DIGITAL TOOLS TO SUPPORT LITERACY TEACHER LEARNING & COLLABORATION

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Literacy Teaching and Learning

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Changing Nature of Literacy and Pedagogy

- The changing nature of literacy in the digital age requires a shift in our pedagogical actions as teacher educators.
  - Develop proficiency and fluency with the tools of technology
  - Build intentional cross-cultural connections and relationships with others so as to pose and solve problems collaboratively and strengthen independent thought
  - Design and share information for global communities to meet a variety of purposes
  - Manage, analyze, and synthesize multiple streams of simultaneous information
  - Create, critique, analyze, and evaluate multimedia texts
  - Attend to the ethical responsibilities required by these complex environments.
The Dilemma

- Most resources focus on the tool and not the pedagogical decision making behind it.
- We must privilege the learning of content through technology and digital tools, not the tools themselves.
- Seek to change perceptions of 2.0 tools in the classroom.
- The way in which we use digital tools in the teacher education classroom influences how teachers then use them in their classrooms.
Digital Tools to Support Literacy Teacher Collaboration, Learning, Coaching and Leadership

- Our teaching, conversations, interactions and planned learning experiences are purposeful and intentional models for teachers to then engage in with their students.

- Four broad pedagogical goals and actions using digital tools, each having parallel learning goals for students.
  - Building Relationships and Connected Literacy Learning Communities
  - Teaching Literacy Content and Craft
  - Literacy Coaching and Collaboration
  - Leading Literacy on a Broader Level
Building Relationships and Connected Literacy Learning Communities

- Engaging with teachers as colleagues and co-learners to build relationships, create powerful literacy learning communities and cultivate a spirit of continued learning around current research and professional literature.
  - Participate in professional conversations
  - Share texts, materials and resources
  - Participate in shared learning experiences
- Digital tools foster communication, collaboration and visual representation of shared ideas.
Share texts, materials and resources

Create digital, shared libraries of resources

- Diigo
- Symbaloo
- SQWORL

Digitally share our literate lives and books we are reading

- Good Reads
- Shelfari
- BiblioNasium
- Bookopolis

Create interactive collections of ideas

- Padlet
- LiveBinder
- Wiki
- Pinterest
Teaching Literacy Content and Craft

- Designing effective, interactive literacy learning experiences for others
  - Design effective literacy learning experiences for others
  - Design interactive learning experiences
  - Present and reflect on recent research and practice

- Digital tools help present content in interesting, interactive and engaging ways.
Design effective literacy learning experiences for others

Use digital presentation tools
- Prezi
- Emaze
- Slideshare
- Haiku Deck
- Slide Story
- Google Slides

Use screen casting and audio tools to record presentations
- Jing
- Screen-Cast-O-Matic
- Screencastify
- Explain Everything

Use guided lessons and tutorials for literacy concepts
- AudioBoom
- Educreations
- VoiceThread
- Show Me
How Do You Like to Read?

What types of books do you like?

What types of books do you not like?

Is there a series that you enjoy?
ERDG 655 Educreations

Narrated Syllabi using Screen Cast-O-Matic
Teachers, coaches and leaders plan curriculum, examine student assessment data and artifacts of practice, engage in literacy coaching sessions, facilitate study groups and other professional development sessions and reflect on our work as teachers and learners.

- Co-plan literacy lessons and collaborate on Themes and Units of Study
- Examine student work and interpret assessment data
- Observe literacy teaching and lead conferencing and coaching sessions
- Reflect on our teaching and practice

Digital tools foster collaboration and the exchange of professional ideas and teacher reflection.
Reflect on our teaching and practice

- Create digital teaching portfolios
  - Weebly
  - SeeSaw Learning Journal

- Create representations of our philosophies and experiences
  - Wordle
  - Tagxedo

- Reflect on important quotes and research that guide our work
  - Notegraphy
  - Canva
  - Evernote
For our students to experience a reading life in which reading changes who they are and thus changes their worlds, our definition of reading in the classroom must expand.

Bass & Sibberson (2015)

<table>
<thead>
<tr>
<th>Word Attempted</th>
<th>Spelling Produced</th>
<th>Explanation for Spelling</th>
<th>Probable Status on Phonological Skills Snapshot</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>BD</td>
<td>The child hears the consonant sounds and correctly identified the beginning and ending sounds. (Jennifer) The student clearly hears the beginning and ending phonemes but not the middle. (Morgan) The spelling shows that the child has a clear understanding of two very commonly confused letters. (Katie) In this instance, the child is able to correctly identify the beginning and ending sounds while distinguishing the difference between “b” and “d.” The next step would be for the child to work on the medial letters/sounds (Ashlyn).</td>
<td>- II. Sound Sorting — the student is proficient in identifying beginning and ending sounds. The student needs to work on medial vowel sounds. (Jennifer) This student was capable of distinguishing the difference between b and d when reading the letters, another common error mode. (Katie) This child is able to identify beginning and ending letters/sounds but must work on the blending of all sounds together (Ashlyn).</td>
</tr>
<tr>
<td>wait</td>
<td>YAT</td>
<td>The child is using letter names to help them determine letter sounds. The letter name for “y” sounds like “ai.” Thus the child thought wait started with a “y.” The child correctly identified the ending sound “t.” The child identified a medial sound “a” which is how the words sounds. (Jennifer) This child is proficient in sound counting/segmentation — the word wait has three phonemes wait and a stop consonant “t.” The spelling is incorrect but I still think the child is proficient in sound counting and segmentation, they need to work on letter sounds which is on a separate snapshot. (Jennifer) The letter “y” sounds</td>
<td></td>
</tr>
</tbody>
</table>

ERDG 600 Interactive Writing Analysis

ERDG 625 Reading Reflection
Leading Literacy on a Broader Level

- Share knowledge with a wider audience, create and share effective professional development sessions, critically consume and produce curriculum and instructional materials, and lead reform efforts.
  - Share our knowledge and practice with others to a wider audience
  - Evaluate literacy curriculum and programs
  - Develop and share literacy curriculum, materials and resources
  - Facilitate broad professional learning communities of practice and personal learning communities

- Digital tools help educators convey their ideas about literacy teaching in learning in powerful, relevant and digital ways to others.
| Share and interact on Social Media | Facebook  
|                                   | Twitter  
|                                   | Pinterest  
|                                   | Instagram  
| Create, Follow and Comment on Professional Blogs | Weebly  
|                                               | Kidblog  
|                                               | Edublog  
|                                               | Blogger  
|                                               | Word Press  
| Micro-badging systems | Worlds of Learning  
|                                               | SUNY’s TOEP  
|                                               | Ed Collaborative  |
That's awesome Kathleen! Hope you share the website & get to hear you on your website!

Thanks Michelle!

Here is the link: http://sokolowskilearningin215.weebly.com/welcome-letter-to-students.html

This was such an amazing idea! I love it and am already thinking how I might try it. Love this group!

I am excited for the journey ahead and could not have possibility envisioned the possibilities if it were not for the #cyberPD group!

Love the visual and love the idea of having these questions posted in the classroom. I had never thought of that but it would keep the conversation going and I can imagine kids reflecting more naturally throughout the year as they change as readers.

Thank you, Franki! As a teacher educator, rather than classroom teacher, I am constantly trying to find ways to make the information concrete and easily remembered later in the classroom. I find that any sort of printable or reference page helps act as a reminder to make those changes. I'll share the more kid-friendly version as soon as I finish it!

Love how you developed an action plan for yourself based off of the book. So many wonderful ideas for integrating digital tools into your college class.

Adding questions about digital literacy does change the emphasis, and I think you are right: it shows you value digital literacy. I love using Google docs, and am surprised at the number of people who have never even heard of it, let along started using it.
Important Considerations

- As you start thinking of the possibilities, remember that your instructional goal and purpose should drive your thinking, not the technology tool. Keep your goal and purpose central. The tool will follow.

- Start with self-reflection:
  - What is going well in your teaching and coaching?
  - What do you wish was going better?
  - What feedback are you getting from students and teachers you work with?

- Choose digital tools carefully and strategically based on your work and instructional needs. The important thing is to think about what you want to accomplish and then let technology help you do that...not take it over.
Interactive Resources

- All resources have been curated and shared using multiple platforms:
- Email: saffinito@albany.edu

[Logos for various platforms like Google Drive, Symbaloo, and a QR code are shown.]