Electronic Learning:

Reading + Writing + 21st Century Technology
Presenters

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Reading and writing = technology

Reading and writing use symbols created with current technologies. Throughout the centuries, “new” technology has been clay tablets, papyrus, quill pens, printing presses, etc.
Current literacy is as much screen-based as it is traditional text-based

screens ⇔ brain ⇒ traditional texts
Modern Theories that Support Electronic Literacy:

* Intertextuality  (Bloome, & Egan-Robertson, 1993; Hartman, 1995)
* Reader response or transaction  (Beach, 1990)
* Social constructivism  (Vygotsky, 1978)
* Multiple Literacies  (New London Group, 1996)
Simple Definition: the juxtaposition of multiple texts.

Why is intertextuality good? If students learn to use intertextuality consciously – reading about a subject across more than one text – the process can lead to increased critical thinking and the ability to synthesize. It can also help the learning process in general, by shaping memory with associations.
Simple definition: The reader responds to or transacts with the text, using her own background to understand the text.

Why is transaction good? It is a learner-centered process that heightens engagement and is, therefore, in tune with today’s latest literacy theories. (Fox & Alexander, 2004)
Social Constructivism

Simple Definition: Social constructivism is a popular literacy and learning theory that sees society as the shaper of its citizens and, in turn, citizens as the shapers of society.

Why is this theory important? It proposes that we can change the world or society, to make it better. It emphasizes unity in a reality that is increasingly diverse and exploding with information.
Multiple Literacies

Simple definition: literacies that include traditional print, but take into account multiple forms of communication that we need to “read” and, possibly, write.

Importance: This is our reality.
Electronic Learning:

Supplemental Instruction
The PLUS Course Model

- Based on Weinstein’s Learning Strategies Model
- Brings support to the classroom
- Provides Ongoing Learning Support in an online environment
- Focus on Learning Strategies
- Understanding of self as learner
- Recognizing and using available resources
- Creates synergy among student, teacher, and learning support
- Can be used in traditional or online format
The PLUS Course Model

- Self-Regulation
- Theory
- Will
- Skill

Academic Context

Institutional Context
Focus on Learning Strategies

• Reading your textbook
  – Navigating the textbook
  – Understanding textbook structure
  – How to read graphics
  – Online resources
• Study strategies
• Test taking strategies
• Writing strategies
• Learning Styles
• Math Concepts/Problem Solving
• Summarizing
PLUS Courses

• Science Courses
  – General Biology
  – Consumer Chemistry
  – Survey of Physical Science

• Math Courses
  – Pre-Algebra
  – Basic Algebra
  – College Math
General Biology PLUS

Biology Online Support
Welcome to General Biology online support.

For technical support, please call toll-free, 24x7, to the NLU Help Desk at 1-866-813-1177. Be sure to say that you need technical support for your online course materials in Blackboard CE8. The name of this course is LAN 110 General Biology and the CRN is 90805.
Your blended online biology class meets for one hour a week (not counting lab) and four hours (not counting lab). Most class material is covered with the online resources. Do you have any topics you would like to cover in class? Simple - the choice is yours. Each week, there will be a request for specific topics to work on in class.

**General Topics**

**Ask Elke!** (30 Messages / 23 New)

Hi Everyone,

My name is Elke Kleisch, and I am here to provide you with any academic support you need. I will post regularly to ask questions, make comments or suggestions, requests, or make posts of interest. Please remember that your question may also help someone else. Some questions are easier to answer than others, so consider here are as follows:

Could you give me an example of...? OR I have an example of......more

**General Questions** (28 Messages / 23 New)

Ask any questions about the course or course content in this Discussion topic.

**In the news** (4 Messages / 4 New)

Biology is frequently in the news. If you hear something on the radio while driving, read a newspaper that relates to biology, please share it here. Include your opinion about the story.
Introduction of Strategies

What Do I Know?

We all know *something* about the topics in chapter one. Take a moment and jot down some questions you have about the topics in Chapter One. You can use the headings, summary, vocabulary terms, or end of chapter questions.

What do I Want to Know?

Even though we may know a little about a topic, or even if we know a lot about a topic, we may not know everything. Think about and write down some questions you have about the topics in Chapter One. As you are reading, you can look for answers to these questions.
Your Learning Style

One of the things that you can do to learn material more effectively is to understand more about how you learn. The following websites are links to surveys about your learning style. What these sites may tell you is what types of ways you like to learn.

However, keep in mind that if you are a visual learner, for example, that does not mean that you cannot learn in other ways. It may just be your preferred learning style, the one with which you are most comfortable. It may also remind you that you can, in fact, learn in many ways.

When you think about how you are studying, or learning material, this may help you organize your thoughts so that you can learn more easily. This is especially important when you encounter material that is difficult or unfamiliar. As we continue this chapter, Dr. Judd and I will provide examples of material using these different styles.

Take some time to take these quizzes, and report to your work group as to which learning style is your preference. How would you organize your materials based on your preferred learning style? Do you do this already?

- [http://www.metamath.com/multiple/multiple_choice_questions.html](http://www.metamath.com/multiple/multiple_choice_questions.html)
- [http://www.learning-styles-online.com/inventory/](http://www.learning-styles-online.com/inventory/)

As you go through the course, make sure to post any questions about the course in the Ask Elke section of the Discussion Board. For example, if you are reading a topic or chapter that you are having trouble remembering or understanding, I can provide alternative resources for you.
Advantages

- Developmental needs addressed in the context of college-level content courses
- Develops learning-centered collaborations between content departments and learning centers.
- Support for all learners starting from within the classroom
- Both students and faculty develop skills that can be applied in other courses.
- Promotes student self-confidence

Disadvantages

- Not intensively focused on specific needs
- Students must take advantage of resources
Connecting to Theory

• PLUS Course
  – Promote collaborative learning (Social Constructivism)
  – Intertextuality (accessing material in multiple ways)
  – Multiple Literacies – interacting with text and technology.
Electronic Learning:

Developmental Writing
Strategies for Effective Writing - Blended Course

- introduces students to the expectations of academic writing
- builds students’ academic writing skills by focusing on areas of organization, focus, development, and grammar
- provides students with strategies for academic writing in the areas of pre-writing, drafting, revising, and editing
- introduces students to electronic literacy
Intertextuality

Supplement text book with electronic resources:

- links to websites
- practice packets, handouts, models
- mini-lessons on Blackboard
1. "Broadly speaking, academic writing is argumentative writing, and we believe that to argue well you need to do more than assert your own ideas. You need to enter a conversation, using what others say (or might say) as a launching pad or sounding board for your own ideas" (Graff, Birkenstein, and Durst, 2009, p.3).

I agree with the authors when they say that academic writing is like entering a conversation by using what others say as a launching pad for your own ideas. Writing is a form of communication. What you are communicating are your thoughts, ideas, and opinions. You do not communicate your thoughts, ideas, and opinions in a vacuum, nor do you develop your thoughts, ideas, and opinions in a vacuum. You form them and communicate them within a social context, be that a class, work place, family, or public forum. We respond to others’ ideas on a daily basis in the conversations we have with friends, family members, colleagues, classmates, and even strangers. So why not do so with our writing? Viewing writing as a form of conversation can add meaning to the act of writing by giving it a context and a function – that of communication.

2. "Many writers use the ‘they say/I say’ format to disagree with others, to challenge standard ways of thinking, and thus to stir up controversy" (Graff et al., 2009, p.7).

Although what the authors say about writers responding to others’ ideas as a way to create controversy holds true as a means of challenging standard ways of thinking, does such a challenge always have to involve controversy? Can’t a writer challenge conventional thought without creating conflict and friction? A writer should also be able to challenge convention and
Social Constructivism

- Discussion Board
- Peer Review
Multiple Literacies

- text book supplemented with online resources and examples
- discussion board
- email
FINAL THOUGHTS AND DISCUSSION
References
(selected)


