

Language Learning & Technology Research and Design Group

University of Texas at Austin

Tue, Jun. 29 11:15 AM-12:15 PM

Technology in the Creative and Participatory Literacy Practices of a Second Grade Classroom

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The FunWritr Language & Literacy Playground: Mashing up the web for English acquisition, language growth, and exploration




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On Initiating Maintaining and Growing an Affinity Based Student Led Research and Design Group

Chung-Kai Huang* Yu-Hui Chen Justin Olmanson
Woon Hee Sung Yun Soon Kim



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Motivation, Background, and Conceptual Framework

Oppenheimer, 2004

Techno   gy

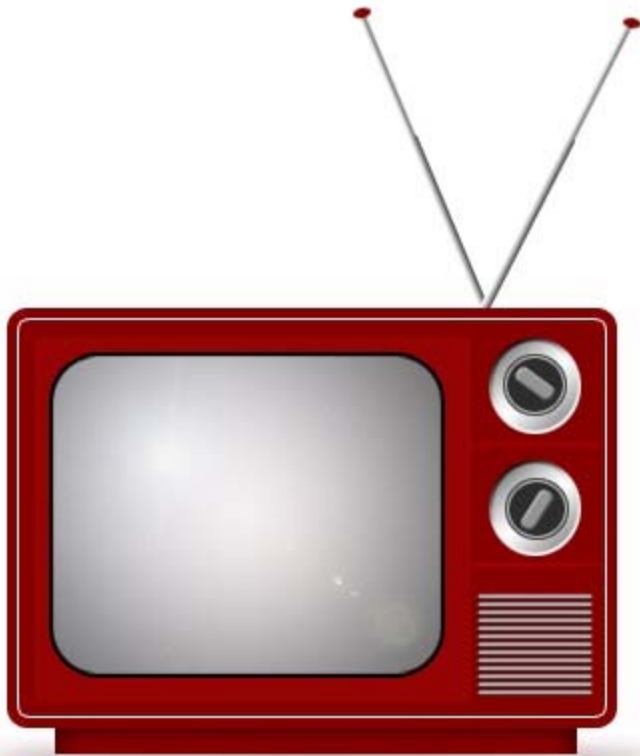
as promise...

Motivation, Background, and Conceptual Framework

Technology as promise...



Oppenheimer, 2004



Cuban 1986



Motivation, Background, and Conceptual Framework

Technology as promise...



Oppenheimer, 2004



Cuban 2003



Cuban 1986





Motivation, Background, and Conceptual Framework

Technology levels...

Lanahan & Boysen, 2005

US National Survey of School Technology Levels

Elementary School Teachers

Foreign Language & ESL Teachers



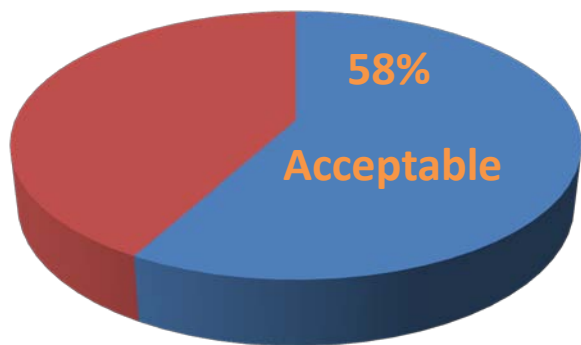
Motivation, Background, and Conceptual Framework

Technology levels...

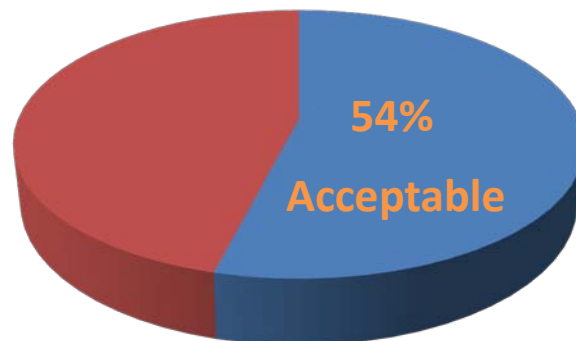
Lanahan & Boysen, 2005

US National Survey of School Technology Levels

Elementary school teachers found technology at their school to be:



Foreign language & ESL teachers found technology at their school to be:





Motivation, Background, and Conceptual Framework

Technology levels...

Lanahan & Boysen, 2005

US National Survey of School Technology Levels



Classroom Telephone



4:1 Student to Computer Ratio

Motivation, Background, and Conceptual Framework

Technology levels...

Lanahan & Boysen, 2005

US National Survey of School Technology Levels



Classroom Telephone



Computer Based Reference Materials



Motivation, Background, and Conceptual Framework

Going general in a particular way, guidance toward the creative and participatory literacy practices made possible by educational media.

Educational
Technology
Research



Zhao, Pugh, & Sheldon, 2002



Motivation, Background, and Conceptual Framework

Going general in a particular way, guidance toward the creative and participatory literacy practices made possible by educational media.

Zhao, Pugh, & Sheldon, 2002



VS.





Motivation, Background, and Conceptual Framework

Going general in a particular way, guidance toward the creative and participatory literacy practices made possible by educational media.

Zhao, Pugh, & Sheldon, 2002



vs.





Motivation, Background, and Conceptual Framework

Going general in a particular way, guidance toward the creative and participatory literacy practices made possible by educational media.

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vs.



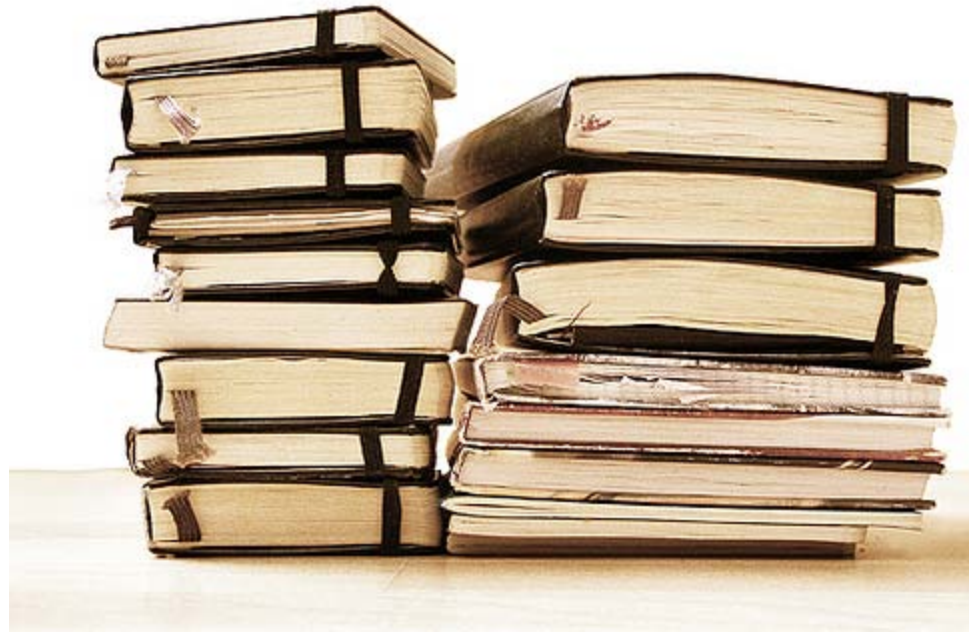


Motivation, Background, and Conceptual Framework

Going general in a particular way, guidance toward the creative and participatory literacy practices made possible by educational media.

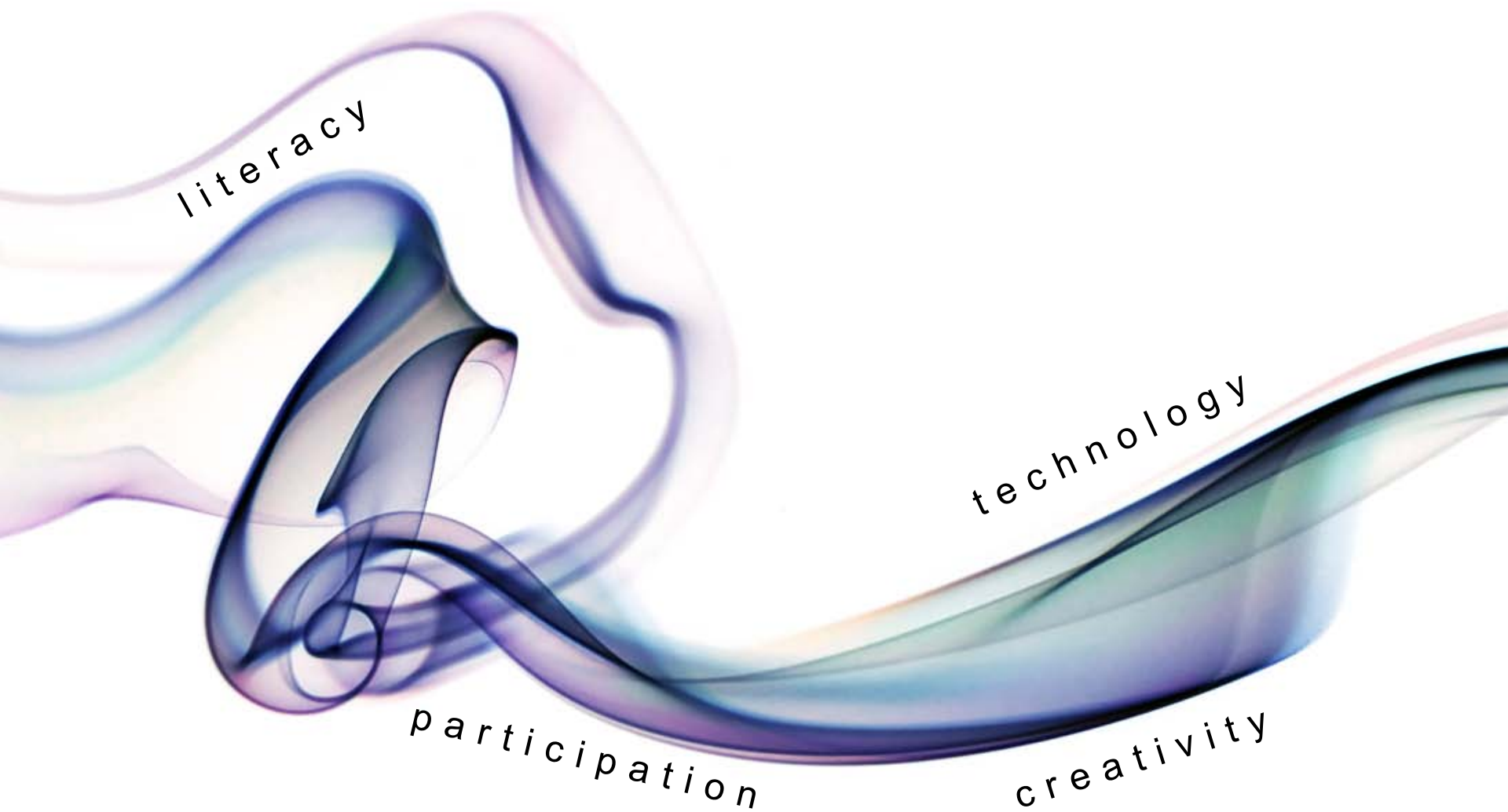
Zhao, Pugh, & Sheldon, 2002

Geertz, 1973; Ryle, 1971





Line of Inquiry



literacy

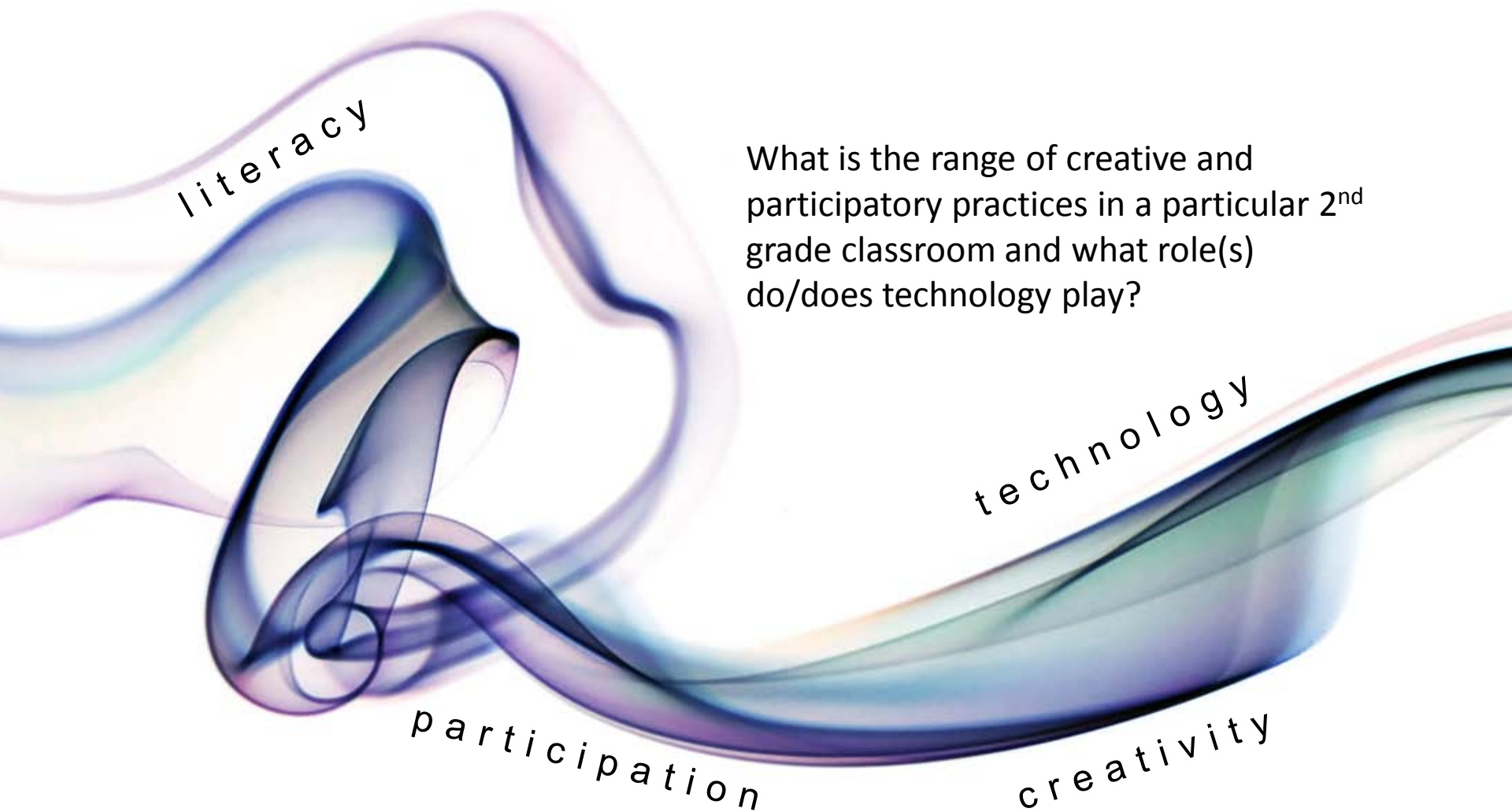
technology

participation

creativity



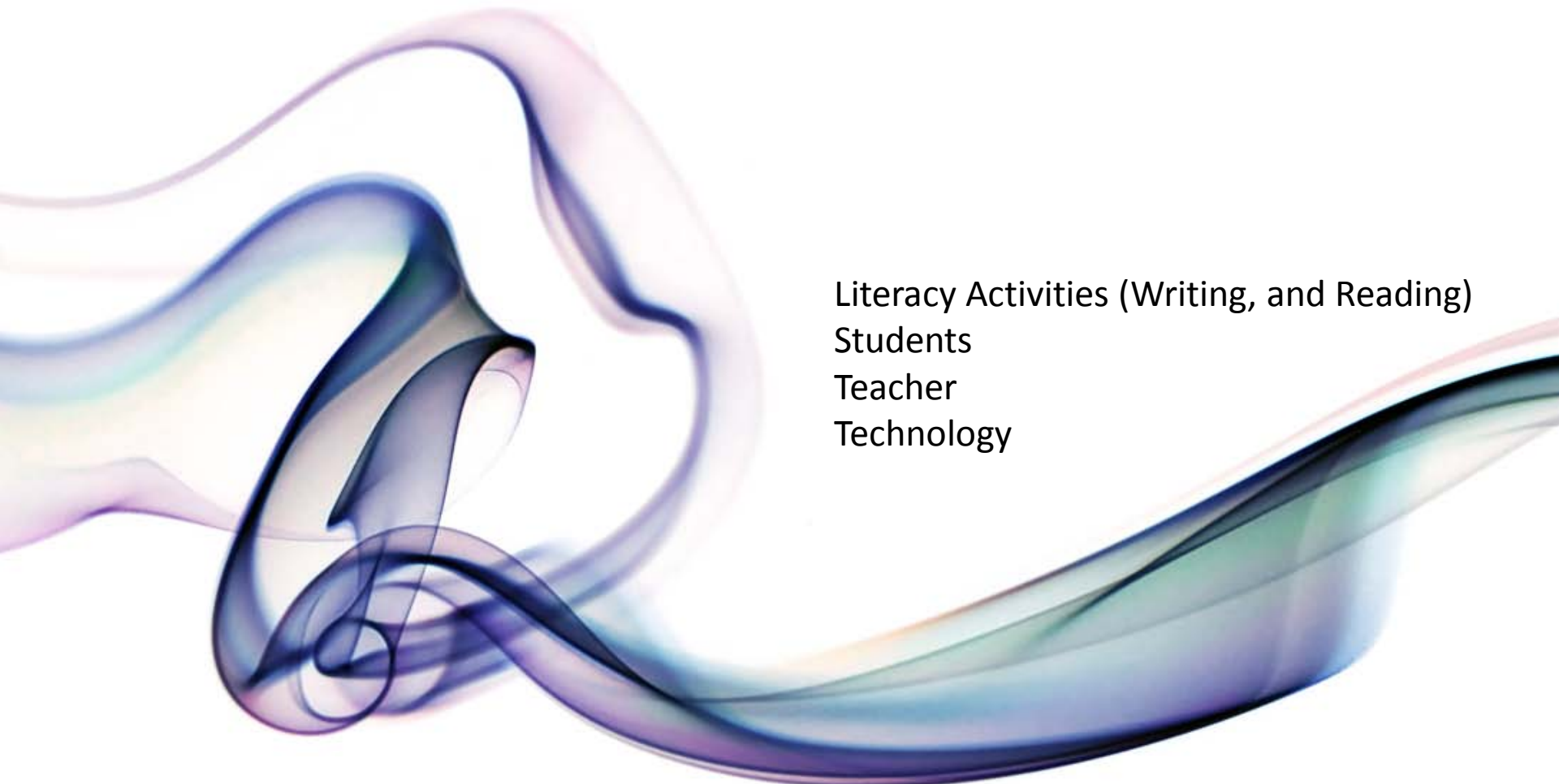
Line of Inquiry



What is the range of creative and participatory practices in a particular 2nd grade classroom and what role(s) do/does technology play?



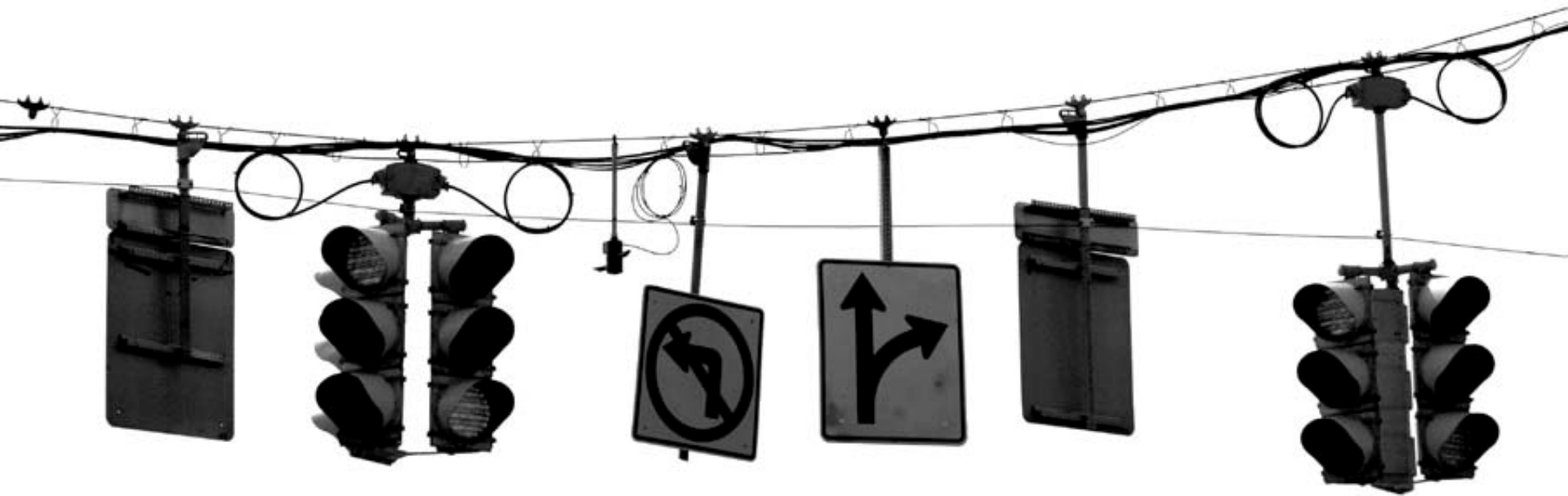
Object(s) of Inquiry

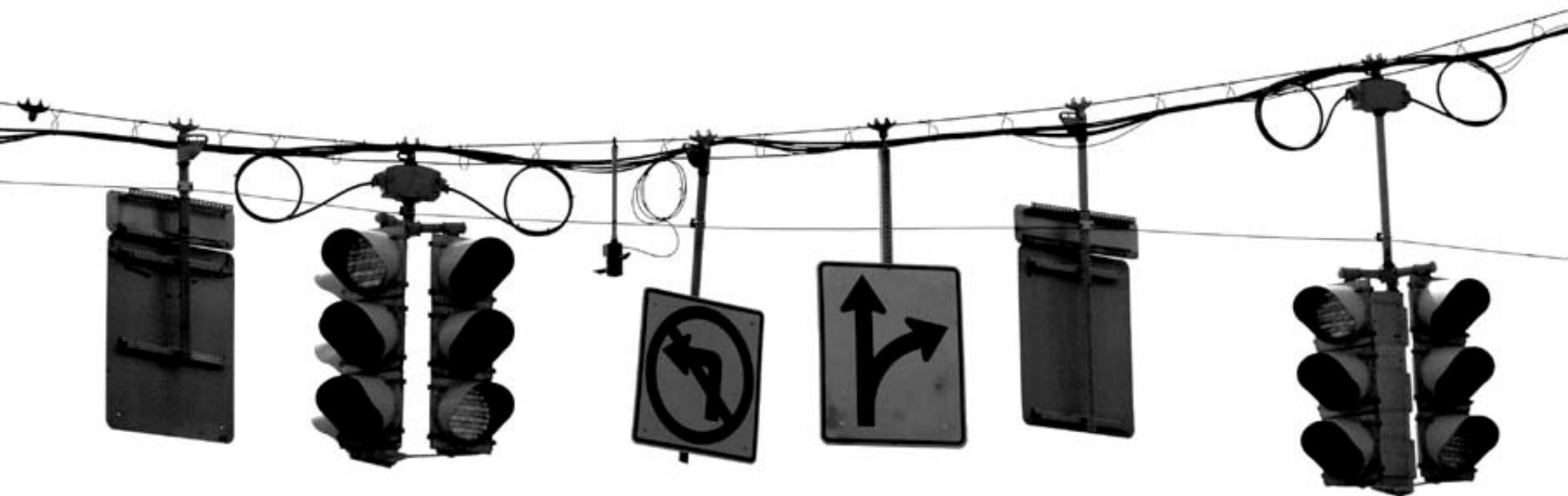
A large, abstract graphic consisting of multiple overlapping, flowing ribbons in shades of purple, blue, green, and yellow. The ribbons are semi-transparent and create a sense of movement and depth, starting from the left side and flowing towards the right.

Literacy Activities (Writing, and Reading)
Students
Teacher
Technology



Research Design



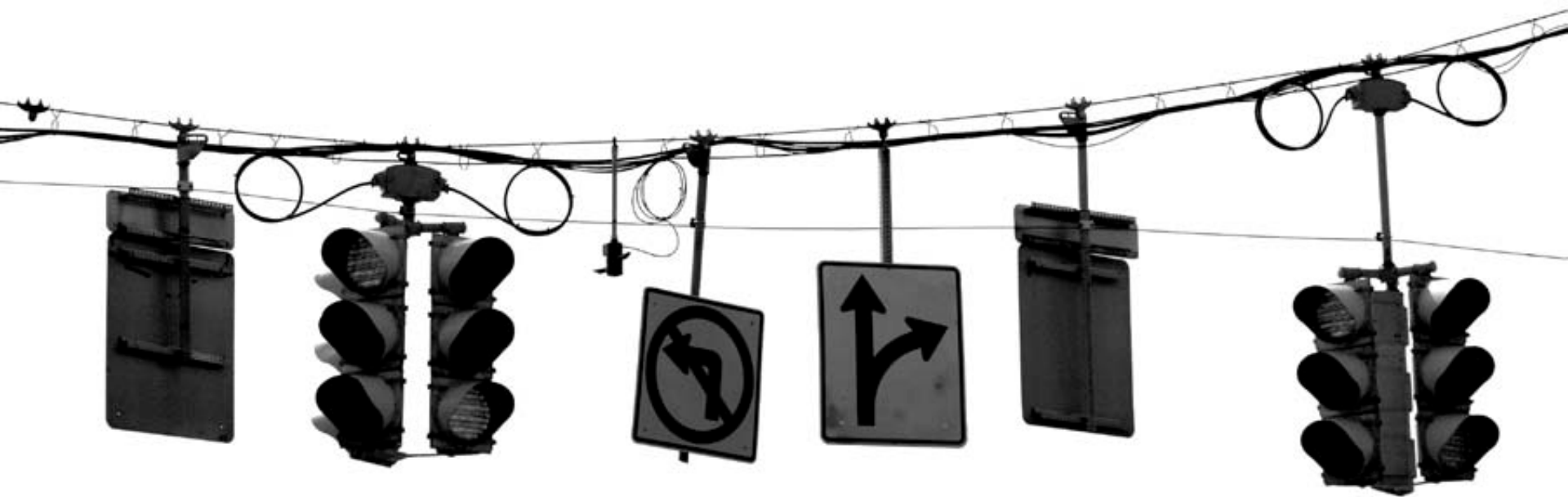


participants

teachers
students

methodology

timeframe

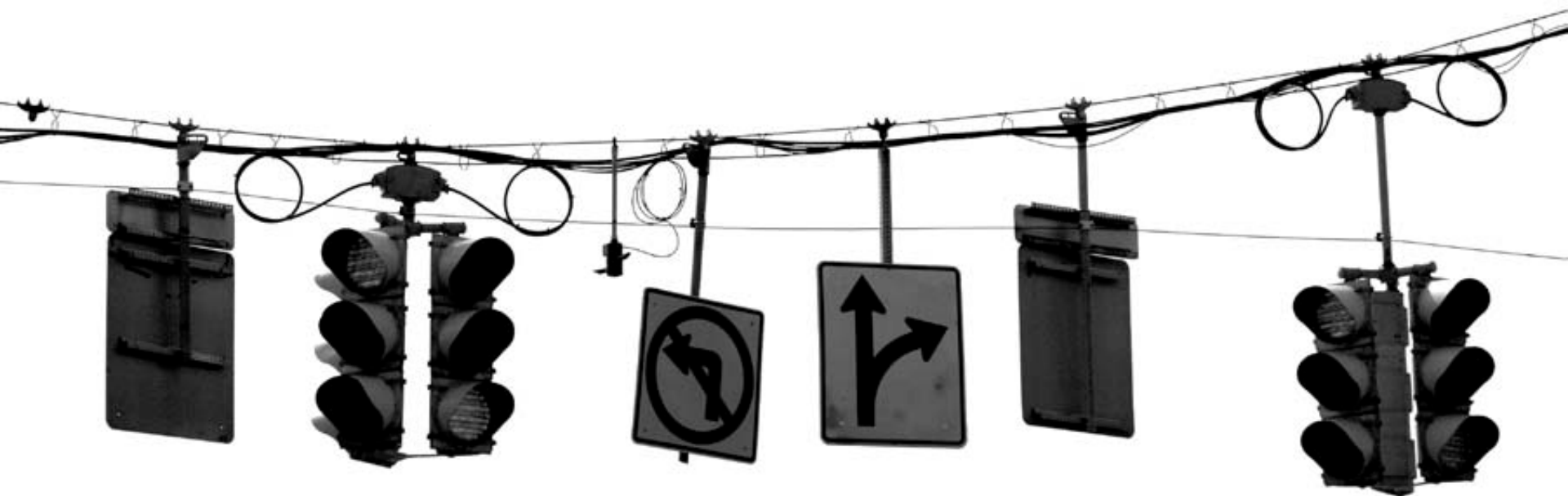


participants

methodology

timeframe

Ethnographic approach (Wolcott 2008)
Participant observation (Spradly, 1980)
into fieldnotes (Emmerson, 1995),
Interviews (Weiss 1994),
Artifact collection (Lecompte & Preissle, 1993)



participants

methodology

timeframe

fieldwork

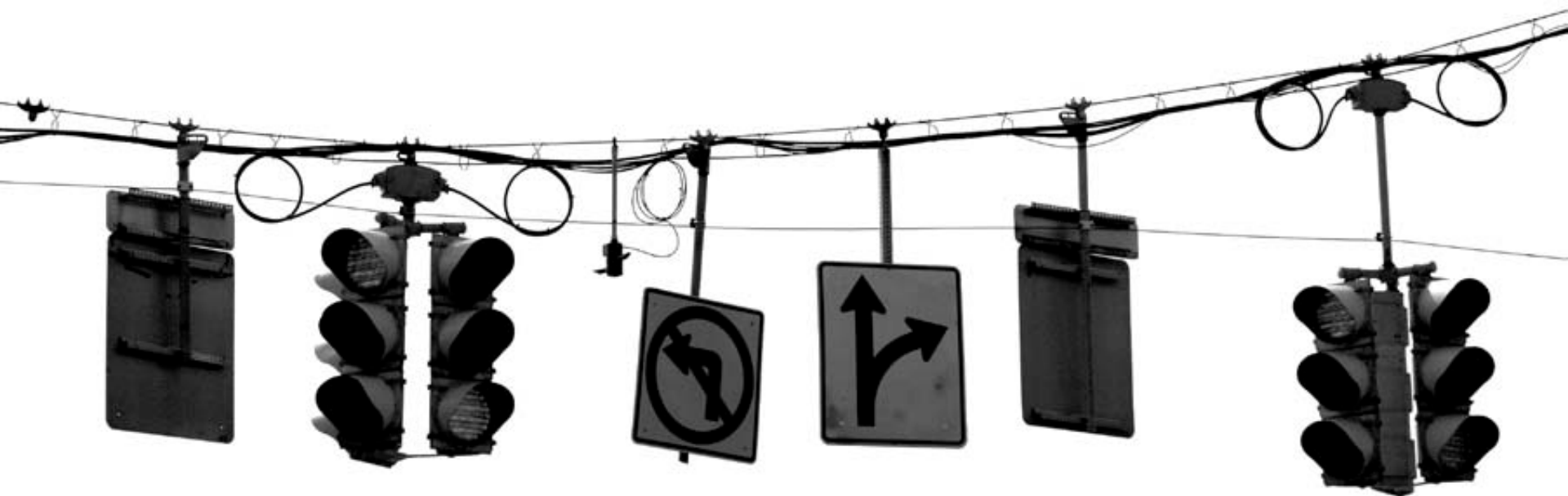
Nov 2009

Feb 2010

Analysis

Nov 2009

Present



participants

teachers
students

methodology

Ethnographic approach
Participant observation
into fieldnotes
Interviews
Artifact collection

timeframe

fieldwork
Nov 2009
Feb 2010

Analysis
Nov 2009
Present

Context / Research Site

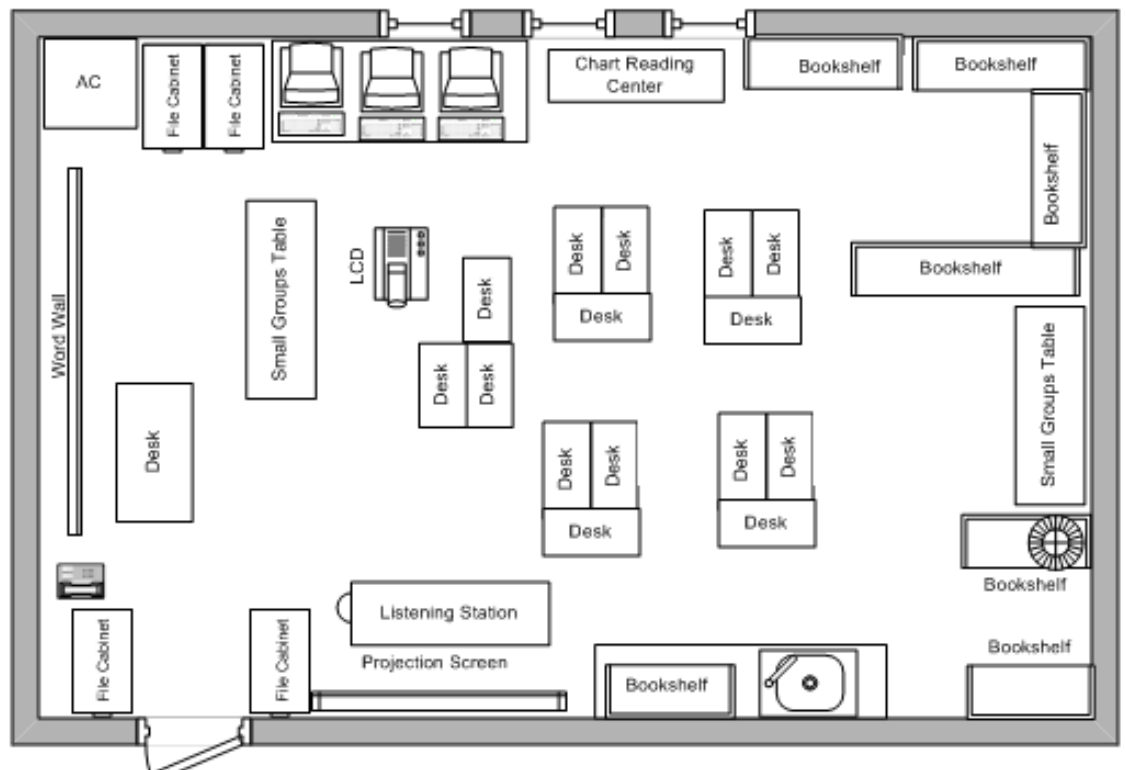
Public K-6 School (5-11 yrs)

400+ total students

English and Bilingual (Spanish) classrooms

2nd Grade Self-Contained Classroom

16 Students



Layout of the participating classroom

Student Created Artifacts

October the 3rd was my birthday. First, my mom and my dad brought me a present. Next, I opened my present. It was a Wii. Then my dad put it together. It took him a long time. He finally fixed it. In the end, my sister and me played it.



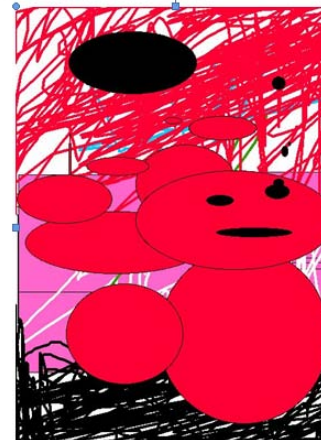
Last Christmas

Last Christmas was a great day. First, my tia gave me presents. Then, I opened the presents. It was a Transformer. Next, we were playing with it. Finally, I showed the toy to my friends. /



Swimming

One day I went swimming with my family and I had fun. First we went to the swimming pool. Then I jumped in. It was cold. Next I played in the swimming pool. After that, I dried off. In the end I went home and played with my brothers and sisters.



Data



Although we had ideas about what constituted creative and participatory practices, from the very first day we were forced to expand our notions based on the complicated ways devices as seemingly simple as stopwatches were used by students during literacy activities. The following is an excerpt from our expanded fieldnotes, it serves as an example of the types of interactions we experienced during the three months we spent with Julia and her second grade students.

Why Won't It Stop?

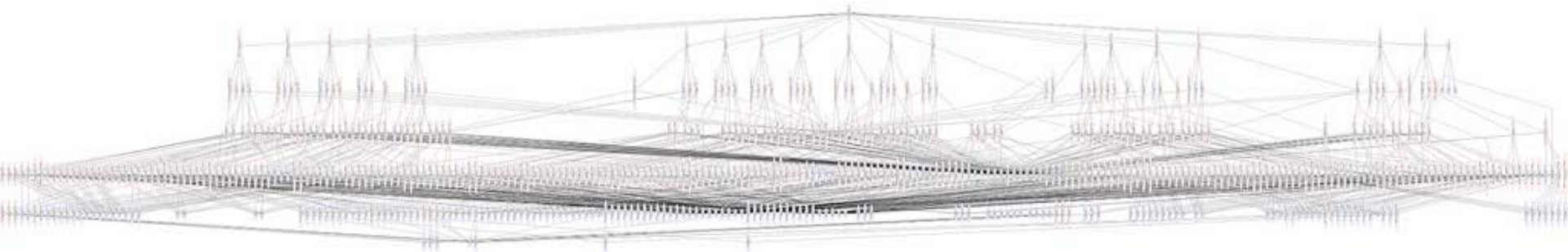
On the first day of our observations Julia and her students had just returned to their classroom from the computer lab –after which they had their pictures taken in a make-shift hallway photo studio near the library. They filed back to the classroom a little after 9am. The classroom has four windows, two of them have their blinds drawn all the way down with several literacy posters taped to them. The other two windows have their blinds down only 3/4s of the way –letting in a hint of the buildings across the street between the raindrops that dot the glass.



Analytical Process

We:

- took notes in the field, wrote up them up later, and expanded them
- read all fieldnotes written by everyone
- used post-it notes to generate codes/things that stood out to us
- collectively organized and reorganized these as a group
- collectively worked out themes, and sub-findings from these





Data / Description One Level Up

story listening

timed reading

reading aloud

reading for research

reading for pleasure

copying writing

research writing

selecting typefaces

story writing

research image choice

illustrating writing

adjusting font size

adjusting the font color



Data / Description / Analysis One Level Up

timed reading

story listening

reading aloud

reading for research



reading for pleasure

copying writing

research image choice

research writing

font size

font color

typeface

story writing

illustrating writing

Data / Description / Analysis



timed reading



story listening



reading aloud

reading for comprehension

reading for research



reading for pleasure

copying writing

research image choice

research writing

font size

font color

typeface

story writing

illustrating writing

leARNin3.com



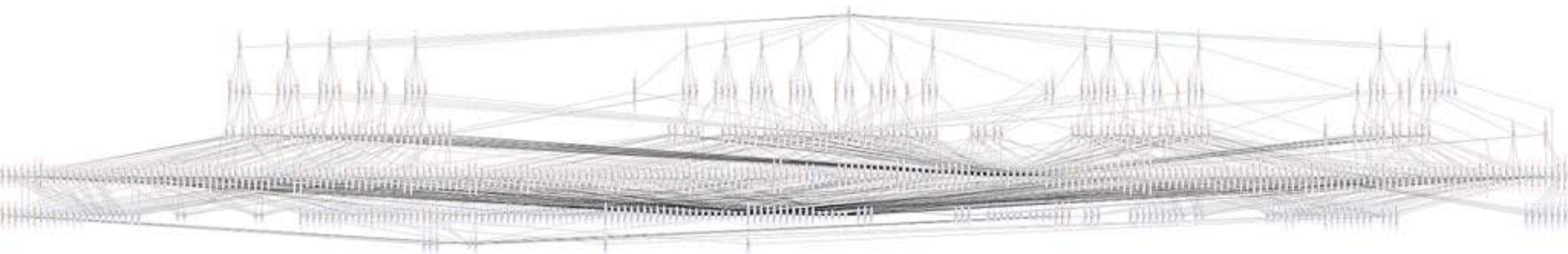
* Teacher selected pool of 5 or 6

Major Themes and Findings

Analysis is ongoing however preliminary, tentative findings include:

Overall

- Layers of control
 - National Testing (Sat 9)
 - State Curriculum & Testing (State Test)
 - Local / District Initiatives (Literacy Adoption)
- The tension between creativity and production
- As well as tension between exploration and progress
- Predominance of school-based literacies
- The more freedom built into the software the more freedom given the students





Implications and Future Directions



Cookie Cutters, Teachers, and Design:



Teachers, based on external pressures, classroom makeup, and personal epistemologies will constrain software beyond the limits put in place by the designers. This acts like a cookie cutter on the features and possibilities of the software when used in a particular context.

Therefore a strong argument can be made for creating as open a system as possible.

Thereby reinforcing our commitment to keeping FunWritr as open as possible.



Select References

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ID: 29486

Type: *Brief Paper: New Development* Topic: *Improving Classroom Teaching*

Room: 3

Tue, Jun. 29 11:15 AM-12:15 PM

Authors:

Justin Olmanson, University of Texas
Yun Soon Kim, University of Texas
Woon Hee Sung, University of Texas
Chung-Kai Huang, University of Texas
Yu-Hui Chen, University of Texas at

Abstract:

In this paper we focus on the roles of technology in a second grade classroom at Zapata Elementary School in the Southern United States. We identified the practices witnessed over a three month period and the technologies used.

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On Initiating Maintaining and Growing an Affinity Based Student Led Research and Design Group

ID: 29493

Type: *Brief Paper: Other* Topic: *Research Perspectives*

Room: 12

Tue, Jun. 29 2:45 PM-3:45 PM

Authors:


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Yu-Hui Chen, University of Texas at Austin
Justin Olmanson, University of Texas at Austin
Woon Hee Sung, University of Texas at Austin
Yun Soon Kim, University of Texas at Austin

Abstract:

This paper recounts and unpacks the experience of a student-led research group initiated, student-led research group in the Language Learning & Technology Research and Design Group provided its participants with a range of experiences that include incoming master's students, PhD candidates, and others. This paper provides insight to fellow Educators on how to initiate student-led, affinity-based research groups and how we kept the group going, and

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FunWritr an Online Language and Literacy Playground

ID: 30551

Type: *Brief Paper: Other* Topic: *Interactive Learning Environments*

Room: 8

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Authors:

Justin Olmanson, University of Texas at Austin
Jaejin Lee, University of Texas at Austin
Cesar Navarrete, University of Texas at Austin
Angela Pan Wong, University of Texas at Austin
Alon Farchy, University of Texas at Austin
Patrick Day, University of Texas at Austin

Abstract:

As more online technology applications are used in education, both novel and supportive tools for learners in the middle elementary features and process of development supports student language exploration tools such as grammar parsers (Flickr) FunWritr affords users the ability to write.

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