

LEVELING UP CODING

Coding Tree (defined below on page 5)

- **Discourses of learning**
 - valuations of learning
 - value of enrichment/interests
 - connection to school
 - “what counts as learning”
- **Status discourse**
 - valuation of interests/identity
 - attitudes towards tech, games
- **Affinity networks**
 - affinity-based mentorship
 - peer mentorship
 - social support
 - feelings of connection/identity with peers
- **Connection building**
 - finding a mentor
 - finding a peer in area of interest
 - finding or being introduced to an interest
 - connecting to opportunity
 - Job
 - Civic
 - Academic
 - being pushed/nudged
 - being recognized, “taking off”
 - publishing/sharing out
 - expertise, specialization
- **disconnects**
 - home - school
 - interests - learning
 - kids - adults
 - interests - opportunity
 - segmented identities
- **Learning supports**
 - Feedback
 - Validating
 - Brokering
 - Institutional
 - Family
 - Sponsoring
 - Institutional
 - Family
 - Equity/Inequity
- **Shared purpose**
 - project based/joint production
 - civic action
 - competition

CLRN_Discourses/Genres_of_Learning

- Self-Teaching Discourses
- Learning As Productive Leisure
- Skills Based
- Schooled Literacies

CLRN_Learning_Relevant_Behaviors_and_Contexts

- Identity And Transitions
 - Consequential transitions and role changes
 - Reputation management
- Peer Supported
 - Resource sharing and trades
 - Circulation and sharing
 - Peer identity/ interaction
 - Inspiration and Motivation
 - Compliments and put-downs
 - Feedback and Help
- Production Centered
 - Seeing under the hood
 - Production tools and opportunities
- Openly Networked
 - Recontextualization and reframing
 - Mediational Artifacts
- Shared Purpose
 - Community/social regulation
 - Collaboration/joint activity
- Interest Powered
 - Information/knowledge seeking
 - Developing/ Seeking Relationships Centered on Interests
 - Peers
 - Caring adults
 - Invitations/exposure to interests
- Academically Oriented
 - Recognition in school and academic identity
 - Curricular forms of learning/content
 - Career opportunities

CLRN_Support_and_Barriers

- Media/Technology Access
- Priming experiences
- Mentoring
- Teachers/schools
 - support
 - barrier
- Family
 - Routines and responsibilities
 - Rules and restrictions
 - Monitoring
 - Mediation

- Practices/concerns
- Barriers and blockages
- Blind alleys
- Reputation of Interest

Emergent Codes

- Learning
 - Self-taught
 - Practice
 - Designed Support
 - Failure
 - Tutorials
 - Problem-Solving
- Role in Interest Group or Activity
 - Consumer/audience
 - Connoisseur
 - Mentor/Instructor/Presenter
 - Organizer/Manager/Administrator
 - Networker
 - Maker/Producer
 - Fan/enthusiast
 - Leader/Role Model/Legend
 - Specialist
 - Resource Provisioner/Administrator
 - Editor
- Diverse Pathways to Discovery of Focal Interest
- Boundarywork
- Assessment
 - Assessment - peer-led
- Self-critical
- Intergenerational
- Participation as work
- Advancing in interest
- Personal changes as a result of group
- encouragement
- challenge
- Social connection
- Money or income
- Entry into interest
- School tie in
- Interest driven goals
- Social class
- Learning resources
- Reasons for interest
- Civic engagement

Quick List of Coding Definitions

- **CLRN_Support_and_Barriers**
 - **Barriers and blockages** - Practices, norms, and rules which restrict participants from engaging in connected learning practices/environments.
 - **Family**
 - **Practices/concerns** - Concerns, expectations, and aspirations that parents and other family members express have about education, learning and enrichment.
 - **Routines and responsibilities** - Routines and responsibilities that structure daily life and rhythms. This is centered on family/home but can include intersections with school work and interest-based activity/communities.
 - **Rules and restrictions** - Family and parental rules about media and other relevant activities - helping around the house, interest activities, parent-child or sibling relations. Can include expectations and norms in addition to explicit rules and restrictions.
 - **Priming experiences** - Experiences that pave the way for engagement in connected learning practices.
 - **Media/Technology Access**
 - **Blind alleys** - Obstacles to interest-driven participation which are subtle and "invisible."
- **CLRN_Discourse/Genres_of_Learning**
 - **Self-Teaching Discourses** - Examples and discourses of self-taught and self-directed learning. When such discourses are brought up by deep learners, e.g., a StarCraft II veteran, they may be accompanied by rhetoric of self-motivated learning, learning in a media rich environment, learning supported by communities which accommodate failure, and learners' indifference towards disengaged learners. When such discourses are brought up by casual learners, e.g., students looking up a YouTube how-to video to learn new skills, may be expressed as information seeking activities.

- **Skills Based** - There is a common discourse and orientation at the school towards learning directed towards specific skills, often vocational in nature.
- **Learning as Productive Leisure** - The theme of productive leisure emerged as participants reported leveraging the educational resources available within the time bank to work on personal skill sets through experiential peer-to-peer learning. Within this context, exposure to new experiences, techniques, or skills was the primary goal and the goal of proficiency or mastery was peripheral.
- **CLRN_Learning_Relevant_Behaviors_and_Contexts**
 - **Interest Powered**
 - **Invitations/exposures to interest** - Contexts and activities that expose young people to new interests and invite them to participate - school and community programs, flyers, media events/marketing, competitions, parent introductions/interests, etc.
 - **Information/knowledge seeking** - Excerpts that reflect moments when respondents discuss information seeking experiences or practices tied to interests. Can also include knowledge seeking on a need-to-know or exploratory basis that might not be tied directly to an interest activity
 - **Developing/seeking relationships centered on interest** -
 - **Peers** - Code reflects moments when respondents discuss joining a community or engaging in a particular practice with the intent to find other peers who share similar interests. and when they discover new peers/friends through an interest based activity.
 - **Caring adults** - When adults enable or extend teenagers' participation in interest-driven activities or form a connection with a young person centered on shared interests
 - **Peer Supported**
 - **Peer identity/interaction** - Moments when peers interact in ways that reveal identities, roles, and norms of interaction in a community.
 - **Compliments and put-downs** - Moments when respondents provide or discuss compliments and put-downs as they participate in particular communities, share work, etc.
 - **Circulation and sharing** - Moments when respondents discuss activities where outcomes of pursuing interests are circulated or shared.
 - **Resource sharing and trades** - Moments when respondents discuss activities where resources, e.g., professional expertise, money, or equipments, for pursuing interests are circulated or shared.
 - **Inspiration and Motivation** - Instances where participants say they were inspired or motivated by the community or peers or particular works.
 - **Feedback and Help** - Cases that reflect how inter-driven participants share information, in forms of voice chats, texts and urls, to help each other improve their skills.
 - **Production Centered**
 - **Production tools and opportunities** - When people are given tools and opportunities to make something or engage in production activities.
 - **Seeing under the hood** - Moments when someone sees the "behind the scenes" or "under the hood" dimensions of a work, such as how a game is programmed/designed, what it takes to create a performance or production, or run a community. These moments seem to be catalytic for taking a leap into production or community involvement.
 - **Identity and Transitions**
 - **Consequential transitions and role changes** - Role changes and transitions within or between communities or institutional contexts, or what can be considered learning from a sociocultural perspective. This can include taking on new roles or retiring from roles, changing status from lurker to participant or participant to producer, or deciding to participate in a performance or competition.
 - **Reputation management** - Code describes moments when respondents talk about

reputation management, either how reputation management works in a particular community or discourse reflecting efforts at promoting one's own or others' reputation.

- **Academically Oriented**

- **Recognition in school and academic identity** - When someone is recognized (both positively or negatively) in school or in relation to academic content or achievement.
- **Career opportunities** - Discourse about or observations of: aspirations regarding future career, college or other educational choice, or vocational training designed to develop job skills and/or industry connections.
- **Curricular forms of learning/content** - Activity explicitly centered on content that is tied to school curriculum and/or academic subjects.

- **Shared Purpose**

- **Community/social regulation** - Discourses which demonstrate how actors' existing community memberships can reduce the likelihood of them participating in interest-driven activities.
- **Collaboration/joint activity** - Common goals and activities among participants of interest-driven communities that drive a sense of shared purpose and cultural affinity.

- **Openly Networked**

- **Recontextualization and reframing** - When one cultural practice is framed in terms of another set of values or contexts, such as when a gaming activity is framed in terms of academic outcomes, when a young person advocates for the value of their activity to a parent or teacher, or when participation in a game is framed in terms of civic values (eg. esports!).
- **Mediational Artifacts** - Objects/artifacts that can connect different spheres of learning/activity. Examples: youtube instructional videos, homework portals, homework in general, curriculum or practice that links school and home, student work that travels across contexts, community service recognized by school.