MONTHLY WRAP

Peeragogy Monthly Wrap: 2018-12

Late last month some peers and I had a "Holidaze" peeragogy meeting. As you may already know, peeragogy is "active learning together with others[1]", put another way it's a term to describe "what people use to produce and apply knowledge together[2]". After checking-in on our various life happenings we chatted educational ideas, looked into the past on what we've done, and peered into the 2019 future: defining goals for beginning of this year.

Some of the topics under discussion included quality circles: "a participatory management technique that enlists the help of employees in solving problems related to their own jobs[3]", which someone revealed are a component of kaizen "activities that continuously improve all functions and involve all employees from the CEO to the assembly line workers[4]". Such empowered employees could stop the assembly line at an auto plant if they found a defect, which was cheaper than fixing the car after it was made. They have also been used in education[5]:

> "Students' Quality Circle ... can be understood simply as: a small team of self motivated and proactive students with a common purpose working together; to identify recurring problems, analyze their root causes and solve them permanently leading to continuous improvements".

This led to a discussion of this being a form of distributed leadership which differs from traditional leadership with a special individual in charge who dictates followers what they're supposed to do, which led to someone citing adaptive leadership[6]:

> A "complementary approach to leadership based on a polyarchic assumption (i.e. leadership of the many by the many), rather than based on an oligarchic assumption (i.e. leadership of the many by the few). Leadership in this theory is seen as a complex dynamic involving all, rather than only a role or attribute within a hierarchy."

We also touched on Ishikawa[7] (or fishbone) diagrams, Monsters University[8], women in science[9], and rowing.

[1] https://hillside.net/plop/2015/papers/panthers/19.pdf

[2] https://peeragogy.github.io/introduction.html

[3] https://www.inc.com/encyclopedia/quality-circles.html

[4] https://en.wikipedia.org/wiki/Kaizen

[5] https://www.dineshchapagain.com.np/admin/files/fa274d1e5348cbdaedb7ff8c47a41c92.pdf

[6] https://en.wikipedia.org/wiki/Complex_adaptive_leadership

[7] https://en.wikipedia.org/wiki/Ishikawa_diagram

[8] https://en.wikipedia.org/wiki/Monsters_University

[9] https://twitter.com/Physhist/status/1078360271725494272

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Image[10]: Copyright (C) 2017 Basile Morin; licensed under Creative Commons Attribution-ShareAlike 4.0 International[11].

Discussing how rowers build up muscles slowly over time and then how eventually those small improvements compound together into drastic changes in rowing ability, we decided to start rebuilding our peeragogical muscles. We remember how strong we became in past years putting out 3 editions of the handbook (3rd Ed. in HTML[12], PDF[13], and print[14]) and to start on the path back to that writing strength our first quarter[15], goals are for each peer to:

- Write a blog post (no more than three paragraphs) on a learning topic they find interesting and relate it to peeragogy,

    - And/or if you don't have time to write, you can proofread,

- Meet again in March to share work and outline next steps, and

- Keep in touch via our public email group[16].

These blog posts will be skeletons for mini versions of the handbook on specific topics. For example, one could be on quality circles or adaptive leadership. The idea is to uncover peeragogy hidden in plain sight in all sorts of situations: the way quality circles encourage enlisting help from fellow employees to solve problems is a way of producing knowledge with peers (or peeragogy). There were suggestions to publish the posts on Medium[17], LinkedIn[18], Google+, PubPub[19], and more[20]. Without dismissing any possibilities, we decided it did not matter where they were shared. We can write anywhere and then move things across different platforms, each of which has its own opportunity to make connections (which may be a new learning pattern[21]). If you are interested in joining, please get in touch with us!

- Public Google Group[22] email: peeragogy@googlegroups.com[23]

- Private email: peeragogy@gmail.com[24]

- Twitter: https://twitter.com/peeragogy[25]

- Facebook: https://www.facebook.com/peeragogy[26]

- GitHub: https://github.com/Peeragogy[27]

[10] https://commons.wikimedia.org/wiki/File:Thirty-five_rowers_on_a_long_racing_pirogue_in_Laos.jpg#mw-jump-to-license

[11] https://creativecommons.org/licenses/by-sa/4.0/legalcode

[12] https://peeragogy.github.io

[13] http://metameso.org/%7Ejoe/docs/peeragogy-3-0-ebook.pdf

[14] https://www.amazon.com/Peeragogy-Handbook-V-No-Longer-Missing-Production/dp/0996097511

[15] https://en.wikipedia.org/wiki/Calendar_year#Quarters

[16] https://groups.google.com/d/forum/peeragogy

[17] https://en.wikipedia.org/wiki/Medium_(website)

[18] https://en.wikipedia.org/wiki/LinkedIn

[19] https://www.pubpub.org

[20] https://en.wikibooks.org/wiki/Peeragogy_Handbook_V1.0

[21] https://hillside.net/patterns

[22] https://en.wikipedia.org/wiki/Google_Groups

[23] mailto:peeragogy@googlegroups.com

[24] mailto:peeragogy@gmail.com

[25] https://twitter.com/peeragogy

[26] https://www.facebook.com/peeragogy

[27] https://github.com/Peeragogy

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[28] https://groups.google.com/forum/#!msg/peeragogy/HrFsVITmmzM/QyR4OKgiEQAJ

[29] http://danoff.org

[30] https://en.wikipedia.org/wiki/Public_domain

[31] https://en.wikiversity.org/wiki/User:Charles_Jeffrey_Danoff

[32] https://en.wikiversity.org/wiki/User:Charles_Jeffrey_Danoff

[33] https://en.wikipedia.org/wiki/Creative_Commons

[34] https://creativecommons.org/publicdomain/zero/1.0

[35] https://creativecommons.org/publicdomain/zero/1.0/legalcode

Peeragogy Monthly Wrap: 2019-03

You're reading the summary of our first meeting of a series conducted in Q1 and Q2[1]. Our fun work included reviewing each other's blog posts, introducing a newcomer to the project, revising an abstract, and hearing how Nepalese peers help one another!

Following the vernal equinox[2] we held four meetings discussing peeragogy (check out our latest Peeragogy Handbook[3] to learn more! There is also an earlier version of the Handbook on Wikibooks[4]), which is our way to describe how peer learning[5] and production[6] work. In an effort to drink our own champagne[7], we're implementing our wrapper pattern (see Peeragogy Wrapper Pattern[8] description in the Peeragogy Handbook) by creating this meeting artifact you're now reading: "Someone involved with the project should regularly create a wrap-up summary, distinct from other project communications, that makes current activities comprehensible to people who may not have been following all of the details."

If you have any questions about these notes and/or the project in general, dear reader (this is an old technique in fiction where the author directly address the reader, which we're using to make this a conversation! We want to know what you think!! Cliff Notes has a nice write up[9] about how the technique was used in Adam Bede[10]. "The technique, then, is first of all a convention. Eliot pretends throughout that Adam Bede is a true story. She takes the pose of one who is merely recording events which she has heard recounted. ... The 'dear reader' technique also serves some practical functions. Because the author pretends to be 'outside' her own story, she is free to comment in her own voice upon the characters and events she creates."), please reach out by emailing peeragogy@googlegroups.com[11]!

March Meeting

When we last met in December[12], we defined some 2019 first quarter goals:

- Write a blog post (no more than three paragraphs) on a learning topic they find interesting and relate it to peeragogy

  - And/or if you don't have time to write, you can proofread,

- Meet again in March to share work and outline next steps, and

[1] https://en.wikipedia.org/wiki/Calendar_year#Quarters

[2] https://en.wikipedia.org/wiki/March_equinox
[3] https://peeragogy.github.io
[4] https://en.wikibooks.org/wiki/Peeragogy_Handbook_V1.0
[5] https://en.wikipedia.org/wiki/Peer_learning
[6] https://en.wikipedia.org/wiki/Peer_production
[7] https://en.wikipedia.org/wiki/Eating_your_own_dog_food#Alternative_terms
[8] https://peeragogy.github.io/pattern-wrapper.html

[9] https://www.cliffsnotes.com/literature/a/adam-bede/critical-essays/the-dear-reader-technique-in-adam-bede
[10] https://en.wikipedia.org/wiki/Adam_Bede

[11] mailto:peeragogy@googlegroups.com

[12] https://github.com/Peeragogy/Peeragogy.github.io/wiki/Monthly-Wrap:-December-2018-by-Charlie

[13] https://en.wikipedia.org/wiki/Medium_(website)

[14] https://medium.com/@snowinla/peragogy-an-introduction-draft-d229fb951ba2

[15] https://authorlisasnow.com/wp-content/uploads/2019/05/Understanding-Peeragogy-to-Maximize-Resources-and-Efficiencies.pdf

[16] https://www.pubpub.org/about

[17] http://anticipationconference.org

[18] https://groups.google.com/d/msg/peeragogy/1GNDuzXuQvO/nJVhIOmACQAJ

[19] https://peeragogy.github.io/pattern-newcomer.html

[20] https://en.wikipedia.org/wiki/Google_Groups

[21] https://twitter.com/mmay3r/status/1108118141941374976

[22] https://www.facebook.com/KMCMANUMITRA

[23] https://rabiesalliance.org/resource/manumitra-tackles-nepals-urban-street-dogs-one-ward-time

- Keep in touch via our public email group.

Aside from the fact that some of our writings exceed three paragraphs, I feel like we made good progress towards our Q1 goals. Lisa published a Medium[13] blog post "Peeragogy: An Introduction (draft)[14]" (later she put out a revised PDF version[15]), Joe wrote a draft of a new article on our PubPub[16] (it's a tool for collaborative writing) instance, I compiled a submission to the Anticipation[17] conference ("Anticipation 2019 is a unique, radically interdisciplinary forum for exploring how ideas of the future inform action in the present. It brings together researchers, policy makers, scholars and practitioners to push forward thinking on issues ranging from modelling, temporality and the present to the design, ethics and power of the future. This conference includes attention to design amongst other domains."), we met in March, and we sent some emails to the public group (including introducing a newcomer to our fun world – Joe welcomed him[18] by implementing our newcomer pattern[19] in our Google Group[20]).

During that March meeting our discussion topics included:

- Siblings

- Paola's research and exciting upcoming presentation

- Simplifying buddhism and applying it to modern times (similar books read by Joe & Lisa)

- Quote about time for change[21]

- Community Organizers: animal management advocates ManuMitra (the group has a Facebook page[22] and this description is from a Global Alliance for Rabies Control article[23]: "It was a risk to design a project which hinges entirely on the community. But we found no shortage of local people willing to work voluntarily for street dogs. Even (or perhaps especially) in the most underprivileged communities, there are individuals who resolve human-dog conflict or unofficially act as a font of knowledge on dogs. They are the experts in their local dogs and local humans, and they are permanent residents. It would be inappropriate for us to come and attempt to do their job – the only question we should ask is, 'how can we help these people?'" queried Basanta Gautam, ManuMitra's community coordinator) in Nepal being more helpful for accomplishing dog management than traditional hierarchical aid organizations
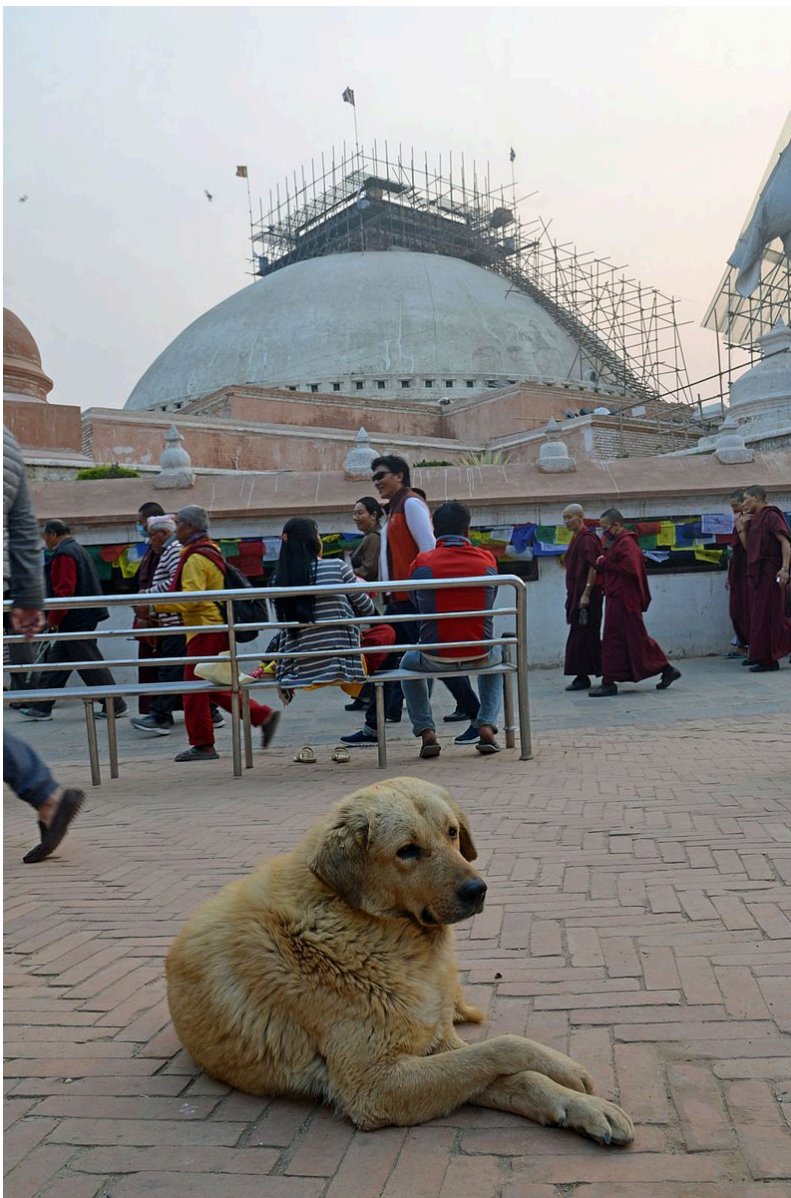
Image[24]: Copyright (C) 2016 Christopher J. Fynn; licensed under Creative Commons Attribution-ShareAlike 4.0 International[25].

The community organization chat reminded us of the community lifting itself up by its bootstraps story we quoted in our first paragogy paper (Corneli, J. and Danoff, C. 2011. Paragogy[26]. Proceedings of the 6th Open Knowledge Conference. "Paragogy is a theory of peer learning: we endeavor to say how it works, and how it works best. This paper outlines paragogy's contemporary relevance and expounds its principles, showing their connections to other theories. We present an extended example of paragogy in practice, where we use it to evaluate our experiences working at the Peer 2 Peer University (P2PU).”):

[26] `http://ceur-ws.org/Vol-739/paper_5.pdf`

A. T. Ariyaratne's essay on Rural Self Help, one of the foundational writings of the Sarvodaya Shramadana[27] movement in Sri Lanka 6, begins:

"Nobody needs to teach rural communities about 'group effort' and 'self-help'. […] The real question, therefore, is to examine what are the constraints that exist inhibiting the expression of their group effort and self-help qualities designed to improve food and nutrition levels, clothing,shelter, health, sanitation, education and cultural life?"

We approach peer learning in a similar spirit: it is something we all know how to do, but can't always do well. Intuitively, there are bound to be difficulties for a group of peers studying a subject together, outside a traditional classroom or without a teacher. Indeed, peer learning is different from other forms of group effort, the proverbial "barn raising" for example, in which the persons involved can be presumed to know how to build barns – or at least to know someone who knows, and stand ready to take orders.

Coming out of the meeting, we defined some action items:

- Meet in April

- Review manuscript in progress doc and add links to more work

- Collect success stories

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Peeragogy Monthly Wrap: 2019-04

We did not progress on collecting success stories, but we met on the 14th and people added their links to the manuscript in progress. It was an exciting meeting because we had a newcomer join for the first time in a while! He told us he was working on open source software and getting social entrepreneurs to collaborate with one another instead of individually working towards disparate aims.

We listened to him and then someone brought up Jane Gooddall ("Dr. Jane Goodall[1], DBE: In July 1960, at the age of 26, Jane Goodall traveled from England to what is today Tanzania and bravely entered the little-known world of wild chimpanzees. … Today, Jane's work revolves around inspiring action on behalf of endangered species, particularly chimpanzees, and encouraging people to do their part to make the world a better place for people, animals, and the environment we all share.") and her work on human behavior change. Echoing the Ariyaratne quote, it was less about Non-Governmental Organizations[2] coming in to impact change and never leaving; it's most effective processes are when they work with locals to start the change and then hand it over.

We also answered his questions about peeragogy. To frame the discussion, we went reading aloud from Lisa's peeragogy introduction (Peeragogy: An Introduction (draft)[3] on Lisa's Medium blog. Later she put out a revised PDF version[4]), including a discussion of this anecdote about how people define teams differently:

> But it hit me a little bit later when I was driving home. We were working from two different definitions of team. The Chivas definition was one in which all members were actively engage and empowered. We were all expected to be proactive problem solvers (and we had worked to give them the tools to be good problem solvers). We succeeded not just in building the team but our vision worked even relative to other teams around the league. Her definition of team was a top down definition of team. While, within the organization, participation was encouraged, for her and others immediately around her, this was not their working definition.

Additionally we discussed how her use of the couch metaphor is helpful to outline a possible return on investment for two people investing their time peeragogically:

> Take two people and a couch. Individually they cannot move the couch on their

[1] https://www.jginepal.org/about/about-jgi.php

[2] https://en.wikipedia.org/wiki/Non-governmental_organization

[3] https://medium.com/@snowinla/peragogy-an-introduction-draft-d229fb951ba2

[4] https://authorlisasnow.com/wp-content/uploads/2019/05/Understanding-Peeragogy-to-Maximize-Resources-and-Efficiencies.pdf

own. Only when they work together can they move the couch. If they work together well, they will be able to move the couch effectively and efficiently. So, when you have two people who work well together, you have the benefit of both of their talents separately AND you have the benefit (plus alpha) of things that they can do together that they could never do on their own. In a very real sense, 1 [plus] 1 [equals] 3 or [equals] 4 or [equals] 5.

After the meeting, near the end of April, we received word that our submission to the anticipation conference had been accepted. Our next task was to revise the abstract before May 30th.

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[6] `https://en.wikiversity.org/wiki/User:Charles_Jeffrey_Danoff`

[7] `https://en.wikiversity.org/wiki/User:Charles_Jeffrey_Danoff`

[8] `https://en.wikipedia.org/wiki/Creative_Commons`

[9] `https://creativecommons.org/publicdomain/zero/1.0`

[10] `https://creativecommons.org/publicdomain/zero/1.0/legalcode`

Peeragogy Monthly Wrap: 2019-05

Drinking more of our own bubbles, in May we had two meetings where we hive edited ("Our methods include 'Hive editing' document meetings (working as a group using recorded Hangouts on Air together with Google Docs or Etherpads) … When writing collaboratively, some like to edit, others to comment. We learn from each other's approaches and values, and create new values together, e.g., observing that it is very useful, when one person is talking during a meeting, for another to type a transcript of what that person is saying." from our Building the Peeragogy Accelerator[1] paper) our abstract. If you're not familiar, hive editing is something we used to do a lot where we all jump on a video call with a document open in a web based word processor (e.g., Google Docs[2] or Etherpad[3]) and write together at the same time. It is a lovely combination of fun and productivity!

The abstract went through a lot of changes, which was the better for it by the end. We were proud of the revision and look forward sharing it at the conference! At the second meeting there were more hive edited improvements and a discussion of different ways the work could be presented. It's a piece of fiction including a narrator, so someone suggested it would be fun to have each of us play a different role. Some people would be in the actual room and others could join remotely. There was also a thought of asking someone in the audience to join to make them feel included.

We're open to more ideas though, what do you think would work best, reader?

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[1] https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.662.6844&rep=rep1&type=pdf
[2] https://en.wikipedia.org/wiki/Google_Docs
[3] https://en.wikipedia.org/wiki/Etherpad
[4] https://en.wikipedia.org/wiki/Public_domain
[5] https://en.wikiversity.org/wiki/User:Charles_Jeffrey_Danoff
[6] https://en.wikiversity.org/wiki/User:Charles_Jeffrey_Danoff
[7] https://en.wikipedia.org/wiki/Creative_Commons
[8] https://creativecommons.org/publicdomain/zero/1.0
[9] https://creativecommons.org/publicdomain/zero/1.0/legalcode

Peeragogy Monthly Wrap: 2020-01

Official version published on Wikiversity[1].

On this beautiful, sunny February 29th in Chicago I wish you both a happy Black History Month[2] and happy leap day[3], dear reader! Welcome to our first e-zine[4] issue of the decade!! Since we last published a wrap[5], we've found some ways to keep ourselves busy! :-)

Late last year a longtime peeragogue, Roland Legrand[6], led a reading group[7] with the third edition[8] of the Handbook as a text. They posted eight videos, plus left dozens of helpful comments and suggestions we can incorporate into the fourth edition! You can watch the videos on YouTube at the links below:

1. First reading[9]

2. Second reading[10]

3. Third reading[11]

4. Fourth reading[12]

5. Fifth reading[13]

6. Sixth reading[14]

7. DAO discussion[15]

8. Final reading[16]

The energy those peers created with their regular meetings was contagious and it infected out other activities! On the tech side, activity picked up in the Peeragogy GitHub repositories[17] and we've been experimenting with new software applications. KeyBase[18] is an instant messaging client with a clean user interface and Jitsi[19] is a lightweight video conferencing app. We are intrigued, but the new tools have not replaced Google Hangouts or Zoom, both of which we still use regularly. Another app we still use a lot of is Google Docs, but we wanted something that synced better with those GitHub commits so we're playing with Floobits[20] and HackMD.

One example of a HackMD pad is the one being used to organize content[21] for a course[22] based around the Peeragogy Handbook, 3rd Edition that Joe Corneli[23] is leading. In addition to providing educational value for current partic-

[1] https://en.wikiversity.org/wiki/User:Charles_Jeffrey_Danoff/Peeragogy_Monthly_Wrap_-_January_2020

[2] https://en.wikipedia.org/wiki/Black_History_Month

[3] https://en.wikipedia.org/wiki/February_29

[4] https://en.wikipedia.org/wiki/Online_magazine

[5] https://en.wikiversity.org/wiki/User:Charles_Jeffrey_Danoff/Peeragogy_Spring_2019_Meeting_Notes

[6] https://twitter.com/RolandLegrand

[7] https://github.com/Peeragogy/ReadingGroup

[8] http://metameso.org/%7Ejoe/docs/peeragogy-3-0-ebook.pdf

[9] https://youtu.be/78-pKIqgIn0

[10] https://youtu.be/4inJ1ok8Lno

[11] https://youtu.be/qqJ62Tj-osU

[12] https://youtu.be/9RvayZ5DoJE

[13] https://youtu.be/brNDuCfMTxg

[14] https://youtu.be/1W3MNJc-eRw

[15] https://youtu.be/CkqtGiUYYOM

[16] https://youtu.be/YiuPQzHyxM8

[17] https://github.com/Peeragogy

[18] https://groups.google.com/forum/#!msg/peeragogy/DGacdB5bK7E/CRRUQ8DqBgAJ

[19] https://groups.google.com/forum/#!topic/peeragogy/clmjOFBwgcI

[20] https://floobits.com

[21] https://hackmd.io/zEY9rv5QR3O9JF14jVCYFw

[22] https://groups.google.com/forum/#!topic/peeragogy/4QihBPxUi_M

[23] https://twitter.com/JoeCorneli

[24] https://groups.google.com/forum/#!msg/peeragogy/kfklxs-iqlg/41XbYtqWAAAJ

[25] https://groups.google.com/forum/#!msg/peeragogy/crcPDvxVwjk/A_JE3qNvBQAJ

[26] http://anticipationconference.org/wp-content/uploads/2019/10/Anticipation_2019_paper_113.pdf

[27] http://anticipationconference.org

[28] https://twitter.com/DayTripperDiva

[29] http://anticipationconference.org/wp-content/uploads/2019/10/Anticipation_2019_paper_47.pdf

[30] https://www.presencing.org/aboutus/spt/about

[31] https://peeragogy.github.io/practice.html

[32] https://groups.google.com/forum/#!topic/peeragogy/OB_x-avUBcs

[33] https://www.youtube.com/watch?v=3lPrV8t2m0A

[34] https://www.youtube.com/watch?v=pPD8Ja64mRU

[35] https://en.wikipedia.org/wiki/Public_domain

[36] https://en.wikiversity.org/wiki/User:Charles_Jeffrey_Danoff

[37] https://en.wikiversity.org/wiki/User:Charles_Jeffrey_Danoff

[38] https://en.wikipedia.org/wiki/Creative_Commons

[39] https://creativecommons.org/publicdomain/zero/1.0

[40] https://creativecommons.org/publicdomain/zero/1.0/legalcode

[41] http://peeragogy.org

[42] https://creativecommons.org/publicdomain/zero/1.0

ipants and improvements for the handbook, the course is also a test run for one Joe proposed to run at a university[24] this fall.

When people come together for Joe's course or in other communities, guidelines are often something that are written down and discussed. We made our first attempt at establishing community guidelines[25] and would welcome your thoughts, dear reader!

In October we presented our work of design fiction[26] at the Anticipation Conference[27] in Oslo. Charlotte Pierce[28] and Joe joined remotely and volunteers in the room helped me do the reading. We got feedback that our approach was too prescriptive giving lines to performers. Next time we plan to give the participants more agency over their performance by formally giving them time to interpret and adapt the content if they want. Hopefully that will make the whole experience more peeragogical!

One of the most interesting sessions I attended was "Future-making in education through Social Presencing Theatre: an awareness-based anticipatory methodology[29]" which made use of Social Presencing Theater[30]. The structured approach to expressing what you're feeling in movement physically impacted me. Joe and I liked it so much we incorporated it into a submission we finished in December for another conference!

We put our heartbeat pattern[31] into practice by finding common times[32] we could meet across time zones. We successfully put it into practice in January and met multiple times a week! I also committed to writing a monthly wrap, so please check back in early March for a fresh issue!!

To close out with rhythm, please treat your ears to these two tracks which made it only our collaborative Monthly Mixtape:

1. Andy Fox featuring Laura: Fly Away[33]

2. The Knife: Heartbeats[34]

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Peeragogy Monthly Wrap: 2020-02

Intro

CHICAGO – 30 March 2020 – During this complex[1] time us humans are navigating[2], all of us involved in peeragogy[3] hope you and your families are healthy, dear reader. We also would like to express our heartfelt thanks to every healthcare professional[4] out there. They're risking their lives to save us and fight COVID-19[5]. Additionally we wish Doctors[6] a happy National Doctor's Day[7] today and everyone a happy Women's History Month[8]!

To update you on what we've done since the last issue[9] of our e-zine[10], we're going to eat our own cooking[11] and use a Peeragogical Action Review, or PAR, to summarize what we did in February 2020.

Peeragogical Action Review

1. Review the intention: what do we expect to learn or make together?

   - Learn how to do an online course by conducting an online course

   - Make progress on Version 4 of the handbook

   - Present a poster[12]

[1] https://www.un.org/en/coronavirus

[2] https://www.who.int/emergencies/diseases/novel-coronavirus-2019

[3] http://www.peeragogy.org

[4] https://www.cdc.gov/coronavirus/2019-nCoV/hcp/index.html

[5] https://en.wikipedia.org/wiki/COVID-19

[6] https://www.doctorswithoutborders.org/facts-and-figures-about-coronavirus-disease-outbreak-covid-19

[7] https://en.wikipedia.org/wiki/National_Doctors'_Day

[8] https://en.wikipedia.org/wiki/Women's_History_Month

[9] https://en.wikiversity.org/wiki/User:Charles_Jeffrey_Danoff/Peeragogy_Monthly_Wrap_-_January_2020

[10] https://en.wikipedia.org/wiki/Online_magazine

[11] https://en.wikipedia.org/wiki/Eating_your_own_dog_food#Alternative_terms

[12] https://twitter.com/Danoff/status/1234639456986128384

[13] http://www.danoff.org/Action-an
d-Change-in-Peer-Learning-UIC-Re
search-Day-Feb-2020.pdf
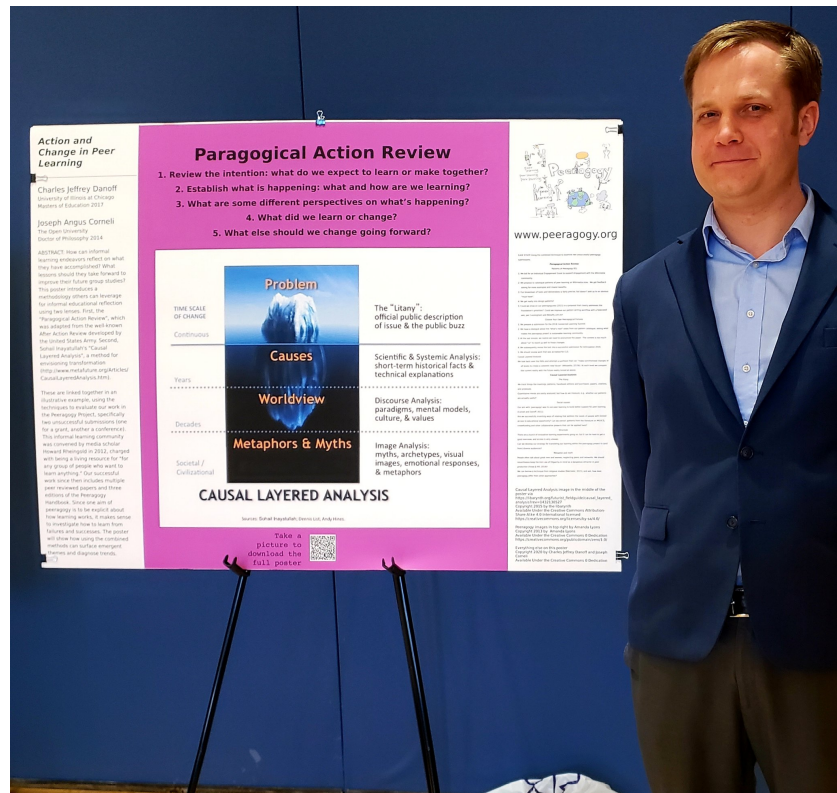
You can download a PDF version of the poster here[13] if you'd like! :)

1. Establish what is happening: what and how are we learning?

   - We made some progress on editing the handbook
   - There was a small, but mighty group of people going through the course and it went well!

2. What are some different perspectives on what's happening?

[14] https://groups.google.com/forum/
#!topic/peeragogy/OB_x-avUBcs
[15] https://peeragogy.github.io/patt
ern-heartbeat.html
[16] https://en.wikipedia.org/wiki/Te
levision_pilot

   - The regular meeting times we found in January[14] have been invaluable in terms of keeping us moving and giving our work a heartbeat[15]
   - Like a television show pilot[16] the course still has some kinks to work out, but it is looking very promising for the future

3. What did we learn or change?

   - Running an online course on peeragogy is fun

[17] https://floobits.com

   - Floobits[17] is a nice online tool for editing the handbook that connects directly to GitHub, although it is not the most user friendly for everyone

4. What else should we change going forward?

   - Keep improving how we learn and produce things collaboratively!

So what did we do in Feb?

Our work in February was divided into two main efforts: handbook edits and the peeragogy pilot course.

Monday Editing Sessions

We did a nice job of writing up wraps[18] each week of our work that you can read below!

1. 27 Jan[19]

2. 3 Feb[20]

3. 17 Feb[21]

4. 24 Feb[22]

Thursday Pilot Course Sessions

We adapted the original proposal[23] Joe Corneli made for running the course at a university into one we could run online on our own. We tried to follow the updated syllabus[24] and you can see below how our learning adventure fared!

Materials by Course Week

1. 23 Jan

   • Video[25]

   • Notes[26]

2. 30 Jan

   • Video[27]

3. 06 Feb

   • Video[28]

   • Chris Meadows' Presentation[29]

4. 13 Feb

   • Video[30]

5. 20 Feb

   • Video[31]

6. 27 Feb

   • Video[32]

The course kept going into March and we'll report on those lessons in our next issue.

[18] https://peeragogy.github.io/pattern-wrapper.html

[19] https://groups.google.com/d/msg/peeragogy/qI8fiATZS-A/Uxe-KWAMEwAJ

[20] https://groups.google.com/d/msg/peeragogy/nN9gJAvMPSY/1HyTjHT_AQAJ

[21] https://github.com/Peeragogy/Peeragogy.github.io/wiki/Monday,-February-17-2020-Wrap

[22] https://groups.google.com/d/msg/peeragogy/ViPgY3ATw8g/_MyMOiTaBwAJ

[23] https://docs.google.com/document/d/1h5O9SSEDeXYQSpiexZUDsiUVwqDgqE1lI4itp8qT6ko/edit#heading=h.5r5ujccq2ck4

[24] https://hackmd.io/zEY9rv5QR3O9JFl4jVCYFw?view

[25] https://drive.google.com/file/d/16rTXPrh67m3bSCdzTMsndpDLw55ximf-

[26] https://docs.google.com/document/d/1CXi1kYt2Bq_swQh9cATOrndGmFOENJ4XbFxz9_oNS5w

[27] https://drive.google.com/file/d/1Mz8wkMTz5ePUXLtKW1Opax3iwKlkHHbd

[28] https://drive.google.com/file/d/1dfV7myP8LmFLDG3XR4C6bBaGttMms9_E

[29] https://pasteapp.com/p/13VKRXEmvrR?view=kb2YkNGfKIX

[30] https://drive.google.com/file/d/1th2oBpkNg2rtvZJGxVY5shuEVjE6Mm1-

[31] https://drive.google.com/file/d/1pEn-Y1jB5ygjlVJgkqN3ECRnXdHrSMfW

[32] https://drive.google.com/file/d/1otMpv3c1Dzor2olx6_zOrLpVKtAgUyOe

[33] https://groups.google.com/forum/#!forum/peeragogy

[34] https://groups.google.com/d/msg/peeragogy/8CJDZtPTPW0/u45aFfgAAgAJ

[35] https://groups.google.com/d/msg/peeragogy/B7KbF5JL66s/N8pPnaGkBwAJ

[36] https://groups.google.com/d/msg/peeragogy/rbmbWnsQokU/VaXmOMjXBwAJ

[37] https://groups.google.com/d/msg/peeragogy/gKZhZtCpy5w/MTlKfTdCBwAJ

[38] https://groups.google.com/d/msg/peeragogy/CccQCoVbCbw/hoqiUVuoBgAJ

[39] https://www.youtube.com/watch?v=CqaAs_3azSs

Discussed in the Google Group

We also had some exciting discussions in our email discussion group! Please join us[33].

- Radical routes[34]

- Tufte CSS[35]

- explore Discord software tool[36]

- hard startups[37]

- "running wikipedia, with katherine maher – video[38]"

Mixtape

1. LORN – ANVIL[39]

What're we doing this month

Watching and reading

We've been intrigued by the work of some innovative, impressive projects launched this month!

[40] https://coronavirustechhandbook.com/home

- The Coronavirus Tech Handbook[40] "provides a space for technologists, civic organisations, public & private institutions, researchers and specialists of all kinds to collaborate on a rapid and sophisticated response to the coronavirus outbreak and subsequent impacts. It is a quickly evolving resource with thousands of active expert contributors."

[41] https://coronavirustechhandbook.com/librarians

[42] https://chat.whatsapp.com/Ijf1HiOWNph7UDiNI5bLOn

[43] https://docs.google.com/document/d/1-71FJTmI1Q1kjSDLPOEegMERjg_Okk_7UfaRE4r66Mg/preview

[44] https://www.facebook.com/groups/670932227050506/

[45] https://github.com/eleanormurray/COVID_19

  - There are details about how to help on their Librarians[41] page and you can join their WhatsApp chat[42]

- Open Source COVID19 Medical Supplies[43] is crowdsourcing designs for physical tools people can use to fight the virus

  - There is lots of discussion and updates on their Facebook group[44]

- Cartoon infographics from Elanor Murray and team[45] to help people understand what they can do to stay safe & healthy during the COVID19 pandemic

[46] https://en.wikiversity.org/wiki/COVID-19

- Educational resources on Wikiversity[46]

In-progress Documents open for edits

Please edit, comment on, and/or read these drafts below!

[47] https://docs.google.com/document/d/1v2TxWlYKqXuD2USl1Sb1OzCknZzTHjli1QCn7RrAQek

- Peeragogy Project Handbook Version 4 Manuscript - Roadmap[47] guiding us towards finishing the newest version

- Latest iterations of Peeragogy Handbook Version 4[48]

- Peeragogy Starter Pack[49] was originally for Public Domain Day 2020. It is meant to help you learn more about how to use peeragogy in your own work, and how to participate in our project.

- We're planning to submit a paper to the "Call for Papers for a Special Issue from the 3rd International Conference on Anticipation[50]" currently titled "WT: Greatest Flops Remixed – 10 years working on 'The Project'"

  - Read the PDF of the March 24th[51] draft
  - Edit the latest[52] draft
  - Back in October we presented "A fictional peeragogical anticipatory learning exploration[53]" at the Anticipation Conference[54]

[48] https://floobits.com/Peeragogy/Handbook/file/action.md

[49] https://docs.google.com/document/d/1w2JZhpkrYYKknpJSSJgz23PPYxI31Cu1eWvw8I9ZraM

[50] https://www.journals.elsevier.com/futures/call-for-papers/3rd-international-conference-on-anticipation

[51] http://metameso.org/%7Ejoe/docs/flops-24-march.pdf

[52] https://floobits.com/Peeragogy/Handbook/file/flops.org

[53] http://anticipationconference.org/wp-content/uploads/2019/10/Anticipation_2019_paper_113.pdf

[54] http://anticipationconference.org/programme/

Peeragogy Monthly Wrap: 2020-03

Introduction

30 April 2020 – CHICAGOLAND[1] – Being here at the end of April and looking back to what we were doing at the beginning of March feels like a lot more than just a month has passed. We have all learned a lot since then including about doing things together online (video chats, watch parties, sharing methods for making masks, telehealth[2], etc.), how to adjust our day to day lives, and more about COVID-19 itself plus how to approach its myriad challenges.

Please stay safe and healthy, dear reader.

Another thing that happened in March was the vernal equinox[3], also known as, the end of winter. With that behind us, on this lovely Thursday, April 30th all of us involved with peeragogy wish you a happy Spring, National Poetry Month, and happy International Dance Day[4]!

In case this is your first time hearing about peeragogy[5], it is a "a flexible framework of techniques for peer learning and peer knowledge production."

We are going to close out the intro with a Peeragogical Action Review, or PAR. We are using this tool to go over what we learned and determine if any adjustments are necessary for our upcoming work.

PAR

Review the intention: what do we expect to learn or make together?

- Finish the initial version of the peeragogy course

- Make progress on version 4 of the handbook

- Work on a paper to submit

- Share our ideas and methods with others

- See if there are ways we can help or support others in time of COVID-19

Establish what is happening: what and how are we learning?

- We made progress on sharing and writing

- The course was completed!

- We got involved with some interesting COVID-19 projects

[1] https://en.wikipedia.org/wiki/Chicago_metropolitan_area

[2] https://en.wikipedia.org/wiki/Telehealth

[3] https://en.wikipedia.org/wiki/March_equinox

[4] https://en.unesco.org/commemorations/jazzday

[5] http://peeragogy.org

What are some different perspectives on what's happening?

- I had fun, learned a lot, and was excited to complete the first course!

- What do you think of what we did, dear reader?

What did we learn or change?

- Learned about how to run a course from start to finish

- Watched how other groups of peers came together rapidly to produce some neat, timely, and helpful things for their fellow humans, including the Coronavirus Tech Handbook[6] and shared medical supply designs[7].

[6] https://coronavirustechhandbook.
com
[7] https://docs.google.com/document
/d/1-71FJTmI1Q1kjSDLPOEegMERjg_O
kk_7UfaRE4r66Mg

[8] https://www.journals.elsevier.co
m/futures/call-for-papers/3rd-in
ternational-conference-on-antici
pation

What did we do in March?

Paper

We formally started working on a submission for the "Call for Papers for a Special Issue from the 3rd International Conference on Anticipation[8]". Anticipation and future studies have been something we've been actively discussing since the Oslo conference. Right now it may feel like our ability to see what may be coming in the future is not at its best.

We are planning to think about our work on patterns and how they could intersect with anticipation studies to give us better ways of preparing for possible futures.

Handbook Writing and Web Version

Writing out patterns is one thing. Putting them into practice and refining their use in your own work is a whole additional challenge!

We have been meaning to for some time to fine-tune how we implement the Newcomer pattern designed to make our work as accessible, as possible for people coming to it for the first time. A few years ago we created a quickstart guide to help, but it had gotten out of date. Thankfully, last month, Joe Corneli vastly improved the guide, as you can see in this picture.

What do you think, dear reader? Is that helpful for you to figure out how to join us in the middle of the river as we are swimming down it together on our way to (hopefully) understand peer learning and peer production better?

Welcome to the Peeragogy Handbook.

Micro Quickstart Guide

Book
This book can help any group of people learn or create something together. Scroll down to read online or download absolutely free, or buy a copy, or fork a copy of your very own to work on.

Mailing List
Our ongoing public discussions are on Google Groups at https://groups.google.com/forum/#!forum/peeragogy. Sign up there to get email and post to the wider contributor community. Remember to ask questions!

Live Discussions
The easiest way to get an orientation to our editing work is to join a live discussion with us. We are gathering on Mondays at 8PM UTC on Jitsi, at the following URL: https://jitsi.metameso.org/peeragogy. Join with your browser on that URL, or via the Jitsi app on your smartphone -- you can get that here: https://jitsi.org/downloads/.

Annotations
To comment on the Peeragogy Handbook please make an account at https://hypothes.is/ and use the mini-toolbar on the right-hand side of each page on peeragogy.org. They're collected at https://hypothes.is/search?q=url%3Apeeragogy.github.io%2F*. You're also welcome to share reviews or comments elsewhere of course!

Organization
If you browse to https://github.com/Peeragogy you will see our Github "organization". The master copy of the Handbook content is at https://github.com/Peeragogy/Peeragogy.github.io. Pull requests welcome. Github has a learning curve, so we hope you will ask us for help if you get stuck.

Projects
In particular, we manage our projects on Github with using kanban boards: https://github.com/orgs/Peeragogy/projects. If you'd like to get involved, have a look at the tasks outlined there.

More details
Please have a look at this longer quickstart guide for more information about our tools and workflow.

In addition, the Monday work session was used by peers to work on writing version 4 of the handbook.

Coronavirus Tech Handbook

Identifying instances of peeragogy "in the wild" is important for us to learn from other groups of peers around the world as they work to get things done. It helps us better define what peeragogy is and to learn things we can use to improve our own work. One of the most impressive examples I have ever seen is the work being done by the volunteer librarians on the Coronavirus Tech Handbook[9].

[9] https://coronavirustechhandbook.com

Certainly a handbook created by peers is something near and dear to our hearts as we have made a handbook of our own and are working on the next one! This group has taken it to a scale that we have not yet achieved in our years of work, and they have done it in weeks. On March 10th Newspeak House tweeted[10] that they were starting a handbook full of resources for people across all sorts of groups to learn how they could respond to things in our coronavirus world. This was built off prior work they did with the UK Election Handbook. I (Charlie Danoff) got involved directly following a Facebook message Charlotte Pierce shared where they were looking for volunteers. I was not the only one, and soon they had over thousands of people a day viewing their Google Doc and a certain portion also editing. In an interview with Tech.London[11] Nathan Young shared how "It turns out that Google Docs doesn't particularly like 20,000 people viewing one document. So one of our technologists built something new in three days." JoeDocs[12] is now what powers the thousands of views and edits the handbook receives.

[10] https://twitter.com/nwspk/status/1237485109156163585

[11] https://tech.london/news/5e96efa1ab1174001c17fa01

[12] https://joedocs.com

MetaCAugs

Another breed of "in the wild" peeragogy is seen weekly when Roland Legrand brings folks together in his MetaCAugs group to discuss cool new ideas and learn

[13] https://youtu.be/X7C4kjmWo5g

[14] https://groups.google.com/d/msg/peeragogy/HaUdsEm8SZo/lcvbPq-9AwAJ
[15] https://hackmd.io/4RET3RUoQJ6WLih_5OarMw

[16] https://github.com/Peeragogy/Peeragogy.github.io/wiki/Monthly-Wrap:-February-2020

[17] https://drive.google.com/file/d/1W1MaE6xnMUktHmQ4PHcfMwk8Vsex6mt7

from one another. In our January wrap I shared details about how his reading group went through the third edition of the handbook. They are now talking a lot about future studies and other interesting topics! This video of their March 24th meeting[13] is a great example of peeragogy in action!

On the 31st, Roland let Joe take the metaphorical mic and throw a peeragogy party[14]! Check out the notes[15] to read about how it went! :)

Course Sessions in March

In February we piloted a course on peeragogy. The idea of the course is: teach new peers about what we are doing. One way to think of it to help people who want to learn how to cut hair and go to beauty school, then exit as professional hairdressers ready to work in a beauty salon or barber shop. In our scenario they would be ready to start their own peeragogical projects!

In last month's e-zine issue[16] you can find links to videos and details about the February sessions.

March 5th

- Video recording[17]

We spent a lot of this session working on our paper for the anticipation conference as you can see in the Peeragogical Action Review I wrote afterwards. I revised the original slightly to correct grammar and spelling mistakes.

> Review the intention: what do we expect to learn or make together?

We wanted to keep learning peeragogy as part of the course and to work on the paper

> Establish what is happening: what and how are we learning?

We talked about the paper, our successes and failures and causal layered analysis. We took lots of good notes about these discussions on the Google doc.

> What are some different perspectives on what's happening?

I felt like it was a productive session!

> What did we learn or change?

We changed the paper we learned about Causal Layered Analysis.

> What else should we change going forward?

Incorporate all the comments and ideas into the next version of the paper. Also some of us need to do our homework before the next class on Thursday the 12th (including me!)

March 12th   On the 12th, I presented about the Modular Politics Paper[18] by Primavera De Filippi, Seth Frey, Nathan Schneider and Joshua Tan that was recommended by Paola Ricaurte.

Some of the ideas we discussed were:

- What the authors are describing is a software for governance

- Different pieces that fit, and what you use can feed back into the main repository of tools for governance and allow for more nuanced ways to do things.

- Peer production communities are impoverished in terms of governance

- And the paper authors came up with ideas of a solution: flexible participatory regimes!

We then talked about the modular nature of the Co-operative College[19]:

- In Co-Op U, they will be 1 organization, and there will be organizations 2 and 3 online, which they would like to generate units or modules about how you can work together online, and these can be shared. Students will be able to pick their route, and involve modules that will be studied at different parts of the overall organization.

- Lines of communication open between Co-op U (e.g., nature of work changed over 100 years, with subtext of getting people working together online) and Peeragogy (with an overlapping theme)

- It's also a co-operative community of co-operatives, since all of the orgs involved are educational co-operatives. But bring them together within a wider co-operative. However, this kind of model cuts across the student/regulatory organizations. The Office of Students is a regulatory body that regulates who can get degrees. You have to go through several years before you have a federated model.

> Tried to connect the paper to our work

- The image is what they're trying to do with cooperative university $\rightarrow$ We might be organization 1 or organization 3 $\rightarrow$ The way that we want to work is generating units.

- Talking about the intersections of modules led back into discussing our previous work on the handbook and different ways for groups to work together across organizations.

- Handbook 1.0, it was just the handbook, by version 2 and 3 it was a complement to the accelerator.

- It was also a book about how to make a book.

- Getting participants to make a commitment to get involved or discuss — e.g. an issue in a learning or production environment. Do we have enough people? Could we get together and apply our brain power no matter what the background is?

- A device for connecting different modules ⟶ reminder email.

- For the next iteration of the course, we could include the Accelerator in some way and have that be part of the curriculum. That would get more buy-in with people, helping people with their projects.

- We should return to the Primavera paper and think about how we can apply it to the accelerator

March 20th   Due to multiple factors, our session was pushed from our usual Thursday to a Friday and then we only met for a few minutes.

March 26th

[20] https://drive.google.com/file/d/160srRaFOUz-mRq8ftdc3_1oYCn91fJ8I

[21] https://www.worldcat.org/oclc/35657836

- Video recording[20]

In the final pilot course session, Joe presented about the book "Designing Social Systems in a Changing World[21]" by Bela H. Banathy.
Some interesting nuggets were:

- Developing a systems view of education the systems-model approach: "First, the book aims at guiding the reader to understand what systems design is, how it works, why we need it. The second purpose is to develop an appreciation of the power we can gain by acquiring ever-unfolding competence in system design."

- Change: "Before we engage in the design of our lives and our systems, we need to reflect on how we ourselves relate to change." "The future depends more 'on what we do between now and then than it does on what has happened until now.'"

- Bridge's transition: We have to let go of the old reality, the old setting, the old thinking. The first step is "letting go," leaving behind and transcending. The second step is envisioning what should become… which happens in a "neutral zone" of creativity, renewal, and design.

- Then comes the third step: the transition into the new reality (transformation by design).

- "We can say that EDUCATION AND THE SOCIETY ARE IN A CO-EVOLUTIONARY RELATIONSHIP."

  - "The education we offer reflects perceptions and practices based on the societal image of the industrial age."

- – "On the other hand, when a new image leads socio-cultural evolution, it can exert – as Polak (1973) called it – a 'magnetic pull' toward the future."

- "You see things as they are and ask: WHY? But I dream things that never were and ask: WHY NOT?" (George Bernard Shaw) "Staying within the frame of reference of the existing system and focusing on its problems hinders the RE-IMAGING of education." "Rather than asking lots of questions about what is wrong with our existing system […] we should dream of kinds of education that never were and make the dream come true by design."

- DESIGN IS FUTURE CREATING AND NOT FUTURE GUESSING. "In education it means taking responsibility for designing systems […] that enable and empower future generations to direct their own lives and shape their own destiny."

- Focus on the learning-experience level with arrangements made in the environment of the learner by which the learner is enabled to fully realize his or her potential as an individual and as a participating and productive member of the society.

- Vitruvius: "The science of the architect depends upon many disciplines and various apprenticeships which are carried out in other arts," and "technology sets forth and explains things wrought in accordance with technical skills and methods."

- Jumping Mouse: The mouse left the well-known home ground and, encouraged by the frog, dared to jump high (transcending) and capture the image of the sacred mountains (envisioning). He then embarked on an arduous journey (the design journey), during which he had to give up his sight (leaving the past behind) in order to be guided to the top of the sacred mountain, where he became transformed into an eagle (the transformation phase of design).

- Transition details:

  - "Mark the endings"
  - "Treat the past with respect"
  - "Let people take a piece of the old way with them"
  - "Show how endings ensure continuity of what really matters"

- Appendix: "This article describes a general approach and a specific strategy for effecting the needed structural changes, and, also describes some initial progress on implementing that strategy."

  - "Many solutions that are initially thought of as unworkable under current constraints, are in fact workable… much better results are achieved by initially thinking in the ideal."

[22] https://link.springer.com/articl
e/10.1007/BF02905306
[23] https://github.com/holtzermann17
/banathy-report/blob/master/note
s.org
[24] https://groups.google.com/d/msg/
peeragogy/dm5gADSY5yU/_ro62pNoAg
AJ

Our conversations also included this paper "The search for meaningful reform: A third-wave educational system[22]" by Charles M. Reigeluth.

To dig deeper into the book and paper please read Joe's fabulous notes[23].

Course Wrap   The day following the last session, Joe wrote a wrap[24] of the (first) Peeragogy Innovations Pilot course.

• Although Tufts Experimental College didn't accept the full course for presentation Autumn 2020, I think it's safe to say that our online community got a lot out of the small-scale pilot. We relaxed all kinds of requirements from the course syllabus. Instead of keeping a diligent schedule of readings and discussions, most people read and shared just a bit for their turn. The basic idea to have everyone do their own readings and focus the course time on sharing what we each learned seems to have worked very well.

• Instead of starting challenging collaborative projects in the community, we had some small-scale adventures together. A particular highlight was the screening and discussion of a short film "The Crossing" about trafficking and modern day slavery. In this session we got to know folks involved with the Co-op University and Johnathan Worth of Think HubBub who facilitated the screening. Thanks to Chris Meadows for setting this up!

• I had hoped that the seminar-style Thursday sessions would proceed in tandem with hands-on collaborative writing sessions to improve the Handbook. That too was more fitful than disciplined, but we did often meet on Mondays to check in about Handbook progress. My next goal here is to convert the book to a Tufte layout. We also made progress on a paper for Futures; work continues there. Many TODO items remain for the Handbook, going back (at least) to Roland's reading group, which inspired the Pilot Course.

• As an endorsement of the basic Peeragogical Innovations course model, Charlie and Charlotte are intending to meet next week to discuss Pilot 2! That meeting will take place on Thursday April 2. Note that the timezone differences will reset then, details for the meeting will be announced closer to the date.

If you're interested, you can read the feedback from the Experimental College about Joe's original Course Proposal for Fall 2020[25].

[25] https://groups.google.com/d/msg/
peeragogy/bJIn_pyTTik/NiRIIbCYCA
AJ

Additional activities

[26] https://foldingathome.org/

• Charlotte started folding[26]

[27] https://groups.google.com/d/msg/
peeragogy/UKUM9bq_rkM/2fNWSlM3AQA
J

• Discussing options for finding times to meet[27]

[28] https://groups.google.com/d/msg/
peeragogy/yj-bM5byNgk/gOlQ4QlWBA
AJ
[29] https://groups.google.com/d/msg/
peeragogy/cTsYe_9fqxY/cl_4BOVAAQ
AJ

• Thinking about crowdsourced responses to COVID-19[28] and approaches to the challenge we face[29]

- Checking out

  - A digital pedagogy project[30]

  - A new podcast[31] from the Co-operative College[32], a distinctly peeragogical institution

  - A social media and politics discussion[33]

  - Cool tools:

    * for workshops[34],
    * converting docs to markdown[35],
    * organizing notes[36],
    * whiteboarding[37],
    * references[38]

- Looking for help with our technical work[39] that is mostly done on GitHub

- We've been thinking a lot about futures, and Joe found another opportunity for us to submit a paper[40]

- What can we learn from Jimmy Wales about how the Wikipedia was built[41]

Mixtape

- French 79 feat. Sarah Rebecca – Diamond Veins[42]

[30] https://groups.google.com/d/msg/peeragogy/BMjC5HdnSfQ/5kSJcOmbAQAJ

[31] https://groups.google.com/d/msg/peeragogy/zohA5-t_LJc/y2zT5XrJAgAJ

[32] https://www.co-op.ac.uk

[33] https://groups.google.com/d/msg/peeragogy/lAHOt1i88Rw/4lPy_KWMCgAJ

[34] https://groups.google.com/d/msg/peeragogy/VcJkcuPafFo/vowO6P1rIwAJ

[35] https://groups.google.com/d/msg/peeragogy/wVkD4eKOxI8/e1YYo8ZsIwAJ

[36] https://groups.google.com/d/msg/peeragogy/_WrT-VnSDP8/nGyRFLPhAAAJ

[37] https://groups.google.com/d/msg/peeragogy/peZrWlkaO6A/LpWe16Z8IwAJ

[38] https://groups.google.com/d/msg/peeragogy/TdfVFOQc_tw/oFoDMmP-AgAJ

[39] https://groups.google.com/d/msg/peeragogy/-AMCuGYyn1c/KMyW2YGiCAAJ

[40] https://groups.google.com/d/msg/peeragogy/1T1b4VPwBO4/zgKxEgalCAAJ

[41] https://groups.google.com/d/msg/peeragogy/G662u8avZ-M/bD1htD82CAAJ

[42] https://www.youtube.com/watch?v=p-ZvHDaR72Q

Peeragogy Monthly Wrap: 2020-04 to 2020-09

Introduction

30 October 2020 – CHICAGOLAND – Hello again, dear reader, and happy Friday!

It is with a bounce in my keyboard click that I greet you with this fresh wrap-up of our peeragogical activities from April to September! We have made supercalifragilisticexpialidocious[1] progress on our paper, course, software, podcast, and more!! :-)

[1] https://en.wiktionary.org/wiki/supercalifragilisticexpialidocious#Adjective

Project Action Review

For the shortform version of what we've done over the past six months, peep this PAR, or Project Action Review (formerly "Peeragogy Action Review" and "Paragogy Action Review").

1. Review the intention: what do/did we expect to learn or make together?

- Produce meaningful learning products.

2. Establish what is happening: what and how are we learning?

- We've been reading, reviewing texts, doing side projects, meeting in smaller groups, and developing educational techniques. We continue to learn how face-to-face interaction (online video conferencing in this case) goes a long way towards building understanding, open mindsets, and empathy.

3. What are some different perspectives on what's happening?

- It has not been a linear path over the last six months, but we feel there has been constructive progress. We are extending our reach through media like podcasting that makes our work more accessible to people in all walks of life and allows us to explore our concepts over time. Arguments have emerged that have largely been resolved through acceptance of good intentions. We have found peeragogy can tolerate disagreement, conflict, and/or value differences.

4. What did we learn or change?

- We learned the value of managing expectations, being clear about policies and values, leaning on friends we never met in physical space, all the while continuing to be productive during the COVID-19 pandemic. We learned that simply sending someone over to our website or discussion group to explain peeragogy does not result in immediate understanding about the project. A more welcoming interface is needed. We also learned that our initial, emotional reactions to others' expressed values or changes in process seldom reflect reality of others' intentions.

5. What should we change going forward?

- Continue to evolve, listen, and pursue opportunites[2].

- Think in a sustainable way to make the group self-sufficient possibly by creating sellable products (books, articles, courses, etc.) so that the group can have more than one website and raise our visibility.

- Create an accessible "dashboard" or graphical interface that will engage non-technical people who can benefit from the patterns and best practices.

- Take participants' well considered proposals at face value and imagine them being successful before rejecting or opposing them.

Course

Following our engaging first semester of the Course in early 2020 (read our March wrap[3] for details) led by Joe Corneli, we completed semester two in April and May. Charlotte Pierce and myself, Charlie Danoff, co-organized and participants included Vitor Bruno and Hermano Cintra out of Brazil. One of the highlights was a powerful presentation Hermano did on digital collaboration in open-source communities (download the slides[4]). You can find details about the sessions and some videos on the syllabus[5].

Additionally in August we submitted a second proposal to Tufts University to teach a course[6] that was not accepted[7], but that's okay. We will continue to refine the course and plan to offer it again!

Paper

We finished multiple drafts of our paper we are planning to submit for a special issue of the Futures Journal[8]. We are looking at how pattern languages that have been helpful for architecture and software development can help people better anticipate the future. We have a draft of the paper available for public comment[9], please take a look and let us know what you think!

[2] https://groups.google.com/g/peeragogy/c/dlMaefBmCzA/m/P9F_tz8HBAAJ

[3] https://github.com/Peeragogy/Peeragogy.github.io/wiki/Monthly-Wrap:-March-2020

[4] https://github.com/Peeragogy/course/raw/master/Presentation%20Peeragogy.pptx

[5] https://github.com/Peeragogy/course/blob/master/semester2.md

[6] https://groups.google.com/g/peeragogy/c/1sHBvhvhbGY/m/cL4AqFUOAgAJ

[7] https://groups.google.com/g/peeragogy/c/NFvRgV96r54/m/Na7hd9rIAQAJ

[8] https://www.journals.elsevier.com/futures/call-for-papers/3rd-international-conference-on-anticipation

[9] https://drive.google.com/file/d/1GNDJ8OUOjwWqDumYOKZCLrtgpD4KQp7y/view?usp=sharing

Software

Led by Stephan Kreutzer, the technical side of the project has released some exciting new software to help humans improve their peer learning and peer production! One tool for this specific wrap[10] generates the beautiful PDF and EPUB versions of this wrap you may be currently reading! Another tool still under development offers a place for us to enter our Project Action Reviews in a simple manner so that they can be easily stored, organized, and used for future learning adventures!

Podcast

The Peeragogy Podcast has been launched, with the first two episodes live-streamed to YouTube[11], Facebook[12], and LinkedIn[13]. On September 26th Intro to Peeragogy[14] and October 1st Wikipedia vs. Misinformation[15]. Recordings remain on those platforms, and the universe can subscribe to the audio version via all major podcast apps like Apple[16], Google[17], Stitcher[18], Sound-Cloud, Spotify[19], Podverse[20] and others. Our intent is to explore the research and cool tools we have developed since the inception of the project in 2012, and to make our design patterns, software, and best practices accessible to a broader audience.

The power of check-ins and clear communication

And now we have a special feature from one of our very talented peeragogues.

Joe Corneli (LONDON), 26 August 2020

I read about the power of check-ins and clear communication in "Don't Hold My Head Down" by Lucy-Anne Holmes (Unbound, 2019).

> "'It is nice to meet you,' he started, but then he screwed his face up […] 'But you're so fast. You're like a volcano. I don't know how I feel about you. Sometimes I want to run away.'" (p. 61)

> "The Germans frequently ask each other a question that I'd never heard before. Ever. Well, except maybe at the doctor's. And it was this: 'How are you feeling in your body?'" (p. 63)

Lucy ultimately learns to overcome her apprehensions, and is honest with her crush (the Dark-Haired German) about how she feels about him. Things go quite well for them after that! I might not have made much of all this, if I hadn't just read something related in another book, "Designing Your Life" by Bill Burnett and Dave Evans (Knopf Doubleday, 2016).

> "We define discernment as decision making that employs more than one way of knowing. We mostly use cognitive knowing—all that good, objective, organized, informational kind of knowing—the sort of knowing that gets you A's in school. But we also have other ways of knowing, including the affective forms of intuitive, spiritual, and emotional knowing. Add to these both social knowing (with others) and kinesthetic knowing (in our bodies)."

[10] https://gitlab.com/skreutzer/peeragogy-monthly-wrap-experimental

[11] https://www.youtube.com/c/PeeragogyOrgHandbook/videos

[12] https://www.facebook.com/peeragogy/videos/

[13] https://www.linkedin.com/groups/12297769/

[14] https://podverse.fm/episode/sN1S6xZnkf

[15] https://podverse.fm/episode/33-Av6XKn

[16] https://podcasts.apple.com/us/podcast/the-peeragogy-podcast/id1533691694

[17] https://podcasts.google.com/feed/aHR0cHM6Ly9mZWVkcy50cmFuc2lzdG9yLmZtL3BlZXJhZ29neS1wb2RjYXN0

[18] https://www.stitcher.com/podcast/face-the-book-tv/the-peeragogy-podcast

[19] https://open.spotify.com/show/5lqfCbVsYhU3V6OxEpjHoz

[20] https://podverse.fm/podcast/RDPpDc8bVr

I was then pleasantly surprised to join one of the Wrap production meetings and find Stephan and Charlie talking about the possibility of setting up a simple form to facilitate check-ins in the peeragogy project. I imagine this might be a little bit like mood messages in Skype ☺. If we got this feature up and running, we could take a quick look at the peeragogy dashboard and see how everyone is doing. Of course, it would not be necessary to share any information there if you did not want to. People just wouldn't know how you're doing right away.

Still, if enough people opted in, I think this kind of thing could be really powerful. Imagine if everyone attending a meeting shared a short written check-in with each other before the meeting, saying how things are going, and what's on their mind. This would be quick to prepare, quick to read, and it could help everyone make the most of their time in the meeting. High-priority concerns might get some direct attention, and there would be less chance of anyone being tone-deaf to someone else's concerns. For now, this is just a proposal, but it could quickly start to become a reality. Like the PAR I think this could significantly improve our way of working together. But, before we go much further with this, I hope everyone will consider sharing any preliminary reflections or concerns about the proposal!

Random Tidbits

- Oracle for Transfeminist Technologies[21] is a "a hands-on card deck designed to help us collectively envision and share ideas for transfeminist technologies from the future."

- Principles for an Equitable and Effective Crisis Response[22]

- An Open Educational Resources coalition[23] was launched by the United Nations Educational, Scientific, and Cultural Organization.

- Justice in June[24] started as a Google Doc[25] by Bryanna Wallace and Autumn Gupta to give people a structured approach to learn about racial injustice, breaking it down into 10, 25, and 45 minutes per day increments as is detailed in this article[26].

- I was interviewed by the talented people working on the Coronavirus Tech Handbook[27].

Mixtape

1. Rick Astley – "Kunsthaus": Farbe ist meine Welt[28]

2. KOMPROMAT – Einfach da sein[29]

3. Portugal. The Man – Feel It Still[30]

[21] https://www.codingrights.org/crtlz-ai-zine-fair-barcelona/

[22] https://www.appropedia.org/Principles_for_an_Equitable_and_Effective_Crisis_Response

[23] https://en.unesco.org/news/launch-unesco-dynamic-coalition-open-education-resources-oer

[24] https://justiceinjune.org

[25] https://docs.google.com/document/d/1H-Vxs6jEUByXylMS2BjGH1kQ7mEuZnHpPSs1Bpaqmw0/preview

[26] https://dornsife.usc.edu/news/stories/3242/usc-alumnae-create-website-to-fight-racism

[27] https://us19.campaign-archive.com/?u=a9916670324642ca86ad95ab4&id=5a051750f4

[28] https://www.youtube.com/watch?v=2bpsRWbpxig

[29] https://www.youtube.com/watch?v=yhgCW1PJOO8

[30] https://www.youtube.com/watch?v=OPKTk5vUtDY

Special Thanks

To Charlotte, Joe, Vitor and Stephan for their help with this one! Gracias also to those who responded to the call for contributions[31]!

[31] `https://groups.google.com/g/peer` `agogy/c/NStX-vt1l1M/m/Wr-N8VzlAw` `AJ`