

Making reading, reasoning, and writing visible in the classroom: pedagogy for curriculum-based literacy development

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Flinders
UNIVERSITY
inspiring achievement

Communication is Culture

James Carey (1985)

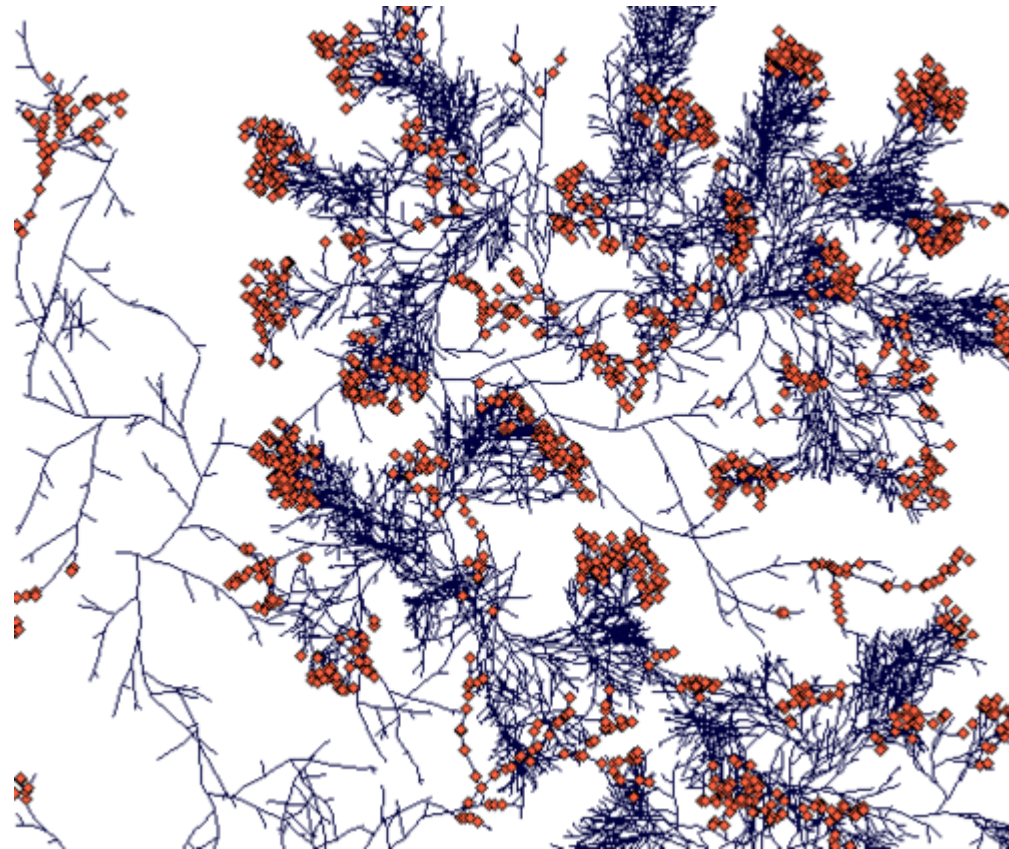
“A Cultural Approach to Communication”

in

Communication as Culture: Essays on Media and Society



Literacy is Everyone's Responsibility



Learning Objectives

To gain awareness of the technical, social, and cultural contexts in which new media develop

To acquire a working vocabulary relevant to understanding and expressing ideas about digital media

To become familiar with a range of digital media practices

To develop critical reading skills and practice scholarly writing strategies

To develop critical thinking capacity through shared inquiry, reading, and writing exercises

Expected learning outcomes

By the end of this topic, students will

be familiar with various digital media forms & practices;

have gained a working vocabulary of concepts relevant to digital media theorisation and practices;

be engaged with the practice of close and critical reading of non-fiction;

be able to distinguish a claim from evidence;

have gained practice in scholarly writing and rewriting;

be able to argue a claim with supporting evidence; and,

be able to work collaboratively and respectfully to arrive at a deep understanding of new material.

Reading in Writing Development

Reading Resilience “the skill of reading complex aesthetic and rhetorical texts with patience, perseverance, understanding and appreciation” (Poletti, et al, 2014:7)

Mindful Reading (Carillo, 2015; 2016; 2017)



Discourse, Not Content

- Disciplinary content exemplifies discourse as a method of inquiry
- Constructivist principles applied to topic design – emphasis on what students do:

Reading Practices

Shared Inquiry

Drafting & Rewriting



In Class Writing to Learn Tasks

In more than one paragraph, discuss an experience you've had with social media that made you question or reflect upon matters of privacy or, the degree to which something is made public or shared publicly online or, the balance between personal and public.

We've looked at several different technologies of surveillance that have become commonplace in the digital age (drones, fb, wikileaks). In 2-3 paragraphs, discuss how this class has made you think differently about the ethical challenges posed by digital surveillance. Try to exemplify your response with some items that have come up in class over the semester (from readings, lectures, or discussions).

Making Reading Visible

Reading as material practice – annotation, query

Reading about reading (analog v digital)

Students as members of the scholarly community

Higher Education today

Reading in the Humanities

Discourse & Rhetoric



Shared Inquiry & Writing Workshops



Image from St Mary's College (www.stmarys-ca.edu)

Shared Inquiry @ SMC

Shared inquiry is the act of reasoning together about common texts, questions, and problems... to advance students' abilities to develop and pursue meaningful questions in collaboration with others, even in the context of confusion, paradox, and/or disagreement. Through the habits of shared inquiry students will carefully consider and understand the perspectives and reasoned opinions of others, reconsider their own opinions, and develop rhetorical skills.

- SMC Core Curriculum Committee



Implementing Shared Inquiry

- Bring highlighted and annotated text
- Bring questions generated by/related to text
- Small groups discuss/generate questions
- Work on the board
- Large group discuss questions and text



Reading Response Prompts

- In three paragraphs, explain why Singer (2011) compares WikiLeaks to the concept of a “panopticon.”
- Uricchio (2009) argues that YouTube’s ontological ambivalence provides “fertile ground” for YouTube (p.29). Explain what he means to suggest with this idea and how he goes about arguing his case.
- Find a single-image meme. Embed the image at the top of your text and, in three to four paragraphs discuss your response or reaction to the meme using some of the ideas that Meikle raises in “Remix Culture” (2016).
- Write a three to four paragraph letter to next year’s CC class telling them about the most important new idea you are taking away from this topic, how you came to understand this idea, and how you see it affecting you in the future. (Alternatively, you may write about a new way of thinking about a familiar idea.)

Student Take-aways

- Collaborating with & learning from peers
- Giving & receiving comment on writing
- Reading carefully and re-reading
- Considering author's BG, POV, claims
- Speaking up and sharing ideas in class
- Small group work builds confidence & bonds
- Improved communication through SI, PR, WW
- An understanding of discourse!

