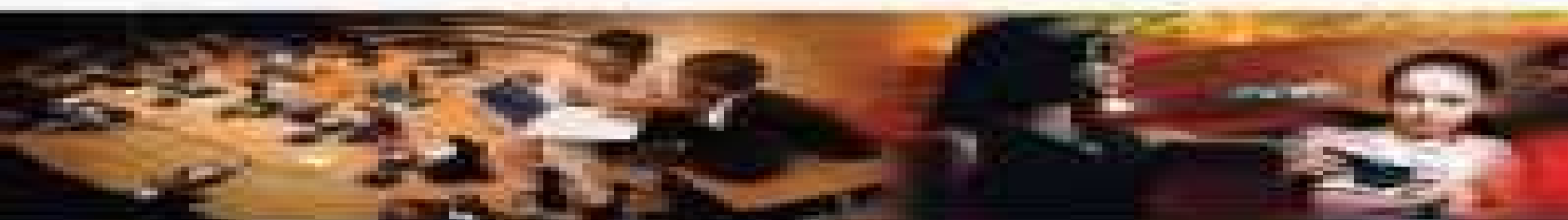


This paper for David Cockburn, 11, MacArthur Foundation Fellowship in Engineering and
Digital Media and Learning

The Future of the Curriculum

School Knowledge in the Digital Age

Ben Williamson



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The Future Of The Curriculum School Knowledge In The Digital Age The John D And Catherine T Macarthur Foundation Reports On Digital Media And Learning

Ben Williamson



The Future Of The Curriculum School Knowledge In The Digital Age The John D And Catherine T Macarthur Foundation Reports On Digital Media And Learning:

The Future of the Curriculum Ben Williamson, 2013-03-08 An examination of curriculum innovations that are shaped by new ideas about digital media and learning Although ideas about digital media and learning have become an important area for educational research little attention has been given to the practical and conceptual implications for the school curriculum In this book Ben Williamson examines a series of contemporary curriculum innovations in the United States Great Britain and Australia that reflect the social and technological changes of the digital age Arguing that the curriculum is always both forward and rearward looking Williamson considers how each of these innovations represents a certain way of understanding the past while also promoting a particular vision of the future The curriculum initiatives are all examples of what Williamson calls centrifugal schooling expressing a vision of education and learning that is decentered distributed and dispersed emphasizing networks and connections In centrifugal schooling a curriculum is actively assembled and improvised from a heterogeneous mix of people groups coalitions and institutional structures Participants in curriculum design and planning include local governments corporations foundations charities and nongovernmental organizations Among the curriculum innovations Williamson examines are High Tech High a charter school network in San Diego that integrates technical and academic education Opening Minds a competence based curriculum used in 200 British secondary schools and Quest to Learn a school for digital kids in New York City with a sister school in Chicago He also describes two major partnerships the Partnership for 21st Century Skills which advocates for 21st century readiness for American students and the Whole Education Alliance in Britain a network of third sector educational organizations

Documenting and Assessing Learning in Informal and Media-Rich Environments Jay Lemke, Robert Lencusay, Michael Cole, Vera

Michalchik, 2015-03-06 Today educational activities take place not only in school but also in after school programs community centers museums and online communities and forums The success and expansion of these out of school initiatives depends on our ability to document and assess what works and what doesn't in informal learning but learning outcomes in these settings are often unpredictable Goals are open ended participation is voluntary and relationships means and ends are complex This report charts the state of the art for learning assessment in informal settings offering an extensive review of the literature expert discussion on key topics a suggested model for comprehensive assessment and recommendations for good assessment practices

We Used to Wait Rebecca Kinskey, 2014-10-24 Examines the making of music videos originally performed by paid professionals moving through an amateur stage to a summer camp in 2011 called OMG Cameras Everywhere

Digital Sociology Deborah Lupton, 2014-11-05 We now live in a digital society New digital technologies have had a profound influence on everyday life social relations government commerce the economy and the production and dissemination of knowledge People's movements in space their purchasing habits and their online communication with others

are now monitored in detail by digital technologies We are increasingly becoming digital data subjects whether we like it or not and whether we choose this or not The sub discipline of digital sociology provides a means by which the impact development and use of these technologies and their incorporation into social worlds social institutions and concepts of selfhood and embodiment may be investigated analysed and understood This book introduces a range of interesting social cultural and political dimensions of digital society and discusses some of the important debates occurring in research and scholarship on these aspects It covers the new knowledge economy and big data reconceptualising research in the digital era the digitisation of higher education the diversity of digital use digital politics and citizen digital engagement the politics of surveillance privacy issues the contribution of digital devices to embodiment and concepts of selfhood and many other topics Digital Sociology is essential reading not only for students and academics in sociology anthropology media and communication digital cultures digital humanities internet studies science and technology studies cultural geography and social computing but for other readers interested in the social impact of digital technologies

Technology-Rich Teaching Gary L. Ackerman, 2015-06-30 Information and computer technology arrived in classrooms more than three decades ago Despite the efforts of educators and technologists much teaching and learning has remained unchanged since it arrived This is in contrast to the widespread adoption of computer technology in many other endeavors Changing education to reflect the dominant role of technology in society requires understanding how technology has influenced and continues to influence several aspects of schools Each of these is detailed in this book The effects of technology on the digital generations who are now enrolled in schools are described as is the nature of the technology mediated interaction that will prepare these generations for an unpredictable future Strategies and approaches for curriculum design professional development and other aspects of school organization are presented as well Teachers school leaders technology leaders will find valuable guidance for refreshing teaching and learning that makes use of technology

Surveillance Futures Emmeline Taylor, Tonya Rooney, 2016-08-05 From birth to adulthood children now find themselves navigating a network of surveillance devices that attempt to identify quantify sort and track their thoughts movements and actions This book is the first collection to focus exclusively on technological surveillance and young people Organised around three key spheres of children's day to day life schooling the self and social lives this book chronicles the increasing surveillance that children of all ages are subject to Numerous surveillance apparatus and tools are examined including but not limited to mobile phones surveillance cameras online monitoring GPS and RFID tracking and big data analytics In addition to chronicling the steady rise of such surveillance practices the chapters in this volume identify and problematise the consequences of technological surveillance from a range of multidisciplinary perspectives Bringing together leading scholars working across diverse fields including sociology education health criminology anthropology philosophy media and information technology the collection highlights the significant socio political and ethical implications of technological surveillance throughout childhood and youth

Stealth Assessment Valerie Jean Shute, Matthew Ventura, 2013 An approach to performance based assessments that embeds assessments in digital games in order to measure how students are progressing toward targeted goals To succeed in today's interconnected and complex world workers need to be able to think systemically creatively and critically Equipping K 16 students with these twenty first century competencies requires new thinking not only about what should be taught in school but also about how to develop valid assessments to measure and support these competencies In *Stealth Assessment* Valerie Shute and Matthew Ventura investigate an approach that embeds performance based assessments in digital games They argue that using well designed games as vehicles to assess and support learning will help combat students growing disengagement from school provide dynamic and ongoing measures of learning processes and outcomes and offer students opportunities to apply such complex competencies as creativity problem solving persistence and collaboration Embedding assessments within games provides a way to monitor players progress toward targeted competencies and to use that information to support learning Shute and Ventura discuss problems with such traditional assessment methods as multiple choice questions review evidence relating to digital games and learning and illustrate the stealth assessment approach with a set of assessments they are developing and embedding in the digital game *Newton's Playground* These stealth assessments are intended to measure levels of creativity persistence and conceptual understanding of Newtonian physics during game play Finally they consider future research directions related to stealth assessment in education

Civic Media Eric Gordon, Paul Mihailidis, 2022-06-07 Examinations of civic engagement in digital culture the technologies designs and practices that support connection through common purpose in civic political and social life Countless people around the world harness the affordances of digital media to enable democratic participation coordinate disaster relief campaign for policy change and strengthen local advocacy groups The world watched as activists used social media to organize protests during the Arab Spring Occupy Wall Street and Hong Kong's Umbrella Revolution Many governmental and community organizations changed their mission and function as they adopted new digital tools and practices This book examines the use of civic media the technologies designs and practices that support connection through common purpose in civic political and social life Scholars from a range of disciplines and practitioners from a variety of organizations offer analyses and case studies that explore the theory and practice of civic media The contributors set out the conceptual context for the intersection of civic and media examine the pressure to innovate and the sustainability of innovation explore play as a template for resistance look at civic education discuss media enabled activism in communities and consider methods and funding for civic media research The case studies that round out each section range from a debt resistance movement to government service delivery ratings to the It Gets Better campaign aimed at combating suicide among lesbian gay bisexual transgender and queer youth The book offers a valuable interdisciplinary dialogue on the challenges and opportunities of the increasingly influential space of civic media

Participatory Politics Elisabeth Soep, 2014-01-31 An examination of the mix of

face to face and digital methods that young people use in their experiments with civic engagement Although they may disavow politics as such civic minded young people use every means and media at their disposal to carry out the basic tasks of citizenship Through a mix of face to face and digital methods they deliberate on important issues and debate with peers and powerbrokers redefining some key dynamics that govern civic life in the process In *Participatory Politics* Elisabeth Soep examines the specific tactics used by young people as they experiment with civic engagement Drawing on her scholarly research and on her work as a media producer and educator Soep identifies five tactics that are part of effective equitable participatory politics among young people Pivot Your Public mobilizing civic capacity within popular culture engagements Create Content Worlds using inventive and interactive storytelling that sparks sharing Forage for Information in public data archives Code Up using computational thinking to design tools platforms and spaces for public good and Hide and Seek protecting privacy and information sources After describing these tactics as they manifest themselves in a range of youth driven activities from the runaway spread of the video Kony 2012 to community hackathons Soep discusses concrete ideas for cultivating the new literacies that will enable young people to participate in public life She goes on to consider some risks associated with these participatory tactics including simplification and sensationalism and ways to avoid them and concludes with implications for future research and practice

The Future of Learning Institutions in a Digital Age Cathy N.

Davidson,David Theo Goldberg,2009 Cathy Davidson and David Theo Goldberg focus on the potential for shared and interactive learning made possible by the Internet

The Future of Thinking Cathy N. Davidson,David Theo

Goldberg,2010-01-15 How traditional learning institutions can become as innovative flexible robust and collaborative as the best social networking sites Over the past two decades the way we learn has changed dramatically We have new sources of information and new ways to exchange and to interact with information But our schools and the way we teach have remained largely the same for years even centuries What happens to traditional educational institutions when learning also takes place on a vast range of Internet sites from Pokemon Web pages to Wikipedia This report investigates how traditional learning institutions can become as innovative flexible robust and collaborative as the best social networking sites The authors propose an alternative definition of institution as a mobilizing network emphasizing its flexibility the permeability of its boundaries its interactive productivity and its potential as a catalyst for change and explore the implications for higher education The Future of Thinking reports on innovative virtual institutions It also uses the idea of a virtual institution both as part of its subject matter and as part of its process the first draft of the book was hosted on a Web site for collaborative feedback and writing The authors use this experiment in participatory writing as a test case for virtual institutions learning institutions and a new form of collaborative authorship The finished version is still posted and open for comment This book is the full length report of the project which was summarized in an earlier MacArthur volume The Future of Learning Institutions in a Digital Age

Education and Social Media Christine Greenhow,Julia Sonnevend,Colin Agur,2016-05-13 How

are widely popular social media such as Facebook Twitter and Instagram transforming how teachers teach how kids learn and the very foundations of education What controversies surround the integration of social media in students lives The past decade has brought increased access to new media and with this new opportunities and challenges for education In this book leading scholars from education law communications sociology and cultural studies explore the digital transformation now taking place in a variety of educational contexts The contributors examine such topics as social media usage in schools online youth communities and distance learning in developing countries the disruption of existing educational models of how knowledge is created and shared privacy accreditation and the tension between the new ease of sharing and copyright laws Case studies examine teaching media in K 12 schools and at universities tuition free open education powered by social media as practiced by University of the People new financial models for higher education the benefits and challenges of MOOCs Massive Open Online Courses social media and teacher education and the civic and individual advantages of teens participatory play

Quest to Learn Katie Salen Tekinbas, Robert Torres, Loretta Wolozin, Rebecca Rufo-Tepner, Arana Shapiro, 2010-10-29 The design for Quest to Learn an innovative school in New York City that offers a game like approach to learning Quest to Learn an innovative school for grades 6 to 12 in New York City grew out of the idea that gaming and game design offer a promising new paradigm for curriculum and learning The designers of Quest to Learn developed an approach to learning that draws from what games do best drop kids into inquiry based complex problem spaces that are built to help players understand how they are doing what they need to work on and where to go next Content is not treated as dry information but as a living resource students are encouraged to interact with the larger world in ways that feel relevant exciting and empowering Quest to Learn opened in the fall of 2009 with 76 sixth graders In their first semester these students learned among other things to convert fractions into decimals in order to break a piece of code found in a library book to use atlases and read maps to create a location guide for a reality television series and to create video tutorials for a hapless group of fictional inventors This research and development document outlines the learning framework for the school making the original design available to others in the field Elements in development include a detailed curriculum map a budget and samples of student and teacher handbooks

Digital Media and Learning John D. and Catherine T. MacArthur Foundation, 2012 MacArthur launched the digital media and learning initiative in 2006 to explore how digital media are changing the way young people learn socialize communicate and play Since 2006 the Foundation has awarded grants totaling more than 100 million for research development of innovative new technologies new learning environments for youth including a school model based on game design principles and efforts to build the new field of digital media and learning The goal of the grantmaking in digital media and learning is to create more opportunities for more young people to achieve the time honored outcomes of a good education career academic and civic success through the adoption and use of a simple set of principles that re imagines how young people learn and how that learning is supported A new framework for thinking

about learning connected learning has emerged as a result of the grantmaking It draws on successful approaches of the past is based on evidence of what works best in the contemporary context and is designed for the digital age MacArthur supports demonstration sites that put the connected learning approach into action They include Hive Learning Networks Quest to Learn schools and YOUmedia an innovative teen space for engagement and learning Contains 7 resources New Digital Media and Learning as an Emerging Area and "Worked Examples" as One Way Forward James Paul Gee, 2009-11-20 A proposal to move the academic area of digital media and learning toward more coherence In this report noted scholar James Paul Gee discusses the evolution of digital media and learning DMAL from its infancy as an academic area into a more organized field or coherent discipline Distinguishing among academic areas fields disciplinary specializations and thematic disciplines Gee describes other academic areas that have fallen into these categories or developed into established disciplines He argues that DMAL will not evolve until a real coherence develops through collaboration and the accumulation of shared knowledge Gee offers a concrete proposal of one way scholars in DMAL could move the area forward to a more cohesive integrated and collaborative enterprise the production of what he terms worked examples In Gee's sense of a worked example scholars attempting to build the new area of DMAL would publicly display their methods of valuing and thinking about a specific problem proposing them as examples of good work in order to engender debate about what such work in DMAL might come to look like and what shape the area itself might take The goal would not be for the proposed approach to become the accepted one but for it to become fodder for new work and collaboration Gee concludes by offering a sample worked example that illustrates his proposal **Quest to Learn**, 2011 **Deconstructing the Education-industrial Complex in the Digital Age** Douglas J. Loveless, Pamela Sullivan, Katie Dredger, 2017 This book explores public narratives of curriculum and instruction in a digital age of information dominated by the education industrial complex This exploration of the practical use of technology as a tool for teaching and learning we focus on public education on students and teachers as human beings who use technology to ethically construct and share knowledge *Beyond Technology* David Buckingham, 2013-04-17 *Beyond Technology* offers a challenging new analysis of learning young people and digital media Disputing both utopian fantasies about the transformation of education and exaggerated fears about the corruption of childhood innocence it offers a level headed analysis of the impact of these new media on learning drawing on a wide range of critical research Buckingham argues that there is now a growing divide between the media rich world of children's lives outside school and their experiences of technology in the classroom Bridging this divide he suggests will require more than superficial attempts to import technology into schools or to combine education with digital entertainment While debunking such fantasies of technological change Buckingham also provides a constructive alternative arguing that young people need to be equipped with a new form of digital literacy that is both critical and creative *Beyond Technology* will be essential reading for all students of the media or education as well as for teachers and other education professionals

Learning Futures Keri Facer, 2011-03-29 In the twenty first century educators around the world are being told that they need to transform education systems to adapt young people for the challenges of a global digital knowledge economy Too rarely however do we ask whether this future vision is robust achievable or even desirable whether alternative futures might be in development and what other possible futures might demand of education Drawing on ten years of research into educational innovation and socio technical change working with educators researchers digital industries students and policy makers this book questions taken for granted assumptions about the future of education Arguing that we have been working with too narrow a vision of the future Keri Facer makes a case for recognizing the challenges that the next two decades may bring including the emergence of new relationships between humans and technology the opportunities and challenges of aging populations the development of new forms of knowledge and democracy the challenges of climate warming and environmental disruption the potential for radical economic and social inequalities This book describes the potential for these developments to impact critical aspects of education including adult child relationships social justice curriculum design community relationships and learning ecologies Packed with examples from around the world and utilising vital research undertaken by the author while Research Director at the UK's Futurelab the book helps to bring into focus the risks and opportunities for schools students and societies over the coming two decades It makes a powerful case for rethinking the relationship between education and social and technological change and presents a set of key strategies for creating schools better able to meet the emerging needs of their students and communities An important contribution to the debates surrounding educational futures this book is compelling reading for all of those including educators researchers policy makers and students who are asking the question how can education help us to build desirable futures for everyone in the context of social and technological change

Digital Media in Education Michelle Cannon, 2018-06-19 This book argues for dynamic and relevant school experiences for primary and early secondary learners that embed digital media production It proposes a vision of literacy that combines new technologies with multiple modes of meaning making Drawing on theories related to cultural studies media literacy anthropology and creativity the author explores learning strategies with digital media based on an empowering values driven framework The book advances innovative teaching methods critiquing educational reforms that marginalise media and fail to engage with the complex tensions and textures of modern pedagogy Positioning film and media making as vital practices in schools that nurture the skills dispositions and competencies of modern literacy the model foregrounds connections between human agency cognition and creative practice This innovative book will appeal to students and scholars of creativity digital media production primary education and literacy

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