**Knowledge Construction in AU Landing Practice Network (Groulx, 2010)**

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| Instructional Strategies | Learning Processes | Activities | Description | Analytics/Assessment |
| Learners reflect on search, collection and selection activities and strategies online; share impressions and experiences (challenges and successes); | **Berry Picking** | **Adding bookmarks** | **Activities that involve identifying, evaluating and selecting resources; collecting ideas, links, and references; creating annotated bookmarks within Delicious, adding annotated bookmarks to group/profile page;** | **Link to learner’s Delicious bookmarks;**  **Link to learner’s bookmarks;**  **Page of collected resources under berry picking tag (posts, podcasts, bookmarks, pages, photos, etc.);**  **Reflective blog post on berry-picking activity** |
| Learners describe surfing activities and decisions made for selecting alerts, content from activity streams, Twitter and RSS feeds;  Learners examine and summarize their own *my activity* tab | **Jigging** | **Reviewing wire posts;**  **Customizing Activity Tab to filter content from data stream for searching and monitoring** | **Activities that describe personal strategies and experiences while tapping into data streams such as Twitter feeds, network wire feeds, network activity streams, and use of email alerts and RSS feeds;** | **Link to learner’s *my activity* tab;**  **Link to learner’s RSS Reader;**  **Link to learner’s Twitter feed;**  **Summary reflective post that identified effective jigging strategies** |
| Learners explore several blogs for patterns of tagging; describe tag cloud, and reflect on own practice;  Learners explore tagging practices of established users, and reflect on own practice; learner invites established user to discuss tagging practices | **Piling** | **Adding and editing tags for posts, files, pages, and photos;** | **Activities that detail decisions for classifying posts using Tags, categorizing posts, adding tags, keywords, and reasons for culling and revising tags; impressions of Tag Clouds of own and others’ blogs;** | **Screen Jelly presentation that explains tagging and piling on different blogs;**  **Summary table of tags used and rationale for using these tags;**  **Learner’s Tag Cloud** |
| Learners engage in serializing content; short posts that build on and develop and draw from own posts, bookmarks, comments, presentations, articles, podcasts, etc.; learners follow and report on weaving activities of three active users | **Weaving** | **Writing, editing, and appending blog posts;** **uploading files for reflections; uploading photos for archiving;**  **uploading files, photos and MP3s for review;** | **Activities that demonstrate summarizing of content, embedding links into posts; adding quotes and citing sources from others’ posts, articles, web sites, podcasts and other multi-media resources** | **Learner prepares summary table of links used in posts with brief descriptions;**  **Learner prepares summary reflective post that highlights best practices of weaving activity;** |
| Learners review a series of blog posts for structural elements, voice, style, and meta-commenting and share notes with other participants;  Learners cooperate with a small group of peers to improve their blogging practice; come up with and apply five useful texturing techniques, and apply to their blogging;  Individual bloggers can add meta-commentary in experimental way, and comment on others’ experiments with texturing (what works, what doesn’t, alternatives, suggestions for improvement, etc.) | **Texturing** | **Review/revision of blog posts from archived content;** | **Activities that explain strategies for tracking switches of narrative tone, voice and register; engages and addresses multiple audiences; provides textual cues such as highlighting, font changes, color-coding, meta-commenting, and layering (multiple revisions, comments interspersed with updated links and content)** | **Serialized blog posts with evidence of embedded meta-commenting and meta-narratives;**  **Demonstrated re-purposing of posts for multiple audiences**  **Group collection of “best practices”** |
| Learners’ descriptions of activities that outline efforts to explore other peers’ resources, review groups and peers’ collections; learners follow a few new peers based on interests; | **Path-Finding** | **Joining groups; following someone** | **posts that describe activities surrounding searching for, evaluating, identifying and selecting online tools, experts, and resources (hit-miss experiences)** | **Reading blog summaries;**  **Post review templates;** |
| Learners describe in detail the steps taken to search for and find online tools, including evaluation of efforts; replies to posts describing other peers’ path-making activities (re-trace another’s footsteps and give impressions and reactions) | **Path-Making** | **Adding Activity Tab for groups; create new collection of followers/followed members collection;** | **Activities that describe strategies (what works, most promising practices) used for search and collection routines for using search tools/portals; posts that review others’ posts that describe path-making activities** |  |
| Pause-points  Digital footprints  Serialized posts  Multiple iterations  Deeper elaborations  Close readings | **Sense-Making** | **Creating, editing posts; contributions to discussion forums;** | **Activities that engage in self-talk, rehearsals, or pause-points, or involve pulling ideas into coherent frameworks such as schemas and typologies; posts that involve elaboration, evaluation, and analysis of ideas and concepts;** |  |
| Cooperative resource-sharing activity to collect resource tool-kit for completion of assignments;  Collaborative creation of Tag Cloud or page containing student tips table with collection of helpful advice, links | **Path-Sharing** | **Commenting on posts, files, pages, photos, and on others’ comments, and forum contributions** | **Activities intended to inform and share best practices with others and/or that involve sharing experiences of how they have learned within the network, and mentoring others on skills and knowledge required for path-finding and path-making;** |  |
| Learners create a Screen Jelly presentation of 2-3 minutes sharing their summary reflections on using specific tools;  Learners record a podcast outlining post-production observations and reflections on group presentation;  Learners prepare a literature review in a series of posts serializing different perspectives on the topic; | **Sense-Giving** | **Participation within groups, group blogs, discussion forums;** | **Activities that involve passing along experiences and summary impressions, or which demonstrate modeling skills, mentoring, reporting, exchanging ideas, and acting as witness and observer and commenter;** |  |