

COURSE INFORMATION

Nichole Pinkard, PhD

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Office: CYCLE Center

Office hours: Tuesday and Thursday 9 - 10:00; by request

Class times: Monday 9:30-12:20 pm

Location: SESP G02

COURSE SUMMARY

How can we design social technical systems to support communities and families in connecting learning across formal and informal learning places? In this class, students will examine this question through an in-depth analysis of the design and use of a social learning network platform to support cities in creating customized summer learning initiatives. As a final project, students will co-design with Evanston Public Library, and MetaMedia to implement the *HoMaGo Summer Break Challenge*.

LEARNING OBJECTIVES

Students will develop an understanding of how to use conceptual frameworks as lens to understand learning environments.

Students will develop an understanding of and practice in mapping social, technical, and activity systems.

Students will work with informal educators and youth to design a summer learning challenge that includes a sequence of technology-documented activities.

COURSE ASSIGNMENTS

- **Design Labs:** Students will be given a design goal and a set of ecosystem constraints and challenged to create a social technical design solution to address the problem.
- **STS Case Study:** Students will do a deep case study of the entire STS system for a core area that mediates students informal learning experiences.
- **How Might We Contributions:** Students will each contribute 5 STS memos.
- **Conceptual Framework:** Each student will engage in a quarter long reflective creation of a statement their own Conceptual Framework for learning design.
- **Weekly Readings:** 3-2-1 reactions to assigned readings
- **Class Experience Map:** Work to design a social technical system to connect into the Evanston or Austin 6th-8th grade out-of-school learning context.

CLASS FORMAT

Class meetings will involve group discussions, hands-on activities, design work, critique, guest speakers, and presentations of projects.

Students should expect to spend time each week outside of class engaging with community members, reading, research, design, development, and writing activities outside of class time.

Class Participation. This portion of the grade is based on being an active participant in discussions, activities, and group work. Grade is based on compliance with Attendance, Class Participation, and Attitude expectations.

EVALUATION & GRADING

Date	Deliverables	Expected Points
Weekly	Reading Responses (3-2-1) and Class Discussion	100
February 3	Social Technical System Case	50
5 entries	How Might We Contributions	100
5 entries	In Class Design Labs	50
March 15	Conceptual Framework	50
March 11	Class Experience Map	100
	Total	450
Bonus	Service Learning Day	

CLASS NORMS

I will do our best to ensure robust, equitable participation in class by maintaining the following norms in class and in discussion sections. The norms below are ones that will be objects of self-study throughout the course.

Listen carefully to everyone's ideas and build on them.

Everyone's ideas are worthy of your consideration. Making use of others' ideas when you speak in class conveys your respect for the person and their contribution.

Ask questions to deepen your understanding of others' claims: of the authors of text, of the teaching team, and of your classmates.

If someone's idea doesn't make sense to you, ask a question to help you understand better. Take the position that the claim is reasonable, and be satisfied that you understand only when you grasp why it's reasonable.

Take personal responsibility for contributing to the intellectual life of the classroom, improving your understanding of the material and learning new skills.

You are responsible for your own learning. What you get out of the class depends on what you put into it. Stretch yourself, try out new premises, ideas, and tools for thinking and expressing your thinking.

Hold yourself and your classmates accountable to make the most of this class.

You share responsibility for learning that happens in class and in breakout sessions. If things are not going well for you or for others, ask first what you can do to help everyone get the most of class. Expect others to do the same.

REQUIRED READING

*J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), Organized activities as contexts of development: Extracurricular activities, after-school and community programs (p. 3–22). Lawrence Erlbaum Associates Publishers.

CLASS SCHEDULE

- **Week 1-5 Foundational Readings and Context Setting**
 - **Foundational Readings (1 required and 1 student selected)**
 - **Theories and Frameworks:** Ecosystem Ecologies
 - **Focal Learning Context:** Organized Out-of-School Activities
 - **Core Technologies:** Social Networking, GIS Mapping
 - **Exemplar Designs:** DYN/YouMedia, Mouse, Computer Club House, Pokemon Go
 - **Expressive Mediums:** Everyone Can Create
 - **Fieldwork (Chute, MetaMedia, and the Loft)**
 - **Chute (MakerSpace):** Middle school with culture of students making and working on own projects. Contact is Regina Colquit. School is a site for scheduled visits during and afterschool.
 - **EPL Loft:** Location for students who want to on gaming related activities come to hang out.
 - **MetaMedia:** Intentionally designed open studio catering to FLI students.
 - **Content Critiques:**
 - **Platforms:** Fuse, EL3,
 - **Content:** Everyone Can Create, Swift Playgrounds, TunePad
- **Week 5-9 Experience Mapping**
 - Create the *HoMaGo Summer Break Challenge Playbook*
- **Week 10 Showcase**
 - Project will be presented to Monique Parsons, CEO of YMCA Evanston and Karen Danziger, Head of Evanston Public Libraries who will provide the mentors and space to implement.
- **Week 11 Finals**
 - Submit Conceptual Framework

ACKNOWLEDGEMENTS

The design of this course draws from syllabi of other instructors teaching similar subjects: Amy Bruckman, Sheena Erete, Barry Fishman, Peter Hastings, Michael Horn, Nichole Pinkard, Chris Quintana, and Brian Shrank. I am grateful for their work.

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be addressed during class, on canvas, and sent via email.

POLICIES & EXPECTATIONS

Late Assignments

Late assignments will be accepted only if you **(1) contact me before the due date** with an explanation, and if I find the explanation acceptable, **(2) you turn in the assignment within three days** of the due date. For each day the assignment is late after the three day extension, your grade will decrease in point value by 10%. Late assignments may not include comments in addition to the grade (i.e. 4 days late -10%, 5 days late -20%, etc)

If you do not communicate with me at all within 24 hours of the due date, I will NOT accept the assignment and no credit for the assignment will be given. My policy is intended to encourage communication with me regarding any difficulty handing the assignment in on time.

Please be sure when uploading assignments to Canvas that the file has uploaded to the Dropbox. I will not accept the excuse that 'I thought I uploaded it, it must not have gone through'. If you have trouble uploading, please contact me.

Group Assignments

When working in groups, you are responsible for communication outside of class within your group. It is your responsibility to be proactive in reaching out to group members and working together to complete assignments. When a group assignment is handed in, it is assumed that the work represents the final deliverable for the whole group. The entire group should review the assignment before it is handed in. If your group is having trouble communicating and/or working together, please contact me as soon as possible to resolve issues.

Civil Discourse

Northwestern University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be [Socially Responsible Leaders](#). It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Accessible NU

Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

Academic Integrity

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: <http://www.northwestern.edu/provost/policies/academic-integrity/index.html>