

ACCEPTED SUBMISSION TO 2018 CONNECTED LEARNING SUMMIT:

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Educator Connected Learning via Collaborative Web Annotation

Abstract: This spotlight describes a multi-stakeholder partnership that supports educator connected learning via open and collaborative web annotation. The Marginal Syllabus convenes and sustains conversations with K-12 classroom teachers, higher education faculty, and other educators about equity in education using the web annotation platform Hypothes.is. The spotlight will feature stakeholders discussing the project's development, design principles, and the 2018-19 syllabus.

The Marginal Syllabus: Educator Learning and Web Annotation

This spotlight presentation describes a project that supports connected learning (Ito et al., 2013) for educators via open and collaborative web annotation. The Marginal Syllabus is a social design experiment (Gutierrez & Vossoughi, 2010) that convenes and sustains conversations with K-12 classroom teachers, higher education faculty, and other educators about equity in education via open and collaborative web annotation. This approach to sparking and supporting educators' interest-driven learning (i.e. Garcia, 2014) embraces an intentional political and technical double entendre; the Marginal Syllabus partners with authors whose writing may be considered marginal – or contrary – to dominant education norms, and online conversations with authors and text-participants occur in the margins of online texts using the web annotation platform Hypothes.is (i.e. Author, 2018). The Marginal Syllabus was piloted throughout the 2016-17 academic school year; the first syllabus featured nine conversations with ten partner authors about topics including digital redlining, curriculum co-design, critical literacy, culturally relevant pedagogy, the business of educational technology, and narrative truth, among others. The 2017-18 syllabus, hosted by the National Writing Project, was organized around the theme "Writing Our Civic Futures," and featured eight conversations with 12 partner authors. Marginal Syllabus conversations are publicly available open educational resources (OER) and analyses of these conversations support research about how open web annotation mediates educators' interest-driven and professionally-relevant learning (i.e. Author, in review).

A Partnership for Educator Connected Learning via Web Annotation

The Marginal Syllabus is a multi-stakeholder partnership among the National Writing Project (NWP), K-12 educators, researchers, authors, academic publishers, and the non-profit Hypothes.is. This spotlight will report the Marginal Syllabus' successes, challenges, and next steps in anticipation of the project's third iteration during the 2018-19 academic school year. Specifically, this spotlight will:

- Review the Marginal Syllabus' development, including a summary of the 2016-17 and 2017-18 syllabi, partner authors and organizations, syllabus texts, and related resources;
- Describe the Marginal Syllabus as example of equity-oriented connected learning relevant to educators' classroom practices, personal interests, and digital media practices;
- Highlight the importance of open web annotation (OWA) and open educational practices as contributing to new models of educators' connected learning via OWA (Author, 2018);
- Share design principles that have coordinated the joint work of the Marginal Syllabus as social design experiment, and how principles have informed programming, facilitation, and research;
- Discuss next steps for 2018-19 syllabus, including the organizing theme, partner authors and their texts, and new partnership and programming goals.

Presenters include K-12 educators, representatives from the NWP and Hypothes.is, and researchers.

References

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