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|  | **Graphics**  (some with direct links to the wiki ) | **Question:** *from prescriptive <to> emergent <to> chaos* | **Range**/**Description:** *Across a spectrum from prescriptive <to> emergent <to> chaos* | **My** **Comments:** *How did this factor affect me and my learning?* |
| **Cluster:**  **Open / Structure** |  | What is the balance between Openness and Structure? | Highly structured process and content < > very open with light-touch support |  |
| **Factors …** |  |  |  | ***Barb’s Reflections 27.11.13*** |
| **Risk** |  | How safe, or how hazardous is the learning? | Fail-safe < .. > Safe-to-fail  < .. > High-risk | * Formal, graded course * 500+ undergraduates * will impact my transcript * ages since formal training * no base (year 1) * no design skills with software * timing – 6wks instead of 12 * just before going away so busy time |
| **Liminal Space** |  | Is there: no space/ a lot of space/ too much space for exploring and creating new roles and capabilities? | Conservative, fixed roles  < .. > Personal Growth < .. > Transformation, and creating new roles | * my role as student * possibly a new role for me * prescribed course outline * time crnunch, pressure to satisfy requirements |
| **Unpredict-able Outcomes** | unpredictable outcome 20130110-203444.jpg | How fixed or unpredictable are the learning outcomes? | Fixed, micro-managed outcomes < .. > Derivative (new) outcomes < .. > Surprising, serendipitous, unpredictable outcomes | * fixed intended LOs * made content relevant to my work * explored only tools I was capable of using (may have been penalized e.g. googledocs VS illustrator) |
| **Ambiguity** | [ambiguity EscherCube2.gif](http://footprints-of-emergence.wikispaces.com/Ambiguity) | How tightly defined, or open is the meaning and application the learning? | Closely defined meaning < .. > Negotiated meaning < .. > Open to several, simultaneous meanings | * made content relevant * used tools suited to my capability * application and meaning broadly applicable |
| **Disruption** |  | How challenging or comfortable is the learning? | Comfort, familiarity < .. > Unsettling < .. > Challenging, provocative | * technical skills expectations were unrealistic so I made a decision on my own * hated multiple choice exams – thinking too deep now as working adult * frustrated by junior level and 500 students not guided in threaded discussion |
| **Self-correction** |  | Is the course / event self-correcting (e.g. wikipedia), or does it require on-going, centralised control? | Hierarchical control < .. > Learner input < .. > Self-correcting systems | * instructor controlled mostly * made own decisions in terms of infographic and tools – likely was penalized for this |
| **Multipath** | [multipath mazemerizing_15038.jpg](http://footprints-of-emergence.wikispaces.com/Multi-path) | Is there only one learning pathway, or are many pathways possible? | Single pathway < .. > Limited variance < .. > Multiple, open, options … | * one pathway overall although lots of room to experiment with tools |

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| **Cluster:**  **Inter-active**  **Environment** | | Interactive environment 2 mediate_0.jpg | How is the learning design implemented? | Predetermined < .. > Open and emergent |  |
| **Factors …** | |  |  |  | ***Barb’s comments 27.11.13*** |
| **Diversity** | |  | Is the course designed around a few, key texts and people, or a wide and open range? | Standardised resources and experts < .. > Alternatives < .. > Open-ended range of resources | * selected by instructor but students could add their own in addition |
| **Experiential** | | experiential www.flickr.com 2012-10-18 103020.png | How abstract and theoretical, or contextualised and practical is the learning? | Objective, abstract < ... > Scenarios < … > Embodied, immersed, practice-based learning | * high activity requirements (all graded) * chaotic participation with no guidance in threaded discussion (hundreds of meaningless comment) * experiment at one’s peril in time – I went nuts with tools |
| **Adaptive** | |  | Is the course fixed, or responsive to new ideas, outcomes and process? | Fixed < ... > Amendments considered < ... > Responsive to innovative, creative change | * fixed although instructor did gi ve me positive feedback on early infographic as lit review * likely penalized for simple tool use |
| **Co-evolution** | |  | Is the course independent of learner initiative, or does it grow and adapt with the learners? | Fixed, hierarchical relationships < ... > Mutual adaptation and growth | * pretty fixed and reflects 2nd year course among 500 paying students for credit |
| **Interaction/**  **Networking** | | Networking | Is the learning space confined to a particular institution, or does it connect easily to other learning spaces? | Bounded ('walled garden') learning space < ... > Informal networking < … > Open, diverse networked learning incorporated in process and outcomes | * 500 students * out of control threaded discussion * not much meaningmaking – weak pedagogic design * lots of great options to engage/network |
| **Trust** | |  | Is mutual tolerance and support critical to learning, or is learning entirely individual? | Competitive self-interest  < ... > Mutual respect, support and growth | * trusted instructor * ?? trust among 500 students |
| **Theory of Mind** | | [Theory of mind](http://footprints-of-emergence.wikispaces.com/Theory+of+Mind) | Is it critical for learners to anticipate what other people (or interfaces) are 'thinking', or not? | Interacting with fixed texts < ... > Mutual conversations < … > Anticipating with what other 'minds' are thinking, and the next move … | * no idea – too much chaos with no or very little synthesis and guided reflection |
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| **Cluster:**  **Agency** |  | | Do learners develop their own capacity for action, or just compliance with given roles? | Compliance < … > independent initiative an personal development. |  |
| **Factors …** |  | |  |  |  |
| **Cross-modal** | ’Kiki’ /or / ’Buba’ ? | | Does the learning occur within a single mode (e.g. text, audio, graphics), or across many different modes? | Mono-modal, abstract interaction < ... > Different modes used < … > Embodied, holistic interaction; progression across more modes / levels of abstraction | * Yes, a variety of modes were possible (synchronous webinar with backchannel, threaded discussion, messages to instructor, visual, youtube, etc.) |
| **Open Affordances** | Interactive environment 2 mediate_0.jpg | | Is the creation of new outcomes and goals encouraged, or only pre-determined compliance? | Predetermined inter/action < ... > Room for exploration < … > Creative, innovative engagement. | * Fixed outcomes * Through threaded people could pretty much get out of it what they out into it |
| **Self-organisation** |  | | Does the learning include the creation and organization of the learners' own processes, resources and networks? | Hierarchical, fixed processes < ... > Limited choices for personalization < … > Creative self-organization / self-motivation inherent in course design. | * It was possible to generate new contacts but in 500 and within constraints difficult to connect * Too much difference between my needs and those of students |
| **Autonomy** |  | | How much choice do learners have to create their own learning paths? | Working to given agendas and frameworks < ... > Creating your own agenda and goals. | * Not much choice here * I tried to do my own thing but always within confines of the course requirements |
| **Negotiated Outcomes ?** |  | | Are the outcomes fixed or negotiable? | Externally determined success factors < ... > Mutually determined success factors. | * no |
| **Identity** | [Identity 800px-Australopithecus_sediba.JPG](http://footprints-of-emergence.wikispaces.com/Identity) | | Is the development of new (or expanded) roles and capabilities part of the learning, or only fixed roles? | Complying with fixed roles < ... > Creating and developing your own roles, affordances, and capabilities | * mostly fixed although I wore two “hats” – student and also designer as I was curious about how the course was designed |

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| **Cluster:**  **Presence/Writing** | [presence_writing blog-bird.jpg](http://footprints-of-emergence.wikispaces.com/Presence+and+Writing) | What traces do you make and leave behind you? | From chance, momentary traces to lasting images and impressions. | * Lots due to assignments and tasks from threaded discussion contributions to slideshare to infographic and exam results |
| **Factors …** |  |  |  | ***Barb’s comments 27.11.13*** |
| **Solitude and Contem-plation** | contemplation-al-hurley.jpg | Is the course schedule very busy and interactive, or does it incorporate space for quiet reflection? | Crowded inter/activity  < ... > Personal space for exploring, reflecting on and developing ideas, aspirations and values. | * Condensed into 6 weeks from 12 – no time for reflection and no intentional guided reflection * Threaded discussion may have been an attempt to do this but no guidance given |
| **Casual/ Serendip-itous Encounters** | casual encounter images.jpg | Is all interaction formal and micro-managed, or is space also provided for casual encounters and conversations? | Highly formalised interaction < ... > Chance, serendipitous encounters | * Totally open in threaded although instructor was periodically present |
| **Networking, encounters, engagement** |  | Does the learning include collaboration / cooperation in networks, beyond the course or event? | Formalised, fixed groups < ... > Initiating, creating, engaging with new contacts and groups. | * Intermittent feedback to peers * No groups or followup for me |
| **Hybrid**  **Modes of**  **Writing** |  | Is the ability to work in, and abstract from, several modes (text, visual, face-2-face) integral to the course? | Mono-media, mono-modal, abstract interaction < ... > Diversity, choice, and creativity in the use of media is encouraged. | * Mostly visual artifacts only text in threaded discussion, no writing activity to speak of in this course |
| **In/fomal writing and inscription** | banksy1_274163s.jpg | Is range of forms of interaction, to develop ideas and perspectives, integral to the learning? | Engagement confined to formal, ritualized interaction and writing < ... > A range of writing, interacting and assessment artefacts and practices | * Random only, not intentionally designed for this nor was this my experience * Too many students to do this in depth for meaning |