

Defining and Distinguishing Digital Pedagogies

A framework for understanding digital
practices in the composition classroom

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Resources

A transcript of my talk and a PDF of these slides can be found on my website: www.liz-homan.com

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Scenario

Two instructors submit their syllabi. Both have articulated similar goals related to digital composition – that students will compose in multiple modes by creating digital texts at some point during the semester.

One teacher's calendar features a weekly blog response to the readings, which can be found in PDF format on the course management site. Another teacher's calendar features an audio-visual unit for which students compose a brief argumentative documentary. Which curriculum is building students' digital literacies?

Problems/Questions

How do teachers use digital technologies differently in their pedagogical practice?

How do we identify “good use” of digital technologies in the writing classroom?

What *counts* as “good use?” What doesn’t?

Existing Frameworks

Mishra & Koehler (2006):

Technological Pedagogical Content Knowledge

Hicks, Turner, & Stratton (2013),

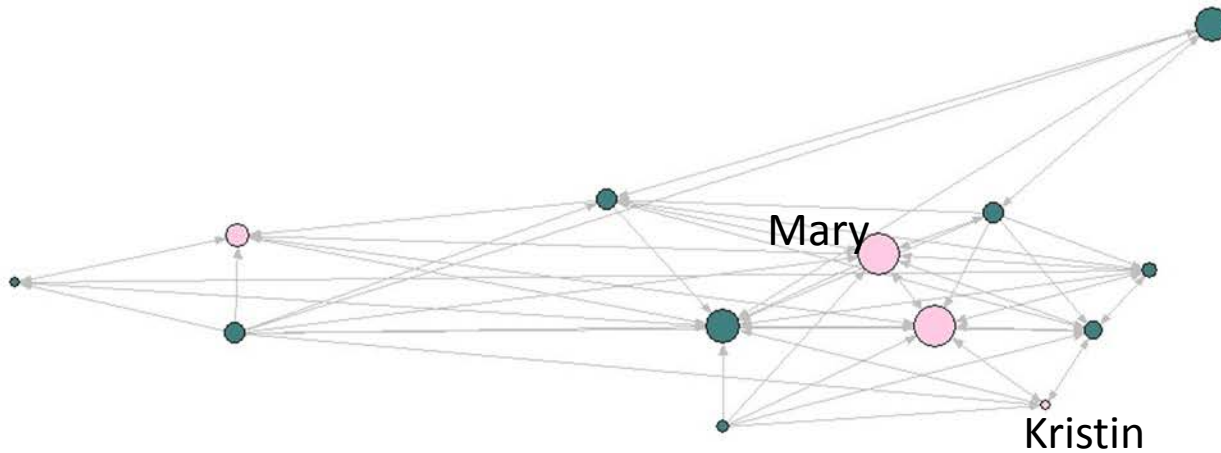
by way of Hillocks (1995):

Declarative/Procedural Knowledge

VanKooten (2014) dissertation:

Meta-Awareness through Saying/Doing
and Problem Exploring

Dissertation Study: Teacher Relationships and Technologies



Kristin

Goal: Engaged Critical Discussion of Texts

Definitely a goal is to get all of them involved and so in discussions I'll often have them do some writing first and then share with a person near them. The small group thing we do a lot. I'll draw names out of hats or out of an envelope because I want them to all be participating and working on that.

Practice: Online Forum Discussions

I've seen our class discussions improve so much as we've been doing the forums too, and I've seen the forum discussions improve. This year, when I added the exit strategy piece, versus last year when I didn't do that, it just gives them more to keep it going, but in class I'm so impressed by the kids. They use their strategies from the forums in class by saying, "I definitely agree with what so and so just said," and they'll sort of repeat it, and then kind of take it in their own direction, and that is something that we've practiced in their replies.

Mary

Goal: "Reading and Writing Your World"

...you have to be a smart and critical thinker or a critical consumer of your society to know what's okay and what's not okay, and there are plenty of people that aren't. So my ultimate exit goal is to be critical readers and writers who read and write your world.

Practice: Analyzing Arguments in Multiple Spaces

That's why I brought this to all of you, because you were all signed on that, and if you're part of group think and you're part of something and you're not sure what's in that communication, people are still going to think that's from you. You have to be very careful about that, whether it's an online quick response. People click "like" on Facebook all the time to things that are mean, without thinking about it. So I want this to be a message in communication. How do we think about this?

Differentiating Digital Pedagogies

Facilitated Pedagogy:

Pedagogical approaches that use digital technologies to facilitate the accomplishment of existing curricular content-based goals. These goals could be accomplished in analog spaces, but digital technologies enable them to occur in multiple spaces or outside the classroom.

Integrated Pedagogy:

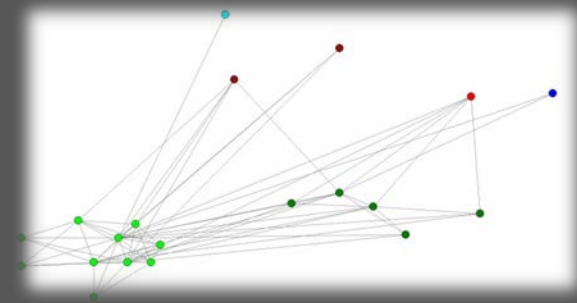
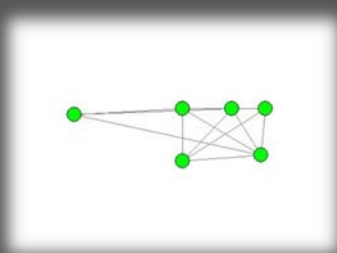
Pedagogical approaches that use digital technologies to transform the existing curriculum and content and address goals that could not easily be achieved in analog spaces alone. These goals require students to think about when, why, and what technologies they will use to accomplish writing tasks or compose arguments.

A Few Key Differences

In Kristin's Classroom	In Mary's Classroom
Digital out-of-class assignment options	Digital in-class assignment options
Out-of-class forum responses to reading	In-class discussions about digital interactions
Verbal composition	Verbal, aural, visual composition

In Kristin's Life	In Mary's Life
family: partner, young daughter, two dogs	family: partner, cat
literacy: social media, blog reader	literacy: social media, blogging, website design, writing and publishing
prof. learning: online master's program	prof. learning: f2f master's, NWP co-director and teacher consultant, conferences

In Kristin's Network	In Mary's Network
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Learning From Mary and Kristin



Opportunities for instructors' digital "play"

Collaborative and critical conversation about students' digital literacies

Observation of instructor practice in context

Multimodal composition based on students' interests and requiring students to make rhetorical choices

One-shot PD workshops to learn particular hardware/software

Assumption that use = integration, use = digital literacy instruction

Reliance on reading response blogs and forums (with a caveat)

