

LINKING THE LITERACIES: *Teaching & Learning in a Digital Age.*

Reich College of Education, Appalachian State University.

Summer Institute, July 26th- 30th

TENTATIVE SCHEDULE

Unless otherwise noted all sessions meet in College of Education, 2nd floor, Room 02 ,Octagon

Monday, July 26th

8:30 a.m.

Room Opens

9:00 - 9:15 a.m.

Opening Remarks

Dr. Charles Duke, Dean, Reich College of Education

*Please attend opening session to thank Dr. Duke for his support of our free summer institutes.

9:15 - 10:15 a.m.

Teaching and Reaching The Google Generation: The Challenges, Changes & Compromises.

Dr. David Considine.

Known variously as Generation M, Millennials or Digital Natives, today's students have grown up in a digital landscape profoundly different than that of their parents and many of their teachers. These changes have impacted our understanding of what it means to be literate, what constitutes a "text", and some say the very brain-wiring of today's students. While many schools are responding by adding more equipment and technology, the history of tools in the schools raises grave doubts about the ability of educational institutions to meaningfully utilize these tools to address the changing needs of learners.

10:15 - 10:45 a.m.

BREAK

10:45-12:15 p.m.

Boys to Readers: Closing the Achievement Gap with Engaging Texts and Engaging Practices.

Dr. William Brozo.

In this session, Dr. Brozo invites participants to **explore various explanations for boys' underachievement in reading** and discover **effective ways of using alternative texts and new media to motivate boys** and build their capacity as readers. He shares his observations of teachers using class blogs, YouTube, interactive websites, digital storytelling, video games, graphic novels, music and other media to engage young people.

12:15 - 1:30 p.m.

LUNCH On Your Own.

1:30 - 3:45 p.m.

TEK LAB. #1 (Students taking 3 hours of graduate credit must attend all lab sessions to satisfy contact hour requirements)

John Spagnolo

Details TBA after contact with participants.***

4:00 - 5:30 p.m.

Titanic Teaching: Working with Multimedia/Multi-genre Lessons.

Dr. David Considine

* *With the 100th anniversary of Titanic's sinking, approaching rapidly, the session models the application of multimedia resources that challenge students to comprehend and evaluate texts that are **read, heard & viewed**. Lessons learned from the Titanic tragedy are **applied to our approach to technology in teaching**. The session provides opportunities for participants to brainstorm other subjects/topics that lend themselves to a multimedia/multi-genre approach. Emphasis is placed on skills and strategies developed not on historic incident itself.*

The Titanic unit demonstrated in this session was featured in the spring 2009 issues of *The Journal of Adolescent & Adult Literacy*, and in *The Social Studies in Spring 2009*.

**5:30-6:00 pm short compulsory meeting with David Considine and the students taking 3 hours of graduate credit*

Tuesday July 27th

9:00 - 10:30 a.m.

“Motivating Students to Read in the Content Classroom: Five Evidence-Based Principles.

Dr. William Brozo

In this session, Dr. Brozo presents **five evidence-based principles of reading engagement** to frame practical envisionments of teachers **motivating students to read traditional and alternative texts**, build skills, and expand understanding of disciplinary content.

10:30 - 11:00 a.m.

BREAK

11:00 -12:30 p.m.

Teaching middle and upper grade students how take responsibility for their own strategic learning: A framework for teaching and learning.

Dr Carol Santa

This session begins with a **demonstration of a learning framework** based on principles of cognitive and social psychology. Then participants experience through a model lesson how to incorporate learning strategies into an overall teaching framework that **includes teaching for enduring understanding, clear assessment targets, and a demonstration of before, during, and after learning strategies.**

12:30 - 1:30 p.m.

Lunch On Your Own

1:30 - 3:45[*}

Tek Lab

John Spagnolo

Details TBA [alternative session maybe pending]

4:00 - 5:30 p.m.

Media Literacy 101: An overview of this 21st Century Skill & Its Best Practices.

Dr. David Considine

The session demonstrates key principles and concepts of media literacy, dispelling some of the mythconceptions while **providing practical models and templates** teachers can use in the classroom to help students think critically about media texts they encounter in or outside of the classroom.

Wednesday July 28th

9:00 - 10:30 a.m.

The Wolf Wars: Who deserves to win—man or wolf?

Dr. Carol Santa

In this hands-on presentation, Carol demonstrates **how to include vocabulary development, organizing strategies, student led-discussion and argumentative writing** within a lesson focusing on wolves and the larger issue of endangered species. The session closes with a **discussion about how literacy strategies are essential to the deep learning of content and to effective lesson plan design.**

10:30-11:00 a.m.

BREAK

11:00 - 12:30 p.m.

Writing for Moving Image Media.

Kathleen Tyner

The complex relationship between reading and writing can be seen as students transition from writing for classroom essays and creative writing projects to writing in various pop culture genres, such as news, zines, and blogs. **When students write for a broader range of media, they analyze the way that genres are constructed as they switch between media discourses.** In this session, we'll look at screenplays that have been adapted from print genre to discuss the discourses, vocabularies and conventions needed to write for moving image media. The session will also explore the aesthetic and visual elements needed to conceptualize and visualize moving image media, including **screen composition, camera movement, and transitions.**

12:30 - 1:30 p.m.

LUNCH ON YOUR OWN.

1:30 - 3:45 p.m.

Tek Lab

John Spagnolo

Details TBA

4:00 - 5:30 p.m.

Richer Reading of Media Texts.

Dr. David Considine

Based on his workshops with middle and high school students in the U.S. and Canada, Dr. Considine **models techniques for helping students focus on media texts to recognize & comprehend narrative structure, genre conventions & media language.**

The session models techniques to provide **attention anchors** that help **students make inferences** about characters, understand the **author/directors purpose & intent** and recognize the role played by image and sound in **creating & maintaining mood** in media.

Thursday July 29th

9:00 - 10:30 a.m.

Analysis & Production: Hands-on Engagement with New Literacy Tools.

Kathleen Tyner

Students are immersed in participatory culture every day, but because **schools are still designed around traditional modes of content-delivery**, disciplinary scheduling, testing and book learning, students' **new media literacies have not been widely incorporated** into the K-12 classroom. This session demonstrates some simple and motivational strategies for tapping students skill with digital and participatory new media for learning in the K-12 classroom. This session builds on lab work and **models the uses of social networking sites, presentation tools, and visualization techniques.** **The session presents simple, hands-on tasks that can be used to leverage contemporary literacy practices for integration into traditional learning environments.**

10:30 - 11:00 a.m.

BREAK

11:00- 12:30 p.m.

This They Believe? Adolescents, Advertising and a Model for Critical Analysis.

Dr. David Considine

Featured in the April 2010 issue of NMSA's publication, *The Middle Ground*, the model serves as **a template that helps students critically evaluate the form, content, intent and target audience for a variety of advertising-** stressing the relationship between product, process & purchaser. (related to NC standard course of study)

12:30 - 2:00 p.m.

LUNCH

2:00 - 4:30 p.m.

Tek Labs.

John Spagnolo

Details TBA

[Dr. Considine has individual appointments with students taking the institute for graduate credit]

*Dr. Considine available to complete CEU paperwork for students who need it.

FRIDAY July 30th

9:30 - 11:00 a.m.

News They Can Use or the Bad News Blues?

Dr. David Considine

American education seeks to prepare students to become **informed responsible members of a democratic society**. But with **newspapers going out of business** and TV news dominated by ‘**hyper-localism**’, **imagery** and the ‘**if it bleeds it leads**’ mantra, becoming informed is increasingly difficult. The session suggests some **strategies for motivating students to pay attention to news** along with a **template for critically analyzing and evaluating broadcast news**.

11:15 - 11:30 a.m.

Complete CEU paperwork for participants who need it.

11:45 a.m. - until..

Dr. Considine meets individually with students taking the institute for graduate credit.

About Attendance, Participation, CEU and Grad Credit

*Student registered for 3 hours of graduate credit must attend all sessions to satisfy contact hour requirements.

*Teachers seeking CEU’s for 1, 1.5 or 2 hours will need to have their paperwork stamped and signed to document attendance at relevant sessions matching hours being claimed.

*Other participants may attend any session they wish based upon availability of seats but are strongly encouraged to attend the opening session with the Dean of the Reich College of Education.