

**Review of
San Francisco Meeting
Themes & Questions**

Summary

- **Assessment**

- Unit of assessment: Activity over time
 - What settings?
 - What kinds of activities?

- **Dynamic (“informal”) Learning**

- Criteria for establishing what learning is valued, emphasized (whose criteria?)

- **Documentation**

- Quantity and quality of information necessary for appropriate assessment

Unit of Assessment: Activity System over Time

- Individual learners + other participants engaged in activity.
- Mediating tools and semiotic media
- Local conditions directly relevant to and supportive of the learning activities.
 - What is the wider context that makes the setting of learning possible institutionally?
 - Enough detail to capture relevant information about the specifics of learning trajectories.

Criteria for deciding that some learning is valuable?

1. Value as experienced by the participant
2. Judgment of expert educators
3. Judgment of parents, care-givers
4. Evidence of consequentiality of learning for other, conventional academic activities

Dynamic Learning

- Informal learning, free-choice learning
- Goals and means continuously revised
- Feelings and desires in the loop
- Learning: one aspect of the dynamics of a trans-individual system

Definition and scope of informal learning activity

- Voluntary participation
- Enjoyment of the learning activity for its own sake
- Intense engagement with tasks
- Flexibility in goals and re-purposing resources
- Unpredictability of some significant learning outcomes
- Improvisation and innovation within and concerning the activity
- Commitment over time
- Continuing voluntary participation despite setbacks
- Relatively equitable power relations in negotiating goals and means

Settings discussed in SF meeting

After-school programs

Community center programs

Learning at home

Museum-based activities

Online Communities

(from MMORPGs to “off-line” communities that use on-line media to form community)

Sports

Documentation

How much and what kinds of information are relevant to identifying valued learning and the specific aspects of activity that support this learning?

Documentation

Unit of analysis for documentation =
activity in a setting over times long enough
to show:

- origins of participation
- evolution of the activity
- learning in the activity
- consequences of learning for other activities