



KEEP
CALM
AND
ASK A
LIBRARIAN

At the Center of IT All: Scaffolding Advanced Information Literacies for K-12 Students in School Libraries

MULTIMODALITY JENNIFER ROWSELL

theoretical **Models** and Processes of Reading
SIXTH EDITION

Michelle Schira Hagerman, PhD
@mshagerman



Used with permission from The Bishop Strachan School (2014). Retrieved from: <http://www.bss.on.ca/news-events/multimedia-gallery/>



Writing

Digital

Context

Audience

Literacies

Read

Purpose

Internet

Social

Media

Meaning

Research

Network

Synthesis

Construct

Evaluate

Blog

Engagement

Collaboration

Tools

E-reader

Message

iPad

Out-of-school

Iterate

Global

Critical

Twitter

Interact

Search

Engage

Books

Reading

Blog

Synthesis

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Iterate

Global

Critical

The Burning Question

How do we teach students to develop the advanced literacies skills that will allow them to thrive in a complex, and ever-changing landscape of literacy?

We have been slow to...

- Recognize and define the changes
- Come to terms with the implications of these changes
- Adapt our teaching practices



Photo: Lake. CC by SA-2.0 Retrieved from http://upload.wikimedia.org/wikipedia/commons/9/94/Matchedash_Lake_Water_Aerodrome.jpg

“It’s probably a weakness of ours. We just feel like the things we do together, in the absence of digital tools, are more important. Plus, we find that the kids use technologies at home, so at school, we focus on other things.”



Technology



Learning



G WITH MULTIMODALITY

JENNIFER ROWSELL

Routledge

Theoretical **Models** and Processes of Reading
SIXTH EDITION



SIXTH EDITION

Theoretical Models and Processes of Reading

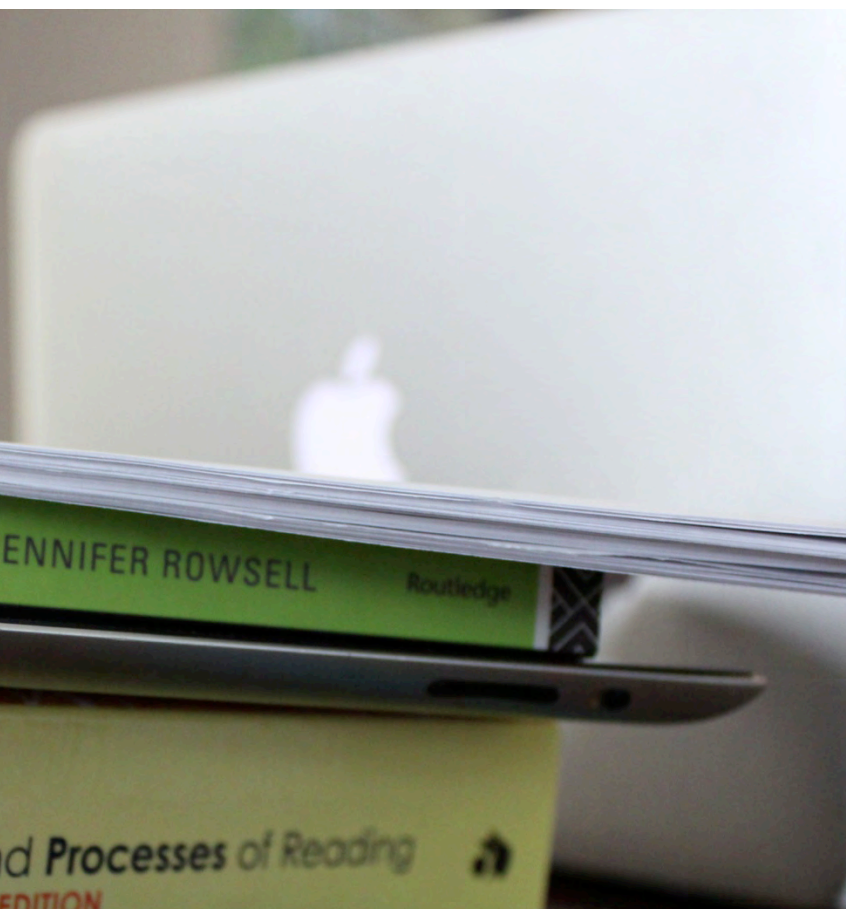




Photo by DAVID ILIFF. License: CC-BY-SA 3.0 Retrieved from http://en.wikipedia.org/wiki/University_of_Oxford#mediaviewer/File:Keble_College_Chapel_-_Oct_2006.jpg

“Just go online.”



Google Search

I'm Feeling Lucky

When we don't preface with...

- Statement of Purpose?
- Conversation about background knowledge?
- Scaffolding of skills?
- Expectations for communication?

Then...

- What opportunities have been lost?
- Is it even possible for teacher librarians make them up?



Photo: CC BY SA-2.0
Retrieved from <https://www.flickr.com/photos/83633410@N07/7658074952/>

“imposed query”

~Frances Jacobsen Harris (2008)

decid
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ood, healthy choices for the
school, what they listen to o
r to school. However, one of
their children are using to w
Ingredients are in them. in order to make a safe and healthy ch



dangers of synthetic soap for babies



Web Shopping Images Videos News More Search tools

About 13,300,000 results (0.45 seconds)

The Dangers of Soap - Dherbs

dherbs.com/news/4496/4669/The-Dangers-of-Soap/d.ai.html
It causes eye damage, especially in babies and little children, when it gets into the ...
Commercial brand soaps contain synthetic chemicals to make them smell a ...

Not all SOAPS are the Same, KNOW what your buying | eBay

www.ebay.com > ... > Health & Beauty > Bath & Body > Soaps > eBay
It was about 1916 when the first synthetic detergent was developed in ... this is the
soap that that particular hospital used on the babies in the newborn nursery. So very
it's such a small amount that the benefits outweigh the risks in the dose ...

Baby Care - Guide to Less Toxic Products

lestoxicguide.ca/index.asp?fetch=babycare
Furniture Lotion Nipples - see bottles. Oil Powder Shampoo Soap Soothers ... While one
in 10 babies are allergic to cow's milk, there is much lower risk of allergy with breast
Synthetic fabrics emit low levels of chemicals throughout their life.

The Truth about All Natural Soap - Eve's Best

www.eves-best.com/the-truth-about-all-natural-soap.htm
These are the "dangerous, synthetic detergent, oil stripping cleansers" that you ... One
was Dr. Bronner's liquid soap, and the other was a baby wash made with ...

WIKIPEDIA

English
The Free Encyclopedia
4 538 000+ articles

日本語
フリー百科事典
914 000+ 記事

Deutsch
Die freie Enzyklopädie
1 729 000+ Artikel

Italiano
L'enciclopedia libera
1 129 000+ voci

Polski
Wolna encyklopedia
1 051 000+ hasel

Español
La enciclopedia libre
1 108 000+ artículos

Русский
Свободная энциклопедия
1 122 000+ статей

Français
L'encyclopédie libre
1 517 000+ articles

中文
自由的百科全書
775 000+ 條目

Português
A enciclopédia livre
830 000+ artigos



netic soaps exposes babies and
des, that can harm the sensitive

ild, and especially differently from
new world that they are
that, as adults, people find so
produced and synthetic soap, can
r, given that an adult's skin has
in soaps, this says nothing for the
newborn is extremely sensitive to
the harsh synthetics and chemicals
development cannot afford to be
omental damage in the child's skin,
used in the surfacant, other
EEN JOHNSON'S BABY SOAP

More questions...

- How does the structure of schooling – shape students' inquiry processes?
- How do the assigned activities, and the limitations we impose, privilege some skills and not others? Some text genres and not others? Some media and not others?

We need to figure this out.

- The Internet is this generation's defining technology for literacy and learning (Leu, Kinzer, Coiro, Castek & Henry, 2013).
- 979 million webpages +++ (www.internetlivestats.com/total-number-of-websites/)
- “Digital Natives” (Prensky, 2001) are often not digitally literate (Leu et al., 2013; Thompson, 2013).
- We need sophisticated digital-age thinkers (Gee, 2013).
- Students need teachers & teacher librarians to scaffold their learning (Vygotsky, 1978)



Cognitive Development
Epistemology
Literacies
Technologies



TWO DAYS

We will explore...

- Research
- Ideas
- Promising Practices

...that can inform answers to big questions about how to teach advanced (*information/digital/New/new*) literacies skills to students.

What do you believe?

How do you believe that we should teach students to develop the advanced literacies skills that will allow them to thrive in a complex and ever-changing landscape of literacies?

Create Something

- Capture your thoughts in a digital artifact
- Genre, up to you: Essay, poem, multi-modal poster, remix, an infographic, a .ppt presentation...anything.
- Link to our Digital Commonsplace
<http://bit.ly/aisl2014>

Moody, R. (2005).

The joy and enthusiasm of reading.

Explore, Create, Share.



One hour.

Groups of Three

What big ideas emerged from your
“This I Believe”?

Many Literacies...

*Trans-literacy, Digital Literacy,
Information Literacy, Research Literacy:
It's All or Nothing!*

- 47.5% of the respondents ranked this as their #1 choice.
- 69% ranked it as either #1 or #2



JARGON

JARGONWINES.COM

JARGON

JARGON



Transliteracies



New Literacies

multiliteracies



multimodality



new literacies



Information
Literacy



YouTube
Media
Literacy



Theoretical frames in literacies and their relationships (as I understand them).
Michelle Schira Hagerman (2014). CC BY-NC 4.0

Transliteracy

“Transliteracy is the ability to read, write, and interact across a range of platforms, tools, and media from signing and orality through handwriting, print, TV, radio, and film to digital social networks” (Thomas, et al., 2007)

Transliteracy

Transliteracy is an opportunity “for a change of perspective away from the battles over print versus digital, and a move instead toward a unifying ecology not just of media, but of all literacies relevant to reading, writing, interaction, and culture, both past and present. It is, we hope, an opportunity to cross some very obstructive divides.”

(Thomas et al., 2007, p. 1)

Transliteracy

Key Ideas

- Origin: Humanities; interdisciplinary
- Convergence, transcendence
- Communication in all its forms
- Contains media literacy and digital literacy

Key Scholars

- Alan Liu ~ Stanford
- Sue Thomas ~ Independent Scholar

Transliteracy Resources

#transliteracy

Transliteracy Research Group Archive

<http://transliteracyresearch.wordpress.com/>

Transliterations Project

<http://transliterations.english.ucsb.edu/category/research-project>

Libraries and Transliteracy

<http://librariesandtransliteracy.wordpress.com/>

Sue Thomas's Website

<http://suethomasnet.wordpress.com/transliteracy/>

New Literacies

1. The Internet is this generation's defining technology for literacy and learning in a global community.
2. The Internet and related technologies require additional new literacies (lowercase) to fully access their potential.
3. new literacies are deictic.
4. new literacies are multiple, multimodal, multifaceted.
5. Critical literacies are central to new literacies.
6. New forms of strategic knowledge are required with new literacies.
7. New social practices are a central element of New Literacies.
8. Teachers become more important, though their role changes within new literacies classrooms.

(Leu, Kinzer, Coiro, Castek & Henry, 2013, p. 1158)

new literacy of online reading and research

1. Online research and comprehension is a self-directed process of *text construction* and *knowledge construction*.
2. Five practices appear to define online research and comprehension processing:
 - a) Identifying a problem
 - b) Locating information
 - c) Evaluating information
 - d) Synthesizing information
 - e) Communicating information

new literacy of online reading and research

3. Online research and comprehension are not isomorphic with offline reading comprehension; additional skills seem to be required.
4. Online contexts may be especially supportive of some struggling readers.
5. Adolescents are not always very skilled with online research and comprehension.
6. Collaborative online reading and writing practices appear to increase comprehension and learning.

(Leu et al., 2013, p. 1164)

New Literacies

- Key Ideas
 - Two-tier theory
 - Unifies multiple perspectives
 - Origin: Educational Psychology, Reading research, cognitive, socio-cultural and critical perspectives
- Key Scholars
 - Don Leu (University of Connecticut)
 - Julie Coiro (University of Rhode Island)

New Literacies Resources

New Literacies Research Lab

<http://www.newliteracies.uconn.edu/>

Technology in Literacy Education (TILE)-SIG at the
International Reading Association

[http://reading.org/general/AdvocacyandOutreach/SIGS/
TechnologySIG.aspx/](http://reading.org/general/AdvocacyandOutreach/SIGS/TechnologySIG.aspx/)

Julie Coiro's Faculty Page and Academia.edu pages

<http://www.uri.edu/hss/education/faculty/coiro.html>

<http://uri.academia.edu/JulieCoiro>

Multiliteracies

“negotiating multiplicity of discourses”

Literacy pedagogy must account for...

- “context of culturally and linguistically diverse and increasingly globalized societies”
- “variety of text forms associated with information and multimedia technologies” (The New London Group, 1996, p. 61)

Multiliteracies

- Key Ideas
 - “Our main concern was the question of life chances as it relates to the broader moral and cultural order of literacy pedagogy.”
(New London Group, 1996, p. 62)
- Key Scholars
 - Courtney Cazden ~ Harvard University
 - Bill Cope ~ University of Illinois Urbana-Champaign
 - James Paul Gee ~ University of Arizona
 - Mary Kalantzis ~ University of Illinois Urbana-Champaign
 - Gunther Kress ~ University of London

Multiliteracies Resources

Cope & Kalantzis

[New Learning: Transformational Designs for
Pedagogy and Assessment](#)

Multimodality

- “a mode is unit of expression and representation” (Roswell, 2013, p. 3)
- Modes must have 3 functions:
 - Interpersonal functions that speak to an audience
 - More immaterial qualities that express ideas, value, beliefs, emotions, sense as ideational functions
 - Physical features that materialize these more ephemeral qualities of texts as textual functions (Halliday, 1978, Roswell, 2013, pp. 3-4)

Multimodality

The image shows a screenshot of a YouTube homepage. At the top, there is a browser window with tabs for 'My Drive - Google Drive', 'AISL Script - Google Docs', and 'YouTube'. The address bar shows 'https://www.youtube.com'. Below the browser, the YouTube interface includes the 'Tube' logo, a search bar, and an 'Upload' button. The user's name 'Michelle Schira Hagerman' is visible in the top right. The main content area is titled 'What to Watch' and features a 'Recommended' section with a grid of video thumbnails. Each thumbnail includes a video preview, a title, a channel name, and view/viewer statistics. The videos cover a wide range of topics, including music, cycling news, dance, sports, and electronics. A 'Show more' link is located at the bottom right of the grid.

Recommended

Thumbnail	Title	Channel	Views	Time
	SKRILLEX & WOLFGANG GARTNER - THE DEVIL'S ...	by Skrillex	12,437,734 views	4:57
	Belkin To Withdraw Sponsorship From Cycling...	by Global Cycling Network	24,211 views	6:47
	Evolution of Dance (Better Quality) - Judson Laipply ...	by TheJuanPaoloChamorro	757,523 views	8:01
	How To Sprint Racesmart	by Global Cycling Network	31,359 views	4:41
	Classic Granny Square in One Color	by iknitwithcatfur	229,100 views	15:23
	"Mining Ores" - A Minecraft Parody of ...	by MineworksAnimations	5,281,425 views	4:27
	杂技《力与美》表演：赵丽、张权	by Ninh Chu	1,858,877 views	5:27
	Crochet Entrelac - Stitch How to make Crochet Geel.	by CROCHET GEEK	921,332 views	44:52
	EEVblog #627 - Dumpster Dive	by EEVblog	28,010 views	8:51
	BASKET WEAVE STITCH Crochet How To	by Maggie Weldon	99,520 views	18:51
	EEVblog #631 - How To: Soniq LCD TV Repair Part..	by EEVblog	29,310 views	20:00
	EEVblog #624 - Mailbag	by EEVblog	50,945 views	38:17

[Show more](#)

Multimodality

- **Key Ideas**

- Multimodal: The description of texts and documents that include “more than one mode of meaning making” (Kress, Jewitt, Ogborn & Tsatsareli, 2001, p. 42).

- Video, music, podcasts, infographics, graphs, charts, rating scales, color, use of white space, use of text features such as boldface or italics
 - any of these modes (and more) constitute important elements of meaning that the online reader can use to construct understanding of texts, documents and sources (Kress & van Leeuwen, 2001; Kress, 2010).

- the “form of representation is integral to meaning and learning more generally” (Jewitt, 2008, p. 241).

- **Key Scholars**

- Gunther Kress ~ Institute of Education, University of London
 - Theo Van Leeuwen ~ University of Technology, Sydney
 - Carey Jewitt ~ Institute of Education, University of London
 - Jennifer Roswell ~ Brock University

Multimodality Resources

- MODE: Multimodal Methodologies, University of London
<http://mode.ioe.ac.uk/>
- National Council of Teachers of English (NCTE) Summary Statement on multimodality
<http://www.ncte.org/governance/multimodalliteracies>

Information Literacy

“broadly defined as the ability to recognise information needs and identify, evaluate, and use information effectively.” (Bruce, 1999)

“Information Literacy is the set of skills needed to find, retrieve, analyze, and use information. [...] Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them.” (Association of College and Research Libraries, 2014
Retrieved from <http://www.ala.org/acrl/issues/infolit/overview/intro>)

Information Literacy

Learners use Skills, Resources, & Tools to:

- Inquire, think critically, and gain knowledge.
- Draw conclusions, make informed decisions, apply knowledge to new situations and create new knowledge.
- Share knowledge and participate ethically and productively as members of our democratic society.
- Pursue personal and aesthetic growth.

(American Association of School Librarians, 2007)

Information Literacy

- Key Ideas
 - Origins in Information Science, Information Management
 - Focus on use and evaluation of information for given purpose
 - Disciplinary heuristics
 - Ethics & citizenship
- Key Scholars
 - Michael Eisenberg ~ University of Washington
 - Renée Hobbs ~ University of Rhode Island

Information Literacy Resources

Canadian Research Libraries
Information Literacy Portal

[http://apps.medialab.uwindsor.ca/crilil/
wiki/FrontPage/](http://apps.medialab.uwindsor.ca/crilil/wiki/FrontPage/)

Association of College and Research
Libraries

<http://www.ala.org/acrl/standards>

Information Literacy Resources

Information Literacy Standards for Teacher Education,
Association of College and Research Libraries

http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/ilstandards_te.pdf

Introduction to Information Literacy, Association of College and
Research Libraries

<http://www.ala.org/acrl/issues/infolit/overview/intro>

Standards for the 21st-Century Learner, American Association of
School Librarians

<http://www.ala.org/aasl/standards-guidelines>

Media Literacy

“the ability to access, understand, and create communications in a variety of contexts” (Buckingham, 2005; Literat, 2014)

“Within North America, media literacy is seen to consist of a series of communication competencies, including the ability to **ACCESS**, **ANALYZE**, **EVALUATE**, and **COMMUNICATE** information in a variety of forms, including print and non-print messages.

Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound. It is the skillful application of literacy skills to media and technology messages.”

(National Association for Media Literacy Education, 2014).

Media Literacy

Key Ideas

- Active inquiry and critical thinking about the messages we receive and create.
- Concept of literacy to include all forms of media (i.e., reading and writing).
- Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.
- Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.
- Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.

Key Scholars

Henry Jenkins ~ USC Annenberg School of Communication

Douglas Rushkoff ~ CUNY/Queen's College

Renee Hobbs ~ University of Rhode Island

Media Literacy Resources

Media Education Lab at the University of Rhode Island

<http://mediaeducationlab.com/>

National Association of Media Literacy Education (NAMLE) <http://namle.net/>

Media Smarts

<http://mediasmarts.ca/>

Digital Literacy

- Use software and hardware
- Cognitive, motor, sociological, emotional skills
- Reading print and graphical displays
- Remixing
- Constructing knowledge from non-linear navigation of hypermedia
- Evaluating quality, relevance and credibility of information
- Understanding the culture, “the rules” of the Internet (Eshet-Alkalai, 2004)

Digital Literacy

Key Ideas

- Interdisciplinary
- Demonstrate skills
- Utilize tools
- Understand standards & practices to successfully find, use, manage, evaluate, create, communicate digital information

Key Scholars

- Rand Spiro ~ Michigan State University
- Elizabeth Dobler ~ Emporia State University
- David Reinking ~ Clemson University
- Bernadette Dwyer ~ St. Patrick's College, Dublin
- Doug Hartman ~ Michigan State University

Digital Literacy Resources

US Government's Digital Literacy Portal

<http://www.digitalliteracy.gov/>

Digital Literacy Center, University of British Columbia, Department of Language and Literacy Education

<http://dlc.lled.educ.ubc.ca/>

Syracuse University's Center for Digital Literacy

<http://digital-literacy.syr.edu/>

er

TOO BIG TO KNOW

EDUCATIONAL RESEARCH JOURNAL

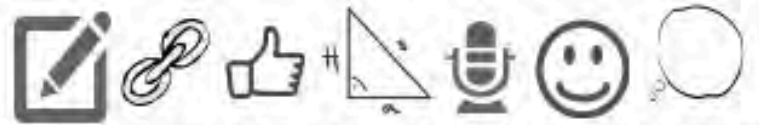
Volume 50 Number 4 August 2013

VERBAL PROTOCOLS OF READING The Nature of Constructively Res

Best Practices in Literacy In

Maryann
Gambrell

Transliteracies



New Literacies

multiliteracies



multimodality



new literacies



Information
Literacy



YouTube
Media
Literacy



Theoretical frames in literacies and their relationships (as I understand them).
Michelle Schira Hagerman (2014). CC BY-NC 4.0

	Similarities	Differences
Transliteracy		
New Literacies		
Information Literacy		
Media Literacy		
Multiliteracies		
Multimodality		
Digital Literacy		

Online Inquiry & The Imposed Query

The screenshot shows a Google search interface with the query "how much is a megawatt". The search results are as follows:

- Web** | Images | Maps | Shopping | More | Search tools
- About 4,490,000 results (0.27 seconds)
- [How many homes can a megawatt power](#)
wiki.answers.com › ... › Categories › Science › Energy Share
How many homes will 500 megawatts power? How much does a house use? This can vary a lot. If we assume 2kW per house on average, we get 250,000 ...
- [How much energy is 1 Megawatt](#)
wiki.answers.com › ... › Engineering › Electrical Engineering
First of all, a megawatt is not a unit of energy. It is a unit of power, or the rate at which energy is used. 1 watt corresponds to 1 joule per second. For example, a ...
- [Electricity: How much is a megawatt in concrete terms? - Quora](#)
www.quora.com/.../How-much-is-a-megawatt-in-concrete-ter...
That is, how many typical American homes would X megawatts power, or how many megawatts does it take to do industrial process Y?. Answer 1 of 4: Another ...
- [How much is 1 megawatt, what can we do with it? - Yahoo! Answers](#)
answers.yahoo.com/question/index?qid...
3 answers - Mar 5, 2009
Top answer: 1 MW is 1,000,000 watts. But today, most PCs have LCD screens, and they do not save any energy by blackening the screen. It's only old CRT type ...
[How much does a megawatt worth in us\\$? - 5 answers - Aug 27, 2010](#)
[HOW MUCH POWER DOES A ONE MEGAWATT ... - 4 answers - Dec 11, 2008](#)
[How much does it cost to produce 1 megawatt of ... - 1 answer - Sep 7, 2008](#)
[How much power a 100 MW power plant generates ... - 5 answers - Jun 9, 2008](#)
More results from answers.yahoo.com »

At the bottom right of the search results, there is a video thumbnail showing a woman in a blue shirt resting her head on her hand.

The taskbar at the bottom shows the Windows Start button, several application icons (Internet Explorer, Firefox, etc.), and the system tray with the date and time: 10:21 AM, 11/30/2012.

Preventing and managing side effects - Windows Internet Explorer

http://www.cancer.org/treatment/treatmentsandsideeffects/treatmenttypes/radiation/understandingradiationtherapyaguideforpatientsandfamilie

Google Search Share More Sign In

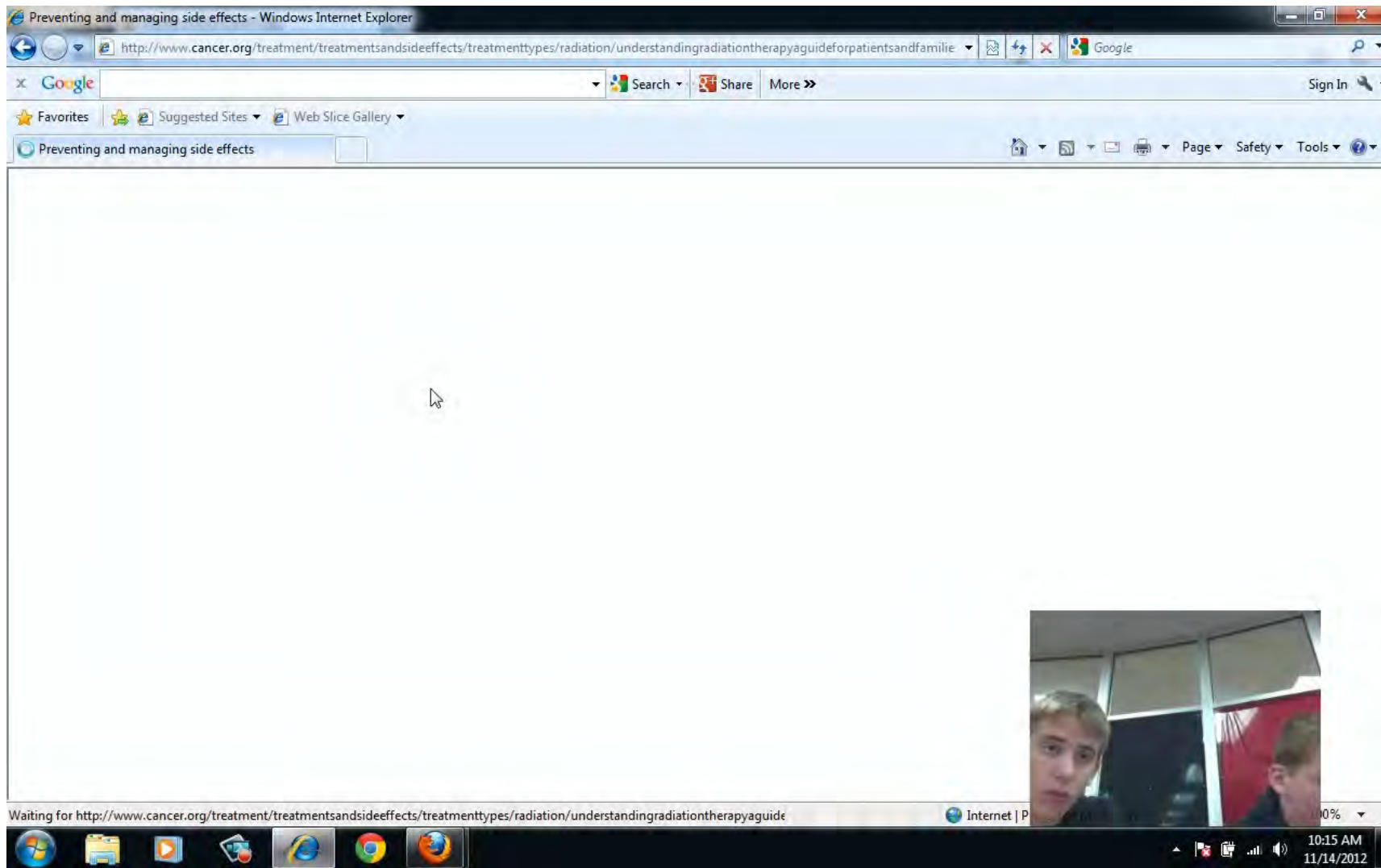
Favorites Suggested Sites Web Slice Gallery

Preventing and managing side effects

Page Safety Tools

Waiting for http://www.cancer.org/treatment/treatmentsandsideeffects/treatmenttypes/radiation/understandingradiationtherapyaguide

Internet | P 10%



Online Inquiry: 2 Big Ideas

- Synthesis of multiple texts engages a complex set of processes that take considerable time and practice to develop.
- Complex integrated, long-term approaches to pedagogy are needed.

Promising Practices

- Use direct instruction, but keep it short (Cummins & Stallmeyer-Gerard, 2011; Dwyer, 2010)
- Apprentice students into expert ways of finding, evaluating, and thinking about information, especially disciplinary heuristics (Shanahan, 2009)
- Explore and challenge epistemological beliefs. (Barzilai & Zohar, 2012; Kuhn, 2001; Kuhn & Park, 2005)

Promising Practices

- Assign collaborative online inquiry (Coiro, Castek & Guzniczak, 2011)
- Make your strategic processing explicit by using think alouds. (Coiro, 2011; Kucan & Beck, 1997; Palinscar & Brown, 1984)
- Prompt students to use their reading purpose to guide inquiry & synthesis processes. (Goldman, Lawless & Manning, 2013)
- Notetaking that emphasizes source change. (Hagerman, 2014)
- Challenge “performative citation”.

Promising Practices

- Model use of digital tools for notetaking, curation, annotation, synthesis.
- Use guided questioning to prompt reflection & gradual release of responsibility (Duke, Pearson, Strachan & Billman, 2011; Vygotsky, 1978)
- Writing. (Mateos, Martín, Villalón & Luna, 2008)

Promising Practices

- Observe students during their inquiry process and ask them to articulate what they're doing (Coiro & Hagerman, 2013)
- Situate inquiry and tool use in authentic experiences and questions (e.g., Eccles & Wigfield, 2002)



Learning to Integrate InterNet Knowledge Strategically

1. Dyadic discussion of reading prompt, the purpose & background knowledge of topic.
2. Quick, direct instruction of [(PST)² + iC3] strategies.
3. Teacher modelling via think aloud screencasts.
4. 30 minutes of dyadic online inquiry.
5. In-the-moment guided questioning that prompts application of [(PST)² + iC3] strategies.
6. Note-taking with colour change.
7. Writing a persuasive argument for 20 minutes.



LINK to Synthesize

- **List:** Your purpose, your background knowledge, search terms.
- **Identify:** Relevant and promising texts.
- **Never stop questioning:** The author, the relevance, the trustworthiness.
- **Keep** comparing, connecting and updating your understanding.

How CAN you teach your students to be digitally literate, transliterate, newly literate, information literate, multiliterate (choose your theoretical frame) especially as they engage in the “imposed query” for the purpose of communicating an integrated understanding?

It's Time to Create

Create something that you can use in your teaching context.

You will share it tomorrow as part of our Gallery of Ideas.

Ideally, it will be in a format that is shareable on the AISL wiki.

Blank on Purpose (for now)

To be filled with observations/images of
the day 😊