

Learning is not enough

**Engagement, Identity, Motivation, Affect,
Affiliation, Aspiration...**

Cyberlearning Envisioning Group 6:

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Basic Challenges

- Focusing on individual development requires opening up the space of learning “outcomes” to include affect, affiliation, identification, etc as goals in and of themselves, rather than as “hooks” for standard curricular content.
- Notions of **scale** have to change from “what works for everyone” to designing for the long tail of engagement and activity. “More” means more possibilities for self-design, not more implementation of one design.

Assertions

- Access to knowledge is not enough. Identity development and imagined futures require access to people, models of practice and products, to a community of practice.
- Engagement and identity have a teleological end point but are also relevant to day-to-day life. In other words, “I want to be this kind of person someday,” and “I am this kind of person now” are both important.
- Face-to-face/local experiences and virtual/distance experiences need to be integrated and impact one another. How does that happen? How can we design for that to be productive?

Vision Model #1: Self-Story

- How do we create resilient, determined, confident learners?
- Narrative archive of self-stories about successes and challenges, archived but searchable on a local level, on a topical/affinity group level, on a developmental level, etc.
- “It gets better” as an early-model case, but with the possibility for local and distance connections among story-tellers, continued engagement, story revision/retelling, etc.

Vision Model #2: Spark!

- Cyber-infrastructure for curating SPARK experiences, some of which may lead to deep engagement.
- Deep engagement opens up a path to 10K hours, sustained inquiry, mentoring, collaboration, etc.
- Both of these experiences (the Spark and the Deep) draw on materials/tools, people/mentors, and infrastructure, but at different levels and timescales.
- Assertion that there is value in a variety of spark experiences as well as deep engagement.

Design

- Designing resources
- Designing relationships
- Designing multiple outcomes
- Designing educators
- Designing communities
- Designing selves

Collaborative Products

- *International Journal of Learning and Media*
 - Missive article
- Session at ICLS (Learning and Becoming in Practice!)
 - Symposium or interactive poster session
- SPARK design ... CAP proposal (?).