INSTITUTE OF EDUCATION AND NEW YORK UNIVERSITY
Literacy Teaching and Learning Study Abroad Program
Integrated Curriculum Design for Global and Digital Learning Environments
8 – 26 July 2013

Course Instructors
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Course Description
This course will introduce students to curriculum design for working with linguistically and culturally diverse learners. An emphasis on multimodality and differentiation will provide teacher education students with a range of approaches for critical literacy instruction using a variety of literature and media across content areas. Drawing inspiration from the city as text and the expertise of international scholars, students will explore notions of language, literacy and learning as embedded in the interactions among word/world and social/symbolic associations.

Course Objectives
By the end of the course, students will develop (or begin developing):
1. An awareness of multiple varieties of literary and media texts that fill urban and global contexts;
2. critical methods to teaching about literacy and teaching through digital technologies;
3. sociocultural understanding for shaping pedagogies around literature and media; and
4. a digital archive of integrated curriculum lessons, classroom activities and/or research for working with diverse student populations.

Course Texts
Readings will be made available for electronic downloads and through a course pack. In addition, students should also purchase copies of the following Shakespearean plays
> Shakespeare, W. (2000). *A Midsummer Night's Dream*. New York: Penguin.
> Shakespeare, W. (2000). *Titus Andronicus*. New York: Penguin.
> Shakespeare, W. (2001). *All's Well that Ends Well*. New York: Penguin.

Course Requirements
Students are expected to complete three main projects for this course. Please see appendices for further instructions and due dates.

Annotated Bibliographies You will be responsible for writing annotated bibliographies using either MLA or APA format. Your responses will be aimed at summarizing, synthesizing, and analyzing all readings *excluding* the Shakespearean plays.

Group Literacy Lesson You will be divided into small groups to prepare and facilitate a 40-minute interactive lesson that integrates differentiated instruction as well as multimodal pedagogy. Your lesson

should be innovative and apply concepts, activities and/or models of teaching and learning from the course.

Professional Portfolio You will develop a digital literacy archive of your learning. The goal is for you to be exposed to a range of literacy practices that feature elements of differentiation and multimodality. The total number of tabs in your digital portfolio will correspond to the number of credits for which you are registered. Therefore, a three-credit course will require a minimum of three tabs. All participants are encouraged to include more tabs as suited to their professional goals and program of study.

Grading

Annotated Bibliographies	20 points
Group Literacy Lesson	30 points
Digital Portfolio	30 points
Participation and Attendance	20 points
Total	100 points

Participation and Attendance
You will spend much of the next few weeks with classmates sharing ideas, advice, and experiences. You are a valuable resource for your peers, and the stronger the community we build in this program, the richer the experiences we will have in the study abroad program. To this end, you are expected to attend all sessions for the duration of this program and to arrive on time. Tardiness can cause unnecessary delays to planned events and impede the learning of others. Please be mindful that in joining our study abroad community, you are committed to ensuring a high standard of cooperative learning.

Course Schedule and Assignments

DATE	TOPIC	READING AND WRITING
July 8	**Introduction** Teaching and Learning in a Global City	McKenley, J. (2007). Ethnic diversity in London schools. In Brighouse & Fullick, L. (Eds.). *Education in a Global City*, pp. 197-220. Andrews, R. (2009). English at School in England. In Maybin, J. & Swann, J. (Eds.). *The Routledge companion to English language studies*, pp. 171-180. Begin storyboarding in class Create language inventory in class
July 9	**Primrose Hill School and Haverstock School** Observations of primary and secondary teaching	Mehmedbegovic, D. (2007). 'Miss, who needs the languages of immigrants?' London's multilingual schools. In Brighouse & Fullick, L. (Eds.). *Education in a Global City*, pp. 221-252.
July 10	**Writing in a Multimodal Environment** Multimodality and Pedagogy	Kress, G. (2003). Reading as semiosis: interpreting the world and ordering the world. In Kress, G. *Literacy in the New Media Age*. London: Routledge, pp. 139-167. Storyboard for professional portfolio due in class
July 11	**The Globe Theatre** Play and Performance	Shakespeare, W. (2000). *A Midsummer Night's Dream*. New York: Penguin.
July 12	**Multimodality and Community Activism** Researching Migrant Groups in London	Add to and/or edit storyboarding in light of new methods learned from recent field activities and lectures
July 13 - 15	**Professional Portfolio Development** IOE library or NYU London open spaces	Continue developing your individualized work with particular attention to the sessions and speakers from this week
July 15	**Media and Migration** Photojournalism	Group literacy lesson topics and groupings to be determined in class Group members meet to establish work plan

July 16	**English and Media Centre** Critical Media Literacy	Potter, J. (2011). A Manifesto: Children as creators, consumers and curators – media education, principles and entitlement for younger learners. Accessed online on 12 March 2013 from *Media Education Summit* at http://www.cemp.ac.uk/summit/2012/merj.php.
July 17	**Tate Britain** Visual Art and Aesthetics	Develop art projects with resident artist
July 18	**Oxford** Literary Culture	Writing criteria for upcoming radio programming workshop with Jules Wilkinson distributed Groups submit work plan update
July 19 – 22	**Professional Portfolio Development and/or Group Lesson Planning** IOE library or NYU London open spaces	Continue developing your individualized work with particular attention to the sessions and speakers from this week Groups may also arrange to meet and plan their lessons
July 22 – 24	**Royal Shakespeare Theatre and Swan Theatre** Shakespeare and Drama	Shakespeare, W. (2001). *All's Well that Ends Well*. New York: Penguin. Shakespeare, W. (2000). *Titus Andronicus* New York: Penguin.
July 23	**Audio Narratives** Voice, Memories and Stories	Writing due before class begins. Bring a completed draft of your narrative for Jules Wilkinson's workshop Create a collaborative audio recording during class
July 25	**Group Lesson Planning** IOE library or NYU London open spaces	Groups meet to finalize lesson materials and presentation
July 26	**Literacy Lessons** Multimodal Pedagogy and Differentiated Instruction	Group lessons due including presentation, plans, resources

Study Abroad International Faculty Bio

Dee Anne Anderson, New York University

Dee Anne Anderson is working on a PhD in in the English Education Department in the Steinhardt School of Culture, Education and Human Development at New York University. Her background as an English Language Arts and ESL teacher working with diverse populations in varied contexts has informed her current research into student composition practices using multimodal design. Dee Anne is an instructor and researcher with the EXCEL Academy at NYU where she works with students from the South Bronx who come to NYU for an intensive college preparation experience during the summer term. She also works as an education consultant, working with middle and high school teachers in all content areas to strengthen their literacy skills and practices.

Richard Andrews (PhD), Institute of Education

Richard Andrews is Professor in English and Dean of the Faculty of Children and Learning at the Institute of Education, University of London. He has edited and written two books for Sage, both with Caroline Haythornthwaite: *The Sage Handbook of E-learning Research* (2007) and *E-learning Theory and Practice* (2011). He was co-Director of the ESRC seminar series, 'The nature and format of the doctoral thesis in the digital and multimodal age' from 2008 to 2010 with Erik Borg, Stephen Boyd Davis and Jude England; and has worked with Myrrh Domingo at both New York University and in London. He is also co-series editor and Chair of the International Advisory Board for the Cambridge Schools Shakespeare (Cambridge University Press) and author of *Re-framing Literacy* and *Argumentation in Higher Education* (both Routledge, New York) and co-author with Anna Smith of *Developing Writers* (Open University Press/Mc-Graw-Hill).

Myrrh Domingo (PhD), Institute of Education and New York University

I research social and digital literacy practices with a particular focus on language, learning and identity in multimodal environments. My recent studies and publications translate these areas of specialization for schools, industries and institutions pursuing innovative methods to work with people of diverse participation backgrounds. My other areas of interests and expertise include multimodal perspectives in literacy research, technology mediated teaching and learning, and studies utilising visual and video-based methods. Currently, I am involved in two NCRM and ESRC funded projects focused on online research ethics and social media practices. I am also co-editing a Handbook for Multimodal Research in Digital Environments.

Jude Fransman (PhD), Institute of Education

My research interests span community studies (multimodal practices of representation in community activism and community-based research); communication studies (social semiotics, New Literacy Studies and visual methods); and academic practice (academic identity, digital scholarship and the politics of method). My doctoral thesis was on the ethics of representation in academic, community-based and collaborative research with a migrant community in London. Prior to joining the faculty I worked briefly as a Research Associate on 'Digital Scholarship' at

the Open University. Before starting my PhD I worked as a Research Officer/Policy Analyst (specializing in adult literacy) with ActionAid International, UNESCO and the OECD.

Rebecca Sinker, Tate Britain
Rebecca Sinker is Head of Young People's Programs in the Learning Dept. at Tate Britain. She is an artist/educator with 15 years arts programming and research experience, across all sectors of formal & informal education, from primary to post-graduate. Rebecca has spoken and published widely on art and education, the joint editor of Evaluating Creativity: making and learning by young people, Routledge (2000).

Jeni Smith, University of East Anglia
Jeni Smith is a tutor in Education at the University of East Anglia, teaching English and Drama to graduates training to be primary school teachers and Masters' level courses in literacy and writing. She has advised English teachers of all grades, working with students from ages 3 to 18 as well as with adults. She has edited a school edition of Virginia Woolf's A Room of One's Own, Fay Weldon's Letters to Alice (Cambridge University Press) and published in English Education. She also made Homing In, a video about early childhood development and play.

Michael Simons, The English and Media Centre
Michael Simmons is the Centre's director with a special interest in Media Literacy. He has worked on several government projects in this area including a CPD pack and video on Media teaching for 11 to 14 year old students (jointly with Jenny Grahame). He has also produced several highly successful interactive CD ROMs that enable students to edit still and moving images. He is a founder member of the newly formed Media Education Association.

Sam Strickland, Independent Director and Photographer
Sam Strickland is a director and photographer working internationally and making commercial and documentary film. His clients include the advertising agency Leo Burnett, Sunseeker Yachts, Maison de la France, First Great Western, Prospero World, HSBC, Digital Theatre, Sarah Delaney Interiors, ASDA, the BBC World Service Trust, the National Portrait Gallery, the Higher Education Funding Council for England, the BBC, and Channel Four. Sam has worked extensively for charity clients including: Concern Worldwide (in partnership with UNICEF & The Bill & Melinda Gates Foundation), AMREF, the Kusuma Trust UK, Women & Children First, Peace One Day (Leo Burnett), Amnesty International and BRAC. Sam has trained as a journalist before moving into documentary photography and film. His photographs have been exhibited across the UK. His international work has taken him to Sierra Leone, Malawi, India, Uganda ang Bangladesh as well as Europe and the US. http://www.samstrickland.com/

Jules Wilkinson, Independent Producer for BBC Radio
Jules Wilkinson is a radio producer with almost 20 years experience producing arts features, documentaries and readings for BBC Radio. In the last seven years she has become a freelancer, still producing for Radio 4, and developing educational audio for museums/art galleries such as Tate Modern and Tate Britain. Currently, she is creating a soundtrack about 'paradise' with a theatre co. based in London's East End. The Paradise project is about to go to Berlin. She also taught secondary school and early in her career wrote plays/stories for children as a member of a Theatre Ed. Company in Manchester.

Study Abroad Learning Partners and Venues

Institute of Education
The Institute of Education is the only college of the University of London dedicated entirely to education and related areas of social science. It is the UK's leading centre for studies in education and related disciplines. Our staff of preeminent scholars and our talented students makes up an intellectually rich learning community. This community reflects our cultural diversity as well as our varied political, philosophical and methodological positions on educational and social scientific thought. The Institute of Education is a member of the 1994 Group of 19 leading research intensive UK universities. The Group was established in 1994 to promote excellence in university research and teaching. http://www.ioe.ac.uk

The English and Media Centre in Islington
The Centre is an independent, nonprofit organization for over 30 years with a staff of 5 former secondary teachers who have, in working for the Centre, undertaken projects contracts for the government curriculum and training agencies. It provides secondary teachers and students of English and Media Studies in the UK with: 1) courses and continuing professional development; 2) print, multi-media and software publications which have won many national awards; 3) an online subscription library of quality publications; 4) magazines for 16+ students of language, literature and media studies with their associated websites. http://www.englishandmedia.co.uk/

The Globe Theatre
The Globe is a unique international resource dedicated to the exploration of Shakespeare's work and the playhouse for which he wrote, through the connected means of performance and education. Educational courses are taught by specialist lecturers and practitioners, as well as by leading international Shakespeare scholars and theatre professionals. Course content includes topics such as language, performance space and the materials of theatre practice, the cultural conditions in which Shakespeare's plays were produced, and the unique relationship between the actors and audience at the Globe. http://www.shakespearesglobe.com/

The Royal Shakespeare Company
We are an ensemble company so everyone here, from directors, writers and actors to production, technical and administrative staff, has a part to play in creating distinctive theatre. We believe in taking risks and pushing creative boundaries - finding new ways of doing things and learning through action. Our audiences are at the heart of all we do and we want to challenge, inspire and involve them. Our home is in Stratford-upon-Avon and in 2010 we reopened the Royal Shakespeare and Swan theatres after a £112.8m transformation to bring actors and audiences closer together. We play regularly in London, Newcastle upon Tyne and on tour across the UK and the world. As well as the plays of Shakespeare and his contemporaries, we produce new work from living artists and develop creative links with theatre-makers from around the world. We work with teachers to inspire a life-long love of Shakespeare in young people and run events for everyone to explore and participate in our work. http://www.rsc.org.uk/

Haverstock School

As a community school, Haverstock is committed to being an integral part of the local community and to working with both local and national partners, organisations and citizenship projects such as the Roundhouse, Castlehaven Community Association, Primrose Hill Community Association and Community Library, Queen's Crescent Community Association, the Salvation Army, Charlie Ratchford Resource centre , Denton Sheltered Housing , Wellesley Road Care Home, Branch Hill Care Home, Steele's Village, Coram's Fields Youth Centre, COO-L, Let Me Play, Camden Summer University, The Challenge and many more. With Camden and with Kajima Community we organise a number of weekend and holiday events for parents and families including the annual Celebrating Parents Day, Dads in the Picture Sundays and the over 50s event. We also run an extensive intergenerational programme which in addition to extra-curricular creative and arts projects includes monthly Saturday film and bingo sessions for seniors and the annual Valentine's tea dance, both hosted by sixth form students. We publicise events and activities that take place locally and involve our students in a wide variety of volunteering opportunities through our volunteering programme Havago. http://www.haverstock.camden.sch.uk/

Primrose Hill School

Primrose Hill is a two form entry Primary School occupying an impressive, listed, Victorian building in a beautiful part of London.The school looks out on to Regent's Canal and is near to a number of interesting places such as London Zoo, Camden Market and Regent's Park, all of which are visited by the children. The two large playgrounds offer a range of learning opportunities including sports facilities, a garden and inspiring spaces for creative play. In addition, the separate Nursery building has its own enclosed playground. At Primrose Hill we aim to maximise children's achievement by removing barriers to learning through a varied, inclusive curriculum delivered in a safe, stimulating environment. The success of this approach can be seen not just in the fantastic academic results our children achieve, but also in the confidence and enthusiasm for learning our well-rounded children exude. As a primary school, we believe we have a key role in society in combating discrimination and promoting fairness, justice and equality through our teaching and in the role models we offer. We believe our children's successes affirm this work and are passionate about ensuring they own these values. We welcome families to come and visit our school and see the children enjoying their learning. http://www.primrosehill.camden.sch.uk/

Appendix A
Annotated Bibliographies
Due Tuesday 23 July

Overview
You will be responsible for writing annotated bibliographies using either MLA or APA format. Your responses will be aimed at summarizing, synthesizing, and analyzing all readings *excluding* the Shakespearean plays. You will want to include the following in your summary:

- Begin with complete bibliographical information
- Write a sentence or two summarizing the main argument
- Include the aims and objectives
- Sum up the key findings and conclusions
- Finally add a sentence or two of your own evaluation of the work

Appendix B
Group Literacy Lesson
Due Friday 26 July

Overview
You will be divided into small groups to prepare and facilitate a 40-minute interactive lesson that integrates differentiated instruction as well as multimodal pedagogy. Your lesson should be innovative and apply concepts, activities and/or models of teaching and learning from the course. Below is an outline of the project breakdown.

Group Lesson Plan
Your group is responsible for submitting a hard copy of the group literacy lesson on the day of the presentation with the following components:

1. A relevant title
2. A lesson abstract (100 words or less)
3. Indicate the intended grade level
4. List any resources needed to complete the lesson activities (e.g., printouts, websites)
5. Provide a conceptual foundation for the intended lesson
6. List the standards the lesson addresses (e.g., NCTE, IRA, Common Core)
7. Instructional Plan (Objectives, Introduction, Activities, Student Assessment, Closure)

Group Presentation
Your group is responsible for engaging the class in an interactive lesson that integrates key learning from the course and should include the following components:

Opening Activity
The purpose of the opening activity is to engage classmates in order to stimulate interest, and develop shared understandings.

Small Group Activity
The purpose of the small group activity is to provide a forum for all class members to engage in a multimodal and differentiated activity about your special topic.

Closing Discussion
Part of the presentation should also be devoted to whole-group discussion. The purpose of this closing activity is to receive you with feedback about the multimodal and differentiated lesson you designed and to provide an opportunity for the class to learn through dialogue.

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Appendix C
Professional Portfolio
Due Friday 9 August

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Overview
You will develop a digital literacy archive of your learning. The total number of tabs in your digital portfolio will correspond to the number of credits for which you are registered. Therefore, a three-credit course will require a minimum of three tabs. All participants are encouraged to include more tabs as suited to their professional goals and program of study.

Students have previously used Blogger, Wordpress, Tumblr, Wix or GoogleSites to host their digital portfolio. If you are new to this process, you are welcome to use the template created for this course on Google Sites (See Google Sites Support http://support.google.com/sites and Template https://sites.google.com/site/testmyrrh/). If you are keen to try another platform for your professional portfolio, please seek pre-approval from one of the instructors.

Portfolio Contents and Options
Landing Page
Explain the purpose of your webpage by identifying your aims and objectives. Include a brief professional bio that explains your research or pedagogical interest and specialty. You should also reference relevant educational experiences. Lastly, provide directions about how to navigate your website.

Pedagogic Implication
Apply your learning from the various sessions and speakers to design curriculum materials. You might revise previous lesson plans and classroom activities to include multimodal or differentiated practices.

Digital Narrative
You may document a specific aspect or theme from the course (e.g., viewing Shakespeare at the Globe Theatre) by creating a two to three minute film narrative.

Visual Journal
Create a visual representation of the various spaces that you have explored through your study abroad experience. Provide a caption for each image to explain key learning.

Composing Critical Media
Assess yourself in some creative way by composing a series of critical media projects in the forms of poems, songs, or blog posts that demonstrate what you have learned from this course.

Language and Literacy Research
Examine a topic that is of relevance to your future profession and consider its implications in education. Your research report should include three sections: research question and rationale, literature review and conclusions. It should include references to the course readings. You may submit this final piece as a paper or a digital portfolio. *Note that this last option is recommended for PhD or MA students planning for doctoral certification.