Synchronous Instruction, Student Engagement, and Community Building

Graduate Remote Instruction Innovation Fellows Program
July 7, 2020

Prof. Glynda Hull
Graduate School of Education, UCB
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
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
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 week

- INSPIRE
  DUE: Wednesday at 11:59pm

- RESEARCH & EXPLORE
  DUE: Wednesday at 11:59pm

- DISCUSSION via Zoom
  Weekly Thursday sections

End of week

- 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.
“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 they need to thrive.

LITERACY

Week 14 Inspiration: mylitworldrevisited
by Jizhou

Literacy
by Shanie

#mylitworldrevisited
by Xitfi

Week 14 - inspire.jpg
by Jasmine

#mylitworldrevisited
by Anina

Knowledge is Power.png
by Rana

Inning of this course, my understanding of literacy was represented by the way ideas were presented. I stated also how adults interact, socially/academically, in part of literacy. Now that I have come to the real meaning of literacy, I believe that reading and writing most importantly, literacy can make meaning with what is being learned. Exposure to education plays an important factor in the development of a child. It pushes students to reflect and consider ideas outside of what is expected.

#mylitworldrevisited
by Cordelia

Week 14 Inspiration: mylitworldrevisited
by Jizhou

Literacy
by Shanie

#mylitworldrevisited
by Xitfi

Week 14 - inspire.jpg
by Jasmine

#mylitworldrevisited
by Anina

Knowledge is Power.png
by Rana
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 optional (but 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
  4) Gee: What is Discourse? with John Scott
  5) Watch the James Gee Shoutout to Ed140.

Pedagogical arc (W140, Week 1)
Pedagogical arc (W140, Week 1)

Synchronous Zoom discussion
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 (W140, Week 1 continued)

Research & Reflect

- 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 #mywitworld 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
Pedagogical arc (W140, Week 1 continued)

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

**Inspire**

1. **Add Asset:** How have your ideas about literacy changed since your first #mylitworld activity? Post a new/revised #mylitworld asset and refer to 1 or more readings to explain your asset and views about literacy at this point in the class. Use #mylitworldrevisited.

2. **Coding:**
   1. Use the codes you generated during week 12 or new codes you have developed since then to code one of your field notes. Add your coded field note to the library with #coded. Include your research questions in the description.
   2. Look at 2 other students’ coded field notes and comment on their asset: Do the codes that they are using help answer their research questions? Are there additional codes that you would recommend? Provide comments on their assets in order to give your peers feedback. Please comment on assets that have received less than 3 comments in order to ensure all students receive some feedback.

**For Class**

Please bring a 1-page draft or outline of your case study (can be any part of the case study).
“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 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 breakout 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)