

EDUC 5457

A Pedagogy of Multiliteracies

Instructor:

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Schedule:

Section 001: Wednesday
 12:30PM-2:30PM,
 Room: 2046

Section 002: Wednesday
 2:30PM-4:30PM,
 Room: 2046

Section 003: Thursday
 2:30PM-4:30PM,
 Room: 2046

Section 004: Thursday
 10:30AM-12:30PM,
 Room: 2035

Program Context:

This is taken by Teacher Candidates during **Year 2, Full Year** of the Bachelor of Education.

BACHELOR OF EDUCATION

Program Overview - Class of 2022



Syllabus Report

Pedagogy of Multiliteracies (EDUC 5457)

An introduction to multiliteracies with 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. This will also be used to ensure that the teacher candidate's use and modelling of technology and digital social media tools is safe, ethical, healthy, 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, collaborative learning, and construction of mobilization of knowledge 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 through the Leddy Library, and where possible, posted online in Sakai.

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.

Number of 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	Required: Cope, B., & Kalantzis, M. (2009). Multiliteracies: New literacies, new learning. <i>Pedagogies: An International Journal</i> , 4(3), 164-195.
		Further Resources: Palmer, T. (2015). 15 characteristics of a 21st century teacher. <i>Edutopia</i> . https://www.edutopia.org/discussion/15-characteristics-21st-century-teacher
		TeachThought (n.d). 12 educational apps to create digital portfolios. Retrieved from https://www.teachthought.com/technology/8-educational-apps-to-create-digital-portfolios/

Week 2: 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 2 Materials & Readings	Required: MediaSmarts (2019). USE, UNDERSTAND & CREATE: A Digital Literacy Framework for Canadian Schools. Retrieved https://mediasmarts.ca/sites/mediasmarts/files/pdfs/digital-literacy-framework.pdf
		Further Resources: <ul style="list-style-type: none"> • 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 • Hicks, T., & Turner, K.H. (2013). No longer a luxury: Digital literacy can't wait. English Journal, (2013),58-65 • Ontario Government (2016). 21st Century Competencies (pp 8-13). Retrieved from http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf

Week 3: 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 3 Materials & Readings	Required: Brown, A., & Begoray, D. (2017). Using a graphic novel project to engage Indigenous youth in critical literacies. Language and Literacy, 19(3). https://doi.org/10.20360/G2BT17
		Further Resources: <ul style="list-style-type: none"> • 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 • Lewison, 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 4: 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 4 Materials & Readings	<p>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.</p> <p>Further Resources: Hyun, E. (2006). Transforming instruction into pedagogy through curriculum negotiation. <i>Journal of Curriculum and Pedagogy</i>, 3(1), 136-164.</p>

Week 5: Making the shift from culturally relevant to anti-biased and anti-racist teaching

- Funds of knowledge
- Culturally relevant pedagogy
- Anti-biased and anti-racist pedagogy
- Helping students discuss race openly

Learning Activities

Type	Name	Description
Reading	Week 5 Materials & Readings	<p>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.</p> <p>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</p>

Week 6: Planning In Multiliterate Classroom

- Planning assessment and instruction.
- Instructional strategies that facilitate learning across content areas

Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	<p>Required: Ontario Ministry of Education. (2013). Planning assessment and instruction. In <i>Learning for all: A guide to effective assessment and instruction for all students</i> (pp. 33-52). Retrieved from http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf</p> <p>Further Resources: 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>

Week 7: Multimodal Texts & Semiotic Systems (Part 1: Consumption)

- Visual metalanguage for comprehending and composing visual meaning.

Learning Activities

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

Week 8: Multimodal Texts & Semiotic Systems (Part 2: Production)

- - Collaborative Design
- - Participatory Culture
- - Assessing students' digital multimodal compositions

Learning Activities

Type	Name	Description
Reading	Week 8 Materials & Readings	Required: Jenkins (2009). Who should respond? A systemic approach to media education. In Confronting the challenges of participatory culture (pp. 56-60). London, MIT Press. Retrieved https://www.macfound.org/media/article_pdfs/JENKINS_WHITE_PAPER.pdf
		Further Resources: Broderick, D. (2014). Collaborative Design: Participatory culture meets multiliteracies in a high school literary arts community. <i>Journal of Adolescent & Adult Literacy</i> , 58(3), 198-208. 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

Week 9: Classroom Practices Through Lens Of Multiliteracies

- - Planning, assessment and instruction
- - Instructional strategies that facilitate learning across content areas

Learning Activities

Type	Name	Description
Reading	Week 9 Materials & Readings	Required: 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 10: 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. Journal of Adolescent & Adult Literacy, 56(8), 623-626.
Reading	Week 10 Materials & Readings	Further Resources: Ontario Ministry of Education. (2010). Growing success: Assessment, evaluation, and reporting in Ontario schools. Retrieved from http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf Ministry of Education Ontario (2015). Capacity building series K-12: Pedagogical documentation. Retrieved from http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_PedagogicalDocument.pdf

Week 11: Project presentation and discussion

- Check in with instructor.

Week 12: Project presentation and discussion

- Peer evaluation and discussion

Assessment Activities

Type	Name	Description
Assignment	Due by the end of Week 06 (December 10, 2021): Part 1- Project	<p>There will be two parts to the project that you will develop throughout the course. This project will showcase your understanding about multiliteracies and how you apply it 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 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 • Multiliteracies vs. UDL vs. Differentiated Instruction • 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

Assessment Activities

Type	Name	Description
Assignment	Due by the end of Week 07 (January 7, 2022): Peer Evaluation of Project Proposals	<p>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:</p> <ol style="list-style-type: none"> 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 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 in communicating and representing ideas. The ideas are clear and easy to understand. <p>Please list 3 things that you liked about the product, 2 things they can improve and 1 thing that you have a question about.</p>
Assignment	Due by the end of Week 08 (January 14, 2022): Self-Evaluation	<p>Thoughtfully evaluate and grade your performance at mid-course. Criteria for self-evaluations will be agreed upon at the beginning of the course.</p>
Assignment	Due by the end of Week 12 (February 11, 2022): Part 2 - Project (Final Submission)	<ul style="list-style-type: none"> • Building on the choice you made in Part 1 of the Project: <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' (ex. Google Classroom, Brightspace), OR: 3. Produce/complete a multiliteracies knowledge artifact. <ul style="list-style-type: none"> • Film and share a 5-minute presentation about your project. <p>In your video, please include 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	Ongoing: Participation	<p>Contribution and sharing in discussions/activities, attending to the following criteria:</p> <ol style="list-style-type: none"> 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).

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 online) 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.

Support 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