Synchronous Instruction, Student Engagement, and Community Building

Graduate Remote Instruction Innovation Fellows Program
July 7, 2020

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Berkeley
wED 140: Art of Making Meaning

Balancing A/Synchronous Learning

● How to promote a sense of belonging and community ● How to maintain students' motivation to "come to class" ● How to build group projects ● How to organize ongoing peer-to-peer engagement ● How to resolve time-zone differences ● How to apportion grade percentages to synchronous elements

Report from the UCB Fall 2020 Task Force on Instructional Planning and Policy 6/23/20

Report from the Fall 2020 Instructional Planning and Policy Task Force

Welcome/Pre-Term Instructions

Welcome to EDUC 140AC

The Art of Making Meaning:
Educational Perspectives on Literacy
and Learning in a Global World

This course is also part of the Online Education Minor at UC Berkeley. Watch this video to learn more from Professor Hull about the Online Minor!

This course will provide you an opportunity to learn and think critically about youth literacy practices while working directly in an educational setting. You should expect to put in 10-15 hours of work per week to participate in this course as there are several course components, including:

wED 140A: Art of Making Meaning

- What is literacy in a digital and global age, and what is the value of becoming and being perceived as literate?
- How do definitions of what counts as literacy vary--from place to place, context to context, mode to mode, and culture to culture?
- How do the social, cultural, and political values ascribed to these definitions impact or privilege certain forms of meaning-making?
- How is literacy taught, learned, and acquired, in school and outside it, in a first language or second or third, and online and face-to-face?

Examples of wED140 Learning Goals

- **Students will develop an understanding of literacy, not just as a skill, but a socio-cultural practice.**
- **Students will gain strategies for teaching and working with children and youth, especially around literacy and technology.**
- Students will use digital tools to create multimodal texts that expand their own meaning-making repertoire and that demonstrate critical understandings of course content.
- Students will explore how to communicate ethically and inclusively in a global and digital world.

Pedagogical Arc

Inspire, Explore, Research, Reflect/Collaborate

SuiteC Tools (Description of SuiteC)

Asset Library, Whiteboard, Impact Studio, Engagement Index

wED140 Pedagogical Arc

Pedagogical Arc lays out patterns of activity categories and content in terms of time (when in the week, synchronous, asynchronous) and space (online, in person)

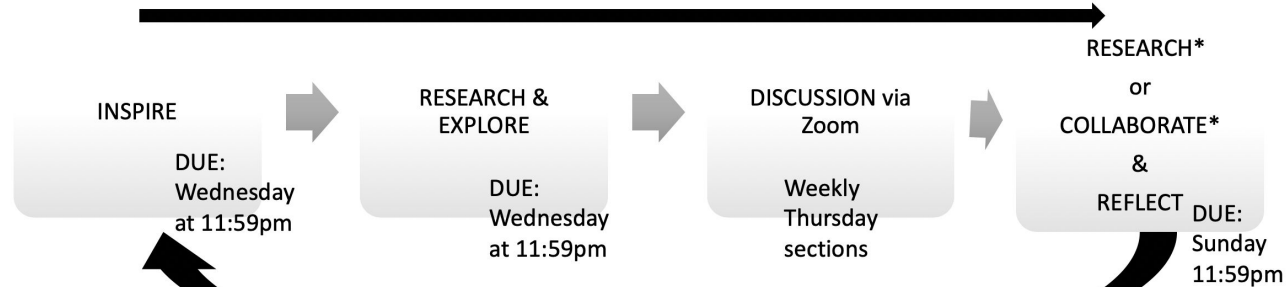First half of week is online and asynchronous: *Inspire, Explore*

Midway in week: *Synchronous discussion* via Zoom

End of week is online and asynchronous: *Research/Collaborate, Reflect*

Pedagogical Arc

Start of <u>week</u>   <u>End</u> of week

INSPIRE

DUE: Wednesday at 11:59pm

RESEARCH & EXPLORE

DUE: Wednesday at 11:59pm

DISCUSSION via Zoom

Weekly Thursday sections

RESEARCH*

or

COLLABORATE*

&

REFLECT

DUE: Sunday 11:59pm

* Students complete one of these two activities approximately every other week

Inspire

- **Watch:**

  [Professor Hull's Welcome Video](#) ↗

- **Add an Asset**

  Add an image, video, gif, or audio file to the Asset Library that represents what it means to be literate in the world today. In the description, explain how your Asset represents literacy. Be sure to add the hashtag [#mylitworld](#)

  View Asset Library Tutorial

  [Link](#) ↗

- **Add a Comment** to **two** of your classmates' [#mylitworld](#) posts. Try to find one post that is similar to yours, and one post that is different from yours. Explain similarities/differences in the comments.

#mylitworld revisited
by Cordelia
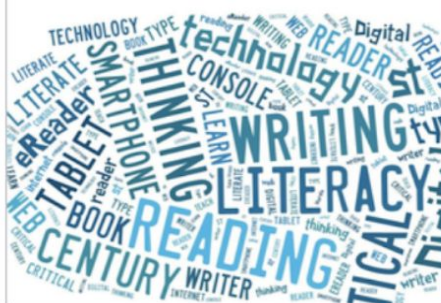
Week 14 Inspiration: mylitworldrevi…
by Jizhou

Literacy
by Shanie

"Gifted" programs should not exist. They teach children that their intelligence is "innate" and when this inevitably turns out not to be true, it's debilitating. Every child is capable of learning and every child should be given the support and safety
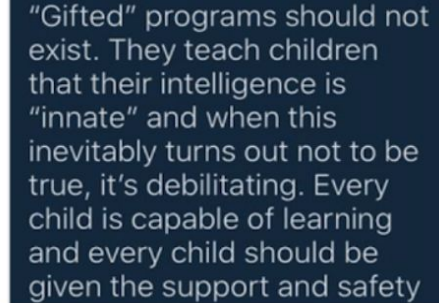
#mylitworldrevisited
by Xitlali

0   1   0   0   0   0   0   3   0   0   4   0

nning of this course, my understanding of liter
scribed how literacy was represented by the
wn of ideas through generations. I stated also
n and adults interact, socially/academically, is
t part of literacy. Now that I have come to the
e a deeper meaning of literacy. I believe that
ading and writing. Most importantly, literacy
d make meaning with what is being learned.
posing education plays an important factor i

Week 14
by Elizabeth

Week 14 - Inspire.jpg
by Jasmine

#mylitworldrevisited
by Anina Lu

breaking news

Knowledge is Power.png
by Rena Ya

0   4   1   0   4   0   0   8   0   0   7   0

Home
Announcements
Syllabus
Modules
Assignments
Asset Library
Impact Studio
Whiteboards
Engagement Index
Discussions
People
Grades
Files
Chat
Roster Photos
Attendance
Official Sections
New Analytics
Conferences
Pages
Collaborations
Outcomes
Quizzes
Ally Report
Settings

Account
Dashboard
Courses
Groups
Calendar
Inbox
Commons
Academic Policies
Help

Malala

Edit details   Pin   Download   Delete

by ▮▮▮▮▮ on January 29, 2020   👍 1   👁 34   💬 1

Description   This is a picture of Malala Yousafzai, a Pakistani advocate for female education and literacy. After surviving an attempted assassination by the Taliban, her story was spread across the world. She continues to fight for girls' right to education. Malala said, "The extremists were, and they are, afraid of books and pens. The power of education frightens them. They are afraid of women... Let us pick up our books and pens. They are our most powerful weapons." By becoming more literate through activities such as reading, writing, and discussion, one gains not only knowledge, but also the critical thinking skills, empowerment, and empathy to become a more involved and impactful citizen. #mylitworld

Source   No source
Used in   metaphor masters
Week 1 - Reflect
Connecting Assets to Scribner's Ideas of Literacy, #3Metaphors
Reflet
3Metaphors for literacy
What is literacy? Whiteboard
#3Metaphors

Category   Week 1

Pedagogical arc (W140, Week 1)
Inspire: Caroline (student)

Explore

- Completing the readings and videos before we meet Thursday is required. Commenting / adding questions to videos and readings is <u>optional</u> (<u>but</u> highly encouraged).
- **Close Read**

1) 🎧 Gee "What is Literacy" ⬇ Feel free to comment and add questions here.

2) 🎧 Scribner "Literacy in Three Metaphors" ⬇ Feel free to comment and add questions here.

3) Definitions of Literacy: Signs, Symbols, and Tools in Learning ⬈ with Mike Cole

Link ⬈

4) Gee: What is Discourse? with John Scott

Link ⬈

5) Watch the James Gee Shoutout to Ed140.

Link ⬈

Pedagogical arc (W140, Week 1)
Explore

Pedagogical arc (W140, Week 1)
Synchronous Zoom discussion

wED140 Pedagogical Arc

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Research

‣ **Watch**

Charles Underwood: TIME: How to Improve FieldWork

Reflect

‣ **Discuss**

How does being literate in the dominant discourse give a person power in the education system and in the job market? Is the idea of a dominant discourse "fair"? Should everyone be required to become literate in a single, dominant discourse? Use the readings and course materials above to support your responses to these questions. Please be sure to cite specific course concepts/resources.

Click here to add to our discussion thread on "Dominant Discourses"

‣ **Create a Whiteboard**

Create either a Whiteboard or a Google Slide. Find 6 #mylitworld Assets in the Library, 2 each to represent **Scribner's 3 Metaphors for Literacy**. Describe how the Assets represent each metaphor, and describe **(in Gee's terms)** whether or not the kind of literacy represented is "learned" or "acquired". Publish your Whiteboard to the Asset Library. Use the hashtag #3Metaphors in the description.

Whiteboard Tutorial

Link

....CONTINUE to Week 2....

Pedagogical arc
(W140, Week 1 continued)
Research & Reflect

Pedagogical arc
(W140, Week 1 continued)
Reflect: Caroline

Recursivity: Synthesizing across the course
(W140, Week 14)
Inspire

Recursivity (wED140, Week 14)
Inspire:
Priya (student)
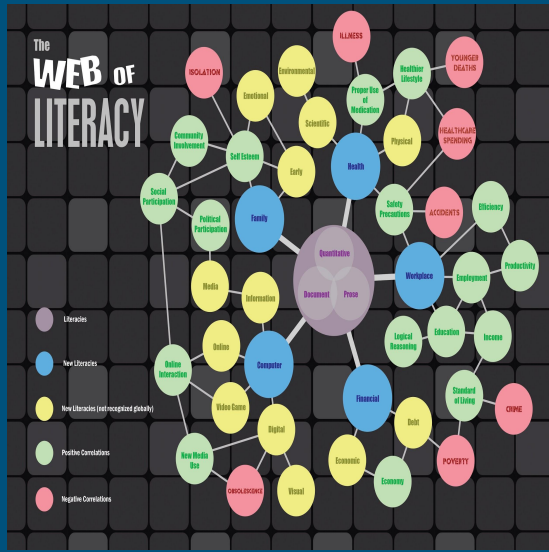
"Literacy is connected to everything is what I have learned from this class. When I was posed the question of "what does literacy mean to you" in the beginning of class, I was honestly blank minded. All I could think about is the ways I have learned literacy being taught about. For example, literacy levels is a metric used to measure the development of a country while English classes emphasize reading and writing as literacy. Therefore, these snippets of how literacy how literacy has been presented to me left me with an unclear idea of what literacy actually means. Therefore, I did a google search and paraphrased the definition to answer this question for the class.

Having taken the class, literacy is STILL confusing to me but not because I am blank minded about what it is but because I am too saturated with ideas of what literacy is. Literacy is literally connected to everything which this web diagram seeks to capture.

Literacy is any discourse - way of acting, behaving dressing, speaking - says Gee. Literacy is a power that allows you to address injustices, says Freire. Literacy is a state of grace that allows self-enhancement, says Scribner. Literacy is symbolic activity and creativity in everyday life, says Willis. AKA, literacy is everything.

I find it really hard to explain all these notions of literacy in a coherent way. My vision of literacy is so enlarged that is hard to draw boundaries around what it means to me but this is something I am working on comprehending. The best scaffolding I can do now is that literacy is essential knowing - whether it is knowing how to act at a baseball game, knowing how to read, knowing your culture, knowing yourself, knowing programming, or whatever else. This knowing is achieved through learning and acquisition. And the outcome of this knowing is multitude including gaining power to fight injustices against you, growing your sphere of knowledge, or coming up with a meaningful tattoo. This is how I see literacy now!" #mylitworldrevisited

Teaching Remotely/Online

bCourses

Zoom

Learning (in a Discipline)

Pedagogical Imagination

Facilitating Engagement, Interaction, and Discussion Online...

Create community norms and review each week: What do you need from your peers and instructors in order to our class to be an optimal space to learn?

Intersperse mini-lectures on Zoom with structured activities in break-out rooms that ask students to accomplish explicit goals

Ask students to use the slides they create to report back in the general session.

Encourage a variety of modalities for expression: language (written & oral), image, video

Allow different avenues for participation: Hand-raising tool, chat, pair-share and varied group sizes in breakouts rooms, asking students to read slides aloud

...based on an understanding of how and why people learn

Learning is social. Students need opportunities to interact and collaborate.

Language and other symbol systems extend our ability to think. Students need regular, multiple, sustained opportunities to engage with the range of "psychological tools" of a discipline.

Motivation to learn can best be understood as investment in learning. Students need immersion in authentic research, creativity, and knowledge production that can impact their own lives and the world.

Learning is connected to identity and belonging. Students need to see themselves as able and valued and contributing participants in a larger community.

Sample Slide Decks for Synchronous wED140 Classes

Week 1: Introduction https://tinyurl.com/wzxfaob

Week 2: Literacy and Creativity: https://tinyurl.com/rj647hu

Week 4: Participant Observation Research: https://tinyurl.com/tbkp3tp

Week 5: Critical Literacy: https://tinyurl.com/rgrhrsx

Teaching Online: A Baedeker for GSIs

(Thank you, Devanshi Unadkat)

Thank you! glynda@berkeley.edu

Hull's Slides for GSIs (7.7.2020)