

DIGITAL LITERACY IN THE HUMANITIES: OPPORTUNITIES ON THE “NEW FRONTIER” – GRADES 3-6

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WHY THIS SESSION?

- Ideally, “...the language arts—listening, speaking, reading, and writing—should be integrated with each other and across the curriculum” (Strickland, 2012, p. 25).
- Such integration may reduce student anxiety and increase the automaticity of student writing (NCTE 2016b)
- Examples (Anderson & Briggs, 2011; Bunn, 2013; NCTE, 2011; NCTE, 2016a; Rowlands, 2016; Stevens, 2006):
 - Asking students to respond to reading through writing and to incorporate information from reading into writing
 - Asking students to analyze/emulate writer’s craft in their own writing (mentor texts)
 - Engaging students in frequent low-stakes writing tasks in order to build the requisite skills and hone their own writer’s craft

IN OTHER WORDS....



TOOL # 1 – EMOJI SUMMARIES (DUSTIN BRUMMIT)

Directions

- Summarize a reading, chapter, act, etc. using emojis.
- Be sure to include major plot points, conflicts, and characters
- Exchange with a partner and ask them to “read”/interpret it.
- Optional – reduce # of emojis (e.g., to 7) to keep the most important points but get rid of fluff

Example

Can you Guess? Scene from a young-adult-novel-turned-movie



Your Turn! Choose a well known book or story (e.g., a fairy tale) and retell it using less than 10 emojis. Be ready to trade.

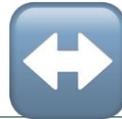
TOOL #2: TEXT REFORMULATION

What is It?

- Text reformulation (Beers, 2003) – A strategy that asks students to turn a poem into a newspaper article, a novel into a children’s book, etc.
- Digital Tool - Canva
 - Option 1 – Turn a story into a “6-Word Memoir” with visual appeal
 - Option 2 – Turn an article into an infographic

How can it Help?

- Encourages close reading
- Asks students to process what they read by exercising written and digital literacy
- Encourages investment and motivation
- Can be completed individually or collaboratively



TEXT REFORMULATION #1 – 6-WORD MEMOIR

6-Word Memoir

Directions



- Choose a book, movie, tv series, etc. – any STORY that you really like or that you’ve read recently
- See if you can sum up that story in SIX WORDS. Make sure you incorporate several story elements (plot, conflict, setting, character, theme, etc.)
- Go to Canva.com and create a free account
- From the menu on the left, choose “Social Graphics”; from that menu choose “Instagram Posts”
- Choose the template you like the best and click on it to “customize it” for your memoir
- At the top, click “Download” to save it to your desktop. Upload the image and post it on this padlet: <https://padlet.com/doubetkj/Memoir>

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TEXT REFORMULATION #2: INFOGRAPHICS (THEY'RE EVERYWHERE!)



New York Times ↑

Real Simple magazine →



How Hurricanes Form

From <https://www.commonlit.org/en/texts/explain-hurricanes-cyclones-and-typhoons>

TEXT REFORMULATION #2 – INFOGRAPHIC

Example from McTigue, Doubet, & Carbaugh (in press)

Directions



- Go to Canva again and choose “infographic” from the menu on the left
- Explore the kinds of infographic templates available. Pay particular attention to “Education,” “Process,” and “Timeline.”
- Now go to Commonlit.org
 - You don’t have to create an account if you don’t want to; rather...
 - Click on “Library” in top left
 - Select “Genre” from the dropdown menu
 - Choose “Informational Texts”
- Browse the selections and choose one that might be of interest (and on grade level for) your students.
- Look back at the Canva Infographic templates. And think about how students might capture the information from the article in the template.

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OTHER IDEAS FOR “FUN WITH CANVA”

- Students create personal “Postcards” to introduce themselves at the beginning of the year.
- Students utilize characterization techniques to create “business cards” or resumes for characters
- Students summarize a story by making a “10 Things you Need to Know” infographic
- Students use a “process” infographic template to chart the evolution of a character
- Students share findings from research projects using a Budget Proposal template



TEXT REFORMULATION #3



Book Creator is open-ended, creative and cross curriculum. Create your own teaching resources or have your students take the reins.

Combine **text, images, audio** and **video** to create:

- Interactive stories
- Digital portfolios
- Research journals
- Poetry books
- Science reports
- Instruction manuals
- ‘About me’ books
- Comic adventures

<https://read.bookcreator.com/>

My Classroom Environment Plan

by Katie Castellano



GETTING TO KNOW YOUR STUDENTS/ FOSTER STUDENT-TEACHER RELATIONSHIPS

One of the most important things a teacher must do in the classroom is to create a safe and comfortable environment for their students. The best way to do this is to focus on the relationships between the teacher and their students. By having a trusting and safe relationship, students are more likely to participate in class and to go outside their comfort zones. It is also important for the ELL students in your classroom because building relationships between teachers and ELL students have shown an increase in student motivation and academic achievement (Perazzo & Hull-Spyronek, 2012, p.17).

One way I would do this is by having questions on the top of every assignment I have the students turn in (Doubet & Hockett, 2015, p.10-11). The questions can be simple as “How are you?” or “Coke vs. Pepsi”, or deeper like “What song describes your week?”. I would also take student suggestions for questions by having a question suggestion box at the front of the classroom. This is a covert way for me to build relationships with my students because I am able to find out both basic information about my students, and do check ins to see how they are feeling and know what’s going on with their lives. It’s also great because it also keeps it between each individual student and myself, so they can share things they may not feel comfortable sharing to the whole class.

Another way I would do this is through the Life Soundtrack (Doubet & Hockett, 2015, p. 22-23). I would do this early in the year when teaching about story elements and have the students pick four songs that tell a story about their life in terms of setting, character, theme, and central conflict. As an English teacher, this is killing two birds with one stone because they also get to practice their skills with story elements by applying them to their own lives. It has the students think outside of the box and it can showcase my students’ different tastes in music. Music is a great way for people to bond and share their interests which can be helpful for ELL students because they can take music from their cultural backgrounds if they want to. After I got all of the students’ four songs, I would then create a class Spotify playlist to play during class when they are working on group work.

Classroom environment plan

by Aaron Grubski



GROWTH MINDSET

By Aaron G
← Seen here

Explaining to the students that you have failed too.

I DIDN'T KNOW WHAT I WANTED TO BE SAID. I WAS ALREADY DONE WITH COLLEGE. I KEPT TRYING, MADE MISTAKES, BUT FOUND OUT WHAT I NEEDED TO DO IN ORDER TO ENJOY MY JOB!

I plan to show examples of people who failed more than once, to later become successful.

THERE IS AN ATUTOR AND INSTRUCTOR AT SHU NAMED MEL. HE FAILED ENGLISH COMING OUT OF HIGH SCHOOL, LATER TO RECEIVE HIS MA IN ENGLISH.

OVERTLY REPRESENTING A GROWTH MINDSET EXAMPLE...

This shows the students that I am human too, and making mistakes is okay. It can also show that growing up itself has its challenges.

SHOWING THAT EXAMPLE OF ME. I IS A GREAT, ESPECIALLY FOR ELL. IT SHOWS THEM THAT YOU DO NOT HAVE TO BE GOOD AT ENGLISH TO EVENTUALLY WORK YOUR WAY TO HIGHER PLACES.

TOOL #3: DIGITAL REVIEWS

What is It?

- Based on Amazon Reviews (Gallagher, 2011) – Students read reviews for their favorite products and rate each as “helpful” or “not helpful”
- Together, the class compiles a list of criteria for a helpful review
- Students create their own reviews to be evaluate by class-generated criteria

How can it Help?

- A natural opening into the teaching of argument
- Real products and reviews lend authenticity
- Encourages investment and motivation



LET'S GIVE IT A TRY!

Example from McTighe, Doubet, & Carbaugh (in press)



1. Choose a favorite product, book, gadget, etc. – one that you really like OR choose an item you're thinking about purchasing.
2. Look up that item on Amazon – or another website – and read the product's reviews.
3. Choose the top 3 most “helpful” reviews and make notes about why they are helpful.
4. Choose the worst reviews and make notes about why they are NOT helpful.
5. Share responses to create our own class generated list
6. Create your own review (for this product or another) and post here: <https://padlet.com/doubetkj/Reviews5>
7. Pair up and peer review one another's reviews using our class-generated list.

TOOL #4 - IMAGES AS TEXTS



Text - Poem

- Read the Poem, “The Great Colossus” by Emma Lazarus (this bolded portion is engraved in the pedestal of the Statue of Liberty).
- Circle words that seem most important
- Underline other words that stand out to you
- Put a question mark next to words that are unfamiliar.

Parallel Text - Image

- Examine the images on this Padlet: <https://padlet.com/doubetkj/images>
- Choose the one you think best capture the feeling and intent of the poem
 - OR
- Find and post a different image that you think best captures the intent of the poem.
- Be ready to defend your choices in a group discussion

The New Colossus BY EMMA LAZARUS

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. **“Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”**

PAIDEIA – OR SOCRATIC - SEMINAR



Example

- How would you characterize this activity
- What did the teacher do before? During?
- What did the students' do before? During?
- Cost-Benefit Analysis?

Our Turn

- Discuss the images' reflections of the poems. Which images best capture the poem?
- Which images resonate with you?
- Ask one another questions.
- Respond using one another's names.
- Refer to the text (images and poem) as much as possible
- Remain respectful and courteous at all times

THE GOAL



“[READING] AND WRITING ARE BOTH EXPRESSIONS OF THE HUMAN CONDITION. [WE READ] SOMEONE ELSE'S EXPRESSION AND [WE WRITE] OUR OWN.” (PARTICIPANT 102)

(Doubet & Southall, 2017)

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