



Civic Learning Online Workshop

Center for
Communication
& Civic
Engagement

Workshop Program
University of Washington Club
October 3 and October 4, 2008

Agenda

Day 1

Friday, October 3

University of Washington Club, Conference Room

8.30-9.00	Continental breakfast
9.00-9.15	Welcome by Lance Bennett, Director, Center for Communication & Civic Engagement, University of Washington
9.15- 9.40	Multimedia Introduction to Civic Learning Online Project
9.40-10.00	Introduction of participants
10.00-10.30	Coffee break
10.30-12.00	Civic Learning Online: Findings from our study of civic learning opportunities in online youth communities. Moderator: Peter Levine, Director of CIRCLE, Tufts University Panelists: Lance Bennett, CCCE Director; Chris Wells and Deen Freelon, CCCE Civic Learning Online Researchers Discussants: Diana Hess, University of Wisconsin; Joseph Kahne, Mills College; Walter Parker, University of Washington <i>Key question: How to understand civic learning opportunities in online environments? How can school-based research be extended to online environments?</i>
12.00-1.30	Lunch
1.30 – 3.00	Building youth civic environments: Technology and community (pugetsoundoff.org case study) Moderator: Lance Bennett Panelists: David Keyes, City of Seattle Department of Community Technology; Chris Tugwell, Seattle Metro YMCA; Lance Bennett, CCCE; Toby Campbell, PSO partnership developer; Samantha Moschek, Digital Aid, PSO technology developer Discussion: Peter Levine, CIRCLE; Kate Goddard YouthLearn; Shawna Rosenweig, Global Kids; Mark Hawkins, YouthNoise ; Josh Powell, Vera Project; Kate Boyd and Cristien Storm, IfYouDon'tTheyWill <i>Key question: How to develop civic media technology that engages youth and brings diverse stakeholders into online civic environments?</i>

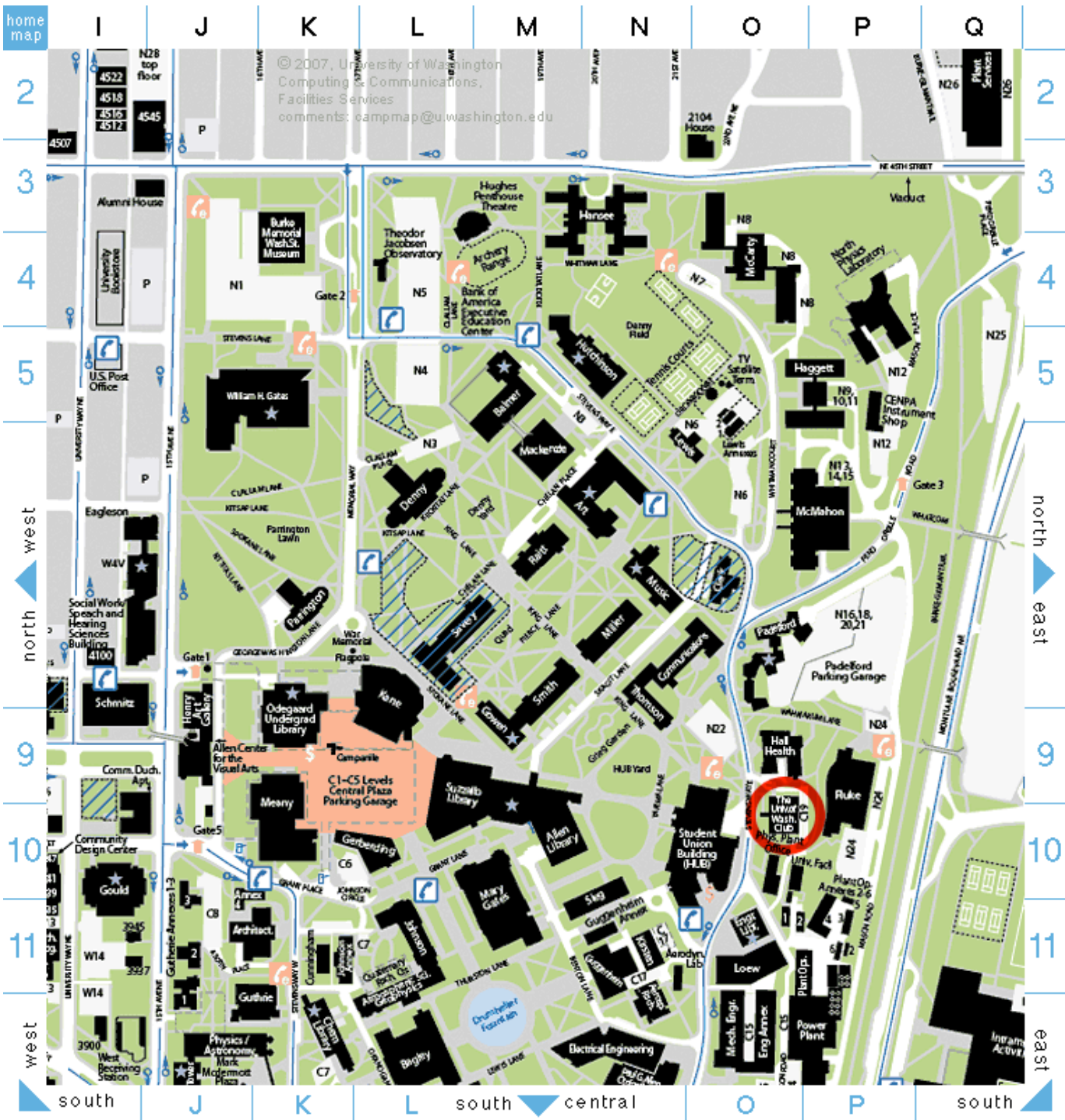
3-3.30	Break and unconference
3.30-5	<p data-bbox="443 233 1247 264">Strategies for developing and marketing civic media skills</p> <p data-bbox="443 291 1024 323">Moderator: Peter Levine, Director of CIRCLE</p> <p data-bbox="443 386 1325 516">Panelists: Deen Freelon, CCCE Research; Amanda Ballantyne, Becoming Citizens Project Manager; Savannah Peterson, CCCE Coordinator; Jon Hickey, CCCE Production; Tyler Goulet Becoming Citizen Peer Coordinator; Adriana Gil Miner, CCCE Project Manager</p> <p data-bbox="443 554 1256 585">Discussion: Howard Rheingold, Eszter Hargittai, Mark Hawkins</p> <p data-bbox="443 611 1365 678"><i>Key question: How to use research to guide civic media curricula? How can digital media help development civic skills in youth?</i></p>
5.00	Informal reception

Day 2
Saturday, October 4
University of Washington Club, Conference Room

9.00-9.30	Continental breakfast and unconference session :collaborations and connections
9.30-10.00	<p>Observations about day 1 from project advisors and workshop participants</p> <p>Advisors: Howard Rheingold; Eszter Hargittai; Peter Levine; Joseph Kahne; Kate Goddard; and open discussion</p>
10-10.15	Break
10.15- 12.00	<p>Teen Media producers discuss their work</p> <p>Moderator: Jac de Haan, Member Seattle Citizen’s Telecommunications & Technology Advisory Board (Technology Coordinator for Billings Middle School)</p> <p>Youth Panelists: Eva Walker, Donte Johnson, Naomi Nelson, Lloyd Major, Chris Sa, Anna Ivasenko, PSO Youth Team; Sami Kubo, Reel Grrls</p> <p>Discussants: Howard Rheingold; Bryan Gordon, YMCA Metrocenter; Ezster Hargittai</p> <p><i>Key question: What makes young people interested in creating media about community issues? How can websites like PSO appeal to a wide range of teens?</i></p>
12.00-1	Lunch
1.00-2.30	<p>Observations: Future directions for Civic Learning Online</p> <p>Reflections: Howard Rheingold</p> <p>Concluding roundtable featuring all participants</p>

home map

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Resources

Civic Learning Online ~ Website & Blog: <http://engagedyouth.org>

Reports (available at engagedyouth.org):

(2008) *Evaluating Online Tools for Youth Civic Learning* by Deen Freelon. This report introduces the work of the Civic Learning Online Project in developing digital media learning tools. The need for identifying specific online learning goals and opportunities is first discussed. This is followed by the introduction of an online curriculum unit, Blogging in Public, which is evaluated in terms of the civic learning opportunities it offers. posted August 7, 2008

(2008) *Young Citizens and Civic Learning: Two Paradigms of Citizenship in the Digital Age* by Lance Bennett, Chris Wells, and Allison Rank. How can civic education keep pace with changing political identifications and practices of new generations of citizens? We examine research on school-based civic education in different post-industrial democracies with the aim of deriving a set of core learning categories. Most school-based approaches reflect traditional paradigms of dutiful citizenship (DC) oriented to government through parties and voting, with citizens forming attentive publics who follow events in the news. While this model may appeal to some young people, research suggests that it produces mixed learning outcomes, and may not capture the full range of learning and engagement styles of recent generations of citizens. We expand upon these conventional learning categories by identifying additional civic learning opportunities that reflect more self-actualizing (AC) styles of civic participation common among recent generations of youth who have been termed digital natives. Their AC learning styles favor interactive, networked activities often communicated with participatory media production such as videos shared across online networks. The result is an expanded set of learning categories that can be used to design, document, and compare civic learning in different environments from schools to online communities. updated August 8, 2008

(2008) *The Generational Shift in Citizen Identity* by Lance Bennett outlines an agenda for developing civic learning standards in schools and online environments that engage the learning and participation styles of digital natives. posted May 17, 2008

(2008) *Changing Citizenship in the Digital Age* by Lance Bennett. An Introduction to key issues and questions about online civic learning and engagement. This is the introductory chapter to the MacArthur Digital Media and Learning volume Civic Life Online, which is available from M.I.T Press here. posted April 12, 2008

(2006) *MacArthur Online Discussions on Civic Engagement* Leading experts and practitioners discuss and debate the changing nature of citizenship and civic engagement, and address how various online experiences, from participation in games to joining more formal youth engagement sites can shape the political learning and civic styles of digital natives. posted April 12, 2008

Project Advisors

Allison Fine has been a successful nonprofit entrepreneur at local and national levels for more than 15 years successfully starting new organizations, raising funds, building organizational collaborations and helping to lead a sea of change in the way that nonprofit organizations organize themselves and successfully engage their communities in social change efforts. She has consistently worked towards her strong belief in the need for reducing barriers to participation in community life. Attempting to unravel the mysteries of how, when and why citizens are involved and engaged in community and governmental affairs continues to be the focus of her work. In 1992 Allison started a national nonprofit, Innovation Network, Inc. (InnoNet), dedicated to teaching and expanding the use of participatory methods for ongoing learning and improvement by activist organizations. If you are interested in planning and evaluation tools, information and connecting with others wrestling with these issues, go to www.innonet.org. In 2004, Allison became the C.E.O. of the E-Volve Foundation. E-Volve provides seed grants for online democracy and activism efforts. More recently she has focused on writing and public speaking focused on increasing civic participation by harnessing the power of digital technology.

Eszter Hargittai is Associate Professor of Communication Studies and Faculty Associate of the Institute for Policy Research at Northwestern University where she heads the Web Use Project. She received her Ph.D. in Sociology from Princeton University where she was a Wilson Scholar. Her research focuses on differences in people's digital media uses, skills and participation with particular interest in how IT may contribute to or alleviate social inequality. She is regularly quoted in the media including, among others, the New York Times, the Washington Post, the Chicago Tribune, USA Today and most recently the September 2008 issue of Cosmopolitan magazine. In 2006-07, she was a Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford. This year, she is a Fellow at the Berkman Center for Internet & Society a Harvard University.

Howard Rheingold is the author of:

- ▶ Tools for Thought
- ▶ The Virtual Community
- ▶ Smart Mobs

WAS:

- ▶ Editor of Whole Earth Review
- ▶ Editor of The Millennium Whole Earth Catalog
- ▶ Founding Executive Editor of Hotwired
- ▶ Founder of Electric Minds
- ▶ Non-resident Fellow, Annenberg Center for Communication, USC, 2007

HAS TAUGHT:

- ▶ Participatory Media and Collective Action (UC Berkeley, SIMS, Fall 2005, 2006, 2007)
- ▶ Virtual Community/Social Media (Stanford, Fall 2007, UC Berkeley, Spring 2008)
- ▶ Toward a Literacy of Cooperation (Stanford, Winter, 2005)
- ▶ Digital Journalism (Stanford University Winter, 2005, 2006, 2007)

AND IS:

- ▶ Visiting Professor, De Montfort University, UK

CURRENT PROJECTS:

- ▶ The Cooperation Project
- ▶ Participatory Media Literacy
- ▶ HASTAC/MacArthur Foundation grantee

what it is → is → up to us

Joseph Kahne is currently the Abbie Valley Professor of Education and Dean of the School of Education at Mills College. He studies the democratic purposes of education and urban school reform. He is currently conducting a statewide study of the civic/democratic commitments, capacities, and activities of high school students in California and of the distribution and impact of school-based opportunities that aim to develop citizens for democratic citizenship. He is also conducting a longitudinal study of the civic implications of young people's use of the internet and other forms of digital media. He is just completing (co-directed with John Easton of the Consortium on Chicago School Reform) a three year study of Chicago's high schools and the small school reform effort in particular. Recent publications include: "Democracy for Some: The Civic Opportunity Gap," co-written with Ellen Middaugh and "What Kind of Citizen? The Politics of Educating for Democracy" in the American Education Research Journal and co-written with Joel Westheimer. For pdf's of his papers and other information, see www.civicsurvey.org.

Peter Levine is Director of CIRCLE, The Center for Information and Research on Civic Learning and Engagement. CIRCLE is part of the University of Maryland's School of Public Policy, but will move to Tufts University's Jonathan Tisch College of Citizenship and Public Service in 2008. Levine graduated from Yale in 1989 with a degree in philosophy. He studied philosophy at Oxford on a Rhodes Scholarship, receiving his doctorate in 1992. From 1991 until 1993, he was a research associate at Common Cause. In the late 1990s, he was Deputy Director of the National Commission on Civic Renewal, chaired by Senator Sam Nunn and William Bennett. He is a member of the Deliberative Democracy Consortium's steering committee (www.deliberative-democracy.net), a co-founder of the National Alliance for Civic Education (www.cived.org), and former chair of the Executive Committee of the Campaign for the Civic Mission of Schools (www.civicmissionofschools.org). Levine is the author of *The Future of Democracy: Developing the Next Generation of American Citizens* (University Press of New England, June 2007), three other scholarly books on philosophy and politics, and a novel. He also co-edited *The Deliberative Democracy Handbook* (2006) with John Gastil and co-organized the writing of *The Civic Mission of Schools*, a report released by Carnegie Corporation of New York and CIRCLE in 2003 (www.civicmissionofschools.org)

Kate Goddard, EDC Project Coordinator, has been developing and implementing technology and media based after school programs for the past six years. Before joining the EDC team, Kate was working as a Program Director for the Community Technology Empowerment Project, managing and training AmeriCorps members on how to intergrate media and technology into existing community technology centers. Additionally, she has experience working with youth and creating media at Phillips Community TV, the Science Museum of Minnesota, Denver Open Media, and at Girls Inc. of Metro Denver.

FUNDERS

MacArthur Foundation: The John D. and Catherine T. MacArthur Foundation is a private, independent grant making institution dedicated to helping groups and individuals foster lasting improvement in the human condition. Through their Digital Media, Learning & Education grant making, the MacArthur Foundation seeks primarily to gain a better understanding of how digital technologies are changing how young people learn, play, socialize, exercise judgment, and engage in civic life. Grant making also is exploring how learning environments – peers, family and social institutions (such as schools) – may be changing as well. Through answers to these questions, and the policy responses to them, the Foundation seeks to help build the interdisciplinary, cross-sector field of digital media and learning.*

**taken from Macarthur website at <http://www.macfound.org>*

The Surdna Foundation's Effective Citizenry Program is national in scope. Our goal is to build the skills, involvement, and visibility of young people (ages 13-25) – especially low-income youth of color – as important civic actors to address meaningful, structural problems in their schools, communities and larger society. We seek to:

I. Improve their leadership, influence and effectiveness via Youth Organizing: Through research, surveys, power analysis, outreach, base building, membership development, and direct action, multi-year campaigns, young people create systemic change, such as policy reform of public schools.

II. Expand opportunities for young people to serve and engage their communities via Youth Governance and Advocacy: In governance, youth take on roles as community stewards, serving on public commissions, appointed advisory boards, and nonprofit boards of directors. In advocacy, policy organizations incorporate youth participation and guidance to aid in decision-making and advocacy efforts.

III. Ensure the voice of young people is heard on serious community issues via Youth Media: Through the creation, distribution, and outreach of high quality media, young people communicate their perspective on important issues in order to affect systemic change in their communities.*

** taken from Surdna Effective Citizenry Program website*

Becoming Citizens:

University of Washington:

- * Office of the Provost
- * Office the Dean, College of Arts & Sciences
- * Department of Communication
- * Department of Political Science