



Summer 2019 Marginal Syllabus:

Connected Learning in Teacher Education

Since 2016, the [Marginal Syllabus](#) has convened and sustained online conversations with educators about equity in education through open and collaborative web annotation. This fourth iteration of the Marginal Syllabus aims to support teacher educators interested in [connected learning](#). Throughout the summer of 2019, teacher educators are invited to read, annotate, and discuss four articles about connected learning so as to support their own connected teaching with pre-service and in-service educators.

In partnership with the journal *Contemporary Issues in Technology and Teacher Education* (CITE), the four featured articles in this syllabus have been selected from a special issue of CITE titled “[From Connected Learning to Connected Teaching](#).” CITE is an open-access, peer-reviewed publication of the Society for Information Technology and Teacher Education (SITE) and is co-sponsored by four teacher education associations. The Marginal Syllabus has partnered with the National Writing Project and the National Council of Teachers of English to organize the [2017-18 syllabus](#) and [2018-19 syllabus](#), and uses the open-source technology [Hypothesis](#) to mediate open and collaborative annotation conversation.

As a summer reading group for teacher educators, the *Marginal Syllabus: Connected Learning in Teacher Education* will begin with introductory connected learning texts in late Spring, 2019, followed by the four core articles scheduled from June through August. In addition to summer reading and discussion, participating teacher educators will be encouraged to incorporate these same articles into their teacher education coursework throughout the Fall, 2019 semester. Technical and facilitation supports will be provided to teacher educators who participate in the summer reading group so as to encourage social reading and collaborative annotation among their courses during the fall. The *Marginal Syllabus: Connected Learning in Teacher Education* will be facilitated by Kira Baker-Doyle, Program Director of the [Transformative Teacher-Educator Fellowship](#) and organizer of the [Connected Learning in Teacher Education network](#), and Remi Kalir, Co-founder of the Marginal Syllabus.

Questions about the *Marginal Syllabus: Connected Learning in Teacher Education* may be directed to Kira Baker-Doyle at kbakerdoyle@gmail.com and Remi Kalir at remi.kalir@ucdenver.edu.

<http://marginalsyllab.us/>



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Spring, 2019: “Introducing Connected Learning”

Announce syllabus at AERA 2019 and organize teacher educator participation.

Introductory annotation conversation of connected learning texts.

- [Connected Learning Guide](#) (2019), by Chicago Learning Exchange
- [From Good Intentions to Real Outcomes: Equity by Design in Learning Technologies](#) (2017), by Justin Reich and Mizuko Ito
- [From Connected Learning to Connected Teaching: Editor’s Introduction](#) (2018), by Nicole Mirra

Summer, 2019: “Discussing Connecting Learning”

Collaborative annotation discussion of select articles from CITE special issue (2018, 18(2)).

- June 3-23: Connected Teaching and Learning in K-16+ Contexts: An Annotated Bibliography by Sarah Lohnes Watulak, Rebecca Woodard, Anna Smith, Lindy Johnson, Nathan Phillips, & Katalin Wargo
- June 24-July 7: This Is How We Do It: Authentic and Strategic Technology Use by Novice English Teachers by Betina Hsieh
- July 8-July 21: The Fallacies of Open: Participatory Design, Infrastructuring, and the Pursuit of Radical Possibility by Stephanie West-Puckett, Anna Smith, Christina Cantrill, & Mia Zamora
- July 22-August 4: I, Pseudocoder: Reflections of a Literacy Teacher-Educator on Teaching Coding as Critical Literacy by Kira J. Baker-Doyle
- August 5-11: Debrief discussions, plan for fall teaching, CLinTE virtual retreat

Fall, 2019: “Enacting Connected Teaching”

The following reading calendar is intended to support teacher educators as they incorporate articles discussed during the summer into their fall semester syllabi and coursework for collaborative annotation discussion across multiple teacher education courses.

- September reading and discussion: Connected Teaching and Learning in K-16+ Contexts: An Annotated Bibliography (Lohnes Watulak et al., 2018)
- October reading and discussion: This Is How We Do It: Authentic and Strategic Technology Use by Novice English Teachers (Hsieh, 2018)
- November reading and discussion: The Fallacies of Open: Participatory Design, Infrastructuring, and the Pursuit of Radical Possibility (West-Puckett et al., 2018)
- December reading and discussion: I, Pseudocoder: Reflections of a Literacy Teacher-Educator on Teaching Coding as Critical Literacy (Baker-Doyle et al., 2018)