

Using Technology and Autoethnographic Scholarship to Build Community and Engagement in the English Language Arts Classroom

Laura Reed, MEd, C-SLDI

Susan Poyo, EdD





OCTEO 2020 Fall Conference

“Rekindling the Passion for Teaching in Challenging Times”

Strand 1: Innovation in Teaching & Research

“ The ability of the participants to identify with the community, communicate purposefully in a trusting environment, and develop interpersonal relationships by way of projecting their individual personalities” (Garrison, 2009).

Social Presence (COI Framework)

Social Presence

Open
Communication

Group
Cohesion

Emotional
Expression

SAMR (Puentadura, 2006)

THE SAMR MODEL

Dr. Ruben R. Puentadura

S

SUBSTITUTION

Technology acts as a direct substitute, with no functional change

A

AUGMENTATION

Technology acts as a direct substitute, with functional improvement

M

MODIFICATION

Technology allows for significant task redesign

R

REDEFINITION

Technology allows for the creation of new tasks, previously inconceivable

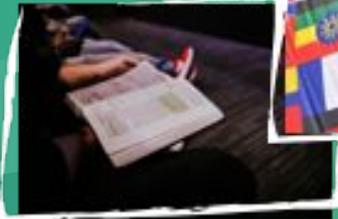
1. Framework

Who am I? What do I value?

Reaffirming professional identity through
autoethnographic scholarship

The Heart of a Teacher: Identity

The convergence of all the inner and outer forces that constitute our life and make us who we are. It is the mystery of being human; the complex, demanding, and lifelong process of self-discovery.



Introspective Writing



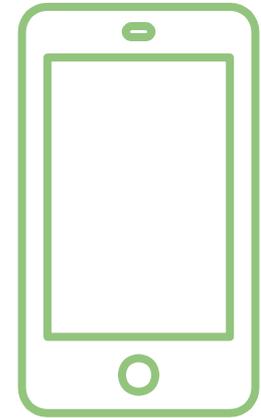
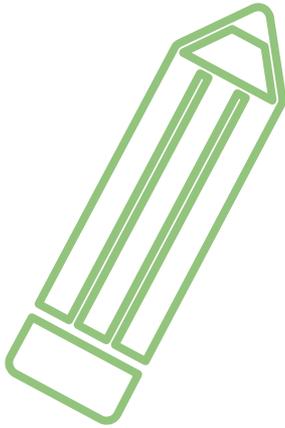
(Ellis et al., 2011;
McGranahan, 2014)

Ethnography - Greek *ethnos* “folk/the people” and *grapho* “to write”

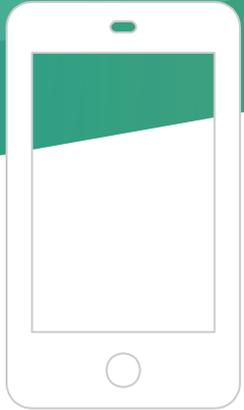
Autoethnographic scholarship seeks to understand one’s own position and/or involvement in a subculture and how this shapes our attitudes and beliefs

Personalized Writing in ELA Classroom

Using Technology: Progression and Transformation



Using Technology



- Paper and Markers
- Digital Screencasts
- Podcasts
- Collaborative Writing
- Personal Websites

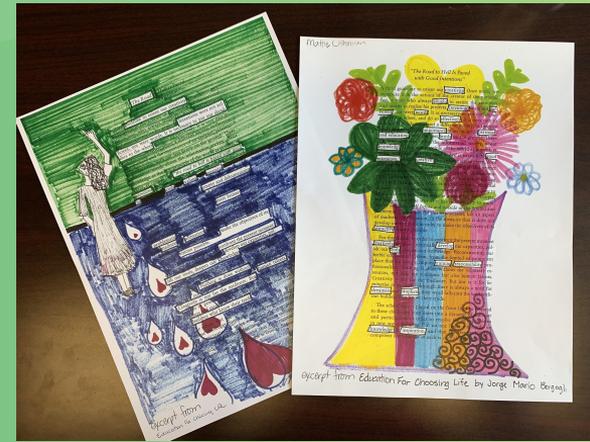
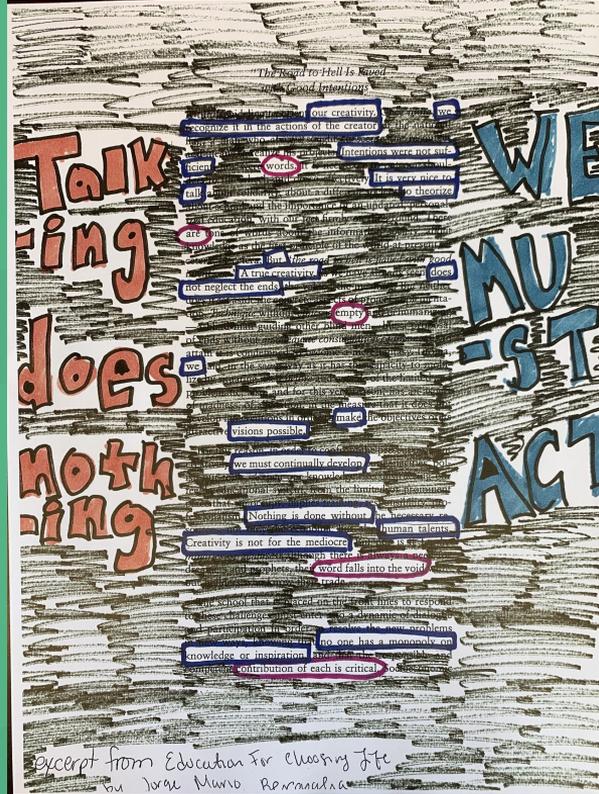
2. Examples

K-12 Language Arts Activities

Modeling and engaging as educators to move beyond the “how to” for classroom instruction

Blackout Poems

Low technology use



S

SUBSTITUTION

Technology acts as a direct substitute, with no functional change

Requirements: Text sample, Markers

“I’ve learned that true **authenticity** and expression are not just the best way but the only way to form deep friendships . . . Even if people do not always like and accept you or you do not really fit in, if you **find true self-confidence** you will not really care.”

“I believe in joy. Choosing joy is not just about being positive. Rather it is about finding goodness in all, including myself . . . I **believe joy is a choice**, even in times of hardship and suffering . . . Joy restores me.”

“In a world plagued with apathy, I want to **live a life filled with passion and purpose**. I desire to have a life that makes me want to get out of bed in the morning.”

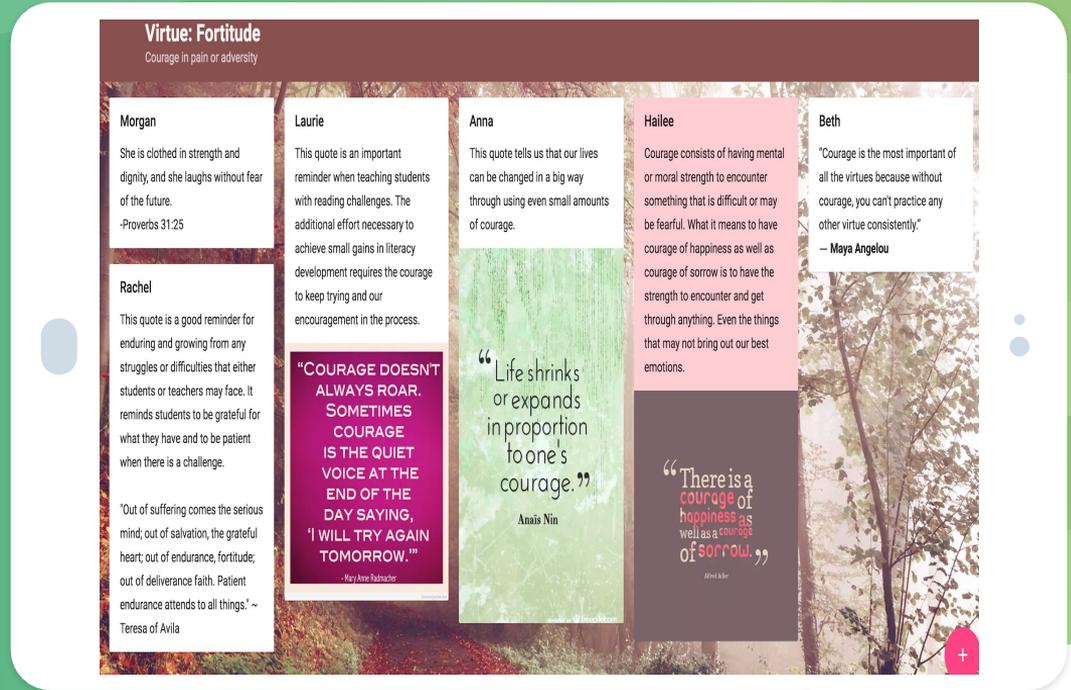


“I was not myself to others, I was only a nickname. Was I anyone to anyone? I was confused . . . sad. . . I realized that I do **make an impact in the lives of others** . . . There are so many different kinds of people in the world, each with their own unique story. They will struggle, they will suffer, they will hit rock bottom every now and then. But in the end . . .the **good can be found in all things**.”

“I want to be like the kind of teacher who makes her students feel loved and valued. I want to **be the kind of teacher who chooses kindness** every day because she knows her students deserve it.”

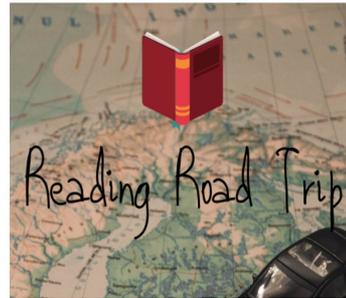
Collaborative Writing

Collaborative writing providing online gallery walks and peer feedback



My Library

Personalized website
incorporating
screencasts, audio
recordings, images, &
professional content



Welcome to Reading Road Trip!

Welcome to the Reading Road Trip website! My name is Natalie Santucci, and I am a pre-service teacher majoring in Early Childhood Education at Franciscan University of Steubenville. "Reading Road Trip" is inspired by LeVar Burton's "Reading Rainbow," which was a TV series for children that showcased renowned children's books and encouraged reading. I chose to title my own project "Reading Road Trip" because of my love both for travel and reading. And as any book lover knows, the best kind of book is one that takes you on an adventure! I hope that the books and video episodes included here inspire your own reading adventures and that of your students.

“ Teachers who remain enthusiastic about the work of teaching...are renewed...and work to create classrooms that feed their students and feed them as well.”

Carol Ann Tomlinson
Educational Leadership

References

- Ellis, C., Adams, T. E., and Bochner, A. P. (2011). Autoethnography: An overview. *Forum: Qualitative Social Research*, 12(1).
- Garrison, D.R. (2009) Communities of Inquiry in Online Learning, in Rogers, P.L. (Ed.) *Encyclopedia of Distance Learning*, 2nd edn, pp. 352–355. Hershey, PA: IGI Global.
- McGranahan, C. (2014). What is ethnography? Teaching ethnographic sensibilities without fieldwork. *Teaching Anthropology*, 4, 23-36.
- Murrow, E. R. (2005). NPR special series: The 1951 introduction of 'This I Believe.' Retrieved from <https://legacy.npr.org/templates/story/story.php?storyId=4566554>
- Palmer, P. J. (1997). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass Publishers.
- Tomlinson, C. A. (2016). Caring for teachers. *Educational Leadership*, 73(8), 92-93.

Personal Website: <https://sites.google.com/view/natalie-santucci/home>

Any Questions?



Susan Poyo, EdD
spoyo@franciscan.edu
@spoyo

THANKS!



Laura Reed, MEd, C-SLDI
lreed@franciscan.edu