

digital youth network



True Revolutionaries

Remix World

# Affordances in Digital Learning

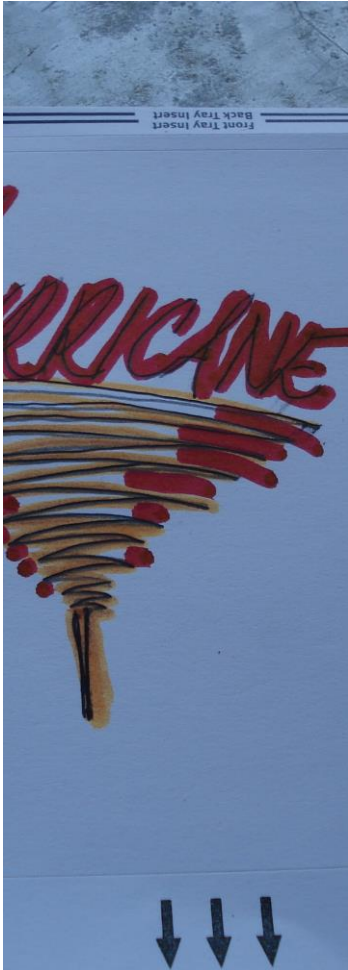
Kimberley Gomez - *University of California, Los Angeles*

[kimgomez@ucla.edu](mailto:kimgomez@ucla.edu)

# Research approach

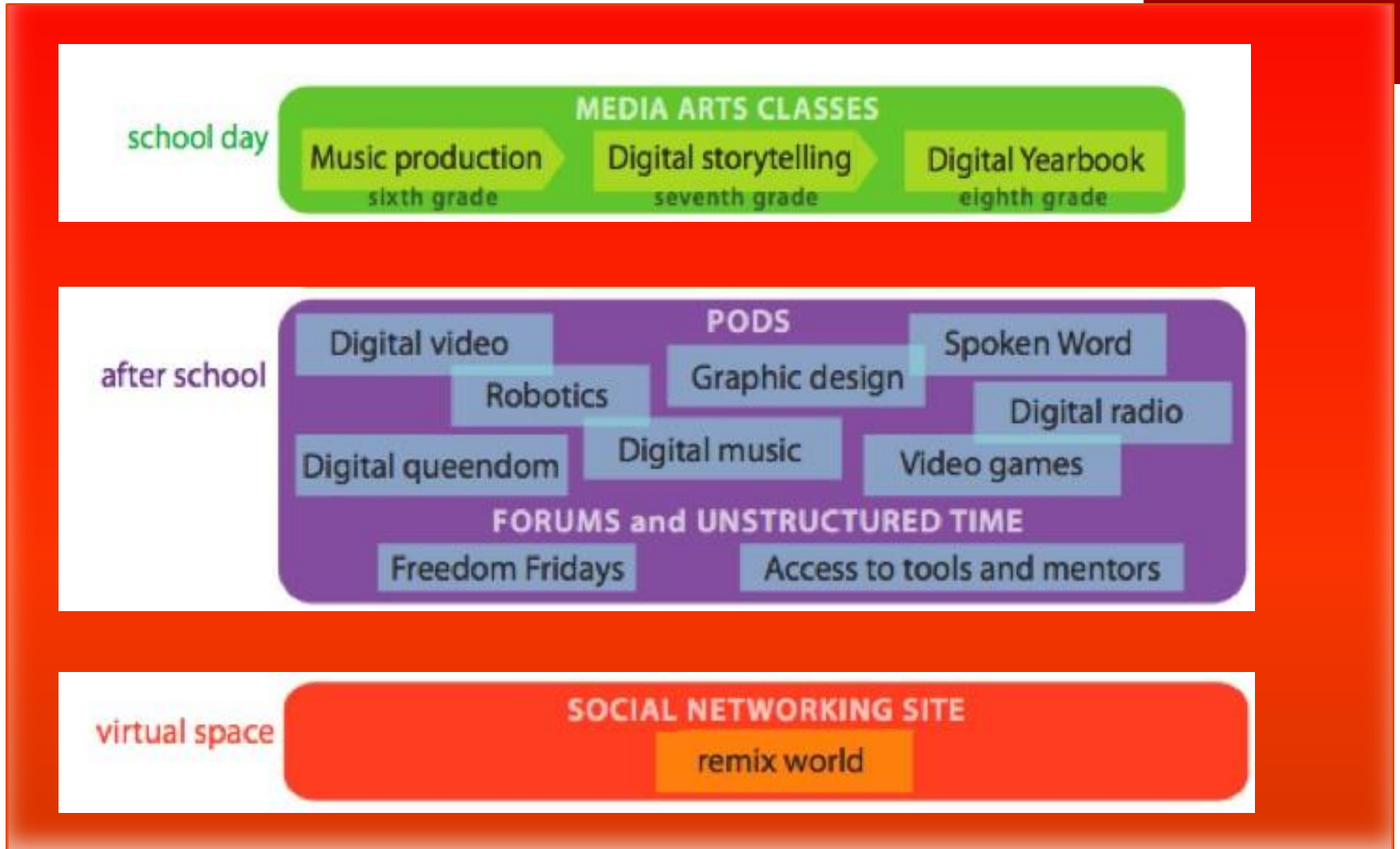
- **3-year focus on one grade cohort**
- **Surveys** about new media experiences, use of learning resources across settings, and knowledge of key aspects of new media ideas.
- **Observations** that document the learning environments during school and after school time through field notes and interviews.
- **Case portraits** of 9 students and their learning histories across settings from interviews, tracking of participation, and collection/analysis of work.

Barron, B., **Gomez, K.**, Pinkard, N., & Martin, C. (in press). *The Digital Youth Network: Cultivating New Media Citizenship in Urban Communities*. Cambridge: MIT Press.



# Remix World Affordances

in the DYN context: Structural/Physical & Instructional/Cognitive



# Parallel and important usability concepts for interaction and design

- Cognitive and learning affordances
- Physical affordance
- Perceptual Affordance

Affordances can support

- Production with digital media and tools
- Consumption
- Communication

# Discussion

- What affordances have your research and/or project discovered that
  - support critical/substantive media production activity among students, teachers, or other users in or out of formal learning contexts
  - foster deep exploration of new media activities
  - are “easily” leveraged by teachers and/or by students to support learning?
- How should we be documenting and investigating what develops through users interactions with affordances of digital tools and social learning networks?
- What challenges, if any, has your project faced with respect to the use (or lack of use) or affordances in formal and informal contexts (and by teachers and students)?