

University of Lethbridge – Faculty of Education

EDUC 5850

Professional Practice and Diverse Language and Literacy Learners

Summer Session II 2014

July 2- 22 2014

Online: July 2, 3, 4, 21 & 22

On U of L campus July 7- 11, 14-18 9:00 – 11:50 AM

Room: W857

Instructor:	Constance Blomgren, Ph D.	Secretary: Margaret Beintema
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Course Description: The course will cover aspects of developing further professional practices to support teachers with diverse language learners using visual, new and traditional literacies.

Rationale: Diverse language learners currently are and will continue to be part of classrooms within Alberta and surrounding provinces. Through the practice and use of traditional and new literacies, this course will expand professional practices that enhance existing repertoires of teaching skills of K-12 students with linguistic and cultural diversity.

Intended Learning Outcomes:

- Participants will increase their knowledge of the specific learning needs of diverse language learners with respect to traditional and new literacies.
- Participants will apply aspects of visual autobiography as a means to explore deeper language learning applications.
- Participants will extend their understanding of multiple literacies through the practical application digital storytelling tools.
- Participants will demonstrate proficient application of communication skills through written responses and essays, oral discussions and presentations , online posts, and visual tools of expression.

Participant Responsibilities:

Participants will:

- Attend and participate, both virtually and face to face, all classes and scheduled events.
- Be punctual in attending the classes on campus (inclusive of breaks) and in making online posts (requirements listed separately)
- Write regularly as part of the *Praxis* assignment of the course (i.e. *Field Notes*) and be prepared to share, if required, selected aspects of such writing.
- Read the required chapters in an active manner (ie. Note-taking) and be prepared to discuss insights gained from such reading in both the online and face to face components of the course.
- Share aspects of their visual autobiographical representations including the process used to make the representation and reflective thought regarding its production.
- Share their digital story and discuss the representation and reflective thought regarding its production.
- Show courtesy to fellow participants in both the online and face to face offering of the course that includes respectful discussion skills.

N.B. Students are required to attend ALL classes and fulfill ALL of the online posting expectations. Please contact the instructor if an emergency affects this participation or attendance.

Course Texts:

REQUIRED:

- Lambert, J. (2006). *Digital storytelling: Capturing lives, creating community*. (2nd ed.). Berkeley, CA: Digital Diner.
- Ohler, J. (2008). *Digital storytelling in the classroom: New media pathways to literacy, learning and creativity*. Thousand Oaks, CA: Corwin.

Course Requirements:

Summary of class hours for a total of 39 hours

- 13 hours online (July 2,3,4 and July 21,22)
- Two weeks face-to-face at the University from July 7 to 11 & 14-18

Course Structure:

- Week 1: Who are diverse language learners and what are their literacy needs? What are the new literacies and how do these apply to students in a K-12 environment?
 - Required reading: Ch 1-4 Ohler, Ch 1-2 Lambert; Daily Online discussion prompts related to the required reading and web content mentioned in or related to these readings.
 - Assignment 1 – Critique of an article or book chapter - Due July 7

- Week 2: What are the advantages and disadvantages of photography as part of the new literacies? How does narrative (a traditional literacy) fit into the new literacies? How does the use of story enhance various literacy skills?
 - Required reading: Ch 5-12 Ohler, Ch 3-10 Lambert; in class discussions
 - Assignment 2 – Photographic Autobiography - Due July 9
 - Begin Digital Storytelling workshop; write *Field Notes* to record the digital storytelling process and begin meta-cognitive reflection of the *Praxis* paper

- Week 3: What are the challenges and strengths in using a digital story process as method to involve traditional and new literacies? How does one assess such representations of knowledge and what issues arise with assessment? As a professional, what does it mean for your teaching practice to weave a process experience into a formal *Praxis* paper? How can the content of the course be applied with the teaching of diverse language learners? All literacy learners?
 - Required readings: Ch 13- 15, Lambert Ch 11-14 (For July 21 & 22 - Daily Online discussion prompts related to the required reading and web content mentioned within these readings).
 - Assignment 3: Digital Story and *Praxis* Paper - Due July 18
 - Assignment 4: Online discussions and Meta-cognition Summary Paper - Due July 22

Course Assignments and Due Dates:

Students are required to complete all assignments to receive course credit. Due to the nature of the course timeframe, late assignments will not be accepted unless due to unforeseen circumstances and only upon discussion with the instructor.

1. Critique of an article or book chapter

Select a journal article or a chapter from an appropriate book from the 2009 revised ESL literature review by Howard Consultants published by the Alberta government (pdf available at <http://education.alberta.ca/teachers/program/esl/litreview.aspx>) OR conduct your own research

to select an appropriately related article. **Read and briefly summarize the main points. Then, respond to the ideas brought forth in the article and how it applies to your current understanding of teaching diverse language learners.** What does the author confirm or challenge regarding your own professional practice and literacy needs (traditional or new)? What new or lapsed, idea, skill, or attitude does the text bring forth for you? How may this article or chapter influence your teaching? **Be prepared to share your critique with other course participants through small group discussion.**

Length: 1500-2000 words

Due Date: **beginning of class** July 7

Value: 20 %

2. *Photographic Autobiography*

4 photos – can be taken with a cell phone, one MUST be a selfie. Each photo requires 250 words: first 125 words describe the process of making the photo second 125 words reflect upon what the photograph means to you. **Be prepared to share these autobiographical photographs and reflections with the class in a small group discussion; colour prints of the photographs would be best.**

Length: 4 short reflections @ 250 words; 1000 words in total – 4 self-made colour photographs must be included.

Due Date: **beginning of class** July 9

Value: 20%

3. *Digital Story and Praxis Paper*

Using the steps of digital story creation as outlined by Joe Lambert and the Centre for Digital Storytelling, students will workshop a personal narrative into a finalized digital story. As students proceed through the steps, *field notes* on the process and its meaning will be written in journal format to be later rendered into the first aspect of the praxis paper. The second aspect of the praxis paper will incorporate research into the application of multiple literacies theory that will require delving into and applying information from scholarly journals, relevant web content and the required readings. **Be prepared to share the digital story with the class.**

Due Date for the Digital Story and Praxis Paper: July 18

Length of Digital Story: 2-3 minutes

Value: 15%

Length of Praxis Paper: 4000 words

Value: 30%

In Total: 45 %

4. *Online Discussions and Meta-cognition Summary Paper*

For each day of the online offerings (July 2,3,4 and July 21, 22), discussion prompts related to the course readings and web content will be posted by the instructor to frame the daily discussions. For each of these prompts, a student will need to read all of the posts created by the class and respond in 75-125 words to 2 posts in a threaded discussion, in addition to posing 1 question or comment for others to respond. Each course participant must submit 3 examples of his/her discussion/response posts from different days (copied and pasted into the cumulative online discussion paper) from the online aspect of the course and then write a brief meta-cognitive response (approximately 500 words) of the merits of these posts and how each contributed to the online aspects of understanding diverse language learners and professional practices.

Due Date: July 22

Length: 750-1000 words (3 posts @ 75-125 words) plus 500 words of meta-cognitive reflection

Value: 15%

References:

- Alberta Education. (2009) Kindergarten to Grade 12 English as a Second Language Literature Review Update [PDF file]
http://education.alberta.ca/media/1182477/esl_lit_review.pdf
- Avgerinou, M. D. (2009). Re-viewing visual literacy in the “bain d’images” era. *TechTrends*, 53(2), 28-34.
- Córdova, R. A., & Matthiesen, A. L. (2010). Reading, writing, and mapping our worlds into being: Shared teacher inquiries into whose literacies count. *The Reading Teacher*, 63(6), 452-463
- Danzak, R. L. (2011). Defining identities through multiliteracies: EL teens narrate their immigration experiences as graphic stories. *Journal of Adolescent & Adult Literacy*, 55(3), 187-196.
- Gourlay, L. (2010). *Multimodality, visual methodologies and higher education*. In C. H. Major (Ed.) *New Approaches to Qualitative Research*. 80-89. New York: Routledge.
- Lambert, J. (2006). *Digital storytelling: Capturing lives, creating community*. (2nd ed.). Berkeley, CA: Digital Diner.
- Kirova-Petrova, A. (2000). Researching Young Children's Lived Experiences of Loneliness: Pedagogical Implications for Linguistically Diverse Students. *Alberta Journal of Educational Research*, 46(2), 99-116.
- Myatt, L. (2008). Connecting the Dots - The Unexplored Promise of Visual Literacy in American Classrooms. *Phi Delta Kappa*, 90(3), 186-189.
- Nguyen, K., Stanley, N., & Stanley, L. (2014). Storytelling in Teaching Chinese as a

Second/Foreign Language. *Linguistics and Literature Studies* 2(1): 29-38

Ohler, J. (2008). *Digital storytelling in the classroom: New media pathways to literacy, learning and creativity*. Thousand Oaks, CA: Corwin.

Phillips, L. (2013). Storytelling as pedagogy. *Literacy Learning: The Middle Years*, 21(2), ii.

Purcell-Gates, V., Melzi, G., Najafi, B., & Orellana, M. F. (2011). Building Literacy Instruction From Children's Sociocultural Worlds. *Child Development Perspectives*, 5(1), 22-27.

Reinders, H. (2011). Digital storytelling in the foreign language classroom. *ELT World Online*. [PDF file] <http://blog.nus.edu.sg/eltwo/2011/04/12/digital-storytelling-in-the-foreign-language-classroom/>

Suave, V. L. (2009). Storyweavers: Holistic education for ESL/EFL learners. *TESL Canada Journal*, 20(1), 89-102.

Wood, K. D. (2011). Bridging print literacies and digital literacies using strategy guides. *Journal of Adolescent & Adult Literacy*, 55(3), 248-252.

Graduate Studies and Research in Education Grading Scheme:

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00