?
- Custom apps for mobile devices has incredible appeal for making maps interactive, and for ensuring data collection — but it also has huge costs... what can be done without investing in specialty tools?

- Games can structure participation, but also leave the system vulnerable to attempts to “game the system.” How can we ensure data quality, especially if youth are to substantively contribute to authentic civic needs?
- Do we need different metrics to demonstrate learning — such as “neighborhood belonging” or “collective self-efficacy”?

Outcomes from the panel will include how city officials and other changemakers can best engage with nascent mobile designs, pitfalls to avoid, and an analysis of some of the platforms we think still need to be created.

Organizer: Benjamin Stokes | Participants: Eric Gordon, Akili Lee, Elisabeth Soep, Benjamin Stokes  
Discussant: Nigel Jacob

4:00 PM - 5:30 PM | PANEL SESSION V | SHERATON BALLROOM 5

## **YM | YOUTH AREN'T WAITING TILL 2016: PARTICIPATORY POLITICS IN THE DIGITAL AGE**

In October 2011, twenty-two-year-old Molly Katchpole started a petition on Change.org to mobilize consumer outcry against Bank of America’s proposed \$5.00 debit card fee. Over three hundred thousand people signed the petition and more than twenty-one thousand pledged to close their Bank of America accounts. Ultimately, Bank of America reversed their decision.

While countless examples suggest a strong connection between new media and the politics of young people, there have been few large-scale quantitative analyses of the ways youth engagement in online participatory culture relates to political engagement. In response to this need, as part of the MacArthur Research Network on Youth and Participatory Politics, two of the presenters (Cathy Cohen and Joe Kahne) oversaw a research team that fielded a nationally representative survey of 3,000 youth. Unlike prior studies of this topic, the survey includes large samples of black, Latino, white, and Asian American youth to enable statistical comparisons across these different groups.

Their analysis reveals that many youth are engaging in participatory politics — acts that are interactive, peer-based, not guided by deference to elites or formal institutions, and meant to address issues of public concern. Although participatory politics can be practiced offline, these acts are often facilitated through online platforms. Examples include starting a new political group online, writing and disseminating a blog about a political issue, or participating in a poetry slam.

In discussing the survey, the authors focus on two main findings. First, those youth who took part in activities related to their cultural interests online (through engagement with hobbies, music, and sports, for example) appeared to develop digital social capital (skills, networks, and orientations that facilitate participatory politics) and were far more likely to take part in participatory politics. This highlights the value of bridges between what are generally thought to be nonpolitical cultural interests and political engagement. Second, they found no evidence of a digital divide when it came to participatory politics. It appears such engagement may facilitate more equitable participation in the political sphere.

To ground the discussion, the panel includes two innovators Dallas Donnell and TJ Crawford. Dallas Donnell handles social media and is the web coordinator for the Black Youth Project. Often bridging the cultural with the political, Dallas is responsible for using different forms of new media to engage young people in political discourse and action. TJ Crawford is the executive director of Chicago Votes, a newly-formed civic organization that engages and mobilizes young adults in the political process. He was also a co-founder of the National Hip Hop Political Conventions held in Newark (2004) and Chicago (2006).

These two panelists will describe their work in relation to the possibilities highlighted by the survey findings. They will pay particular attention to the ways youth new media practices are linked to and supporting political action and social change by youth of color. The group will then engage with the audience in a discussion about the opportunities and challenges of using new media to tap the potential of participatory politics.

Organizers: Joseph Kahne, Cathy Cohen | Participants: Joseph Kahne, Cathy Cohen, Dallas Donnell, TJ Crawford

4:00 PM - 5:30 PM | PANEL SESSION V | SHERATON BALLROOM 4

## **DML | SYNCRETIC APPROACHES TO LEARNING: LEVERAGING NEW MEDIA AND YOUTHS’ REPERTOIRES OF PRACTICE**

There is a growing disconnect between the interests and everyday practices of our nation’s youth and formal schooling’s approaches to engaging youth in rigorous, meaningful and relevant learning. In particular, despite the significance of youth practices with digital media, this activity remains largely outside of academic environments. Of concern, there are social and cognitive, as well as personal, institutional, and economic consequences to disconnected learning. Today’s youth move across a range of contexts and produce artifacts, in-

creasingly through digital means, that reflect the intercultural, hybrid, and multimodal practices of which they are part. These repertoires developed across the ecologies of interest and everyday life should be cultivated as an important dimension to learning and civic participation.

Schools today rely primarily on “vertical” views of competence and expertise that suggest that learning moves toward higher levels of mastery or performance in a domain. However, current sociocultural views of learning help us understand that learning and development must ALSO be viewed as “horizontal” movement across activities, domains, disciplinary terrains, and ecologies. In other words, transformative learning involves shifts between and across new combinations of contexts and tools that can be leveraged across contexts and domains of learning. From a learning perspective, the repertoires and expertise people develop across everyday and school-based ecologies are referred to as horizontal and vertical forms of learning, respectively.

In this session, we propose to elaborate a set of Connected Learning design principles organized around a range of media practices that help to connect school, home, and youth culture. We share a robust framework for disciplinary learning to support the development of toolkits that have utility across tasks, purposes, disciplinary boundaries, learning environments and future-oriented pathways and identities. Our goal is to advance an approach to learning that leverages youths’ repertoires toward consequential learning and productive pathways that have resonance for youths’ life trajectories. Designing for connected and consequential learning requires a new imagination about what kinds of tools and practices provide the context and supports for new forms of learning. We argue that new media technologies can help open up opportunities for connecting learning across range of ecologies. Specifically, the set of papers elaborate new models of connected learning, known as syncretic approaches to learning (Gutierrez, 2008, Gutierrez, 2012). Connected and syncretic learning models seek to address, if not rupture the gap between in-school and out-of-school learning by leveraging youths’ interests and repertoires of practice across nodes of interests and influence, including peer culture and academic domains of inquiry. This session will advance a theory of syncretic approaches to connected learning and will draw on relevant studies of using syncretic approaches to design for more robust learning in both in and out of school spaces, including disciplinary learning. We will focus on building new media literacies and syncretic learning in science, literacy, and computational thinking to exemplify how syncretic learning—learning in which the everyday and school-based are reorganized, fused and leveraged toward more relevant and powerful learning across ecologies and boundaries, both disciplinary and the everyday.

Organizer: Kris Gutierrez | Participants: Kris Gutierrez, William Penuel, Lisa Schwartz, Tene Gray

4:00 PM - 5:30 PM | PANEL SESSION V | SHERATON BALLROOM 3

## **DML | BEYOND THE CLASSROOM: LEARNING IN ONLINE COMMUNITIES**

Online communities offer a rich and complex arena for interaction and learning. Participants are bound together through shared interests and activities, making these ideal contexts to examine dimensions of connected learning at work. These communities allow people to come together to develop knowledge and skills, both within the boundary of the activity and beyond, providing a supportive and caring environment for learning outside classrooms. This panel explores connected learning through depth cases in four diverse online community contexts: wikis, video games, modding communities, and professional wrestling. These cases support, as well as complicate, the connected learning model as it has been developed thus far. Christo Sims, Assistant Professor of Communication at UC San Diego, will serve as discussant.

### **NO ONE EDITS ALONE: COLLABORATIVE CONSTRUCTION OF MULTIMODAL WIKI WORLDS**

Presenter: Amanda Ochsner

While classrooms are still primarily local, young people learn to participate in globally connected digital worlds by playing games and participating in the online communities around them. Contributors to game-based wikis develop criteria for participation that all members are expected to adhere to. In this panel, Amanda reports on research collected from four game wikis over five months, investigating cultural norms and patterns of participation and collaboration. The wikis represented in this data corpus include Call of Duty, Dishonored, Halo, and Resident Evil.

### **WELCOME TO SACKBOY PLANET: LEARNING AMONG LITTLEBIGPLANET 2 PLAYERS**

Presenter: Matt Rafalow

Video games are increasingly designed with the capacity for players to not only consume game content but also produce content themselves to be shared with others. Matt will discuss his research on LittleBigPlanet 2, a craft-oriented Playstation 3 game, and its companion player community, Sackboy Planet. Online community members construct a learning environment centered on improving expertise as level designers, and players develop academically-relevant skills such as computer science, art, and team management to produce compelling levels enjoyed by the community.

## “I HAVE A BIT OF A MODDER’S BLOCK”: THE HIGHS AND LOWS OF LEARNING TO MOD ONLINE

Presenter: Shree Durga

Learning in online communities is an evolving process of self-organized and longitudinal participation. An enduring challenge for educators and researchers studying these spaces lies in being able to effectively “zoom” in and out of individuals’ engagement across varying scales of time. Drawing from a study of a Civilization fan community—Civfanatics, Shree will present a mod-production case depicting a modder’s motivations to mod and how they are shaped by and within Civfanatics as he navigates the cycle of inspiration, iteration, and completion of a Civilization mod.

## WWE AS SITE FOR IDENTITY CREATION

Presenter: Crystle Martin

The World Wrestling Entertainment (WWE) Universe encompasses a vast community that has a diverse population and many sub-communities within it. In this panel, Crystle presents her research on one of these sub-communities which runs a fantasy league that functions somewhat like a text style RPG. The community creates wrestlers, writes scripts, and carries out matches, creating many learning opportunities for the participants to learn digital media skills, perfect their writing, and take a leadership role in the community, along with participating in the discourse of wrestling.

Organizers: Matthew Rafalow, Crystle Martin

Participants: Amanda Ochsner, Matthew Rafalow, Shree Durga, Crystle Martin | Discussant: Christo Sims

6:00 PM - 7:30 PM | FILM SCREENING | SHERATON BALLROOM 3

## “IS SCHOOL ENOUGH?” FILM SCREENING, DISCUSSION, & RECEPTION



While policy-makers and educational experts try to determine the best way to deliver a world-class education to tens of millions of students across the country, many young people are finding their own ways of expressing themselves, pursuing interests, and participating in communities that are both on and offline. Largely unmediated by school and teachers, these young people, without really being aware of it, are connecting how they learn with what they care most about. Too often, young people are asked to solve problems in the classroom that they believe are not relevant to the real world or their lives. Today, memorization and the measurement of what we know is the final basis for evaluating a student’s success; moreover, it’s the final evaluation of a teacher’s success as well.

But in what ways do we ask our students to apply what they’ve learned in the classroom to something that’s happening in the world outside of it? In what ways do we reward the authentic learning and work that young people do that is not validated and evaluated by our educational institutions? In this highly connected world that is powered by what we need when we need it, is school really enough?

Designed for parents and educators inside and out of the classroom, *Is School Enough?* - a one hour documentary - examines how young people are using everyday tools - including today’s digital ones - to explore interests, connect with others, solve problems, and change the world around them. It is a call to action that moves the discourse away from how do we fix schools to how can we support, sustain and galvanize learning by helping students solve problems in their everyday lives.

Please join us for a preview screening of the new documentary that will be aired on PBS this Fall.

Produced by: Stephen Brown

Supported by: The John D. and Catherine T. MacArthur Foundation and the Pearson Foundation

# SCHEDULE // SATURDAY, MARCH 16

## 9:00 AM - 10:30 AM | PLENARY SESSION II [SHERATON BALLROOM 4/5]

Youth, Pop Culture, and Participatory Politics  
Craig Watkins, Mark Anthony Neal, Andrew Slack, Henry Jenkins

## 11:00 AM - 12:30 PM | PANELS SESSION VI

- 4/5** DML Cafe - Session I an informal place to share ideas
- S1** 21C: Connected Learning for Civic Education: How Facing History and Ourselves Reaches Teachers, Students, and the Public at Events, in Libraries, in Classrooms, and Online  
Justin Reich, Brandon Barr, Bonnie Oberman, Phredd Matthews Wall, Nightingale School Students
- S2** DML: Social Networks as Educational Spaces: Exploring Youth Opportunities for Connected Learning  
Jessica Parker, Diana Arya, Amy Stornaiuolo, Nichole Pinkard, Denise Nacu, Erin Reilly, Robin Mencher
- S3** TG: Design the Change: How Millennials Can Amplify their Voice and Impact the Policymaking Process  
Caitlin Howarth, Taylor Jo Isenberg, Ben Simon
- MA** 21C: The Civic Me: Blended, Fragmented, Unconscious Civic Identity Expression in Online Spaces  
Emily Weinstein, Margaret Rundle, Liana Gamber Thompson, Neta Kligler-Vilenchik, Chris Evans, Brittany Spralls
- MB** Short Talk Panel WC: From Click to Clicktivism: New Publics & the Cyberspace  
Krystal Strong, Manisha Pathak-Shelat, Ana Sofia Ruiz, Noopur Raval, Joy Pierce, Maha Abdul Rahman
- MF** YM: Building Political Agency for the Long Term through Youth Media Networks  
Mindy Faber, Jeff McCarter, Manwah Lee, Paris Brown, Martin Macias, E'lisa Davidson, Amy Terpstra, Kim Richards

## 2:00 - 3:30 PM | PANELS SESSION VII

- 4/5** DML Cafe - Session II an informal place to share ideas
- S1** DML: Designing with Teachers: Participatory Approaches to Professional Development in Education  
Erin Reilly, Ioana Literat, Daniel Hickey, Antero Garcia, Laurel Felt, Karen Brennan, Sarah Kirn
- S2** Feature Session: Whose Change Is It Anyway? Futures, Youth, Technology and Citizen Action in the Global South (and the Rest of the World)  
Nishant Shah, Radhika Gajalla, Kavita Philip, Ramesh Srinivasan, Nighat Dad
- S3** YM: Addressing Social Struggles Through Youth Media  
Daria Ng, Joliz Cedeño, Rigo Padilla, Jack Martin, Courtney Stein, Verilyn Williams
- MA** TG: City Hacking: How to Build a Digital City from the Grassroots Up Jack Madans
- MB** Short Talk Panel 21C: Digital Citizenship: Utilizing Technology to Promote Political Participation  
Matt Easterday, Alissa Richardson, Cliff Manning, Lucy Neale
- MF** YM: Grassroots Literacy Pedagogy Alongside Participatory Media Practices to Engage and Connect City Youth for Social Change  
Angela Booker, Vajra Watson, Kindra Montgomery-Block, Bel Reyes, Meghan McDermott

## 4:00 - 4:30 PM | IGNITE TALKS + RECEPTION [SHERATON BALLROOM 4/5]

Chairs: Alex Halavais & Antero Garcia | Speakers: Yasmin Kafai, Emilie Dubois, Rebecca C. Itow, Kevin Mikslaz, Ksenia A. Korobkova, Timothy Young, Jason Russell

## 4:30 - 5:00 PM | CLOSING REMARKS [SHERATON BALLROOM 4/5]

# ABSTRACTS // SATURDAY, MARCH 16

9:00 AM - 10:30 AM | PLENARY SESSION II | SHERATON BALLROOM 4/5

## PLENARY SESSION | YOUTH, POP CULTURE, AND PARTICIPATORY POLITICS

This panel will look at how young people's engagement with pop culture is a gateway to finding their voice and place in the sphere of participatory politics. Drawing from a variety of pop culture formations including hip hop, fan cultures, etc. the panelist will consider some of the creative ways young people engage in participatory politics.

Organizer: Craig Watkins

Participants: Mark Anthony Neal, Andrew Slack

Discussant: Henry Jenkins

11:00 AM - 12:30 PM | PANELS SESSION VI | MAYFAIR ROOM

## YM | BUILDING POLITICAL AGENCY FOR THE LONG TERM THROUGH YOUTH MEDIA NETWORKS

For decades, the thirteen youth media organizations that make up the Chicago Youth Voices Network (CYVN) have worked at the forefront of developing media production processes that engage youth in self-representation. CYVN coalition members understand the power of positioning youth as community agents with stories to tell and messages to deliver, while using digital authorship tools to disseminate these narratives to public audiences. Through community-centered, interest driven and project based learning opportunities, youth media participants develop a sense of self, place and agency essential to building cultural and civic identities that drive political participation and action.

CYVN youth media groups have historically focused on constructivist learning experiences differentiated by production processes that center on relevant, interest driven themes and genres of communication (e.g. hip-hop, remix, poetry slams). In the process, youth are encouraged to understand their own personal experiences and perspectives as repositories of knowledge, and the production process as a vehicle for building new knowledge and social connections. Often the result is that youth become deeply engaged in processing their understanding of the complex interconnections between personal and community conflicts, as well as the inequities created by race, class, culture, poverty, gender, sexuality and immigration status.

After decades of operation, youth media organizations have graduated thousands of youth from their programs. The "alumni" from nine of these CYVN member organizations are currently participating in a study on the long-term outcomes of youth media programs, being undertaken by the Social IMPACT Research Center and supported by the McCormick Foundation. This study aims to better understand what skills, attitudes and behaviors imparted in youth media programs "stick" into adulthood, especially pertaining to habits of civic engagement, political participation, digital and creative content production and critical media/news analysis.

We propose a panel, facilitated by moderator Kim Richards, and comprised of three alumni of CYVN youth media programs and participants in this study, to interrogate how model youth media programs, practices and pedagogies have served to shape their political agency and identities. These alumni include both pre and post digital natives, aged between 18-32, all of whom began attending out-of-school youth media programs as teens.

The youth panel will be joined by Amy Terpstra from Social IMPACT Research Center who will present initial findings from their study. The youth panel will not only react to their findings, but also discuss their involvement as leaders in NUF-Said 2.0, a new online digital delivery platform being launched by CYVN that shares young people's perspectives on a range of social issues with Chicago's youth advocates, civic leaders, policymakers, media outlets and general public.

NUF-Said 2.0 broadens the community centered production model to embrace a more digitally networked and citywide community of practice that connects youth across institutional, geographical and territorial divides. The panel invites conversations with the audience on how new social media networks and technological contexts can not only be used to mobilize new generations of youth but to penetrate the walls of power so their messages can be fully heard.

Organizers: Mindy Faber, Jeff McCarter, Manwah Lee

Participants: Paris Brown, Martin Macias, E'lisa Davidson, Amy Terpstra, Kim Richards

## SHORT TALK PANEL WC | FROM CLICK TO CLICKTIVISM: NEW PUBLICS AND THE CYBERSPACE

TOWARDS A DIGITAL PUBLIC SQUARE: THE (AB)USES OF FACEBOOK AMONG NIGERIAN STUDENT UNIONISTS  
Presenter: Krystal Strong

Based on three years of ethnographic fieldwork on student political practices in higher educational institutions in Ibadan Nigeria, this paper explores the ways Nigerian youth practice politics, negotiate political discourse, and develop civic identities via the use of social media, especially Facebook. While the countries of the Global South, especially those in Africa, are often regarded as being on the losing side of the so-called digital divide, the recent upsurge in the availability of mobile phones and internet access, most notably in cyber cafes, has created new opportunities for young people to connect with each other and their global peers. Moreover, with the continuing evolution of Nigeria's young democracy, students in the country's tertiary institutions have taken a renewed interest in student unionism as one avenue for practicing politics (in preparation for broader civic participation and leadership) during the course of their educational experience. Incidentally, social media, especially Facebook, has been a critical component of young people's repertoire of political practice. This paper will chronicle the establishment of the University of Ibadan's Student Union (public) Facebook page in 2011 with attention to: the way Facebook, as a stand-in for digital spaces more generally, has allowed students to cultivate a "public square"; and, the nature of political dialogue on the Facebook page, particularly its evolution from "abusive" discourse to more engaged forms of testimony, critique, rhetoric, and direct political action. The paper will offer insight into both the possibilities and challenges that social media frameworks, created in the Global North, present for Nigerian youth, desiring to use such media for purposes, at times, unintended by the creators. At the same time, the paper will offer a more general discussion of how social media creates avenues for new modes of knowledge production and civic engagement among Global South youth typically sidelined from civic participation in their home countries.

BECOMING GLOBAL CITIZENS THROUGH DIGITAL MEDIA: PATHWAYS TO TRANSNATIONAL AND DIGITAL PUBLIC ENGAGEMENT FOR YOUNG WOMEN  
Presenter: Manisha Pathak-Shelat

Globalization and digital media are the two forces that have shaped the unique identities of the generations growing up in the 1990s and after. These forces have also propelled increasing interconnectedness of the different parts of the world resulting in the revival of interest in the idea of global citizenship. A string of studies, however, have demonstrated that the availability of communication technology is no guarantee that it will be used for civic/political purposes (Bimber, 2000; Dahlgren 2007), that most of the new media use by young people has been banal more than transformative, and that youth use new media to connect with those familiar rather than those in different socio-cultural locations (Boyd, 2008; Buckingham, 2008; Livingstone, 2009, Watkins, 2009). So, it seems that young people with well developed global civic identities who have recognized the promise of digital media and found value in engaging the global public sphere constitute a unique cohort of young people world wide. My talk draws from the experiences of young women around the world (from 15 different countries spanning all major continents) who find value and meaning in transnational and digital public engagement and see themselves as global citizens. I am specifically focusing on young women because women have conventionally faced exclusion and limitations in public participation, and globalization is a gendered process. Besides, in many societies gender is still an important axis along which digital inequalities are experienced. Despite these structural limitations a number of young women today are active in transnational online public spheres. Even when we find women who are highly engaged digitally and globally, it is important to recognize that citizenship is a culturally and historically situated process. Based on in-depth interviews with 20 women from different parts of the world my talk traces different pathways that these women have taken to become digitally and globally active citizens. In the process I examine how lifeworlds come together with individual agency and how local interact with global in different locations to shape women's experience of citizenship. My talk would contribute to discussion on civic and leadership education, digital citizenship, globalization and social change, and media literacy.

DIGITAL ACTIVISM IN AN ANALOGUE CONTEXT  
Presenter: Ana Sofia Ruiz

How youth in rural communities in Central America use hybrid models of communication (digital and analogue) to engage in activism and reach their audience.

Central America is a region where traditional media prevails, internet penetration and access to new technologies are highly limited. The percentage of population with online connection in Honduras is only of 15.9%, in Guatemala 11.7%, in Nicaragua 10.6%, in Costa Rica 42.1% and in Panamá 42.7%. (International Telecommunication Unit Report, 2012) In a region with growing levels of insecurity, violence, corruption and

drug cartels, social problems are deepening and inequality is growing.

Central American youth is no different from other contexts: they commit to social struggles, and engage in social participation, but spaces at hand are very narrow. Even more for young people in rural and indigenous communities. However, despite the difficulties they find ways to be heard and carry their voices as far as they can.

Hivos' office for Central America conducted two youth camps: in Guatemala and Nicaragua, to learn how youngsters connect to each other and to a broader audience in their engagement as activists.

From this experience we have learned that many of them don't think of themselves as activists, but do so in many ways: as artists, as young leaders in their communities, as teachers.

Their road into being an engaged youth demands using new technologies, to keep up with their peers in a world context. But this comes with a disadvantage: most of the Central American audience still uses analog media (traditional press and radio). If young activist want to inform their fellow citizens about the issues going on in their community, they need to use the radio, for instance. On the other hand, if they want to get a world audience involved, they might use Twitter.

Getting access from reliable resources is also scarce, since the media is monopolized by the government or corporations related to drug cartels. This calls for greater actions that can only come from independent media, engaged citizens and youth, but comes with a high risk. In Honduras, there has been at least 28 journalists murdered from 2003 to date, which remain unpunished. In Guatemala, in the indigenous community of Totonicapán, 7 people were murdered by the Guatemalan army, in a social protest against the rising of the electric bills. This event would have gone unnoticed and unpunished, if some of the participants had not had camera on their cell phone or Twitter accounts, which provided evidence that the President wasn't able to ignore.

As Hivos' representative for the Central American office and organizer of these two youth camps, I would like to have a chance to share what youngsters in Central America are doing and the challenges they face.

## THE CYBER-PUBLIC AND DIGITAL SQUARES

Presenter: Noopur Raval

This paper seeks to look at the transformed character of resistances in the digital age through the privileging of the byte and the pixel. In the course of the paper, the author wishes to explore how the acts of seeing and being seen are central to the unfolding of digital spectacles - flattened resistances produced for global consumption of change. Also, along with this, the author intends to look at information networks and the rhetoric of self empowerment that seem to be at the core of all citizen action in the cyberspaces. In the course of this paper, the author will pick up instances of famous digitally aided revolutions/resistances - spectacles and locate absences and disappearances visually as well as in how the narratives were constructed within the information network with the help of tools available to the citizen activist that may help us reevaluate the success of digitally aided/infused acts of citizen activism.

## NO NEED TO TAKE ACTION, JUST WAIT AND SEE: COMMUNITY ACTIVISM AND MEXICAN IMMIGRANT DIGITAL NATIVES

Presenter: Joy Pierce

Our students have changed radically. Today's students are no longer the people our educational system was designed to teach.... [Digital Natives] have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. (2001, p.1)

Digital change often happens quickly - whether we participate in it or not. Social change may take years, despite citizen action. Organizing through the Internet is seen as a mode of self-improvement through possibilities for education opportunities and housing, as well as information on social welfare and political freedom through online information gathering and voting. Yet the promise for social change at the site of the digital is still a shaky proposition for some Digital Natives.

Using examples from case studies, I will address how Prensky's assertions prove there is much work yet to do concerning organizing community using digital media. What happens when the mainstream population in a community with a large Mexican immigrant population makes assumptions without regard to the specific cultural, linguistic and social needs of that underrepresented population? Teaching and learning technologies using a community-based center with a socially-motivated topic is one way to engage an underrepresented population that is ignored or silenced. This discussion will focus on ways to motivate youth to become informed digital citizens and future activists.

Participants: Krystal Strong, Manisha Pathak-Shelat, Ana Sofia Ruiz, Noopur Raval, Joy Pierce  
Discussant: Maha Abdul Rahman

11:00 AM - 12:30 PM | PANELS SESSION VI | MICHIGAN A

## **21C: THE CIVIC ME: BLENDED, FRAGMENTED, UNCONSCIOUS CIVIC IDENTITY EXPRESSION IN ONLINE SPACES**

The rise of digital media has created novel contexts for public discourse and participation. These media are increasingly integral to civic and political engagement. Social media platforms provide conduits for information circulation, dialog with peers and elites, and opportunities to investigate civic issues and mobilize social networks (Cohen & Kahne, 2012). The centrality of civic identity to civic engagement has been recognized (Crocetti et al., 2012, Hart et al., 2011), yet little is known about how people decide to use new media to express – or refrain from expressing – their civic identities online. The MacArthur Research Network on Youth and Participatory Politics (YPP) is exploring the intersection of youth, new media and political life. In this panel, we highlight an increasingly important literacy – the capacity to cultivate and thoughtfully express one’s civic identity alongside one’s social and professional identities in online spaces – and consider implications for 21st century civic education.

Our panel’s diverse methodological approaches (ethnographies, interviews, media content analyses) provide multifaceted insights to the question, “How are young people expressing their civic and political identities online?” We consider how they negotiate various identities and audiences, and the impacts of peers, mentors, and organizations. The first presentation draws on two case studies of exemplary, innovative youth organizations, including a youth group building on a fan community to mobilize for civic purposes and a student run organization, with a robust online presence, that provides resources and support for students who support liberty. This study finds that when members’ personal identities are connected to their organizational roles, they tend to integrate their civic and personal identities. The second presentation draws on interviews with youth engaged in civic or political organizations, and social movements. This study finds some youth proactively express civic identities across different online contexts, feeling a responsibility to inform and engage others. Others fragment their online identities, at times due to push back from peers. The third presentation draws on interviews with youth involved in more traditional civic organizations, e.g. school and religious youth groups. This study finds that while some youth do express their online political identities intentionally, others do so unintentionally. Many of these same participants reported not wanting to engage in political expression online – often to avoid conflict.

Our studies have implications for educators involved in youth development and civic learning. Youth need new skills to navigate the evolving terrain of online identity expression. Educators can facilitate reflective conversations regarding the what, how, when, where, and why of expressing a civic identity; support youth as they explore their civic identities online, helping them connect unconscious expression to a realized civic identity; and help youth deal with conflict and social pressures in online dialog rather than simply refrain from participating in civic and political discussions.

The practitioner discussant will respond to our presentations and offer relevant insights from working at Mikva Challenge, an organization that cultivates young civic leaders and activists.

Organizers: Emily Weinstein, Margaret Rundle

Participants: Liana Gamber Thompson, Neta Kligler-Vilenchik, Chris Evans, Emily Weinstein, Margaret Rundle

Discussant: Brittany Spralls

1:00 AM - 12:30 PM | PANELS SESSION VI | SHERATON BALLROOM 3

## **TG: DESIGN THE CHANGE: HOW MILLENNIALS CAN AMPLIFY THEIR VOICE AND IMPACT THE POLICYMAKING PROCESS**

Description: This workshop will prepare Millennials to be a potent force outside of the electoral cycle by training them on how to directly engage with and impact the policymaking process, online and offline. By guiding participants on how to craft a creative policy solution and engage meaningfully in policy discussions, the workshop will provide participants invested in leveraging technology for social change and the broader progressive agenda with a clear process and toolkit for how young people can uniquely drive policy change.

Abstract: Objectives and Rationale

In the recent election, Millennials defied their detractors by matching the turnout numbers of 2008, putting boots on the ground to elect the officials that reflected this generation’s values. Now – what’s next? How can we ensure that the values and policy priorities of young people remain relevant as we transition to governance? How can we use policy process to expand their voice beyond the ballot box? Through interactive engagement and group work, this session aims to:

- Inform participants on the Campus Network’s unique form of progressive activism focused on promoting and campaigning around young people’s ideas for change;
- Prepare participants to craft local and state policy solutions grounded in values; and

- Train participants on how to connect their ideas to the policy process for meaningful impact on issues, and the potential for young people to re-imagine the public sphere through technological innovation.

Roosevelt Campus Network members have used this training to transform city blocks in Detroit, incentivize fair tax practices for domestic partners in Richmond, and redesign government for a technology-savvy 21st century. After participating in Design the Change: How Millennials Can Amplify their Voice and Impact the Policymaking Process workshop, individuals will be poised to drive change fueled by their values and ideas back in their own communities.

#### Session Outline

- I. Set session expectations & objectives (5 minutes)
- II. Introduction to the Roosevelt Campus Network (5 minutes)
- III. The exercise: Introduce values to policy outcomes frame (5 minutes)
- IV. Values: In small groups, participants will brainstorm their top four values (ex. equality, access to opportunity, etc). (15 minutes)
- V. Outcomes: What do those values mean we should be working toward? In the same group participants will brainstorm an outcome for each of their key values. (15 minutes)
- VI. Policy: How can those values be reflected in the world? In the same group participants will brainstorm three policies, two national and one local, that would lead to the outcomes decided above. (15 minutes)
- VII. Technology: Policy in a changing world (15 minutes)
- VIII. Real world application: How to connect ideas and policy solutions to the policy process (15 minutes)

Participants: Taylor Jo Isenberg, Ben Simon

11:00 AM - 12:30 PM | PANELS SESSION VI | SHERATON BALLROOM 2

## **DML | SOCIAL NETWORKS AS EDUCATIONAL SPACES: EXPLORING YOUTH OPPORTUNITIES FOR CONNECTED LEARNING**

In what ways are social networks being used to facilitate and support connected learning? This panel presentation explores this question by highlighting the educational benefits and challenges of four different networked spaces across local and global contexts and formal and informal learning environments. Panelists will draw on their backgrounds in computer science, communication, literacy studies, and science education as they lead an interactive discussion about the expanded potential for learning afforded by new forms of communication within social networks. In particular, they will discuss how social networks offer new opportunities to expand the structural, curricular, and geographical boundaries of school-based practices and promote connected learning, and provide young people increased autonomy and agency in creating knowledge and authoring new texts with others.

Each presenter will spend 15 minutes sharing the challenges of designing networks and the potential of social networks as new communicative contexts that support connected learning. The four networks are focused on issues such as (1) new media authoring and intercultural communication, (2) climate change science, (3) media sharing and discussion, and (4) transmedia play and storytelling. Amy Stornaiuolo will discuss the ways in which 194 adolescents around the world authored multimodal compositions on a learning-focused social network over three years. Jessica K. Parker and Diana Arya will detail an eight-week science program in which 141 high school students from the United States, China, New Zealand, and Norway engaged in a social network about climate change. Nichole Pinkard will describe a common core aligned 6th grade writing curriculum design to develop students' abilities to communicate narrative, informational and argumentative stories across multiple modes of communication (textual, visual, aural, oral, and cinematic). And Erin Reilly will discuss the PLAYground social network, a site for young people to better understand transmedia forms and new cultural practices.

Overall, the panel will serve several related purposes: (1) to introduce colleagues to several examples of social networks in education; (2) to demonstrate diverse applications of SNS in local and global educational settings; (3) to raise questions for future inquiry on digitally mediated teaching and learning; and (4) in a broad sense to generate discussion about configured spaces and connected learning.

Our discussant, Robin Mencher, the Director of Education and Media Learning at KQED, will summarize the findings from the four panelists and then pull questions and issues from the backchannel to help further discussion. She will also open the floor to the audience and help to moderate the conversation.

Organizer: Jessica Parker

Participants: Jessica Parker, Diana Arya, Amy Stornaiuolo, Nichole Pinkard, Denise Nacu, Erin Reilly

Discussant: Robin Mencher

11:00 AM - 12:30 PM | PANELS SESSION VI | SHERATON BALLROOM 1

## **21C | CONNECTED LEARNING FOR CIVIC EDUCATION: HOW FACING HISTORY AND OURSELVES REACHES TEACHERS, STUDENTS, AND THE PUBLIC AT EVENTS, IN LIBRARIES, IN CLASSROOMS, AND ONLINE**

One of the hallmarks of connected learning is building bridges among siloed dimensions of education: schools and informal settings, children and adults, affluent and under-resourced settings, physical spaces and online communities.

Facing History and Ourselves is an organization devoted to combating bigotry and promoting a humane and engaged citizenry through deep investigations of historical case studies of genocide and prejudice. Over thirty-five years, our educational work has spanned diverse settings from secondary school classrooms, to public installations in libraries, to community conversations, to benefit dinners, to professional development for educators working in schools, NGOs, and other public institutions. In the last five years, this work happens not only in physical environments but in online settings as well. We view the connections—the bridges—between these initiatives as central to our organizational learning, our sustainability and scalability, and our mission of civic education.

In this presentation, we will focus on four of these critical bridges:

- 1) **Connecting Community and Educational Settings:** We believe that engaging community members in our work is vital to supporting our broader educational mission. We'll examine the impact of our public civic education installation, Choosing to Participate (currently in the Chicago Public Library), as well as the educational function of our benefit dinners and community events.
- 2) **Connecting Students in Schools Serving Different Populations:** As residential segregation continues to produce increasingly homogenous schools, organizations that span diverse communities, like Facing History, have an important role to play in bridging class divides. Our Digital Media and Innovation Network provides a online platform for students to engage with diverse peers—an increasingly vital platform for civic education.
- 3) **Connecting with Partner Institutions:** In urban centers like Chicago and New York, multiple organizations share a commitment to nurturing civic engagement, and we'll discuss how our affiliation with the MacArthur Hive network provides opportunities for a collaborative approach to urban civic education.
- 4) **Connecting face to face learning with online settings:** Through online seminars, workshops, and webinars, we are exploring and evaluating how the deeply humanistic study of historical inquiry and moral development can be pursued in online settings.

The panel of presenters will include diverse stakeholders in our Facing History community: program staff who work with educators, development staff who work with community events, and practicing classroom teachers and students who are members of our Digital Media and Innovation Network. After short presentations on our four themes, we'll engage participants in a discussion of how non-profit organizations can support connected civic learning. Participants will leave with new ideas, new examples, and new questions concerning how best to strengthen connections among nodes in their own networks.

Organizer/Discussant: Justin Reich

Participants: Brandon Barr, Bonnie Oberman, Phredd Matthews Wall, Students from Nightingale School

11:00 AM - 12:30 PM | DML Cafe | SHERATON BALLROOM 4/5

## **DML CAFE SESSION I**

The DML Café is an informal place for you to share ideas. Would you like to sign up? Check out the CFP: <http://dml2013.dmlhub.net/content/call-for-proposals-dml-café> Abstracts of participants available on page 54.

2:00 PM - 3:30 PM | PANELS SESSION VII | MICHIGAN B

## **SHORT TALK PANEL 21C | DIGITAL CITIZENSHIP: UTILIZING TECHNOLOGY TO PROMOTE POLITICAL PARTICIPATION**

POLICY WORLD, THE CAUSAL CLAIM TUTOR AND PLAYING POLITICS: GAMES AND TUTORS FOR TEACHING POLICY ARGUMENTATION

Presenter: Matt Easterday

Civic education standards demand informed citizens but provide little guidance on the specific skills needed for civic reasoning or how to design engaging and effective digital media for teaching these skills. In response, the Northwestern University (NU) Civic Media Lab is designing online games and intelligent tutors to teach the skills of policy argumentation.

In the anime-adventure game Policy World, learners play a young policy analyst who makes policy recommendations to a senator. Learners search for evidence including newspaper articles and scientific studies on topics like global warming, create causal diagrams that represent evidence from multiple conflicting sources, and debate against computer opponents. Studies of Policy World show that it improves students' ability to reason about policy, have identified specific skills that are challenging to learn and show how game designers can increase learning without decreasing interest.

The Policy World studies also show that students have difficulty recognizing causal claims. As a result, we have developed the Causal Claim Tutor that teaches students to recognize causal claims in prose by identifying variables and complex causal relations.

Policy argumentation also requires reasoning about political values, so we are now designing online, multi-player simulations like State of Nature where students attempt to invest, steal, or cooperate to increase their property under differing forms of government and levels of income to understand how political ideologies favor different government interventions.

Taken together, these games help us understand policy argumentation and how to design effective and engaging learning technologies that help learners become well-informed citizens.

## THE MOJO MOVEMENT: HOW YOUTH HARNESS MOBILE JOURNALISM

Presenter: Alissa Richardson

In the digital age, with the help of mobile devices, youth use citizen journalism to rebel — and the cellular chant is rising. For the last two years, I have launched and led an international iPod journalism experiment that crisscrosses nearly two dozen cities in South Africa, Morocco and the United States. It is called the MOJO Lab. I train youth to become mobile journalists (MOJOs) who use devices such as iPhones, iPods and tablets to tell their stories.

These mobile media production skills are essential to youth participation in the democratic space. As we envision 21st-century civic education, we must arm young people with the technology to tell their stories, the ethics to report this news responsibly and the dissemination savvy to give it reach. This short talk will explain how I built my MOJO Lab project from a \$25,000 Knight Foundation seed grant; how I scaled the Lab from a university-based curriculum to an international initiative; and how educators can replicate this pedagogical model to create youth-led MOJO projects of their own.

As new media becomes integral to civic and political life, we best support youth to become active, capable and committed advocates for their communities by harnessing the power of the devices in their pockets. Teaching digital storytelling with a mobile device allows educators to create an individualized learning experience, where students can acquire new media skills at their own pace. At the same time, the mobile device encourages collaborative learning too, when the magic of shooting and editing audio and film documentaries unfolds.

The best part about mobile journalism as a democratic tool is that the technology itself lowers the barrier of entry to participate, for both the educator and the student. Whereas professional journalists in the last century relied on expensive, intricate equipment, which inadvertently created an elitist circle of common voices, the inexpensive, user-friendly mobile device democratizes the process of journalism, making it available to any young person who has a cell phone, MP3 player or tablet. Teachers and mentors can empower these young people to make meaningful, responsible media that adds to the public discourse.

When young people innovate, we learn more about the world we live in and how it is changing. From the HIV-positive girls who participated in my MOJO Lab South Africa academy, I learned what it is like to live with the disease in post-Apartheid Soweto. From the Muslim girls I trained in Morocco, I learned what it is like to live under monarchical rule, in the time of the Arab Spring. Similarly, from young people living elsewhere in the world, we stand to learn how they see our most pressing problems. Their civic engagement and their willingness to tackle these problems correlates directly to our readiness to lift—and hear—their voices.

## DOWN FROM THE TOP, UP FROM THE BOTTOM AND MAKING THE MOST OF THE MIDDLE

Presenters: Cliff Manning, Lucy Neale

“If you could make one law what would it be” The UK Parliament asked 7-16 year olds to answer this question by making their own online films and pitching them to Oscar winner, Lord David Puttnam.

In the UK there are over 100,000 young carers looking after families affected by substance misuse and mental or physical illness. Young Carers in Focus connects these young people online, provides media training and gives them a platform to campaign for change.

Digital media can enable large organisations and policy makers to engage with young people, ‘top down’, in

new creative ways. At the same time young people can use the same tools to more easily connect with policy makers from the 'bottom up'. This presentation will explore these two models of civic engagement and youth empowerment, and find out what can happen when they join together.

The presentation will focus in on the story of a group of young carers affected by HIV who were supported by The Elton John Aids Foundation to create a film for the parliament competition. The teens went on to advise Ministers at an all party parliamentary group on the needs of young carers and had their demands discussed in the House of Commons.

What will delegates learn:

We will demonstrate practical real world examples of how government can listen to young people in a creative way and how young people can be supported to use web technologies to be heard by policy makers more effectively. We will share the ups and downs of working with both government and youth organisations and showcasing how you don't need seismic shifts in policy or revolutionary technology to start making real change today.

Links:

Lights Camera Parliament: [www.makewav.es/lcp](http://www.makewav.es/lcp) | Young Carers in Focus: [www.makewav.es/ycif](http://www.makewav.es/ycif)

Presenters:

Cliff Manning @cliffmanning | Extensive experience in developing online communities in the youth sector. He has managed projects for WWF, Action Aid and The BRITs. Currently developing Open Badges system with Mozilla.

Lucy Neale @LucyDME | Developed and manages many award winning projects giving young people real world experiences to develop 21st century skills. Partners include Youth Sports Trust, Imperial War Museum and The Children's Society. Lucy is leading DigitalMe's Open Badge project.

Organisations:

Makewaves ([www.makewav.es](http://www.makewav.es)) | Makewaves delivers online youth projects for government partners including: Ministry of Justice, Parliament Education Service, British Council and US State Department.

DigitalMe ([www.digitalme.co.uk](http://www.digitalme.co.uk)) | DigitalMe works with many non-profits and NGOs to enable young people from underserved communities to use social media to action change. Partners include: The Children's Society, Youth Sports Trust, Nominet Trust and the Football Foundation.

Makewaves and DigitalMe are winners of DML Badges for Life Long Learning competition and are currently developing Mozilla Open Badges for a sports journalism/literacy programme Supporter To Reporter.

[www.makewav.es/s2r](http://www.makewav.es/s2r)

Organizers/Participants: Matt Easterday, Alissa Richardson, Cliff Manning, Lucy Neale

2:00 PM - 3:30 PM | PANELS SESSION VII | MICHIGAN A

## **TG | CITY HACKING: HOW TO BUILD A DIGITAL CITY FROM THE GRASSROOTS UP**

As technology spreads into every corner of city dwellers' lives, local technologists — or “civic hackers” — are stepping up to build new tools that re-engineer the relationship citizens have with their governments and communities. The results are applications of civic technology that tap our networked culture to create more engaged, collaborative communities.

Across the country, Code for America's extended network of volunteer Brigades are using these tools and processes to give local government the capacity to more relevant with technology. This workshop will highlight some of the most impactful work being done in urban prototyping, hackathons, and broader open source communities and then demonstrate a strategic framework for realizing the promise of grassroots digital city in their own hometowns.

Organizer/Participant: Jack Madans

2:00 PM - 3:30 PM | PANELS SESSION VII | MAYFAIR ROOM

## **YM | GRASSROOTS LITERACY PEDAGOGY ALONGSIDE PARTICIPATORY MEDIA PRACTICES TO ENGAGE AND CONNECT CITY YOUTH FOR SOCIAL CHANGE**

Using an asset-based grassroots pedagogy, youth and adults are working together to create media that exposes social justice issues in local and international contexts (Blikstein, 2008; Ginwright & James, 2002; Goldman, Booker, & McDermott, 2007; Pollock, 2004). This panel addresses youth produced original media and media as a resource for civic practice and social justice in three distinct settings: Summer of Service, Sacramento Area Youth

Speaks, and the Youth Media Forum for Social Justice. Though there are programmatic distinctions between these groups, they all have common, overarching goals about social justice youth development, critical literacy, empowerment, education, and activism. The panelists will explore the common practices that unlock student's learning and political development in each of these settings; the commonalities and distinctions in content (i.e., what are topics of concern and analysis vis-a-vis youth-produced media and spoken word poems?); and finally, how do the young people use their work to inform larger organizing efforts among their peers, their larger community, and abroad. The panel will be organized around a community case study approach (Harper, 1992), examining youth-produced artifacts developed alongside careful descriptions of each setting. Collected artifacts include poems/lyrics, videos, and narratives as well as analytical work generated in the process of production. The panel will address commonalities and distinctions borne out of shared pedagogies and unique cultural and programmatic positions (Becker, 1998). Youth engaged in each of these programs embody, inform, and embrace broader movements and social struggles. As they grow up grappling with social stratification and seeking their participation rights, it is vital that youth-serving organizations join forces, connect voices, and foster blocks without borders. Today's youth demand a pedagogy that is culturally relevant and allows them to think critically about the world and create their own counter-narratives that disrupt subjugation (Watson, 2011). This is not simply about best pedagogical practices for urban students, but about promoting and protecting a public paradigm of participatory democracy.

Panelists will discuss and present these three distinct projects and the methods employed by each. We will also discuss distinctions across the projects as they vary in context, timescale, and project activity. Our discussant will organize dialogue that addresses a summary of findings from each project, a comparison across projects, and a discussion of the community-school nature of the projects.

Organizer: Angela Booker | Participants: Vajra Watson, Kindra Montgomery-Block, Bel Reyes, Angela Booker  
Discussant: Meghan McDermott

2:00 PM - 3:30 PM | PANELS SESSION VII | SHERATON BALLROOM 3

## **YM: ADDRESSING SOCIAL STRUGGLES THROUGH YOUTH MEDIA**

In this session, educators and activists share examples of how youth have used different forms of media as tools to inform, educate, or organize around different social causes. Either through adult facilitation in informal education programs or through youths' self-organized causes, media has given young people a chance to discover and amplify their voices about the injustices that they observe in their communities. In particular, minority youth in these examples, many who come from underserved communities, have been able to leverage media tools to report on, raise awareness, or create change in communities that have been neglected. These examples highlight issues that are only marginally covered by mainstream media, thus offering additional angles and more importantly, youth perspectives. However, like the diversity of youth and social movements that exist, there is similarly a diversity in how youth approach socially conscious media creation. This panel brings together three youth organizations that will share their approaches on how they have used digital media to address social issues such as racial profiling, environmental justice, and immigration reform.

Radio Rookies is a nonprofit youth media organization that teaches NYC teens how to tell true stories about their lives and communities. The stories are produced to air on WNYC Radio's news program and NPR. Radio Rookies gives teens the tools (from digital recording equipment to the integrity of journalism) to empower them to think critically and learn how to tell stories from different perspectives about important issues, ranging from immigration to sexuality to mental health. Teens recently reported on stop and frisk, covering stories about Trayvon Martin and vertical patrols (stop and frisk in public housing buildings).

Global Kids is an educational non-profit that educates youth about global issues. In the Human Rights Activist Project, youth climate activists in New York City use media tools to educate peers and organize around climate change issues. They created an online campaign and petition calling for President Obama to take action on speeding the transition to a green economy. Then, after participating at the Rio+20 UN Earth Summit in Brazil, they used social media, virtual worlds, and video production to champion their campaign and ensure that the voices of urban youth of color in climate change debates is not forgotten.

The Immigrant Youth Justice League is a Chicago-based organization led by undocumented organizers working towards full recognition of the rights and contributions of all immigrants through education, leadership development, policy advocacy, resource gathering, and mobilization. Through a strong online presence where organizing takes place and the use of social media to amplify their campaigns, youth have been able to make their voices heard about immigration reform. In addition, online petitions, story collections, and a website hub provide youth a safe space to ask questions, share experiences, and find community.

We hope these examples will highlight DML practices and innovations that are helpful for others in the community who are working at the intersection of youth media and youth movements.

Organizers: Daria Ng, Joliz Cedeño | Participants: Rigo Padilla, Jack Martin, Courtney Stein, Veralyn Williams

2:00 PM - 3:30 PM | PANELS SESSION VII | SHERATON BALLROOM 1

## **DML: DESIGNING WITH TEACHERS: PARTICIPATORY APPROACHES TO PROFESSIONAL DEVELOPMENT IN EDUCATION**

Participatory learning, as a pedagogical model, underscores the urgency of facilitating educational experiences that help build the skills and knowledge necessary to contribute in today's evolving socio-cultural environments, digital and non-digital alike. Unequal access to these skills and experiences can prevent young people from meaningful social and cultural participation, and put them at a disadvantage in terms of their personal and professional pathways (Jenkins et al., 2006). The participation gap, which Jenkins and colleagues (2006) identify as one of the three core challenges to participatory culture, goes beyond questions of technological access; it fundamentally concerns the cultural competencies and social skills needed for full and meaningful engagement in these new cultural spaces. This participation gap, nevertheless, cannot be fully and adequately addressed if teachers are not afforded these same opportunities to grow and learn. It is therefore crucial to acknowledge that the participation gap affects both students and educators, and that professional development for teachers is as essential and as necessary as the participatory learning initiatives directed at students.

The idea of establishing a working group on participatory models of professional development for teachers grew out of discussions that occurred during the Digital Media and Learning Conference 2011. The aim of this working group was to bring together those who are designing, developing and implementing initiatives to support teachers in understanding the affordances of digital media in learning, and to engage in a much-needed dialogue on culturally relevant professional development. We believe that, in order to generate effective models of participatory professional development, an engaged collaboration is needed between multiple stakeholders who bring a diverse set of ideas and challenges to the conversation. Our group is, thus, a mixture of researchers, teachers and school administrators from a variety of disciplines, schools, and states. Instead of working in silos on the same issue, coming together as a collaborative has led to a productive and important discussion of how to scale and sustain successful models of 21st century professional development in education.

This panel will bring together core members of this working group, to discuss their experiences in designing and implementing participatory models of professional development in diverse educational settings. The panelists will address the values identified by this working group as key elements of participatory PD: participation, not indoctrination; exploration, not prescription; contextualization, not abstraction; iteration, not repetition. These values – and the design principles that they inspire – offer a blueprint for an innovative type of professional development. By incorporating these values into the design of professional development programs, researchers and practitioners can efficiently craft initiatives that are participatory, non-hierarchical, personally and professionally meaningful, relevant, flexible and sustainable.

Due to the limitations of panel membership, only a few case study authors can be physically present on this panel. However, this work is fundamentally collaborative, and we would like to acknowledge the co-authorship of the following contributors for this panel | Rebecca C. Itow, Sarah Morrisseau, Isabel Morales, Vanessa Vartabedian, Henry Jenkins, Rebecca Herr-Stephenson.

Organizers: Erin Reilly, Ioana Literat

Participants: Daniel Hickey, Antero Garcia, Laurel Felt, Karen Brennan, Sarah Kirn

2:00 PM - 3:30 PM | PANELS SESSION VII | SHERATON BALLROOM 2

## **FEATURE SESSION | WHOSE CHANGE IS IT ANYWAY? FUTURES, YOUTH, TECHNOLOGY AND CITIZEN ACTION IN THE GLOBAL SOUTH (AND THE REST OF THE WORLD)**

Whose Change Is It Anyway? seeks to explore new entry points into the discourse on youth, technology and change, with a specific focus on (but not restricted to) the Global South and the last decade of citizen action. This conference track seeks to fashion frameworks and structures that provide new ways of interpreting and understanding outcomes that technology mediated citizen action has to offer, as well as the future of citizen led interventions: What enables, catalyzes and moves young people to reinvent themselves as citizen actors? What are the interventions and narratives of change that fail to fit into a 'success' rubric, but are still significant in the processes of change they initiate? How do we understand these 'new' events as hybrids, connecting with existing histories, contexts, media and technologies in their regions? Is there an alternative discourse that does not necessarily adopt frameworks arising from the knowledge centers of the West? Do these discourses help challenge and rework global vocabularies by offering new ways of looking at citizen action and change? The track will invite provocative hypotheses, in-depth analyses, dialogues and contestations around these ideas, through innovative interactive presentation formats. The dialogue will be informed by experimental and new methods of information and knowledge production, focusing on the Global South and its larger transnational contexts at the junctures of youth, technology and change.

Organizer: Nishant Shah | Participants: Radhika Gajalla, Kavita Philip, Ramesh Srinivasan, Nighat Dad

SATURDAY, MARCH 16

2:00 - 3:30 PM | DML CAFE | SHERATON Ballroom 4/5

## **DML CAFE SESSION II**

The DML Café is an informal place for you to share ideas. Would you like to sign up? Check out the CFP: <http://dml2013.dmlhub.net/content/call-for-proposals-dml-café> Abstracts of participants available on page 64.

4:00 PM - 4:30 PM | IGNITE TALKS | SHERATON BALLROOM 4/5

## **IGNITE TALKS + RECEPTION**

Chairs: Alex Halavais; Antero Garcia

### **CAN CHEATING BE LEARNING?**

Yasmin Kafai

### **CANNING THE REVOLUTION: HIPSTERS AND THEIR HACKS**

Emilie Dubois

### **PARTICIPATORY ASSESSMENT: EVALUATE REFLECTIONS RATHER THAN ARTIFACTS**

Rebecca C. Itow

### **BUILDING RESILIENCE OUT OF FAILURE**

Kevin Mikslaz

### **THE PRACTICE OF SOCIOLOGICAL IMAGINATION IN ONLINE FANFICTION**

Ksenia A. Korobkova

### **TEACH ME STUFF: CONNECTING PASSIONATE COACHES WITH EAGER STUDENTS**

Timothy Young

### **SOCIAL MEDIA DESIGNED FOR CIVIC GOOD**

Jason Russell

4:30 PM - 5:00 PM | SHERATON BALLROOM 4/5

## **CLOSING REMARKS**

# ABSTRACTS // DML CAFE SESSION 1

MARCH 16, 2013 | 11:00 - 12:30 PM | SHERATON BALLROOM 4/5 | Listed by table number; subject to change.

## 1 Jeremiah Holden, University of Wisconsin-Madison **THE PLACEWORK PROJECT: CIVIC ENGAGEMENT AND PLACE-BASED LEARNING**

The Placework Project is an educational design and participatory research project devoted to exploring the intersection of place- and design-based learning. The Placework Project brings together youth, educators, schools, museums, and community groups interested in promoting place-based design, a pedagogical approach that combines key elements of place-based learning, design-based learning, and democratic education (Mathews & Holden, 2012). The Placework Project has implemented a range of community-based projects emphasizing civic participation, including: community mapping, cultural ethnography, citizen science, and storytelling. Using a design-based learning approach that includes iterative and interconnected cycles of inquiry and design, each project has emphasized original research and design work that emerged from a combination of students' own interests and the unique needs of the local community. The types of media students created as a result of their inquiries included mobile-based games and stories, community tours, public events and museum exhibits.

The Placework Project has designed, implemented, and researched learning environments and participatory experiences across a range of learning contexts, including school-based design studios, summer camps, and museums. Learn how high school students conducted "citizen ethnography" investigations about everyday artists in their community, and then curated an exhibition featuring digital media at a local museum. In another project, middle school students identified community assets and challenges, ranging from water quality to the safety of local parks, and used web-based and mobile media to present findings from their fieldwork to school and community leaders.

This Tech Café presentation will share lessons learned and address the following questions: How might place-based learning complement the theories and practices associated with design-based learning, and vice versa? Also, how might the affordances of digital and mobile media support youth and educators as they collaboratively engage and co-create opportunities for place-based civic engagement?

## 2 Belinha De Abreu, Fairfield University and Paul Mihailidis, Emerson College **MEDIA LITERACY IN ACTION: THE STATE OF THE FIELD**

This "state of the field" presentation is envisioned as an interactive roundtable where key stakeholders in various disciplines, backgrounds, and positions get together to talk about where media literacy is in today's transmedia landscape. As mobile technologies, social platforms, and digital competencies are engrained further into the daily lives of youth and young adults today, the media literacy field continues to be dragged in many different directions, all at the same time. It seems unrealistic for educational institutions to keep up with the fast paced change in technology, and an ever-savvy core user base. Now 13 years into the 21st Century, this roundtable hopes to elicit a few deep breaths, a pause, and a discussion on where media literacy is, what it's core foundation means, and where we want to go as a cohesive unit in a ubiquitous media age.

The participants in this roundtable are co-editors and authors of the upcoming book "Media Literacy in Action" (Routledge 2013). This book features over 30 leading media literacy thinkers across fields, across disciplines, and across the world. The aim of the book is to explore the divergent ways in which media literacy is connected to educational communities and academic areas, in both local and global contexts.

This roundtable will use the impetus of this book to have concurrent discussion, interaction and dialog around key areas for media literacy going forward, explore some of the different ways the field is evolving, and explore key contested areas for the future of media literacy.

## 3 Penny Bender Sebring, University of Chicago Consortium on Chicago School Research and Eric Brown, Northwestern University **YOUmedia CHICAGO: WHAT HAPPENED IN THE FIRST THREE YEARS?**

YOUmedia Chicago is the first of the digital-media infused learning laboratories installed in libraries and museums across the country. So what happened in the first three years? How many teens show up at YOUmedia, and who are they? Do they attend consistently? What do they do at YOUmedia? What do teens say they get from participating in YOUmedia? How do the mentors get kids excited about books, poetry, music, and performance? What are the key takeaways from this grand experiment to put a digital media learning center in the Chicago Public Library?

We will answer these questions and engage conferees in a discussion of what the findings mean for attracting teens and planning and operating learning laboratories in the digital age.

YOUmedia Chicago launched in 2009 and is located at the Harold Washington Library Center (HWLC) in downtown Chicago. It serves high school-age youth. YOUmedia encompasses a physical space as well as a virtual place—a website—dedicated to YOUmedia users. Both are designed to draw youth into progressive levels of

participation in digital and print media. Between 350-500 teens come to YOUmedia each week to hang out with their friends and explore their interests. With the guidance of mentors, they can discover and pursue their interests through both collaborative and solitary activities such as music, spoken word, electronic gaming, and writing and design. Special events open the door for youth to collaborate with and learn from established artists, authors, and experts. The University of Chicago Consortium on Chicago School Research (CCSR) has just completed a three-year study to document the program and whether and how it has fulfilled the designers' aspirations.

#### **4** Jonathan Marino, MapStory; MapStory, Elizabeth Lyon, US Army Corps of Engineers (tentative); and Dr. Christopher Tucker, Founder of MapStory (tentative) **EMPOWERING YOUTH CIVIC LEADERSHIP THROUGH MAPSTORYTELLING**

Maps are tools for reflection - especially when they also include time-encoded data and rich multimedia features so that they tell stories about change in place over time. At MapStory, we're building an open source, nonprofit, global data commons where anyone (students, teachers, practitioners, researchers) can crowd-source and peer review openly licensed spatial-temporal data. What's more, users can then draw upon these underlying datasets (StoryLayers), combine them, and add their own voice through multimedia add-ons to tell rich MapStories about their world.

#### **5** Simeon Schnapper, Youtopia **INTUITIVE LEARNING SYSTEMS AND 22ND CENTURY PEDAGOGY**

Join Chicago's very own Youtopia.com for a journey into creating an OBI-compliant badge and or badge system using the same improvisational techniques that put Chicago's comedy theater scene on the map. It's a collaborative workshop where you'll learn to "yes, and..." your team members and play a fun improv game at each step of the process.

1. Introduction and discussion about what we should build as a team and why (Game: 10 Fingers)
2. Collaboration of final badge name and design (Game: Change 3)
3. What's a challenge? Discussion and design. (Game: Digits)
4. Adding goals, activities, awards, and assigning points (Game: Syncro Clap)
5. Tracking and Assessment (Game: Group Choice)
6. Pushing to your backpack, sharing on social media, proof of the the pudding (Game: Danka)

Prerequisites: Open mind, naturally intuitive, sense of humor...

#### **6** Vanessa Sanchez & Christian Greer, Hive Chicago; Sandy Almeyda, YMCA Chicago; Melissa Bryan, Free Spirit Media; Hillary Cook, Art Institute of Chicago; Leah Gilliam, Hive NYC; and Joliz Cedeño, Global Kids **HONORING YOUTH VOICE IN PROGRAM PLANNING, ITERATION, AND INNOVATION - MOBILIZING THE HIVE YOUTH COUNCILS**

Can youth councils become a step for youth to lead advocacy projects within their communities? How can youth take on more active roles in the programmatic decisions within organizations that support them? How can we continue to build the next leaders in youth centered organizations and advocacy organizations? Although many organizations and groups have a mission of providing youth centered programming, the voice of the youth is often left out of the planning and decision making. The creation of HIVE Youth Ambassadors and HIVE Organizations' individual youth councils has allowed us to explore new models for offering youth participants the agency to create their own projects, provide insight on programming, and be active ambassadors for the organizations in which they participate. Panel members will discuss the missions, visions, and roles the youth councils play in their organizations and in HIVE and how youth development is achieved throughout each one. Members of youth councils will also speak first hand on how their roles in youth councils are shaping them as young leaders, community activists, and innovators in youth programming.

#### **7** Kristin Fontichiaro, Shauna Masura, and Victoria Lungu, Michigan Makers, University of Michigan **MICHIGAN MAKERS: A MIDDLE SCHOOL MAKERSPACE**

When a group of ambitious middle schoolers, an energetic librarian, an enthusiastic professor, and geeky graduate student mentors collaborated, they infused an existing programming club with makerspace culture. The resulting Michigan Makers after-school program runs on four basic principles:

1. A workshop model to balance skill acquisition with time for exploration.
2. Low-cost tools to democratize access.
3. Mentoring to develop positive relationships.
4. Focus on teaming to promote the development of social skills.

We'll share our service learning model, discuss what we have learned about a "just-right" balance of structure and choice, and share how our middle schoolers define themselves and their makerspace. In the mood to tinker? We'll bring along some of the low-cost computing options (like Raspberry Pi and Arduino) that we use to cultivate teamwork, creative thinking, and a sense of agency.

**8**

Jacqueline Vickery, University of North Texas

**#FAIL: WHAT CAN WE LEARN FROM UNSUCCESSFUL AFTER-SCHOOL DIGITAL MEDIA CLUB EXPERIENCES?**

How can schools create more equitable opportunities and futures for students struggling to succeed? How might digital media provide new pathways for success for otherwise disengaged teens? What are the keys to participation and motivation within informal learning environments?

These are just a few of the questions addressed in my dissertation titled, “Worth the Risks: The role of norms and regulations in shaping teens’ digital media practices”. Published August 2012, it is the first in-depth publication based on findings from “The Digital Edge” project (an ongoing research project within the Connected Learning Research Network, led by S. Craig Watkins). The ethnographic research focuses on a series of case studies built around the lives of 18 diverse teens within an economically challenged school in Texas. Data largely draws from interviews and observations from two after-school digital media and film clubs.

After-school clubs are often hailed as successful interventions for otherwise disengaged learners; however, this certainly is not the case for all teens. Drawing from data published in my dissertation, this discussion will focus on social, structural, and technical variables that hinder some teens from becoming motivated and engaged participants within informal learning environments. For example, I found that resiliency was a necessary skill that some participants lacked, thus they were unable to cope with failure and criticism. Even though they reported excitement about media production, negative social and technical experiences precluded their engagement in and motivation for after-school media clubs, thus they dropped out.

Based on findings presented from the study, the discussion will share why some teens become motivated while others do not. While success stories related to after-school media clubs are essential in shaping our understanding of learning ecologies, it is important to also study examples of failure. This round table will provide a space to identify barriers that hinder students’ participation and motivation within informal learning environments in order to contemplate possible solutions.

**9**

Nikki Navta, Zulama.com; Norton Gusky, Educational Consultant; Bev Vaillancourt, Educational Consultant

**ENGAGE WITH GAMES**

Explore how a dynamic, project-based curriculum using games designed and played from ancient times to the present, can expand your students’ core content knowledge while building 21st century skills in a blended learning environment. Motivation. Collaboration. Connected Learning. All come naturally for students engaged with games. Capture student curiosity by using games in either after school or during school activities. Come join us for this energized round table conversation.

**10**

Geoffrey Gevalt and John Canning, Young Writers Project

**WHOA! WHAT WE HAVE LEARNED FROM KIDS IN DIGITAL SPACES**

Young Writers Project is a tiny nonprofit in Vermont that works with thousands of kids and hundreds of teachers in civil digital environments (out of school and in school). Facing a mighty headwind, YWP uses its digital platforms – and coaching models – to deepen youth engagement and connection and creativity, peer-to-peer learning, teacher writing, cross-curricula collaboration and authentic audience.

We want to talk with you about the power and promise of digital expression in kids’ lives. We’ll show a few things and get lost in new ideas, suggestions and feedback. Give us ideas! And feel free to steal ours! Some cool things youth have done with us: civil discussion of contentious issues; powerful podcasts; revisions from peer advice; community actions; creative collaborations (example: 2,500 six-word stories, +1 composer + 1 eager 15-year-old music student and one 75-piece orchestra = unique concert!).

Conversation will be guided by Geoffrey Gevalt, YWP founder, former award-winning journalist and innovator. With him will be John Canning, programmer, entrepreneur, YWP director and extraordinary facilitator of cool digital ideas involving kids.

**11**

Jennifer Masengarb, Manny Juarez and Christian Greer, Chicago Architecture Foundation

**DISCOVERDESIGN.ORG: DESIGN CHALLENGES CONNECTING TEENS, TEACHERS, AND ARCHITECTS**

Many high schools across the country struggle to implement rigorous and relevant learning strategies where teens investigate their world through project-based learning. Yet to those in the architectural community, these methods of learning look very familiar – they are synonymous with the design thinking they use each day in their studios. To address this gap, the Chicago Architecture Foundation (CAF) created a unique digital learning tool that connects teens, teachers, and architects across the country for 21st-century project-based learning.

Using [DiscoverDesign.org](http://DiscoverDesign.org), students investigate award-winning green school buildings through slideshows, animations, and video interviews with architects whose projects are featured. Then in a highly participatory and youth-led learning process, teens choose a real-world design problem and are challenged to create a sustainable solution for their own school. Social networking features give students the opportunity to post images, videos, text, and digital models of their built solutions and receive direct feedback from their teacher, their peers across the country,

and architects who have volunteered to serve as online mentors.

Architects provide not only encouragement for the students, they also play a critical role in teaching design thinking and architectural problem solving. Aided by the structure of the website, these designers help guide the teens through the iterative design process steps.

In formal learning environments, [DiscoverDesign.org](http://DiscoverDesign.org) is used in subjects ranging from Career and Technical Education fields to art, science, and cross-disciplinary project-based courses. Because DiscoverDesign.org is free and available 24/7, in school and out of school learning is connected as teens interact with peers and mentors via friendship-driven, interest-driven, and adult-driven environments. As a member of the Hive Learning Network Chicago, CAF is currently developing a new badging system for DiscoverDesign.org to foster this connected learning, giving teens more 'hooks and triggers' for engagement. Please join us for an interactive demo and hands-on design process activity.

12

Karen Jeffrey and Toby Kavukattu, Forall Systems; and Angela Elkordy, Eastern Michigan University  
**DIGITAL BADGES FOR K-12 STUDENTS**

The goal of this presentation is to generate discussion at the DML Cafe as well as build a community for continued discussions around research and implementation of digital badges to design innovative, engaging and productive learning experiences for K-12 students in both formal and informal environments. This presentation will include hands on demonstrations of example badge system implementations.

Opportunities badges present: The use of digital badges to scaffold, assess and communicate learning in order to

- connect informal and formal learning environments,
- recognize skills that are not traditionally recognized,
- develop higher order thinking skills,
- foster independent learning upon individualized pathways,
- support reflection and planning in student learning,
- support communication between students, teachers and parents,
- leverage both interpersonal and intrapersonal intrinsic motivators such as challenge, curiosity, competition and recognition in order to stimulate deeper learning,
- incorporate best practices in assessment and pedagogy to design engaging and effective learning contexts,
- incorporate national and local academic benchmarks or standards to facilitate discussion and deeper understanding of pedagogies and strategies across learning environments and
- describe skill sets, competencies and proficiencies in a granular manner to “unpack” individuals’ knowledge (and potential growth areas).

Challenges badges present: Considerations for implementing digital badges include how to

- integrate effectively into classroom learning environments,
- support teachers without creating an additional workload,
- work within technology limitations both at school and at home,
- avoid the pitfalls of external motivation,
- comply with COPPA and FERPA regulations,
- avoid the “gold star” effect whereby assessments do not assess true growth in learning,
- provide equitable technology access for students and
- make available appropriate professional development to teachers.

Join us at the DML Cafe and share your thoughts about how to take advantage of the opportunities and handle the challenges that badges create in learning environments for K-12 students.

13

Ricarose Roque, MIT Media Lab  
**A FAMILY THAT CREATES TOGETHER:  
DESIGNING CREATIVE TECHNOLOGY WORKSHOPS FOR FAMILIES**

Design-based activities with computing, such as making interactive games and animations, can engage young people in creative learning experiences. As they create their own technologies, they learn computational concepts and practices and gain new perspectives into the dynamics and processes behind the technologies they use. However, opportunities to participate in these activities are unequally distributed and access to technology is not enough. Instead, young people must have access to resources within a supportive learning network. Parents and other family members can play important roles in this network, from acting as gatekeepers to serving as collaborative learning partners with young people.

In this session, we will introduce the design of Family Scratch Nights, a series of workshops to engage parents and their children to design and invent together with Scratch, a programming language where people can create their own interactive animations, games, and stories. These workshops aim to support design-based computing activities, foster creative collaboration, and build community. We especially target families with limited access to resources and social support around computing.

We invite participants to learn about the design of these workshops. We will share the co-creation activities we

designed as well as our stories and challenges in implementing these workshops in urban communities within Boston, MA and Santa Fe, NM. Finally, we also seek feedback and suggestions from members of the DML community in engaging families to become co-creators and co-participants in today's digital society.

## 14 Deren Guler, Carnegie Mellon University, and Nina Barbuto, Assemble **INVENT-ABLING**

The theme of our table will be based upon a project that I have been developing for the past year called Invent-abling. The heart of the project is to develop a young inventor's construction kit, filled of smart materials and electronics that can be used to make interactive craft project. Inventive learning and making are becoming increasingly popular, especially through the maker movement there is no educational kit that comprehensively explores different material. The concept behind Invent-abling is to explore the possibilities of interdisciplinary kits and the effect they can have on STEAM education. We also explore different gender responses and try to formulate activities. Our hope is to spark an interest in STEAM at an early age through interesting hands-on methods.

At the DML Cafe we will have participants play with several of the materials in the kit (which we will provide) and brainstorm activities of their own. Sample materials include, LEDs, hypercolor fabric, magnets, and shape memory plastics. We will also think and talk more deeply about the concepts behind Invent-abling and what is needed to design projects that promote learning and "imagineering". All of the projects are designed in hope that the participants will add their own twist and find an interesting way to personalize the result or take it to another level. We find that many similar initiatives are either focused on only one aspect of STEM (for example only mechanics), or that they do are too regimented and are accessible to beginners.

Presenting the project in this format would be ideal, as we would have the opportunity to brainstorm and playtest in an intimate setting. You can find more information about the kits and workshops on our website at [www.invent-abling.com](http://www.invent-abling.com).

## 15 Paul Oh, Christina Cantrill, and Elyse Eidman-Aadahl, National Writing Project **DIGITAL IS: BUILDING THE ARGUMENT FOR NEW LITERACY AND CONNECTED LEARNING PRACTICES**

In an emerging field, how do we build a knowledge base of - and an argument for - the kinds of digital literacy and connected learning practices we know are taking place in a range of learning contexts? The National Writing Project established Digital Is to help do just that through contributions from a growing and diverse community of formal and informal educators. Come see how you might participate in the co-construction of Digital Is - as a content creator, remixer, designer or developer.

## 16 Daniel Hickey, Rebcca Itow, Andi Rehak, and Katerina Schenke, Indiana University **DIGITAL BADGES DESIGN PRINCIPLES DOCUMENTATION PROJECT**

The Design Principles Documentation Project is gathering the insights emerging from DML's Badges for Lifelong Learning initiative. We are tracking the evolution of badge design practices as thirty DML awardees incorporate digital badges into diverse programs. Our analysis of badging practices across these projects resulted in 20 general principles for recognizing, assessing, motivating, and evaluating learning. Our database and our presentation are organized these general badge design principles. Each of the twenty principles is linked back to specific practices and features from individual projects. For each principle, we are also creating a database of relevant research to help these projects and other innovators work more knowledgeably and eventually contribute to that knowledge.

Our poster will provide a quick overview of the twenty general badges design principles. Visitors will be able to peruse our growing database of principles, practices, and resources on our laptop computers. Visitors will also be able to speak with the project member responsible for documenting the principles, practices, and resources in each of the four areas. Because all of the DML badges projects will also be presenting at the Tech Cafés, visitors will be able speak with the innovators who are responsible for particular practices that they are interested in.

This event will initiate the second phase our project where we begin to make the principles, practices, and resources in our database available to the public, and invite others from outside of the DML competition to contribute to it.

## 17 Paul Allison and Erick Gordon, New York City Writing Project; Jennifer Woollven, Westlake High School, Central Texas Writing Project; and Christina Cantrill, National Writing Project **YOUTH VOICES: A SCHOOL-BASED SOCIAL NETWORK WITH BADGES**

At our roundtable, we'll discuss our work as teachers from local sites of the National Writing Project to turn a school-based social network, Youth Voices, into an ARG-like game, offering badges for to secondary school students for accomplishing tasks that are detailed on P2PU.

The object of "Play Youth Voices" is to become a social media power user through commenting on other players' posts, responding to literary and informational texts, doing long-term research projects, composing, revising, and publishing with text and media, and becoming a self-directed learner.

Youth Voices is a site for conversations. We invite youth of all ages to voice their thoughts about their passions, to explain things they understand well, to wonder about things they have just begun to understand, and to share

discussion posts with other young people using as many different genres and media as they can imagine!

Along with other National Writing Project teachers, we started Youth Voices in 2003 by merging several earlier blogging projects. We bring students together on this one site that lives beyond any particular class, because it's easier for individual students to read and write about their own passions, to connect with other students, comment on each others work, and create multimedia posts for each other. Further, it's been exciting for us to pool our knowledge about curriculum and digital literacies.

Students publish multi-media, well-crafted products on Youth Voices, and we nurture, guide, and allow time for them to write comments and to develop conversations about each others discussion posts. Our mission is to be a place online where students from across the nation (and globally, when possible) can engage other young people in conversations about real issues that they see happening in the world. We want our students to be immersed in lively, voiced give-and-take with their peers.

18

Christina Timmins, Hive Chicago, and Annie Conway, Museum of Science and Industry

### STRATEGIC GAMEPLAY: USING GAME DESIGN FOR STRATEGIC IMPACT WITHIN THE HIVE CHICAGO LEARNING NETWORK

Gamers often work hard to create a winning strategy to beat a game. However, in the Hive Chicago Learning Network, the game is the strategy. As our network slowly evolves into a platform for fostering connected learning, we are faced with the need modify the existing program design paradigms. With the increasing popularity of game design strategies being applied to learning activities in the world at large, there are a plethora of models to choose from. However, for Hive Chicago, it is the perfect opportunity to create new game-focused program models that engage youth in networked learning environments within urban settings.

Over the past year, Hive Chicago members have been exploring strategies that infuse game design in program innovation and network building projects.

The Museum of Science and Industry, as hosts of the 2012 Games Summit Series, built a common understanding about the importance and the potential benefits of incorporating game design in program strategy. The Games Summit was part large format panel and part intensive hands-on workshop that resulted in a shared network strategy for learning and engagement. Annie Conway and Christina Timmins will talk about the success of the event, how it has affected other Hive members, and the outcomes from MSI's 2013 Games Summit Series.

19

Sue Thotz, Common Sense Media

### CONSUMING AND CREATING GENDER: TEACHING KIDS ABOUT GENDER STEREOTYPES IN A DIGITAL AGE

Gender stereotypes are rampant in today's media, overwhelming kids with messages about what it means to be a boy or a girl. Kids today are learning what's "acceptable" and what isn't through the lens of media, such as TV shows, movies, games, apps and virtual worlds. The problem is that the media often encourages narrow and rigid definitions of gender roles, giving kids little room to reflect on where these stereotypes come from, how we learn them, and how they can shape the media that we consume and create.

Previous media education programs focused on gender taught kids to critically analyze media messages about gender. But today, media education needs to teach kids to reflect on how they are agents in creating gender through every post, comment, and creation.

To address these challenges, Common Sense Media developed "Boys, Girls, and Media: A Gender and Digital Life Toolkit for Educators", which includes lessons and tips on how to teach media literacy skills and discuss gender in the classroom, including reflection on media kids consume and create. When kids actively engage in discussions about gender stereotypes, and unpack "gender codes" early on, they may be less likely to re-create stereotypes and understand a larger, more ambiguous definition of gender.

20

Mizuko Ito, University of California, Irvine; Craig Watkins, University of Texas, Austin; Kris Gutierrez and William Penuel, University of Colorado, Boulder

### CONNECTED LEARNING: AN AGENDA FOR RESEARCH AND DESIGN

Connected Learning: An Agenda for Research and Design is a recently released report authored by the Connected Learning Research Network (<http://clrn.dmlhub.net/content/connected-learning-agenda-research-and-design>). The report synthesizes existing research about today's problems in educational equity, and puts forward an approach to learning that leverages today's new media to broaden entry points and pathways to meaningful learning and opportunity. Researchers from the network will offer copies of the report, and would like to engage in discussion about the report and the connected learning approach.

21

Philipp Schmidt, P2PU/MIT Media Lab, and Vanessa Gennarelli, P2PU

### CECI N'EST PAS UN MOOC - HOW TO BUILD AWESOME, OPEN, DIRT-CHEAP ONLINE COURSES

We'll talk about the work we have done on large online courses, including <http://learn.media.mit.edu> and <http://mechanicalmooc.org> - There is a lot of interest in (and criticism of) MOOCs these days, and we share most of the concerns. In this session we will talk about an alternative approach to supporting large online courses: using open source software and free services, using the web as the platform instead of building a new portal, and supporting

group work and community engagement rather than delivering content to the maximum number of people. And doing it all on a next-to-nothing budget.

## **22** Emily Bonilla and David Cooper Moore, National Association for Media Literacy Education (NAMLE) **THE FUTURE OF PRIVACY: A NAMLE INITIATIVE**

When young people talk about their privacy online, they often have lots of different definitions in different circumstances. Is a Facebook chat really “public”? Is a locked Tumblr really “private”? Sometimes it’s a challenge for adults--whether they are teachers, researchers, or youth media practitioners--to keep up. How can we explore communication among young people in a way that acknowledges the power of social media to facilitate learning while also respecting and valuing students’ sense of boundaries between public and private life?

This year, the National Association for Media Literacy Education (NAMLE) is considering the role of privacy in media literacy education initiatives. Understanding what challenges and opportunities new forms of online interaction offer media literacy education and the empowerment of youth voices as digital citizens will draw on a variety of perspectives, and we want to hear from you!

Join members of NAMLE in a discussion about the implication of shifting definitions and realities of privacy online affects media literacy instruction. How can educators and students negotiate students’ rights to privacy with the empowering potential of sharing through digital tools and technologies?

Share your thoughts about unique challenges and opportunities to media literacy education as students, teachers, and practitioners grapple with the complex issues of social media and mobile technology integration in classrooms. Learn more about a year-long NAMLE initiative to raise the visibility of a balanced, empowering approach to online privacy with students that will bring together stakeholders in policy, K-12 education, higher education, and after- and out-of-school enrichment environments.

## **23** Lisa Dawley, GoGo Labs, and Chris Haskell, Boise State University **PLANET STEWARDS TEACHER HACK**

Calling all science educators and designers. We’ll be sharing NOAAs Planet Stewards, a quest-based curriculum that levels up players with high school career pathway badges as a outcome. Planet Stewards launches to the public in July. Get a preview, get a free account, dig into quests and help us hack the quests and training until we get it right. <http://planetstewards.wordpress.org>

## **24** Cliff Manning, Makewaves; Tim Riches and Lucy Neale, DigitalMe **90 MINUTES TO CONNECT THE WORLD - DESIGN AN OPEN BADGE FOR INTERNATIONAL COLLABORATION**

Learning is now global and opportunities arise everywhere. Mozilla Open Badges enable learners to evidence and share their learning anytime anywhere.

Help us design a badge that supports and encourages youth to connect and collaborate internationally.

This hands on session is a chance to design an open badge, see examples of current projects from the UK and make connections with organisations and youth around the world.

We have 90 minutes to connect the world - help us to do it!

## **25** David Preston, Erin Tucker, Ian May, and Trevor Hudgins, Open Source Learning **OPEN SOURCE LEARNING: GET ON OUR LEVEL**

Forget what you think you know about school and education policy: the unevenly distributed future is here. Open Source Learning enables learners to direct and document their experiences as members of a network. Learners are using open source values, organizing principles and tools to construct experiences and networks that inspire, support achievement and innovation, and create previously unimagined opportunities.

This session presents the model, a case study, and a call to action based on success you can see for yourself. Learn how 100 California high school students used Open Source Learning to transform a traditional English course into a hackspace, a microfinance operation, a digital research collaborative, a venture incubator, and a growing, soon-to-be-global personal learning network.

During this presentation you’ll hear from David Preston, who created the model and the first Open Source Learning community, and Eric Tucker, Ian May, and Trevor Hudgins, who created the first formal learner-driven venture: Get On Our Level.

## **26** Devorah Heitner, Raising Digital Natives **COLLABORATING WITH PARENTS IN CONNECTED LEARNING ENVIRONMENTS**

As a parent educator and school consultant, I help schools foster an atmosphere of digital citizenship that emphasizes the positive aspects of digital culture. As schools increasingly share student work online, use technology to enhance learning and curriculum, parents sometimes have concerns---sometimes expressed, but

frequently un-articulated, or manifesting as a generalized anxiety!

I will lead a thoughtful and experience rich conversation at CML about how to bring parents in, recognize their crucial contribution to stewarding their children's digital, academic, and social learning.

I'll share ways to anchor parent communities with a confidence in social wisdom and lived experience they possess (even if their kids have more tech-savvy, parents' greater life experience is a crucial resource for kids.)

I'll share ways to empower faculty to work with parents when parents question the need or efficacy of connected learning. At the same time, I share methods for accommodating and including parents with highly divergent amounts of digital savvy and comfort.

I'll also share with educators the research I've done in my work with parents--connectivity places real burdens on family life that educators need to understand and acknowledge! Stories from real parents that I've worked with will help educators and administrators at day schools plan for 1-1 or bring your own device policies.

Parents need more than a list of dos and don'ts, and a financial waiver! They need to understand issues such as digital footprint and information literacy from a thoughtful and empathic perspective. It is helpful to go beyond the notion of "screen time" to share the research with parents about how to choose quality apps, and how to support their children as creators and not just consumers of media...Parents are sometimes curious about blocks, filters and "safety" which can cause them to underestimate their own role as mentors in nurturing informed digital citizens.

Devorah Heitner, PhD is an experienced speaker, workshop leader and consultant and an expert on the research on kids + media. Devorah has a PhD in Media/Technology and Society from Northwestern University and has published and spoken in the field of media studies for the past ten years. She has taught at DePaul University, Street Level Youth Media and Northwestern University.

27

Alexander Cho and Andres Lombana-Bermudez, University of Texas at Austin / CLRN "Digital Edge"; and Adam York, University of Colorado, Boulder/CLRN

### MAPPING TECH AND LEARNING: VISUALIZING YOUNG PEOPLES' LEARNING ECOLOGIES

"Connected learning" (Ito et al. 2013) posits that learning is never relegated to one space or context, that young people gain knowledge and skills through a complex ecology that spans nodes across school, after-school, home life, and peer interaction, all while utilizing multiple forms of technology and media. This presentation draws from two different projects from the Connected Learning Research Network that aim to map and understand the relationship between learning and digital media. On the "Digital Edge" project, Lombana-Bermudez and Cho have spent a year in a majority economically disadvantaged high school in the "urban fringe" of Austin, ethnographically documenting young peoples' diverse learning ecologies. For the "Longitudinal Study of Connected Learning", York has coordinated youth researchers working around the country to investigate sites for learning with media and technology, and map access to those kinds of spaces. Across these projects we have realized that relying on traditional text-based methods to describe and interpret these complex ecologies may leave out important details that can contribute to the richness of our research and representation of connected learning. Accordingly, following the research of Barron (2006), and Salen et al. (2011), this roundtable asks: How can we visualize the interrelationship between time, contexts, nodes of learning, and technology? What are the different approaches to mapping learning environments? What do we gain from visualizations of this sort that are missing from verbal or written accounts? How can we synthesize innovative methods to map the complex learning behavior that we see in the lives of young people today? What are the strengths and differences between qualitative and quantitative visualizations? Using several case studies from our own research, this roundtable will invite participants to engage in hands-on interactive drawing, mapping, and visualizing in order to experiment with a variety of research methods and begin a critical conversation on the potential rewards and drawbacks of visual mapping in research on learning ecologies.

Barron, B. (2006). Interest and self-sustained learning as catalysts of development: A learning ecologies perspective. *Human Development*, 49, 193-224.

Ito, M. et al. (2013). *Connected Learning: An Agenda for Research and Design*. Irvine, CA: Digital Media and Learning Research Hub.

Salen, K et al. (2011). *Quest to Learn: Developing the School for Digital Kids*. Cambridge: MIT Press.

28

Jessica Kaminsky, Jessica Pachuta, and Ryan Hoffman, Hear Me, CREATE Lab, Carnegie Mellon University

### VIRAL VOICES

Hear Me, a project of the CREATE Lab at Carnegie Mellon University, amplifies kids' voices using media and technology to create a world where they are heard, acknowledged and understood. Through informal discussion and hands-on examples, we will share best-practices for engaging students of all ages in creating media, using their media to connect with their schools and communities around issues important to the students, and allowing their voices to stimulate change.

Students bring an important perspective and unique ideas for improving and solving today's problems. By helping them recognize the power of their voice, we are activating our next generation of leaders to ignite discussion and spark change. Join Hear Me to learn about ways students are using their voices to contribute to topical discus-

sions at the local, state, and national levels, experience our student-produced media, and explore Hear Me's tools for sharing youth voice including, our audio playback tin-can telephones (CanEx). Participants will react to student media and contribute to student-initiated conversations. Participants can learn about Hear Me's new campaign initiative and how young people in their community can contribute to the student-led discussion on school climate.

Hear Me harnesses the power of storytelling to activate youth, then create unified narratives (in the literal voices of children) about crucial issues they face in education, well-being, and communities. Participants can listen to specific examples from previous projects, including listening to children of incarcerated parents discuss the struggles they faced growing up or watching a student-produced short documentary about a district's contentious neighborhoods and the socio-economic disparity that prompted the students to explore whether demography affects your chances of success. Inspired by examples of youth-led change, participants will brainstorm with the Hear Me team ways to network communities of kids and to connect youth voice nationally around critical issues.

**29**

Adar Ben-Eliyahu, University of Massachusetts, Boston; Emilie Dubois and Luka Carfagna, Boston College  
**CONNECTED LEARNING RESEARCH NETWORK: HOW DOES DIGITAL MEDIA INFLUENCE LEARNING THROUGH SELF-REGULATION WITHIN THE CURRENT SOCIOECONOMIC CLIMATE?**

A focus of the Connected Learning Research Network (CLRN), a MacArthur Foundation initiative, is to examine how learning occurs within the current social and economic climate and to broaden opportunities for connected learning (Ito et al., 2013). In the proposed cafe, foregrounding the constraints and opportunities shaped by the historical moment and particular sociocultural contexts, we present emerging findings from different research projects that are shaping the CLRN discussion. We will share examples of how digital tools intersect with the social organization of the household, and discuss the impact on youths' learning trajectories and possible implications for practice in academic contexts. By investigating the sociocultural and economic context we aim to unpack how social orientation and class simultaneously facilitate and constrain learning for different individuals, and how one sets the mode and tone of digitally enabled learning (Dubois & Carfagna). Moving to digital spaces, Dubois will discuss how learners draw on the practical experiences and the experiential knowledge of others as they learn new skills. Applying a psychological lens, Ben-Eliyahu focuses on the mechanisms through which digitized and face-to-face interactions support learning, with a particular focus on self-regulation of emotions, behaviors, and cognitions (Ben-Eliyahu, Bernacki, & Linnenbrink-Garcia, in prep; Ben-Eliyahu & Linnenbrink-Garcia, 2012). In applying a self-regulated learning framework, we will consider how co-regulation occurs through social interactions using technology (e.g., peers playing playstation or wii together) and digitized interactions (e.g., time trading or online forums). We invite a prolific discussion on how these three strands are connected.

**30**

Jeff Ritter, La Roche College  
**CREATING DIGITAL EDUCATION ALGORITHMS**

With multiple online platforms for secondary, post-secondary and professional training in existence, it's time that these experiences and our digital footprints talked to each other. The creation of an online cognitive profile could be a part of the education model of the 21st century, leading to a better match between people and industry.

**31**

Chris Leeder, University of Michigan School of Information  
**INCREDIBILITY: AN ONLINE LEARNING TOOL FOR EFFECTIVE INFORMATION LITERACY SKILLS**

New pedagogical models are needed to teach the effective critical evaluation of online information sources. Research consistently shows that while today's undergraduate students rely on the Internet as the first source for information when conducting research for class assignments, they rarely evaluate the quality of the information that they find online. Most students tend to prefer using popular open Web sources due to their perceived convenience and ease of use, even when they realize that the quality of online information may be inferior to scholarly resources. Ideally, all students would receive basic information Literacy (IL) training, however, K-12 programs are inconsistent in providing IL classes, and only a small percentage of higher education institutions with first-year experience programs include a required IL component. In light of these challenges, there is a need for new forms of IL training that are customized to the online information environment and relevant to the research habits of today's students.

"InCredibility" is a prototype collaborative learning tool that situates IL instruction in the online environment where students actually do their research. It guides them through the process of evaluating online information in an interactive, learner-centered format. Using InCredibility, students learn key criteria of information credibility evaluation (authority, purpose, reliability, currency and relevance) and how to make these evaluations online, reinforced through repeated practice and reflection on their own work and that of their peers. InCredibility is intended to enable classroom-integrated IL training that is relevant to students, delivered at the point of need and in the real-life research environment that students use daily. This prototype learning tool explores a new pedagogical approach to teaching effective evaluation of online information, a critical 21st century skill.

**32**

Isaiah Saxon and Meghan Leppla, DIY.org  
**DIY.ORG - BECOME A MAKER**

DIY.org is a community where young people become Makers. They discover new Skills, make projects in the real world, and share their work online to inspire and learn from each other. The big idea is that anyone can become anything just by trying - we all learn by doing. Our company and our community strive to make it easier for

Makers to build confidence in their own creativity.

At the DIY.org table, you can put yourself in the shoes of a young maker – explore, build, capture, and share your first challenge on your online portfolio. If you're really dedicated, you can earn a Skill patch by doing 3 challenges in one creative discipline. We'll have several iOS devices on hand running the DIY app, and enough cardboard, inner tubes, and duct tape to build something dangerous.

**33**

Tony Raden, Ounce of Prevention Fund; Rita Cattalano, Fred Rogers Center For Early Learning & Children's Media at St. Vincent's College; Rob Lipincott, PBS; Patti Miller, Sesame Workshop; Chip Donohue, TEC Center at Erickson Institute; and Ann Hanson, Ounce of Prevention Fund  
**21ST CENTURY PRESCHOOLERS @ PLAY! DIGITAL LEARNING IN THE EARLY YEARS**

While digital media and technology have transformed the way many K-12 educational settings approach learning, the early childhood field has yet to fully leverage the great promise of digital media to improve outcomes for young children from birth to age 8 – at home and at school. This DML Café will bring together five organizations currently working to promote digital innovation and quality media in early learning: the Fred Rogers Center for Early Learning and Children's Media at St. Vincent College, the Ounce of Prevention Fund, the Public Broadcasting Service, and Sesame Workshop, and the TEC Center at Erikson Institute.

These five organizations joined together at the Clinton Global Initiative America summit in 2012 to plan a national alliance catalyzing innovation in early learning by connecting research, media creation, family engagement, and professional development. Attendees at this cafe will have the opportunity to play with high-quality digital media focused on the littlest learners, discuss how to spark innovation in the early learning space, and interact with leaders working to drive collective national impact to enhance the school readiness and 21st Century skills of our nation's young children.

For those interested in background reading, please peruse the joint position statement from the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at St. Vincent College: "Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8." <http://www.naeyc.org/content/technology-and-young-children>

**34**

Janet Atkins and Ceci Lewis, The Bread Loaf Teacher Network  
**THE BREAD LOAF TEACHER NETWORK**

The Bread Loaf Teacher Network has empowered young people in schools for the past twenty years by increasing literacy in both reading and writing through digital means and other venues. Both teachers and students are members of the Network. We strive to create community that is aided by technology, and is made up of teachers connected to their students and other teachers and students around the globe. We have found that online exchanges help students deepen their awareness of both local and global needs whether it's the treatment of homeless people in their communities or the acquisition of literacy in the wider community. These practices provide authentic learning. We will share several projects that we have been engaged in that have caused students to take a new look at what it means to be a literate, global citizen working side by side with teachers who are learning with these same students.

**35**

Dawn Thomas, Jasmyn Castro, and Cody Coltharp, ArtLab - Hirshhorn Museum and Sculpture Garden  
**TRICKS OF THE HOMAGO TRADE**

Mentors and Cyber Navigators from the Hirshhorn Museum and Sculpture Garden's ArtLab will be available to discuss challenges and best practices that they have encountered as they redesigned programming to take the ArtLab from a hangout spot to an artists studio. Tips on how to encourage the social aspect of creating while constructing an environment where teens can "geek out" will be highlighted. Facilitators will also be able to field any questions participants may have concerning how the ArtLab uses the HOMAGO model everyday and where we see that model taking us in the future.

**36**

Amie Williams, Tobie Loomis, Alexis Smith, Laquita Watkins, Tammisha Cross, Tanisha Cross, and Jammeka Davis, GlobalGirl Media  
**GLOBALGIRL MEDIA**

GlobalGirl Media (GGM) develops the voice and media literacy of young women in under-served communities by teaching them to create and share digital journalism designed to ignite community activism and social change. Through mentoring, training and access to a worldwide network of distribution partners, GlobalGirl Media harnesses the power of new digital media to empower young women to bring their often-overlooked perspectives onto the global media stage.

GGM empowers girls to make media that matters, improves news literacy, and encourages the promotion of healthier media messages about girls and women the world over. Our model is unique in that it pairs U.S. communities with international cities, creating a peer-to-peer global network of girls communicating via social media and co-producing content that informs, engages and challenges its audience to action. GGM presently has active projects in South Africa, Morocco, Chicago and Los Angeles, where it is headquartered. GGM firmly believes that working with young women around the world to find and share their authentic voice is an investment in our global future.

# ABSTRACTS // DML CAFE SESSION II

MARCH 16, 2013 | 2:00 PM - 3:30 PM | SHERATON BALLROOM 4-5 | Listed by table number; subject to change.

## 1 JJ Pionke and Kristin Fontichiaro, University of Michigan A CLIMATE SURVEY OF DIGITAL BADGING

Digital Badging is the “in” thing right now, but what does that mean? We did a survey to find out what digital badging teams were doing and how they felt about the digital badging movement. Come share your thoughts with us and we'll talk about what we found out! Results will soon be out in an ebook on the topic!

## 2 Jolene Zywica, Anna Roberts, Eric Keylor, Drew Davidson, Working Examples - Carnegie Mellon University; and James Gee, Arizona State University (RE)INTRODUCING... WORKING EXAMPLES: A DIFFERENT KIND OF ONLINE COMMUNITY

Working Examples (WEx, [www.workingexamples.org](http://www.workingexamples.org)) is an online community where people working at the intersection of technology and education collaborate to solve problems, share their progress (and missteps) and make exciting things happen. Working Examples are demonstrations of ideas or what the author believes is good work (Barab, Dodge, & Gee, 2009). Gee (2010) argues that such examples can be used to collaboratively define and develop the field of Digital Media and Learning. Through posting examples and interacting on the site, we hope to collectively impact our world and shape the future of education and learning.

In the Tech Café, we'll introduce the completely revamped WEx site and help new and returning members get familiar with the new site. During the last year of design and development we thought a lot about the needs of community members, using their feedback to create a site that looks different, feels different, and even works differently. We'll introduce its major improvements, highlighting changes we've made to increase interactions among community members. We'll provide tips to help attendees get the most from the community and their experiences on the site, including creating a high-quality example, setting up a group, and setting up a profile to get recommendations from the site. We're also interested in hearing about how DML participants might want to use the site and its new features and how our team can support community members.

Moving forward, we believe that Working Examples can be an important platform in advancing all areas of learning. There are many examples of good research and design in DML that are never fully developed or implemented. Working Examples provides a way for those ideas to be heard and a platform to develop and build on them through interactions with others working in the field of DML.

## 3 Travis Bickford, Adar Ben-Eliyahu, and Elsa Rodriguez, University of Massachusetts, Boston VETERANS HISTORY PROJECT STUDENT EDITION

This short talk will present the Veterans History Project Student Edition, an online platform that prepares learners to engage effectively in contemporary civic issues through inquiry in the history of the United States based on structured interactions with veterans. The newly launched website for the project seeks to guide youth on how to locate veterans, schedule interviews, and document the interview in a format that can be disseminated through the Library of Congress. Even though the US has been at war for most of the average high-school student's life, most students lack first-hand experience surrounding these topics. Through the project, youth meet veterans and take an active role in documenting the history of the US, thereby gaining a broader world perspective that contributes to their political understanding.

Conversations with US war veterans help cultivate awareness and deliberation conducive to preparing youth for democratic citizenship as adults, by challenging them to “think historically” (Wineburg, 1999). The website provides the scaffolding to document veterans' personal histories within the cultural perspective of their experiences, underscoring the importance of the social-political culture of different time points and different constituents. Additionally, through planning, organizing, and executing the interviews, students use metacognitive self-regulated learning skills imperative for learning (Zimmerman, 2000). These skills can be transferred to other academic and non-academic activities, thereby contributing to youth's general social-emotional development. The implications of this initiative are therefore two-fold: creating politically and historically aware youth, and scaffolding the development of self-regulated learning.

## 4 Nicoletta Di Blas and Paolo Paolini,, HOC-LAB, Politecnico di Milano (Italy) INTERACTIVE DIGITAL STORYTELLING AT SCHOOL

### OBSERVATION AND QUESTION

Many (if not most of) young people today create, edit and share multimedia “stories” over the internet, as a form of self-expression and participation to their peers' community. Transferring this spontaneous interest into classrooms, for educational experiences, is more difficult than it may look at first sight. How should storytelling be

organized? As a class activity? As an individual activity? Which benefits can be expected?

## FACTS

PoliCultura is a digital storytelling initiative that started in 2006 and has involved so far more than 23,000 students, aged between 4 and 18. In PoliCultura, whole classes (not individual students) create a multimedia “story” using 1001stories (a web based authoring environment developed by HOC-LAB at Politecnico di Milano). Classes work under the guidance of the teacher, developing the plot, the visual communication (pictures and drawings), the texts and the audio. The final story can be delivered via Web, YouTube, smart phone, Tablet and even paper. All the stories are hosted in an international portal ([www.policulturaportal.it](http://www.policulturaportal.it)).

## PURPOSE

Organizers would like to attract school districts, individual schools and individual teachers to engage in similar activities, creating a world-wide portal of multimedia stories, created with 1001stories.

## THE MEETING

The meeting will be organized as follows: presenters will introduce PoliCultura, the evaluation data, example stories by students and eventually the 1001stories tool. Then, a discussion about the usefulness of digital storytelling at school, and the best way to conduct it will be started.

Participants will gain an insight on a well-assessed program of digital storytelling into schools, at all school levels. Moreover, cooperation possibilities will be discussed, in view of the creation of a worldwide community.

## 5

Vanessa Sanchez, Hive Chicago; Lindsay Muscato, Now Is The Time; Hallie Gordon, Steppenwolf Theater; and Taylor Bayless, Chicago Public Library

### **NOW IS THE TIME - CITYWIDE INITIATIVE IN CHICAGO INSPIRING YOUNG PEOPLE TO MAKE POSITIVE CHANGE IN THEIR COMMUNITIES AND STOP YOUTH VIOLENCE AND INTOLERANCE**

Youth violence has become a key issue among youth advocates in Chicago. With 319 young people lost due to gun violence last school year, youth organizers and cultural institutions found an urgent need to offer more programming geared toward this subject matter. Programs were needed that engage youth around the entire spectrum of violence and intolerance: the issues students face in school and their community. Bullying, gangs, equal access to city resources and related issues around violence and intolerance formed the heart of a campaign created two years ago by the Chicago Public Library, Facing History and Ourselves, Steppenwolf Theatre Company, and local Chicago theater companies. The campaign has grown into a city wide initiative called Now Is The Time (NITT) inspiring young people to make positive change in their communities and stop youth violence and intolerance.

With the support of Hive Chicago, Now Is The Time allows youth at more than 20 institutions to collaborate digitally, fostering youth expression around issues that directly affect them. Using “explore, create, share” throughout all of the program design, students explore NITT themes, create work based upon what they’ve learned and then share work with each other using the NITT interactive website.

Programmatic efforts in the 2012-2103 season of NITT include hosting: events across the city, media-making for youth, an interactive exhibit, theater performances and classes for teens, literary events, visual arts activities, and workshops for educators. NITT also utilizes an interactive website designed for youth and educators to learn more about the events and programs happening around the city, as well as a space to explore/create/share artwork and media created by youth around youth violence and intolerance. Panel participants will discuss their organizations’ roles in the NITT initiative and the impact they foresee as a part of a collaborative effort to inspire Chicago youth.

Description of participant projects in NITT -

Lindsay Muscato, Now Is The Time, will discuss how NITT tapped into existing networks, partnerships and programs to raise the volume on youth voices; how many different organizations who serve different parts of the city collaborated effectively; and how NITT linked creative digital and offline experiences for youth engagement around civic action.

Hallie Gordon, Steppenwolf Theater, will discuss the genesis of this initiative and the urgent need for artists to create safe spaces (online and off) for youth to build their points of view, claim their voices and make themselves heard on a wide scale.

Taylor Bayless, Chicago Public Library, will discuss YOUmedia, a teen learning space housed in Chicago Public Library’s Harold Washington Library Center. YOUmedia has been teaching and mentoring youth around Now Is The Time themes and creating graphic art, soundscapes and blog posts about their responses.

Vanessa Sanchez, Yollocalli Arts Reach, will discuss the creation of 5 new public art works created by youth as a part of NITT. Art works are designed by youth and are initiated with a workshop by leaders of LuchArte, a community based art project that aims to provide a positive identity and an alternative to neighborhood violence.

## 6 Jeanie Austin, Sasha Kinney, Lucas McKeever, and Karen Barton, Mix IT Up!, GSLIS UIUC **MIX IT UP!: YOUTH ADVOCACY LIBRARIANSHIP IN THE AGE OF TECHNOLOGY**

Mix IT Up! aims to increase the information technology (IT) skills of youth and library school students and shift attitudes about the traditional roles of librarians and libraries by positioning library and information services at the center of mutually beneficial and dynamic student-community partnerships.

Mix IT Up! actively recruits underrepresented library students to act as youth advocates through planned coursework in community informatics and in youth librarianship and mentorship in and oversight of long-term community-student partnerships, with the goal of creating a model for increasing the presence of information professionals engaged in youth advocacy.

Mix IT Up! was launched at the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign with support from the Institute of Museum and Library Services in 2011. Community partners include Champaign County Juvenile Detention Center, Don Moyer Boys and Girls Club, Puerto Rican Cultural Center, TAP In Leadership Academy, and UP Center of Champaign County.

In this presentation, we will discuss efforts to engage youth with technology, to preserve community history, and to innovate information spaces at the above-named and new sites. We will also share tips for navigating organizations and centering the information experiences and needs of youth in a variety of contexts.

## 7 Aaminah Norris, University of California, Berkeley **TEACHING GIRLS TO VALUE DIFFERENCE: 21ST CENTURY CRITICAL LITERACIES AND IDENTITY PROCESSES IN AN URBAN CLASSROOM**

This chapter of my dissertation documents and analyzes ways that a history teacher guided her sixteen low-income sixth grade Latina and African American girls in developing critical literacy as expressed through the implementation of design thinking methodologies. This case study also examines the ways girls negotiated their gender and racialized identities as they were facilitated in using digital media to create projects with a focus on valuing difference within their formal schooling contexts. Design thinking is a conceptual framework that helps students develop mindsets that are important for learning that include human centeredness, empathy, and mindfulness of process. This research investigates the relationships between design thinking processes and the development of critical literacies. It also examines ways that design thinking informs the formations of racialized and gender identity processes. Data sources for this work include participant observations, formal and informal interviews with the focal teacher, informal interviews with students, and ethnographic field notes.

## 8 Laura Whyte, Stuart Lynne, Amit Kapadia, and David Miller, Zooniverse - Adler Planetarium **ZOONIVERSE: REAL SCIENCE ONLINE**

Hosted in the basement of the Adler Planetarium is a team of developers, educators and designers that build a collection of online citizen scientists that has drawn on the human efforts of nearly 800,000 volunteers. This team, known collectively as 'The Zooniverse', works with international science teams to provide them with an opportunity to put their massive data sets online, breaking the often complex analysis down into simple manageable tasks that can be completed by anyone, no expert training required.

Whether it be hunting for exo-planets (planethunters.org), measuring biodiversity on the seafloor (seafloorexplorer.org), transcribing ancient greek papyri (ancientlives.org) or classifying distant galaxies (galaxyzoo.org), none of the research projects found at zooniverse.org could be completed without the efforts of volunteers. Yet beyond the project sites, exist communities of engaged individuals, who have progressed their research beyond the remit initially outlined by the scientists. An entirely new type of galaxy, a planet orbiting as part of a quartet of stars and a new species of sea worm are only beginning of the discoveries that would never have been made if not for the democratization of science happening online at zooniverse.org.

Real data, freely available to anyone with an internet connection and the opportunity to make a contribution to science makes the Zooniverse projects a valuable resource for educators. Their students' efforts are needed by the community! In addition, new projects are currently being developed by the team to support access to citizen science in a classroom setting, so that a new generation of volunteers can join the scientific revolution. Join us to find out more!

## 9 Giuliana Cucinelli, Concordia University & MIT, and Leslie R. Shade, University of Toronto **OUR PRIVACY MATTERS! YOUTH, IDENTITY AND ONLINE SOCIABILITY**

"Our Privacy Matters: Youth, Identity, and Online Sociability," is a 20-minute Creative Commons video documentary that explores young people's digital media practices and privacy policies. It brings forward the voices of youth, media educators, and academics. It is designed to serve as both an introduction to the various issues related to privacy, social media and youth and also serve as a provocation for youth to become more involved in not only shaping the social media landscape but in educating policymakers about their insights and concerns about online privacy.

Our everyday lives are increasingly dependent upon the use of social media for communication with our friends,

family, schoolmates, and colleagues. Social network sites such as Facebook, real-time information services such as Twitter, micro-blogging sites such as Tumblr, video-sharing sites such as YouTube or Vimeo, are used for creative, constructive, or even mundane uses. In our ever-connected world, it is more than ever difficult to disconnect.

This presentation addresses the role of privacy policies in lives of young people and their digital media practices. This short video documentary explores these issues, and brings forward the voices of Canadian youth, media educators, and academics. It is designed to serve as both an introduction to the various issues related to privacy, social media and youth and also serve as a provocation for youth to become more involved in not only shaping the social media landscape but in educating policymakers about their insights and concerns about online privacy.

## 10 Daniel Schultz, MIT Media Lab, and Sasha Costanza-Chock, MIT Comparative Media Studies **NEWSJACK: MEDIA REMIXING FOR GREAT JUSTICE**

NewsJack uses Mozilla's Hackasaurus to make it incredibly easy to remix news websites and media content to add your own spin. Come and explore how brand affects the way you consume information, give extra attention to the stories that haven't made it into the news cycle, change or remove language that you feel is biased or paints an unfair picture, or invoke détournement to criticize the world around you through satire!

## 11 Christopher Rogers and Amy Stornaiuolo, PennGSE **LOCALIZING THE WORLD WIDE WEB FOR SOCIAL ACTION**

Drawing upon the research of The Kinder & Braver World Project, specifically Shock (2012)\*, one must begin to recognize and uphold that young people have played a major role within every progressive social movement, engaging with many of the new media tools of their time to "create, circulate, and amplify movement stories" in concert with direct action. With increasing literacy in using digital tools to enhance learning and exposure in educational settings, we must continue to stand in the historical legacy to unite our voices and stories with concrete strategies to actualize the transformations that drives our passion to speak. How do we begin to reconcile local action within globe-reaching digital spaces in regards to civic engagement and social justice curricula? What are effective techniques to emphasize the balance between the creation of digital media and the need for active reinforcement of ideas? What happens after the media? My research seeks to investigate the connection between critical digital literacies and actualizing the social justice aims within the local community. Christopher Rogers has a project in process for the city of Chester, Pennsylvania that will engage youth in a participatory action research project to determine and implement digital solution(s) to create a more responsive connection between community members and city services. This comes as an expansion of a pilot project where youth engage with digital music creation tools to create an album dedicated to uplifting youth perspective on critical social issues. In the workshop, participants will be introduced to Chester, PA through behind-the-scenes footage of the "Chester Sound" digital music lab while engaging in an informal conversation about connecting the power and potential of digital media tools to drive community movements and the struggle to actualize change.

\*Costanza-Chock, S. (2012). Youth and Social Movements: Key Lessons for Allies. Berkman Center Research Publication, (2013-13).

## 12 Sabrina Culyba, Schell Games **PLAYFORWARD: DESIGNING A GAME TO CHANGE RISKY BEHAVIOR IN AT-RISK TEENS AGES 11 TO 14**

Ever hear the term "transformational games?" If not, think serious games, but fun! All kidding aside, transformational games are designed to positively change a person's habits, attitudes or behaviors, or increase their knowledge of a certain topic, through fun, inviting game experiences. In this discussion, Sabrina Culyba, game designer at Schell Games, will explain this game genre and demonstrate PlayForward: Elm City Stories, an iPad game that exemplifies the concepts behind transformational games.

Developed in conjunction with Yale University School of Medicine, PlayForward aims to prevent HIV infection among ethnic minority adolescents. The game provides an engaging and informative experience that reinforces positive decision-making skills and instills strategies for averting risky behaviors. Players navigate through an interactive world encountering a series of life-altering choices along the way. Will their choices positively or negatively affect their character's life? What happens if they could go back in time and change some of their choices? PlayForward uniquely focuses on changing behaviors, not just knowledge acquisition, with the hope that players will take what they have learned and apply it to their everyday lives.

Join Sabrina for an in-depth look into the design and gameplay of PlayForward and discover a whole new world of transformational games.

## 13 William McFarlane, Parts and Crafts **HACKERSPACES AND FREE SCHOOLS - ORGANIZING FOR INFORMAL LEARNING**

The most important problems in education today aren't problems that are solved by pedagogy, they are problems that are solved through community building. Informal, and community-based learning environments create groups of teachers and learners who share common interests, social bonds, and, most importantly, trust each other

enough to teach and learn effectively together.

Because problems of community-building are somewhat opaque to traditional analytical methods, don't lend themselves well to obvious lists of "best practices", and are, fundamentally slow and particular in the ways that interpersonal interactions are slow and particular, many conversations about education and learning jump to more abstractly analyzable topics.

But community, trust, and friendship are at the core of any educational endeavor -- whether or not you like and respect your teacher matters a lot more than what curriculum they use.

For the past 3 years, or so, Parts and Crafts has been running a series of programs that we alternately refer to as a "community workshop", "hackerspace for kids", "democratic school-alternative", and "homeschool resource center."

This is a project that's more like tending a garden than building a robot (though we do both!) -- we're never done, and the process tends to be very modest and incremental. We have endless conversations, meet with kids and parents about what they'd like to do/see and friends and neighbors about what they'd like to teach/share. We clean the workshop, meet with organizers and run small events, replace the soldering iron tips, clean the workshop again.

So what I want to share is not "best practices" -- there are no best practices when it comes to human interaction -- but stories and anecdotes and analogies and tips and ideas: things that we think we've learned in the last couple of years, even though most of these things don't take the form of replicable (or even disprovable) results.

14

Cecilia Suhr, Miami University

### DIGITAL EVALUATION OF ARTS AND CREATIVITY AS A NEW EMERGING FRAMEWORK: AN INTRODUCTION TO THE EVOLVING DEFINITION AND THEORIZING OF DIGITAL EVALUATIONS

With the rise of social media, the voices of amateur critics have risen. From news reports and blogs to video and music, anyone with access to the internet can critique, rate, and comment on the content being shared on the web. Given that the dissemination of a cultural product only takes an easy click of a mouse button, the digital environment has increasingly dramatized the overall activities of evaluations such as rating, ranking, voting and critiquing. In this context, this presentation introduces a current working group activity funded by DML Digital Media and Learning Competition, called Digital Evaluation of Arts and Creativity. As a principle investigator of this working group, I will introduce the overarching framework, as well as its aim and importance as it relates to in-formal learning and connected learning taking place in interest-driven environments. This presentation will mainly share the five evolving definitions and the theorization focused on by the working group: 1) the advancement of technology; 2) social networking; 3) power and politics; 4) aesthetic tastes and subjectivity; and 5) connected and peer learning. As a whole, this presentation will briefly showcase contributing members' ongoing research in artistic and creative fields (art, music, film, fashion blogging, TV, multi-platform theatre, and photography). In doing so, it will show how the framework of digital evaluations of arts and creativity sheds lights on the intersection between emerging evaluations in digital environments and alternative learning experience for artists, creative producers, and evaluators, thereby invoking the symbiosis of learning and evaluations. Overall, this presentation will offer an invaluable platform to engage in and receive feedback on current research initiatives.

15

Eric Pitt and Charles Perry, MentorMob

### HELP WITH SHOVELING MANURE

Imagine that you're shoveling manure in an effort to unearth a handful of diamonds buried somewhere underneath. That's more or less what it's like trying to learn online. High quality, free learning content is out there, but most of the time it's hidden behind mountains of junk in the ever-expanding online universe.

Content curation tools, like MentorMob, put the human element back into search by allowing educators, hobbyists, and self-taught experts to organize just about any online resource--articles, videos, blogs, info-graphics, and more--into Learning Playlists that arrange all the pertinent information on a particular topic into a sensible order.

But a crowdsourcing tool is only as powerful as the users who are doing the sourcing. So how do we put these kinds of tools in the hands of people who are doing and will be doing good work? And how does that work go on to help educate and inspire our next generation of leaders?

16

Ugochi Acholonu, Depaul University; Cassidy Puckett, Northwestern University; Caitlyn Kennedy Martin, Stanford University; Peter Wardrip, University of Illinois, Urbana-Champaign; Atul Varma, Mozilla; and Antero Garcia, Colorado State University

### FROM SUPER-8 TO HD: DYNAMIC APPROACHES TO CONCEPTUALIZING, MEASURING, AND SHOWCASING STUDENT LEARNING TRAJECTORIES AND CAPABILITIES WITH DIGITAL MEDIA

With the interactivity, speed, and storage capabilities of modern technology, new approaches to measurement are now possible. Even with large sample sizes, measures of learning are no longer restricted to static questions that only capture what a student can recall at a specific point in time. Instead, more dynamic measures and new ways of analyzing and understanding results can be created that highlight learning over time and across settings. Moreover, alternative paradigms that are important for the development of expertise, such as how an individual chooses to learn or the social networks an individual belongs too, are

now viable through the use of digital media.

In this conversation we will present examples of new digital measures and visualizations meant to track and capture learning-relevant information, such as students' self-directed learning behaviors, pathways to expertise development, and alternative systems for highlighting students capabilities. The examples will include approaches to measuring digital competence, visualizations that highlight technical learning across multiple settings, badging systems, and new measures around literacy. These examples will be used to spark discussions about digital media's role in assessments for the purposes of:

- Addressing inequalities
- Changing what it means to be educated
- Developing tailored instruction

We invite educators, designers, researchers, and students to come and join this conversation. We look for a healthy exchange of ideas and intend to generate a series of practical solutions (e.g. technical aspects of creating and distributing such measures, encouraging buy-in from stakeholders, addressing unintended and unforeseen consequences from deviating from traditional measures) in the hopes of fostering new directions for work and potential collaborations between participants.

## 17 Brenda Butler, Kevin Obomanu, and Sue Laue, Columbia Links, Columbia College Chicago **COLUMBIA LINKS: R\_VOICES**

Columbia Links is a high school journalism and news literacy program at Columbia College Chicago, so why not give people a taste of what we do? Come take a brief quiz on news and current events and see if you're up to speed with today's hot topics. Then, view and hear select teen-produced videos, webcasts and podcasts. Of course, no person will leave empty-handed. Each will get a copy of our annual publication, R\_Wurd, featuring stories written by teens, for teens, and our newsworthy "Don't Shoot, I Want to Grow Up" booklet of op-eds and letters addressed to Chicago Mayor Rahm Emanuel and Chicago Police Superintendent Garry McCarthy. And for our Chicago visitors, we also have delicious Frango chocolate mints!

## 18 Rhys Daunic, The Media Spot **DIGITAL ACCOUNTABLE TALK - BLENDING PARTICIPATORY CULTURE WITH THE COMMON CORE**

Some New York City K-12 teachers are developing online participatory environments in the classroom that require students to use Common Core-aligned, content-specific protocols for reporting, critiquing, and discussing use of varied media. The Media Spot is currently working with middle and elementary school teachers to experiment with online spaces that allow for students to engage in academic settings and demonstrate a blend of CCSS-based competencies, and digital and media literacy skills. The teachers' goal is to capture and observe students demonstrating understanding of content and concepts through thoughtfully crafted multimedia messages for peer audiences.

Join Rhys Daunic of The Media Spot in a "blended" conversation that will incorporate Project New Media Literacies' PLAYground, a social multimedia environment designed for facilitating multi-user conversations around user-driven themes.

We will look at and discuss works in progress from NYC blended elementary and middle school classroom environments, critique and brainstorm around the existing work, discuss experiences of workshop participants, and explore strategies for establishing and utilizing digital culture and production in traditional content areas. You will be invited to interact with and contribute ideas to the PLAYground space that will be shared with NYC teachers whose work we are examining, and even remix the content contributed during the session into your own custom PLAYground inquiry. Bring a web-enabled device!

## 19 Margaret Verre, Western Illinois University **TRANSFORMING LEARNING: WHO WILL LEAD THE EDUCATIONAL REVOLUTION?**

Why is it that education is promoted as a life transforming step to great economic potential, yet many of today's youth are bored to tears at all levels of school and lack basic job skills in today's market? And what is worse, higher education has taken no real steps over the last forty years to transform how it develops courses that blend different fields together to better prepare students to face an ever changing digital world. What would true transforming education look like in this time of ubiquitous digital devices? Why not elect Siri by data tagging to become a symbol of the next learning revolution? What does it take to blend educational or instructional objectives of factual knowledge with basic learning skills? The possible answers might surprise you.

# SCIENCE FAIR // THURSDAY, MARCH 14, 2013

MARCH 14, 2013 | 5:00-7:00 PM | SCIENCE FAIR | EXHIBITION HALL LEVEL 1

## EXPLORE, MAKE, SHARE: A 21ST CENTURY SCIENCE FAIR

Join us for an opening cocktail reception and interactive showcase of “making as learning.” Over 50 exhibitors from Hive Learning Networks and the Badges for Lifelong Learning Competition will share their projects that exemplify connected learning principles and provide pathways to a more participatory and civically engaged world. Come mingle and get to know the people, projects and ideas that are re-envisioning learning in the 21st Century.



- 23** 4-H/USDA Robotics Digital Badges
- 28** American Graduate: Let's Make It Happen Badges - Corporation for Public Broadcasting (CPB)
- 29** Asia Society - Pathways to Global Competence: A Badge System for Students
- 15** Badgestack - LearningTimes, Inc.
- 27** BadgesWork for Vets
- 19** BuzzMath
- 5** ChicagoQuest - Institute of Play
- 20** Computer Science Student Network - Carnegie Mellon's Robotics Academy
- 8** Iridescent - The Curiosity Machine
- 13** Design Exchange - Cooper-Hewitt Museum
- 39** Design for America: A Badge Community for Innovation
- 4** Digital Youth Network
- 17** Disney-Pixar Wilderness Explorers Badges
- 2** DreamYard + Museum of the Moving Image
- 18** EffectiveSC's Level Up
- 40** EARTHWORKS - DigitalWatershed / Ohio State University
- 2** Fab Lab - Dream It, Design It, Fab It! - Museum of Science and Industry, Chicago
- 8** Fraction Planet - Playpower Labs
- 4** FUSE - Northwestern University
- 6** GameChanger - Ci3 @ U Chicago
- 2** GlassLab - Institute of Play  
Hive Learning Networks
- 6** Hip-Hop On L.O.C.K.
- 34** Intel & Society for Science and the Public Badges
- 7** Invent-abling
- 1** The LAMP - Intergenerational Media Literacy Program
- 9** Lifelong Kindergarten @ MIT Media Lab
- 29** Leverage for Digital On-Ramps
- 11** MAKESHOP - Children's Museum of Pittsburgh
- 33** Moodle as Issuer, Mahara as Displayer - Totara Learning Solutions
- 12** MOUSE Wins! National Badge-based Achievement System for Youth Digital Leadership
- 37** My Girl Scout Sash is an App - Girl Scouts of Greater Chicago and Northwest Indiana
- 26** The National Manufacturing Badge System  
NatureBadges - Smithsonian Museum of Natural History
- 14** New York Hall of Science (NYSC) - Maker Space
- 11** Now Is the Time - Chicago Public Library, Facing History and Ourselves, Steppenwolf Theatre Company
- 25** Partners in Learning Network Badges - Microsoft  
Pathways for Lifelong Learning - Providence After School
- 22** Alliance
- 32** Peer 2 Peer University (P2PU)  
Planet Stewards: Personalized Learning in 3D Gamelabs -
- 21** NOAA & GoGo Labs
- 35** Preparing Librarians to Meet the Needs of 21st Century Teens - YALSA
- 3** Project Exploration - Adler Planetarium: Zooniverse.org & FarHorizonsProject.com
- 3** Project Exploration - Cross-Pollinator  
WNYC's Radio Rookies
- 10** Robotics and STEM Badges Using NASA Content
- 36** SCRATCH @ MIT Media Lab
- 9** State of STEM in Out of School Time | Project Exploration
- 3** Supporter to Reporter (S2R) Medals - DigitalMe & Makewaves
- 16** Global Kids
- 9** The Sustainable Agriculture and Food Systems Learner Driven
- 24** Badges Project
- 39** Sweet Water AQUAPONS Badge System  
take pART
- 10** ShowEvidence - Pathways to Global Competence: A Badge System for Students
- 29** System for Students
- 31** Who Built America? Badges for History Education - CUNY
- 30** Youth Digital Filmmaker Badge System: Youtopia, Philadelphia Youth Network, School District of Philadelphia



**4-H/USDA Robotics Digital Badges (23)**

4-H Digital Badges presents new ways of acknowledging learning and accomplishment by introducing its first five badges on the topic of robotics as its system is launched. With 6 million young people involved in 4-H throughout the country, there is great potential to engage youth in deeper learning through badges.

[www.csrees.usda.gov/youthdevelopment4h.cfm](http://www.csrees.usda.gov/youthdevelopment4h.cfm)

**American Graduate: Let's Make It Happen Badges - Corporation for Public Broadcasting (CPB) (28)**

Each year over 1 million students drop out of high school. American Graduate: Let's Make it Happen is a multi-year public media initiative, supported by the Corporation for Public Broadcasting, to help local communities identify and implement solutions to the high school dropout crisis. A cornerstone of the initiative is to provide top-quality, proven digital educational resources that will engage and motivate middle and high-school at-risk youth to stay in school, graduate, and prepare for college and careers.

[www.americangraduate.org](http://www.americangraduate.org)

**Asia Society - Pathways to Global Competence: A Badge System for Students (29)**

The Globally Competent Youth Badge System gives high school students the opportunity to earn five badges certifying their achievements as globally competent youth. A student earns the Global Researcher, Global Integrator, Global Communicator, and Global Contributor badges by demonstrating proficiency in the four domains of global competence and then earns the Globally Competent Youth Leader Badge by presenting a portfolio of his/her work and accomplishments.

<http://asiasociety.org/education>

**Badgestack - LearningTimes, Inc. (15)**

BadgeStack™ is a social learning and community system. Powered by BadgeOS™ and issuing Mozilla OBI-compliant badges through Credly™, BadgeStack is an open source plugin to WordPress. The Hive Network, Smithsonian Institution, NYC Department of Education, Yale, and Longwood University are five of the 200+ organizations using BadgeStack.

[www.badgestack.com](http://www.badgestack.com)  
[www.learningtimes.com](http://www.learningtimes.com)

**BadgesWork for Vets (27)**

The BadgesWork for Vets program offers a solution to help Veterans leverage their military training and unique skill sets by developing badges that visually represent military training and real world skills acquired while serving in any of branch of the US military. At a glance, prospective employers will be able to verify military training completed and know that the Veteran applying for a position with their company has the training and skills necessary, making him or her the best possible choice for their company.

<https://badgesforvets.org>

**BuzzMath (19)**

BuzzMath provides students with rigorous and engaging practice that leads them to the ultimate goal of obtaining mastery of concepts outlined in the Common Core Mathematics Standards. All requirements for badge acquisition by students have been designed in accordance with the Common Core State Standards (CCSS). BuzzMath badges convey grade-level mastery of required mathematical concepts as well as acknowledge positive behaviors that lead to mathematical achievement and success.

[www.buzzmath.com](http://www.buzzmath.com)

**ChicagoQuest - Institute of Play (5)**

Quest to Learn is the first school in the country organized around systems thinking and the principles of game design. It was developed by a group of forward-thinking educators\* from the Institute of Play committed to creating a critically relevant, engaging, youth-oriented, rigorous, and learning-centered approach to education.

[www.instituteofplay.org/work/projects/quest-schools/cics-chicagoquest/](http://www.instituteofplay.org/work/projects/quest-schools/cics-chicagoquest/)

**Computer Science Student Network - Carnegie Mellon's Robotics Academy (20)**

Carnegie Mellon University's Computer Science Student Network (CS2N) is an online learning environment where students, teachers, and hobbyists can earn badges and certifications as they play with, compete in, and learn about computer science and STEM-related topics (CS-STEM). Badges visually document progress to establish concrete curricular trajectories from introductory-level tutorials to industry-recognized certifications.

[www.cs2n.org](http://www.cs2n.org)

**Iridescent - The Curiosity Machine (8)**

The Curiosity Machine connects students to professional engineers. Engineers create design challenges, or open-ended prompts encouraging kids to build some sort of machine to complete their challenge. Kids answer design challenges by submitting projects. Kids receive feedback about their projects from engineers and gain badges to mark their accomplishments.

<http://iridescentlearning.org>  
<http://curiositymachine.org>

### **Design Exchange - Cooper-Hewitt Museum (13)**

Smithsonian's Cooper-Hewitt and National Design Museum, in partnership with LearningTimes, has embarked on an initiative to integrate badging into its successful DesignPrep program for underserved NYC high school students. Badges will be awarded at increasing levels for student achievements in design disciplines and/or overall design thinking and competencies for in-person and web-based learning.  
<http://badgestack.cooperhewitt.net>  
[www.cooperhewitt.org](http://www.cooperhewitt.org)

### **Design for America: A Badge Community for Innovation (38)**

The Digital Loft for Design for America helps university student design teams learn how to create solutions to real-world problems before leaving higher education. The Digital Loft is a badge system that supports this community of young innovators through badge challenges, and related feedback, project sharing and instruction.  
<http://designforamerica.com>

### **Digital Youth Network (4)**

Digital Youth Network gives students tools to be engaged, articulate, critical and collaborative. Facilitate the ability to become creators - designers, builders & innovators - who can envision new possibilities.  
[www.digitalyouthnetwork.org](http://www.digitalyouthnetwork.org)

### **Disney-Pixar Wilderness Explorers Badges (17)**

Join the Wilderness Explorers online and become a real-world advocate for endangered sea turtles! Designed to support life science curriculum for grades 3-6, the Disney/Pixar Wilderness Explorers badge blends story, learning and gameplay to invite kids to become both experts and advocates for wild things and wild places.  
<http://dmlcompetition.net/Competition/4/badges-projects.php?id=2762>

### **DreamYard + Museum of the Moving Image (2)**

In "From the Lab to the Living Room," youth in DreamYard's

maker program are taking multiple field trips to the research lab at the Polytechnic Institute at NYU, where they are meeting researchers and graduate students, learning about technology careers, and seeing demonstrations of new technologies. In workshops after each trip, they brainstorm new applications for the technologies they saw, create paper prototypes, and create a video demo.  
<http://dreamyard.com>  
[www.movingimage.us](http://www.movingimage.us)

### **EARTHWORKS - DigitalWatershed / Ohio State University (40)**

"EARTHWORKS rising" is an interactive Badge System & Website for young people that connects science, history, culture and art through a multidisciplinary approach that honors an authentic Native American voice. The content being developed during the first phase of this project focuses on the Earthworks of the Ohio River Valley.  
[www.earthworksrising.org](http://www.earthworksrising.org)

### **Fab Lab - Dream It, Design It, Fab It! - Museum of Science and Industry, Chicago (2)**

The Museum of Science and Industry Chicago houses a state-of-the-art digital fabrication laboratory called the Wanger Family Fab Lab, a small-scale workshop for computer-based innovation, design and fabrication. The Fab Lab allows you to dream up, design and make almost anything you can imagine using cutting-edge software and equipment.  
[www.msichicago.org/whats-here/fab-lab](http://www.msichicago.org/whats-here/fab-lab)

### **Fraction Planet - Playpower Labs (8)**

Fraction Planet is a game-based curriculum that aligns to dozens of common core standards for fractions instruction. Designed for in-school and out-of-school environments, Fraction Planet can be played on a PC, tablet, smartphone and even on interactive whiteboards. By reporting student performance on different core standards, Fraction

Planet helps teachers & parents coach students in areas where they are struggling.  
<http://fractionplanet.com>

### **FUSE - Northwestern University (4)**

FUSE studios (formerly YouSTEM) will engage youth in STEM fields through low barrier, hands-on exploratory challenges. The project is exploring the deployment of FUSE programming in libraries and area high schools. Using a leveling up model from gaming, students will gain increasing science and engineering skills and interest. Connecting these spaces virtually will create a community of youth learners.  
<http://osep.northwestern.edu/projects/fuse>

### **GameChanger - Ci3 @ U Chicago (6)**

Games have the power to change reality. We work with youth to create games that are authentic, meaningful, and powerful tools for learning and social change.  
<http://gamechanger.uchicago.edu>  
<http://ci3.uchicago.edu>

### **GlassLab - Institute of Play (5)**

GlassLab is exploring the potential for existing, commercially successful digital games to serve both as potent learning environments and real-time assessments of student learning. By integrating learning and assessment in a single engaging, data-rich experience, the Lab aims to deliver students and teachers powerful, pioneering tools to improve the process of learning and accelerate progress on the path toward college and career.  
[www.instituteofplay.org/work/projects/glasslab](http://www.instituteofplay.org/work/projects/glasslab)

### **Hip-Hop On L.O.C.K. (6)**

Hip-Hop On L.O.C.K. strives to take youth to new heights through music throughout Western Pennsylvania and surrounding areas.  
[www.hiphoponlock.org](http://www.hiphoponlock.org)

### **HIVE Fashion - Hive Learning Networks**

Hive Fashion is a program in which

members of the Hive Learning Networks in Chicago and New York City will partner with industry professionals to give high school-age teens the transformative learning experience that comes from bringing personally meaningful ideas to life through creative design and production. <http://www.hivefashion.org>  
<http://hivelearningnetwork.org>

### **Intel & Society for Science and the Public Badges (34)**

Intel and Society for Science & the Public (SSP) Badges will feature SSP's premier high school science competitions, the Intel International Science and Engineering Fair (Intel ISEF) and the Intel Science Talent Search (Intel STS), which reward independent scientific and engineering research. A digital badge system that provides a visual demonstration of achievement will enhance and further elevate accomplishment in the eyes of the students themselves as well as college admissions officers looking for achievements that set these students apart. [www.societyforscience.org/STS](http://www.societyforscience.org/STS)

### **Invent-abling (7)**

A creative design kit that exposes children to an assortment of smart materials and electronic components for interactive craft projects. [www.invent-abling.com](http://www.invent-abling.com)

### **The LAMP - Intergenerational Media Literacy Program (1)**

The Intergenerational Media Literacy (IML) program united seniors and teens in the fall of 2012 to hack ageist messages in media. This was the first collaboration between The LAMP, OATS and Museum of the Moving Image. Stop by The LAMP's booth to hear about lessons learned, watch student projects and find out what's next for IML. [www.thelampnyc.org](http://www.thelampnyc.org)

### **Lifelong Kindergarten @ MIT Media Lab (9)**

Want to create, remix, and share your own interactive stories, games, and animations? Check out the new generation of Scratch, which lets you code directly in

the web browser, opening new opportunities for creativity and collaboration in the cloud. <http://ilk.media.mit.edu>

### **Leverage for Digital On-Ramps (29)**

The Leverage™ for Digital On-Ramps project will implement the Leverage™ Badging System by Pragmatic Solutions into the infrastructure of the Digital On-Ramps (DOR) project lead by the Urban Affairs Coalition, Philadelphia Academies, Inc. (PAI) and others. DOR aims to create practical solutions to one of Philadelphia's most formidable challenges: preparing all Philadelphians to work and compete in the 21st century economy by providing a digital framework for delivering comprehensive education and workforce training to youth and adults (ages 14-65). The Leverage™ System will be integrated into PAI's Post-Secondary and Career Readiness (PSCR) Course, a developmental multi-year DOR course designed to provide 21st century and post-secondary readiness skills for 900 students. [www.digitalonramps.com](http://www.digitalonramps.com)

### **MAKESHOP - Children's Museum of Pittsburgh (11)**

MAKESHOP is a space for hands-on building and tinkering with old and new technologies, exciting projects, and cutting-edge media. Do-it-yourself with electronics, sewing machines, and woodworking alongside some of the coolest indie crafters, hackers, and inventors in the city! MAKESHOP officially opened at Children's Museum of Pittsburgh on October 22, 2011. [www.makeshoppgh.org](http://www.makeshoppgh.org)  
[www.pittsburghkids.org](http://www.pittsburghkids.org)

### **Moodle as Issuer, Mahara as Displayer - Totara Learning Solutions (33)**

The "Moodle as Issuer, Mahara as Displayer" project will support Mozilla's Open Badges Infrastructure. The solution is developed for Moodle, the world's leading open source learning management system, and Mahara, a leading eportfolio system widely

used in K12 and higher education. The new functionality will also be integrated into TotaraLMS, the corporate distribution of Moodle. <http://totalalms.com/feature-a-benefits/open-badges%20www.totalalms.com>

### **MOUSE Wins! National Badge-based Achievement System for Youth Digital Leadership (12)**

MOUSE and collaborators at Minds On Design Lab, Inc. are working to scale an online badging system that supports its national youth network in credentialing computational, digital, and workplace skills and literacies. MOUSE's badge ecosystem works to establish community participation and peer-to-peer learning as bedrock for program culture. Based in NYC, MOUSE provides young people across more than 300 program sites nationally with authentic situated learning environments that support their school community, increase their experience applying skills, and offer critical exposure to new interests and a growing community of supportive peers and adults who make, dream, and learn with digital media & technology. <http://mouse.org>

### **My Girl Scout Sash is an App - Girl Scouts of Greater Chicago and Northwest Indiana (37)**

My Girl Scout Sash is an App is a pilot open badge infrastructure program through which girls gain the skills to build simple Android Apps that are informed by, and supportive of, the national Girl Scout Leadership Experience. The progressive, increasingly complex program is for girls ages 13-17 who attend App Boot Camp 101, 201, and 301 to earn digital badges to display on their digital sash. Project partners are Girl Scouts of Greater Chicago and Northwest Indiana, Motorola Mobility Foundation and MentorMob. <http://girlscoutsgcnwi.org>

### **The National Manufacturing Badge System (26)**

The National Manufacturing Badge System will recognize the wide range of skills, competencies, and achievements that students and

workers need to be competitive in today's Advanced Manufacturing workplace. The National Manufacturing Badge System will supplement formal learning requirements and pathways, providing individuals with an additional online platform to convey their knowledge and skills to employers.

[www.themanufacturinginstitute.org/Initiatives/Badges/Badges.aspx](http://www.themanufacturinginstitute.org/Initiatives/Badges/Badges.aspx)

### **NatureBadges - Smithsonian Museum of Natural History (14)**

NatureBadges will enable visitors to the museum earn badges while participating in hands-on activities with real collections objects. Visitors will be able to level up to participate in citizen science projects in their area of interest, and our teen volunteer program will use badges to acknowledge training and special skills.

[www.learningtimes.com/news/smithsonian-nature-badges](http://www.learningtimes.com/news/smithsonian-nature-badges)  
[www.mnh.si.edu](http://www.mnh.si.edu)

### **New York Hall of Science (NYSCI) - Maker Space (11)**

Maker Space at the New York Hall of Science is where schools, families and aspiring makers from across the New York area learn the tools and techniques of Making in its many forms. Maker Space is a year-round venue for the kinds of projects and presentations prevalent at the annual World Maker Faire, which NYSCI hosts each September.

<http://makerspace.nysci.org>

### **Now Is the Time - Chicago Public Library, Facing History and Ourselves, Steppenwolf Theatre Company (1)**

Now Is the Time is a citywide initiative inspiring young people to make positive change in their communities and stop youth violence and intolerance.

[www.nowisthetimechicago.org/chicago-public-library](http://www.nowisthetimechicago.org/chicago-public-library)  
[www.facing.org](http://www.facing.org)

### **Partners in Learning Network Badges - Microsoft (25)**

The Partners in Learning Network will support educators and school leaders' active participation in the Partners in Learning Program by instituting a rewards and recognitions badge system. The abundance of

knowledge, resources, and accessibility to information available today requires a different approach from the generic one-size fits all engagement models of the past. New tools--like the use of badge systems as a means to reward, recognize, and motivate behavior--will fast become an essential change agent in capturing one's skills, competencies, and achievements.

[www.pil-network.com](http://www.pil-network.com)

### **Pathways for Lifelong Learning - Providence After School Alliance (22)**

The Providence After School Alliance's Hub project incorporates digital badges to publicly validate high school-level credit-bearing Expanded Learning Opportunities (ELOs). ELOs are badge-earning learning experiences that happen outside of school and range from developing and pitching business plans to local venture capital firms to learning how to make Android phone applications at Brown University.

[www.hubprov.com](http://www.hubprov.com)

### **Peer 2 Peer University (P2PU) (32)**

Peer 2 Peer University is a grassroots organization changing the way we learn online. P2PU is developing a Badge platform for anyone to create a Badge and get feedback on their work.

[www.p2pu.org](http://www.p2pu.org)

### **Planet Stewards: Personalized Learning in 3D Gamelabs - NOAA & GoGo Labs (21)**

Planet Stewards is developing the next generation of science specialists who will guide the future of our earth and oceans. The project provides high school students personalized learning options using 3D GameLab, and the ability to quest and earn over 15 badges representing NOAA sciences career pathways.

<http://noaaplanetstewards.org>

### **Preparing Librarians to Meet the Needs of 21st Century Teens - YALSA (35)**

YALSA's badge project gives library staff working with teens the chance to gain skills related

to the association's competencies for librarians serving youth. Badge earners get to connect with others in the community as they take part in project activities, create artifacts, and provide feedback and support.

[www.ala.org/yalsa/badges-learning](http://www.ala.org/yalsa/badges-learning)

### **Project Exploration - Adler Planetarium: Zooniverse.org & FarHorizonsProject.com (3)**

The Adler doesn't want to just inspire your exploration and understanding of our Universe, we want you to join us! Come learn about the exciting Citizen Science Alliance projects at Zooniverse.org or join the Far Horizons, high-altitude ballooning, near space exploration crew.

<http://adlerplanetarium.org>  
[www.zooniverse.org](http://www.zooniverse.org)  
<http://farhorizonsproject.com>

### **Project Exploration - Cross-Pollinator (3)**

Here you can mess around with materials, tools and techniques, play around with ideas and make things together. You can investigate how things work, discover new materials and learn new techniques and skills.

[www.projectexploration.org](http://www.projectexploration.org)

### **Radio Rookies - WNYC (10)**

Radio Rookies is a New York Public Radio initiative that provides teenagers with the tools and training to create radio stories about themselves, their communities and their world.

[www.radiorookies.org](http://www.radiorookies.org)

### **Robotics and STEM Badges Using NASA Content (36)**

The Robotics and STEM Using NASA Content ecosystem leverages NASA content to provide STEM learning opportunities and spread awareness of STEM disciplines. It connects users to STEM content, to mentors, and to others who share their passion for STEM activity. The badge system is compatible with NASA educational programs, [NASAtsalk.com](http://NASAtsalk.com), and Starlite, the NASA-themed space game. The ecosystem features

embedded tools for users and administrators to connect to STEM learning, and is compatible with the Mozilla OBI.

[www.starlitebadges.com/engine](http://www.starlitebadges.com/engine)

### **SCRATCH @ MIT Media Lab (9)**

Scratch is a programming language that makes it easy to create, remix and share your own interactive stories, animations, games, music, and art — all within the browser.

<http://scratch.mit.edu>

### **State of STEM in Out of School Time - Project Exploration (3)**

This survey project aimed at answering basic questions about Chicago's out-of-school time (OST) STEM landscape.

<http://stemchicago.wordpress.com>  
[www.projectexploration.org](http://www.projectexploration.org)

### **Supporter to Reporter (S2R) Medals - DigitalMe & Makewaves (16)**

Supporter to Reporter is a real-life learning program that gives young people skills and confidence through sports reporting. Endorsed by sports and media industry, S2R Medals recognize the range of technical, collaboration and leadership skills gained through the program, making it ideal for college and employment readiness.

[www.makewav.es/s2r](http://www.makewav.es/s2r)  
[www.digitalme.co.uk](http://www.digitalme.co.uk)  
[www.projectexploration.org](http://www.projectexploration.org)

### **Global Kids (9)**

Global Kids is a non-profit educational organization for global learning and youth development that works to ensure that urban youth have the knowledge, skills, experiences and values they need to succeed in school, participate effectively in the democratic process, and achieve leadership in their communities and on the global stage.

[www.globalkids.org](http://www.globalkids.org)  
<http://olpglobalkids.org>

### **The Sustainable Agriculture and Food Systems Learner Driven Badges Project (24)**

UC Davis' Agricultural Sustainability Institute (ASI) is developing a model platform for validating experiential learning within formal institutional

contexts at the undergraduate level. In creating a learner-driven, content-rich badge system, ASI is establishing new model for bridging learning in and out of the classroom, and enabling learners to better communicate their skills and competencies to a broad audience.

Digital Youth Network focuses on engaging hybrid learning environments. We have a portfolio of social learning tools to support this. They range from a social learning network, a tool for earning badges through media challenges to an online gallery to develop curatorial skills. Our work also includes social practice design for effectively leveraging these types of tools.

<http://dmlcompetition.net/Competition/4/badges-projects.php?id=2872>

### **Sweet Water AQUAPONS Badge System (39)**

The AQUAPONS Program allows lifelong learning and skill development. Aquaponics, a method of growing food that uses fish, water, plants and systems, is an effective way to improve proficiency in science, technology, engineering, art and math. AQUAPONS is an interactive, badge-based community driven approach to building 21st Century learning communities.

<http://sweetwaterfoundation.com>

### **take pART (10)**

Take pART offers digital storytelling workshops that engage youth to facilitate the creation of digital media art pieces. These art pieces relate their particular perspective on important issues in their community ranging from the environment to bullying, school change to inspiring adults.

[www.takepartpgh.org](http://www.takepartpgh.org)

### **ShowEvidence - Pathways to Global Competence: A Badge System for Students (29)**

Asia Society is working with ShowEvidence to create a badge system that progressively denotes globally competent youth leadership. Global competence is the capacity and disposition to understand and act on issues of global significance. Supporting students' ability to demonstrate their learning, this system engages

learners in more powerful, relevant, and self-directed way as they master skills and knowledge enabling them to develop their identity as a global youth leader.

[www.showevidence.com](http://www.showevidence.com)

### **Who Built America? Badges for History Education - CUNY (31)**

Who Built America Badges for History Education is an online professional development learning community where teachers practice and master the skills of effective history teaching, and design materials to help students master Common Core literacy skills. Developed by American Social History Project in collaboration with Electric Funstuff, Think Design, and Education Development Center, Who Built America Badges for History Education combine proven professional development methods and compelling social history content.

<http://badges.ashp.cuny.edu>

### **Youth Digital Filmmaker Badge System - Youtopia, Philadelphia Youth Network, School District of Philadelphia (30)**

The Youth Digital Filmmaker Badge system introduces students to the art and science of digital filmmaking. Ninth grade students are supported in exploring a combination of five identities: story developer, editor, filmmaker, collaborator, and digital storyteller. The collective identities are defined by corresponding academic, technical and 21st century skills. The academic skills are English Language Arts standards drawn from the Common Core Standards. Consequently, students are eligible to earn digital badges and core academic credit for the work they produce while creating documentary and narrative short films.

[www.youtopia.com/info](http://www.youtopia.com/info)  
<http://input//pyninc.org>  
[www.phila.k12.pa.us](http://www.phila.k12.pa.us)

# CONFERENCE INFORMATION

## WIRELESS INTERNET INFORMATION

Wireless access will be open and free throughout the conference. Hotel guests will receive a wireless code when they check into their hotel.

## SOCIAL MEDIA AT DML2013

**Twitter:** @dmlconference #DML2013

**Conference Website:** <http://dml2013.dmlhub.net>

**Recordings:** Video and audio recordings of the keynotes and plenary sessions will take place during the conference. These will be placed on the DML2013 website shortly after the end of the conference.

**Photography:** A photographer will be taking photographs throughout the conference. These will be posted at: [www.flickr.com/photos/dmlcentral](http://www.flickr.com/photos/dmlcentral)

**Mailing List:** the Digital Media and Learning Hub, housed at the University of California Humanities Research Institute, maintains the dmlhub-l discussion list. It is intended to support researchers and practitioners in the DML field. It provides a community interested in sharing information, discussing key research interests and concerns, and networking with scholars from across disciplines and at all career levels and research environments. To join, please see: <https://maillists.uci.edu/mailman/listinfo/dmlhub-l>

## CONFERENCE RECEPTIONS AND GATHERINGS

**EXPLORE, MAKE, SHARE: A 21ST CENTURY SCIENCE FAIR** (Thursday, March 14)

We invite you to join us for an opening reception and science fair after the Ignite Talks on Thursday, March 14, 2013.

**DML2013 ANNUAL RECEPTION** (Thursday, March 14)

Enjoy the annual DML reception on Thursday, March 14, Exhibition Hall A&B.

**“IS SCHOOL ENOUGH?” SCREENING, DISCUSSION, AND RECEPTION** (Friday, March 15)

Please join us for a preview screening of a new documentary that will be aired on PBS this Fall. Produced by Stephen Brown. Supported by the John D. and Catherine T. MacArthur Foundation and the Pearson Foundation.

**DML CAFÉ:** Open Saturday, March 16, 2013, (one day only!) from 11:00 AM to 12:30 PM, and from 2:00 to 3:30 PM. The DML Cafe is an informal, relaxed space for you to share your ideas. Please sign up at the information desk to register for a table!

## FORMAL PROGRAM PRESENTATION FORMATS

This year the conference will feature a number of formats: workshops, panels, short talks, invited panels and ignite talks.

**Ignite Talks:** An Ignite talk is a short presentation of 5 minutes where 20 slides are automatically advanced every 15 seconds. Ignite talks are dynamic and focus on the speaker with visuals to back up the orated content. Ignite talks will be held on Thursday, March 14 and Saturday, March 16, 2013.

**Featured Panels:** Curated by the conference committee, invited panels bring together in discussion four to five participants representing a range of ideas, projects and perspectives aligned to one of the four subthemes of the conference.

**Panels:** Panels bring together in discussion four to five participants representing a range of ideas and projects. Panels are scheduled for 90 minutes and may include a mix of individuals working in areas of research, theory, and practice.

**Short Talks:** In short talk panels, participants will present five to six short, ten minute talks where presenters speak for ten minutes on their work, research or a subject relevant to the conference theme and/or subthemes.

**Workshops:** Workshops provide an opportunity for hands-on exploration and/or problem solving. They can be organized around a core challenge that participants come together to work on or around a tool, platform, or concept.

## TRACK THEMES

ENVISIONING 21ST CENTURY CIVIC EDUCATION // 21C

YOUTH MEDIA & YOUTH MOVEMENTS: ORGANIZING, INNOVATION, LIBERATION // YM

WHOSE CHANGE IS IT ANYWAY? FUTURES, YOUTH, TECHNOLOGY AND CITIZEN ACTION IN THE GLOBAL SOUTH (AND THE REST OF THE WORLD) // WC

TECH FOR GOVERNANCE: COMMUNITY-DRIVEN INNOVATION // TG

DIGITAL MEDIA & LEARNING // DML

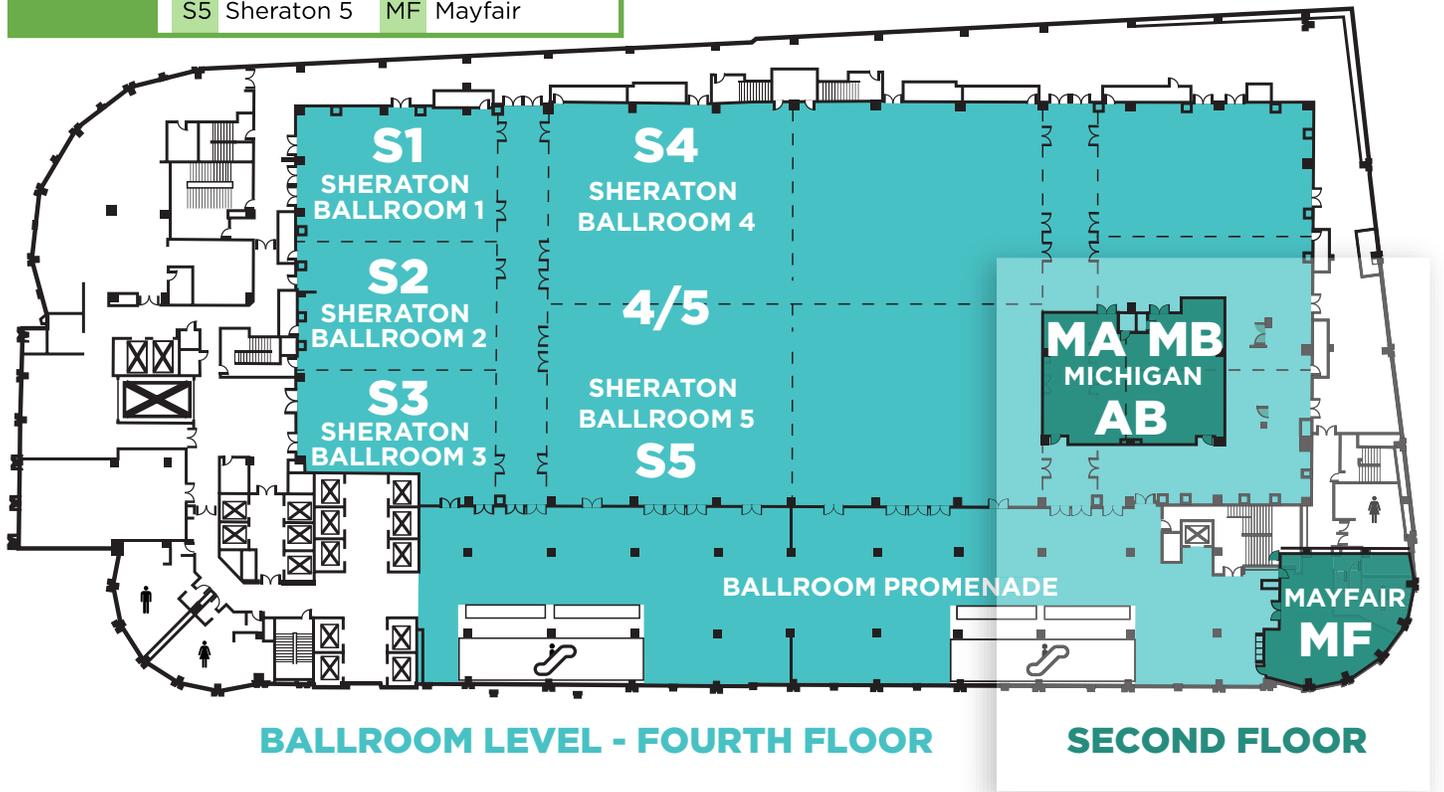
# MAPS

## CHICAGO | HOTEL & SURROUNDING AREA



## CONFERENCE SPACE | SHERATON CHICAGO HOTEL & TOWERS

ROOM GUIDE	S1 Sheraton 1	4/5 Sheraton 4/5
	S2 Sheraton 2	MA Michigan A
	S3 Sheraton 3	MB Michigan B
	S4 Sheraton 4	AB Michigan A/B
	S5 Sheraton 5	MF Mayfair



# GENERAL INFORMATION

**CHICAGO** is the most populous city in the U.S. state of Illinois, and the third most populous city in the United States, with approximately 2.8 million residents. Its metropolitan area, which extends into Indiana and Wisconsin, is the third-largest in the United States, with an estimated 9.8 million people. Chicago is the county seat of Cook County,[7] though a small portion of the city limits also extend into DuPage County.

Chicago was incorporated as a city in 1837, near a portage between the Great Lakes and the Mississippi River watershed. The city is an international hub for finance, commerce, industry, telecommunications, and transportation, with O'Hare International Airport being the second-busiest airport in the world in terms of traffic movements.

Among metropolitan areas, Chicago has the fourth-largest gross domestic product (GDP) in the world, just behind Tokyo, New York City, and Los Angeles, and ranking ahead of London and Paris. Chicago is one of the most important Worldwide Centers of Commerce and trade.



## VENUE

The 2013 Digital Media and Learning Conference will be held at the Sheraton Chicago Hotel & Towers, located in the heart of the city on the Chicago Riverwalk overlooking the Chicago River. The hotel puts you within walking distance of dining, entertainment and nightlife—Navy Pier, Millennium Park, Michigan Avenue shopping, the Art Institute and the Loop District. For Chicago visitor information, visit: [www.explorechicago.org/city/en.html](http://www.explorechicago.org/city/en.html)

## HOTEL INFORMATION

Sheraton Chicago Hotel & Towers | 301 East North Water Street | Chicago, IL 60611  
312-464-1000 | Reservations: 800-233-4100 | [www.sheratonchicago.com](http://www.sheratonchicago.com)

Chicago visitor information: [www.choosechicago.com](http://www.choosechicago.com)

## TRAVEL INFORMATION

### GROUND TRANSPORTATION

#### DRIVING

Directions to the Sheraton Chicago Hotel & Towers: [www.sheratonchicago.com/downloads/directions.pdf](http://www.sheratonchicago.com/downloads/directions.pdf)

#### HOTEL & CONFERENCE PARKING

Hotel self parking is available to meeting attendees at a rate of \$17 for the first two hours, \$26 for hours 2-4, \$28 for hours 4-6, with a maximum of \$37/day.

Valet parking is available at a rate of \$51 per day with in/out privileges. Self-parking is \$39/night without in/out privileges.

## FROM CHICAGO O'HARE INTERNATIONAL AIRPORT:

Chicago O'Hare International Airport is located approximately 18 miles from the Sheraton Chicago Hotel & Towers. Ground transportation information: [www.ohare-airport.org/ORD/directions.html](http://www.ohare-airport.org/ORD/directions.html)

**Taxis:** are available on a first come basis from the lower level curbside front of all terminals. For wheelchair accessible vehicles, please call United Dispatch at 1-800-281-4466. There are no flat rates since taxicabs run on meters. Taxi cost between \$35-45 and the drive time is 35 minutes without traffic.

**Shared Vans:** Continental Airport Express Transport (888-284-3826) is available at \$29.50 one way and \$55 round trip. Details are available at [www.airportexpress.com](http://www.airportexpress.com).

A discount of 10% is available when using the following link for reservations: <http://airportexpress.hudsonltd.net/res?USERIDENTRY=UCIDIGITAL&LOGON=GO>

**Public Transportation:** The CTA Blue Line train runs 24 hours a day between O'Hare and downtown Chicago. Schedules and fare information are available at: [www.transitchicago.com](http://www.transitchicago.com)

## FROM CHICAGO MIDWAY AIRPORT:

Chicago Midway Airport is located approximately 12 miles from the Sheraton Chicago Hotel and Towers. Ground transportation information is available via the following link: [www.ohare.com/passengerinformation/groundtransportation/midway](http://www.ohare.com/passengerinformation/groundtransportation/midway)

**Taxis:** Taxicabs are available on a first come, first serve basis from the lower level curbside front of the terminal. Shared ride service is available. There are no flat rates because all taxicabs run on meters. Expect to spend approximately \$28 to \$30 for a taxicab ride to downtown Chicago.

**Shared Vans:** Continental Airport Express Transport (888-284-3826) is available at \$25.00 one way and \$46.00 round trip. Details are available at [www.airportexpress.com](http://www.airportexpress.com).

A discount of 10% is available when using the following link for reservations: <http://airportexpress.hudsonltd.net/res?USERIDENTRY=UCIDIGITAL&LOGON=GO>

**Public Transportation:** CTA and METRA provide service from Midway. Details: [www.ohare.com/passengerinformation/groundtransportation/midway/CTA.aspx](http://www.ohare.com/passengerinformation/groundtransportation/midway/CTA.aspx)

## CHILD CARE

We have compiled the following resources for parents attending the DML2013 conference who wish to secure childcare. The conference can't provide childcare nor it does endorse any one provider. Please contact each service to determine which one would work best for you and your family.

**American Child Care** | 312-644-7300 | \$21/hour / family up to 3 children | Minimum of 4 hours | \$20 agency fee  
The Sheraton Hotel and Towers offers a 10% discount card for American Childcare. A discount card is available at the Concierge Desk that needs to be requested prior to contacting American Child Care.

**Sitter City** | [www.sittercity.com](http://www.sittercity.com)

**Urban Sitter** | [www.urbansitter.com](http://www.urbansitter.com)

**Care** | [www.care.com](http://www.care.com)

## LOCAL CUISINE

**Andy's Jazz Club** | Jazz /American/Italian | \$15-25 | (312) 642-6805 | 11 E. Hubbard

Walk out the front door and turn left. Cross the street and walk west through the courtyard to Michigan Ave. Cross the street and continue through the courtyard. Take the stairs down to Hubbard. Continue west to 11 E. Hubbard on your left hand side.

**Aria** | Upscale Asian Fusion | \$15-25 | (312) 252-1359 | 200 N. Columbus Dr

Located in The Fairmont Hotel. Walk out the front door and turn left. Turn left again onto Columbus Drive and cross the river. Immediately past the bridge, take the stairs on your left to upper Wacker Drive. Walk across Wacker Drive to upper Columbus. Walk two blocks south to The Fairmont Hotel, located on the right side of street.

**Bandera** | American \$15-25 | (312) 644-3524 | 535 N. Michigan Ave

Walk out the front doors and turn left. Turn right onto Michigan Ave. towards 535 N. Michigan Ave. Bandera is upstairs from Citibank.

**Bella Bacino** | Italian | \$15 and up | (312) 263-2350 | 75 E. Wacker Dr

Walk 2 blocks west to Michigan Ave. Turn left on Michigan, cross the river and turn right onto Wacker. Continue to 65 E. Wacker on the left hand side.

**The Capital Grille** | Steakhouse | \$25 and up | (312) 337-9400 | 633 N. St. Clair

Follow directions to Coco Pazzo Café. The Capital Grille is on your right at 633 N. St. Clair.

**Catch 35** | Upscale Seafood | \$25 and up | (312) 346-3500 | 35 W. Wacker

Turn left out the front doors and proceed straight 2 blocks to Michigan Ave. Turn left on Michigan and cross the bridge to Wacker Dr. Turn right on Wacker and continue west to 35 W. Wacker.

**Chicago Cut Steakhouse** | \$25 and up | (312) 329-1800 | 300 N. LaSalle

Turn left out the front doors and proceed straight two blocks to Michigan Ave. Turn left on Michigan, and cross the bridge to Wacker Dr. Turn right on Wacker and continue west towards LaSalle. Turn right at LaSalle Street bridge, cross over, and the restaurant is on your left hand side.

**Cite'** | Upscale French | \$25 and up | (312) 644-4050 | 505 N. Lakeshore Dr. #101

Walk out the front door and towards the bottom of the taxi ramp to Illinois Street. Turn right onto Illinois street and walk towards Navy Pier (approximately four blocks). At the stoplight at the Lakeshore Drive Bridge, cross the street and turn left and follow to the stoplight at Grand Ave. Turn right and walk about 1 block to Lake point Tower to Cite'.

**Coco Pazzo Café** | Italian | \$8-15 | (312) 664-2777 | 636 N. St. Clair

Walk out front doors and turn left to the corner of our building. Turn right on Columbus and proceed down the hill four blocks to Ontario St. On Ontario, turn left and walk one block to St. Clair. Cross St. Clair St. and turn right, you'll see Coco Pazzo on the left.

**David Burkes** | Steak/Seafood | \$25 and up | (312) 660-6000 | 616 N. Rush

Turn left out the front doors and continue straight 2 blocks to Michigan Ave. Turn right on Michigan, 4 blocks to Ontario, turn left on Ontario, one block to Rush St. David Burkes is located at 616 N. Rush.

**Emilio's** | Spanish Tapas | \$8-20 | (312) 467-7177 | 215 E. Ohio

Walk out the front doors and turn left, follow to Columbus Drive and turn right. Follow three blocks north to Ohio Street and turn left. The restaurant is located at 215 E. Ohio.

**Fleming's Steakhouse** | Steak/Seafood | \$25 and up | (312) 329-9463 | 25 E. Ohio

At Columbus Drive turn right. Continue 3 blocks to Ohio St. Turn left on Ohio and proceed 4 blocks to Wabash. Located on 25 E. Ohio.

**Grand Lux Café** | American | \$8-25 | (312) 276-2500 | 600 N. Michigan Ave

Walk out front doors and turn left. Proceed past NBC Tower, across the plaza to Michigan Ave. Cross Michigan Ave. and turn right. Proceed 3 blocks to Ontario. Grand Lux is on the left, above Ann Taylor.

**Gyu-Kaku** | Japanese BBQ | \$6-20 | (312) 266-8929 | 210 E. Ohio

Walk out the front doors and turn left. Make a right on Columbus Ave. Walk 3 blocks to Ohio Street and turn left.

**Heaven on Seven** | Cajun | \$15-30 | (312) 280-7774 | 600 N. Michigan Ave

Walk out the front doors and turn to your left. Cross Columbus Ave. and continue walking through the courtyard area to Michigan Ave. Turn right on Michigan Ave and walk 2 blocks to Ohio Street. Turn left on Ohio. Heaven on Seven is on your right.

**Hoyt's** | American \$10-\$25 | (312) 346-9870 | 71 E. Wacker Dr

Turn left out of the front doors and proceed straight 2 blocks to Michigan Ave. Turn left on Michigan, walk over the bridge cross Wacker Dr. Turn right on Wacker and continue to 71 E. Wacker.

**Hub 51** | American/Mexican | \$15-40 | (312) 828-0051 | 51 W. Hubbard

Walk out the front door and turn left. Cross the street and walk west through the courtyard to Michigan Ave. Cross the street and continue through the courtyard. Take the stairs down to Hubbard. Walk 2 blocks down Hubbard. Hub 51 is on the left.

**Indian Garden** | Indian | \$8-20 | (312) 280-4910 | 247 E. Ontario

Walk out the front doors and turn left to Columbus Drive. Turn right onto Columbus and walk down the hill to Ontario Street. Turn left towards 247 E. Ontario on the left.

**Joe's** | Prime Steak & Stone Crab | \$25 and up | (312) 379-5637 | 606 E. Grand Ave

Follow the same directions as Volare. Continue west on Grand. Joe's will be on the right, two blocks past Volare.

**Lizzie Mcneils** | Irish Pub | \$10 and up | (312) 467-1992 | 400 N. Mclurg Court  
Walk outside the front door and turn right. Walk to the end of the Hotel and walk down the stairs to New Street. Walk on New St. to the end of the sidewalk and turn left.

**Market House** | American Contemporary | \$10-30 | (312) 224-2200 | 611 N. Fairbanks  
Walk out the front doors and turn left. At Columbus Ave. turn right and proceed three blocks to Ohio Street. Markethouse is located on your right.

**McCormick and Schmick's** | Seafood/Steak | \$25 and up | (312) 923-7226 | 1 E. Wacker Dr.  
Two blocks left to Michigan Ave, turn left across the bridge to Wacker Dr. Turn right on Wacker and proceed 3 blocks to 1 E. Wacker on your left hand side.

**Morton's Steakhouse** | Steak/Seafood | \$25 and up | (312) 201-0410 | 65 E. Wacker Place  
Turn left out of the front doors and continue west for 2 blocks to Michigan Ave. Turn left on Michigan across the bridge. Turn right on Wacker Place.

**Niu** | Sushi, Asian Fusion | (312) 527-2888 | 332 E. Illinois  
Walk out the front door, walk directly north (straight) one block to Illinois Street.

**Palm** | Italian Steakhouse | \$25 and up | (312) 565-0565 | 323 E. Wacker Dr.  
Follow the same directions towards Aria restaurant. At the top of the steps, cross the street to the Swiss Hotel. The Palm is located on the north east corner.

**Park Grill** | American \$10 and up | (312) 521-7275 | 11 N. Michigan Ave  
Turn left out front doors, continue two blocks to Michigan Ave., and turn left. Cross the bridge and proceed south for approximately four blocks. Park Grill is located at Millennium Park.

**Phil Stefani's** | Italian Steakhouse | \$20 and up | (312)-222-0101 | 437 N. Rush St.  
Walk out the front door and turn left. Cross the street and walk west through the courtyard to Michigan Ave. Cross the street & continue through the courtyard. Take the stairs down to Hubbard. Turn right around the corner to Phil Stefani's. Closed Sundays.

**P.F. Chang's** | Chinese | \$15-25 | (312) 828-9977 | 530 N. Wabash  
Walk out front doors. Turn left then take your first right onto Columbus. Follow the road down to Grand Ave. Turn left onto Grand Ave. Keep walking west on Grand to Wabash. P.F. Chang's is on the corner.

**PJ Clarke's** | casual American | \$8-15 | (312) 670-7500 | 302 E. Illinois  
Walk out the front doors. Turn right on Columbus and walk down the hill one block to Illinois Ave. PJ Clarke's is on the corner.

**Quay** | upscale American contemporary | (312) 984-8100 | 465 E. Illinois  
Walk out the front door (north end of the main lobby), straight down the hill to Illinois Street. Turn right (east) on Illinois Street and continue for 2 blocks. Quay is located in the River East Art Center Building on the right.

**Rosebud Trattoria** | Italian | \$10-30 | (312) 832-7700 | 445 N. Dearborn  
Walk to Columbus Dr. and turn right, continuing one block down the hill to Illinois St. Turn left on Illinois and continue 6 blocks to 445 N. Dearborn.

**Shaw's Crab House** | Seafood | \$15-25 | (312) 527-2722 | 21 E. Hubbard  
Walk out the front door and turn left. Cross the street and walk west through the courtyard to Michigan Ave. Cross the street continue through the courtyard. Take the stairs down to Hubbard. Continue west to 21 E. Hubbard.

**Smith and Wollensky** | Steak \$25 and up | (312) 670-9900 | 318 N. State  
Walk two blocks west to Michigan Ave and turn left across the River. Turn right on Wacker and walk 3 blocks to State St. Turn right on State, cross the river again. Smith and Wollensky is on the right.

**Sushi Taiyo** | Japanese Cuisine & Bar | (312) 440-1717 | 58 E. Ontario  
Follow the directions to Grand Luxe Café. Walk 3 more blocks to Taiyo Sushi.

**Sweet Water Grill** | Bar and Grill | \$10-\$20 | (312) 698-7111 | 225 N. Michigan ave  
Turn left out the front doors and walk 2 blocks to Michigan Ave. Turn left, cross the bridge, and proceed south for approximately 1.5 blocks.

**Tavern at the Park** | American | \$25 and up | (312) 552-0070 | 130 E. Randolph  
Turn left out the front doors and walk 2 blocks to Michigan Ave. Turn left, cross the bridge and proceed south for approximately 4 blocks to Randolph. Restaurant is on the left.

**Three Forks** | Steak and Seafood | \$25 and up | (312) 938-4303 | 333 E. Benton Place

Walk out the front door. You are now on E. North Water Street. Turn left at the intersection of Columbus Drive and E. North Water Street. Walk across the Columbus Bridge. Walk up the stairs and cross upper Wacker Drive, towards upper Columbus. Walk two blocks to Randolph. Turn left, walk one block to N. Field Blvd. Follow N. Field Blvd to E. Benton Place. The restaurant is on your right hand side.

**Viand American Bistro** | American Comfort | \$18- \$36 | (312) 255-8505 | 165 E. Ontario

Turn left out the front door and right onto Columbus Drive. Proceed 4 blocks down the hill to Ontario Street. Turn left onto Ontario Street and walk west for 1.5 blocks. Cross over St. Clair Street, and Viand will be on left.

**Vemillion** | Indian and Latin Fusion | \$12-\$30 | (312) 527-4060 | 10 W. Hubbard

Follow the directions to Shaw's Crab House. Vermillion is one block past Joe's, on the right hand side.

**Volare** | Italian | \$8-30 | (312) 410-9900 | 201 E. Grand Ave

Walk out the front doors. Turn left, and then take your first right onto Columbus. Follow the road down to Grand Ave. Turn left onto Grand Ave. to St. Clair. Volare is on the corner of Grand and St. Clair.

**Weber Grill** | Casual American | \$15-25 | (312) 467-9696 | 539 N. State

Walk out the front doors and turn left to Columbus Dr. Turn right and proceed down the hill two blocks to Grand Ave. Turn left on Grand; proceed five blocks to the corner of State. Weber Grill is on the right.

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