

rrr

m in

DML2010 session reports and commentary from some 1337 hax0rz

Divided up by session time then by session title.

**\*scroll to the bottom, and add your notes under your session title.**

**\*\*if your session title is not present, add it**

**\*people take different kinds of notes, take them in your own style**

**\*comment on other people's notes at will**

\*there is a chat on the right, and you can add your name

**I.**

## **II. Sympathetic session** (is sympathetic)

They never really explained the word "sympathetic"

Seems to mostly be a panel about how to integrate game design curriculum into the classroom.

They are hitting on after school contexts too, but yeah where's the sympathy?

I think it's ironic how after school is almost solely discussed in this panel.

Aversion to the classroom context?

something like that.

but they covered some stuff that is common to both places: teacher pd, tech support infrastructure, etc.  
yeah, yeah, yeah, fine.

what I think is interesting is that I dont know many people talking about (maybe because it's kind of philosophical/academic stuff) is how subversive and irreverent gaming culture is and how that itself clashes with structured learning spaces

ooh a hit! a very palpable hit!

Shree and I were talking about the problems of programming versus game design, about continuing people as programmers.

I'm a little unclear on the emphasis on programs for girls, didn't seem evident in the abstract

## **III. Youth Media Participation Session**

(italicized bits are used to denote a new speaker)

*Overview of CBOs that are youth media orgs:*

CBOs and youth media came out of guerrilla tv movement

affordances: cultural competency of youth is recognized

challenges: little ev of impact, lots of professional turnover

survey results on what goes on in these orgs, who they serve, etc.

surprisingly, YMOs seems to not do newer new media practices (eg. no interactive arts stuff, no distribution to sites like youtube), etc.)

*Various cases of youth media programs introduced pretty quickly*

### *Adobe Youth Voices*

global initiative that empowers youth  
has both educator and youth outcomes. nice  
How has AYV diversified participation?

- reaching communities that haven't been engaging historically with new media, giving voice to ppl
- also local practice affects the organization and changes opportunities in the structural form of the org

Despite diversity, often see common outcomes.

### *Media Arts Center in San Diego*

video and film for latino communities  
wanted to push the kids into more documentary film making rather than just vids of kids skateboarding, etc.  
that you would normally see on places like youtube.  
something cool: the org gets contract jobs to do videos for others, eg. a documentary on african-american  
experience with higher ed. and then the youth get to do the work

### *Ethnography of some youth media producers*

actually showed some video (though the audio didn't work)

okay, another theme from this session, which I'm just gonna name as a theme for the conference is the  
tension between formal structured settings vs. new media/gaming practice  
Yeah, that's coming in here in Rules of Engagement too

Most of the session covered video production as "youth media"

Really good comment from audience member (Esomething...?) citing Jean Anyon and how youth media lives  
in the intersection between civic engagement and participation etc. And then how winnable goals needs to be  
targeted and identified

Youth media as way of organizing

### **III. Rules of Engagement in Participatory Culture**

This session kills claustrophobics. its a "this machine kills fascists" reference.

kinda like the Powerpoint is Evil and Fascist from Tufte...

Still waiting. lol

Ok starting

Why they came together - online media

(renumbered it to match the session number... it's imperfect, I know)

oh ok sorry i had bad schema for the numbering format

want us to bring up stories from our research similar to their research OH GOD ANECDOTES INC

Bring back J.A.R.!!!

Lyndsay Grant from Futurelab talking

aah the American audience BBC = Dr. Who

BBC Blast - "Get Creative" - looks like message board site. For 14-19 year olds. They have a "Blast Bus"  
that tours UK and does workshops and performances - only frame of reference for Wisconsinites is  
OscarMeyer Weinermobile. (what about the Wisconsin IDEA tour)

Focused on games, film, music, etc.

Participatory culture shows up (early and often) PARTICIPATE

Interested in peer learnin gabout creative media, and how participation in online creative community offer  
opportunities for social and educational inclusion/creative expression.

self-selected sample, 16 young people age 15-21. Humble about claims bc of sample selection.  
Hurray humility!

Young people want a silent audience. dont want critique. culmination of creative process not a part of it.  
fascinating tension with the whole pro/am discourse

Ooh very interesting, friends/family as an audience that may be preferable or much scarier (for the young artist)

Resistance to feedback on emotional content (as opposed to welcoming feedback on technical content?)

Aaah Deviant Art

Conditions for animating critique - What kind of a space is it (is it for learning art or publishing it/marketing)

"serious" artists as willing to take critique

Oh man this backchannel just ballooned!

Deviant Art discussion really interesting. Make me wonder if we might think about broader social-textual genres for community sites! Can I formulate a coherent question?

And thinking of where criticism really could end up coming from in a social space, not from the comments and others but a function of the author's participation. You see you suck from looking at others who are better. (there's definitely an interesting tension here)

LURKERS SHOULD POST! POAST NAO!

but then they would not be lurkers. exactly. lurk lurk lurk

i support letting water finding its own level,

What's a wrimo? (no idea, must have something to do with writing though)

that's a red herring

nanowrimo is national writing month

reminds me of pulp science fiction coinings from the 60's or even back to Orwell --- bi-mon-sci-fi-con ---  
but how can you be or become a wrimo?

it is november, nanowrimo.org (my niece did this) <http://www.nanowrimo.org/>

Writers looking for social support, I definitely saw this with my niece posting lines from her novel on FB

Nanowrimo - "So I killed my MC" - accidental early (ch. 4) kill-offs of Main Characters are hilarious examples of developing novel-writing competency

NaNoWriMo crack - rewards for hitting benchmarks (self selected)

Case study of New Grounds - using Csikszentmihalyi theory of creativity.

newgrounds i've been there.... I moved to kongregate

me too. gemcraft chapter zero captured me long ago (lol gemcraft . . . so many hours)

collab edting... not always easy....

~~how does gatekeeping work~~ what gatekeeping is there at kongregate? how does the cream rise? -player ratings of games what about offsite means? I usually find games and say youtube videos from other sources, not internal searches. You get rewarded in Kongregate for rating/playing/reviewing games (points in the meta-game)I remember people saying that gemcraft was not a good place to min/max the metagame.

player rating, and player playings

it doesn't so much work, there are logins and verifications, etc. but it is mostly open submission, some spam, etc.

someone finally talked about the tension between creativity in design and technicity involved and how do we

go about evaluating those

futures panel

#### **IV. Fan Activism-**

Rang de Basanti

Avatar the Last Airbender - show with an Asian aesthetic

White cast members for Asian parts

Aand Ain't White campaign began

Racebending.com - frustration that the roles were taken from Asian Americans and given to white actors

Shifted focus to stereotyping in casting in general, moves beyond Airbender to broader practices

Fans also used the forums for other causes, like Typhoon relief but were said to be off topic

Group now moved on to whitewashing of The Weapon

Anna van Someron

Harry Potter Alliance

Andrew Slack - founder - family wasn't political, studied with activist professors - studied with other peace workers

Read Harry Potter books and thought about how themes in them could be harnessed for change

Dumbledore's Army created for the real world

Ways of sharing love of book - fan art, cosplay, fan fiction, rock bands like Harry and the Potters

Used websites to spread his message - First one Voldemort (sp?) compared to global warming

Important for orgs to get together to work on multiple issues

Real World Politics in the WOW Universe - MMORPG

Clement Chau

lots of avatars names Barack Obama

Guilds - one of the key elements of playing - some social some focus on competing, others have a shared interest

One is Ron Paul Revolution Guild - began with single post on forum in 2007, unique that they wanted to bring politics into a gaming world, able to reach a mass audience

300 members signed up to participate in a march on New Years Day - overloaded the server

Are activities in game comparable to RL experiences?

How do we move from person playing a game to participating in social groups in games and other civic activities

Flourish Klink - Race Fail 2009

Dismissed as a flame war -

Cultural approp and race - Blood and Iron - white author posted about how to write about The Other

Big response -Deepa wrote I didn't dream of dragons response talks about Western perspective

Spilled out far beyond this one exchange

Happened on LiveJournal

People think that nothing can come out of arguing on the internet - catalysed the foundation of Verb Noire - org interested in creating change outside the major publishing houses to increase characters of color and LGBTQ

Ray Vicot

Online communities of Practice and Offline Tactical Media

Talking about Anonymous - 4chan

affordances of message board - name stuck and created a functions as a community of practice

3 main practices - raiding chat rooms, grieving MMORPGs, and meme creation  
Scientology enters the picture - Anonymous raids Scientology, prank calls, black faxes, went on for a month through press releases decided to do real life protests, flood of media online to organize people for protest in Feb 2008, structured rules created for dealing with Scientologists  
Adapted old memes or created new memes based on Scientology texts  
Decentralized - on the ground, different practices, in ATL they can't wear masks at protest

Kevin Driscoll

Living Room Rock Gods

Obsessive rock fans and musicians, YouTube users, cameras in their studios, record themselves playing tag your videos with LRRG - created a forum to share videos with each other

Started to form virtual bands

Generating a ton of media, tagging and discussing

Use of media and music is contested, lots of videos lost when copyright problems came up

They saw each other having the same problem, saw it as an attack on their community

Created campaign - Tribute is not Theft [lrrgs.blogspot.com](http://lrrgs.blogspot.com)

Got informed about terms of service and copyright, got in touch with lawyers, shared knowledge

Support each other going through process of countering a video take down

Identity was an important thing, they weren't alone

Lana Swartz - PriceScope, Politics, and Participation

database of diamonds available - trying to conquer the high prices at mall stores

Depended on educated passionate consumer, diamond geek

Also a participatory culture - mentored each other and proud of each others accomplishments

"Pricescope Cafe" - "around the world" place to discuss politics and off topic things - very diverse voices, talk about the geeking out and how it facilitated the political discourse

Flame wars were squelched

Before 2008 elections - bunch of outside people came in and talked politics, flame wars broke out, then the participatory culture wasn't strong enough to contain the political conversations

Making a coffee table book to raise money for charity, want their politics back

Chris

PostSecret in Community Building

Started as a public art project - reveal something about yourself by posting on the blog

Wide range in topics - one card stuck in his mind when he read it

Now its an area for suicide prevention - encourage empathy and the way they think about people in their community

Interesting thing is it pushes people to put up emotional scripts, they can feel the emotions

Young people are good at grounding themselves, identifying their image and parlaying that into civic engagement

Melissa Brough - Invisible Children - youth driven org that uses pop and participatory culture

Made a music video to raise awareness around abducted soldiers in Uganda

Helped pass act in Congress

made a documentary and then created an org - raising 10 million annually

Allocates 1/2 of funds to media productions and related awareness events

Trying to redefine activism through pop culture - not a charity but a movement

Form of participatory culture - youth encourage to make own events, post on youtube

P culture as activist

Ben Stokes - A Peter Packet Story

How to reach youth with a video game?

Cisco systems - where do corporations fit in?

2004 - wanted to make a game about how the internet works, also want to show how the internet fights poverty - worked with NetAid  
700 kids played, 90 took action, 35 took significant action, most between 9 and 11  
Mixing action and reflection, younger kids used parental emails, looping them in  
Even 100,000 plays, had trouble with shared narrative, questions about narrative purity and scale

Josh mcVeigh Schultz - Synaptic Crowd - Vox Pop  
new type of participatory ritual  
platform enables online participants to do interviews in the real time in physical space through an intermediary  
Invites questions and live participants to pivot between strategies  
Reshuffles agency of the interview and negotiate answers

Henry Jenkins - Final Thoughts  
He's gonna slow us down  
Global phenomenon - Avatar imagery used in Palestine  
Singapore - action figures used in protests to get about public assembly laws  
Question is why haven't we been able to mobilize around American Idol  
Pop Culture is inspiring and Participatory culture allows for action  
Generates emotion energies, applying skills in p culture that can be mobilized in new ways, gathers people together that are not brought together by political interest, non-policy wonk rhetoric  
Occur in unlikely places - interesting spaces where politics is penetrating because communities are so POROUS  
Now we need to do ethnographic research to understand what these activities mean to them  
Reaching kids who are interest driven but not thought of themselves as civically engaged before, map a trajectory of following interesting, joining community, creating new identity...engaging with other groups  
What do we do with that? We design and redesign stuff, form the bridge to create awareness, a website to let these groups create awareness of each other and spread best practices, also it can affect the educational practices, need to take these cases seriously

#### **IV. Media Ecologies**

1. futurelab and University of Bristol  
Enquiring Minds <http://www.enquiringminds.org.uk/>  
knowledge is always contingent knowledge is always and hahaha contingent, ayep

Stuff from the '70s (everything old is new again)  
teachers have innovation fatigue

in policy studies we talk about this in terms of the consequences of policy churn (burning out educators on change 'cause it keeps cycling)

kids do stuff that is gah.. I lost it.  
something about everyday practice and complexity and stuff

education is always political

There's always a big but. -Peewee to Dottie

capitalism is "cool" and "neat" - capitalism has become post bureaucratic

it is what it does.. capitalism becomes anything that is marketable

cool corporate way

and so curriculum can parallel those capitalism movements with cool curriculum

voluptuous and slick curriculum

trickle down of learning identity from people like Gates and Jobs . . . interesting concept, poking at some invisible curriculum possibilities

weak futures and ontological labor?

but instead of cool curriculum, wasn't he saying that we can envision other types of curriculum that value other stuff, eg. caring (rather than capital I guess)

yeah definitely

yes

dispersed family networks

2. broad ecologies of learning that's my argument... darn

listening to childrens voice

the gap isn't access gap or digital divide but instead a gap between school practice and home/everyday practice

no wait... there's \*both\* a gap between who has access (at home and thus why they want to work on getting more low-income families connected) \*and\* a gap between school and home use

ok.. reiterate... the above is me mishearing...

they want to bridge home and school life. in order to do this they need to also address the fact that some kids don't have access at home. so their work needs to provide access but then to move onto bridging gap between school and home thru technology

Policy trends in the UK designed for bridging school/home using tech: online reporting & home access  
Access to information for parents, definitely 2x edged

seamless learning... and bureaucratic knowledge

Kids want their voice in the conversation between parents and teachers

what is the point of it all?

there's a mismatch between home and school and it needs to be aligned recognizing that learning happens in a multitude of settings and with a multitude of arrangements, etc.

3. Mary Ulicsak <http://www.futurelab.org.uk/projects/gaming-in-families>

Despite all the games are great learning tools literature, parents aren't cued into that. Looking to see how games are actually getting used 'in the wild'

very similar to Reed Stevens' work (cf Stevens, Satwicz, McCarthy (2008). In game, in room, in world. in Salen's edited volume for MacArthur

she should just use the term digital game

some video games are not digital  
and some digital games are not video

It'd be really interesting to compare these numbers (maybe with Pew)  
what a sec.. this was self-report survey? I thought she said her methods were looking at game playing in the wild?

multi-stage mixed methods research

k

the prob with those questions, of course, is stuff like "educational games" means different things to diff people

it'd be interesting to map parents who don't play games with parents who claim they don't get math and so don't participate with their kid's math learning (for example)

An aside: I keep hearing people say that gaming will become more and more popular as kids grow up.. but is that really true?

is there a game culture in all of these places and spaces? isn't there? no, sometimes there isn't any specific culture that is defined by games

4. Sue Cranmer - looking at a very different set of kids out of a pupil referral unit  
Sounds an awful lot like regional suspension centers here

there is always coercion in education, much less so in learning  
oh yeah, but this is really inside of the disciplinary apparatus

The question about teacher-parent relationship with tech is firing my memory about the Harlem Kid's Zone (again.. I just heard a Geoffrey Canada talk two weeks ago... so...), but anyway, it seems like tech could just be something that's in circulation with the whole stance of getting parents and communities more involved with what's happening in the communities's schools

## **V. Higher Ed Session**

1. Diane Harley  
costs/benefits of integrating new media into academy  
particularly open access  
brings into question what function universities serve

well some of the cream of the crop  
yes very important to the maintenance of class

fully online b.a. at uc

disciplinary culture and tradition  
in contention with g  
tournament culture scholars share...

sorry. I'll stop typing

tension between tenure process and what counts as scholarship at research universities and the whole idea of new media and open access, etc. Was she saying research unis or all academic inst? It seems dependent on

discipline.

shes' talking about u.s research uni's, and only a limited view of that

imprimature of journals and books

youth uses of media in academic environments won't necessarily change those environments

## 2. Holly Willis

research projects in othre media

ph.d. design list is all over that topic

invoking:

New London Group, multiliteracies

Gramsci!

rethinking the liberal arts (in another arena, design really ought to be brought into the way schools are structured too)

i guess i really should be workng on some of my design papers and gettin gthem out the door  
yes! John Bransford has started (last two years or so) talking about design studio ways of doing things...

yeah i made several proposals for that a few years ago, design studio aapproach, i think it could be very profitable and i think it is an androgogically better

if you send me a ref, I can get john to read it. (if you care about hanging out in his circle...)

i dunno, i have a circle for these papers and ideas i think, i just have to finish them, but i'll keep that offer in the back of my mind

literacies, metaphors, and such

no incentive for graduate students to produce the non-normal

## Friday Plenary

Amanda Lenhart of PEW giving overview of stats.

Though, I love Amanda and PEW's work in general, part of the problem I have with stats like the ones from PEW and the recent Kaiser one:

I would guess that the platform ppl use to get on the net has an effect on what it is they actually do on the net. Therefore, phone vs. laptop connecting to the net \*are not\* the same, as in they don't do the same things with the different tools, yeah?

Brigid Barron (yay, LIFE Center represent!)

When do kids "geek out?" How do they get there?

keyword: consequential

wow, Brigid, way to give a shout out LIFE grad students. thanks. (there, I fixed it)  
are there any spaces that are equally accessed?

or is it always things can be more and less equal?

spatial modeling - understanding maps, 3rd D across locations, spatial analysis and modeling, understudied

Leander going quantitative?!? looking at home learning and communication is distributed across space. great looking maps.

average user... aren't we past that construct?

dimensions of skill.... i wonder how much of this is artifacts of measurement

oh yummm .... indicators

i wonder how he got the 430, random, snowball, or some other method... cause that would tell me something.

time based geography

## **VI. 3 cases of expertise**

### 1. Kelly Page invoking Erickson

expertise is knowledge, other indicators (such as status) are proxies to knowledge  
how someone performs on a pretest is the clearest way of measuring expertise  
ways of figuring out if someone is an expert:

- xp
- motivation
- position
- specialism
- qualifications
- peer selection
- pre-test

i think we have tendency to misconstrue expertise and overcomplicate it and i think this speaker recognizes that, but i the question of what knowledge is, is somewhat different from her memory construction. Yeah. if we think it's all about memory construction, that really opens it up to distributed cognition.

To frame the talk, Robb outlined expertise literature that included all sorts of ways to think about expertise. Kelly is focusing on Erickson's model where expertise is mentalistic individual knowledge.

i wonder if the terms are really interchangeable, familiarity, expertise, novice, etc.

I framed expertise in WoW raiders along the Collins and Evans (and Lave and Wenger) model (that Robb mentioned) where it all plays out in practice...

hmm, was disconnected (me too), anyway was noting the idea of an indicator of memory differential

life in your years vs years in your life

gender is a key factor, knowledge is highly gendered

valuing knowledge is gendered, I think she's arguing.. where knowledge mattered more for women to be

counted as experts... and so she qualifies her knowledge with situated, social context

well the representation of knowledge is gendered the form of representation, how we do that, and what is accepted

sounds like she needs a bit more of distributed cognition..

personally i don't even locate knowledge in the individual, but in society (yes, J. we're like bffs!) eh? was just agreeing ahh, that's one of the issues with this tool, it mars my interpretive context, not enough reference  
bff = best friends forevah! yep, got that.

I think Kelly was presenting her previous conception of expertise (individual knowledge) but has over the years moved into more sociocultural concepts of expertise but hasn't quite let go of mentalistic individual concept yet

ning... shudders

designers make the choice...

2. Rudy uh... someone fill in his lastname

experiences around digital media....

discipline is not warm

interdisciplinary:  
discipline is hoary  
inter is hairy

case study of the school of interactive arts at central florida and its interdisciplinary nature

his model is about the construction and transfer of individual knowledge:

data -> info -> knowledge (Drucker)

  dont like that def at all

  leviathan and the air pump

tacit knowledge vs. explicit knowledge

what are the right books to read in digital media, any you find on aaaaarg.org ;0

actually i kind of have defined that... interdisciplinarity cannot actually have expertise in a few places....

which is why we need transdisciplinarity

can you say more about trans, J? i think what i define as transdisciplinarity is based on a mode of knowledge production that is forced by the globality of the object of knowledge that cannot be captured by unified disciplines, that forces translations amongst disciplines which develop into new axioms and axiologies

mostly from guattari via genosko

well guatta

zombie problem = dehumanizing merger of man and machine, we're paradoxically getting ignorant while being immersed in information -- this def is not a distributed cognition angle... what really is wrong if become smarter thru our tools?

ninja problem = hidden and silent knowledge (eg. language erosion and lost historical perspective with eg. wikipedia)

i dunno, i still manage ornate language.....

everything is here now.... lack of history

pirate problem = borrowing previous works makes us lose appreciation for original purpose of those works. really??

proxie technological determinism i think that is called

highlighted benefits of the three problems, too. borrowing from other disciplines (pirate), stealth education (ninja), and immersive power of digital media (zombie)

3. Robb Lindgren invokes Goodwin (professional vision) and Stevens (disciplined perception)

cultivating expertise....

what part is the manure?

perceptual differentiation, professional vision

in ethics... we have a term .... 'salience'

designed tools/modes (screen overlays, eg) to scaffold perceptual vision  
perspective taking has a huge impact on what people remember

we've known about perspective manipulation for years though....

right, this is what he was doing at LIFE his last few years... designed activity in a virtual environment from either 1st person or 3rd person perspective.. along the same lines of Dan Schwartz studies of 1st and 3rd person video for learning how to fix a toaster and knowledge transfer from watching the videos  
the argument is that there's something about the social context that matters (to fit within the LIFE work), but now that Robb isn't in LIFE, I think he's arguing that its about perspective taking the role of an expert  
oh I guess the toaster is Robb's study

hmmm, well i guess if you want to prove modernism, this is one way to do it

## **VI. Digital Media Production and Social Change**

*IML: Multimedia Design for Social Change*

Experimental project-based service-learning course working in tandem with local community organizations.

-Youth Radio LA, LA Community Action Network, KEEN La (physical & learning disabilities)

-horizontal approach – skill-sharing and theory-sharing

-social justice, community organizing and base dev't model

*Katie Carmada – Los Angeles Community Action Network*

<http://mm4sc.wordpress.com>

-LACAN: “Help people dealing with poverty create and discover opportunities while serving as a vehicle to ensure they have voice, power and opinion in the decisions that are directly affecting them.”

-Streamlining their social media tools – Wordpress: streaming tweets/fb/maps/blog

-Interactive map platforms – images, video, past events

-Vimeo, BlipTV, Widgets, Prezi, VuVox

*Ethan van Thillo - MediaArtsCenter.Org*

San Diego Latino Film Festival

Teen Producers Project

Working with community partners and non-profits

Affordable housing complexes – MAP Project in Logan Heights/Chula Vista/East SD

-Moving away from narratives

-Brought in a lot of structure – this is the goal: civic engagement

-8-10 minute documentaries

-Need a diversification of funding – city money and grant organizations, and larger non-profits

-Teaching video skills that can be brought into further education

-Want videos to be used by the groups they work with

-Video project teaching the Native community about HIV/AIDS - SD American Indian Health Center

## **VII. Participation in Online Communities**

Alice Robison - Backchannel site: [dml.backchan.nl](http://dml.backchan.nl)

Sean Duncan -

Talk about ways fan communities and practices can but up against the design and corporate intent of sites

Sites characterized as affinity spaces where "new literacies" are enacted -

How do we manage these things and think about the roles and power relationships in these spaces?

Do gamers adopt a "designer identity"?

Brown and Thomas 2006 - "gamer mindset"

Squire 2008 - "designed experiences"

Looked at WOW forums - when doing activities how are they relating it to the designer intentions

Presence of games designers in games, re-designing game, fostering and combative relationships with the players - How does that affect what goes on in the space?

Are people socially constructing knowledge? Are they using data to support their ideas?

Schon 1988 - helped when looking at design, What were they talking about when talking about re-designing the game?

Were they talking about the narrative or mechanics changing?

Discussions in the forums were productive and tied to proposals

Large discussions on game mechanics, less interested in story - want to fix functions of the game

What kind of social knowledge are people building in this space?

Found the lead designer said, thanks for giving me the info but here's what you need to be giving me - cast things as third party tools, not something that he does, marginalize it

What do we do to make the change? Designer response was there was nothing you can do, regulating what were valuable practices in the space

"You can give us information and we will use that information..." Final decision lies with the game designer

Are informal science practices happening in this space?

Nawaf (poster) - we're looking at data differently, practice is cast as a science with academic merit, simulations they make are toy models

"WOW really isn't that much different from the 'World of Science'" - trying to evaluate knowledge in the community

Contestation between what the forum is designed for and the kinds of communities arising in the spaces

Two models - engineering - provide feedback for redesigning the game, science players use it to develop knowledge about the systems of the game

Contested Space (Jenkins and Squire use in another way) - thinking of way people are gaming the community, conflict is exciting because they are talking to the designer, rallying point for people to argue oppositional models of what the community is about

Gee - Young people today are confronted with more affinity spaces - see different vision of learning, affiliation and identity... and consequence??

Take Away - how can we reconsider schools impact on affinity spaces around schools, can we surplant something missing in school with these type of game affinity spaces

Shree Durga - Modding as a design expression of game play

Interested in talk about using game design as was of creating interest in STEM

Reminded of CAD programs in the 80s - learning to program vs design

Look at modding spaces with different angle - can we balance programming and design

Would it be possible to think of it as multiple languages - think with the code and about the design simultaneously

Gamer communities -

Don't get black boxed in own community - get new perspective on mod designs

Also self organized, not top down

Modding is driven from individual motivation and goals, and engages person in new forms of inquiry

Too much focus goes into iteration, bounded by technical algorithms, enterprise they are involved in is troubleshooting, testing rather than reasoning

Book - Software Conflict - new way of thinking about how people think about code is they construct a mental model of programming, programmers who are not good designers are unable to perform simulation runs, end up inventing inadequate design solutions

Interest in scenario design stems from identifying limitations of the game design

Will technicity impinge on the creativity/artistry of design?

How do we sustain the excitement...?

Looks at Civilization Fanatics Center forums

Shows posts - poster idealized version of how the game should work, has to be realistic (design goal), looking for opportunities for help with this, comes up with two implementation logics

In game modding space, unlikely to get boxed in to one frame of thought, can look for people to collaborate, by yourself you would not know about alternatives

Culture of modding - common practice to emphasize on the logic of code, teach a reading strategy

Creating artifacts that are representing expertise other people have been able to develop

Betty Hayes - Rethinking Game Modding

Work on girls and gaming, became interested in seeming lack of girls modding

Game modding high participation of young white and Asian males

Wanted to find out why that was and how to increase participation, how can we make it more appealing?

Became interested in Sims - investigated fan communities, lots of modding going on, scripting and changing software code, also engaged in how modding can link to educational goals

Socio-technical game modding - this way of thinking about modding is not just about the tech, has to do with social dimensions of game play and design

When thinking about modding a game you're not just thinking about changing the code but the experience of the player

Lots of people say Sims isn't a "game" - too open, not clear series of quest, Sims Challenges is a new form of play that makes it more like traditional games

The Apocalypse Challenge - creates a disaster scenario, Sims not set up to simulate this scenario - extensive nature of rules that allows them to mod it to a disaster simulation

This kind of modding requires deep technical understanding of how the game functions as a simulation, but its not coding

Not interested in creation of the rules, but how the community participates and starts to debate about how the rules should be changed

Interweaving how understanding of how the game functions and how the original rules were designed

Another practice - Storytelling - talk about what happens to their family during the Apocalypse

Rethinking "geeking out" as the highest level, to me this suggests a way of looking at it - really understanding the rules, engineering new experiences, and the community geeks out not just the individual

Alice Robinson - Backchannel Participation

Traditionally it comes from psycho linguistics - feedback you get when talking to someone underground, subversive, gossipy  
Social computing - Now with more formal tools, harnessing conversations  
Looking at what it takes to participate in a backchannel - takes a lot to be member of discourse difficult in the temporal space, not only demonstrate expertise but do it quickly and know who's in the room - different from modding because its more temporal  
How do BCs work in terms of meaning making - think about texts  
Formalism - meaning is located in a particular text, uncover through analysis  
Expressivism and Social Constructionism - texts as a process of writing, Stanley Fish, writing is not uncovered but constructed  
Dialogism - Bahktin - meaning is co-constructed intersubjectivity, collection of utterances, meaning through conversation  
Lot at stake - job not about finding the right words, think about how that space is negotiated, what are the signs and symbols, how does that space make relevant what you know  
How can I convey what I mean? looks like a conversation, but assuming what we tweet is self contained  
Projecting backchannel - Forces us to look at conversations happening  
Area/Code - game desing company - game called Backchannel around the show The Hills  
Backchatter - backchannel game, around conference conversation, concentrated on language  
Chat roulette - draw up someone on video

---  
multilingual web  
7000 languages  
iso 649-3  
unicode  
text corpora, nlp  
searc, spell check, auto complete, predictive text  
1/2 of the people speak 10 languages  
6500 language are spoken by 5% of the people  
300 languages are... possible commercial orientation

dotsub  
large demand for translation and subtitling

## **IX Square Peg in a Round Hole**

Jim - COSN

Milton Chen - George Lucas Educational Foundation

1. Top down and bottom up nature of the issue - need both kinds of change

This is the system we're stuck with

No national curriculum

Hope is in the bottom up - changing the game, creating participatory learning environments, not well known, Edutopia trying to spread the word. Example: ipod for learning literacy, have kids record themselves reading, mirror for their own performance

2. Political will - new set of leaders governors and superintendents taking stronger stands

Need people who are willing to change the game, Maine still the only state with a laptop program, Angus King - governor,

3. Changing assessment

Learn from other nations about this, nations moving toward performance based assessment, project based learning, assessment becomes more like the curriculum

#### 4. More Learning time

Summer as the third semester - Center for Summer Learning

UC wants to help CA schools get grads up to par, new focus on summers, Cosmos program,

#### 5. Pace of Global change - work more quickly

Hope is with the grassroots, make change as we can

Margaret Weigel - Harvard

3 things haven't heard about - Education, cognition, and development

Project Zero - interviewed 40 experienced teachers - how have the kids changed?

Lots of the teachers used media in classroom - two kinds

1. those who use it like old media

2. More creative things with media - but problems embedded

Problems - accelerated rate of tech change, physical and temporal constraints, concerns with ceding power to kids

Things are always change, always going to be a cultural disconnect because of the age thing, how to keep up to speed

Giving power to students - incorporating their interests, many find it threatening

Push back from parents and students, focused on college bound, how can we bridge the disconnection?

Culture clash between school:

What do we want kids to learn? What important? Who gets to decide what's important? Are schools the site for learning? How can participatory culture be the way to make that happen?

Erin Reilly

Pilot study developing strategy guide for ELA

6 Design principles -

1. Address the participation gap - how to shift our understanding of ourselves - from access to tools to access to participation

2. Bring new expertise into classroom - created section of the guide called Expert Voices - 4 people with different ways of reading

3. Expand on core literacy concepts - conservative with content, radical in approach

4. Media Studies approach - how do we come to reading when we're not required, how do we read as fans? its different, we can enter a text in many different ways, different reading identities

5. Stance on popular culture - Do we need participatory guidelines like fair use guidelines?

6. Stance on technology - not just access but how to integrate meaningfully

Questions they were left with:

1. How do we create a community of readers (interest) in classrooms?

2. How do we break down the expertise paradigm?

3. How do we support a culture of increased generativity?

4. Assessment

Christine Greenhow (sp?)

Comes at it with the educational perspective - we need to do a better job of engaging participatory learning in our research

Emerging contexts are places where they develop skills, we need to know what they are developing

Online environments - remaking identities, doing that in everyday lives, how do they identify at school?

Powerful spaces to examine issues, we have outdated policies,

Analyze and evaluate practices in everyday contexts, what is their value and how is it related to what we do in formal settings

Developed HotDish in Facebook - application designed to facilitate informal learning around the

environment

How can we get the informal community to see

## **X. Identity, culture and agency in (the design of) digital media and learning**

Ben DeVane

Identity at the center (persistent topic at this conference)

Identity has a complicated genealogy in the social sciences, but two major perspectives developmental, and interactionist (Ben is interested in the social interaction side but moving towards the continuities of people developing their identities in the world)

Kids expertise in Civ moving into different parts of their lives, early on kids moving from users to designers

Participants use the social resources in the space

Identity as a repertoire for the players, rep of semiotic-material resources, social resources, cultural forms, & individual agency

Expert players pushed back down the chain in a new context improvise themselves as experts

Identity as neither transmitted or mirrored in this context

Erica Halverson

Frustration with what it means to do identity work, all this talk around "Identity as" problematic b/c the experiences don't result in the person taking on that actual role. Pushes back towards a more developmental perspective

Allowing young people to develop a continuing sense of personhood as a result of these experiences

How do young people produce autobiographical art and what does it mean for this continuing sense of personhood?

Recognizing and understanding the cultural narratives within the communities we're living in.

Artistic production process creates slew of intermediate representations that culminate in final (in this case) filmic representation

Development of identity as about how I see myself, how others see me, how I fit into the communities in which I belong - development of identity is about understanding these aspects of self/personhood and actively negotiating them

Is there a place to think about identity as a continuous personhood/selfhood in the constant recreation of these digital media spaces?

Reed Stevens

Identifications in and with video games (within the work of the LIFE center, what's going on in the "sea of blue")

1 study within the line of studies about learning and media controversies - kids are deeply engaged in this media, there are public voices on both sides, few ethnographic field studies (digging deeper, getting better answers)

Context of this video game study - naturalistic study (see In game, In room, In world)

Based out of Turkle, Yee & Bailenson's "Proteus Effect", and Gee's projective identities - looking for direct evidence ground up back to theory

Coming from a pragmatist identity theory (prefer verbs to nouns when on the topic)

Games tangled up in family life, also differentiations between parent/child

Game play/knowledge about games is a positioning identity in relation to friends

Identities tangled up in imagined futures

Video games as a means for teens to be as much like other and as different from others as possible at the same time

Kids as having "game playing careers" a la Edward Hughes's career narratives

Alex Games

Identity and power in Gamestar Mechanic <http://www.gamestarmechanic.com/>

schools of gaming - groups that emphasize certain aspects of gaming (e.g. rules over conflict)

Kids play, "repair", and make games

Identity in GSM - adults come into the afterschool space and children position themselves as students regardless of the adult's intentions. If the adult maintains that identity kids disconnect or sabotage. Kids come to learn to play, not to be taught. Hybrid moment in which kids notions of what it means to play a game are dominant as to what it means to be a designer, but over time they move towards a more confident/empowered position and they become co-designers

When children are designing games early on, they see the game as an independent agent (game has its own identity doing its own thing), elements of the game as distinct from them as designers. Later on, children begin to own it as a designer "in my game I want the player to" instead of "this game is an X" - move towards game as a representation

Discourse of children and game design activities start to look like a system of dialogues (see Alex's 3 dialogs model <http://www.wwwords.co.uk/rss/abstract.asp?j=elea&aid=3456> )

Betty Hayes (discussant for the session)

New media helping to instantiate theories about identity

Need for clarity about where we're starting when talking about identity (what different frames open up and shut down)

All talks showed how identity is significant even when identity is not intentionally the focus

More discussion of how concrete experiences relate to the broader cultural narratives would be good . . . so what are the identities on offer and how do people pick and choose when casting themselves in certain situations

Reed talking about strange identity bedfellow (my phrase) like girly/science

Ben rephrasing Reed - Modes of identity production are verbs, not nouns

Erica's push back - when you make an identity representation you create a noun

Jim says readings of how people offer their story of the decisions they make through game play would be a productive line of inquiry

## **X. race and gender one (part 1)**

Alexandrina A

stardoll, before and after redesign after new funding from american companies

Heather Horst

a geeking culture online

dance hall music and culture from jamaica and performance on youtube

dance as a form of theatrical self performance.

screening a series of "dutty wine" dance videos on youtube: from jamaican dance hall to UGC videos

uploaded to youtube (see comments sections - everything more interesting when comments are analyzed as well)

memelike

how's this related to the memes of anime dances?

or I guess the better analogy is white rappers

Katynka Martinez

raza studies

youth-created video games explore LA neighbourhoods - form of self-narration, infused with humor, (potentially) transformative visions of LA/urban environments

From hand-drawn maps to pacman mazes

The ability to roam freely through one's neighbourhood is something all youth aspire to

Lisa Nakamura

awesome, same presentation that she did at GLS two years ago (& aoir???? ongoing project?) oo maybe! at gls it was the ni hao video that she shared. looks like counterstrike here - you're right, i don't remember the

CS e.g. no no.. it was diff at GLS showing how race is totally a social construction in WoW, that Chinese became synonymous with gold farmer and that it wasn't a skin color category but a gaming behavior category but it was awesome and needs more exposure  
virtual labor migration in digital games (WoW)

## **XI. Beyond Academia session - blow up the university session**

Kathleen Fitzpatrick, Alex Halavais, Jeremy Hunsinger

pasted from the session's etherpad:

Join in editing! <http://tinyurl.com/dmlpost>

### **Kathleen's Comments**

Getting our students to do things openly, public, collaborative, use of digital rhetorics. But we don't seem to use them to the same degree as we teach them. We get credit for the formal stuff. What if that wasn't the case?

What sorts of CoP can these inspire. How can we model the critical/analytical skills we want our students to have--particularly in our writing & audiences.

Making this sort of change, particularly institutionally, is hard work.

Media Commons (<http://mediacommons.futureofthebook.org>) may represent a model of cross-institutional work.

Planned obsolescence (<http://mediacommons.futureofthebook.org/mcpres/plannedobsolescence>) as a project: strategy for making such changes. Changes in peer review, and what that means to the ideas surrounding authorship/readership.

Universities need to rethink what publishing is and why they engage in it.

Publishing as a revenue-center? The mission of the university is diffusion of knowledge, and university publishing should reflect this.

Institutional collaboration (U presses, libraries, IT, academic units) an important part of serving that value.

### **Jeremy's Comments**

An aversion to walls, classrooms, and pedagogy. An essential question of episteme and practice. The STS lit approaches the question of how research is done (by researchers).

We learn (in school and out) informally...

DML isn't new, it's existed as an approach for ~45 years.

pedogogy treats learners as kids

Digital media as an escape from the strictures (economic & control) of the university.

Hack-labs, as collective good. (Post or extra-academic education.) (Also, cf p2pu.org.)  
Chicago School (Dewey et al) model of education  
spaces that encourage learning not teaching - lab model

blowing up the university or "reexploding" it, in reference to earlier comments at the conference on the first Higher Education panel about the Mellon Report on Higher Ed <http://escholarship.org/uc/item/15x7385g>, recognizing that learning happens in a network or web of activities (often self-directed)

## Alex's Comments

Question about mobile media

Collaboratory as inner space, DML as public space

What kind of software do we want to use: Remix world vs. Base Camp

Why is our collaborative software different from what we want students to use

Maybe students should be asked to think about "grown up" project planning skills (budgets, schedules)

Obama administration and its priorities for education

Think about projects and schedules.

Learning informally and the "sea of blue" for informal learning over a lifetime [http://www.life-slc.org/wp-content/uploads/life\\_longwide\\_vr2009\\_500.gif](http://www.life-slc.org/wp-content/uploads/life_longwide_vr2009_500.gif)

MacArthur Foundation and building a bridge back to the institutions

Mix of researcher and practitioners being praised

Should online collaborative tools and spaces be different for kids and for grown-ups?

Is autonomy in terms of interest-driven learning as applicable to adults as it is to kids?

All of our work as academics becomes formalized

Is the importance of sharing ideas openly as important for adults as it is for kids?

To what degree should kids and adults be shielded from economic concerns?

The example of Japanese kids asked to clean their own schools

Can we create a research community in which research is:

- Based on our interests
- Openly documented, with opportunities for peer mentoring
- Published, then filtered
- Without destructive competition

Despite provocation I don't want to blow up the university

Tenure should only be granted to people who don't want tenure

Question about why this isn't a THATcamp if we really value informal learning

Does open source present a peer-to-peer model that we can follow?

- Peer reviewed scholarship pre completion
- Peer reviewed scholarship after "completion"
- Peer reviewed scholars

How can institutions support more informal kinds of research, and how can that research build a bridge back to institutions?

Why I am still a professor?

Macarthur provides scaffolding for the new discipline of DML to form?

Should there be more friction, more argument, more ? Particularly if we are being drawing in diverse participation, why are we agreeing with it so directly?

How fields are built by shared interests - calling out the economic powerhouse that takes away our ability to

determine what can't as knowledge - the elephant in the room

Alex: formal imprimatur from the beginning, claim that they are providing scaffolding and convening function

Need for frisson and arguing with each other - tendency to genuflect in this environment

What happens when the funding dies? Are we critical enough of the infrastructure that supports the nascent field? What's with all the talk about public/private?

Issues of sustainability of projects and practices that may be launched with the support of the

Who do we invite to these things who will challenge us more directly?

Inter- vs. transdisciplinary - mean different things

DML still missing: shared axioms. Shared axiologies? (Yes, "it feels like a movement.") Shared epistemologies? Shared ontologies?

Problem of training people for both media studies and education - obligations to PhD students facing a world where silos don't talk to each other

Jeremy: exclusion of both silos

Disappearance of humanities disciplines at universities with the funding dry-up

Alex: collaborations with museums and libraries, not just universities

Who do we need next year:

\* Deans & presidents, who can make the field happen on their campuses?

\* Cranks. The people who are highly critical of edtech. Those who insist that YouTube not be allowed on campus networks? Suggesting Maxine Greene

\*Andrew Keen as keynote? NOOOOOOOOOOOOOOO.

Problem of travel funding - collaborative groups and first authors getting funded

Craig Dietrich raising the problem of how flying to conferences takes \$ and resources away from the students we teach

IJLM and eScholarship repository as technically open but badly designed for public access

Someone said the "capitalism". For people who can't be here. (Need better skyping, better streaming of the panels. This is important across the board.)

The question of whether or not certain journals should be boycotted

danah boyd's call for a boycott of closed journals and Alex's half-and-half compromise

## **Saturday Keynote**

Sonia Livingstone

4th type of activity (where first three are hanging out, messing around, and geeking out from Ito et al): playing with fire

need to look at youth and media ecologies whether that includes digital stuff or not