Instruction and Assessment in the Multiliteracies Framework

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LRC

Questions

- **Question 1:** What is your understanding of the concept of literacy and its linguistic, cognitive, and sociocultural dimensions?

- **Question 2:** What might the implications of this view of literacy be for determining programmatic, course-level, or lesson-level goals and objectives?

Relating learning outcomes, assessment, and instructional practices

- **Question 3:** What elements guide your instructional decision making, particularly in relation to planning student learning outcomes and assessment practices?
Jot down 3-5 ideas.
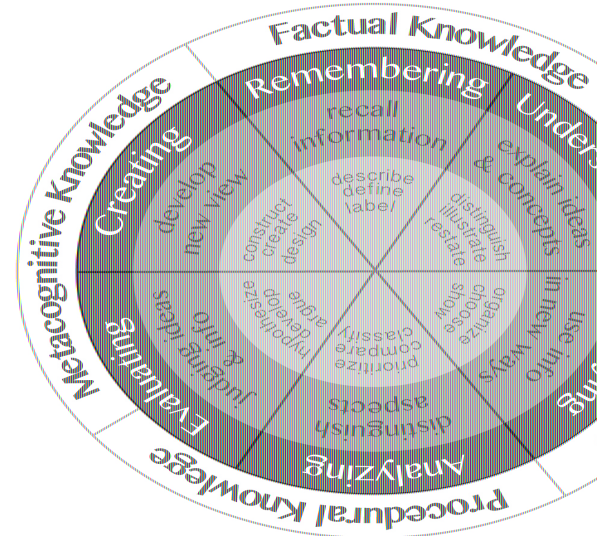
Backward Curricular Design

Step 1: Identify desired outcomes of the instruction (goals and objectives)

    a.   Goals: General statements along which curricula are organized

    b.   Objectives: Tell us how goals will be achieved and what students will be able to do as a result of participating in classroom activities. A number of objectives comprises a goal.

Backward Curricular Design

1. **What is a good learning objective?**
   a. A description of specific and observable student behavior associated with the skill or knowledge to be learned (e.g. list, identify, provide a brief summary, etc.)
   b. Specify the conditions of performance, or how an observable student behavior will be completed.
   c. Specify the degree of expected performance.

Backward Curricular Design

Step 2: Determine how you'll assess that students have met those goals and objectives.

"What is evaluated constitutes the de facto curriculum and how it is evaluated reflects the de facto philosophy of learning and teaching, regardless of what the teacher or course description says." *(Kern, 2000, p. 267)*

Assessment types

1. Formative - during instruction
2. Summative - establishes to what extent the learners have met instructional objectives
3. Alternative - performance-based tasks and activities employed during the instruction in an effort to display what students can do with language.

Backward Curricular Design

Step 3: Decide what activities you and your students will engage, that will lead to meeting the goals and objectives (and that will also be related to the assessment).

How do learning outcomes and assessment fit into the Multiliteracies framework?

The World Readiness Standards: 3 Modes of Communication:

- Interpersonal
- Presentational
- Interpretive

- Students will describe what they have for lunch and compare it to what's eaten for lunch by their peers in the target culture.
- Students will present to their class or group of peers what's eaten for lunch in the target culture.
- Students will discuss ways in which a lunch eaten in a target culture could be prepared at home.

Question 4

Imagine that you are teaching an elementary-level world language course. You realize that the learning objectives provided in your textbook do not fit well with the multiliteracies framework. How might you rewrite the following objectives to accompany a chapter on eating and preparing dishes typically served in the target culture to reflect the multiliteracies framework? How might the rewritten objectives better reflect specific, observable student learning behaviors?

Question 4 (Continued)

Objective 1: Students will talk about what they eat for various meals and whether their eating habits reflect a healthy lifestyle.

Objective 2: Students will write about what they eat for various meals and whether their eating habits reflect a healthy lifestyle.

Objective 3: Students will watch excerpts from cooking shows and read recipes about typical dishes served in the FL culture.

Objective 4: Students will make a short presentation to their instructor and classmates on their favorite recipe.

Assessment in the multiliteracies framework (Kern, 2000)

- Multi-dimensional (captures various dimensions of literacy and the content of language use)
- Linking linguistic form and meaning
- Draws on students' knowledge of language, culture, and conventions
- Integrates the various linguistic modalities (rather than treating them as 4 separate skills to be tested discreetly)
- Consistent with and naturally flowing from the teaching process

Assessment and Multiliteracies

3 Modes of Communication:

- **Interpersonal:** Students will describe what they have for lunch and compare it to what's eaten for lunch by their peers in the target culture.
- **Presentational:** Students will present to their class or group of peers what's eaten for lunch in the target culture.
- **Interpretive:** Students will discuss ways in which a lunch eaten in a target culture could be prepared at home.

Sample of Assessment Activities:

- written journal, online workbook assignments incorporating new forms, etc.
- pair activity, a seminar presentation, a video project, a map, etc.
- graphic organizer, a personal narrative, a video blog, a recipe, etc.

Question 5

Select one of the objectives that you revised in Question 4. Following the backward design model, respond to the following question: What types of assessment evidence would you use during the unit to determine the extent to which learners are progressing toward achievement of the objective? Provide a list of formative, summative, or alternative assessments to be used and a brief description of each.

Backward Curricular Design

What activities will you and your students engage in that will lead them to meeting the goals and objectives and that will also be related to the assessment?

Situated Practice
- Immersion, communicative activities using TL texts
- No reflection on form
- Experience language use through expressing thoughts, ideas, or opinions

Transformed Practice
- Apply what you have learned through practice, overt instruction, and critical framing activities
- New knowledge is used for creating new texts or reshaping the existing ones.
- e.g. record your own cooking video based on a model recipe

Overt Instruction
- Identify and learn the new linguistic resources for meaning design in the TL.
- Learners unpack the content of texts, form-meaning connections, recognition of conventions, textual organization.
- e.g. what forms are used in a given genre? Map syntactic relationships in a text, etc.
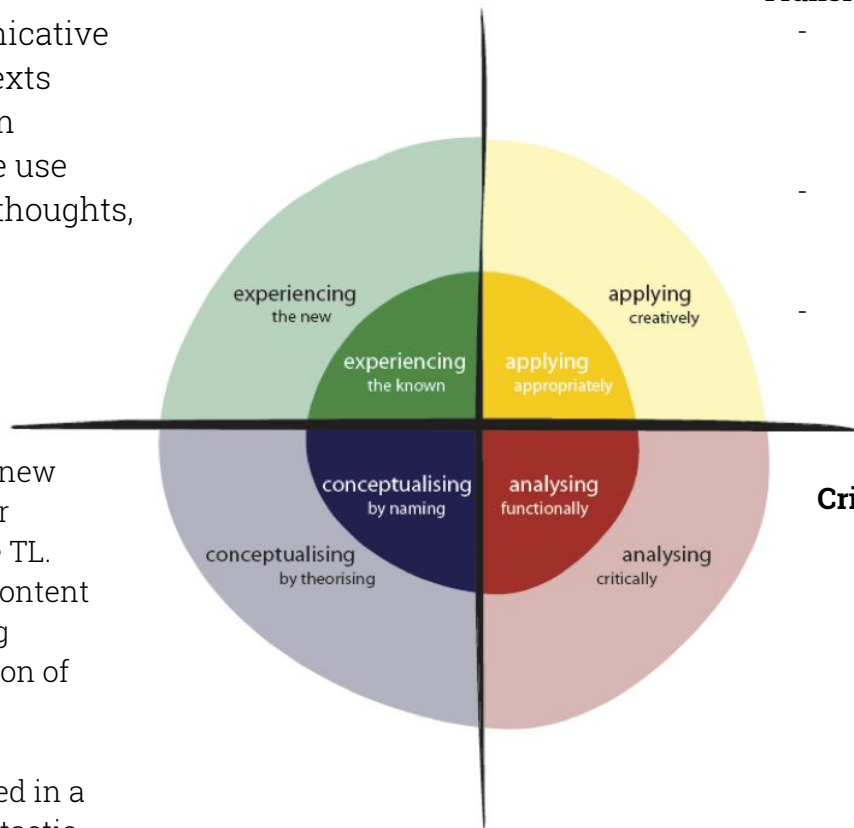
Critical Framing
- Understand the context of the text, be it cultural, social, historical, ideological, etc.
- Understand how language rules relate to the context
- e.g. compare the cultural practice described in the TL text to what you know from your own background.

experiencing
the new

applying
creatively

experiencing
the known

applying
appropriately

conceptualising
by naming

analysing
functionally

conceptualising
by theorising

analysing
critically

Question 6

Following the backward design model, revisit the objective that you worked with in Question 5 and the related assessment tools that you articulated and respond to the following questions:

- How would each of the four pedagogical acts be used to organize instruction in relation to that objective during the unit?
- What instructional activities would you carry out and how would they be integrated with unit assessments?
- Provide a chronological list of activities, label each as Situated Practice, Overt Instruction, Critical Framing, or Transformed Practice, and describe each activity in 1-2 sentences.

Food for thought

Reflect on what you have discussed today regarding the four pedagogical acts in light of your own practices as a FL instructor.

- What types of activities occur most often in your teaching? What is their focus and purpose? Make a list of this information, then consider how the activities in your list align with the four pedagogical acts (situated practice, overt instruction, critical framing, transformed practice).
- Are any of the four pedagogical acts underrepresented or missing in your list?

Next Meeting: Developing Learner Literacy Based on Targeted Textual Features

- **Monday, February 18th, 2019 at 2.30pm - 3.30pm in AB 253.**
- We will expand on the concepts of literacy and meaning-design by introducing the notion of available designs.
- We will explore how the concept of available designs can help instructors select texts and target textual resources for literacy-based FL education.
- Reading:
  - Chapter 1
  - Chapter 2

From *A Multiliteracies Framework for Collegiate Foreign Language Teaching* by Paesani, Willis-Allen, and Dupuy, 2016

THE END