



Expanding Notions of Literacy

Multiliteracies: Meaning Making and Literacy Learning in the Era of Digital Text

Mary Kalantzis and Bill Cope
University of Illinois

Preliminaries: A quick overview of the theory ... then ...

Five Transformations

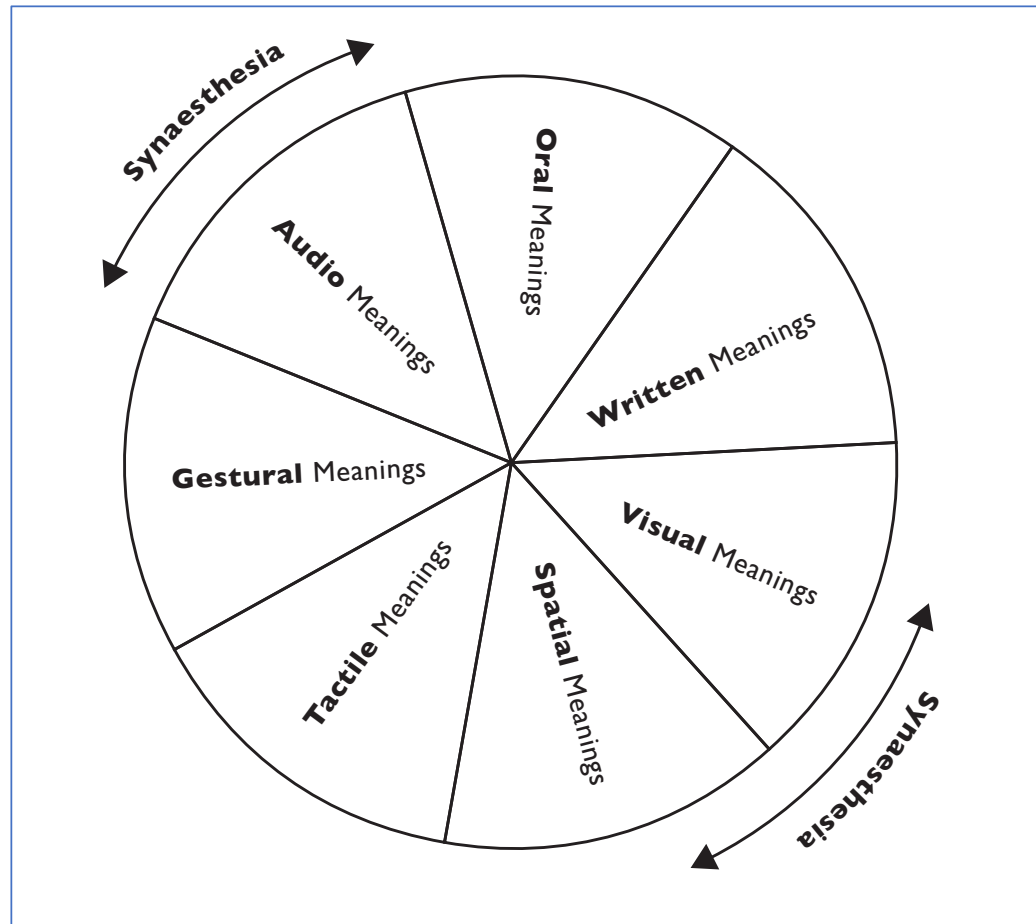
1. The Means of Production of Meaning
2. The Forms of Classroom Discourse
3. The Social Relations of Text and Learning
4. The Texts of the Classroom
5. Assessment of Learning and Literacies

The term “Multiliteracies” refers to two major aspects of language use today.

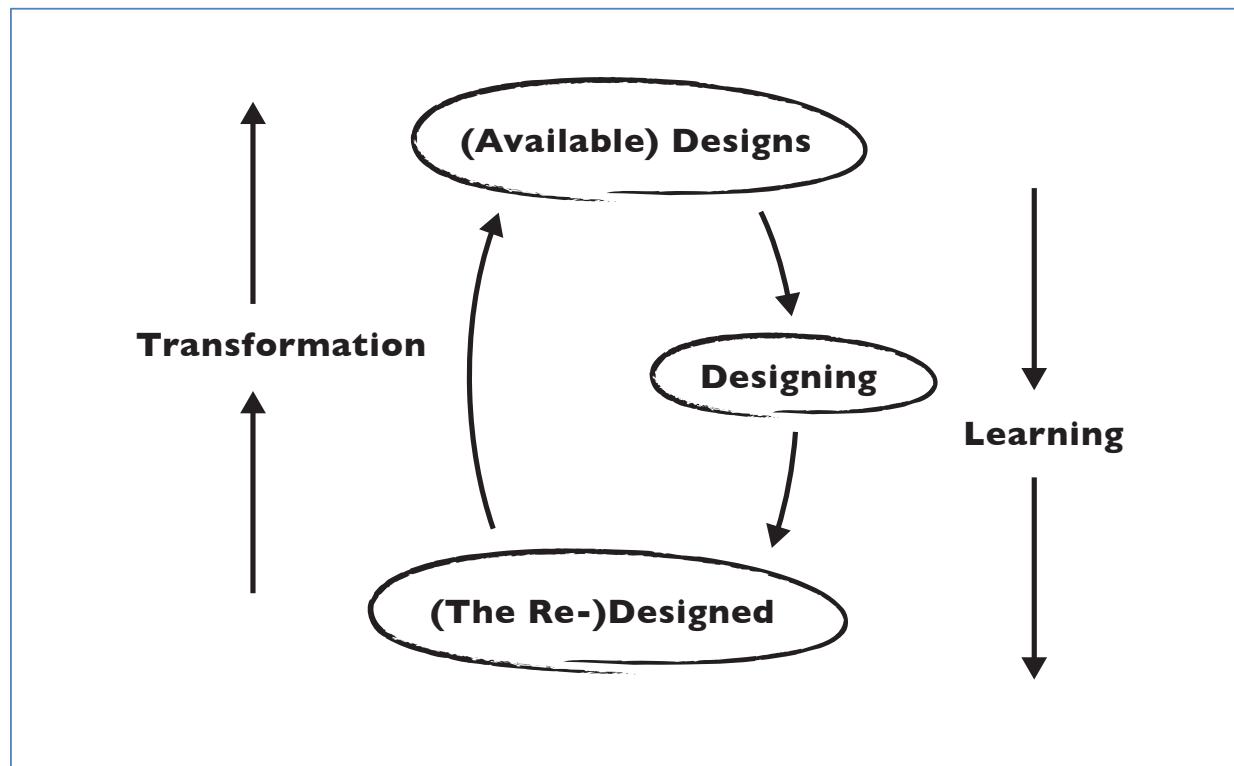
The first is the *variability* of meaning making in different cultural, social or domain-specific contexts.

The second is the *multimodality* of meaning making, particularly evident today in digital information and communications media.

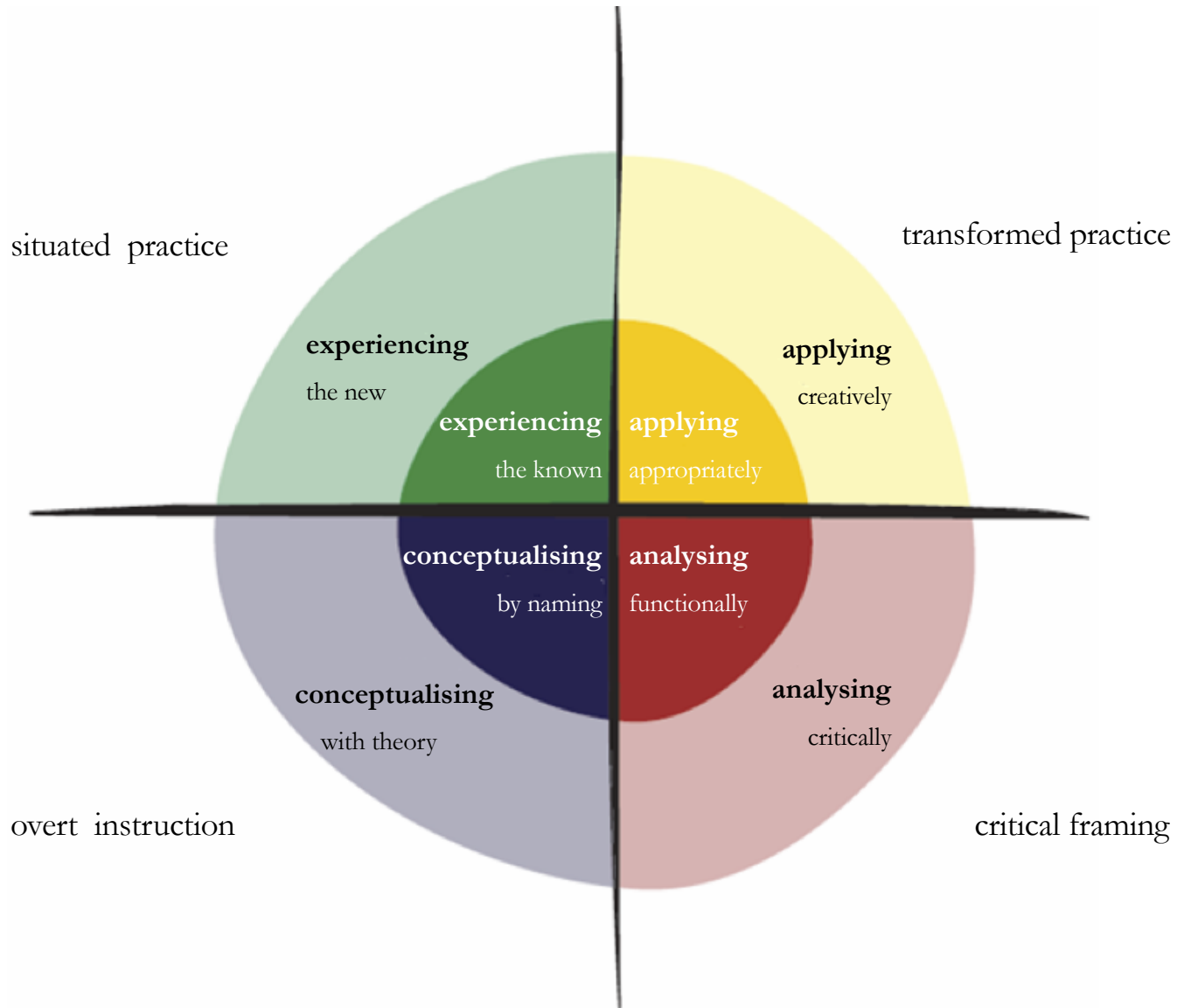
Synesthesia



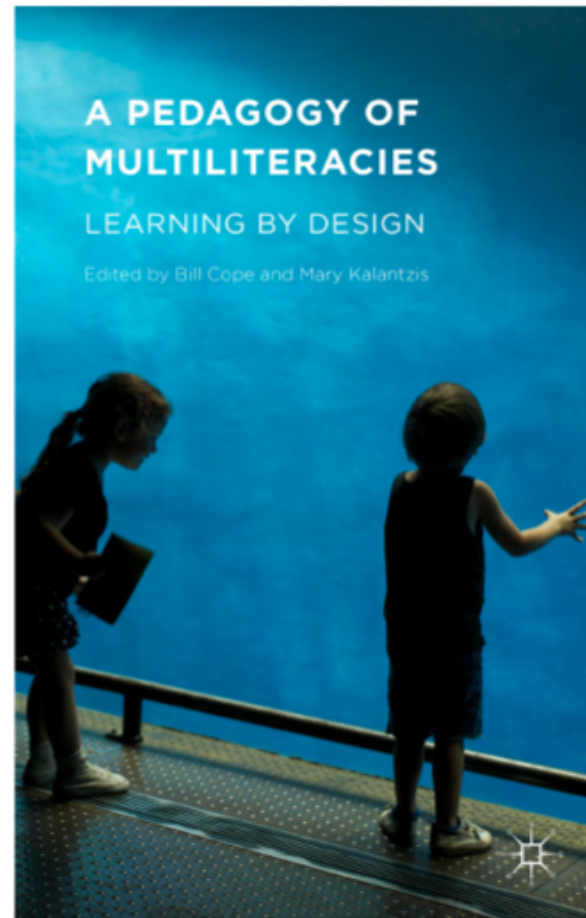
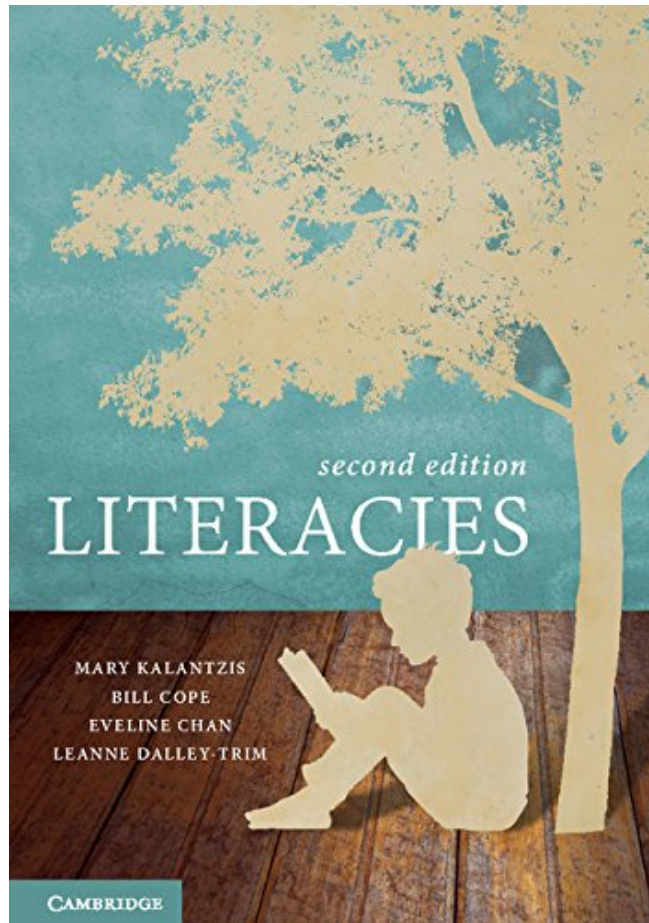
Literate Agents and Their Differences



Pedagogy



References



Five Transformations

1. The Means of Production of Meaning
2. The Forms of Classroom Discourse
3. The Social Relations of Text and Learning
4. The Texts of the Classroom
5. Assessment of Learning and Literacies



BILL & MELINDA
GATES *foundation*



Transformation 1. The Means of Production of Meaning

privileging the alphabet



starting at school...



Transformation 2. The Forms of Classroom Discourse

(Cazden, 2001)



"Hands up!"

Teacher initiates: "What's the furthest planet from the sun in the Solar System?"

Students respond: (Members of the class shoot up their hands, and one responds, a proxy for all the others:) 'Pluto.'

Teacher evaluates: 'Yes, that's correct!' (Or an alternative ending: 'No, that's wrong, does someone else know the answer?')

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The Comedy of Errors at KM Create

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The Comedy of Errors at ...





Learning and collaborating - "I'll say as they say, and persevere so, / and in this mist at all adventures go" (II.ii.214-215).

Views: 549

COMMUNITY ADMINS (3)


 William Cope


 Jessica Harroun

 Rita van Haren

View All


MEMBERS (23)

 Ellena Hein


 Derek Kaiser


The Comedy of Errors at KM Create's Updates


6. Analyzing Language




Recent Activity


 Rita van Haren starred an update 1. Casting the Players.


 Derek Kaiser commented on an update 6. Analyzing Language.

 Sydney Heinzelmann commented on an update Elle Tosh- Initial Theme Tracking .

 Jessica Harroun created the update Feedback Final Survey: The Comedy of Errors.

 Jessica Harroun created the update 8. Final Reflections.

 Jessica Harroun created the update The Comedy of Errors - Plot Quiz.

 Kayla Wells commented on an update Kayla Wells- Initial Theme Tracking.

View All

SHARES

Share a file or link...

Find in page

Highlight All

Match Case

Whole Words

Classroom Discourse (still ... and utterly transformed)

1. Everyone responds
2. Lowered barriers to response
3. From oral and written
4. When everyone responds, learner differences become visible and valuable
5. This is highly engaging
6. The read/write mix and the participation mix is about right
7. We can break out of the four walls of the classroom and the cells of the timetable
8. Anyone can be an initiator
9. A new transparency, learning analytics and assessment

References

The screenshot shows the Coursera website interface. The browser address bar displays the URL <https://www.coursera.org/learn/elearning@ratings>. The Coursera logo is in the top left, and navigation links for 'Catalog', 'Search catalog', 'For Enterprise', 'Log In', and 'Sign Up' are at the top. The course title 'e-Learning Ecologies: Innovative Approaches to Teaching and Learning for the Digital Age' is prominently displayed. A sidebar on the left contains links for 'Overview', 'Syllabus', 'FAQs', 'Creators', 'Pricing', and 'Ratings and Reviews'. The main content area includes an 'About this course' section, a 'Created by' section for the University of Illinois at Urbana-Champaign, and two instructors: Dr. William Cope and Dr. Mary Kalantzis. An 'Enroll' button is visible on the left sidebar.

Sign In | Scholar X Creator | Scholar X e-Learning Ecologies: Innovative X

https://www.coursera.org/learn/elearning@ratings 90% 1g ecolog

coursera Catalog Search catalog For Enterprise Log In Sign Up

Home > Social Sciences > Education

e-Learning Ecologies: Innovative Approaches to Teaching and Learning for the Digital Age

About this course: For three decades and longer we have heard educators and technologists making a case for the transformative power of technology in learning. However, despite the rhetoric, in many ways and at most institutional sites, education is still relatively untouched by technology. Even when technologies are introduced, the changes sometimes seem insignificant and the results seem

▼ More

Created by: University of Illinois at Urbana-Champaign

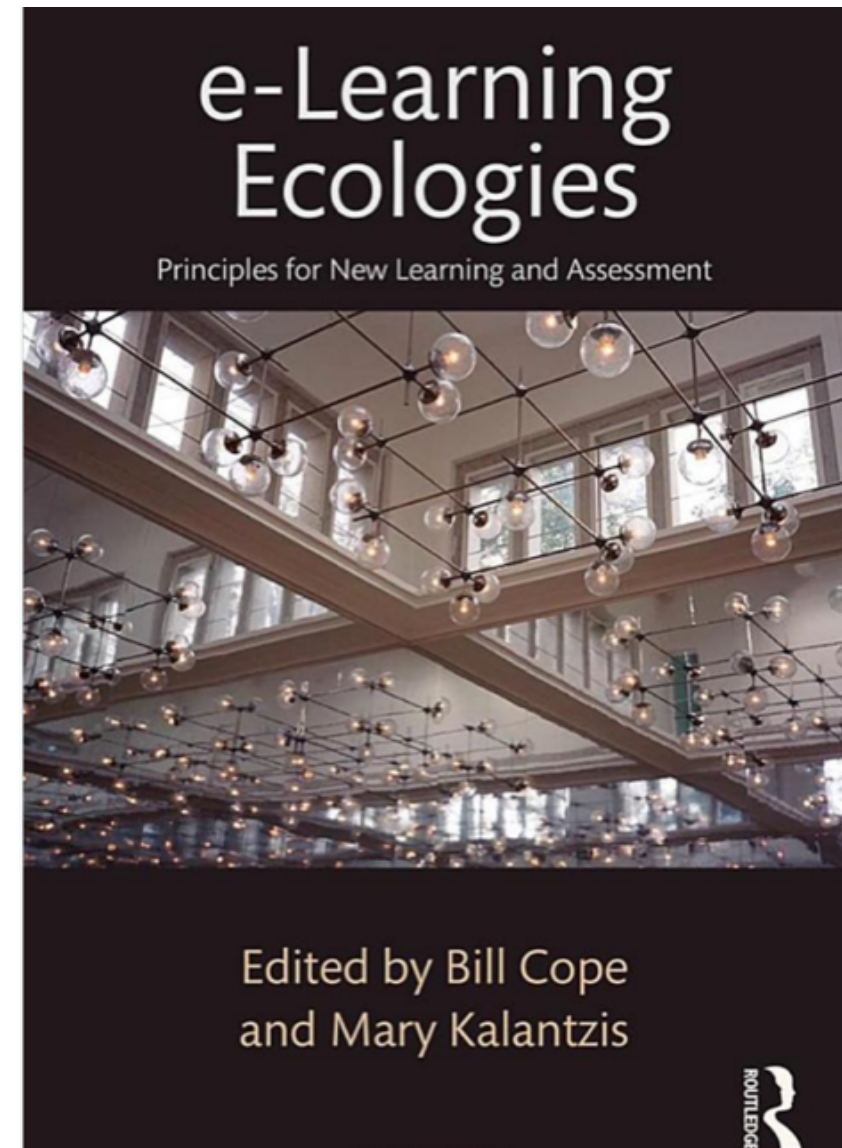
ILLINOIS

Taught by: Dr. William Cope, Professor
Department of Education Policy, Organization & Leadership, College of Education

Taught by: Dr. Mary Kalantzis, Dean
College of Education

Financial Aid is available for learners who cannot afford the fee. [Learn more and apply.](#)

Enroll
Started Jan 18



Transformation 3. The Social Relations of Text and Learning



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Evaluation of Hank the Beagle

Clinical Evaluation of Hank the Beagle



Hank is a 2 year-old, MC Beagle who was presented to the U of I Cardiology Service for an episode of fainting that occurred approximately 2 weeks ago when chasing a squirrel. After the increased activity he

Works

Special New

New

About This Work

Feedback

Reviews

Annotations

Recommendation

Checker

Rubric

Review Work

Results

VIEW REVIEWS

More/Less

Results for Version 1 (Feb 20, 2017 4:49 pm)

Andrew Bullis's Review

Problems

3 of 4

Weight: 1/7

You did a good job identifying the problems in this case and you did state why you chose the first problem to be first. However, why did you pick number two over number three? Could these two problems be related in any way? Could two and three be causing one? It also may be a good idea to go through and proofread your work, there are many spelling errors and some of these sentences are confusing.

Comment by Taylor Jones

I picked #2 and #3 because I felt as if they were important problems that Hank had regardless of if they were related at the time. I agree with you that

Find in page

Highlight All

Match Case

Whole Words

COGNITION

Learning Activity: a focus on representation of specific content knowledge

Disciplinary Practice: thinking about a specific topic, its facts and arguments

Empirical Work: outlining specific content, applying disciplinary reasoning to that content

Individual Intelligence: the activity of representing knowledge (including contribution to jointly created works)

Learning: the knowledge representation made by the student

METACOGNITION

Self-regulation of Learning: project objectives, phase outline; ongoing dialogue around processes

Disciplinary Thinking: a focus on the general conditions of insightful work in this discipline; epistemological reflection

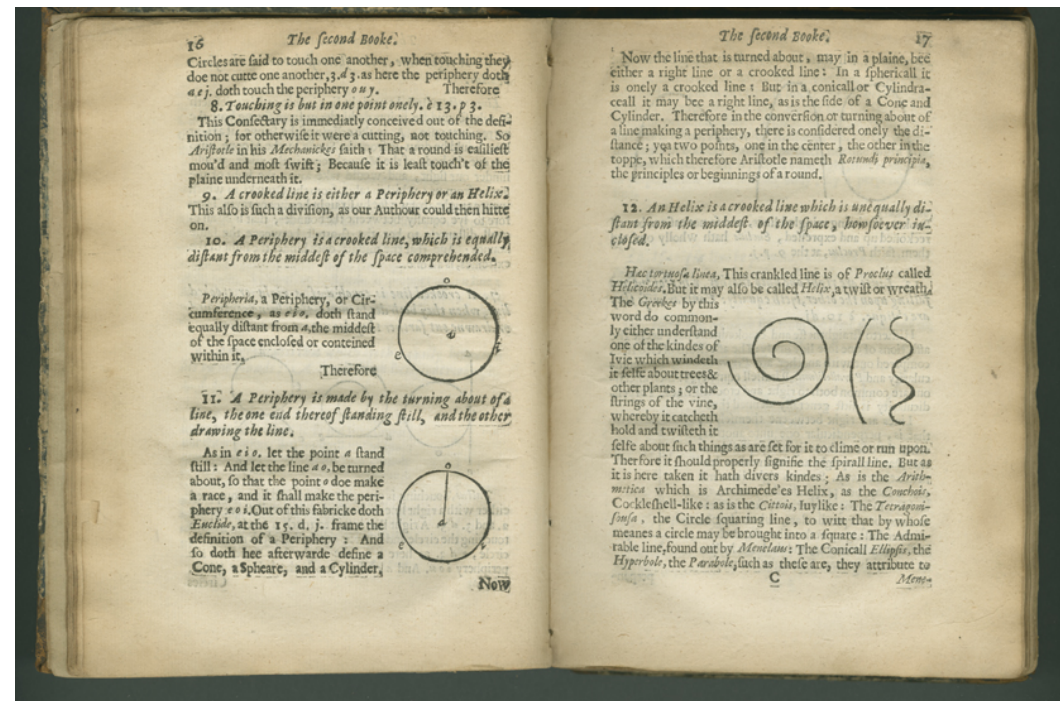
Theoretical Work: thinking based on the general theoretical precepts of the discipline; a play/dialogue between the particular (thinking about specific details of knowledge), and the general (thinking about conceptual concepts and frameworks that tie this knowledge together).

Collaborative Intelligence: structured feedback; productive diversity in learning from varied perspectives

Assessment: formative assessments by peers, teachers and self; retrospective data analytics

What do we do about Pedagogy ...?

Transformation 4. The Texts of the Classroom



Petrus Ramus, Euclid's Elements (1569, English Translation 1636)

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Views: 290

Title: Health Technology Innovation with Limited Resources

Author(s): Jenny Amos, William Cope , Mariam Bonyadi, Samaa Haniya

Collection: [Higher Education Modules](#)

Keywords: Communicable, Global health

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Abstract

This learning module is an introduction to health systems in the context of disease burden and infrastructure to support health needs, with its emphasis on defining needs of a community, use of locally available materials, low-tech but game-changing innovations, sustainability concerns in resource-limited settings, and involving stakeholders and engaging the community within the context of healthcare systems and technologies, water and food sanitation, and local engineering strategies. Students will discuss ethical, social, and political concerns as part of the design process.

✕ 🔍 Find in page

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Highlight All Match Case Whole Words

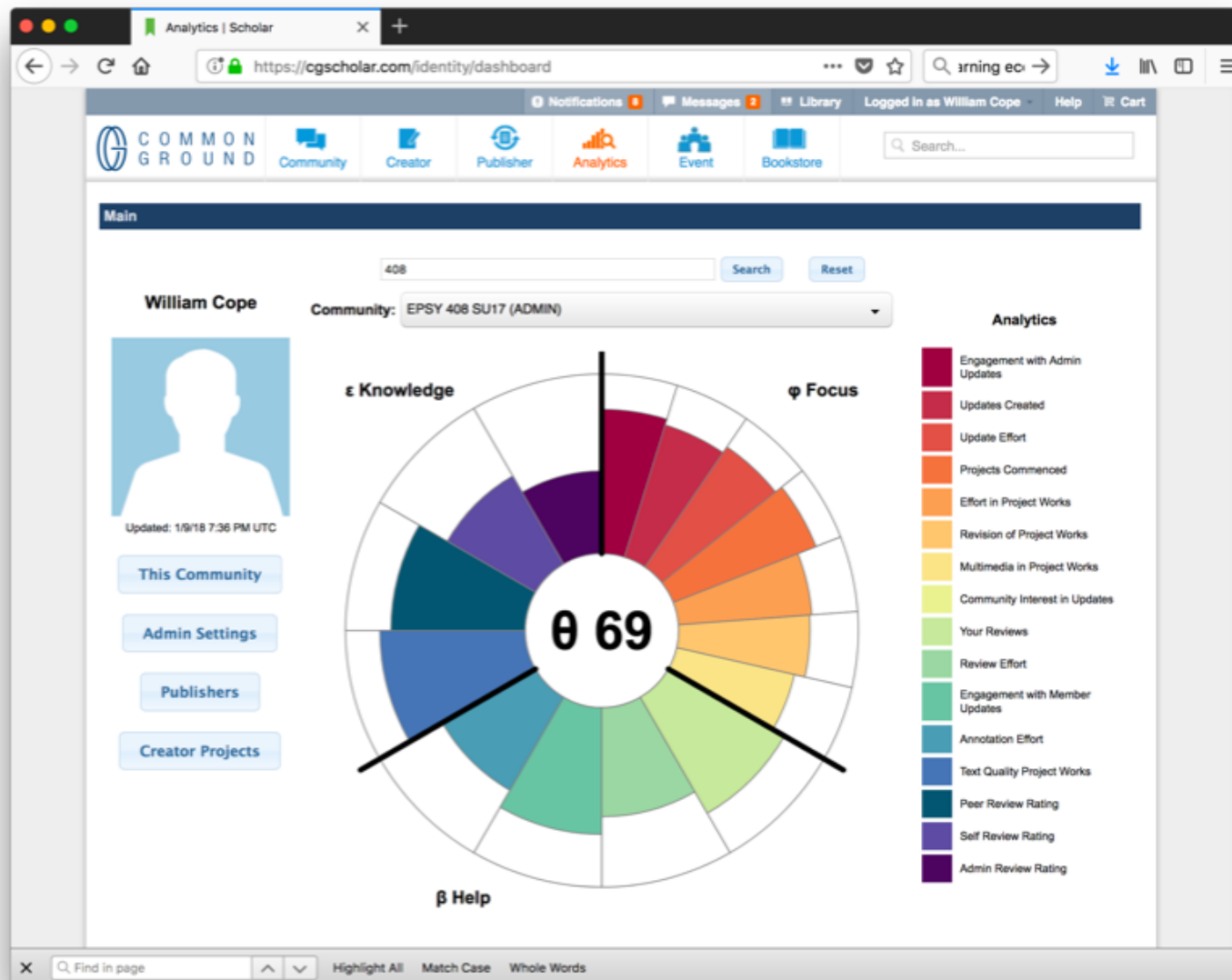
Learners as Knowledge Producers

Changing the Balance of Agency

Productive Diversity

Transformation 5. Assessment of Learning and Literacies





Embedded Learning Analytics:

- to end the strange textual and social practices of assessment?
- to end the distinction between instruction and assessment?

Reference



AERA Open
April-June 2016, Vol. 2, No. 2, pp. 1–19
DOI: 10.1177/2332858416641907
© The Author(s) 2016. <http://ero.sagepub.com>

Big Data Comes to School: Implications for Learning, Assessment, and Research

Bill Cope

University of Illinois

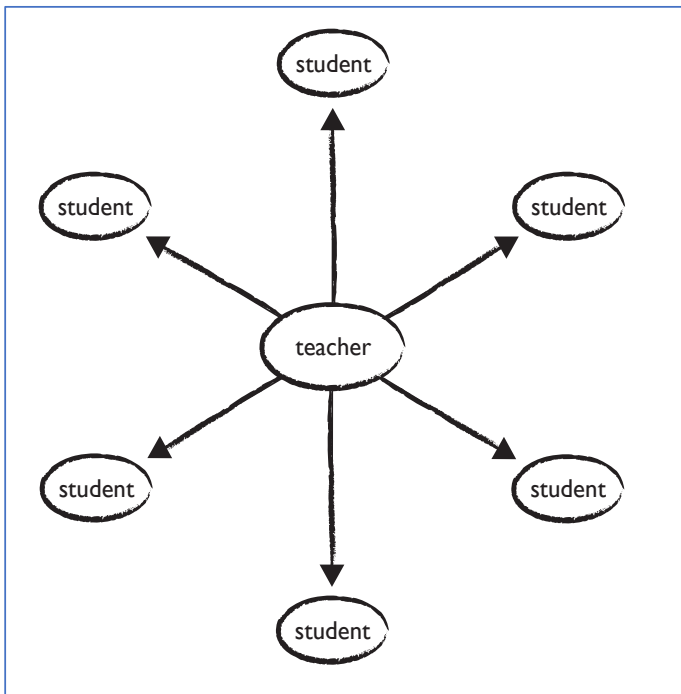
Mary Kalantzis

University of Illinois

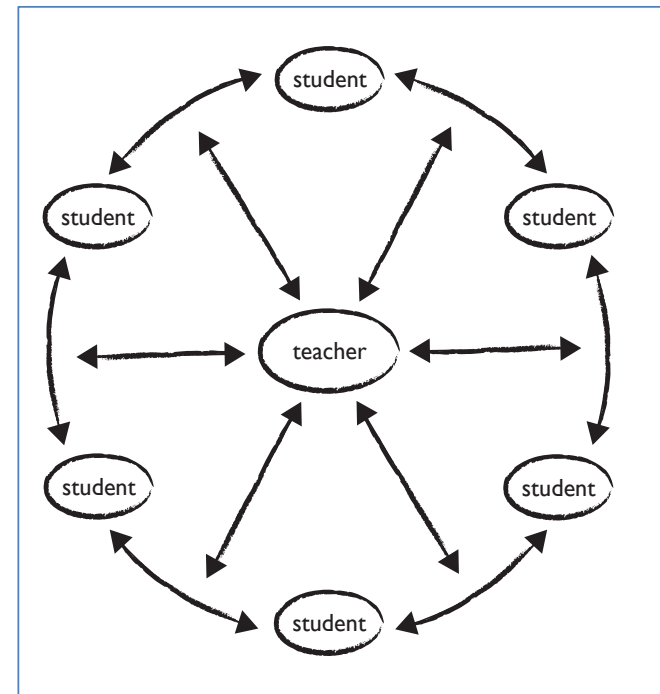
The prospect of “big data” at once evokes optimistic views of an information-rich future and concerns about surveillance that adversely impacts our personal and private lives. This overview article explores the implications of big data in education, focusing by way of example on data generated by student writing. We have chosen writing because it presents particular complexities, highlighting the range of processes for collecting and interpreting evidence of learning in the era of computer-mediated instruction and assessment as well as the challenges. Writing is significant not only because it is central to the core subject area of literacy; it is also an ideal medium for the representation of deep disciplinary knowledge across a number of subject areas. After defining what big data entails in education, we map emerging sources of evidence of learning that separately and together have the potential to generate unprecedented amounts of data: machine assessments, structured data embedded in learning, and unstructured data collected incidental to learning activity. Our case is that these emerging sources

What do we do about Assessment ...?

... and in a wider perspective:



Didactic/Mimetic Pedagogy



Reflexive/Ergative Pedagogy

Didactic/Mimetic

Reflexive/Ergative

Teacher-centered

Learner as agent, participant

Learner as knowledge consumer

Learner as knowledge producer

Knowledge transmission and replication

Knowledge as discoverable, navigation, critical discernment

Long term memory

Devices as “cognitive prostheses”—social memory and immediate calculation

Knowledge as fact, correctly executable theorem, definition

Knowledge as judgment, argumentation, reasoning

Cognitive focus

Focus on knowledge representations, “works” (ergative)

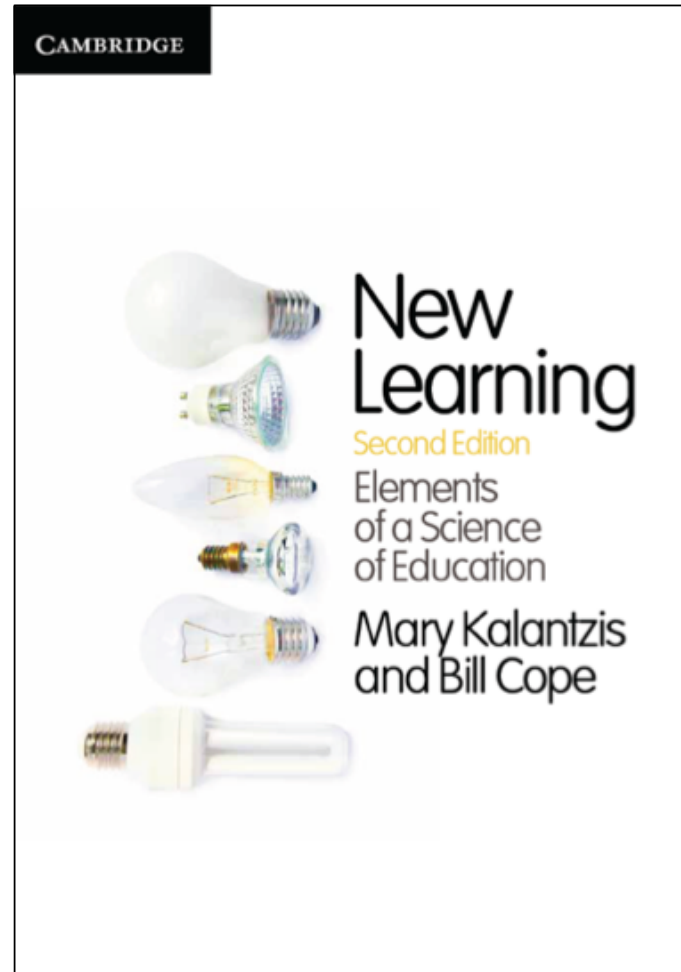
Individual minds

Social, dialogical minds

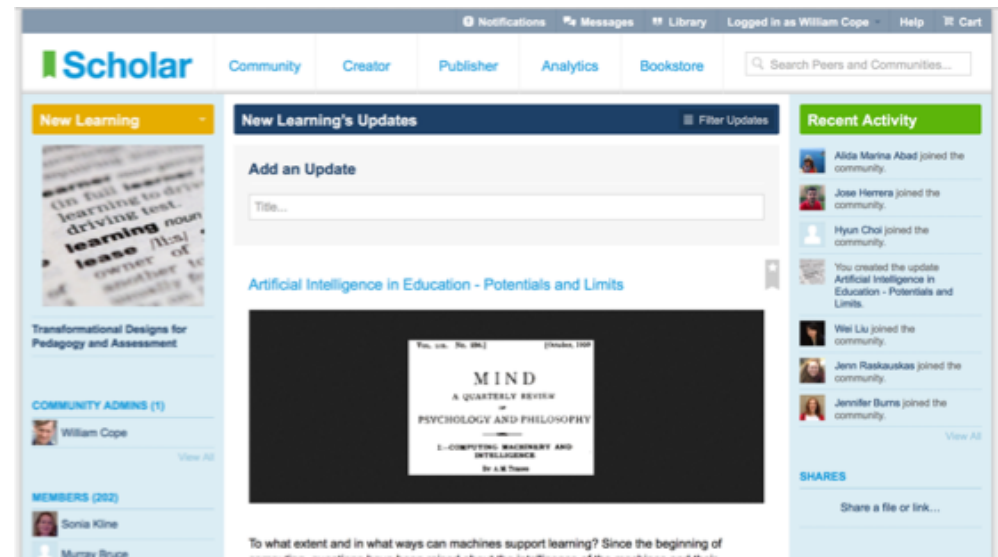
Long cycle feedback, retrospective and judgmental (summative assessment)

Short cycle feedback, prospective and constructive (reflexivity, recursive feedback, formative assessment)

Reference



Scholar: New Learning



Facebook: New Learning



Twitter: neolearning

