# Building a Culture of Writing
## Digital and Media Literacies (6-12)

Darren Crovitz, Kennesaw State University
Heather Barton, Etowah HS, Cherokee County SD

# Universal Design for Learning Principles

*Planning for the learning needs of **all** students*

DeeDee Bunn
Program Specialist, Georgia Project for Assistive Technology
Special Education Services and Supports

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# What is UDL?

Universal Design for Learning is defined in the Higher Education Opportunity Act of 2008 as:
… a scientifically valid framework for guiding educational practice that:

A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

# UDL Principles

- Multiple Means of Engagement

Image courtesy of hywards at FreeDigitalPhotos.net

- Multiple Means of Representation

Image courtesy of pakorn at FreeDigitalPhotos.net

- Multiple Means of Action and Expression

Image courtesy of ddpavumba at FreeDigitalPhotos.net

Image courtesy of Stuart Miles at FreeDigitalPhotos.net

# For additional information

Each "Building a Culture of Writing" session is recorded and posted on the Georgia Standards.org website

https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-Collaborative-Conversations-on-Building-a-Culture-of-Writing.aspx

In each recorded session, short videos on Universal Design for Learning (UDL) and Assistive Technology (AT) can be found under the heading:

Instructional Principles for Diverse Learners

# Session Presenters

Richard Woods,
Georgia's School Superintendent
*"Educating Georgia's Future"*
gadoe.org

Darren Crovitz, Ph.D.
Director of English Education
Kennesaw State University

Heather Barton, Ed.S.
AP English Language/
Advanced Composition
Cherokee County School District

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# Literacies? Plural? Hmmm.

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# "Digital Literacies"…

…what does this phrase mean to *you*?

Tweet/post your thoughts!

@GaDOEELA
#CultureOfWriting
or use the chat feature

# Digital Literacies

**New technology has enabled…**

1. **New ways to communicate (i.e., new "literacy practices" such as blogging, mashing, modding, memeing, etc.), which means…**
2. **New skills, thought processes, and ways to interact**

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Hafner and Jones, *Understanding Digital Literacies: A Practical Introduction* (2012)

# What new skills?

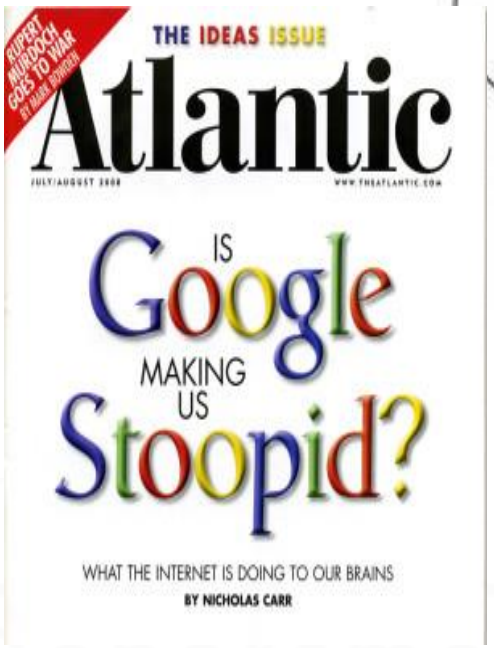
1. **Searching** through and **evaluating** *lots* of information
2. **Hyperlinking** to shape a reading or viewing experience
3. **Creating** and **editing** photos and video
4. **Creating** digital texts that combine words, graphics, video, and audio.
5. **Maintaining** online profiles and **managing** social networks.
6. **Navigating** online spaces and interacting virtually.
7. **Protecting** one's personal data and reputation

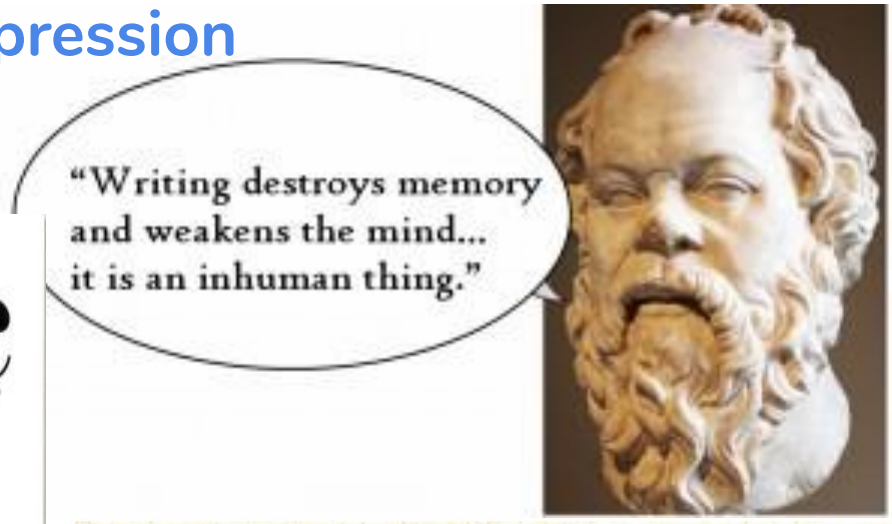
Hafner and Jones, *Understanding Digital Literacies: A Practical Introduction* (2012)

# Fear and "moral panic" are always associated with new tools and means of expression

Kids these days will never know the struggle

Only 6000 BC kids will remember this




## MANNERS & MORALS

### Americana

¶ In Binghamton, N.Y., students of St. Patrick's parochial school collected 2,000 objectionable comic books in a house-to-house canvass, burned them in the school yard.

# Teacher Worries and Fears

- **Learning New Skills and Trying to Keep Up**
  - Teachers often uncomfortable or insecure about their own tech knowledge and experience
  - Everything keeps changing!
  - Who has the time to become an "expert"???

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## But…. do you *need* to be the expert?

- Most teachers aren't "early adopters."
- Students will often know more than we do about technology and digital tools.

- How then to help students?
  a. Try things out incrementally
  b. Experiment alongside them
  c. Help them ask good questions about their choices

# A Helpful Way to Consider (Digital) Tools and Technology

- Every tool "mediates" our experiences (i.e., it exists between and facilitates our interactions)
  - E.g., a hammer, car, pencil, telephone, Powerpoint, website, etc.

- Every tool has affordances and constraints
  - Affordances: things the tool allows us to do
  - Constraints: things we can't do with (or because of) the tool

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# An Activity…

## What Affordances and Constraints are associated with the following tools?

- Twitter
- Your official school-supplied teacher webpage
- An iPhone
- Emojis
- Google Maps

Choose one and tweet or post your responses.

@GaDOEELA
#CultureOfWriting
or use the chat feature

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## Neil Postman:

"For every advantage a technology offers, there is always a disadvantage."

## What are we getting at?

## Fostering Critical Literacy

- Helping students ask critical questions about the technology they're using

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# What does this actually look like in the classroom?

- **Sample Assignment**
  - Students are responsible for choosing a particular digital tool, platform, or space.
  - Along with composing using the tool, they need to *explain their choices.*

# Questions

Richard Woods,
Georgia's School
Superintendent
"Educating Georgia's
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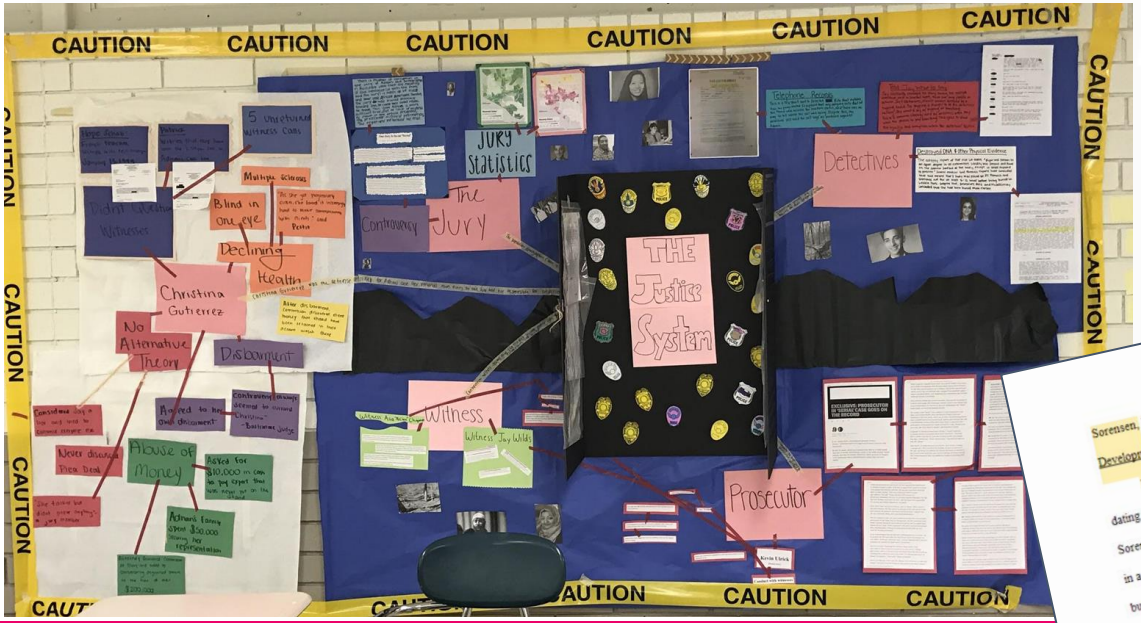
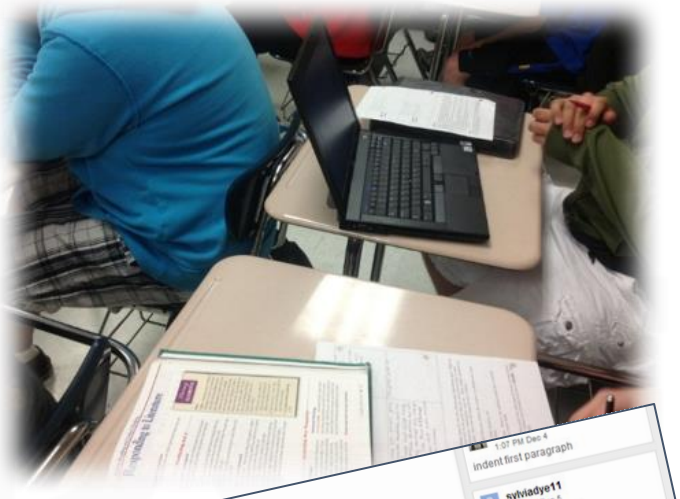
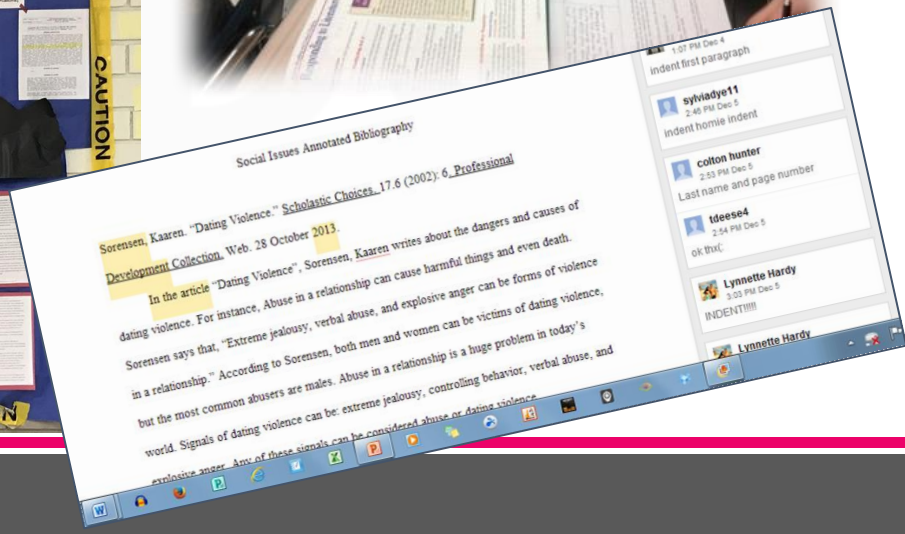
# Doing Digital Literacies: Multimodal Composition

- What do teachers actually do?
- What are some examples?

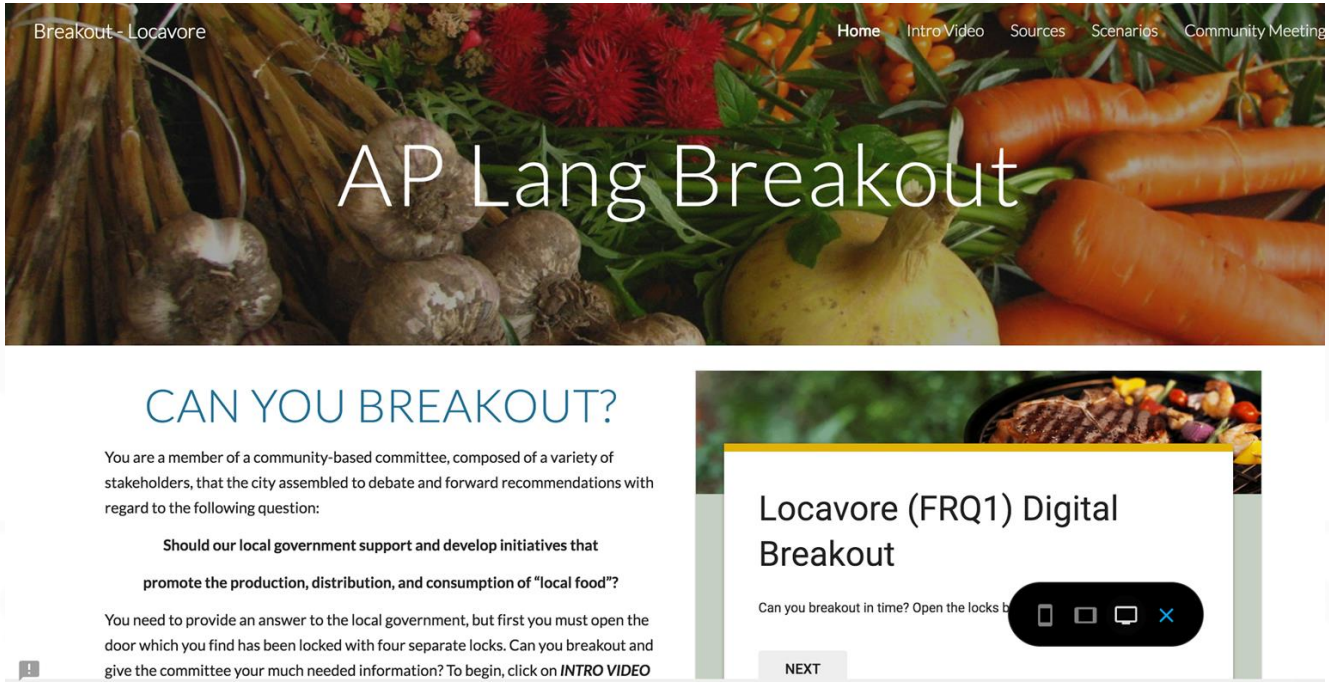




# Digital Practices: Games, Learning, and Literacy

- What do teachers actually do?
- What are some examples?



# Digital Practices: Social Networking

- What do teachers actually do?
- What are some examples?

Failed use of parallelism. Not good rhetoric #bartonaplang

#BartonAPlang

| | | | | |
|---|---|---|---|---|
| | Voices a stereotypical assumption about a group of people | Appeal to an 'American value' other than patriotism | Ad Hominem | Begging the Question |
| Uses a rhetorical question to insinuate a 'correct' conclusion | Uses opponents own words against him/her | | Sweeping Generalization | Appeal to Authority |
| Ad Populum | | CREATE A MEME 'ELEVATOR SPEECH' OF THE DEBATE | Either/or fallacy - only two choices; no middle ground or alternative. | |
| | | Bingo | | |
| | Slippery Slope | Either/Or Fallacy | | Offers Personal Anecdote |

# Digital Practices: Re-Visioning Conventional Assignments

- What do teachers actually do?
- What are some examples?

- **Senior Projects**
  - Authentic audiences
  - Digital, visual, media literacies demonstrated in practice and in reflection
  - Examples from Cherokee County
  - FERPA challenges: public and private

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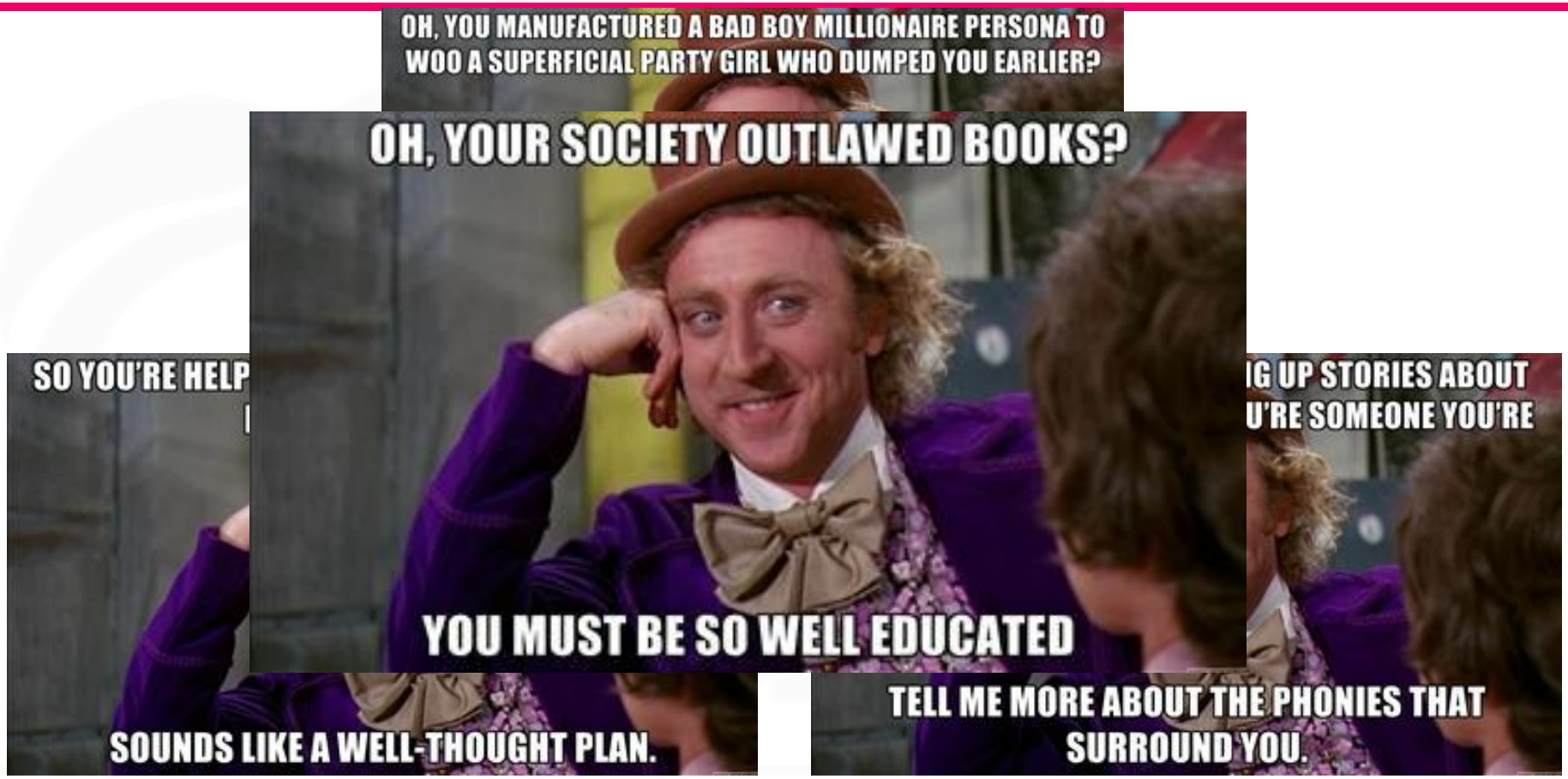
# "Condescending Wonka" Meme

Top Line: Wonka asks a question/statement that raises a subject in deceptively innocent fashion.

Bottom Line: Follows up with an ironic request or statement that reveals the hypocrisy/inanity/absurdity of the situation presented in the top line.



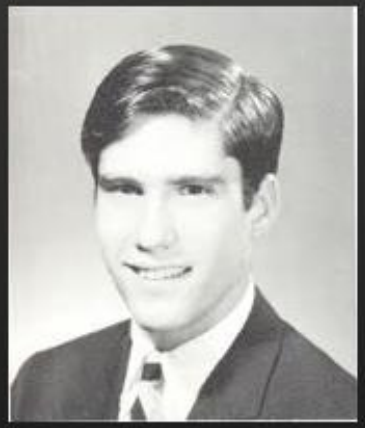

Top: Direct question/statement that raises a subject in deceptively innocent fashion.
Bottom: Ironic request or statement that reveals hypocrisy/inanity/absurdity of the situation presented in the top line.

# What People Think I Do...

# What People Think I Do...

## Paris

who society thinks I am



who Lord Capulet thinks I am

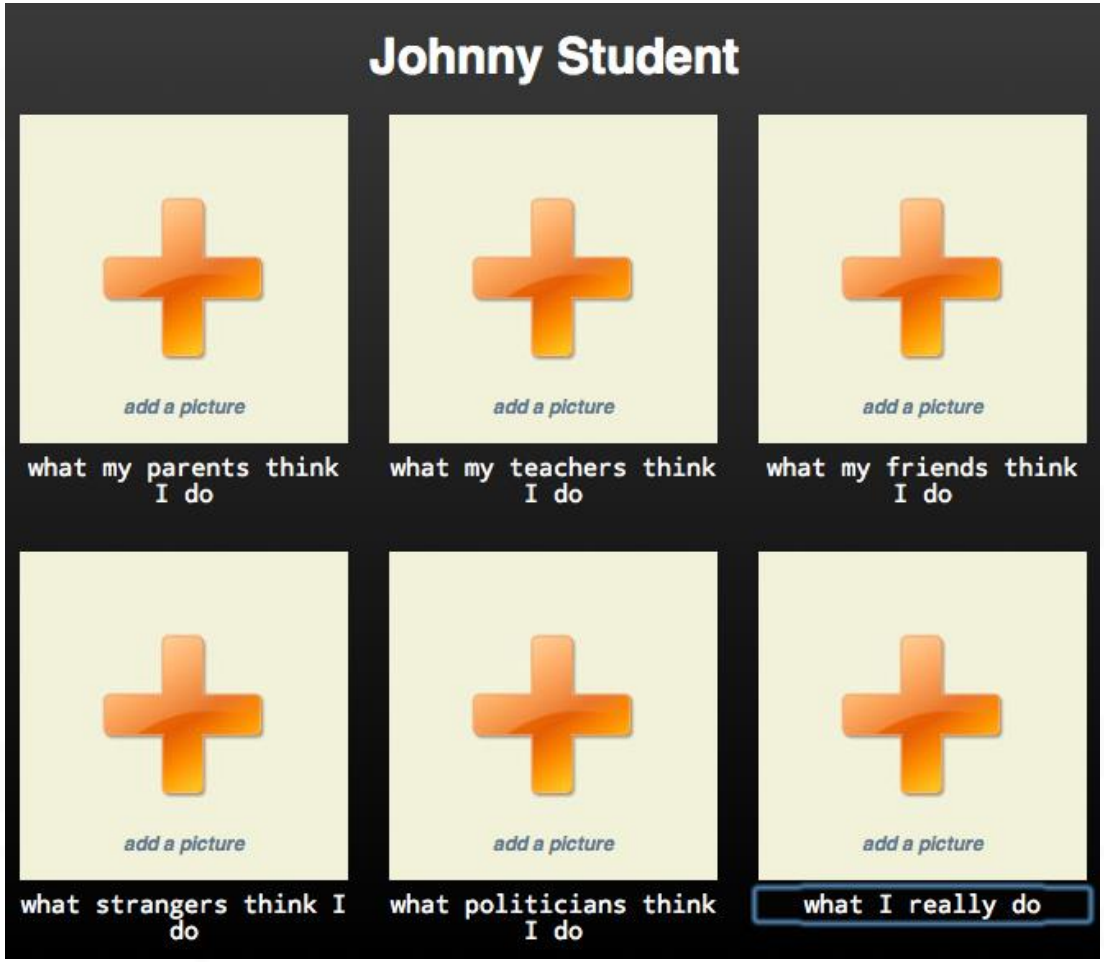
who the Nurse thinks I am

who Juliet thinks I am

who Romeo thinks I am

who I think I am

# What People Think I Do...




http://uthinkido.com

# Questions

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Georgia's School
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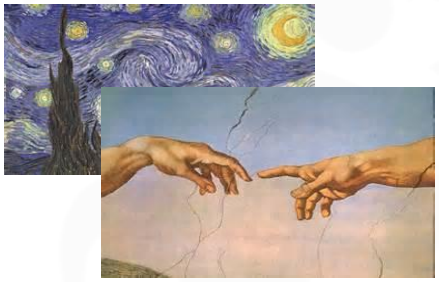
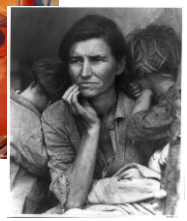
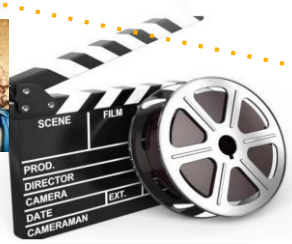
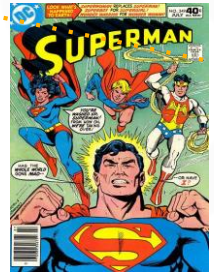
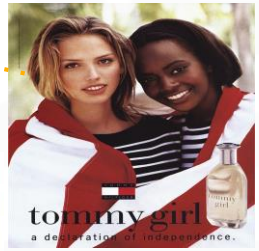
# What about Media Literacy?









# Media Literacy: Five Questions to Support Inquiry

| Questions | Corresponding Assumptions |
|---|---|
| 1. **Who created** this message? | 1. All messages are "constructed." |
| 2. **What creative techniques are used** to attract my attention? | 2. Media messages are constructed using a creative language with its own rules. |
| 3. How might different people **understand this message** differently from me? | 3. Different people experience the same media message differently. |
| 4. What lifestyles, values and points of view **are represented in, or omitted from,** this message? | 4. Media have embedded values and points of view. |
| 5. **Why** is this message being sent? | 5. Media messages are organized to gain profit and/or power. |

*From the Center for Media Literacy*

# Media Literacy

- What do teachers actually do?
- What are some examples?

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# Moving Images:
# Starting Some Conversations

## 30-second commercials

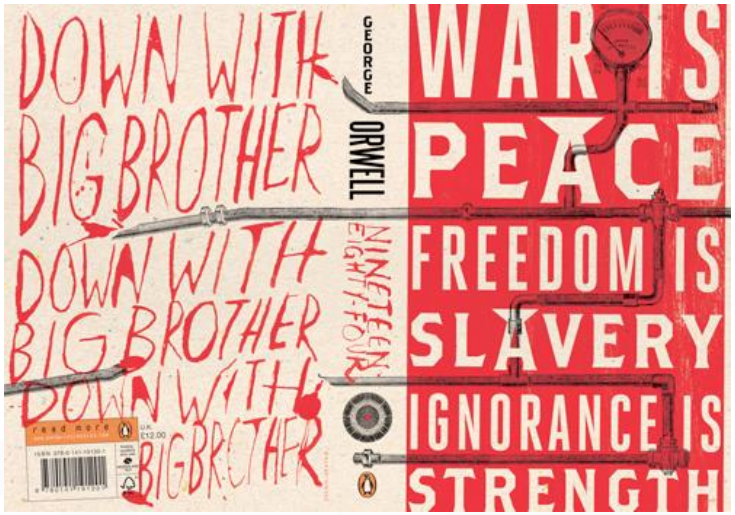
# Short Moving Images: Starting Some Conversations

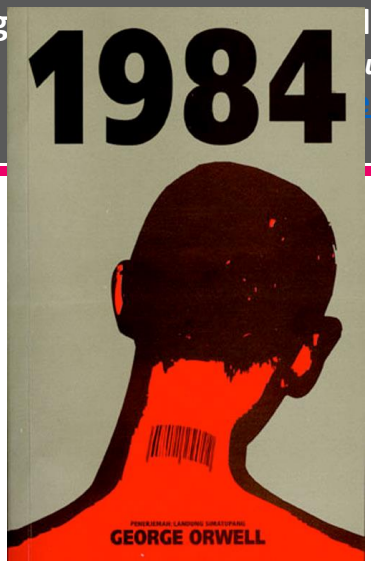
| Element | Detailed description (what do we see/hear?) | What is being conveyed or implied? (how? why?) |
|---|---|---|
| Setting/Place | | |
| Narration: Script | | |
| Narration: Tone | | |
| Sounds | | |
| Soundtrack | | |
| Editing | | |

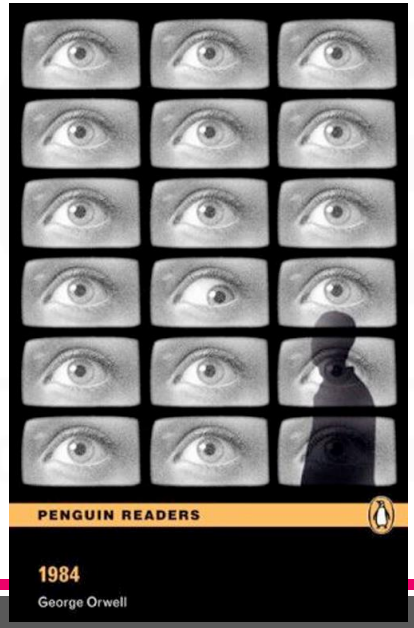
**Meta-Narrative: what are the underlying ideas/themes in the text?**

# Books

Richard Woods, Georg lent ure" .org





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Richard Wood

# Juliet's monologue, R&J, Act III, Scene 2

1. How does the image/clip match or contrast with your understanding of Juliet's emotions?

1. How does the image/clip change or shape your reading of the text?

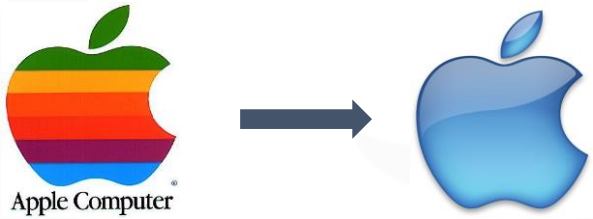
1. What specific elements in the image/clip connect with details in the text to convey this new perspective?

# Scenario: Logo Redesign

CVS

# Scenario 5: Logo Redesign

CVS



# Other Redesign Options: Sports Logos

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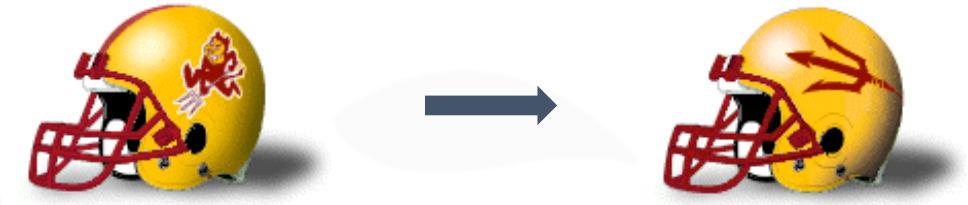
# Sports Logos



# Critical Response:
# Remixing Logos to Make a Statement

**World Cup 2022 in Qatar**

- Laborers from other countries used to build soccer stadiums
- Workers passports confiscated; confined to job site
- Poorly paid and very dangerous job conditions
- Over 1000 workers have died so far; 5000+ deaths projected
- Sponsors and advertisers are some of the biggest companies in the world

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HYUNDAI
NEW THINKING. NEW POSSIBILITIES

SONY
make.believe

Budweiser

VISA

Coca-Cola
Coca-Cola
Coca-Cola

adidas

VISA

Coca-Cola

Proud sponsor of human rights abuses in Qatar

# Benefits/Relevance of this Work?

*Encourages…*

- Systematic, logical thinking
    - Reasons, evidence, explanation
- Considering the needs of a realistic audience
- Considering multiple perspectives/solutions
- Recognizing/tolerating complexity
- Developing understanding for different viewpoints
- Building consensus
- **Seeing writing as an applied, useful tool**

*Fits…*

- With the increased emphasis on argument and textual evidence in the CCSS

Media Literacy Clearinghouse: http://frankwbaker.com/mlc/

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# News Literacy

- First level: critical assessment of credibility
- Second level: self-assessment of biases
  - AP Lang--Heather
  - Common Ground
    - Testing assumptions

the news literacy project

# Questions

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# Universal Design for Learning

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# Digital Literacy Resources

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Bonus ***Digital Literacy*** Webinar

Georgia Public Broadcasting and Discovery Education

Access webinar for information about digital resources on GSO

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Heather Barton -- heather.barton@cherokee.k12.ga.us -- @MrsBarton2