DESIGN SAVVINESS MEETS MOTHERHOOD: Leveraging Adolescents’ Literacy Practices
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Cited by 1015

“Tech-savviness” meets multiliteracies: Exploring adolescent girls' technology-mediated literacy practices
K CHANDLER-OLCOTT... - Reading Research ..., 2003 - Wiley Online Library
Boyfriend: Of course!! My bestest friend...! Scott!! his is an excerpt from 13-year-old Rhiannon's biography on Fanimania, one of numerous websites she constructed that are related to her interest in anime—animated films and television series originating in Japan.
☆ 99 Cited by 305 Related articles All 8 versions

Adolescents' anime-inspired" fanfictions": An exploration of multiliteracies
K Chandler-Olcott, D Mahar - Journal of Adolescent & Adult Literacy, 2003 - JSTOR
Twenty or more middle school students are eating lunch in Donna’s classroom, as is their habit. Some work on group proj-ects that are due soon; some meet with Donna, their English teacher, for extra help; others chat about their lives and practice cheerleading routines. A
☆ 99 Cited by 204 Related articles All 10 versions
multi-literacies

- audio design
- linguistic design
- visual design
- gestural design
- spatial design

Multimodal

Multimodal
WHY YOU SHOULD IGNORE MOST OF WHAT I WROTE IN 2003 BECAUSE IT HASN’T MADE MUCH OF A DIFFERENCE IN SCHOOLS
“TECH-SAVVINESS”
MEETS MULTILITERACIES:
Exploring Adolescent Girls’ Technology-Mediated Literacy Practices

DESIGN SAVVINESS
MEETS MOTHERHOOD:
Leveraging Adolescents’ Literacy Practices
Enter Motherhood
My first Custom cleats

Liked by 15

- What is your soccer number?
- Those are fresh
Source Code and a Screwdriver: STEM Literacy Practices in Fabricating Activities Among Experienced Adult Makers

Eli Tucker-Raymond, Brian E. Gravel, Kaitlin Kohberger, Kyle Browne
HOW TO BUY THE RIGHT FOOTBALL BOOTS

113,094 views
NEYMAR Jr. Crossbar Challenge!...

23,207,428 views
What’s here to **explore**?

- Manipulation/integration of color, print text, and material object to convey meaning
- Camera angle to display more than one vantage point on the product
- Captioning to provide context to audience
- Use of modifier (“first”) that suggests goals, future motivation
Recommendations for Practice

- Help Quinn link academic writing to out-of-school passions like soccer
- Allow him to compose with a digital device rather than to handwrite
- Encourage him to combine visual and spatial modes with the linguistic
- Interview him to learn more about the sophistication of his design choices from his own perspective
Multimodality Complexities
Goal Line Technology

Quinn Olcott

What is it?

- A technology using magnetic fields that determines if the whole ball goes over the goal line in a soccer match (known as football in the rest of the world, other than in the US)
Leander & Boldt (2012)
Collier & Rowsell (2014)
Skerrett (2016)
Alvermann (2017)

Attesting to Pleasure and Purpose in Multiliteracies Instructional Practices: Insights From Transnational Youths

Allison Skerrett
North Carolina Lob

Use this play against a 2-3 zone

- 1 passes to 3 and exchanges with 2.
- 3 passes to 2 at the top.

http://www.coachingtoolbox.net/plays/diagrams/basketball-plays-north-carolina-lob.html
2 reverses the ball to 1 on the wing.
- 4 sets the screen on X4, and 5 sets the screen on X5.
- 3 cuts hard to the rim for the lob pass—doesn’t have to be a dunk—can be a lay-in.
Academic Vocabulary of Basketball

- Play
- 2-3 zone
- Lob
- Passes
- Reverse
- Screen
- Exchange
- Cuts
- Rim
- Dunk
- Lay-in
- Wing

Key
- Basket
- Point guard (1)
- Shooting guard (2)
- Small forward (3)
- Power forward (4)
- Center (5)

Offense
- Defense

High post
- Ball movement
- Patience
Clinical Simulations Project

- Parent of a middle school student with autism
- Colleague with ESL certification who will co-teach a high school English class
MS. F: I like to, when I do assign projects or papers, give additional options for other ways that the students can do it, not necessarily just writing a paper but they can do, they can do a video because it's writing digitally --
PARENT: Hmm-hmm.
MS. F: -- and like do a PowerPoint because sometimes that's simple, well, like a little easier for students instead --
PARENT: Oh, it's --.
MS. F: -- of... the scary aspect of doing like a full paper.
## Robinson Summer Writing Institute

<table>
<thead>
<tr>
<th>Pedagogical Goal for Students</th>
<th>Pedagogical Goal for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase writing engagement and skill while easing transition to high school</td>
<td>Build capacity to teach writing in diverse, inclusive classrooms</td>
</tr>
</tbody>
</table>

For more details, see Chandler-Olcott, 2017; Chandler-Olcott & Nieroda, 2016; Chandler-Olcott, Nieroda, & Crandall, 2014
# Student Products

<table>
<thead>
<tr>
<th>Writer’s Notebooks</th>
<th>Personal Narratives</th>
<th>Digital Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Instructional time

- Morning meeting
  - Notebook prompts
  - Guest speakers
  - Mini-lessons

- Dyad time
  - 15-15 reading/snack
  - Discussion of exemplars
  - Writing/conferring

- Closing meeting

Planning

- Morning set-up/team time

- Afternoon session
  - Working lunch
  - Debriefing of day
  - Analysis of student work
  - Planning for next day
Key Findings

- Differences in teachers’ experience, skill, and comfort level with digital technologies were mediated by coherent, collective instructional plans (both overarching and daily).
- Adjustments in areas such as seating, grouping, and use of exemplar texts improved the team’s ability to support higher-quality composing by students with varying degrees of skill, experience, and motivation.
- Over time, the team better aligned instructional support across both print and digital genres.
- Co-teaching and co-planning were important enhancing factors.
Cross-Cutting Ideas to Consider

- Multiliteracies and multimodality aren’t the same.
- Multimodality isn’t just about technology.
- Most kids need some mediation to engage in robust multimodal designing in line with a Multiliteracies vision. . .
- . . . and most teachers need some mediation to help them do that.
Enter Design-Based Research
Design-based research to leverage...
... not lionize, adolescents’ literacies.

Thanks, Mark Dressman!
Camp Questions
# Camp Questions: Pedagogical Goals

<table>
<thead>
<tr>
<th>Middle School Students</th>
<th>Teacher Candidates</th>
<th>Leroy Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use literacy as a tool for thinking and communicating learning during inquiry-based instruction</td>
<td>Build capacity to teach literacy as part of inquiry-based instruction in diverse, inclusive classrooms</td>
<td>Build capacity to support early-career colleagues in teaching literacy as part of inquiry-based instruction in diverse, inclusive classrooms</td>
</tr>
</tbody>
</table>
Essential Elements of the Intervention

- Enrichment for a heterogeneous population
- Collaboration across experience levels and roles
- Literacy conceptualized as multimodal communication across contexts
- Support for student inquiry
- Lesson study
Lesson Study Cycle

1. Study
   Consider long-term goals for students' learning and development
   Study curriculum and standards
   Choose a specific unit (topic) for indepth study

2. Plan
   Plan unit, with detailed planning of one and "research lesson" within it
   Anticipate student thinking
   Plan data collection

3. Do Research Lesson
   One team member teaches, others collect data

4. Reflect
   Share data
   What was leaned about student learning?
   What are the implications for this unit and more broadly?
   What learnings and new questions do we want to carry forward in our work?

Lewis & Hurd (2011)
What might a co-designed classroom intervention for Quinn look like?

- Balanced attention to print and digital designing
- Coherent focus on learning new content & skills over time
- Mentoring from many, not just a single teacher
- Emphasis on critical framing within a broad definition of disciplinary literacy

**Cultivating Disciplinary Futures in a School-Based Digital Atelier**

*Nathan C. Phillips, Rebecca Woodard, Virginia Killian Lund*
Nike’s lead designer talks soccer cleats and technology ahead of Rio

Footwear designers rarely find the direct correlation between their craft and their sport as strong as in soccer. “The boot is the tool you play the game in,” Nathan VanHook, Nike’s soccer design design director, tells SI.com.

From traction on differing surfaces, performance issues from foot-to-turf and foot-to-ball and even the “adventurous style” that soccer players have pioneered for decades, VanHook sees creating a soccer cleat as a “great blend of performance at the highest level” while the power of design—and its worldwide reach— isn’t lost on the designer who has worked in Nike’s Sportswear and men’s training divisions.

The job, then, VanHook says, comes in blending art and science, finding the data to lead performance and then derive a style based on the cleat’s function. “Every single thing we do, we have a purpose for,” he says. “We are designing for the body in motion.”