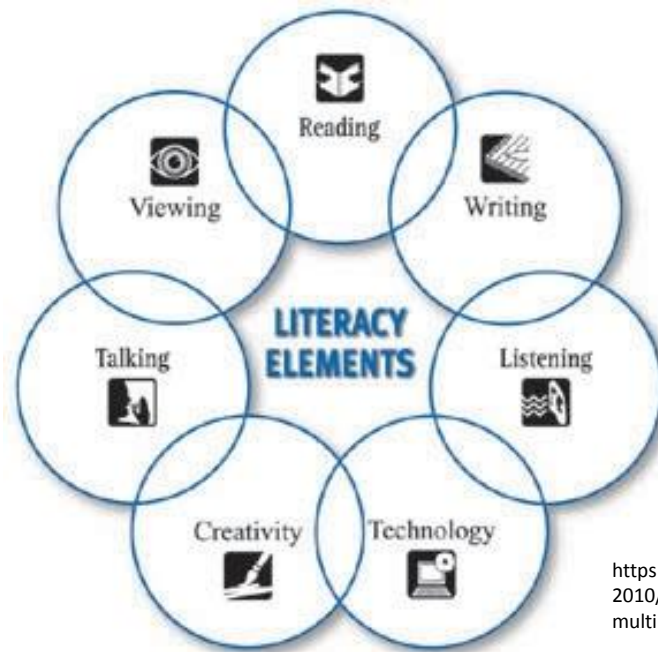


Acquiring 21st century skills through COILing: a pedagogical approach to multiliteracy



<https://blogs.ubc.ca/etec540sept10/2010/11/14/commentary-on-multiliteracies/>

COIL Conference, April 25th 2016

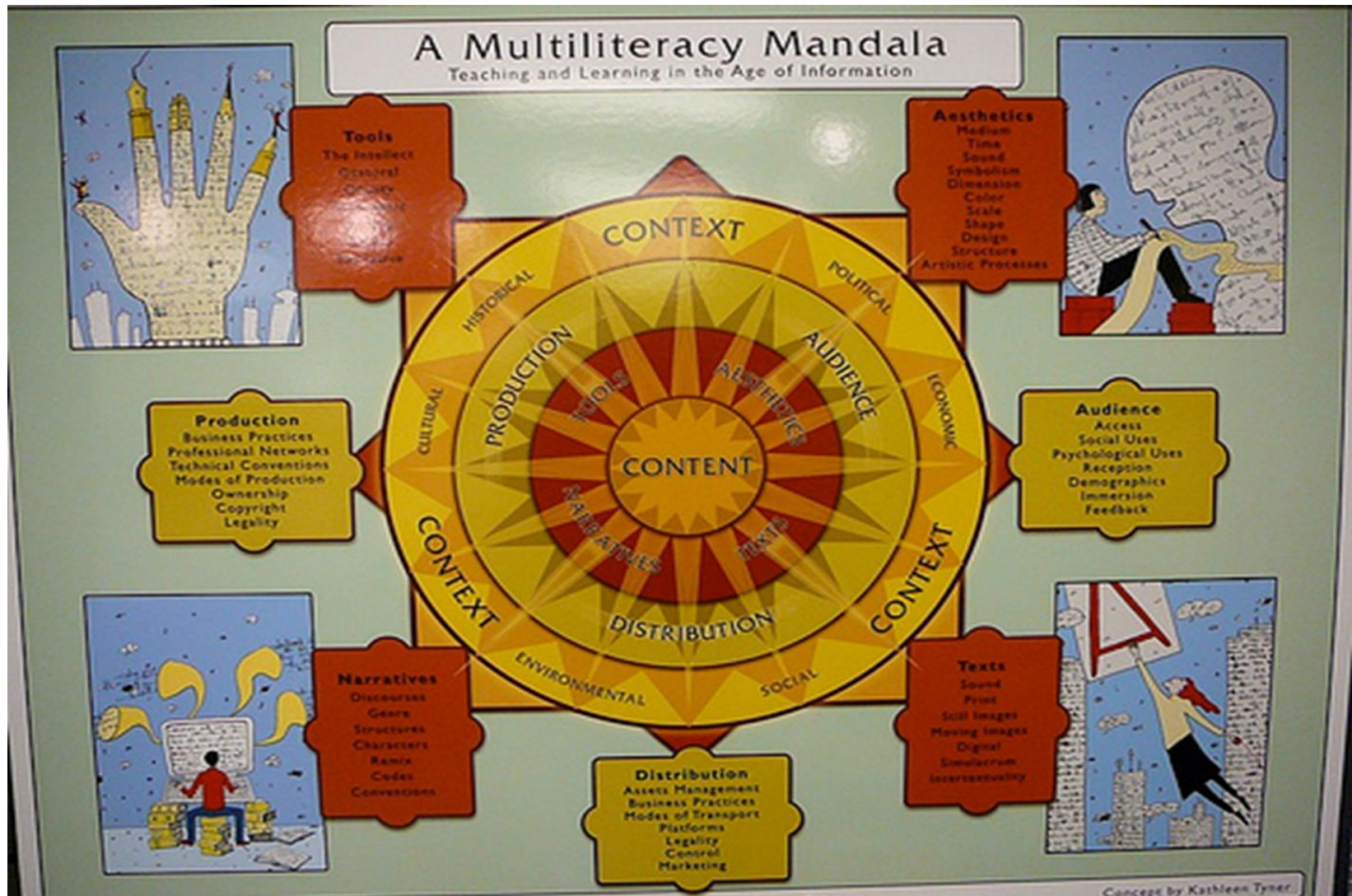
Mirjam Hauck, The Open University/UK and COIL Center

overview



- Multiliteracy: why the hype?
- What are the challenges?
- What's the role of COIL?
- A new attempt at a framework:
 - a model for designing instruction grounded in multiliteracy
- A task example (handout)

opportunities ...



... and challenges



multilingual, multicultural,
multimodal, multi-genre
and multi-user contexts

+

rapid proliferation of
available resources,
channels and modes

=

countless
possibilities for self-
expression,
almost unlimited
forms of meaning
making and
communication ...
and learning and
teaching

“transparency problem” (Jenkins et al. 2006)

the assumption that users are

actively reflecting on their media experiences and can thus articulate what they learn from their participation

educators need to

ensure that [learners have] access to the skills and experiences needed to [...] articulate their understanding of how media shapes perception, and have been socialized into the emerging ethical standards that should shape their practices as media makers and participants in online communities

“participatory cultures” (Jenkins et al. 2006)

membership in formal and informal online communities ... in social networking spaces like Facebook and among the communities that grow up around message boards ... production of creative forms such as mash-ups, formal and informal teamwork of the sort that occurs in wiki spaces ... and online distributions such as podcasting and blogging

social affiliation and content re-circulation, and ...?

“social grooming”

(McBride 2009)



a lack of critical and evaluative skills

The multitude of voices, opinions and identities that abound on the Web in “multiple fragments, and copies and reinscriptions of themselves” **make it difficult for learners to take a critical stance either towards online content or in opinion-generating activities unless they have experience in relevant practices.**

(Littlejohn, Beetham & McGill 2013)



meeting the challenge: COILing

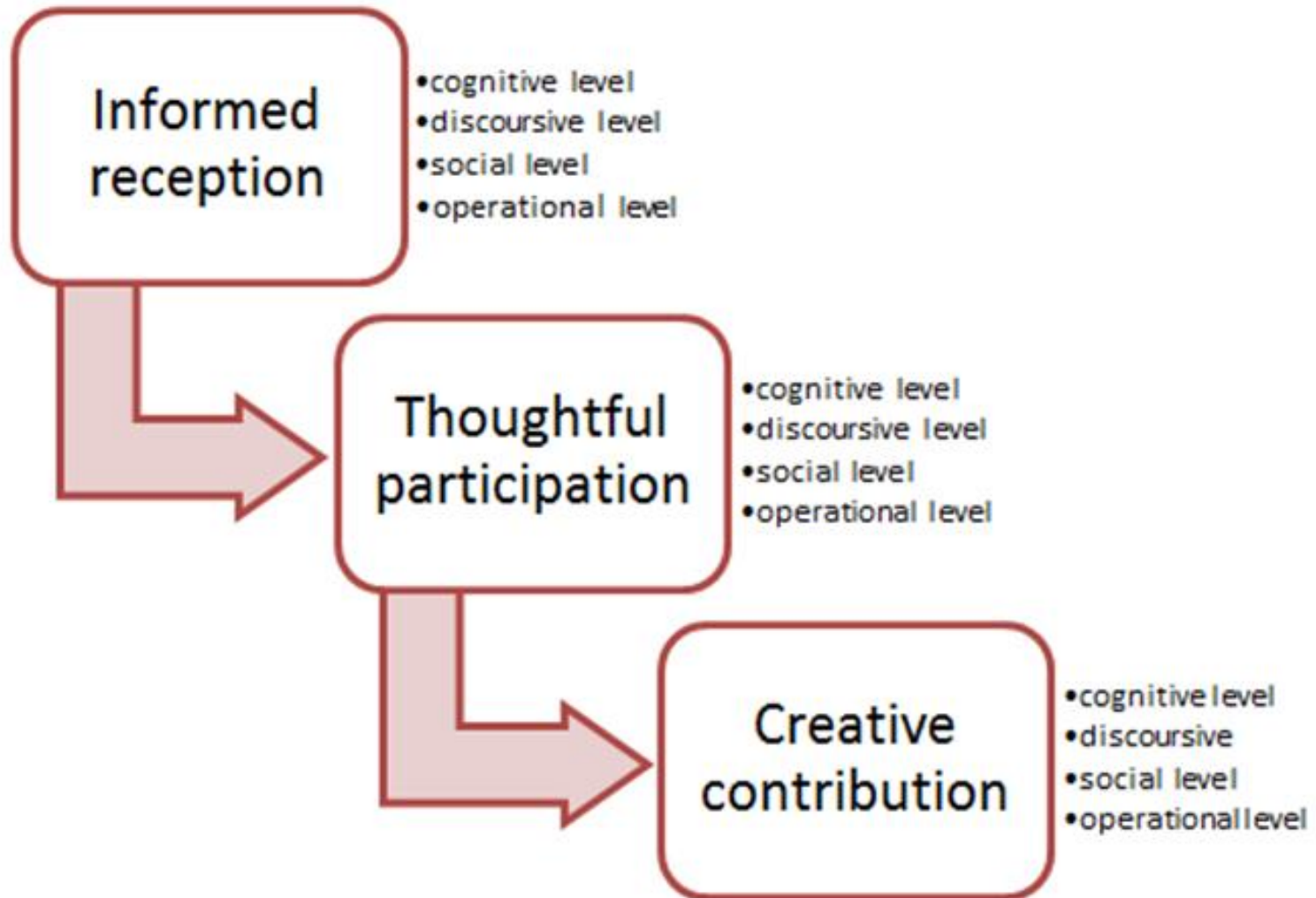
Technology mediated learning and teaching

=

An ideal context for multiliteracy training



from informed reception to creative contribution ...



Creative contribution

Individual or joint creation of artefacts and their subsequent dissemination.
Purposeful shuttling between modes, genres and tools

cognitive	Output orientation – restructuring, remixing, repurposing. Encoding in a different mode. Focus on the process of creation.
discursive	The language of negotiating, analyzing and cooperating. Describing technical problems and solutions.
social	Realizing and fulfilling one's role in a team, providing support and constructive criticism, maintaining task orientation. Promoting inquiry and reflection.
operational	Choosing from a range of technological options (tools and applications). Prompting independent exploration of tool affordances.

Today's learners:

- shortened attention span (Carr, 2010);
- superficial multitasking done at the expense of task engagement (Ophir, Nass, & Wagner, 2009, cited in Hubbard, 2013);
- a preference for visual communication to the effect of truncated language production, especially in its written form (Pegrum, 2009b).
- strong ego orientation (Thorne & Payne, 2005; Selwyn, 2009);
- familiarity with the most conspicuous affordances of technologies (Winke & Goertler, 2008);
- use of inefficient technology solutions with focus on strategies for using specific tools rather than general exploitation ones (Hubbard, 2013).

A task example

Handout: *Digital biographies*, for a sample task sequence.



Thank you!



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Kurek, M. & Hauck, M. (2014) Closing the “digital divide” – a framework for multiliteracy training. In L. Williams and J. Pettes Guikema (Eds.), Digital literacies in foreign language education: Research, perspectives, and best practices. CALICO Monograph Series.