

Noise in the Data: Qualitative Research and Evidence-Based Pedagogy

Elizabeth Losh, UC San Diego

@lizlosh on Twitter

lizlosh@ucsd.edu

Mary Pat Wenderoth

K-12 Teacher Training vs. Higher Education

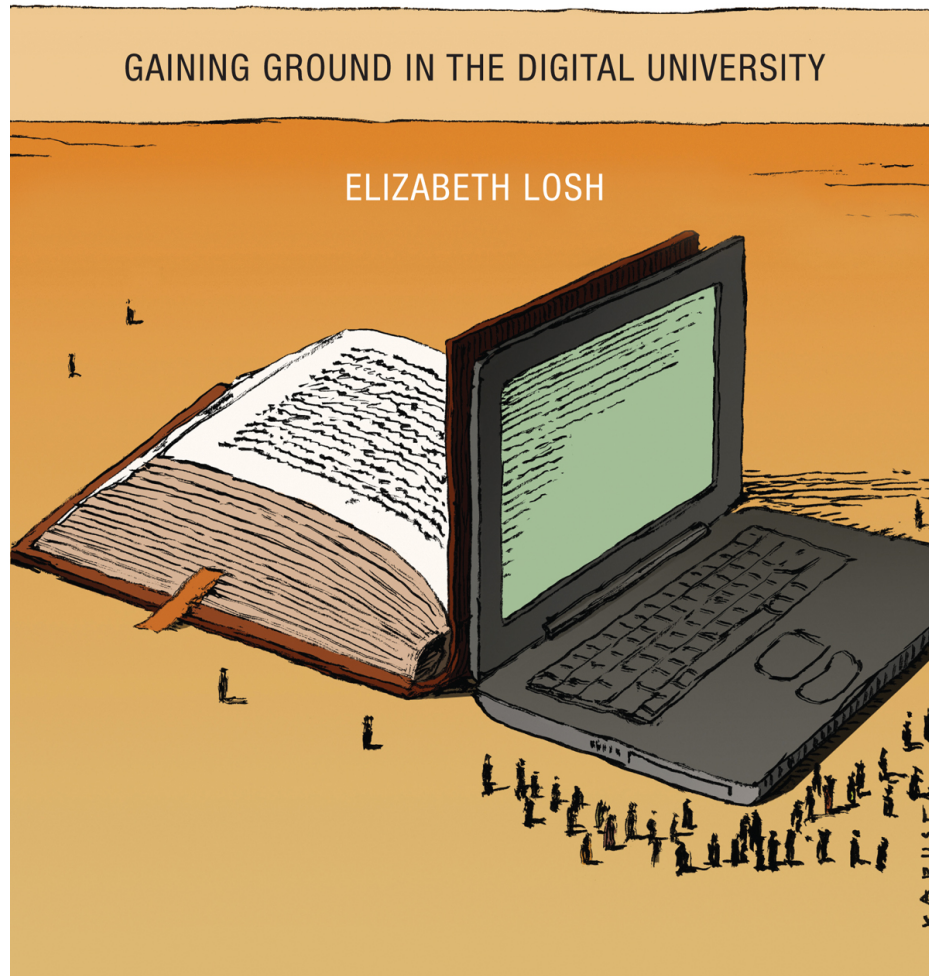




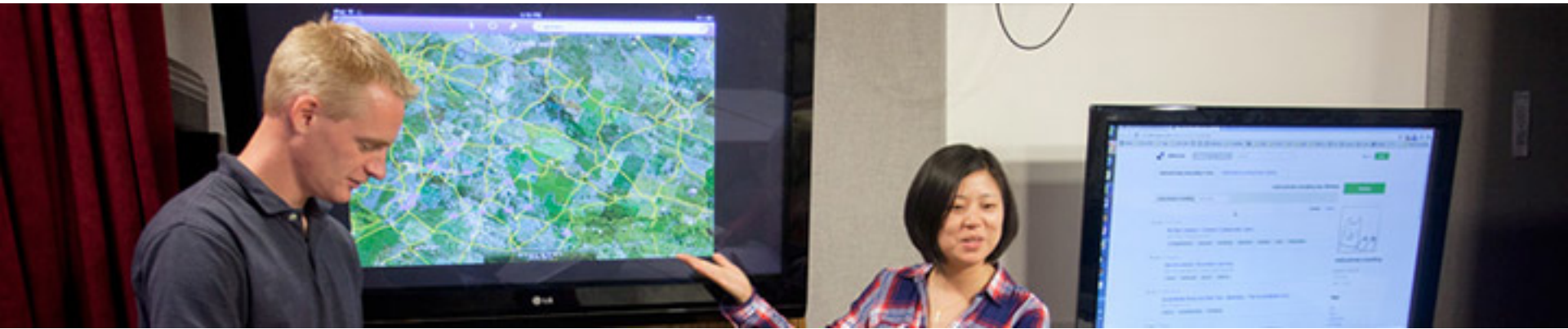
THE WAR ON LEARNING

GAINING GROUND IN THE DIGITAL UNIVERSITY

ELIZABETH LOSH



Learning Sciences vs. Learning Arts



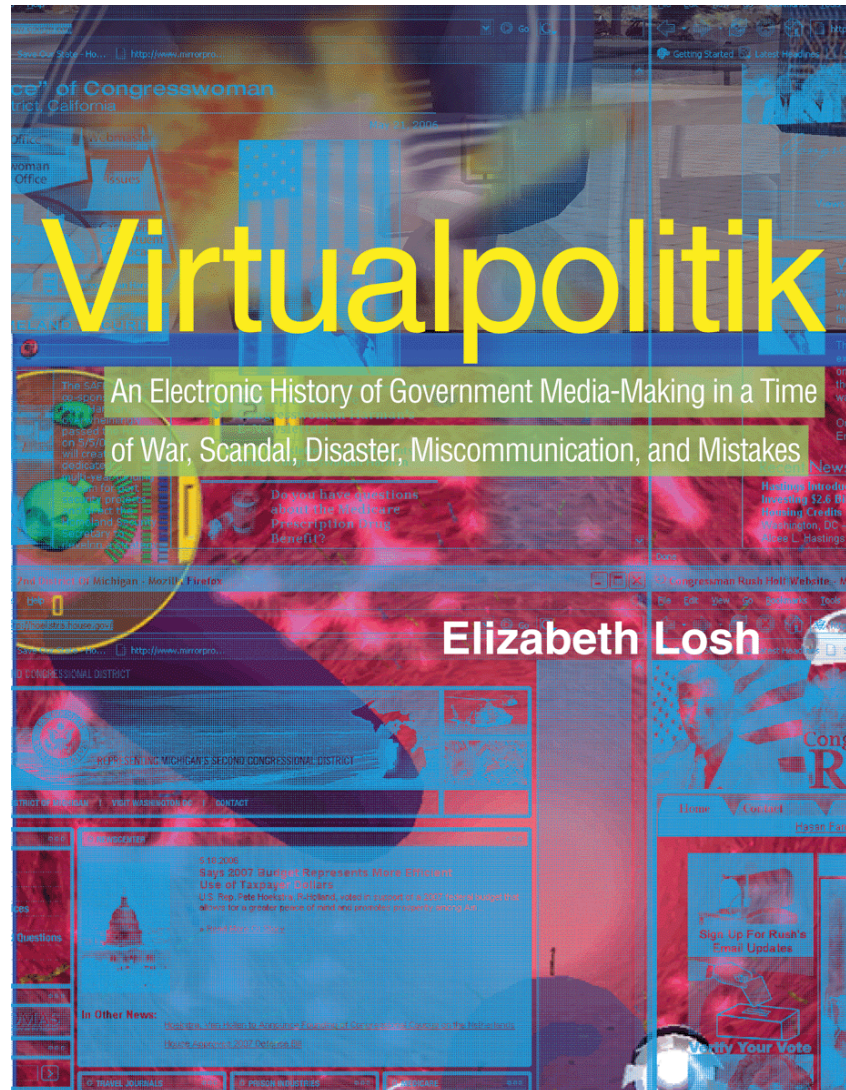
Formative Change Laboratory

Alain Breuleux

- Tensions
- Contradictions
- Historicity
- Collective imagining and projecting



Studying Failure



Ch 1: What They Learn in College

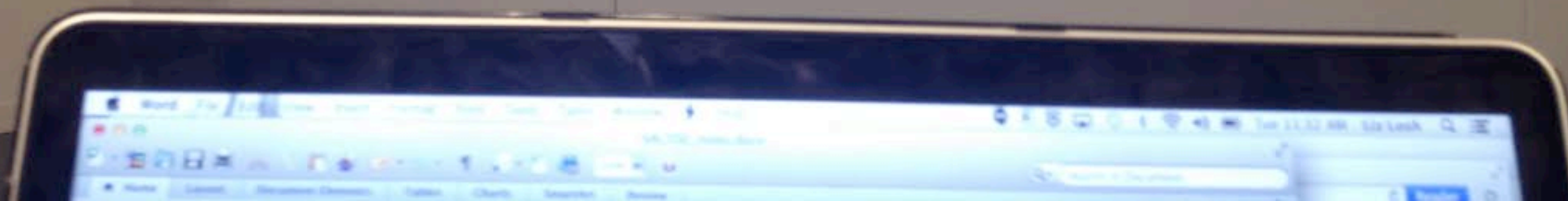
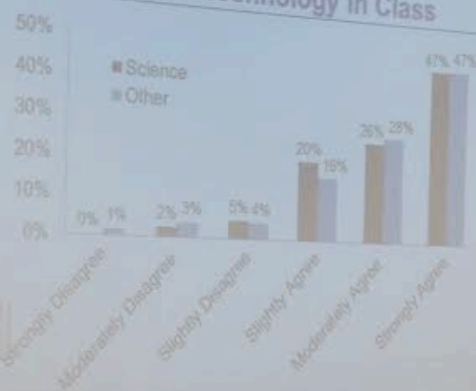




No Food
or Drink
allowed in the labs



I Like Courses Where Teachers Allow me to Use Technology in Class



Ch 2: The War on Learning Problem of the “Shared Repertoire”







BIO 1200
SUCKS

Someone
bring me a
loaded
baked
potato plz

Theoretical Touchstones



- Technology is **material** (although it is often presented as "virtual")
- Technology involves **embodiment** (although it is often presented as disembodied)
- Technology solicits **affect** (although it is often presented as highly rational)
- Technology requires **labor** (although it is often presented as labor-saving)
- Technology is **situated** in particular contexts (although it is often presented as universal)
- Technology **promotes particular values** (although it is often presented as neutral)
- Technology involves **tacit knowledge** (although it is often presented as transparent)

Ch. 5: The Rhetoric of the Open Courseware Movement



Julia

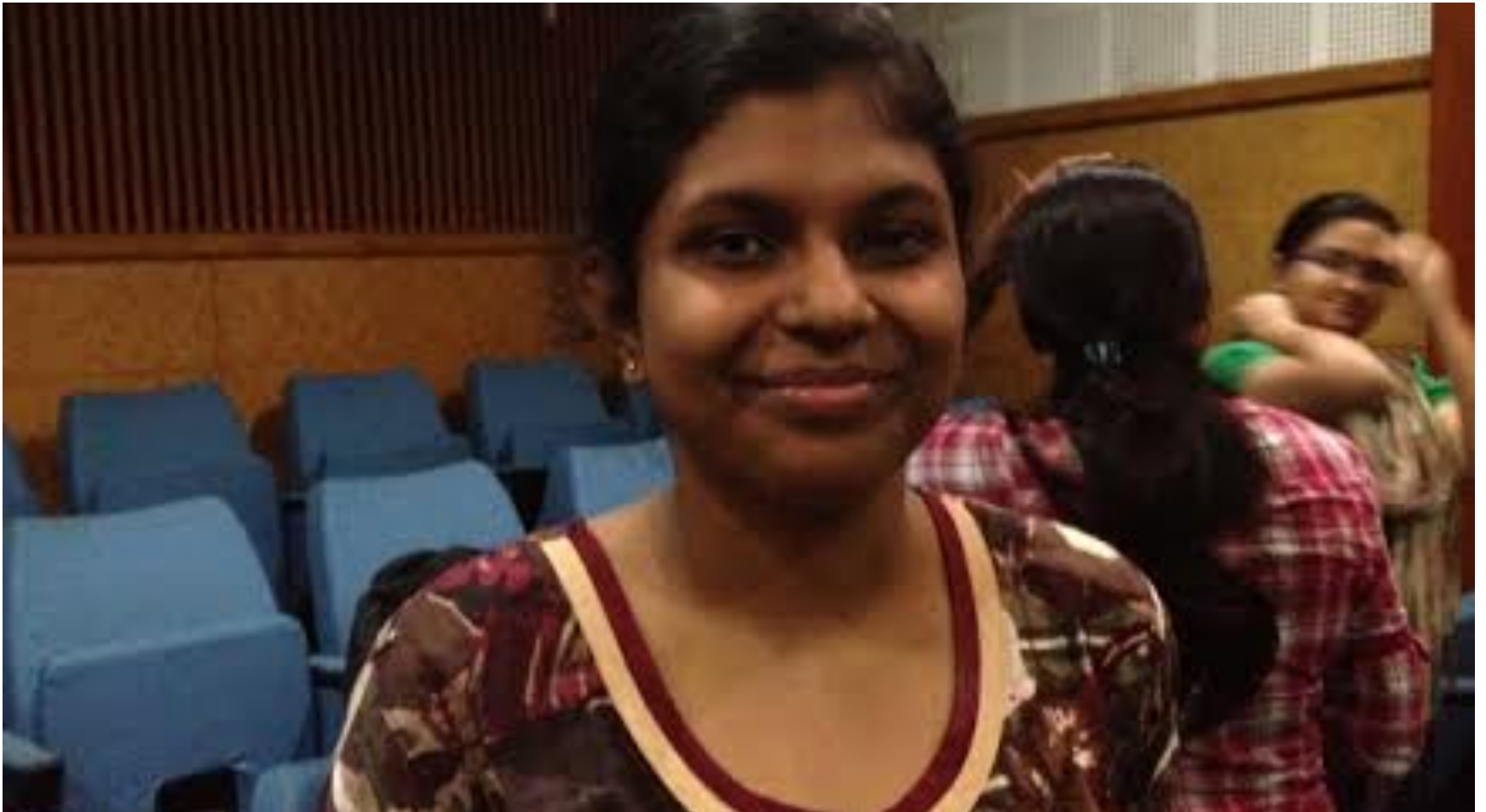




Nicol
Ommer

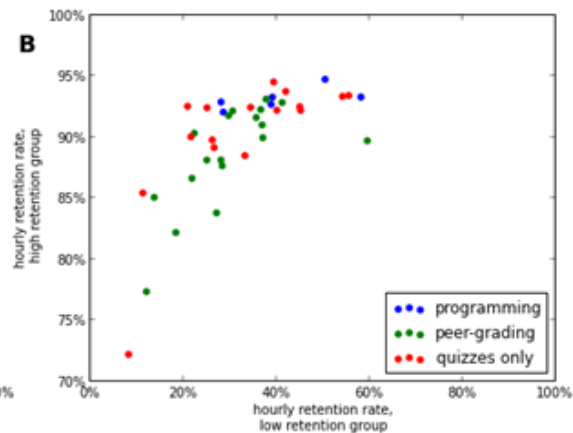
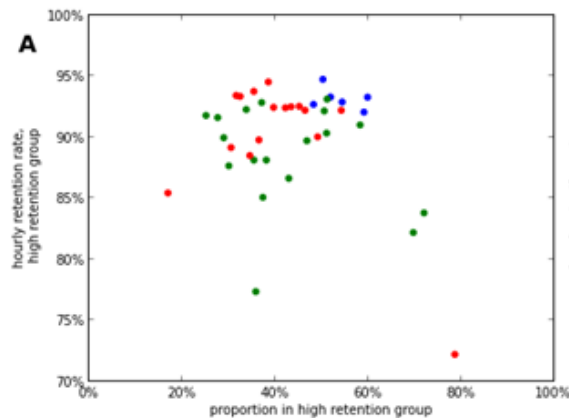
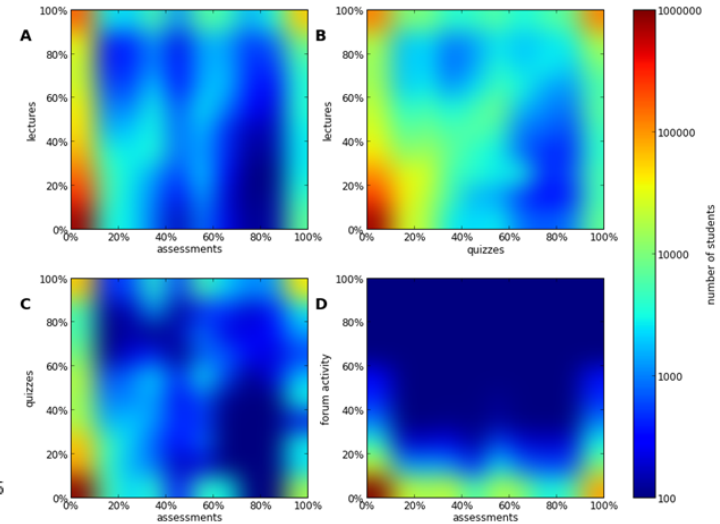
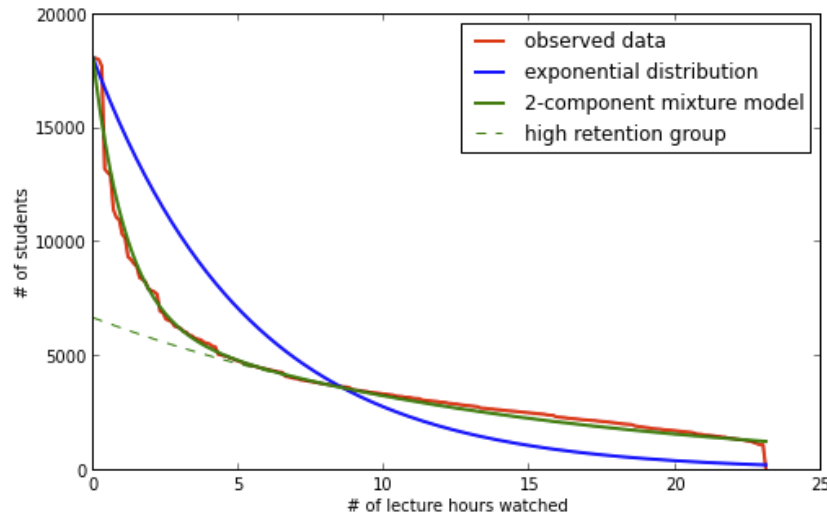
- Automata
- Machine Learning
- Human Computer Interaction
- Probabilistic Graphical Models
- Software Engineering for Smart
- Algorithms: Design and Analysis
- Computation




Sritama





The Big Data Argument



MONITOR PAPERS					
	Read / Comments	Monitor Paper ID	Reader Score		Monitor Paper Score
		32674 (08330 MP14)	4		5
		32407 (02036 MP13)	2E		2E
		32347 (07728 MP12)	3		4
		32322 (13505 MP11)	3		3
		31592 (10905 MP10)	4		4
		31542 (14538 MP9)	2E		2E
		31462 (02038 MP8)	2E		3E
		31395 (07725 MP7)	4		4
		31340 (18489 MP6)	3		3
		31128 (08783 MP5)	2E		3E
		31127 (26628 MP4)	3		4
		31126 (25906 MP3)	3E		3E
		31101 (17644 MP2)	4		4
		31100 (19245 MP1)	3		3

Legend:  = reviewed  = reviewed with comment  = comment acknowledged

 = reader score 2 or more over third read score  = reader score 2 or more under third read score

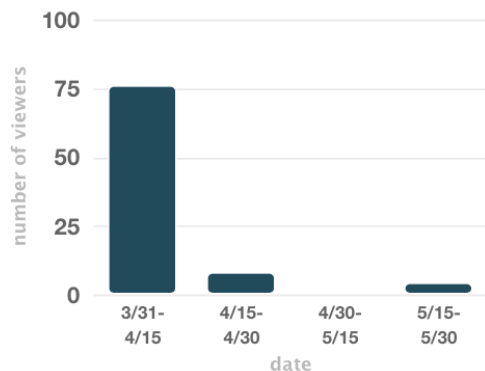
LIVE PAPERS								
	Read / Comments	Booklet ID	Read Type	Reader Score		Third Read	Third Read Score	Final Score
		04452	Standard Read	5		No	N/A	10
		11102	Standard Read	3E		Yes	3E	6E
		17943	Standard Read	3E		Yes	4	8
		02602	Standard Read	3		Yes	4	8
		19883	Standard Read	4		No	N/A	8
		26786	Standard Read	4		No	N/A	9
		08233	Standard Read	3E	↑	Yes	Not E	6
		24463	Standard Read	3E	↑	Yes	Not E	6

88 Unique Viewers
have started this tour.

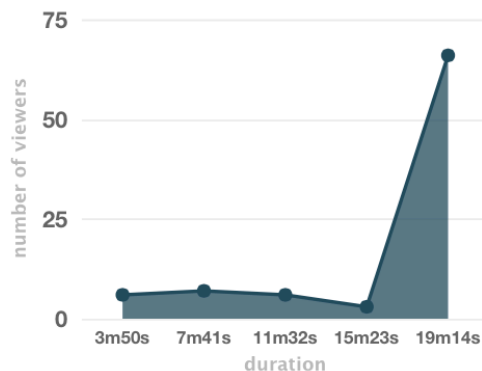
16m 3s Average
viewing time

78 Completed all questions
4 completed none

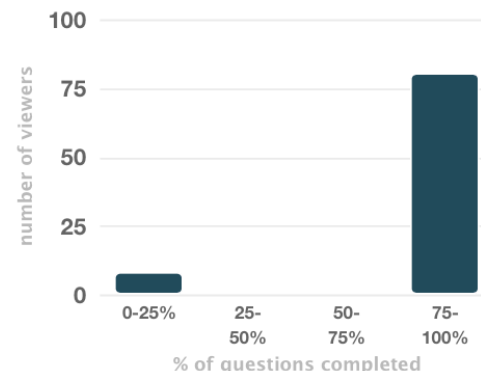
Viewers by Date 



Viewing Time 




Question Completion 

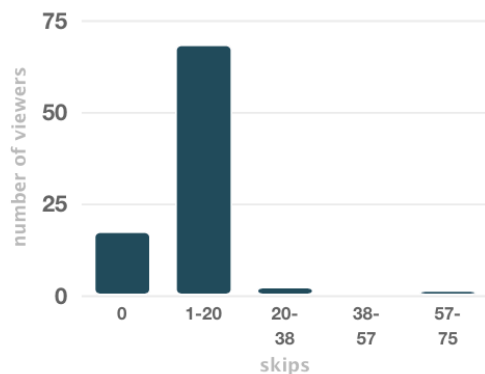


4.8 Average
skips forward

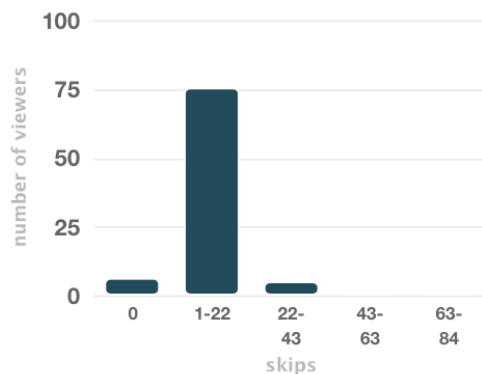
8.8 Average
skips backward

4.6 Stars 
Average rating of this tour

Skips Forward 

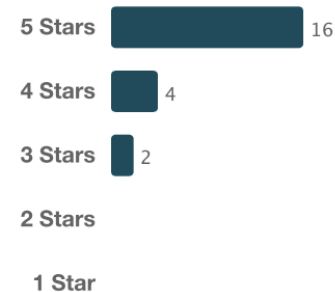


Skips Backward 



Tour Rating 

22 Ratings



Unit 7 Lecture 2

Author: [Ava Arndt](#) Published: [April 6th, 2015](#) Length: [08:29](#) Questions: [4](#)

[VIEW TOUR](#)

Tour Analytics

[DOWNLOAD ALL RESPONSES \(CSV\)](#)[Set Filter](#)[OVERVIEW](#)[RESPONSES](#)[VIEWERS](#)

Multiple Choice

Which of the following is NOT one of the four factors to consider in copyright infringement cases?

[Previous Question](#)[Next Question](#)

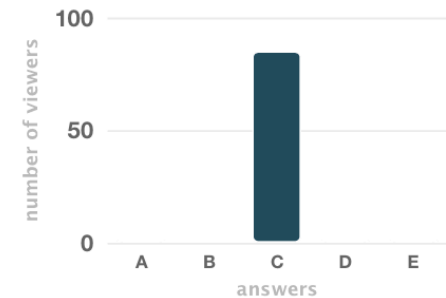
Video Context



Choices

- A** the purpose and character of the use
- B** the nature of the copyrighted work
- C** the number of minutes of footage or number of pages of text
- D** he amount and substantiality of the portion taken

Distribution of Answers



Analytics



DOWNLOAD ALL RESPONSES (CSV)

Set Filter

/VIEW

RESPONSES

VIEWERS

Check Boxes

Why is Comic Sans a font that is often mocked?



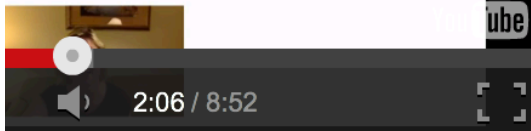
Previous Question

Next Question

Context

Introducing Graphicacy

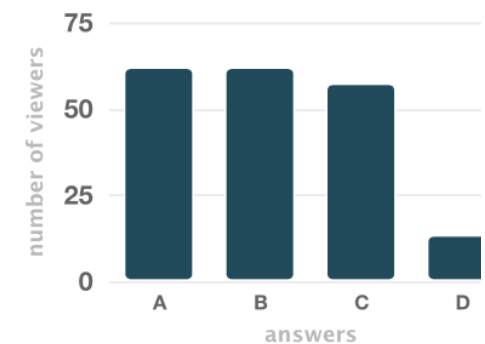
Typography
Composition
Color Theory
Digital Standards



Choices

- A** It looks juvenile
- B** It looks amateurish
- C** It looks tacky
- D** It looks like a default choice

Distribution of Answers



OVERVIEW

RESPONSES

VIEWS

Open Response

<

Previous Question

|

Next Question

>

It discusses how someone who knows Facebook is watched by elders and peers might use Tumblr as a space of exploration and the display of expertise? Which online spaces have been important in your own development and why?

Video Context

What are some strategies for getting expertise recognized in a crowded marketplace online?

YouTube

8:19 / 19:14

Stats

80

Responses

Last Response Submitted

May 27th 2015, 10:38 pm

Word Cloud

facebook

online

space

friend

post

own

use

not

people

tumblr

myself

share

thing

commu...

social

site

different

feel

"friend" appears in 29 Responses

Tour Analytics

DOWNLOAD ALL RESPONSES (CSV)

Set Filter

OVERVIEW

RESPONSES

VIEWS

Drawn Response

<

Previous Question

|

Next Question

>

If you owned a cupcake company what would be the name and logo of the business?

Video Context

YouTube

Stats

90

Responses

Last Response Submitted

May 29th 2015, 1:59 am

Combined Picture

[illegible]

Ch. 7: Toy Problems

Tracking & Geolocation




Ch. 8: The Play's the Thing

Gamification and Metrics

JUSTIFICATION

clip 2011 10 12 11:02:27





CARDS USED


FEATURING THE SAGE	ABOUT JUSTICE	COMEDY SKETCH	ABOUT A NON SEQUITUR
ABOUT COURAGE	ABOUT A PIANO	ABOUT A SUCCESSOR	ABOUT A LOCKED BOX
ABOUT LASZLO KOVACS	ABOUT A MOTTO	BREAKING A RULE	ABOUT LOST INNOCENCE
ABOUT A MURDER	ABOUT A SEARCH FOR FREEDOM		

COMMENTS


16 Responses to *Incompetent*

 **Will Cherry** says:
LEGEND...wait for it... DARY.

 **Jack Bentele** says:
beauty

 **Allison Tate-Cortese** says:
oh my god you guys are the best!

MORE DEALS



Q-sensors to measure attention?



Diane Ravitch

Yes, there is a Brave New World quality to the prospect of using wireless sensors to measure physiological reactions to teachers. Yes, there is a line that separates educationally sound ideas from crackpot theories. Yes, there is reason to be concerned about the degree of wisdom—or lack thereof— that informs the decisions of the world's richest and most powerful foundations. And yes, we must worry about what part of our humanity is inviolable, what part of our humanity cannot be invaded by snoopers, what part of our humanity is off-limits to those who wish to quantify our experience and use it for their own purposes, be it marketing or teacher evaluation.

What are the pitfalls of the quantified self movement?

Jill Walker Rettberg
Melissa Gregg

“Getting Things Done”®: Productivity, self-management and the order of things

Uploaded by
Melissa Gregg

2,181 ... Info

Bookmark

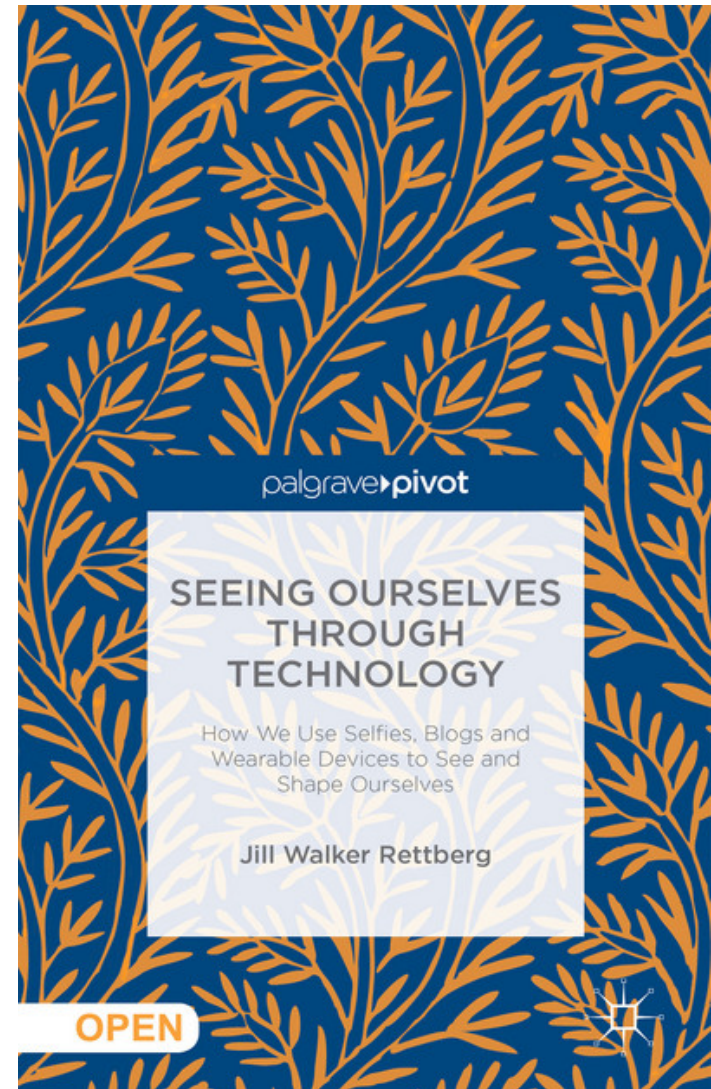
Download PDF

Draft only – feedback welcome – melissa.gregg@intel.com

“Getting Things Done”®: Productivity, self-management and the order of things

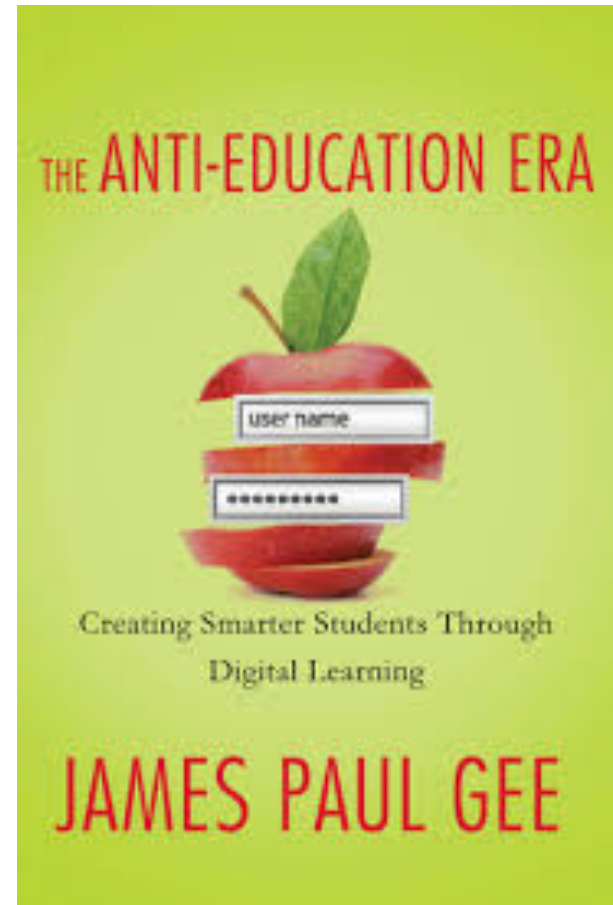
Melissa Gregg

This chapter makes connections between productivity applications – also known as “Getting Things Done” (GTD) apps – and the tradition of time management pedagogy that has developed in modern business culture over the past several decades. Both spheres have religious dimensions: I show how old ideas of confession, abstinence

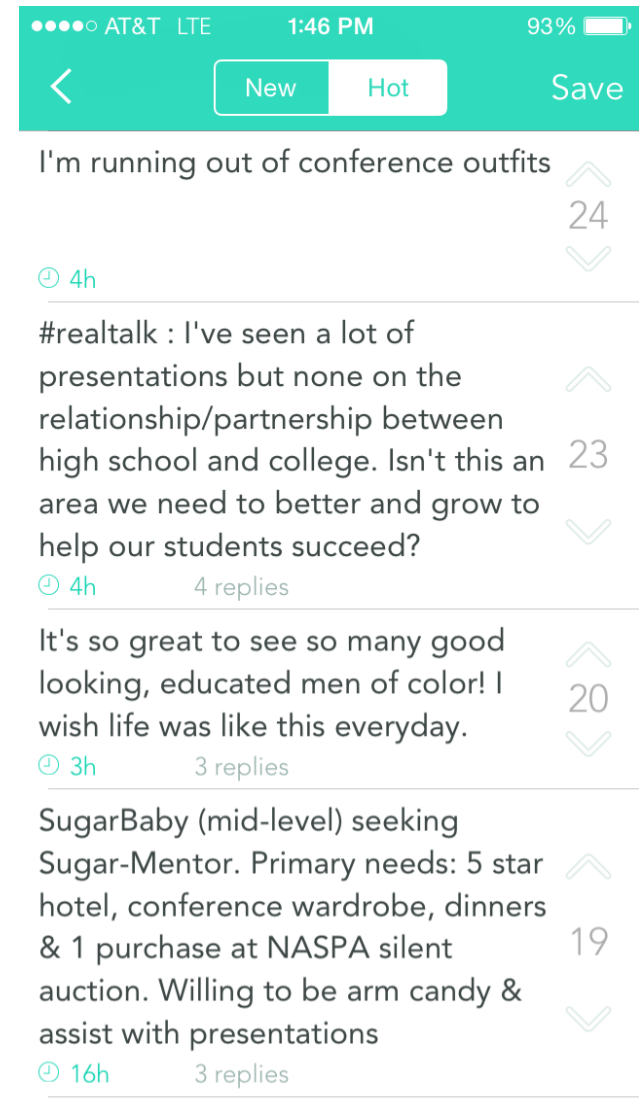
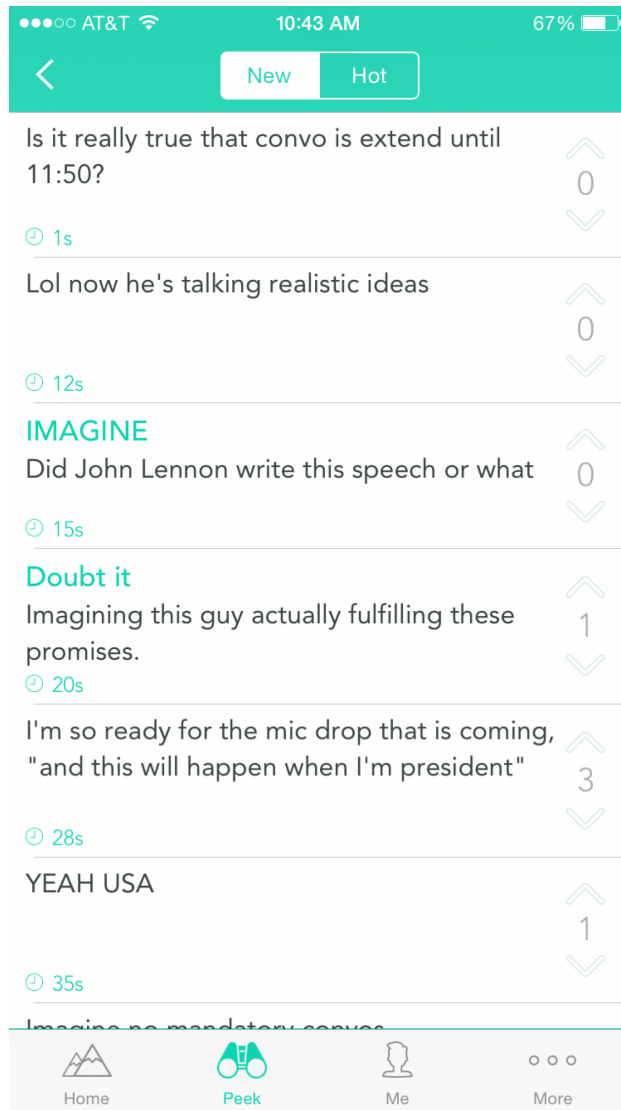


What are the dangers of the “school of one”

James Paul Gee



What happens when students flee data surveillance?

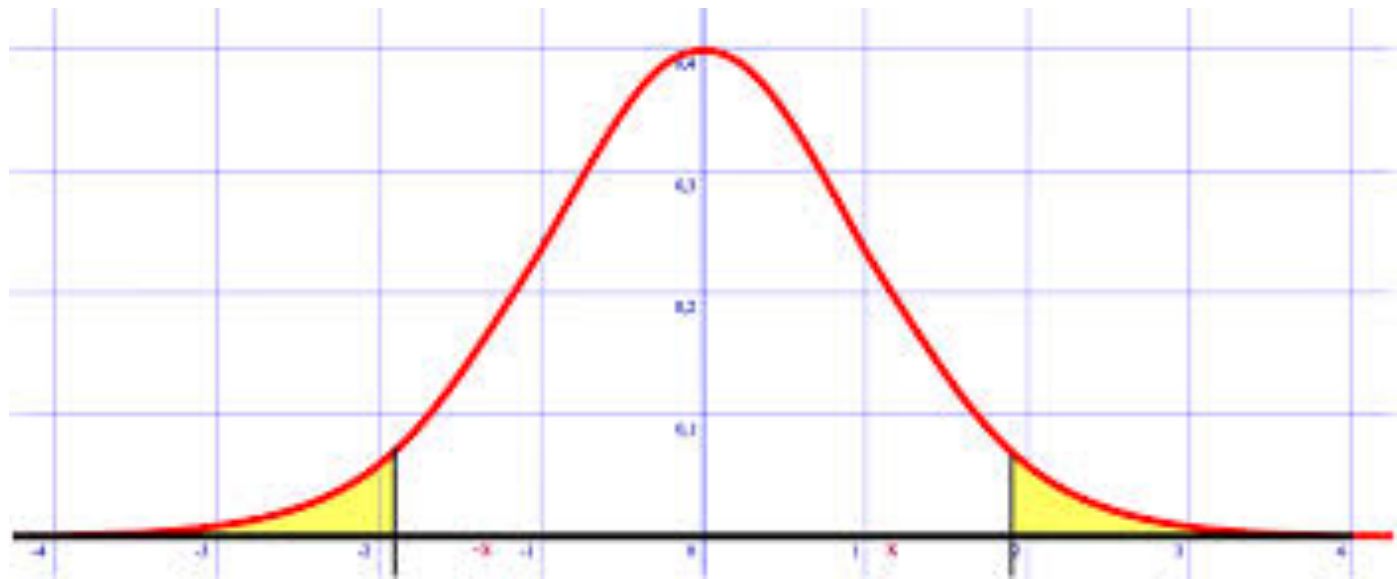


Is that which is most
measurable that which is most
meaningful?

Only periods and commas go
inside the quotation marks,
unless the other punctuation is
integral to the quote.

Question and exclamation
marks go outside, and will
typically override weaker
punctuation.

Is statistically significant that
which is most significant?



What happens to capabilities that are hard to quantify?



Is critical thinking close reading a Shakespeare sonnet or pointing out the preponderance of white male authors on a syllabus?

Is critical thinking doing a problem set or identifying bias?



A word cloud of American literary authors. The names are arranged in a vertical stack, with some overlapping. The colors are primarily red, blue, and teal. The fonts vary from simple sans-serif to elegant cursive. The authors included are: Henry James, Nathaniel Hawthorne, William Faulkner, Ralph Waldo Emerson, Emily Dickinson, Wallace Stevens, T.S. Eliot, Mark Twain, Robert Frost, Walt Whitman, and Herman Melville.

HENRY JAMES NATHANIEL
HAWTHORNE
WILLIAM FAULKNER
RALPH WALDO EMERSON
Emily Dickinson
Wallace Stevens T.S. ELIOT
MARK TWAIN ROBERT FROST
Walt Whitman HERMAN MELVILLE

Where do we draw the frame?

On the labor of speaking

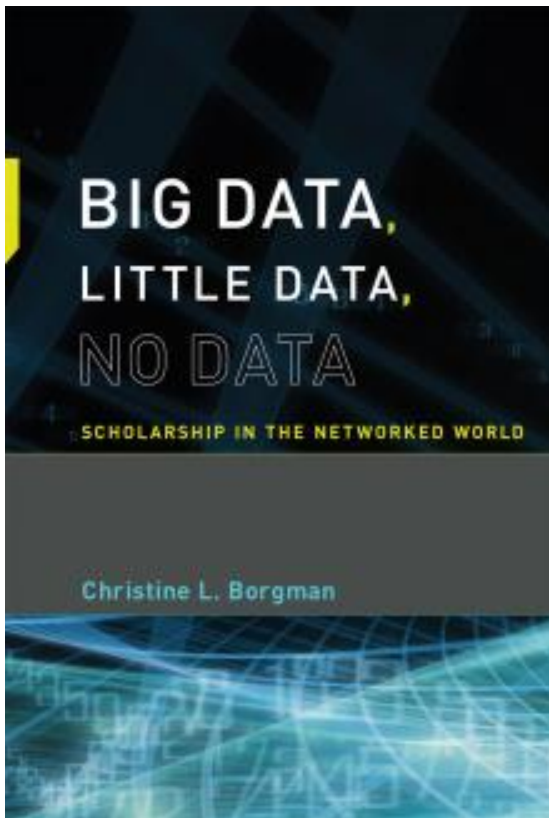
« Previous / Next »

By Roxanne Shirazi / February 27, 2015 / Blog / Leave a comment

*Today I attended **The Scholar & Feminist XL: Action on Education conference** at Barnard College. One of the workshops, led by Karen Gregory and Elizabeth Losh, used a “Long Table” format to explore what a “life support system” for the precariat in the academy could look like. In it, we were asked to rapid prototype a labor-saving device based on our own experience with and relationship to precarity. Thinking about the labor we do in our lives, what kind of feminist technology could we imagine to lessen our burden? I had to run out after the session, but I was so moved by some of the connections that were made during the discussion that I wrote this personal essay on the train.*



Christine Borgman



Digital Rhetoric - Christine Borgman, UCLA - YouTube

https://www.youtube.com/watch?v=ZZx2cWPTtqc&index=7&list=PLbbCsk7MUIGd8v~jIHTn2UYRLJK4rrH0m

YouTube

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17 views

Digital Rhetoric - Christine Borgman, UCLA

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Digital Rhetoric

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Digital Rhetoric - Donald Norman, UC San Diego



dml

RESEARCH HUB



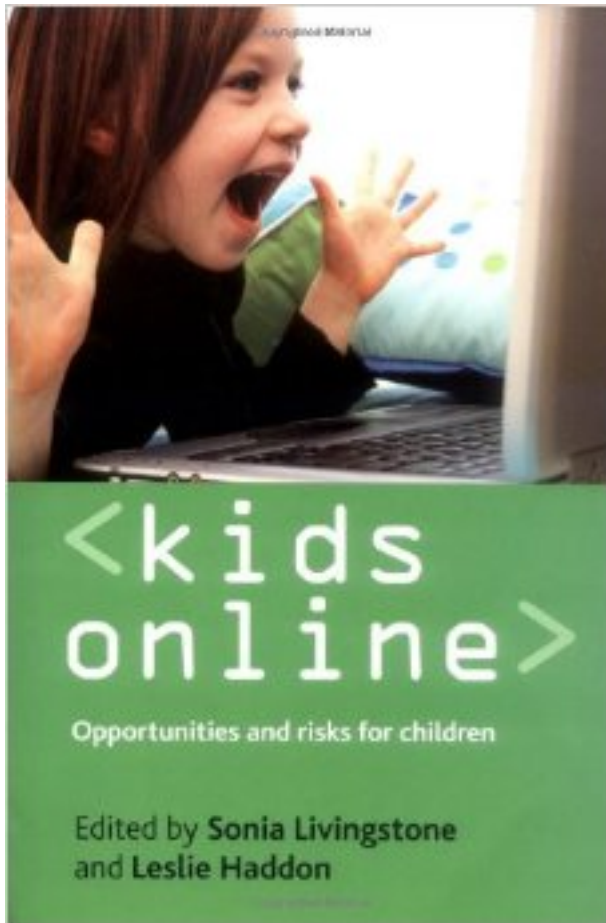
The Digital Media and Learning Research Hub is exploring how the Internet and digital media are impacting education, civic engagement, and youth.

[LEARN MORE](#)

SUPPORTED BY THE MACARTHUR FOUNDATION

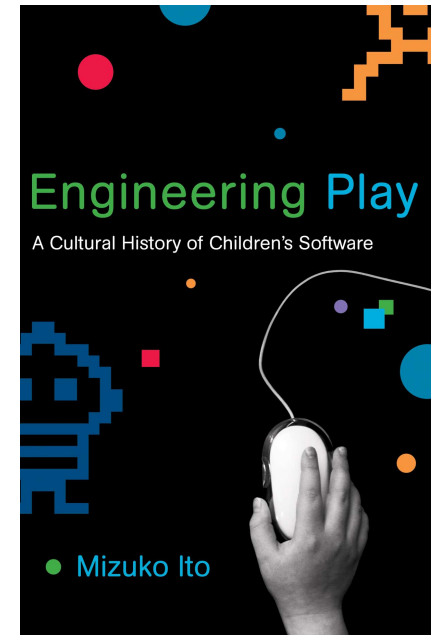
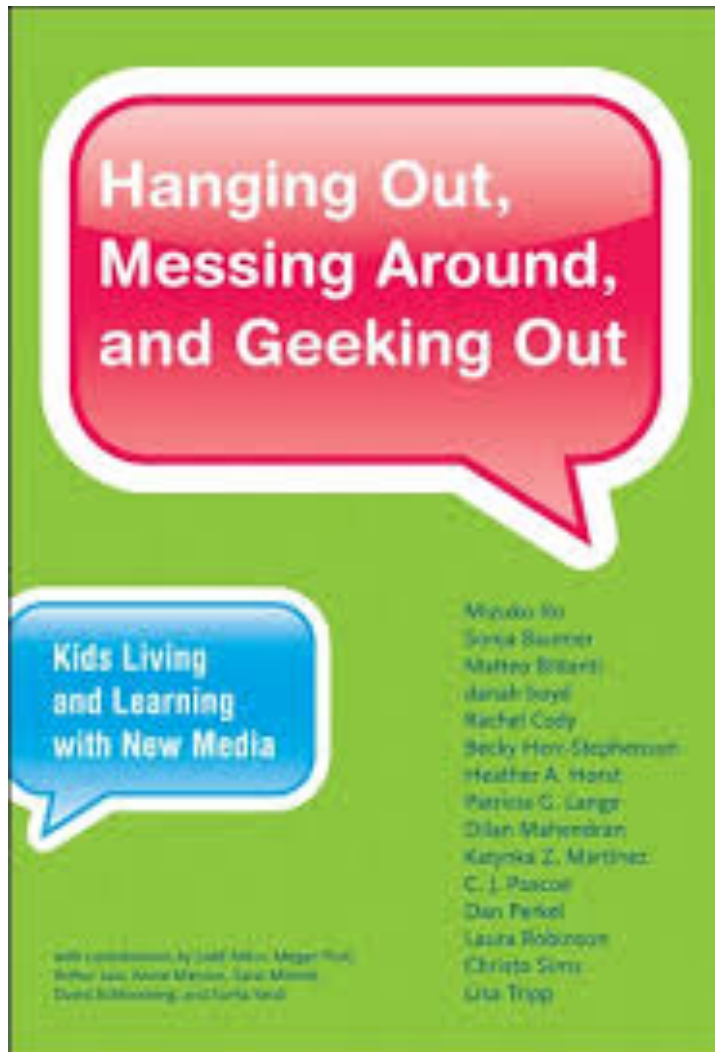
In-Depth Home Studies

Sonia Livingstone



Ethnographies of Teens & Parents

Mimi Ito



Observing Media Behaviors

S. Craig Watkins



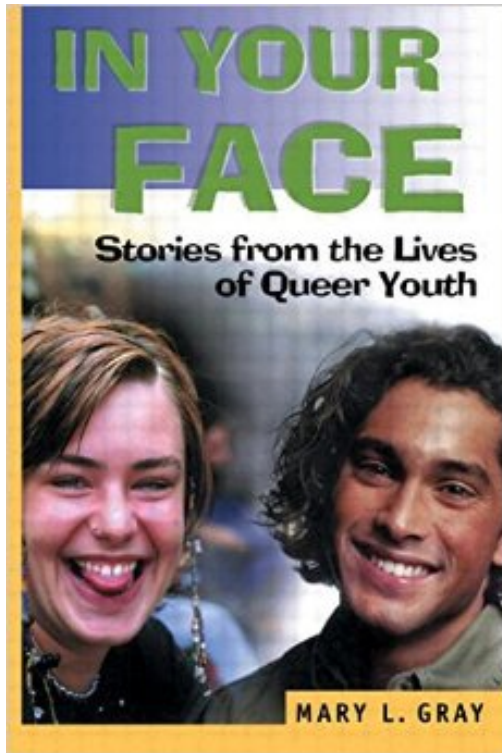
Embodied Design Research

Sneha Veeragoudar Harrell



First-Person Accounts

Mary L. Gray



Project-Based Learning

Lauren Berliner



Hands-On Testing

Eszter Hargittai



Web Use Project

Is Bigger Always Better? Potential Biases of Big Data Derived from Social Network Sites

Authors: Eszter Hargittai

Download: Please contact Eszter Hargittai for a pre-print copy.

Citation: Hargittai, E. (Forthcoming). "Is Bigger Always Better? Potential Biases of Big Data Derived from Social Network Sites." *The ANNALS of the American Academy of Political and Social Science*.

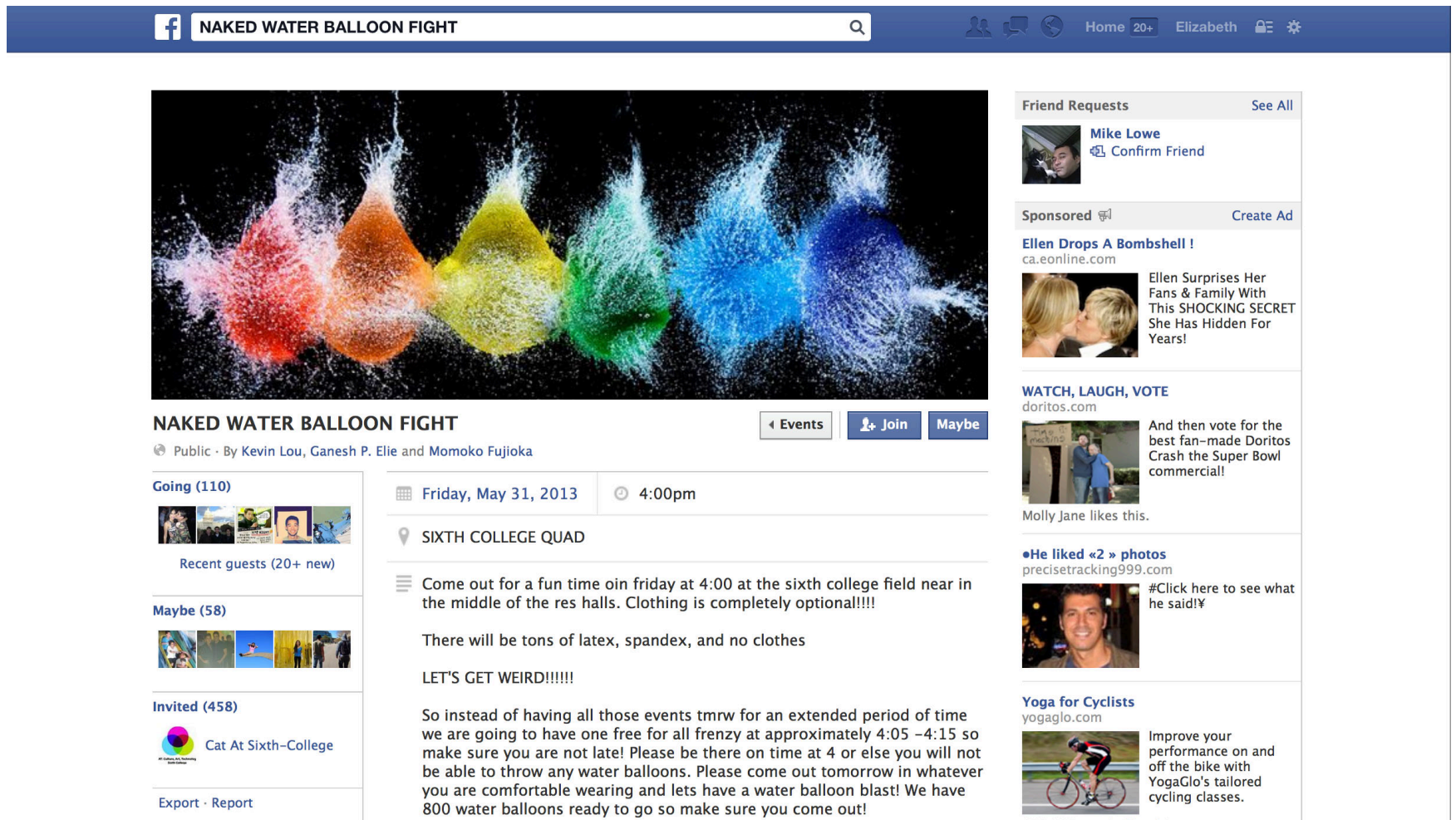
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<http://www.webuse.org/p/a50>.

If you would like to copy, distribute or reprint this paper "for any purpose other than private study, scholarship, or research" (see [Title 17, US Copyright Code](#)) then please contact the publisher to secure permission.

[Web Use Project, School of Communication, Northwestern University](#)

Ch. 9: Gaining Ground in the Digital University



a. The Golden Rule Should Dictate Decisions

The screenshot shows a Coursera video player interface. The background is a dark grey sidebar with navigation links: Home, Video Lectures, Assignments, Quizzes, Discussion Forums, Course Information, Syllabus and Calendar, Design Briefs, Peer Grading, Showcase, Balsamiq, Tracks, Grading, & Statements of Accomplishment, Privacy Policy, and Help with Subtitles. The main content area is a video player. The video is titled 'Lecture 8.2: Reading and Navigating (13:31)'. The video frame shows a slide titled 'Improving scent: multi-word links' with a bulleted list: '• With specific, recognizable terms', '• Trigger words, not “clever” terms', and '• This also helps accessibility'. A small inset video shows a man speaking. The video player has a progress bar at the bottom with a play button, a 'Previous' button, a 'Next' button, and a 'Press H for keyboard shortcuts' button. The video URL is 'class.coursera.org/hci - courseware.stanford.edu/pg/assignments/view/213029/assignment-1-design-exercise'.

Coursera BETA

Elizabeth Losh Preferences All Courses About Contact Us Logout

Stanford University
Human-Computer Interaction

Scott Klemmer
Associate Professor of Computer Science

Home

Video Lectures

Assignments

Quizzes

Discussion Forums

Course Information

Syllabus and Calendar

Design Briefs

Peer Grading

Showcase

Balsamiq

Tracks, Grading, & Statements of Accomplishment

Privacy Policy

Help with Subtitles

Video Lectures

Week 1

Week 1

Week 2

Week 2

Week 3

Week 3

Week 4

Week 4

Week 5

Week 5

Lecture 10.1: In person experiments

Lecture 10.2(a): Running web experiments: introduction

Lecture 10.2(b): Running web experiments

Lecture 10.2(c): Running web experiments

Improving scent: multi-word links

- With specific, recognizable terms
- Trigger words, not “clever” terms
- This also helps accessibility

Course Information

Syllabus and Calendar

Design Briefs

Peer Grading

Balsamiq

Tracks, Grading, & Statements of Accomplishment

class.coursera.org/hci - courseware.stanford.edu/pg/assignments/view/213029/assignment-1-design-exercise

05:58 | 13:31

« Previous Press H for keyboard shortcuts Lecture 8.2: Reading and Navigating (13:31) Next »

b. Faculty and Students Should Use the Same Tools



c. “Old” Technologies Should Still Matter



d. The Issues Should be Serious



e. The Occasions Should Be Joyful



f. The Novelty Should Have Worn Off



Evidence-Based Pedagogy Managing Copresence



FemTechNet.org

UNIT 4 - CLASS 2: MAKING TEACHING WITH TECHNOLOGY FAIR AND OPEN



LIZ LOSH



LISA NAKAMURA

THURSDAY 10/30/2014 VIA LIVE GOOGLE HANGOUT
4 PM PDT / 6 PM CDT / 7 PM EDT

The logo features the word "MOOC" in large, light blue, sans-serif capital letters at the top. Below it, the word "MASSIVELY" is written in bold, black, sans-serif capital letters. Underneath "MASSIVELY", the words "OPEN ONLINE COURSE" are written in a smaller, black, sans-serif font. At the bottom of the logo is a stylized illustration of a classical building with three columns and a pediment. In the center of the building is a shield-shaped emblem. The emblem has a black border and contains the word "brand" in a small, black, sans-serif font above a large, stylized letter "U". The shield is flanked by two olive branches.

A FemTechNet Project :: femtechnet.newschool.edu

Key Learning Projects

Shared (but voluntary)

Storming Wikipedia

Keyword Videos

Feminist Mapping

Blog Commenting

Object Making/Exchange





DOCC Nodal Sites, 2013

[Home](#) › The Selfie Course

The Selfie Course

Our newest project is a six-week class (including syllabus and teaching exercises) for university students studying selfies. The class was developed by the following group of academics:

Theresa Senft (New York University, USA)

Jill Walker Rettberg (University of Bergen, Norway)

Elizabeth Losh (University of California, San Diego, USA)

Kath Albury (University of New South Wales, Australia)

Radhika Gajjala (Bowling Green State University, USA),

Gaby David (EHESS, France)

Alice Marwick (Fordham University, USA)

Crystal Abidin (University of Western Australia, Australia)

Magda Olszanowski (Concordia University, Canada)

Fatima Aziz (EHESS, France)

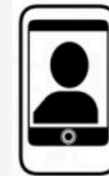
Katie Warfield (Kwantien University College, Canada)

Negar Mottahedeh (Duke University, USA)

In September 2014, we will run the class online with a select group of international students.

The course includes:

- A full [six week syllabus](#), including classroom exercises
- A [course blog](#) for discussions
- A [Flickr group](#) for sharing photos and discussions



The Selfie
Researchers
Network



Elizabeth Losh
Edit Profile

- News Feed
- Messages 20+
- Events 3
- Saved 1

PAGES

- Osocio 4
- Pages Feed 20+
- Like Pages
- Create Ad
- Create Page

GROUPS

- FemTechNet 6
- MOVE, BITCH! Our... 1
- DH Mommies 2
- HR87 11
- The Selfies Resea...**
- Buzzademia: peer-r... 9
- Manage Your Groups
- Create Group
- Find New Groups

APPS

- Games 3
- On This Day
- Wordscraper
- Mafia Wars 2



The Selfies Research Network

Public Group

Joined ▾

Share

Notifications



Discussion

Members

Events

Photos

Files

Search this group



Write Post

Add Photo / Video

Ask Question

Add File

Write something...

PINNED POST



Theresa Senft

September 9, 2014 · Edited

Gang; We are making an honest to God database with member information, so we can help you network, collaborate on academic and creative projects, get stuff translated and so forth. We want to know about everyone in here: the scholars, the artists, the reporters, the simply curious: all of you.

I will give you 1 million dollars if you fill in this form. It's fun and easy I promise. And your information will NEVER be published without your written consent.

HELP US HELP YOU 😊 [See More](#)

MEMBERS

2,411 members (121 new)

Add People to Group



Invite by Email

DESCRIPTION

This group is for academic researchers interested in discussing the artistic, economic, and soci... [See More](#)

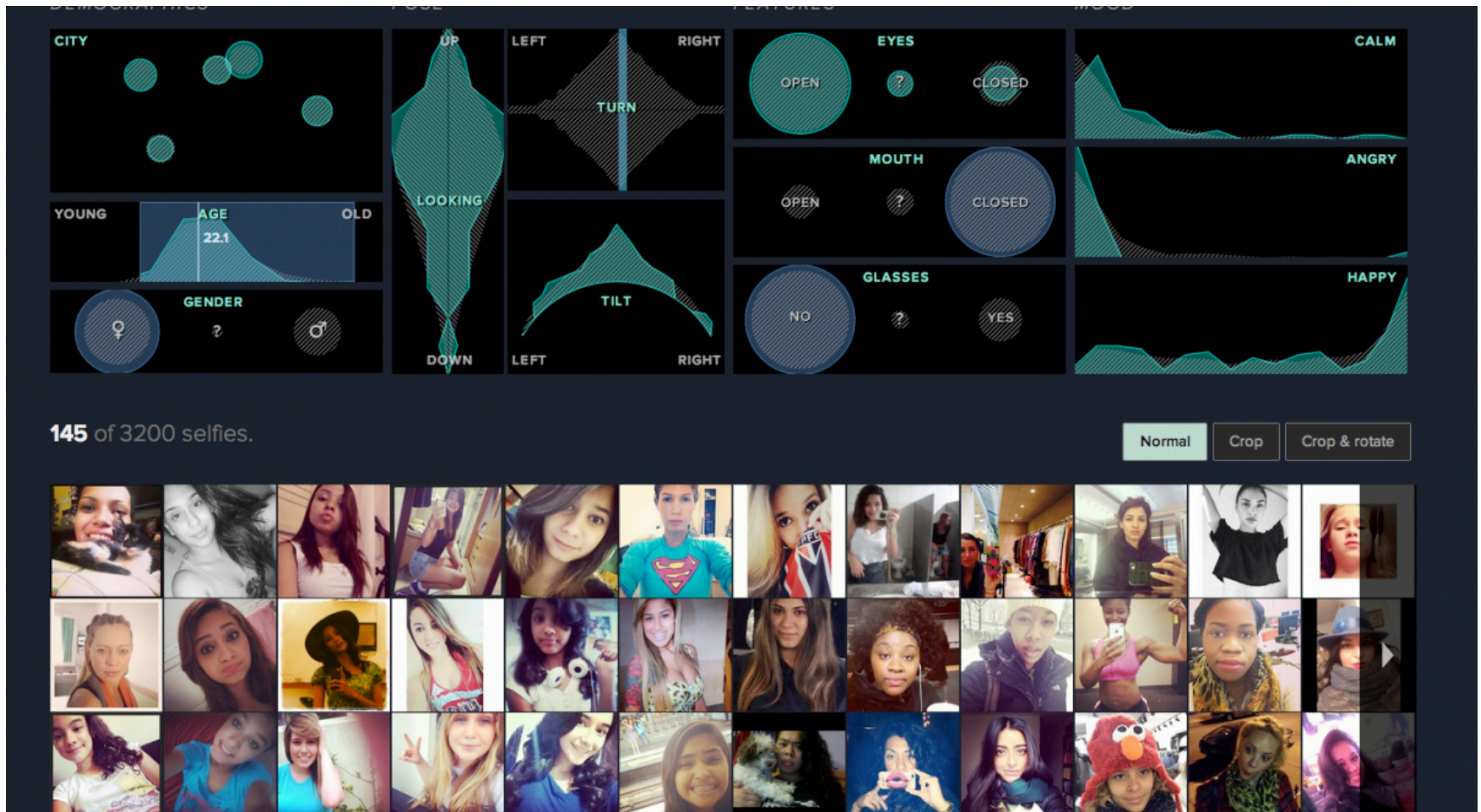
CREATE NEW GROUPS

Groups make it easier than ever to share with friends, family and teammates.

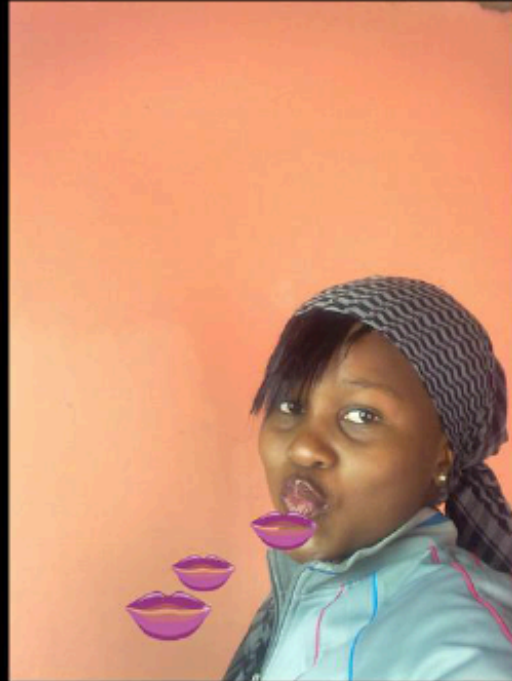
Create Group

The Selfies Research Network

SelfieCity.net



Ntomboxolo has beautiful eyes.



Ziyanda Mzimeli

Ntsh-2.jpg [Ntosh - nickname for Ntomboxolo]

Ziyanda also had a selfie shot by her friend Ntomboxolo. While it is composed as a classic selfie with Ntomboxolo standing against a freshly painted apricot-coloured wall., the image was taken by the two girls together, and stored on Ziyanda's phone. Ziyanda entitled the image 'Ntomboxolo has beautiful eyes' and the girls edited the shot together. A graphic overlay of three floating pairs of

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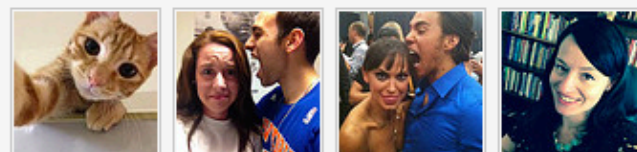
Welcome to week 3: Dataveillance, Biometrics & Facial Recognition

Posted on [September 25, 2014](#) by [Jill](#) — [No Comments](#) ↓

[Week three of the selfie course](#) is about machine audiences for our selfies. Although most of us make selfies imagining other humans – or maybe just yourself – as the primary audience, our selfies are also viewed and interpreted by machines.

Lev Manovich his team's [Selfiecity.net](#) is a great place to start exploring what biometrics means for our online self-representations. They used biometric facial expression recognition to compare selfies from different cities around the world. Poke around the site a bit. Use the [Selfieexploratory](#) to curate your own selections of selfies from their data.

Flickr Photos



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Week Five: Subaltern, Criminals and Others

Section on Staging the Subaltern as Self and Other

Facilitators, [Radhika Gajjala](#), Anca Birzescu and Olivia Samerdyke – Bowling Green State University

Introduction:

As we start off Week Five accompanied by the Wikipedia primer on the Subaltern as well as all the other reading materials, we are going to look at and analyze selfie production practices that somehow impact or intersect with subaltern social groups and individuals, those outside of the hegemonic power and discourse. As you proceed to work on the assignments and do the readings we want you to think about the following:

1] Is it possible to identify a "selfie genre" for way that people present themselves online? Does this way of presenting one's self garner more attention from the young people of the world, thus making it an effective marketing format? If so – what would you say are the practices that are unique to how such a selfie genre functions?

2] How might particular selfie practices subvert or reinforce stereotypes about the people on the periphery (economically, socially, culturally)? Might selfie practices be understood as tokens of



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THE #FERGUSON SYLLABUS



Marcia Chatelain, an assistant professor in the Department of History, created the #FergusonSyllabus in response to recent events in Ferguson, Missouri.

August 27, 2014—In the wake of a delayed school year in Ferguson, Missouri, Assistant Professor of [History Marcia Chatelain](#) started the #FergusonSyllabus Twitter campaign as a way for educators to share ideas on how to talk about Ferguson in their classrooms. “I wanted to help other professors find a way to talk about this tragedy in the context of how it would affect our students’ first day of school,” Chatelain explained. With books and articles for every age, the crowdsourced