

Western Education

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EDUC 5457

Pedagogy of Multiliteracies

Instructor:

Carolyn Wilson - she/her

E: cwils66@uwo.ca

Office Hours: by appointment

Schedule:

Section 1: Wednesday, 2:30

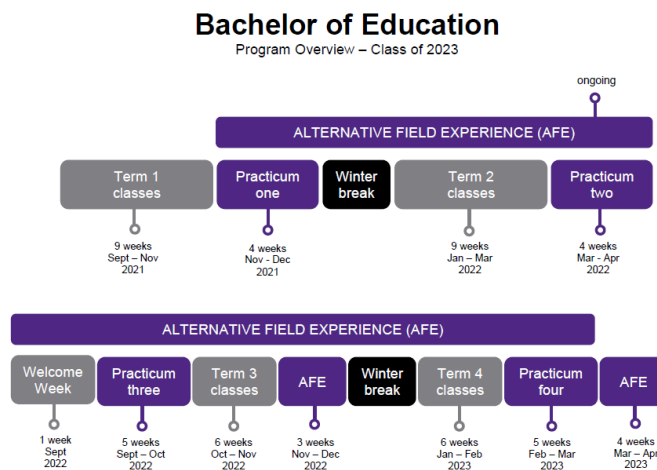
Section 2: Wednesday, 4:30

Section 3: Thursday, 2:30

Section 4: Thursday, 10:30

Program Context:

This is a course taken by Teacher Candidates during year 2 of the Bachelor of Education.



Pedagogy of Multiliteracies (EDUC 5457)

Course Description:

An introduction to multiliteracies with an emphasis on supporting meaning making and critical analysis across the curriculum. Topics include assessing semiotic demands in a course, multimodal literacies, digital literacies, funds of knowledge, and participatory culture. 3 hours per week, full year, .5 credit.

This course will focus on helping students to understand a teacher's responsibility to teach literacy throughout all grades and subject disciplines by employing an intersection of technology, pedagogy and content knowledge for instruction, assessment, creation, collaboration, and communication. The course is also an opportunity to ensure that the teacher candidate's use and modelling of technology and digital social media tools are safe, ethical, and responsible. Using a multiliteracies framework, teacher candidates will integrate literacy in subject area learning and locate and evaluate technology resources and tools to model critical viewing, representing, and thinking for students.

Major topics to be addressed include multiliteracies theory and assessment, digital and critical literacies, multimodal pedagogy, and inclusionary and reflective practices that are foundational to a multiliteracies framework. These topics will help teacher candidates to effectively use technology to enhance differentiation and collaborative learning, as well to encourage innovation, intellectual curiosity, and creativity through the understanding of students as knowledge creators (and how technology supports this).

Selected course readings will be listed in the syllabus and are available online.

Students will be required to locate additional course related readings that align with their unique interests or to satisfy assigned activities.

Prior to each class, students are expected to have completed required readings, located individual relevant resources and completed assigned tasks in order to maximize their learning.

Course Credits:

0.5

Number of Weeks: 12

Week 1:

Introduction To Multiliteracies

- Multiliteracies: New literacies, new learning
- Changing education paradigms
- Educational apps for professional development and creative spaces for multiliteracies
- Characteristics of a 21st-century teacher

Learning Activities

Type	Name	Description
Reading	Week 1 Materials & Readings	<p>Required:</p> <p>Palmer, T. (2015). 15 characteristics of a 21st century teacher. Edutopia. https://www.edutopia.org/discussion/15-characteristics-21st-century-teacher</p> <p>Further Resources: TeachThought (n.d). 12 educational apps to create digital portfolios. Retrieved from https://www.teachthought.com/technology/8-educational-apps-to-create-digital-portfolios/</p>

Week 2: Digital Literacies

- Learner data rights
- Digital literacy in the classroom
- Maintaining professionalism - use of electronic communication and social media

Learning Activities

Type	Name	Description
Reading	Week 2 Materials & Readings	<p>Required:</p> <p>MediaSmarts (2019). USE, UNDERSTAND & CREATE: A Digital Literacy Framework for Canadian Schools. Retrieved https://mediasmarts.ca/sites/mediasmarts/files/pdfs/digital-literacy-framework.pdf</p> <p>Cope, B., & Kalantzis, M. (2009). Multiliteracies: New literacies, new learning. <i>Pedagogies: An International Journal</i>, 4(3), 164-195.</p> <p>https://newlearningonline.com/files/2009/03/M-litsPaper13Apr08.pdf</p> <p>Further Resources:</p> <p>Ontario College of Teachers. (2017). Professional advisory: Maintaining professionalism - use of electronic communication and social media. Retrieved from https://www.oct.ca/-/media/PDF/Professional%20Advisory%20Social%20Media/EN/Prof_Adv_Soc_Media_EN.pdf</p> <p>Hicks, T., & Turner, K.H. (2013). No longer a luxury: Digital literacy can't wait. <i>English Journal</i>, (2013),58-65</p> <p>Ontario Government (2016). 21st Century Competencies (pp 8-13). Retrieved from http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf</p>

Week 3: Learning By Design & Pedagogy Vs. Instruction

- Teacher as designer: Pedagogy in the new media age
- Transforming instruction into pedagogy through curriculum negotiation

Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	Required: Kalantzis, M., & Cope, B. (2010). Teacher as designer: Pedagogy in the new media age. <i>E-Learning and Digital Media</i> , 7(3), 200-222. Further Resources: Hyun, E. (2006). Transforming instruction into pedagogy through curriculum negotiation. <i>Journal of Curriculum and Pedagogy</i> , 3(1), 136-164.

Week 4: Critical Literacy

- Critical multiliteracies
- Critical engagement with technology
- Promoting critical literacy across the curriculum and fostering safer learning environments

Learning Activities

Type	Name	Description
Reading	Week 4 Materials & Readings	Required: Brown, A., & Begoray, D. (2017). Using a graphic novel project to engage Indigenous youth in critical literacies. <i>Language and Literacy</i> , 19(3). https://doi.org/10.20360/G2BT17 Further Resources: Ontario Ministry of Education (2013). Promoting critical literacy across the curriculum and fostering safer learning environments http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_PromotingCriticalLiteracy.pdf

Lewis, M., Seely Flint, A., & Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language Arts*, 79(5), 382-392.

EduGains. (n.d.). Connecting practice and research: Critical literacy guide. Retrieved from http://www.edugains.ca/resourcesLIT/CoreResources/Critical_Literacy_Guide.pdf

Week 5:

Culturally relevant, anti-biased and anti-racist teaching - an introduction

- Funds of knowledge
- Culturally relevant pedagogy
- Anti-biased and anti-racist pedagogy

Learning Activities

Type	Name	Description
		Required: Ladson Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. <i>Theory Into practice</i> , 34(3), 159-165. Tatum, B.D. (2017). <i>The Complexity of Who I am</i> . In <i>Why are all the Black kids sitting together in the cafeteria? and other conversations about race</i> . New York: Basic Books.
Reading	Week 5 Materials & Readings	Further Resources: Dillard, C. (2020). The weaponization of whiteness in schools: It's time to recognize and stop the pattern. <i>Teaching Tolerance Magazine</i> , 65. Retrieved https://www.tolerance.org/magazine/fall-2020/the-weaponization-of-whiteness-in-schools Landsman, J. (2016). Helping Students Discuss Race Openly. <i>Educational Leadership</i> , 74(3). Retrieved from http://www.ascd.org/publications/educational-leadership/nov16/vol74/num03/Helping-Students-Discuss-Race-Openly.aspx

Week 6:

Planning in the Multiliterate Classroom

- Collaborative design
- Assessing students' digital multimodal compositions

Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	<p>Required: Ontario Ministry of Education. (2013). Planning assessment and instruction. In Learning for All: A guide to effective assessment and instruction for all students (pp. 33-52). Retrieved from http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf</p> <p>Further Resources:</p> <p>Westchester University (n.d). Instructional strategies that facilitate learning across content areas. Retrieved from https://www.wcupa.edu/education-socialWork/assessmentAccreditation/documents/Instructional_Strategies.pdf</p> <p>Park, S. (2015). Assessing students' digital multimodal compositions. Retrieved from https://www.literacyworldwide.org/blog/literacy-daily/2015/11/27/assessing-students-digital-multimodal-compositions</p>

Week 7:

Multiliteracies: Teaching and Learning in the 21st Century

- Resources and instructional strategies that facilitate learning across content areas
- Visual metalanguage for comprehending and composing visual meaning

Learning Activities

Type	Name	Description
Reading	Week 7 Materials & Readings	<p>Required: Victoria State Government (n.d). Visual metalanguage for comprehending and composing visual meaning. Retrieved from https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/multimodal/Pages/visualmetalanguage.aspx</p> <p>Further Resources:</p> <p>Bull, G., & Anstey, M. (2019). The codes and conventions of the semiotic systems: Developing a metalanguage for literacy inquiry. In Elaborating multiliteracies through multimodal texts: Changing classroom practices and developing teacher pedagogies (pp. 75-156). New York: Routledge. [book is available for PDF download from Google Scholar]</p>

Week 8:

Multiliteracies and Participatory Cultures

- Participatory cultures and communities

- Strategies for a critical exploration of participatory spaces and online 'environments'

Learning Activities

Type	Name	Description
		Required: Jenkins, Henry. Confronting the Challenges of Participatory Culture -- pages 56 - 60 https://www.macfound.org/media/article_pdfs/JENKINS_WHITE_PAPER.PDF
Reading	Week 8 Materials & Readings	Bull, G. & Anstey, M., (2018). Developing dialogic talk and dialogic pedagogy: Designing multiliterate classrooms. In G. Bull & M. Anstey (Eds). <i>Elaborating Multiliteracies through Multimodal Texts</i> (pp. 232-243). New York: Routledge. Further Resources: Hammond, Z. (2020). The power of protocols for equity. <i>Educational Leadership</i> , 77(7), 54-50. Retrieved: http://www.ascd.org/publications/educational-leadership/apr20/vol77/num07/The-Power-of-Protocols-for-Equity.aspx

Week 9:

Project Consultation; Assessment & Evaluation In Multiliterate Classroom

- A multiliteracies approach to assessment design
- Assessment, evaluation, and reporting in Ontario schools
- Pedagogical documentation

Learning Activities

Type	Name	Description
		Required: Jacobs, G.E. (2013). Designing assessments: A multiliteracies approach. <i>Journal of Adolescent & Adult Literacy</i> , 56(8), 623-626.
Reading	Week 9 Materials & Readings	Further Resources: Ontario Ministry of Education. (2010). <i>Growing success: Assessment, evaluation, and reporting in Ontario schools</i> . Retrieved from http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf Ministry of Education Ontario (2015). <i>Capacity building series K-12: Pedagogical documentation</i> . Retrieved from

Week 10:

Multiliteracy Futures: Media Ecologies, AI, and Ecoliteracy

-an introduction to challenges and opportunities in ML

-the impact of new technologies, media 'environments', and ML futures

Learning Activities

Type	Name	Description
Reading	Week 10 Materials and Readings	Required Reading: https://ecomedia literacy.org/ https://aml.ca/algorithms-and-media-literacy/ https://kidscodejeunesse.org/

Week 11:

Project presentation and discussion

-Peer discussion

Learning Activities

Type	Name	Description
Reading	Week 11: Presentations and Discussion	

Week 12:

Project presentation and discussion

-Peer discussion

Learning Activities

Type	Name	Description
Reading	Week 12: Presentations and Discussion	

Assessment Activities

Type	Name	Description
Assignment	Due by the end of Week 12 (February 10, 2023): Part 2 - Project (Final Submission)	<p>Building on the choice you made in Part 1 of the Project:</p> <ol style="list-style-type: none"> 1. Improve and build upon your re-design of a lesson plan, OR: 2. Complete a multiliterate online learning 'space' (e.g. Google Classroom, Brightspace), OR: 3. Produce/complete a multiliteracies knowledge artifact. <p>For whatever option is chosen, you will also film and share a 5-minute presentation about your project. In your video, please respond to the following:</p> <ul style="list-style-type: none"> - How does your project integrate knowledge from the course? - How does your project reflect the peer evaluation you received?
Assignment	Due by the end of Week 06 (November 25, 2022): Part 1 - Project Proposal	<p>There will be two parts to the project that you will develop throughout the course. This project will showcase your understanding of multiliteracies and how you apply this understanding to your teaching practice. You can draw on readings, course content, and class discussions.</p> <p>Choose one of the three following options (keep in mind you will build upon this choice in part 2):</p> <ol style="list-style-type: none"> 1. Start re-designing a lesson plan: choose a lesson plan implemented during a previous practicum. Re-design the lesson plan using the four tenets of multiliteracies pedagogy and/or frameworks for media/multiliteracy. 2. Start a multiliterate online learning 'space' (e.g. Google Classroom, Brightspace). 3. Plan a multiliteracies knowledge artifact: choose a topic and produce a multimodal knowledge artifact as a contribution to the general community of teachers. You can use any format to present information (web page, video, 3D space, poster/display, or any other format you can think of). Topics include but are not limited to (discuss other possible topics with the instructor): <ul style="list-style-type: none"> - Implications of Multiliteracies for I/S students - Strategies/approaches for designing a Multiliteracies-based lesson plan for I/S students - Using students' funds of knowledge for instruction design - Multiliteracies and STEM disciplines (or another discipline of your choice) - Practical ideas to include multimodality in your lessons

Contribution and sharing in discussions/activities, attending to the following criteria:

1. Proactive participation: Candidate raises thoughtful questions, synthesizes across readings and discussions, makes clear connections to course content, readings, and personal teaching experiences.

2. Quality of comments: Candidate responds thoughtfully and critically within each activity, building on others' ideas in small and large group settings, and offers insightful and constructive comments.

3. Attitude and Behaviour: Candidate engages as an adult learner performing an active role in learning (collaborates with group members, completes the assignments, meets the deadlines).

Assignment Ongoing: Participation

You will be sharing part 1 of your project with a group of 3 peers. You will provide a peer evaluation based on the following criteria:

1. Relevance: The project proposed will be useful or relevant to the teacher candidate's own practice or for the general community of teachers (if the intention is to be shared broadly).

2. Reflective of Multiliteracies: The proposal demonstrates the teacher candidate's understanding and application of multiliteracies principles, such as: the key concepts for media literacy; four tenets of multiliteracies; considering multiple modes of representation; or the content of the project itself is closely related to multiliteracies.

3. Design: the teacher candidate designed a proposal with careful consideration of multiple modes for communicating and representing ideas. The ideas are clear and easy to understand.

Please list 3 things that you liked about the product, 2 things they can improve upon and 1 thing that you have a question about.

Assignment Due by the end of Week 08 (January 13, 2023): Peer Evaluation of Project Proposals

Assignment

Due by the end of Week 07 (January 6th, 2023): Self Evaluation

Thoughtfully evaluate and grade your performance at the mid-point of the course.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Ontario Curriculum & Supplementary Resources:



**Curriculum &
Resources**

dcp.edu.gov.on.ca/en

Campus Services & Resources:



**Health and
Wellness**

uwo.ca/health



Peer Support

westernusc.ca



Learning Skills

uwo.ca/sdc/learning



**Indigenous
Services**

Indigenous.uwo.ca



**Student Accessibility
Services**

sdc/uwo.ca/ssd



Writing Support

writing.uwo.ca



**Financial
Assistance**

registrar.uwo.ca



Not sure who to ask?

Contact the Teacher Education Office at eduwo@uwo.ca