

Facilitating Available Designs with InsertLearning

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- **What are available designs?**
- **What kind of meaning resources come to mind when you think of available designs?**
- **In what texts are these resources most likely to be found?**

Available designs

Linguistic, cultural, and social resources that:

- Students use to understand and create texts
- Characterize texts
- May be targeted by instructors in designing learning activities
- Are different across different texts and for different students, as they are defined by students' experiences.

Available Designs

<https://padlet.com/sez2117/LRC2019Designs>

sound system, proximity, syntax, organizational patterns, sounds, camera effects, spacing, background knowledge, genre/style, view, shapes, hand and arm gestures, filters, stories, emoji, hairstyle, writing system, clothing, music, grammar, silence, body postures, memes, colors, facial expressions, background noises, semiotics, size, vocab, movement, layout, perspective, eye movements, landscape, scontent schemata,

Available Designs

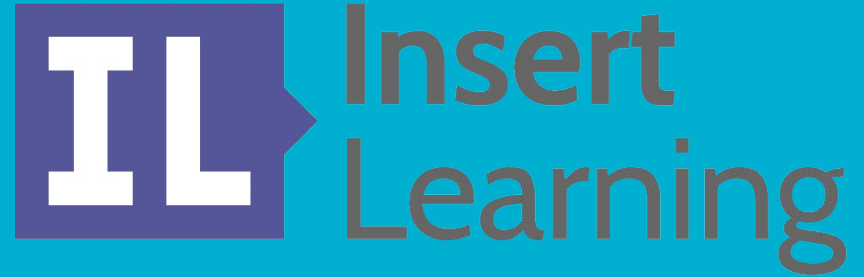
Types of available designs:

- **Linguistic** (writing system, sound system, vocab, syntax, grammar, etc.)
- **Schematic** (organizational patterns, genre/style, stories, content schemata, background knowledge, etc.)
- **Visual** (colors, view, shapes, camera effects, filters, emoji, memes, movement, etc.)
- **Audio** (sounds, music, background noises, silence)
- **Gestural** (body postures, hand and arm gestures, facial expressions, hairstyle, clothing, eye movements)
- **Spatial** (size, proximity, layout, perspective, spacing, landscape, semiotics, etc.)

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1. **Make sure you have Google Chrome on your computer.**
2. **Install the InsertLearning plugin: [insertlearning.com](https://www.insertlearning.com)**
3. **Go to bit.ly/022819LRC and log in with your LionMail Google account.**
4. **Class Code: pxg62x**

Curricular Components

- **The 4 learning processes** that students engage when carrying out instructional activity.
- They're not a method, nor do they need to be followed in a specific order, they can overlap and reoccur within the course of one lesson.
- They provide the structure to organize instruction
- They allow students to access all the available designs.

Interpretation

Moving beyond the literal, surface-level interpretation of facts to deeper understanding of cultural perspectives, personal opinions, points of view conveyed by the text, etc. This process involves inferencing, creates the space for bringing one's own knowledge and ideas to the text.

Collaboration

Collective, social engagement with textual content (reader/text, speaker/audience, student/instructor, etc.)

Problem solving

Understanding language use in texts, how forms are linked to meaning.

Reflection and Self-reflection

Thinking about language, culture, etc. and their relationship to the world and oneself. This element immensely contributes to strategy development as students reflect what cognitive strategies are and aren't effective in deriving textual meaning.

Next Meeting

Date and Time

- Monday, March 4th, 2019, 2.30pm - 3.30pm in IAB 254

Topics

- We will examine how grammar and vocab are viewed through the lens of the multiliteracies framework.
- We will investigate how multiliteracies pedagogy can be applied to teach language forms through texts.

Reading

- Chapter 3 in *A Multiliteracies Framework for Collegiate Foreign Language Teaching* (Paesani, Willis Allen, Dupuy, 2016)

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