Entangled Learning: An Overview

Entangled Learning empowers individuals to direct their own learning through intentional peer-to-peer collaborations and rigorous documentation of new learning.

Learning Design is the driver.

- Individuals design purposeful inquiry by articulating what they want to learn, explaining its significance, and planning how they will learn it.
- Learning designs put in motion all three cycles around a common area of exploration.

Community of Practice is the lab group.

(Adapted from Wenger, McDermott, and Snyder, *Cultivating Communities of Practice*. 2002)

- *Domain*. Engagement in an area of common interest and need fuels the pursuit of new knowledge.
- *Community.* Individuals collaborate as equals to develop new knowledge and skills.
- *Practice*. Activity in the area of common interest develops new knowledge and skills that defines the culture.

Practice-Based Activities are the means to develop and apply new knowledge and skills.

- Activities provide learning opportunities by creating points of interaction between skill development and inquiry into the area of common interest.
- Knowledge and skill development are strengthened when learning activities, such as problem solving, are aligned with developing the community's shared competence in the domain and an individual's deepening learning

Documented Deep Learning provides rigor for individuals to build learning credentials.

- *Narrating*: Individuals tell their stories, with varieties of evidence, of what they are learning, why it is important, and how they are succeeding in developing their learning.
- *Self-Regulating:* Individuals are aware of, and exercise control over, behaviors associated with their desired learning outcomes. Evidence demonstrates how effectively new behaviors or processes are applied.
- *Reflecting*: Individuals articulate the meaning and significance of their learning in the context of evolving personal and community goals and values. Evidence illustrates changes in goals, values, meaning, and identity.
- *Integrating*: Individuals provide evidence to demonstrate synthesis and application of their knowledge and skills to real-life activities or theoretical situations. Applications occur within their practice or in other practices, or demonstrate linkage of new knowledge and skills to what was already known.
- *Collaborating*: Learning narratives are shared within and beyond a domain-specific community of practice. This sharing, and the feedback, reinforces learning and identity around new learning.
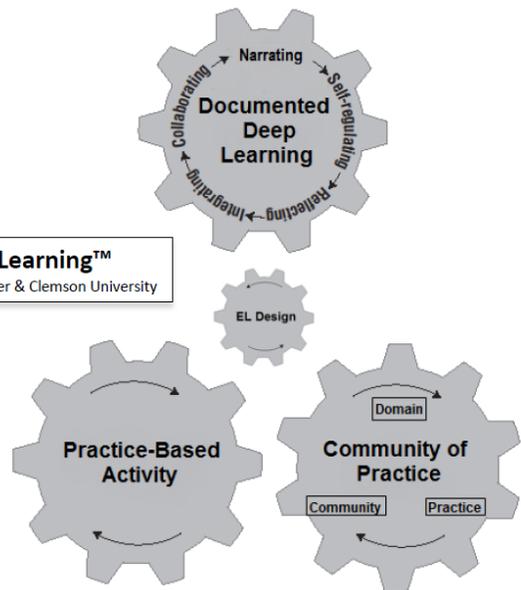
Documented cycles of deep learning through well-designed engagement in activities and communities of practice in multiple domains narrate a compelling personal story of multifaceted paths of skillful, self-directed, lifelong learning.