

Examining Social Positioning Across Settings in an Undergraduate Education Course

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Abstract

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The benefits of learning across in-school and out-of-school contexts have been widely documented in educational research literature. Much of this research focuses on P-12 learners engaged in loosely-connected learning experiences across in-school and out-of-school settings. What has been less explored are the affordances and constraints of more formally-constructed learning experiences occurring across in-school and out-of-school contexts for students learning at the post-secondary level. Accordingly, this study explores students' positioning vis-a-vis the various structural, material, and social arrangements of a designed learning environment in higher education that builds on the connections and tensions between in-school and out-of-school contexts. Broadly informed by a sociocultural theoretical perspective, and bringing together analytical insights from positioning theory (Davies & Harre, 1990; Harre et al., 2009; Harre, 2012; McVee, 2011) and social practice theory (Dreier, 2009; Holland et al., 1998; Urrieta Jr., 2007), this dissertation takes seriously the ways in which power shapes students' learning experiences. Research questions examine the unique structural, material, and social arrangements of each setting of an undergraduate education course as they relate to how students were positioned or ascribed positions to others in and across the course settings. A qualitative case study approach, in which three focal students' experiences in the course were examined, was

used as the basis for the study design. Major findings from this study suggest that not all students were positioned similarly in and across the course settings. Rather, different students were positioned differently by the structural, material, and social arrangements of each setting. These positions were not static, but changed depending on the fluid arrangements within and across the different contexts and timescales of the course. Most importantly, the design of this course appeared to disrupt some of the traditional powered relationships often seen in typical undergraduate courses. Implications that emerged from this study include the need for educators and instructional designers to carefully consider the various arrangements within and across the settings in which students learn in order to create more inclusive and democratic learning opportunities.

Dedication

To my mom, who has always been my biggest champion

Acknowledgments

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Chapter One: Introduction

Students enrolled in the course, EDU 001, filtered back into the large lecture hall after completing a walking tour of their college campus. Entitled *Sites of Resistance*, this walking excursion led students through six locations on the Pacific Northwest University's¹ campus where former PNWU student activists had engaged in forms of resistance or protest. Upon entering back into the classroom, Ayla and Daniel¹, undergraduate students assigned to different Site Visit Groups² for the *Sites of Resistance* tour, took their usual seats next to each other and began an animated conversation.

Side conversations, including Ayla's and Daniel's, quieted as Mark, one of the graduate student mentors,³ began the whole class debrief of each of the sites the undergraduate students had visited. Mark began the class discussion by displaying a slide deck on the lecture hall's large projection screen with images from each of the sites the students had visited. As he led the class discussion, Mark progressed through the slide deck, stopping at slides with images that corresponded to the specific site he and the class were discussing.

One of the sites on the tour that Mark and the students discussed was the *Blocked Out* monument, designed by a class of PNWU students in 2005 to depict the lack of voice and representation that students from non-dominant backgrounds experience during their time at PNWU. As Mark debriefed the *Blocked Out* monument with the students, the following

¹ All names of students, course facilitators, and campus locations have been anonymized.

² Site Visit Groups (SVGs) were the small groups of eight to ten students that learners were assigned to at the beginning of the quarter. Students stayed with their small group for the entire quarter. Within their small groups, students organized and attended site visits and worked on collaborative activities in and out of the classroom.

³ Graduate Student Mentors (GSMs) are graduate students who were assigned to one of the Site Visit Groups (SVGs) of undergraduate students. GSMs' main responsibility during this iteration of the course was to facilitate their group's site visits by coordinating those visits and helping students make sense of their noticings while at the sites, especially as it related to the learning theories being studied in class.

exchange transpired between Ayla, Daniel, and Mark, in which Ayla and Daniel clarified for the class who was being represented by the granite block component of the monument:

Mark: It's an auction block for black bodies. So, pretty powerful statement being made here...especially in relation to Jim Owens, Coach Jim Owens, who perpetrated racial acts against his black players. The school was like, "we're going to create this statue in his honor...of Coach Owens, this amazing man," and this (Mark points to the picture from his slide deck being displayed on the white board that shows what appears to be an auction block) was the response from the Black Student Union depicting black bodies being sold.

Ayla raises her hand to be called on.

Mark: Yeah?

Ayla: Um, that, um, I work for, I give student tours for OMAD⁴ and that auction block is not for black bodies being sold.

Mark: (talking over Ayla): Oh, it's not?

Ayla: ...So, a long time ago, I forget when, there was a World's Fair, in 1909, and...

Mark: ...ah, the Alaska-Yukon Expedition? That's the one...

Daniel (joins the conversation): It was built, yes, in response to Jim Owens, but it's also supposed to symbolize, like, not just black people being sold into slavery, but people from all over, all over the world...indigenous and black people...brought from all over the world, to be put on display for white folks to walk around and look at who came to the World's Fair in 1909. So, um, just imagine people of color from all over the world, put on display for white people to see, and, uh, think about your own place in the world and where we are now.

⁴ Office of Minority Affairs and Diversity

Mark (talking over Daniel): Thank you, thank you for that.

As I observed this exchange between Ayla, Daniel, and Mark, I was taken with how powerful it felt to witness students sharing their expertise in consequential ways; and, not only were these students sharing their expertise, but they were correcting misinformation shared by someone in a more powerful position. As a long-time instructor, I recognize how unique this type of student-instructor interaction is; it is not often that students disagree with or clarify information being shared by their teachers, even when conditions appear favorable for students to do so. This is not surprising, given the implicit power imbalance that generally exists between teachers and students, so witnessing Ayla's and Daniel's interaction with Mark felt remarkable. Observing this exchange made me curious about what conditions needed to be in place in this particular setting for Ayla and Daniel to speak up, especially when it may have felt easier for them to remain silent.

Interestingly, in Daniel's site visit memo penned a couple of days after the *Sites of Resistance* walking tour in which Daniel reflected on his experience at *Blocked Out*, Daniel appears to have experienced the exact *opposite* experience while in the field with his site visit group. In his memo, Daniel wrote that he did not speak up during a problematic encounter at the *Blocked Out* monument. As he wrote in his site visit memo:

What I learned at each location was that I felt extremely uncomfortable being one of the two students of color in my group. At the Blocked Out monument two of my white peers climbed onto the stone and admired the view they got from standing on top of it. I got chills through my body with the thoughts of colonizers doing the exact same thing on this land not too long ago. A monument that tells the story of indigenous people of color from around the world who were put on display during the 1909 world fair for white people to

observe and spectate as they please, I felt was disrespected by the curiosity and appropriation of the two white girls climbing on the Block. I did not talk to anyone during these visits as I felt exhausted from being the only person having to educate white folks in each class that I take.

Clearly, Daniel's experiences in these two learning settings were vastly different, and it seems that whatever conditions supported Daniel in speaking up during the *Sites of Resistance* whole-class debrief either didn't exist or were mediated by other conditions while Daniel and his site visit group were visiting the monument.

As I considered Daniel's different experiences in each of these settings, I wondered what was unique to each that contributed to the different ways in which Daniel participated; since he interacted with different students and graduate student mentors in these two settings, I wondered if it was those interactions that mediated his behavior; or perhaps it was the artifacts unique to each setting that mediated his behavior; or maybe it was something else, or a combination of things, that mediated his behavior. Additionally, in the broader context of the course, I wondered, too, if other students experienced these contexts in the same—or different—ways from Daniel.

A Case For Studying Learning Across Unique Course Settings

What Daniel's experiences in these two different course contexts suggests is that learning across settings may provide opportunities for students to participate differently in different course settings. Current research (Bell et al., 2012; Stromholt & Bell, 2018) exploring learning across settings supports this assertion. To foreshadow, in this study I will argue that the strength of learning across settings can only be realized if the structural, material, and social arrangements⁵ (Dreier, 2009; Wortham, 2006) of each setting are unique to each other (Stromholt

⁵ These terms will be defined in greater depth in upcoming chapters of this dissertation. While these terms may be applied to any social context, because this dissertation focuses on learning experiences within the context of an undergraduate class, the definitions are oriented toward learning within in-school contexts. In brief, structural

& Bell, 2018), as is the case in EDU 001. If this were not true and the structural, material, and social arrangements were the same in all settings, then we are merely extending the same learning scenario into other contexts without providing additional avenues for students to participate differently.

What is unique about EDU 001 is that it is a course purposely designed to teach principles of learning across settings *as students learn across settings*. The various settings of EDU 001, as discussed in the Research Context section below, are unique in their structural, material, and social configurations, aligning with the principles discussed in Bell et. al's (2012) and Stromholt and Bell's (2018) which highlights what might be gained by learning across differently arranged settings. Given that there is little research on learning across uniquely arranged contexts in undergraduate education, engaging in research studying this area seems valuable and interesting, for both the fields of undergraduate education and the Learning Sciences.

Learning In a Course Taught Across Unique Settings

The course in which this study is situated is grounded primarily in sociocultural learning principles which posits that learning is socially mediated (Lave & Wenger, 1991; Ormrod, 2006) and can be measured by changes in how one participates within one's learning communities (Lave & Wenger, 1991). Within this paradigm, learning occurs as individuals move from the periphery of their communities to fuller participation, evidenced by shifts in individual roles and responsibilities. These shifts in individual roles and responsibilities do not necessarily follow a linear progression, but depend on one's expertise (or lack of) within specific contexts, so that one

arrangements of a course (www.vanderbilt.edu) can be defined as those wayfaring markers that give a course its shape, such as due date, the days and times the course meets, and the rules and routines for how students should engage with course materials. Material arrangements of a course include the choice and configuration of resources and tools within the learning settings (Wortham, 2006). Social arrangements of a course can be defined as the way people configure themselves and interact within social contexts (Dreier, 2009).

may take on more expert roles in certain contexts and less expert roles in others (Rogoff, 1994; Rogoff et al., 1996). Learning is also viewed as holistic in nature (Banks, et al, 2007), occurring across and within unique timescales, contexts (Banks et. al;, 2007; Bell et al., 2012; Wortham, 2006), and learning domains (Armstrong, 2010).

This view of learning gets complicated in a number of ways, however, when applied to in-school learning. First, most designed in-school learning does not happen across settings, but rather occurs in one setting, with one teacher using one curriculum. Second, most in-school learning does not leverage, or only superficially leverages, out-of-school learning experiences. Third, positioning—the rights and duties we are assigned or assign to others that dictates how we believe we can act in social situations (Davies & Harre, 1990; Harre et al., 2009; Harre, 2012; McVee, 2011)—and how it mediates students’ perceived roles and responsibilities within various in-school learning contexts—is not often considered within in-school contexts, especially at the post-secondary level.

Bell et al. address some of these concerns in their 2012 study highlighting ways in which students benefited from learning across settings. As an example, they discuss how, for one high school debater, circumventing the existing structural arrangements of his high school debate team allowed him access to the particular learning resources denied him within his high school debate community. This particular student was able to access important resources by participating in debate in a second learning context not directly associated with his school debate community. By leveraging what he learned in the second debate context to support his practice in the first, this student achieved success when competing with his high school debate team, and was able to position himself in a more positive light in relation to his fellow high school debate

team members. For other learners highlighted in this study, circumvention involved repurposing the classroom learning activities in ways that better suited students' individual learning ends.

The examples above suggest important considerations for learning. First, that students are positioned or may position themselves in relation to the structural, material, and social arrangements of their learning contexts. Second, especially for learners who are positioned in disempowering ways in one setting, learning in more than one setting may provide different ways for students to position themselves or be positioned in more empowered ways (Bell et al., 2012; Harre, 2009). What seems important to emphasize; however, is that the structural, social, and material arrangements ought not be the same across settings, as this will just reproduce the same positioning opportunities or challenges that already exist in other settings of the course. What seems logical to explore, then, is if courses designed to support learning within and across unique settings have the potential to provide additional avenues for positioning and mediate problematic positions.

Research Context

The research context for this study was an undergraduate education course in which learning was designed to occur across multiple settings, each with its own unique structural, material, and social arrangements. While this type of course design in higher education is not unique and is employed by various disciplines including teacher education and urban planning, it often occurs at the program level and not within a single course. Recognizing the benefits of multi-setting courses, designers of EDU 001 developed the course to occur across settings. In this particular iteration of EDU 001, three course settings were integrated into the class:



Learning in classrooms: students and the instructor met in a physical classroom space for lectures and learning activities. This was the most

traditional of the learning environments, and probably the one most associated with how learning happens in an undergraduate academic environment.



Learning online: students completed learning activities within the course learning management system. Any work done in this portion of the course was generally done remotely, asynchronously, and individually. It is important to note that this iteration of the course ran prior to Covid-19, so, while some students may have taken previous online or hybrid college classes, this could have been the first time that some of them engaged with learning activities strictly in the online setting.



Learning in the field: each site visit group of students visited various locations in the communities surrounding PNWU to study learning happening in situ. These locations were chosen by each site visit group in conjunction with their graduate student mentor; so far, no two site visit groups have visited the same exact mix of locations.

Research Questions

For this dissertation study, I investigated how certain aspects of learning are mediated by an undergraduate course designed to occur across multiple settings, each with its own unique structural, material, and social arrangements. While many aspects of learning in an undergraduate course taught across settings could have been explored, I chose to investigate positioning across settings. In doing so, I hope to contribute to the scholarly conversation within

the Learning Sciences of how learners understand, negotiate, and enact positions. This study was guided by the following questions:

When a course is taught across multiple learning settings, each with its own structural, material, and social arrangements:

- How are students positioned in relation to the structural, material, and social arrangements of those settings?
- How do students reposition themselves in relation to the structural, material, and social arrangements of those settings?

Chapter Organization

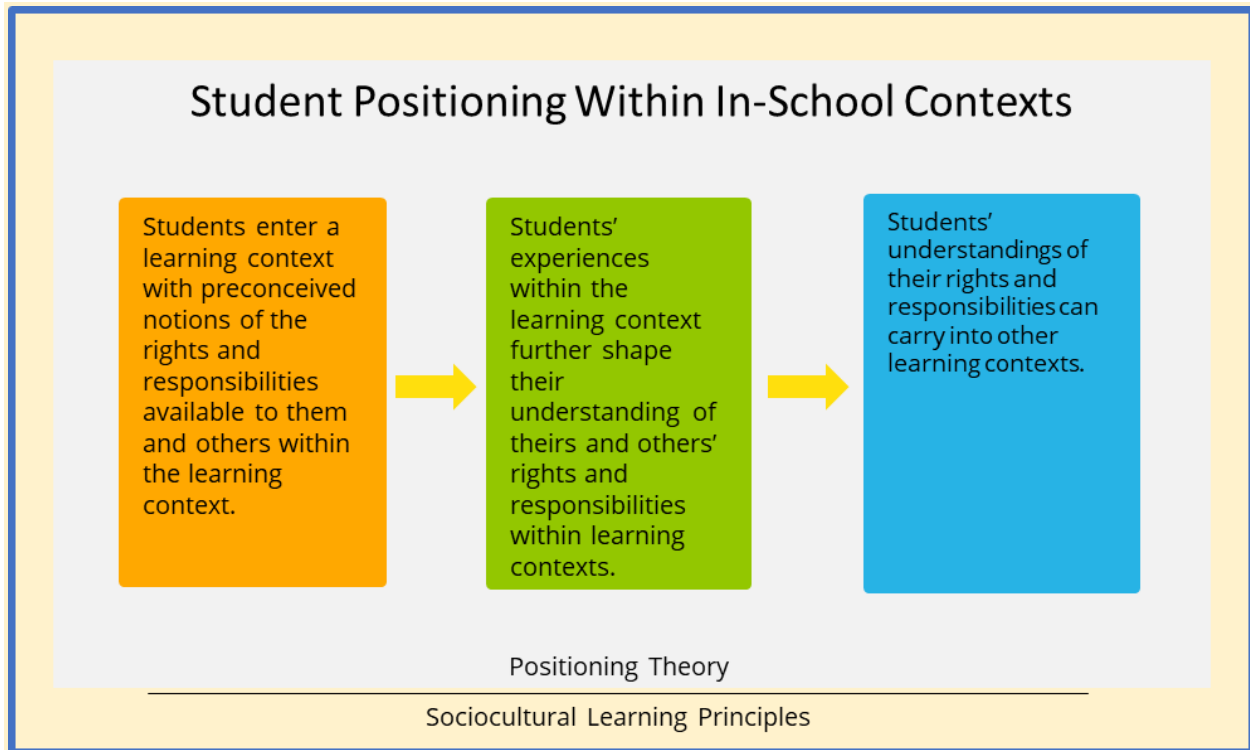
The remaining chapters in this dissertation are arranged as follows: Chapter Two outlines the theoretical framework I used to examine positioning across in-school learning contexts. Chapter Three explores the choices I made as I designed this study, and then subsequently collected and analyzed data from this study. Chapter Four provides definitions and examples from the course of the structural, material, and social arrangement found across course settings. In Chapters Five through Seven, I share findings related to each of my focal participants; Chapter Five focuses on Daniel, a student of color whose experiences across the settings of EDU 001 were highlighted at the beginning of this chapter; Chapter Six explores how Anna navigated the online and liminal spaces of EDU 001 as a multilingual learner; and Chapter Seven focuses on Theo's experiences as a self-identified individual on the autism spectrum, who ignored many of the normative behaviors associated with typical student-student or student-teacher narratives. Chapter Eight concludes this dissertation and provides additional insights and recommendations regarding the benefits of designing learning environments with multiple, uniquely arranged settings.

Chapter 2: Conceptual Framing

In this dissertation, I argue that learning designed to occur across settings may provide students with educational opportunities not available to them when learning is designed to occur in only one setting. While learning experiences may span in-school and out-of-school settings, this dissertation focuses on in-school learning in an undergraduate course taught across settings. What has been studied here is how students' perceptions of the roles and responsibilities available to them within in-school learning contexts are mediated by learning that occurs in a course designed to occur across settings. Specifically, this study investigated students' beliefs about the roles and responsibilities available to them prior to and while participating in an undergraduate course, as well as how the structural, material, and social arrangements of the various course settings may have supported, changed, or detracted from students' perceptions of theirs and others' positions while engaged with the course. In what follows, I outline a conceptual framework I used for understanding how student roles and responsibilities—and the storylines these roles and responsibilities are embedded in—become substantiated for students within a multi-setting designed learning environment.

Figure 2.1

Student Positioning Within In-School Learning Contexts



Positioning From a Sociocultural Perspective

As depicted in Figure 2.1, sociocultural learning principles (Ormrod et al., 2006) ground the framework presented here, positing that learning is socially mediated and evidenced by changes in how one participates over time within learning contexts. Learning is situated and engendered within the many contexts with which people engage (Lave & Wenger, 1991). Learning is holistic in nature (Banks, et al., 2007), occurring across and within unique timescales, contexts (Banks et. al., 2007; Bell et al., 2012; Wortham, 2006), and learning domains (Armstrong, 2010).

What sociocultural learning principles do not always make clear, however, is how learners understand their roles within contexts. Positioning theory (Davies & Harre, 1990; Harre et al., 2009; Harre, 2012; McVee, 2011), when put into conversation with sociocultural learning principles, provides insight into exactly that; namely, how individuals perceive their roles in

relation to their rights and duties—and the rights and duties of others— to act in specific ways within various social contexts. In Figure 2.1, the gray area represents the layered relationship between sociocultural learning principles and positioning theory. Evolving from gender studies, positioning theory examines power relationships between people (www.highlight.buffalo.edu). This theory offers a lens from which to explore how individuals understand their rights and duties—and their ability to ascribe rights and duties to others—to act in certain ways in specific social contexts. The positions one takes up or ascribes to others are based on specific storylines, like that of teacher and student, that are being enacted and remediating within the various contexts in which we engage. The storylines in which we participate heavily influence what we believe about our responsibilities to others in a particular narrative, as well as our rights for how we can act, and how we can expect others to act towards us in that same narrative. Not everyone, however, is ascribed the same rights and duties within the same context. As Harre writes,

positioning theory is based on the principle that not everyone involved in a social episode has equal access to rights and duties to perform particular kinds of meaningful actions at that moment and with those people (2012, p. 193).

What this quote from Harre points to is that how we are positioned, or our ability to position others, is implicitly linked to who has the authority and power to make positioning decisions. All social contexts, including in-school learning, are mediated by the positions we are afforded or that we afford others. For individuals or groups already marginalized by specific power structures, the ability to position oneself or be positioned in ways that feel beneficial may be limited or non-existent depending on who wields the power to make those decisions. This is true for all social contexts, including in-school scenarios (Bell et al., 2012; Wortham, 2006).

Positioning theory also provides a lens with which to understand the construction of self through our understanding and enactment of storylines (Harre, 2012). Storylines are those “strips of life unfold[ing] according to local narrative conventions” (p. 10). These strips of life are discursively “construct[ed] and enact[ed] individually and interactionally” (McVee, 2011, p. 5) based on our experiences in current and previous social situations. Storylines are dynamic, and individuals may choose to “appropriate, resist, reject, or repudiate” (Harre, 2012, p. 22) their positions or the positions of others as enacted within the storylines in which they engage. Over time and through repeated enactment of positions, a person’s understanding of their varied positions within particular storylines may become less dynamic as the individual internalizes the messages they receive regarding their ability to act or be acted upon while engaging in particular narratives (McVee, 2011). As individuals internalize these messages related to their positioning within specific contexts, construction of self occurs (Davies & Harre, 1990; Harre, 2012).

Construction of self, however, is not solely dependent on the positions one is ascribed or ascribes to others. Other social practice theories on identity construction, particularly figured worlds (Holland et al., 1998), adds to the conversation of constructed identities. Regarding identity construction in figured worlds, Urrieta Jr. (2007) writes

[i]dentity is also very much about how people come to understand themselves, how they come to “figure” who they are, through the “worlds” that they participate in and how they relate to others within and outside of these worlds (p.107).

There are a number of distinctions that separate positioning theory from figured worlds; but, taken together, these theories may provide a much more nuanced understanding of how identity construction occurs. As an example of the interplay between these two theories, positions (as described in positioning theory) provide individuals with an *understanding* of

theirs and others' rights and duties to act in certain ways, but *without the requirement to act*. Figured worlds, however, situate the individual as an *actor who acts* within context. Together, these theories suggest that, in order to act within the social context of a figured world, individuals must have at least a modicum of understanding regarding their position and the position of others within that figured world.

Additionally, while figured worlds are based on real, culturally and historically constructed scenarios (Urrieta Jr., 2007), they may also exist, at least partially, in the realm of “as if” (p. 109). While the potential for imagined or “as if” realms is not explicitly mentioned in positioning theory literature, I argue they exist there, too, as most individuals have preconceived notions of how storylines will unfold, as well as their imagined positions within those storylines. Storylines can potentially be viewed as embedded in figured worlds, in that figured worlds may provide a more general understanding of individual roles in social contexts, while storylines may provide a more detailed account of how actors within a figured world may interact with each other. Storylines, then, whether actually occurring or imagined, are smaller, episodic vignettes highlighting the positions one can take up or ascribe to others within figured worlds, whether preconceived or existing. For the conceptual frame built here, it is important to consider students' preconceived notions of their positions within the figured world of a college course in conjunction with the positioning that is actually occurring within their other college-course contexts to understand how this intertwining of the preconceived and actual may be implicated in what is learned.

Student Positioning Within a Learning Context

While the principles conceptualized so far in this framework can be applied to all social contexts, this dissertation focuses primarily on the social contexts of learning in an

undergraduate course. As such, the rest of this chapter shifts to a more focused view of learning within an undergraduate course, and Figure 2.1 describes more specifically how these principles might apply to learning within an in-school context. As represented by the orange rectangle in Figure 2.1, prior to entering into an in-school learning context, students have preconceived notions of their position within the figured world in which they will be engaging. These preconceived notions may be based on a combination of students' past experiences within similar learning contexts (for example, what it means to learn in a previous undergraduate education course), media portrayals of what it means to be a student in the in-school context in which they will be engaging, or the shared narratives of lived experiences of others already engaged in these figured worlds (for example, a sibling sharing their experience about the first day of class as an undergraduate). While these preconceived notions may be beneficial for students in certain circumstances, as for example, the student who carries the label of "high achiever" into a new learning context, these preconceived notions may also be problematic if the student carries into a new learning context a label assigned by others (Wortham, 2006), or believes a stereotype about themselves, based on individual attributes or group membership that positions them unfavorably (Steele, 2011).

Students' current experiences within learning contexts further shape their understanding of theirs and others' rights and responsibilities to act within the learning context (green rectangle). This positioning may occur through the structural, material, or social arrangements of a learning context (Bell et al., 2012; Dreier, 2009; Nasir & Cooks, 2009; Wortham, 2006). For students positioned in favorable ways along axes of normative power, their ability to act allows them to participate more fully in their learning contexts, providing for more robust, authentic, and meaningful educational experiences. For students positioned in less favorable ways (as a

function of their race, class, or other social identity), their inability—or limited ability—to act in ways favorable to their own goals may limit their participation to the periphery of their learning communities, impacting what they learn, the authenticity and meaningfulness of that learning, and their construction of self.

As represented by the blue rectangle in Figure 2.1, students then carry these remediated understandings of theirs and others' positions into other local and future learning contexts, both within and outside of school. How one identifies, and the continuing construction of self, may be supported, contested, or remediated through this process.

Structural, Material and Social Arrangements: The Affordances of Learning Across Settings

There is research to suggest that problematic or asymmetrical positioning in a learning context may be ameliorated when learning occurs across multiple settings (Bell et al., 2012; Stromholt & Bell, 2018), each designed with its own unique structural, material, and social arrangements. As described in greater detail in Chapter Four and central to this dissertation, arrangements can be defined as the ways in which elements of some greater whole are organized and configured. The ways in which elements are arranged within the greater whole may privilege some individuals or groups over others to behave in certain ways within specific contexts. As an example, the structural arrangements of EDU 001 dictated that it was the course instructor, and not the students, who determined the sequence of learning activities for each in-person classroom session. While this arrangement probably worked for most students, for those who would have preferred to see different learning activities, or a different order to the learning activities, they were not in a position of power to enact change.

Within this study, the various arrangements that could be found in the course settings were categorized as structural, material, or social. The structural arrangements of the course gave the course its shape. Examples of structural arrangements included the consistent days of the week that in-person classroom sessions were held, the consistent due dates for assignments, and the consistent order for how the learning activities unfolded in the in-person classroom setting, or across the settings of the course. The material arrangements of the course included those course resources available to students, instructors, and other course participants, such as textbooks, desks, and technology. The social arrangements of the course included which individuals were in each setting, how they configured themselves in relation to each other, and how they interacted with each other.

Also significant is that the various arrangements within settings are often reciprocal within and across contexts, shaping each other as they are enacted (Dreier, 2009). Important to note is that separating the arrangements within settings into structural, material, and social categories is a useful strategy for analysis, as it makes visible where power resides; however, these arrangements often exist together within social contexts and are complicit in individual and group positioning. Similar to what Wortham notes in his work on learning and identity (2006), categorizing arrangements into smaller units makes sense for analysis, but, in reality, these arrangements work together to position individuals and groups in social contexts.

With a re-mediated design (Gutiérrez et al., 2010)—in the case of this study, a re-mediated undergraduate course design—it is hoped that students found that they were positioned or able to position themselves differently within the different learning settings of a course, resulting in multiple ways to participate and share expertise (Rogoff, 1994; Rogoff et al., 1996). These changes to the arrangements of the learning resources within a course may support not only

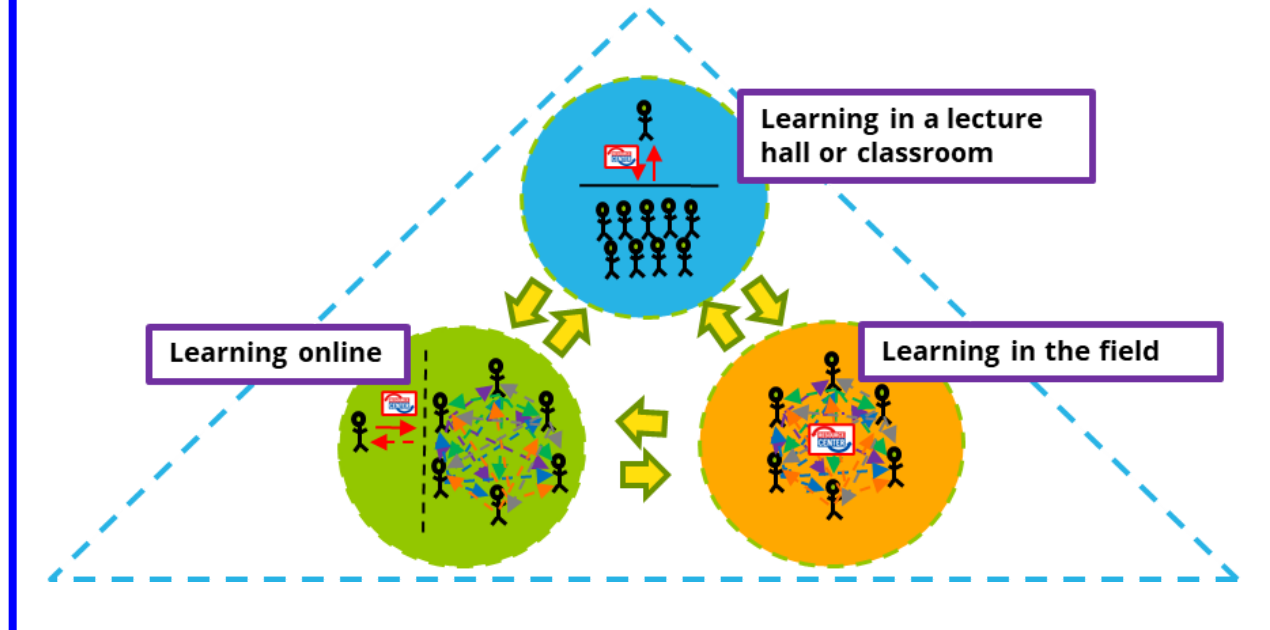
students' disciplinary learning, but may also allow students the ability and choice to position themselves in ways they prefer within each learning context, ultimately impacting other aspects of their learning, such as agency and identity development (Lave & Wenger, 1991; Nasir & Cooks, 2009; Vossoughi & Gutierrez, 2017; Wortham, 2006).

Using the course, EDU 001, as an example, the following scenario is given for how learning in a multi-setting course, in which each setting's structural, material, and social arrangements are different, may remediate problematic positioning of students. Figure 2.2 depicts the three settings of EDU 001 in the Winter 2019 course iteration, in which learning was designed to occur across and within multiple learning settings, providing students with different ways to access and interact with important course resources (people, materials, ideas). Here, the conjecture is, that if students find they are positioned in problematic ways in one setting of the course, they may find that they are positioned or have the ability to position themselves in more beneficial ways in another setting of the course. In this way, students are afforded a greater scope of possibilities for ways to engage with the course resources and learning activities, hopefully in ways that support their learning (but not always necessarily so).

Figure 2.2

Learning Across Uniquely Arranged Settings In An Undergraduate Education Course

Learning Across Uniquely Arranged Settings In An Undergraduate Education Course



The first setting depicted in the graphic above is the *learning in a lecture hall or classroom* setting. This is the most traditional of the three learning settings explored in this dissertation, and situates the course instructor as the main facilitator of student learning; the instructor decides the learning topics, chooses the accompanying learning materials students are asked to consume, designs assessments and group collaborative activities, and decides how class time will be divided between lecture and other learning activities. While there is some flow of information from student to instructor and from student to student, oftentimes, the main flow of information is from instructor to student, with the instructor taking on the role of expert. The structural, material and social arrangements in this setting are heavily influenced by the course instructor. Depending on how these structural arrangements are designed, students may experience different ways of accessing course resources which could impact their ability to

participate meaningfully in this setting, similar to what Nasir and Cooks explore in their 2009 study and what Lave and Wenger (1991) critique as one of the main shortcomings of learning in in-school settings.

The second setting depicted in Figure 2.2 is *Learning in the field*. This setting consists of small groups of students, and possibly a course facilitator (a graduate student), visiting sites in the community to connect what is being learned in the classroom to learning in out-of-school settings. Because the course instructor is generally not part of small group site visits, the role of the instructor is de-centered, and allows for students, the graduate mentor, and/or the material or other social resources from the site visit to drive the learning. Site visits are generally chosen by the site visit members in conjunction with their graduate student mentor. Planning for learning cannot be scripted in great detail, since learning on site visits is often emergent. The flow of information becomes more direct between students, the site visit resources, and course materials, since the course instructor is not controlling the flow of information. The decentering of the course instructor also allows for students to change their participatory patterns in different ways than might be available to them in the more traditional classroom setting of the course. This echoes the main tenets of the Community of Learners framework (Rogoff, 1994; Rogoff et al., 1996), which suggests that learning involves changes in participation where learner roles may be asymmetrical and non-linear, and may shift based on who has the more expert knowledge within different learning contexts.

The third setting depicted in Figure 2.2 is the *Online* setting (note: this iteration of the course was run pre-pandemic when courses typically did not encompass an online portion). In this setting, students engaged primarily asynchronously in learning activities occurring in the online learning management system (LMS) of the course. Course materials and learning

activities in the online setting were created by the course instructor, and access to these resources was through the LMS. Social arrangements in this portion of the course involved more student choice for which of their classmates they chose to interact with, how often they choose to interact with their classmates, and whether students interacted with their instructor at all. As with the *Site Visit* setting, learning in the *Online* setting provided students with different ways to access course resources than what is possible in a traditional classroom. Specifically, students had more choice with whom or with what course content to interact with, since the instructor's gatekeeping potential was mediated by the asynchronous nature of the course.

It is also important to consider the course and all of its learning settings as a whole system, and the ways in which what was learned in one setting of the course might travel to the other learning settings in the course (depicted by the yellow arrows and dashed lines around each setting of the course). The dashed lines around the outside of the whole course depict that what is learned in the course may travel outside the course, and what is learned outside the course may travel into the course. This dashed triangle represents Leander et al.'s (2010) conceptualization of the classroom as a nexus for learning rather than a completely closed system.

It is important to note that, on its own, incorporating multiple learning settings into a course does not necessarily make for a better learning experience. Rather, it is a combination of multiple settings, each with its own unique structural, material, and social arrangements, which allows students varied opportunities to engage with their learning, that makes the difference. Not only is it important, then, to incorporate different learning settings into a course, but it is equally important to design for different structural, material, and social arrangements in those settings, so that students have multiple positioning opportunities available to them in support of their learning.

Concluding Remarks

The conceptual framework proposed in this chapter brings together sociocultural principles and positioning theory to examine how learning in a multi-setting undergraduate course may favorably support student learning. Putting these two bodies of theoretical work in conversation with each other is well suited to allow for an examination of how students may shift their roles and responsibilities within and across educational contexts as mediated by their enactment of the positions available to them. This framework attempts to attend to an investigation of learning that takes into account powered relations in service to in-school learning. In other words, considering sociocultural learning principles without considering positioning theory is not necessarily sufficient in social contexts to understand how people from different social identities come together to learn.

Chapter 3: Research Strategy and Design

This study was embedded within a designed learning environment purposely distributed across settings. The goal of designing a course this way was to provide an opportunity for students to study learning theory across settings *as they learned across settings*. Teaching in the designed space of EDU 001 was an illuminating experience for me and, hopefully, for the students who took the course. What became a focus of interest for me as I taught EDU 001 was understanding student perceptions of the social positions available to them and others in the course, as well as how those perceptions informed the ways in which students felt they could engage within the course—and in contexts outside of the course. Chapter Two of this study provided a framework from which to study this topic, highlighting research that suggests we all carry our own narratives of who we are into any social context. These narratives we carry include how we believe we can act within the social contexts in which we engage, as well as how we can expect others to act towards us. Depending on how a local social context is constructed and enacted, our beliefs about the ways we can act and how others should act towards us can be confirmed, contested, or remediated in a number of different ways by our experiences in that local context. As our beliefs about our positions are confirmed, contested, or remediated, our understanding of our positions and the positions of others becomes increasingly sedimented into our sense of self, and may impact our ability to act within future or other local social contexts. Based on this theoretical stance, what emerged for me as interesting research questions were the following:

When a course is taught across multiple learning settings, each with its own unique structural, material, and social arrangements:

- How are students positioned in relation to the structural, material, and social arrangements of those settings?
- How do students position themselves in relation to the structural, material, and social and material arrangements of those settings?

What follows in the remainder of this chapter is a detailed description of the design and analytic decisions I made to answer the research questions above.

Study Design

A collective case study approach (Green, et al., 2006; Merriam & Tisdell; Yin, 2018), was used as the basis for this study's design. When initially considering a study design, I recognized that a number of different research approaches could have been chosen, given this study's contemporary nature, the type of research questions being asked, the importance of examining the data within context, the lack of researcher control over participants' actions and behaviors (Dyson & Genishi, 2005; Merriam & Tisdell, 2016; Yin, 2018), and the researcher as the primary "instrument of data collection and analysis" (Yin, 2018, p. 37). It became clear, however, as I began considering how I would analyze the data, that a case study approach would work best, as what I discovered in my initial analysis of Phase 1 data was that the best way to understand and analyze the data that I had collected was to follow particular students through their journey in EDU 001. This aligns with classic case study design which posits that "the classic case stud[y] usually focuses on an individual person as the case," (Yin, 2018, p. 28).

In order to more fully understand the phenomena emerging in this study, I used a collective case study approach in which three bounded cases were explored. The benefit of choosing a collective case study approach is that it allows for comparisons between and across cases, resulting in a broader, more nuanced understanding of the phenomena being studied, and

allows for the validation of any case-based themes that might emerge (Green, 2006; Merriam & Tisdell, 2016; Yin, 2018).

Setting

The setting for this study was the undergraduate course, EDU 001. This course is typically taught twice a year, one section in fall quarter and another section in winter quarter. The iteration of the course used as the basis for this study was taught over the ten-week period of winter 20XX quarter. EDU 001 has acted as a thought-incubator of sorts for many of the graduate students who have taught or assisted in the course, whether as a teaching assistant or graduate student mentor. For me, it has resulted in this dissertation which has attempted to build on and extend previous social design experiments that examine learning across settings (Bell et al., 2012; Cole, 2006; Gutierrez et al., 2010).

Depending on which graduate student was teaching the class, the number and types of settings designed into the course varied. For this iteration of the course, three learning settings were incorporated as follows:

- The online setting: Students were required to prepare for class each week by reading course materials and responding to discussion forum prompts prior to the in-person class each week. Following site visits or in-class learning activities, students posted work to the learning management system and often collaborated with peers to complete coursework.
- The classroom setting: Students were required to attend class in-person one to two times per week for one hour and fifty minutes per session. Class was held in a large lecture hall with swivel desks bolted to the floor. This is important to note in that it hindered the ways

students could physically position themselves for small group work or to engage with each other for whole-class discussions.

- The site visit setting: In their site visit groups, students visited various locations around campus and the city of Seattle, applying the learning concepts explored in class to the learning they observed occurring at the locations they visited. Site visits were time-constrained to the one hour and fifty-minute length of the class. For this iteration of the course, students were allowed to substitute one longer site visit for two shorter visits, allowing students to travel further from campus for one of their site visits. Students completed five or six site visits, depending on whether they chose to substitute a longer site visit for two shorter ones. Other than the *Sites of Resistance*⁶ field experience that all students were required to complete in Week 9, site visit groups, in conjunction with their graduate student mentor, could choose to visit any location they saw fit for their field work.

Students engaged in each learning setting during set days each week of the quarter. On Sundays and Mondays, students engaged in online cooperative learning activities. On Tuesdays, students met in the lecture hall, and on six Thursdays, students were in the field completing their site visits (on Thursdays when students were not in the field completing site visits, they were in the classroom). Table 3.1 below provides a graphical display of the weekly setting schedule for EDU 001 in the winter 20XX quarter.

Table 3.1

Winter 20XX Settings Schedule

Week	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
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⁶ The *Sites of Resistance* walking tour counted as one of the site visits students were required to complete during class this particular quarter.

One				Classroom		Classroom	
Two	Online	Online		Classroom		Classroom	
Three	Online	Online		Classroom		Site Visit	
Four	Online	Online		Classroom		Site Visit	
Five	Online	Online		Classroom		Site Visit	
Six	Online	Online		Classroom		Classroom	
Seven	Online	Online		Classroom		Site Visit	
Eight	Online	Online		Classroom		Site Visit	
Nine	Online	Online		Classroom		Site Visit	
Ten	Online	Online		Classroom		Classroom	

Table 3.2 below displays what an average week’s schedule looked like for students in EDU 001 during winter quarter 20XX. On Saturday and Sunday, students were asked to prepare for the upcoming week’s class by reading course materials, watching a pre-recorded mini-lecture of that week’s main topics, and responding to discussion forum posts. Discussion forum assignments required students to post an initial response to the discussion forum question(s) for that week and then respond by the next day to a set number of other classmates’ posts. During Tuesday’s class, I began class by reviewing the discussion forum posts, connecting what students wrote in their discussion forum posts to that week’s course readings and mini-lecture. Students then engaged in group collaborative activities, including quizzes and site visit preparation, for the remainder of the class. On Thursdays of site visit weeks, site visit groups were in the field, observing and collecting data from the field locations they chose to visit. By the end of the day on Friday, students uploaded their site visit reflective memos and artifacts to the online learning management system.

Table 3.2

Typical Breakdown of Learning Activities by Setting

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Online Prepare for upcoming week’s class and site visit</p> <p>DUE: Web day initial discussion board posts</p> <p>Other web day activities, as assigned</p>	<p>Online Prepare for upcoming week’s class and site visit</p> <p>DUE: Responses to web day discussion board posts</p> <p>Other web day activities, as assigned</p> <p>Major assignments</p>		<p>Classroom Lecture, discussion, in-class activities, group presentations</p>	Prepare for site visit	<p>Site Visits (six site visits during the quarter);</p> <p>Students join their site visit group at a community location and collect data</p>	<p>Prepare for next week’s class and finish site visit memos</p> <p>DUE: Site visit memos</p> <p>BEGIN: Course readings for up-coming week</p> <p>Assignments due on Saturday and Sunday</p>

Study Participants and Sampling Strategy

Potential study participants included all students who were enrolled in EDU 001 in one of the quarters the class was offered. 43 students were enrolled in EDU 001 that term; out of that number, 34 consented into the study⁷. Since I also planned to interview study participants after the course had concluded, I further limited the potential focal participant pool to those students who indicated on their consent forms that they were willing to be contacted after the course concluded for follow-up questions, interviews, or focus group sessions. Out of those 34 students who consented to be part of the study, 29 indicated they were willing to be contacted after the course concluded. This resulted in a smaller potential focal participant pool of 29 students.

From this 29, I employed purposive sampling (Merriam and Tisdell, 2016), in which I specifically looked at the corpus of data from the 29 remaining students for what might be

⁷ After narrowing my focal participants down to three for my case study, the remaining 31 students became secondary study participants.

potential instances of positioning. Since I was particularly interested in discovering how positioning affected student populations that traditionally experience higher instances of marginalization, I focused on students who self-identified as being part of one or more of these student populations identified as more likely to be marginalized within in-school learning contexts. This entailed combing through and curating course video data and student artifacts searching for examples of unique, information-rich instances of ways students in the course who self-identified as belonging to non-dominant populations might have been positioned or repositioned by themselves, or by someone or something else, in the various settings of the course. Out of my sampling strategy, I identified three students whose data seemed to suggest interesting ways in which they were positioned or able to reposition themselves that aligned with the research questions posed in this study. These students included:

- Daniel (he/him/his), a student of color⁸, who experienced the course in varied ways. In the excerpts of his experiences provided in Chapter One, it appears Daniel was positioned problematically in one setting of the course, but was able to reposition himself more favorably in another setting of the course. Understanding the conditions that led to these vastly different positioning experiences was the first area of inquiry that sparked my curiosity.
- Anna (she/her/hers), a student for whom English was not her first language, expressed to me that she did not identify with students in class. She was slightly older than most students, married, and commuted to PNWU with her husband who worked for the university. Course video showed that Anna did not voluntarily speak in class; however, it was clear from the videos that she participated in class in other ways. Additionally, Anna

⁸ Student demographic data was not collected as part of this study. Any demographic data shared in this study was self-reported by the study participant.

often stayed after class to talk with me about concepts discussed in class, and she was communicative and active in the online class discussion forums. While Anna participated in each of the course settings, it was interesting to see how differently she participated in the online space and liminal spaces of class, prompting my curiosity about the different positions available to her outside of the traditional in-person classroom setting or the site visit settings.

- Theo (they/them/theirs), a student on the autism spectrum, who indicated to me many times throughout the quarter that they didn't like small group work. What was interesting, however, is how Theo's feelings toward small group work changed over the quarter. In our final class evaluation, Theo indicated that they "still don't like working in groups. I'd rather just be in a lecture...but I hate [group work] less now" (Class Reflection, March 12, 2019). Given Theo's response to group work at the beginning of the quarter, this change felt meaningful and worth investigating further.

What interested me about these particular learners was that each represented a different population of students often marginalized in our education system (Steele, 2011; Esmonde & Booker, 2017). It is interesting to note that, even with only very rudimentary data analysis done during this portion of my study, it appeared that examples of positioning could be seen in the data surrounding these focal students' experiences in EDU 001⁹.

Role of the Researcher

During Phase 1 of this project, I served as the course instructor for EDU 001. This was advantageous in that it allowed me access to all of the data collected in the course. It also allowed me to observe and interact with students in ways I might not have been afforded

⁹ This study is not suggesting that the cases examined here are generalizable across all BIPOC, Multilingual, or differently-abled college students.

otherwise. However, as a primary participant, as well as researcher, in the course, it is also important to note that my position in the course may have placed constraints on my perceptions of the data and in the ways in which the students felt comfortable interacting with me.

In Phase 2 of this project, my role was that of researcher. Given that Phase 2 occurred about two years after the class had ended, and that all focal participants had graduated from the university by this point, the constraints related to the duality of my role as both instructor and researcher during Phase I had, hopefully, passed by Phase II.

Data Sources and Collection

Data collection for this project was divided into two stages, Phase 1 and Phase 2. Phase 1 data was collected during winter quarter 20XX as the course was in progress, and included video data; student, course, and site visit artifacts; and researcher analytic memos. Phase 2 data was collected during Spring 20XX¹⁰ and included individual interviews with each of the focal participants. More specific information regarding data sources and collection is detailed below.

Phase 1 Data Sources and Collection

In Phase 1, qualitative data was collected over the ten weeks of winter quarter 20XX and included video data, observation notes, student work, course instructional materials, artifacts from site visits, and researcher reflective memos as detailed below:

- **Video-recorded data:** Data was recorded during each classroom session, and during the site visits in which Site Visit Group Three (SVG3) engaged.
- **Online learning activity data:** For learning activities that occurred within EDU 001, Canvas was used as the repository for students to submit their work and for the course reader/graders or me to grade and comment on student work. Certain learning activities only occurred within the learning management, such as discussion forum assignments,

¹⁰ Phase 2 data was delayed due to the Covid-19 pandemic.

and that is what is being quantified in this category (so, assignments that were done outside of the learning management system and then submitted to Canvas strictly for grading were not counted as online learning activities). These online learning activities were done by students asynchronously, usually individually, and remotely, and were curated in the LMS in a hierarchical date-stamped format. One of the most interesting of these activities were the discussion forum posts, which provided interesting insights into how students participated and interacted with each other in the online learning environment.

- **Student artifacts:** A wealth of student artifacts were collected via the course learning management system over the ten weeks of the course. In addition to data from online learning activities already mentioned in the previous bulleted item, student artifacts collected through the learning management system included in-class group projects, group quizzes, individual papers, and site visit memos. Site visit memos, in which students connected the learning theories studied in class to what they observed in the field, were enlightening, not only for how students explained the connections between class work and field work, but also for their reflective quality regarding what surfaced for students within and across the field sites they visited.
- **Instructional materials:** All instructional materials used to support student learning for this iteration of the course were curated in the learning management system for student access. Instructional materials included the course syllabus and calendar, slides decks used for lecture purposes, course readings and associated video lectures exploring the main concepts from the readings, instructions for completing online and in-person learning activities, and links to relevant websites and other content.

- **Site visit artifacts:** Artifacts, such as pamphlets and handouts, available to take from the site visits students conducted, were also collected. Many times, these artifacts were submitted to the LMS by students in the form of digital photos of the artifacts they brought back with them from their site visits.
- **Researcher Reflective Memos and Observation Notes:** I also wrote analytic memos throughout the data collection process. These memos have served multiple purposes for me as I analyzed my data. While writing them, these memos allowed me to reflect on the data I collected and how the data supported (or not) my research conjectures. These memos were also a good place for me to note interesting data that surfaced, especially data that was not expected. Conversely, these memos also allow me to note what did not show up in the data that I had anticipated seeing. These memos also give me a place to interrogate my own positionality in the context of what I observed.

Phase 2 Data Sources and Collection

Phase 2 data included Zoom-recorded interviews with my three focal study participants, Daniel, Anna, and Theo. I interviewed each study participant separately for about forty-five minutes each to understand their perspectives on how they understood their rights and duties to act in relation to the structural, material, and social arrangements of the different settings of the course.

The interview protocol I designed was semi-structured, allowing for a mix of structured and unstructured questions (Merriam & Tisdell, 2016). Having a semi-structured interview protocol allowed me to plan out specific questions to ask, but also allowed for the flexibility to follow the trajectory of the discussion as it unfolded in the moment (see Appendix A for the interview protocol used).

I crafted a semi-structured interview protocol with a series of questions related to positioning that I used during interviews with my focal learners. The first portion of the interview protocol asked students general questions about EDU 001. The second portion asked students more specific questions about their experience in the course. To get at each student's unique positioning experiences in EDU 001, I had on hand at least one course artifact specific to each student that I shared with them during our interview. For Daniel, I shared with him the class video of his and Ayla's conversation with Mark, as well as the site visit memo Daniel penned after his *Blocked Out* experience. For Anna, I shared my analysis with her of her different participation patterns in the various settings of the course. For Theo, I shared their course reflection in which they stated they hated group work less. During the individual post-class interviews, I shared the artifact specific to the study participant I was interviewing and asked them to recount what was happening in the course setting at the time the artifact was created, their response to the event that had occurred, as well as what precipitated their response. This allowed me to understand their perspective on the event the artifact represented, as well as any positioning that they were aware of. Interviewing my focal participants was the most important data I collected in this study, as it provided me with crucial information regarding these students' perspectives on their experiences in EDU 001, which was important for answering my research questions. Interviewing each focal participant also provided a way for me to member check the data I had collected in this study in order to guarantee the credibility of my research findings (Merriam & Tisdell, 2016).

Data Collected During Phases 1 and 2

Data collected during Phases 1 and 2 of this research project are highlighted in Table 3.3 below.

Table 3.3

Data Collected During Phases 1 and 2

Type of Data	Collected within the LMS?	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Phase 1											
Course Materials (course readings, directions for completing online learning activities, as well as activities completed during class)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Video data of learning in a lecture hall	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Student artifacts created during learning in a lecture hall	Yes, depending on the activity	N	Y	Y	Y	Y	Y	Y	Y	N	Y
Online discussion forums (each student was asked to submit an initial post plus at least two responses to classmates' posts for all discussion board activities)	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Site visit memos (each student was asked to submit a site visit memo for each site visit in which they attended)	Y	N	N	Y	Y	Y	N	Y	Y	Y	N
Artifacts collected from site visits	N	N	N	Y	Y	Y	N	Y	Y	Y	N
Video-recordings of Site Visit 3 as they engaged on their field trips	Y	N	N	Y	Y	N	N	Y	Y	Y	N
Phase 2											
Phase 2 Interview data was collected for the three	N	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

focal students after EDU 001 had concluded.											
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Data Curation and Selection

Data curation began during Winter 20XX and continued through summer 20XX for Phase 1 of this project. Curation of Phase 2 data, which was comprised of focal participants’ interviews, occurred in spring of 20XX¹¹. While data curation is oftentimes discussed in relation to large-scale data sets, data curation is appropriate for any dataset in which decisions must be made regarding the selection of data to be included in a smaller dataset, as well as the management of that dataset (Palmer et al., 2013). For this dissertation, it was appropriate to curate data:

1. Into one data management system. Since data were stored on video recording devices or within the Canvas learning management system, I copied all data I planned to use for analysis to a central online repository. I also created an excel spreadsheet cataloging where the data were located.
2. In relation to the research approach and methods I had chosen. While I reviewed all data that emerged from teaching EDU 001, some data were more relevant than others in answering the research questions posed in this study. More details about the data selected and curated are discussed below.

Phase 1 Data Curation

Data curation for Phase 1 occurred as an ongoing process during and immediately after winter quarter 20XX. My goal was to curate data as it became available to me, and to write my analytic memos as close to the time the data were collected as possible. Data curation involved reviewing the student work that was completed either in class or online, and reviewing

¹¹ Due to the COVID-19 pandemic, Phase 2 of this dissertation did not occur until the spring of 20XX.

video-recorded classroom or site visit data. When relevant data appeared in student work, classroom or site visit video-recordings, or other course artifacts that seemed related to the research questions I was exploring, I copied the data to an online foldering system, cataloged the artifacts in an excel spreadsheet for further review, and then annotated the data with a rudimentary set of codes or notes. Data that seemed most relevant to the research questions I hoped to explore often emerged in one of three contexts:

1. During the weeks in which students went on site visits. This made sense, as site visit weeks were the only weeks in which students engaged in learning activities across all three of the learning settings of the course. During site visit weeks, students were required to complete and turn in site visit memos and upload photos or videos of their site visit experiences to the LMS. Consistently throughout every iteration of this course, these artifacts have provided some of the most data-rich information of all the artifacts collected, especially as it related to how experiences in one setting of the course may have carried into another setting of the course.
2. During weekly discussion forum assignments when students were required to interact asynchronously online with their fellow classmates. It was interesting to observe just how different the student participation patterns were in the asynchronous online discussion forums to learning either in the classroom or on site visits.
3. Within the undesigned spaces of the course, such as right after class ended, right before class started, or while traveling from one setting of the course to another (as when traveling from the classroom to a field location).

Phase 2 Data Curation

Zoom was used to interview the three focal study participants during Phase 2. These Zoom meetings were recorded and transcribed by Zoom. These data were also copied to the online data management system I had created.

Data Analysis

Rudimentary data analysis began during winter quarter 20XX as I was collecting and curating data. During this initial analysis phase, my focus was on determining which students would be the most appropriate ones to be included as the focal study participants. As already discussed earlier in this chapter, once I narrowed the focal participant pool to those students who consented into this study, and who agreed to be contacted after the course had ended, 29 students fit the criteria for potential focal participants. As I reviewed course data, I began looking for and cataloging data in which I perceived positioning might be occurring. It was from this corpus of data that I chose the three focal students for my cases using purposive sampling strategies in which I looked for unique cases of what I perceived as positioning that might answer my research questions.

Once my focal participants were chosen, I then went back to the data and cataloged¹² every student artifact that each of the three focal participants created. I also reviewed all of the course video-recordings again and cataloged those that showed interesting examples of possible positioning for my three focal study participants. I also began cross-referencing the data across settings to see if what showed up in one setting regarding positioning of the focal learners showed up in other contexts of the course. An example of this cross-referencing of potential examples of positioning is Daniel's *Blocked Out* site visit memo and the classroom video of

¹² Some of this data had already been cataloged during the rudimentary analysis portion of this study when I was sampling for focal participants.

Danial and Ayla sharing their expert knowledge to correct the misinformation shared by the graduate student mentor in class regarding the *Blocked Out* monument.

Given the complexity and variety of data collected during Phase 1 and Phase 2, it was necessary to employ three different methods of analysis. Interaction analysis (Jordan & Henderson, 1995;), discourse analysis (Gee & Green, 1998; Goldin-Meadow, 2004) of both verbal and written communication among course participants, and social network analysis (Chiesi, 2001) were used to analyze the different types of data as follows:

Phase 1 Video Data

Interaction analysis (Jordan & Henderson, 1995) was used to analyze video-recorded data collected during classroom and site visit activities. Interaction analysis was an appropriate analytic methodology to use for the video-recorded data captured in this study as this analysis method was specifically developed as an approach for analyzing interactions captured on video. The main goal of interaction analysis is to make visible how individuals negotiate the social and material contexts within which they are engaged by investigating “human activities, such as talk, nonverbal interaction, and the use of artifacts and technologies” (p. 39). In conjunction with interaction analysis, I also employed discourse analysis (Gee & Green, 1998), as well as the analysis of gesture (Flood et al., 2014; Goldin-Meadow, 2004; Singer et al., 2008) and body positioning (Kendon, 1990) to further explore the meanings behind the words and actions used by students and others participating in EDU 001 that was captured on video.

Discourse analysis (Gee & Green, 1998) was used as either a complementary or primary method of analysis for all the types of data collected in this study. Using this analysis method for all data analyzed in this study provided me with a lens for analyzing verbal and written

communication in the learning settings of the course that occurred across time and setting, with a focus on interrogating

the ways in which opportunities for learning are constructed across time, groups, and events; how knowledge constructed in classroom (and other educational settings) shapes, and is shaped by, the discursive activity and social practices of members; patterns of practice simultaneously support and constrain access to the academic content of the “official” curriculum; and how opportunities for learning are influenced by the actions of actors beyond classroom settings (p. 119).

For the video data curated and analyzed for this dissertation, incorporating discourse analysis provided a way to make sense of course participants’ discursive practices, including verbal utterances, turns of talk, and repair (Erickson, 2004).

I also analyzed Phase 1 video-record data for gesture (Flood et al., 2014; Goldin-Meadow, 2004; Singer et al., 2008) and body position (Kendon, 1990), as it felt like these types of data could provide additional insight into the meaning of what course participants said and did as captured on video. In the case of gesture analysis, it felt important to analyze for gesture because gesture and speech “encode meaning differently” (Goldin-Meadows, 2004, p. 3) in that gesture relies on visual and representational cues while speech relies on “codified words and grammatical structures” (p. 4). Additionally, because gesture may precede speech when a person does not yet have the verbal word for an object or idea they are trying to convey (Flood et al., 2015), I felt attending to gesture could provide important contextual clues to the meaning of what study participants were saying or doing on camera, especially if they have not had time to think through what they were feeling or thinking or, in the case of Anna, they might not feel comfortable speaking aloud in class or during site visits.

Analyzing focal participants' body position (Kendon, 1990) relative to others in the recorded video of site visits and in-class learning activities also provided additional clues as to the relationships among them. As Kendon writes, body positions, or f-formations, emerge when people group themselves together. This grouping allows for "equal, direct, and exclusive access" (p.7) to the space between group members. For groups of three or more, this may be the pattern of a circle, semicircle, or rectangle. For groups of two, it may be the vis-à-vis, l-shape, or side-by-side f-formation. Also important in understanding f-formations are the concepts of transactional segments and the o-space. Transactional segments are the space in front of a person in which he or she is doing an activity. Transactional space varies in size depending on the type of activity a person is engaged in. The o-space, on the other hand, is the transactional space between the members of an f-formation. I believe that analyzing the f-formations that occurred during instructional days when students were in physical locations together (in-class learning days and site visits) provided interesting and nuanced information regarding the social positioning occurring among students and course facilitators (instructors or graduate student mentors).

Given that this dissertation's research questions focused on exploring how students negotiated the positions available to them in an undergraduate course taught across settings, using a combination of interaction analysis, discourse analysis, as well as the analysis of gesture and f-formations, to analyze video data felt appropriate for making sense of how students navigated the social and material structures of the settings of EDU 001.

Limitations to my approach for analyzing video-recorded should also be noted. Perhaps the biggest limitation was that the types of equipment used and their placement in the settings of the course privileged certain information to be recorded over other information . For example,

during most of the time students spent in the classroom setting, the video camera(s) were stationary in one or two locations of the room; if data-rich information was occurring in another portion of the classroom not in the view of the video camera, it was not recorded. The same was true for video recordings of Site Visit Group 3 while they were in the field. I used my personal iPhone to video record what was happening while on site visits with this small group of students. The camera's gaze focused on where my attention turned. As with video-recording in the classroom setting, video-recording in the field meant that potentially data-rich information may not have been recorded, depending on what I chose to attend to—or not—in the field.

Phase 2 Video Data

Recorded Zoom sessions provided an interesting context with which to analyze focal participant interviews. For these particular interviews, while interaction analysis (Jordan & Henderson, 1995) was used initially, it did not seem to provide as rich descriptive detail as discourse analysis (Gee & Green, 1998), which was relied on more heavily when analyzing Phase 2 video-recorded Zoom interviews.

Written Communication

Discourse analysis (Gee & Green, 1998) was the primary method used to analyze written artifacts collected from the course. Discourse analysis is a particularly well suited analytic approach for analyzing the written text, as its focus is on explicating “the dynamic relationships among discourse, social practice, and learning” (p. 119) within context. An additional strength to discourse analysis is that communication can be analyzed at many levels, including grammar, vocabulary, and structure (Luo, 2022).

Asynchronous Online Joint Learning Activities

A combination of interaction analysis with a focus on hybrid learning spaces (Osorio & Duarte, 2011) and discourse analysis were used to analyze online joint learning activities. In the online setting of EDU 001, the primary online joint learning activities were the weekly discussion forum assignments, in which students responded to weekly prompts related to course readings and then responded to a set number (usually two or three) of their classmates' posts. Additionally, any student assignments handed in for grades were also analyzed for joint activity since, even the act of assigning a grade or leaving students' comments on their work could be considered a joint activity between student and course facilitators. As with interaction analysis of video recorded data, the focus of interaction analysis of asynchronous online joint learning activities (Osorio & Duarte, 2011) is to explicate the "interaction dynamics [of participants] in the context of educational activities" (p. 66). The use of interaction analysis to analyze asynchronous online joint learning activities is relatively new and little has been written on it as an analytic method so far. What can be taken from this emerging area of interaction analysis and used in this study, however, is the acknowledgement that, even in asynchronous online learning activities, interactions may be occurring between learning activity participants. Additionally, to truly understand the landscape of learning in asynchronous online joint learning activities, attention should be paid to more than the number or frequency of authored messages, but also to the types and quality of interactions occurring, another benefit of the emergence of interaction analysis as a tool for analyzing online joint learning activities. Finally, discourse analysis of any written materials submitted as part of asynchronous online joint learning activities was analyzed for examples of ways students may have been positioned within various contexts of the course.

Unit of Analysis

Since the object of inquiry for this dissertation is the examination of how particular learners negotiated the various structural, material, and social arrangements of the course settings in EDU 001, I chose to use the individual student within context as the unit of analysis. This follows Lasky's (2005) suggestion that "the appropriate unit of analysis for understanding human agency thus becomes people doing things together in social settings with the cultural tools available to them" (p. 900). While this dissertation does not focus explicitly on questions of human agency, I argue that Lasky's assertion works here, in that acts of positioning may, inherently, be connected to an individual's ability to act in agentic ways within social contexts. In operationalizing the individual student as the unit of analysis, I chose to analyze my focal participants' experiences across and within each context of EDU 001, as well as in post-class interviews.

Data Coding

Data coding began shortly after I started collecting data and occurred in two cycles (Miles, et al., 2020). In the first cycle, I developed a series of codes to annotate for potential examples of positioning in the artifacts I had selected for analysis. In the second cycle of coding, I used the codes to group the data into emerging themes. Coding of the data occurred as discussed below.

First Cycle Coding

I developed an initial open-coding scheme to analyze across the various types of data¹³ curated during Phase I. This initial coding phase reflected my perspectives on what I perceived as positioning in the focal participants' data. After I began analyzing the interview data collected

¹³ The codes developed in both Phase 1 and 2 of this study were applied to all of the focal participants' data used for analysis in this dissertation.

during Phase 2, I realized I needed to revise the codes developed during Phase 1 to reflect the differences in perspectives that existed between what I perceived happening in the data and what the focal participants perceived happening in the data. Additionally, it also seemed beneficial to develop a secondary set of codes to annotate when positions appeared to be supported (confirmed), contested, or remediated by the three focal study participants. My updated codebook included the following codes:

Table 3.4

Codebook

Codes Developed and Used During Phase 1	Meaning
rPS	Researcher perspective - study participant positioned by the structures of the course
rPM	Researcher perspective - study participant positioned by the course materials
rPR	Researcher perspective - study participant positioned by other individuals in the course
rPO	Researcher perspective - study participant positioned in other ways
rAtPS	Researcher perspective - study participant able to position through the structures of the course
rAtPM	Researcher perspective - study participant able to position through the course materials
rAtPR	Researcher perspective - study participant able to position by oneself or in relation to others in the setting
rAtPO	Researcher perspective - study participant able to position in other ways
rPT	Positioning traveled across settings
rPNT	Positioning did not travel across settings
Codes Developed and Used During Phase 2	Meaning

pPS	Focal participant perspective - positioned by the structures of the course
pPM	Focal participant perspective - positioned by the course materials
pPR	Focal participant perspective - positioned by other individuals in a setting of the course
pPO	Focal participant perspective - positioned in other ways
pAtPS	Focal participant perspective - able to position through the structures of the course
pAtPM	Focal participant perspective - able to position through the course materials
pAtPR	Focal participant perspective - able to position by oneself or with support from others
pAtPO	Focal participant perspective - able to position in other ways
pPT	Focal participant perspective - positioning traveled
rPNT	Focal participant perspective - positioning did not travel
Secondary Code	Meaning
CtSP	Study participant supported (confirmed) the position
CtCP	Study participant contested the position
CtRP	Study participant remediated the position

An example of how I applied these codes is provided in Table 3.5 below. In this table, the two artifacts of Daniel's experiences with *Blocked Out*, introduced in Chapter One, are coded. The first line of this table reflects the analytic codes I assigned to the video-recorded data of Daniel and Ayla sharing their expertise in class on the meaning of the granite block in the

Blocked Out monument. The codes I assigned to what I observed during class sessions or on video can be found in the “Researcher Perspective” column, The codes I assigned to what Daniel remembers of the event after he watched the event on video during his post-class interview is recorded in the “Focal participant Perspective.” Codes related to whether focal participants’ actions confirmed, contested, or remediated positions were coded into a third column, “Choice of Action.”

The second line of this table reflects the analytic codes assigned to Daniel’s site visit memo of his experience with his site visit group at the *Blocked Out* monument. As with the video-recorded data of Daniel and Ayla’s interaction with Mark during the whole-class debrief of *Blocked Out*, codes were assigned based on my perspective of the events highlighted in this memo, as well as Daniel’s perspectives of what occurred for him during this experience.

Table 3.5

Coding Applied to Artifacts

Student(s)	Description of Event or Experience	Link to artifact	Researcher Perspective	Focal Participant Perspective	Choice of Action	Note
Daniel and Ayla	In-class debrief of stone block from <i>Blocked Out</i> monument	https://drive.google.com/file/d/1YsOtesV9kIJqlpK3R-iK8DDpJt5qj0dc/view?usp=sharing	rATPR, rPNT	pATPR	CtCP	
Daniel	Site visit memo in which Daniel relays his experience at <i>Blocked Out</i>	https://canvas.uw.edu/courses/1255426/gradebook/speed_grader?assignment_id=4588292&student_id=3649423	rPR	ATPR	CtSP	

Second Cycle Coding

Following Miles et al. 's (2020) approach to data coding, after completing first cycle coding of data, I then revisited the coded data and analyzed for themes across cases. What

emerged as primary themes, and which is discussed in further detail in upcoming chapters of this dissertation, include:

Undesigned spaces of a course are important locations for positioning. Students appeared to have a greater ability to choose their positions in the undesigned settings of a course (e.g. in the liminal spaces between activities, as when Daniel and Ayla discussed Daniel's experience at the *Blocked Out* monument before the whole class debrief with Mark began, or when Anna made it a point to speak with me frequently after class or on our walks to and from site visits) than in the designed settings. This may be because they are co-constructors of how these liminal spaces are arranged.

Choice. While it was not always apparent from in-person observations, video-recordings, or other artifacts collected in Phase 1 of this study, all three focal participants reported exercising choice in the ways they chose to act in the settings of the course. The choices the focal participants made were complicated and often involved temporal arrangements in the setting.

Expertise. Creating opportunities for individuals to demonstrate expertise opens up avenues for positioning. When situations arose that allowed students to demonstrate their expertise, such as when Daniel and Ayla shared their expert knowledge regarding the auction block in the *Blocked Out* monument, or when Theo shared their expert knowledge of the game, Magic the Gathering, it appeared to provide ways for the focal participants to position themselves in productive ways in relation to other course participants.

Fluidity between the settings. When analyzing the data curated for this study, it felt necessary to isolate examples of positioning as they occurred within specific settings of the course. What emerged as I analyzed the data, however, is that separating the positioning

experiences by setting and arrangement didn't account for the interrelatedness of what was occurring across the context of the course as a whole.

Validity of Data

In order to validate the trustworthiness of my research findings, I engaged in both triangulation and member checking strategies (Merriam & Tisdell, 2016). Triangulation occurred across all phases of this study, as I examined the multiple sources of data collected for each focal study participant to confirm emergent findings. Additionally, interviewing the focal study participants in Phase 2 provided an opportunity for member-checking the research findings that emerged in the data during Phase 1 against the focal participants' perspectives of their experiences in class. Member checking in Phase 2 of this study was particularly informative, as it provided important details of what had transpired in the course that might not have been observable to me. Especially important were the times when what seemed to be emerging in Phase 1 of the data was not confirmed or disconfirmed during the member checking that occurred during the post-class interviews conducted in Phase 2. An example of this is my assumption in Phase 1 of this study that Anna participated differently within the in-person settings of the course than in the online setting due to language ability. Member checking this with Anna during her post-class interview indicated that my assumption was wrong, and that Anna's choice not to engage verbally within the in-person components of the course was related to her reticence to share opinions that might have differed from that of other students in the class. Without the member-check conducted in Phase 2, my research findings would not have been accurate, as they would not have reflected the true nature of why Anna chose to remain quiet within the in-person settings of the course.

Researcher Positionality

As already mentioned in this chapter, I was the course instructor and primary researcher during the quarter in which data was collected for this dissertation. While there were benefits for being so deeply connected to the course, it may also have impacted my perspective on the data collected during class. While I believe most students forgot that their data was being collected for a potential research study during this iteration of the course, for those who remembered, it may also have impacted how they participated in the course.

Also important to note is that, as a white, middle-class woman in a powered position, asking students who might already feel marginalized within in-school settings to share their perspectives on the course could have resulted in problematic positioning for some of the students.

Study Limitations

While there were many potential cases from EDU 001 I could have used for this study, I recognize I made choices based on individual cases that stood out to me. While I believe I have chosen focal participants wisely, it is highly possible I have missed critical data as I was not looking for the less-than-obvious cases. If I were to run this study again, I would create opportunities for students who were not as vocal or actively involved in class to be seen and heard as their data could have added even more to our understanding of the issues this research project hoped to address. Another potential limitation to this study was that I functioned as both researcher and instructor during the quarter in which I collected Phase 1 data. As discussed earlier in this chapter, this may have limited the types of information students chose to share with me as they may have felt sharing less-than-favorable information with me might impact their course grade.

Chapter 4: An Analysis of the Structural, Material, and Social Arrangements Across Settings for EDU 001

As argued in Chapters One and Two of this dissertation, the strength of learning across settings within EDU 001 is realized in large part due to the varied structural, material, and social arrangements of the three course settings. Regardless of whether we are discussing learning occurring within EDU 001 or some other learning context occurring across uniquely arranged settings, the possibilities for learners to have additional opportunities to engage with what is being explicitly and implicitly taught increases when multiple ways to engage with what is being learned is incorporated into learning scenarios. This is true whether the settings are an informal connection of in-school and out-of-school scenarios, or a more purposely-designed scenario linking in-school and out-of-school contexts, as is the case with the undergraduate course examined here. Since the guiding premise of this dissertation is that designing in-school learning experiences which integrate multiple uniquely arranged settings into one course is beneficial for student learning across both the cognitive and affective domains, this chapter explores in greater depth what, exactly, makes each setting of EDU 001 distinct in its structural, material, and social arrangements. Since these types of arrangements play an important analytic role in understanding how students were positioned within each setting of EDU 001, this chapter also serves to provide context for the analysis of Daniel's, Anna's, and Theo's experiences in the various settings of EDU 001 which follows in Chapters Five through Seven.

This chapter begins with an examination of what is meant by *structural, material, and social arrangements*, terms briefly introduced in previous chapters of this dissertation. This chapter continues with an examination of the unique structural, material, and social arrangements within each setting of EDU 370. Finally, this chapter ends with some conjectures regarding who

may or may not be privileged by the structural, material, and social arrangements of learning contexts.

Arrangements, Defined

From a social practice perspective (Dreier, 2019; Holland et al., 1998), arrangements are both organizational and positional, with structures, materials, and social elements working to privilege some individuals over others, often in implicit ways (Steele, 2011; Esmonde et al., 2017). Examples of how arrangements can organize and position at the same time can be found in research discussed in earlier chapters of this dissertation (Bell et al., 2012; Dreier, 2009; Nasir & Cooks, 2009; Wortham, 2006). Within the context of this dissertation, arrangements are viewed as *not* neutral—that is, my guiding theoretical stance is that studying how things are arranged also means investigating both the positions implicitly enacted within those arrangements of things, as well as who benefits (or not) from the positions inherently interwoven into various contextual arrangements. Armed with this knowledge, we can create more equitable learning environments for students, especially for those who have been the most marginalized.

In what follows, I examine and make visible the arrangements that exist across and within each setting of EDU 001. What is not discussed in this chapter however, is how these arrangements across and within settings positioned the focal student participants of this study. That discussion occurs within Chapters Five through Seven.

Structural Arrangements

Structural arrangements of a course are those wayfinding markers that give a course its shape (Boettcher & Conrad, 2021; Horton & Quesenbery, 2014; vanderbilt.edu, 2023). Structural arrangements help students and course facilitators understand the roles of instructor, teaching assistant, and student in the course setting, the organization and logic of a course, and the

patterns of engagement and feedback within a course. Structural elements include the type of setting(s) in which the course takes place, the days and times a course meets; policies that govern who gets to choose, develop, and organize course materials; rules and routines for how students should engage with course materials and how assignments are turned in and assessed; as well as norms for how students and instructors should communicate and interact with each other.

Within EDU 001, structural arrangements could be found in each of the three learning settings of the course, as well more globally across the settings of the course. A description of the structural arrangements in each setting and across settings is explored below.

Structural Arrangements of the In-person Classroom Environment

Arguably, the most visible structural arrangement of the in-person classroom setting was the lecture hall in which the in-person classroom sessions occurred. For students already familiar with the cultural norms of what it means to learn within a collegiate lecture hall, merely stepping into this classroom space reinforced their understanding of how to act in this type of classroom setting, creating a reciprocal relationship between what is imagined and what gets enacted. The physical arrangement of this space (see Figure 4.1 below), with its tables and chairs bolted in place and facing toward the professor's lectern, likely further reinforced students' understandings of the typical roles of student and instructor seen in most traditional classroom environments, with the instructor positioned as the expert in the front of the room, transferring knowledge to the less-expert students in the audience (Lave & Wenger, 1991).

Figure 4.1

Camden Hall, Room 139



Other structural arrangements specific to this setting included the fixed days and times that class met in the lecture hall each week, as well as the established routines within the class sessions. The established routines typically began with a whole class review and discussion of the course readings, online recorded lecture, and highlights from what students shared in their discussion forum posts. Students then spent time engaging in collaborative work with their site visit group of between eight and ten classmates. Collaborative group work often consisted of group quizzes, in-class projects, or preparation time for site visits. During collaborative group activities, the course instructor moved around the room engaging with the various groups. During the last ten minutes of class, the course instructor brought the class back together to wrap up the day's work and provide instruction for what would transpire either in class or out in the field on Thursdays. After class, students had unstructured time to speak one-on-one with the course instructor.

Within the classroom setting, the instructor was responsible for determining how much time was spent on each class activity; what was highlighted from the readings, recorded lectures, and discussion forum responses students completed before class; which students were called on to speak in class; as well as the flow and pacing of each in-person class session. Students could choose to sit wherever they wanted in class, and were only required to sit with a specific set of students (their site visit group) during collaborative activities, like quiz-taking, which was a group activity.

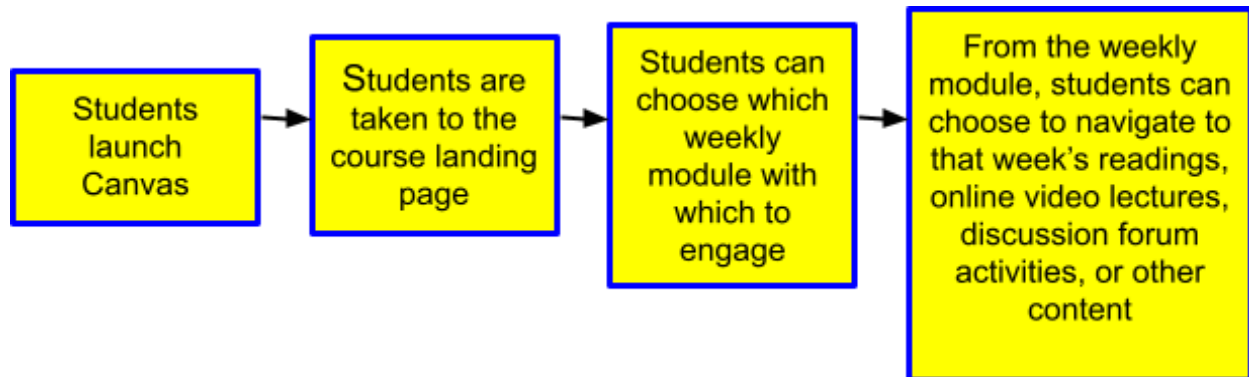
Structural Arrangements of the Online Environment

Canvas was used as the learning management system for all online work. Canvas' particular instructional design architecture was the biggest determinant in how students experienced the online setting. As an example, as is the case with any online learning setting, the assumption for this course was that students would have the technology necessary to connect to and access the course resources within the online setting from campus as well as from other locations, such as home. While Canvas has an application that students can download to run Canvas on their smartphones, Canvas works best on digital devices with laptop-sized displays; for students accessing their Canvas courses from a smartphone or similarly-sized device, their user experience will vary greatly from those accessing Canvas from a device with a larger display screen.

Additionally, Canvas' instructional design architecture, which encourages dividing course materials into modules, further encourages a specific type of online structural arrangement. In this arrangement, once students launch a course in Canvas, they are taken to the course landing page. From here, Canvas' architecture encourages course designers to create modules students can navigate to access course content. Figure 4.2 depicts the organization structure of EDU 001.

Figure 4.2




























Typical Organizational Structure of Canvas Courses



Additionally, in the case of EDU 001, the consistent pattern of how modules and course materials were named, the consistent use of hyperlinks to quickly navigate students to readings, online lectures, and course activities, and the organization of course materials and assignments to follow the chronological flow of the course, also supported easy navigation and wayfinding (Boettcher & Conrad, 2021; Horton & Quesenbery, 2014; vanderbilt.edu, 2023). Figure 4.3 below demonstrates this consistent patterning for the Week 7 and Week 8 modules.

Figure 4.3

Consistent Patterning of the Online Modules

<p>▾ Week 7 (02/16 - 02/23): Digital Media & Making I</p>	
	Week 7 Workflow
	Week 7 Online Lecture
	Takeuchi & Stevens (2011).pdf
	Gee & Hayes (2011) Language & Learning in the Digital Age -ch. 10&11.pdf
	Week 7 Discussion Board Feb 16, 2019 5 pts ○
	Levinson et al (2015) Diverse Families & Media.pdf
	Design Challenge Slide Deck 
	(Re)Presentation Slide Decks
	(Re)Presentation of Learning in the Wild: Presentation 30 pts
	Learning Theory Synthesis Sheet 
	Site Visit Memo #4 Feb 22, 2019 10 pts ○
<p>▾ Week 8 (02/23 - 03/01): Digital Media & Making II</p>	
	Week 8 Workflow
	Week 8 Online Lecture 
	Halverson & Sheridan (2014).pdf
	Vossoughi et al (2016).pdf
	Ito et al (2015) Learning Connected Civics.pdf
	Week 8 Discussion Board Feb 23, 2019 5 pts ○
	Learning Theory Synthesis Sheet 
	(Re)Presentation of Learning in the Wild: Presentation 30 pts
	(Re)Presentation Slide Decks
	(Re)Presentation Self-Reflection Mar 15, 2019 5 pts
	Final Group Report Mar 19, 2019 30 pts ○
	Site Visit Memo #5 Mar 1, 2019 10 pts ○

Structural Arrangements of the Site Visit Environment

The structural arrangement of site visits varied greatly. Consistent throughout the course was that each site visit group of six to ten students visited one location around Seattle each site visit week. By the end of the quarter, site visit groups had visited five or six different locations around the Pacific Northwest University campus or greater Seattle area to explore how the learning theories studied in class were enacted in community contexts. Each site visit lasted around 75 minutes; 15 minutes to transit to the location of the site visit, 45 minutes to engage and observe learning at the site location, and then 15 minutes to transit back to campus. No two groups visited the same site during the same week, except when on the *Site of Resistance* walking tour, when each site visit group visited the same locations at staggered times. A schedule of site visits and locations is included in Figure 4.4 below.

Figure 4.4

Winter 20XX Site Visit Locations and Schedule

Site Visit Group	Site Visit 1	Site Visit 2	Site Visit 3	Site Visit 4	Site Visit 5	Site Visit 6
SVG 1	Samuel E. Kelly Ethnic Cultural Center (ECC), UW	All Together Skatepark	Seattle Central Library - extended site visit	Seattle Bouldering Project	Bye Week	Sites of Resistance Tour
SVG2	Meany Hall tour and observation of salsa dance class, UW	Bye Week	Dancing Voices class, UW (participated in class)	African dance class, UW (participated in class)	Pacific Northwest Ballet (observers) - extended site visit	Sites of Resistance Tour
SVG3	Henry Art Gallery, UW	The Mill Maker Space, UW (observers)	Bye Week	Museum of Pop Culture - extended site visit	HUB bowling (participants)	Sites of Resistance Tour
SVG4	The Mill Maker Space, UW (observers)	Bye Week	Henry Art Gallery, UW Campus - extended site visit	Samuel E. Kelly Ethnic Cultural Center (ECC), UW	Water Activities Center, UW (observers)	Sites of Resistance Tour
SVG5	Trader Joe's near campus	Samuel E. Kelly Ethnic Cultural Center (ECC), UW	Wing Luke Museum of the Asian Pacific American Experience	PAWS Cat City Adoption Center	Henry Art Gallery, UW Campus - extended site visit	Sites of Resistance Tour

In addition to the structural pattern of site visit occurrences, the other consistent structural arrangement was that each site visit group was led by a graduate student mentor who acted as the facilitator of site visits, oftentimes choosing, organizing, and participating in them with their site visit group.

Structural Arrangements Across Settings

While structural arrangements varied within the settings of the course, what remained consistent across settings was the instructor's role in designing the overall course experience. The iteration of EDU 001 under examination for this study built on previous iterations of the course, so rather than being conceptualized as a newly designed course, it is best understood as a course constitutive of learning from previous iterations. As each new course instructor took over teaching EDU 001, they made slight changes to the course, such as deciding which curricular materials would be included, how students would be assessed, or the flow and design of the class activities.

Material Arrangements of the Course

As with the structural arrangements of EDU 001, distinct material arrangements existed in all three course settings, as well as more globally across settings of the course. Material arrangements can be defined as the choice and organization of course resources and tools used within and across settings (Bell et al., 2012; Nasir & Cooks, 2009; Wortham, 2006). Material arrangements include the type and organization of technology, desks, and other equipment used within the learning environment; the type and organization of course materials and student-generated artifacts; and the types of resources available to students while engaged in field work. What these material arrangements looked like within each setting as well as globally across settings is explored below.

Material Arrangements of the In-Person Classroom Environment

In addition to being a structural arrangement, physical components of the in-person lecture hall were also important material arrangements. Significant in this space were the types of desks and chairs present. Desks consisted of long tables bolted to the floor, spanning the width of the room. Chairs were bolted to the tables at regular intervals, and could swivel to the left or right, but could not rotate fully around. This limited students' ability to see and engage with any activity or conversation occurring behind them in class. Additionally, because of the fixed configuration of tables and chairs in this lecture hall, accessing seats not on an aisle required that students traverse a tight walkway between rows, which was made more difficult if they had to walk past already-seated classmates to access available seating. These physical structures limited the amount of access both students and the course facilitators had to each other, and dictated the movement patterns that could be made in this setting. Oftentimes, this made collaborative group work more difficult, as students were not able to place their bodies in positions that made equal access to all group members possible (Kendon, 1990). Additionally, while no students in class had mobility issues, this configuration could have placed serious accessibility constraints on someone who did.

Quiz questions, slide decks used in in-class lectures, in-class discussion questions crafted by the course instructor and designed around what students posted in the online discussion forums, student-created in-class collaborative work, and student presentations constituted the bulk of the materials either created, used, or presented in this setting.

Material Arrangements of the Online Environment

Material arrangements in the online setting served two primary functions: first, for activities that existed solely in the online setting, such as discussion forums, it provided a space

for all the components of the activity to occur; everything related to these online-only activities could be found within its activity cycle, from instructor-created directions for completing discussion forum activities, to initial student posts and subsequent student responses, to due dates, to grades and comments posted by course facilitators. Figure 4.5 depicts the activity cycle of discussion forum posts in the online setting.

Figure 4.5

Online Discussion Forum Cycle



The second function of the online setting was as a repository for all course resources, including course readings, lectures, slide decks, assignment instructions, student-generated artifacts, and course facilitator-generated grades and comments. As discussed in the structural arrangement section of this chapter, course resources were organized into weekly modules corresponding to the week in the quarter in which students needed to access the materials. As part of the course materials, students were also provided a detailed weekly workflow each week

within the weekly modules for when specific course resources needed to be accessed and when specific assignments needed to be turned in. Figure 4.6 below depicts the Week 7 Weekly Workflow page within Canvas.

Figure 4.6

Sample Weekly Workflow Page

Week 7 Workflow [▲]

BY SATURDAY @ 11:59 pm

Read: [Takeuchi & Stevens \(2011\).pdf](#) and [Gee & Hayes \(2011\) Language & Learning in the Digital Age -ch. 10&11.pdf](#)

Complete

[Week 7 Online lecture](#) 



Complete [Week 7 DB Post: PART I](#)

BY SUNDAY @ 11:59 pm

- Complete [Week 7 DB Post: PART II](#)

IN CLASS ON TUESDAY:

1. Review of concepts and terms (20 minutes)
2. Site Visits (5 Minutes)
 - Use the sign-up sheet to indicate where you will be going this Thursday
 - Questions?
3. Fifth SVG Presentation: (Re)Presentation of Learning in the Wild (30 minutes)
 - For the SVG presenting, [submit your presentation here](#)
4. In-Class Activity:
 - [Family Design Challenge!](#) (30 minutes)
5. Review upcoming homework and activities (5 minutes)
6. [Week 7 Quiz](#) (complete this with your SVG) (30 minutes)

THURSDAY:

1. Complete [Site Visit #4](#)
2. Discuss with your SVG and GSM where you will visit next week

FRIDAY by 11:59 pm

Submit [Site Visit Memo # 4](#)

ROLLING DEADLINES:

- Work on in-class presentations of (Re)Presentation of Learning in the Wild Activity
- Work on (Re)Presentation Interim Field Report
- Review the (Re)Presentation) sign-up sheet for your SVG's deadlines

Material Arrangements of the Site Visit Environment

The material arrangements of what students and the graduate student mentors could expect while out in the field varied greatly from site to site. What was consistent across site visits

was the observation protocol students used to analyze learning at the sites they visited (See Figure 4.7).

Figure 4.7

Site Visit Observation Protocol

The Site Visit Memo is meant to help you think about the learning activities you observed in the field and how they are connected to the learning theories we covered in this course. The Site Visit Memo is also a way for you review the field notes you took while you and your group were observing learning activities in a location outside of the classroom. On average, a Site Visit Memo should be about a page (single-spaced).

Think about your site visit and let the experience and course readings guide your thinking.

Here are some ideas of what you might want to include in your memos:

- **The name of the site you visited**
- **A descriptive summary of the activity you watched or participated in during your visit, such as**
 - The number of learners and experts (teachers)
 - Types of tools and artifacts that were used and how they contributed to the learning experience(s) of those involved
 - Description of the way the physical space was organized for the learning activity
 - Explanation of the perceived "norms" (or rules) for communication and how the roles of the individuals were enacted based on who and how they were involved (i.e., how were the norms "operationalized?")
 - Explanation of *how* the learning took place (i.e., what was the "learning configuration?")
 - Description of the ways people used their bodies and the importance of learners' bodies in relation to the environment and the learning goals
- **A connection to the theories of learning we have read/discussed for class**
- **Reflections regarding how what you saw (or didn't see) on your site visit has changed (or not) your perception of learning**
- **Attach any digital artifacts collected while observing the site you visited (e.g., photos, video, audio, etc.)**

As with all the materials chosen for this course, the observation protocol students used privileged seeing certain elements that existed at the locations students visited over others by what was included or left out of the observation protocol instructions.

What was also consistent in the arrangement of this setting was that each site visit had its own unique material arrangements. In some field settings, students traversed a setting, such as a museum or zoo, engaging with art or animals along the way. Other times, learning became more embodied and located, as when students took a dance class in a dance studio, went bowling at the Hub's bowling alley, or created music in one of the Museum of Pop Culture's recording studios. In still other settings, students participated as observers, as when they went on a tour of the Mill Maker Space or the PNWU Ethnic Cultural Center on campus. Materials students engaged with

on site visits included music, art, dance studios, bowling balls and bowling alleys, climbing walls, skateboards, and of course, the granite block from the *Blocked Out* monument. Important to note is that, when students and graduate student mentors were active participants in the sites they visited, they, too, shaped the material arrangements of the setting, providing particular affordances and constraints for participation of fellow observers or joint participants, as occurred at the *Blocked Out* monument when Daniel observed two classmates standing atop the granite speaker's block.

In addition to observing or participating within the locations they visited, students also collected artifacts, including handouts and other materials available to patrons. Additionally, students took photos or videos of what they experienced in the field and included them in their site visit memos.

Material Arrangements Across Settings

The majority of course materials were housed in the online learning management system, and were arranged in a specific order to support learning across the settings and weeks of EDU 001. As an example, at the beginning of each week, students were asked to read, watch, and listen to course resources related to that week's learning objectives and themes. Students then completed discussion forum activities prior to the in-person classroom sessions on Tuesdays, demonstrating their understanding of the week's assigned readings, videos, and audio files. During in-person class on Tuesdays, that week's course resources were incorporated into classroom activities, synthesizing the new weekly material with material that had been covered in previous weeks. Finally, on Thursdays, as students observed and engaged in activities while on site visits, they used what they had read, watched, and discussed in class that week or from

prior weeks, to make sense of the learning they witnessed occurring in the field. In this way, the materials and their arrangement supported learning across the settings of this course.

Other than for the site visits which oftentimes had their own unique materials, and for the recurring prompt within the weekly discussion forum activity which encouraged students to share resources they felt might help their classmates' understanding of the weekly topic, course materials for EDU 001 were chosen by the course instructor. Since this course was taught multiple times with different instructors, each new instructor who inherited the course made some revisions to the course resources which privileged certain perspectives on learning over others, impacting what students learned.

Social Arrangements

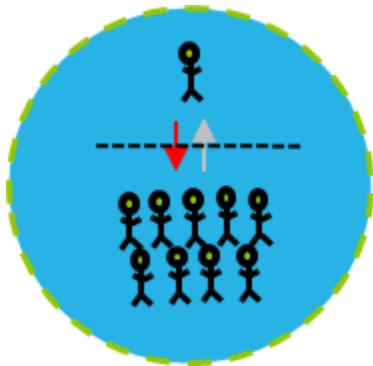
Social arrangements are defined as how individuals organize themselves and interact within social contexts (Dreier, 2009; Holland & Lave, 1998). As with structural and material arrangements, social arrangements also varied across the settings of EDU 001. The enactment of social arrangements depended upon who was located within a setting and how they understood their ability to act or be acted upon by others within that setting. Chapter Two of this dissertation explored in greater depth how one's constructed storyline, and its remediation or reinforcement over time and across social contexts, solidifies for individuals their understanding of theirs and others' rights and responsibilities to act in certain ways in certain social situations. What the following subsections of this chapter do is attempt to explicate the unique social arrangements of the various settings of EDU 001 which may be implicated in the remediation, reinforcement, or negation of one's beliefs about their ability to act or be acted upon within their storyline of a learner.

Social Arrangements of the In-Person Environment

Based on previous experiences or imagined scenarios, and even before entering the in-person lecture hall in which class was held on Tuesdays, students and course facilitators in EDU 001 most likely held certain beliefs of what the social arrangements of the in-person classroom setting would be. Whether in EDU 001 or other in-classroom learning settings, and whether at the undergraduate, graduate, or P-12 level, these beliefs most likely center around a teacher-centric approach to teaching and learning. In this scenario and with an eye toward the social arrangements enacted within in-person classroom spaces, the instructor acts as the gatekeeper of all activity in the classroom, orchestrating how students are able to physically arrange themselves within the space, who can interact with whom, what those interactions may look like, and when those interactions may occur.

Figure 4.8

Social Arrangement of the In-Person Classroom Setting



Within the in-person classroom setting of EDU 001, many of these norms around teaching and learning held true, especially during whole-class learning activities. Figure 4.8 depicts this arrangement within the in-classroom setting of EDU 001, highlighting the instructor's position as the facilitator and hierarchical head of what transpired in the course, and the students as the recipients of the designed social arrangements within this context. Important to note are the two arrows indicating a bilateral flow of information between instructor and students; while these arrows represent a bilateral flow, the information being exchanged is quite different, as represented by the different colored arrows. What is expected from the typical social

arrangement of this setting is that the instructor will impart more expert knowledge and course information to students, as represented by the red arrow, while students will exchange less expert knowledge and course information to the instructor.

For most of class, the instructor was positioned in the front of the room. Students could sit wherever they chose within the student seating area of the lecture hall, but it was tacitly understood that students would stay in their chosen seats throughout class unless the instructor directed them to modify their physical configuration. Reconfigurations of where students sat generally occurred during group activities when students worked with their site visit groupmates; if students were not already sitting with their site visit groupmates, they were asked by the instructor to re-situate themselves so they were sitting with their group.

The social arrangements of this space also reinforced the instructor's central role in that it was the instructor who determined the order of learning activities and the time spent on each that occurred in class. Additionally, during whole-class conversations, it was the instructor who typically drove the discussions by posing a question to the class, choosing a student or students to respond, and then closing each question-answer cycle with a recap or clarification of what students shared; it was the instructor who also determined which students were called on to share their knowledge, and the amount of time dedicated to each question-and-answer cycle.

Students were able to arrange themselves in important ways in this space, however. Perhaps the most important was determining where and by whom in class they would sit. Depending on who they chose to sit by, there were opportunities for students to engage in conversation with those around them, whether it related to the content being covered in class or not. Transitions before and after class, as well transitions between learning activities were prime times for this type of engagement. Additionally, when working in their small groups with the

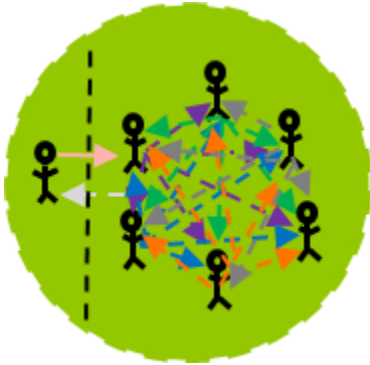
course instructor in a de-centered position, students had the flexibility to choose the ways they wanted to participate in their group's work. This arrangement aligns with tenets from the Community of Learners theory (Rogoff, 1994; Rogoff et al., 1996) which suggests that, when students engage in small group work and the teacher's role is de-centered, space is created for students to share their expertise in ways not possible within a more teacher-centric model of learning. Finally, students also had access to the course instructor for individual one-on-one conversations after class or during office hours, an important way for students to rearrange their social configuration with their instructor.

Social Arrangements of the Online Environment

Social arrangements in the online learning environment were an interesting mix of a traditional teacher-centric model of learning and a more student-centric model of learning. In this setting, the course instructor still maintained control over the design of learning activities and standards for grading, but, because this setting of the course occurred asynchronously, the instructor had much less control over how, when, with whom, or if students engaged with the course resources in the online setting. The instructor also had little control over how discussion forum activities unfolded, which allowed for the possibility of discourse between students not available in the in-person classroom setting. Also interesting was the distributed nature of grading in the online setting, since the teaching assistant, as well as the course instructor, commented on and graded student work.

Figure 4.9

Social Arrangement of the Online Setting



Ultimately, as depicted in Figure 4.9, the model of teacher-led learning was de-centered in that it manifested as less of a dyadic teacher-learner dynamic, and more of a student-student dynamic, providing greater opportunities for students to interact with a larger portion of the class over a greater period of time than might be achieved otherwise. Given the social arrangement of this setting, information still flowed from instructor to students and students to instructor, but it was students' abilities to arrange themselves in different ways (as depicted by the arrows in Figure 4.9 connecting individual students to each other) that may have enhanced social interactions in this setting. It should be noted, however, that while the social arrangements of the online setting encouraged a less dyadic teacher-student configuration, these arrangements didn't necessarily preclude it from happening.

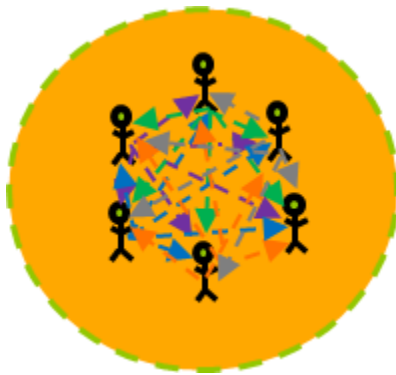
Social Arrangements of the Site Visit Environment

Social arrangements of the site visit environment were much more fluid and emergent than in the other settings of the course. Students were assigned to a site visit group of between six and ten students at the beginning of the quarter for the whole quarter. Other than the parameters for site visits set by the course instructor at the beginning of the quarter, the course instructor was not part of the planning or execution of site visits, de-centering the instructor's role in the experiences students had in the field. During most site visits, students moved through locations, either observing or engaging in activities in the settings. This provided opportunities for students to arrange and rearrange themselves differently and as they saw fit. Site visits also

provided opportunities for student expertise to shine, as was the case when Mike, a die-hard Jimmy Hendrix fan, took over for the museum guide at the Museum of Pop Culture to explain the significance of some of the memorabilia housed in the Jimmy Hendrix exhibit. This felt like a substantiation of what the theory of Community of Learners suggests as an alternative to a teacher-centric approach to learning (Rogoff, 1994; Rogoff et al., 1996).

Figure 4.10

Social Arrangements of the Site Visit Setting



Given the very limited role of the course instructor, the social arrangements students were able to take up in the site visit setting of the course mirror that of a rhizomatic model of education (Cormier, 2008), as depicted in Figure 4.10.

According to Cormier,

[i]n the rhizomatic view, knowledge can only be negotiated, and the contextual, collaborative learning experience shared by constructivist and connectivist pedagogies is a social as well as a personal knowledge-creation process with mutable goals and constantly negotiated premises (p. 3).

Students' abilities to arrange and rearrange themselves in relation to others as they chose, and to arrange and rearrange themselves in relation to their expertise or lack of expertise, follows the tenets of the rhizomatic model of education which highlights the collaborative, social, negotiated nature of learning.

Social Arrangements Across Settings

Consistent across settings were the understood norms that students brought with them regarding what their participation should look like in each of the course settings. In other words,

while the course settings were purposefully designed to “shake up” typical configurations of participation, what students inherently believed it meant to be a student in an in-person, online, or field setting inevitably shaped their ideas about how to act in those spaces. Regardless of setting, then, even if the course instructor was de-centered, the norms associated with the typical student-teacher relationship still likely shape interactional patterns in powered ways. It is interesting to note, however, that the understood norms for engaging with the course instructor or other course facilitators supported less formal interactions with those in powered positions, as when students stayed after class to talk to the instructor, reached out to one of the course facilitators via email, or stopped by the instructor’s office during office hours to meet.

Final Thoughts

The goal of this chapter was to make explicit the definitions for structural, material, and social arrangements and explore how these arrangements were operationalized in and across the settings of EDU 001. While in this chapter, each arrangement was examined through its more basic elements, it would be inaccurate to underestimate how these arrangements reciprocally shaped each other. Importantly across all the settings of this course examined here, the arrangements of learning scenarios are never neutral. Even the most thoughtfully designed learning settings may fall short of attending to how people learn. Those who design these learning experiences do so from a particular lens and privileged position, and may miss opportunities to draw upon students’ funds of knowledge (González et al., 2009) and cultural repertoires of practice (Gutierrez & Rogoff, 2003; Heath, 1983), instead reifying the very traditional learning hierarchies they hope to dispel. In what follows in Chapters Five through Seven, I take seriously the charge, as per the recent turn in the learning sciences field (Esmonde & Booker, 2017), to examine power and privilege through the lens of positioning theory to

analyze the learning experiences of Daniel, Anna, and Theo in the designed learning environment of EDU 001.

Chapter 5: Daniel's Story

The next three chapters of this dissertation delve into the learning experiences of each of the three focal participants central to this study. Daniel's story, begun in Chapter One, is continued here, followed by Anna's story in Chapter Six, and Theo's story in Chapter Seven. As discussed in Chapter Three, my reason for asking Daniel to be one of the three focal participants for this study was based on my observation of his experience in class debriefing the significance of the *Blocked Out* monument, and his subsequent site visit memo reflection on what occurred for him while at *Blocked Out* with his classmates. Even then, before I had the opportunity to delve into Daniel's data any further, I was curious not only with how Daniel repositioned himself during the whole class debrief of *Blocked Out*, but also with his keen perspectives on how he and other students of color were marginalized by the systems of power in place that they enacted with daily.

As a reminder, the research questions guiding the analyses across these next three chapters are:

When a course is taught across multiple learning settings, each with its own unique structural, material, and social arrangements:

- How are students positioned in relation to the structural, material, and social arrangements of those settings?
- How do students reposition themselves in relation to the structural, material, and social and material arrangements of those settings?

To answer these questions, the complete corpus of data collected for this study was examined (see Table 3.3, *Data Collected During Phases 1 and 2*, for the complete list of data

collected). From this corpus, a subset of data¹⁴ in which instances of Daniel’s positioning emerged, was selected for further analysis. This subset of data, listed in Table 5.1 below, was used as the basis for the analysis of Daniel’s experiences in EDU 001 and the discussion that follows in this chapter.

Table 5.1

*Data Used to Investigate Daniel’s Positioning Within and Across Settings of EDU 001*¹⁵

Type of Data	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Post Class
Classroom Video	Y	N	N	Y	N	N	N	N	Y	N	
Site Visit Video	Video was not recorded for this SVG for any site visits throughout this quarter										
Discussion Forum Posts	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Site Visit Memos	N No Site visits	N No Site visits	Y	N Bye Week	Y	N No Site visits	Y	Y	Y	N No Site visits	
Self-Study of Learning						Y					
(Re)Presentation Self-Reflection										Y	
End of Quarter Class Reflection										Y	
Post-Class Interview (Zoom Recorded)											Y

What follows in the next section of this chapter is an exploration of the development of Daniel’s storyline prior to EDU 001 and how that informed Daniel’s understanding of his and

¹⁴Any data from the bigger corpus that did not include information that would help in the analysis of Daniel’s experience in EDU 001 was not included in this subset of data, as it would not help in the analysis.

¹⁵ Within Table 5.1, areas shaded in gray signify that no data was collected during that particular week for that particular artifact. For classroom video data, data was recorded for all classroom sessions; however, given the location and limitations of the video recording equipment, not all video recordings caught Daniel on camera or were able to adequately capture Daniel’s voice, gestures, or body positioning. In these instances, the grayed out areas in the row associated with classroom video data signifies that the position and/or location of the camera did not adequately capture Daniel’s interactions, and, therefore, there was no data to analyze.

other's positions within and across the settings of EDU 001. Following that, an analysis of how Daniel was positioned in relation to the structural, material, and social arrangements of the course settings is provided. Then, an analysis of how Daniel was able to reposition himself follows. Finally, this chapter closes with some concluding thoughts regarding Daniel's experiences in class.

Daniel's Storyline As a Student in EDU 001

Through his site visit memos, discussion forum posts, and conversations with me, it was evident that Daniel brought with him into EDU 001 a very clear understanding of who he was and how he saw his place in the world. Daniel self-identified as the son of South Asian refugees, a product of Tacoma's tough Hillside neighborhood and public schools, a PNWU undergraduate student, and an advocate for other students like himself. At the time he was enrolled in EDU 001, Daniel was a senior double-majoring in Education, Communities, and Organizations (ECO) and American Ethnic Studies. Daniel credits his experiences in American Ethnic Studies with allowing him to "understand [his] own self, [his] own identity" [and] reclaim [his] history and [his] story" in a powered way that many students of color like him "never get the chance to do" (Daniel, personal interview, April 29, 2021). Daniel further shared that this identity work prompted by his American Ethnic Studies courses also helped him understand that his lived experiences as a child in Tacoma's Hilltop were "not his fault," but, as he shared in our post-class interview, the fault of a system designed to work against him and people of color like him. As Daniel recounts, once he understood this, "everything changed in my life, and I felt like I had a sense of purpose...it felt like I could change the world" (April 29, 2021).

Daniel also credited his affiliation with the Ethnic Cultural Center (ECC) on campus for furthering his sense of identity, empowerment, self-advocacy, and desire to advocate for others.

Through his interactions at the ECC with other students from non-dominant backgrounds, the images on display at the ECC of PNWU students from non-dominant backgrounds, and the services provided through the ECC, this space served as an important touchpoint for Daniel during his time at PNWU. As he wrote in one of his site visit memos, when he visited the ECC with his site visit group, he reflected that, every time he goes to the ECC, he feels

[I]ike I am at home and every time I walk in, I am greeted with love and support. The personal and professional relationships gained through being a student here has allowed me to grow my network as well as develop my own sense of self and character as an individual (Site Visit Memo 4, February 21, 2019).

Through his affiliation with the ECC, and in service to supporting fellow BIPOC youth, Daniel worked as a student ambassador for the PNWU Office of Minority Affairs & Diversity during his time as an undergraduate student at PNWU. In this role, he supported youth from the very neighborhood in Tacoma he grew up in as they navigated the PNWU admissions application process. During this time, Daniel also worked in his family's small business in the Tacoma area.

As discussed in Chapter Three, the storylines we carry with us into various social contexts determine the positions we believe we can take up or ascribe to others within context. While these positions are based on archetypal storylines (Davies & Harre, 1990; Harre et al., 2009; Harre 2012), our individual experiences—whether real, imagined, or a mix of the two—and within contexts and across time spans—determines our interpretation of the important storylines of our lives, like, for example, what it means to be a college senior in an undergraduate course at PNWU. In what follows, the interplay between Daniel's constructed identity and the storyline of an undergraduate student is made visible, which informed his actions and beliefs in the various settings of the course.

Daniel's Experiences In Class

My interest in Daniel's particular experiences in class was first piqued as I observed his and Ayla's¹⁶ in-class interaction with Mark, the graduate student mentor who led the debrief of the *Sites of Resistance* walking tour¹⁷. As previously discussed in Chapter One, what stood out as I observed this interaction was that Daniel and Ayla engaged in what may have felt like a risky conversation with Mark given the implicit power imbalance that existed between the students and Mark, as Daniel and Ayla challenged Mark's interpretation of the meaning of the granite block central to the *Blocked Out* monument.

The *Blocked Out* Monument/Art Installation

Blocked Out, part monument and part art installation, was the brain-child of a group of PNWU students. Designed as a counter-narrative response to the existing monuments on campus which celebrated the achievements of a select group of privileged white males, *Blocked Out* is "dedicated to those who are excluded from the house they were exploited to create" (plaque at the *Blocked Out* monument, 2005). The granite pedestal (see Figure 5.1 below), with its imprint of two small feet, is a central feature of this monument and represents "all those whose lives have gone un-commemorated. It's an auction block from which slaves have been sold. It's a platform from which people have been displayed" (McHenry, 2005; para. 27). The granite block pays particular homage to the people of color who were put on display for the benefit of those attending the 1909 Alaska-Yukon-Pacific Exposition, as well as to the many laborers of color exploited during construction of the Exposition's numerous venues built on the Pacific Northwest University's campus, including the Fountain and Puget Sound Vista.

¹⁶ Ayla did not consent to being contacted after class ended, which is why I did not interview her regarding this particular experience.

¹⁷ Mark, in conjunction with Dr. Katie Taylor, designed the Sites of Resistance walking tour activity developed for EDU 001. The sites chosen for this activity were culled from A Peoples History of the [PNWU] Zine, published in 2013 by the Disorientation Student Group. <https://disorientationuw.wordpress.com/>

Blocked Out does much more, however, than memorialize those exploited in service to the University. It also celebrates their contributions to the Pacific Northwest University. It celebrates the ability for free speech for those who may have previously been blocked from sharing their voice. In this part monument/part art installation, the auction block is re-envisioned as “a podium, a speaker’s box to celebrate free speech. It has been turned into something positive” (McHenry, 2005; para. 28). In fact, it is from this podium, on the day this monument was dedicated, that the individuals dedicating the monument spoke. It is also important to note that *Blocked Out* was designed to serve as an interactive art installation, inviting participants to climb on or sit down on various components of the monument while developing their own interpretation of the monument’s meanings.

Figure 5.1

Close Up Picture of the Granite Platform Within the Blocked Out Monument
(fyp.washington.edu)



Daniel As Expert

Daniel's expert knowledge of the *Blocked Out* monument developed well before the *Sites of Resistance* walking tour in EDU 001. As one of the three part-time jobs he held during the quarter in which he was enrolled in EDU 001, Daniel conducted campus tours for prospective students for the Pacific Northwest University's Admissions Office. In addition to his employment with the Office of Admissions, Daniel also worked as a student ambassador for the Office of Minority Affairs and Diversity. It was through this position that Daniel became well versed in the significance of the *Blocked Out* monument, and, at his suggestion, the Office of Admissions integrated *Blocked Out* into its campus tour playlist for prospective students (Daniel, personal interview, April 29, 2021). In addition to Daniel, Ayla also worked as a student ambassador for the Multicultural Outreach and Recruitment Office, and shared Daniel's deep knowledge of *Blocked Out*. This is in contrast to the rest of the students enrolled in EDU 001 in winter 2019 who, given the ways they interacted with this monument or how they wrote about this experience in their site visit memos, either possessed little or no knowledge of the *Blocked Out* monument prior to the *Sites of Resistance* walking tour.

To prepare students for the *Sites of Resistance* activity and provide them with some background information, students were asked to read "A People's History of the [Pacific Northwest University] Zine," (Disorientation, 2013). In the Zine, the *Blocked Out* monument was not discussed, but details of the 1909 Alaska-Yukon-Pacific Exposition were. Within Siftr, the mobile application students used to record their findings at each site on the *Sites of Resistance* walking tour, only a very general description of the *Blocked Out* monument was included due to tech limitations of the application. While this information provided students with a basic understanding of the *Blocked Out* monument, it did not make them *Blocked Out* experts,

like Daniel and Ayla, nor did it address the significance of the granite block. Understanding fully the significance of the granite block, as Daniel shared in his site visit memo below, watching his white classmates stand on top of the auction block to admire the view hit him to his core, as the white students' actions felt disrespectful to who and what the auction block represented. As Daniel shared in his memo:

What I learned at each location was that I felt extremely uncomfortable being one of the two students of color in my group. At the Blocked Out monument two of my white peers climbed onto the stone and admired the view they got from standing on top of it. I got chills through my body with the thoughts of colonizers doing the exact same thing on this land not too long ago. A monument that tells the story of indigenous people of color from around the world who were put on display during the 1909 world fair for white people to observe and spectate as they please, I felt was disrespected by the curiosity and appropriation of the two white girls climbing on the Block. I did not talk to anyone during these visits as I felt exhausted from being the only person having to educate white folks in each class that I take” (Site Visit Memo 6, February 8, 2019).

During our post-EDU 001 interview, Daniel told me that once he was back in the lecture hall after completing the *Sites of Resistance* tour, he shared with Ayla the micro-aggression he experienced at *Blocked Out*. Daniel also told me that it was Ayla's interjection into Mark's whole class debrief of *Blocked Out* that dictated Daniel's decision to enter into the conversation. As Daniel explained in our interview he “felt the need to respond...to support his sister” and to limit “the damage” that would have been perpetuated by not providing the correct information of the meaning of the granite block (April 29, 2021). As Daniel put it, this type of work is

exhausting, but “just a day in the life. I’m just trying to get this grade so I can go home, go to work, see my students, you know” (April 29, 2021).

Daniel, Positioned and Positioning

The vignette above demonstrates that Daniel was both positioned by and able to reposition himself within the structural, material, and social arrangements of the classroom and site visit settings of the course. The ways in which Daniel was positioned or able to reposition within these settings, however, was not limited to what has been described in the vignette shared above, nor to just the classroom or site visit setting. Rather, instances of Daniel’s positioning were observed throughout the course settings and were dependent upon both Daniel’s beliefs about his positions and the actions of the other participants in the different settings. While the next two sections of this chapter attempt to isolate these instances by analyzing specific instances of how arrangements within specific settings position individuals, it feels important to note here that, in reality, isolating instances of positioning by only considering one arrangement in a setting does not account for the social nature of positions nor the multiple arrangements that may be complicit in positioning.

An Analysis of How Daniel Was Positioned

In this section, an analysis of the data showing specific examples of how Daniel was positioned by the structural, material, and social arrangements within and across the settings of EDU 001 is explored.

Daniel Position By the Structural Arrangements of the Course

As discussed in Chapter Four, structural arrangements of a course are those wayfinding markers that give a course its shape (Boettcher & Conrad, 2021; www.vanderbilt.edu, 2023; Horton & Quesenbery, 2014). Structural arrangements help students and course facilitators

understand the roles of instructor, teaching assistant, and student in the course setting, the organization and logic of a course, and the patterns of engagement and feedback within a course.

One of the most visible ways students in EDU 001 were positioned across and within settings was the manner in which they were assigned to site visit groups. Since students began working with their site visit groups on Day One of class, these groups were created prior to the start of the quarter. Canvas' group generator feature was used to randomly assign students to their site visit groups, independent of considerations such as gender or race. On Day One of class, students were told that their small group membership was fixed for the quarter, and that no shifting of groups would be allowed. During the quarter, students spent a great deal of time interacting with their site visit groups, either in the classroom setting or online setting when they were working on group tasks together, or out in the field when they were on site visits. For many students, working with their site visit group was their favorite part of class, and many listed the development of important friendships as being the biggest benefit of their site visit group experiences.

For Daniel, however, the composition of his site visit group created an untenable situation. As Daniel wrote in his site visit memo shared earlier in this chapter, when reflecting on his experiences visiting each location on the *Sites of Resistance* walking tour, he felt "extremely uncomfortable being one of the two students of color in my group" (Site Visit Memo 6, March 8, 2019). This was not the only time Daniel wrote of his dissatisfaction with the composition of his site visit group; as he shared in a writing activity reflecting on the completion of a project done in collaboration with his site visit group, Daniel wrote that he

worked mostly with [Student A] on our piece together and the powerpoint slides. During the course of the quarter we worked mostly together since we were the only students of color in the group ((Re)presentation Reflection, March 14, 2019).

Daniel's stance on the problematic nature of his site visit group's composition was further highlighted in his end of quarter course reflection when he wrote that the most challenging aspect of the course was "working with his small group of predominantly white peers" (Week 10 Quiz, March 12, 2019). Daniel's remarks led to an invitation from me for the two of us to discuss how site visit group membership could be assigned more thoughtfully. What Daniel shared with me was that he would have preferred to self-select into a group of all BIPOC students for his site visit group, as he felt their shared histories would have more deeply supported his experiences in class, and he wouldn't have been placed in the position of "having to educate white folks" (Site Visit Memo 6, March 8, 2019) all the time on what they didn't know or understand about the racist experiences people of color face throughout their lives and in all scenarios. Daniel's sentiments echo that of researcher Deanna M. Blackwell (2010) who suggests that anti-racist educators "must seriously consider using separate racial spaces as a pedagogical intervention" (p. 492), so that students of color do not get put into the position Daniel found himself; instead of being able to focus on his own learning, Daniel felt compelled to educate the white students and course facilitators regarding the racism they either did not see or chose not to acknowledge.

As Daniel's experience highlights, structural arrangements of settings can determine how students are organized, oftentimes in significant ways. In this instance, the instructor's powered role allowed her the choice to create site visit groups in any manner she deemed appropriate without input from students or other course stakeholders. Further, the instructor's use of the group generation feature within Canvas to assign students to site visit groups relied on Canvas'

algorithms—an additional structural arrangement—to randomly assign students to site visit groups¹⁸. For Daniel, this meant he was assigned to a site visit group composed predominantly of white students. What Daniel’s experience also highlights is the problematic nature of trying to isolate a particular structural arrangement from the social context in which it was embedded, as it may have been these particular white students and not necessarily that there were white students in his small group that led to his dissatisfaction. Certainly, however, the composition of Daniel’s site visit group, which was so heavily dominated by white students, was problematic for Daniel’s learning, and that is enough of a reason to guarantee that the very students often marginalized by the schooling systems in place are not further marginalized by the ways we design learning contexts.

Not all of the structural arrangement of the course settings emerged as problematic for Daniel, however. As an example, for online learning activities in which students were not limited by assignment instructions to engage with just their site visit members, Daniel consistently interacted with students outside of his site visit group. In fact, only 1% of his interactions in the online setting were with his site visit group mates. Another example of how the structural arrangement of the classroom setting worked in Daniel’s favor was during the whole-class debrief of the *Sites of Resistance* walking tour. As discussed in Chapter Four, given the understood norms for student behavior within in-class settings, both Ayla and Daniel knew that the way to interject into Mark’s account of the meaning of the granite block in *Blocked Out* was to raise a hand and wait for Mark to call on them to speak.

¹⁸ It should be noted here that, after students were randomly placed in small groups by the group generation feature in Canvas, the course instructor manually reviewed the groups and reassigned students to groups based on identity markers, such as first name, for gender and race. The goal was to make sure that students were not the sole representative of their gender or race in any site visit group.

Daniel Position By the Material Arrangements of the Course

In an earlier chapter of this dissertation, material arrangements were defined as the choice and organization of course resources and tools used within and across settings (Bell et al., 2012; Nasir & Cooks, 2009; Wortham, 2006). Material arrangements include the type and organization of technology, desks, and other equipment used within the learning environment; the type and organization of course materials and student-generated artifacts; and the types and organization of resources available to students while engaged in field work.

In analyzing Daniel's data, the *Blocked Out* monument appeared to hold particular significance for him for a number of reasons. First, it represented both the disempowered experiences of people of color on PNWU's campus, and the ways in which people of color were able to reclaim their power; this was an important theme central to Daniel's personal storyline as a PNWU BIPOC student, as well as a member of his Hilltop community. Second, it represented an example of his expertise; it was, after all, Daniel's suggestion that led the Office of Admissions to include *Blocked Out* as one of the sites prospective students visited while on campus tours. From Daniel's perspective, this positioned him as an expert able to speak to the merits of the *Blocked Out* monument.


Another example of Daniel being positioned in relation to the material arrangements of a setting occurred during Daniel's site visit to the Ethnic Cultural Center (ECC). As already discussed, as an undergraduate student, Daniel developed deep ties to the ECC. In the site visit memo he penned after this site visit, he discussed the important role the ECC played in the construction of his identity as a male student of color and a community activist. Particularly meaningful to him during the site visit was the display of posters and stories depicting student

activism on PNWU's campus, as he saw himself reflected in this exhibit (Site Visit Memo 4, February 21, 2019).

A third example of how the material arrangements of a setting positioned Daniel was observed within the Week 3 Discussion Board assignment in the online setting. As background context, each week of class, students were required to complete a discussion board activity related to that week's readings and video lectures. The instructions for completing the weekly discussion board activities remained consistent across every discussion forum assignment (see Figure 5.2 below for an example of the consistent weekly discussion board instructions); students were required to answer one of three initial discussion forum prompts, and then respond within one day to three classmates' posts. Of the options for initial responses, students could choose to provide an additional resource related to that week's readings and video lectures (See Part 1, Prompt 3, in Figure 5.2 below).

Figure 5.2

Instructions For Weekly Discussion Board Assignments

Week 3 Discussion Board 

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PART 1:

After reading this week's assigned readings and watching the online lecture, answer one of the following prompts. Directions for this initial post:

1. Choose a quote or concept you found interesting from the required readings or online mini-lecture. Explain why you found it interesting, and how it connects to your developing understanding of learning.
2. Did you question or disagree with any concepts or ideas explored in the readings or online lecture you were asked to read/watch this week? If so, post your questions here. Provide some detail as to what it is about the concept you are questioning.
3. Locate another resource (video, web site, article, book, blog, etc.) on one of the topics covered in this week's readings or online lecture. Explain why you found the resource helpful and how we can use it to further our understanding of the concepts covered in this week's readings and mini-lecture.

Initial posts are due: **Saturday, January 19 @ 11:59 pm.**

PART 2:

Read through your classmates initial posts. Choose three and respond to what is written. Make sure to provide substantive comments, so, don't just write a phrase such "I agree" or "nice job!" If you agree, disagree, question, or extend on the thoughts someone has shared, make sure you provide a rational or insight into your comments. Additionally, please be kind to each other, even if you disagree with what someone posted. It's always fine to disagree, and often the most generative conversations occur when we challenge or question, but please do so politely and respectfully.

Responses to classmates' posts are due: **Sunday, January 20 @ 11:59 pm.**

Procedure for this discussion forum:

- Post your initial response by the due date listed in PART 1.
- Please make sure your initial post is about seven or eight lines long. It may be longer, but any shorter and you have probably not provided enough context.
- Go back into the discussion board and respond to three of your classmates' posts by the due date listed in PART 2.
- Aim for two to three sentences in your responses to each of your classmates' posts (responses may be longer, but not shorter).

NOTE: You will not be able to respond to other's posts until you post your initial comments.

In this iteration of the course, the learning focus for Week 3 was on identity development, and readings by Holland, Lachicotte, and Skinner (1998), Nasir and Cooks (2009), and Steele (2010) were featured. In his initial discussion board post for Week 3 (see Figure 5.3 below), Daniel chose to answer Prompt 3. As part of his response, he shared additional resources he felt would support his classmates' understanding of "Asian identity, experience, erasure, and struggles" (Discussion Board 3, January 18, 2019). Given his experiences as the child of Southeast Asian immigrants, and as an American Ethnic Studies major, Daniel was in a unique position to showcase his expertise as someone who could provide additional resources to assist his classmates in understanding the lived experiences of people in the United States of Asian descent. In this instance, the material arrangement of the discussion forum instructions,

plus Daniel's own material resources, positioned Daniel in such a way that he was able to share his expertise by posting additional material resources his classmates could use to further their understanding of the Asian American.

Figure 5.3

Daniel's Week 3 Initial Discussion Board Post



This weeks readings focused much on the impact of identity and educational performance. In the article by Steele 2010, a professor looks at specific student populations to examine why some groups are doing better than others. The professor notices that Black students are at the very bottom of the success rates at the University of Michigan and meets with the students to ask why. The students express feelings of community pressure, not belonging, and difficulty to find a community at a predominantly white institution. This struggle is common among many communities of color - and yes, even Asians. Please see that videos I've linked down below to understand the complexity of Asian identity, experience, erasure, and struggles. For me, it's from hearing the stories from my own high school math teacher about his experiences living through the Killing Fields and coming to the United States as a refugee inspired me to write more about my own story, as the son of refugees. This act of listening and sharing stories of Southeast Asians from generation to generation puts a face to the struggle and humanizes the data that describes us as a minority group. It is because of the fundamental reasons why we left our homelands, that is indicative to our livelihood and experience in the United States.

[The Twisted Truth Behind the "Model Minority" Stereotype](#)



[Why Do We Call Asian Americans The Model Minority? | AJ+](#)



[Cambodian Town PBS Documentary](#)



Interestingly, a location in which the material arrangements appeared to disempower Daniel was the MILL Makerspace. During this site visit, Daniel and his groupmates participated in the space as observers. Given their role as observers, both the tools in use in this space and the individuals using the tools could be categorized as material resources. In his site visit memo,

Daniel wrote that he “felt extremely overwhelmed during our visit to the Mill” as he had no background in dabble labs or engineering, and a lack of creativity in the arts” (Site Visit Memo 1, January 25, 2019). Daniel also noticed that “there were no Black students [using the makerspace] during our visit. The majority of learners looked male, white, or Asian ” (January 25, 2019). This was a significant noticing because, if we don’t see ourselves represented in a space, it may make us feel like we don’t belong, nor have the credibility, to be in that space (Steele, 2011).

Daniel Position By the Social Arrangements of the Course

As discussed in Chapter Four of this dissertation, social arrangements are defined as how individuals organize themselves and understand how they can interact within social contexts (Dreier, 2009; Holland & Lave, 1998). When discussing Daniel’s experiences in class, it may appear that the social arrangements supported the same types of actions as the structural arrangements; however, while Daniel’s actions may have looked similar, the rationale behind his actions was different. As an example, Daniel switched the location of where he sat in class after Week 3. Up until Week 3, Daniel sat in the left-hand aisle seat ten rows from the back of the room. From Week 4 until the end of the quarter, Daniel moved to the middle section of the very last row of the lecture hall. In this example, what Daniel understood about the *structural* arrangement of learning in this classroom setting was that he could take whatever seat he wanted at the beginning of any class session as long as no one else was sitting in it; and, what Daniel understood about the *social* arrangement of learning in this setting was that he could choose to re-situate himself next to classmates with whom he preferred to sit. In summary, the structural arrangements cued Daniel to understand when and where he could move, but the social arrangements allowed him to decide who he wanted to either move away from or sit closer to.

While the structural arrangements of the classroom setting likely limited the social arrangements students could take up, the structural arrangements in the online and site visit settings likely opened up different ways to socially arrange. As an example, during his site visit to the Henry Art Gallery on PNWU's campus, Daniel shared that his

Site Visit Group traveled and experienced the museum together (most of the time). There were some parts of our visit where I traveled ahead of my group alone. I think because I went on my own I was able to experience the art in a different way and more deeply than if I would have [experienced it]with an entire group of observers with me (Site Visit Memo 2, February 8, 2019).

In this example, Daniel's beliefs about how he could configure himself in relation to his groupmates allowed him to move through the museum space the best way that suited his needs. In yet a further example highlighting the fluidity of social arrangements in the site visit setting space, Daniel explained how his site visit group worked together to navigate the PNWU Waterfront Activities Center (WAC), as there was no expert WAC guide in this setting. Rather, various students stepped into the role of expert at different times to facilitate the learning experience of the group (Site Visit Memo 4, March 1, 2019), similar to the learning arrangements highlighted as part of the Community of Learners theory in which student expertise is the driving force in determining who steps into a facilitation role during small group learning activities (Rogoff, 1994; Rogoff et al., 1996).

From a positioned perspective, Daniel's experience at the *Blocked Out* monument appeared to be the most consequential experience for him in EDU 001. As he shared in his site visit memo, watching his classmates appropriate the auction block must have felt shocking to him. As already highlighted earlier in this chapter, Daniel's response to his classmates' actions

was not to engage. In this instance, his classmates' actions positioned Daniel in such a way that he did not share his knowledge of the monument with these students. From an observer's perspective, Daniel's ability to act in an agentic way based on his expertise was diminished given the way the white classmates arranged themselves in relation to the auction block. It should be noted, though, that, given the limited amount of information students were provided about the Blocked Out monument through the zine they were asked to read before class and the Siftr app, as well as the purposeful design of the granite block to invite people in, it is not necessarily surprising that the white students chose to stand on top of the granite block before understanding the symbolism of it. It still does raise the issue, however, that for those in positions of power (in this instance the graduate student mentor leading this site visit and the course instructor), situations in which racial aggressions occur, unintentional or otherwise, need to be addressed swiftly. Additionally, it isn't enough just to reactively respond to racial aggressions occurring in our classes; rather, we need to revisit the systems of power in place that we rely on as our framework for creating the learning environments in which we ask our students to engage to understand how we are reinscribing the same racially unjust systems that continue to marginalize students from non-dominant populations (Gutierrez, 2006).

An Analysis of How Daniel Was Able to Reposition

In this next section of Chapter Five, Daniel's ability to re-position from problematic positionings is discussed. What this section hopes to make visible are the times when Daniel acted to reposition himself when the prevailing structural, material, and social arrangements of the course settings did not allow for him to act in ways that he felt supported his experiences in class. The instances discussed below are different from those experiences highlighted in the previous section of this chapter in which the arrangements of the settings promoted positions that

allowed Daniel to engage in the course in ways he felt appropriate, as when Daniel decided to move from sitting in the left-hand section of the lecture hall to the upper back row, or when Daniel posted in his discussion forum assignment additional materials for classmates to engage with.

In what is discussed below, the arrangements in the settings of the particular instances were problematic for Daniel and did not promote repositioning. As Harre (2012) discusses, when put in this situation, individuals can respond in a number of ways to “appropriate, resist, reject, or repudiate” (p. 22) their positions. In the act of appropriating, resisting, rejecting, or repudiating a problematic position, a renegotiation of the position might also occur. With this in mind, the choices Daniel made to mitigate the problematic positions ascribed to him in the following instances are analyzed.

One of the more interesting ways Daniel repositioned himself in relation to the structural arrangements of the course was in his choice not to work with the white students in his small group. As he self-reported in his (Re)presentation Reflection (March 14, 2019), Daniel chose to work primarily with the one other student of color in his site visit group whenever that was possible. As Daniel shared “[d]uring the course of the quarter we worked mostly together since we were the only students of color in the group” (March 14, 2019).

In his post-class interview, Daniel further elucidated why he chose to work primarily with his fellow groupmate of color instead of also with his white classmates, because he felt he couldn’t be myself, you know, like the whole point [of the site visit small group] was so that the student can take control and take ownership of their own learning, right[?] to react to the material...and I felt like I couldn’t do that as authentically...because I didn’t

feel comfortable. I didn't feel like I could be myself (Daniel, personal interview, April 29, 2019).

Even though choosing to work with some, but not all, of his small group may have supported a more positive experience for Daniel's in EDU 001, it most likely felt outside the structural norms for small group behavior which typically dictates that students need to participate fully with the small group activities and with each other. It is interesting to note here that, other than self-reporting this choice not to work with the white members of his group as shared by Daniel in his (Re)presentation Self-Reflection and in his post-class interview, no other observable instances of Daniel actually limiting his interaction in his small group to that of only his groupmate of color was noticed in the data. This is consequential from a positioning perspective for a number of reasons. First, as noted in Daniel's data ((Re)presentation Reflection, March 14, 2019; Daniel, personal interview, April 29, 2019), Daniel clearly resisted the structural and social arrangements that placed him in a small group with only one other student of color, and renegotiated his position to only work with the groupmate he wanted to when he was able. When it served his purposes, however, as when he and his site visit group visited the PNWU Waterfront Activity Center (WAC), Daniel relied on the expertise of the group to navigate to and through this location. It remains a question, however, to consider whether anyone but Daniel understood the renegotiation and contested nature of the position he took up, especially given the fluidity with which he determined how to engage with his site visit group members.

A second instance of Daniel repositioning himself was observed during the whole-class debrief of the *Sites of Resistance* walking tour when he and Ayla refuted Mark's interpretation of the meaning of the granite block in the *Blocked Out* monument. Within the typical

student-teacher storyline which positions the teacher in an empowered position to the student, a student refuting what the instructor says would not typically be the normative storyline within a classroom context, even if a student disagrees with something their instructor says or does. As Daniel stated in his post-class interview, he felt the need to step into the conversation Ayla had initiated with Mark for two reasons; first, to support Ayla as she made her claims about the granite monument; and, second, because “I felt like people were listening to this man who was rewriting history” (Daniel, personal interview, April 29, 2019). Interestingly, Daniel shared during his post-class interview that if Ayla hadn’t chosen to enter the conversation with Mark, Daniel probably wouldn’t have, either, so while the positions normally ascribed to interactions between students and their teachers may not have positioned Daniel in a way for him to speak up to refute the information Mark had shared, the social arrangements of the space, in which Daniel felt compelled to support Ayla, did. In this instance, Daniel’s choice to speak up appeared more of a remediation of his position in that moment, rather than an appropriation, rejection, contestation or repudiation of a position (Harre, 2012).

Finally, the incident Daniel wrote about in Site Visit Memo Six (February 8, 2019), in which two of his white classmates chose to stand on top of the auction block component of *Blocked Out*, needs to be revisited. As already shared in a previous chapter of this dissertation, Daniel wrote,

At the Blocked Out monument two of my white peers climbed onto the stone and admired the view they got from standing on top of it. I got chills through my body with the thoughts of colonizers doing the exact same thing on this land not too long ago. A monument that tells the story of indigenous people of color from around the world who were put on display during the 1909 world fair for white people to observe and spectate as they please, I felt was disrespected

by the curiosity and appropriation of the two white girls climbing on the Block. I did not talk to anyone during these visits as I felt exhausted from being the only person having to educate white folks in each class that I take (Site Visit Memo 6, February 8, 2019).

During our post-class interview, Daniel and I spoke of this incident at *Blocked Out*. I queried Daniel if he felt that he had been positioned in such a way that prevented him from sharing his expert knowledge of the *Blocked Out* monument with his classmates. What he shared was that he knew he could speak up, that the actions of his classmates did not position him in a way that prevented him from speaking up. Rather, he made a choice not to engage because, as he asked himself “did I want to invest energy—more energy—into something I already do on a daily basis, or do I want to conserve my energy [for my work] in Tacoma?” (April 29, 2019), to which his answer was no. Daniel’s decision not to speak up during this incident at *Blocked Out* makes clear that, even though one might be ascribed certain rights and duties based on their expertise, there is an element of choice involved in how one decides to act. In this instance, even though Daniel’s expertise positioned him in such a way that he felt he could speak up, he chose not to. Once back in the classroom setting, however, he made a different choice regarding speaking up.

Final Thoughts

Daniel’s data provided a unique vantage point to understand what learning looks like from the perspective of a student who has either sought out or been afforded opportunities over time to reflectively consider their racial identity and how that means they can advocate for themselves and others in different contexts. Daniel’s intersecting experiences as a male person of color, an American Ethnic Studies major, and active participant in the PNWU Ethnic Cultural Center, and employee of PNWU’s Multicultural Outreach and Recruitment Center are all complicit in the constructed identity Daniel carried with him into EDU 001 that allowed him to

name the ways in which he was positioned and also allowed him to reposition himself in ways that felt more supportive to him. This raises the question, however, of what about learners who haven't sought out, been afforded, or even know these opportunities exist? As Daniel shared in his post-class interview, he felt it was important that

every course in the college needs to include some type of...anti-racist education and some type of ethnic studies...like a baseline understanding of what is race, what is racism, [and] how does that play into equity in education (April 29, 2019).

Daniel's assertion is an important one, and raises serious questions moving forward regarding what is being taught and whose voice is privileged across learning contexts. It also underscores the importance of providing avenues to invite learners to express their perspectives on their experiences within the educational contexts we design for them, so that we can make learning a more socially just experience for all students.

Chapter 6: Anna's Story

Chapter 6 follows the experiences of Anna as she navigated the various settings of EDU 001. I asked Anna to be one of the three focal participants of this study, as I was interested in understanding her experiences in class as a multilingual learner. What I noticed about Anna was that she did not participate by speaking within any of the in-person contexts of the course, but was an avid participant online. I was curious if this was related to her multilingual status, and, if so, what changes could be made to the class structure to support multilingual learners to engage verbally within the in-person settings of the course. Interestingly, while my observations of Anna led me to assume that her participation patterns in class were related to her multilingualism, Anna shared in her post-class interview (June 10, 2021), that it was something else, described in greater detail below, that dedicated the ways in which she communicated in the various settings of the course.

As with Daniel, the same research questions were explored, which were:

When a course is taught across multiple learning settings, each with its own unique structural, material, and social arrangements:

- How are students positioned in relation to the structural, material, and social arrangements of those settings?
- How do students reposition themselves in relation to the structural, material, and social arrangements of those settings?

As with Daniel's analysis, a subset of data, drawn from the complete corpus of data (see Table 3.3, *Data Collected During Phases 1 and 2*, for the complete list of data collected) was used to examine how Anna was positioned or able to position herself across and within the settings of EDU 001. While the data used to analyze Anna and Daniel's experiences are mostly

the same, they differ in two ways. First, I participated in and recorded each location Anna’s small group visited, so there is video data for all five of her group’s site visits. This was not the case for Daniel’s site visits; since Daniel’s site visits occurred the same time as Anna’s group’s site visits, I was only able to be present for her group’s site visits¹⁹. Second, the location of the video camera shifted between the front of the room and the back of the room on different days when class was in session in the lecture hall. This meant that on some days, Anna showed up more prominently in the video data than Daniel, or vice versa. For Anna’s data set, when she was not visible on camera, I did not use that video to analyze her interactions in class, which is why there is a slightly different subset of classroom data used to analyze Anna’s lecture hall experiences than Daniel’s. Other than those two instances, the subset of data used to analyze Anna’s and Daniel’s experiences includes the same types of data such as site visit memos, discussion board activities, post-class interview, inter-alia, as captured in Table 6.1, below.

Table 6.1

Data Used to Explore Anna’s Positioning Within and Across Settings of EDU 001²⁰

Type of Data	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Post Class
Classroom Video	Y	Y	N	Y	N	N	N	N	N	N Not recorded	
Site Visit Video	N	N	Y	N Bye Week	Y	N No Site visits	Y	Y	Y	N No Site visits	
Site Visit Memos	N No Site visits	N No Site visits	Y	N Bye Week	Y	N No Site visits	Y	Y	Y	N No Site visits	
Discussion Forum	y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

¹⁹I made the decision to attend all the site visits for one site visit group, as opposed to attending fewer site visits but for multiple groups.

²⁰ Within Table 6.1, areas shaded in gray signify that no data was collected during that particular week for that particular artifact. For classroom video data, data was recorded for all classroom sessions; however, given the location and limitations of the video recording equipment, not all video recordings caught Anna on camera or were able to adequately capture Anna’s voice, gestures, or body positioning. In these instances, the grayed out areas in the row associated with classroom video data signifies that the position and/or location of the camera did not adequately capture Anna’s interactions, and, therefore, there was no data to analyze.

Posts											
Self-Study of Learning						Y					
(Re)Presentation Self-Reflection										Y	
End of Quarter Class Reflection										Y	
Post-Class Interview (Zoom Recorded)											Y

What follows next in this chapter is an exploration of the constructed identity, and the storyline of the college student that Anna carried with her into EDU 001. Following that, an analysis of how Anna was positioned in relation to the structural, material, and social arrangements of the course settings is provided. Then, an analysis of how Anna chose to reposition herself in relation to problematic positions is discussed. Finally, this chapter closes with some concluding thoughts regarding Anna’s experiences in class.

Anna’s Storyline as a Student in EDU 001

Anna revealed pieces of herself through the artifacts she created for class, in her interactions in the various settings of the course, in her conversations with me, and in her post-class interview. What emerged was the story of a young, married woman who had emigrated from Russia as a teenager with her mom and three siblings. Interestingly, Anna and her family settled not far from where Daniel grew up in the under-resourced neighborhood of Tacoma’s Hilltop. Anna indicated that the move to the United States was not an easy one, and that her mother was stretched thin trying to make a life for herself and her children in a new country. Anna shared that her mother really didn’t have the physical or financial capacity to truly support Anna and her siblings in their “development and success“ (Discussion Board 4, January 26, 2019). Rather, Anna credited a particular teacher who

took [the] time and supported me in some of my interests. The support I received from an adult who was sincerely interested in my development and success had a tremendous impact on me” (January 26, 2019).

Anna also cited her deep Christian faith and conservative values as being instrumental in her success and sense of identity (Anna, personal interview, June 10, 2021). At the time she was taking EDU 001, Anna commuted daily from Tacoma with her husband, who worked for the PNWU. A junior biology major, Anna also indicated in her post-class interview with me that she took EDU 001 because she was considering adding Education, Communities, and Organizations (ECO) as a second major as she was potentially interested in becoming a teacher.

In her post-class interview, Anna shared that some of her experiences in EDU 001 were challenging. She indicated that she did not identify closely with her EDU 001 classmates, as they were younger, single, and, she felt, less conservative than she. She also indicated that her shyness often made her feel uncomfortable speaking in class or in her small group. Perhaps most concerning for Anna was that she didn’t feel like there was room for her to express her more conservative views in class without seeming racially insensitive, or worse, a racist (Anna, personal interview, June 10, 2021).

Anna’s Experiences in Class

My interest in Anna’s experiences in EDU 001 emerged as I observed the different ways in which she participated in the classroom setting of the course versus in the online setting. Within the classroom setting, Anna chose to sit in the second row, directly in front of the instructor’s lectern. During whole-class discussions throughout the quarter, Anna only spoke once, during Week 4, to ask a clarifying question of me regarding an upcoming assignment (Field Notes, January 29, 2019). As captured on video recordings, typically, there was an empty

seat to the right of Anna, and to the left, usually one or two other classmates sat; Charlotte, another student who had emigrated from Eastern Europe and for whom English was not her first language, and Theo, the third focal participant in this study. Video recordings did not capture Anna speaking to her classmates seated around her. The only other times Anna was noted as speaking was after class, when she often stayed late to speak with me regarding material covered in class that day (Field Note, January 29, 2019). This does not mean to imply that Anna did not participate in whole class discussions. Rather, during whole-class discussions, Anna participated by tracking conversations by turning her head, and sometimes slightly turning her body, to look toward whoever was speaking (given that the lecture hall chairs could only rotate about 90 degrees, it was challenging for any student to turn around to engage with someone behind them). She would also sometimes slightly nod or smile as she looked toward whoever was speaking, and then would write in her notebook.

Anna's participation patterns were significantly different in the discussion board activities in the online setting of the course²¹. In this setting, Anna participated as expected, based on the requirements of the assignment; she completed every discussion board activity on time, and responded to the requisite number of classmates' posts no later than the day responses were due (see Figure 5.2 for an example of the instructions crafted for a typical weekly discussion board assignment).

Given Anna's status as a multilingual learner, it is perhaps not surprising that she participated differently in the online setting of the course as compared to the in-person classroom setting. As Anna shared during our post-class interview, the online discussion forum activities gave her more time to craft and share her thoughts than speaking up during whole-class

²¹ Even though students completed other activities in the online setting, none required engagement with classmates through the learning management system other than the discussion board assignments.

conversations would have. Interestingly, Anna correlated her shyness, and not her multilingualism, as the reason she preferred engaging in discourse in the online setting as opposed to in class (Anna, personal interview, June 10, 2021). Regardless, Anna's preference for communicating with her classmates in the online setting of the course instead of the in-person classroom setting is consistent with what research into the benefits of online learning indicates; for all students, not just multilingual learners, having additional time to respond to discussions happening in an online, asynchronous learning scenario allows learners more time to craft and edit their work, often resulting in more engagement with course materials and classmates (Boettcher & Conrad, 2021; Darby & Lang, 2019; Linder & Mattison Hayes, 2018).

Anna's Positions Across and Within Settings

As discussed in greater detail in Chapter 2 but reviewed here, the positions available to us within particular social contexts are dependent on the storylines in which we see ourselves and what those storylines tell us about our roles and responsibilities, and the roles and responsibilities of others, within those storylines (Harre et al., 2009; McVee, 2011). These storylines are based on existing notions of ours and others' ability to act within the particular storyline being enacted, but are individualized based on the real or imagined experiences each individual brings with them from other contexts. For Anna, this included her experiences as a student in Russia, an immigrant to the United States for whom English was not her first language, a biology major at PNWU, and a young, white, married Christian woman. Below, I explore how Anna's constructed storyline informed her actions and/or understanding of how she could act, or be acted upon, within the structural, material, and social arrangements of EDU 001. This is by no means an exhaustive account of all the ways in which Anna was positioned, or repositioned herself, in

relation to the various arrangements within the course settings. Rather, what is discussed below is limited to what was observed in the data collected for this study.

Anna Position by the Structural Arrangements of the Course

How Anna came to understand what counted as acceptable participation in the in-person classroom setting of the course as opposed to the online setting is described in what follows. As there is no evidence in the data collected for this study that indicates how Anna understood the ways in which she could or should participate in the classroom setting, the assumption being made here is that the structural arrangements of the in-person classroom setting aligned with Anna's implicitly understood norms of what it meant to be a student learning in an in-person classroom. In this instance, it meant that during whole-class discussions, it was not required for Anna to verbally join in any conversation she didn't feel compelled to join. Given Anna's reticence to speak in class, this structural arrangement played in her favor, as she was not comfortable speaking up in class and "maybe rais[ed her] hand... a couple of times, but it was not related to actual material, but more [for] clarification of instructions" (Anna, personal interview, June 10, 2021). It should be noted, however, that Anna did participate during whole-class conversations, just not verbally. Even though she didn't speak, her eye gaze, gestures, and body position indicated she was tracking who was speaking and what they said during whole-class discussions.

Data analysis revealed that another significant way the structural arrangements of the course supported Anna's learning occurred after class had ended for the day. Given that ours was the last class to use the lecture hall in the afternoon, there was ample time for students to stay after class and talk with me. For students who wanted to talk to me, staying after class alleviated the need to attend my office hours. On multiple occasions after class had ended, Anna stayed to

talk with me on a range of topics, including those related to course content, course procedures, or just life in general. This interaction is another typical norm of being an undergraduate student in that approaching an instructor to speak after class is a fairly common practice.

Within the online space, the instructions for completing discussion forum activities was an important structural arrangement for students to navigate these assignments. By reading the discussion board instructions, students could determine when an initial post was due, when their subsequent replies to classmates' posts were due, and how many replies to classmates' posts were required. Even though the discussion board activities provided Anna with an alternative way to communicate with her classmates, she was critical of them. While she appreciated the "convenience" and "flexibility" of the discussion board assignments, she shared that the mandatory nature of the discussion board activities detracted from them. Rather than seeing these activities as a way to engage with her classmates, she shared that all students who are required to complete discussion board activities, "write what you as a teacher want from us....we spit out what we think you want to hear" (Anna, personal interview, June 10, 2021). She also shared that the mandatory requirement to respond to classmates' posts felt like an artificial way to encourage discourse among students, and required an inordinate amount of time to scroll through other students' responses to find the ones she felt compelled to respond to. While Anna may not have seen the benefit of discussion forum activities, I believe the structural arrangements of these activities positioned students in such a way that they were able to further extend their learning by sharing their thoughts, or reading the thoughts of their classmates, regarding the meanings and main points of the required weekly readings, online lectures, and podcasts. While Anna didn't like discussion forum activities, she still completed every single one, so, while the structural arrangement of this activity positioned Anna in a way she did not like, it also guaranteed that she

engaged in discourse with her classmates, unlike the in-person classroom setting where the structural arrangements did not require this type of engagement.

Anna Positioned By the Material Arrangements of the Course

The analysis of Anna's data showed that she was positioned by the material arrangements of the course settings in a significant way, and most likely as it related to her status as an ELL.

As she wrote in her course reflection

The most challenging aspect of [EDU 001] was [the] massive readings and all the writing associated with it. I understand the importance of reading, and I did learn a lot from them, but when I had to read two-three readings [per week] that are super complex I learned very little (Week 10 Quiz, March 12, 2019).

It is evident that the amount and complexity of the course reading materials, and the subsequent writing activities, positioned Anna in a problematic way. This was most likely exacerbated by her multilingualism, even though she appeared fluent in English and did not cite her multilingualism as a reason for her difficulty. What probably did not help Anna's situation was that, prior to class on Tuesdays, students were expected to complete all readings and discussion board activities in preparation for class. For students needing extra support with the course resources, it might have served their needs better if the discussion board activities occurred after Tuesday's class, so that students would have had the opportunity to ask questions about the course materials prior to writing their discussion forum posts.

Anna Positioned by the Social Arrangements of the Course

Similar to Daniel, Anna acknowledged feeling positioned by her site visit group. Whereas Daniel felt positioned by the limited number of BIPOC individuals assigned to his group, Anna felt positioned by one member of her site visit group who was extremely vocal and whose views

differed dramatically from Anna's. As Anna shared "I didn't feel I was able to [or] had the right to even speak up because [my opinions] would be so wrong, according to [this particular student]." In this instance, Anna's positioning appears to occur in relation to the social arrangement being enacted in her site visit group.

Anna shared in her post-class interview that she felt the most comfortable talking to the members of her small group (except for the one student whose behavior in class she felt was problematic) while on site visits. This comfort speaking to her small group did not extend to the lecture hall setting when she was required to work with her site visit group members on group projects. She attributed this to site visits being less like "traditional learning" where she felt that her performance was always being assessed. Rather, she felt that site visits provided her with "freedom...you can talk to whoever you want...you feel you can be yourself and enjoy and explore" (Anna, personal interview, June 10, 2021). In this instance, it is a combination of the structural and social arrangements of the site visit, which provided opportunities for students to arrange and rearrange themselves in relation to others, that afforded Anna this freedom. It allowed her to engage with those she wanted to and not engage with those she didn't in a way that felt beneficial for her experiences in class.

An Analysis of How Anna Was Able to Reposition

In this section of Chapter Six, I explore the times when Anna was observed repositioning herself when the prevailing structural, material, and social arrangements didn't support her desired ways of participating in EDU 001. One of the instances described below examines how Anna repositioned herself, and the second examines how Anna's small group repositioned itself. As Harre (2012) shared, groups, as well as individuals, may be positioned, ascribe positions to others, or reposition themselves. Harre posits that there is an unlimited number of ways that

individuals and groups can respond to the ways in which they are positioned. In the instances examined below, Anna and her small group responded to the ways in which they were positioned in ways I hadn't anticipated.

As briefly discussed in earlier sections of this chapter, Anna shared in her post-class interview (June 19, 2021) that she did not feel that her conservative values would be well-received by her more liberal classmates in EDU 001. This contributed to her reticence to share her honest thoughts in any of her work or interactions in the course. Interestingly, if it wasn't for her post-class interview in which Anna shared this perspective, I would never have known that Anna felt this tension between her values and what she believed were the more liberal ones being promoted by the College of Education and, more specifically, in the Education, Communities, and Organizations courses she took, especially since many of the artifacts she created for class, including site visit memos and discussion forum posts, appeared to reflect an individual concerned about diversity, equity, and inclusion for marginalized populations. As an example, in her Week 3 Discussion Board post, she wrote that she

believe[s]...that if we free ourselves from conforming to what is typically associated with one gender or another, it will open up new horizons for one's self discovery and success (January 19, 2019).

A further example reflecting the opinions of someone who appears to care deeply about issues surrounding diversity, equity, and inclusion is Anna's site visit memo written in response to the *Sites of Resistance* walking tour where she shared

As I was walking through those places, I had one question in my mind, why [are] such significant monuments and historical events hidden and unspoken? Isn't it what shaped

PNWU and made it well known as an inclusive and diverse community? (Site Visit Memo 6, March 8, 2019).

In her post-class interview, Anna shared that she felt like she was “no one” in EDU 001, and that the systems in play favored the experiences of others over hers (June 10, 2021). This positioned Anna problematically, as it did not give her a safe platform in which to share her support of marginalized groups and her conservative values at the same time. In response, Anna repositioned, sharing the types of opinions she knew would be acceptable by her classmates and the course instructor in the online setting while simultaneously silencing any that could offend another. Anna indicated that this tension never resolved itself either within EDU 001 or in her next quarter’s and beyond ECO classes.

What also showed up in Anna’s data was a creative way in which her group chose to complete weekly in-class quizzes. Weekly reading quizzes were completed in class on Tuesdays after the course materials assigned for that week had been reviewed by the course instructor through direct lecture, review of discussion forum responses, and a whole-class discussion of the weekly assigned materials. These quizzes were completed collaboratively by each small group, but each member of the small group submitted their own quiz for grading (see Figure 6.1 below for an example of quiz instructions, plus the internal quiz settings which allowed students to see which quiz questions they answered correctly or incorrectly as soon as they submitted their quizzes). The assumption here was that groups would work together to complete their quizzes, submitting their individual quizzes, with identical answers to the quiz questions, at the same time.

Figure 6.1

Instructions and Internal Quiz Settings for Week 3 Quiz

Week 3 Quiz: Identity & Interest Development I

Work with your SVG during Lab Day to complete the following quiz. Remember every person submits a quiz individually.

You can use notes, class materials, and readings. The readings you will be referencing this week are:

[Holland et al.\(1998\) Identity & Agency.ch2.pdf](#) ↓

[Nasir & Cooks.\(2009\).pdf](#) ↓

[Steele.\(2010\) Whistling Vivaldi.pdf](#) ↓

Quiz Type	Graded Quiz
Points	15
Assignment Group	Reading Quizzes
Shuffle Answers	No
Time Limit	No Time Limit
Multiple Attempts	No
View Responses	Always
Show Correct Answers	After Jan 23, 2019 at 11:59pm
One Question at a Time	Yes
Lock Questions After Answering	No

These weekly quizzes were challenging and, even if a student had read, watched, and listened to all of the course materials assigned, it did not guarantee that they would easily be able to correctly answer the quiz questions. This is why quizzes were designed to be open book and taken together with one's site visit members. Given the difficulty of these quizzes, Anna shared in her post-class interview that her class repurposed the collaborative nature of quiz taking, with one or two students volunteering each week to submit their quiz first for grading. Since quizzes were graded immediately after being submitted, the rest of the group could adjust their answers based on which quiz answers were marked wrong in the groupmate's quiz that had been submitted first. When I reviewed the quiz scores for Anna's site visit group, it consistently showed that from Week 4 on, there were one or two classmates who submitted their quizzes a few minutes before everyone else. Sometimes these students incorrectly answered a quiz question. For anyone else in the group submitting their quizzes after the first one or two students, they routinely received full marks. While this was not exactly in the spirit of how I, as

the instructor, assumed students would collaborate on their group quizzes, it demonstrated how a group could reposition itself in such a way to meet its needs. In this instance, the structural arrangement of the quiz design provided students with immediately received feedback on the correctness of their answers after submitting their quiz. In conjunction, the social arrangement of this particular site visit group lended itself to this type of repurposing of the quiz, similar to what Bell et al. (2012) noticed in their research of the ways in which students repurposed classroom activities to meet their particular needs.

Final Thoughts

As with Daniel, how Anna experienced EDU 001 was linked with how she identified and how that meant she could act as a student within the various settings of the course. Depending on the different structural, material, and social arrangements of not only the different course settings, but the uniquely re-constructed nature of each of those settings every time they were recreated on a new day, Anna demonstrated her understandings of the ways she could act or be acted upon differently within the different course settings. An example of this is Anna's understood norm for acceptable participation in the in-person classroom setting versus the online setting. What Anna's data also showed was how groups could reposition themselves. Finally, Anna's data showed the tensions that exist for students as they seek to locate themselves within positions that are uncomfortable for them or don't support their current visions of themselves or their lived experiences. Circling back to Daniel's assertion from his post-class interview once more, that

every course in the college needs to include some type of...anti-racist education and some type of ethnic studies...like a baseline understanding of what is race, what is racism, [and] how does that play into equity in education (April 29, 2019).

If this were true, students experiencing the same types of tensions as Anna might be afforded a greater number of opportunities to consider how the powered systems in which we all participate position people differently based on race or other socially-constructed criteria.

Chapter 7: Theo's Story

Chapter 7 explores how Theo, the third focal participant of this study, understood their rights and duties to act, as well as how they could expect others to act towards them, within the context of the course settings of EDU 001. My initial reason for choosing Theo as one of the focal participants in this study was because of the non-normative ways in which they participated in the course. The different ways made sense for me once Theo shared after class one day that they believed they had undiagnosed Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). Even before their diagnosis was confirmed, it felt appropriate to include Theo as a focal participant, given that their self-diagnosis also situated them as belonging to a population of learners often marginalized and misunderstood within in-school learning contexts (Conchas et al., 2019). I was curious how Theo's self-diagnosed disabilities might affect their participation in the course, as well as how it might impact their understanding of the positions available to them. As with Anna and Daniel, the same research questions were explored, which are:

When a course is taught across multiple learning settings, each with its own unique structural, material, and social arrangements:

- How are students positioned in relation to the structural, material, and social arrangements of those settings?
- How do students reposition themselves in relation to the structural, material, and social arrangements of those settings?

Course artifacts, including discussion forum posts, site visit memos, video recordings of classroom activities and site visits, and researcher field notes were used in the analysis of Theo's experiences in class. A compilation of this data is listed in Table 7.1 below. Since Theo was in

the same site visit group as Anna and sat in the same row in class as Anna, the same video data exists for both of them. Unlike Daniel and Anna, Theo did not hand in every course assignment, nor did they attend a significant number of in-person classes. As reflected in the table below, Theo was not present for in-person classes for Weeks 3, 4, 7 and 8, which meant there is no recorded data for how Theo interacted in class on those days. Additionally, Theo did not complete discussion forum activities during Weeks 3, 4, 7, 9, and 10, and only partially completed them during Weeks 5 and 6. Despite this smaller pool of available student-created artifacts for Theo, what was collected and analyzed still provided crucial insights into Theo’s understanding of their position as a learner in and across the settings of EDU 001.

Table 7.1

Data Used to Explore Theo’s Positioning Within and Across Settings of EDU 001²²

Type of Data	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Post Class
Classroom Video	Y	Y	N	N Video camera was positioned to capture students in the front of the room, but Theo was absent from class	N	N	N	N	N	N Not recorded	
Site Visit Video	N	N	Y	N Bye Week	Y	N No Site visits	Y	Y	Y	N No Site visits	
Site Visit Memos	N No Site visits	N No Site visits	Y	N Bye Week	Y	N No Site visits	Y	Y	Y	N No Site visits	
Discussion Forum Posts	Y	Y	M	M	M	Y	Y	Y	Y	M	
Self-Study of Learning						Y					

²² Within Table 7.1, areas shaded in gray signify that no data was collected during that particular week for that particular artifact. For classroom video data, data was recorded for all classroom sessions; however, given the location and limitations of the video recording equipment, not all video recordings caught Theo on camera or were able to adequately capture Theo’s voice, gestures, or body positioning. In these instances, the grayed out areas in the row associated with classroom video data signifies that the position and/or location of the camera did not adequately capture Theo’s interactions, and, therefore, there was no data to analyze. Additionally, any assignments not turned in by Theo are noted in the table as “Missing.”

(Re)Present ation Self-Reflec tion										Y	
End of Quarter Class Reflection										Y	
Post-Class Interview (Zoom Recorded)											Y

The development of Theo’s narrative in this chapter follows a slightly different trajectory than that of Daniel’s and Anna’s chapters, as befitting Theo’s participation in class. Unlike Anna’s and Daniel’s consistent participation throughout the quarter, Theo’s participation was consistent in its inconsistency. As such, instead of discussing the findings related to research question one first, followed by research question two, as was done with Daniel’s and Anna’s analyses, it felt important to answer the research questions together, given the complicity of the two in understanding the ways in which Theo participated in class.

In the development of this chapter, what follows next is a discussion of how Theo self-identified and the storylines they carried with them into EDU 001. Then, instead of dividing the analysis of Theo’s positioning by the research question and arrangement, the analysis of Theo’s positioning was divided by specific course arrangements, as there were times when multiple instances of positioning and repositioning occurred that might not have been made visible if the organization of this chapter followed that of Daniel’s and Anna’s. After discussing the ways in which Theo was positioned or able to position themselves, this chapter concludes with some closing thoughts on Theo’s experiences in EDU 001.

What Theo Carried Into EDU 001

At the time Theo was enrolled in EDU 001, they were completing their last quarter in junior status at PNWU (Theo, personal interview, May 20, 2021). An Education, Communities,

and Organizations (ECO) major, Theo was considering going to South Korea after graduating to teach English. As a child, Theo had lived in South Korea with their family while their father was stationed there. Theo's affinity with South Korea and its culture continued after they and their family returned to the United States and settled in the metropolitan D.C. area. One of Theo's greatest loves was Korean popular music (K-Pop). In fact, Theo was so enamored with K-Pop, that when their favorite K-Pop band, BTS, was playing in Korea, Theo traveled alone to Seoul to hear them, even though it meant missing their final exam in their PNWU Korean language class to attend (Theo, Self-Study of Learning, January 10, 2019). Theo was also an avid *Dungeons and Dragons and Magic: The Gathering* card game fan, and had participated for a number of years in an online affinity group dedicated to weekly play of *Dungeons and Dragons and Magic* (Field Note, March 1, 2019). Theo's online affinity groups also extended to Anime/Manga, where they were heavily involved in writing fanfiction (Theo, personal communication, November 21, 2021).

Additionally, as an undergraduate Education, Communities, and Organizations (ECO) major, Theo's prior education courses supported them in understanding the ways that worked best for them to learn (Theo, personal interview, May 20, 2021). Theo shared that they had done significant reflection on what worked best for them as a learner. What they noticed was that, when engaging with course materials, they would find themselves going down "rabbit holes" if the course materials interested them, oftentimes to their detriment, as it meant they might not have time to complete all of the course readings or assigned course activities. Frequently, when working in small groups, Theo felt hampered by their interest in certain topics when their group mates weren't interested to the extent that Theo was in exploring a particular topic. As Theo shared,

I [felt] like I [could] only go so far with it, because I can't go past everyone else in the group. Like, we can't go past where they want to go (Theo, personal interview, May 20, 2021).

Theo also shared that communicating with their classmates was uncomfortable, making interactions difficult, especially in small groups, because

there's a lot to navigate besides the assignment ...I feel like the assignment can be difficult enough within the constraint [of] the time [we have to complete] it, but then there's all the social stuff, too (May 20, 2021).

Regarding small group work, Theo felt that they'd rather learn from the instructor, either through lecture or in speaking with the instructor one-on-one, instead of trying to learn from their classmates in small groups, as, according to Theo, their classmates didn't have any more expert knowledge than Theo did, which often left Theo wondering if working together with their group mates on collaborative group assignments actually supported anyone's learning.

Theo felt what worked best for their learning was to skip the course readings and instead attend lectures²³ and join in with the whole-class discussions that followed to ask questions and get clarification from the course instructor about the materials assigned for that week. This kept them from getting distracted by course materials, meant that they didn't need to interact much with classmates, and allowed them to converse with their instructor, who they felt was more knowledgeable than their classmates regarding the topics being studied. Theo acknowledged their communication style could be a problem, however, stating "I usually got in trouble for that...I talk too much in class" (May 20, 2021). This was also true in EDU 001; Theo never got in trouble in class, but they were hyper-vocal, often taking over whole-class conversations.

²³ Even though Theo stated their preferred method to engage with content was to skip the readings and attend class on Tuesdays, Theo missed four of the ten in-class Tuesday sessions.

Oftentimes, when Theo attended in-person classes, as the instructor, I had to limit the amount of floor time Theo received during whole-class discussions in order for others to have space to engage in the conversation. In these instances, my role as the course instructor positioned Theo in a way that may have been less than ideal for their individual learning. Limiting Theo's talk time, however, allowed space for other students to engage in whole-class discussions, potentially supporting their learning in ways not possible when Theo was hyper-vocal.

Ultimately, Theo saw themselves as the arbiter of how and what they learned, which was different than how they felt most other students in class viewed their learning. As Theo stated

I want to get as much out of it as I can, whereas I feel like...most other students [did not] think that, or they have a really, really different perspective [on their learning] (May 20, 2021).

Theo's Experiences in Class

Theo's perspective on their responsibility to be active in their learning most likely informed how they chose to participate in EDU 001, which was markedly different from either Daniel's or Anna's participation. Where Daniel and Anna consistently attended in-person classes, Theo missed at least four, and maybe more, of the in-person classroom sessions. Where Daniel and Anna handed in every assignment for class and on time, Theo was more inconsistent; work was mostly turned in and mostly on time, except for discussion board activities of which Theo did not turn in or only partially completed six out of ten (see Table 7.4 below for a list of the discussion board activities Theo engaged with). Theo made a point of speaking with me after class during Week 5 to explain their missed classes and discussion forum assignments, sharing that this was their modus operandi; they usually started out strong, attending class on a regular basis and turning in homework. Then, they would just start skipping class and not turning in

assignments. Theo also explained that, for EDU 001, they typically did not engage with any of the course materials²⁴ prior to class, as they were able to make better sense of the materials by listening to the in-class lecture and participating in the whole-class discussion. In my field notes regarding our interaction during this conversation, I noted that Theo's demeanor while they explained their absences, missed assignments, and lack of engagement with course materials was not that of someone apologizing for their behavior, but rather that of someone just explaining their behavior (Field Note, Week 5, February 7, 2019). A number of times, either in Theo's assignments or in our conversations after class, Theo also shared their discomfort interacting with their classmates (Field Note, Week 5, February 7, 2019; Theo, (Re)presentation Self-Reflection, March 15, 2019; Theo, Week 10 Quiz, March 12, 2019). This made more sense when Theo shared with me after one of our class sessions that they felt they might have undiagnosed ADHD in combination with ASD (Field Note, Week 9, March 8, 2019). In the winter of 2021, well after Theo had graduated from PNWU, Theo shared during one of our virtual check-ins that they had been officially diagnosed with ADHD and ASD. This confirmed Theo's hunch that they were neurodiverse, which most likely accounted for some of the reasons why Theo participated in EDU 001 in the manner in which they did. To assume, however, that Theo's participation in EUC 370 was solely dependent on their ADHD and ASD diagnoses feels reductive, and does not account for Theo's lived experiences, funds of knowledge (González et al., 2009), and repertoires of practice (Gutiérrez & Rogoff, 2003) that they brought with them into EDU 001.

²⁴ Theo is the first student to share with me while an active student in a class that they didn't typically read the materials assigned for class. Given the typical understanding of the powered relationship between students and instructors, it is interesting that Theo shared this information. My hunch is that Theo did not feel that sharing this information would change how I viewed them nor impact their grade. This exchange is interesting to note as I believe it shows either repositioning occurring in relation to the social arrangements of what students should share with their instructors or a lack of understanding of one's position.

Theo's Positions Across and Within Settings

What is discussed below are the ways in which Theo understood and acted upon their positions within and across the settings of EDU 001. As with Daniel's and Anna's experiences in the course, what is shared below is not an exhaustive account of the ways in which Theo was positioned or positioned themselves within and across the various settings of EDU 001, but is limited to what was observed in the data. As a reminder, the analysis of Theo's positioning does not follow the pattern used to explore how Daniel and Anna were positioned or able to reposition in EDU 001.

Positioning Related to Tuesday In-Person Class Attendance and Course Materials

As with Anna and Daniel, it appears Theo also understood the implicit norms of what was expected of them as a learner in an undergraduate college course. Some of these norms were made explicit by the weekly workflow modules posted in Canvas. These weekly workflows were the visible representations of the structural arrangements of the course, and provided students with a roadmap for the materials they were responsible for reading or watching in a specific week, the associated activities they need to complete, and the sequence of how they were expected to complete these activities (See Figure 4.6: Sample Weekly Workflow Page, for an example of how weekly workflows supported student understanding of the structural arrangements of EDU 001).

Through Theo's conversation with me after our in-person class in Week 5 (Field Notes, February 7, 2019) and in their post-class interview with me after class had ended (May 20, 2021), it was clear that Theo reported understanding the expectation that participating in EDU 001 meant attending all in-person classes²⁵, completing course readings prior to class on

²⁵ Attendance was not taken during class on Tuesdays, so, even though there was an expectation that students would attend class, there was no consequence for not attending.

Tuesdays, and turning in all assignments on time. While Theo understood these structural arrangements, Theo also acknowledged that, oftentimes, based on their own perceived learning preferences, they didn't adhere to the structural arrangements designed into any of the courses they took as an undergraduate at PNWU. As an example, Theo shared that

there are plenty of classes I skip all the time. I mean, I will skip anyways because of mental health, but there are other classes that, like, [if] I [find] that I can learn without being there, [then] I just won't go. Like Robert's²⁶ class. I realized I could learn what I [needed to] without being there, so I literally skipped half the classes (Theo, personal interview, May 20, 2021).

This is in direct contradiction, however, to what Theo shared about the reason they attended Tuesday in-person classes. As self-reported by Theo during our post-class interview (May 20, 2021), Theo shared that they typically did not read any of the assigned materials prior to class on Tuesdays because the readings were “hard...I couldn't [make sense] of them.” Because of this, Theo felt compelled “to be [in class] more often,” (May 20, 2021) as the structure of Tuesday classes, which incorporated a review of that week's assigned materials followed by a whole-class conversation of those materials, supported Theo's learning needs. It is interesting, then, to consider how many Tuesday in-person classes Theo missed, as depicted in Figure 7.2 below:

Table 7.2

Theo's Attendance in Tuesday In-Person Classroom Sessions

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Present	Present	Absent	Absent	Present	Present	Absent	Absent	Present	Present

²⁶ The instructor's name has been changed for anonymity.

To summarize, some of the structural arrangements of EDU 001 were made explicit in the Canvas Weekly Workflow modules. Of these, Theo shared they did not read the majority of course readings prior to class on Tuesdays, even though due dates for completing the weekly readings and mini-lecture were explicitly listed in the Weekly Workflows. While mandatory attendance for Tuesday in-person classes wasn't explicitly stated anywhere, Theo indicated through their conversations with me that they understood attending class was part of the norms for being a student in EDU 001. Even with an understanding of this normative behavior for being a student in EDU 001, Theo missed almost half of the Tuesday in-person classes. Clearly, though, Theo attended enough of the in-person classes to understand enough of the course material to submit enough assignments to pass the course with a grade of 2.5. So, while Theo was positioned by the structural arrangements of the class, Theo oftentimes repositioned themselves in ways that felt more conducive to the ways in which they felt they learned best. There are instances, however, where Theo's actions demonstrated their return to an adherence to the instructor-designed structural arrangements of the course, as was demonstrated by their attendance in in-person classes beginning in Week 9. In this instance, Theo may have been enacting what they understood were their responsibilities within the storyline of an undergraduate student (Davies & Harre, 1990; Harre et al., 2009; Harre 2012; McVee, 2011); namely, that attendance in class, and participation in class activities, would impact their final grade. If this is the case, it appears that Theo's attendance in in-person classes followed a pattern of being positioned, repositioning oneself, and then being positioned again.

Positioning Related To Discussion Board Activities

As with the structural arrangements of class that encouraged attendance for in-person classes and the completion of weekly course readings and video lectures, the structural arrangements of the online discussion forum activities, in which instructions for the content of initial posts and subsequent replies, due dates, and rubrics for how students would be graded, all made visible to students how they were supposed to participate in online discussion board activities. Students were positioned by these structural arrangements to complete discussion forum activities by the mandatory due dates to receive points for engaging in each discussion forum activity. As Theo discussed in their post-class interview, they understood that they were supposed to complete all discussion board activities, but they

[a]lmost never did [discussion board activities], and I almost never do them for any class. I'll tell you why; it's because almost no one does them in the way that they're structured to be done. Like you're supposed to discuss, right? But for people who...don't know each other in the classroom, they're going to be really hesitant to post what they think because they're gonna feel judged by you or other people (May 20, 2021).

Instead, Theo shared their perspective that most students just “regurgitate the class material, and it's really not what they think,” or students post “watered down [responses], like whatever they think is like the most [socially] acceptable [response]” when doing discussion board activities (May 20, 2021). Interestingly, in her post-class interview, Anna echoed Theo's perspective on the value of discussion board activities for learning when Anna stated that she didn't share her conservative opinions in the discussion boards, but rather tailored her responses toward safer, more palatable responses that would not be offensive to her classmates, even when her responses didn't mirror her beliefs (Anna, post-class interview, June 10, 2021).

So, while Theo understood the structural arrangements that indicated that students were expected to complete the weekly discussion board assignments, Theo often chose not to complete discussion board activities, because they felt that the social arrangements of students completing the discussion board activities wouldn't enhance their learning (see Table 7.3 below).

Table 7.3

Theo's Participation in Discussion Board Activities

Week of the Quarter	1	2	3	4	5	6	7	8	9	10
Initial Post	Y	Y	N	N	Y	Y	N	Y	N	N
Required responses to classmates/number of actual responses	3/3	3/3	N	N	N	1/3	N	3/3	N	N
Number of times Theo engaged in multi-response conversations	1									

Additionally, the necessity of completing the course readings prior to engaging with the discussion forum activities also deterred Theo from completing the weekly discussion board assignments. In this way, the complexity of the course materials positioned Theo in such a way that completing the discussion board activities most likely became more difficult. Finally, because the point value a student could be awarded for completing each discussion board assignment was minimal (5 points), not completing a discussion board would only minimally impact a student's grade. In this sense, the structural arrangement of a low point value for completing discussion form assignments may have worked to the detriment of this activity, in that students such as Theo, may have felt that it wasn't worth completing the course readings before class in order to earn only five points per completed weekly discussion board activity.

In summary, Theo was positioned by the structural arrangements of EDU 001 to complete discussion board activities. Because of the material and social arrangements of these activities, which included working with other students who Theo viewed as not expert enough to learn from, plus the specific structural arrangement of being assigned a minimal number of points for completing discussion board activities, Theo often repositioned themselves not to complete these activities, as they found little value in completing discussion boards in the manner they played out in class.

Theo's Positioning Related to Small Groups and Site Visits

Interestingly, Theo's view of learning with their small group while on site visits was completely different from their view of group work within a classroom setting. As Theo shared in our post-class interview (June 10, 2019), while they saw little benefit to group work within a classroom setting (as it felt too structured and they didn't want to learn from non-experts), the opposite was true of working with their small group in the field. Theo attributed this to two reasons; first, the "communication" (June 10, 2019) between site visit members while navigating to and through the sites helped Theo understand their classmates' perspectives on what they saw unfolding in the field; and, second, observing how "group members were interacting with the environment" (June 10, 2019) while on site visits helped Theo connect the learning theories studied in class to what was actually occurring in locations of learning outside of the classroom. While Theo shared that it was still uncomfortable interacting with the members of their small group while on site visits, this was somewhat mitigated if they viewed their interactions with their group mates as pieces of data that could be used to help them make sense of the learning occurring in the field. In this way, Theo was able to take a problematic position of having to work with group mates while in the field and reposition in a way that made sense for

them. As Theo did not share this perspective with their classmates, and since Theo's repositioning was not observable, it is quite possible that no one but Theo knew how Theo repositioned. Regardless of whether or not other class participants understood how Theo had repositioned, what is important is that Theo's repositioning allowed them to interact with their site visit group from a place that supported their learning and that made the social arrangements of the setting more palatable. This harkens back to Harre's (2012) assertions that there are unlimited ways in which individuals can reposition themselves, and I would add, that repositioning does not have to be an observable act. Evidently, this repositioning worked for Theo, as they attended every site visit and completed all site visit memo assignments. Given that Theo didn't engage in course activities that they didn't see as beneficial for their learning, this is further proof of Theo's shift in positioning that allowed them to interact with their group on site visits in ways not available to Theo when learning with their small group in the classroom sessions.

Of note, while Rogoff (1994) and Rogoff et al. (1996) never explicitly state what the Community of Learners model looks like, a substantiation of what this model could be appears to be enacted here. One of the main tenets of the community of learners model is that the model of learning lies somewhere between a teacher-centric approach to learning and an inquiry approach to learning led solely by students. Additionally, as students participate in a genuine community of learners model, there is ongoing room for them to move and maneuver within the community. It is precisely in this way that students have the ability to take up different roles and responsibilities, and act in different ways throughout their participation and in different participation structures. Theo, by taking up differing and shifting roles, responsibilities, and actions within and across the settings of the course, demonstrated the ways in which a

purposefully designed community of learners space (in this instance, the three course settings of EDU 001), can allow for this continual shifting and maneuvering.

Final Thoughts

Out of the three focal participants in this study, Theo was the only one who discussed how the way the course was structured aligned with the objectives of the course, which was to apply the theories of learning studied in class to learning happening in contexts outside of school classrooms. Theo was also the only student to reflect on their role as a learner and how that determined the ways in which they engaged with their undergraduate courses. Indeed, Theo thought about their thinking (out loud and on paper in visible ways) perhaps the most among the three case study students, and in this way, they were demonstrating and arguably achieving many of the learning goals of the course. At the same time, their inconsistency in course-mandated participation fell short of making them an ‘A’ student and detracted from the collective approach to learning that was a central tenet to the design of the course. As designers of learning settings whose goal is to facilitate meta-cognition, it is incumbent upon us to make space for students to engage in their learning in meaningful ways for themselves and for the collective AND learn to notice how students make meaning in important albeit perhaps less noticeable or normative ways.

Chapter 8: Conclusion

In this dissertation, a collective case study approach was used to explore the positioning experiences of three focal students within and across the designed learning settings of the course, EDU 001. The goal of this course was for undergraduate students to apply the learning theories studied in class to learning happening in community contexts. As such, students spent time online and in the classroom studying learning theories before engaging in field work to apply what they had learned. Described in greater detail in Chapter Two of this dissertation is a conceptual framework central to this study which posits that individuals and groups are *always* positioned in one way or another within the social contexts in which they engage (Davies & Harre, 1990; Harre et al., 2009; Harre 2012; McVee, 2011). The positions available to individuals or groups within these contexts are predicated on experiences from past or other current contexts, as well as imagined future scenarios. Over time, this accumulation of an individual's or group's positioning experiences become part of the narrative for how individuals and groups believe they can act within social contexts, as well as how they believe others should act towards them. Also, over time, how individuals and groups come to understand their ability to position themselves, or be positioned by others, becomes part of the fabric of how individuals and groups identify.

While positioning occurs within all social contexts, this study focused on exploring positioning within the social contexts of one undergraduate education course. The context of the course provided an interesting lens to study positioning, given the potential for the vast array of different positions possible across the multiple settings of the course. In this study, particular attention was paid to understanding how the structural, material, and social arrangements of each of the settings of the course in which students engaged was central to the positions students were afforded, denied, or could actively remediate. To this end, Chapter Four of this dissertation

sought to define and provide examples of the various structural, material, and social arrangements that existed within the course settings of EDU 001. Chapters Five through Seven then explored the distinct ways in which each of the focal participants was positioned or able to reposition themselves within the arrangements of the course settings as described in Chapter Four.

In this final chapter, the research questions are revisited once again, this time from a cross-case analysis (Green et al., 2006; Merriam & Tisdell, 2016) perspective of how the focal learners experienced the various settings of the course. In this next section, particular attention is paid to the themes that emerged across the three focal participants' experiences. Implications of this study, as well as future research possibilities, conclude the final two sections of this chapter.

Themes That Emerged Across Cases

This section explores the two major themes that emerged during a cross-case analysis of the research findings. While these themes align with the conjectures regarding learning across settings posited in Chapter Two, what surfaced in the research findings also serves to build upon those conjectures. Described in more detail below are the themes that emerged in the cross-case analysis of each focal participant's experience in EDU 001.

Theme One

Learner orientation: Each focal participant oriented to the course in a particular way. This learner orientation determined what positions the focal participants noticed and attended to in the course.

How each focal participant experienced the course was closely linked to how they oriented themselves to the course. For each of the focal participants, this orientation consisted of many elements, some of which have already been highlighted in the conceptual framing of this

dissertation; however, some of the elements complicit in how the focal participants oriented themselves to the course only emerged through the post-class interviews with each of them. Two essential elements that comprised their orientation included:

- Each focal participant was able to elucidate their goals for what they hoped to achieve from the course; and
- Each focal participant viewed their experiences in class through a particular lens unique to them.

Daniel's learner orientation was built around his view of himself as an advocate for other BIPOC students, whether at the PNWU or in the Hilltop neighborhood who were preparing for college. Also significant for Daniel was his imminent graduation from PNWU; as he shared in his post-class interview, Daniel had already begun separating from his college "self" (April 29, 2021). At this point in his academic career, he was commuting daily from Tacoma where he held more than one job; because of this, his time on campus was limited, and he always felt pressure to get back to Tacoma for work. Daniel also shared that his goal in class was just to get through the course. There is an interesting dichotomy in this sentiment of Daniel's, however, as Daniel was the most prolific contributor of additional resources on topics such as power, privilege, institutional racism, and implicit bias to the discussion forum activities in the online setting of the course. Given Daniel's significant contributions to the discussion forum activities, it doesn't feel like he was completely disengaging from the course or just trying to get by. Rather, it appears that Daniel saw himself as someone with expert knowledge on a topic close to his heart who was willing to share his knowledge when it felt meaningful for him, even as he was leaving his college identity behind. In summary, Daniel's learner orientation while enrolled in EDU 001 could be categorized as that of a BIPOC student heavily invested in supporting other BIPOC

students within his sphere of influence, and in making visible for others the ways in which the educational systems did not support him or other students of color.

At the time Anna was enrolled in EDU 001, she was a junior majoring in biology. Her reason for taking EDU 001 was to determine if she wanted to add Education, Communities, and Organizations (ECO) as a second major with the goal of potentially becoming a certificated teacher. As already described in Chapter Six, given Anna's view of herself as a conservative Christian woman, some of the readings and practices in class, such as inviting students to make known their preferred pronouns, felt uncomfortable to her. As Anna shared in her post-class interview (June 10, 2021), it wasn't that she felt there shouldn't be a shift toward more inclusive practices, but, rather, this shift made her feel that there was no place for her more conservative views. As an example of Anna's learner orientation, in Anna's post-class interview, Anna shared her frustration with one of her small group peers who continually dominated whole-class conversations. From Anna's perspective, she believed that this was because of this other learner's non-heteronormative way of identifying themselves, rather than the learning disability this student carried with them into class (and which Anna was not aware). It is interesting how the assumptions Anna made about her classmate became the determining factor in how she identified this other person and their behavior. In summary, Anna's learner orientation to class, and what she noticed about the positions available to her, was situated in her goal of deciding whether or not she wanted to add ECO as her second major and her belief that what she valued and how she self-identified was not supported within the context of the course.

Theo's orientation to class was especially interesting, given their self-diagnosis of having Autism Spectrum Disorder (ASD). Based on my post-class interview with Theo (May 20, 2021), it was clear that Theo understood what the norms were for students engaging in a college level

course, but that they weren't able to abide by them. For Theo's learner orientation, this was significant, as Theo engaged in the course only in ways that they felt supported their learning. This meant that Theo was often absent from class or submitted assignments only when the assignment interested them. Also significant in Theo's learner orientation was their goal to learn as much as they could about the material that interested them, often going above what was expected on the topics they felt most passionate about, as seen in some of Theo's discussion forum posts in which they attempted to keep certain threads that interested them going even after the assignment was completed. In summary, Theo's goal for their learning in class was shaped by their desire to understand the learning theories being studied, and their learner orientation was grounded in this. While it appeared that they understood the social norms of being a student in class, Theo chose which behaviors to engage in and which ones to ignore or repurpose for their own learning needs. In this way, Theo's learner orientation supported the positions that fit best with their desired goals for class.

What is important about the ways in which each focal participant oriented themselves to the course was that it meant that each student attended to and noticed certain elements, but not necessarily others. This orientation, plus their experiences in other past and current experiences, their future imagined scenarios, and their beliefs regarding the positions available to them within the context of EDU 001, all shaped each of the participants' perspectives on their experience in class and their perspective on the positions that were available to them.

Theme Two

The multiple, uniquely arranged course settings provided students with options for how they chose to participate in the course.

As already explored in Chapters Five through Seven, the focal participants of this study were able to engage differently from one setting of the course to another, and differently from each other, based on the different structural, material, and social arrangements of each of the settings. As an example, even though Daniel was an expert on the significance of the *Blocked Out* monument, he chose not to share his expertise with his classmates while in the field, but then chose to share his expertise during the whole class debrief of the monument. His decision not to engage in one context (the field), but then to engage in another context (the classroom), was predicated most heavily on the social arrangement of each of those settings; even though the material arrangement of *Blocked Out* positioned him as an expert, what determined his response to his positioning was ultimately dependent on which of his classmates was present in each of those settings, and what he believed his responsibility was to them; for his classmates in the field, he explained in his post-class interview (April 29, 2021) that he felt little responsibility to share his knowledge, whereas, in the whole-class debrief, he felt a sense of responsibility to support Ayla by entering the conversation regarding the correct meaning behind the granite block from the *Blocked Out* monument.

Anna's ways of participating in class seemed less centered on her beliefs regarding her responsibilities to her fellow classmates or to those in her small group, but more based on what she believed were her responsibilities related to the structural arrangements of the course that would dictate her grade. As observed in the data collected during class, Anna completed every course assignment on time. She also attended every class session and site visit. How Anna's participation differed across the various settings was in the ways in which she engaged in each of the settings. For example, when Anna was physically in the same space as her classmates, she chose to participate minimally with her classmates through verbal discourse. What is also

interesting is that, during the site visit in which Anna's small group visited the student union to go bowling, Anna decided not to bowl, but instead, participated by manning the video-recording equipment (site visit video, February 28, 2019). This was the only site visit in which students were asked to engage in a physical task; in all of the other site visits, students took on more of the role of observer, which required little verbal discourse. It is interesting to consider if Anna chose not to participate in the bowling activity, as she might have to converse with her group mates.

Conversely, in the online setting of the course, Anna actively participated through written discourse, responding early and to a wide variety of her classmates in all of the discussion forums. Anna did converse verbally with me. She frequently sought me out after class for clarification of material covered in class. She also frequently sought me out as we walked to the locations of her small group's site visits; during these times, we chatted about various topics, often not related to class. Much of Anna's verbal communication with me occurred outside of the designed settings of the course—a finding that builds on the work of Gutiérrez and Vossoughi (2010) who speak to the importance of such liminal/third spaces for learning.

As for Daniel, some of the arrangements in the settings of EDU 001 allowed Anna choice in how she responded to her positions. Even though she did not actively engage through verbal discourse with her classmates within the in-person settings of the course, Anna still did well in class, because she leveraged, to her benefit, the positions she could take up, particularly within the structural and social arrangements of the course that dictated the rules for how students should interact.

Theo's participation in EDU 001 differed significantly from Daniel's and Anna's. Unlike Daniel and Anna, who attended class regularly, completed all assignments, and submitted their

work on-time, Theo only sometimes engaged in these ways. Interestingly, Theo followed the structural arrangements of class enough to pass the course, so it appears that Theo understood what the expectations were for a student in EDU 001. Regardless, Theo still disregarded the norms as much as the structural arrangements would allow. I argue that Theo complied with the positions built into the structural arrangements of the course enough to satisfy their desired learning outcome. Oftentimes, though, Theo chose to ignore the positions that they felt did not support their learning or the ways that felt most comfortable to engage with their classmates.

Significant for all three of the focal study participants is the element of choice. All three students were provided opportunities to choose how they responded to, at least, some of the ways in which they were positioned. For Daniel at the *Blocked Out* monument, that meant choosing not to respond to the students who were engaging with the *Blocked Out* monument in ways he felt were inappropriate. As an expert on the meaning of the *Blocked Out* monument, Daniel may have felt that it was his responsibility to educate his fellow classmates. Yet, he chose not to educate his peers in that particular scenario, which makes his decision not to respond significant.

Anna also exercised choice in her decision to participate in the in-person settings of the course in the ways that felt comfortable to her, which seemed centered around minimal verbal or physical interaction with her classmates. For Theo, enacting choice in the ways they repositioned often involved either ignoring or remediating the positions available to them. Examples of the ways in which this was observed include Theo's decision not to participate in class as prescribed by the structural arrangements of the in-person and online setting, including not handing in work and, when present in class, being the most vocal student in whole-class discussion.

Positioning theorists (Harre et al., 2009; Harre, 2012; McVee, 2011) argue that there are a multitude of ways to respond to how one is positioned. Analysis of the positioning of the three

cases in this study support that supposition; building off of this supposition and circling back to the Harre quote shared in Chapter Two, while

positioning theory is based on the principle that not everyone involved in a social episode has equal access to rights and duties to perform particular kinds of meaningful actions at that moment and with those people (2012, p. 193),

It also means that, even when individuals or groups have the rights and responsibilities to act in certain ways within specific social episodes, they may choose *not to* depending on “that moment and those people” (p. 193). Instances of these micro-interactional choices within social episodes are present in all of the cases analyzed and presented above.

Implications For Learning

What emerged in this study is that learning across uniquely arranged settings can position students differently from one setting to the next. It can also provide students with different repositioning opportunities from one setting to the next. Also significant in this study’s findings is the element of choice in how students respond to the positions available to them; for example, just because a student is ascribed certain roles and responsibilities to act in a certain way, does not necessarily mean that the learner must choose to act in the ascribed way, or choose to reposition themself.

These findings have specific implications for learning, including that designing learning experiences with multiple, uniquely arranged settings (that include different and shifting materials, tools, and norms) provides students with a variety of ways to engage in their learning. Providing students with multiple avenues of engagement has often been highlighted as a best practice for teaching and learning (Novak & Tucker, 2021), as it provides multiple pathways for students to see the relevance of what they are being asked to learn, to make connections to

authentic practices in their own lives , or to spark an existing or emergent interest (Nasir & Hand, 2008; Gutiérrez & Rogoff, 2003; Renninger & Jarvela, 2022). The multiple uniquely arranged settings may provide opportunities for a Communities of Learners (Rogoff, 1994; Rogoff et al., 1996) to emerge based on the level of expertise particular learners have within specific contexts, and whether or not they choose to share that expertise.

A second implication for learning is the reminder of the importance of reflection, both for students and their instructors. Many of the activities in the course, including the discussion forum activities, the site visit memos, and the Week 10 quiz provided opportunities for all students in EDU 001 to reflect on their experiences in the course. The post-class interviews also provided an additional avenue for the three focal study participants to reflect on their experiences in the course. What emerged through these activities were times when particular experiences resonated with students, times when students felt othered by experiences in the course, and/or times when student expertise shone through. Reflection is a powerful tool, both for students and course instructors or designers (Chappuis et al., 2012; Darby & Lang, 2019; Linder & Hayes, 2018). For students, especially when specific criteria in the form of reflective questions or assessment rubrics are provided to cue students to what they should attend to in their reflections, reflective activities can support students in synthesizing what they learned, noticing gaps in their understanding, or attending to other aspects of their experiences in their learner environments. For instructors and course designers, reflection—our own and that of our students—allows us to measure what is being learned and make in-the-moment adjustments to our teaching and learning practices.

Reflection can also be a powerful tool for making visible to students the positions they inhabit in specific social contexts, as well as the choices available to them within those contexts

for their repositioning choices (Harre et al., 2009; Harre, 2012). For self-reflection to work in this way, however, students must be supported to understand the ways in which they are being positioned or can position themselves in relation to the social contexts in which they engage. For instructors and course designers, this means designing learning scenarios in which positioning is explained and explored, and opportunities for student reflection on how one is positioned or able to position are provided.

Finally, the results from this dissertation supports the work of other researchers which indicates that learning happens all the time and everywhere, and not just within in-school classrooms. As an example, students within EDU 001 often reflected on the benefits of site visits. As students shared in their reflective memos, learning outside of the classroom provided opportunities to put into practice the theoretical content they were learning in class. It also allowed students more fluidity in the roles they took up, similar to what is suggested in the Community of Learners Theory (Rogoff, 1994; Rogoff et al., 1996), but also related to the emergent nature of the learning occurring outside of the classroom. Students also acknowledged the importance of community building fostered by site visits, which often extended outside of the course and into other areas of students' lives. Harkening back to Chapter Two, this dissertation's findings support the conjectures made in the conceptual framing, that learning is a social process occurring across settings and timescales. Acknowledging this, and designing learning opportunities that leverage the social and reciprocal nature of learning across settings and timescales, is an important tenet for creating learning experiences that resonate with students.

Next Steps

Based on the findings from this dissertation, there are two areas of future research that I am interested in investigating further, both of which emerged directly from the analysis of

findings within this study. The first area I am interested in exploring further is the learning that occurs in the in-between spaces of learning contexts, when learners are transitioning from one activity to the next or transitioning from one physical setting to another. Research in this area already exists and highlights that these liminal spaces are fertile ground for learning (Gutiérrez & Vossoughi, 2010), especially for learning in the affective domain (Armstrong, 2010). Anna's interactions with me after class and while traveling to site visit locations, and the transition time in class where students are reconfiguring themselves from whole-class activities to small group work are the types of transitional spaces of engagement I hope to explore.

I am also interested in exploring more deeply the use of social network analysis (SNA) as an approach for analyzing student-student and student-instructor interactions within asynchronous online discussion forum activities. For this dissertation, I experimented with using principles of SNA to measure for reach and quantity of posts within asynchronous online discussion forum activities. In the future, I would also like to measure for quality of posts.

Final Thoughts

This dissertation responds to the call by Esmonde and Booker (2017) to examine learning through the lens of power and privilege by examining power within the boundaries of an undergraduate education course taught at a major R1 university. Positioning theory, in conjunction with sociocultural learning perspectives, provided the lens with which this study examined who and what are empowered or disempowered by the structural, material, and social arrangements within and across the learning contexts of a college course. Although situated within an undergraduate education course, the findings discussed in this dissertation have broader implications for learning within in-school and out-of-school educational settings and across the lifespan of learners. What emerged as a major finding from this study is that learning

across uniquely arranged settings does impact the positioning and repositioning possibilities for learners. For instructors and learning architects, being mindful of creating learning scenarios in which power can circulate more freely will ultimately make for more meaningful learning experiences for all.

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Close up picture of the granite platform within the *Blocked Out* monument (from the First Year Programs website, University of Washington).

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Appendix A: Interview Protocol

Interview Prep
Prior to the Interview: <ol style="list-style-type: none">1. Have on hand the interview protocol.2. Have on hand the artifacts that I would like the focal participant being interviewed to reflect on (make sure that all videos and artifacts are queued up and ready to watch or read.<ol style="list-style-type: none">a. For Daniel: Have available the video segment of Daniel and Ayla (another classmate) sharing their knowledge of the <i>Blocked Out</i> monument. I will also have Daniel's site visit memo available for Daniel to reflect on.b. For Anna: I will have available a segment of classroom video which shows her typical pattern of participation in classroom discussions. I will also have the associated discussion forum activity available for her to look at, as well as the statistics for how she interacted with her classmates (the timing of her posts, number of responses to classmates, and the quality of her posts).c. For Theo: I will have available three artifacts: a segment of classroom video representing their participation in class, a segment of video of their participation while on a site visit to the Museum of Pop Culture, and their end of quarter reflection of how their perspective on small group work changed over the course of the quarter.
Goal of the Interview <p>Each video segment or artifact chosen for these interviews appears to show an incident in EDU 001 in which the focal participants were either positioned or positioned themselves in relation to the structural, material, or social arrangements of the course. As I share the specific artifacts with each of the study participants, I am curious to hear if their perspective and mine are similar or different regarding the positioning I believe occurred within the specific experiences captured by the video or artifact shared with the focal study participants. I am also curious to hear what else emerges about positioning as we discuss the selected artifacts.</p>
Interview Participants <p>Interview participants will be the three focal students chosen for this study who took EDU 370 in winter quarter 2019. Focal Participant 1: Daniel Focal Participant 2: Anna Focal Participant 3: Theo</p>
Interview Mode <p>All interviews will be conducted remotely using Zoom. Each participant will be interviewed separately for approximately 45 minutes. It is hoped that each participant will feel comfortable turning on their device's camera and being recorded; however, it will not be a mandatory requirement of the interview.</p>

Introduction and Consent

Interviewer reads the following to the focal participant being interviewed:

Thank you so much for meeting with me today. What I would like to do is talk with you regarding your thoughts on EDU 001, which you were enrolled in during winter 2019. What I'm curious to learn from you is if and how the overall structure of the course, which included three different settings (in class, on site visits, and online), supported your ability to engage in the class in ways that felt meaningful to you.

I will make sure to keep your identity anonymous.

If you remember, you signed a consent form at the beginning of EDU 001. I have a copy of it here for us to review together. You indicated you were okay okay/not okay being videotaped. I'd like to video record this meeting; is that okay with you?

This interview should last about 45 minutes. If, at any time, you'd like me to stop recording, please let me know, and I'll stop recording our session. Also, it would be great if you'd keep your camera on during our interview, but if you feel more comfortable turning it off during any part or all of this interview, please feel free to do so. Finally, if you feel uncomfortable with any questions I ask, you don't need to answer.

Also, as you answer the questions in the following sections, please keep in mind that there are no right or wrong answers. I just really want to hear about your perspective about LAWS.

Does everything sound good? Any questions? Do you have a preference for being on camera? Should we begin?

Interview Questions

1. First, I'd like to get some background information from you. When you took the course:
 - a. What year were you in school?
 - b. What was your major?
 - c. Was this course a requirement for your major, or did you take it as an elective?
 - i. If this course wasn't in your major, what made you decide to take it?
2. What were your overall impressions of EDU 001?
 - a. Can you give me a summary of what the course was about?
 - b. What were your biggest takeaways from the course?
 - c. What did you like best about the course?
 - d. What did you like least about the course?
3. If you remember, there were three settings to this course, the classroom, the site visits, and the online learning setting.

- a. Can you tell me what you remember about each of those settings?
- b. Did you have a preferred setting in the course?
 - i. If so, which one?
 - ii. Why?
 - iii. How do you think that setting positively impacted your experience in class?
 - iv. Can you give an example of how it positively impacted your experience in class?
- c. Did you have a setting in the course that you disliked or you feel either detracted from or didn't support your experience in class?
 - i. If so, which one?
 - ii. Why?
 - iii. How do you think that setting detracted from or didn't support your experience in class?
 - iv. Can you give an example of how it detracted from or didn't support your experience in class?
- d. Is there anything else you'd like to share about the different settings of the course?

Interview Questions Specific To Each Participant

Focal Participant 1: Daniel

Daniel will be shown a segment of video from class in which, during the whole class debrief of the *Sites of Resistance* walking tour, he and a classmate shared clarifying information regarding the *Blocked Out* monument. Daniel's site visit memo, written after his experience at the *Blocked Out* monument and after the whole class debrief will also be shared with Daniel during this interview.

Interviewer:

Now, we're going to shift a bit. I'm going to screen share with you and we'll look together at a piece of video from class in which you and Ayla shared some of your expert knowledge about the *Blocked Out* monument.

[watch the video with student]

I also want to share with you the site visit memo you wrote the day after the *Sites of Resistance* walking tour.

[researcher shares the site visit memo on screen and read it out loud to Daniel]

1. Obviously, there's a lot happening here, from your experience at the *Blocked Out* monument, to the fact that you and Alya shared in class the significance of the block in the *Blocked Out* monument, to what you chose to write about in your site visit memo. Do you remember this day? Can you tell me what you were thinking during this whole experience?

2. Was this experience significant to you in any way?
3. Did anything about this experience (*Blocked Out*/classroom debrief/memo writing) or the way this experience was set up stand out to you?
4. This experience took place across multiple settings of the course. Did you find that you were able to interact in these different settings (site visit group on the walking tour and in class) in the ways you wanted to or that felt meaningful to you as this experience unfolded?
 - a. If so
 - i. can you explain a little about that?
 - ii. how did you know you could act in that way?
 - iii. what made you decide to act in that way?
 - b. If not
 - i. why do you think that was?
 - ii. what could have improved your experience?
 1. something specific to what was included in the settings or the way the settings were structured?
5. Do you think the experience we just talked about (*Blocked Out*/classroom debrief/memo writing) is reflective of your general experience in LAWS?
 - a. If so, in what ways?
 - b. If not, why not?
6. Do you think the experience we just talked about influenced how you interacted in other ways of the course?
7. Do you think other life experiences you've had may have influenced how you interacted here?

Other questions to consider asking if there's time and if they haven't already been addressed yet:

1. What aspects of the whole class sessions on Tuesdays
 - a. supported your experience in this course?
 - b. detracted, didn't support, or made no difference in your experience in this course?
2. What aspects of the site visits
 - a. supported your experience in this course?
 - b. detracted, didn't support, or made no difference in your experience in this course?
3. What aspects of the online setting
 - a. supported your experience in this course?
 - b. detracted, didn't support, or made no difference in your experience in this course?
4. Do you have anything else you'd like to share about EDU 001?

Participant 2

Anna will be shown a short video segment of her interactions in class. This segment shows Anna's typical discourse pattern in class in which she did not generally speak with her classmates nor with me during class. I will also share some of the data from the online asynchronous discussion forums which show that Ann's written discourse pattern was much different.

Interviewer:

Now, we're going to shift a bit. I'm going to screen share with you and we'll look together at a piece of video and how you interacted during one of our classroom sessions on a Tuesday. We'll also look at the discussion forum activity that you completed two days prior to this class meeting. Okay, here's the video:

[watch the video with student]

I also want to share with you your discussion forum post and the replies you made prior to class.

[researcher shares screen with Anna and reviews Anna's initial post to the discussion forum and Anna's replies to her classmates. Researcher highlights the number and quality of posts]

1. As you look across the video and the discussion forum activity, what comes to mind? What are you thinking?
2. Were these experiences (classroom video of participation/discussion forum participation) significant to you in any way?
3. Did anything about these experiences (classroom video of participation/discussion forum participation) or the way these experiences were set up stand out to you?
4. These experiences took place across multiple settings of the course. Did you find that you were able to interact in these different settings (whole class discussion/online discussion forum) in the ways you wanted to or that felt meaningful to you as this experience unfolded?
 - a. If so
 - i. can you explain a little about that?
 - ii. how did you know you could act in that way?
 - iii. what made you decide to act in that way?
 - b. If not
 - i. why do you think that was?
 - ii. what could have improved your experience?
 1. something specific to what was included in the settings or the way the settings were structured?
5. Do you think the experiences we just talked about are reflective of your general experiences in LAWS?
 - a. If so, in what ways?

- b. If not, why not?
- 6. Do you think the experiences we just talked about influenced how you interacted in other ways of the course?
- 8. Do you think other life experiences you've had may have influenced how you interacted in these settings?

Other questions to consider asking if there's time and if they haven't already been addressed yet:

- 1. What aspects of the whole class sessions on Tuesdays
 - a. supported your experience in this course?
 - b. detracted, didn't support, or made no difference in your experience in this course?
- 2. What aspects of the site visits
 - a. supported your experience in this course?
 - b. detracted, didn't support, or made no difference in your experience in this course?
- 3. What aspects of the online setting
 - a. supported your experience in this course?
 - b. detracted, didn't support, or made no difference in your experience in this course?
- 4. Do you have anything else you'd like to share about EDU 001?

Participant 3: Theo

Theo will be shown a segment of video representing their typical interactions during class on Tuesdays. Theo will also be shown the site visit memo they wrote after the *Sites of Resistance* walking tour in which Theo discusses their interaction with classmates.

Interviewer:

Now, we're going to shift a bit. I'm going to screen share with you and we'll look together at a piece of video from class.

[watch the video with Theo]

I also want you to read through what you wrote about your interactions with the students in your site visit group during the *Sites of Resistance* walking tour.

[researcher shares screen with Theo and reviews the pertinent parts of Theo's site visit memo with them]

- 1. As you look across the video and your site visit memo, what comes to mind? What are you thinking?
- 2. Were either of these experiences (classroom video of participation/discussion forum participation) significant to you in any way?
 - a. I remember you writing in your exit reflection for class that, by the end of the quarter, you hated group work less. Is that what I'm seeing reflected in your site visit memo?

3. Did anything about these experiences (classroom video of interactions/reflection on the site visit) or the way these experiences were set up stand out to you?
4. These experiences took place across multiple settings of the course. Did you find that you were able to interact in these different settings (whole class discussion/site visit) in the ways you wanted to or that felt meaningful to you as these experiences unfolded?
 - a. If so
 - i. can you explain a little about that?
 - ii. how did you know you could act in that way?
 - iii. what made you decide to act in that way?
 - b. If not
 - i. why do you think that was?
 - ii. what could have improved your experience?
 1. something specific to what was included in the settings or the way the settings were structured?
5. Do you think the experiences we just talked about is reflective of your general experience in LAWS?
 - a. If so, in what ways?
 - b. If not, why not?
6. Do you think the experiences we just talked about influenced how you interacted in other ways of the course?
9. Do you think other life experiences you've had may have influenced how you interacted here?

Other questions to consider asking if there's time and if they haven't already been addressed yet:

5. What aspects of the whole class sessions on Tuesdays and some Thursdays
 - a. supported your experience in this course?
 - b. detracted, didn't support, or made no difference in your experience in this course?
6. What aspects of the site visits
 - a. supported your experience in this course?
 - b. detracted, didn't support, or made no difference in your experience in this course?
7. What aspects of the online setting
 - a. supported your experience in this course?
 - b. detracted, didn't support, or made no difference in your experience in this course?
8. Do you have anything else you'd like to share about EDU 001?