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**DOUTORADO EM ESTUDOS LINGÜÍSTICOS**

**VÂNIA CARVALHO DE CASTRO**

**MOBILE LEARNING AND THE 7 AFFORDANCES OF THE DIGITAL IN ENGLISH**  
**TEACHING AT BRAZILIAN PUBLIC SCHOOLS**

**Belo Horizonte**  
**Faculdade de Letras/ UFMG**  
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**VÂNIA CARVALHO DE CASTRO**

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**MOBILE LEARNING AND THE 7 AFFORDANCES OF THE DIGITAL IN ENGLISH TEACHING AT BRAZILIAN PUBLIC SCHOOLS**

**VÂNIA CARVALHO DE CASTRO**

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## ABSTRACT

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The use of smartphones in students' daily lives for different purposes has been growing increasingly, and we have been living in an era of digital ubiquity. In this respect, there is a need to expand teaching and, consequently, the space for learning, making it anytime, anywhere, as students have at least one mobile device in their backpacks. Given that mobile devices are the fastest spreading technology (Pegrum, 2014; UNESCO, 2013, 2019), it would be a missed opportunity not to align this momentum with the 'seven affordances of the digital' or 'e-learning ecologies' by Cope and Kalantzis (2017). These notions represent the possibilities for the effective use of technologies in 21st-century learning. According to Cope and Kalantzis (2017) and several researchers, if recognized and harnessed, they will prepare learners for success in a world increasingly dominated by digital information flows. Therefore, this research is based on educating public school teachers from the perspective of the multiliteracies towards a transformative pedagogy (Kalantzis & Cope, 2012; Giroux, 1997). Its main objective is to investigate how the seven affordances of the digital aligned to multiliteracies can be drawn upon to design mobile learning experiences in English teaching in a Brazilian public educational context. This qualitative study combines different aspects from an autoethnographic, case study, and design-based research perspectives. The research involves two investigative studies. The first one was a pilot project (*MultiMobi*) that included designing, implementing, and interpreting the data generated by an online course in Brazil during 2019. The second, the primary investigation (*7 e-Affordances* course), was developed during the doctoral program Capes/Print at the University of Illinois at Urbana-Champaign (UIUC) from October 2019 to March 2020. Its implementation took place in Brazil during the COVID-19 pandemic. The outcomes of this dissertation reveal that the participants in the *7 e-Affordances* course were able to maximize the knowledge concerning the basic concepts related to the seven e-learning ecologies in a mobile learning setting in various ways. Among the findings, the participants expanded time and space for English teaching and learning, recognized that students need to be active in the learning process, and provided significant learning situations in the activities they created for their multimodal lesson plans that will possibly be used in their educational contexts.

**Keywords:** seven affordances of the digital; e-learning ecologies; multiliteracies; mobile learning.

## RESUMO

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O uso de smartphones no cotidiano dos alunos para diferentes fins tem crescido acentuadamente, caracterizando uma era de ubiquidade. Nesse sentido, surge a necessidade de ampliar o ensino e, conseqüentemente, o espaço para o aprendizado, a qualquer momento e em qualquer lugar, pois os alunos têm pelo menos um dispositivo móvel em suas mochilas. Dado que os dispositivos móveis configuram uma plataforma tecnológica de mais rápido crescimento (Pegrum, 2014; Unesco, 2013, 2019), surge a necessidade de alinhar o uso dos dispositivos móveis com a teoria as 'sete affordances do digital' ou 'ecologias de e-learning' de Cope e Kalantzis (2017). Essas noções representam as possibilidades de uso efetivo das tecnologias na aprendizagem do século XXI. Segundo os autores, se reconhecidos e aproveitados, elas irão preparar os alunos para o sucesso em um mundo cada vez mais dominado pelos fluxos de informação digital. Portanto, esta pesquisa se baseia na formação continuada de professores no contexto da escola pública à luz dos multiletramentos para uma pedagogia transformadora (Kalantzis & Cope, 2012; Giroux, 1997). O objetivo principal desta pesquisa é investigar como as 'sete affordances do digital' alinhadas aos multiletramentos podem ser utilizadas para projetar experiências de aprendizagem móvel no ensino de inglês em um contexto educacional público brasileiro. Este estudo qualitativo combina três métodos de pesquisa: autoetnografia, estudo de caso e pesquisa baseada em design. A pesquisa envolve dois estudos investigativos. O primeiro foi um projeto piloto (*MultiMobi*) que incluiu projetar, implementar e interpretar os dados gerados por um curso online no Brasil em 2019. O segundo, a investigação principal (curso *7 e-Affordances*), foi desenvolvido durante o programa de doutorado sanduíche Capes/Print da Universidade de Illinois em Urbana – Champaign (UIUC) de outubro de 2019 a março de 2020. A implementação ocorreu no Brasil durante a pandemia do COVID-19. Os resultados desta dissertação ilustram que os participantes do curso *7 e-Affordances* foram capazes de maximizar a aquisição de conceitos básicos relacionados às 'sete ecologias de e-learning' em um ambiente de aprendizagem móvel de várias maneiras. Entre os resultados, os participantes ampliaram o tempo e o espaço para o ensino e aprendizagem de inglês; reconheceram que os alunos precisam ser ativos no processo de aprendizagem; forneceram situações de aprendizagem significativas nas atividades que criaram nos planos de aula multimodais, dentre outros.

**Palavras-chave:** as sete affordances do digital; ecologias de e-learning; multiletramentos; aprendizagem móvel.

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## LIST OF ABBREVIATIONS



CAPES: Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (Coordination for the Improvement of Higher Education Personnel)

EFL: English as a foreign language

LM: Learning module

TCLE: Termo de Consentimento Livre e Esclarecido (Informed Consent Form)

PBL: Project-Based Learning

UIUC: University of Illinois at Urbana-Champaign

UFMG: Universidade Federal de Minas Gerais

USA: The United States of America

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# 1 INTRODUCTION



The use of smartphones by Brazilian people for different purposes has increased exponentially over the past years. According to Meirelles (2017) from the Getúlio Vargas Foundation, in 2017, there were 270 million internet-capable mobile devices (laptops, tablets, and smartphones), which represents almost 1.4 devices per person in Brazil. This phenomenon has developed into a paradigm that characterizes an era of ubiquity.

“The growing ubiquity of mobile phones means that this technology could potentially be leveraged to support and build the capacities of millions of educators, far more than are currently reached by traditional forms of face-to-face development” (UNESCO, 2017, p. 8). This paradigm encourages us “[...] to reflect upon teacher education as a continuous and complex process, as mere knowledge of technological tools no longer suffices” (Braga & Martins, 2019, p. 355).

Therefore, the use of technology and mobile devices in students’ lives provides opportunities for them to be more active, participatory, and collaborative. A *Generation P* could be emerging (Kalantzis & Cope, 2012), where “P” stands for participatory, with defining traits that make students different from those of all previous generations.

Despite the ubiquitous presence of digital technologies in various social contexts, these new participatory students have shown a limited engagement in technologies for academic pursuits, which presents a unique opportunity for educators, especially teachers from public schools, to integrate them into education. In this context, it is necessary to expand teaching approaches and, consequently, the space and tools for learning, aligning the existing resources of the classroom to the potential ones of mobile devices and the affordances<sup>1</sup> of new digital technologies. This, in order to adapt the professional development of public school teachers and the education of students to prepare them for the contemporary era.

Preparing public school students for the digital age appears to be a challenge for English teachers. A survey carried out by the British Council Brazil/Plano DCE (2015) with 1.269 EFL public school teachers revealed that most of them recognized that digital technology is a

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<sup>1</sup> The term was coined by James J. Gibson in 1979. Access: Gibson, J.J. The ecological approach to visual perception. Hillsdale, New Jersey: Lawrence Erlbaum, 1979.

fundamental mechanism that can enhance pedagogical processes. The teachers also claimed the digital could help them to maintain students' attention and motivation. However, according to this research, many English teachers do not have access to a range of technology tools nor know how to use digital technology for educational purposes. The findings also highlighted that 52% of these teachers graduated about ten years ago, and 45% do not regularly participate in teacher professional development (p. 21-22).

In addition, with the COVID-19<sup>2</sup> pandemic, new challenges for public education in Brazil have arisen. Suddenly, everyone had to move online, but the education system was not prepared for such a rapid shift (Kalantzis & Cope, 2020b; UNICEF, 2021; Lima, 2020). Based on this phenomenon and that mobile devices are the fastest growing technology platform (Pegrum, 2014; UNESCO, 2013, 2019), it would be a missed opportunity not to align this momentum with the 'seven affordances of the digital' framework, also called 'e-learning ecologies' (Cope & Kalantzis, 2017) in the public school context. These affordances represent the possibilities for effective use of technologies in the education for 21st-century learning as follows:

- 1) *Ubiquitous Learning*: learning anywhere, anytime, anyhow.
- 2) *Active Knowledge Making*: learners as knowledge producers rather than passive knowledge consumers. Scope for more agency in their learning.
- 3) *Multimodal Meaning*: learners need to use digital media to juxtapose and link text, diagram, table, dataset, video documentation, audio recording, and other media.
- 4) *Recursive Feedback*: prospective and constructive feedback from multiple perspectives while students are learning. Focus on the social sources of knowledge.
- 5) *Collaborative Intelligence*: peer-to-peer learning, sourcing social memory, and using available knowledge tools appropriately.
- 6) *Metacognition*: thinking about thinking, critical self-reflection on knowledge processes, and disciplinary practices.
- 7) *Differentiated Learning*: flexible, self-expressive, and adaptive learning, addressing each student according to their interests, self-identity, and needs.

According to Cope and Kalantzis (2017), if recognized and harnessed, these notions will prepare learners for success in a world increasingly dominated by digital information flows.

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<sup>2</sup> See The World Health Organization website for updates: <<https://www.who.int/>>

Therefore, this research is based on educating and training both teachers and students from the multiliteracies (Kalantzis & Cope, 2012) perspective. This theory proposes three main differences in learner performance: enhanced learning outcomes through multimodal representations and, particularly, those typical of the new digital media; purposeful pedagogy and harnessing learners' diversity. This study also seeks to integrate the 'multiliteracies' theory with the 'seven affordances' for 'mobile learning' in Brazilian public schools towards a transformative pedagogy.

This dissertation considers the vital role teachers play in preparing students to be critical citizens in a developing society. So, the public school teachers are seen here as 'public intellectuals' (Giroux, 1988), who are active in learning and develop critical consciousness to support learners as meaning-makers, as agents, and as participants active citizens.

Given these considerations, this study that encompasses a long path involves two stages, a pilot study and the primary investigation. Both studies investigate the use of mobile devices in the preparation of public school teachers working in English teaching contexts. The pilot study included designing, implementing, and interpreting the data generated by an online course in Brazil during 2019. The primary investigation was developed during the doctoral program Capes/Print<sup>3</sup> at the University of Illinois at Urbana–Champaign (UIUC)<sup>4</sup> from October 2019 to March 2020. Its implementation took place in Brazil during the COVID-19 pandemic period.

The main examination will draw on the 'seven affordances of the digital' framework and 'multiliteracies' to design a multimodal learning module to be delivered to public school teachers. A learning module is an organized collection of multimodal content accompanied by educational practices such as lesson plans, syllabus, and textbooks (Kalantzis & Cope, 2020a). It will be used to demonstrate to teachers what is possible pedagogically in learning in a digital environment. The mobile learning module will be This research investigates how these approaches can contribute to English teaching in public schools in Brazil.

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<sup>3</sup>Capes/PrInt: <https://www.ufmg.br/prpg/capes-print/>

<sup>4</sup>University website: <<https://illinois.edu/>>

## 1.2 MOTIVATION

The motivation for conducting this study on mobile technologies integrated with ‘multiliteracies theory’ (Kalantzis & Cope, 2012) and the ‘seven affordances of the digital’ (Cope & Kalantzis, 2017) in the public school context was influenced by several factors. I have always been interested in the use of digital tools in education, especially in low technology environments, since I started studying the principles of ‘multiliteracies theory’ with Professor Reinildes Dias, ‘mobile learning’ with Professor Júnia Braga, and ‘multimodality’ with Professor Sônia Pimenta at UFMG during my master’s studies (2013-2015).

In 2017 and 2018, I had the opportunity to participate in two projects at UFMG designed for public school teachers: ConCol<sup>5</sup> and Educonle<sup>6</sup>. Both projects aim to promote the continuing education of English teachers primarily from the public schools of Minas Gerais state. I have run some workshops on mobile applications in the English classes and the multiliteracies pedagogy for these projects. Some English teachers expressed much interest in using mobile devices and multiliteracies in their teaching contexts. Some of them contacted me for more guidance to use the mobile tools in their classes, and others shared their experiences using the applications with their students. This experience has persuaded me to conduct formal research on professional teacher learning in the public school context. This choice was also inspired by some of the complaints teachers made during the workshop discussions, such as the difficulty of keeping students engaged during classes at public schools, the high rate of low English grades in school exams, and many smartphones in the classroom, among others.

It appears that these challenges discussed during ConCol and Educonle sessions are associated with social, cultural, economic, and technological changes in today’s society. Also, the pandemic by COVID-19 has intensified them and disrupted the architecture of traditional education. Since 2020, many teachers have been migrating their teaching practices to online environments, which has resulted in new demands for carrying out online teaching models. Consequently, teachers and students are expected to be better prepared for the digital age. On one side, students need to enter the academic and professional world and develop skills for the 21st century, such as critical thinking, problem-solving, creativity, digital literacy, multimodal

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<sup>5</sup> ConCol: [http://www.lettras.ufmg.br/padrao\\_cms/?web=concol&lang=1&page=391&menu=257&tipo=1](http://www.lettras.ufmg.br/padrao_cms/?web=concol&lang=1&page=391&menu=257&tipo=1)

<sup>6</sup> Educonle: <http://www.lettras.ufmg.br/educonle/>

communications, and many others. On the other hand, teachers are supposed to learn how to design online learning environments for ‘generation P’ (Kalantzis & Cope, 2012). They also need to establish conditions for students to take more responsibility for their own learning and be collaborative professionals (Kalantzis & Cope, 2012).

Considering the existing difficulties in public education and the pandemic scenario, which has meant a precipitous transference of teaching and learning increasingly online, it is crucial to expand teaching and the space for learning anytime and anywhere (Kalantzis & Cope, 2012; Pegrum, 2014; Unesco, 2013). I believe the effective adoption of ‘mobile learning’ aligned to ‘multiliteracies,’ ‘agency’ and ‘the seven affordances of the digital’ may contribute to more productive, collaborative, interactive, and engaging English classes at public teaching Brazil.

This dissertation aims to contribute to the public English teaching in Brazil and the UFMG community. My goal was to encourage teachers to play a transformative role in public education and society. With this study, I intended to learn several possibilities of new actions that emerged from the pedagogical use of the mobile devices aligned to pedagogy of ‘multiliteracies’ and the ‘seven affordances of the digital’ to enrich teachers’ training I have been in charge for and possibly reach out to teachers from other places.

In this way, I applied for the Capes/PrInt<sup>7</sup> program to conduct part of my studies at the University of Illinois at Urbana-Champaign (UIUC) under Professor Mary Kalantzis from October 2019 to March 2020. This PrInt UFMG program was developed through a partnership between CAPES, a Foundation within the Ministry of Education in Brazil, and the Dean of Graduate Studies at UFMG. The program seeks to promote a culture of internationalization of graduate education through a transversal and transdisciplinary approach.

Professor Dr. Kalantzis is a world leader in the leading theory I have been using in my research: new literacy studies, multiliteracies, pedagogical design implications of new technologies in education, and the seven affordances of the digital. Besides, Dr. Mary Kalantzis has been teaching courses at the UIUC with Professor Bill Cope, which are aligned with my research and enrich the essential part of my dissertation. During the doctoral program, the courses I attended are: ‘Advanced Instruction Technologies,’ ‘Assessment for Learning,’ ‘Learning, Knowledge and Human Development,’ ‘Knowledge, Learning, & Pedagogy,’ ‘New Media and Literacies and ‘e-Learning ecologies.’ These courses address fundamental needs for

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<sup>7</sup>Capes/PrInt: <https://www.ufmg.br/prpg/capes-print/>



educators, such as pedagogical paradigms influenced by the social and technological change of our times, language and literacy issues, assessment in the digital era, and e-learning to mediate the relationships between learners and teachers.

After this experience in the United States, I deepened my knowledge of the central theories of this study in theory and practice. I also comprehend “the role of the instructor is to design e-learning ecologies, leveraging the social-collaborative complexity enabled by social knowledge technologies” (Kalantzis & Cope, 2020a). From this perspective, studies on implementing new technologies combined with the ‘seven affordances of digital’ by Cope & Kalantzis (2017) in education could result in proposals for pedagogical actions with unique teaching and learning gains, including in the EFL field.

### **1.3 RESEARCH QUESTIONS**

Taken into consideration the need to rethink pedagogical practices in English teaching and meet the demands of the digital age, the following research questions guided this study:

- What lessons from a pilot project have influenced the design of the learning module and online course implementation?
- How do the participating teachers harness the seven affordances of the digital during a professional development course, and to what degree the framework impacts their learning experience?
- How can a learning module contribute to educators in designing a professional development course?
- What are the perceptions of participating teachers about the learning process generated by digital platforms and the ‘seven affordances of the digital’?
- What possibilities emerge from the mobile applications used, and how can they enhance the seven affordances of the digital in English teaching?

## 1.4 AIMS OF THE DISSERTATION

The main objective of this research is to investigate how the seven affordances of the digital aligned to multiliteracies can be drawn upon to design mobile learning experiences in English teaching and learning in a Brazilian public educational context.

**In order to achieve this aim, the following research objectives are addressed:**

- To develop a pilot study to examine the feasibility of offering a professional development course for Brazilian English public school teachers in an m-learning setting.
- To design a learning module during the doctoral program in the USA and implement it with Brazilian English teachers.
- To analyze the lesson plans and answers from activities produced by the participating teachers during the new course implementation.
- To examine the implications of designing a learning module to support a course goal.
- To analyze the participants' comments during the course and answers from the final questionnaires.
- To examine the online platforms and applications used during the course implementation and the opportunities they offer to enhance the 'seven affordances' of the digital.

## 1.5 STATE OF THE ART ESTABLISHMENT

This section intends to situate the current research in the studies of multiliteracies, mobile Learning, and the seven affordances of the digital in the English teaching of Brazilian public schools context. In this sense, I will present a summary of studies published in Applied Linguistics from 2010 to 2020, related, in some way, to what we intend to develop in the current study. The search for theses, dissertations and research papers carried out in the Brazilian context took place in two periods, from January to March 2019 and then from January to February 2021. The works have been revisited through a bibliographic search starting from the following academic websites:

- CAPES Journal Portal (<http://www.periodicos.capes.gov.br/>) - The portal of the Coordination for the Improvement of Higher Education Personnel (Capes) is a virtual

library that brings together and makes available to teaching and research institutions in Brazil the best of scientific production.

- Scielo Portal (<http://www.scielo.org/php/index.php>) - Scientific Electronic Library Online is a portal for Brazilian journals that organizes and publishes full papers online.
- Google Scholar (<https://scholar.google.com.br/>) - A research platform launched by Google that brings together a vast collection of scientific content publications.
- BDTD (<http://bdtd.ibict.br/vufind>) - The Brazilian Digital Library of Theses and Dissertations integrates works from Brazil, enabling a unique way of searching and accessing these documents.

In addition to these websites, the search was carried out manually in ten journals of Applied Linguistics with high Qualis grades. Qualis is the Brazilian official system to classify scientific production of post-graduate programs. It is supported by CAPES, the government agency linked to the Brazilian Ministry of Education. The classification follows a range of criteria defined by CAPES in a 1–8 scale. Qualis A1 is the highest, followed by A2, B1, B2, B3, B4, B5, C, and continues. For this research, I considered ten journals classified in Qualis A1, A2, B1, and B2 (Appendix A). The decision to conduct a manual investigation was because some journals and academic websites limited the search to the title, abstract, and keywords, not including the in-text search.

The bibliographic search in the academic websites and the journals was carried out using keywords (Table 01) in volumes published from 2010 to 2020. Firstly, I searched for Brazilian works that addressed the term ‘multiliteracies’ singly in the four academic websites, but a vast sample was discovered (Annex A). Google Scholar found 7,330 studies, BTDT 381, Capes Portal, 143, and Scielo 28 works. These results show that the search system is broad and more specific results were needed, since it was impossible to examine such a number of searches.

So, the search in both the academic websites and the journals was carried out in volumes published from 2010 to 2020 using groups of keywords in quotes: “multiliteracies,” “mobile learning,” “English teaching in public schools,” “English language in public schools,” and “the seven affordances of the digital” / “e-learning ecologies” in both Portuguese and English languages, in an attempt to find studies that integrate these concepts in the teaching of English in public schools. These keywords were organized into groups of combinations for the research, as follows:

**Table 01: Groups of keywords**

1.	"multiliteracies", "mobile learning", "English teaching in public schools"
2.	"multiliteracies", "English teaching in public schools"
3.	"multiliteracies", "mobile learning"
4.	"mobile learning", "English language in public schools"
5.	"the seven affordances of the digital" / "e-learning ecologies"

Source: Created by the researcher (2021) (2021)

The search started in CAPES Journal Portal, and among the groups of keywords, ten papers were found in total. No papers that encompass the terms of group 1 were found. Two studies were found for group 2. The first paper focuses on using blogs in Portuguese language classes for practice (Aranha & Castro, 2016). The second focuses on English teaching from the perspective of critical literacy (Tagata, 2019). Although these works did not fit entirely in the groups of keywords developed for this research, they provide interesting critical reflections to the Applied Linguistics field and the multiliteracies studies. For group 3, five papers were located. The first work addresses reading on mobile devices, multiliteracies practices, and new social behaviors that reflect readers' training (Bernardo & Karwoski, 2017). The second study did not include multiliteracies and mobile learning, so this work was not considered in this research. One study investigated how memes could be used in Portuguese language classes to promote students' critical literacy in the public school (Lima-Neto & Guimarães, 2019). The other discussed multiliteracies on teacher education, specifically Spanish teachers (Cardoso et al., 2019). No studies were located for group 4. Concerning group 5, the website located three studies, one was not available, and the others were repeated. It was an in-depth international investigation by George et al. (2018) on e-learning setting as an ecosystem supported by the reflexive pedagogy by Cope and Kalantzis (2017).

In the Scielo Portal, no articles were discovered with the groups of keywords in Brazilian publications. In Google Scholar, 545 papers were located, but most were repeated, and others were international publications. For example, 135 studies about "the seven affordances of the digital" or "e-learning ecologies" from different international journals, except Brazil. For group 1, one doctoral dissertation by Costa (2013) was found, and it will be discussed further in this

section; 37 papers for group 2, 174 for group 3 using the term “mobile learning” in English and 185 using this term in Portuguese language, and 11 studies involving the keywords for group 4.

It is worth underlining that all the works were carefully analyzed and that many of them do not fit the themes of the groups and focused on other themes, such as: use of internet language in English classes, a brief history of literacies and multiliteracies, historical context about the public schools in Brazil, use of textbooks in Elementary Education. Many investigations on mobile learning were also detected that analyzed only questionnaires answered by students or teachers about their uses and perceptions of mobile devices in teaching and learning. Other studies talked about mobility. However, they did not mention the three degrees of mobility by Pegrum (2014). Thus, these works cited the term mobility as a synonym for mobile technology.

In BDTD, the Brazilian Digital Library of Theses and Dissertations website, 60 studies were found in total. For group 1, one thesis about reading on mobile devices in teacher education (Bernardo, 2015) was found, 20 studies for group 2, 23 for group 3, 16 for group 4, and no studies for group 5. Table 02 summarizes the search results:

**Table 02: Summary of search results**

Groups	CAPES Journal	SciELO Portal	Google Scholar	BDTD
1. "multiliteracies", "mobile learning", "English teaching in public schools"	0	0	1	1
2. "multiliteracies", "English teaching in public schools"	2	0	37	20
3. "multiliteracies", "mobile learning"	5	0	174 / 185	17 / 6
4. "mobile learning", "English language in public schools"	0	0	11	16
5. "the seven affordances of the digital" / "e-learning ecologies"	3	0	135	0
<b>Total</b>	<b>10</b>	<b>0</b>	<b>543</b>	<b>60</b>

Source: Created by the researcher (2021)

Concerning the manual search for studies comprising keywords in the ten selected journals, most of the works found addresses subjects such as: multiliteracies and Portuguese language teaching, building critical thinking through mobile technologies, the WhatsApp application and multiliteracies for learning English, professional teacher development in the context of ubiquitous learning, mobile devices in Spanish classes, among others, which, although very significant for the area, are not representative for this research.

The works were read carefully, and those chosen for presenting in this section were those that cover the terms of group 1, “multiliteracies,” “mobile learning,” and “English teaching in public schools”. Regarding the “the seven affordances of the digital” or “e-learning ecologies” framework, I found a Brazilian doctoral dissertation that mentioned it. These terms are central in this research. This way, seven works were selected: three papers, three dissertations, and a thesis. These studies also appeared on the four websites (Capes, Scielo, Google Scholar, and BDTD). Some of the most current research published in the last ten years related to what I intend to develop in this study has been revisited and is briefly presented next session.

### **1.5.1 Studies on multiliteracies, mobile learning, and English teaching in public schools**

The first selected work was a doctoral dissertation by Costa (2013) entitled “Mobile Learning: Exploring potential with smartphones in English teaching-learning as a foreign language with public school students.”<sup>8</sup> This study investigated the possibilities of using mobile devices at the Federal Institute in Teresina, capital of Piauí state in Brazil. The participants were 94 students of the technical courses: Confection and Clothing, Sanitation and Buildings.

In this study, a design project based on multiliteracies theory was developed to use smartphones in English classes to improve students’ linguistic skills such as speaking, listening, reading, writing, and critical visual literacy. The research was based on the following concepts: affordances by Gibson (1997), Gaver (1991) e Van Lier (2004), Proximal Development Zone (ZDP) by Vygotsky (1999), agency by Rosa e Jones (2003), Miller (2009) e Cooper (2011), literacies and multiliteracies by the New London Group (1996) and Cope and Kalantzis (2010),

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<sup>8</sup> Original title in Portuguese: MOBILE LEARNING: Explorando potencialidades com o uso do celular no ensino - aprendizagem de língua inglesa como língua estrangeira com alunos da escola pública.

and mobile learning in teaching English (UNESCO, 2013). The activities were divided into six cycles lasting 44 weeks during the first semester in 2011:

- **1st cycle:** Activities from textbooks integrated with mobile devices in the classroom. Some audios from the book were converted to mp3 format and transferred to students' devices using Bluetooth technology. The researcher sent the audio and images to a student from each team, and this student was responsible for sharing with other peers.
- **2nd cycle:** Students recorded audios and videos in the English language.
- **3rd cycle:** Students recorded videos in groups. They produced their texts and scripts in English and recorded in different places such as school, on the street, at home, in the schoolyard, and at friends' houses.
- **4th cycle:** The teacher created SMS Quizzes for students to learn vocabulary using their smartphones.
- **5th cycle:** The teacher created a project called "Amadeus" and included different activity formats such as forums, polls, videos, audios, and evaluations divided into three modules. (Costa, 2013, p.77).

Given this specific context, the researcher concluded that students could maximize language skills development and optimize study time with mobile technology. "Mobile learning helped to improve the acquisition of skills in a foreign language, placed students in a real context and made this process more attractive, motivating and interesting" (Costa, 2013, p. 7). This dissertation and the next study I will present are the only ones I found that encompass all the keywords of group 1, which are "multiliteracies," "mobile learning," "English language in public schools."

In this study, I learned that teachers should not only be technology users but questioners and producers of technology through their instructional designs. Furthermore, the notion of Freire (1970) that Costa (2013) uses in her dissertation, that in educators, we should encourage our students to be more than social actors, leading them to become social transformers of their world, was adopted in the present research.

The dissertation "Reading on digital mobile devices in initial teacher education"<sup>9</sup> defended by Bernardo (2015) presents mobile learning as a practice of multiliteracies pedagogy in the context of reading. The participants were 21 students from the Literature course at the

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<sup>9</sup> Original title in Portuguese: *Leitura em dispositivos móveis digitais na formação inicial de professores.*

Federal University of Triângulo Mineiro (UFTM), in Uberaba, Minas Gerais, in 2014. These participants performed “teaching practices using digital mobile devices, in an interactive process with reading activities” (Bernardo, 2015, p. 9). The study was based on the following concepts: pedagogy of multiliteracies by The New London Group (1996), the new literacies as a process of transformation of behavior and education of subjects by Cope and Kalantzis (2009), mobile learning as a common practice in the pedagogy of multiliteracies by Moura (2010), recognition, engagement and implementation of mobile learning by UNESCO (2012, 2013, 2014).

Six reading practices using mobile devices were implemented with the research subjects, and they were divided into groups of 3 to 6 members. The six activities included:

- Practice 1: Discussion - Two groups answered the question, “Why is print reading feasible?” The other groups discussed this second question: “Why is reading on digital mobile devices feasible?”.
- Practice 2: Reading a print newspaper and on a digital mobile device.
- Practice 3: Inquiry on current topics in print and on mobile devices.
- Practice 4: Research on the History of the Portuguese Language.
- Practice 5: Research on applications that encourage reading.
- Practice 6: Reading on social networks and mobile devices.

In this research, mobile devices were used for digital reading activities in comparison to print reading. The devices were used as “new digital textual supports.” The author concluded that “the reading in mobile devices, especially of longer texts, is a process under development, still in consolidation” (Bernardo, 2015, p.114). This research confirmed the relevance of professional adoption of innovative pedagogical practices in the digital era. Besides that, it considered the teacher as an active subject and promoter of changes in teaching management and creation of new reading paradigms. In my context, I used these notions and expanded it to different kinds of multimodal activities, beyond reading, using the ‘seven affordances of the digital’ by Cope and Kalantzis (2017).

The paper “Mobile applications and multiliteracies perspectives in English” is an ongoing research published by Censi (2018). Although it does not present a completed work, the study points out possibilities of combining mobile devices and multiliteracies pedagogy in English classes. This qualitative study’s main objective was to discuss problematic issues regarding the



English language teaching and learning in public schools through mobile applications combined with multiliteracies.

The research was divided into four phases to be completed:

- **Phase 1:** Observe classes of two high school English language teachers from different public schools to perceive actions taken by them regarding the multiliteracies pedagogical practices.
- **Phase 2:** Survey the most used mobile applications from the perspective of multiliteracies pedagogy to learn English.
- **Phase 3:** Integrate mobile applications in the English classrooms.
- **Phase 4:** Evaluate “the occurrences experienced with the proposal of multiliteracies in practices with mobile applications in school daily life and elaborating a methodological approach for the schools” (Censi, 2018, p. 76).

The researcher points out that increased use of mobile applications by students results in the need to discuss new possibilities for teaching and learning foreign languages through multiliteracies practices. Also, Censi (2018, p.69) states that this pedagogy can contribute to the “reconstruction and recombination of meanings by EFL students in their school routine.” She also adds that it is essential that multiliteracies take part in the foreign language teacher’s training in primary education. I agree with this notion and have adapted to my research.

The article published by Dias and Aragão (2014), “Multiliteracies, Facebook and English language teaching in a public school” in the *Calidoscopio Journey*, is an action research carried out in a public school in Itabuna, Bahia, Brazil. The research question was: How can Facebook be linked to the English teaching from a multiliteracies perspective?

To this end, the researchers developed a project called FORTE and created a private Facebook group, *Clinging*, to record interactions in the English language by the participating subjects. The project was based on the cultural and linguistic diversity of the multiliteracies theory. Google Maps and Foursquare websites were used to show students the location of tourist places in the city where they live since the research was carried during the World Cup in Brazil. According to Dias and Aragão (2014, p. 384), the objective was that “[...] students understand that there are many ways in which we can express ourselves and produce meanings, which is the multiliteracies perspective”. In this study, the authors highlighted the students produced videos,

created content and interacted with peers, posted images, phrases, cartoons, poetry, virtual cards, and other resources in the online group.

The authors concluded that “[...] teaching English through multiliteracies pedagogy is necessary and challenging at the same time ” (Dias & Aragão, 2014, p. 387). They pointed out some limitations regarding the appropriation of social networks linked to multiliteracies. For example, the use of the internet, difficulties in learning beyond the classroom, technical and infrastructure restrictions, and the effort required to articulate social media to the multiliteracies concept is not a simple task (Dias & Aragão, 2014, p. 388).

Dias and Aragão (2014) also argued that Facebook could be used to English in the multiliteracies perspective within the collaborative logic of the internet and through creative classes linked to the existing curriculum in schools. I agree with this view and adopted it by integrating diverse applications in English teaching and learning in line with multiliteracies, mobile learning, agency, and the seven affordances of the digital.

Reis (2017) published a paper in *Veredas Journal* entitled “Teaching oral production in English through podcasts: an experience with elementary school students.” The study consists of “an experience with the use of podcasts in English language classes and presents a teaching proposal based on multiliteracies pedagogy and language as a social practice” (Reis, 2017, p. 180). The objective was to consume, produce and disseminate podcasts among other English speakers as a foreign language on the internet (Reis, 2017). The project was carried out in two institutions with online meetings. The participants used blogs and the podomatic website, a platform for creating podcasts. The research was divided into three phases (Reis, 2017, p. 187-192): phase 1: technological fluency and digital literacy; phase 2: understanding and producing podcasts; and phase 3: publication of podcasts on the internet and online interaction with students from other countries.

Reis (2017) compared the first and last oral podcasts produced during the project and concluded that they developed communicative skills. The author highlighted the importance of planning activities that explore other types of literacies besides digital literacy and the using different oral genres. Also, Reis (2017) points out that “working with multiliteracies in the public school requires patience and testing, as this new theory that have not yet been fully internalized by many public school teachers [...]” Reis (2017, p. 195). The author reiterates the importance of educators using technologies with students to express their ideas, use different modes of

communication, and explore multimodalities in their oral or written texts. This view was utilized in my research.

The dissertation “Exploring the affordances of mobile devices in the continuing education of English language teachers,<sup>10</sup>” defended by Pinheiro (2017), aimed to understand how English language teachers used mobile technology devices for continuing education and investigating the affordances offered by the WhatsApp application. Some of the theories on which the analysis was supported were the concepts of mobile learning, mobility by Pegrum (2014), Crompton (2013) and other relevant scholars in the field, affordances by Gibson (1986), and innovation by Rogers (2003).

The analysis consisted of two groups of English teachers from public and private schools in Brazil. They participated in an online continuing education course called *Taba Móvel* in the WhatsApp platform, promoted by the Faculty of Letters of the Federal University of Minas Gerais (UFMG). The conclusion reached is that the participants perceived mobile technology in teaching as a worthy idea, mainly due to its motivational characteristic. However, they are aware that “this endeavor is something challenging and full of limitations” (Pinheiro, 2017, p. 6). Also, several affordances were identified, which reveal that many teachers already use mobile devices for their training and believe that their uses are challenging and sometimes have limitations regarding technical issues of functionality and connectivity. This study helped me understand the affordances of the WhatsApp application better and to broaden my view of the advantages and limitations of using mobile devices in teaching and learning English.

The last study is a dissertation by Santiago (2019), “Digital technologies and multiliteracies: online projects in the process of internationalizing English teaching in basic education in the Brazilian context.” The author investigated the use of the e-pals environment for developing multiliteracies of 6th-grade students in a public school in Minas Gerais state. The analysis encompassed “interactions between them and their English-speaking peers from different countries using text, image, audio and video resources in the development of collaborative poster design” (Santiago, 2019, p. 9). The research sought to develop literacies that include knowledge about the poster genre. Conceptually, this investigation was based on the notion of multiliteracies pedagogy, project-based learning, and the grammar of visual design.

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<sup>10</sup> Original title: Explorando as affordances do uso de dispositivos móveis na formação continuada de professores da língua inglesa

Besides that, Santiago (2019) briefly mentioned the ‘seven e-learning ecologies’ framework by Cope and Kalantzis (2017). This work was the only study I found mentioning this core in the Brazilian context. Competencies related to collaborative learning through knowledge processes within Learning by Design (Kalantzis & Cope, 2012) were some notions discussed by Santiago (2019) adopted in my research.

As noted during the search carried out on the academic websites and the Brazilian journals, not much research encompassed the three terms together: mobile learning, multiliteracies, and English teaching at Brazilian public schools. It was noticed that the majority of the researches privilege the qualitative approach, focus on teaching Portuguese, and emphasize aspects involving digital genres.

Concerning the seven affordances of the digital, only one study was located. Perhaps this is justified by the framework being published relatively recently, in 2017. On the other hand, it can be seen (Annex A) that there is great interest in researching multiliteracies in Brazil. For instance, the search done in 2021 shows an increasing number of studies compared to the survey in 2019, as we can see below:

**Table 03: Comparative search in multiliteracies in the last ten years**

Search	2010 - 2018	2010 - 2020	New studies in two years
Google Scholar	5.050	7.460	2.410
CAPES	97	143	46
BDTD	294	381	87
Scielo	18	28	10
<b>Total</b>	<b>5.459</b>	<b>8.012</b>	<b>2.553</b>

Source: Created by the researcher (2021)

Based on the significant increase in multiliteracies studies from 2018 to 2020, I believe that research on the seven e-learning ecologies (Cope & Kalantzis, 2017) tends to grow. As seen in Table 03, there was a growth of 2.553 new studies in multiliteracies in only two years. The

third column shows the number of new research published in 2019 and 2020 in each academic website. As the ‘seven affordances of the digital’ has its roots in multiliteracies theory, the tendency is that research on this framework may increase. Hence, I reinforce the importance of using it in the Brazilian context.

Regarding studies on mobile learning and mobility, it is noticed that most of the researchers limit this notion to activities on smartphones. However, such activities could also be done on non-portable computers. It was also found that the term ‘mobility’ has been restricted to the first and the second type of mobility pointed out by Pegrum (2014), in which devices or learners are mobile; however, the learning experience is static. Additionally, it was also noticed there is not much research focused on empowering EFL teachers from public schools. It is essential to carry out the current aligning the ‘multiliteracies’ theory, ‘mobile learning’ and ‘the affordances of the digital’ to English teaching in public schools.

The state of the art aimed to map and discuss a certain scientific production on the main themes of this research. A manual search was necessary to achieve a satisfactory understanding of the content, especially the works that represented the combination of keywords in group 1: “multiliteracies,” “mobile learning,” “English teaching in public schools”.

## 1.6 DISSERTATION OUTLINE

This dissertation is divided into six chapters. Following this introduction, I present the key theoretical concepts that comprise this study in **Chapter 2: Theoretical and Conceptual Frameworks**. The chapter begins with an overview of the ‘Multiliteracies’ theory (New London Group, 1996; Kalantzis & Cope, 2012, 2015). Flowing through this discussion, I outline the ‘Learning by Design’ approach and the ‘Knowledge Processes’ framework (Kalantzis & Cope, 2012, 2015). These three elements inform the ‘Learning Module’ used to design the online course for the mobile learning environment, which is the primary focus of this investigation. Then, I present the ‘Reflexive pedagogy,’ made more possible by the affordances of the digital. Next, I elaborate on the ‘Seven Affordances of the Digital,’ which overlays the primary investigation framework. This session includes the concept of ‘Teachers as transformative intellectuals’ by Giroux (1988), which is the notion I adopted to consider the public-school

teachers, participants of this research. Lastly, this chapter discusses ‘Mobile Learning’ by Pegrum (2014), Crompton (2013), and UNESCO (2013, 2019), as can be seen in Figure 01:

**Figure 01: Chapter 2 - Outline**

CHAPTER 2: THEORETICAL AND CONCEPTUAL FRAMEWORKS	
● 2.1 MULTILITERACIES	
2.1.1 Teaching/Learning by Design: the Knowledge Processes	
2.1.2 The Learning Module	
● 2.2 AN OVERVIEW OF THE REFLEXIVE PEDAGOGY AND ITS DIMENSIONS	
2.2.1 The ‘seven affordances’ of e-Learning ecologies	
● 2.3 TEACHERS AS ‘TRANSFORMATIVE INTELLECTUALS’	
● 2.4 MOBILE LEARNING	

Source: Created by the researcher (2021)

**Chapter 3: Methodology** discusses the methodological approach to this study that involves two stages, a pilot study and the primary investigation. It begins with a brief account of my journey and background, including previous actions and intellectual development cycles that comprised the two studies. This section further describes the different data gathering methods and analysis: case study, autoethnography, and design-based research and their data collection tools. The ethical considerations are also described at the end of this chapter.

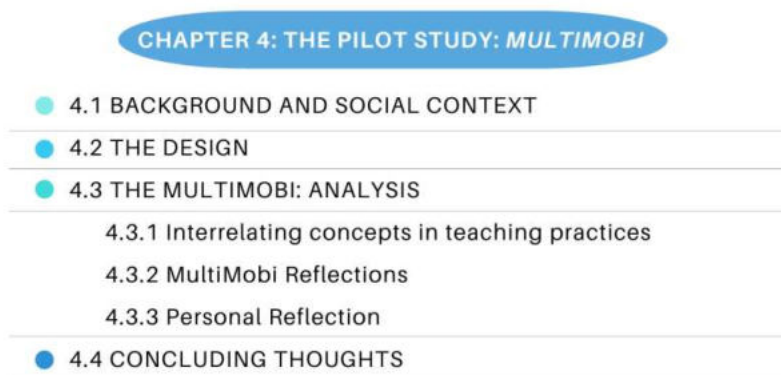
**Figure 02: Chapter 3 - Outline**

CHAPTER 3: METHODOLOGY	
● 3.1. MY JOURNEY: THE PILOT STUDY AND THE PRIMARY INVESTIGATION	
● 3.2 THE QUALITATIVE RESEARCH METHODS OF THIS STUDY	
3.2.1 Case study	
3.2.2 Autoethnography	
3.2.3 Educational Design-Based Research	
● 3. 4 INSTRUMENTS FOR DATA COLLECTION	
● 3.5 ETHICAL CONSIDERATION	

Source: Created by the researcher (2021)

**Chapter 4: The Pilot Study: *Multimobi*** presents the context and the pilot study, which was the design and the implementation of an online course called *MultiMobi*. The pilot study is the first practical dimension of the current research and is divided into two parts. The first segment brings together the following details: the context, the course design, development, schedule, and rationale. The second segment of this chapter covers the analysis from an autoethnographic perspective and insider researcher. I discuss how the participants integrated the critical concepts of *MultiMobi*: multiliteracies, the knowledge processes, and mobile learning as “transformative intellectuals” in their educational contexts. I also display a reflexive perspective of the lessons learned from the implementation involving its shortcomings and successful actions.

**Figure 03: Chapter 4 - Outline**



Source: Created by the researcher (2021)

**Chapter 5: The Primary Investigation: 7 *e-Affordances*** describes the background and context of the 7 *e-Affordances* learning module, delivered to research subjects as an online course. I present the design, development, and course schedule. I map the course activities to the ‘knowledge processes’ and the ‘seven e-learning ecologies’. I discuss the participants’ engagement in the course experience. Then, I focus on harnessing the seven digital affordances to the design and in the digital platforms. All the lesson plans produced by the participants are analyzed. I close this chapter with the teachers’ perceptions of the course. I also show what happened a year after the course ended, whether the teachers used the lesson plans and the course activities.



## Figure 04: Chapter 5 - Outline

5. THE PRIMARY INVESTIGATION: 7 E-AFFORDANCES ANALYSIS	
●	5.1 BACKGROUND AND RESEARCH QUESTION
	5.1.1 Theoretical base and purpose
	5.1.2 The starting point
	5.1.3 The 7 e-Affordances participants
●	5.2 THE 7 E-AFFORDANCES DESIGN
	5.2.1 The Structure
	5.2.2 The Course Schedule and the Digital Tools
	5.2.3 The course content
●	5.2.4 Mapping the course activities to the knowledge processes
●	5.3 THE 7 E-AFFORDANCES: ANALYSIS
	5.3.1.1 Engagement on the synchronous Zoom sessions
	5.3.1.2. Engagement on asynchronous Telegram weeks
	5.3.1.3 Engagement on Google Classroom
●	5.3.2 The harnessing of the seven digital affordances to the course design and in the digital platforms
●	5.3.3.1 The harnessing of the seven affordances in the participants' lesson plans
	5.3.3.1.1 Group 1: P1, P4, P6, and P7
	5.3.3.1.2 Group 2: P3, P5, and P8
	5.3.3.1.3 Mapping the groups
●	5.3.4 The participants' perception of the course
●	5.3.5 Post course - What happened a year later?
●	5. 4 PERSONAL REFLECTION

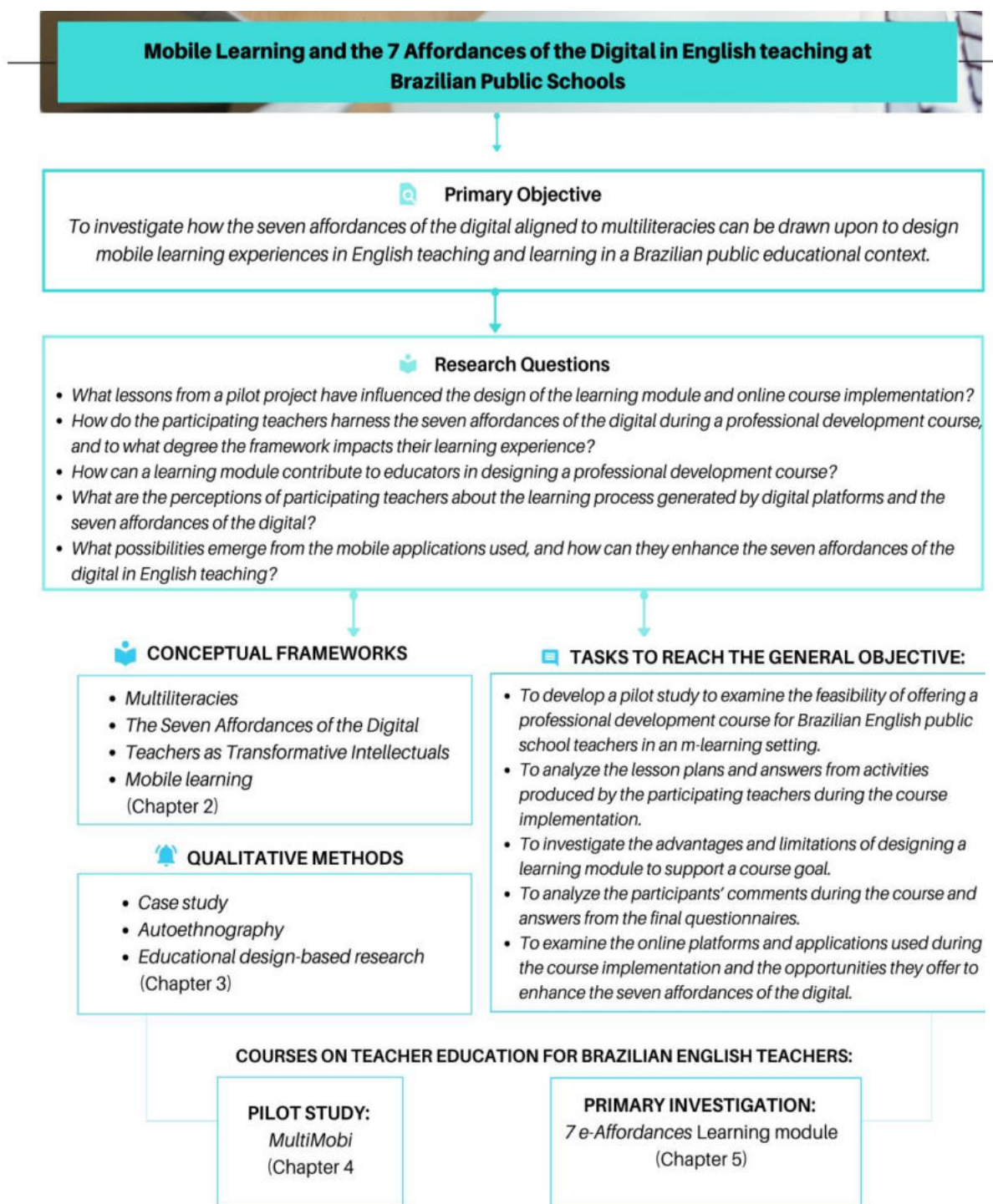
Source: Created by the researcher (2021)

I then conclude this dissertation with **Chapter 6: Concluding Reflections**, where I present the final considerations about the discoveries made and verify if the objectives were met. I present possible answers to the research questions. This session also includes the limitations of the research and suggested future works that may be carried out within the research field of digital technology and education.

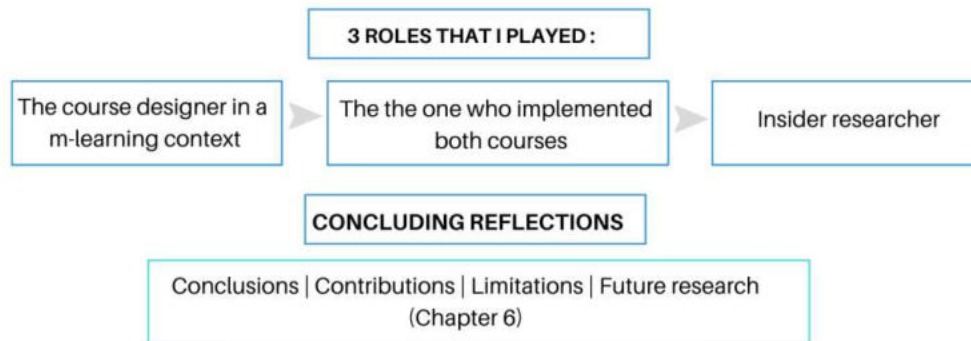
The dissertation outline is presented in the next figure:



Figure 05: Dissertation outline



<b>14 participants</b>	<b>8 participants</b>
<b>1 Delivery platform: WhatsApp</b>	<b>4 Delivery platforms: Wix, Zoom, Google Classroom, Telegram</b>
<b>4 applications</b>	<b>10 applications</b>
<b>27 activities</b>	<b>43 activities</b>
<b>13 weeks</b>	<b>14 weeks</b>
<b>1 participant stayed until the end</b>	<b>7 participants stayed until the end</b>



Source: Created by the researcher (2021)

## 2 THEORETICAL AND CONCEPTUAL FRAMEWORKS



This chapter discusses some of the key theoretical concepts that comprise the conceptual framework of this dissertation ‘Multiliteracies,’ ‘the Seven Affordances of the Digital,’ and ‘Mobile learning.’ These theories are interrelated in my work because they are underpinned by the same principles. That is, the notion that needs to be a change in the balance of agency between the teacher and the students so that student voices are included. That teaching and learning needs to be centered on innovation, creativity, and problem-solving. That critical awareness, multimodal communication, and inclusive diversity are factors that need to be cultivated when making pedagogical choices using digital and mobile technologies. Together, these theoretical concepts offer a framework for action that can lead to a pedagogy of transformation, preparing learners for the era of ubiquity.

The chapter begins with an overview of the ‘Multiliteracies’ theory (New London Group, 1996; Kalantzis & Cope, 2012). Flowing through this discussion, I outline the ‘Learning by Design’ approach and the ‘Knowledge Processes’ framework (Kalantzis & Cope, 2012). These three elements inform the ‘Learning Module’ used to design the online course for the mobile learning environment, that is the primary focus of this investigation.

In the second section, I present the ‘Reflexive pedagogy,’ made more possible by the affordances of the digital, which is a component in the theories of Multiliteracies and Learning by Design. Next, I elaborate on the ‘Seven Affordances’ of the digital, which overlays the framework utilized in the primary investigation with two purposes: the digital scope of the learning module and the course content selection that the participating teachers engaged in the main investigation.

The third section embraces the concept of ‘Teachers as transformative intellectuals’ by Giroux (1988) which is the notion I adopted to consider the public-school teachers, participants of this research. Lastly, in the fourth section, I explain ‘Mobile Learning’ by Pegrum (2014, 2015). From a unique vantage point, in order to align all the concepts of this study in theory and practice in a mobile learning setting.

## 2.1 MULTILITERACIES

Multiliteracies is a theory that aims to assist educators in preparing learners, workers, and citizens for contemporary communication environments (Kalantzis & Cope, 2012). This term was coined in 1994 by the New London Group, a team composed of ten<sup>11</sup> researchers who met to discuss the future of pedagogy and the changes that emerged from the advent of new technologies. In 1996, the term was first published by them in the article entitled “A Pedagogy of Multiliteracies: Designing Social Futures” in the *Harvard Educational Review*. Then, Mary Kalantzis and Bill Cope (2012), researchers from this group, published a book called *Literacies*, which provides a comprehensive and detailed overview of the multiliteracies in theory and practice.

The New London Group (1996) agreed that multiliteracies would overcome all the limitations of traditional literacy, which meant teaching and learning as standard forms of reading and writing. According to the authors, the recent social changes in the workplace and other domains combined with the new possibilities of digital technologies prompted a reconsideration of literacy ideas.

Kalantzis and Cope (2012) stress that these changes in people’s daily lives are influenced by the trends from ‘post-Fordism’, or the ‘new capitalism’. With post-Fordism, the authors explain that more work organizations are opting for a “flattened hierarchy” in which horizontal “teamwork” relationships replace the old vertical chains of command. Also, a division of labor is replaced by multiskilled workers who are flexible enough to do complex and integrated tasks, resulting in enormous impacts on workplace communications and educational settings. For example, educators need to tread a careful path for students to develop skills for accessing new forms of work and reaching communicative demands (Kalantzis & Cope, 2012).

Moreover, educators must consider kinds of learning and literacies suitable for more productive workers, capable of contributing to the enterprise while contributing to the quality of working and community life for all (Kalantzis & Cope, 2012). The old literacy, which focused on reading, writing, and arithmetic followed by authoritative texts, teachers, and grammar, is no

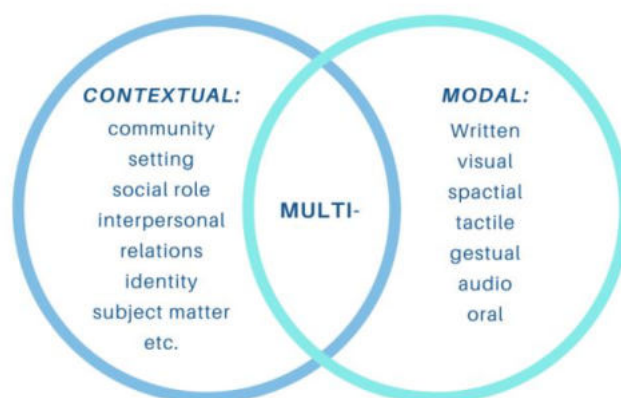
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<sup>11</sup> The New London researchers: Courtney Cazden, Bill Cope, Norman Fairclough, Jim Gee, Mary Kalantzis, Gunther Kress, Allan Luke, Carmen Luke, Sarah Michaels and Martin Nakata.

longer adequate to support learners as agents in their own knowledge processes and capable of contributing their ideas (Kalantzis & Cope, 2012). The authors note that these learners bring varieties of identity and affiliation, and these components have become more significant for teaching environments.

As communication increasingly requires that learners figure out differences in meaning patterns in different settings, multiliteracies has arrived to supplement the traditional teaching and learning with knowledge and aspects from the contemporary communications environment (Kalantzis et al., 2015; Kalantzis and Cope, 2012). According to the authors, the prefix “multi” in multiliteracies addresses two main aspects of today’s society: *multicontextual* and *multimodal*, as we can see in the next figure:

**Figure 06: The prefix “multi” in multiliteracies**



Source: Kalantzis & Cope (2012, p. 2)

Kalantzis and Cope (2012) explain the first *multi*, the multicontextual, refers to the social diversity favored by globalization and the new digital technologies. The authors clarify that diversity applies to various conventions such as family background, students’ experiences, neighborhood, social resource access, age, race, communication styles, language, sexual orientation, religion, political orientation, and other aspects related to demographics and lifeworlds. They also highlight that texts vary enormously depending on the context that the English language is becoming global. These aspects became more meaningful to communication environments. Accordingly, educators need a different way to organize the architecture of learning and spaces to address these issues (Kalantzis, 2019).

The second *multi*, multimodal, refers to the multiplicity of semiotic modes in different communication texts, whether printed or digital, in which the linguistic or verbal mode represents only one of them, in addition to the visual or imagery, the spatial, the gestural, and the sonorous (Kress, 2003; Kalantzis & Cope, 2012). Teixeira et al (2016, p. 3006) based on Kress (2003, 2010) explain the modes:

- The writing aspect represents the linguistic mode – the verbal elements are organized mainly through temporality and sequence.
- The spatial logic of graphic elements organizes the visual mode. Its primary semiotic resources are luminosity, colors, lines, size, format, and position.
- The spatial mode is characterized by the multimodal text organization on the surface of its support – usually a written or a digital page, essentially through alignment.
- The actions in varied communicative events represent the gestural mode, be they theatrical plays, films, video clips, informal conversations (real or virtual).
- The sonorous mode, also organized by the logic of temporality, is represented by sound. It relies on resources such as intonation, rhythm, volume, sound effects, pronunciation, pauses, silences, and silences to produce meaning.

Together, these modes make synesthesia, a term used metaphorically to describe how these modes swap between one form of meaning and another (Kalantzis & Cope, 2019). Digital technology allows people to make multiple multimodal representations and to disseminate them with countless resources and possibilities. This means that literacy teaching should go beyond the alphabetical transmission and be expanded to multimodal communications (Kalantzis & Cope, 2012).

The traditional literacy teaching limited writing to decode meanings of written words, focusing on textual formalities such as ‘correct’ spelling and grammar for quite some time (Kalantzis & Cope, 2012). Also, reading was mostly about ‘comprehension’ of meanings that should be demonstrated in tests by giving the right answers. However, “literacy is not simply a matter of correct usage. It also is a means of communication and representation of meanings in a broader, richer and all-encompassing sense” (Kalantzis et al., 2015, p. 4).

Given that, literacy needs to be supplemented by the multimodal design of texts, mainly because there is a new generation of learners today; Kalantzis and Cope (2012) call them Generation ‘P’, for ‘participatory.’ These learners have different kinds of sensibilities to the

students of previous generations. They are more active in their own learning rather than passive recipients, as we can see in the following examples by Kalantzis and Cope (2012, p. 9-10):

- An early generation used to listen to the “top 40” songs from playlists selected by a radio station. Generation P makes their own playlists for their mobile players and applications.
- Previous generations were more accustomed to being passive storytellers in video games; however, generation P students are active characters in video game stories where they play essential roles.
- An earlier generation expanded their literacy habits by reading in their spare time, and more so than writing. On the other hand, for Generation P, reading and writing are fused as integrated practices in social networking sites, blogging, and text messaging.
- Earlier generations passively watched TV programming that others considered good for them, tuning in to a handful of available channels. Generation P “channel surf” hundreds of channels, or millions of videos that are on the web, or make their own videos - on their cameras or their phones and upload them on the web.
- One of the most significant sources of research from previous generations was the encyclopedias. Today, there is a variety of online libraries and fast access tools like Google. Besides, they create collaborative content on sites such as Wikipedia.

In my view, these examples apply to the Brazilian context. Also, there is a consensus that Generation P has defining traits that make them different from their foregoers of all previous generations. In addition to that, they carry ubiquitous devices connected to the new social media that allow them to interact with people anytime and anywhere (Kalantzis & Cope, 2012).

Due to the ubiquitous digital technologies in the most varied social contexts and their low use by students for their studies, teachers need to rethink their teaching and embody sources aligned with multiliteracies. It is necessary to expand teaching and, consequently, the space for learning, aligning the classroom’s existing technologies to the digital ones, to adapt the training of teachers and students to the contemporary era. Based on this perspective, it is worth mentioning that technology alone cannot change education (Kalantzis & Cope, 2020a; Diaz & Lee, 2020). “Transforming education is a communal, participatory, and formative work that necessitates human effort but can be enhanced by technology ( Diaz & Lee, 2020, p. 131).

A pedagogy of multiliteracies is more than just understanding and decoding meaning from the media, it is about embracing the complexities of the world’s communication system

(Cazden et al., 1996). It requires the enormous role of agency in the meaning-making process to be recognized. Through this recognition, it seeks to create a more prolific, relevant, innovative, creative, and even life-transforming pedagogy (see Kalantzis & Cope, 2013, p.1). This pedagogy focuses on modes of representation, much broader than language alone. In other words, the modes combined with language result in dynamic representations resources (The New London Group, 1996). “The multiliteracies pedagogy accounts for the development of critical literacy in learners through its critical framing and transformed practice components” (Rajendram, 2015, p. 8). Designing multimodal texts in this pedagogy should allow students to critically analyze and interpret the social and cultural context and the political, ideological, and value-centered purposes of texts (Mills, 2006).

### **2.1.1 Teaching/Learning by Design: The Knowledge Processes**

Teaching and learning is about transformation, clear pedagogical choices, pathways planned, and performance tracked (Kalantzis & Cope, New learning<sup>12</sup>). The Learning by Design project was designed by Kalantzis and Cope (2004) built upon the notion that learners have diverse learning needs and ways of knowing. It was based on the multiliteracies principles of diversity, pedagogy, and multimodality. Due to the ubiquitous communications technologies and media to make multimodal meaning-making today, educators need to expand their repertoire of pedagogical practices. Consequently, they will prepare their students to be active citizens in a democratic society. Through “the knowledge processes, the Learning by Design framework has the potential to transform classrooms and curriculum, and to improve student learning outcomes” (Haren, 2010, p. 259).

Kalantzis and Cope (2012, p. 356) suggest four knowledge processes or “four foundational types of thinking-in-action, four things you can do to know”: experiencing, applying, conceptualizing, and analyzing, to teachers recalibrate approaches and align them with contemporary ones. These knowledge processes were initially formed by the New London Group (1996) for the multiliteracies framework as *situated practice* (now experiencing), *overt instruction* (now conceptualizing), *critical framing* (now analyzing), and *transformed practice*

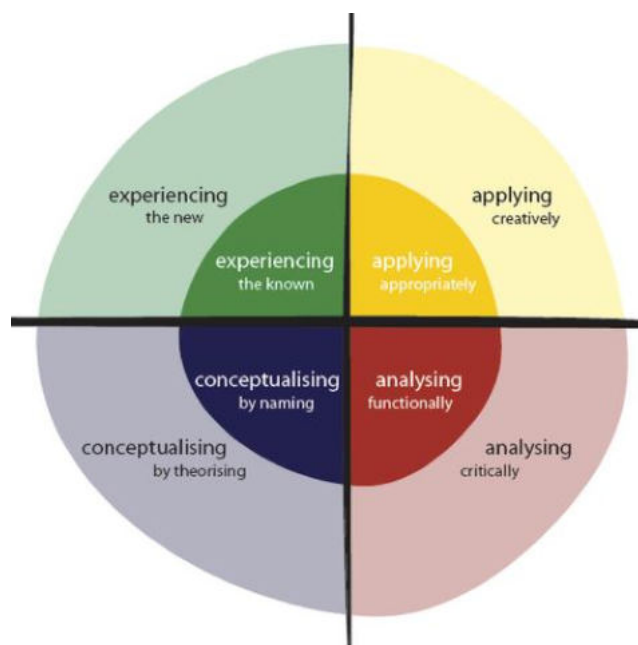
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<sup>12</sup> New Learning (<https://newlearningonline.com/>) is a website that Mary Kalantzis and Bill Cope post resources across multiliteracies, learning by design, e-learning, CG Scholar, among others.



(now applying). Kalantzis and Cope (2015) clarify that to use these orientations to curriculum practices in the Learning by Design project, they modified the terms to be more recognizable words and categorize learning activity types, representing the fundamental ideas in the multiliteracies approach. Figure 07 distributes each of the four knowledge processes into two subprocesses, as they illustrate how the general ideas translate into classroom activities:

**Figure 07: The knowledge processes**



Source: Kalantzis and Cope (2012, p. 357); Kalantzis et al. (2015, p. 73)

a) **Experiencing** - Effective learning takes learners on a journey into new and unfamiliar terrains (Kalantzis & Cope, *New Learning*). Experiencing it is about authenticity, getting to know the experiences students had, and understanding them. “Meanings are grounded in the real world of patterns of experience, action and subjective interest. One key pedagogical weaving is between school learning and the practical out-of-school experiences of learners” (Kalantzis et al., 2015, p.82). “Experiencing is regarded as immersion in the everyday lifeworld of the learner” (Yelland et al. 2008, 202). Sometimes teachers can start a particular topic from what students already know or immerse them in a specific area they are unfamiliar with. Kalantzis (2019) clarifies that teachers do not need to stay too long in this domain, and it is essential to use different approaches and resources available.

***Experiencing the known***– Learners use their prior and personal “experiences, identities and interests” when interpreting knowledge (Rowland et al. 2014, p. 141). They bring to the learning “situation perspectives, objects, ideas, ways of communicating, and information that are familiar to them” (Kalantzis & Cope, 2012, p. 356). They “reflect on their own experiences, interests and perspectives” (Kalantzis & Cope, 2010, p. 208), as well as “bring in, show or talk about something/somewhere familiar or ‘easy’ - listen, view, watch, visit” (Kalantzis & Cope, New Learning). Among the New Learning website examples, students can write up to eight facts that they know on a particular topic in the inner circle spaces. They can brainstorm key concepts in pairs or small groups and record their ideas on post-it notes. They can also record any personal connections on post-it notes while reading or viewing a text. Consequently, the learners’ own lifeworld is taken into account.

***Experiencing the new***– Learners are immersed in new situations, information, texts, data or contexts observing or taking part in something new or unfamiliar” (Kalantzis & Cope, 2012). They introduce something less familiar, but which makes at least some sense just by immersion - listening, watching, viewing, visiting, etc. (Kalantzis et al., 2015, p.76). They might discover new and unfamiliar genres or ideas, which then can enhance their learning (Rowland et al., 2014). As an example, from New Learning, the teacher or other learners bring a multimodal text unfamiliar or challenging, such as an image, video, game, sound recording, or object. Another one is that students can summarize what has been read and learned.

b) ***Conceptualizing*** - It refers to the capacity to distinguish between concepts, theory, generalizations, and particularization, and being able to identify and understand them (Kalantzis & Cope 2009). Kalantzis (2019) explains that theorizing and naming are also crucial, besides observing and taking notes during a class. For example, if students are immersed in a particular experience, e.g., in the science of ponds, learners would probably need the language of photosynthesis, which is conceptualizing around what happens with the sun and the ponds (Kalantzis, 2019). Conceptualizing is not merely a matter of teacherly or textbook telling from the texts of legacy academic disciplines, but a knowledge process in which the learners become active conceptualizers, making the tacit explicit and generalizing from the particular (Kalantzis & Cope, 2012). Thus, conceptualizing allows the learners to “become active conceptualizers,

making the tacit explicit and generalizing from the particular,” and it involves “the development of metalanguage” when discussing the “design elements” (Cope & Kalantzis, 2015b, p. 4).

**Conceptualizing by naming**– Learners group things into categories, define, apply, classify terms. They also make a glossary, a label, a diagram looking for similarities and relationships. In sum, they generalize and organize concepts, group like and unlike things by their common characteristics (the concept classifier) and differences, and compare several different objects (Kalantzis & Cope, New Learning). In other words, learners concentrate on classification, categorization, finding similarities or differences in various types of information, and define the terms (Cope & Kalantzis, 2009, Rowland et al. 2014, Jarho, 2017). One example from New Learning is that learners can clarify a concept by considering models, the things that it is like (synonyms), and what it is unlike (antonyms). They can also create a graphic concept organizer.

**Conceptualizing with theory**– Learners make generalizations by connecting concepts and terms in concept maps or ideas (Kalantzis & Cope, 2012). For instance, they can use fishbone, a particular type of concept map similar to a fish skeleton often used to demonstrate how different causes can lead to an effect (Kalantzis & Cope, New Learning). Another way to connect the concepts illustrated in New Learning is using mind maps. They can draw lines branching out, indicating linked ideas, words on the lines, and using different colors to show main thought lines. In conceptualizing with theory, students generalize the concepts they may have discovered in conceptualizing by naming (Jarho, 2017) and develop ideas. Students process new information and use any structure or diagram to show how concepts are linked.

c) **Analyzing** - It is about enabling students to understand why they are learning that particular topic, to know the functions of learning this topic. For example, if students learn about a specific pond, how will they use that knowledge to be critical about it (is it polluted? where is the water flow?) (Kalantzis, 2019). It also involves asking essential questions and being reflexive to analyze functionally or critically, “in the case of literacies pedagogy, this involves analyzing text functions and critically interrogating the interests of participants in the communication process” (Kalantzis et al., 2015, p. 82). In sum, analyzing “requires that learners be able to examine a context, event or piece of information and be able to articulate in a systematic and critical way the underlying assumptions and implications of its application or function” (Yelland et al. 2008, 202).

**Analyzing functionally**– “Learners analyze logical connections, cause and effect, structure and function” (Kalantzis & Cope, 2002, p. 208). They draw “inferential and deductive conclusions,” determine “causes and effects” or the “functional relations” in a text and examine the “logical and textual connections” (Cope & Kalantzis, 2009, p. 186). Among the examples cited in New Learning, students take sentences from a text and rewrite them, replacing particular parts of speech and maintaining the sentence structure. This can be used to teach noun groups and adverbials and simple, compound, and complex sentences, nominalization, active and passive voice and tense, and many other grammatical features. In short, analyzing functionally includes processes of reasoning, drawing inferential and deductive conclusions, establishing functional relations such as between cause and effect, and exploring logical connections. Learners develop chains of reasoning and explain patterns (Kalantzis & Cope, 2010).

**Analyzing critically**– Learners evaluate their own and other people’s perspectives, interests, and motives and interrogate the claims behind a meaning or an action (Kalantzis & Cope, 2010, 2012). Consequently, learners actively recognize that there can be multiple ways of understanding text or other forms of information and that all these things affect how the learner views the text (Jarho, 2017). Examples of analyzing critically from New Learning include: students can access their thinking through various self-reflection tools including reflective diaries, blogs and wikis, learning portfolios, reflective journals, journals, concept maps, drawing metaphors, role plays, and reflective exercises. They can use prompts to scaffold the reflections.

d) **Applying**- “It entails the appropriate and creative application of knowledge and understandings to the complex diversity of real-world situations; production capacities with the design elements for a wide variety of different text types and communication purposes. “In the case of literacies, this means making texts and putting them to use in communicative action” (Kalantzis et al., 2015, p.82). Students can utilize their abilities and learning when producing new information in a way that “it has a purpose and can add value to our lives and the lives of others” (Yelland et al. 2008, 202). Briefly, learners are stimulated to create varied types of knowledge and text based on “their understandings of meaning-making conventions and their expressions of subjectivity” (Rowland et al. 2014, 142).

**Applying appropriately** entails applying knowledge and understanding in predictable or ‘correct’ ways to real-world situations and testing their validity (Kalantzis & Cope, 2010). Learners try

their knowledge out in real-world or simulated problems. Examples from New Learning involve learners writing (a story, a newspaper article, a review, poetry, essay or expository or persuasive text, explanation, procedure, report) or speak (a formal speech, an informal presentation, a debate) the conventions of that genre. “Applying appropriately involves mastery of socially powerful genres of writing” (Kalantzis et al., 2015). This process can include, for instance, the creation of text “in line with traditional genre conventions,” as learners apply the existing “typical text structures and functions” to their own work (Rowland et al. 2014; Jarho, 2017).

***Applying creatively***– Learners creatively intervene in the world, distinctively express their own voices or transfer their knowledge to a different context (Kalantzis & Cope, 2012). “ It may involve innovative and creative application of knowledge; it may bring to bear the learner’s interests, experiences and aspirations in such a way that the application is uniquely voiced” (Kalantzis & Cope, 2010, p. 209). Students can create multimodal texts or produce mixing genres. Among the activities suggestions from New Learning, learners can make media and genres in an original or hybrid way. In applying creatively, learners “redesign or transform objects and ideas” in new contexts using their own imagination and innovation (Yelland et al. 2008, p. 203).

The knowledge processes are proposed to be used as “a map of the range of pedagogical moves” that enable teachers to address various topics in different ways (Cope & Kalantzis 2009, p. 186). Plus, they are not “a sequence to be followed” (Kalantzis & Cope, 2010, p. 209). Implementing these knowledge processes from a multiliteracies approach in the classroom connected to digital technologies can contribute to a learner-centered pedagogy aligned with ‘constructivism.’ “In constructivist classrooms, learners are often allowed to play an active role in determining the area of focus, formulating questions, and selecting activities” (Kalantzis & Cope, 2012, p. 366). This is a considerable potential for transforming teaching and learning and developing students’ 21st-century skills in Brazilian public schools.

### **2.1.2 The Learning Module**

A Learning Module (LM) is an organized collection of content presented together for the educator who designs and delivers a course, a subject, a concept, or a theme. It is a hybrid artifact of syllabus, lesson plan, and textbook (Kalantzis & Cope, 2020a). A learning module comprises all of these things integrated but does all of them differently. In other words, “whereas

a textbook summarizes the world, transmitting content to learners in the single voice of the textbook writer, the learning module curates the world [including] web links to textual content, videos and other embedded media” (Kalantzis & Cope, 2020a, p. 26).

The authors clarify that while a syllabus outlines content and topics to be covered, an LM generates interactions through the ‘updates,’ which are the content the educator shares, including a wide range of multimedia formats. The updates are followed by discussion questions. Besides that, an LM incorporates a peer-review project with rubrics that motivates the process of drafting, peer and self-reviewing, revising, teacher reviewing, and publishing. Another unique aspect of a learning module is the surveys. The knowledge surveys anticipate right and wrong answers, and the information surveys that do not have right or wrong answers, such as an opinion survey (Kalantzis & Cope, 2020a). The survey can reflect differences of perspective between participants.

Additionally, Kalantzis and Cope (2020a, p. 27) point out that “whereas a lesson plan is the teacher’s private activity outline, the LM can be shared with the class, and optionally published to the web, for other teachers to use within a school or beyond, thus, to build a school-based pedagogical knowledge bank.” It can be used for professional collaboration and learning.

The CGScholar<sup>13</sup> platform offers a learning module tool that supports diverse pedagogical designs. CG Scholar is an online writing environment and a publishing space created by a team at the University of Illinois, Urbana-Champaign, managed by Bill Cope and Mary Kalantzis. This social knowledge setting uses learning sources by design and multiliteracies to accommodate multimodal production and publications. Thus, educators, members of CG Scholar can create their learning modules, comprising activities they select with the knowledge processes by Kalantzis and Cope (2012).

A learning module can present a series of multimodal content such as embedded media (images, infographics, videos, pdf files, and audios), text, and external links to any file. According to Kalantzis and Cope (2020a) and their course “HRD 572 FA19 EdD: e-Learning ecologies<sup>14</sup>”, the overall structure of an LM includes some modes of interaction with and between students:

1. **Learning Focus:** curriculum area and education level.

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<sup>13</sup> The CG Scholar platform: <https://cgscholar.com/home/>

<sup>14</sup>Further information about the HRD 572 FA19 EdD e-Learning Ecologies course: <https://education.illinois.edu/course/HRD/572>

2. **Knowledge Objectives:** intended learning outcomes that apply the ideas and principles of this course into practice. It must include target learners, including assumptions for both the learners (member side) and teachers (admin side), anticipated duration to complete the module, and material requirements.
3. **Knowledge Processes:** activities marked up for the ‘kind of knowledge making’ required of the learner sequenced appropriately and with a range that accommodates learner diversity.
4. **Knowledge Outcomes:** assessment processes: formative and summative.
5. **Learning Pathways:** recommended follow-on activities.
6. **Updates:** content posted by the educator that can be pushed into the student’s activity stream, including different multimedia formats.
7. **Project:** including a prompt and a rubric for peer, self, and/or teacher review.
8. **Surveys:** information surveys that do not have right or wrong answers, such as an opinion survey.
9. **Two-column format:** be well-formatted in terms of the learning module two-column format and heading structure.
10. **References:** including a references section of all sources, including scholars used to justify the need for the approach you are taking, and media used throughout the work.

A learning module is organized side-to-side in a two-column format. On the left side, “for the student,” where the educator speaks directly to the student, and on the right side, “for the admin,” where the educator says the professional discourse of education, articulating learning objectives, curriculum standards, and teaching tips. On the left column, members can be named any way the LM designer chooses: “student,” “participant,” “member,” etc., and admins can be called as “teacher,” “instructor,” “coordinator,” “admin,” “educator,” etc. The name is less important than the difference in the discourse. As follows the screenshot of my learning module from the CG Scholar:

**Figure 08: Screenshot of a learning module**

The screenshot shows a web browser window with the URL [cgscholar.com/creator/works/101669/versions/211662/export?utf8=✓&output\\_format=standard](https://cgscholar.com/creator/works/101669/versions/211662/export?utf8=✓&output_format=standard). The page title is "Week 8 - Asynchronous - Collaborative intelligence".

**For the participant**

Introduction to the lesson:

Media embedded May 21, 2020

Introduction to week 8: collaborative intelligence (May 21, 2020) [Video]; YouTube. [https://youtu.be/xZBoW7NYg\\_g](https://youtu.be/xZBoW7NYg_g)

Media embedded March 8, 2021

Introduction to week 8: collaborative intelligence (May 21, 2020) [Video]; YouTube. [https://youtu.be/xZBoW7NYg\\_g](https://youtu.be/xZBoW7NYg_g)

**Experiencing the new/conceptualizing**

This update is about one more affordance: **Collaborative intelligence**.

1. **Before we get started, please take a moment to read this excerpt on Collaborative intelligence:**

The opposite of it is individual intelligence. "There are a lot of evidence that testifies that learners working together are able to solve problems and be much more creative with any particular set of tasks than someone working on their own. If we bring people with different orientations to the very same kind of problem there will have a much richer learning experience in a more condensed period of time."

**For the educator**

The instructor should watch this video to truly understand the concept:

Media embedded November 24, 2019

e-Learning Affordance 5b: Collaborative Intelligence (November 24, 2019) [Video]; YouTube. <https://www.youtube.com/watch?v=GKW1RBVWS4I>

**Experiencing the new**

- The teachers will learn about collaborative intelligence. They will be immersed in new passages and examples of this affordance.

Source: The 7 *e-Affordances* LM on CG Scholar

It is also important to mention that the underlying principle of the learning module is the ‘reflexive pedagogy,’ which will be elaborated next session.

## 2.2 AN OVERVIEW OF THE REFLEXIVE PEDAGOGY AND ITS DIMENSIONS

Pedagogies have been emerging over the years to adequately accommodate learners’ demands from the perspective of knowledge, skills, and the changing world of technology. The reflexive pedagogy represents an alternative to the traditional paradigms of didactic pedagogy and has its roots in transformative and authentic pedagogy (Cope & Kalantzis, 2015a). According to the authors, ‘reflexive’ means cycles of interaction with ideas, and objects and other learners, designed and coordinated by teachers” (p. 357).

The reflexive pedagogy strongly focuses on knowledge production and positions the students as active knowledge consumers to content and peers (Cope, 2018, YouTube). Consequently, this reflexivity also develops students’ critical thinking skills and communicative competence. Whereas the didactic is teacher-centered and the learning space is limited to the



four walls of the classroom, the reflexive promotes the ‘ubiquitous learning,’ where students can learn from any place, any time, anyhow (Cope & Kalantzis, 2015a 2017; UNESCO, 2013).

Often a reflexive learning occurs when students have voice and choice in the learning. Additionally, it happens when there is reflexivity between the teacher and students, which is the whole idea of building collaborative environments (Cope, 2018, YouTube). In order to show how education can be socially constructed, the following shows the contract between the didactic and the reflexive pedagogy adapted from Cope and Kalantzis (2017, p. 14), Kalantzis & Cope (2020a, p. 57), and a presentation at symposium by Kalantzis and Cope (2018):

**Table 04: Traditional in-person Didactic pedagogy vs. the Reflexive pedagogy made possible by drawing in the affordances of the digital**

<b>DIDACTIC PEDAGOGY</b>	<b>7 AFFORDANCES OF THE DIGITAL</b>	<b>REFLEXIVE PEDAGOGY</b>
Confined by the four walls of the classroom and cells of the timetable.	1. <i>Ubiquitous Learning</i>	Transcending the old pedagogical separations of space and time, learning anywhere, anytime, anyhow.
Learners as passive knowledge consumers; focus on memorization.	2. <i>Active Knowledge Making</i>	Learners as knowledge producers. Scope for more agency in their learning.
Academic literacies: traditional textbooks, assignments and tests.	3. <i>Multimodal meaning</i>	New media texts, multimodal knowledge representations.
Emphasis on standardized, summative assessments.	4. <i>Recursive Feedback</i>	Formative assessment, prospective and constructive feedback from multiple perspectives. Focus on the social sources of knowledge.
The isolated learner, with a focus on individual cognition and long-term memory.	5. <i>Collaborative Intelligence</i>	Peer-to-peer learning, sourcing social memory and using available knowledge tools appropriately

Focus on facts to be remembered. Learners replicate knowledge by applying definitions, and deducing the correct answers.	6. <i>Metacognition</i>	Thinking about thinking, critical self-reflection on knowledge processes and disciplinary practices.
Homogenizing, one-size-fits-all curriculum.	7. <i>Differentiated Learning</i>	Flexible, self-expressive, and adaptive learning, addressing each student according to their interests, self-identity, and needs.

Source: Adapted from Cope and Kalantzis (2017, p. 14) and Kalantzis & Cope (2020a, p. 57)

I think it is crucial to clarify here, in agreement with Cope and Kalantzis (2017), Kirschner et al. (2006), and Cope (2018), that the intention here is not to reject all the principles of didactic pedagogy completely, not least because there are situations in learning in which there are facts to be remembered and definitions to be conceptualized. Moreover, Kalantzis (2019, YouTube) explains that “no [pedagogy] is effective for all learners, all disciplines, all subjects, and all purposes. Teachers need a repertoire to move in and out to know the instructional sequence they have selected.” This debate is necessary to understand the components of these pedagogies in order to transform teaching/learning.

As a starting point to a debate, I will elaborate on how the seven dimensions of the digital more readily enable reflexive pedagogy (see Table 04). They comprise a framework called the ‘seven affordances of the digital’ presented in the next section.

### **2.2.1 The ‘seven affordances’ of the Digital**

The ‘seven affordances of the digital’ or ‘e-learning ecologies’ by Cope and Kalantzis (2017) refers to the possibilities of new kinds of learning in different environments with digital technology. This framework encompasses three terms: ‘e-learning,’ ‘ecologies,’ and ‘affordances.’ According to the authors, e-learning is “the use of computing devices that mediate or supplement the relationships between learners and teachers - to present and assess learnable content, to provide spaces where students do their work, and to mediate peer-to-peer interactions” (p.1). For the current research, I decided to combine the seven affordances with m-learning instead, which refers to all education involving mobile devices.

Cope and Kalantzis (2017) explain that ‘ecologies’ is a metaphor for the complexity of learning settings, which can be compared to an ecosystem: multiple interactions of human, textual, discursive, and spatial dynamics in traditional and modern education, with or without digital technology. Moreover, the ecological perspective considers learners and educators a living and dynamic system with physical, social, and virtual dimensions, located in a particular cultural and historical time and spatial frame (Maina & Gonzalez, 2015).

The third term, ‘affordances,’ represents the possibilities offered by digital technologies, which might contribute to transformative twenty-first-century learning. In order to “prepare learners for success in a world that is increasingly dominated by digital information flows, and tools for communication in the workplace, public spaces and personal life,” Cope and Kalantzis (2017) propose seven affordances of e-learning ecologies: 1) Ubiquitous Learning; 2) Active Knowledge Making; 3) Multimodal Meaning; 4) Recursive Feedback; 5) Collaborative Intelligence; 6) Metacognition; and 7) Differentiated Learning.

**Figure 09: ‘Seven affordances’ of e-learning ecologies**



From: Cope and Kalantzis (2017, p. 14)

## 1) Ubiquitous Learning

e-Learning and mobile learning have been increasingly integrated with the rapid expansion of technologies in people’s daily lives. This ubiquitous phenomenon offers possibilities for new teaching and learning practices. These new teaching and learning potentials go beyond the spatial and temporal dimensions of the schools and make us rethink our traditional educational models. Based on these developments, ubiquitous learning, also known as u-learning, refers to the idea that learning can happen anywhere at any time, breaking the boundedness in space and in time (Cope & Kalantzis, 2009, 2017; UNESCO 2013, Pegrum, 2014).

It is important to emphasize that, even though u-learning can happen anywhere at any time, it does not necessarily need to be digital. However, digital technologies offer many affordances to make u-learning more possible (Cope & Kalantzis, 2009). As the authors state, “using new machines is not necessarily a sign that ubiquitous learning has arrived” and

“[u]biquitous learning is a new educational paradigm made possible in part by the affordances of digital media (p.4).

Haniya and Rush (2017) explore four significant implications of ubiquitous learning for more effective learning evolving technologies. These implications build on frameworks from Cope and Kalantzis (2008) and Burbules (2009).

- **Transforming when and where we are able to learn**

Ubiquitous learning breaks down the confinements of space and temporal boundaries that characterize the traditional classroom. This learning type needs to include synchronous and asynchronous interaction from software learning platforms such as meeting rooms, bulletin boards, and resource libraries to assist live and ongoing interactions (Haniya & Rush, 2007). These aspects need to become part of all learning settings, from informal to formal. However, the authors point out that having access to technology and online learning tools does not guarantee learning improvement if they are not associated with effective implementation and good teacher preparation. “Using computers can enhance learning - but only when teachers are well trained on how to use technology appropriately, utilize a variety of effective strategies such as peer learning or feedback, and when students take responsibility for their learning” (Haniya & Rush, 2007, p. 50).

- **Reconfiguring the teacher-student power relationship**

Haniya and Rush (2017) highlight the importance of understanding u-learning changes the power relationship among educators and learners. Students from new generations are becoming more active communicators, cultural producers, critical commentators, and collaborators on social media. Pedagogy is moving to a more student-centered relationship. Digital tools facilitate mutual collaboration between students and teachers and contribute to active learning. The affordances of u-learning enable teachers to “scaffold learning, enriching classroom practices with constructive online class discussions, peer-to-peer evaluation, and posting critical thinking problems” (Haniya & Rush, 2017, p.53).

- **Rethinking the way we develop and assess knowledge**

Teachers need to rethink some educational assumptions in a ubiquitous era and not replicate traditional practices with technology. For instance, a common way to ensure students have learned an assigned reading is through quizzes about the text. Cope (2014b, online) emphasizes that traditional education is long-term memory, which means repeating what students

have learned, definition of concepts, and remembering information for the tests. The problem with this traditional method is that this long-term memory lasts just a bit longer after the exam (Cope, 2014b, online). He explains that the world is moving towards a scenario where memory is less important because information is available due to the technological phenomenon. “Information is accessible on our phones; computers and it should also be available in every moment of learning. That means teachers will assess the artifacts that students make” (Cope, 2014b, online). Artifacts represent evidence of learning in a multimodal genre with students’ own voices and perspectives.

Here are some examples of artifacts cited by Cope and Kalantzis (2015b, p. 367): a report on a science experiment, an information report on a phenomenon in the human or social world, a history essay, an artwork with exegesis, a video story, a business case study, a documented invention or design of an object, a worked mathematical or statistical example, a field study report, or executable computer code with user stories. Furthermore, they add that it is not what students can remember about the content but the intellectual quality of students’ reports or other multimodal artifacts they created. Thus, in u-learning, there is a shift from memorization to knowledge representations.

- **Recognizing the way we build organic and collaborative knowledge cultures**

Engagement with lifelong learning materials has become an essential part of organic and collaborative learning cultures. This change will allow people to draw from many different sources to find interesting information (Haniya & Rush, 2007). As an example of lifelong learning opportunities, the authors cite courses like MOOCs. This type of online course can transcend time and space. They explain that MOOCs differ from traditional face-to-face classes in terms of participating members. MOOCs can have thousands of people learning at the same time, and “assessments focus on electronic quizzes, text analysis of discussion boards, or peer-reviewed essay assignments” (p. 57). Wagner (2018) states that most MOOCs have been geared toward secondary and postsecondary/university students, and their growth has been exponential, reaching a broader population of learners at scale.

Other examples of lifelong opportunities cited by the authors are

- free videos from TED<sup>15</sup> talks, self-described on their website as “influential videos from expert speakers on education, business, science, tech and creativity”.

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<sup>15</sup> Ted Talks: <https://www.ted.com/talks> Access on April 4, 2020

- Khan Academy<sup>16</sup>, a non-profit platform that provides free courses about math, science and engineering, arts & humanities, and test preparation for colleges admission; and
- The Great Courses<sup>17</sup>, a platform with subscription services of academic lectures.

Another aspect of u-learning mentioned by Cope (2014a, online) is transparency, in which everything is transparent, information is stored and saved in a digital environment with date and time records. For example, he stresses that students will not say they lost their homework because the information is available in the cloud. It is possible to access everything students are doing in one moment, build data on analytics on top of their activity, check how many words they are writing and the peer reviews coming in. Now, this is much easier with the affordances of the digital.

Additionally, based on studies of Yahya (2010) and Nicholas (2015), some specific requirements technology must meet if they are incorporated with ubiquitous learning:

- Permanency - learners never lose their work unless it is deleted on purpose.
- Accessibility - learners can access their files from everywhere.
- Immediacy - learners can obtain information immediately.
- Interactivity - learners can interact with others synchronously or asynchronously, enabling knowledge development and transformation more quickly and readily.
- Situating instructional activities - learning is embedded in the learner's daily life across different contexts.
- Adaptability - learners can get the right information at the right place in the right way.
- Context-awareness - the environment can adapt to the learners' real situation to provide adequate information for them.

They highlight that these aspects are not unique but are strongly enabled by the educational affordances that devices can provide.

It is important to accentuate that there are some challenges in ubiquitous learning. There are problems associated with technical issues, lack of knowledge for implementing technology in learning environments, teachers' preparations, etc. "Of course, not all devices need to be built for education. Some, like the now- ubiquitous mobile phone, can be "re-purposed" for uses by students. Thus, students can use such phones as an avenue to share information on school

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<sup>16</sup> Khan Academy: <https://www.khanacademy.org/> Access on April 4, 2020

<sup>17</sup> The Great Courses: <https://www.thegreatcourses.com/> Access on April 4, 2020

assignments or to provide peer-to-peer advice on [different subjects]” (Wagner, 2018, p. 187). If we implement changes such as having students make multimodal representations, creating interactive and collaborative activities (peers-to-peers) through smartphones’ applications, they will enable a personalized study according to individual needs and classroom diversity, facilitating Ubiquitous learning.

## **2) Active Knowledge Making**

This affordance refers to learners as active knowledge producers less than knowledge passive consumers. Kalantzis and Cope (2014b, YouTube) explain that anyone can bring something to the learning experience, “without interrupting or annoying everybody else, a student can be an investigator, a designer, a creator simultaneously as everybody else in that group or class.” Additionally, they suggest that instead of learners studying a specific chapter in their book and remembering the final test information, for instance, a chapter about volcanoes, learners can produce their own chapter about volcanoes. Learners can build something unique to represent what they learned based on available digital resources. They can produce an animated infographic, a video, e-portfolio, or other multimodal artifacts to represent their knowledge.

Following this perspective, Dias and Pimenta (2015, p. 716) state that “the web tools, viewed from the perspective of a “participatory web” whose features enhance creativity and collaboration amongst users, can be used to encourage learners’ participation, creation, and sharing of what they produce in the process of constructing knowledge in English”. Amina (2017) highlights that active learning causes a shift in the balance of agency among students and teachers. She explains that teachers are no longer the main ones responsible for providing comprehensive information to students in the classroom, and learners are encouraged to access sources beyond their textbooks. In this way, learners become more active in choosing other online materials besides their personal interests. They can choose reading materials, listen to podcasts, watch videos on different platforms and access more resources online. By doing this, students can expand the knowledge presented within the four walls of the classroom.

According to Henning et al. (2019, p. 1), “under this broad umbrella, many pedagogies can be defined as active learning, e.g., games and simulations, worksheets, problem-based learning exercises, case studies, concept maps, and so on.” Technologies can enable learners many uses for active knowledge making in different ways. One of them is through project-based



learning, a student-centered and hands-on style approach in which students learn about a subject by working in groups or independently to solve a problem (Nilson, 2010). This form of education moves beyond sitting in a classroom and reciting knowledge. Instead, students can use technology such as video chats and media production to solve real problems in the world and to collaborate with people across their school, community, or the globe. This makes learning a more meaningful experience for learners than merely memorizing information for a one-time exam.

Augmented Reality (AR) is another example of a technology that can support learners as active knowledge producers. AR expands the physical world with digital information and allows learners to attach layers such as pictures, 3D objects, texts, audios, or videos onto it. These elements can be produced and uploaded by students. Lakarnchua and Reinders (2014, p. 42) state that “augmented reality (AR) [offers] an interface between reality and relevant digital information. Learners can harness such information to get information about a particular place, its meaning, its users, and even the language that is relevant and appropriate in that place.” As one example of an interesting AR project for language teaching, Liu and Tsai (2013) develop a project with five students involving a tour of the campus. Students used objects marked with digital information, such as information about the objects, besides vocabulary and expressions, used by participants in their subsequent essays.

Teachers play a crucial role when conducting learners to produce an artifact through the digital. Otherwise, learners will copy and paste online sources, other than generating learning processes. Cope (2014b) underlines that one of the consequences of active learning focus is that teachers will center on learning outcomes. He explains that teachers are not going to measure long term memory but assess the quality of artifacts that students will make and cite all the sources.

Active knowledge making is about creating and producing, as opposed to traditional knowledge transmission related to remembering information. With this in mind, technologies play a vital role in supporting active knowledge acquisition in various ways. Technology facilitates creating artifacts, provides students more access to knowledge besides the one offered in the physical classroom.

### 3) Multimodal Meaning

This affordance of e-learning ecologies refers to the expansion of resources for making meaning. Recently, the ways we have been communicating, reading, and producing texts have changed with the rise of new multimodal texts in our daily lives. These texts draw on a multiplicity of modes (written, visual, spatial, tactile, gestural, audio, and oral) integrated into various ways to make meaning (Kress, 2003). Multimodality is the theory of how these modes of meaning are interconnected in our practices of representation and communication (Kress, 2003; Kress, Van Leeuwen, 2006, Kalantzis, Cope, 2012). This approach seeks to understand the articulation of these diverse modes used in different social contexts to communicate and make meaning. “Such combinations do not follow a fixed set of rules but have to accomplish social and cultural meaning in every single instantiation” (Dias & Pimenta, 2015, p. 718).

It is essential to highlight that multimodality is not exclusive to digital texts, and we can find it in print texts such as magazines, menus, tourist guides, textbooks, and advertisements. These are examples of multimodal texts cited by Dias (2012) that incorporate linguistic, visual, formatting, layout, and other elements. On the other hand, digital technologies offer a multiplicity of modes that are uncommon in print texts. For example, in a digital magazine, it is possible to find links, videos, audio, 3D images, animated images, and interactive worksheets. Van Leeuwen (2005) indicates that all modes work together in an orchestra simultaneously to make meaning. Distinct modes and their combinations will use different media. Kalantzis and Cope (2012) define this media as the tools and practices people use to represent and communicate meanings: pens and paper, keyboards and touch screens, oils and canvases, cameras and phones, voice and sound recording devices, videos and game consoles that capture gesture, and tools to give the things we make texture, taste and smell.

Moreover, Kalantzis and Cope (2012) stress that the changes and developments in contemporary communication environments result in increased multimodal media in our daily lives. For example, mobile phones combine writing, image-making, and other modes; e-book readers integrate books that show movies on which you can also create finger art. Because of this phenomenon, the authors explain that multimodality is one of the most significant challenges to the old literacy teaching as traditionally literacy teaching has focused on written language.

Kalantzis et al. (2015), Kalantzis and Cope (2012) and Kress (2003) use the term synesthesia to refer to the learning process where multimodal expressions are ways for active

knowledge construction. Synesthesia is the process of expressing a meaning in one mode, then another. For example, the authors cite that a person can describe the same scene in words or a picture. The authors cite that a person can describe a scene verbally or visually. The person interpreting the meaning will imagine a scene when they hear and, in another way, when they see a picture of the scene, despite they both represent and communicate the same idea.

Synaesthesia is an aspect of multimodality that can be very powerful to support and deepen learning (Kalantzis & Cope, 2012). Learners may express something in words, an image, or a diagram. Miller and McVee (2012) indicate that integrating practices of multimodal systems beyond print texts for all students may be essential tasks for schools in the 21st century. These possibilities facilitate learners to create digital artifacts, which are the knowledge representations I explained in the ubiquitous learning session of this dissertation. “In the era of new media, learners assemble their knowledge representations in the form of rich, multimodal sources—text, image, diagram, table, audio, video, hyperlink, infographic, and manipulable data with visualizations” (Cope & Kalantzis, 2015a, p. 367).

The current era requires learners and educators to expand communication practices to multimodal meaning. However, Amina (2017, p.81) points out that “[i]t is also important for students to know how to find reliable and valid sources. Instructors can play the connecting role, exploring various ways to identify the validity of sources”. Knowledge represented through multimodality seems much more prosperous and positively more engaging and proper for 21st-century learners. Digital tools offer synesthesia possibilities and the creation of multimodal artifacts that were not possible in the past. Students have access to different computing devices that allow them to read and research information online, type their class assignments, and create any presentations, including charts, graphs, videos, images, animation, links, and many others.

#### **4) Recursive Feedback**

This affordance refers to the power of feedback from multiple sources and perspectives. For example, feedback from peers, self, teachers, parents, invited experts, and others. According to Kalantzis (2014a, YouTube), “feedback enables [educators] to document the way in which a learner has changed, grown and progressed.” She stresses that feedback has to come during the learning process. However, if it is produced at the end of a test, where the feedback is binary, right or wrong, it means educators have missed an extraordinary learning opportunity in the

process of making that knowledge (Kalantzis, 2014a). Feedback should be more than saying right or wrong, and it should encourage the student to reflect on the learning process.

Recursive Feedback or a new generation of assessment systems, includes continuous machine-mediated human assessment from multiple perspectives and machine feedback such as selected and supply response assessments (Kalantzis, 2014a; Cope, 2014c). Selected responses are the multiple choice and true/false questions, “which involves item creation: four answers A, B, C, D, one of them must be right, but there must be an answer that “seems right” (Cope & Kalantzis, 2018). The authors call the answers that “seem right” as distractor items. One of the problems about this is that the learner may give the right answer but not understand the reasoning. There are free applications that aid teachers for classroom selected response systems such as Clickers, Socrative, Kahoot, Plickers, and so on.

Supply responses also require long answers. These include one sentence, fill in the gaps, essay format, or a digital artifact (digital portfolio, video or multimodal representation), where students can construct their own responses and answers. Cope and Kalantzis (2018) explain that although teachers think that they are discovering what students have learned in both kinds of assessment, they are preparing them to retain and remember for the purposes of the test. A concept involved in recursive feedback that combines both types of responses, selected and supply, is formative assessment.

Formative assessment is an assessment of learning and for learning (Cope, 2014c). It refers to a variety of resources that teachers use to check students' progress and understanding during the teaching-learning process. This type of assessment establishes continuous feedback on the progress of students during a class quickly. Thus, the teacher checks the students' doubts and seeks to solve the problems and difficulties that arose during the learning before the summative assessment, which is the formal one given after as a test.

Kulasegaram and Rangachari (2018) point out that, ideally assessments for learning are those that: 1) help the learners define where they are in meeting the objectives of a course; 2) identify what they need to do further; 3) prepare them to transfer their knowledge and skills to novel situations; 4) enable them to gain a deeper understanding of the material; and 5) provide them an opportunity to personalize their learning. The authors clarify that not all assessments can achieve these objectives, but it is important to have a judicious mix to enrich and enhance students' learning experience.

Formative assessment happens when students are learning, unlike summative assessment, which takes place at the end of an educational process and aims to assess only the learning outcomes. The general objective of formative assessment is to collect detailed information that can be used to improve student instruction and learning (Davis, 2017). According to Santos Costa and Oliveira (2015), “formative assessments help teachers to identify the concepts that students are struggling to understand, the skills they are having difficulty acquiring, or learning standards that have not yet reached [...] (p. 11)”. Weekly or monthly quizzes and classroom polls, online or paper portfolios, reports, essays or other artifacts may be part of formative assessment. It is important that there is a balance of the different ways for formative assessment ensuring that they are significant for the learning outcomes.

Additionally, Andrade and Valtcheva (2009) highlight the importance of self-assessment as a valuable learning tool part of the learning process. They note that through self-assessment, students can: identify their own skill gaps where their knowledge is weak, see where to focus their attention in learning, set realistic goals, revise their work, track their own progress if online, and decide when to move to the next level of the course. Therefore, the authors indicate this process helps students stay involved, motivated, and encourages self-reflection and responsibility for their learning.

This affordance refers to the power of feedback from multiple sources and perspectives. For example, feedback from peers, self, teachers, parents, invited experts, and others. Feedback can come from oneself, peers, teachers, parents, invited experts, and others. According to Kalantzis (2014a), “feedback enables [educators] to document how a learner has changed, grown and progressed.” She stresses that feedback has to come during the learning process. However, if it is produced at the end of a test, where the feedback is binary, right or wrong, it means educators have missed an extraordinary learning opportunity in the process of making that knowledge (Kalantzis, 2014a). Feedback should be more than saying right or wrong, and it should encourage the student to reflect on the learning process.

Recursive feedback, or a new generation of assessment systems, includes continuous machine-mediated human assessment from multiple perspectives and machine feedback such as selected and supply response assessments (Kalantzis, 2014a; Cope, 2014c). Selected responses are the multiple-choice and true/false questions, “which involves item creation: four answers A, B, C, D, one of them must be right, but there must be an answer that “seems right” (Cope &

Kalantzis, 2018). The authors call the answers that “seem right” as distractor items. One of the problems with this is that the learner may give the right answer but not understand the reasoning. There are free applications that aid teachers for classroom selected-response systems such as Clickers, Socrative, Kahoot, Plickers, etc.

Supply responses also require long answers. These include one sentence, fill in the gaps, essay format, or a digital artifact (digital portfolio, video, or multimodal representation), where students can construct their own responses and answers. Cope and Kalantzis (2018) explain that although teachers think that they are discovering what students have learned in both kinds of assessment, they prepare them to retain and remember for the test. A concept involved in recursive feedback that combines both types of responses, selected and supply, is formative assessment.

Formative assessment is an assessment of learning and for learning (Cope, 2014c). It refers to a variety of resources that teachers use to check students’ progress and understanding during the teaching-learning process. This type of assessment establishes continuous feedback on the progress of students during a class quickly. Thus, the teacher checks the students’ doubts and seeks to solve the problems and difficulties that arose during the learning before the summative assessment, which is the formal one given after as a test.

Kulasegaram and Rangachari (2018) point out that, ideally, assessments for learning are those that

- help the learners define where they are in meeting the objectives of a course;
- identify what they need to do further;
- prepare them to transfer their knowledge and skills to novel situations;
- enable them to gain a deeper understanding of the material; and
- provide them an opportunity to personalize their learning.

The authors clarify that not all assessments can achieve these objectives, but it is vital to have a judicious mix to enrich and enhance students’ learning experience.

Formative assessment happens when students are learning, unlike summative assessment, which occurs at the end of an educational process and aims to assess only the learning outcomes. The general objective of formative assessment is to collect detailed information that can be used to improve student instruction and learning (Davis, 2017). According to Santos Costa and Oliveira (2015), “formative assessments help teachers to identify the concepts that students are

struggling to understand, the skills they are having difficulty acquiring, or learning standards that have not yet reached [...] (p. 11)”. Weekly or monthly quizzes and classroom polls, online or paper portfolios, reports, essays, or other artifacts may be part of formative assessment. There must be a balance of the different formative assessment ways, ensuring that they are significant for the learning outcomes.

Additionally, Andrade and Valtcheva (2009) highlight the importance of self-assessment as a valuable learning tool as part of the learning process. They note that through self-assessment, students can

- identify their own skill gaps where their knowledge is weak,
- see where to focus their attention on learning,
- set realistic goals,
- revise their work,
- track their own progress if online, and
- decide when to move to the next level of the course.

Therefore, the authors indicate that this process helps students stay involved, motivated, and encourages self-reflection and responsibility for their learning.

According to Kalantzis (2014a), feedback should come when learners need it. However, she indicates some challenges to accomplish that; for example, in a class of 30 students, it is hard for teachers to give individual feedback in a timely way. The good thing is that digital ecologies allow the teachers to set up systems to provide feedback as required.

In sum, recursive feedback can change the nature of learning when it comes from different sources and perspectives. Students are also offered just-in-time feedback, or assessment that is for learning (formative assessment) and not just of learning (summative assessment) (Kalantzis, 2014a). A useful feedback is not one that points if answers are right or wrong, but the one that comes when needed during the learning process with contributions for improvement.

## **5) Collaborative Intelligence: Social Dimensions of Learning**

Collaborative Intelligence is an affordance of the digital that focuses on learning as a social activity rather than learning as individual intelligence. In this dimension, peers offer structured feedback to each other; available knowledge resources are diverse and open; and the contributions of peers and sources to knowledge formation are documented and transparent

(Cope, 2014d). Moreover, the idea behind this affordance is that intelligence is “something that emerges - it is an action, a happening” and “an achievement that comes alive in concrete situations” (Webb, 2017, p. 144).

Kalantzis (2014b) emphasizes that if educators bring students with different orientations to the same type of problem, there will be a much richer learning experience in a more condensed time. She underlines that collaborative work produces collaborative intelligence, and unlike traditional classrooms in the digital ecology space, we can have people working, talking, and contributing together all the time.

In the digital era, interactive tools such as YouTube, Google Drive, Wikipedia, Facebook, Zoom, and others can empower students to be active knowledge producers as a collaborative phenomenon. Cope and Kalantzis (2014a) elaborates on this point by identifying reciprocity as an aspect that keeps generation P on social media as Facebook and Twitter. They explain that these new media are based on deep forms of reciprocity and social stickiness. For example, Twitter users get followers by following other people, and on Facebook, they like posts to have their posts liked. Cope and Kalantzis (2014a) suggest the implementation of reciprocity in learning environments. For instance, students can comment on each other’s web artifacts, leveraging collaborative intelligence and engagement. Students should learn how to navigate the web effectively to develop skills and judge the credibility of sources, and teachers need to guide them to post online (Webb, 2017). Also, students need to be willing to collaborate and engage with others for mutual benefit.

In this way, Fredrick (2014) and Boykin & Nogueira (2011) refer to three types of engagement: behavioral, cognitive, and affective/emotional. According to these authors, behavioral engagement entails how attentive and active learners are in general. For instance, paying attention, asking pointed questions, seeking help that enables one to accomplish the task at hand, participating in class discussions. It also includes their involvement in any extracurricular activities (Fredrick, 2014). Cognitive engagement refers to how intrinsically motivated they are in the learning process and how much they regulate and take ownership of it. It connotes understanding complex concepts and issues and acquiring difficult skills. It conveys deep processing of information whereby learners gain a critical or higher-order comprehension of the subject matter and solve challenging problems (Boykin & Nogueira, 2011). Lastly, affective engagement indicates emotional reactions about their teacher, classroom, and general



school experience—for example, positive affect, positive attitude, positive value held, curiosity, and task absorption. Learning occurs best when all three engagement areas are met (Fredricks, 2014; Boykin & Nogueira, 2011). For these authors, students learn best when all three areas of engagement are met.

Besides engaging lessons, the publication of students' artifacts must be a fundamental part of the learning process. During the creation of multimodal artifacts, multiple revisions and feedback are important aspects of collaborative learning. Publications can be done on the walls of the classrooms, portfolios, and class websites. Publications should have communicative functions that are read by a real audience and not limited to a simple school task without social purpose to be read only by the teacher (Dias, 2004).

Many digital technologies provide collaborative affordances for learners and teachers to learn collaboratively. Students can meet virtually, work on a task together and collaborate in different ways. Students can also work on projects with learners worldwide by giving and receiving feedback, exploring new ideas and reflections that they cannot do in a traditional classroom. The process of collaboration in traditional classroom settings is intensified in online settings. In collaborative intelligence tasks, students create their own unique works instead of rote memorization and repetition of information. Collaborative intelligence will produce higher work standards and more profound knowledge because of the different experiences and perspectives associated with the group of learners (Kalantzis, 2014b).

## **6) Metacognition**

Metacognition is about reflecting on what learners are doing, on the concepts they are developing, on the way they are applying any particular knowledge (Kalantzis, 2014c). The author clarifies that metacognition is not just about knowing and understanding, but thinking about thinking, thinking about how learners have gone about doing an activity, and about the process they were involved in delivering a particular kind of outcome. Metacognitive practices refer to the processes used to plan, monitor, and assess one's understanding (Chick, 2013). These practices help students become aware of their strengths and weaknesses as learners, writers, readers, test-takers, and group members (Chick, 2013).

Kalantzis (2014c) stresses the importance of encouraging learners to be reflective about their practices. As educators prepare them for the real world, learning should not be in a separate

space that does not connect students to real life. She elaborates on this point by explaining that students spend much time in a classroom, have relationships, and engage with others, and they should not be only reproducers of knowledge or reproducers of expectations, but investigators, curious, data collectors, and they should argue for what they do.

Ensuring metacognition as part of the learning process is essential because “[...] the 21st century is fast-moving; it is a complex world with much diversity.” (Kalantzis, 2014c). All people that are operating effectively in this new era need to be able to reflect on their own thinking. To be a good citizen and a good worker in the machine age, students need to seek answers, solve problems, and others. Similarly, Scott (2015) mentions that education should prepare learners to tackle collaborative problem-solving scenarios and provide opportunities for learners to reflect on their ideas. Approaches focusing on learners’ participation, collaborative learning, personalized learning, project-based learning, and real-world contexts are keys to stimulating 21st-century skills growth (Scott, 2015).

Today, there is a consensus that basic reading and writing skills are no longer sufficient for being successful in the information era. Students need to develop skills to solve complex problems and act critically in personal and professional life. Metacognition includes a critical awareness of a) one’s thinking and learning and b) oneself as a thinker and learner (Chick, 2013). In this way, critical learning is a concept highly connected to metacognition that involves critical thinking, problem-solving, and judgment making (Webb, 2017).

Therefore, technologies can create environments for reflection, collaboration, and critical thinking, supporting students applying metacognitive capacities. To demonstrate, students can search, edit, organize, keep notes, and list keywords that are important to them for different assignments on their devices. Infographics and concept maps (graphic visual representations and organizations of knowledge) are examples of digital tools that allow students to relate and connect ideas. These tools offer the potential to make complex information easy to digest and support learners to think metacognitively about their own learning. Notably, graphical representations of knowledge are not limited to digital spaces as they allow embedding multimodal print resources derived from pen and pencils.

Cope (2014e) emphasizes that students can make peer and self-review in the web environment, which helps them review or rewrite assignments. When they review each other’s

work, even though they are not writing about the same topic as their classmates, they can still review that work through metacognitive criteria around how information is presented.

In sum, metacognition involves regulating and monitoring students' own learning processes and continually thinking about their thinking (Kalantzis, 2014c). Also, meaningful feedback is necessary to aid students in assessing their strengths and weaknesses and strategizing on how they can improve. Technologies such as concept maps, infographics, and others facilitate metacognitive practices.

## **7) Differentiated Learning**

Differentiated learning refers to the idea of students working individually or in groups, doing different activities simultaneously at a pace that suits their needs. This affordance recognizes that the diversity present in classrooms is a factor that can influence the conditions of student learning (Haniya & Roberts-lieb, 2017). The authors clarify that this diversity is related to many aspects, including linguistic, cognitive, cultural, socioeconomic, and gender differences. Moreover, some students have preferences in how they learn best. Some students are visual, while others are auditory or kinesthetic. According to Gilakjani (2012), visual students learn best through visual images. They depend on teachers' non-verbal cues, such as body language, to help with understanding. Auditory students gain knowledge by listening and interpreting information through pitch, emphasis, and speed, and kinaesthetic individuals learn best with active "hands-on" activities.

Hania and Robert-Lieb (2017) acknowledge that diversity is a big challenge for teachers and schools. However, it is vital to ensure that learners receive the necessary support and scaffold to suit their abilities, needs, backgrounds, and experiences. They state that the only way to reach out to each learner's different educational needs is by applying a differentiated learning approach.

Traditionally, educational media have been grounded in an architecture of sameness, the whole class listening to the teacher lecture in real-time, and the tests are standardized (Cope & Kalantzis, 2014c, 2017). However, the authors emphasize that learners do not have to be on the same page at the same time, nor complete a task at the same pace, nor do they even need to be

doing the same task, because “equality does not mean sameness, and sameness we will not necessarily produce equality” (Cope & Kalantzis, 2014c, YouTube).

It is hard to address differentiated learning and meet the whole group’s needs with the traditional architecture of the classroom (timetables, large groups confined within four walls). Also, teachers have to manage large groups of students, and they cannot provide individual time to all their students. However, e-learning ecologies provide opportunities to facilitate this affordance (Cope & Kalantzis, 2014c; Haniya & Roberts-lieb, 2017).

EDpuzzle<sup>18</sup>, for example, can be used for flexible teaching. It is a tool where learners can work in groups assigned based on learners’ skills, interests, and readiness. In EDpuzzle, teachers can create interactive videos, crop them and embed questions, voiceovers, or audio notes in videos. They can also use and crop existing videos from several sources and assign students to watch them with the appropriate questions or notes, fostering students’ interests in that content. Students can then create digital artifacts based on their own learning styles (visual, auditory, kinaesthetic). Khan Academy and MOOCs, cited in the Ubiquitous learning section of this dissertation, also maximize learning opportunities according to students’ needs (Haniya & Roberts-lieb, 2017).

Students can work on the same project in the CGScholar<sup>19</sup> platform, with each student performing at their own level and at their own pace to complete their individual assignments. Montebello et al. (2018) point out that the platform allows teachers to design multiple individual and collaborative learning activities to suit students’ needs, such as making posts, commenting on others’ posts, peer-review assignments, collaborative writing, and taking quizzes.

Overall, differentiated learning encompasses multiple learning paths in schools to make school curriculum and instruction the best fit for different learners (Haniya & Roberts-lieb, 2017). This type of learning is a leading philosophy for teaching today’s students. It can benefit students by making their learning more meaningful, more relevant to their experiences and interests. The one-size-fits-all approach to education no longer works for the 21st-century student. Technology can also assist teachers assess quickly and see where students stand.

In this section, I presented the seven e-learning affordances that can shape e-learning ecologies: 1) Ubiquitous Learning; 2) Active Knowledge Making; 3) Multimodal Meaning; 4)

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<sup>18</sup> EDpuzzle <https://edpuzzle.com/>

<sup>19</sup> CGScholar [https://cgscholar.com/identity/users/sign\\_in](https://cgscholar.com/identity/users/sign_in)

Recursive Feedback; 5) Collaborative Intelligence; 6) Metacognition; and 7) Differentiated Learning. They are seven possibilities for teaching and learning in the digital era. It is important to remember that none of them are exclusive to the digital world, but the digital offers many possibilities to facilitate them. As Cope (2014e) states, “they are all old ideas in education but simply making them more practical, possible is a revolutionary move (Cope, 2014e)”.

### **2.3 TEACHERS AS ‘TRANSFORMATIVE INTELLECTUALS’**

In this study, I adopted the concept of teachers as ‘transformative intellectuals’ or ‘public intellectuals’ by Giroux (1988). The author highlights that this notion represents a way to rethink and restructure the nature of teacher work. This notion arose from concerns about educational reforms that did not consider public school teachers’ reflective role in the United States by Giroux (1988). According to the author, such reforms have shown little confidence in public school teachers’ ability to offer intellectual and moral leadership to young students and teachers. Consequently, the reforms ignore the role teachers play in preparing them to be critical citizens in a developing society (Kalantzis & Cope, 2012). Likely, these considerations can also be applied to the reality of Brazilian public schools.

From this context, the Brazilian new curricular standards were published by the National Common Curricular Base - BNCC<sup>20</sup> on December 18, 2018. It happened in two stages: the first that changed the basis of Elementary Education approved on December 20, 2017, and the second that changed the High School was approved on December 14, 2018. Although “the reform contemplate relevant aspects for the continuing education of teachers, supported by research in the area of education, the normative vocation of BNCC itself ends up disregarding the autonomy of the teacher and the specifics of his practice “(Pucci & Antunes-Souza, 2021, p. 25).

Regarding the Modern Foreign Language curricular component, critical reflection of texts seems limited to metalinguistic analysis (Duboc, 2018). However, if language is conceived as a social practice, critical thinking should relate the varied uses of language to cultural, identity, political, economic, social, ideological aspects (Duboc, 2018).

Taken that, Giroux (1988) argues that teachers should develop or critically appropriate curricula that meet specific pedagogical goals as schools are expected to be essential institutions

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<sup>20</sup> BNCC: <http://basenacionalcomum.mec.gov.br/>

for maintaining a critical democracy. Giroux (1988, p. 193) believes that “by viewing teachers as intellectuals, we can illuminate the important idea that all human activity involves some kind of thinking.” By doing that, teachers can be seen as “free men and women with a special dedication to the values of the intellect and the enhancement of the critical powers of young” (p. 194). Thus, the term ‘intellectual’ considers the important “role teachers play in preparing learners to be active and critical citizens” (Giroux, 1988, p. 189), which is opposed to instrumental and technical labor.

In my view, this notion is connected to one of the seven affordances by Cope and Kalantzis (2017), active knowledge making. According to Giroux (1988), if learners are involved in active learning, they have achieved critical consciousness that is automatically integrated into their daily lives. For the author, this type of knowledge requires reflection, introspection, cogitation, and action. Additionally, the idea is also in line with the purposes of multiliteracies theory, in which Kalantzis and Cope (2012), similarly to Giroux (1988), claim for a literacies pedagogy for active citizenship, centered on learners as agents in their own knowledge processes and capable of contributing their own ideas as well as negotiating the differences between one community and the next. For the teachers to support learners as meaning-makers, as agents, as participants, and as active citizens, I believe they should first develop their critical consciousness. To achieve a critical voice, Giroux (1988) postulates that the educators should be empowered by engaging in debates about education, creating a theoretical perspective, and acting as reflexive practitioners.

Giroux (1988) mentions that teachers should actively produce curricula materials suited to the cultural and social contexts in which they teach. Besides that, the author emphasizes that “[they] must take active responsibility for raising various questions about what they teach, how they are to teach, and what the larger goals are for which they are striving” p. 194). “Transformative intellectuals need to develop a discourse that unites the language of critique with the language of possibility so that social educators recognize that they can make changes (Giroux, 1988, p. 194)” Critical reflection should require educators to explore their social role in institutionalized educational practices and their classes. I see the importance of this reflection on the criticality in education present in the knowledge processes by Kalantzis and Cope (2012) as a whole, particularly within the process of ‘analyzing critically.’ We can also see this critical aspect weaving among the seven affordances of the digital by Cope and Kalantzis (2017).

This section focused on the relevance of considering public school teachers as transformative intellectuals and developing criticality in teaching and learning contexts. In the subsequent segment, I will delve into mobile learning since all these theories discussed above have been applied in this context.

## **2.4 MOBILE LEARNING**

The term mobile learning or m-learning refers to using all mobile devices in education through multiple contexts and social interactions in a ubiquitous way, where the learner does not stay in a fixed location (Crompton, 2013; Pegrum, 2014, UNESCO, 2013, 2017). Pegrum et al. (2013) distinguish mobile or handheld devices from portable ones (laptops and netbooks), as they are smaller, lighter, have better mobility, connect to 3G or 4G internet plus Wi-Fi, and they can be used from anywhere for countless purposes. Mobile devices include different types of smartphones and tablets, which are the focus of this dissertation. Other emerging mobile technologies are not considered in this paper, such as smartwatches, smart glasses, robots, and many others.

According to UNESCO (2013), mobile learning involves mobile technology, either alone or in combination with other information and communication technology (ICT), to enable learning anytime and anywhere. It also incorporates seamless learning, which synchronizes different learning efforts in physical and digital realms connected to mobile devices. These learning efforts include formal, informal, individual, and collaborative learning (Braga & Martins, 2019). Mobile learning “encompasses efforts to support broad educational goals such as the effective administration of school systems and improved communication between schools and families.” (UNESCO, 2013, p. 6).

Educators can use mobile devices to access educational resources, connect with other educators, or create content both inside and outside classrooms delivered in an integrated way. Additionally, it is essential to highlight that mobile learning is not only about mobile devices. It also refers to the ‘mobility’ of both learners and learning experiences (Pegrum, 2014, 2015, online). Pegrum (2014, p. 16-21) describes three different degrees of mobility:

### **1. When devices are mobile, but the learners and the learning experience are not.**

In this first scenario, the mobile devices do not create a change in the learner’s mobility and the learning experience. For example, when schools purchase tablets for classrooms. They

may move from classroom to classroom, but students learn sitting at their desks. In this case, tablets have the same role as a stationary computer. Pegrum (2014, p. 16) then mentions that “mobile devices can also *become the classroom* in various kinds of distance learning, where they serve as an affordable supplement to or substitute for, desktop and laptop devices.” Another example of this type of mobility is the flipped classroom model, “students may use their devices across two fixed locations, namely the classroom and home, but not while moving. In distance learning too, students often use their devices in just one or two fixed locations” (Pegrum, 2014, p. 16). For the author, in all these settings, the mobility/portability of the devices should be transported between locations, but the “students are not mobile while learning, and the learning experience is unaffected” (Ibid. p.17).

**2. When both the devices and the learners are mobile, but the learning experience is not.**

In this second level of mobility, the learners are mobile to various extents during the learning process, yet the learning experience remains the same. For instance, in school, students may get up with their tablets or smartphones, walk around the classroom, and interact with their classmates by asking questions, making comments, and sharing knowledge (Pegrum, 2015, online). However, this still represents a limited level of mobility. Another example by Pegrum (2014) is *independent learning*. Although the author recognizes this type of learning is a “democratizing supplement to institutional learning,” “it may be “empowering,” “enhance students autonomy,” and “opens up lifelong learning opportunities” (Ibid. p.18), the students are not making much use of their settings to produce their own learning contexts or content. Also, “independent learning is very often inspired by contextual factors - as we use our phones to check details of places we are visiting or confirm facts we are discussing” (Pegrum, 2014, p. 19). Therefore, although both the devices and the learners are mobile in this self-paced style, the learning experience is not.

**3. When devices, learners, and the learning experience are mobile. In this type of mobility, the real world is part of the learning experience.**

In the third level of mobility, the real-world context is turned into the learning contexts where students’ local experiences intersect with global communication channels and personal experiences intersect with their social networks (Pegrum, 2014). This notion is correlated to the first affordance of e-learning ecologies by Cope and Kalantzis (2017), ubiquitous learning.



Pegrum (2015, online) exemplifies that teachers may take students out of the classroom, walk around the town and take pictures of historical monuments. Then, students use their devices to find information about the buildings, such as who built them and when; upload photos to the classroom platform; and comment on their classmates' posts. As a result, we can capitalize on the full potential of ubiquitous learning: learning anywhere at any time (Pegrum, 2015, online). "Mobile devices support situated learning, as students receive or seek information from online sources, peers and mentors to inform their interactions with their contexts, and as they use their devices to make and share multimedia records of their contextualized learning experiences" (Pegrum, 2014, p. 20). The learning can occur in the classroom, the schoolyard, on excursions, or other environments.

Another example of this level of mobility is the implementation of augmented reality (AR) activities. Augmented reality is an interactive technology that expands our physical world through digital information layers (links, sounds, images, and text). Reinders and Lakarnchua (2014) conducted a study about AR in an EFL class in Thailand. According to them, students did not have many opportunities to use the English language in real contexts. So, their "students create[d] a campus tour for future visitors to the university's Faculty of Engineering, such as conference attendees and visiting lecturers. The idea was to create an interactive map that visitors could use to find out information about key places in and around the faculty, to learn about its academic and social facilities" (Reinders and Lakarnchua, 2014, p. 43). In this project, the authors highlighted that their students could use English outside of the classroom in an authentic activity mediated by digital devices. In my view, all these examples show that mobility applies to learners, the devices, and the learning experiences.

Crompton (2016) also states that mobile devices can be used for teaching and learning. However, her research findings show that educators are not integrating mobile technologies effectively in education. Teachers may still need assistance to utilize mobile technology for educational purposes (UNESCO, 2017). Crompton (2016) explains that teachers are not at fault. Moreover, some schools invest in technological equipment and request teachers to use them in their classes without proper guidance. Since teachers do not know how to use them, as a consequence, they replicate the traditional practices from print tools. That means that educators use 21st-century technology with 20th-century teaching. Crompton (2016) points out that educators need a "road map," a framework to guide them to use mobile devices in their teaching

practices. For this research, I used two frameworks, the knowledge processes' by Kalantzis and Cope (2012) and the 'seven affordances of the digital' by Cope and Kalantzis (2017).

There are also some limitations in m-learning, in which Saboia et al. (2013) draw attention to technological and pedagogical boundaries. The technological limitations are small screen, low resolution, slow processing, low storage capacity, and incompatibility between platforms. The pedagogical issues are connected to restricted viewing space, dispersion of attention, impairment of visual memory, difficulty in understanding due to low resolution, fragmentation of content, little knowledge on the part of educators, and use of technologies as a support and not as a tool. Based on these limitations, it is possible to relate them to Almeida and Araújo Jr. (2013) article since they highlight a teacher's role as a mediator. In their study, Saboia et al. (2013), there is a reference to some educators' lack of knowledge, which possibly interferes with mediation in an m-learning environment. Some teachers do not know how to use mobile devices in their classes. They replicate some traditional didactic activities such as repetitions or even end up not using the devices.

Additionally, Saboia et al. (2013) accentuate that it is essential to encourage the learning process outside the traditional classroom since these resources are still restricted to the physical space. In my perspective, the authors imply the demand for the third level of mobility presented by Pegrum (2014), in which devices, learners, and the learning experience are all mobile. After analyzing theses and dissertations on mobile learning deposited at the CAPES bank, from 2003 to 2012, Saboia et al. (2013) concluded that the focus of research in m-learning emphasized students' learning on the role of the teacher as a mediator in this process.

Furthermore, some authors emphasize the importance of balancing mobile devices uses with existing classroom technologies. They also highlight that teachers need to analyze the applications and activities to ensure they are not too complicated for students when choosing mobile learning applications.

Pegrum (2014), Crompton (2016), and UNESCO (2013, 2017) point out the following benefits of mobile devices in learning:

- enable collaborative and communicative learning experiences;
- may complement some contemporary pedagogical approaches, such as social constructivism;
- facilitate situated, contextualized, personalized, and individualized learning;

- are multimedia-capable and able to facilitate a large number of tasks, particularly those related to communication;
- streamline assessments and provide learners and teachers more immediate indicators of progress;
- enable anytime, anywhere learning;
- bridge formal and informal learning;
- assist learners with disabilities;
- maximize cost-efficiency;
- enhance seamless learning, which is uninterrupted learning across formal and informal settings. For instance, students can access similar material from various devices (including desktop computers, laptops, tablets, and mobile phones), utilizing each's comparative advantages.

Mobile learning is a recent field that is still developing and offers great potential to support teachers and students learning beyond the classroom in a ubiquitous way.

This chapter has outlined an overview of the relevant research fields underpinning this doctoral dissertation. The following chapter will detail the methodological assumptions and procedures used in this qualitative research.

## 3 METHODOLOGY

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This chapter discusses the methodological approach to this study that involves two stages, a pilot study and the primary investigation. It is initiated by a brief account of my journey and background, including previous actions and intellectual development cycles that comprised the two studies. This section further describes the methods and instruments used for data collection.

Both examinations were held in virtual social contexts for English public school teachers from Brazil. The research approach combines different perspectives from the qualitative realm of investigation, and I was directly involved in all the phases. As such, I did not manipulate data, but they were generated in the interactions with the participating subjects whose voices were also systematically heard and thread together with mine in our online social context.

Recent studies on multiliteracies (Kalantzis & Cope, 2012), mobile learning (Pegrum, 2014), and teachers' agency (Giroux, 1988) boost the call for language educators who, besides teaching, also design, implement and evaluate their own pedagogical practices. Based on this premise, I played three roles in my investigation:

- the course designer in an m-learning social context environment
- the teacher as a designer who implemented it
- the interpreter, an insider researcher who analyzed and discussed the findings.

As a member of this scientific study, I was deeply involved in the research development, although, during the implementation process, the participants and I switched roles in various course activities. Besides analyzing the participant subjects, practices, and experiences, I had the challenging task of observing and examining myself as insider research within this process.

As part of the autoethnography, the insider role is thought to not being insufficiently rigorous (Ellis, 2009; Hooks, 1994; Keller, 1995), but this way of doing research attempts to disrupt the binary of science and art (Ellis et al., 2011). From a positivist perspective, an outsider's investigation used to be considered the only form of 'objective' research (Chavez, 2008; Hellowell, 2006). Consequently, insider researchers have been criticized for not conforming to the same rigor standards because their personal position is 'too close' for objectivity (Brannick & Coghlan, 2007).

However, more researchers have examined their own educational practices, and insider research methodologies have become more frequent (Brannick & Coghlan, 2007; Floyd & Arthur, 2012; Mercer, 2007). A fundamental advantage of this type of study is that “researchers can often develop questions based on rich understandings of the issues needing investigation, providing information about what an organization is really like and what is significant” (Fleming, 2018, p 312).

One of the challenges of having an insider role is to ensure that the research design has rigor and transparency in data collection methods. To resolve or minimize the impact of such limitations, I rigorously followed all the ethical protocols demanded by the Brazilian Resolution CNS 466/2012<sup>21</sup> about the regulatory norms and guidelines for research involving humans (see section 3.4).

In sum, for this study, I placed myself at the center of social and cultural analyses in the roles I played in this research, the course designer, and the one who implemented it. The three roles in both stages are represented in the diagram:

**Figure 10: My three research roles**



Source: Created by the researcher (2021)

<sup>21</sup> Resolution CNS 466/2012: [https://conselho.saude.gov.br/ultimas\\_noticias/2013/06\\_jun\\_14\\_publicada\\_resolucao.html](https://conselho.saude.gov.br/ultimas_noticias/2013/06_jun_14_publicada_resolucao.html) Access on February 01, 2021.

### 3.1. MY JOURNEY: THE PILOT STUDY AND THE PRIMARY INVESTIGATION

This investigation encompasses a long path that involves previous actions and cycles of academic development. This journey for my own learning, teaching experiences, and professional education comprised two investigative studies. The first one was a pilot study that included designing, implementing, and interpreting the data generated by the tasks from an online course in Brazil during 2019. The second one was developed during my doctoral program at the University of Illinois at Urbana–Champaign (UIUC)<sup>22</sup> from October 2019 to March 2020 and included the primary or main investigation. Its implementation took place in Brazil during the COVID-19<sup>23</sup> pandemic from May to July 2020. I also analyzed its data.

The pilot study was an online course for English teachers' professional development, called 'MultiMobi,' created by me under Dr. Reinildes Dias's supervision. It was solidly designed based on three central constructs: the knowledge processes associated with the multiliteracies pedagogy (KALANTZIS; COPE, 2012) in a mobile learning setting (Pegrum, 2016) and the view of teachers as 'transformative intellectuals' (GIROUX, 1988).

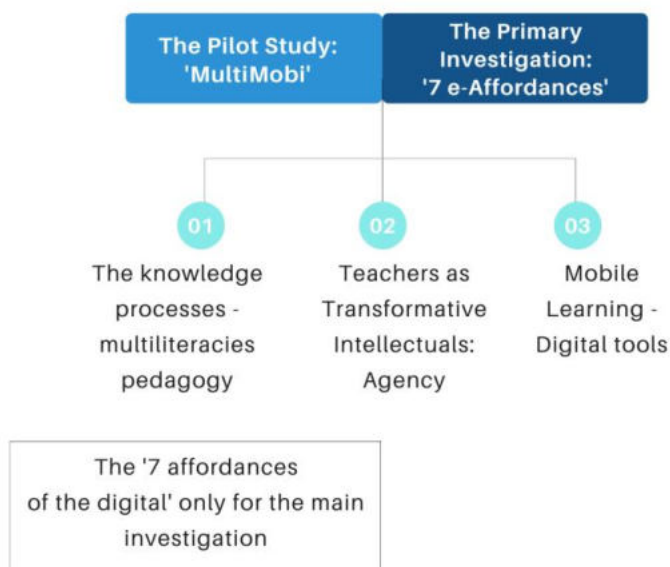
The primary investigation consists of a different online course called '7 e-Affordances: reshaping 21st-century education' also oriented to English teachers' education from Brazilian public schools. It was grounded on the same fundamental concepts used in *MultiMobi*, plus the '7 affordances of the digital' framework (Cope & Kalantzis, 2017) that was added as the central core in the primary investigative research:

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<sup>22</sup>University website: <<https://illinois.edu/>>

<sup>23</sup> See The World Health Organization website for updates: <<https://www.who.int/>>

**Figure 11: The two investigations**

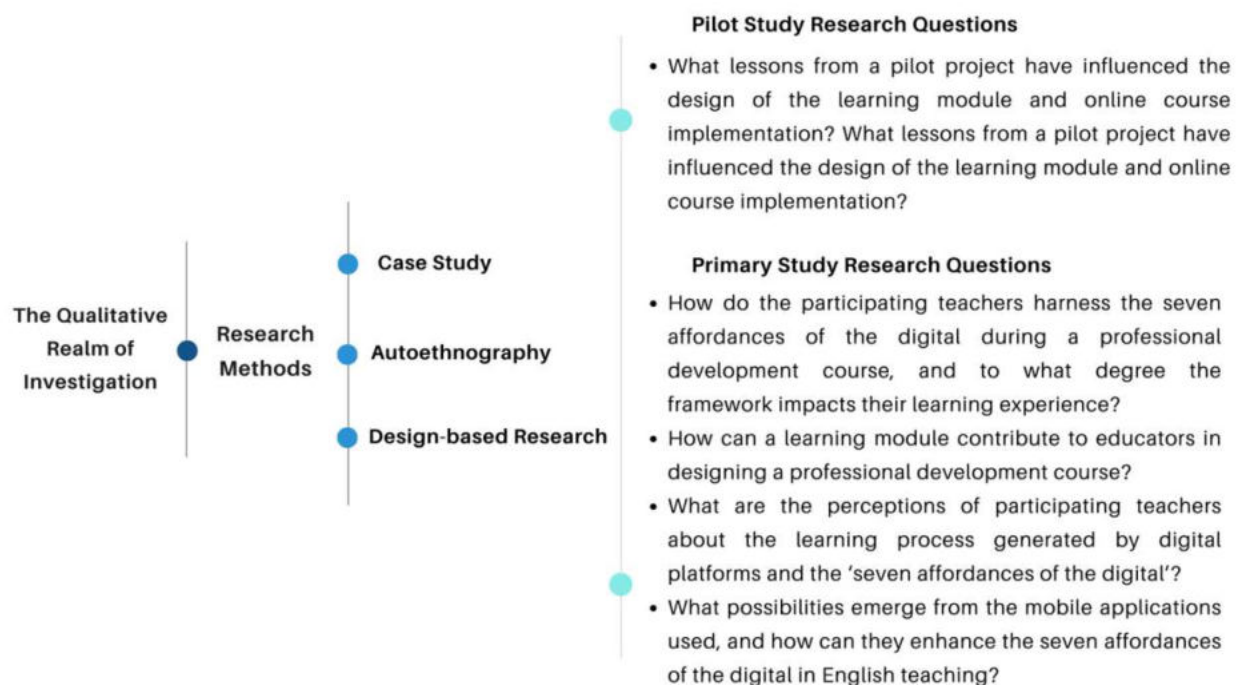


Source: Created by the researcher (2021)

The construct of the ‘7 affordances of the digital’ was added to the research rationale. The relationships between theory and practice were developed under the supervision of Professor Mary Kalantzis at the UIUC. That is why the new course is named *7e-Affordances*, and it was also built considering the ‘MultiMobi’ findings and the courses I took abroad. The pilot study provided essential data to improve the primary investigation. After a reflexive process, iterative revisions, contributions from courses taken at UIUC, weekly meetings with my two advisors, and a deeper understanding of the theories, the *7 e-Affordances* course proposal emerged as a learning module that strictly followed the principles proposed by Kalantzis and Cope (2020a, p. 24-27). It was delivered to the Brazilian public-school teachers in a course format, and I then analyzed the data.

Both research studies combined different methods for data gathering and analysis from the qualitative research perspective: case study, autoethnography and design-based research, as follows:

**Figure 12: The two investigations: an overview**

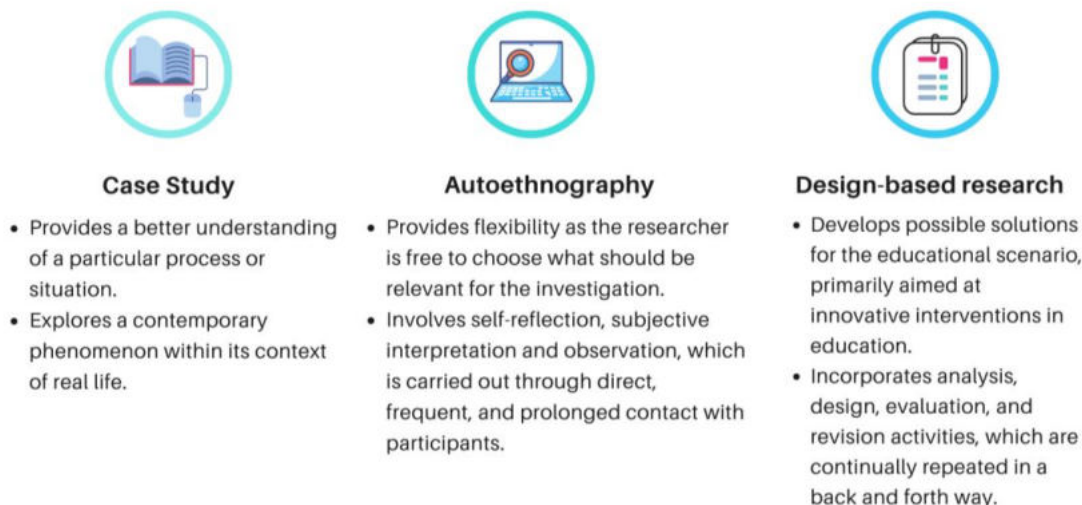


Source: Created by the researcher (2021)

The investigations centered on developing English teachers' reflexive and critical awareness in the professional development process they were going through toward improved pedagogical practices. Briefly stated, I focused on developing their conscious compromise to guide their own educational pathways to decide what is best for themselves and their students.

I will further discuss the methodological rationale for the pilot study in Chapter 4 and the primary investigation in Chapter 5. Additionally, I will analyze the data generated from them in great depth. I will now turn my attention to some principles related to the type of research methodology chosen for these studies, including my choice of these methods (case study, autoethnography and design-based research) for data gathering and analysis. Figure 13 gives an overview of their main features.



**Figure 13: Research methods**

Source: Created by the researcher (2021)

### 3.2 THE QUALITATIVE RESEARCH METHODS OF THIS STUDY

Qualitative research emphasizes aspects of reality that cannot be quantified and focuses on understanding and explaining social and cultural relations, the meanings people attribute to their behavior, actions, and interactions with others (Crossman, 2020; Gerhard & Silveira, 2009). This type of study is also experimental as it highlights the observations made by the researcher and participating subjects and, at the same time, “[...] strives to be naturalistic, not to interfere or manipulate to obtain data” (Stake, 2011). Researchers also use their knowledge and support from theories to analyze the data generated by the investigation.

The qualitative approach involves the sayings and observations of research participants. It means that meanings and outcomes originate from multiple perspectives interpreted by the primary researcher (Moita-Lopes, 1994; Stake, 2011). According to Creswell (2013, p. 180), in qualitative research, data analysis “consists of preparing and organizing the data (i.e., text data as in transcripts, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion.” The author explains that forming codes or categories represents the heart of qualitative data analysis where the researcher builds detailed descriptions, develops

themes or dimensions, and provides an interpretation in light of their own views or views of perspectives in the literature. In this type of research, interpretation involves making sense of the data, the “lessons learned” (Lincoln and Guba, 1985). It also includes “abstracting out beyond the codes and themes to the larger meaning of the data. It is a process that begins with the development of the codes, the formation of themes from the codes, and then the organization of themes into larger units of abstraction to make sense of the data” (Creswell, 2013, p. 187).

In the present study, the multiplicity of perspectives comes from data generated by the three qualitative methods, case study, autoethnography, and educational design-based research, chosen to analyze and answer the research questions. They will be further discussed in the following sections.

### **3.2.1 Case study**

Case studies provide descriptions of a particular process or situation (in this study, English teacher education for the digital age). Thus, this dissertation focuses on an educational phenomenon in a specific context, English teaching and learning at public schools in Brazil. Cozby (2012) stresses that case studies are useful to inform researchers about rare conditions, which cannot be easily studied in other ways. In the current research, there are other possibilities, so I combined three research methods. According to the author, this type of study creates challenges for the researcher since it opens possibilities for several explanations. In this perspective, Stake (2005) mentions that much can be learned from a particular case study so that readers can learn from the connection with the case through the researcher’s narrative description.

Case studies have become the preferred strategy when researchers seek to answer questions such as “how” and “why” in a specific phenomenon (Godoy, 1995; Baxter & Jack, 2008), in my case, professional education for Brazilian English teachers. Godoy (1995) points out that this method is used, especially when there is little possibility of control over the events studied. The focus of interest is on current events that can only be analyzed within some real-life context. He also mentions that the content of the observations usually involves a descriptive part of what happens in the field (in my context, a digital field created for the investigation) and a reflective part, which includes the researcher’s interpretation during data analysis.

A case study perspective was chosen due to its advantageous features that accommodate the research questions and contextual characteristics of the present investigation. In a nutshell, case studies:

- work with values and not only predefined answers;
- can accommodate complex causal relations, such as when the same result can be obtained in different ways, by producing narrower and more contingent generalizations (George & Bennett, 2005);
- develop different views of reality, including the awareness that human behavior cannot be understood simply as an act driven by a rule or a theory. Additionally, case studies can contribute to the researcher's professional development, as they can provide concrete, context-dependent experience that increases their investigation skills (Flyvbjerg, 2006);
- explore a contemporary phenomenon within its real-life context using various data sources (Baxter & Jack, 2008), and
- deal with research situations when the limits between the phenomenon and the context are not clearly defined (Yin, 2009).

However, besides all their advantages, case studies also have some limitations. It is possible to say that the researcher might induce them, and responses may promote different interpretations. Consequently, some essential ethical concerns have to be considered, for example, strict attentiveness to research subjects' anonymity, confidentiality, informed consent, protection, and guarantee of their rights (Flyvbjerg, 2006; Stake, 2005; Yin, 2009).

In a prominent analysis of the value of this type of research, Flyvbjerg (2006) highlights five "misunderstandings" about case studies and presents a more accurate statement about each one of them:

1. *General knowledge is more valuable than context-specific knowledge.* "Predictive theories and universals cannot be found in the study of human affairs. Concrete case knowledge is therefore more valuable than the vain search for predictive theories and universals" (Flyvbjerg, 2006, p.7).
2. *One cannot generalize from a single case. Therefore, the single-case study cannot contribute to scientific development.* Flyvbjerg (2006) cites single experiments of Galileo, Newton, Einstein, Bohr, Darwin, Marx, and Freud and explains that a single case can

advance both human and natural sciences. He also argues that formal generalizations based on large samples are overrated in their contribution to scientific progress.

3. *The case study is most useful for generating hypotheses, whereas other methods are more suitable for hypothesis testing and theory building.* The author mentions that case studies are useful for generating and testing hypotheses but are not limited to these research activities alone.
4. *The case study contains a bias toward verification.* For Flyvbjerg (2006), there is no more significant bias in case studies toward confirming falsification of preconceived notions than toward verification.
5. *It is often difficult to summarize specific case studies.* The author clarifies that these difficulties are due to the properties of the reality studied, not the research method. Additionally, he argues that it is not desirable to summarize and generalize case studies.

For the considerations given above, the case study is necessary and sufficient for the present research. I will use the following data collection instruments: researcher observation, questionnaires, and recording data from the digital platforms for both the pilot study and the primary investigation.

### **3.2.2 Autoethnography**

Autoethnography is a form of qualitative research that systematically analyzes personal experience to understand a cultural phenomenon (Ellis et al., 2011) or an educational artifact. In this study, the cultural phenomenon is an online course and its implementation with Brazilian public-school teachers in an m-learning setting. Autoethnography uses personal experience (“auto”) to describe, interpret and analyze (“graphy”) cultural texts (and digital learning environments), beliefs, and practices (“ethno”) based on current research literature in the area of study (ELLIS Et Al., 2011; ADAMS Et Al., 2017; Caetano, 2017). Autoethnography has its roots in ethnography, also known as participant observation, interpretive research, and hermeneutic research.

These two types of methods can be similar in some aspects, especially in studying the culture and specific social groups’ behavior. Leveraging insights from the research literature (Godoy, 1995; Ellis Et Al., 2011; Adams Et Al., 2017; Caetano, 2017; Caulfield, 2020), both ethnography and autoethnography:

- include the following tools to collect data: interviews, surveys, participant observation, interpretation, field diaries, blogs, questionnaires, among others;
- do not require special equipment and invasive procedures so as not to be radically inductive demanding a rigid control of bias by the researcher;
- provide flexibility as the researcher is free to choose what should be relevant for the investigation. Techniques, procedures, categories, or themes chosen to observe do not necessarily need to be selected in advance (although I had established the research objectives regarding the expected results from this study);
- involve subjective interpretation and observation, carried out through direct, frequent, and prolonged contact with participants (Godoy, 1995). (This happened during the whole process of implementing the online course in the current study).

Autoethnography primarily relies on the researcher himself or herself as an object of study. This means that besides understanding spaces, subjects, practices, and experiences in their specificity, autoethnographers has the challenging task of observing and analyzing themselves within this process (Caetano, 2017). For example, in this study, I placed myself at the center of social and cultural analyses in the roles I played in this research, the course designer, and the one who implemented it.

Bonner and Tolhurst (2002) highlighted three key advantages of being an insider researcher:

1. Having a more prominent comprehension of the culture being studied
2. Not changing the flow of social interaction unusually
3. Having an organized intimacy which supports both the telling and the judging of truth.

Insider researchers are generally aware of the institution's politics, the formal hierarchy, and how it actually works (Unluer, 2012).

Although there are numerous benefits of being an insider researcher, there are also problems associated with being an insider. Social scientific standards sometimes criticize autoethnography for doing little fieldwork, observing few cultural members, and not spending enough time with others (Buzard, 2003; Fine, 2003; Delamont, 2009 Apud Ellis et al., 2011). Nonetheless, this critique cannot be applied to the current study since I spent a significant amount of time with all the participants, mainly because the interactions involved all the

participants in meetings delivered by the digital tools in both the pilot study and the primary investigation. For instance, I could not be inside their classrooms, but I could follow what they were doing because they worked remotely with their students.

Although autoethnography might involve sensitive issues or other information regarding the participants (Ellis et al., 2011), I took special care when referring to the cultural members of our digital environment, Brazilian English teachers. As mentioned before, I strictly followed the ethical protocols and the regulatory norms and guidelines for research involving humans required by the Brazilian Resolution CNS 466/12. I also respected the ethical issues related to anonymity.

Thus, autoethnographers use personal experiences and self-reflection to complement or fill in possible gaps in existing research and to describe moments of everyday experience that cannot be captured through more traditional research methods (Adams et al., 2017). The authors also state that doing autoethnographic research enables what we see, hear, think, and feel to become part of the “field” (in our case, the digital environment created for teacher’s professional development in the Brazilian context). Hence, taken together, the methods, policies, and practices of both autobiography and ethnography contribute to the way we write and practice autoethnography (Adams et al., 2017).

### **3.2.3 Educational Design-Based Research**

Within the qualitative approach, the educational design research, EDR, also referred to as design-based research or design research, addresses educational problems in real-world settings. Its principles align with “teaching/learning by design” by Cope and Kalantzis (2015). Many projects have been developed from this perspective with their guidance over the years<sup>24</sup>. One of the critical goals of this research type is developing teaching/learning possible solutions for the educational scenario, primarily aimed at innovative interventions in education. Following Shavelson & Towne (2002, p.52), these are some of the guiding principles for researchers working within the design-based perspective:

- Pose significant questions that can be investigated empirically.
- Link research to relevant theory.
- Use methods that permit direct investigation of the proposed research questions.

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<sup>24</sup> See About Learning by Design: <https://newlearningonline.com/learning-by-design/about-learning-by-design>

- Provide a coherent and explicit chain of reasoning along the investigation.
- Disclose research to encourage professional scrutiny and critique.

This type of research is cyclically developed and incorporates these phases: analysis, design, evaluation, and revision activities, which are continually repeated in a back and forth way until a satisfying balance between ideals ('the intended') and realization has been achieved (Plomp & Nieveen, 2010). As far as multiliteracies are concerned, one of the theoretical aspects that gives support to the present study, the knowledge processes for the implementation of a learning module by the cyclical principles of experiencing, conceptualizing, analyzing critically, and applying creatively enacted according to design-teachers' learning purposes (Kalantzis; Cope, 2012, 2015). Additionally, this learning module is underpinned by the seven affordances of the digital framework aligned to mobile learning. It is not a recipe to be followed but an alternative to teaching-learning situations immersed in the information age with digital students.

Since design-based research is developed in close collaboration with educational practices, there are some dilemmas. For example, the researcher is a designer and, at the same time, an implementer and evaluator. However, to compensate for these characteristics, Plomp (2010) suggests that the research should be open to professional scrutiny and critique by people outside the project and have a good quality research design. That is, the research should have the following potentials: a robust chain of reasoning, data triangulation, systematic documentation, analysis, and reflection of the design, development, implementation, evaluation of their results, attention to validity and reliability of data and instruments, apply a variety of methods and tactics, among others.

Another dilemma in this type of qualitative research is the possibility that real-world settings bring real-world complications in educational practices. One of the problems is that participants may not be involved in the research or become hesitant to be entirely open for a researcher from the outside (Plomp, 2010). On the other hand, McKenney et al. (2006) point to the advantages of being an outsider. This may allow the researcher to develop a degree of objectivity in the research process. In our case, during both course implementation, I developed a medium to high degree of objectivity because the participants were selected randomly. When they shared their thoughts on the final questionnaires, they did not need to identify their names to open up comfortably.

The main characteristics of this type of research include:

- **Interventionist:** the research aims at designing an intervention in a real-world setting, in my context, the English Brazilian teachers from public schools.

- **Iterative:** the research incorporates cycles of analysis, design and development, evaluation, and revision. In this study, I will take the cycles of the knowledge processes by Kalantzis and Cope (2012) and the 7 affordances of the digital by Cope and Kalantzis (2017) associated with mobile learning (Pegrum, 2016) and a transforming pedagogy (Giroux, 1988).

- **Involvement of practitioners:** active participation of practitioners (the participating teachers of my study) in the various stages and activities of the research.

- **Process-oriented:** the focus is on understanding and improving interventions (using the cyclical processes of the multiliteracies pedagogy, for example).

- **Utility oriented:** the merit of a design is measured, in part by its practicality for users in real contexts (an English teacher education course in the m-learning format).

- **Theory oriented:** the design is based on a conceptual framework and upon theoretical propositions. In this case, I used the cyclical processes of the multiliteracies pedagogy and the 7 affordances of the digital framework to design, deliver and analyze the course.

### 3.3 INSTRUMENTS FOR DATA COLLECTION

In the current examination, different data collection methods are used to capture particular aspects and as far as possible, gain a complete panorama of the pilot study and the primary investigation. This section presents the data collection instruments, summarized in Figure 14. The tool used for both studies are described:

**Observations.** As mentioned earlier, participant observation is one of the fundamental techniques in the methods I chose for this dissertation, particularly in autoethnography. According to Crossman (2019), the goal of participant observation is to obtain a deep understanding and intimate familiarity with a specific group of individuals, their values, beliefs, practices, and way of life through an intensive involvement with people in their cultural environment (in my case the online platforms of both studies), usually over an extended period.

Participant observation also requires researchers to be an objective observer and record everything they have seen, not letting feelings and emotions influence their observations and findings (Crossman, 2019). Although this procedure was time-consuming, it was valuable for me



to understand the participating teachers' interaction, participation, and events in both the pilot study and the main investigation. I closely observed their actions and mine as the course implementer and researcher. I took notes on what was going on during the courses' implementation. I also used participant observation to provide me with questions to be addressed with the English teachers in the focus group in the primary investigation.

**Questionnaires.** This is one of the central instruments for collecting data in survey research (Lavrakas, 2008). I designed two questionnaires to gather information from the participating teachers for both the pilot and primary investigations. The initial questionnaire (Appendix B and C) aimed to outline the participants' profile in this study and check the teachers' familiarity and access to virtual environments on mobile devices. The final one (Appendix D and E) intended to capture the participants' final perception after experiencing a professional development course in a mobile setting.

Regarding the questionnaire design, they were composed of open and closed-ended questions. According to Cozby (2012), closed questions offer a more structured approach, and coding is easy to manage. Since they are relatively objective, there is a greater systematization of the results obtained, making it more straightforward to automate the data analysis and treatment process. However, the respondents can be influenced by the alternatives presented (Cozby, 2012).

The final questionnaires for both studies were composed mostly of open questions. Cozby (2012) explains that this type of question provides clarifying answers about the respondents' perceptions. Additionally, they are most beneficial when the researcher expects to comprehend what people think and how they naturally perceive their world. Whereas closed questions tend to be more utilized when the dimensions of the variables are well defined (Cozby, 2012). Sometimes questionnaires are confused with interviews.

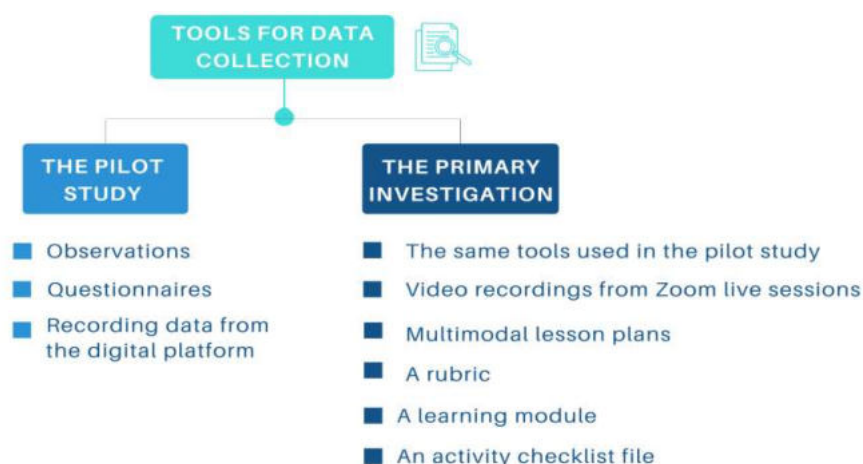
**Recording data from the digital platforms for both the pilot and the primary investigation.** Responses to learning activities from the participant subjects served as an efficient instrument for data collection and offered highly reliable information in this research. The data collected from both examinations include screenshots with course activities and participants responses, audio recordings, images, and multimodal media posted by the participants (links, infographics, etc.).

Additionally, the following tools were collected exclusively for the *e-Affordances* course in the primary investigation:

- transcriptions of video recordings from Zoom live sessions;
- multimodal lesson plans developed by the participants;
- a rubric, a set of criteria for participants to provide peer and self-reviews;
- the learning module; and
- an activity checklist file, a document created with the purpose of the research subjects to add comments and feedback on the course content and their own learning. In addition to that, they were expected to indicate what activities they accomplished during each week.

**Focus group discussion (FGD).** A usual method of data collection in insider research includes interviews with members of the organization. FGD is a valuable type of in-depth interview for collecting qualitative data. In “insider research, it is not uncommon for the participant to ask questions of the researcher as they would in an everyday conversation, and for the researcher to share their own experiences” (Fleming, 2018, p. 313). In doing so, a level of trust and rapport with the participant is developed (Dwyer & Buckle, 2009; Mercer, 2007). The FGD was recorded only for the primary investigation on July 30, 2020, in the Zoom platform. However, the platform permanently deleted the recording and its copies from my computer and the cloud. Due to this issue and limitation, the focus group discussion will no longer be used for this analysis. Although frustrating, it did not hinder analysis since I had a significant amount of valuable and voluminous data.

**Figure 14: Summary of data collection tools**



Source: Created by the researcher (2021)

### 3.4 ETHICAL CONSIDERATION

Ethical compliance in this research has been ensured by following the guidelines of the Brazilian Resolution CNS 466/2012, and all protocols were submitted to the Research Ethics Committee - CEP/CONEP system through the *Plataforma Brasil*<sup>25</sup>. This platform was created by the Brazilian Federal Government and is a national and unified database of research records involving human beings. The platform allows projects to be followed up at their different stages - from submission to final approval by CEP.

All the participating teachers have given their consent in writing to participate in this research. The protocols used to collect data have been reviewed and approved<sup>26</sup> by the research ethics committee (COEP) from UFMG in *Plataforma Brasil*. The participants filled out the informed consent document named Free and Informed Consent Form (*Termo de Consentimento Livre e Esclarecido - TCLE*). The form is available at the *Plataforma Brasil* website and in Appendix F. The document presents the purpose and aim of the study, information on the protection of the participants' identity, and explanations on the risks they may have when participating in the investigation.

Additionally, it informs the voluntary nature of participation and clarifies that the data collected will be used only for academic and scientific purposes. The publication of the questionnaires and activities with the mobile applications and the online platforms will not expose participants' names or any other data that may identify them. The TCLE guarantees the right and freedom to participate/refuse/discontinue the investigation at any time without social or academic damage. Participants' refusal to engage in the study at any time does not require explanation and does not generate any harm. A significant level of confidentiality has been applied to ensure that the teachers felt comfortable participating in this survey.

I considered all the ethical issues such as honesty, privacy, and responsibility, which are inseparable from any research effort, the participants were treated with respect. Also, necessary measures were taken to ensure that their privacy, well-being, and safety were not compromised.

Finally, concerning transparency and rigor, this study describes the crucial aspects of the research as clearly as possible. Also, my advisors played a critical role in supporting me while

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<sup>25</sup>*Plataforma Brasil* (Brazil Platform):<http://plataformabrasil.saude.gov.br/login.jsf> Access on August 25, 2020.

<sup>26</sup>Certificate of presentation for Ethical Appreciation: CAAE: 31338620.3.0000.5149.

conducting the insider research. In this study, I was fortunate that the relationship with them was productive, and we never lost sight of our professional responsibilities.

As seen, this qualitative examination attempts to capture the particularity and complexity of a pilot and a primary research considering the English teaching at Brazilian public schools. In this sense, this chapter has detailed the theoretical rationale followed by a combination of different methods for data gathering and analysis: case study, autoethnography, and design-based research and their data collection tools.

## 4. THE PILOT STUDY: MULTIMOBIL

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This chapter covers the context and the application process of the pilot study with the participating teachers, the first practical dimension of the current research. The data that were generated is also addressed since they have a direct impact on the primary investigation itself. This section is divided into two parts. In the first segment I will give an overview of the pilot study and include the following details: purpose and research question, theoretical base, the context, and the *MultiMobi* participants. Then, I will present the *MultiMobi* course design, its development, schedule, and rationale.

In the second segment of this chapter, I will analyze the pilot study. From an autoethnographic perspective and insider researcher, the examination is divided into two subparts aligned with the objective of the pilot study. Firstly, I will discuss how the participants integrated the key concepts of *MultiMobi*: multiliteracies, the knowledge processes, and mobile learning as “transformative intellectuals” in their educational contexts. Then, I will display a reflexive perspective of the lessons I learned from the *MultiMobi* implementation involving its shortcomings and successful actions. I conclude the chapter by presenting some insights aligned to the goals of the pilot study.

### 4.1 BACKGROUND AND SOCIAL CONTEXT

A pilot study or feasibility study is a small version of a full-scale investigation or a preliminary trial, which is essential to the development of the complete examination. It can also be a specific pre-testing of research instruments, including questionnaires or interviews (Vanteijlingen & Hundley, 2001). Pilot studies provide supplementary knowledge that leads to an improved investigation. According to Welman and Kruger (1999), they are necessary to detect possible flaws in measurement procedures, identify unclear or ambiguous items in a questionnaire, and indicate whether proposed methods or instruments are inappropriate or too complicated. A pilot study helps test whether the instruments are well related to the intended

research questions, whether the format is comprehensible and whether the selected validated tool is appropriate for the target population (Hassen, 2006).

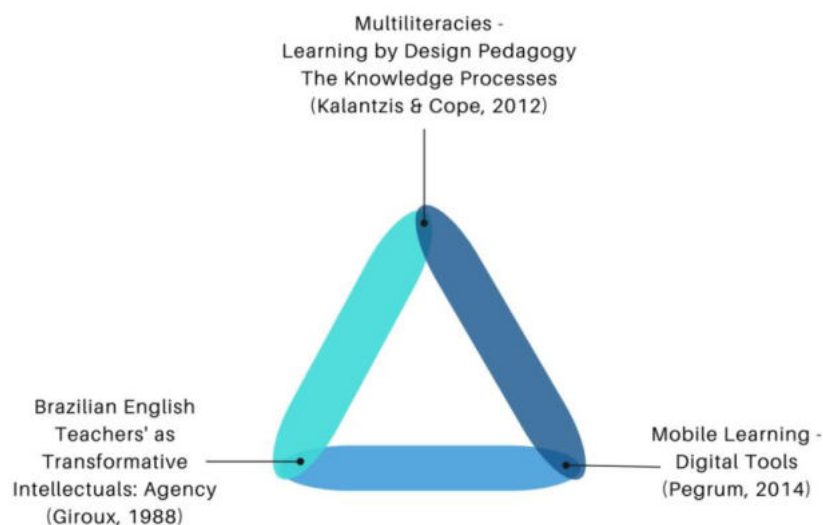
Williams (2016) points out that a pilot study does not need to be a ‘scale model’ of the planned mainstage investigation; however, it should address the main uncertainties identified in the developed work. The results should be interpreted cautiously when making assumptions about the required sample size, likely responses, etc.

*Purpose and research question.* Based on the perspective that a pilot study helps the researcher to determine the feasibility of the study and to identify shortcomings (Hassan, 2006; Welman and Kruger, 1999), the research question that guided me during the investigation were: **What is the feasibility of offering a professional development course for Brazilian English public school teachers focusing on multiliteracies pedagogy and teachers' agency in an m-learning setting? What lessons from a pilot project have influenced the design of the learning module and online course implementation?**

To meet my investigative goal, I developed a course called *MultiMobi* to discuss and reflect upon some of the most recent theories for EFL teachers on an m-learning setting. The intention was to encourage them to assume their own voice and exercise agency in the understanding of these concepts and consequent application in their own classrooms towards a transformative pedagogy. The underlying assumption was the development of the view of themselves as “transformative intellectuals” so as to act upon their own beliefs in autonomous ways (Aronowitz; Giroux, 1985).

*Theoretical base and purpose:* The *MultiMobi* course was designed solidly grounded in the knowledge processes associated with the multiliteracies pedagogy (Kalantzis; Cope, 2012): experiencing, conceptualizing, analyzing, and applying. The course content was related to these theories: “multiliteracies: multimodality and diversity”, “the knowledge processes”, and “mobile learning” toward a robust critical transformative pedagogy. The general expected learning outcome was participants’ comprehension of the theoretical concepts and their interrelations with their transformative pedagogical critical practices for later adaptation and integration to their own teaching environments.

**Figure 15: *MultiMobi*: Transforming Pedagogy**



Source: Created by the researcher (2021)

*The context and the MultiMobi participants.* The *MultiMobi* course was designed for public school teachers who wanted to implement a more flexible, sophisticated and contemporary approach in their classes. The idea for designing it arose from my participation in two projects at Universidade Federal de Minas Gerais (UFMG) with EFL teachers from this target context. The projects involved workshops about the integration of technologies to low-technology classrooms. The participating English teachers expressed interest in integrating mobile devices and the theory we studied, multiliteracies, to their classes.

As a PhD student who is interested in teacher professional development and critical pedagogical practices towards a transformative critical pedagogy (Giroux, 1988), I created the *MultiMobi* course based on the works of Kalantzis and Cope (2012) on multiliteracies and on the knowledge processes in a mobile learning setting. Since this study is autoethnographic, it involves all participants, the EFL public schools teachers and myself, as social actors in the investigative process.

The participating teachers were teaching high school students during the course implementation. Table 05 presents more information about them: number of classes they teach per week and how long they have been working at public schools.

**Table 05: MultiMobi Participants**

		<i>Number of Classes</i>	<i>Work experience Time</i>			<i>Number of Classes</i>	<i>Work experience Time</i>
●	P1	9	8 years	●	P8	8	1 year
●	P2	8	15 years	●	P9	11	19 years
●	P3	4	7 months	●	P10	6	18 years
●	P4	9	8 years	●	P11	4	7 months
●	P5	8	16 years	●	P12	8	23 years
●	P6	4	13 years	●	P13	8	12 years
●	P7	9	1 year and a half	●	P14	8	4 years

Source: Created by the researcher (2021)

## 4.2 THE MULTIMOBİ DESIGN

*The starting point:* A flyer for recruiting participants was designed to invite public school English teachers to participate. The flyer (see Appendix G) consisted of general information about the course: date, duration, location and the indication of the platform where the course would be run. The *MultiMobi* implementation took place from August to November 2019. The first meeting was face-to-face at Universidade Federal de Minas Gerais (UFMG) on August 2, 2019, whereas the other twelve meetings happened asynchronously on WhatsApp<sup>27</sup> in an environment created specifically for the purposes of the course.

WhatsApp was selected as the main platform to deliver content due to its popularity in Brazil. It is the dominant application in the category of instant messengers on Brazilian smartphones (Braga & Martins, 2019). The Panorama Mobile Time/Opinion Box report (2020)<sup>28</sup> has shown that out of 100 smartphones, 99 have the application installed in them. “WhatsApp joins a number of features, including text and voice messaging; the sending of photos, videos, and pdf files; in addition to voice and video calls” (Braga & Martins, 2019, p. 361). During all the weeks, teachers used WhatsApp to interact with each other, to send audio recordings, short comments for reports of weekly activities or any media.

<sup>27</sup> WhatsApp: <https://www.whatsapp.com/>

<sup>28</sup> The full report is available in: <https://panoramamobiletime.com.br/pesquisa-mensageria-no-brasil-agosto-de-2020/>



Besides WhatsApp, the digital tools used in the course included: HP Reveal, Lyrics Training, Plickers, Canva and Kahoot. According to Kalantzis and Cope (2012), with the increasing use of online tools, teachers grow accustomed to creating more engaging learning tasks and learning environments more suitable for Generation P. Given that, these applications were chosen given their facility of use in an m-learning setting. Generally, HP Reveal, Canva, and Kahoot were used for the participants to experience some concepts and create activities for their students. Plickers was used for them to reflect and analyze its use in their teaching contexts. A short presentation of each follows below.

**Table 06: *MultiMobi* Digital tools**



This application is used to interact through voice/video calls and multimodal messages, such as texts, images, audios, videos, animation, and location sharing. It allows users to message one another between mobile and computer devices (<https://www.whatsapp.com/>).



HP Reveal (<https://www.hpreveal.com/>) is an augmented reality (AR) application that changes the way people interact with the physical world. It allows users to connect digital content to printed materials. A printed, static image comes to life since augmented reality is configured as an extension of the physical medium through digital technology.



Lyrics Training (<https://lyricstraining.com/>) is a tool for improving foreign language through music and lyrics. It can be accessed in three ways: 'karaoke' style; with gaps for learners to type or select the missing words. Teachers can track students scores on songs and among other users, globally or in their own country. They can create their own gap-fill activities and students can create theirs too.



This application for low-technology classrooms requires only one smartphone connected to the internet to use it with the whole class. Students can respond anonymously to any poll question or voting. They can also generate multiple-choice questions on it. Students answer them in the form of print cards with QR codes, rotating them sideways (one side represents A, the other B, and so on). When teachers ask questions verbally or show them on a screen, students raise their cards with the side facing the answer, in QR codes (<https://www.plickers.com/library>).



Canva is an application that allows you to design any kind of text in minutes with thousands of multimodal templates, videos and images. Participants can also save drafts. Once they are done you can save it as pdf or png (image) on their phone or computer. Students and teachers can download the application on their phones or just go to the website (<https://www.canva.com/>).



Kahoot! is a game-based learning platform that enables educators to create, share, and play learning games or quizzes. It is a free formative assessment online tool with some paid recourse. The tool also provides instant feedback. Students and teachers can download the application on their phones or just go to the website (<https://kahoot.com/>).

Source: Created by the researcher (2021)

*Development and course schedule:* I created 27 multimodal activities for English teacher education related to the theories I selected to support the course pedagogical approach. I posted them on WhatsApp on a weekly basis. Due to some setbacks and other issues involving holidays and the participants' school commitments, some dates were revised. An example of an activity posted in week 4 is given in Figure 16. All *MultiMobi* activities that were posted on WhatsApp can be read in Appendix H.

**Figure 16: Example of an activity posted on week 4**

**Week 4**

**Experiencing the known**

**Task 1 - Read Pink Floyd's "Another Brick in the Wall" lyrics, but please don't watch the videoclip yet.**

Available at: <https://genius.com/Pink-floyd-another-brick-in-the-wall-pt-2-lyrics>

**1.1 Now, record an audio and express your opinion:  
What's the song about? What's the message behind the lyrics related to education?**

REMINDER

**Please comment on at least 3 colleagues' posts.**

Deadline  
August 28th

Source: *MultiMobi* course

The course was designed based on the theories selected and investigated for this study (multiliteracies, the knowledge processes, and mobile learning). Due to some setbacks and other holidays and the participants' school commitments, some dates were revised. Here is a short presentation of the course content and rationale.

## **WEEKS 1 - 7**

**Content:** Critical awareness and understanding of multiliteracies: diversity, multimodality, and characteristics of the generation P.

**Rationale:** Since multiliteracies relates to education in the 21st century, teachers have to assume the commitment to innovate in an attempt to pedagogically align content with learners' most demanding issues to be successful in the various spaces they act as learners, family members, employees, neighbors, members of religious groups (Kalantzis & Cope, 2012). Participating teachers will be encouraged to comprehend the characteristics of Generation P students in that they have different kinds of sensibilities from the students in the past. It is noticeable that they are showing signs of being dissatisfied by an old-fashioned literacy curriculum that expects them to be passive knowledge consumers (Kalantzis & Cope, 2012). The participating teachers will

experience, conceptualize, analyze and apply creatively in dealing with tasks oriented to reflections about today's students, the changes of their roles as facilitators of learning, their agency and the principles of multiliteracies (diversity and multimodality) in their teaching environments as well in the textbooks they use to teach English at public schools.

### **WEEKS 8 - 10**

**Content:** Critical awareness and understanding of the knowledge processes, experiencing, conceptualizing, analyzing, and applying to a multiliteracies pedagogy that will be designed by the teachers themselves to achieve their teaching purposes.

**Rationale:** Taking into account that both teachers and students need to expand repertoires of knowledge-making actions (Kalantzis & Cope, 2012), participants are expected to learn the knowledge processes and their roles in cyclical designed pedagogical actions that will be materialized in learning activities. The knowledge processes “represent a range of different ways of making knowledge, they are forms of action, or things [teachers / learners] do in order to know” (Kalantzis & Cope, 2012, p. 358). Moreover, they can assist teachers to justify the activity types they use in order to meet particular teaching and learning goals. In this perspective, Giroux (1988, p. 194) stresses that “teachers must take active responsibility for raising various questions about what they teach, and what the larger goals are for which they are striving.” By using these processes, participating teachers or social actors of their own practice will be able to consciously choose different learning actions that best suit their teaching purposes toward students' successful outcomes.

### **WEEKS 11 - 13**

**Content:** Awareness and understanding of the Mobile Learning phenomenon in the contemporary age

**Rationale:** The spread of mobile devices in student's lives has developed into a paradigm that characterizes an era of ubiquity. This phenomenon in the most varied social contexts and their low use by students for their studies results in the need to rethink teaching and teacher professional development to meet the pedagogical demands of the contemporary digital era. Taking this context into account, my research addressed mobile learning principles connected to low technology environments during these weeks. I believe that mobile technology can support

these types of learning contexts where educational institutions and teachers are in short supply of digital resources (Pegrum, 2014). The Brazilian public-school teachers, participants in this study, follow suit to this situation.

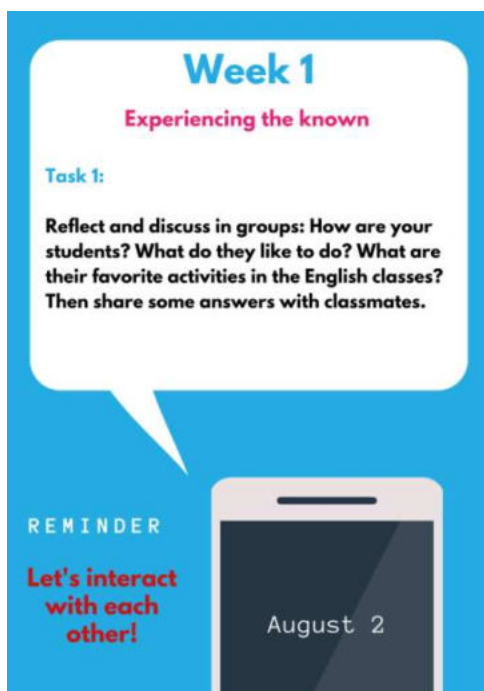
The whole practical dimension of my research, the design, the implementation of the *MultiMobi* learning activities, and the participating teachers' interactions with them, was all soundly supported by the four knowledge processes (Kalantzis; Cope, 2012): experiencing, conceptualizing, analyzing, and applying. To clarify what was done in terms of the *MultiMobi* design, I randomly chose some of its planned learning activities to be presented and explained in depth. As they were similarly designed following the combination of theory and practical rationale adopted by me, I will present two examples of applications of each of the knowledge processes that will be later implemented and done by the participants.

## **1 EXPERIENCING**

### ***Task 1 - Week 1: Reflecting on students' profiles (Experiencing the known)***

I designed task 1 for week 1 (Fig. 17) with the pedagogical purpose of allowing the participating teachers to experience the known, that is, to activate their own experiences and existing knowledge about their students. As acknowledged by Kalantzis and Cope (2012), experiencing the known refers to the phenomenon when learners, in this case, the participating teachers, activate previous knowledge and bring what they already know and what is familiar to them to the learning situation.

Figure 17: Task 1 - Week 1



Source: Created by the researcher (2021)

With this purpose in mind, I created the following questions for oral in-class discussions in groups: “How are your students like? What do they like to do? What are their favorite activities in the English classes?” My main design purpose was to encourage the participating subjects to go through the process of ‘experiencing the known’ so as to reflect on what is already known by them to bridge the gap to the unknown. Based on what I know about Brazilian public schools, I expect participants to answer that their students love spending time on their smartphones and social networking, playing games, and listening to music in relation to questions 1 and 2. Concerning the third question, they might say that students like games, competitions, music for class activities, etc.

***Task 2 – Week 1: Watching a clip from a movie (experiencing the known)***

To advance discussions on ‘experiencing the known’, I created task 2 to give the participants opportunities to further reflect on their students’ likes and dislikes and their ubiquitous use of digital technologies, especially for pleasure. They will be invited to watch a

clip from "Ferris Bueller's Day Off," a movie released in 1986, then debate some questions. The planned task is as follows:

**Figure 18: Task 2 - Week 1**

**Week 1**  
**Experiencing the known**  
**Task 2:**  
**Watch an excerpt from the movie "Ferris Bueller's Day Off". After watching the video, discuss the following questions in pairs:**

- What similarities do your students have to those from the movie?
- What makes them behave similarly to the students from the movie?

**List orally in groups what students like and dislike during English classes.**

**REMINDER**  
**Let's interact with each other!**

August 2

Source: Created by the researcher (2021)

A specific scene chosen by me for in-class discussions shows the beginning of an economics teacher's class at Ferris Bueller's high school. The teacher is taking attendance, and his students seemed totally bored, inattentive, or unmotivated. The script for this part of the scene is: "Adams? Adamly? Here! Adamowlsky, Adamson, Adler? Here! Anderson? Anderson? Here!" When he calls Bueller, there is no answer, but he repeats the name three times: "Bueller? Bueller? Bueller". Then, Simone, one of his students, ironically answers: "Um, he's sick. My best friend's sister's boyfriend's brother's girlfriend heard from this guy who knows this kid who's going with the girl who saw Ferris pass out at 31 Flavors last night. I guess it's pretty serious". This is obviously false information, as the teenager skipped school to spend a day off in Chicago. In this scene, the students show a considerable lack of respect for the teacher and give the idea they are feeling completely bored.

In the second part of the scene, the teacher is lecturing about the Great Depression and the USA's economy in 1930 in a monotonous way and his students are zoning out in class, completely unaware of what he is saying. In the attempt to make them participate, he asked several questions about the content such as “In 1930, the Republican-controlled House of Representatives, in an effort to alleviate the effects of the... Anyone? Anyone?... the Great Depression, passed the... Anyone? Anyone? The tariff bills? The Hawley-Smoot Tariff Act? Which, anyone?”

He tries to interact with the inattentive students, but they did not respond and acted as if they were fully bored during class. This behavior also demonstrates a lack of commitment. The teacher ended up answering his own questions (“Did it work? Anyone? Anyone know the effects? It did not work, and the United States sank deeper into the Great Depression”). The introductory screen of the video is as follows. The full video transcript is on Annex B:

**Figure 19: Screenshot from the movie clip “Ferris Bueller's Day Off”**



Source: The economics teacher in the movie. Retrieved from:

<https://www.youtube.com/watch?v=yUjhSBjxuXA>

Although this film dates back to the 1980s, I decided to use this clip because it is an ideal fit for this *MultiMobi* activity concerning the process of experiencing the known/new since it portrays several relevant issues related to what takes place in our public schools, such as students bad and inadequate behavior in classes, common practices in the high school classrooms. My prediction is that the participating teachers will relate what happened in the scene to what usually occurs in their own classrooms.



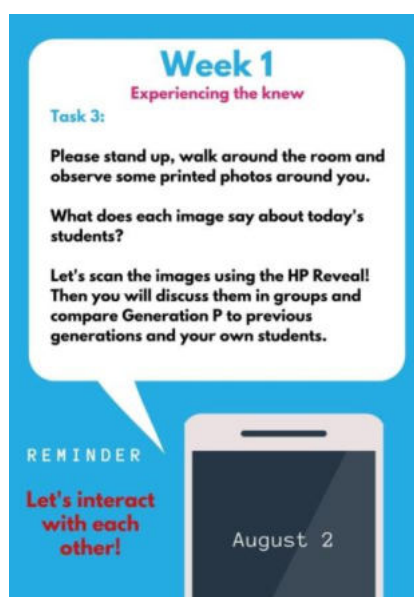
After watching the video, the participating teachers will discuss their students' similarities to those from the movie and what makes their students behave similarly to the ones in the clip. Then, teachers will list orally what their students like or dislike during English classes.

According to Kalantzis and Cope (2012), educators need to become accustomed to creating more engaging learning tasks and learning environments more suitable for today's students. Considering this perspective and the purpose of offering teachers a professional development course towards a transformative pedagogy, one of my purposes was to encourage teachers to understand the type of students they have by 'experiencing the known.' The participating teachers will achieve this by reflecting on their own students' characteristics and behavior.

### ***Task 3 – Week 1: Using HP Reveal and learning about Generation P (experiencing the new)***

Another example of activity for 'experiencing' was the introduction of the term Generation P, for 'participatory' (Kalantzis & Cope, 2012) to the participating teachers. I planned the integration of the application HP Reveal (<https://www.hpreveal.com/>) into the task as shown in the instructions below:

**Figure 20: Task 3 - Week 1**



Source: Created by the researcher (2021)

The purpose of this activity was to immerse the research subjects in new experiences about today's students so as they could develop knowledge about the Generation P. According to Kalantzis and Cope (2012), this generation interacts with ubiquitous smart devices, connected to the internet that allows them to communicate with people distant from them at any time of day and anywhere. Besides that, these learners have different kinds of sensibilities from the students of our recent past (Kalantzis & Cope, 2012). The authors point out that teachers and students are required to make meaningful choices about what and how they learn to meet new, higher standards of performance and wellbeing.

Taking these considerations, Task 3 was designed for teachers to experience the new by reading unfamiliar texts and getting to know Generation P's characteristics as remarked by Kalantzis and Cope (2012). The authors list the aspects of this generation by discussing their different literacy habits towards reading, writing, listening to music, playing video games, etc. For the development of this task, I printed five images (a radio, a blog page, a video game, a television, and an encyclopedia) that would represent these learners' traits. Then, I added some digital information about Generation P as layers using the application for augmented reality, HP Reveal. When implementing the task, I will scatter the printed images throughout the classroom. Teachers will then be encouraged to stand up, walk around the room, observe the printed photos, and scan them using the application. Table 07 shows the printed images that will be used and their corresponding information.

**Table 07: The printed images and the corresponding information on HP Reveal**

Printed images	Corresponding information
	<p><b>A radio</b> - An early generation used to listen to the "top 40" songs from playlists selected by a radio station. Generation P makes their own playlists for their mobile players.</p>



**A Blog page** - An earlier generation expanded their literacy habits by reading in their spare time, and more so than they did by writing. For Generation P, on the other hand, reading and writing are fused as integrated practices in social networking sites, blogging and text messaging.



**A video game** - Previous generation students were more accustomed to being passive storytellers in video games; Generation P ones, however, are active characters in video game stories where they play important roles during the games.



**A television** - Earlier generations passively watched TV programming that others considered good for them, tuning in to a handful of available channels. Generation P "channel surf" hundreds of channels, or millions of videos that are on the web, or make their own videos - on their cameras or their phones - and upload them on the web.



**An encyclopedia** - One of the greatest sources of research from previous generations was the encyclopedias. Today, there is a variety of online libraries and fast access tools like Google. In addition, they create collaborative content on sites such as Wikipedia.

Source: Created by the researcher (2021)

After participating teachers experience the new by examining, checking, and debating this generation's characteristics in groups, they must make connections with their own students (experiencing the new/known) to understand them better. I hypothesize that if they enhance their

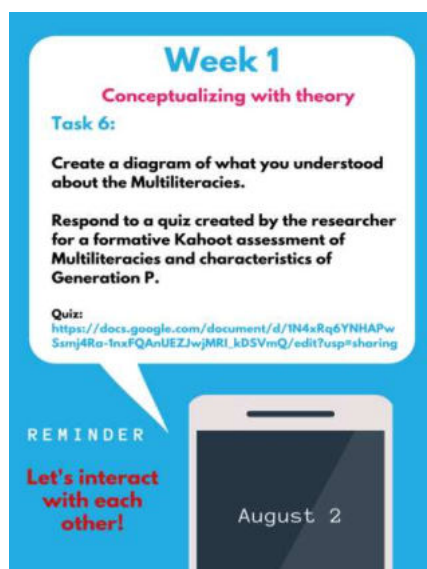
knowledge about their students' profiles, they will develop activities that fit them as participants of generation P and keep them more engaged in their classes. It is relevant to remark that activities based on the experiencing knowledge process should include reflections on personal experiences, contextual meanings that are grounded in the real world of patterns of experience, and actions and subjective interest (Kalantzis & Cope, 2012). The participating teachers will be encouraged to experience the known and the new by interacting with each other and also by bringing reflections about their own students and their teaching contexts during the development of these first tasks, from 1 to 3.

## 2 CONCEPTUALIZING

### *Task 6 - Week 1: Understanding and defining multiliteracies (conceptualizing by naming)*

Conceptualizing refers to the ability to make connections between concepts, theories, generalizations, particularizations, and the knowledge of identifying and understanding them (Kalantzis & Cope, 2009). I designed task 6 - week 1 for the participating teachers to define and describe the term multiliteracies. As shown in Fig.21, they will ‘conceptualize the term with theory’ by creating a diagram and responding to a quiz about multiliteracies.

**Figure 21: Task 6 - Week 1**



Source: Created by the researcher (2021)

Although the focus of this section is on the conceptualizing process, I found it necessary to contextualize the activity by briefly discussing with them what has been done in the previous week. So, before task 6, the research subjects will watch an animation video<sup>29</sup> produced by the researcher on multiliteracies based on Kalantzis and Cope (2012). Besides that, they will discuss orally in groups what they understood about this term. After these immersions to the new concept, the instructors will create a diagram to define multiliteracies. I expect them to draw a chart and include information such as that multiliteracies involves two main aspects, multimodality and diversity provided by digital technologies. It is also essential that the educators mention the New London Group (1996) and their discussions about social changes.

Additionally, to strengthen knowledge, teachers will also take a quiz on the application Kahoot for a formative assessment of the theory. I created these questions to be answered in-class to give the participants feedback on their learning while it is happening. The quiz is available in Appendix K.

The goal of this ‘conceptualizing with theory’ activity is that the educators “become active conceptualizers, making the tacit explicit and generalizing from the particular” (Cope & Kalantzis 2015b, p. 4). Consequently, conceptualizing requires “systematic, analytic and conscious understanding [of a concept]” (NEW LONDON GROUP 1996, p. 25). If the participants understand the aspects of multiliteracies (diversity and multimodality), they will become conscious about their classroom diversity and how inclusive learning might be.

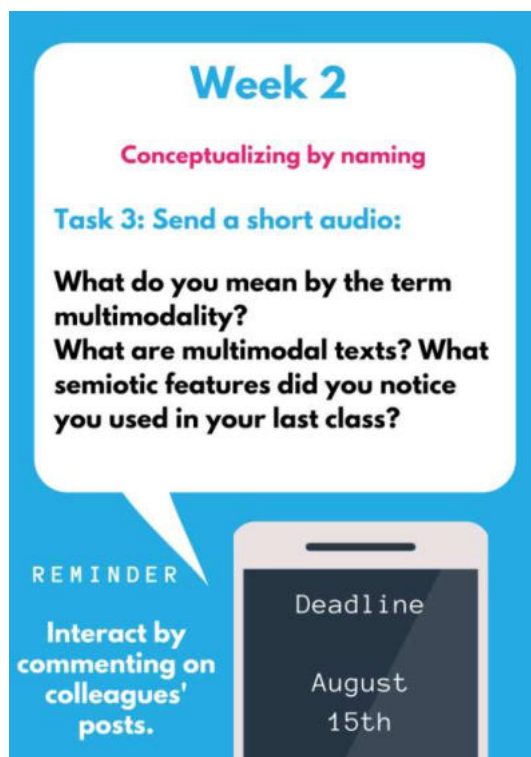
### ***Task 3 - Week 2: Defining multimodality (conceptualizing by naming)***

According to Kalantzis and Cope (2012), specialized, disciplinary knowledge is based on finely tuned distinctions of concept and theory, typical of those developed by expert practice communities. Considering this idea, I prepared task 3 for the participating subjects to conceptualize by naming so as to develop theory:

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<sup>29</sup>The video can be found on this link: <https://www.powtoon.com/online-presentation/gkcmqFiekCm/untitled-5/?mode=movie>.

Figure 22: Task 3 - Week 2



Source: Created by the researcher (2021)

As we can see in Fig. 22, the participants will record audios with their own definitions of the term multimodality (Kress, 2003) and post on the WhatsApp group. It is important to mention that before this task, they will read an infographic about multimodality (Appendix I) based on Kress (2003) and Dias (2012) and watch a video about this concept.

During task 3, the educators will reflect on the following questions: “What do you mean by the term multimodality? What are multimodal texts? What semiotic features did you notice you used in your last class?” When they answer these questions, I expect them to say that multimodality refers to the interaction between different representational modes (written-linguistic, visual, audio, gestural, and spatial). They must consider that combining these modes is crucial for meaning making and that multimodality is present everywhere, even in the predominantly verbal texts. My prediction is that they will tell they used different modes in their last classes. When the participating teachers name the design elements of the semiotic modes they used in their last classes, they will be ‘conceptualizing by naming,’ since conceptualizing

involves the development of metarepresentations to describe ‘design elements’ (Kalantzis & Cope, 2012).

### 3 ANALYZING

#### *Task 1 - Week 5: Analyzing a unit in the English book (analyzing functionally)*

I designed task 1 for week 5 (Fig. 23) with the pedagogical aim of encouraging the teachers to analyze functionally, that is, understand the content that they were working on more profoundly. When ‘analyzing functionally’, learners draw “inferential and deductive conclusions,” determine “causes and effects” or the “functional relations” in a text, examine the “logical and textual connections” (Cope & Kalantzis, 2009, p. 186). Task 1 challenges the research subjects to analyze a unit of the textbooks they teach English according to the ‘multis’ in multiliteracies, “(multi)contextual” and multimodality:

**Figure 23: Task 1 - Week 5**

**Week 5**  
**Analyzing Functionally**

**Task 1 - Remember what you have learned about Multimodality (semiotic modes, check the links from week 1,2, the infographic...).**

- **Choose one unit in the English book you teach.**
- **Take a picture of one or two pages and analyse them according to both multis in multiliteracies (multimodality and multicontextual).**
- **Your analysis may be an audio, a video, a comment. Make sure you combine modes in your post!**

**REMINDER**  
**Please comment on at least 3 colleagues' posts.**

**Deadline**  
 September 14th

Source: Created by the researcher (2021)



As the participants will spend the first four weeks learning the aspects that involve multiliteracies, I designed this activity to make logical connections with all these concepts. They will see how ideas and information are used in Alive<sup>30</sup> books and, more deeply, how the semiotic modes are presented in different lessons.

By doing this activity, the subjects will also be putting in practice the use of the semiotic modes, as they are invited to take pictures of the units and post their analysis in different formats (audio, video, or written comments). I expect the participating teachers to describe how diversity and the multimodal texts are present in their school books, identify different modes and resources in activities, and how these modes can contribute to students to make meaning.

The knowledge process of ‘analyzing’ can be seen as including critical thinking as it “(...) requires that learners be able to examine a context, event or piece of information and be able to articulate in a systematic and critical way the underlying assumptions and implications of its application or function” (Yelland et al. 2008, p. 202). During this activity, the participants will critically examine the multimodal and the multicontextual aspects integrated into the EFL books used by them at Brazilian public schools.

### ***Task 3- Week 11: Evaluating the use of the application Plickers at public schools (analyzing critically)***

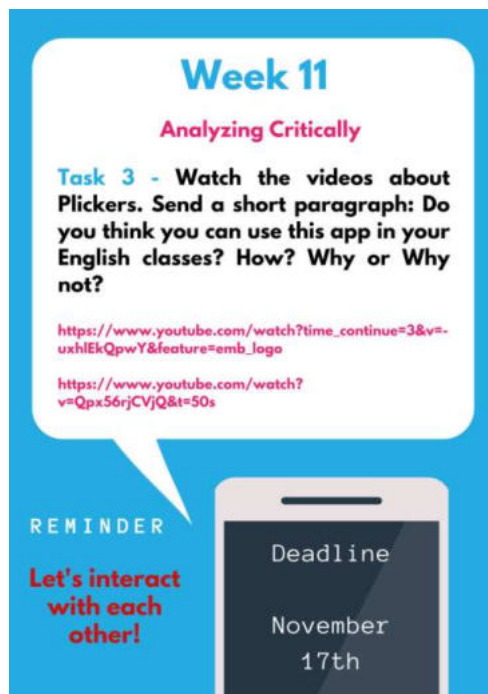
‘Analyzing critically’ means that the learners evaluate their own and other people’s perspectives, interests, and motives and their impact on the information under scrutiny (Cope & Kalantzis, 2012). Accordingly, it could be claimed that students, in our case, public school teachers, actively recognize multiple ways of understanding texts or other sorts of content. In this perspective, I produced task 3 for the participating teachers to ‘analyze critically’ the possibility of using the application Plickers in their English classes at public schools:

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<sup>30</sup>Alive was the collection of English books for high school used at public schools in 2019. The collection was developed under the National Curriculum Parameters of Brazil. Further information: <https://www.moderna.com.br/pnld2017/obras/alive-ingles.htm>



**Figure 24: Task 3 - Week 11**



Source: Created by the researcher (2021)

The participating teachers will be discussing mobile learning and educational tools for the English classes. Hence, Plickers was the application chosen for discussion on week 11. I selected this digital tool because it is known for its low-technology quick way to assess learning, and it does not require student devices, just one teacher smartphone and papers. For these reasons and for not demanding high connectivity, this application is suitable for public schools.

Taking all that, the participants will watch two videos about Plickers. In the first video, the educator explains how the tool helps her increase engagement with her students. She also describes how the application works, what is required to use it, and its benefits for her teaching context. The second video is a step by step tutorial on how to use Plickers. The video explanation includes how to make an account, set up classes, make questions, find the printed cards on the website, and print them.

Following Van Haren (2010), in asking questions about how people are positioned by a text, in this case, a digital tool, learners are empowered to critique the wide range of available information through the media and modern technology. In this way, after watching these videos, the teachers will respond to the following questions: “Do you think you can use this app in your

English classes? How? Why or Why not?” I suppose they will mention that Plickers can help them create warm-ups, quick comprehension checks, and review content. They will probably agree that it is possible to use Plickers in public classrooms despite the connectivity issues and the constraint to questions limited to multiple-choice options and true or false alternatives.

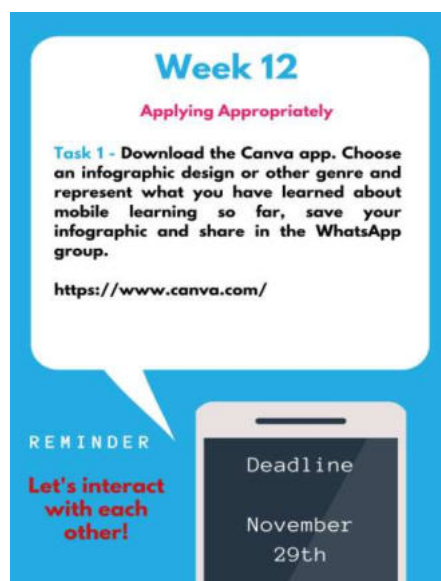
‘Analysing’ connects with critical pedagogy traditions insofar as it interrogates the purposes of knowledge and texts, and engages in critique and inspires learners to consider themselves to be agents of change (Kalantzis & Cope, 2012). Thus, task 3 allows the English educators that are the research subjects to assess the tool critically in their teaching contexts.

#### 4 APPLYING

***Task 1 - Week 12: Choose an infographic on the Canva app and represent your knowledge about mobile learning (Applying appropriately)***

Applying appropriately’ enables learners to create information or act in “a predictable and expected way” (Cope & Kalantzis, 2009, p. 186). It can include, for example, the creation of a text “in line with traditional genre conventions,” as students implement the prevailing “typical text structures and functions” to their work (ROWLAND et al. 2014). Based on this perspective, task 1 for week 12 was designed for the research subjects to represent their learning about mobile learning in an infographic format, as shown next:

**Figure 25: Task 1 - Week 12**



Source: Created by the researcher (2021)

According to Kalantzis and Cope (2012), 'applying' involves production capacities with the design elements for a wide variety of different text types and communication purposes. Along this line, as illustrated above, this task suggests the participants download the application Canva, then choose an infographic template or other genre available on the tool to represent what they have learned about mobile learning. Then, they are expected to save their visual representations and share them with the *MultiMobi* group.

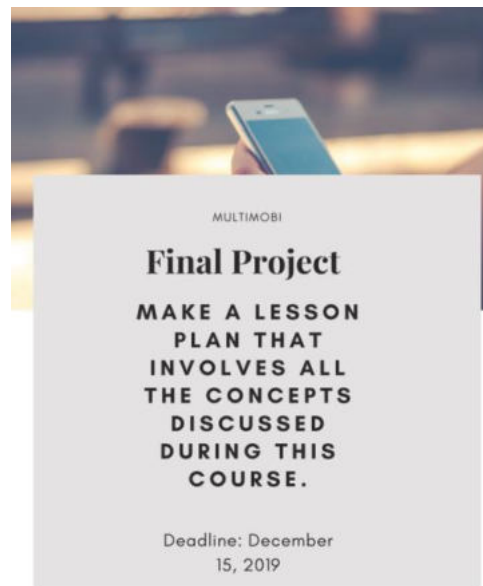
I decided on infographics for this task considering the potential of this genre for conveying ideas in a concise and multimodal manner. Canva offers several graphic elements, colors, fonts, backgrounds, and more in its library. Indeed, this online tool will be appropriate for the participants to make visual representations of their understanding of mobile learning. When producing this type of communication, they are supposed to add evidence such as that mobile learning refers to the use of cellular phones in education and this fundamental concept is not only about mobile devices, but the 'mobility' of both learners and learning experiences (Pegrum, 2014).

In sum, participants will apply appropriately by putting together the central aspects of m-learning using infographic conventions. They will also produce a new text and make choices about the visual features of the genre.

### ***Final Project - Week 13: Creating a lesson plan (applying creatively)***

'Applying' connects with teaching and learning approaches that emphasize the transfer of learning from formal school situations to the real world (Kalantzis & Cope, 2012). In this instance, the last task of MultiMobi encourages the participating teachers to demonstrate what they learned during the course in a lesson plan, as follows:

**Figure 26: Final project - Week 13**



Source: Created by the researcher (2021)

The proposed task challenges the research subjects to translate the concepts they learned: multiliteracies, the knowledge processes of the multiliteracies pedagogy, and notions of mobile learning and apply them creatively and innovatively in a lesson plan. In doing so, they will “redesign or transform objects and ideas” in new contexts (Yelland et al. 2008, p. 203). My intended goal was to provoke them to transform their teaching practices and adapt the principles they learned during the *MultiMobi* to their classrooms. If they do that, they will intervene in the world distinctly expressing their voices and, at the same time, translating the knowledge that was built by them to a different context (Kalantzis & Cope, 2012).

For this final project, my hypothesis is that the research participants will design a lesson plan, including activities that require some applications connected to the content they intend to teach according to their pedagogical purposes. They will probably include activities that embrace different learning styles (diversity) and involve an ensemble of semiotic modes (multimodality). I also assume the presence of tasks that include the pedagogical moves: experiencing, conceptualizing, analyzing, and applying.

### 4.3 THE *MULTIMOBIL*: ANALYSIS

This section introduces the process of how the data will be analyzed. The analysis will be divided into two parts aligned with the objectives of the pilot study. The first one will discuss how the participants integrated ‘multiliteracies’, the ‘knowledge processes’, and ‘mobile learning’ as ‘transformative intellectuals’ in their educational contexts. For each concept, an overview of the researcher’s perceptions will be given, and representative excerpts will substantiate these inferences.

The second part will present a reflexive perspective of the lessons learned from the *MultiMobi* implementation involving its shortcomings and successful actions. To this end, I used the data obtained from the answers to the final questionnaire and my observations, anchored in field notes, the WhatsApp records, and the pertinent bibliographical references, seeking to outline a summary of the achievements and failures of this process for my development as a critical professional educator and academic researcher. Hence, I will provide information about my involvement, my insider role, and the course’s design and implementation. So, this part is organized into three categories:

- *The digital tools*: I will briefly analyze how the digital tools were used during the course by the participants and how they supported mobile learning.
- *The platform*: I will examine the contribution of WhatsApp in supporting the four knowledge processes, the possibilities and potentialities for mobile learning, and multiliteracies. The participants’ views will also be discussed.
- *The course schedule and activities*: I will provide an overview of the course delivery. I will analyze the teachers’ comments or suggestions given in the final questionnaire and my own findings that emerged from the data collected regarding the materials and tasks delivered in the course.

These divisions came from what I observed during and after the course implementation. The autoethnographic perspective was selected for this analysis because I included a report of my discovery journey and how my ideas evolved, developed, and changed during this investigation. My roles concerning this pilot study can be defined as an insider (the teacher and the course designer) and an outsider (the researcher). This experience has shaped my perception of the challenges and the strengths of the whole process.

According to Ellis et al. (2011), when researchers do autoethnography, in addition to talking about experiences, they often are required by publishing conventions in social sciences to analyze these experiences. The authors include that autoethnographers also discern patterns of cultural experience, evidenced by different data instruments. Accordingly, apart from self-reflection, I will use the following:

- Participant observation based on field notes and the WhatsApp records taken during the *MultiMobi* implementation. They are descriptions of the observed events. Participant observation involves the direct contact of the researcher with the data generation environment. The field notes contain direct reports of what is happening in the classroom, and they focus on the presentation of accurate, detailed information (Bogdan; Binklen, 2003).
- Responses to the *MultiMobi* learning activities from the participating teachers who were taking part in the course.
- Answers from the final questionnaire to collect participants' perceptions of the course. The questionnaire served as an efficient instrument for data collection and offered reliable information in this research.

#### **4.3.1 Interrelating concepts in teaching practices**

As previously mentioned, I will draw in the various data points collected to examine how the participating subjects interrelated the central concepts critically discussed and learned during the course to their teaching practices in English at public schools. To illustrate the interrelations, they established between the knowledge they developed and their pedagogical context, I selected three tasks that directly encouraged them to establish these interrelationships. To protect their identity, I will use a P plus a number to refer to them as, for example, P1 for Participant 1. First, I will briefly contextualize each task, then provide some responses given by the course participants and some reflections of my own about them.

##### ***Task 2 - week 3: Defining multimodality (conceptualizing by naming)***

I created task 2, presented in section 4.1, to allow participants to 'conceptualize the term multimodality by naming,' one of the key principles from the multiliteracies theory discussed in

*MultiMobi*. In the debates that were carried out, the participating teachers critically reflected and constructed meaning in collaboration. I observed that they were totally engaged with what they had to debate during the task. According to the WhatsApp records, when they started the process of conceptualizing this concept some of them shared extra websites to enrich the discussion. For instance, P6 posted a link with a glossary entry in Portuguese called “Multimodal texts”<sup>31</sup> to add more information about the concept that could be useful to her colleagues. P3 published two educational applications that offer possibilities to combine various semiotic modes in our WhatsApp group. The first one was the formative assessment tool “Socrative”<sup>32</sup> and the second was the augmented reality coloring application “Quiver 3D”<sup>33</sup>. Of note, there were two examples this participant sent to us. This demonstrated awareness and understanding of the importance of technology in education, especially in the English classes. This aligns with Giroux (1988) notions. If the learner was observed, in our case, the participating teacher, to be engaged in active learning, he or she can be regarded as having achieved critical consciousness as the process demands reflection and action. This also affirms the idea of agency proposed in this investigation based on Kalantzis and Cope (2012). The agency was demonstrated via active participation in teamwork with contributions of thoughts, examples, suggestions.

Based on the literature reviewed during this academic journey, it was affirmed that the pedagogical demands of the contemporary era require the use of a variety of semiotic modes of language representations in oral/written communication, which is called multimodality (Kress, 2003, 2010; Kalantzis & Cope, 2012). In this perspective, I agree with these authors’ ideas that educators, and designers of pedagogical practices like me, have to consider the different semiotic modes: textual, aural, linguistic, spatial, visual, and other resources for meaning-making. In the past, communication relied more on the verbal mode, but this has been changing. With the digital resources available, the verbal mode is not always the predominant one.

Based on these considerations, I created task 3 (Fig. 27) with the pedagogical aim of encouraging participants to take aspects of multimodality into account in their English classes. As a designer, I thought it was vital to define and reflect on the multimodality approach and then apply its basic aspects to their contexts. Then, I encouraged them to share their thoughts through

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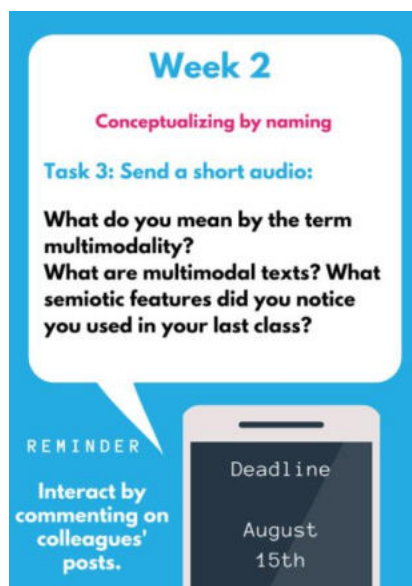
<sup>31</sup>The text “Textos multimodais” can be found on this link retrieved on November 25, 2020: <http://www.ceale.fae.ufmg.br/app/webroot/glossarioceale/verbetes/textos-multimodais>

<sup>32</sup> Socrative: <https://www.socrative.com/>

<sup>33</sup> Quiver 3D: <https://quivervision.com/>

a short video that was sent by WhatsApp about the following questions concerning multimodality: “What do you mean by the term multimodality? What are multimodal texts? What semiotic features did you notice you used in your last class?”

**Figure 27: Task 2 - Week 3**



Source: Created by the researcher (2021)

This activity aimed to support the discussion of the concept “multimodality” and multimodal semiotic resources to enable participants to record audios in the English language to make it clear for me that they had learned the concepts. This challenging oral task represented a significant accomplishment for many of them because they were probably recording their voice in the target language for the first time. According to the British Council Brazil (2015) survey in the Brazilian context of public schools, “69% of the teachers claimed to have some difficulty or limitation with the language. The lack of opportunities to have conversations in English was the most cited option, followed by the difficulty with the spoken language”. Based on these results, I observed that the participants of this study struggled hard to communicate orally in English and record the audios with what they comprehended of the multimodality approach. I noticed that they started to overcome their anxieties related to speaking in English because most of them only wanted to talk in Portuguese at the beginning of the course.



In addition to this progress related to English for communication, the teachers defined the approach and reflected on the semiotic modes they used in their last class. Their active participation and commitment to the task resulted in 11 audio recordings during week 3. Here are some audio transcription excerpts from the participating teachers to illustrate their responses. The full audio transcripts are on Annex C:

*The second one about multimodality texts is when we use different modes. When you combine picture [with] words, video songs. And the third one about the semiotic features that I used in my last class... uh, in my last class, I used the booklet that I prepared for them, and we used pictures that they had to see [look at]<sup>[2]</sup> the pictures and talk about them to force [make] them to speak. - From P4*

*In a multimodal text, for example, if it's printed we can have written text and images, for example, or engage if its digital we can have written texts, images, and audio or [pause] in a video, for example, a video camera can work at the same time with audio, images, written texts, music, and links, because we have links in videos. - From P7*

*Yes, for me, multimodality is getting many resources together related to help explain, to help understand. - From P3*

*When we talk about multimodality we are talking about new communication practices. This new communications are related to textual, linguistic, visual, spatial, oral resources. These modes of representation we use to compose messages. - From P2*

*Multimodality.* The data associated with these excerpts indicated that participants comprehended that meaning can be expressed in a combination of semiotic modes. Moreover it demonstrated awareness of the need to merge modes to express meaning. For example, P4 understood that it would be pedagogically relevant to integrate pictures to the verbal information in the booklet she created to encourage her students to speak English. This observation indicated that her attitude reflects some of Kalantzis et al. (2015) thoughts when they point out that images and texts cannot convey the same information in the same way. The authors exemplify that “if you finally see an image that has previously been described to you in words, the former meaning becomes filled in with a whole range of additional visual meanings that no amount of wording could have conjured up in your mind’s eye (p. 363).” In this way, when P4 tried to encourage her students to speak the target language by combining extra pictures with written information from

the book, she implemented what Kalantzis and Cope (2012) call “synaesthesia.” Basically, synaesthesia is making connections between different semiotic modes for a more robust and relevant learning. Moreover, it is the “[...] capacity to make meanings in more than one mode – language, image, gesture, and spatial and tactile understandings - and to switch backward and forwards between these modes (Kalantzis et al., 2015, p. 26).

Based on my own experience working with public school teachers and attending their classes (2017 - 2020), on the literature reviewed, it became clear that teachers need to expand the repertoire of modes in their educational setting where they teach English. On the other hand, I noted that this is still a challenge for them due to insufficient resources in their public schools. This limitation is shown by the British Council Brazil (2015) survey mentioned before. For example, the research revealed that only 44% of these teachers have textbooks at the school, 42% have a slide projector, 38% have stereos, and 24% have internet available and other resources (p.16). In *MultiMobi*, only three out of the fourteen teachers had a computer lab with internet available at their schools.

*Mobile learning.* In the audio recordings, I observed that participants linked multimodality and the semiotic modes to the use of digital tools and devices in their classes. P2 said: “*when we talk about multimodality, what comes to my mind first is the device’s screens. Since we started using these devices, computers, cellular phones, tablets, etc., we change the way we communicate because, on these screens, we use lots of those resources*”.

When the teachers talked about the semiotic modes they used in their last classes, they provided examples of their practices. For example, P3 used the digital tool Socrative and commented: “*the first grade was reading Frankenstein, and I prepared a quiz using the Socrative on chapters 1,2, and 3 for reading comprehension. Of course, I let them use the books because it was not for them to memorize the story, but for them to understand the story and before they used the computers to learn a bit more about the story, characters, the author.*” This idea of not focusing on memorization and letting students use the book while doing the activity connects to a fundamental aspect of active knowledge making by Cope (2014b, YouTube). The author explains, we are moving to a world where memory is less important, and as we have devices in our pockets, we do not need to memorize things anymore. He clarifies that massive information is available all the time and “it should be available to us in every moment of learning.” Cope (2014b, YouTube) suggests that students could create multimodal artifacts

(videos, reports, etc.), which should be assessed by the teacher instead of assessing the content remembered by students. One example from this notion in the *MultiMobi* course is that P7 had her students create an artifact: “they’re going to produce a video this bimester” and P1 stated: “thanks to modality(sic), people have more and more possibilities to access information, knowledge (...).”

Concerning the three degrees of ‘mobility’ by Pegrum (2014), mobile learning is not merely about mobile devices, but also about mobile learners and mobile learning experiences. I noted that the teachers weaved between the first and the second level. P6 “[...] used games, films, texts, books, images, among others, and used the application Kahoot, and the students liked it a lot, and there was also the possibility of working with multimodal texts,” and P3 “prepared a quiz using the Socrative on chapters 1,2, and 3 [...] for reading comprehension” to be done in the laboratory. The data collected suggests that these practices illustrate a limited level of mobility because the learners move at school from the classroom to the labs, but the learning experience is not. The students used the application in the labs with stationary computers. Consequently, in these practices, the mobile devices do not create a change in the ‘mobility’ of the learning experience.

However, the use of the digital tools by these teachers still corroborates the ideas of Kalantzis et al. (2015) about using new media pedagogically. They state that “[n]ew technologies provide spaces for students to express themselves in the form of video, or podcast, or blog sites, or wikis, which are no different from the tools that mature or professional users have (Kalantzis et al., 2015, p. 189).”

*The knowledge processes.* Concerning the processes in the teachers’ responses and practices during the implementation of this task, I anticipated that P4 used a mix of knowledge processes in her last classes. She created a music project “we have a music project that the students, all the students must [had to] present a song together for all the school.” In this practice, the students worked jointly to complete a task, and they used conventional or ‘correct’ ways to sing and dance the chosen song, so this project included ‘applying appropriately.’ By selecting a song for the project, P4’s students had transcended the classroom world to make their own connections to the learning. This represents an expression of ‘experiencing the known.’ It also involves ‘experiencing the new’ because her students had to learn some new dancing moves and proper pronunciation to sing in English. After P4 learned about the terms, she was able to

justify her pedagogical choices based on her students' learning goals. When P3 "*prepared a quiz using the Socratic on chapters 1,2, and 3 for [Frankenstein] reading comprehension*", this showed a considerable number of actions related to 'applying appropriately and critically.' In 'applying appropriately', the students were expected to provide correct answers about the book they were reading. In 'applying critically,' P3 designed an activity using a digital tool enabling students to transfer meanings with different resources (books, dictionaries, computers, and the application) and move from one mode to another (visual, auditory, linguistic, spatial, and gestural) (Kress, 2003, 2010).

Overall, the data collected suggests that the research subjects weaved between 'experiencing the known' and 'experiencing the new.' For example, they discussed their last classes, which is a familiar context to them, and they began to relate multimodality (a new concept) to their own contexts. This task allowed them to define multimodality and exemplify different resources for meaning; it included 'conceptualizing by naming.'

Additionally, their artifacts revealed that the participants understood the importance of supplementing reading and writing using multimodal ways using digital tools and resources to articulate meanings in contemporary communication in their classrooms. For example, P1 said: "*That's why you need to explore the resources in the classroom, in our classes because we are working and dealing with many kinds of intelligences in the classroom, many kinds of students (...).*" P6 declared: "*The composition [combination] of verbal and non-verbal language provides a better insertion of the reader in the contemporary world.*" P3 also stated: "*We understand better when we see, when we touch. Okay, another example: when you have apps to help you change the way things are seen.*"

*Agency.* The examples of practices these teachers provided indicate a move towards a transformative education based on a reading of contemporary society, using current pedagogy and multiple resources that make students active knowledge producers (Kalantzis & Cope, 2012; Giroux, 1988). From the data collected in *MultiMobi*, experience, although there were difficulties, the participants included digital tools and multimodality in their practices. They demonstrated awareness of the importance of being active learners and designers. Giroux (1988, p. 194) mentions that teachers as intellectuals need to "begin rethink and reform the traditions and conditions that have prevented schools and teachers from assuming their full potential as active, reflexive scholars and practitioners."

It was also observed that the participants supported students to learn in different modes and provided them with voice, which describes a “balance of agency.” According to Kalantzis and Cope (2012), the participating educators were thereby enabling learners more agency and the use of technological resources available to support new relationships between learners and their learning environments, in order to achieve more significant equity of outcomes.

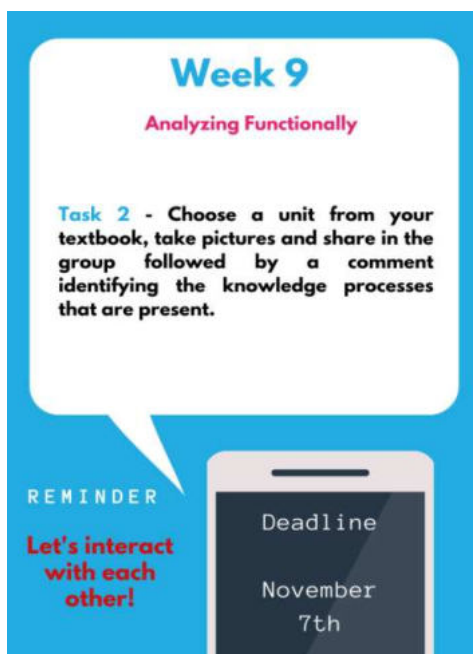
During this activity, it was claimed that this was the first time these teachers came into contact with the concept of multimodality and its corresponding semiotic resources. The data collected indicates that they found themselves reflecting on their teaching actions using this approach, contributing positively to their teaching context. Moreover it illustrated the ways in which the participants interrelated multimodality and their teaching practices in their context.

***Task 2 - week 9: Identifying the knowledge processes in the textbooks (analyzing functionally)***

The second task for week 9 (Fig. 28) focused on the pedagogical goal of encouraging the participating teachers to examine a unit of their textbook from the perspective of the process ‘analyzing functionally.’ Additionally, they were supposed to discuss the knowledge processes proposed by Kalantzis and Cope (2012): experiencing, conceptualizing, analyzing, and applying. They had to choose a unit in the textbooks they taught during the *MultiMobi* implementation, take pictures and post them in our WhatsApp group, followed by comments identifying which processes they were able to identify on those pages.

When I designed this activity, I intended to offer the research subjects possibilities to expand their repertoires of knowledge-making and pedagogical actions. I thought they could also reflect on the “epistemic moves” (Kalantzis & Cope, 2012) to be able to justify their pedagogical choices based on their pedagogical purposes to develop students’ learning goals.

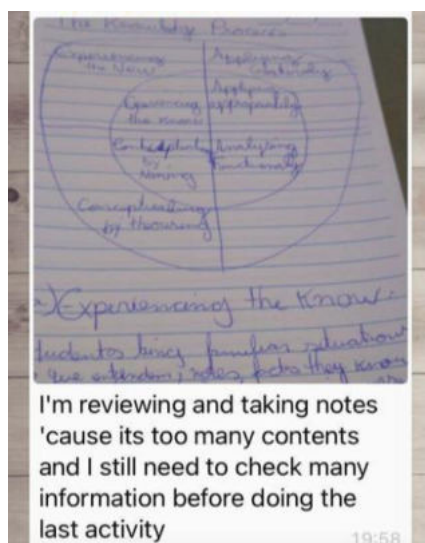
**Figure 28: Task 2 - Week 9**



Source: Created by the researcher (2021)

This activity took place during the last weeks of the course completion. By that time, I noticed that the frequency of teachers' participation was low. We were then studying the cyclical processes of the multiliteracies pedagogy. P1 posted a comment saying that she was reviewing and taking notes of their main characteristics and purposes before doing the activity, as shown in the screenshot:

**Figure 29: Notes from P1**



Source: From *MultiMobi*

As it can be seen in the above post from P1, in order to process the new information and get the most from the material posted by me, the participant drew the cycle, took notes in a notebook, and posted some pictures in our WhatsApp group. As learning tools to support our discussions related to examples of knowledge processes activities, I posted the New Learning website<sup>34</sup> and a video<sup>35</sup> produced by me based on Kalantzis and Cope (2012).

It can be observed that the note-taking, shown in Figure 29, helped P1 organize her ideas and what she had understood from the resources provided and stay engaged while learning. For this purpose, she also posted some pictures (Annex D) of her studies at different times during the last weeks. This strategy helped her identify the main ideas in the knowledge processes and build a foundation for posting her response to the *MultiMobi* activity. Moreover, there are two more notable remarks based on this post. The first one is that P1 demonstrated interest in learning more about the knowledge processes by posting the three pictures from her notebook (Annex D). It was the first time the participants were learning about this innovative framework. The second one is that P1 expressed her opinion regarding the amount of content discussed in the course. She indicated that there was much content when she posted, “*I’m reviewing and taking notes cause its too many contents (...)*”. As an insider researcher and member of the cultural group, I agree with her opinion.

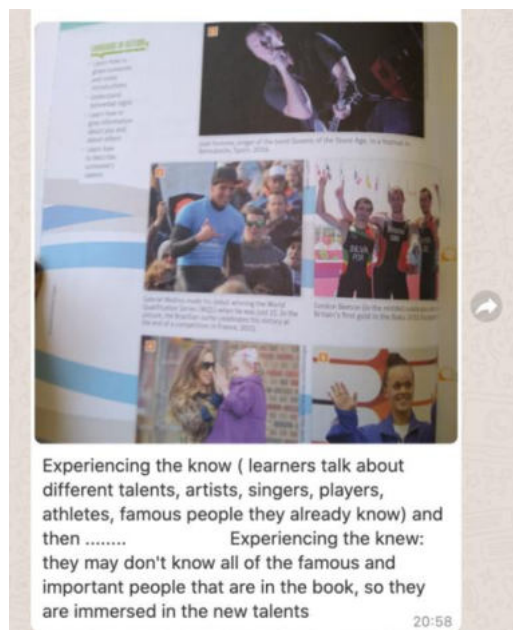
*The knowledge processes.* Concerning the focus of this activity, which was to identify the processes that supported the activities in the English textbooks the participants used in their classrooms, here is a screenshot from the *MultiMobi* group to illustrate P1’s response:

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<sup>34</sup> The New Learning website can be accessed here: <https://newlearningonline.com/learning-by-design/the-knowledge-processes>

<sup>35</sup> The video was produced in PowToon and it can be found here: <https://www.powtoon.com/s/dtsi5eJro28/1/m>

**Figure 30: P1 identifying ‘experiencing the known/new’ in the textbook**



Source: *MultiMobi* course on WhatsApp

P1 posted a picture of the first page of unit 1, “What’s your talent?” about celebrities in the world in the Brazilian textbook *Alive High* (Paiva et al.). As previously mentioned, this textbook is part of the series of books for high school used at Brazilian public schools in 2019. The participant identified the knowledge process ‘experiencing the known’: “*learners talk about different talents, artists, singers, players, athletes, famous people they already know.*” For that, the teacher used two terms that show the connection between the learning and their own experiences and interests: “*learners talk about / famous people they already know.*” In this case, taking a look at the famous people presented in Fig. 30, some students may be familiar with the first celebrity, Josh Homme, a singer from the rock band ‘Queens of the Stone Age.’ Regarding the second person, Gabriel Medina, some students knew him, from TV or the internet. They knew this Brazilian athlete is a two-time world surfing champion.

In ‘experiencing the new,’ the participant declared: “*they may don’t know all of the famous and important people in the book, so they are immersed in the new talents.*” Students are introduced to a subject less familiar to them in this process. So, in other words, P1 said that students might not recognize only some of the famous people presented on the book page. In this way, they are immersed in new information (Kalantzis & Cope, 2012). Again, taking the first



two people, some students may be familiar only with the music genre, not with Josh Homme. Some students may not have heard of Medina before but know about the sport.

Findings also show that P1 recognized cross-connections between familiar and unfamiliar experiences in the pictures presented on this page. Here is another example posted by this participant:

**Figure 31: P1 identifying ‘applying appropriately/creatively’ in the textbook**



Source: *MultiMobi* course on WhatsApp

The textbook task she posted suggests that students should develop an art project with graffiti. P1 noticed an amount of the processes ‘applying appropriately and creatively’. In ‘applying,’ students apply their knowledge to create something new for the world, innovatively and creatively, expressing their own voices or transferring what they learnt to a different context (Kalantzis & Cope, 2012). To refer to this process, P1 expressed her position using the phrases: “*hands on,*” “*learners will express their own opinions,*” and “*encourage them to make art and express what they want.*” The passage indicated she identified the appropriate process for the activity since it demanded learners to create an art artifact to express their voice.

*Agency.* After sharing some images of the textbook activities where she identified some knowledge processes, P1 posted the following comment<sup>36</sup> for the *MultiMobi* members:

<sup>36</sup>This comment was written in Portuguese and was translated by the researcher. Here is the original: *Vejo agora que muitas atividades nós fazemos com nossos alunos mas que podem ser melhoradas focando mais na produção deles,*

*“I now comprehend that many activities we do with our students can be improved by focusing more on their production, letting them choose how they can apply what they learn, instead of assessing with individual tests. Allowing them to express themselves and show what they know and what they can do with what they have learned.”*

This comment reveals how much she understood the key concepts that give support to the creation of the *MultiMobi* course, when she said: *“focusing more on [students] production,” “letting them choose how they can apply what they learn,”* and *“allowing them to express themselves,”* I observed that P1 agrees that educators should give learners voice and choice when they learn. The comment shows her understanding of what Kalantzis and Cope (2011, 2012) call a ‘balance of agency’. The authors explain that learners should become active knowledge producers and more effective participants in the learning process, not just consumers of what has been transmitted to them. The data collected suggests P1 agrees that agency should be part of the making-meaning process. In this perspective, Giroux (1988, p. 1995) mentions that “teachers should become transformative intellectuals if they are to subscribe to a view of pedagogy that believes in educating students to be active, critical citizens.” So, P1 has become a transformative intellectual.

*Mobile learning.* Task 2 allowed the participants to use mobile devices to take pictures of some textbook activities and share them in our WhatsApp group. Considering the three levels of mobility by Pegrum (2014), this activity fits the third level because the devices, the participants, and the learning experiences were all mobile. The subjects could do the activity at any time and anywhere, which contributed to their mobility. In the third level, the participants “(..) used their devices to make and share multimedia records of their contextualized learning experiences” (Pegrum, 2014, p. 19). In the *MultiMobi* scenario, the data illustrated that P1 used her smartphone to take pictures of the English textbook she used at school, then she identified and related the theory we were discussing during week 9. In other words, the mobile device was used in a real-world context connected to local learning experiences. It was also observed that this

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*deixando que escolham a maneira como podem aplicar o que aprendem, ao invés de avaliarmos com provas e testes individuais. Dando a oportunidade de se expressarem e mostrarem o que sabem e o que podem fazer com o que aprenderam.*

task allowed situated learning because P1 worked on an authentic activity in a real-world setting (Crompton, 2015).

***Task 2 - week 11: Reflecting on mobile learning (experiencing the new/analyzing critically)***

I designed this task 2 for week 11 to enable participants to ‘experience the new’ and ‘analyze critically’ some critical aspects of mobile learning and mobility defended by Pegrum (2014). The participating teachers were supposed to watch two videos on m-learning, then answer a reflexive question relating the video content to their teaching practices. I recorded the first video<sup>37</sup>, where I discussed the following degrees of mobility based on Pegrum (2014):

- Level 1 - when devices are mobile, but the learners and the learning experience are not.
- Level 2 - when both the devices and the learners are mobile, but the learning experience is not.
- Level 3 - when the devices, the learners, and the learning experiences are all mobile.

To maximize the teachers’ comprehension of the author’s paper, I synthesized the main ideas about mobility in a video in Portuguese language to make the concepts more understandable for the participants.

In the second video, “The What, Why and How of Mobile Literacy<sup>38</sup>” by Pegrum (2016), the author explains that to use mobile devices effectively, we need to develop a certain level of mobile literacy, which is a subset of a larger group of skills often referred to as digital literacy. He mentions that mobile literacy opens up opportunities for active, collaborative, and situated learning, and this requires pedagogies that will give students chances to develop mobile literacies. This researcher also stressed in his video that mobile learning facilitates “anytime-anywhere” learning. Task 2 is illustrated in Figure 33:

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<sup>37</sup> The first video recorded by me “*Mobile learning: 3 tipos de mobilidade*” can be found on <https://www.instagram.com/tv/BvZ8Nj9nFvU/?igshid=183e2hg9gw1y0>

<sup>38</sup> The second video by Pegrum (2016) is available here: <https://vimeo.com/162334819>

Figure 33: Task 2 - week 11

**Week 11**

**Experiencing the knew/ Analyzing Critically**

**Task 2 - Watch the videos, then answer the question.**

**Video 1 - @teachervania instagram about mobility levels:**  
<https://www.instagram.com/tv/BvZ8N9nFvU/?igshid=183e2hg9gwly0>

**Video 2 - The What, Why and How of Mobile Literacy:**  
<https://vimeo.com/162334819>

**Think about your teaching actions, what kind of mobility are you in?**

**REMINDER**

**Let's interact with each other!**

Deadline  
November  
17th

Source: Created by the researcher (2021)

*Mobile Learning.* After watching these videos, the participating subjects were supposed to post comments reflecting on the type of mobility their classes had. P1 recorded two audios to answer the question (Annex E). Based on the data collected, I observed she recognized her teaching actions moved back and forth between the first and second levels: “*my students are on the first and second levels,*” that is, the devices are mobile, but the learners and the learning experience are still static and limited to the four walls of the classroom.

I agree with P1’s response concerning mobility. The use of smartphones at public schools in the past years has not reached the third degree of mobility yet. Based on my own experience with public school teachers and finding from Rosa and Azenha (2015) students cannot use mobile devices or WiFi, making it difficult to reach the third level of mobility in many of our institutions. The survey on the use of Information and Communication Technologies in Brazilian Schools - TIC Educação (2017, p. 71) shows that “61% of 935 principals interviewed stated that the use of WiFi is not allowed to students”. The research reveals some progress that indicates it is possible to reach the second level of mobility because “the percentage of teachers who used mobile devices to develop activities with students increased from 36% to 53% in 2015” (p. 139).

*Agency.* Besides relating schooling experiences to the first and second mobility levels, P1 recognized a need for changing classes and adapting them to ‘generation P’ students: “*students can’t get static in the classroom,*” “*they get crazy, get angry, they get nervous / it’s really necessary to change this way to teach and learn.*” This excerpt indicated that she reflects on students’ characteristics, which demand them to be agents during the learning process, and they are not willing to learn in the traditional architecture of classrooms anymore. As Kalantzis and Cope (2012) remind us, generation P has ubiquitous smart devices connected to the internet that allow them to communicate and learn anytime and anywhere. In this regard, students could continue to learn beyond the classroom, use digital tools, and expand agency in the process of meaning-making.

Then, it was also observed that P1’s comment poses concern for the number of students who complete the school year: “*we need to use technology in our favor. We need to do this now / observe how many students were in the class at the beginning of the year / how many students are in the classroom now? / students are giving up going to school because they can’t stay there, sit and listen to the teachers all the time.*” This reflection relates to the students’ dropout at Brazilian public schools. A study released by UNICEF and Instituto Claro (2018, p. 9) reveals that “more than 460 thousand [Brazilian] students dropped out of high school in 2018. This scenario represents 7% of all students enrolled at this educational level at public schools”. Among the significant reasons for leaving school, the Brazilian National Household Sample Survey - PNAD (2019, p. 11) points out “the need to work (39.1%) and the lack of interest (29.2%)”. This report involved 50 million Brazilians between 14 to 29 years old. There are undoubtedly multifactorial causes involved in that, but we should integrate mobile learning aligned to multiliteracies to motivate students to continue their school life. The pedagogical choices in the English classes can be more attractive and focus on students’ agency in meaning-making. Digital tools can help teachers identify possible difficulties and factors that lead to the risk of dropping out of school.

Moreover, I noticed that P1 reinforced the importance of increasing students’ agency: “*they want to show what they know and what they can do. We need to give them this opportunity.*” This thought corroborates with Giroux’s (2019, YouTube) notion “education, in the final analysis, is really about the production of agency.” Also, P1’s reflection follows the agency perspective proposed by Cope and Kalantzis (2014b, YouTube) when they recognize that

“anyone can bring something to the learning experience.” P1 said, “*we have many things to learn and receive from students too. I learn every day with my students. Mainly about technology*”. This comment shows her awareness of the ‘balance of agency,’ which is the shift from the vertical model of teacher-to-student knowledge transmission to a horizontal student-to-student and student-to-teacher model of classroom interactions (Kalantzis & Cope, 2012). In this way, knowledge is co-constructed in a community of learners.

The data also revealed that P1 reiterated the importance of changing teaching pedagogy and ubiquitous learning beyond the classroom: “*Now I want to change to give them the opportunity to access new apps to help them learn by themselves, learn on the bus, learn at school, and learn the classroom everywhere.*” This phenomenon of learning everywhere using mobile technologies is called ‘ubiquitous learning’ (Kalantzis & Cope, 2012). Based on these findings, P1 associated the notion of mobile learning and agency to her educational context and recognized the value of changing and rethinking instruction actions.

*The knowledge processes.* Regarding the processes, the task involved ‘experiencing the new’ and ‘analyzing critically.’ In ‘experiencing the new,’ the participating teacher watched two videos about mobile learning. She was exposed to new information: “*that’s why we are here, teachers studying with Vania to get this knowledge and so we can give better and more funny mobile learning [activities].*” The teacher studied that m-learning refers to all education involving mobile devices. Additionally, she learned that this approach is not simply about mobile phones merely but also about mobile learners and mobile learning experiences. As it can be seen, she was able to connect her personal experiences to this new concept and identify the level of mobility in her context: “*my students are on the first and second levels. Unfortunately, I couldn’t get to the third level yet, but I’m getting there.*” In doing so, P1 was able to draw her prior knowledge and lifeworld experiences of technology and connect them to the degrees of mobility proposed by Pegrum (2014).

In ‘analyzing critically,’ P1 evaluated her own perspective and pedagogical practices about mobility and assumed she “*couldn’t get to the third level yet.*” This knowledge process involves evaluating attitudes, interests, and motives of those involved in knowledge-making, cultural creation, or communication (Kalantzis & Cope, 2012). In summary, the participant observed the concerns behind mobile learning and analyzed her own practices in the contemporary era: “*because we are in the age of technology, we need to use technology in our*

*favor.*” She also mentioned some external factors surrounding the difficulties of using digital technologies in public schools, such as students’ dropouts: “*students are giving up going to school because they can’t stay there, sit and listen to the teachers all the time.*” So, P1 critically self-assessed and reflected upon the use of technologies in Brazilian public schools.

### 4.3.2 *MultiMobi* Reflections

As mentioned earlier, this section presents an overview of three categories in *MultiMobi*: the digital tools and how they were used during the course; the platform, the contribution of WhatsApp in supporting the four knowledge processes (Kalantzis & Cope, 2012), the possibilities and potentialities for mobile learning (Pegrum, 2014), and multiliteracies (Kalantzis & Cope, 2012). The third category is the course schedule and activities, an overview of the course delivery.

***The digital tools.*** As I mentioned before, five applications were used in this course: HP Reveal, Kahoot, Lyrics Training, Plickers, and Canva.

HP Reveal (<https://www.hpreveal.com/>) was used during the first face-to-face meeting to introduce the characteristics of ‘Generation P’ proposed by Kalantzis and Cope (2012). Based on records from my field notes (Appendix J), the participants were invited to stand up, walk around the room, observe some printed photos and scan them using this augmented reality application. During this activity, they were expected to find layers of multimodal information about ‘Generation P.’

It was observed that the participating teachers tried to scan the images using the application, but some of them were not able to detect the digital content behind the printed photos. Although this tool does not require high-quality internet speed, some teachers had connectivity issues. Also, their devices were not compatible with HP Reveal. It was noted that the discussion on ‘Generation P’ happened orally, and it was fruitful. They compared the main characteristics of previous generations with today’s students. On the other hand, the weaknesses indicated was that the attempt to conduct it using augmented reality was unsuccessful. Given these considerations, the HP Reveal application is not suited for low technology teaching environments, such as the Brazilian public schools. In this way, the tool was not included in the new course called ‘7 e-Affordances’, designed at the University of Illinois.

The application Kahoot (<https://kahoot.com/>) was used for formative assessment during the in-person meeting. According to records from field notes, the teachers answered an interactive quiz about multiliteracies. The questions and the report of their answers are in Appendix K and L. They were then encouraged to create activities for their students using this quiz generator. Data from *MultiMobi* also indicated that Kahoot did not work adequately in low-technology classrooms.

P2, for instance, used the application with his students and had some technical problems. Surprisingly, according to the participant, the experience turned out to be positive. He used the tool with a large group, and the internet was unstable. To solve this issue, he split students up into groups of five. It seems that his students worked together to play the game and got engaged: *“I had to do some adaptations. I divided students into groups to facilitate. Anyway, it was a success. Some students’ speeches: “teacher, I loved doing this activity.” “It is like a game, it’s very good”, “we are going to do an activity like this every class?”* (see full answer on Annex H).

Another participant, P3, used Kahoot in the school laboratory and reported: *“(…) our computer lab has only 13 computers and we have classes with up to 42 students, which makes it difficult to do lab work. I did the classroom activity using my cellphone as a router and dividing the class into groups. They loved and asked me to prepare more activities like this.”* It appears that these teachers performed as active designers of meaning, which means they were open to differences, problem-solving situations, changes, and innovation (Kalantzis & Cope, 2012). Despite the technical issues, P2 and P3 could use the digital tool, which resulted in an engaging learning experience for the students. Furthermore, this is the logic of multiliteracies: instructors’ choices on learner outcomes, recognizing that meaning-making is an active and transformative process (Kalantzis & Cope, 2012).

Additionally, another point to be made about Kahoot is that the instant feedback provided by this tool emphasizes only the correct and incorrect answers. It does not include recommendations on how students can improve their responses. Therefore, instead of stimulating learners to think critically, it causes students to respond without giving meaningful feedback about their progress. That is why Kahoot does not represent a change toward innovation because it merely replaces print quizzes to online ones. Alternatively, in my view, educators can add meaningful comments to enrich students’ knowledge orally or use other resources to complement Kahoot.

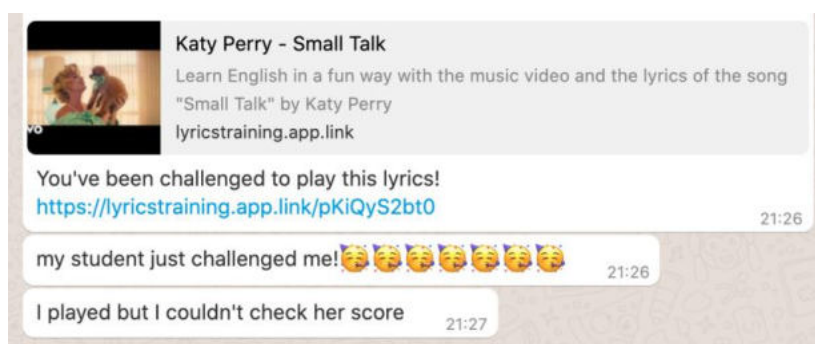


It is important to note that Kahoot has recently incorporated other ways to assist learning. For example, artificial intelligence (AI) elements offer students the possibility to study individually and interact with other AI players in competitions. Besides that, the tool allows learners to create and share a ‘Kahoot challenge,’ a type of quiz with peers, which allows them to study together from anywhere and anytime, capitalizing on the concept of “ubiquitous learning” (Cope & Kalantzis, 2008, 2017; Pegrum, 2015; Crompton, 2013; UNESCO, 2013). Due to the engaging potentials to support distance learning, especially during the pandemic era, Kahoot was kept in the new course designed as part of the primary investigation.

Lyrics Training (<https://lyricstraining.com/>) is a tool for improving foreign language literacies through music used during week 6. According to *MultiMobi* records, the participants reflected on its use and possibilities for education and created activities for their students utilizing this application. P2, for example, shared that 33 of his students had answered the music quiz during that week and reported: *“talking about Lyrics Training app, I can see lots of advantages on using it. The first one is the self-study. On this app, students can choose their favorite songs. They can listen and follow the subtitles; they can do multiple choice exercises, they can watch several times and improve their skills, mainly listening and pronunciation.”*

P1 also shared the activity produced on Lyrics Training for her students. She was surprised by one of them who took the initiative to create an activity and challenged her to do it:

**Figure 34: P1 being challenged by a student**



Source: *MultiMobi* course on WhatsApp - week 6

As it can be seen, in this case, both the teacher and the student acted as agents and knowledge designers in the learning process. This student demonstrated some of Generation P’s

characteristics by being a productive player in environments where intelligence is collective (Kalantzis & Cope, 2012).

Plickers (<https://www.plickers.com/>) is a low-technology way for teachers to collect instant responses from students without requiring them to have computers or other devices. It was used during the last weeks of *MultiMobi* when we discussed mobile learning. The participants were expected to reflect on the possibilities for learning with this tool. Based on data from the WhatsApp group, P1 reported: *“Yes, it’s possible to use Plickers in the classroom. Students love Plickers. It’s something new for them. The only thing difficult it’s the internet. If you are going to access the questions online, in my school, the internet, it’s always a surprise you never know if it’s going to work or not.”*

Demonstrating a confident criticality, this teacher noted that although the application does not require advanced technology, it still demands some connectivity. For the public-school context, it appears that Plickers is a considerable alternative to Kahoot because it allows teachers to check students’ understanding and get valuable data on their learning in low-technology classrooms. However, the questions are also limited to either multiple choice or true and false. Given that, Plickers was also maintained for the new course so that the participants could critically analyze it regarding one of the seven affordances, recursive feedback. The participants are expected to reflect if these tools offer a progressive or a regressive role towards recursive feedback (Cope and Kalantzis, 2017).

Canva (<https://www.canva.com/>) is a graphic design platform to edit templates (infographics, videos, posters, and many others) without extensive editing knowledge or experience was used on week 12. Data from *MultiMobi* indicates that the participants were encouraged to download the application, choose an infographic template or other for different genres, representing their knowledge about mobile learning. Then they were expected to share their artifacts with our WhatsApp group. Regretfully, P1 was the only active participant at that time and posted her infographic titled “Benefits of Mobile Learning in the Classroom” (Annex F). The participant used terms such as *“students can access their productions and contents anywhere,” “using mobile devices students can work with autonomy, in a collaborative and communicative environment that engages their participation in the classes. Work and learn not depending only on the teacher. They can build their own knowledge using mobile apps”* and *“they can be the protagonists in the learning process.”* This comment demonstrates that P1

recognized the importance of using mobile learning in supporting teaching and learning. In the infographic, she highlighted the capability of anytime-anywhere learning collaboratively, accessibility and flexibility, and ways of enabling students' agency. It appears that Canva is also a simple application compatible with the handheld devices the participating teachers had of their own to use with their students.

Due to their capability to support mobile learning and distance learning, the following tools: Kahoot, Plickers, Lyrics Training, and Canva were maintained for the new course. Their applicability in *MultiMobi* indicates that they can provide students with opportunities to continue to learn beyond the classroom, using them for their readings, writings, and multimodal learning anywhere and at any time (Kalantzis & Cope, 2012).

**The platform:** As mentioned earlier, WhatsApp, the instant messaging application, was used to deliver and manage the *MultiMobi* course content: “multiliteracies pedagogy,” “the knowledge processes,” and “mobile learning” towards a transformative pedagogy. The aspects of using this platform will be dealt with concerning these three main concepts for the course educational purposes, that is, English teachers' professional education.

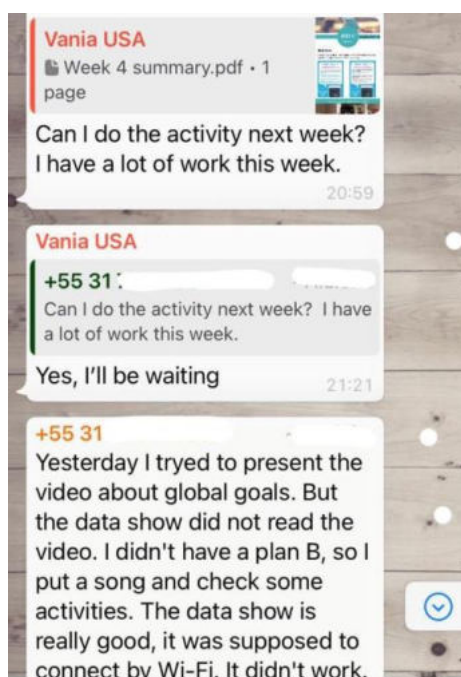
Regarding multiliteracies, WhatsApp provided opportunities for multimodal activities related to diversity and multimodality. They contained audio recordings, written comments, PDF and PowerPoint files, and links to videos and websites to address the participating teachers' needs and research purposes. The platform allowed me, the course designer and implementer, to post diverse learning materials that could accommodate different learning styles. According to *MultiMobi* field notes and WhatsApp data records, the research subjects had equal chances to participate and collectively contribute various ideas to the topics discussed. This indicates how diversity was addressed in *MultiMobi* learning activities.

The lessons (Appendix H) were shared with the participants, and the knowledge processes (experiencing, conceptualizing, analyzing, and applying) were developed in the form of text, voice messages, and other multimodal combinations. These formats allowed the participants to experience familiar and unfamiliar texts and experiences. For example, in week 3, the teachers watched new videos about multimodality and shared what multimodal resources they used in their classes with their course colleagues. During week 1, they conceptualized the term ‘generation P’ and listed the students' features related to this generation on our WhatsApp group. They analyzed their experience using Kahoot during weeks 2-4, so they posted audios and

written comments to share their perspectives with the group. They applied their knowledge by taking pictures of their own books using the WhatsApp camera to identify the processes on those pages. This activity would help them expand their repertoires of knowledge-making and pedagogical actions.

Concerning the platform organization, the course material, written and audio messages, teachers' responses, and interactions were all placed in a continuous vertical timeline on the WhatsApp group. The following screenshot represents the vertical organization of participants' posts in week 4:

**Figure 35: *MultiMobi* timeline**



Source: *MultiMobi* group on WhatsApp

As the weeks passed by, the weakness that was noted for the platform organization was that some teachers posted late tasks, and sometimes it ended up interrupting the discussion, and the timeline got disorganized. For example, week 2 discussions also took place in the middle of week 3, 4, and 6. There was no separate virtual space to organize the activities and discussions of each week, making it difficult to find posts. Due to the timeline layout, some messages were ignored or not seen by all group members.

It was observed that WhatsApp is an easy-to-use tool, low cost that does not require high-speed internet, but there are some limitations. Besides the vertical timeline organization, the

media on WhatsApp takes up a large amount of storage space on smartphones. According to field notes, some teachers reported not having enough storage space to keep the course material.

On the other hand, it was noted that the platform offers possibilities for mobile learning, such as anytime, anywhere learning, so the participants could access the messages and the course material and manage their learning through their own devices. This opportunity to learn by accessing their files from everywhere represents breaking “the boundedness in space and in time” (Cope, 2014a). Moreover, the participants could respond to the activities, share information, and exchange ideas with peers as long as they had a 3G connection. The platform supported creating a social environment, so the participating teachers helped each other when needed.

In the final questionnaire, the participating teachers gave their opinions about the platform. Eight teachers responded, and seven demonstrated good impressions about it: “*Great,*” “*Practical and easy,*” “*Liked it!*” “*Great,*” “*Good,*” “*Interesting and practical,*” “*I thought it was great. Several positive points: speed of communication, since the cell phone accompanies us wherever we go (which is also a problem), facility to share the most varied types of documents and consequently facility to access links, information or documents, easy to use platform and everyone has access to it.*” Only one participant showed preference for another platform: “*Accessible, but I prefer Moodle.*”

In sum, there is a consensus that there is no perfect platform that encompasses all the resources necessary to achieve the learning objectives of a course. So, taking this into account, the fact that the participants did not always have much storage space in their devices, and the need to organize messages and posts on the timeline clearly, I decided not to keep WhatsApp for the new course, instead combine different cloud-based platforms.

***The course schedule and activities.*** As mentioned before, the *MultiMobi* implementation took 13 weeks from August to November 2019. The first meeting was in person on August 2, from 3 pm to 6:30 pm. For the other meetings, weekly asynchronous activities were posted on the WhatsApp group so as the participating teachers could manage their time and learning during each week. In other words, the participants had about seven days to complete the tasks in our online group. A combination of multimodal resources were posted for them to interact and discuss together. For example, in week 2 (Appendix H), there were four assignments about multimodality. These activities included: watching a 1:45 minute video on multimodal texts,

reading an infographic about multimodality, recording audios answering three reflection questions about the concept, and sharing their experience using Kahoot. As the activities combined different learning materials and a flexible pacing for completing the activities, it is impossible to calculate the appropriate amount of course hours.

A notable issue detected while implementing *MultiMobi* was the difficulty I had to follow the course schedule. The teachers seemed busy and often needed extra time to post their responses. In addition to these factors, the participating subjects went on strike during week 5 (see field notes Appendix J). Consequently, not all of them finished the tasks. For instance, in week 3, only seven teachers recorded the audios about multimodality, and in the last three weeks of the course, there was only one active participant. Some teachers sent me private messages explaining they were swamped, although they did not want to leave the course. Besides the two teachers who left the online group at the beginning of the course, for some reason, 13 were still there until the end.

According to my field notes and WhatsApp records, it was observed that the low attendance in *MultiMobi* is associated with three aspects: time flexibility, the asynchronous learning format, and the number of activities delivered to the participants. From this experience and based on literature review, when designing an online course for public school teachers, flexibility needs to be built to accommodate educators who are working more than one shift and have other school commitments to keep. An extended time to complete the activities was added to the new course schedule. Then, the teachers would not have to be on the same activity simultaneously, nor complete the tasks at the same pace (Cope & Kalantzis, 2017).

Concerning the asynchronous course style, which did not require real-time interactions, the content was available for the participants to access when it best suited their schedules, preferably within a week. Moreover, they were expected to remain up to date with the course deadlines. The course field notes show that some of the activities required more interactions, but since some teachers posted their comments after the deadline, some discussions were unsuccessful. Thus, it is suggested to recognize the importance of running live discussions and debates to ask questions, get answers together, and share ideas and teaching experiences as the session was proceeding.

Having synchronous sessions would increase the attendance of the online meetings and possibly be a motivating factor for the teachers to engage in them fully. In the final

questionnaire, the participants were asked if we had had at least two simultaneous meetings per month, they would have participated more or improved the interaction. Eight participants answered the question. Findings show that six teachers responded “yes”, one teacher answered “no,” and the other said “maybe.” Based on these circumstances and the idea that online, face-to-face contact is essential for building a sense of community (Conole et al., 2008), live sessions were included for the new course. This combination of synchronous and asynchronous meetings might correspond to the participating teachers’ needs (Conole et al., 2008).

Regarding the course activities, the participants were asked if they would change anything about the course. They were encouraged to write comments or suggestions. The full answers are on Annex G. Some of the points they listed made me reflect even more on my actions as a course designer, leading to future changes concerning the number of activities per week for the new course. For example, two participants said, *“I suggest one activity a week so that I can do them,”* *“No. Just hours at night because we work all day”*. One teacher said: *“It’s fine with me this way”* and another one: *“I would like more games in education. I loved kahoot!!!”*.

Despite some teachers’ low participation, some activities provided them with opportunities to evaluate their own experiences acting as agents critically. For example, discussions about generation P in the first week, implementation and reflection on Kahoot during task 4 (in weeks 2-4), and analysis of Plickers in the public school context on task 2 (in week 11). In my view, those teachers who continued to engage in the course and sent their responses demonstrated to be agents in their intellectual practices (Giroux, 1988). These teachers have been authors of their own activities created in a mobile setting.

A positive point to be highlighted is that some teachers ended up moving out of their comfort zone and overcoming technological difficulties. For example, this teacher mentioned: *“(…) I can’t suggest changes. The fact that I don’t feel comfortable about recording videos and audios was good because it was a barrier I needed to overcome.”*

This section discussed the digital tools, the platform and the course schedule and activities in *MultiMobi*. Next segment will present a perspective of how I was involved as a course designer and insider research.

### 4.3.3 Personal Reflection

In this pilot study, I was involved as a course designer and implementer and an insider researcher. This process made me better understand the difficulties and challenges in the professional development course for public school teachers. It allowed me to rethink how the future online course design could be improved to address contemporary teachers and learners' needs.

The lesson learned regarding the digital tools was that every application should be tested on different devices before implementing them in the course. The selection of the platform to deliver the course is also an important point. There are interactive components to be considered when choosing the platform. For instance, the capability of offering live sessions and meeting recordings so that participants can have access to course content ubiquitously, an easy to use layout, a good scope for storage, and media organization posted in the course. Also, for the new course, the choice of digital tools will be made in support of greater harnessing of the 'seven affordance of the digital' (Cope & Kalantzis, 2017), which overlays the framework utilized in the primary investigation.

Moving forward, regarding the autoethnographic process, as presented in the literature review, being an insider research is a complex responsibility, not only because it involves the researcher's exposure, but it presents different forms of generation and treatment of the data obtained (Ellis et al., 2011). Adopting a subjective and multifaceted methodological perspective for the pilot study analysis also made me comprehend the value of the autoethnographic perspective that permeated this study. It was possible to understand the importance of an attentive look, sometimes as an instructor or an insider researcher, to build a vision of an online course towards a transformative pedagogy. This responsibility of being inserted in the studied culture and closer to the participants helped me better comprehend the dynamics, reactions, contributions, and impressions of the tasks proposed in *MultiMobi*.

Although rich and permeated by successful moments, the process also had a circumstance of discouragement and frustration when I observed the low participation of teachers at certain moments of the course. However, it lasted a short time and served as encouragement to develop new motivation strategies and activities for the new course based on the 'seven affordances of the digital' (Cope & Kalantzis, 2017).



#### 4.4 CONCLUDING THOUGHTS

As outlined earlier, this chapter covered the context, the application process of the pilot study, its analysis from the data collected and reflections on my insider role and its consequential insights. The main object of *MultiMobi* was to encourage the participating teachers from public schools to discuss and reflect upon some of the most recent theories for English teachers in an m-learning setting. The goal was to encourage them to assume their own voice and exercise agency to understand the key concepts (multiliteracies, agency, and mobile learning) and consequent application in their own teaching environments towards a transformative pedagogy.

In general terms, I noticed that the *MultiMobi* provided opportunities for the participants:

- to bring prior knowledge and personal experiences to the learning experience and to immerse in new experiences;
- to identify new concepts/ideas, name them, and to link these concepts together;
- to examine the function or rationale of knowledge and to evaluate perspectives, applications, interests, and motives critically;
- to act upon knowledge expectedly based on what has been taught and demonstrate their understanding and learning and
- to use multimodal expressions of meaning: linguistic, visual, audio, gestural, and spatial in an m-learning setting.

Summarizing the goals of this pilot study, the findings from the data collected indicate that *MultiMobi* provided substantial opportunities for the participants' agency to act as critical intellectuals and interrelate the concepts in their teaching practices. Thus, this intervention was an appropriate testing ground that established the feasibility of this study.

It is essential to say that the *MultiMobi* course has undergone many changes and evolutions and has shaped itself until reaching its final version, which is the new course called '7 eAffordances' investigated in chapter 5 of this study. The lessons learned were incorporated into the new course. I undertook the challenging task of reflecting and analyzing my role as an insider researcher given that I designed and implemented the course investigated in this process and thereby profoundly contributed to the development of this research. The pilot study provided me with a better understanding of the difficulties and challenges in the process of designing and implementing it. It also gave me the chance to think thoroughly about how the new course design could be improved to address contemporary public-school teachers and their students' needs.

# 5. THE PRIMARY INVESTIGATION: 7 E-AFFORDANCES

This chapter reports the data analysis results of the primary investigation, which involves, the design, delivery and evaluation of a learning module called *7 e-Affordances: reshaping 21st-century education* delivered to research participants as an online course. The chapter is organized in three subsections. First, I will describe the background and context and provide the following details: purpose and research question, theoretical base and purpose, the context, and the *7 e-Affordances* participants. Then, I will present the design, including the starting point, the development, and course schedule. Next, I will analyze the main study outcomes combining different aspects from an autoethnographic, case study, and design-based research perspective. I will also detail all the new instruments for data collection.

## 5.1 BACKGROUND AND RESEARCH QUESTION

The primary investigation focuses on describing and analysing the learning module named *7 e-Affordances: reshaping 21st-century education*<sup>39</sup> (Appendix Q) and implementation. As mentioned before, a learning module is an organized collection of content presented together for the educator who designs and delivers a course. This artifact is a hybrid of syllabus, lesson plan, and textbook (Kalantzis & Cope, 2020).

The learning module was designed under the supervision of Professor Mary Kalantzis during the doctoral program Capes/PrInt<sup>40</sup> at the University of Illinois at Urbana-Champaign (UIUC) from October 2019 to March 2020. It was delivered to the participating teachers as an

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<sup>39</sup> The learning module is available here: [https://cgscholar.com/bookstore/web\\_works/integrating-technology-in-lowtech-classes-through-the-7-digital-affordances-19257143-f386-40db-a8ed-317c26faad5b?adv=false&category\\_id=learning-design-and-leadership-modules&path=learning-design-and-leadership-modules%2F486](https://cgscholar.com/bookstore/web_works/integrating-technology-in-lowtech-classes-through-the-7-digital-affordances-19257143-f386-40db-a8ed-317c26faad5b?adv=false&category_id=learning-design-and-leadership-modules&path=learning-design-and-leadership-modules%2F486)

<sup>40</sup>Here is the official call for application guidelines published in February, 2019: Chamada Interna PRPG 02-2019\_(PDSE):<https://www.ufmg.br/prpg/chamadas-internas-capesprint/>

online course format from April to July 2020, also named *7 e-Affordances*. This stage also involved the creation of new instruments for data collection and description of data analysis, which will be elaborated in the following sections.

Based on the perspective that the pilot study influenced the design of the learning module in different aspects such as content, pedagogy, digital technology, participants engagement, and researcher performance, the following questions guided the primary investigation:

- What lessons from a pilot project have influenced the design of the learning module and online course implementation?
- How do the participating teachers harness the seven affordances of the digital during a professional development course, and to what degree the framework impacts their learning experience?
- How can a learning module contribute to educators in designing a professional development course?
- What are the perceptions of participating teachers about the learning process generated by digital platforms and the seven affordances of the digital?
- What possibilities emerge from the mobile applications used, and how can they enhance the seven affordances of the digital in English teaching?

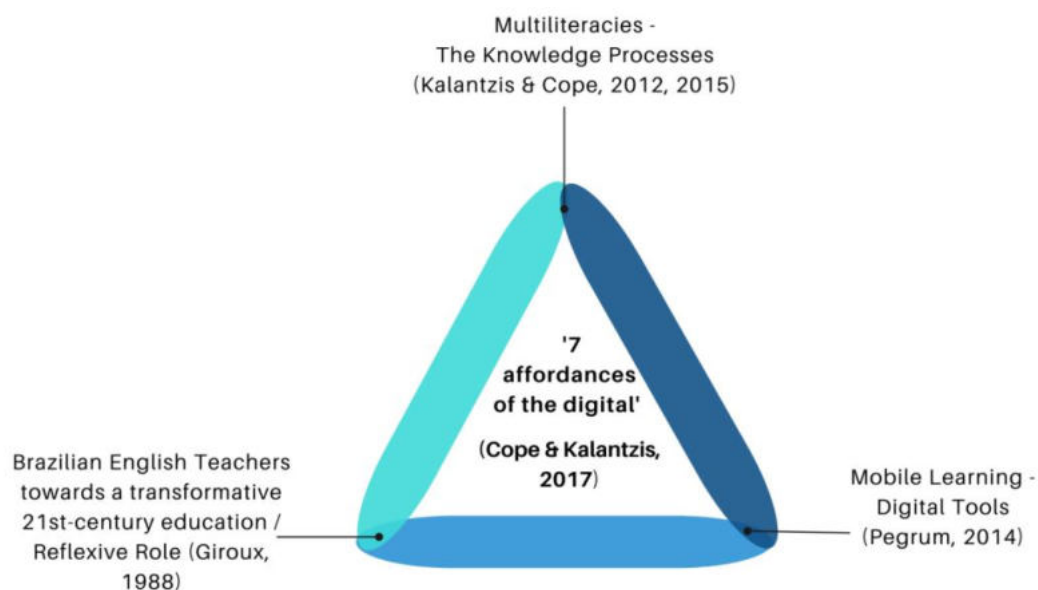
### **5.1.1 Theoretical base and purpose**

The *7 e-Affordances* learning module was designed to prepare English teachers from Brazilian public schools. The ‘seven affordances of the digital’ or the ‘e-learning ecologies’ framework (Cope & Kalantzis, 2017) was utilized for two purposes: to inform the scope of the instruction to be delivered online and to be the course content that participating teachers engaged. In this regard, the multimodal learning module was modeling in its delivery what it was teaching.

The ‘multiliteracies theory’ (Kalantzis & Cope, 2012; Kalantzis et al., 2015) was used for instructional design, and its ‘knowledge processes - experiencing, conceptualizing, analyzing, and applying’ underpinned the instructional activities in the learning module. Thus, the concepts associated with the ‘seven affordances of the digital’ were integrated to examine how effective they are in enhancing the participants’ teaching practices.

The ‘e-learning ecologies’ concepts encompassed: 1) ubiquitous learning; 2) active knowledge making; 3) multimodal meaning; 4) recursive feedback; 5) collaborative intelligence; 6) metacognition; and 7) differentiated learning. Within these notions, ‘mobile learning’ (Pegrum, 2014) and ‘multiliteracies’ (Kalantzis et al., 2015) were also combined. The intended learning outcome was participants’ comprehension in theory and practice of the ‘seven affordances of the digital’ and the concepts integrated for a transformative 21st-century education. So, the teachers could be ‘transformative intellectuals’ (Giroux, 1988) and prepare learners for success in a world increasingly dominated by digital information flows (Cope & Kalantzis, 2017).

**Figure 36: The 7 e-Affordances learning module theoretical base**



Source: Created by the researcher (2021)

### 5.1.2 The starting point

A flyer (Appendix S) and a video<sup>41</sup> inviting participants for the research were created and spread on social media. The teachers contacted me by email to find out more information about

<sup>41</sup> The invitation video is available here: <https://youtu.be/G-fkdlBivZQ>

the course. A reply email (Appendix T) with course details and the registration link<sup>42</sup> were sent to them. Educators who have taught many diverse grades wanted to take part in the research. However, the required profile was public school teachers who taught high school students.

The reason for this choice was that, since the teachers were expected to create activities for their classes involving applications and smartphones, the age group between 15 and 19 years were likely to have more access to mobile devices and the internet than younger students. According to PNAD and IBGE (2020, p. 9)<sup>43</sup>, the percentage of smartphone use from 14 to 19 years increased from 84.9% to 90.3% from 2017 to 2018. So, teachers who taught this age group would fit the research better.

Eight English teachers enrolled in the course through the registration link. It is worth mentioning that the *7 e-Affordances* course was offered at the beginning of the pandemic, April 2020. During that period, there was an explosion of free online course offerings at several institutions with certificates (Agência Brasil, 2020). Although the *7 e-Affordances* seemed quite attractive as it was inviting educators to a transformative learning in Brazilian public schools and prepare students for 21st century learning, it did not offer certificates. In this sense, a small number of enrollments was expected.

### 5.1.3 The *7 e-Affordances* participants

A survey<sup>44</sup> (Appendix C) was conducted to determine the participant's profile. The following items and sub-items are addressed in this questionnaire: digital tools (smartphone operating systems, applications, and resources to teach English), activities they assign to their students, and assessment. Besides these details, in the registration link, they shared age and pinned their locations in an interactive map<sup>45</sup> in Padlet, one of the applications used in this course. The participants filled out the informed consent document named Free and Informed

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<sup>42</sup> Registration link: <https://forms.gle/PNWvGSjZ4PULzywj7>.

<sup>43</sup>The National Household Sample Survey - PNAD was planned to produce results for Brazil, Major Regions, Federation Units and nine Metropolitan Regions. The PNAD was replaced, with updated methodology, with the Continuous National Household Sample Survey - Continuous PNAD, which provides a more comprehensive territorial coverage and provides quarterly short-term information on the workforce nationwide. IBGE is the Brazilian Institute of Geography and Statistics. Retrieved on March 4, 2021:

<https://www.ibge.gov.br/en/statistics/social/labor/20620-summary-of-indicators-pnad2.html?=&t=o-que-é>

<sup>44</sup> The survey is also available here: <https://forms.gle/nXtGg8Vg8ZwRDDTXA>

<sup>45</sup> Padlet map: <https://padlet.com/vccingles/e6cm21808ky2jaq1>

Consent Form (*Termo de Consentimento Livre e Esclarecido - TCLE*), scanned and sent to me by email.

According to data gathered from the initial survey<sup>46</sup> (Appendix C Annex I), the Padlet map and the registration form, the participants composed a group of eight teachers from different parts of Brazil: Minas Gerais (6), São Paulo (1), and Bahia (1). The participants' ages range from 18 to 48. Six teachers were not teaching during the course application since the country was coping with social distancing in 2020. Two participants were teaching online Table 08 shows the participants profile:

**Table 08: 7 e-Affordances participants**

<i>Participants</i>	<i>Age</i>	<i>Number of Classes</i>	<i>Teaching during the course implementation</i>
● P1	48	16	No
● P2	45	8	No
● P3	31	9	No
● P4	18	1	Yes, online
● P5	38	3	Yes, online
● P6	34	14	No
● P7	42	4	No
● P8	37	8	No

Source: Created by the researcher (2021)

Regarding their smartphone operating systems, the survey shows that one teacher used iOS, and seven used Android. It was crucial to check which systems the teachers used on their devices before starting the course, as we were going to use several applications. Thus, identifying if their devices supported the applications and platforms chosen was necessary; otherwise, changes would be made.

The research subjects were asked if they used applications to teach English and 2 said 'always', 3 said 'sometimes', 3 answered 'rarely', and one teacher answered 'never'. Nine

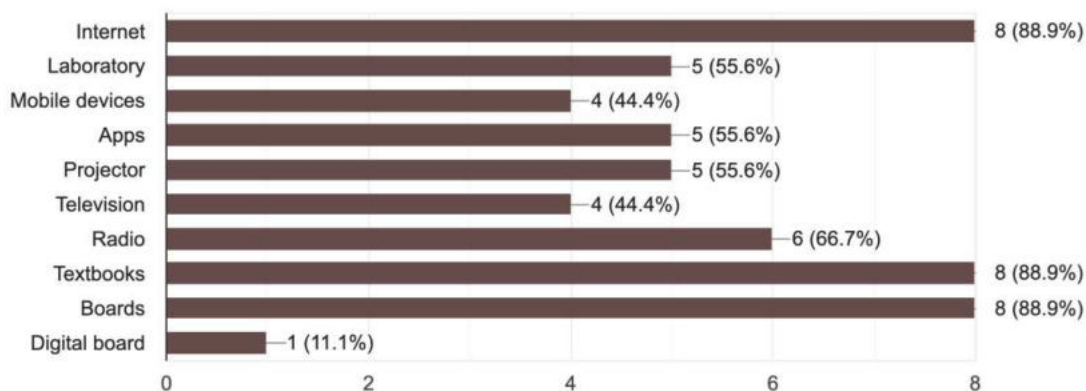
<sup>46</sup> The survey is also available here: <https://forms.gle/nXtGg8Vg8ZwRDDTXA>

teachers answered this survey but one gave up, that is why there were nine responses. They were asked about the resources they use to teach and all of them chose more than one option: internet, laboratory, mobile devices, apps, projector, television, radio, textbooks, boards, and digital board, as seen the graphic generated by Google form:

**Figure 37: Question about resources teachers use**

4. What resources do you use to teach? You can check more than one option:

9 responses



Source: Google forms - The 7 *e-Affordances* course

These last two questions were asked to discover how familiar the teachers were with different resources. The activities during the course involved different teaching materials and applications connected to the seven e-learning ecologies by Cope and Kalantzis (2017).

Then, the participants were asked to describe what kind of activities/homework they usually assign to their students and provide some examples. Based on the survey data, it was found that most teachers still focus on writing, reading, sentence construction, and activities from the book. As seen in the excerpts from four participants: *“Complete sentences, listen and answer, speaking activities.”* / *“Questions and answers students book. Reading and comprehension texts in their notebooks.”* / *“writing activities as complete [...] sentences”* / *“I usually assign activities from the book for the public students and for the private ones I also assign activities to do using apps like Kahoot! mobile phones, for example, to do a video.”* The full answers are on Annex I. These answers reveal that these teachers still use meaning-focused activities and corroborate the data from British Council Brasil (2019, p. 25), which states that

“historically in Brazil, English teaching has been based on a fragmented perspective of language, prioritizing grammatical structures [...]”

Besides text comprehension, three teachers highlighted the *“use materials for the contemporary moment, like famous songs, series or youtube videos that they need to share some information or to research about these materials”* / *“peer-edition, pair work, group work”* / *“funny series or apps, practice dialogues, make online posters, resume articles, watch series in English to improve listening and pronunciation.”* One teacher said: *“I don’t usually request homework assignments because most students don’t return activities. I pass activities from the book, fixing activities in the notebook. I get a better return when the activity when I give the grade to their Jobs.”*

The teachers were asked how often their students do their activities/homework. Six teachers answered “sometimes,” and three said “always.” Concerning assessment, they were asked: how do you assess and measure your students’ performance? (You give grades, students take tests, students produce something...?) The most common answers were tests and presentations: *“a grade if they do task,” “tests every three months, but I like to propose some projects like a presentation about some content / a year-end event with some presentations,” “tests, oral presentation, written works, activities in their notebooks,” “I like when they create something, especially when they show some solid result,” “Tests,” “Oral tests, writing tests, Projects with songs, videoclipes made by the students, competition, challenges,” “I measure my student’s performance through the activities they perform in the classroom, work in group. exercises done by the student in their notebooks”*. Finally, they were asked how often they assess and measure their students’ performance. Eight teachers said they measure their students’ performance during the learning process and one said at the end of the month/semester (Annex I).

In sum, according to the survey responses, the eight participants of the *7 e-Affordances* course share the following characteristics:

- seven teachers use the Android operating system on their mobile devices, and P8 uses IOS by Apple;
- they have access to the internet and other digital resources;
- P3 and P4 always use applications in the English classes, P8 and P5 sometimes, P1 and P2 rarely and P6 never;



- some of them assign writing and reading and classwork for their students, whereas others use some digital activities;
- P1, P2, P4, P5, P6, and P7 assess learners through tests and presentations, and some (P5, P3, and P8) create projects evolving music and competition challenges, and
- they measure their students' performance during the learning process, except for P6, who evaluate students at the end of the semester.

From the data collected from these teachers at that first moment, the participants have features of didactic pedagogy in their teaching actions, mainly P1, P2, P4, P6, and P7. Nevertheless, P3, P5, and P8 seem to weave between the didactic and the reflective pedagogy.

## **5.2 THE 7 E-AFFORDANCES DESIGN**

This section is divided into two parts. The first segment will describe the learning module *7 e-Affordances*, designed during October, 2019 and March, 2020. The second part will describe how this learning module was delivered to the participants in an online course format.

### **5.2.1 The Structure**

As mentioned earlier, the learning module *7 e-Affordances: reshaping 21st-century education* was designed at the University of Illinois at Urbana-Champaign (UIUC) for Brazilian English teachers who work at public schools. The goal was to offer opportunities for them to rethink their pedagogical practices in teaching to meet the demands of the digital age. The underlying assumption was developing a reflective role in preparing learners to be active and critical citizens (Giroux, 1988).

Additionally, this LM considered the need to design online learning environments for generation P students and establish conditions for them to take more responsibility for their own learning and be collaborative professionals. Based on this scenario, this learning module integrates the 'seven affordances of the digital' and 'mobile learning' towards transformative teaching.

The LM was designed at the CGScholar<sup>47</sup> platform, an online writing environment, and a publishing space created by a team at the UIUC managed by Bill Cope and Mary Kalantzis. The environment offers a learning module tool that supports diverse pedagogical designs. The *7 e-Affordances* was created during the course “HRD 572 FA19 EdD: e-Learning ecologies<sup>48</sup>” taught by Dr. Kalantzis and Dr. Cope. The course explored the ‘seven affordances of the digital’ and offered various examples demonstrating them in action in diverse educational settings. The learning module was peer and self-reviewed<sup>49</sup> and encompassed the requirements described in the ‘e-Learning ecologies’ course (Annex J) and Kalantzis and Cope (2020). Based on these criteria, the *7 e-Affordances* learning module involves:

**1. A two-column format.** The *7 e-Affordances* is formatted in two-columns. There is a heading structure in the left that directly addresses the participant learners. The content on the right column is aimed at informing other instructors as professional peers about the underlying pedagogical rationale for the content introduced and the activities that learners are expected to undertake, possible supplementary resources, teaching suggestions (Kalantzis et al., 2020a). The content is not repeated, so each side has its own distinctive information, as seen in the screenshot:

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<sup>47</sup> The CGScholar platform: <https://cgscholar.com/home/>

<sup>48</sup> Further information about e-Learning Ecologies course: <https://education.illinois.edu/course/HRD/572>

<sup>49</sup> Rubric for self assessment:

[https://docs.google.com/document/d/1H0xaGPqs63a\\_S7Q4V7yiKPZZ0jU5yBxTgggbn5jBkoU/edit?usp=sharing](https://docs.google.com/document/d/1H0xaGPqs63a_S7Q4V7yiKPZZ0jU5yBxTgggbn5jBkoU/edit?usp=sharing)

Figure 38: Screenshot of the Learning Module 7 *e-Affordances*

### Week 1 - Zoom - Generation P students

**For the participant**

For the next few weeks, you will be learning about the seven affordances of the digital!

Before we delve into the framework, we need to understand two concepts by Dr. Cope and Dr. Kalantzis: generation P (this week) and multiliteracies (next week).

So, you will be able to inter-relate them into an innovative pedagogical practice to use with your students, considering your own contexts.


Just a reminder: we will have four Zoom sessions in this course!

So, today we're simply going to understand and list the characteristics of Generation P students.

**Let's get started!**

**Experiencing the known**

1. Reflect and discuss in groups: How are your students? What do they like to do? What are their favorite activities in the English classes? Then share some answers with classmates.
2. Watch an excerpt from the movie "Ferris Bueller's Day Off". In this passage, the teacher asks his students several questions about the content they are studying, but they do not respond and act as if they are very bored during class








Media embedded November 24, 2019

Most boring lesson EVER!! anyone? (September 4, 2012). [Video]. YouTube. <https://www.youtube.com/watch?v=yUjhs5BjkuX&list=PL7s>

3. **Oral discussion on Zoom:** What similarities do your students have to those from the movie? What makes them behave similarly to the students from the movie?

**Experiencing the new**

4. **Take a look at these pictures and say:** what can they tell about today's students in comparison with the ones from previous generations?

From: sixsite.com/v

**For the educator**

**The object of this first class is to understand and list the characteristics of Generation P students.**

During this class, the teachers will reflect on their students' behavior and compare them with previous generations. From then on, understand the term Generation P developed by Kalantzis and Cope (2012). Teachers must comprehend today's students profile to see what kinds of activities will better suit them.

**First week:** A survey will be posted for the participants at the beginning of the course. The objective is to identify if they use technology and how it is used in their classes. The goal is also to know their smartphone styles, so the instructor will know what activities through apps will be possible to assign. This will help the instructor in the presentation of the materials.

**Survey:** [https://docs.google.com/document/d/1K44JRA\\_IRXUpiNSzmZ8rFsgc5dw5H5ccDpZJM/edit?usp=sharing](https://docs.google.com/document/d/1K44JRA_IRXUpiNSzmZ8rFsgc5dw5H5ccDpZJM/edit?usp=sharing)

**Let's get started!**

**Experiencing the known**

Leamers reflect on their own familiar experiences, interests, and perspectives (Kalantzis and Cope, 2012).

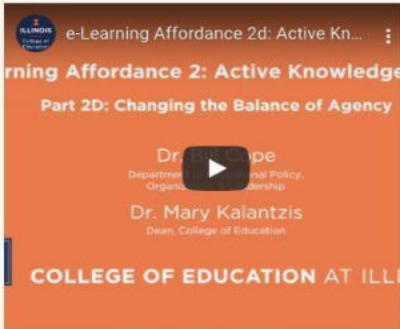
Participants will reflect on their students' likes and dislikes and their ubiquitous use of digital technologies, and their favorite English class activities. They will also discuss their students' similarities to those from the movie and what makes their students behave similarly to the ones in the clip.

**Experiencing the new**

Leamers observe or take part in something that is unfamiliar; they are immersed in new situations or contents/contexts (Kalantzis and Cope, 2012).

- The participants will be immersed in new experiences/perspectives about today's students so as they could develop knowledge about Generation P. They will use their prior and personal experiences, identities, and interests to comprehend the new term Generation P.

To enrich their answers, the instructor should add the following information corresponding to each picture from Literacies book by Kalantzis and Cope (2015, p. 9-12) about Generation P and this video:



Media embedded November 21, 2019

e-Learning Affordance 2d: Active Knowledge Making (June 17, 2014). [Video]. YouTube. [https://www.youtube.com/watch?v=y3IIRFtpk0&feature=emb\\_logo](https://www.youtube.com/watch?v=y3IIRFtpk0&feature=emb_logo)

- 1: A radio - An early generation used to listen to the "top 40" songs from playlists selected by a radio station. Generation P makes their own playlists for their mobile players.
- 2: a video game - Previous generation students were more accustomed to being passive storytellers in video games; Generation P ones, however, are active characters in video game stories where they play important roles during the games.
- 3: a Blog page - An earlier generation expanded their literacy habits by reading in their spare time, and more so than they did by writing. For Generation P, on the other hand, reading and writing are fused as integrated practices in social networking sites, blogging and text messaging.
- 4: a television - Earlier generations passively watched TV programming that others considered good for them, tuning in to a handful of available channels. Generation P "channel surf" hundreds of channels, or millions of videos on the web, or make their own

Source: Created by the researcher (2021)

**2. An ‘Overview’ section** that addresses how the learning module translates the ideas and principles of the course into practice, my experience with the content area and scholarly references to justify the approach. This session presents the following:

- **The target learners:** High school teachers from Brazilian public schools.
- **The goal:** To offer the teachers opportunities to reshape their pedagogical practices in English teaching to meet the digital age demands. They will explore and understand three primary concepts towards transformative teaching: ‘multiliteracies,’ the ‘seven affordances of the digital’ and ‘mobile learning.’ By the end of this professional development course, the participants will have a reflective role in preparing learners to be active and critical citizens (Giroux, 1988; Cope & Kalantzis, 2017).
- **Intended learning outcomes:** Teachers will be able to understand basic notions involved in the ‘seven affordances of the digital’ by Cope and Kalantzis (2017) and inter-relate them to an innovative pedagogical practice in a mobile setting for later use in their teaching contexts.
- **Material requirements:** Various multimodal media: Youtube videos, infographics, images, websites, excerpts from papers, and ten applications (Padlet, Quizlet, Canva, Wordwall, Kahoot, Plickers, Trello, Twitter, Lyrics Training, and Tik Tok). It is vital to have a repertoire of meaning-making (Kalantzis & Cope, 2012, 2015).
- **Number of activities:** 43.
- **Duration to complete the module:** 14 weeks.

**3. Thirteen updates.** According to Kalantzis and Cope (2020), a learning module should include at least six updates, each of which are pushed out to learners from the left side of the learning module and comprises curated media (video, infographic, image, attached documents etc.). All media include citations throughout the work (below each image and video). The *7 e-Affordances* LM has thirteen updates, but they are named ‘weeks.’ Every update/week has a request that will prompt rich dialogue among participants on Telegram or Google Classroom, such as this comment posted on week 3: “Please interact by commenting on 2 or 3 colleagues’ posts.”

**4. A knowledge survey or assessment.** The survey is on Appendix C and also on Google forms: <https://forms.gle/HQ9akxTaKHLMJgki8>

**5. A peer reviewed project, with peer assessment rubric<sup>50</sup>** (Appendix N). For their final work project, learners will transfer what they have learned during the course to a multimodal lesson plan for later implementation in their own classes. The lesson plans should deploy all the seven affordances discussed during this course in a mobile setting: 1) Ubiquitous Learning; 2) Active Knowledge Making; 3) Multimodal Meaning; 4) Recursive Feedback; 5) Collaborative Intelligence; 6) Metacognition; and 7) Differentiated Learning.

**6 An assessment and evaluation element**, outlining educational measurement strategies, for both the participant on the left side and the instructor on the right. Formative assessment will be used to evaluate the learning outcomes. The lesson plans and activities will be assessed through the *7 e-learning* ecologies rubric.

**7. Pedagogical coherence and completeness**, and for that, the Learning by Design pedagogy (Kalantzis et al., 2015) was used to produce different, purposeful types of activities for the participating teachers to undertake as part of their learning.

### 5.2.2 The Course Schedule and the Digital Tools

This 14-week professional development course took place on three different platforms: Wix, Zoom, Google Classroom, and Telegram. These tools support online collaborative learning. Each of these applications had a specific function to deliver the course.

**Figure 39: Platforms used in the 7 e-Affordances**



Created by the researcher (2021)

<sup>50</sup> The rubric is also available on Google forms:  
[https://docs.google.com/document/d/1Ow\\_tlv9rWYSxUvWStn01mlIYv\\_joYo8dJY1RiQWyRS4/edit#heading=h.29vx5opr07re](https://docs.google.com/document/d/1Ow_tlv9rWYSxUvWStn01mlIYv_joYo8dJY1RiQWyRS4/edit#heading=h.29vx5opr07re) and rubric for self assessment:  
[https://docs.google.com/document/d/1H0xaGPqs63a\\_S7Q4V7yiKPZZ0jU5yBxTgggbn5jBkoU/edit?usp=sharing](https://docs.google.com/document/d/1H0xaGPqs63a_S7Q4V7yiKPZZ0jU5yBxTgggbn5jBkoU/edit?usp=sharing)  
 Access on March 14, 2021

The choice of this wide range of tools used was due to the conclusions of the pilot project. It is worth mentioning that only one platform was used in *MultiMobi*, the WhatsApp application. However, some features were missing to make the course work better in terms of pedagogy, engagement, and other elements mentioned in section 4.3.2 *MultiMobi Reflections* in chapter 4 of this dissertation. I did not find any platform covering all these needs in a mobile setting, such as live sessions, asynchronous interactions, an organized place for posting assignments, and a website where I could organize all the course content. So, I found these four tools that involve these functions for the *7 e-Affordances* course.

In this sense, Wix was the course website where I posted and organized the learning materials. Zoom was utilized for live sessions. Telegram was used as an instantaneous communication space for interactions, discussions, announcements, and asynchronous weeks. Google Classroom was adopted as a place to post or upload their assignments. Every two weeks, the meetings were synchronous on Zoom during weeks 0, 1, 3, 5, 7, 11, and the closing on week 13. Furthermore, the asynchronous weeks took place on Google Classroom and Telegram on weeks 2, 4, 6, 8, 9, 10, 12. Here is the course schedule:

**Table 09: The 7 e-Affordances Course Schedule**

Weeks	Platform	Content	Time   2020
Week 00	Zoom	Introduction to the course	April 30
Week 01	Zoom	Getting to know Generation P students	May 7
Week 02	Telegram/Google Classroom	Multiliteracies	May 11-18
Week 03	Zoom	Affordance 1: Ubiquitous Learning	May 21
Week 04	Telegram/Google Classroom	Affordance 2: Active Knowledge Making	May 29 -June 2
Week 05	Zoom	Affordance: 3 Multimodality	June 03
Week 06	Telegram/Google Classroom	Review concepts	June 12-18
Week 07	Zoom	Affordance 4: Recursive feedback	June 18
Week 08	Telegram/Google Classroom	Affordance 5: Collaborative intelligence	June 19 -23
Week 09	Telegram/Google Classroom	Producing the first draft of your lesson plan	July 9
Week 10	Telegram/Google Classroom	Peer Review	July 9-14
Week 11	Zoom	Affordances 6 Metacognition   7 Differentiated Learning	July 23
Week 12	Zoom	Self-review + Final version of your lesson plan	July 23
Week 13	Zoom	Final version of your lesson plan + Final Questionnaire	July 30

Source: Created by the researcher (2021)



- **Wix** (<https://www.wix.com>)

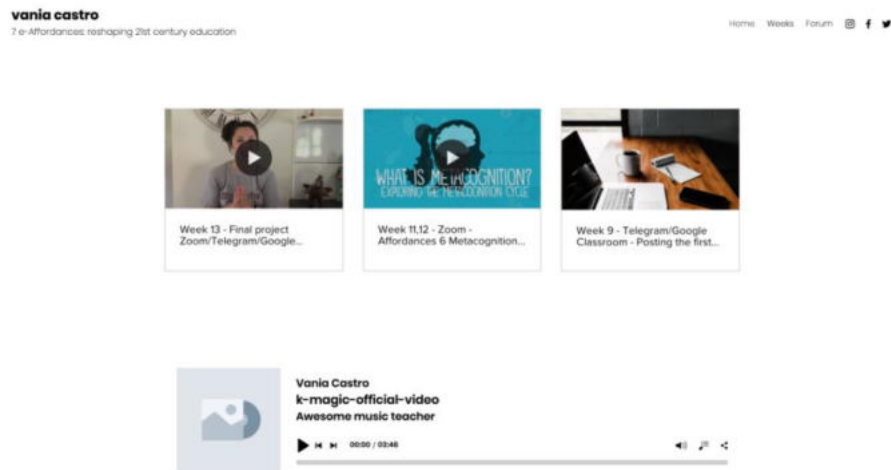
A digital space for creating free and professional websites. As the learning module is an instrument for the facilitator, I decided to create a website and transfer the learning module's left side information. Wix was adopted to deliver the course content for the participants. The weekly content was posted on the website. During the pilot project, I missed using a platform that offers organization of learning materials and allows participants to find all content easily. The *7 e-Affordances* course is available here: <https://vccingles.wixsite.com/vania>.

I customized the website based on my needs as the course facilitator and the participants' needs, such as functionality, accessibility, and usability (Leedy, 2018). Concerning accessibility, the content was available for the participating teachers anywhere/anytime. Wix is also a responsive, mobile-friendly website, which is good because the course focuses on a mobile setting.

Regarding usability, Wix includes communication components that help the participants interact with each other and the instructor. For example, users can create forums to share knowledge related to the course and other different topics. There was also a chat on the homepage as a communication channel between course members. Regarding functionality, I decided to have a clean and uncluttered design with a balance of images, text, and white space.

As seen on the website, I added a playlist with the participants' favorite songs, so every time they would open the course, they would have a pleasant experience. They also could add forums and post comments on each weekly update. Figure 40 shows the screenshot of the *7 e-Affordances* course on Wix:

**Figure 40: Screenshot from 7 e-Affordances course on the Wix website**



Source: Created by the researcher (2021)

- **Zoom** (<https://zoom.us/>)

A cloud-based video platform used to host live sessions either by video, audio-only, or both. Attendees can participate in meetings in the application or on the website without having a Zoom account. The tool was used for the synchronous meetings, and it was chosen due to its diversity of available functionalities during live meetings, such as breakout groups, whiteboard, recording videos, screen sharing, chat, file-sharing, virtual hand-raising, and uploading virtual backgrounds.

Breakout rooms allow hosts to split the participants into small groups to address topics in separate sessions. As the host, I could switch between the groups at any time and follow the participants' discussions. Zoom offers an interactive whiteboard with text and annotations and instant polling that allows users to create single choice or multiple choice questions for meetings. Sharing of screens is another function I used to display the Wix website and other learning sources so that the teachers could follow the discussions without confusion. All meetings were recorded as videos and were available for them anytime.

- **Google Classroom** (<https://classroom.google.com/>)

As described on the website, it is "a free and easy tool helping educators manage and assess progress, while enhancing connections with learners from school, from home, or on the go." Teachers can create online classrooms and invite students to join the classes. Educators can



organize classes stream by adding topics to posts, distribute assignments, post multimodal activities, send feedback, and visualize everything in one place. They can combine both selected and supply responses and track the student's progress. I needed an organized space where I could create and manage classes and for participants access via smartphones. Google Classroom was chosen for combining all of these functionalities. Moreover, the platform was used for the participants to post or upload their assignments.

- **Telegram** (<https://telegram.org/>)

A free application based on the cloud where, according to the Telegram website, users can access messages from several devices at once and “share an unlimited number of photos, videos and files (doc, zip, mp3, etc.) of up to 2 GB each”. The content does not occupy the smartphone’s memory space. It is necessary less than 100 MB on the device.

As the participants were going to use their smartphones, many learning materials should be shared, so storage is essential. This software was chosen for instantaneous communication, interactions, discussions, and announcements. It is possible to add people only by their username, so it is unnecessary to share the phone number. Users can edit or delete messages without a time limit and optimize the time by speeding up audios. When adding people to Telegram groups, admins can make previous messages visible or hidden to new members. Users can create polls on this application. During the course, I produced many polls to check information on diverse topics by the participants. It is essential to have an easy, fast and clear communication channel among members, and Telegram was utilized for this purpose during the 14-week course.

Besides these platforms, ten applications were also used during the course: Padlet, Quizlet, Canva, Wordwall, Kahoot, Plickers, Trello, Twitter, Tik Tok, and Lyrics Training. These digital tools were chosen because they work on both computers and smartphones. The participants were also encouraged to create activities on some of these applications and find other digital tools that encompass digital affordances throughout the course.

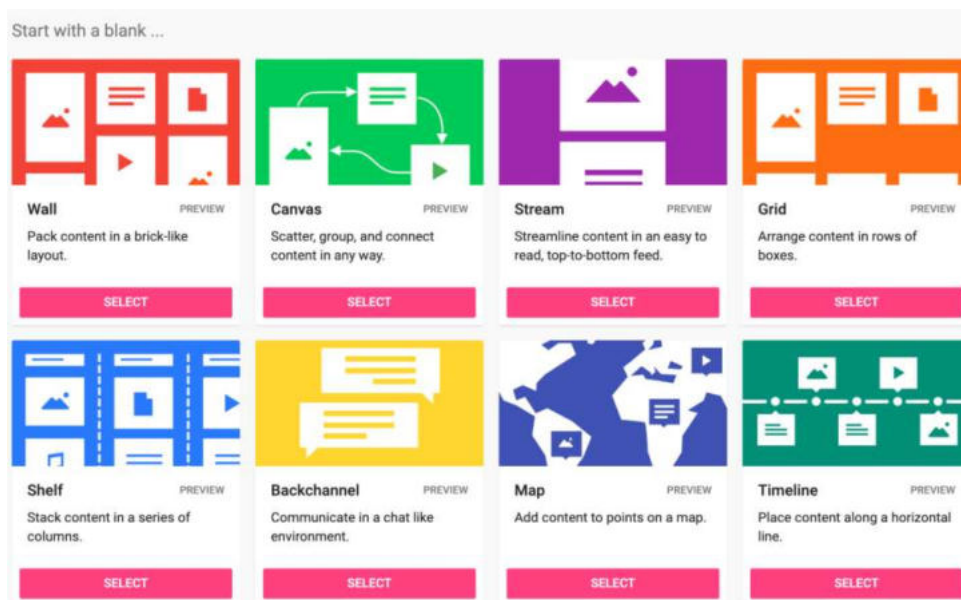
At first glance, it seems like a massive amount of tools, but this choice resulted from the pilot project's outcomes. Therefore, the MultiMobi participants complained about the small number of applications used and limited practice. By analyzing the course (see *4.3.2 MultiMobi Reflections* in chapter 4), I decided to combine more mobile tools. Moreover, The content of 7 e-Affordances is vast, and the more digital tools aligned with the concepts, the better. In this way,

the participating teachers could experience the content immersed in the digital. In session 5.4 *Personal Reflections* in this chapter, I will discuss how this contributed positively to the course. A short presentation of each digital tool follows below:

- **Padlet** (<https://padlet.com>).

A free virtual “bulletin” board where users can collaborate, reflect, and share multimodal content. “Any number of participants can simultaneously view, add, and rearrange content on a Padlet, including text, images, and links to other web pages, videos, or documents” (Fisher, 2017, p. 163). Users can download the application from any internet-enabled device. There are eight types of learning activities on Padlet: wall, canvas, stream, grid, shelf, backchannel, map, and timeline, as follows:

**Figure 41: Types of learning activities on Padlet**



Source: Screenshot from <https://padlet.com>

During ‘Week 0: Introduction to 7 *e-Affordances* Course,’ the participants introduced themselves by writing a short paragraph and uploading a picture using a Padlet wall. They tagged their cities on the Padlet map. The teachers also learned how to use this tool and were encouraged to create an activity for their students.

- **Quizlet** (<https://quizlet.com/latest>)

It is a tool that enables learners to study various topics through learning tools, flashcards, games, and tests. According to the Quizlet website, teachers can create paired terms and definitions or a

set of questions of any subject with their match answers. There are eight types of learning activities in Quizlet:

- Learn: terms and their definitions can be learned through multiple choice and writing questions;
- Flashcard: digital flashcards demonstrate terms in which learners can flip them using mouse clicks or touching the screens to show meanings or pictures that explain the term.
- Write: learners are asked to write the definitions for the terms or the pictures exposed. They can redo the activity if they make an error.
- Spell: “students are asked to type what they hear from the audio prompt. If they misspell the word, they will hear it dictated letter by letter while the correct answer is being typed on the screen” (Setiawan and Wiedarti, 2020, p.87).
- Test: there are four types of questions: written, multiple choices, matching, and true or false. The score is gained, and the correct answers for the mistaken ones can be checked (Setiawan and Wiedarti, 2020).
- Match: a game in which learners are supposed to match terms to their definitions (or the corresponding pictures) as quickly as possible. The app reveals their scores and ranks among other learners.
- Gravity: in this game, “students are asked to type the term that corresponds with its definition before the asteroid falls and crashes onto the planet” (Setiawan and Wiedarti, 2020, p.87).
- Live: a game that requires four or more students to play connected to <http://Quizlet.com/live>. They are asked to enter the unique session code, then “multiple-choice questions based on the study sets should be answered by the students in each group through their computers” (Setiawan and Wiedarti, 2020, p.87). Students need to collaborate to get the correct answers because the answers are randomly scattered among the devices. The winner is the first group that finishes the game.

Recent studies by Christanti (2018) and Setiawan and Wiedarti (2020) have shown that Quizlet effectively increases the students’ motivation in learning vocabulary. This application was used during ‘Week 1 - Zoom - Generation P students.’ The participants played a game on Quizlet to connect some ideas involved in Generation P. The teachers also learned how to use this tool.

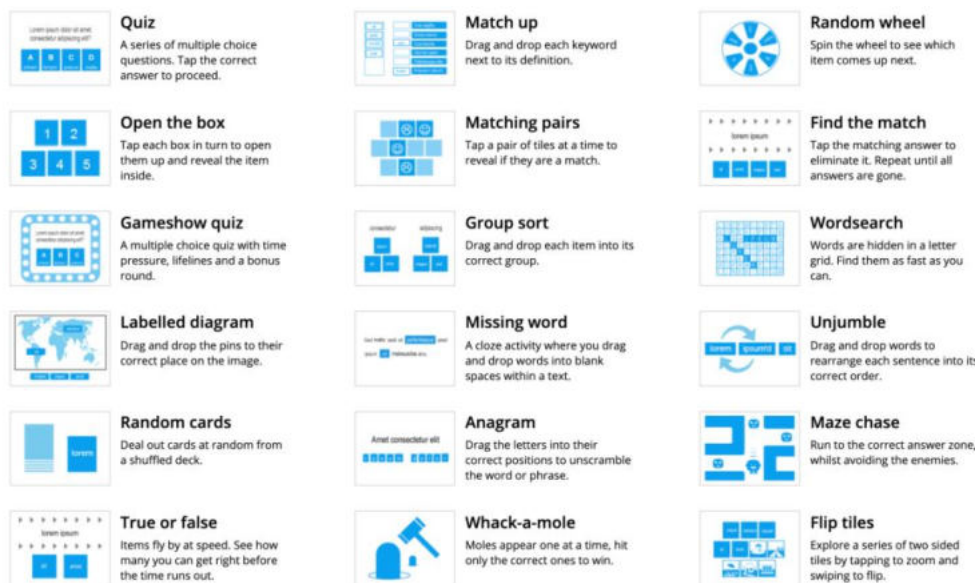
- **Canva** (<https://www.canva.com/>)

This application allows users to design any content in minutes with thousands of multimodal templates, videos, and images: brochures, cards, class schedules, e-books, flashcards, flyers, invitations, infographics, lesson plans, posters, presentations, and many others. This tool was also used in the pilot study (see description p.100). Canva was used during ‘Week 2 - Asynchronous - Multiliteracies’ and ‘Week 3 - Zoom - Ubiquitous Learning.’ On week 2, the participants were encouraged to create a representation on Canva showing what they understood by Multiliteracies theory and the reflexive and didactic pedagogies. They were supposed to show how these concepts were connected to their teaching practices. Their representations could be an infographic, a poster, or any other template they wanted to represent what they have learned. In week 3, they shared their experience using Canva and discussed how they could use this tool with their students.

- **Wordwall** (<https://wordwall.net/>)

A digital tool that offers a variety of activities with gamified elements. Teachers can customize the public library available games and use them to review or teach concepts, vocabulary items, and others. The free version offers 18 interactive game templates for quizzes, matchups, word games, and others, as seen in the screenshot:

**Figure 42: Templates on Wordwall**



Source: Screenshot from <https://wordwall.net/>

Teachers can print out their activities or play on a screen. Worldwall requires a minimum effort and preparation. During ‘Week 2 - Asynchronous - Multiliteracies’, the participants used this tool to match didactic and reflexive pedagogy aspects. In ‘Week 3 - Zoom - Ubiquitous Learning’, the teachers played a game, learned how to create activities in Wordwall, and created a game about the content they learned in week 3.

- **Kahoot (<https://kahoot.com/>)**

A game-based learning tool for formative assessment that enables educators to create, share, and play learning games or quizzes. The tool was used for the pilot study (see description on page 100). While in the pilot project, this tool was used to check the participants’ understanding of the multiliteracies theory, and the participants created activities with their students using Kahoot. In this course on ‘Week 7 - Zoom - Recursive feedback’, the participants used it to critically reflect their uses concerning recursive feedback.

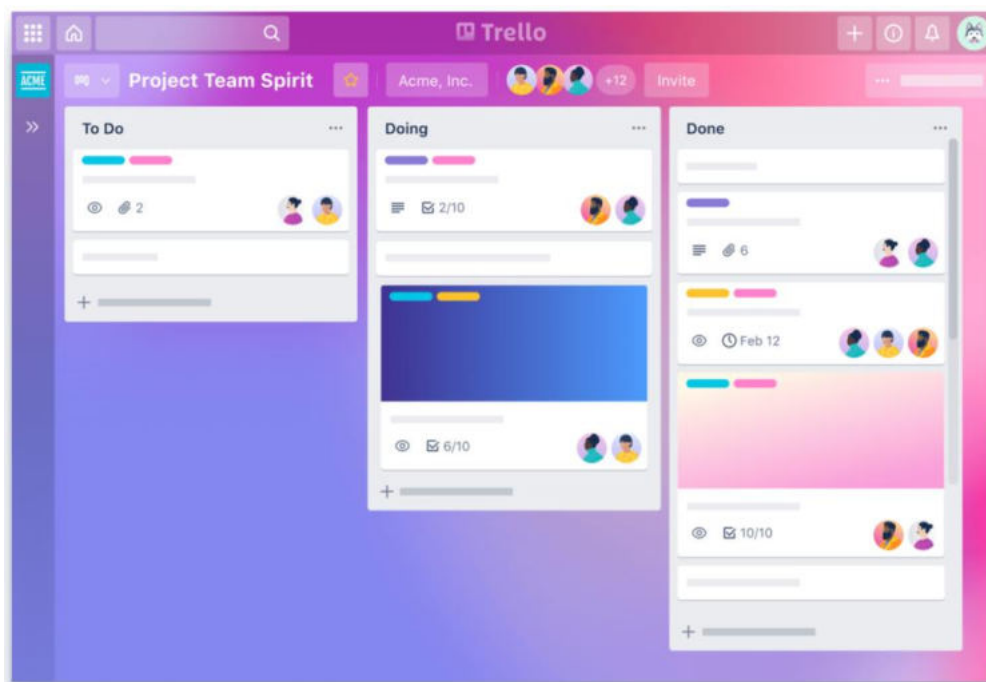
- **Plickers (<https://www.plickers.com/>)**

This application for low-technology classrooms requires only one smartphone connected to the internet to use it with the whole class. Students can respond anonymously to any poll question, voting, or multiple-choice questions. This tool was used in the pilot study, and the participating teachers were expected to ‘analyze critically’ the possibility of using the application Plickers in their English classes at public schools. For *the 7 e-Affordances* course, the teachers critically analyzed ‘Week 7 - Zoom - Recursive feedback’ if Plickers have a progressive or a regressive role towards recursive feedback.

- **Trello (<https://trello.com/home>)**

As described on the Trello website, it “is a visual collaboration tool used by teachers and professors worldwide for easier coursework planning, faculty collaboration, and classroom organization.” Users can collaborate and manage projects, organize tasks, and build a team, all in one place using boards, lists, and cards. Based on the website, lists and cards are the building blocks of organizing work on a Trello board. It is possible to organize task assignments, timelines, productivity metrics, calendars, and more. Trello was used during ‘Week 12 - Zoom - Metacognition and Differentiated Learning.’ This tool and two free digital boards were introduced to the teachers as examples of technologies that support the affordances of metacognition and differentiated learning. This is the screenshot from the Trello website:

**Figure 43: Screenshot from Trello**



Source: <https://trello.com/home>

- **Twitter** (<https://twitter.com/>) and **Lyrics Training** (<https://lyricstraining.com/>)

A microblogging on which users post short messages known as ‘tweets.’ Tweets can be up to 280 characters long and include media, gifs (a format for animated and static images), polls, emojis, links to websites and videos. According to Blattner, Dalola, and Lomicka (2016) Twitter is an authentic and dynamic platform that enhances the language learning experience.

Lyrics Training is a tool for improving foreign language through music and lyrics. Teachers can create activities and track students’ scores on songs and other users globally or in their own country. It was used in the pilot study (see description p. 100). Both applications were used on ‘Week 12 - Zoom - Metacognition and Differentiated Learning.’ The participants discussed the possibility to use them in their classes aligned to the affordances studied up to that week.

- **Tik Tok** (<https://www.tiktok.com/>)

An application launched in 2017 allows users to watch, like, record, and share up to one-minute videos. TikTok is being used as an educational tool (Brittany Marklin, 2018; Jaffar et al., 2019). With the #LearnOnTikTok hashtag on TikTok, it is possible to find over 577.5 billion educational content views. The videos combine multiple modes by Kress (2006) such as visual,

linguistic, gestural, spatial, auditory. The application focuses more on user's innovation and allows them to convey their imagination easily. Tik Tok was used during 'Week 5 - Zoom - Multimodality.' The participants were immersed in this new application, discussed it, then they created a video and shared it on Telegram.

### 5.2.3 The course content

In this session, I will describe the content of the *7 e-Affordances* course over the 14 weeks. I will also explain the pedagogical choices. For this, the weeks will be divided into five small groups, as we can see below:

#### WEEKS 0-2

**Content:** Introduction to the course, generation P students, **multiliteracies** theory, and the differences between **didactic and reflexive** pedagogy.

**Rationale:** The same reason I explained in the pilot study. Educators need to grasp today's students, the generation P (Kalantzis & Cope, 2012). By comprehending their profiles, they will choose kinds of activities that will better suit them. Participants should understand the multiliteracies and the reflexive notions to reflect on their own teaching practices. Some of them may realize they are still doing many activities from didactic pedagogy and that generation P does not learn with this pedagogy anymore. "The multiliteracies approach attempts to explain what still matters in traditional approaches to reading and writing, and to supplement this with knowledge of what is new and distinctive about the ways in which people make meanings in the contemporary communications environment" (Kalantzis et al., 2015, p.1). Also, the reflexive pedagogy focuses on knowledge production and that students become active knowledge consumers during the learning process (Cope, 2018, YouTube).

#### WEEKS 3-6

**Content:** Three affordances - **ubiquitous learning, active knowledge making, multimodal meaning.**

**Rationale:** In the contemporary era, especially during a pandemic moment where everything occurs online, learning should happen "anywhere at any time" (Cope & Kalantzis, 2008, 2017;



UNESCO, 2013, 2019). Learning should be ubiquitous, that is, break out of the spatial and temporal confinements and produce lifelong learners (Cope & Kalantzis, 2014a). Teachers need to use a variety of digital tools appropriate to our times. That is why there are a vast number of applications in the course. Learners must become active knowledge producers and use new media resources to make meaning and knowledge representations.

### **WEEKS 7-10**

**Content:** Two affordances: **recursive feedback and collaborative intelligence**. Producing the first draft of their lesson plans

**Rationale:** Students need to receive just in time feedback or assessment *for* learning (formative assessment) and not just to learn (summative assessment) (Cope & Kalantzis, 2017). According to the authors, peers can get feedback from multiple sources and perspectives, offer structured feedback to each other, and knowledge formation is documented and transparent. Collaboration and negotiation necessary for a complex, diverse world; it focuses on learning as a social activity rather than learning as individual memory (Cope & Kalantzis, 2017). The participants will explore collaborative learning principles and technologies that support these affordances. Weeks 9 and 10 were reserved for participants producing the first draft of their lesson plan and peer review. In this course, the peer feedback happened on Google docs.

### **WEEK 11**

**Content:** Two affordances: **metacognition and differentiated learning**

**Rationale:** Thinking metacognitively about the nature of the assignment and the cognitive processes during the learning is vital for the learners. Also, in differentiated learning, students can work at a pace that suits their needs (Cope & Kalantzis, 2017). In this session, the teachers will be discussing examples with descriptions of these affordances provided by the course facilitator. They will develop a deeper understanding of these affordances and share application examples in different learning settings.

### **WEEK 12-14**

**Content:** **Self-review** and producing the final version of the **multimodal lesson plan**



**Rationale:** Learners should creatively intervene in the world, distinctively express their own voices or transfer their knowledge to a different context (Kalantzis & Cope, 2012). They will transfer what they have learned during the course to a lesson plan for later implementation in their classes. As part of all activities that involve this course, participants will reflect on their lesson plan and do their self-assessment. The final project will be elaborated next session.

#### **5.2.4 Mapping the course activities to the knowledge processes**

As mentioned before, the ‘knowledge processes: experiencing, conceptualizing, analyzing, and applying’ (Kalantzis & Cope, 2012) were used for the learning module design. This framework underpinned the 43 instructional activities in the learning module. These processes align strongly with the e-learning ecologies proposed by the reflexive pedagogy (Cope & Kalantzis, 2017). The knowledge processes and reflexive pedagogy connect with ‘authentic pedagogy’/ ‘constructivism,’ which are process-oriented and learner-centered instructions (Kalantzis & Cope, 2012, 2020).

As mentioned earlier, according to the authors, reflexive pedagogy focuses on the shift in the balance of agency between the instructor and the learner, artifacts and knowledge representations created by students, and social sources of knowledge. For that to occur, it is necessary that “teachers reflect purposefully on the mix and ordering of the epistemic moves they make in their classrooms and are able to justify their pedagogical choices on the basis of learning goals and outcomes for individuals and group” (Kalantzis et al., 2015, p. 75). Based on these considerations, I selected some activities from the *7 e-Affordances* learning module to map the knowledge processes.

### **1 EXPERIENCING**

#### ***Activity 1 - Week 4 - Asynchronous - Active Knowledge Making (experiencing the known)***

‘Experiencing the known’ entails when learners reflect upon their own life experiences, and learning connects with their cultural backgrounds, identities, and interests (Kalantzis et al., 2015). In this way, activity 1 for week 4 was produced for the participants to bring into the course familiar knowledge and explicit articulation of their teaching experiences. Before delving

into the second affordance, which is active knowledge making, the teachers are expected to discuss the following question:

**Figure 44: Screenshot of Activity 1 - Week 4**

The screenshot displays a learning module interface for 'Week 4 - Asynchronous - Active Knowledge Making'. It is divided into two main sections: 'For the participant' and 'For the educator'.

**For the participant:** This section includes a greeting: 'Hello teachers! Before we delve into the second affordance, take a moment to share the apps you found that can facilitate ubiquitous learning!'. It then provides an 'Introduction to the lesson:' and a section titled 'Experiencing the known' with the instruction: '1. Before you start reading about the content, take a few minutes and try to remember situations where your students took a lot of responsibility for their learning, think about the times they were engaged in an activity, think about the times they produced something meaningful for their learning process!'. Below this is a video player showing a woman speaking, with a play button overlay. The video title is 'Introduction to Week 4, Active Know...'. Metadata indicates it was embedded on May 20, 2020, and March 9, 2021.

**For the educator:** This section states: 'The instructor must watch this video to have a better understanding of active knowledge making:'. It features a video player with a red play button. The video title is 'e-Learning Affordance 2a: Active Knowledge Making'. The presenter is identified as 'Dr. Mary Kalantzis', Dean of the College of Education at Illinois State University. Metadata indicates it was embedded on November 24, 2019. Below the video, there is a link to the YouTube video and a section titled 'Experiencing the known' with the instruction: 'Teachers can start a particular topic from what the participants already know or immerse them in a specific area they are unfamiliar with.'

Source: *7 e-Affordances* Learning Module - Created by the researcher (2021)

This activity encourages the teachers to recall situations where their students took responsibility for their own learning. Accordingly, the participants should discuss a particular topic (the second affordance of the digital) from what they already know. “It prompts self-reflection about the sources of one’s interests and perspectives” (Kalantzis et al., 2015, p. 77), and the participants also begin to get a sense of each other’s prior knowledge.

Eight ‘experiencing the known’ activities were produced for the *7 e-Affordances* learning module. For instance, the participants will introduce themselves and tag their location on a Padlet map during week 0. This application was chosen as a space for self-introductions, as it allows users to post pictures, videos, text, links, and tag their locations on the map. In his activity, teachers will ‘experience the new’ first online tool of the course, Padlet. The two sub-processes overlap in this task.

In week 1, they should also reflect on their students' likes and dislikes, their ubiquitous use of digital technologies, and their favorite English class activities. They will also discuss their students' similarities to those from the movie "Ferris Bueller's Day Off." This activity was the same used in *MultiMobi*, the pilot study. I decided to keep this task because it worked very well with the other public school teachers. In week 5, they should review some active knowledge-making concepts by playing a game<sup>51</sup> on the Wordwall application. In week 7, the teachers should reflect on how they provide feedback for their students, and in week 12, they should discuss their lesson plan drafts. In all these activities, the participating teachers are expected to bring communicative practices that demonstrate the meanings they make in their own teaching contexts.

#### ***Activity 4 - Week 1- Zoom - Generation P students (experiencing the new)***

The sub-process 'experiencing the new' happens "with immersion in new situations, information, and ideas. In the case of literacies, this will mostly involve engaging with new texts or texts of an unfamiliar variety – reading written texts, listening to spoken texts or sounds, observing gestures, looking at visual texts or moving about in spaces" (Kalantzis et al., 2015, p. 77). Given that, activity 4 for week 1 was created with the pedagogical goal of engaging with images to make cross-connections between today's students (generation P) and previous generations, as seen in the screenshot below:

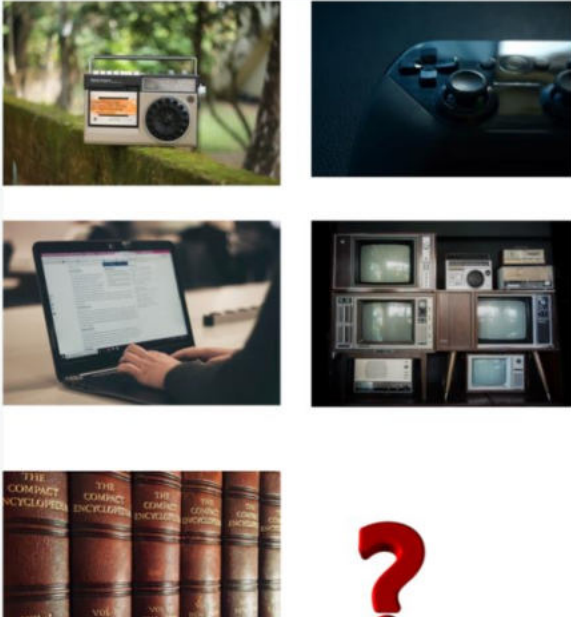
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<sup>51</sup> Game on Wordwall: <https://wordwall.net/resource/2760526>

Figure 45: Screenshot of Activity 4 - Week 1

**Experiencing the new**

4. Take a look at these pictures and say: what can they tell about today's students in comparison with the ones from previous generations?

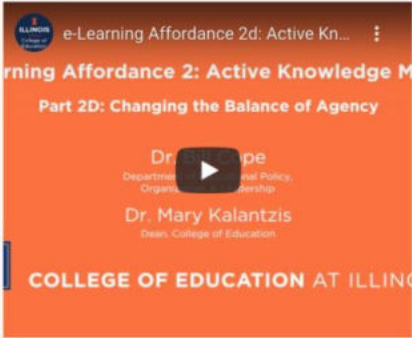


**Experiencing the new**

Learners observe or take part in something that is unfamiliar; they are immersed in new situations or contents/contexts (Kalantzis and Cope, 2012).

- The participants will be immersed in new experiences/perspectives about today's students so as they could develop knowledge about Generation P. They will use their prior and personal experiences, identities, and interests to comprehend the new term Generation P.

To enrich their answers, the instructor should add the following information corresponding to each picture from Literacies book by Kalantzis and Cope (2015, p. 9-12) about Generation P and this video:



Media embedded November 21, 2019

e-Learning Affordance 2d: Active Knowledge Making (June 17, 2014). [Video]. YouTube. [https://www.youtube.com/watch?v=y3iRF1pbk0&feature=emb\\_logo](https://www.youtube.com/watch?v=y3iRF1pbk0&feature=emb_logo)

1: A radio - An early generation used to listen to the "top 40" songs from playlists selected by a radio station.

Source: *7 e-Affordances* Learning Module - Created by the researcher (2021)

This activity was adapted from the *MultiMobi*. The participants used an augmented reality application to immerse themselves in the new concept, the tool did not work, but the discussion was fruitful. For the *7 e-Affordances*, I decided to use only images to develop knowledge about Generation P. To enrich their answers. The instructor should add the information (see pages 108-109) describing the generation P traits based on Kalantzis and Cope (2012, p. 9-12) and Kalantzis et al. (2015, p. 8–10). The authors emphasize these learners have different kinds of sensibilities from the students of our recent past, so it is essential that educators comprehend their characteristics to “offer a variety of learning paths for different students” (p. 11).

Seven ‘experiencing the new’ activities overlapping with other processes, especially ‘conceptualizing,’ were designed for this learning module. For example, in week 2, the participants should be exposed to new concepts: the multiliteracies theory, the reflexive and didactic pedagogies. In week 3, they should be immersed in a new concept, ubiquitous learning.

In week 4, they should engage with a text about active knowledge making and relate it with their teaching practices. In week 5, they should discuss some examples of multimodality provided by the instructor and learn how to use the TikTok application. In week 8, the teachers should learn about collaborative intelligence and be immersed in new passages and examples of this affordance.

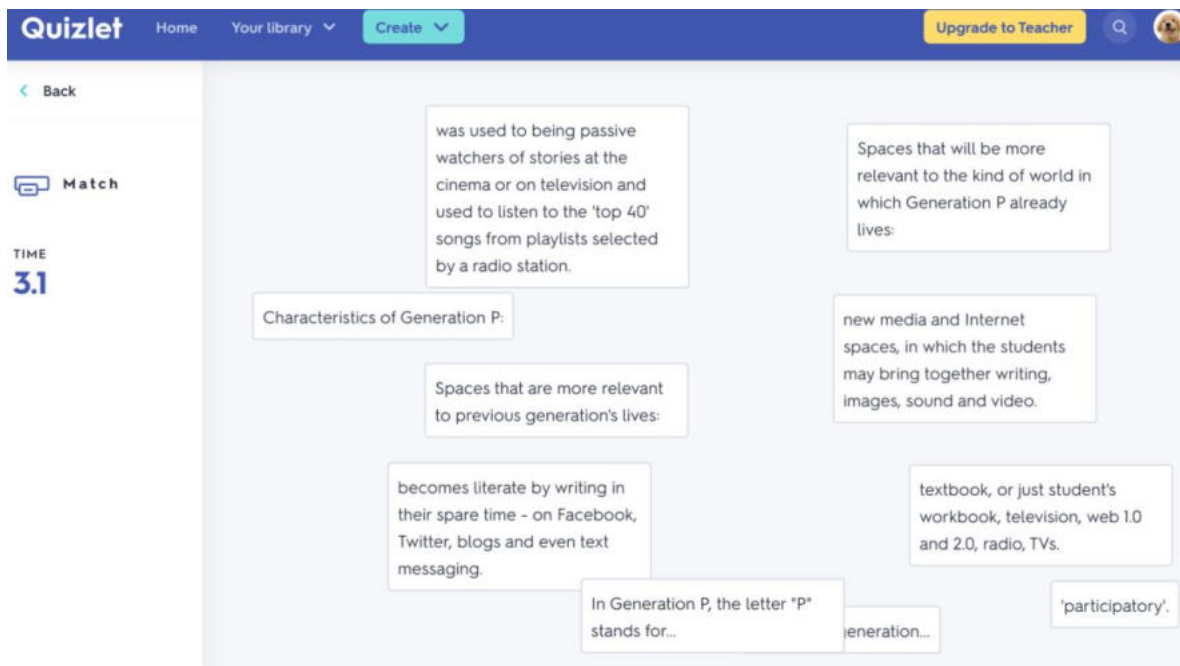
Overall, the teachers' participation in this professional development course entails 'experiencing the new,' as they should experience several new applications and concepts, create activities for their students and connect these notions to their teaching practices as immersion in new situations.

## **2 CONCEPTUALIZING**

### ***Activity 6 - Week 1 - Generation P students (conceptualizing by naming)***

In 'conceptualizing by naming,' learners group things into categories, apply classifying terms, and define them (Kalantzis et al., 2015). It refers to "identifying new concepts/ideas/themes, including abstract, generalizing terms, conventions, features, structures, definitions and rules. Naming is the first step toward understanding" (Kalantzis et al., 2015, p. 76). From this perspective, activity 6 for week 1: "Now let's play a game on Quizlet? Let's connect some ideas involved in Generation P? <https://quizlet.com/506694889/match>." This task was created for the participants to generalize and organize common characteristics of Generation P. They were expected to drag each term to its matching definition to win the game, as follows:

**Figure 46: Screenshot of Quizlet match game**



Source: Quiz - Created by the researcher (2021): <https://quizlet.com/506694889/match>

The participating teachers should match all the pairs (terms to their definitions) to end the game, see their score, and rank.

Three activities in the *7 e-Affordances* course evolved mainly the sub-process ‘conceptualizing by naming’. For instance, the participants should identify keywords related to ubiquitous learning and type on the chat during week 3. They should watch a video about metacognition, “What is metacognition?” and read a text “Five ways to boost metacognition in the classroom” on week 12. By doing this activity, the teachers could “draw distinctions of similarity and difference, categorizing and naming the constituent elements of the thing to which the concept refers” (Kalantzis et al., 2015, p. 77).

### ***Activity 1 - Week 6 - Asynchronous - Review concepts (conceptualizing with theory)***


‘Conceptualising with theory’ entails “making generalizations by putting concepts together into interpretative frameworks. This is how learners build cognitive models or knowledge representations” (Kalantzis et al., 2015, p. 78). In this way, week 6 was designated



for the participants to review all the concepts they had studied the previous weeks and the ones they had difficulty with:

**Figure 47: Screenshot of Activity 1 for Week 6**

## Week 6 - Asynchronous - Review concepts

For the participant	For the educator
<p><b>Conceptualizing with Theory</b></p> <p>1. For week 6, you are going to review all the concepts you had difficulty. Post all questions you might have on Telegram. Also, if there is any late activity, please post them too!</p>  <p>Source: Wix.com</p> <p>Have a great week!</p>	<p><b>Conceptualizing with theory</b></p> <p>"Learners make generalisations by connecting concepts and developing theories" (Kalantzis &amp; Cope, 2015, p.75). It refers to the capacity to distinguish between concepts, theory, generalizations, and particularization, and being able to identify and understand them (Kalantzis &amp; Cope, 2009).</p> <p>The participants will review the concepts studied. At this point, I think it is essential to have a break. From my previous experience, there is always a moment during the course we need to speed up. Sometimes there are holidays, teachers travel, or they get swamped at work and do not have much time to do the activities. So, flexibility is crucial when designing a course.</p> <p style="text-align: center;">Post Left-Side Content to a Community</p>

Source: *7 e-Affordances* Learning Module - Created by the researcher (2021)

The content for the first five weeks encompassed: **generation P students, multiliteracies, didactic and reflexive pedagogies, ubiquitous learning, active knowledge making, and multimodality**. Besides revising these concepts, they were expected to post questions they might have and any late activities on Telegram.

The expected goal was to connect these concepts in several different ways and build the theory for themselves. The intention was also to navigate diverse multimodal texts on the internet, such as videos and links provided by the researcher and by them. Additionally, it is expected that the teachers “become active conceptualizers, making the tacit explicit and

generalizing from the particular” (Kalantzis et al., 2015, p. 82) and take more responsibility for their learning.

Three ‘conceptualizing with theory’ activities were designed for the 7 *e-Affordances* course. In week 5, the participants were expected to theorize and define the term multimodality and identify semiotic features they used in their last classes, which also shows ‘conceptualizing by naming.’ In week 7, they were supposed to read some remarks based on Kalantzis & Cope (2014b) and then reflect together on recursive feedback.

### 3 ANALYZING

#### *Activity 3 - Week 3 - Zoom - Ubiquitous Learning (analyzing functionally)*

Analyzing functionally “encompasses processes of reasoning, drawing inferential and deductive conclusions, establishing functional relations (such as between cause and effect) and analyzing logical connections” (Kalantzis et al., 2015, p. 79). I designed activity 3 for week 3 with the pedagogical aim of encouraging the participants to draw inferential and deductive conclusions on the three degrees of mobility by Pegrum (2014). Based on the author, the mobile devices, the learning experience, and mobility intersects in different spaces.

Firstly, the participants watched a video about capitalizing on the full potential of anytime, anywhere learning (conceptualizing by naming and with theory). In the video<sup>52</sup> ‘Creating the Anytime, Anywhere Learner’ by Pegrum (2015), the author mentions a series of examples of mobile learning implementations in three levels of mobility and explains that where ubiquitous learning is possible, “there is considerable potential for transforming teaching and learning, and developing learners’ 21st-century skills.”

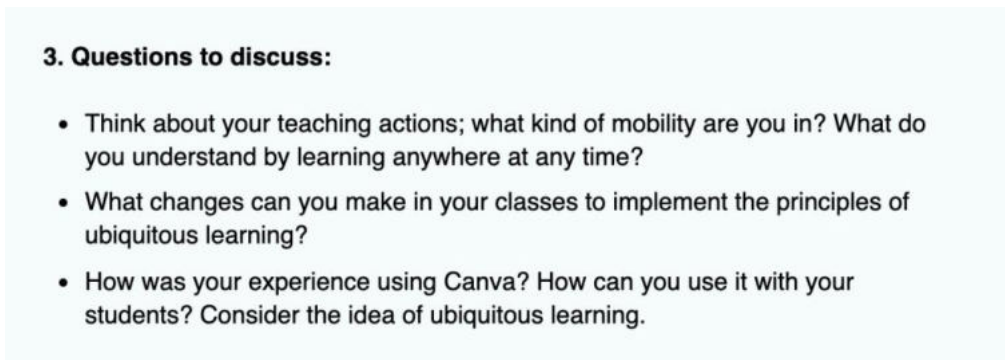
After that, the teachers should discuss the following questions to examine functionally ubiquitous learning:

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<sup>52</sup> Video “Assoc. Prof. Mark Pegrum: Creating the Anytime, Anywhere Learner”. (June 16, 2015). [Video]. YouTube. <https://www.youtube.com/watch?v=XmUdZMoJe-Q&t=152s>



**Figure 48: Screenshot of Activity 3 for Week 3**



Source: *7 e-Affordances* Learning Module - Created by the researcher (2021)

By doing this activity, the subjects would draw generalizations and conclusions about the mobility of students, the learning experiences, and ubiquitous learning in their teaching actions. I expected the participating teachers to explain they were weaving between the first and second mobility levels by Pegrum (2015).

Four activities involving this sub-process were designed in this learning module. Besides the aforementioned task, in activity 1 for week 3, the participants were expected to explain patterns in knowledge of multiliteracies, didactic and reflexive pedagogies. In activity 4 for week 5, they were supposed to analyze functionally the textbooks or the material they used in their schools and established functional relations with multimodality. Then, in activity 6 for the same week, they were supposed to discuss the importance of multimodality for their classes and how to combine modes to make English classes more multimodal.

***Activity 2 - Week 8 - Asynchronous - Collaborative intelligence (analyzing critically)***

In ‘analyzing critically’ the “learners interrogate the interests behind a meaning or an action” and “reflect metacognitively on the influence of one’s own perspectives and processes of thinking” (Kalantzis et al., 2015, p. 79). I created activity 2 for week 8 for the participating teachers to evaluate the possibility of applying the affordance collaborative intelligence in their teaching contexts:

**Figure 49: Screenshot of activity 2 for week 8**

Here is an example of Collaborative Reading:



Collaborative Reading: Building Successful Readers Together (March 28, 2019). [Video]. YouTube. Retrieved from: <https://www.youtube.com/watch?v=vNV8baJGdWU>

### Analyzing critically

**2. Reflection Questions:** Record an audio and send it to the Telegram group explaining if it is possible to apply this concept in your classes. Why or Why not? How can you adapt the 5 phases from the video to your context?

Source: *7 e-Affordances* course on Wix <https://cutt.ly/szX2SMw>

The participants were supposed to watch a video<sup>53</sup> (conceptualizing) with an example of a collaborative reading project to improve literacy and develop critical thinkers in an elementary school in the Bronx, USA. According to the video, the project has five phases: students look for the main idea; use annotation to identify critical details; make inferences and test comprehension; look closely at the author's intention; and synthesize and share key takeaways. Students begin each phase by reading the text aloud to boost fluency and confidence, and they read collaboratively for 15-20 minutes.

<sup>53</sup> Collaborative Reading: Building Successful Readers Together. (December 6, 2019). [Video]. YouTube. Retrieved from: <https://www.youtube.com/watch?v=vNV8baJGdWUa>

After watching the video, they were expected to examine the possibility of applying collaborative intelligence in their classes and adapting the 5 phases of the collaborative reading project to their contexts. They should record audios with their responses and share them on the Telegram group. The aim is that the teachers interrogate the interests behind the affordance and the project phases, activate self-reflection and thinking processes. “This requires interpretation of the social and cultural context of an expression of meaning or a piece of knowledge” (Kalantzis et al., 2015, p. 79).

Six ‘analyzing critically’ activities were designed for the learning module. In this way, the participants were supposed to: evaluate if their students assume a more critical voice and a more intense agency in knowledge building; to find an example of an online educational tool that can be used with the concept of ubiquitous learning and examine how it could be beneficial for their classes (week 3); analyze how they could make their students more active knowledge producers (week 4); identify how recursive feedback technologies can contribute to their classes (week 7); and reflect how they could use technology to support metacognition and differentiated learning (week 12).

#### **4 APPLYING**

##### ***Activity 1 - Week 10/11 - Asynchronous - Peer Review (applying appropriately)***

‘Applying appropriately’ entails the “application of knowledge and understandings in predictable or ‘correct’ ways” and “involves taking knowledge or text type back to realistic situations of application in the real world or the simulated spaces of education” (Kalantzis et al., 2015, p. 80). According to the authors, learning occurs by transferring generalizable knowledge to practical settings, weaving between the conceptual and the applied.

In line with this perspective, activity 1 for ‘Weeks 10/11 - Asynchronous - Peer Review’ was designed for the teachers to review each other’s lesson plans, as follows the screenshot from the learning module:

**Figure 50: Screenshot - Activity 1 for Weeks 10/11**

### Weeks 10/11 - Asynchronous - Peer Review

For the participant	For the educator
<p><b>Applying appropriately</b></p> <p>Hello teachers! This week you will review each other's lesson plan. Please post your link and name on the table below.</p> <p><b>1) Links for Peer Review:</b></p> <p><a href="https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRjZgOSMXtk/edit?usp=sharing">https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRjZgOSMXtk/edit?usp=sharing</a></p> <p><b>2) Use the rubric to provide feedback:</b></p> <p><a href="https://docs.google.com/document/d/1Ow_tiv9rWYSxUvWStn01milYv_joYe8dJY1RiQWYRusp=sharing">https://docs.google.com/document/d/1Ow_tiv9rWYSxUvWStn01milYv_joYe8dJY1RiQWYRusp=sharing</a></p> <p><b>When you finish reviewing the lesson plan, please post on this link that will be also available on Google Classroom!</b> <a href="https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRjZgOSMXtk/edit?usp=sharing">https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRjZgOSMXtk/edit?usp=sharing</a></p>	<p><b>Applying appropriately</b></p> <p>"Applying appropriately entails the application of knowledge and understandings in predictable or 'correct' ways. It involves taking knowledge or text type back to realistic situations of application in the real world or the simulated spaces of education" (Kalantzis et al., 2015, p. 80)</p> <p>For this week, the instructor will receive the lesson plans by email, upload them on Google Docs and share links for teachers do peer review work. The links should be distributed in a way that all participants have their work reviewed. They will also have access to the rubrics.</p> <p>Below is the rubric that will be used for peer review, self review and for the evaluation of the final project:</p> <p><a href="https://docs.google.com/document/d/1UAZTTrzyxjU94WXxUOITXa_AJedEwWCSYebkRUvsMs/edit?usp=sharing">https://docs.google.com/document/d/1UAZTTrzyxjU94WXxUOITXa_AJedEwWCSYebkRUvsMs/edit?usp=sharing</a></p>

Source: *7 e-Affordances* Learning Module - Created by the researcher (2021)

The participants should send the first version of the multimodal lesson plans by email. Then, I will upload them on Google Docs and share links for peer review. The links should be distributed in a way that all participants have their work reviewed. The subjects will have access to the rubric (Appendix N). The intention is that they revise the lesson plans upon knowledge in an expected and predictable way based on criteria in the rubric.

The reviewers will provide meaningful feedback consider the following guidelines when evaluating a multimodal lesson plan: lesson title, grade level, length, learning goals/objectives, materials needed for the lesson plan (please list names of technology tools, links, videos, and non-tech tools), detailed procedure/steps including the affordances studied so far (ubiquitous learning, active knowledge, multimodal meaning, recursive feedback, and collaborative intelligence); multiliteracies (pedagogy - reflexive pedagogy and didactic, diversity and multimodality); and references section (if applicable).

This process involves the participants' transformation and requires that they have opportunities to demonstrate their understanding and "learning and making texts and putting them to use in communicative action" (Kalantzis et al., 2015, p. 82). Four 'applying appropriately' tasks were produced for the learning module. Overall, they suggest that the participants learn how to use Quizlet (week 1); create a game on Wordwall about ubiquitous

learning (week 3); and create the first draft of their multimodal lesson plans, including the concepts studied so far (week 8).

### ***Activity 1 - Week 13 - Asynchronous - Final project (applying creatively)***

‘Applying creatively’ refers to “a more innovative application of knowledge. For instance, in terms of functional literacy pedagogy, it might involve recombining design elements to create a hybrid text, or the construction of a multimodal text, or ironical play upon a canonical text type” (Kalantzis et al., 2015, p. 82). From this standpoint, activity 1 for week 13 was produced with the pedagogical aim for the participants to creatively transfer what they have learned during the course to a lesson plan for later implementation in their English classes, as follows:

**Figure 51: Screenshot - Activity 1 for Week 13**

**Week 13 - Asynchronous - Final project**

**For the participant**

**Applying creatively**

**Introduction to the lesson:**

Media embedded May 21, 2020

Final project

Media embedded March 8, 2021

Final project. (May 21, 2020) [Video]. YouTube. <https://www.youtube.com/watch?v=pPBJ1SaBjEU&feature=youtu.be>

**Self review + Producing the final version of your lesson plan**

Now that you received feedback from peers and from me, make the final version of your lesson plan.

**CLICK HERE TO ACCESS THE NEW RUBRIC FOR SELF ASSESSMENT:**

[https://docs.google.com/document/d/1H0xagPq63a\\_S7Q4V7yIKPZZ0U5yBxTgggtn5BkoU/edit?usp=sharing](https://docs.google.com/document/d/1H0xagPq63a_S7Q4V7yIKPZZ0U5yBxTgggtn5BkoU/edit?usp=sharing)

Please post your Final Version + Self review here:

[https://docs.google.com/document/d/1H0xagPq63a\\_S7Q4V7yIKPZZ0U5yBxTgggtn5BkoU/edit?usp=sharing](https://docs.google.com/document/d/1H0xagPq63a_S7Q4V7yIKPZZ0U5yBxTgggtn5BkoU/edit?usp=sharing)

**For the educator**

**Applying creatively**

Learners creatively intervene in the world, distinctively express their own voices or transfer their knowledge to a different context (Kalantzis & Cope, 2012). They will transfer what they have learned during the course to a lesson plan for later implementation in their classes.

The instructor must encourage the participants to do the self-review before submitting the final version.

Here is the rubric for self, peer and instructor review: <https://docs.google.com/document/d/1K44URAJR0XUlpN5zmZBfJL-9gc5dwSHScoDpZJM/edit?usp=sharing>

Post Left-Side Content to a Community

Source: *7 e-Affordances* Learning Module - Created by the researcher (2021)

The lesson plans should involve all the seven affordances discussed during this course. They were expected to try it in their class for the next two months and simultaneously report back weekly if the pandemic moment allowed them. This activity entails the appropriate and creative application of knowledge and understandings to the complex diversity of real-world situations (Kalantzis et al., 2015). The teachers were expected to design multimodal artifacts for different communication purposes and do the self-review before submitting the final version. As the knowledge processes have no strict separation (Kalantzis et al., 2015), other sub-processes overlapped on activity 1 for week 13, such as experiencing the new and applying appropriately.

I created three ‘applying creativity’ tasks for the course. During week 2, the teachers were supposed to download the application Canva on their smartphones, create a representation showing what they understood by multiliteracies and how these concepts are connected to their teaching practices. The representation could be an infographic, a poster, or any other template you want to represent the knowledge. In week 4, they were expected to find an example of a digital technology that could make their students more active knowledge producers and create an activity for their lesson plans.

### **5.3 THE 7 *E-AFFORDANCES*: ANALYSIS**

This section introduces the process of how the qualitative data were analyzed. As mentioned in the methodology chapter, the data were gathered from the observations, questionnaires, and recording data from the digital platforms that consists of:

- field notes and transcriptions of video recordings from Zoom live sessions (Appendix M);
- screenshots and excerpts with course activities and participants responses, audio recordings, images, and multimodal media posted by the participants (links, infographics, images, pdf files);
- multimodal lesson plans developed by the participants (Annex L);
- a rubric, a set of criteria for participants to provide peer and self-reviews (Appendixes N and O);
- the learning module (Appendix Q);
- an activity checklist file, a document created with the purpose of the research subjects to add comments and feedback on the course content and their own learning (Appendix P).



The data were organized and stored in computer files. Then I reduced the data into themes by coding and condensing the codes and will represent the data in figures, tables, and a discussion. The coding process involves aggregating the text or visual data into small categories of information, seeking evidence for the code from different databases being used in a study, and then assigning a label to the code (Creswell, 2013).

The classification involved reading and scrutinizing the data and identifying general themes. Creswell (2013) stresses that these themes, also called categories, are broad units of information consisting of several codes aggregated to form a common idea. Thus, the categories came from the data themselves in the *7 e-Affordances* implementation.

The lessons learned in the pilot project and the doctoral studies at the University of Illinois influenced the design of this learning module. For instance:

- lessons learned regarding the digital tools that should be tested on different devices before implementing them in the course;
- the choice of the platform to deliver the course that encompasses the capability of offering live sessions and meeting recordings so that participants can have access to content ubiquitously;
- easy-to-use applications layout with a good scope for storage and media organization posted in the course;
- media that support the harnessing of the ‘seven affordances of the digital.’

Changes were also made in the course delivery, considering the aim to increase participants’ engagement. Overall, the changes are related to the digital platforms, participation, and attendance, content, activities.

Next are outlined the thematic axes of analysis and their categories:

- Participants engagement in the course experience as professional learning
- The harnessing of the seven digital affordances to the participants learning experience
- The influence of the seven digital affordances in the learning experience
- The harnessing of the seven affordances in the participants’ lesson plans
- The participants’ perception of the course
- Post course - What happened a year later?

### 5.3.1 Participants engagement in the course experience

From the perspective that changes were made in the course delivery to increase participants' engagement, this category will explore how these changes impacted the participation in the course implementation. New digital platforms were included: Telegram and Google Classroom for the synchronous sessions and Zoom for the synchronous live sessions. The number of activities per week was reduced, and more applications for mobile learning were incorporated. More participatory activities involving the digital application were added. Overall, there were changes regarding engagement, content, technology, instruction, and pedagogy. A combination of these aspects was applied to correspond to the participating teachers' needs and increase teacher engagement.

This theme was divided into three subcategories: engagement on the synchronous Zoom sessions, on asynchronous Telegram weeks, and in the Google Classroom. I will use transcripts of the videos recorded on Zoom, excerpts from participants' interactions, and activities posted on Telegram and Google Classroom. Also, I will address the attendance and participation of teachers during those weeks. I reiterate that the full transcripts of the platform's interactions on Google Classroom are Annex M. Interactions on Telegram are on Annex K, and Zoom transcriptions are on Appendix M.

#### 5.3.1.1 Engagement on the synchronous Zoom sessions

Considering the term engagement as the Cambridge Dictionary definition<sup>54</sup> "became involved with someone or something," it can be inferred that it occurred at different moments of all the Zoom sessions, at the beginning, during, in the intervals, and at the end. Although it is not the focus of this research to go deeply into this concept, I observed that the term constantly permeates digital ecologies (Cope & Kalantzis, 2017), mainly in collaborative intelligence, metacognition, and differentiated learning. Additionally, it would be a missed opportunity not to connect how the 7 *e-Affordances* participants engaged based on the three types mentioned by Fredrick (2014) and Boykin & Nogueira (2011): behavioral, cognitive, and affective/emotional engagement.

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<sup>54</sup> Cambridge Definition: <https://dictionary.cambridge.org/us/dictionary/english/engagement> Access on March 27, 2021.



According to these authors, behavioral engagement entails how attentive and active learners are in general—for instance, paying attention, asking pointed questions, seeking help that enables one to accomplish the task at hand, participating in class discussions. Cognitive engagement refers to how intrinsically motivated they are in the learning process and how much they regulate and take ownership of it. Lastly, affective engagement connotes emotional reactions about their teacher, classroom, and general school experience—for example, positive affect, positive attitude, positive value held, curiosity, and task absorption. Learning occurs best when all three engagement areas are met (Fredricks, 2014; Boykin & Nogueira, 2011), which is what happened in this scenario, as demonstrated in this session.

Regarding the video meetings, data from the field notes and recorded sessions (Appendix M), an average of 6 participants (P1, P3, P5, P6, P7, and P8) turned on their cameras during Zoom meetings. Two participants, P4 and P2, had their webcam on only when requested. However, it is worth reporting that they frequently used the chat and the microphone when their videos were off. Some teachers, especially P3, P5, and P7, turned off the cameras in situations when their internet connections were unstable, used a different device to attend the sessions, or were at a different location than usual. For example, in week 5, P3 said: *“Today I am using the computer, so I don’t have a camera. My camera is broken, but I’m here.”*

One engagement tool I used on Zoom was the breakout rooms. I split the participants into three separate sessions to discuss some questions in small groups. I switched between them to follow what they were debating. It was noticed that during these sessions, the teachers used many examples from their teaching practices in an attempt to understand the concepts, to help peers to understand them as well, or to confirm their understanding of them. They also asked several questions about applying affordances in the public school context. On week 3, P8 asked about ubiquitous learning affordance: *“Vania, I have one doubt. Could you say some examples of ubiquitous learning that is not digital? Because in my mind all the possibilities is related to digital.”* I replied: *“Do you remember those projects /science fair / project-based learning, right? So, let’s say the students will make a scale model/ three or four weeks to prepare. Sometimes they join in a friend’s house / go downtown to buy some materials to build the scale model. They go to different places to solve a problem and present at the science fair”.*

It was observed that some teachers were shaking their heads up and down as indicating agreement while I was providing this example. P5 said, *“oh okay,”* *“Uhuh.”* When I finished the

example, I asked if it made sense for them, but P8 said she was still in doubt because she could not imagine this learning without the digital. Then, P3 asked to add an example: *“Okay, I would like to try to give an example, okay? So can I give an example? Let’s imagine you asked your students to search about English in their daily lives. Words in English, [on the way] home, or coming to school. Some of them come by bus, some of them come by car. They will observe the way, the streets, and they are going to see many kinds of words in English, like pet shop, shopping, store, many words in English that we never notice that are in English because we see them every day. They are not in the classroom, and they are not using the digital to think and observe these examples. That is correct?”*

Following the discussion, P3 and P6 shared more opinions and their definitions of this affordance, then P2 added: *“Vania, I was thinking about a non-digital example. Yesterday, I was watching a video about a man teaching his son / the sounds of the language. When he went to a supermarket, he asked his son: we need to buy watermelon, what is the sound of “watermelon”? It was not digital, but the father was teaching his son outside the home.”*

It can be seen that the forehead examples represent cognitive engagement (Fredricks, 2014; Boykin & Nogueira, 2011) as they were trying to comprehend a complex concept and process the information. Also, these examples illustrate one of the collaborative intelligence aspects that says learners need to be willing to collaborate and engage with others for mutual benefit (Cope and Kalantzis, 2014a).

This fruitful discussion represented what happened during the other Zoom meetings (Appendix M). The way participants were very engaged in the discussion can be associated with Kalantzis and Cope’s (2010) notions when they stress that “learning is a matter of engagement, moving backward and forward between formal knowledge and the knowledge base of the lifeworld.” In this perspective, it was observed that multiple viewpoints were shared during the sessions and “when learner lifeworlds are so varied, diversity of perspective becomes a learning resource. Learning is most powerful when collaborative and diverse perspectives are brought to bear” (Kalantzis and Cope, 2010, p. 216).

Regarding the attendance on the live sessions, there was a high frequency and participation, even though the participants knew that the meetings were recorded and available to watch later. The attendance is presented in the next table:

**Table 10: Attendance on Zoom sessions**

<b>Zoom sessions</b>	<b>Number of Participants</b>	<b>Duration of sessions</b>
Week 0	10	01: 16: 21
Week 1	9	01: 13: 19
Week 3	8	01: 26: 18
Week 5	8	01: 36: 45
Week 7	6	01: 42: 17
Week 11	7	01: 11: 21

Source: Created by the researcher (2021)

We just saw how the engagement took place on the Zoom platform. Now we will comprehend how the engagement with Telegram happened.

### **5.3.1.2. Engagement on asynchronous Telegram weeks**

Telegram was an instantaneous communication space for interactions, announcements, posting some answers for discussion questions, and sharing any resource relevant to the course content. The asynchronous instructions on this platform occurred on weeks 2, 4, 6, 8, 9, 10, 13, and 14. However, some activities and discussions from Zoom sessions also took place on Telegram during all the course implementation.

In week 2, the participants were supposed to answer the following questions: “Now that you read about [didactic and reflexive] pedagogies and learned more about them through the game, think about your experience. Which one is more related to your teaching actions? Which aspects of these pedagogies can you relate to your experience as a teacher? Please, post your comment on Telegram!” Seven teachers posted their answers (Appendix M), but the interactions by commenting on each other’s responses happened among P3, P5, and P8. For example, P8 posted:

*“In my opinion, teacher’s role today is mediating knowledge with the students, helping them in some needs and creating possibilities to have more significant experiences in the classes. About the student’s role is trying to learn with all experiences around themselves (inside or outside the school walls), it is getting better to interact with knowledge. About my own teaching*

*actions, sometimes I am related to didactic pedagogy, and other times I am related to reflexive pedagogy, so I am a mix of them. I still use some rules and formal systems (like tests, etc), but, most of the time, I am trying to create interesting classes for interaction and for students live some real experiences with English and something significant for their learning process. I think that they need to be engaged and motivated to learn more.*” This response represents what the other teachers said, most of them considered themselves in the didactic or moving towards the reflexive pedagogy, as seen in the following excerpts: P2: *“my experience as a teacher in a public school with 40 students in a small four-wall classroom, I believe I use more the didactic pedagogy, however I’m trying to change my practice using games like Kahoot!, trying to prepare more interesting activities,”* P4: *“I think [I am in] more didactic and I want to change this,”* P5: *“I use little of the two pedagogies. However, I identify more with reflective pedagogy.”*

Then, P3 replied to P8: *“more significant experiences in the classes” I think this is everything a student wants today! They are really tired of the same kind of classes everyday, because nothing is new.... I totally agree with you, and we teachers really need to create possibilities....”* P5 replied to P3: *“Yes, they need to want, to desire to participate, it’s so sad when we prepare something good and students don’t want to listen to us.”* Then P5 to P3: *“Yes, I agree with you. Because we teachers prepare our class thinking about them. [As] much as it is a dynamic and diverse class, we still encounter difficulties in the reciprocity of some students, especially in public schools.”* These comments underline the idea that “the members of this generation are showing signs of being frustrated by an old-fashioned literacy curriculum that expects them to be passive recipients of knowledge deemed by their elders to be good for them” (Kalantzis et al.; 2015, p. 9).

As seen, the participants seemed focused and engaged in meaningful discussions. Based on these excerpts and the interactions in Appendix M, they recognized their teaching action are more related to the didactic pedagogy, but they demonstrated identification and willingness to change to the reflexive pedagogy. Giroux (1997, p. 6)<sup>55</sup> suggests that “use forms of pedagogy that treat students as critical agents; making knowledge problematic; use critical and affirmative dialogue; and to argue for a qualitatively better world for all people.” In consonance with Kalantzis and Cope (2012), the author stresses that “at the same time, [educators] they must

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<sup>55</sup> Original: “Os intelectuais transformadores precisam desenvolver um discurso que una a linguagem da crítica e a linguagem da possibilidade, de forma que os educadores sociais reconheçam que podem promover mudanças”.

work to create the conditions that allow students to become citizens who have the knowledge and courage to fight so that despair is not convincing, and hope is viable” (Giroux, 1997, p.6)<sup>56</sup>.

Overall, the discussions on Telegram (Annex K) weave between emotional, cognitive, and behavioral engagement, as shown in Appendix M, expressed feelings about the learning experience. For example, in week 2, the seven teachers posted on Telegram an artifact they produced on Canva application that represented their knowledge about multiliteracies pedagogy. All the artifacts received comments by the others: P5 to P4: “*Amazing!!!*”, P8 to everybody: “*Thank you colleagues! I love Canva because we have many possibilities to show our ideas!*” They showed their involvement and motivation in the asynchronous activities.

In order to obtain a complete picture of the number of interactions and posts produced by participants throughout the course, from week 1 to week 13, the following table shows the quantity of comments each participant made and received from peers on Telegram:

**Figure 52: Number of comments produced vs. number of comments received**

<i>Participants</i>	<i>Produced comments</i>	<i>Received comments</i>
● P1	86	07
● P2	56	04
● P3	263	31
● P4	95	12
● P5	175	56
● P6	61	10
● P7	17	09
● P8	128	20

Source: Created by the researcher (2021)

As shown in Figure 52, P3, P5, and P8 are the ones who posted the most comments on Telegram and also the ones who received the most comments from colleagues. This situation recalls Cope and Kalantzis (2014a) notion called ‘stickiness and reciprocity’ from social media.

<sup>56</sup> Original: “Ao mesmo tempo, eles devem trabalhar para criar as condições que dêem aos estudantes a oportunidade de tornarem-se cidadãos que tenham o conhecimento e coragem para lutar a fim de que o desespero não seja convincente e a esperança seja viável.”

They exemplify that on Twitter, users get followers by following other people, and on Facebook, they like posts to have their posts liked. The authors suggest the implementation of this idea in learning environments. According to data from Telegram, it seems that this notion happened in the teachers' interactions.

It was not the focus of this survey to classify each comment made by every participant. However, it can be used for future research. In general, these comments involved:

- responses posted from Zoom's activities; answers from the asynchronous weeks;
- links for conferences, ebooks on technologies in education, online events on remote teaching;
- comments on agreeing or disagreeing in discussions;
- questions and comments about the course and
- compliments in peers' posts.

In my view, after reading all the comments and analyzing the engagement session, it seems that the teachers were engaged, motivated, and committed to the course. The three types of behavioral, cognitive, and affective/emotional engagement by Fredrick (2014) and Boykin & Nogueira (2011) met in this scenario, contributing positively to the course.

We just saw how the engagement happened on Telegram. Now it will be described how the engagement happened on Google Classroom.

### ***5.3.1.3 Engagement on Google Classroom***

Google Classroom was adopted for the participating teachers to post or upload their assignments. As mentioned before, I needed an organized space to manage classes and that participants could access on their mobile devices. I created a classroom, shared the code with the participants to post the required activities on weeks 2, 3, 8, and 10/11. I also shared two tutorials<sup>57</sup> on how to use this digital space. Even though Telegram was chosen for the asynchronous interactions, the participants were encouraged to comment on colleagues' posts on all platforms, including Google Classroom.

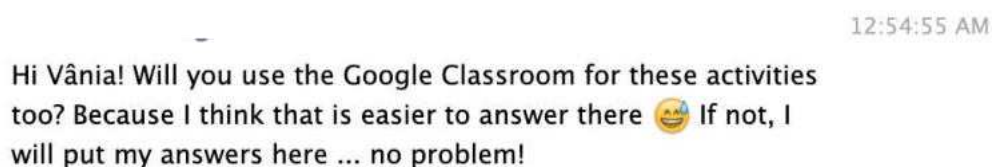
In week 3, the participants were supposed to answer the following question both on Google Classroom and on Telegram: "Find an example of an online educational tool that can be

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<sup>57</sup>How to use Google Classroom 2020 - Tutorial for beginners: <https://www.youtube.com/watch?v=pl-tBjAM9g4>  
 Como usar a Google Classroom no Celular Android e IO S <https://www.youtube.com/watch?v=HQ-qouxENaU>  
 Access on March 29, 2021.

used with the concept of ubiquitous learning (learning anywhere at any time). How could it be beneficial for your classes? Please post on both Google Classroom and Telegram! Be prepared to talk about it in our next zoom meeting. Please interact by commenting on 2 or 3 colleagues' posts." Five teachers (P1, P4, P5, P6, and P8) posted on Google Classroom, and everybody, all the eight participants, posted on Telegram. In this context, which was a behavioral engagement, P8 questioned:

**Figure 53: P8 questioned about the activity dynamic**



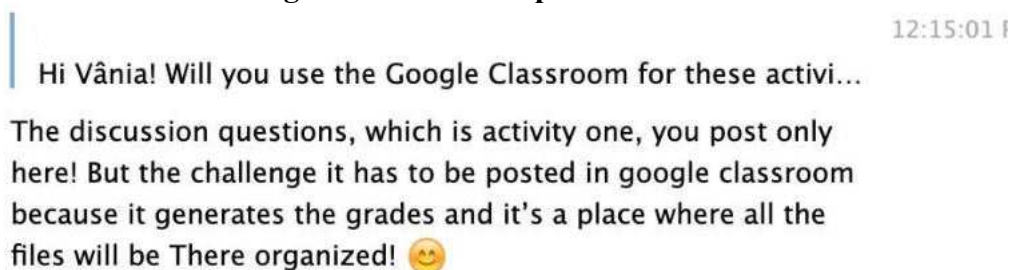
12:54:55 AM

Hi Vânia! Will you use the Google Classroom for these activities too? Because I think that is easier to answer there 😊 If not, I will put my answers here ... no problem!

Source: Screenshot from Google Classroom

P8 posted this comment on the Telegram, indicating that it would be easier to post responses only there, not on both online portals. When I was planning the course activities in the learning module, I considered the pilot project's experience to choose the platforms for the 7 *Affordances*. Due to using WhatsApp on *MultiMobi*, I was afraid that the teachers would post their answers only in one place. To avoid that the posts, files, and responses would be lost in the vertical timeline, a specific place for teachers to post their answers and files would be necessary. From this viewpoint, this was my response to P8:

**Figure 54: Vania response to P8**



12:15:01

Hi Vânia! Will you use the Google Classroom for these activi...

The discussion questions, which is activity one, you post only here! But the challenge it has to be posted in google classroom because it generates the grades and it's a place where all the files will be There organized! 😊

Source: Screenshot from Google Classroom

I explained that this virtual space was effective because it generates grades and posts get more organized there. However, as the interactions and discussions were flowing a lot on Telegram, I suggested posting answers only in this environment. It worked very well, as seen in



Annex M. As the content was very well organized on the Wix website, whenever the participants needed to check something, they would not get lost in the course.

In this situation, P8 presented a different perspective and assumed the role of questioner and experimenter. This represents one of several aspects of critical thinking stressed by Kalantzis et al. (2015) and Giroux (1988, 1997), in which learners should act “as social actors, raising questions of local or personal concern, or of wide and pressing human concern. It has learners identify problems and challenges of the moment” (Kalantzis et al., 2015, p.180). According to the authors, “the aim of critical literacies is to help learners understand the ways things are constructed in the world by people’s values and actions. Its assumption is that the world of learning is not simply a series of rules to be obeyed, facts to be learned and knowledge authorities to be followed” (p.180).

Due to the small number of activities for posting in Google classroom and discussions centered on Telegram the following weeks, data shows few records of interaction in Google classroom. The teachers who participated the most by posting activities and commenting were P1, P3, and P8. As these teachers were the most assiduous and participatory from the beginning, it was expected that they would have more active involvement in Google Classroom. Figure 55 illustrates the number of comments they posted and received from peers on Google Classroom:

**Figure 55: Number of comments produced vs. number of comments received**

<i>Participants</i>	<i>Produced comments</i>	<i>Received comments</i>
● P1	07	02
● P2	01	00
● P3	17	02
● P4	02	01
● P5	03	02
● P6	01	03
● P7	00	00
● P8	12	02

Source: Created by the researcher (2021)



This section demonstrated the different forms of interactions and engagement (emotional, behavioral, and cognitive) in the Zoom, Telegram, and Google Classroom platforms. As we can see from the course data, there was a significant increase in interactions during the implementation of the *7 e-Affordances* course, mainly in Zoom and Telegram. In general, the teachers' opinions and ideas were welcomed by the researcher and peers. They displayed positive attitudes and enthusiasm and were critical when they had to be.

### **5.3.2 The harnessing of the seven digital affordances to the course design and in the digital platforms**

As mentioned in the theoretical base, the seven affordances of the digital or the e-learning ecologies (Cope & Kalantzis, 2017) was utilized for two purposes: to inform the scope of the instruction to be delivered online and the course content that participating teachers engaged. In this respect, the *7 e-Affordances* learning module was modeling in its delivery what it was teaching. Based on these considerations, this thematic axis reflects on the exploitation of the elements that facilitated the seven affordances in the course design and the digital platforms.

During reading through the database, it was noticed that, as the 'four knowledge processes' are interconnected, the e-learning ecologies also permeated among one another. This note influenced the discussion of the harnessing of the seven affordances. It was observed that 'ubiquitous learning' is connected to all the affordances, and they can also be applied outside of the classroom with the idea of "using social media to continue their reading, writing and learning anywhere and at any time" (Kalantzis et al., 2015, p. 10). 'Active knowledge making' is closely correlated to 'multimodal meaning' as learners become active knowledge producers and develop multimodal artifacts in a social dimension, which combines with 'collaborative intelligence.' 'Recursive feedback' is linked to 'collaborative intelligence,' as peers offer structured feedback to each other collaboratively. 'Differentiated learning' is associated with 'metacognition' as learners do different tasks at different times, and the critical aspect encompasses the learning process. Based on that, the affordances were grouped as follows for this analysis:

- Ubiquitous learning.
- Active knowledge making and Multimodal meaning.
- Recursive feedback and Collaborative intelligence.

- Differentiated learning and Metacognition.

### *Ubiquitous learning*

One of the main ideas involved in this affordance is that learning breaks out of the spatial and temporal confinements of the classroom; therefore, it happens anytime and anywhere (Cope & Kalantzis, 2008, 2017; Pegrum, 2014; UNESCO, 2031, 2019). From this perspective, the instructional materials were available for the teachers to access any device at any time. The participants were engaged in this concept in “Week 3 - Zoom - Ubiquitous Learning”.

The schedule and the learning materials were organized on the Wix website. The Wix automatically created a mobile-friendly version of the site so that the participants could visualize the posts from any smartphone. The website was shared with the participants on our Telegram group, Zoom chats, their emails, and Google Classroom.

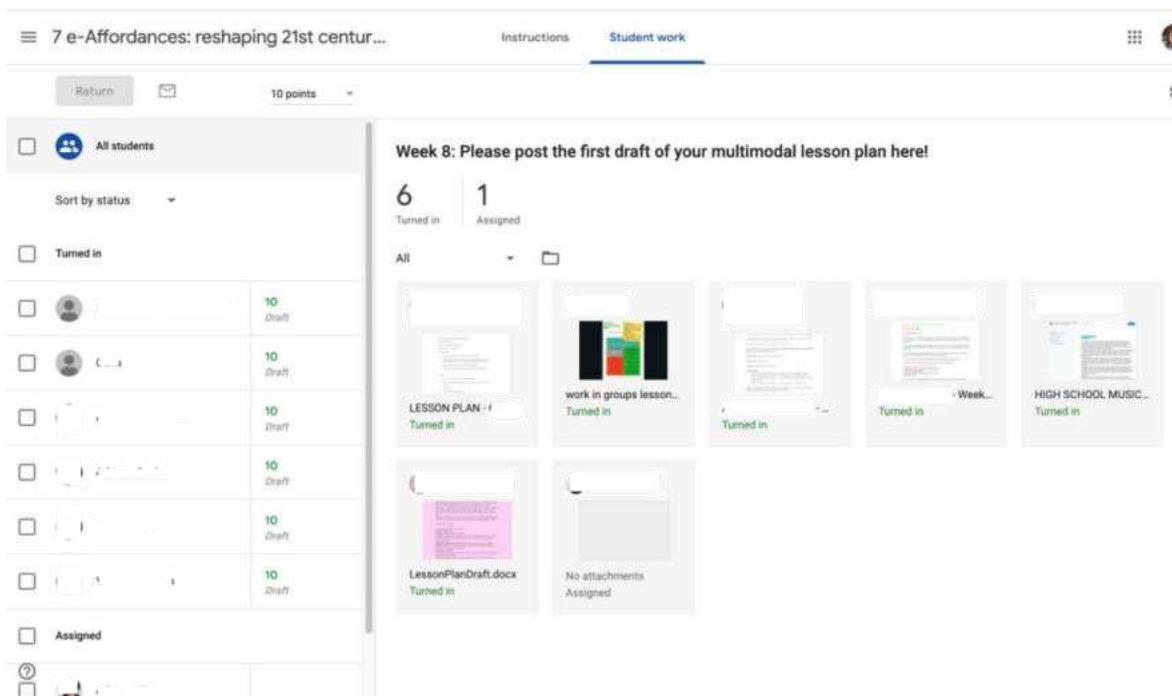
As a flexible attendance policy, the Zoom sessions were recorded to accommodate teachers when they eventually needed to miss the meetings. However, as a course implementer, I did not focus much on this functionality since I expected significant real-time interactions. If they missed the live classes very often, they would not participate in the live discussions, which could place them in a position of “passive knowledge consumers” (Cope & Kalantzis, 2017). So, they were encouraged to attend the Zoom sessions.

Another aspect of ubiquitous learning is transparency (Cope & Kalantzis, 2014a). That means everything is transparent, and information is stored and saved in a digital environment with date and time records. For example, the course posts were available in the cloud. In this way, as a course instructor and insider researcher, I could visualize when everyone posted content or files on the platforms. In agreement with Cope and Kalantzis (2014a), it was noticed the digital indeed makes this transparency more possible.

One example of this transparency noticed on Google Classroom is that users can get email notifications for some activities, such as when a participant comments on a post or the instructor returns work. These notifications can be changed in the settings. It is possible to see when the participants posted their assignments. Figure 56 shows which teachers turned in the first version of their lesson plans on week 8. Their names and profile photos were deleted to protect their identities. As recommended by Creswell (2011, p.60), “qualitative researchers need

to be mindful of protecting the participants’ privacy through masking names and developing composite profiles or cases.”

**Figure 56: Record of participants on Google Classroom**



Source: Adapted from the *7 e-Affordances* class on Google Classroom

From this record, we can see that six participants turned in (P1, P3, P3, P5, P6, and P8), and two did not (P2 and P7). It can be seen that the screenshot only shows who turned the activity. Clicking on each participant’s name on the left side of the assignment grading page reveals their submitted work and private comments. A small link appears under the teacher’s name on the right-side panel that says ‘See submission history.’ Figure 57 shows where to click to visualize the submission history:

**Figure 57: Record of participants who turned in assignments for week 8 on Google Classroom**

The screenshot shows the Google Classroom interface for an assignment titled "7 e-Affordances: reshaping 21st centur...". The "Student work" tab is active, showing a list of students who have submitted drafts. The "Turned in" section lists the following students and their submission status:

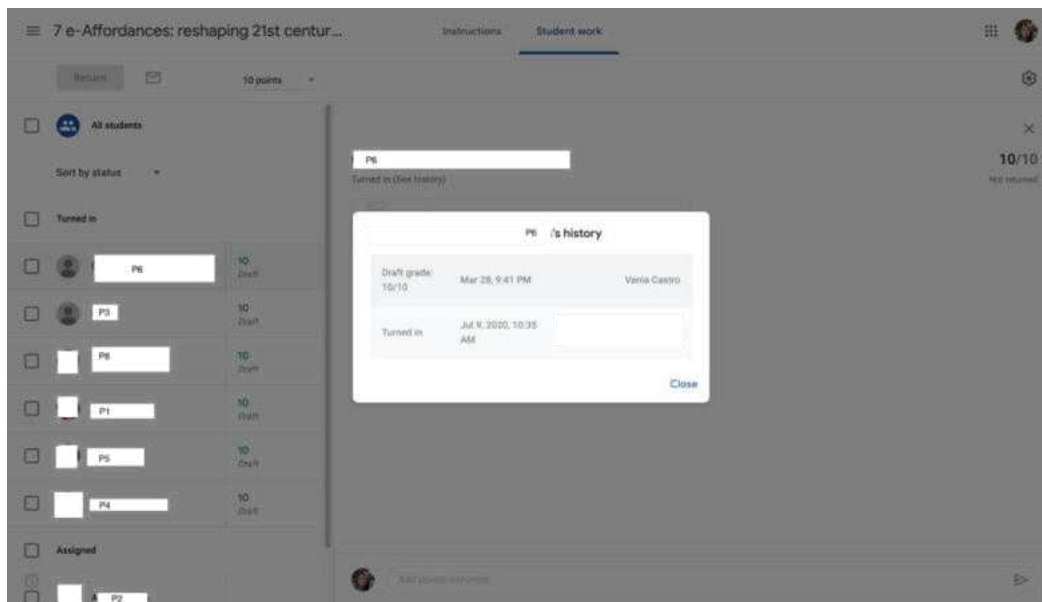
Student	Points	Status
P6	10	Draft
P3	10	Draft
P6	10	Draft
P2	10	Draft
P5	10	Draft
P4	10	Draft

The detailed view for student P6 shows a submission of a PDF file named "LESSON PLAN - P6 .pdf" with a score of 10/10. The submission is marked as "Not returned". A red arrow points to the "Turned in (See history)" link.

Source: Adapted from the *7 e-Affordances* class on Google Classroom

After clicking on the selected participant, as shown in the figure above, the educator can see the date and time recorded in the submission history (see Figure 57). The platform also allows learners to unsubmit and resubmit assignments, which are also recorded in the Google Classroom submission history. The screenshot in Figure 58 reveals the details of P6 submission on week 8:

**Figure 58: Record of P6 who turned assignment for week 8 on Google Classroom**



Source: Adapted from the *7 e-Affordances* class on Google Classroom

Telegram also shows details such as date, time, replies, and who edited messages. For instance, P3 uploaded a pdf file called 'quarantine tips' on June 4, 2020. Following the screenshot, P3 posted the message at 11: 10: 18. Then she edited it at 11: 13: 15:

**Figure 59: Time P3 posted and edited a message on Telegram**



Source: The *7 e-Affordances* chat on Telegram

Regarding the Zoom platform, records of the date, time, and interactions are shown in the recorded videos and chats that can be saved. The host can receive an email notification if participants join the meeting when an attendee joins the meeting.

In a nutshell, according to the specific requirements technology must meet if they are incorporated with ubiquitous learning (Yahya (2010) and Nicholas (2015), the Zoom, Telegram, Google Classroom, and Wix platforms offer:

- Permanency - the participants never lose their work and posts unless it is deleted on purpose (Cope & Kalantzis, 2014a).
- Accessibility - the teachers could access their files from Google Classroom, the Zoom recordings on their emails everywhere connected to the internet. They could check all the Telegram messages offline, but connectivity was required to open links, including the Wix website.
- Immediacy - the teachers could obtain information immediately connected to the internet.
- Interactivity - the teachers could interact with others synchronously on Zoom/Telegram or asynchronously on Telegram and Google Classroom. They could also use the chat from Wix to interact with the course instructors and use the Forum on Wix to interact with peers asynchronously. The tools enabled knowledge development more quickly and readily.
- Situating instructional activities - the tools enabled learning embedded in the participant's daily life across different contexts.
- Adaptability - the teachers could get the correct information at the right place in the right way from any device online.
- Context-awareness - the virtual environments could adapt to the learners' present situation to provide adequate information.

These were some of the design elements that effectuated ubiquitous learning in the instruction and the digital platforms.

### ***Active knowledge making and Multimodal meaning***

Active knowledge making underpins current emphasizes innovation, creativity, and problem-solving; learners become active knowledge producers less than they are knowledge consumers (Cope & Kalantzis, 2014b, 2017; Amina, 2017). The participants were immersed in

this concept on ‘Week 4 - Asynchronous - Active Knowledge Making.’ In this regard, this session explores how the course design and the digital platforms contributed to the idea that the learners are knowledge producers and meaning makers.

Cope & Kalantzis (2014f) state that the apprentice model has had a long history of learning by doing and participating with others who have more mastery. The authors suggest one way to do that is by asking questions and looking things up. Given the idea, the participating teachers did not receive the information passively. There were oral discussions on Zoom (week 1, 3, 5, 7, and 12), in which they reflected on their teaching actions, asked questions, provided examples, and shared their thoughts on the chat. It was observed that they also engaged in discussions on Telegram and Google Classroom, commented on peers’ posts, and shared links.

Moreover, the teachers played games on different applications associated with the course content and learned how to use them in collaboration with colleagues. In other words, they assumed an agentic role in learning situations that expose them to significant interactions (Dias & Pimenta, 2015). They created activities on Padlet and Quizlet (week 1), Canva (week 2), Wordwall (week 3), Tik Tok (week 5). The teachers also produced multimodal lesson plans (weeks 8-14) and participated in the peer and self-review process (weeks 9-14). Active knowledge making was promoted by giving an active role to the teachers during the synchronous and asynchronous sessions.

Giroux (1997) stresses that by looking at teachers as intellectuals, which is the general goal of this research, we can elucidate the critical idea that all human activity involves some form of thinking. The author suggests that educators integrate thinking and practice to highlight the essence of teachers as reflective professionals. In this way, before delving into the affordance ‘active knowledge making,’ the following task was posted for the participating teachers to reflect: “Before you start reading about the content, take a few minutes and try to remember situations where your students took much responsibility for their learning, think about the times they were engaged in an activity, think about the times they produced something meaningful for their learning process!”

The intention was that they could reflect on this question before we explore the second affordance. It was not necessary to share thoughts in the Telegram timeline, even though two teachers published their experiences:

P8: *“I remembered my experience with a project that engaged all my classes. It was an English festival and the students needed to choose an English song that they liked (good letters without pejorative words), to understand the song (they could translate or searching about the meanings), to present this song for the colleagues with a dance that they created the steps (or use the YouTube to learn/discover some steps). They loved these presentations and they collaborated each other with the Festival.”*

P6: *“Well, for me, many of these affordances are new. Like I said in one of our meetings, I am more a traditional teacher. I really use more Didactic Pedagogy than Reflexive Pedagogy. I realized the importance to change it and I will. One experience I had, that used a kind of Active Knowledge Making, was a work, where the students needed to interview people about different subjects as sports, economy, Family, etc, and then to put these interviews in English and present the results on the class. The students themselves created the questions, chose the people to interview... This experience was very good in many classes. Most of them were really engaged.”*

By these initial comments, it is possible to infer that these teachers are already connecting their experiences with the concept of the week.

As soon as the following activities were posted on Telegram, P3 commented: *“Yes, I was just thinking about my students and taking notes about this.... Wow! amazing this week 4 / I’m loving this one.... And it’s incredible how I want to share everything I’m learning!!!”* This comment involves an awareness of ‘transformation of the teaching profession’ (Kalantzis et al., 2015, p. 204). It also indicates one of the aspects of the new teachers cited by these authors. They say, “the new teacher will be a collaborative professional, sharing their learning designs with other teachers online, reusing and adapting others’ learning designs, jointly writing learning designs in teams [...] in other words, developing a professional culture of mutual support and sharing” (Kalantzis et al., 2015, p. 204).

Concerning the platforms, it was observed that Zoom facilitates this affordance by enabling hosts to use breakout rooms. As mentioned in the engagement part, teachers can split them into small groups to address separate sessions. In this way, more participants could speak at the same time while I switched between the groups. Consequently, in small groups, the teachers could discuss things together and be more involved in a participatory process of meaning-making. Following this line, Henning et al. (2019, p.2) state the interaction among students in small groups “may heighten awareness of social identity differences among peers compared to



traditional lecture courses where student social identity is relatively invisible to peers and the instructor”.

Besides, participants could write their questions and comments in the chat or unmute their microphones to collaborate live. By the way, based on Cope and Kalantzis (2014), anyone can bring something to the learning experience. Moreover, the participants could be the presenters and share projects with the class by using the tool ‘screen sharing.’ This allows them to show what they are working on, and it also allows learners to hear from one another.

Furthermore, some stratagems that prompt the teachers as active participants in knowledge were used on both Telegram and Google Classroom, as these tools also offer opportunities for active participation. It was noticed that the timeline on Telegram groups is ideal for sharing content with peers and or generating spontaneous ideas, mainly because discussion questions were posted there for asynchronous weeks. Telegram worked as a collaborative space beyond the course discussions.

As the weeks passed by, the participants became more comfortable interacting on the chat. Thus, they shared 20 extra links and started other discussions besides the activities responses (see Annex K). Overall, the links included handouts for students and teachers to work on curriculum content during social isolation, teaching tools on Whatsapp, and educational applications (Mentimeter, Kahoot, and Survey Monkey). P1 shared one link, P2 two, P3 eight, P4 three, P5 one, P6 did not share extra materials, P7 four, P8 two, and I shared eleven extra educational resources. Here is an example posted by P3, who shared a website with resources for students and another one with games to improve the English language:

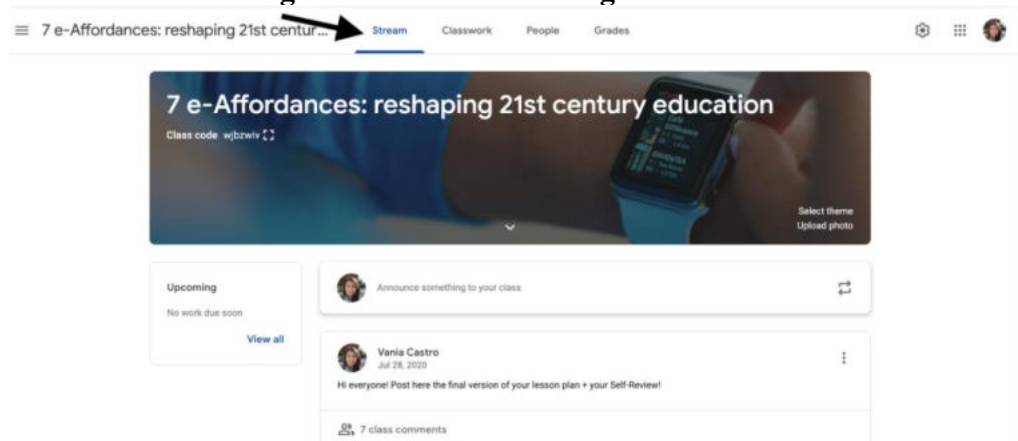
**Figure 60: Links shared by P3**



Source: Screenshot from the Telegram group *7 e-Affordances*

Regarding Google Classroom, it was observed that among the tools it provides, I found only one that facilitates active participation, the ‘stream.’ It is where interactions occur, and the participants show their voices. In this research, they could post, share resources, ask questions, comment on peers’ responses. The screenshot shows the stream on the *7 e-Affordances* Google Classroom:

**Figure 61: Stream in Google Classroom**



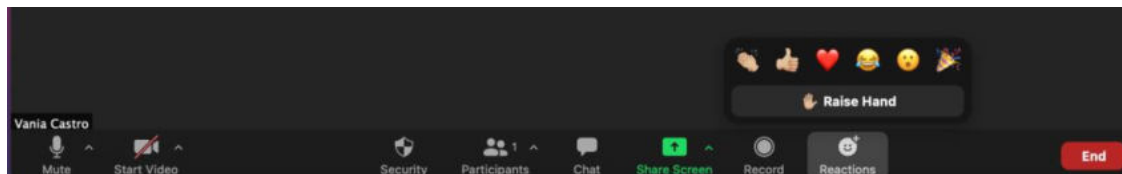
Source: Screenshot from Google Classroom

Regarding multimodal meaning, the participants were immersed in this concept on “Week 5 - Zoom - Multimodality”. Multimodal meaning is closely connected to active knowledge making and was addressed in the course design in many ways with embedded media (images, infographics, videos, pdf files, and audios), text, interactive content through applications, live sessions, links to digital resources and navigation paths on the internet. These learning resources were posted on Wix and shared on Zoom, Telegram, and Google Classroom. It was observed that the platforms offer diverse modes of meaning: written, visual, spatial, tactile, gestural, audio, and oral (Kalantzis et al., 2015; Dias & Pimenta, 2012; Kress, 2003;).

Besides audio and video, Zoom offers non-verbal feedback, in which participants can place an icon in their video panel or use emoji reactions that disappear after 10 seconds. Also, users can click on the raise hand icon and use non-verbal feedback, such as Yes, No, Slower, and Faster. Additionally, Zoom tools such as virtual backgrounds (images or videos can be uploaded as a virtual background during classes), sharing a screen, and whiteboard (a board that hosts and participants can annotate). The chat underlies ‘synaesthesia.’ Kalantzis et al. (2015, p. 233) define this term as “a process of shifting backward and forwards between different modes of

meaning,” which means “expressing a meaning in one mode, then another.” In consonance with these authors, I agree that synaesthesia is a powerful way to support and deepen learning. In the *7 e-Affordances* course, it was noticed the participants expressed their thoughts on Zoom sessions either on the chat or using only their voices or using gestures and voice.

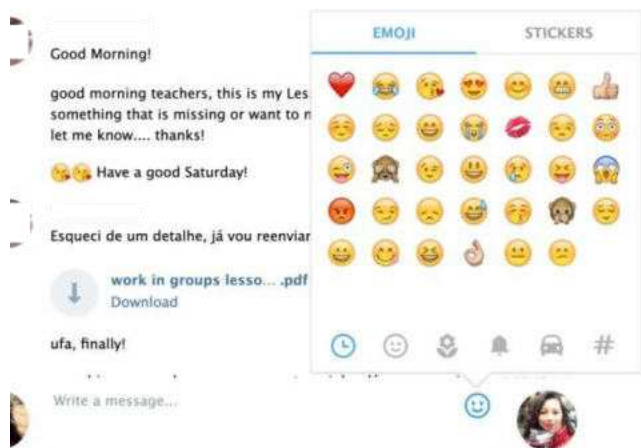
**Figure 62: Multimodal options on the Zoom menu bar**



Source: The researcher’s Zoom account

Telegram offers diverse multimodal elements, such as sending various media files, making voice or video calls, and using non-verbal language (animated stickers or emojis). “Telegram has offered its users more than 100 animated emojis to bring their favourite expressions to life,” said the platform in a Tweet aimed at providing users tips. Despite this wide variety, it was noticed that only five types of emojis were used on Telegram during the 14-week course: smiley faces, smiling faces with hearts, clapping hands, thumbs up, hearts, and folded hands (Annex K). In general, they were used by the participants to demonstrate affectionate feelings. It is not the focus of this research to dig into this subject, but I thought it pertinent to mention it since they make up the non-verbal language used by the participants as part of the synesthesia.

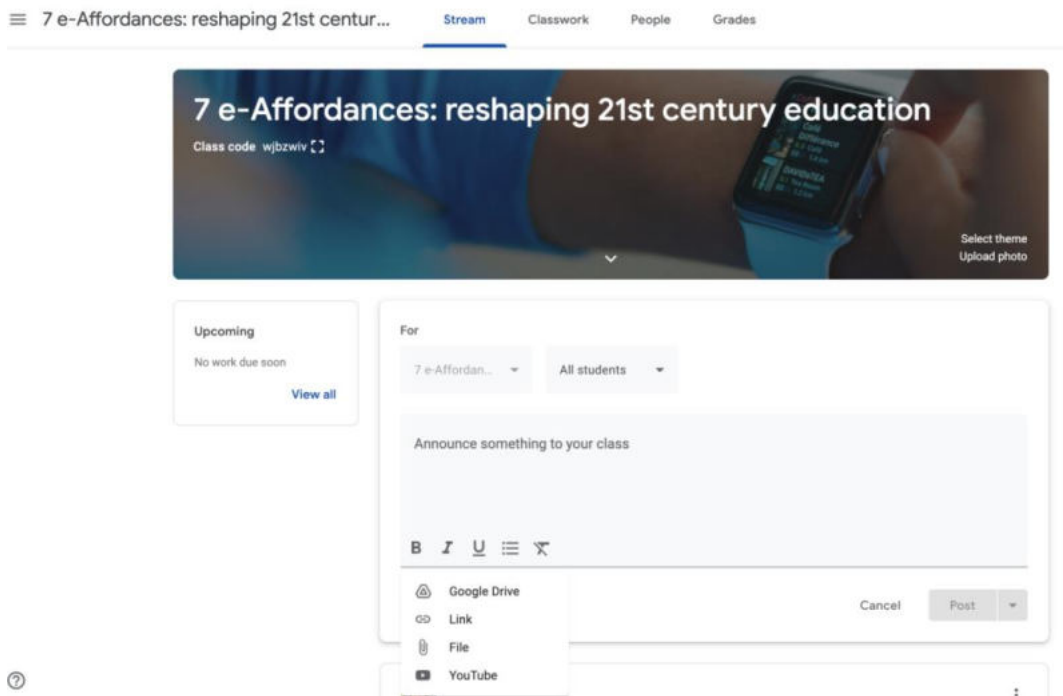
**Figure 63: Non-verbal language options on Telegram**



Source: *7 e-Affordances* Telegram course

Google Classroom allows teachers and students to attach anything to their assignments, such Google Docs or Drive files, links and even take a photo and attach to the assignments, as seen in the screenshot from the *7 e-Affordances* class:

**Figure 64: Multimodal possibilities on Google Classroom**



Source: *7 e-Affordances* class on Google Classroom

### ***Recursive feedback and Collaborative Intelligence***

Recursive feedback refers to feedback from multiple perspectives (peers, self, teacher, parents, invited experts, and others) and machines (Kalantzis, 2014a; Cope & Kalantzis, 2017). This view was discussed with the participants on “Week 7 - Zoom - Recursive feedback.” The idea was to encourage them to implement it in their classes. They experienced this affordance by participating in the peer-review process during weeks 10 and 12 when they offered constructive comments for peers on the first draft of their lesson plans. They were encouraged to review more than one lesson plan so that different perspectives could appear in the same multimodal lesson plan. Then, on weeks 12 and 13, they provided self-feedback.

A rubric has been created with specific criteria that consider the 7 *e-Affordances* content to guide their suggestions for improvement (Appendix N). The teachers were expected to provide a score from 1 to 5 for each of the domains, as follows:

1. Lesson Title
2. Grade Level
3. Length
4. Learning Goals/Objectives
5. Materials Needed for Lesson (Please list names of technology tools, links, videos, and non-tech tools)
6. Detailed procedure/steps including the affordances studied so far and multiliteracies aspects:
  - 6.1 Ubiquitous Learning
  - 6.2 Active Knowledge
  - 6.3 Multimodal Meaning
  - 6.4 Recursive Feedback
  - 6.5 Collaborative Intelligence
7. Multiliteracies (Pedagogy - reflexive pedagogy and didactic, diversity and multimodality).
8. References section (if applicable)

Additionally, they were supposed to add comments by listing weak and strong points and justify their score concerning the lesson plan’s adequacy to the context of public schools. As it can be seen, not all the affordances are present in the rubric. This happened because the project

review was scheduled to occur during the course's implementation, not at the end. So, the idea that learners need feedback as they produce knowledge, not just afterward, by Kalantzis (2014a) could be put into practice.

The other two affordances, metacognition and differentiated learning, were added to the rubric for self-review. According to the field notes (Appendix M), four teachers, P1, P3, P6, and P8, copied and pasted the rubric into a Google Docs document and gave feedback. P5 wrote comments in the body text of the lesson plans. P4 and P7 did not provide feedback, although they had their works revised. P2 was the only one who did not create a lesson plan; thus, she did not participate in the peer and self-review process.

In terms of the digital platforms, it is essential to remember that they do not change much in education; instead, teachers need to change their pedagogy (Cope & Kalantzis, 2017; Kalantzis & Cope, 2020; Diaz & Less, 2020). In other words, "they may be brought to life again and reproduce didactic pedagogy. Technology is pedagogically neutral. It can bring about change, but that is not necessarily the case" (Kalantzis & Cope 2020, p.1).

From this perspective, the digital environments used in this research can support recursive feedback by their formative assessment tools. For instance, the poll feature on Zoom and Telegram facilitates selected responses, which are the multiple-choice and true/false questions. However, when feedback is only offered with this type of question, communicative architecture is limited to remembering facts, and it does not determine the level of students' understanding. The Grading Tool on Google Classroom also allows teachers to evaluate work, leave comments, grading, and return works. Educators can provide meaningful feedback through private comments on Google Classroom. The mobile version of this platform enables teachers to annotate on assignments. The annotations can be sent to students as feedback.

The whole process of peer and self-review happened in Google Classroom/Docs. When the teachers posted their lesson plan drafts on Google Classroom, they could not see their colleagues' posts. That means, when students post their assignments, only the teacher can visualize the files. Consequently, it restricts the peer review process. As a course instructor, I contacted some Google trainers on the internet, and we came up with a solution of creating a table on Google Docs for the participating teachers to post the draft links. After designing the table, the participants inserted their links and signed their names next to work they would like to review, as seen in the screenshot:

**Figure 65: Table for posting links for peer review on Google Docs**

Hello Teachers, please complete the table with your links and names for peer review:

Name	Lesson Plan Link	Reviewer's name	Check ✓
...	<a href="https://drive.google.com/file/d/1P8PU_Jy4C_S9DXTnslrog0MuMKajNIU/view?usp=sharing">https://drive.google.com/file/d/1P8PU_Jy4C_S9DXTnslrog0MuMKajNIU/view?usp=sharing</a>	Vania	✓ ✓
...	<a href="https://docs.google.com/document/d/1PfigtcmeqOoZ8vKCoYXlEqZR9ogTufp3AYh_8h0ai54/edit?usp=sharing">https://docs.google.com/document/d/1PfigtcmeqOoZ8vKCoYXlEqZR9ogTufp3AYh_8h0ai54/edit?usp=sharing</a>	Vania	✓
...			

Source: *7 e-Affordances* course

It was a manual, time-consuming process, but they were able to review each other's work. Thus, in line with Cope (2015), assessment in Google Classroom is limited to just a score with a teacher's comments or an item-based quiz. The peer and self-review process will be addressed in session 5.3.2 when I examine their lesson plans.

Regarding Collaborative intelligence, the teachers studied the concept during “Week 8 - Asynchronous - Collaborative intelligence.” They were immersed in experiencing the affordance in practice when they offered structured contributions to peers. Throughout the digital ecology space, the English teachers learned and worked together, exchanged learning resources, and drew support to each other to solve problems by using ‘multimodal meaning.’

Telegram, Zoom, and Google Classroom are web-based collaborative learning by all their engagement and multimodal tools mentioned in the previous sessions. The *7 e-Affordances* course reinforces the notion of this concept since the participants are public school teachers learning together, improving their teaching practices to transform their English classes.

### ***Differentiated Learning and Metacognition***

The participants studied these notions on “Week 12 - Zoom - Metacognition and D.L.” In differentiated learning, students do several activities concurrently at a pace that suits their needs (Cope & Kalantzis, 2014c, 2017; Hania and Robert-Lieb, 2017). This theory was addressed during the peer and self-review process as the participants could manage their time to provide



constructive comments. According to Gilakjani (2012), some students have preferences in how they learn best. The author explains that visual students learn best through visual images; auditory students gain knowledge by listening and interpreting information through pitch, emphasis, and speed, and kinaesthetic individuals learn best with active “hands-on” activities. A range of diverse multimodal learning materials was incorporated to reach each teacher.

Another aspect of differentiated learning cited by Cope & Kalantzis (2014c, 2017) is that learners do not have to be on the same page and task, nor complete them simultaneously. Within this perspective, they did the corresponding tasks producing various multimodal artifacts in various applications. P1 produced the lesson plan on Padlet, P5, P6, and P7 used Google Docs, P3 and P4 used Canva. Besides, they had to research digital technologies that fit with the studied affordances, each one was researching a specific tool, and in the group discussions, each one spoke of his own. The tasks they developed for their students during the course and in the lesson plans were directed to their own teaching contexts. Thus, learning was more meaningful, more relevant to their experiences and interests. From this perspective, we can capitalize on differentiated learning in the course.

One of the aspects of metacognition emphasizes what learners are doing, the concepts they are developing, and applying any particular knowledge (Kalantzis, 2014c). The author clarifies that metacognition is not just about knowing and understanding, but thinking about thinking, thinking about how learners have gone about doing an activity, and about the process, they were involved in delivering a particular kind of outcome.

Given that, an activities checklist form (Appendix P) was prepared for teachers to point out what activities they had done and write comments reflecting on their learning at the end of each week. The checklist was expressed from week 1 to week 5. After some weeks, it was noticed it was no longer necessary to keep this question in the document as the teachers were constantly sharing their reflections on the content and activities of the course, as seen in the excerpts:

About week 2: *“loved this week, getting to know the Canvas app, being able to create an activity. I found it very helpful.”*

About week 2: *“It was [an] amazing meeting, because I had the opportunity to deepen the knowledge about Ubiquitous Learning, and discover that this modality can be explored more in the classroom than we imagine.”*



About week 4: *“It was very important, because I managed to associate the activity proposed by Professor Vânia to my current school context of distance learning, creating a project with the Tik Tok app!”*

I did not ask teachers to identify when making their comments because I wanted them to be very sincere and not be intimidated to express their honest thoughts. Also, participants reflected on their learning by completing the self-review.

Metacognitive practices refer to the processes used to plan, monitor, and assess one’s understanding (Chick, 2013). Based on this author, these practices help students become aware of their strengths and weaknesses as learners, writers, readers, test-takers, and group members. As mentioned before, the participants wrote comments with weak and strong points on their peers’ lesson plans and their own work.

Kalantzis (2014c) stresses the importance of encouraging learners to be reflective about their practices. As educators prepare them for the real world, learning should not be in a separate space that does not connect students to real life. In this way, the teachers reflected on their own teaching contexts in the public school, and they looked for mobile technologies to apply affordances with their students during weeks 1-7.

Finally, the seven digital affordances were all harnessed in the course and led to multiple learning paths to make learning more meaningful, more relevant to their experiences and interests. In the next session, we will see the impact and results of affordances on each teacher’s learning experience and how it was reflected in their lesson plans.

### **5.3.3 The influence of the seven digital affordances in the learning experience**

There were eight English teachers at the beginning of the research. Seven of them (P1, P2, P3, P4, P5, P6, P7, and P8) stayed until the end, except P2, who did not create the multimodal lesson plan nor participate in the peer-review process. It is worth remembering that only two, P4 and P5, were teaching during the 14-week course (May to July 2020).

The course started during the COVID-19 pandemic in Brazil. The lesson plans were produced to be implemented for approximately two months after the course ended. Due to this period characterized by uncertainty, it was unknown whether it would be possible to apply the lessons after the course ended.



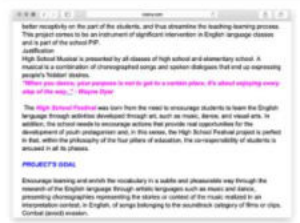

According to the field notes (Appendix M), the participants did not know about the ‘seven digital affordances’ (Cope & Kalantzis, 2017). Except for P3, P6, P8, who knew multimodality and collaborative intelligence. Some (P1, P2, P4, P7, and P6) considered themselves more part of didactic pedagogy than reflective and the rest of the group in the transition between the two pedagogies. However, they showed a willingness to change, as shown in the engagement session (pages 189-195).

In this session, I explore the harnessing of the seven e-learning ecologies in the participants’ lesson plans. To better organize the data, I decided to divide the participants into two groups. Group 1 comprises participants who considered their teaching practices related to didactic pedagogy. Group 2 consists of teachers who considered their English classes between didactic and reflective pedagogies. I end this part by mapping the groups to have a big picture.

#### **5.3.3.1 The harnessing of the seven affordances in the participants’ lesson plans**

The seven multimodal lesson plans (Annex L) were designed for elementary and high school students. They were created on different platforms: Canva, Google Docs, and Padlet. Generally, the lessons comprised the rubric items (Appendix N): a title, the grade level, learning goals, materials needed, detailed procedures, affordances, multiliteracies aspects, and a reference session. They provided interdisciplinary activities connecting English with arts, biology, Portuguese, music, and dancing. They also incorporated some applications introduced in the course and mobile phones. Here is the summary of the lesson plans:

**Table 11: Summary of the lesson plans**

	<p><b>Teacher: P1   Title: Simple actions! Great changes!</b>            Grade Level: High School - 15 to 16-year-old learners            Length: 18 Classes            Description: Through collaborative work, students will raise awareness about the importance of sustainability and act and reflect on preserving the environment.</p>
	<p><b>Teacher: P3   Title: Work in Group</b>            Grade Level: High School: teenagers (age 15-18)            Length: 2 months (16 classes)            Description: Three projects in which learners will discover new sports; do volunteer work to help the community; improve communication and work in groups.</p>
	<p><b>Teacher: P4   Title: Daily Routine</b>            Grade Level: Private beginner students            Length: 6 classes of 1h and 30 min each            Description: Students will learn how to speak about their daily routine and use simple past tense through six classes focused on different daily life themes.</p>
	<p><b>Teacher: P5   Title: High School Festival</b>            Grade Level: Elementary and High School students            Length: One semester            Description: Students will learn English with activities developed through music, dance, and visual arts. They will also be involved in a social project, collecting personal hygiene products to be donated in homes, hospitals, and hospitals to benefit COVID 19 victims.</p>
	<p><b>Teacher: P6   Title: English Music</b>            Grade: High School Student            Length Level: 2 (Two) Months            Description: Learners are expected to learn some differences between old songs and new songs, vocabulary, structures, and verbal tenses in English.</p>
	<p><b>Teacher: P7   Title: E-book: successful stories</b>            Grade Level: High school students            Length: 3 months            Description: Students will interview people, collect stories and create an e-book in the Portuguese language.</p>



**Teacher: P8 | Title: English Festival**

Grade Level: Any English group

Length: 3 months

Description: Students will learn new vocabularies about the youth world, pronunciation, and accents with some English songs and present at the school year's closing event.

Source: Created by the researcher (2021)

The lesson plans will be analyzed based on the ‘seven digital affordances’ (Cope & Kalantzis, 2017) and some ‘multiliteracies’ aspects (Kalantzis & Cope, 2012; New London Group, 1996). As mentioned earlier, the participants were split into two groups. Group 1 (P1, P4, P6, and P7) is composed of teachers who considered themselves traditional educators with teaching practices related to the didactic pedagogy and had little use of digital tools with their students before the course. Group 2 (P3, P5, and P8) consists of educators who considered their teaching practices between the didactic and reflexive pedagogies.

For the analysis of each group, I will focus on one of the participants. I chose the first teacher in each group, P1 and P3, but remarks from the other lesson plans will be added. This choice was due to the large amount of data collected. I will also use findings from the final questionnaire (Annex N).

It is important to remember that as the course lasted 14 weeks and their many concepts, I could not deepen them with the teachers. Thus, this examination will be made considering the aspects of these theories addressed during the course (Appendix O).

#### **5.3.3.1.1 Group 1: P1, P4, P6, and P7**

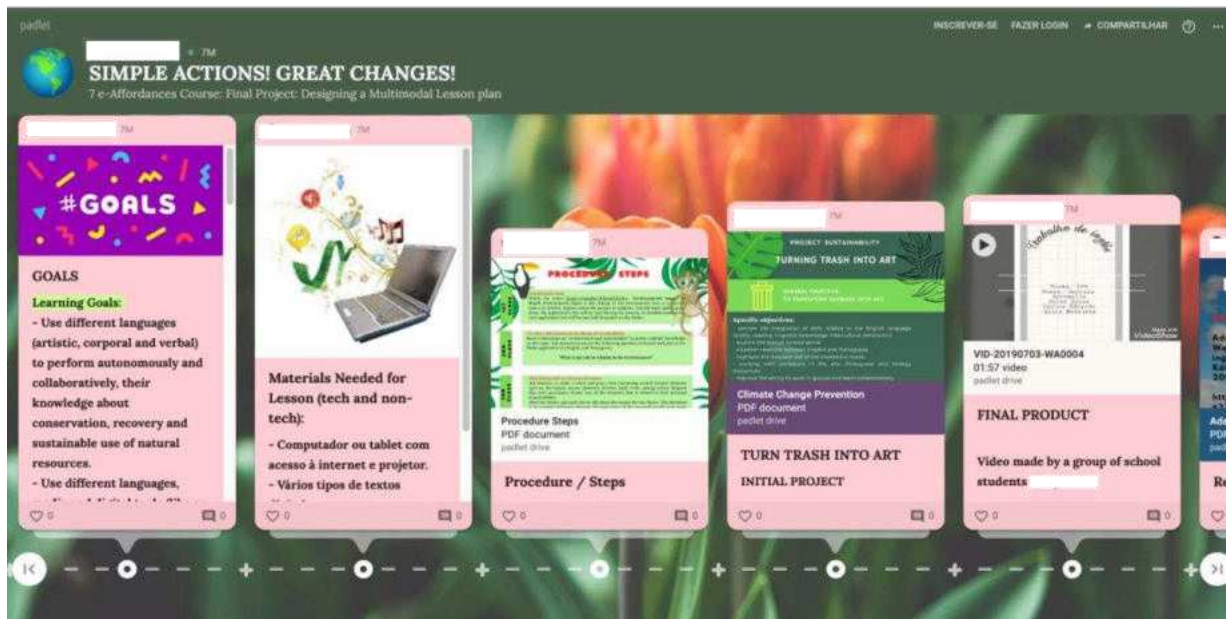
As mentioned in week 2 (Appendix M), these participants considered their teaching skills related to didactic pedagogy. For example, P1 said: *“The pedagogy [...] related to how I teach is didactic pedagogy because I use little technology in my classes. This is due to the fact that I don’t have skills with most technologies [...]”*. This comment represents what the other teachers said about the pedagogy they use in their classes, the moderate use of digital tools, and the enthusiasm to change. In this way, P6 said: *“I really think I need to change it”* (Appendix M). In the lesson plans, they have already demonstrated a significant difference. Although there are still aspects of didactic pedagogy in some activities, it was possible to notice some digital affordances in their lesson planning.

***Ubiquitous learning, active knowledge making, and multimodal meaning.***

Based on Telegram records, it was the first time the teachers studied u-learning (Appendix M). The teachers reflected on how this affordance could be beneficial for their classes on week 3. P4 said the possibility to teach anywhere: *“If you are a teacher you can teach anywhere, if you are at a supermarket you can learn or teach something new there.”* P1 mentioned autonomy and flexibility: *“Students can acquire knowledge in various ways / giving learners more autonomy and flexibility.”* The participants cited the following online educational tools for u-learning: Edpuzzle, Playposit, Stop, Kahoot, Duolingo, and mobile devices. These tools were mentioned by group 1 participants in their lesson plans. These technologies have changed the nature of the learning journey to ubiquitous. However, Duolingo is the software that best fits this concept. As P6 explained: *“Duolingo can be used online and offline, which is really good, because the students won’t necessarily need to be connected on Internet to use it. So, they can use it on the way home, for example.”*

In this way, it was possible to observe that they understood the main characteristics that involve affordance 2. As a result, the four participants brought the idea of learning outside the classroom and providing technology tools to make this affordance more possible. P1 produced a lesson plan about sustainability composed of 18 classes:

**Figure 66: Multimodal lesson plan by P1**



Source: The 7 e-Affordances course

She incorporated some ubiquitous tools, such as Padlet in the third class for the students to post content: *“each student should write a message about what the activity has sparked [...] This message must be posted on the Padlet so that the whole class has access in English or Portuguese language”*. Then, in the sixth class, they are expected to produce a multimodal artifact on Canva: *“each group will produce a poster using the Canva tool (in English) the environment.”* This activity recalls the challenge I launched for the participants in week 2 to produce a poster at Canva about their knowledge of multiliteracies, which by the way, all the participants in this research created attractive multimodal posters and incorporated several of this concept (Annex O).

Week 11th is planned for the use of Kahoot with the students. P1 will create *“a game to integrate and provide better knowledge about the environment, as well as interact with students.”* P4, P6, and P7 did not explicitly make the lesson plan features related to learning or accessibility of learning materials anytime, anywhere. As seen in P1’s lesson plan, she incorporated applications to *“support learners as meaning-makers, as agents, as participants and as active citizens”* (Kalantzis et al., 2015).

Going back to week 1, when we discussed the application Quizlet during the Zoom session, I asked the teachers how this tool could be used in English classes. P1 replied: *“You have this possibility for daily routine, present perfect, make the activity to what you are teaching”*. As noticed, P1’s ideas focused on grammar. Notably, eight weeks later, after the course had started, she produced a lesson plan with no focus on grammar at all. This shows evidence of transformation towards a more reflexive teacher.

Regarding multimodality, P1 commented on week 5 that affordance is *“important in the teaching and learning of our students, since language and communication are marked by the simultaneous presence of different modes and meanings.”* In the lesson plan, she combined different modes and learning materials, such as videos, pdf files, images, and hyperlinks, using a Padlet timeline tool. P4 and P7 created a lesson plan with a variety of multimodal design features and students. P6’s lesson plan, on the other hand, had a predominantly verbal mode, but he suggested students using different modes for multimodal meaning. The four teachers created activities that placed students as active producers of multimodal knowledge in the learning process. The following excerpts from P4’s lesson plan illustrate the students as social agents:



- *“After watch[ing] the Youtube video in pairs the students will make a conversation talking about their daily routine, they will write the dialogue in a notebook and make a presentation in front of class.”*
- *“The students need to make a presentation about their profession on Padlet.”*
- *“They need to create conversations that is possible to happen on the means of transportation which they chose, using Tik Tok to do this.”*

During week 4, P4 cited the notion of bringing to situation perspectives familiar to students: *“they feel more comfortable to make the activities because is something new but is related with their reality,”* As expected, she incorporated this idea in her lesson plan. However, it also presents aspects of traditional language teaching with a focus on content and grammar, as pointed out by P6, who reviewed P4’s lesson plan: *“in many activities, the teacher is the center of the process, as the parts of explanation”* (Annex N).

In P6’s lesson plan, she proposed an activity that students will interview some relatives: *“each group will choose an old relative and interview him/her, asking about his/her favorite band / The group will research about the artist chosen and choose a song; They will translate the song to Portuguese; (they can use tech and non-tech tools for that) / The group will choose a grammatical theme in English from the lyric of the song and explain the subject.”*

It can be observed that P6 prompts the students to play an active role in knowledge. The students have autonomy in choosing people they want to interview and the tools to collect the songs. However, the presentation students will prepare has no social function, as it is all based on the traditional grammar of didactic pedagogy. This focus has some complexities, according to Kalantzis et al. (2015, p. 293), *“the more seriously you take traditional grammar, the more complicated it gets and the more qualifications to the rules are needed.”* Students will translate the song, but *“[...] grammar does not have a lot to say about the design of written text beyond the sentence”* (Kalantzis et al., 2015, p. 294). Thus, the social function of music goes unnoticed.

As a course instructor, I cannot say that this participant did not harness the digital affordances. During the activities, he demonstrated comprehension of the concepts and willingness to change but translating theory into practice is challenging. P6 has shown evidence of learning the reflexive pedagogy. For instance, in week 5, he said: *“In my opinion, each student learn better by one way. If we use many kinds of resources, the possibility they learn is bigger [...]”* By this comment, P6 meant that each student learns differently, it is possible to

infer he applied this idea in the lesson plan when he added, “*The group will choose a way to present the chosen song to the class; (they can sing, make a kind of clip, etc.)*.” So when working with music in English classes focuses on the translation or studying grammar, the social function of music goes unnoticed.

In P7’s lesson plan, students are supposed to go to the lab. In pairs, they will find successful stories, ebooks, and how books have changed throughout the years to understand the concept of ebooks. In P6’s: “*In the end, each group will create some questions about the Grammar they explained, in the Google forms or another tool [...]*.” P4 plans students’ activities to work in groups to create dialogues to be presented on Tik Tok. These activities suggest that students work together in a digital ecosystem familiar to them to construct meaning and present this knowledge in distinctive ways.

#### ***Recursive feedback and collaborative intelligence.***

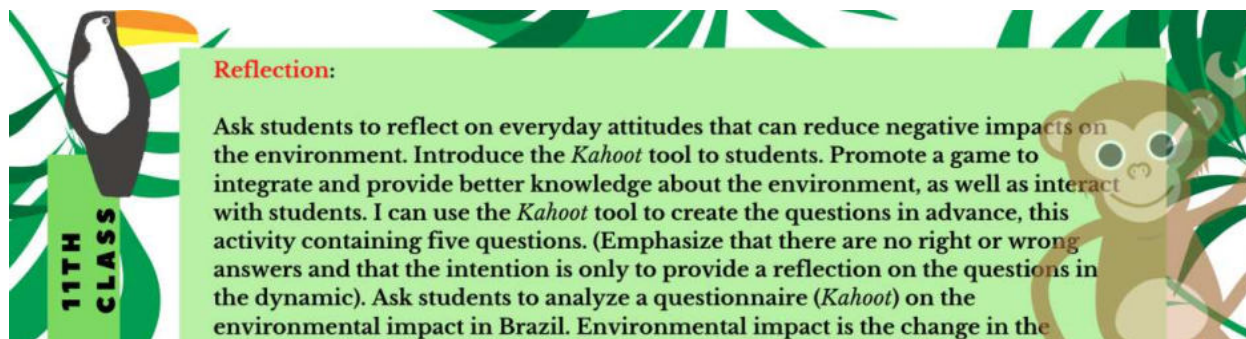
It was observed that, in the activities proposed by the four teachers, students are encouraged to interact with each other and engage in collaborative talk. These points resemble characteristics of constructivist learning, in which “learners are often given the opportunity to play an active role in determining the area of focus, formulating questions and selecting activities” (Kalantzis et al., 2015, p. 142). These activities suggest that pedagogy offers a kind of ‘scaffolding’ in which students are involved in problem-solving under adult guidance or collaborate with more capable peers (Vygotsky, 1978; Kalantzis et al., 2015). Regarding collaborative intelligence, the four teachers place learning as a social activity rather than learning as individual memory and allow students to complete tasks together. Concerning recursive feedback, in P1’s lesson plan, feedback will be provided only by the teacher in weeks 7 and 12. The other lesson plans did not allow students to get feedback from multiple sources, nor opportunities for self-assessment or formative assessment.

#### ***Differentiated learning and metacognition.***

In P1’s lesson plan, on week 11, which is called the reflection week, the students will reflect on everyday attitudes that can reduce negative impacts on the environment in Brazil. In this sense, the activity demonstrates ‘critical reflexivity’ as seen in the screenshot from her lesson plan:



Figure 67: Screenshot from P1's lesson plan



Source: The *7 e-Affordances* course

In general, the activities created by P4, P6, and P7 do not consider the students as critical thinkers. In P6 and P7's lesson plan were identified a short level of one act of differentiated learning. During the detailed procedures of P7, there are a series of reflection questions for the interviewees that are critical, not the students. A minimum amount of differentiated learning was noticed, as the students are expected to search for different stories, so each ebook they will construct has diverse stories. In P6, the students will interview different people, collect different information, work with different songs and grammatical topics. It was not observed aspects of these affordances in P4's lesson plan.

Overall, the prevalent affordances in these teachers' lesson plans were: ubiquitous learning and differentiated learning (not much), active knowledge making, multimodal meaning, and collaborative intelligence. Recursive feedback and metacognition were not identified in the activities. Additionally, the plans explored more than reading and writing and focused on multimodal meaning-making, and this is the basis for the theory of *multiliteracies* (Kalantzis et al., 2015; New London Group, 1996).

#### 5.3.3.1.2 Group 2: P3, P5, and P8

As seen in week 2 (Appendix M), P3, P5 and P8 considered their teaching actions between the didactic and the reflective pedagogy. For example, P8 said: *"I am a mix of them. I still use some rules and formal systems / but / I am trying to create interesting classes / for students [to experience] some real experiences with English and something significant for their*

*learning process.*” This comment also represents what P3 and P5 answered. In the lesson plans, they demonstrated a considerable amount of reflexive pedagogy.

***Ubiquitous learning, active knowledge making, and multimodal meaning.***

According to the field notes (Appendix M), teachers studied ubiquitous learning for the first time, and records show that they comprehended this affordance. During the discussion on week 3, P3 highlighted “*the magic of discovering*” mentioned by Kalantzis and Cope (2014a) and provided an example about the school she works:

*“For example, teachers and supervisors can’t understand that [it] is not necessary to create 103 classrooms on Google [Classroom] separated. Instead of creating only 1st year (High school) and add all the students, because in the same space they could share ideas, links, questions, etc..... Today I spent 1 hour trying to explain [this] to the supervisor...”*

This conversation between P3 and her supervisor happened when public schools from several states in Brazil adopted digital platforms to teach during the new coronavirus pandemic. As, “suddenly, with this COVID-19 crisis, everyone had to move online” (Kalantzis & Cope, 2020b, p. 51).

Several<sup>58</sup> Brazilian education departments have started using Google Classroom and other tools such as WhatsApp to solve students' doubts and YouTube for video lessons while schools were closed during the quarantine. As a new teaching model, many institutions were still figuring out how classes would happen. In the P3 excerpt, the supervisor wanted to create several virtual classrooms from the same high school year. P3 was trying to explain that creating only one class on Google Classroom was necessary to accommodate all the students from the same grade, and it would be the space for students’ interactions, sharing, and collaboration.

As shown in this situation and the P3’s lesson plan, the participant featured some characteristics of “tomorrow’s teachers” mentioned by Kalantzis et al. (2015, p. 10). For instance, P3 acted as a “designer of learning environments for engaged students, rather than people who regurgitate the content of the textbook,” she turned out “comfortable with internet learning design.” For the authors, “this evolution of teaching practices involves a big shift in

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<sup>58</sup> Further information: Google Classroom e WhatsApp são usados por escolas de todo o Brasil/Google Classroom and WhatsApp are used by schools across Brazil: <https://tecnoblog.net/333674/google-classroom-e-whatsapp-sao-usados-por-escolas-de-todo-o-brasil/> Access on April 18, 2021.

professional identity, as teaching increasingly moves from being the talking and testing profession to becoming a hybrid documenting” (Kalantzis et al., 2015, p. 10).

Overall, it was noticed that group 2 incorporated the idea of continuing to learn beyond the classroom. They added mobile devices and applications for anywhere and anytime learning, such as Telegram, Quizlet, Wordwall, Canva, Youtube, and Lyrics training.

***Active Knowledge making and multimodal meaning.***

The participants incorporated some ubiquitous tools for the students to participate in the learning process actively. P3 produced a lesson plan composed of four projects: Discovering Olympic Games, Volunteer Work, Encouraging Young Enterprising, and Healthy Food and Recipes. For each project, students will work in groups and produce multimodal artifacts using digital tools. The lesson plan consists of 16 classes, in which students are expected to discuss their projects: “*on each class the groups will have 15 -20 minutes to talk about their projects and share ideas with others groups. They will talk by Telegram to save time too*” (Annex L). Here is the screenshot of the first page:

**Figure 68: P3’s lesson plan**

The screenshot shows a lesson plan titled "Work in group Lesson Plan". It includes a "Teacher:" field, a "Grade: High School: teenagers (age 15-18)", "Length: 2 months (16 classes)", and "Learning goals: improve communication and interdisciplinary work groups." A yellow sticky note lists "Group topics: (suggested)" including "Discovering new sports and Olympic games", "Together we are stronger: volunteer work to help the community", "Encourage young enterprising", "English conversation group to communicate", "Healthy food and recipes", and "Communicate and share (podcasts and newspaper)". A grey box lists "Materials needed" such as "Notebook, pen, internet for the research, data-show, computer, downloaded videos, paper, printer, mobile phones, headphones and microphone." A green box lists "Steps" including "1- In the classroom, talk to students (orally) about things we need to do after quarentine, what are the main primordial needs to them and community (how can they help?);" and "2- Show videos with real and inspiring stories of young enterprising." A red box at the bottom lists "GOALS: \*Work in groups".

Source: The 7 *e-Affordances* course

As described in the P3's first project, students will be organized into groups, search for Olympic games, and share videos on the Telegram group. They will:

*“make a survey to apply to other students / about what games they already know (using QR codes around the school). Show the class the results and receive comments and some feedback. Make posters on Canva invite students and the community to watch the presentations. Present to the class and demonstrate how to play. (Saturday fair to the community).”*

As it can be seen, the activities P3 created provided opportunities for students to be more active knowledge producers (Cope & Kalantzis, 2017) and facilitated them to make multimodal representations. In this way, P3 shared: *“all the groups will present their works orally and written. In a school newspaper, zine or poster. (written); and orally on a video or live.”*

P5 and P8 designed lesson plans focused on music projects. From the project descriptions, it was observed that the three participants used the notion of ‘project-based learning (PBL).’ According to Nilson (2010), PBL is a student-centered and hands-on style approach in which students learn about a subject by working in groups or independently to solve a problem.

The P8's lesson plan consists of 12 weeks and several activities that value the student's role as a producer of knowledge. For example, in the fourth week, they will select songs to sign in the festival and *“create posters and cards using Canva (for creating publicity materials about the event).”* In the same way, in P5's project, there is a sequence of activities in which the students will have autonomy in the learning process:

*“[learners will] create a video clip and present it / in / groups. When we return to classroom teaching, students will present to the entire school. Students will create an art of the chosen musical in Canva with photos and a biography of the singer or band. / Students will create posters to paste on the school wall containing information about the music they have chosen. / Each team should make a tik tok by dubbing and or dancing the chosen musical to assist in pronunciation and choreography.”*

These activities allow students to use different multimodal resources and modes to make meaning.

***Recursive feedback and collaborative intelligence.***

Regarding recursive feedback, P3 mentioned in the first project that students will receive comments and feedback, but the participant does not explain how this part will be done. P5 and

P8's lesson plans do not encourage students to get feedback from multiple sources and perspectives. P8 intends to invite some artists to watch the presentations and “*evaluate them as an Artistic Judge (decision on the best presentations for the award).*” That was the only type of feedback identified in this lesson plan.

Concerning collaborative intelligence, in the third project by P3, students will “*think together, list suggestions to provide solutions (marketing, partnerships, etc.). [Then they will] start to apply the solutions with the community*” (Annex L). The activities designed by the three teachers prioritize learning as a social activity rather than individual memory (Cope & Kalantzis, 2017), mainly because students will work in groups and create diverse artifacts.

#### ***Differentiated learning and metacognition.***

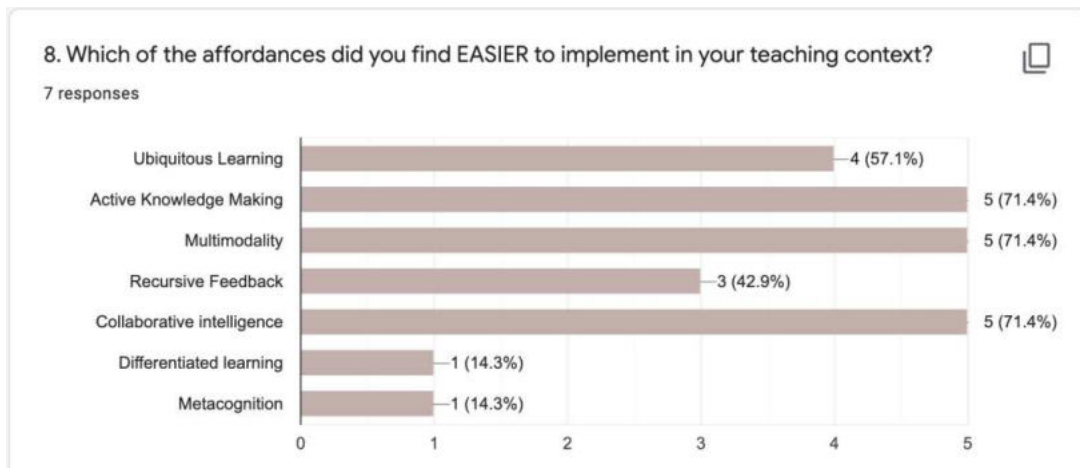
The three lesson plans provided possibilities for learners to be on different activities at the same and different times. In general, it was not found activities that stimulate them to think about how they are involved, except for one activity in the second week of P8's schedule. In the task, students will “*think in the relation between Art and English, according to their preferences in the contemporary world.*” Even though differentiated learning and metacognition are not present in the lesson plans, “[students] will always create original knowledge syntheses based on unique life experiences and perspectives” (Kalantzis & Cope, 2015, p. 379).

In terms of ***multiliteracies***, the following aspects of this theory in all the lesson plans were noticed: - traditional reading and writing did not hold great relevance in most activities; - the projects created by the participants considered students' active participation in the English classes; - a variety of media inputs at the disposal (Cazden et al., 1996; Kalantzis & Cope, 2012); and - the activities took into account the Brazilian public-school context.

#### ***5.3.3.1.3 Mapping the groups***

As seen, both groups designed activities focusing on engaging learners in meaningful, authentic lessons that incorporate one's community and background (Cazden et al., 1996; Kalantzis & Cope, 2012). The most frequent affordances in the lesson plans were those they indicated as the easiest to implement in the final questionnaire (Annex N): u-learning, active knowledge making, multimodality, and collaborative learning. The following screenshot reveals their answer to question 8 in the questionnaire:

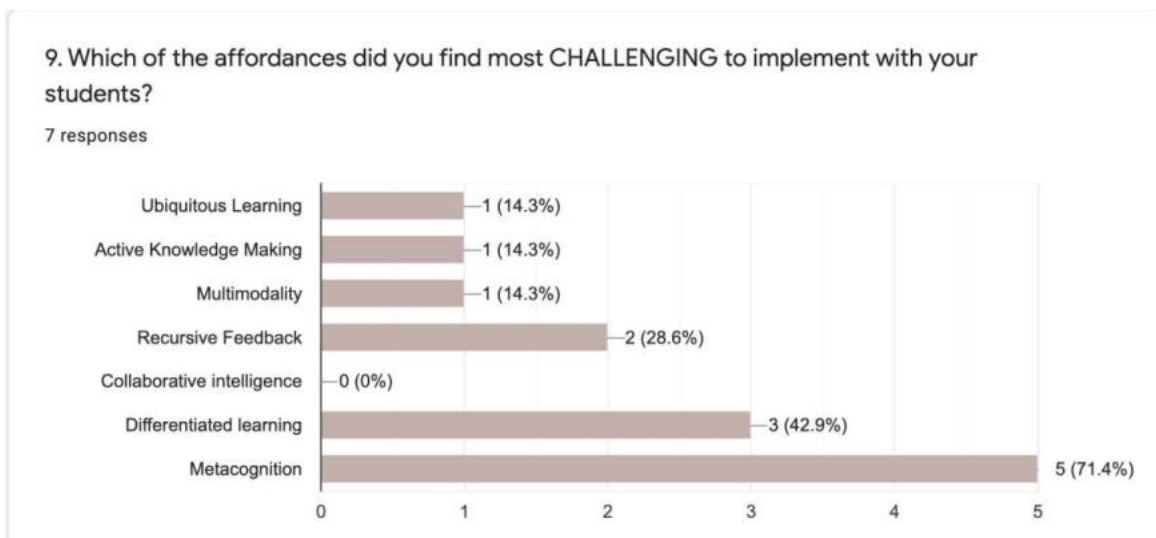
**Figure 69: Question 8 from the final questionnaire**



Source: Google forms - The 7 *e-Affordances* course

On the other hand, the affordances they did not incorporate into their lesson plans were those they found most challenging to apply: recursive feedback, metacognition, and differentiated learning. Question 9 from the final questionnaire shows their answer for this subject:

**Figure 70: Question 9 from the final questionnaire**



Source: Google forms - The 7 *e-Affordances* course

In question 10, the participants were asked to provide details for their answers in questions 8 and 9. However, the answers below are related to question 9. They justified why they



found metacognition, differentiated learning, and recursive feedback as the most challenging affordances. Here are some excerpts, but the full answers are on Annex N:

- *“Because I need go deeper into studies to apply in the classroom,”*
- *“Differentiated learning and recursive feedback is a challenge because I don't have much practice on these affordances,”*
- *“I didn't know about this affordances and I am starting my career as a teacher now so it's very difficult to me understand,”*
- *“I didn't quite understand what it will be like in practice,”*
- *“I have many classes with students with different realities and contexts, also they didn't have maturity for thinking about their own way to learn, but I would like to put into practice some ideas shared in the course with Vania,”*
- *“Those affordances are more difficult to apply because the students need to be more responsible and interested for that.”*

In general, teachers used only some ‘digital affordances’ in their activities. However, it was observed, the development of the lessons took a great deal of time and effort. They added mobile technologies to support their relationships with students and to support them to take an active role in learning. In my view, this represents a significant step towards the transformation of these educators. This corroborates Cope’s (2016) thoughts. He stated that transformative pedagogy focuses on the learner and learning. It changes the balance of agency in learning relationships by encouraging learners to build their knowledge in a supportive learning environment and extend the breadth of their education beyond the traditional classroom walls.

In this section, the seven lesson plans were analyzed using digital affordances in their learning. In the next session, we will see the teachers’ perceptions of the course, *7 e-Affordances*. For this, the data from the final questionnaire applied shortly after the end of the course will be used.

### **5.3.4 The participants’ perception of the course**

The final questionnaire (Annex P) was composed of 15 questions in which the participants evaluated their experience in the professional development course under the ‘seven digital affordances’ (Cope & Kalantzis, 2017). Seven teachers answered the questions, P1, P3, P4, P5, P6, P7, and P8. Although P2 actively participated in the course, she did not answer the

final questionnaire. Neither she produced the lesson plan nor participated in the peer-review process.

***The platforms used during the course: Telegram, Google Classroom, Zoom, and Wix.***

The first four questions were reserved for the participants to express their opinions of using each digital platform during the course. Question 1 was about Telegram, the tool used for instantaneous and asynchronous communication, discussions, and announcements. In general, the teachers had positive comments about Telegram. Some highlighted the easy-to-use aspect and privacy, as in the application, users do not need to show their phone numbers so that people can find them just by their username. P5 stressed: *“It was [a] very interesting experience. I found it easy to use and I found it different that the phone number was preserved,”* P1 declared: *“I didn’t know the telegram, but I found it a simple, easy to use and very efficient tool for communication.”* Other teachers compared the tool with Whatsapp. P6 wrote: *“It was very good. The interaction and the options are better than Whatsapp,”* and P3 stated: *“I love it because differently from WhatsApp we can follow the messages seriously.”*

Regarding the use of Google Classroom, teachers have demonstrated good experience using the platform. P7 and P3 highlighted the organizational capacity that the tool provides: *“The best tool, because there are several possibilities and tasks are more organized.”* / *“It’s good because we can come back to the activities and it’s organized.”* / *“I like to use Google Classroom”* / *“Google Classroom is an extraordinary tool.”* P5 started using this tool with her students during the course implementation: *“I started using Google Classroom during quarantine to give Enem tips to my students. And during the course I thought it helped in the dynamics of the course allowing for more interaction.”*

Concerning Zoom, the teachers accentuated its ease and accessibility of use. *“The meetings on Zoom was amazing,”* / *“I liked so much our meetings there, it was so easy and accessible”*. Other teachers compared to Google Meet, P6 said: *“It was my first time. I liked it but I prefer Google Meeting.”* P7 pointed out: *“Very good, but Google classroom has a similar Google meet function.”* Wix, the class website adopted to deliver the course content for the participants, was well praised by the participants. They cited the organization and the easy way to find the weekly content offered by the site, as shown in the following passages:



- *“The organization was incredible, I could find every concept that I wanted to review in an easy way.”*
- *“Very clearful. Its contents really helps to guide us.”*
- *“I liked it but I didn't use it too much”.*
- *“Various work possibilities, but I don't use it with my students.”*
- *“I loved the website.”*
- *“The application is very efficient, we can use it in several ways to pass on accurate information.”*
- *“I thought it helped a lot in relation to the information about the course.”*

Generally, based on the participants’ feedback on the digital platforms and the results demonstrated in the engagement session (see 5.3.1), choosing these tools contributed positively to the course. Even though in the pilot project, I used only one platform, WhatsApp, and the *MultiMobi* participants provided positive feedback to this tool, as an insider researcher, I realized that it was necessary to change it in the new course. Thus Telegram, Zoom, Google Classroom, and Wix together did not determine the patterns of my actions (Kalantzis & Cope, 2020a). However, they offered possibilities/affordances for the implementation of the ‘seven e-learning ecologies.’

#### ***Teaching practices during the quarantine***

In question 5, I asked the participants if they were teaching online during the course. If so, they were expected to say the number of groups/students they had. The answers were: 0, 29, 5, 9, 16, and 300. These answers presented a new scenario since only P4 and P5 were teaching online at the beginning of the course. When the teachers answered this questionnaire, P4 had no classes, and P5 had 300 students. They were also asked if they applied any of the activities they created during the course with their students. P1, P6, and P8 answered ‘no,’ and P3, P4, P5, and P7 answered ‘yes.’ A year after finishing this course, I contacted the teachers and redid that same question. The answers will be discussed in the next session.

#### ***Peer review process and additional comments***

The teachers were asked in question 11, their opinions of using a rubric for providing peer feedback for the lesson plans. Generally, they addressed the benefits, such as understanding and seeing what they were doing, the possibility to rethink the learning materials, as shown:

- *“It's better when you have a rubric, because you can think and understand more what you want that your students learn and how.”*
- *“Very useful. I really liked it. It allowed me to see many things that could become my lesson plan better.”*
- *“It's very interesting, because you can see some gaps in the evaluations and also rethink about your own material. It's better to indicate points to adjust, also it's not a personal criticism.”*
- *“I thought it was great! Got to see better what was missing.”*
- *“Amazing because it guided us to provide a effective feedback.”*
- *“I didn't know this practice but I will use it in my classes.”*
- *“It was very important and interactive. A way to reassess our points of view and perspectives.”*

Question 12 complemented the previous one, more focused on knowing their opinions on participating in the peer and self-review process. Some of them participated in this process for the first time. The teachers highlighted:

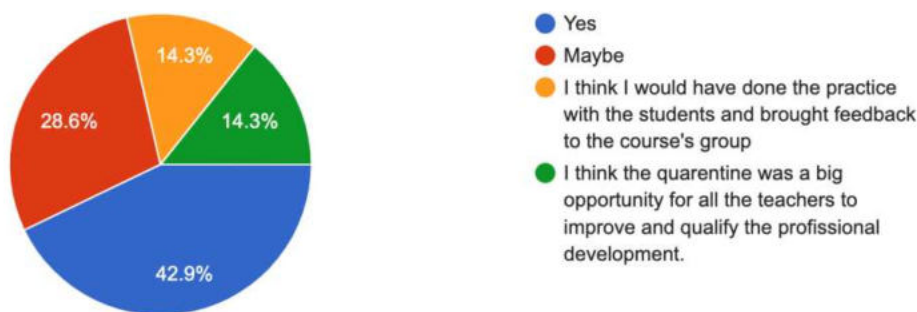
- *“The peer and self review was amazing because I could understand more, I could make a research and try to learn more.”*
- *“I think it is very interesting. It was my first time. It helps a lot. There are some times that we cannot make our own mistakes.”*
- *“It's a very important feedback for our learning process, because we can review our own material according to other perspectives and ourselves.”*
- *“Very good!”*
- *“It's really good because [it] provides a formative assessment and students can reflect more on what they are learning and can make changes and review their works, just as we did during the course.”*
- *“I found it interesting, but sometimes we were afraid to put everything we found, the details”*
- *“Very motivating that leads us to reflect better on our methodologies.”*

As seen, 7 *e-Affordances* participants had an active and fruitful participation during the course. This result was different from the pilot project, implemented with teachers who had several classes before the pandemic. As an insider researcher, I am aware that the set of changes made in the new course (platforms, pedagogy, engagement, among others) contributed to the effective participation and success of this course. In any case, I decided to ask them: “14. If this course you have just participated in had been carried out during the normal period (before the pandemic), would you have done the same amount of activities as you did during this course

given by me?” This question refers to an unrealistic situation; however, I still found it necessary to understand their perceptions. The responses were varied:

**Figure 71: Question 14 from the final questionnaire**

7 responses



Source: Google forms - The 7 *e-Affordances* course

Finally, they were asked if they would change anything in this course, the answers were also positive:

- *“Just the meetings, We could have more meetings.”*
- *“No. You are really a very good teacher.”*
- *“I would like to have online meetings every week.”*
- *“I thought it was great! Congratulations! Thanks for everything!”*
- *“It was perfect! I loved it!”*
- *“No. I loved the whole course.”*
- *“No. It was amazing. I thank you so much. You are the best.”*

As it can be seen, the teachers emphasized positive aspects in the course, demonstrated appreciation, and pointed out the potential of the platforms. This session presented the participants’ perceptions in the 7 *e-Affordances* course based on the answers to the final questionnaire. Next, I will discuss their teaching actions one year after the course ended.

### 5.3.5 Post course - What happened a year later?

A year after the 7 *e-Affordances* ended, I created a new questionnaire composed of three questions called ‘Post Course Report’ (Appendix U). The intention was to examine if the teachers applied their lesson plans or some knowledge they learned in the course. In other words,

I expected to discover if the course content has influenced their English classes. Five teachers answered the survey, and the complete answers are in Annex Q. The participants were not asked to reveal their names to feel more comfortable responding to questions.

In the first question, the teachers were asked if they applied the lesson plans or any other activity they created during the past year. Two teachers said they utilized the lesson plans with some adjustments: *“It was great to learn about affordances, I am very grateful. I have applied the plan with my classes, but I had to change the theme of the plan, because I [changed to other] School grades. I’m using Jamboard, quizizz, padlet, Google forms, kahoot for my classes and the students love [these] apps.”* The second participant said: *“Yes, I applied some activities, but I had to adapt it because the schools were closed.”*

The adaptation of activities was expected. When the teachers created the lesson plans (June 2020), face-to-face instruction was suspended since the beginning of the pandemic in Brazil, March 2019. In this sense, the publication by Lima (2020), “Portraits of Education in the Context of the Coronavirus Pandemic - A look at multiple inequalities,” gathered five studies, carried out between May and July 2020, which aimed to collect data and testimonials about education in the country. According to the article, “about 39 million people (82% of Basic Education students) have stopped attending educational institutions” (p.12). Given that the 7 *e-Affordances* teachers created projects to be implemented in a hybrid format and did not know which classes they would receive for the next school year, modifications were expected.

Two teachers stated that they did not use the lesson plans due to the pandemic situation, but they expressed interest in using them later. One of them pointed out some challenges faced in 2020: *“In the year 2020, students had many difficulties, such as lack of internet, lack of computers, bad cell phone, among others. Thus, it was not possible to put the lesson plan into practice. However, I want to post it soon.”* This comment corroborates one of the conclusions by Lima (2020) in primary education during the pandemic. The author stated that educators, families, and students had to create ways to offer and access content in a short time and without the necessary conditions.

In the second question, the participants were asked if they have created any activity or participated in any project using the knowledge learned during the sessions. One teacher answered ‘no,’ the one who has not been teaching during this period. Another teacher stated: *“[...] I participate in frequent pedagogical meetings with the teaching staff and school*

*management / Within this participation, I always suggest / as far as possible / the 7 e-affordances [...].”* One participant declared using the following digital affordances: *“I have been doing a lot of work and activities with my students related to the knowledge acquired during the course. Activities have been carried out in a collaborative way, multimodal meaning, active knowledge making and recursive feedback.”*

P3 answered ‘yes.’ She sent me some materials produced for the Minas Gerais State applying the seven affordances of the digital. Here is a summary of the activities she produced in the past months:

*“Yes, I created activities for Minas Gerais state public schools based on the 7 e-affordances, like **Multimodality, Metacognition and differentiated learning**. On the activities, I invited the students to reflect on their strategies to study at home and how to be an independent learning, and I also asked them to engage in some recycling project and share ideas about how can we save the planet with small daily actions, like turn off the lights, close the taps, and other ideas they have. On **Multimodality**, students are supposed to create online posters with tips in different areas, like “Good things to do during the quarantine,” and also **record a video about what they have been learning during the quarantine** and them share with friends and classmates. It was really good to see the students engaged and participating actively.”* (Annex Q)

P3 was one of the English teachers who developed the Tutored Study Plan (PET)<sup>59</sup> for the Minas Gerais State Department of Education. According to the website, PET is one of the tools of the ‘Non-Presential Study Project’ offered to public school students as an alternative for the continuity of the teaching and learning process when classes are suspended due to the spread of Covid-19 in Minas Gerais. I cannot share the link to the activities P3 created to protect her identity in this research. Here is the screenshot of the PET references session, in which P3 mentioned our course and some videos by Cope and Kalantzis (2014):

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<sup>59</sup> PET website: <https://estudeemcasa.educacao.mg.gov.br/pets> Access on April 23, 2021.

## Figure 72: Screenshot of the reference session - PET 2021

Disponível em: <<http://www.margreetdeheer.com/eng/globalgoals.html>>. Acesso em: 09 abr. 2021.

SPECIAL THANKS TO: Vania Castro. *7e affordances for 21st century education*. (2020).

*Queridos alunos e alunas, sabemos que este é um momento de muita dificuldade, mas de muita luta e perseverança. Expresse seus sentimentos, seja cantando, desenhando, escrevendo, conversando com sua família e amigos... E estude, estude muito! Sempre que precisar, peça ajuda a seus professores. Seu futuro te espera, esteja preparado para as oportunidades! Nunca desista dos seus sonhos. Never give up your dreams. Your future is coming!*

**Referências teóricas e sites para elaboração das questões do PET II (por ...):**

*Cope, Bill. Kalantizis, Mary. 7e-Learning Affordances for the XXI Century:*

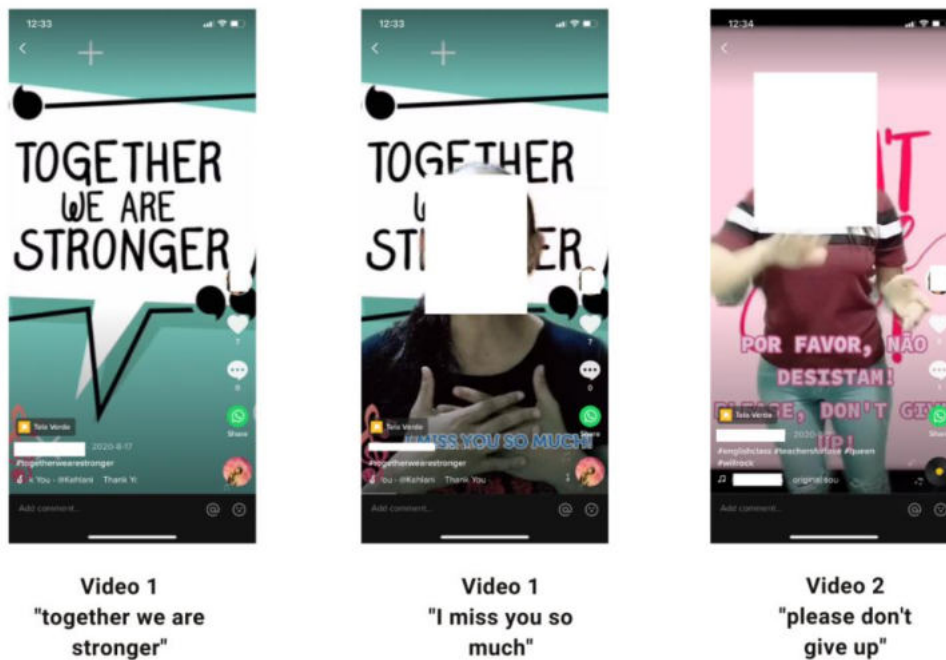
- *Active knowledge making. Part 2a: What Does it Mean to be an Engaged Learner? Disponível em: <https://www.youtube.com/watch?v=K1oJd86UzJA> Acesso em: 17 abr. 2021.*
- *e-Learning Affordance 1a: Ubiquitous Learning: Disponível em: [https://www.youtube.com/watch?v=flcbd3\\_Yyhg](https://www.youtube.com/watch?v=flcbd3_Yyhg). Acesso em: 17 abr. 2021.*
- *e-Learning Affordance 3a: Multimodal Meaning Disponível em: <https://www.youtube.com/watch?v=S8fLr9CZg4o> . Acesso em: 17 abr. 2021.*
- *Jogos Olímpicos e Paralímpicos: Olympic Games. Disponível em: <https://www.olympic.org/olympic-games> . Acesso em: 16 abr. 2021.*

Source: Google forms - The 7 e-Affordances course

P5 also is another participant who sent me some activities she has developed on Tik Tok. Since week 5, the teacher has been using this application with students from the public school, including rural areas in Minas Gerais state, for different purposes: - to explain the PET activities to the students; - to give announcements and remind them of activities; - to guide them to do the online tasks on YouTube, WhatsApp and Google Classroom; and - to create motivational videos for students not to give up the online classes. The Tik Tok videos were produced with visual effects and transitions that move synchronously to the beat of any song from Tik Tok. Here are some screenshots of motivational videos:



**Figure 73: Screenshots from Tik Tok videos by P5**



Source: The 7 *e-Affordances* course

Motivating students to continue their studies online became crucial as school dropout rates have increased dramatically during the pandemic. According to Pnad Contínua (2021, p. 49), “in October 2020, the percentage of students aged 6 to 17 who did not attend school (face-to-face and remote education) was 3.8% (1.380.891). In addition to these students, there are another 4,125,429 who said they frequented school but did not have access to class activities (11.2%). Thus it is estimated that more than 5.5 million children and adolescents stopped studying in 2020.”

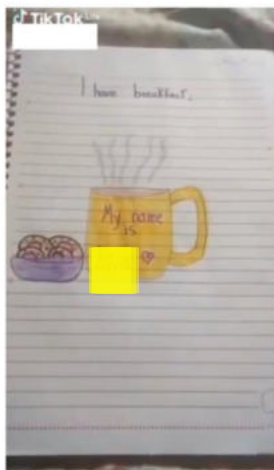
In addition to using Tik Tok to motivate students to attend online classes and produce content, P5 also encouraged them to be knowledge designers in this application. Regarding the use of digital tools, Kalantzis and Cope (New Learning website) stressed that “emerging digital information technologies already invite, indeed even at times demand, greater participation than the knowledge systems and cultural environments of our recent past, blurring as they do the boundaries between authors and audiences, creators and consumers, knowledge makers and knowledge users.” In this respect, the following screenshots were taken from Tik Tok videos produced by P5’s students. They recorded videos to illustrate their routines using diverse modes.

For example, Student 1 drew her routine and wrote English sentences in a notebook. Then, she recorded the pages, uploaded the clips to Tik Tok, added a background song with some transition effects:

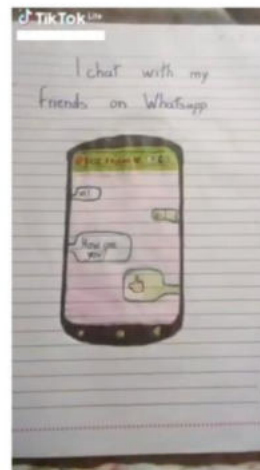
**Figure 74: Screenshots from Tik Tok videos by P5's students**



**Student 1**  
"I wake up"



**Student 1**  
"I have breakfast"



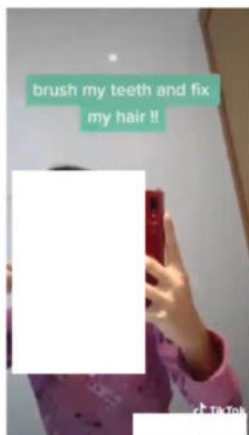
**Student 1**  
"I chat with my friends  
on Whatsapp"

Source: The *7 e-Affordances* course

Students 2 and 3 documented their routine habits different times a day, such as brushing the teeth, making the bed and doing classwork. They compiled the clips and narrated the video describing the actions in English:



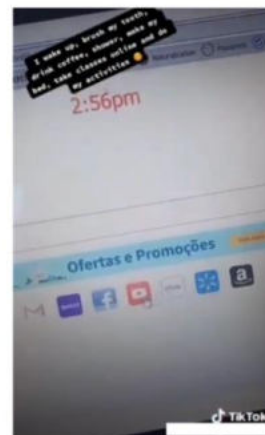
**Figure 75: Screenshots from Tik Tok videos by P5's students - Part 2**



**Student 2**  
"brush my teeth  
and fix my hair"



**Student 2**  
"brush my teeth  
and fix my hair"



**Student 3**  
"I wake up, brush my teeth,  
drink coffee, shower,  
make my bed, take classes  
online and do my  
activities"

Source: The *7 e-Affordances* course

P5 had her students weave between ‘experiencing the known and the new’ (Kalantzis & Cope, 2012). The students brought situations to the learning experience. They worked on a topic closely connected to their identities using Tik Tok on their own mobile devices. Besides, they explored writing and speaking skills to illustrate their routine using different multimodal elements. While watching many videos produced by P5 and her students, I noticed a lot of enthusiasm and effort. As a result of this work, the teacher reported privately that in the school she works, the most frequent activities done by students during the quarantine were the English activities:

**Figure 76: Private comment sent by P5**

The largest number of activities delivered during remote teaching was in the English language discipline, as students were more motivated due to videos and interactive activities.

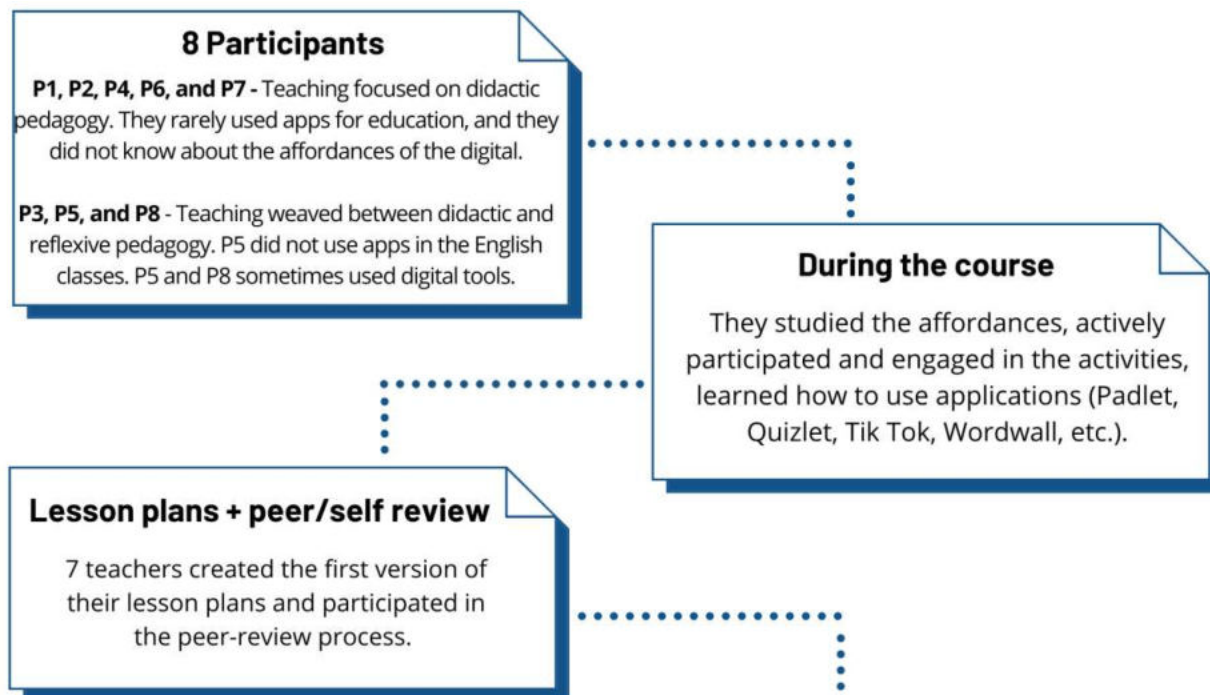
Source: The *7 e-Affordances* course

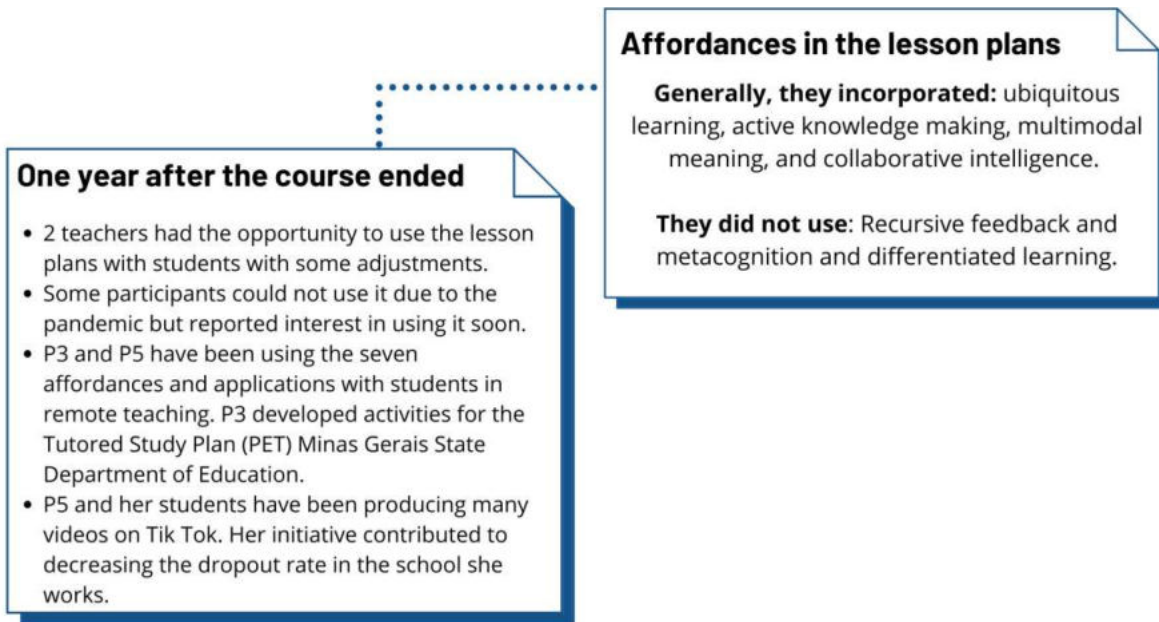
Finally, going back to the last question of the Post Course Report, the teachers were asked if they would like to add any comments.

- *“I speak for myself. During and after the course, I had and I am sure of the benefits for the students, mainly, of the use of affordances in the teaching practice. I was and I am committed to using them. However, this pandemic situation has made it difficult to put this into practice.”*
- *“Although the pandemic is not a good thing, this moment provided greater contact with the web and with mom internet tools.”*
- *“Thank you so much Teacher Vania Castro for giving us the chance to learn, reflect, share and apply great ideas at schools, and thanks for always inspiring us teachers to bring a better education to brazilian students! And special thanks to Mary Kalantzis and Bill Cope for sharing this precious knowledge! Peace, health and good education for all!”*
- *“I would like to participate in other courses. Thank you!”*

In short, the following figure represents a summary of the 7 *e-Affordances* implementation. As seen, the research generated several data and many implications. This summary aims to provide a big picture of what happened:

**Figure 77: Summary of the 7 *e-Affordances* implementation**





Source: Created by the researcher (2021)

#### 5. 4 PERSONAL REFLECTION

I was an insider researcher, course designer, and implementer in both the pilot study and the primary investigation. This process that involved a subjective and multifaceted methodological perspective, an intensive reflexive process, and iterative revisions made me grow a lot as a researcher.

The *7 e-Affordances* learning module was designed based on the ‘Learning by Design’ framework tailored to the ‘seven digital affordances.’ One of the main goals was to allow the participants to be critical intellectuals in their teaching practice and the digital offering. The concepts associated with the ‘seven affordances of the digital’ were integrated to examine how effective they are in enhancing the participants’ teaching practices.

The transparency of the ubiquitous computing devices was arguably a significant aspect in the *7 e-Affordances*. As an insider researcher and in consonance with Creswell (2011, p. 175), “with extensive use of computers in qualitative research, more attention will likely be given to how qualitative data are organized and stored, whether the data are field notes, transcripts, or rough jottings.” In this way, the platforms used to collect data in this research (Zoom, Telegram, Google Classroom, and Wix) offered details of the date, time, and place of the posts that favored the transparency of research data.

Regarding the other digital tools, I knew that there were a large number of applications. However, I realized that it was the right decision since the multiplicity of digital tools served for teachers to use in their lesson plans for different purposes. Besides, they led to creativity and to increase the teachers' activity repertoire. As a result, data shows they used the digital tools in their activities aligned to some affordances. I wanted them to be immersed and experience the 'seven affordances of the digital' in a mobile setting (Cope & Kalantzis, 2017).

Although not planned in the learning module, I noticed that it was important for teachers to learn how to use digital tools first, get familiar with them, understand how they work. Then, they would reflect on the uses of these tools for their educational contexts. Then, finally, ask their students to create activities using the tools. In my view, the teachers needed to feel confident to use these technologies. Otherwise, they would not use them afterward. Consequently, the applications they added in the lesson plans were the ones they experienced in the course.

From my perspective, some factors contributed to the successful implementation of the 7 *e-Affordances* course. The first action was conducting a pilot project. Since I had no experience designing a professional development online course, this intervention was an appropriate testing ground that established the feasibility of this study. I deepened my knowledge about the theories, mainly with the doctoral program at the University of Illinois. Analyzing and reflecting on my entire process as a researcher, implementer, and designer was very significant. Reflecting critically on my actions in the course, justifying my pedagogical choices also contributed positively to the primary investigation. Another crucial point was the feedback I received from classmates, the TAs, Dr. Cope, Dr. Kalantzis, Dr. Dias, and self while producing the learning module during the course 'HRD 572 FA19 EdD e-Learning Ecologies' at the UIUC.

Thus, I noticed a very positive influence of the 'knowledge processes' (Kalantzis & Cope, 2012) on the success of the learning module. Suppose I had focused only on 'conceptualizing,' they might not have learned how to use the applications. Therefore they would not have experienced it either in the course or in the lesson plans. Finally, the seven digital affordances were all harnessed in the course and led to positive results. This chapter discussed the design and implementation of the 7 *e-Affordances* learning module with eight public school teachers from Brazil. In the next chapter, I will answer the research questions that guided this study.

## 6. CONCLUDING REFLECTIONS

This chapter presents conclusions of this research followed by its limitations and suggestions for future work. Throughout this dissertation, I sought to investigate how the ‘seven affordances of the digital’ aligned to ‘multiliteracies’ could be drawn upon to design ‘mobile learning’ experiences in English teaching in a Brazilian public school context. In order to achieve this aim, the following research questions have guided this research:

- What lessons from a pilot project have influenced the design of the learning module and online course implementation?
- How do the participating teachers harness the seven affordances of the digital during a professional development course, and to what degree the framework impacts their learning experience?
- How can a learning module contribute to educators in designing a professional development course?
- What are the perceptions of participating teachers about the learning process generated by digital platforms and the seven affordances of the digital?
- What possibilities emerge from the mobile applications used, and how can they enhance the seven affordances of the digital in English teaching?

To answer these questions, the theoretical starting points followed specific steps. First, four main concepts that supported this work were presented: Multiliteracies (New London Group, 1996; Kalantzis & Cope, 2012; Kalantzis et al., 2015), the Seven Affordances of the Digital (Cope & Kalantzis, 2014, 2017), Teachers as Transformative Intellectuals (Giroux, 1988); Mobile Learning (Pegrum, 2014, 2015; UNESCO, 2013, 2017, 2019; Crompton, 2013, 2016). The following tasks were necessary to reach the general objective:

- To develop a pilot study and examine the feasibility of offering a professional development course for Brazilian English public school teachers in an m-learning setting.
- To produce a learning module during the doctoral program in the USA and implement it with Brazilian English teachers.
- To analyze the lesson plans and answers from activities produced by the participating teachers during the new course implementation.

- To examine the implications of designing a learning module to support a course goal.
- To analyze the participants' comments during the course and answers from the final questionnaires.
- To examine the online platforms and applications used during the course implementation and the opportunities they offer to enhance the seven affordances of the digital.

In this perspective, the following section aims to answer the research questions based on the data collected and the observations made during the project study and the primary investigation.

## 6.1 ANSWERING THE RESEARCH QUESTIONS

### 1. What lessons from a pilot project have influenced the design of the learning module and the online course implementation?

Some interconnected factors influenced the development of the *7 e-Affordances* learning module and its implementation: the choice of the digital platforms for course delivery and the applications, instruction, engagement, content, instruction, and pedagogy. During an intensive process of reflections and iterative revisions of the pilot study, these aspects were taken into account to design the learning module. As a result, they contributed to the success of its implementation.

The first lesson learned was regarding selecting the platforms and the digital tools used in the course. There was an issue with the application HP Reveal, used in the pilot study. The augmented reality tool was chosen to assist a discussion on 'generation P'. The application did not work well. It was not compatible with the participants' mobile devices (see page 138). Based on this episode and other apps that did not work as expected in the public school context, I decided to change the new course—for instance, checking the teacher's mobile devices before incorporating the new applications. For that, I used a survey (Appendix C) and added a question regarding the participants' operating systems in their smartphones.

Additionally, after analyzing the pilot study activities, it was noticed that many of them focused on 'conceptualizing' (Kalantzis & Cope, 2012), and the criticality aspect was not so explored. For the learning module activities, I utilized the concept 'balance of agency' and utilized diverse subprocesses. Also, some teachers said in the final questionnaire that there were

a few applications in the course. I decided to increase the number of tools in the new course to have an extensive repertoire of tools and experience the affordances using different applications. As seen in Chapter 5, the results were positive. The 7 *e-Affordances* participants created activities during the course implementation using Padlet, Canva, Kahoot, and Tik Tok and incorporated most of them into their lesson plans. They had positive feedback from their students. I used the digital platform Google Classroom to assist the participating teachers to comprehend the tool better since this platform was included in remote teaching during the pandemic in public schools of Minas Gerais.

In *MultiMobi's* analysis, I realized the need to create a course website to post and organize the learning materials for the participants to find them easily. So the Wix website was designed for this purpose. A tool for live sessions was essential to increase engagement. Zoom, the tool we used at the University of Illinois, was chosen for the synonymous lessons. I also needed a place for the participants to post or upload their assignments. It was noticed that only WhatsApp, used in the pilot project, did not embrace all these functionalities. Although it is a trendy and dominant instant messaging tool in Brazil, I decided to replace WhatsApp with Telegram. Among its engaging tools, Telegram did not take up the teachers' memory space mobile devices. Addressing engagement, during the course, the participants produced 881 comments on Telegram (see section 5.5 on chapter 5). The comments included

- responses posted from Zoom's activities;
- answers from the asynchronous weeks;
- links for conferences, ebooks on technologies in education, online events on remote teaching;
- comments on agreeing or disagreeing in discussions;
- questions and comments about the course, and compliments in peers' posts.

During the doctoral studies at UIUC, I learned about the 'e-learning ecologies' (Cope & Kalantzis, 2017). I noticed that it would be an outstanding opportunity to align them with mobile learning because based on these authors, they would "open out genuine possibilities for what we call a 'New Learning' – transformative, twenty-first century learning" and if recognized and harnessed, they would "prepare learners for success in a world that is increasingly dominated by digital information flows." In short, as seen in chapter 5, the findings suggest that the



adjustments made to the learning module (digital technologies, engagement, instruction, pedagogy) significantly influenced the participants' classes.

## **2. How do the participating teachers harness the seven affordances of the digital during a professional development course, and to what degree the framework impacts their learning experience?**

The participants harnessed the 'seven affordances of the digital' (Cope & Kalantzis, 2017) in their learning in various ways. First, they understood these concepts through the Zoom live sessions, Telegram, and Google Classroom and analyzed how the affordances could benefit their classes, as shown in the field notes (Appendix M, Annexes K, and M). The course activities allowed the teachers to be immersed in these concepts in a mobile setting. There were moments when the participants created activities together during Zoom sessions (weeks 0, 1, 2, 3, and 5) using applications (Wordwall, Canva, Quizlet). They created activities that required critical thinking and reflection on the content studied.

Furthermore, the seven affordances were new concepts for teachers, except for multimodality and collaborative intelligence for P3, P7, and P8. The seven teachers incorporated many of them into their peer-reviewed lesson plans (Annex L), such as u-learning, active knowledge making, multimodal meaning, and collaborative intelligence. Generally, the lessons comprised the rubric items (Appendix N): a title, the grade level, learning goals, materials needed, detailed procedures, affordances, multiliteracies aspects, and a reference session. They provided interdisciplinary activities connecting English with arts, biology, Portuguese, music, and dancing. They included these concepts with various applications and emphasized the students as active knowledge designers in the learning process. In my view, this represents a significant step towards the transformation of these educators.

Moreover, some of them, P3 and P5, continued to apply these concepts with public school students after the course ended. P3 was one of the English teachers who developed the Tutored Study Plan (PET)<sup>60</sup> for the Minas Gerais State Department of Education. PET is one of the 'Non-Presential Study Project' tools offered to public school students as an alternative for remote teaching during the pandemic. P5 has created projects using Tik Tok with public school students from rural areas. These students have been designers of content on this application.

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<sup>60</sup> PET website: <https://estudeemcasa.educacao.mg.gov.br/pets> Access on April 23, 2021.



It was verified through the data collected that the activities in the lesson plans did not focus on traditional reading and writing. In general, they consisted of projects that considered students' active participation in the English classes. Finally, the seven digital affordances were all harnessed in the course and led to multiple learning paths to make learning more meaningful, more relevant to their experiences and interests. The participating teachers were 'critical/public intellectuals' (Giroux, 1988, 1997) in their learning experience.

### **3. How can a learning module contribute to educators in designing a professional development course?**

The learning module *7 e-Affordances: reshaping 21st-century education* was designed at the CGScholar<sup>61</sup> platform during the doctoral studies at the University of Illinois at Urbana-Champaign. The two-column format allowed me, as a course designer, to have a complete view of the activities developed for the participants, side by side with the pedagogical choices. Kalantzis and Cope (2020a, p. 27) stated that a LM "sets up a series of reflexive, dialogical relationships with and between learners." From this perspective, while producing the LM, it required self-reflection and consulting of the theories studied. Every time I created an activity for the participant, I immediately thought of informing the underlying pedagogical rationale for the content introduced and the activities that the participants were expected to undertake (Kalantzis et al., 2020a). In addition, I reflected on what knowledge processes: experiencing, conceptualizing, analyzing, and applying, involved the activities I created (Kalantzis & Cope, 2012).

The information presented in the 'Overview' section that addresses how the learning module translated the ideas and principles of the course into practice may help other educators implement the learning module. The knowledge processes enabled me to control the relationship between my instructional choices and the learning outcomes. For example, when choosing the applications to use for updates/weeks in the learning module, at first, I wondered if there were too many tools. Nevertheless, when embedding and organizing them connected to the knowledge processes, the learning objectives, and the seven affordances, I concluded that they were necessary and sufficient.

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<sup>61</sup> The CGScholar platform: <https://cgscholar.com/home/>

Finally, the data also indicated that the reference session served to show all the sources used to develop the activities, content, and exercises. The references also encompassed ethical considerations besides adequately justifying where the information and multimodal media were taken.

#### **4. What are the perceptions of participating teachers about the learning process generated by digital platforms and the seven affordances of the digital?**

As shown in section 5.3.4 (p. 174), the teachers presented positive comments to the digital platforms (Telegram, Zoom, Google Classroom, and Wix). They highlighted some benefits of participating in the peer and self-review process, such as understanding and seeing what they were doing and rethink the learning materials. They said the feedback was necessary for their learning process because they could review their own material according to their and others' perspectives. The participants showed positive reactions to the course activities throughout the implementation. They posted positive comments on the digital platforms and the activities checklist (Appendix P). The pilot project was slightly different, as some teachers raised concerns about the number of digital platforms used in the course, which was only five, and they claimed the content was dense. The participants of *7 e-Affordances* demonstrated much appreciation, for instance: “*Thank you so much Teacher Vania Castro for giving us the chance to learn, reflect, share and apply great ideas at schools.*” They provided many compliments about the course content and activities in the Telegram chat (Annex K), the final questionnaire (Annex P), and the post-course report (Annex Q).

#### **5. What possibilities emerge from the mobile applications used, and how can they enhance the seven affordances of the digital in English teaching?**

As mentioned earlier, WhatsApp was used for delivering the *MultiMobi* course in the pilot study, and five applications were used for the activities. Generally, HP Reveal, Canva, and Kahoot were used for the participants to experience some concepts and create activities for their students. Plickers was used for them to reflect and analyze its use in their teaching contexts. It is worth remembering that the *MultiMobi* content was: “multiliteracies: multimodality and diversity,” “the knowledge processes,” and “mobile learning.” In general, the findings suggest that these applications allowed teachers to create activities beyond writing and reading, offered

several multimodal resources, and also could be used on different devices. However, HP Reveal and Kahoot did not work well in public schools as they demanded high-speed internet and more sophisticated smartphones.

Concerning the *7 e-Affordances* LM, four platforms (Wix, Telegram, Zoom, and Google Classroom) were used to deliver the course, and ten applications were used for the activities. Some of these applications were used for the teachers to experience the affordances and create activities for their students (Padlet, Quizlet, Canva, Wordwall, and Tik Tok). The other tools (Kahoot, Plickers, Trello, Twitter, and Lyrics Training) were used to reflect on the possibilities of uses in their teaching contexts in line with the concepts discussed in the course. In other words, the first group of applications was used relating the processes of ‘experiencing’ and ‘applying’, and the second group was used for ‘analyzing’. It is important to remember that the ‘knowledge processes’ permeated between all the weeks.

The findings indicate that all of these applications enabled learning anywhere and anytime connected to the internet, and they offered diverse multimodal resources. In short, these applications have many different tools that, if used well focusing on the learning objectives and pedagogy, can easily facilitate the use of the seven affordances. On the other hand, they can also be used for didactic pedagogy activities; everything depends on how the teacher uses them. The truth is that they have several features to take advantage of all affordances in learning.

Indeed, some of these tools focused on didactic pedagogy, such as Kahoot, Worldwall, Quizlet, and others offered innovative elements, such as Tik Tok the idea is to create videos with different resources,

so when We created the activities together in the live zoom sessions. I emphasized a lot that we needed creativity, that the student was active in learning, and reflected all the time on what he was learning.

Considering the findings from the data analysis above and reflecting on the research questions, the conclusion reached is that the teachers participating in the *7 e-Affordances* course could maximize the acquisition of basic concepts related to seven e-learning ecologies in a mobile learning setting. They had access to learning resources anywhere and any time. Thus, the use of mobile devices in this research, in line with the main concepts of this course (seven digital affordances and multiliteracies), allowed for various ways of learning, which was not possible in a traditional teaching environment. The findings indicate that among the primary outcomes in

this research, the participants: As mentioned earlier, WhatsApp was used for delivering the *MultiMobi* course in the pilot study, and five applications were used for the activities. Generally, HP Reveal, Canva, and Kahoot were used for the participants to experience some concepts and create activities for their students. Plickers was used for them to reflect and analyze its use in their teaching contexts. It is worth remembering that the *MultiMobi* content was: “multiliteracies: multimodality and diversity,” “the knowledge processes,” and “mobile learning.”

In general, the findings suggest that these applications allowed teachers to create activities beyond writing and reading, offered several multimodal resources, and also could be used on different devices. However, HP Reveal and Kahoot did not work well in public schools as they demanded high-speed internet and more sophisticated smartphones.

Concerning the *7 e-Affordances* LM, four platforms (Wix, Telegram, Zoom, and Google Classroom) were used to deliver the course, and ten applications were used for the activities. Some applications were used to experience the affordances and create activities for their students (Padlet, Quizlet, Canva, Wordwall, and Tik Tok). The others (Kahoot, Plickers, Trello, Twitter, and Lyrics Training) were used to reflect on the possibilities of uses in their teaching contexts in line with the concepts discussed in the course. In other words, the first part was used relating the processes of ‘experiencing’ and ‘applying,’ and the second part was used for ‘analyzing.’ It is important to remember that the ‘knowledge processes’ permeated between all the weeks.

The findings indicate that all of these applications enabled learning anywhere and anytime connected to the internet and offered diverse multimodal resources. In short, these applications all have many different tools that, if used well with a focus on learning objectives and pedagogy, can easily facilitate the use of the seven affordances. On the other hand, they can be used for didactic pedagogy activities; everything depends on how the teacher uses them. The truth is that they have several features to take advantage of all affordances in learning.

Indeed, some of these tools have features that stand out but focused on didactic pedagogy, such as Kahoot, Worldwall, Quizlet. Others offer innovative elements and more possibilities for synaesthesia, such as Tik Tok. This tool allows users to create videos combining visual meanings with diverse gestural modes. When we created activities using these applications in the Zoom sessions, I emphasized that we needed to give students an active role in the learning process to reflect on their learning.

Considering the findings from the data analysis above and reflecting on the research questions, the conclusion reached is that the teachers participating in the *7 e-Affordances* course could maximize the acquisition of the main concepts in a mobile learning setting.

Thus, the use of mobile devices in this research, in line with the ‘seven digital affordances’ and ‘multiliteracies,’ allowed various ways of learning, which was not possible in a just traditional teaching environment. The findings indicate that among the main outcomes in this research, the participants:

- Increased their own motivation, involvement, and interest in learning more;
- Shared the material with colleagues;
- Created new learning content involving different applications in line with the concepts discussed in the course;
- Expanded time and space for English teaching and learning;
- Recognized that students need to be active in the learning process;
- Provided significant learning situations in the activities they created in the lesson plans;
- Reflected critically on digital tools and their teaching actions;
- Raised confidence in adding digital technologies in education;
- Provided constructive feedback and corrections to lesson plans;
- Put into practice (two teachers) the activities of the lesson plans with adjustments for remote teaching during the quarantine;
- Used the course knowledge after the course ended (three teachers).

The participating teachers harnessed the ‘seven affordances’ in their learning experience and acted as transformative intellectuals (Cope & Kalantzis, 2017; Giroux, 1997). It is important to note that public school teachers need support and time to have a repertoire of skills to create appropriate classroom activities.

We reiterate that the most important thing is not using digital technologies in classes but *how to* use them. In other words, the primary significance is what educators do with these technologies to provide meaningful learning in their teaching contexts (Kalantzis & Cope, 2012, 2020ab). They should encourage and support students as knowledge designers and be critical about these technologies in anytime anywhere learning (Cope & Kalantzis, 2017; Giroux, 1997; Pegrum, 2014,215; Crompton, 2013, 2016).

## 6.2 LIMITATIONS

The main restrictions of this study refer to digital tools. While mobile applications offer a promising vehicle to assist English teachers, they are, in many respects, limiting. The pilot project encountered challenges related to connectivity. Some teachers in the pilot study reported a loss of connectivity to use Kahoot with students in the laboratory in the public school context. The attempt to use HP Reveal, the augmented reality application, did not work because it required sophisticated mobile devices.

Another limitation that needs to be mentioned is that during the 7 *e-Affordances* implementation, Zoom permanently deleted two video recordings (week 7 and the focus group discussion) and their copies from my computer and the cloud. The data could not be recovered. The same happened to WhatsApp in the pilot project. When I changed the phone number in 2020, the backup of *MultiMobi* data was not saved and could not be recovered.

Finally, Google Classroom did not facilitate the peer-review process. As seen in section 5.3.2.3, when the teachers posted their lesson plan drafts on the platform, they could not see their colleagues' posts. That means, when students post their assignments, only the teacher can visualize the files. Consequently, it restricts the peer review process. For the peer-review process to happen, I had to do a manual process. I created a table on Google Docs, shared it with the participants to insert their links, and signed their names next to work they would like to review.

## 6.3 FUTURE RESEARCH

This study addressed some key factors that need to empower public school teachers to become agents of change. For this, a combination of 'seven e-learning ecologies,' 'multiliteracies' and 'mobile learning' for a transformative 21st-century education was made. So, the teachers could be 'transformative intellectuals' (Giroux, 1988) and prepare learners for success in a world increasingly dominated by digital information flows (Cope & Kalantzis, 2017).

This investigation does not intend to conclude the subject or answer all questions about implementing the 'seven digital affordances' in the public school context. Undoubtedly, emerging technologies will continue to affect society and education, especially with the

pandemic. Future research should focus on the potential for continued learning. This area still needs to be fully explored so that educators become designers of online learning environments for engaged and active students. In addition, future research may highlight: - the implementation of the 'seven digital affordances' in other teaching contexts in Brazil; - assessment in remote education in Brazilian public schools; and artificial intelligence connected to the reflexive pedagogy in Brazilian education.

Thus, I finish this dissertation with the conviction that the school scenario requires new educational perspectives for English teaching and a 'balance of agency' (Kalantzis et al., 2015) between teachers and students. I hope to encourage other researchers to expand the study of the 'road map' the 'seven affordances of the digital' and the possibilities of using digital tools in teaching actions.

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## APPENDIX A - Ten Journals in Applied Linguistics

### Qualis A1:

- **Revista Brasileira de Linguística Aplicada - RBLA.** The journal is sponsored by the UFMG Program of Linguistics Studies (POSLIN). (<http://www.periodicos.letras.ufmg.br/index.php/rbla>).
- **Trabalhos em Linguística Aplicada.** The journal is sponsored by Universidade Estadual de Campinas (Unicamp). (<https://periodicos.sbu.unicamp.br/ojs/index.php/tla>).
- **Linguagem & Ensino.** The journal is sponsored by Universidade Federal de Pelotas - UFPel. (<https://periodicos.ufpel.edu.br/ojs2/index.php/rle>)

### Qualis A2:

- **Calidoscópico.** The journal is sponsored by the Graduate Program in Applied Linguistics at Universidade do Vale do Rio dos Sinos - Unisinos. (<http://revistas.unisinos.br/index.php/calidoscopio>).

### Qualis B1:

- **Polifonia.** The journal is sponsored by the Postgraduate Program in Language Studies at Universidade Federal de Mato Grosso - UFMT. (<https://periodicoscientificos.ufmt.br/ojs/index.php/polifonia>)
- **Veredas.** The Language Course PostGraduation Program launched this journal at the Federal University of Juiz de Foras - UFJF. (<https://www.ufjf.br/revistaveredas/>)
- **Domínios de linguagem.** The journal is sponsored by the Instituto de Letras e Linguística program at Universidade Federal de Uberlândia - UFU. (<http://www.seer.ufu.br/index.php/dominiosdelinguagem>)

### Qualis B2:

- **The Specialist.** This journal is connected to the Graduate Program in Applied Linguistics and Language Studies at PUC-SP, in conjunction with the research group ILCAE - Inclusão Linguística em Cenários de Atividades Escolares. (<https://revistas.pucsp.br/esp>).
- **Hipertextus.** The journal is sponsored by Departamento de Letras - Núcleo de Estudos de Hipertexto e Tecnologia Educacional at Universidade Federal de Pernambuco - UFPE. (<https://periodicos.ufpe.br/revistas/hipertextus>).
- **Estudos Linguísticos.** The journal is sponsored by Departamento de Letras at Universidade Federal de São Carlos - UFSCar and the Grupo de Estudos Linguísticos do Estado de São Paulo (GEL). (<https://revistas.gel.org.br/estudos-linguisticos>).

## APPENDIX B - Initial Questionnaire for MultiMobi

### Minicurso Vania Castro

[Translation below] Olá Professor (a) de inglês! Você está sendo convidado a participar da pesquisa de doutorado da Vânia Carvalho de Castro, aluna do Programa de Pós-graduação em Estudos Linguísticos da FALE/UFMG, sob a orientação da Profa. Dra. Reinildes Dias.

Neste minicurso vamos conhecer a pedagogia dos multiletramentos, e estratégias para o ensino de inglês por meio das novas tecnologias digitais e da “aprendizagem móvel”.

Caso você tenha interesse em realizar este minicurso de aproximadamente 13 módulos online, sendo apenas o primeiro presencial a ser realizado na FALE - UFMG, sala 2000 às 15:00 do dia 02 de agosto de 2019, precisará aceitar participar como voluntário(a) em minha pesquisa, ok?

É obrigatória a participação do primeiro encontro, quando será construída a base para todo o curso online.

Obrigada pela colaboração. Qualquer dúvida entre em contato comigo através do e-mail: [vccing\\_les@gmail.com](mailto:vccing_les@gmail.com).

Cordialmente,  
Vânia Castro

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Hello English teachers! You have been invited to participate in Vânia Carvalho de Castro's doctoral research, a Ph.D. student from FALE / UFMG, under the supervision of Profa. Dra. Reinildes Dias.

In this mini-course, we will learn about the pedagogy of multiliteracies and strategies for teaching English through new digital technologies and "mobile learning".

This mini-course will take modules online, and only the first meeting will be in-person at FALE - UFMG, room 2000 at 15:00 on August 2, 2019. You are invited to participate as a volunteer in my research, ok? Participation in the first meeting is mandatory, which is the basis for the entire online course. Thanks for the collaboration. If you have any questions, please contact me via email: [vccing\\_les@gmail.com](mailto:vccing_les@gmail.com).

Sincerely,  
Vânia Castro

\* Required

1. Nome / Name \*

---

2. Idade / Age \*

---

3. Email: \*

---

4. WhatsApp: \*

---

5. Ano(s) do Ensino Médio que você leciona: / High school year (s) you teach: \*

---

6. Quantas turmas você têm? / How many classes do you have? \*



---

7. Nome da escola que leciona: / Name of the school you teach: \*

---

8. Tempo de atuação na rede pública: / Time you have been working in public schools: \*

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### APPENDIX C - Survey- Initial Questionnaire for the 7 e-Affordances course

Available in Google forms: <https://forms.gle/5LfXY3c8Xb2C5nPDA>

1. Name: \_\_\_\_\_
2. Number of classes you teach: \_\_\_\_\_
3. Age: \_\_\_\_\_
4. Your phone style: (Example: Galaxy J6) \_\_\_\_\_
5. Do you use mobile devices to teach English?  
Always (        ) Sometimes (        ) Never (        ) Rarely (        )
6. What resources do you use to teach English? Check more than one option:
  - Internet
  - Laboratory
  - Mobile devices
  - Apps
  - Projector
  - Television
  - Radio
  - Textbooks
  - Boards
  - Other: \_\_\_\_\_
7. Can you describe what kind of activities/homework do you usually assign to your students?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. How often do your students do their activities/homework?  
Always (        ) Sometimes (        ) Never (        ) Rarely (        )
9. How do you assess your students?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### APPENDIX D - Final Questionnaire for MultiMobi

Feedback Minicurso Vania Castro

[Translation below] Olá Professor (a) de inglês! Você está sendo convidado a dar o seu feedback sobre o curso MultiMobi. Mesmo que tenha participado apenas de algumas atividades, a sua opinião é muito importante para essa pesquisa!

Obrigada pela colaboração. Qualquer dúvida entre em contato comigo através do e-mail: [vccingles@gmail.com](mailto:vccingles@gmail.com).

Cordialmente,  
Vânia Castro

\_\_\_\_\_  
Hello, English teachers! You are being invited to give your feedback on the MultiMobi course. Even if you only participated in some activities, your opinion is very important for this research!

Thanks for the collaboration. If you have any questions, please contact me via email: [vccingles@gmail.com](mailto:vccingles@gmail.com).

Sincerely,  
Vânia Castro

\* Required

1. O curso aconteceu em 12 semanas. Quantas semanas você acha que participou? / 1. The course took place in 12 weeks. How many weeks do you think you participated? \*

- 1 a 3 weeks / semanas
- 4 a 6 weeks / semanas
- 7 a 9 weeks / semanas
- 10 - 12 weeks / semanas

2. Se você não participou até o final, cite pelo menos 3 motivos que levou você a desistir: / 2. If you didn't participate until the end, list at least 3 reasons why you gave up: \*

Your answer

3. O que você achou da plataforma do curso ser o WhatsApp? / 3. What do you think of the course on the WhatsApp platform? \*

Your answer

4. Se tivéssemos pelo menos 2 encontros simultâneos ao mês você participaria mais ou melhoraria a interação? / 4. If we had at least 2 simultaneous meetings per month, would you participate more or improve the interaction?

- Yes / Sim
- No / Não
- Maybe / Talvez

5. Você achou o conteúdo ministrado difícil de entender? / 5. Did you find the content taught challenging to understand? \*

Your answer

6. Você mudaria algo no curso? Sinta-se à vontade para escrever comentários ou sugestões. / 6. Would you change anything in the course? Feel free to write comments or suggestions. \*

### **APPENDIX E - Questionário Final e-Affordances/e-Affordances Final Questionnaire**

Available on Google forms: <https://forms.gle/PwBHBtK8tZxY5CYa6>

Olá Professor (a) de inglês! Você está sendo convidado a compartilhar o seu feedback sobre o curso 7 e-Affordances. Mesmo que tenha participado apenas de algumas atividades, a sua opinião é muito importante para esta pesquisa!

Obrigada pela colaboração. Qualquer dúvida, entre em contato comigo pelo e-mail: [vccingles@gmail.com](mailto:vccingles@gmail.com).  
Cordialmente,  
Vânia Castro

---

Hello English teacher! You are being invited to share your feedback on the 7 e-Affordances course. Even if you only participated in some activities, your opinion is very important for this research!

Thanks for the collaboration. Any questions, please contact me by e-mail: [vccingles@gmail.com](mailto:vccingles@gmail.com).

Sincerely,  
Vânia Castro

\* Required

Name \_\_\_\_\_

Hi everyone! The next 4 questions will be about the platforms we used during this course 7 e-Affordances. To answer each one, please consider its possibilities, ease of use, menu, navigation, paths, modes of language representation (images, colors, sounds, verbal information), layout (space for organization: use of tables, boxes, etc), typography (small, big letters), advantages for using with your students.



1. What is your opinion about using Telegram for most of the activities? Please provide details. \*

Your answer

2. What is your opinion about using Google Classroom for some activities? Please provide details. \*

Your answer

3. What is your opinion about using Zoom meetings? Please provide details. \*

Your answer

4. What do you think of the course organization on the Wix website? Please provide details. \*

Your answer

5. Were you teaching online during the attendance of this course? If so, how many groups/students did you have? \*

Your answer

6. Did you apply any of the activities you created during the attendance of the 7 e-Affordances course with your students? \*

- Yes
- No

7. if you said yes for the last question, how many activities and which ones? Explain, please.

Your answer

8. Which of the affordances did you find EASIER to implement in your teaching context? \*

- Ubiquitous Learning
- Active Knowledge Making
- Multimodality
- Recursive Feedback
- Collaborative intelligence
- Differentiated learning
- Metacognition

9. Which of the affordances did you find most CHALLENGING to implement with your students? \*

- Ubiquitous Learning
- Active Knowledge Making
- Multimodality
- Recursive Feedback
- Collaborative intelligence
- Differentiated learning
- Metacognition

10. Please provide details for the last questions. \*

Your answer

11. What do you think of using a rubric for providing feedback for the lesson plans? Please provide details. \*

Your answer

12. What do you think about peer and self review during the learning process? Please provide details. \*

Your answer

13. Have you changed anything related to your teaching style and beliefs after the attendance of this course? Please provide details. \*

Your answer

14. If this course you have just participated in had been carried out during the normal period (before the pandemic), would you have done the same amount of activities as you did during this course given by me? \*

- Yes
- Maybe
- Other: \_\_\_\_\_

15. Would you change anything in this course given by me? Feel free to write comments or suggestions. \*

Your answer

## APPENDIX F - Free and Informed Consent Form

### [Translation below] TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO (T.C.L.E.)

**Caro Professor(a),**

Você está sendo convidado a participar da pesquisa de doutorado da Vânia Carvalho de Castro, aluna do Programa de Pós-graduação em Estudos Linguísticos da FALE/UFMG, sob a orientação da Profa. Dra. Reinildes Dias, intitulada “Mobile Learning and the 7 Affordances of the Digital in EFL Teaching at Brazilian Public Schools.” Esta etapa acontecerá durante o período de maio a julho de 2020.

A pesquisa justifica-se por contribuir e ser relevante para a área de ensino de língua inglesa, já que se destina a melhor compreender o uso da aprendizagem móvel com dispositivos e aplicativos nas aulas de inglês no contexto da escola pública. Esta pesquisa centra-se em investigar como a implementação das 7 affordances aliadas aos dispositivos móveis pode transformar/contribuir para as aulas de inglês no contexto da escola pública. O objetivo principal é implementar um curso de formação para o professor de inglês e atividades com uso de aparelhos móveis para suas práticas pedagógicas e avaliá-las, além de investigar suas implicações para o ensino e a aprendizagem ubíqua, no contexto da escola pública.

A pesquisadora tratará a sua identidade com padrões profissionais de sigilo, atendendo a legislação brasileira (Resoluções No 466/12; 441/11 e a Portaria 2.201 do Conselho Nacional de Saúde e suas complementares), utilizando as informações somente para fins acadêmicos e científicos. Assim, as informações obtidas durante o estudo serão confidenciais e utilizadas apenas para os fins científicos decorrentes da realização desta pesquisa acadêmica. A publicação do conteúdo de questionários e das atividades com os aplicativos móveis não apresentarão seus nomes e nem qualquer outro dado que possa identificá-lo.

Sua participação na pesquisa terá riscos mínimos, como um possível desconforto ou constrangimento ao responder ao questionário ou realizar alguma atividade com os aplicativos educacionais, mas, é garantida a liberdade para participar/recusar/desistir da pesquisa a qualquer momento sem prejuízos sociais ou acadêmicos. Sua recusa a participar do estudo ou caso deseje retirar seu consentimento a qualquer momento, não precisará ser justificado e não lhe trará nenhum prejuízo.

Não haverá qualquer compensação financeira caso as informações coletadas através desta pesquisa sejam, eventualmente, publicadas.

Para esclarecimentos, entre em contato com:

Profa. Dra. Reinildes Dias (UFMG) – reinildes@gmail.com

Vânia Carvalho de Castro (UFMG) – vccingles@gmail.com

Nome do aluno colaborador: \_\_\_\_\_

Idade: \_\_\_\_\_ Sexo: \_\_\_\_\_ Tempo de estudo da língua: \_\_\_\_\_

Endereço eletrônico: \_\_\_\_\_

Declaro que concordo em participar desse estudo. Recebi uma cópia deste termo de consentimento livre e esclarecido e me foi dada a oportunidade de ler e esclarecer as minhas dúvidas.

Belo Horizonte, \_\_\_\_\_ de \_\_\_\_\_ de 2020.

\_\_\_\_\_  
Participante

\_\_\_\_\_  
Prof. Dra. Reinildes Dias

\_\_\_\_\_  
Vânia C. de Castro

**Nome completo da Pesquisadora Responsável:** Reinildes Dias

E-mail: reinildes@gmail.com | Telefone: (31) 99978-1168

\_\_\_\_\_  
Assinatura da pesquisadora responsável

Data : \_\_\_\_/\_\_\_\_/\_\_\_\_

**Nome completo da Pesquisadora:** Vania Carvalho de Castro

E-mail: vccingles@gmail.com | Telefone: (86) 99815-5025

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Assinatura da pesquisadora (doutoranda)

Data : \_\_\_\_/\_\_\_\_/\_\_\_\_

Em caso de dúvidas, com respeito aos aspectos éticos desta pesquisa, você poderá consultar:

**COEP-UFMG - Comissão de Ética em Pesquisa da UFMG**

Av. Antônio Carlos, 6627. Unidade Administrativa II - 2o andar - Sala 2005. Campus Pampulha. Belo Horizonte, MG – Brasil. CEP: 31270-901.

E-mail: coep@prpq.ufmg.br. Tel: 34094592.

**Free and Informed Consent Form**

You are being invited to participate in Vânia Carvalho de Castro's doctoral research, a Ph.D. student in the Linguistic Studies Program at FALE / UFMG, under the supervision of Profa. Dr. Reinildes Dias, entitled "Mobile Learning and the 7 Affordances of the Digital in EFL Teaching at Brazilian Public Schools." This stage will take place during the period from May to July 2020.

The research is justified for contributing and being relevant to English language teaching since it aims to better understand mobile learning with devices and applications in English classes in public schools. This research focuses on investigating how the implementation of 7 affordances combined with mobile devices can transform/contribute to English classes in public schools. The main objective is to implement a training course for the English teacher and activities with the use of mobile devices for their pedagogical practices and evaluate them and investigate their implications for ubiquitous teaching and learning in the context of the public school.

The researcher will treat her identity with professional confidentiality standards, complying with Brazilian legislation (Resolutions No. 466/12; 441/11 and Ordinance 2.201 of the National Health Council and its complementaries) the information only for academic and scientific purposes. Thus, the information obtained during the study will be confidential and used only for scientific purposes resulting from this academic research. The publication of the questionnaire content and activities with the mobile applications will not present your names or any other data to identify you.

Your participation in the research will have minimal risks, such as possible discomfort or embarrassment when answering the questionnaire or carrying out any activity with educational applications, but the freedom to participate/refuse/withdraw from the research at any time without social or academic damage is guaranteed. Your refusal to participate in the study or if you wish to withdraw your consent at any time need not be justified and will not cause you any harm.

There will be no financial compensation if the information collected through this survey is eventually published.

For clarification, contact:

Profa. Dra. Reinildes Dias (UFMG) - reinildes@gmail.com

Vânia Carvalho de Castro (UFMG) - vccingles@gmail.com

Name of collaborating student: \_\_\_\_\_

Age: \_\_\_\_\_ Gender: \_\_\_\_\_ Language study time: \_\_\_\_\_

E-mail: \_\_\_\_\_

I declare that I agree to participate in this study. I received a copy of this informed consent form and was given the opportunity to read and clarify my doubts.

Belo Horizonte, \_\_\_\_\_ of \_\_\_\_\_ 2020.

---

Participant Prof. Dra. Reinildes Dias Vânia C. de Castro

Full name of the Responsible Researcher: Reinildes Dias

E-mail: reinildes@gmail.com | Phone: (31) 99978-1168

---

Signature of the responsible researcher

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Researcher full name: Vania Carvalho de Castro

E-mail: vccingles@gmail.com | Phone: (86) 99815-5025

---

Researcher's signature (doctoral student)

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

In case of doubts, regarding the ethical aspects of this research, you can consult:

COEP-UFGM - UFGM Research Ethics Committee

Av. Antônio Carlos, 6627. Administrative Unit II - 2nd floor - Room 2005. Campus Pampulha. Belo Horizonte, MG - Brazil. CEP: 31270-901.

E-mail: coep@prpq.ufmg.br. Tel: 34094592.



## APPENDIX G - Flyer MultiMobi

CURSO DE FORMAÇÃO GRATUITO PARA  
PROFESSORES DE INGLÊS

SE VOCÊ É DA REDE PÚBLICA E LECIONA  
PARA O ENSINO MÉDIO, VENHA PARTICIPAR!

**MOBILE LEARNING E  
MULTILETRAMENTOS NAS  
AULAS DE INGLÊS**

- Este curso faz parte da pesquisa de doutorado da Vânia Castro @teachervania
- 1 encontro presencial + 13 módulos online

**Venha transformar suas  
práticas tradicionais de  
ensino e tornar-se um  
professor multiletrado!**

Aplicativos para as aulas de inglês

Tecnologias digitais para aulas com poucos recursos

Homework interativo para suas aulas

**Primeiro Encontro  
Presencial:  
02/08/2019**

**Local: FALE - UFMG,  
Sala 2000 - segundo  
andar. 15H**

Inscreva-se até 27/07/2019

Vânia Castro:  
vccingles@gmail.com ou

 (31) 97302-3791




## APPENDIX H - MultiMobi Activities

<b>Week 1</b> (Face to face) - 7 activities in person
---

### Week 1

Experiencing the known

**Task 1:**

Reflect and discuss in groups: How are your students? What do they like to do? What are their favorite activities in the English classes? Then share some answers with classmates.

REMINDER

Let's interact with each other!

August 2

### Week 1

Experiencing the known

**Task 2:**

Watch an excerpt from the movie "Ferris Bueller's Day Off". After watching the video, discuss the following questions in pairs:

- What similarities do your students have to those from the movie?
- What makes them behave similarly to the students from the movie?

List orally in groups what students like and dislike during English classes.

REMINDER

Let's interact with each other!

August 2

### Week 1

Experiencing the knew

**Task 3:**

Please stand up, walk around the room and observe some printed photos around you.

What does each image say about today's students?

Let's scan the images using the HP Reveal! Then you will discuss them in groups and compare Generation P to previous generations and your own students.

REMINDER

Let's interact with each other!

August 2

### Week 1

Conceptualizing my naming

**Task 4:**

Create a list or word cloud with the characteristics of generation P and share them on WhatsApp group.

REMINDER

Let's interact with each other!

August 2

### Week 1

Experiencing the new

**Task 5:**

Watch a video with an animation produced by the researcher on Multiliteracies based on excerpts from the interview of Reinildes Dias (2015) and the Book Literacies.

Link: <https://www.powtoon.com/online-presentation/gkcmqFiekCm/untitled-5/?mode=movie>

Discuss orally with the class what you understood about this term.

REMINDER

Let's interact with each other!

August 2

### Week 1

Conceptualizing with theory

**Task 6:**

Create a diagram of what you understood about the Multiliteracies.

Respond to a quiz created by the researcher for a formative Kahoot assessment of Multiliteracies and characteristics of Generation P.

Quiz:  
[https://docs.google.com/document/d/1N4vrlq6YNHAPw5unq4Ra-luxFQAnUEZ3wjMRI\\_kDSVmq/edit?usp=sharing](https://docs.google.com/document/d/1N4vrlq6YNHAPw5unq4Ra-luxFQAnUEZ3wjMRI_kDSVmq/edit?usp=sharing)

REMINDER

Let's interact with each other!

August 2

### Week 1

Applying creatively

**Task 7:**

After using Kahoot in context, create a Kahoot activity to use with their students.

REMINDER

Let's interact with each other!

August 2

Week 2 - 4 activities

## Task 1,2 - Week 2

### Experiencing the new

**Task 1 - Watch this video "Multimodal Texts Video"**  
<https://www.youtube.com/watch?v=se3G8LV40gg>  
 (Video length: 00:1:45)

**Task 2 - Read the infographic with an excerpt from Castro's theses (2016) on multimodality.**

REMINDER

Interact by commenting on colleagues' posts.

Deadline

August  
15th

## Week 2

### Conceptualizing by naming

**Task 3: Send a short audio:**

**What do you mean by the term multimodality?  
 What are multimodal texts? What semiotic features did you notice you used in your last class?**

REMINDER

Interact by commenting on colleagues' posts.

Deadline

August  
15th

## Task 4 - Week2

### Analysing critically - Unpacking multiple layers of meaning

Send a paragraph or a short audio:

Please share your experience with Kahoot Challenge. What kind of content did you use in your questions? Did you check your students progress? Tell us all the details!

REMINDER

Interact by commenting on colleagues' posts.

Deadline

August  
18th

Week 3 – the same from week 2

Week 4

## Task 1 - Week 4

### Experiencing the known

**Task 1 - Read Pink Floyd's "Another Brick in the Wall" lyrics, but please don't watch the videoclip yet.**

Available at: <https://genius.com/Pink-floyd-another-brick-in-the-wall-pt-2-lyrics>

**1.1 Now, record an audio and express your opinion:  
 What's the song about? What's the message behind the lyrics related to education?**

REMINDER

Please comment on at least 3 colleagues' posts.

Deadline

August  
28th

## Task 2 - Week 4

### Experiencing the known

**Task 2 - Now watch this videoclip "Another Brick in the Wall":**  
<https://www.youtube.com/watch?v=YR5ApYxkU-U>

**Now record a video and post here. Answer the questions:**

- Compare the teacher you saw in the video with your experiences.
- After watching the music video, what else can you add to your interpretation of the education message?
- What semiotic features in the video have enabled you to enrich your interpretation of the music message?

REMINDER

Please comment on at least 3 colleagues' posts.

Deadline

August  
30th

## Week 5

## Week 5

## Analyzing Functionally

Task 1 - Remember what you have learned about Multimodality (semiotic modes, check the links from week 1,2, the infographic...).

- Choose one unit in the English book you teach.
- Take a picture of one or two pages and analyse them according to both multis in multiteraces (multimodality and multicontextual).
- Your analysis may be an audio, a video, a paragraph. Make sure you combine modes in your post!

## REMINDER

Please comment on at least 3 colleagues' posts.

Deadline

September  
14th

## Week 6

## Task 1 - Week 6

## Experiencing the known

## Task 1:

Agency in the learning process:

Suggest a song you like and together let's choose one that will be used on the app called Lyrics Training.

## REMINDER

Let's interact with each other!

Deadline

September  
26th

## Task 2 and 3 - Week 6

## Experiencing the new/Applying appropriately

## Task 2:

Please download the app Lyrics Training. Answer the quiz I challenged you, the link will be provided in the group. I created the quiz with the song you guys suggested.

## Task 3:

Then share your results here. You can record an audio or write a paragraph saying how this tool can be used with your students and how its use can contribute to students learning!

## REMINDER

Let's interact with each other!

Deadline

October  
6th

## Week 7



## Tasks - Week 7

**Experiencing the new/Applying appropriately**

**Last week:**

1. Post your result from Lyricstraining.
2. Post your reflection about the use of App with your students.

**This week:**

Now create a challenge and share the link with your students on Lyricstraining.

Share your experience here!

REMINDER

**Let's interact with each other!**

Deadline

October 6th

Week 8 – The second activity was not posted.

### 1 of 1 Task 1 - Week 8

**Experiencing the known**

**Task 1 - Remember a very successful class that taught and represent your experience using ONLY emojis (approximately 5).**

Then, teachers will try to guess through short comments what your experience was like.

After that, each teacher reveals the details of your successful class. Explain how each emoji is connected to your experience.

REMINDER

**Let's interact with each other!**

Deadline

October 10th

### Task 3 - Week 8

**Experiencing the new**

**Task 3 - Reflect which processes you used during this week and share in the group through short paragraphs or audios on WhatsApp.**

REMINDER

**Let's interact with each other!**

Deadline

October 25th

Week 9

### Task 1, 2 - Week 9

Experiencing the known

**Task 1** - How do you feel today? Represent your answers with Emojis.

**Task 2** - Choose a unit from your textbook, take pictures and share in the group followed by a comment identifying the knowledge processes that are present.

REMINDER

Let's interact with each other!

Deadline  
November 7th

### Week 9

Analyzing Functionally

**Task 2** - Choose a unit from your textbook, take pictures and share in the group followed by a comment identifying the knowledge processes that are present.

REMINDER

Let's interact with each other!

Deadline  
November 7th

Week 10 - break

Week 11

### Task 1 - Week 11

Experiencing the known

**Task 1** - What is your experience using digital technologies in your classes? What do you mean by the term "mobile learning"?

REMINDER

Let's interact with each other!

Deadline  
November 14th

### Week 11

Experiencing the knew/ Analyzing Critically

**Task 2** - Watch the videos, then answer the question.

**Video 1** - @teachervania instagram about mobility levels:  
<https://www.instagram.com/tr/3vZ8J9hFvU/?igshid=183x2ig9gwly0>

**Video 2** - The What, Why and How of Mobile Literacy:  
<https://vimeo.com/162334819>

Think about your teaching actions, what kind of mobility are you in?

REMINDER

Let's interact with each other!

Deadline  
November 17th

### Week 11

Analyzing Critically

**Task 3** - Watch the videos about Plickers. Send a short paragraph: Do you think you can use this app in your English classes? How? Why or Why not?

[https://www.youtube.com/watch?time\\_continue=3&v=ushEkQpwY&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=3&v=ushEkQpwY&feature=emb_logo)

<https://www.youtube.com/watch?v=Qpx56rjCVjQ&t=50s>

REMINDER

Let's interact with each other!

Deadline  
November 17th

Week 12

### Week 12

Applying Appropriately


**Task 1** - Download the Canva app. Choose an infographic design or other genre and represent what you have learned about mobile learning so far, save your infographic and share in the WhatsApp group.

<https://www.canva.com/>

REMINDER

Let's interact with each other!

Deadline  
November 29th



MULTIMOBIL

## Final Project

MAKE A LESSON PLAN THAT INVOLVES ALL THE CONCEPTS DISCUSSED DURING THIS COURSE.

Deadline: December 15, 2019



# MULTIMODALITY

## TEXTS



People have changed the way they read and produce printed and digital texts. Today's texts present a "new identity" called multimodality.

Images, sounds, colors, speech, and writing used to be seen in isolation in the texts. However, with multimodality we see the combination of these various resources used in different texts and social contexts, in order to make meaning.

## TECHNOLOGY



With digital technologies in our daily lives, there is a range of multimodal texts everywhere.

Texts are composed of various resources: visual, spoken, gestural, written, and making meaning is accomplished by integrating these modes that should not be seen as responsible for fulfilling isolated functions, but together. "People orchestrate meaning through their selection and configuration of modes, foregrounding the significance of the interaction between modes" (Kress, 2009).



Thus, non-multimodal texts do not exist. There are only oral and written texts composed of at least two resources.





# MULTIMODALITY

## And the predominantly verbal texts?



Even predominantly verbal texts such as bibles, scholarly articles, essays, dissertations, and theses have other semiotic features such as spatial organization, layout and the use of typography that includes presentation of text in columns, the use of features of text editors and multiple formatting possibilities.



## It is important to remember that...

Verbal printed texts have meaning through the combination of verbal elements such as lexicon and grammatical aspects, and visual elements through graphics, tables, maps, spatial organization, among others.



The use of formatting resources are increasingly multimodal text builders, as well as the possibility of using links as content enhancers and path options, especially in digital texts. Dias (2012) stresses that links in virtual space texts “broaden and enrich English reading, writing, listening and speaking in never imagined ways.” (p.297).

## References

Dias, R. (2012). Gêneros digitais e multimodalidade: oportunidades on-line para a escrita e a produção oral em inglês no contexto da educação básica. In: Dias, R.; Dell’isola, R.L.P. *Gêneros Textuais: Teoria e prática de ensino em LE*. Campinas: Mercado de Letras. 2012a. p. 295-315.

Kress, G. (2009) *Multimodality: a Social Semiotic Approach to Contemporary Communication*, London: Routledge.

## APPENDIX J - MultiMobi Field Notes

MultiMobi - Field Notes

Week 1 (face-to-face meeting)- August 2, 2019

8 activities

**Objective:** To understand and list the characteristics of Generation P students as well as the principles of multiliteracies.

**What happened:** I created the WhatsApp group MultiMobi one day before this face-to-face meeting, added the participants in the group and posted some announcements about the location, day and time (FALE-UFMG. ROOM 2000 AT 3PM) and asked them to download the RH Reveal application. 15 participants attended it and everybody participated in all the activities. Teachers got engaged.

**Digital Tools used:** I used Kahoot to check their knowledge about multiliteracies, HP Reveal to introduce the characteristics of Generation P students and WhatsApp for them to list the characteristics of Generation P students. They typed: Active, Proactive, interactive, faster, collaborative, flexible, creative, sociable, autonomy, technology, authorship.

### Observations and actions taken by me:

- I had a problem with HP Reveal. Teachers were expected to find layers with multimodal information about Generation P. Some teachers tried to scan the images, however some of them were not able to see the digital content. Also, some teachers had connectivity issues, even though this application does not require high quality internet speed. The app is not accessible on simple smartphones, it cannot be downloaded on all smartphones and most of the teachers had phones not supported with the application.
- Since this meeting was on Friday and there were some activities for them to do, the following week was reserved for them to do their class work. During this week some teachers posted random messages in portuguse that there was nothing to do with the course content. Then I shared on WhatsApp all the material and resources used during the first meeting.
- The WhatsApp timeline amounts to the posts, so when many people post at the same time, it can be difficult to locate some posts. So I changed the group setting to allow only admin (me) to send messages to the group until everybody visualizes the activities. This action helped to organize the timeline but even though some teachers had issues to find some activities. I also decided to post a pdf file with the summary of all tasks together.
- A teacher posted that he had some problems with his phone (August 10) and he said he was going to post the activities later that week.
- Another teacher posted that she found it difficult to create a quiz on Kahoot because the questions needed to be contextualized.
- Another teacher reported that she met in person with another one to create the quiz on kahoot. However they had difficulty managing the application. They connected me in private and I decided to record a video with a tutorial showing how to create the quiz.

### Lessons learned/observations:

- Check any application on different devices before using it.
- Kahoot is an app that focuses on many aspects of didactic pedagogy and it isn't for low-tech classrooms. Dr. Cope stated that in class communication. And the objective of this course was to provide opportunities for learning in an innovative way and going beyond the traditional pedagogies.
- The term "homework" was not ideal to use because it goes against all principles of ubiquitous learning. Kalantzis said in class communication it is old-fashioned because the ideia limits the student to do activities at a specific location.

Week 2 - August 12

5 activities

**Objective:** Recall the aspects of multiliteracies and reflect on the application of content studied on the first meeting.

Teachers posted responses about Kahoot and audios about multiliteracies.

Week 3 - August 20

They caught up with delayed activities.

(As we had only a few posts/responses I decided to give them more to do all the late tasks. I called week 3, they had to finish activities from the previous week. There were lots of interactions.

#### 4 Teachers shared their experience with Kahoot:

- P6 shared her positive experience with Kahoot.
- P4 prepared a Kahoot about Present continuous. She found out that the app accepts just 100 players per assignment/quiz.
- P2 also had some technical problems but the experience was positive. Students asked to have more Kahoot in class. He split students into groups of 5 because of the internet connection.
- P5 created a space race but hadn't played with her students yet. This Kahoot was not about grammar, but about history.
- 2 teachers had a lot of difficulty preparing for an activity in Kahoot. I recorded extra videos with tutorials but they couldn't do it. One of them gave up (Bernadette). 1 teacher left

Week 4 - August 27

2 activities

**Objective:** To infer how semiotic resources together help to understand meaning making. They checked the song "Another brick in the wall" to understand how multimodality resources are important.

They interacted a lot and posted their comments about the discussion involving the themes in another brick on the wall.

5 Teachers participated: P1, P2, P4, P5, and P7. Lots of interaction.

3 teachers shared their experience with Kahoot:

P7: positive

P1: negative (connection problems, the video she used was not compatible with data show, she tried to use her phone but left cable at home)

P5: many students did not have cell phones, 13 computers in the lab for 42 students, but she used her phone as a router and it worked, students loved it.

7/15 worked with Kahoot. Lesson learned: I need more flexibility with time.

Week 5 - September 10

They had to choose a page in their books and analyze according to Multimodality.

2 teachers participated: P1 and P5

3 teachers said they were busy because of "fechamento do primeiro bimestre" and the strike. Also, one teacher said her phone broke.

1 teacher left

P1 posted a long message asking the teacher not to give up the course!

They worked with lyrics training and continued the debate on multimodality.

Lesson learned: I spent too much time on multimodality.

2 teachers participated: P1 and P2.

Week 6 - September 24

**Objective:** Use the Lyrics training app and reflect on its use with your students.

They had to create an activity for their students + reflection.

2 teachers participated: P1 and P2.

P2 posted a late task on multimodality.

Week 7 - September 30

Lots of interaction with lyrics training. Many audios, P2 shared a lesson plan he created using the concepts of multimodality. He had many audios of interactions.

Week 8 - October 8 - 22

Use of emojis + introduction to 4 processes

2 teachers participated: P1 and P2. Muitas interações com emojis é P2 said 33 students had sent him the activity until that day.

(Nesse meio teve teachers week, foi um break 15 a 22 de outubro). Retomamos as atividades da week 8 dia 22 de outubro.

Activity 1 - Emojis  
After a week break,

### Activity 3 / pulei a activity 2

Reflect on the processes they used in class this week.

1 teacher participated: P1 - she told me in private that the activity was really hard and asked for more clarification. P2 participated in the discussion.

Week 9: November 5

There weren't any activities for week 10. I skipped to week 11.

**Week 11: November 13** - 4 activities | **Week 12: November 27**

Week 10 - October 30

1 teacher participated: P1.

P1 asked for more time to study the processes. We had lots of discussions about them.

Week 11 - November 5

Identify the processes in the book you use. / No one posted the activity.

Week 12 - November 13

1 teacher participated: P1

We started mobile learning and P1 posted everything about the processes and the mobile learning tasks.

Week 13 - November 20

Still about mobile learning.

One teacher made the lesson plan.

### Questionário

General observations:

- The first meeting was face to face so that I could approach the participants and they could approach each other. This could facilitate the interactions on the asynchronous meeting. However, I realized it was necessary to have more

## APPENDIX K - Screenshot Multiliteracies Kahoot

The screenshot shows the Kahoot! interface for a quiz titled "Multiliteracies - Vania Castro". The quiz is currently in progress, with 8 players participating. The first question is a multiple-choice question asking for the two biggest concepts of multiliteracies. The correct answers are "Communication technologies" and "The importance of cultural and linguistic diversity". The second question is a multiple-choice question asking where the term "Multiliteracies" originated from. The correct answer is "New London Group (NLG)".

Question	Options	Correct Answer
1 - Quiz 1. Select the TWO biggest concepts of multiliteracies:	<ul style="list-style-type: none"> <li>Communication technologies</li> <li>The importance of cultural and linguistic diversity</li> <li>Student backgrounds</li> <li>Using multiple resources</li> </ul>	<ul style="list-style-type: none"> <li>Communication technologies</li> <li>The importance of cultural and linguistic diversity</li> </ul>
2 - Quiz 2. Where did the term Multiliteracies originate from?	<ul style="list-style-type: none"> <li>New London Group (NLG)</li> <li>New Literacy Group (NLG)</li> </ul>	New London Group (NLG)

3 - True or false  
3. Multiliteracies is a new methodology.

False ✓

True ✗

4 - Quiz  
4. The two multis in Multiliteracies are:

Multicontextual ✓

Multi-techs ✗

Multiuso ✗

Multimodalidade ✓

5 - Quiz  
Multiliteracies is all about teaching grammar.

True ✗

false ✓

## APPENDIX L - Report of their answers on Kahoot

# Multiliteracies - Vania Castro

Live • Hosted by vaniacastro

**46%**

Correct answers

**4/10**

Didn't finish

**3**

Need help

**2**

Difficult questions

### Players (10)

Nickname	Rank	Correct answers	Unanswered	Final score
	1	100%	0	5614
	2	80%	0	4485
	3	60%	0	2951
	4	60%	0	2859
	5	60%	0	2771
	6	40%	0	1808
	7	40%	3	1801
	8	20%	3	927
	9	0%	4	0
	10	0%	4	0

### Questions (5)

Question	Type	Correct answers
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## APPENDIX M - Field Notes: Observation Notes and Activities transcript - The 7 e-Affordances Zoom and Telegram - 14 pages

### Week 0 - Zoom - April 30

#### Data from Telegram:

I invited some teachers to the Telegram group, I shared the Wix website on the Telegram. Interactions only in English. Teachers talk about the Wix (p.2 no Foxit). P4 shared the new learning from the QR code that was on the image I shared to illustrate some educational applications during the Zoom session. They were curious to scan the QR code.

I shared the online driving radio (<https://driveandlisten.herokuapp.com/>) and some teachers started listening to it. May 6 - teachers commented they posted the tag location on Padlet.

### Week 1 - May 7 - Zoom

#### Data from Telegram:

One teacher, P9, which is the only one who gave up on the course said that he could not attend the meeting because he had a lot of work to do. But one participant reminded him that the session was going to be recorded so he could watch it later. P3: "Share some Ideas on Vania's website.... So we can try new apps too, I don't know many"

Survey (all answered) + Two teachers took the initiative to create activities on Padlet

P5 shared her first activity Quizlet about CoronaVirus: [https://quizlet.com/\\_8drlpl?x=1jqt&i=2v4s05](https://quizlet.com/_8drlpl?x=1jqt&i=2v4s05)

P4 shared hers too about irregular verbs: [https://quizlet.com/\\_8drlnd?x=1qqt&i=2v4pun](https://quizlet.com/_8drlnd?x=1qqt&i=2v4pun)

The teachers were interacting all the time and one shared her score on Quizlet.

### Week 2 - Google Classroom/Telegram - May 11-18

#### Data from Telegram:

P8 entered the group.

I posted the content and the summary too:

Summary of the week:

1. Watch a short video
2. Read 2 infographics
3. Play a game on Wordwall: <https://wordwall.net/resource/2175706/didactic-reflexive-pedagogy>
4. Answer 2 questions on Telegram
5. Challenge on Canva

All the eight participants shared all the activities. P3 shared a link from the brazilian government on how to remote learning.

Some remarks from their answers:

Questions: Now that you read about these 2 pedagogies and learned more about them through the game, think about your experience. Which one is more related to your teaching actions? Which aspects of these pedagogies can you relate to your experience as a teacher?

7 teachers answered

Challenge 1 - 7

#### P1

1) What is the teacher's role today? And the students' role? Teachers have some roles in the educational process, but in my opinion the teacher's role is to mediate the pedagogical construction, which means placing oneself as a facilitator, encourager or motivator of learning, which actively collaborates so that the learner reaches his goals. For me the role of the student is to study aiming at his learning to achieve his personal goals, but for that he needs to have an active and voluntary participation.

2) wordwall 7/11 score 7 min.

3) Which one is more related to your teaching actions? Which aspects of this pedagogies can you relate to your experience as a teacher? The pedagogy that is more related to how I teach is didactic pedagogy because I use little technology in my classes. This is due to the fact that I don't have skills with most technologies and I also think that a large part of the students at the public school don't have equipment and internet access which can make the most reflective work of pedagogical practice unfeasible. However, I really enjoy working with my students on the role of protagonism

## **P2**

1) What is the teacher's role today? And the students' role? The teacher's role is to mediate students, tutoring the interactions students have. That is, the teacher is supposed to create possibilities to students engage in activities to lead them to significant knowledge.

3) Now that you read about these 2 pedagogies and learned more about them through the game, think about your experience. Which one is more related to your teaching actions?

Which aspects of this pedagogies can you relate to your experience as a teacher?

Considering my experience as a teacher in a public school with 40 students in a small four wall classroom, I believe I use more the didactic pedagogy, however I'm trying to change my practice using games like Kahoot!, trying to prepare more interesting activities, that's why I'm taking this course. I got 7 in the game. Sorry I forgot to take a picture of my score.

**P3 she responded by commenting on everybody's answers.**

## **P4**

1) What is the teacher's role today? And the students' role? Please post your answers on Telegram! The teacher's role is to give instructions for the students to

acquire knowledge, the teacher's show the way but the student need to follow.

3) Now that you read about these 2 pedagogies and learned more about them through the game, think about your experience. Which one is more related to your teaching actions?

Which aspects of this pedagogies can you relate to your experience as a teacher?

I think I use two pedagogies because the book supports my ideas but the class is interactive, we can use technology to play games. But if I need to choose one I think is more didactic and I want to change this.

## **P5**

The teacher's role today is to be a protagonist of teaching. It means renewing and interacting with students, because without this the learning process is not optimized. ... Is to consider that your role is to contribute to the search of the teacher to improve the quality of teaching.

Then the student's role is to study aiming at long-term learning and the fulfillment of his personal goals, which requires his active and voluntary participation in much of what the school Proposes.

After reading about the two pedagogies, as a public school teacher I use little of the two pedagogies. However, I identify more with reflective pedagogy, as I like to work with dynamic and diverse classes, using technology and interacting with the reality of my students.

## **P6**

Nowadays, in my opinion, the teacher's role is to mediate the knowledge process. Teachers need to show to the students that there are many ways and kinds of learning. It is necessary to keep the students engaged and participative. The students today do not accept just to receive, they want to be part of that and, most of them, do not do anything if they don't realize that it makes sense in their real lives. In my opinion, the students today are selective and critical.

Actually, I use more didactic pedagogy than reflexive pedagogy. I really think I need to change it. But, sometimes, mainly in public schools, is not very easy to work with different tools, because most of the students do not have the necessary instruments to make it. But, at the same time, I think I need to do something, because we really live in a digital era. Besides that, I think the aspects of reflexive pedagogy allow more interest by the students and I intent to use more of it

**P7 she didn't post the answer, but in communication in the Zoom session she said she considered herself more didactic teacher.**

**P8**

Answering the questions... In my opinion, teacher's role today is mediating knowledge with the students, helping them in some needs and creating possibilities to have more significant experiences in the classes. About the student's role is trying to learn with all experiences around themselves (inside or outside the school walls), it is getting better to interact with knowledge. About my own teaching actions, sometimes I am related to didactic pedagogy and other times I am related to reflexive pedagogy, so I am a mix of them. I still use some rules and formal systems (like tests, etc), but, in most of time, I am trying create interesting classes for interaction and for students live some real experiences with English and something significant for their learning process. I think that they need to be engaged and motivated to learn more. About the game in Wordwall, I played two times. In the first time, I only put 6 sentences correct, but in the second one I finished the game with all correct sentences!

P3 response: P8: "more significant experiences in the classes" I think this is everything a student wants today! They are really tired of the same kind of classes everyday, because nothing is new.... I totally agree with you, and we teachers really need to create possibilities...."

I posted the checklist for them to update.

**Week 3 - Zoom - Ubiquitous Learning - May 21****Data from Telegram:**

Challenge 2- 7 participants accepted the challenge. But P5 e P2 posted at the beginning of the following week. P1 posted on week 4.

**P1****Challenge #2**

1- The ubiquitous learning is a learning process that is based on the omnipresence of the digital media that proposes new ways of interaction and access to knowledge. Thus, these devices allow the construction of knowledge in any space and access to just-in-time information.

2- Knowledge can be acquired anytime and anywhere.

3- Students can acquire knowledge in various ways, for example, the same text can be interspersed with images, video, audio, visualization, in short, through the many digital media. This helps to improve autonomy, by giving learners more autonomy and flexibility, especially in distance learning. I am learning to use the Edpuzzle tool. It is a free tool that allows teachers to incorporate questions and comments into videos, from YouTube, Vimeo or another video repository. It is an innovative tool that allows you to edit, include audio and quizzes in any online video. With this tool students interact with the contents of the videos, but it also provides teachers with feedback on the understanding of curricular subjects. I still haven't been able to use it efficiently, but soon I will take a test with my students

**P3**

Wow! I'm falling in love for them! I'm learning somany things and I would like so much all the teachers in the world could access this knowledge! Let's start: 3 things I've learned from this amazing video:

1- "Learning can be all around" the Ubiquitous Learning breaks walls in local and time.... This means is not necessary to be in a classroom to learn things. You can learn everywhere....

2- As learners we have more possibilities to choose partners that can help us, and we can access more people around themworld if we want. As teachers we need to analyze carefully the materials and everything that is available on the internet because there are so many things that sometimes we lose the focus....

3- the magic of discovering: "Everything will be discoverable...." I think everyone here is living this part this days, we almost can touch what we are learning, but for me is difficult to explain and access people in my school. For example teachers and supervisors can't understand that is

not necessary to create 103 classrooms on Google separated instead of creat only 1st year (High school) and add all the students, because in the same space they could share ideas, links, questions, etc..... Today I spent 1 hour trying to explain the supervisor this...

**P8**

3 things about the video:



1- The conception of ubiquity is that the learning is all around us

2- Ubiquitous Learning transcends the old pedagogical separation (walls and timetables, spaces and time);

3- This idea shows multiple purposes of learning using digital technologies and some affordable for interaction, information and creativity. An example of educational online tool that I like to use is Kahoot!, because it allows more interaction simultaneously with colleagues. It's like a game of competition, so the students are so focused in the learning and answering correct. But the worst part is that we need the internet for using that.

#### **P4**

You can use traditional learning it doesn't mean that the students aren't learn but if you use more tools like in ubiquitous learning you will have more results, the classes can be more interesting. Ubiquitous learning: you can learn and if you are a teacher you can teach in anywhere, if you are at supermarket you can learn or teach something new there. One example of online tool is Stop, is a better game to play with your students and keep words in memory and a competitive game too.

#### **P5**

The video explains the focus of ubiquitous learning is on learning and not the teacher. Like collaborative learning, the teacher is present, but he is not the one who gives the information, he just supports and helps. In the case of ubiquitous education, the most important point is access to networks, in ubiquity communication can be done at anytime and anywhere, through mobile devices. Therefore, it is necessary to have access to cell phone, Wi-Fi, GPS, Bluetooth and others. The ubiquitous learning process happens spontaneously, but students have a direction to follow, they can research everything, learn everything, but there is a curriculum plan that should be the objective, there are tests and assessments to know if the student really learned. Information and studies are acquired on the internet, the teacher can follow, help and answer questions, but the knowledge is there, for everyone. An example of ubiquitous learning that is happening in the current scenario is remote study, teachers from public and private schools are reinventing themselves to be able to teach their student, using mobile devices!

#### **P2**

1. Three things I have learned from the video:

1. Wherever you do in Ubiquitous learning space is discoverable;

2. In Ubiquitous learning we are continuously asking questions and searching for information;

3. The classroom were invented in the 19th century.

2. Example of an educational online tool that can be used with the conception of Ubiquitous learning. I believe that can be the Playposit tool. It can be beneficial to our students because we can interact with learners and engage them in activities they can do everywhere and at anytime

#### **P6**



## respostas challenge 2

1 mensagem

ter, 26 de mai de 2020 às 11:14

Challenge #2 – Answers –

1)

I have learned that the concept of learning has changed. The ways we used in the past, nowadays are not so accepted by the students as they were, mainly because the characteristics of the students of today. About the video, I have learned that Ubiquitous Learning is one of the seven e-affordances and with this possibility the students can learn in everywhere and anytime they want. Also, I have learned that using this affordance, the class does not have time to star or finish, what is so good, because we have students that learn faster and other slower, so everyone will have the own time to learn. Another thing in the video, that I really thought interesting, is the possibility to learn without the necessity of the all students sharing the same space and the same time to study. It really possibilities the students themselves choose the best time and place to learn. By the end, the internet and other technologies are very important to achieve this affordance.

2)

An example of a tool that can be used with the concept of Ubiquitous Learning is "Duolingo". I had used this tool and recommend to my students. I think this tool is a good and interactive way to learn. Many of my students really like it especially because it is a kind of game and they like it. It can improve the vocabulary, grammar, writing and even listening and speaking. "Duolingo" can be used online and offline, which is really good, because the students won't need necessarily to be connected on Internet to use it. So, they can use it on the way home, for example. This tool could be beneficial for my classes mainly to fix contents and to improve the vocabulary, learning new words.

### Week 4 - Telegram - May 29-June 2

**Data from Telegram:** 5 teachers answered the two questions

#### P1

Week 4# One way to encourage class participation is to challenge students to push the boundaries. The challenge is always stimulating and an educator can use it to enhance learning.

Another way is to encourage reading in the classroom with the help of technology. Lack of interest in reading is a recurring problem in schools today, especially among young people of the Z generation. A good example of how interactive and multimedia reading can be is the webcomics series (comics for the web) Homestuck, published on the website MS Paint Adventures. It is a combination of text, still and animated images, Flash games and videos. We can also indicate films, video reviews, interviews with the author and other documents online, carry out various researches, among several other possibilities. This idea was a teacher friend who passed it on to me. I will try to work that way too. I did a gymkhana last year with my classes. The entire room was divided into groups and they had eight tasks to do. These tasks were: tongue twister, guessing, telling a joke, riddles, among others. However, they were held in the schoolyard. As I said earlier, I have a lot of difficulty using digital media, but I am doing my best to change the way I teach. I would like suggestions for developing this contest, but using digital tools. I think it will be much more attractive and interesting.

#### P8

I watched your first video and I remembered my experience with a project that engaged all my classes. It was an English festival and the students needed to choose an English song that they liked (good letters without pejorative words), to understand the song (they could translate or searching about the meanings), to present this song for the colleagues with a dance that they created the steps (or use the YouTube to learn/discover some steps). They loved these presentations and they collaborated each other with the Festival. Also, we got some gifts with the community and we were so happy in these collaborative experiences! I am so proud of them So, answering your first question, in my opinion, I can make my students more active knowledge producers with some actions: 1. Listening them and trying to create some plans according their own interests and needs; 2. Proposing things in their reality and possible contexts; 3. Being fun with them in the activities because they need entertainment to engage better; 4. Having well-defined goals in the plan; and finally, 5. Staying in real love with this propose because it reaches everyone around (in or out of classroom).

#### P4

I believe that using digital technology like for example, using active methodologies such as gamification, project, flipped classroom, problem based learning, project based learning, and station rotation.

<https://create.kahoot.it/share/english-review/427cf37e-df67-4ae3-a6a5-c741168eae1c>  
(<https://create.kahoot.it/share/english-review/427cf37e-df67-4ae3-a6a5-c741168eae1c>)

Activity on Kahoot!

- How can you make your students more active knowledge producers?

I think when I bring some situation that they know exactly what is, or when we talk about some topic that they like, this makes them feel more comfortable to make the activities because it is something new but is related with their reality.

- Find an example of a digital technology that can make your students become more active knowledge producers. Create an activity for your lesson plan and please comment on 2 or 3 posts. Be prepared to talk about them next Zoom meeting.

Kahoot:

In this activity we are talk about nationalities and countries, my students is teenagers so I decided to start with something that they like, so I decided to make this activity with Now United

Group. I did a slide to introduce the group and after they learn about

the nationalities we will play a game on Kahoot.

<https://create.kahoot.it/details/countries-andnationalities/693c2d30-16f0-45eb-a5c2-8071548d0e11>

(<https://create.kahoot.it/details/countries-andnationalities/693c2d30-16f0-45eb-a5c2-8071548d0e11>)

### P3

Reflection: Well, I remember when my students produced something meaningful for their learning process. It was when I suggested hands on - activities like interview people who works in our school asking about their jobs and understanding the importance of all works. Also a project on Recycling materials at home and in the school. Another situation was when we talked about Human Rights and reflected about the urgent causes in our city and community. They were really engaged, suggested solutions and in this way I could notice that students need to feel that are doing something contextualized on their reality

### P6

Well, for me, many of these affordances are new. Like I said in one of our meeting, I am more a traditional teacher. I really use more Didactic Pedagogy than Reflexive Pedagogy. I realized the importance to change it and I will. One experience I had, that used a kind of Active Knowledge Making, was a work, where the students needed to interview people about different subjects as sports, economy, Family, etc, and then to put these interviews in English and present the results on the class. The students themselves created the questions, chose the people to interview... This experience was very good in many classes. Most of them were really engaged.

## Week 5 - Zoom - Affordance: 3 Multimodality

### Data from Telegram:

8 teachers posted the answer. Challenge 4 - 7 teachers created videos on tik tok

### P6

I think Multimodality is very important. In my opinion, each student learn better by one way. If we use many kinds of resources, the possibility they learn is bigger, because they can choose which is more attractive for them. Besides, when we combine many modes, the students can understand better and are more involved. As we discuss about that, any text has just one mode. To combine all the modes in my classes, I think it should be necessary to use ways that make the students realize that what they are studying have importance for them in real Life. For that, I can use writing tests, images, sounds, games, music, Technologies and many others for the same subject or context we are studying. As more modes we use, more are the possibility of learning.

### P5

The multimodality is important because it enriches the way I communicate with my students! In a world surrounded by technological advances, it is always necessary to innovate to interact with our students in a

dynamic, using verbal and nonverbal language. Naturally, our classes are multimodalities, but we need to be aware of their sociocultural context, so that our students' learning is our focus.

### **P3**

1. Reflect and answer on Telegram: what's the importance of multimodality for your classes? How can you combine all the modes to make your classes more multimodal? The multimodality is on our lives nowadays everywhere, so how couldn't be present in our students lives? They are connected, they use emojis to communicate all the time, they draw, share images, songs, even audios and everything using much more than only written texts. So when we teachers understand this we can reflect and accept that multimodality is the key of the successful classes for us and our students interests. They like colors, they like to see, to watch, to touch and talk about things they are learning, and how it matters for their lives. So a good way to improve our classes is to combine different modes and make the class more interesting. The question is... how? For this, we need to research available resources and which of them can be used in a way to active curiosity and engagement on the students. They like technology, and we are learning how to apply this resources using new apps and sites to plan better classes.

### **P1**

Multimodality is very important in the teaching and learning of our students, since language and communication are marked by the simultaneous presence of different modes and meanings. Therefore, we have to reframe our pedagogical practices. Using only one teaching method can hinder students' knowledge acquisition, since they are unique beings and communicate in a unique way. It is very uncomfortable to know that students often feel unmotivated with traditional lessons, blackboard and chalk, as learning is deepened and enriched when they can choose multiple resources and paths for their learning. We, as teachers, must create more multimodal environments for our students and that these environments are related to the contexts in which they live.

### **P8**

Reflect and answer on Telegram: what's the importance of multimodality for your classes? How can you combine all the modes to make your classes more multimodal? I have shared some materials in my classes using the multimodality, because I believe that when we combine many kinds of mode (words, images, audios, colors, etc), more students have opportunities to learn that content. Our reality is involved in a multimodality world, and it's necessary that the students identify this reality in their classes too. It's important which we (teachers) create possibilities for this students' contact at school too, applying their interests in learning process. Now ... I am only in debt with Tik tok

### **P4**

I think multimodality is important because can keep our students attention and they can learn more with what they like to do(ex:games), multimodality makes the class more interesting and we can use this concept with interactive activities during the classes.

### **P7**

Multimodality is important and necessary in the contemporary world, because there is a diversity of verbal and non-verbal texts. Multimodality makes it possible to use different resources in student learning and this variety of teaching linked to the student's cultural context. Creates a favorable environment for learning.

### **P2**

Multimodality is a key point to make the contents more interesting to students. Using multimodality materials in our classes we can cover the most students modes of learning. It's a way to make students engaged in the classes because they like to see different types of modes, otherwise the classes become boring. Another point is that multimodality offers many possibilities, so the teachers can develop their creativity preparing lesson plans that integrates all the English abilities and various modes.

### **Week 6 - Asynchronous - Review concepts - June 12 -18**

No data to register.

### **Week 7 - Zoom - Recursive feedback June 18, 2020**

4 teachers answered

#### **P4**

Hello people, how are you? If you need to give to your students their feedback we can use the WhatsApp to record our voice message and send talking about the positive and negatives points of his/her tasks and activities. But if you need to know if your students are learning with your classes...I think we can use the app Mentimeter during the class because you can make a word cloud with your students, make quizzes and polls. It's a good alternative. <https://www.mentimeter.com/> (<https://www.mentimeter.com/>) Interactive presentation software ([https://www.mentimeter.com/?utm\\_campaign=hp1p&utm\\_medium=email&utm\\_source=rp](https://www.mentimeter.com/?utm_campaign=hp1p&utm_medium=email&utm_source=rp)) Interact with your audience using real-time voting. No installations or downloads required - and it's free!

#### **P5**

This week I discovered Google Presentations! You can create a virtual class as a game, where students can search and click on links to classroom objects that take you elsewhere with videos or games! We can make our own avatar in the Bit.ly app which will represent us as a teacher in the virtual classroom! I'm creating my classroom yet! But I'm so busy this week and I had stopped to create. Then on weekend I'm gonna send you my virtual classroom.

#### **P6**

I use With my students for feedback Google Forms. It is very easy to create and the results are given in a kind of document. In addition the students can answer very fast. But I have learned With you a lot of another tools to use with my students.

#### **P1**

I'm learning to use o Nearpod. It is a way to engage students in a Slideshow, however students can create, edit the text, in addition the platform allows teacher-student interaction in real time.

### **Week 8 - Asynchronous - Collaborative intelligence**

Seven teachers posted the Lesson Plan draft on the link.

### **Week 9 - Telegram/Google Classroom - Posting the first draft of your lesson plan - July 2 - 09, 2020**

Seven teachers posted the Lesson Plan draft on the link.

### **Week 10: Telegram/Google Classroom - Peer Review - July 09 14, 2020**

Seven teachers participated in the peer-review process.

7 teachers posted their final version.

P1, P3, P6, and P8 gave feedback. P5 wrote comments in the body text of the lesson plans. P4 and P7 did not provide feedback, although they had their works revised. P2 was the only one who did not create a lesson plan; she did not participate in the peer and self-review process.

### **Zoom (weeks 0, 1, 3, 5, 7, 11)**

General view: An average of 6 participants (P1, P3, P4, P5, P6 and P8) turned on their cameras during the Zoom sessions. Two participants, P4 and P2, had their webcam on only when requested. However, it is interesting to report that they used the chat a lot when their videos were off. Some teachers, P3, P5, and P7, turned off the cameras in situations when their internet connections were unstable, used a different device to attend the sessions, or were physically at a different location than usual.

### **Week 0 - Zoom - Introduction - April 30, 2020**

**Duration:** 01: 16: 21

**Number of Participants:** 10

This meeting does not count as part of the course because it was just a presentation of what the course would be like for the participants to clear up their doubts and decide if they would stay. The ethics document form was sent for them to sign. Those who signed and returned it by email were the research subjects in the course. Nine participants filled out the informed consent document named Free and Informed Consent Form (*Termo de Consentimento Livre e Esclarecido - TCLE*), but two weeks later, one of them gave up. So we were eight participants until the end.

### **Week 1 - Zoom - Getting to know Generation P students - May 7, 2020**

**Duration:** 01: 13: 19

**Number of Participants:** 9

In this session, when I showed the images so that teachers could be immersed in the new concept generation P, they seemed a little shy to talk about today's students' aspects. I decided to start with the first figure talking about how that in the past, people started to be more passive in listening to music on the radio. Since the stations choose their own songs for people to listen to, concerning aspects of the generation P, I told them that today's students prefer to create their own music playlists in apps. After that, they started talking, and I added some extra examples from Kalantzis and Cope (2012).

00: 44: 00 We learned together how to create an activity on Quizlet.

They were supposed to fill out the survey for classwork, and all of them completed it: <https://forms.gle/ksLbmHqcJhBFnRYc6>.

01: 00: 05 I asked them if it was possible to use Quizlet with their students. P6: "Yes, I think so. I think it's very, very interesting, and students will be motivated to participate." / P6: "Grammar skills too, match the irregular verbs." P3: " We can create a quiz about a movie and create a competition."

What kind of content can we use this tool? P1: "Whatever you want. You have this possibility for daily routine, present perfect, make the activity to what you are teaching. / Biographies" We discussed the possibility to use Quizlet for introductions too.

During our discussion, P5 created her activity about CoronaVirus on her mobile phone.

### **Week 3 - Zoom - Affordance 1: Ubiquitous Learning - May 21, 2020**

**Duration:** 01: 26: 18

**Number of Participants:** 8

We noticed a limitation on Telegram that it does not allow video calls. P5 used Canva for the first time. P2 used it for the first time and created a card for a friend. P2 and P8 surprised the free video downloading option on Canva and the possibilities for making interactive presentations. I opened Canva, and we checked some possibilities together and learned how to use the application better.

I noticed it was the first time they studied all the affordances, except for P3, who has studied Multimodality before.

I could follow all the schedule I had planned for on the Wix website.

We discussed that u-learning does not need to be digital. Also, the term 'homework' that is old fashioned was new for them.

We discussed and read the u-learning characteristics. All the time, the teachers showed they have never studied before. However, showing surprised faces and not knowing how to say the essential, ubiquitous learning at the begging of the class. They got surprised for the "learning anywhere, anytime."

00:33:21 P8: "Vania, I have one doubt. Could you say some example of ubiquitous learning that is not digital? Because in my mind all the possibilities is related to digital."

00:34:06 My answer was: "Ah, I'm thinking about one example. Do you remember those projects? In Piauí we say science fair (said in Portuguese), is project-based learning, right? So, let's say the students will make a scale model (said in Portuguese), so they will have three or four weeks to prepare. Sometimes they join in a friend's house. They have to go downtown to buy some materials to build the scale model. They go to different places to solve a problem and present at the science fair.

During my example, some teachers were expressing were understanding the example. For example, P5 said "oh okay," "Uhuh" and other participants were shaking their heads up and down as if they were indicating agreement. When I finished the example, I asked if it made sense for them, but P8 said that she was still in doubt because, in her conception, she could not imagine this learning without the digital.

00:36:15 P3 asked to say her opinion: "Okay, I would like to try to give an example, okay? So can I give an example? Let's imagine you asked your students to search about English in their daily lives. Words in English, [on the way] home, or coming to school. Some of them come by bus, some of them come by car. They will observe the way, the streets, and they are going to see many kinds of words in English, like pet shop, shopping, store, many words in English that we never notice that are in English because we see them every day. They are not in the classroom, and they are not using the digital to think and observe about these examples. That is correct?"

00:37:47 Vania: I have two comments. When we say we can learn at any time at anywhere, you don't need to be at any place at the same time. But you can go to many places to accomplish that learning. Understand it now? So now I'm going to take the same example and add the digital. The digital will make it easier. It will bring more possibilities. Because they are not new ideas, but they are old ideas. But now, if we add the digital, we are going to have endless possibilities.

00:38:41 P3: "The digital make everything easier, ad the non-digital is the way we learned in our time."

00:39:06 P6: "Vania, just one question. I don't know if I am wrong but, I think that I am thinking that when I say your ubiquitous learning, I'm talking about learning, okay? Not sharing the knowledge. For example. So I think that's possible to learn in anywhere, anytime. You can, for example a make a research in different places okay? You can talk to the students to do the same research on different places at different times, okay? So I think it's possible."

00:40:00 Vania: "Just one more example. Before, If a teacher used to say in the classroom: for homework, you are going to research this content. The idea is that students go to their houses and there they do this activity. Today, teachers can say, for classwork, you are going to research about that, but you go to a place, take pictures using your phones, do a research on the internet, so you are going to integrate many things".

P6: "It's like us on Telegram? Now we are studying with you. You send us an activity on Telegram. We are [in different parts] anywhere in Brazil. There are people here from Sao Paulo, Minas Gerais.

P2: "Vania, I was thinking about a non-digital example. Yesterday, I was watching a video about a man that was teaching his son how to know the sounds of the language. When he went to a supermarket, he asked his son. We need to buy watermelon, what is the sound of "watermelon"? It was not digital, but the father was teaching his son in anyplace a father can do this." Outside the home, home..."

Then we followed up to the next topic, which was mobile learning. They cited many examples of this type of learning to check which degree of mobility by Pegrum (2015) they were in. During the examples, P5 connected the idea of having students recording videos for classwork to the third level of mobility associated with ubiquitous learning (00:52:00)

The teachers started remembering many examples of activities they have done with their students in the classroom and other school spaces. They started discussing questioning if these examples are on the second level of mobility or the third level. They seemed to be very engaged in the discussion; this was a great example of experiencing the new and conceptualizing by name at the same time.

After about 25 minutes of discussion, following our schedule, I asked for a volunteer to create a game on the application or website Wordwall. I told them that this game should be something that the players had to reflect

and analyze the options about the content we learned today. P3 volunteered, and all of them created a game together.

### **Week 5 - Zoom - Affordance: 3 Multimodality - June 04, 2020**

**Duration:** 01: 36: 45

**Number of Participants:** 8

P3: "Today I am using the computer, so I don't have a camera. My camera is broken but I'm here."

I told them that I had uploaded some songs on the website and I played one that P3 requested. I upload all the requested songs by P8, P4... I asked them to add more songs to the playlist.

I told them that I had uploaded some songs on the website, and I played one that P3 requested. I upload all the requested songs by P8, P4... I asked them to add more songs to the playlist.

We reviewed the affordances active knowledge making with a game on Wordwall. I asked for a volunteer to play the game with the others helping and share the screen on Zoom so that everybody could follow. P8 has volunteered. The link took too long to open: <https://wordwall.net/resource/2760526>.

They were very engaged, and the game helped them to recall the second affordance characteristics. They dragged and dropped words to rearrange each sentence into its correct order.

P8: "Amazing, I loved this game."

P6: "Very good game."

We discussed other ways to play this game.

I told them: I prefer to play this game with unjumble because we can make the students reflect.

I asked: What comes to your mind when you hear the affordance active knowledge making?

P4: "Autonomy"

P6: "Students can produce, can be actors during knowledge."

P8: active knowledge makers I remember their movement today. Movement makers do something according to the knowledge that they learned in class.

P2: "Hands-on"

We learned about Tik Tok too.

We spent 21 minutes discussing this affordance because they studied asynchronously the week before.

P6: "I studied multimodality before, but I did not know it was an affordance."

00: 32: 40 As many of the teachers studied his concept before, after our discussion and watching the video, I asked if they had any comments to add. P5 said that now it is more evident for her because she could understand the concept better after my explanation integrating with the video.

She also added two examples. The first was about the lives that the artists perform during the quarantine that appear in several ways, verbal with sound with images. The second example is the new form of payment, 'pic pay,' that recently arrived in Brazil. It also combines codes, photos.

All participants interacted, added more examples, and we discussed whether or not there are monomodal texts. P8 questioned if a school test, which is only verbal without images, was considered a monomodal text. I replied that it was still multimodal since the spatial organization, layout, paragraph styles, and fonts were multimodal resources. Another example mentioned in our discussion was the bible and the hyperlinks in print texts to connect ideas.

At that time, teachers were constantly expressing surprise and understanding that there are no single-mode texts.

We also discussed several ways to use the Tic Tok application in class and how multimodal resources can be utilized in this application.



I stressed a lot that we learned how to use the tool first, master the digital tool, and then use them with our students. So we will have more confidence to create and take a tool for students

### **Week 7 - Zoom - Affordance 4: Recursive feedback - June 18, 2020**

**Duration:** 01: 42: 17 (The video recording and its copies was permanently deleted from my computer and the cloud by Zoom)

**Number of Participants:** 7

We reviewed the affordances active knowledge making and ubiquitous learning. I asked for a vonliutter to play a game with everybody together and share the screen with me.

Do you think that these tools are educational "reform"? Do they have a progressive or a regressive role towards recursive feedback?

How can we use them in ways that students can get meaningful feedback?

P3: "I love kahoot. It's really funny but we need many resources to work in the classes... Plickers cards students like a lot, get engaged, even those that don't like to participate, because it's simple for them to participate and they don't need to write or speak... It's really funny, my students loved it!"

P1: "Vânia my cell phone battery ran out and I was unable to participate for 10 minutes. Then you explain this to me on the telegram Please"

### **Week 11 - Zoom - Affordances 6 Metacognition and 7 Differentiated Learning - July 16, 2020**

**Duration:** 01: 11: 21

**Number of Participants:** 7

I asked them if it was the first time they were studying the affordances. Some have heard the terms before. Some were not familiar with these terms and their definitions. So we had a good amount of conceptualizing by naming and theory.

We checked websites and a video about how to boost metacognition. All the teachers shared one by one what they understood about the affordance as a group discussion.

00:22:15 P3: "When you think about our thinking and students thinking. When we [give them] put a task, [and tell students] do this in this way, we expect they understand, but for this to happen, we need to reflect on what they are going to understand when they read the text."

I added: (...) "and also the students need to reflect on what they are doing, we are preparing them to be critical thinkers, develop critical literacy, solve problems and not prepare the students to do repetitive tasks that they don't need to think."

00: 24: 12 P1 said that she found it challenging to apply metacognition in practice because she said she is still in the didactic pedagogy and is not used to make her students reflect in classes.

To help the teachers to comprehend better I cited the first example which was the use of concept maps and they demonstrated that they could comprehend better the concept with this example. We then discussed more examples such as drawing some teachers on the board to make students understand, infographic, road map, and other ones.

Critical thinking, thinking about thinking, reflecting on the learning process, and reflecting on your teaching actions were emphasized during this session. Focus not only on the knowledge but on the way we think and learn. P8 said: "use the reflection to reflect how you reflect".

00: 44: 31 I asked them: "teachers is a little bit more clear now this affordance?"

00: 44: 44 P8: "I think that's an important point in the metacognition is the question. So you can ask yourself something, because for a long time we think what's the most important answer but in the metacognition is the question. You are discovering your ways to learn. So you are all the time asking yourself about these ways: what's better for me? What I do that is more effective in my learning? The questions all the time. This is against the idea that the most important thing is the answer. We are teaching since child[hood] That you need to know the answer but in metacognition is the question."

After that, I added more examples and more strategies for starting from that day to apply metacognition with their students. One of the examples cited by me, was that when the student creates some multimodal artifact, for example about what they studied, the teacher can ask them how they did it, how they thought it would be. So it would be a subtle way for teachers to gradually start to encourage students to think about their learning process.

I realized that this affordance, metacognition was one that teachers felt most challenging. For example, they mentioned that students are not used to thinking and being critical since children at schools, that they are not mature. For several constituents they claimed to be quite challenging to apply that affordance.

00: 54: 12 Close to the end I asked them: "when I say metacognition what comes to your mind now?" P3: "Thinking about thinking", P8: I'm thinking how can I apply it to my lesson plan." P4: "knowing about knowing, the way you think about something, how and why you reflect this."

### **Differentiated learning**

Like all the times we studied the affordances, I asked the teachers what was on their mind when they heard such affordance, and they brainstormed some ideas.

I asked them if they had watched this video before our meeting, 4 teachers watched and 3 did not.

P1 and P3 questioned. P1: "how can this new knowledge be applied with so many students in the classroom at the public school. Besides, they have a lot of difficulties, right? Not only in terms of language, but also in other subjects and everything. Then I ask, but the difficulty even if we find it in the classroom.

00: 01: 13 In my response, I cited many examples. Here is the first: "I think we need to start with small steps. For example, when you use readers with your students. Why not every student choose their own books that they will read? So every student will read a book at their own pace. Everyone will be on a different page reading different books, reading things that interest themselves. If you are going to work with a project and use technology tools, I think they can choose the tools they want. I think this is a small step you can apply."

## **APPENDIX N - The rubric for peer review**

5 pages

### **Rubric for Peer Review Evaluating multimodal lesson plans**

Whose multimodal lesson plan are you evaluating? \_\_\_\_\_

Dear reviewer, in order to provide meaningful feedback, it is important to consider the following criteria when evaluating a multimodal lesson plan:

1. Lesson Title
2. Grade Level
3. Length
4. Learning Goals/Objectives
5. Materials Needed for Lesson (Please list names of technology tools, links, videos, and non-tech tools)
6. Detailed procedure / steps including the affordances studied so far and multiliteracies aspects:

- 6.1 Ubiquitous Learning
- 6.2 Active Knowledge
- 6.3 Multimodal Meaning
- 6.4 Recursive Feedback
- 6.5 Collaborative Intelligence
- 7. Multiliteracies (Pedagogy - reflexive pedagogy and didactic, diversity and multimodality).
- 8. References section (if applicable)

Please, for each of the areas below, make notes about whether the author was successful. Provide a score (using only our rubric numbers) for each of the domains.

1      2      3      4      5

Domains	Criteria	Comments for Improvement: remember to list weak and strong points	Score 1 - 5
1. Lesson Title 2. Grade Level 3. Length	Does the lesson plan include the title, the grade level and the length? If not, please suggest the author to add them.		
4. Learning Goals/Objectives	Does the lesson plan include learning objectives aligned to the grade level and the length?  Please suggest ways in which objectives can be more clarified, or have more relevance to learners.		
5. Materials Needed for Lesson (technology tools and non-tech)	Do the technology tools create opportunities for students to produce multimodal representations more than being passive? How?  Do the technology tools and non-tech tools help students focus on the learning goals? How?  Do the technology tools and non-tech tools contribute to students' engagement? How?		
6. Detailed procedure	Does the lesson plan include enough detailed procedure and steps according to its length?  Did the author list names of technology tools, links,		

	<p>videos, and non-tech tools?</p> <p>If not, please suggest the author to add them.</p>		
6.1 Ubiquitous Learning	<p>Do the activities create opportunities for students to learn beyond the walls of the classroom, anywhere at anytime? How?</p> <p>Is there any use of technology tools to make ubiquitous learning more possible? How?</p> <p>About the levels of mobility: are there activities that provide opportunities for the third level - when the learning experience, the devices and the learners are mobile? How?</p> <p>Please suggest ways to make ubiquitous learning more possible in this lesson plan.</p>		
6.2 Active Knowledge Making	<p>Do the activities provide opportunities for students to be more active knowledge producers and less knowledge consumers? Please explain it!</p> <p>Please suggest ways to make active knowledge making more possible in this lesson plan.</p>		
6.3 Multimodal Meaning	<p>Do the activities provide opportunities for students to make multimodal representations? Give examples.</p> <p>How do the activities provide opportunities for students to use different multimodal resources? (e.g: images, links, videos, texts, audios, spatial, tactile, gestual).</p> <p>Please suggest supplementary media resources, and make specific apps/sites suggestions.</p>		

6.4 Recursive Feedback	<p>Do the activities provide opportunities for students to get feedback from multiple sources? (e.g: feedback from peers, teachers, parents).</p> <p>Does the lesson plan provide opportunity for self-assessment?</p> <p>Please suggest specific ways to make recursive feedback more possible in this lesson plan.</p>		
6.5 Collaborative Intelligence	<p>Do the activities focus on learning as a social activity rather than learning as individual memory?</p> <p>Do the activities give opportunities for students to solve problems together?</p> <p>Please suggest ways to make collaborative intelligence more possible in this lesson plan.</p>		
7. Multiliteracies	<p>Do the activities consider the student's background? How? Explain.</p> <p>Do the activities reflect the needs and aspects from the Reflexive pedagogy? How? Explain.</p> <p>Do the activities reflect the aspects from the Didactic pedagogy? How? Explain.</p>		
8. References section	<p>Does the lesson plan include a reference section of all sources and media?</p> <p>If not, please encourage the author to add some references.</p>		
Total	-	Please add your total here:	

Please Justify your score in a comment regarding the adequacy of the lesson plan to the context of public schools.



## APPENDIX O - The rubric for self-review

6 pages

### Rubric for Self Review Evaluating your multimodal lesson plan

Name: \_\_\_\_\_

Provide meaningful feedback for your lesson plan, it is important to consider the following criteria when evaluating a multimodal lesson plan:

1. Lesson Title
2. Grade Level
3. Length
4. Learning Goals/Objectives
5. Materials Needed for Lesson (Please list names of technology tools, links, videos, and non-tech tools)
6. Detailed procedure / steps including the affordances studied so far and multiliteracies aspects:
  - 6.1 Ubiquitous Learning
  - 6.2 Active Knowledge
  - 6.3 Multimodal Meaning
  - 6.4 Recursive Feedback
  - 6.5 Collaborative Intelligence
  - 6.6 Differentiated Learning
  - 6.7 Metacognition
7. Multiliteracies (Pedagogy - reflexive pedagogy and didactic, diversity and multimodality).
8. References section (if applicable)

Please, for each of the areas below, make notes about whether you were successful. Provide a score (using only our rubric numbers) for each of the domains.

1      2      3      4      5

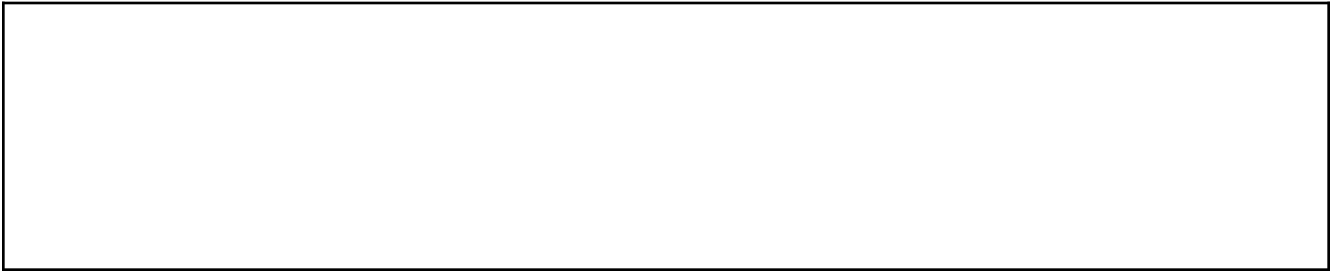
<b>Domains</b>	<b>Criteria</b>	<b>Comments for Improvement: remember to list weak and strong points</b>	<b>Score 1 - 5</b>
1. Lesson Title 2. Grade Level 3. Length	Does the lesson plan include the title, the grade level and the length? If not, please suggest the author to add them.		
4. Learning Goals/Objectives	Does the lesson plan include learning objectives aligned to the grade level and the length?  Please suggest ways in which objectives can be more clarified, or have more relevance to learners.		
5. Materials Needed for Lesson (technology tools and non-tech)	Do the technology tools create opportunities for students to produce multimodal representations more than being passive? How?  Do the technology tools and non-tech tools help students focus on the learning goals? How?  Do the technology tools and non-tech tools contribute to students' engagement? How?		
6. Detailed procedure	Does the lesson plan include enough detailed procedure and steps according to its length?  Did the author list names of technology tools, links, videos, and non-tech tools?  If not, please suggest the author to add them.		
6.1 Ubiquitous Learning	Do the activities create opportunities for students to learn beyond the walls of the classroom, anywhere at anytime? How?  Is there any use of technology tools to make ubiquitous learning more possible? How?		

	<p>About the levels of mobility: are there activities that provide opportunities for the third level - when the learning experience, the devices and the learners are mobile? How?</p> <p>Please suggest ways to make ubiquitous learning more possible in this lesson plan.</p>		
6.2 Active Knowledge Making	<p>Do the activities provide opportunities for students to be more active knowledge producers and less knowledge consumers? Please explain it!</p> <p>Please suggest ways to make active knowledge making more possible in this lesson plan.</p>		
6.3 Multimodal Meaning	<p>Do the activities provide opportunities for students to make multimodal representations? Give examples.</p> <p>How do the activities provide opportunities for students to use different multimodal resources? (e.g: images, links, videos, texts, audios, spatial, tactile, gestual).</p> <p>Please suggest supplementary media resources, and make specific apps/sites suggestions.</p>		
6.4 Recursive Feedback	<p>Do the activities provide opportunities for students to get feedback from multiple sources? (e.g: feedback from peers, teachers, parents).</p> <p>Does the lesson plan provide opportunity for self-assessment?</p> <p>Please suggest specific ways to make recursive feedback more possible in this lesson plan.</p>		



6.5 Collaborative Intelligence	<p>Do the activities focus on learning as a social activity rather than learning as individual memory?</p> <p>Do the activities give opportunities for students to solve problems together?</p> <p>Please suggest ways to make collaborative intelligence more possible in this lesson plan.</p>		
6.6 Metacognition	Do the activities provide opportunities for students to think about how they have gone about doing something, to think about how the process they are involved in delivered a particular kind of outcome?		
6.7 Differentiated Learning	Do activities provide opportunities for learners to be on different pages/tasks at different times?		
7) Use of technology	Is there use of technology that supports some of the affordances of the digital?		
9) Multiliteracies	Do the activities consider students' background and needs and aspects from both Didactic and Reflexive pedagogy? We studied this on Week 2.		
Total	-	Please add your total here:	

Please justify your score in a comment regarding the adequacy of the lesson plan to the context of public schools.



**APPENDIX P - Activities checklist forms**

## Activities Checklist week 1-5

For each week you and add a comment with your feedback! You can say what you learned, you liked and what was a challenge for you! Here is our website to find all activities:

<https://vccingles.wixsite.com/vania>

\* Required

Name \*

Your answer

Week 1 - Zoom - Generation P students - May 5 \*

10 points

- Attended meeting on Zoom
- Watched recorded meeting
- Answer survey about your profile
- Played game - Quizlet about Generation P
- Extra activity: I created an activity on Quizlet
- Other: \_\_\_\_\_

Week 1: How did I feel after this meeting?

Your answer

Week 2: Google Classroom/Telegram - May 11-18 \*

10 points

- Answered 2 questions on Telegram about the 2 pedagogies (reflexive and didactic)
- Created a representation on Canva representing knowledge about the content
- Commented on my colleagues Canva posts on Telegram

Other: \_\_\_\_\_

Week 1: How did I feel after this meeting?

Your answer \_\_\_\_\_

Week 2: Google Classroom/Telegram - May 11-18 \*

10 points

- Answered 2 questions on Telegram about the 2 pedagogies (reflexive and didactic)
- Created a representation on Canva representing knowledge about the content
- Commented on my colleagues Canva posts on Telegram
- Other: \_\_\_\_\_

Week 2: How did I feel during this week?

Your answer \_\_\_\_\_

Week 3: Zoom - Ubiquitous Learning - May 21 \*

10 points

- Attended this meeting
- Watched the video: e-Learning Affordance 1a: Ubiquitous Learning. Posted 3 things I learned from it on Telegram.
- Found an example of an educational online tool - to apply ubiquitous Learning and posted on Google Classroom and Telegram
- Other: \_\_\_\_\_

Week 3: How did I feel after this meeting? \*

Your answer \_\_\_\_\_

Your answer

---

Week 4: Google Classroom/Telegram - May 29 - June 2 \*

10 points

- Watched the video: e-Learning Affordance 2a: Active Knowledge Making and posted comment on Telegram
- Found an example of a digital technology that can make your students become more active knowledge producers.
- Optional: Create dan activity for your lesson plan and please commented on 2 or 3 posts.
- Other: 

---

Week 4: How did I feel participating in this week?

Your answer

---

Week 5: Zoom - Affordance: 3 Multimodality -June 4 \*

10 points

- Attended this meeting
- Downloaded the app TikTok
- Created a video on Tik Tok
- Answered 2 questions about Multimodality on Telegram

Week 5: How did I feel participating in this meeting? \*

Your answer

---

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## Activities Checklist week 6-13

For each week you add a comment with your feedback! You can say what you learned, you liked and what was a challenge for you! Here is our website to find all activities:

<https://vccingles.wixsite.com/vania>

\* Required

Name \*

Your answer \_\_\_\_\_

Week 6 - Asynchronous - Review concepts - June 12 -18 \*

- Reviewed all the concepts I had difficulty or Posted all questions I had on Telegram.
- If there was any late activity, I posted them too!
- I didn't have late activities to post.
- Other: \_\_\_\_\_

Week 7 - Zoom - Recursive feedback June 18, 2020 \*

- Found an example of an online tool that can contribute to feedback and that it is possible to use with your students in low-tech classes and share it on Telegram.
- Commented on my friends' posts!
- Other: \_\_\_\_\_

Week 8,9 \*

- Completed the first draft of the multimodal lesson plan
- I haven't completed it yet.
- Other: \_\_\_\_\_

**Week 8,9 \*** Completed the first draft of the multimodal lesson plan I haven't completed it yet. Other: \_\_\_\_\_**Week 10, 11, 12** I completed the peer Review. I completed the Self review I completed the final version. Other: \_\_\_\_\_**Submit**

Never submit passwords through Google Forms.

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Google Forms

**APPENDIX Q - The learning module developed by Vania Castro at the UIUC****Access here:**

[https://cgscholar.com/bookstore/web\\_works/integrating-technology-in-lowtech-classes-through-the-7-digital-affordances-19257143-f386-40db-a8ed-317c26faad5b?adv=false&category\\_id=learning-design-and-leadership-modules&path=learning-design-and-leadership-modules%2F486](https://cgscholar.com/bookstore/web_works/integrating-technology-in-lowtech-classes-through-the-7-digital-affordances-19257143-f386-40db-a8ed-317c26faad5b?adv=false&category_id=learning-design-and-leadership-modules&path=learning-design-and-leadership-modules%2F486)

**Or here:****APPENDIX R - Registration form for the 7 e-Affordances course**

This form is also available in: <https://forms.gle/jUz5JF6MkFrAhp2T8>



## 7 e-Affordances: reshaping 21st-century education - Course

[Translation below] Olá Professor (a) de inglês! Você está sendo convidado (a) a participar da pesquisa de doutorado da Vânia Castro, aluna do Programa de pós-graduação em Estudos Linguísticos da FALE/UFMG, sob a orientação da Profa. Dra. Reinildes Dias e da Profa. Dra. Mary Kalantzis - University of Illinois at Urbana-Champaign.

Neste minicurso vamos conhecer as 7 affordances das tecnologias digitais para o ensino e aprendizagem de inglês na era contemporânea.

Caso você tenha interesse em realizar este minicurso de 10 semanas online, você precisará aceitar participar como voluntário(a) em minha pesquisa, ok?

Vamos utilizar as plataformas Zoom e Telegram para realização dos encontros e interações, e mais alguns aplicativos.

Obrigada pela colaboração. Qualquer dúvida entre em contato comigo através do e-mail: [vccingles@gmail.com](mailto:vccingles@gmail.com) ou pelo WhatsApp: +1 217 305 2110.

Cordialmente,  
Vânia Castro

---

Hello English teachers! You have been invited to participate in Vânia Carvalho de Castro's doctoral research, a Ph.D. student from FALE / UFMG, under the supervision of Profa. Dra. Reinildes Dias and Profa. Dr. Mary Kalantzis.

In this course, we will learn about the 7 affordances of digital and technologies for teaching and learning English in the contemporary era.

You are invited to participate as a volunteer in my research, ok? It is a 13-week online course.

We will use the Zoom and Telegram platforms to carry out meetings and interactions and some more applications.

Thanks for the collaboration. If you have any questions, please contact me via email: [vccingles@gmail.com](mailto:vccingles@gmail.com) or WhatsApp: +1 217 305 2110.

Sincerely,  
Vânia Castro

1) Nome: / Name: \*

Short answer text

2) Idade: / Age: \*

Short answer text

3) Email \*

Short answer text

4) Ano(s) do Ensino Médio que você leciona: / High school year (s) you teach: \*

Short answer text

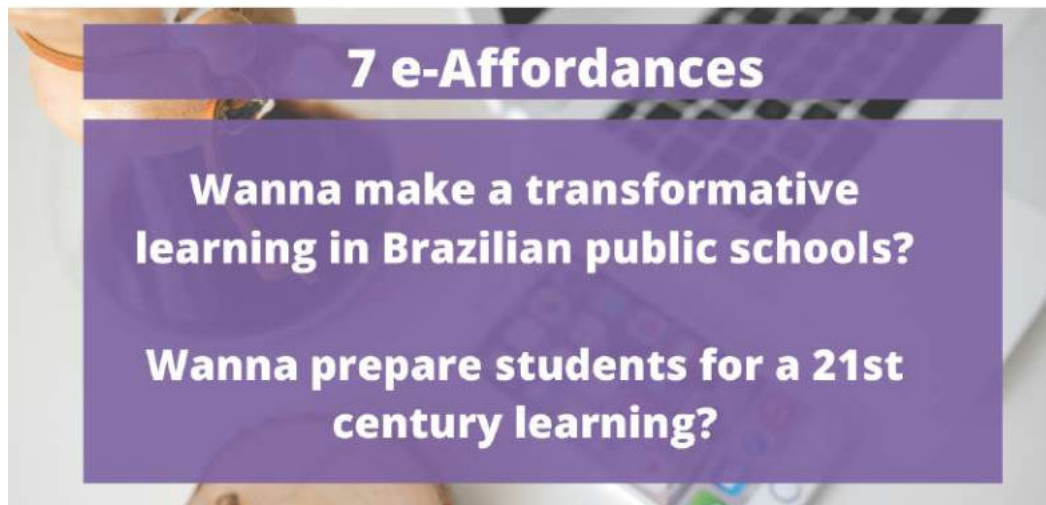
5) Quantas turmas você tem? / How many classes do you have? \*

Short answer text

6) Seu número do WhatsApp: / Your WhatsApp number: \*

## APPENDIX S - Flyer 7 e-Affordances course

**CONVITE: CURSO GRATUITO DE FORMAÇÃO  
PARA PROFESSORES DE INGLÊS DA REDE  
PÚBLICA | ENSINO MÉDIO**



**INÍCIO: 30/04/2020 | ONLINE 17H NO ZOOM**

Vagas limitadas - Inscrições e informações pelo email:  
vccingles@gmail.com ou QR code



Este curso interativo  
e cheio de  
ferramentas digitais  
faz parte da minha  
pesquisa de  
doutorado



**VANIA CASTRO**

**Doutoranda UFMG | Doutorado Sanduíche: University of  
Illinois at Urbana-Champaign (UIUC)**

## APPENDIX T - A reply email

[Translation below]

Olá! Fico muito feliz pelo seu interesse em participar do curso 7 e-Affordances: reshaping 21st century education. No primeiro encontro, dia 30/04/2020, irei detalhar todo o curso e as plataformas que iremos utilizar. Assim, após conhecer todo o cronograma e a dinâmica, você poderá decidir se irá participar ou não. O curso terá duração de 11 semanas.

**Seguem algumas instruções:**

1. Vamos utilizar a plataforma Zoom para o encontro do dia **30/04/2020** e para os demais encontros síncronos (todos online ao mesmo tempo).

Esse é o link para entrar na sala: <https://illinois.zoom.us/j/99474905142>

Se pedir o meeting ID, digite: 994-7490-5142

Iremos utilizar esse mesmo link em todos os encontros do Zoom.

Se desejar utilizar o Zoom pelo aparelho celular, peço por gentileza, que faça o download do aplicativo antes do encontro. Se escolher fazer pelo computador, não precisará baixá-lo basta clicar no link. Para os nossos encontros, acredito que você terá um melhor aproveitamento se usar pelo um dispositivo com tela maior, já que vou compartilhar minha tela com vocês!

2. Para os encontros assíncronos (cada participante ficará online em um horário diferente), vamos utilizar o Telegram, um aplicativo semelhante ao WhatsApp. Vou falar as vantagens de usar esse app no primeiro dia! Se quiser fazer o download do Telegram, ja pode me adicionar: @vaniacastro1.
3. Essas são as principais ferramentas do curso, mas além delas vamos utilizar outros aplicativos. Irei explicar tudo no primeiro encontro!
4. A linguagem do curso será em inglês, no entanto, nesse primeiro encontro falaremos em português também.
5. Caso ja deseje formalizar sua inscrição: <https://forms.gle/uA7uT6OfQauDxkRMA>

Este curso trata-se de uma pesquisa de doutorado, irei colher dados durante o curso, vou falar sobre o conselho de ética e pesquisa no encontro presencial. Assim, trata-se de uma pesquisa acadêmica:

#### **Requisitos:**

- Ser professor de inglês da rede pública do Ensino Médio.
- Estar atuando como professor no momento.

Durante todo os curso, os professores participantes irão desenvolver um plano de aula multimodal para posteriormente aplicar com seus alunos. Os professores que continuam lecionando online terão a possibilidade de aplicar algumas atividades a distância, já que iremos ver estratégias e atividades para aplicar durante a quarentena.

Espero você nesta quinta-feira!

Um grande abraço,  
Vania Castro

---

Hi there! I am pleased about your interest in participating in the course 7 e-Affordances: reshaping 21st-century education. At the first meeting, on 04/30/2020, I will detail the entire course and the platforms we will be using. Thus, after knowing the entire schedule and dynamics, you can decide whether to participate or not. The course will last 11 weeks.

Here are some instructions:

We will use the Zoom platform for the 4/30/2020 meeting and for the other synchronous meetings (all online at the same time).

This is the link to enter the room: <https://illinois.zoom.us/j/99474905142>

If you request the meeting ID, enter: 994-7490-5142

We will use this exact link in all Zoom meetings.

If you want to use Zoom on your mobile device, please kindly download the application before the meeting. If you choose to do it on your computer, you don't need to download it. Just click on the link. For our meetings, I

believe that you will have a better harnessing of the course if you use a bigger screen device since I will share my screen with you!

For asynchronous meetings (each participant will be online at a different time), we will use Telegram, an application similar to WhatsApp. I'll tell you the advantages of using this app on the first day! If you want to download Telegram, you can add me now: @vaniacastro1.

These are the main tools of the course, but in addition to them, we will use other applications. I will explain everything on the first date!

The course language will be in English. However, in this first meeting, we will speak in Portuguese as well. If you already want to formalize your registration: <https://forms.gle/uA7uT6QfQauDxkRMA>

This course is about doctoral research; I will collect data during the course, I will talk about the ethics and research council at the face-to-face meeting. Thus, it is academic research:

Requirements:

To be an English teacher in the public high school system.  
Being a teacher at the moment.

Throughout the course, participating teachers will develop a multimodal lesson plan to later apply with their students. Teachers who continue to teach online will have the possibility to apply some activities at a distance, as we will see strategies and activities to apply during quarantine.

I hope to see you this Thursday!

A big hug,  
Vania Castro

## APPENDIX U - Post course report



### Post Course Report

[Translation below] Olá professores, tudo bem Já se passou quase um ano depois que iniciamos o nosso curso 'e-Affordances' sobre às 7 affordances do do digital. Lembram?

1) ubiquitous learning; 2) active knowledge making; 3) multimodal meaning; 4) recursive feedback; 5) collaborative intelligence; 6) metacognition; and 7) differentiated learning.

Gostaria de fazer duas perguntas muito importantes sobre o pós curso, se vocês tiverem algum material para mandar por favor envie pelo Telegram ou pelo e-mail!

Obrigada pela colaboração. Qualquer dúvida, entre em contato comigo pelo e-mail: [vccingles@gmail.com](mailto:vccingles@gmail.com).

Cordialmente,  
Vânia Castro

---

Hello teachers, how are you? It has been almost a year since we started our 'e-Affordances' course, Remember?

The 7 affordances of digital: 1) ubiquitous learning; 2) active knowledge making; 3) multimodal meaning; 4) recursive feedback; 5) collaborative intelligence; 6) metacognition; and 7) differentiated learning.

I would like to ask two very important questions about the post-course, if you have any material to share, please send it by Telegram or by e-mail!

Thanks for the collaboration. If you have any questions, please contact me by e-mail: [vccingles@gmail.com](mailto:vccingles@gmail.com).

Sincerely,  
Vânia Castro



\* Required

1) Lembra que vocês fizeram um plano de aula com a intenção de aplicar o máximo de affordances possível nele? Gostaria de saber se você aplicou o plano de aula ou alguma atividade dele com seus alunos durante esse tempo! Por favor, justifique sua resposta. / Remember that you produced a lesson plan with the intention of applying as much affordances as possible to it? I wonder if you applied the lesson plan or any activity with your students during that time! Please justify your answer. \*

Your answer

---

2) Durante esses últimos meses, você criou alguma atividade ou participou de algum projeto ou alguma outra coisa incluindo conhecimentos que aprendeu durante o curso? Por favor explique em detalhes! / During these past few months, have you created any activity or participated in any project or anything including knowledge you learned during the course? Please explain in detail! \*

Your answer

---

Gostaria de acrescentar algum comentario? / Would you like to add any comments?

Your answer

---

Submit

**ANNEX A - Research in the academic journals 2019 and 2021**

**Scielo Portal**

**Search in 2019**

search.scielo.org/?lang=pt&count=15&from=1&output=site&sort=&format=summary&page=1&q=multiletramentos&where=&filter%5Byear\_cluster%5D%5B%5D=2...

multiletramentos

Resultados: 26

Ordenar por Publicação - Mais novos primeiro

1. **Teorias recentes de literacidad crítica para el inglés con fines específicos**  
 Takaki, Nara Hiroko.  
*Revista Brasileira de Linguística Aplicada* Set 2020, Volume 20 Nº 3 Páginas 519 - 547  
 Resumo: > EN > ES > PT | Texto: EN ES PT | PDF: ES | ePDF: ES  
<https://doi.org/10.1590/1984-6398202015136>

2. **NARRATIVAS TRANSMÍDIA: ENTRE MULTILETRAMENTOS E LETRAMENTOS TRANSMÍDIA, O QUE LEVAR PARA A AULA DE LÍNGUAS?**  
 Aranda, Maria del Carmen de la Torre, Freire, Maximina Maria.  
*Trabalhos em Linguística Aplicada* Ago 2020, Volume 59 Nº 2 Páginas 1521 - 1554  
 Resumo: > EN > PT | Texto: EN PT | PDF: PT | ePDF: PT  
<https://doi.org/10.1590/010318138818811520200308>

3. **MULTILITERACIES AND LANGUAGE IDEOLOGIES IN CONTEMPORARY FANFIC LITERACY PRACTICES**  
 Martins, Patricia de Souza.  
*Trabalhos em Linguística Aplicada* Abr 2020, Volume 59 Nº 1 Páginas 353 - 385  
 Resumo: > PT > EN | Texto: PT EN | PDF: EN | ePDF: EN

### Search in 2020

search.scielo.org/?lang=pt&count=15&from=1&output=site&sort=&format=summary&page=1&q=multiletramentos&where=&filter%5Byear\_cluster%5D%5B%5D=2...

multiletramentos

Resultados: 18

Ordenar por Publicação - Mais novos primeiro

1. **O PAPEL DO QUADRO COMUM EUROPEU DE REFERÊNCIA PARA IDIOMAS: APRENDIZAGEM, ENSINO E AVALIAÇÃO (QCER) NA INTERNACIONALIZAÇÃO DAS IES: UMA ANÁLISE SOB A PERSPECTIVA DO LETRAMENTO CRÍTICO E DOS MULTILETRAMENTOS**  
 Carli, Josiane Brunetti, Santiago, Maria Elizabete Vilela.  
*Trabalhos em Linguística Aplicada* Ago 2019, Volume 57 Nº 2 Páginas 1164 - 1198  
 Resumo: > EN > PT | Texto: EN PT | PDF: PT | ePDF: PT  
<https://doi.org/10.1590/01031813883002267941>

2. **Apontamentos sobre linguística sistêmico-funcional, contexto de situação e transitividade com exemplos de livros de literatura infantil**  
 HEBERLE, Viviane M.  
*DELTA: Documentação de Estudos em Linguística Teórica e Aplicada* Mar 2019, Volume 34 Nº 1 Páginas 81 - 112  
 Resumo: > PT > EN | Texto: PT EN | PDF: PT | ePDF: PT  
<https://doi.org/10.1590/0102-44508159108801009>

3. **Os multiletramentos e seu papel no conhecimento de professores de línguas: por uma perspectiva**

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### Capes Portal

### Search in 2019



Not Secure | www-periodicos-capes-gov-br.ez1.periodicos.capes.gov.br/index.php?option=com\_pmetabusa&mn=88&smn=88&type=m&metalib=aHR0cHMGLy9...

Acesso livre Perguntas frequentes Contato

**períodicos.**  
**CAPES**  
MINISTÉRIO DA EDUCAÇÃO

**Buscar Assunto** (Insira DOI/PMID ou termo de busca)

Nova Busca

Convidado(a) Meu Espaço Minha conta Identificação Ajuda

Qualquer contém multiletramentos AND

Qualquer contém

Data de publicação: Qualquer ano

Tipo de material: Todos os itens

Idioma: Qualquer idioma

Data Inicial: 01 01 2010

Data Final: 01 01 2018

Selecione bases de dados para busca

Buscar Clear Busca simples

Personalize your results Edit

Expandir meus resultados

Expandir meus resultados

Mostrar somente Periódicos revisados por pares (83)

Resultados de 1 - 10 para **97** para Portal de Periódicos Ordenado por: Relevância 1 2 3 4 5 +

Mostrar somente Periódicos revisados por pares (83)

Artigo

**CIBERVIDÉOS E MULTILETRAMENTOS NA EDUCAÇÃO ONLINE**  
Edméa Santos ; Vivian Martins  
Revista Observatório, 01 August 2018, Vol.4(5), pp.231-262 [Periódico revisado por pares]

Pensando a partir das análises sobre **multiletramentos**, buscamos aprofundar conhecimentos a respeito dos vídeos na cibercultura, tendo como base a Educação Online. Em estudo exploratório, seis cibervídeos foram mapeados e serão abordados ao longo do texto: hipervídeo, microvídeo, vídeoaula, videoconferência, vídeo volátil e webinar. O objetivo principal é entrelaçar os cibervídeos com as produções, as teorias e as narrativas dos praticantes ciberculturais que emergiram de uma Oficina de Produção de Cibervídeos. O método para investigação foi a Pesquisa-formação na cibercultura, desenvolvida na graduação em Pedagogia da Universidade do Estado do Rio de Janeiro. O esforço em conversar com os dados oriundos do campo nos conduziu às seguintes noções subsonoras: "videodocência" e "ciberexperiência

## Search in 2021

Not Secure | www-periodicos-capes-gov-br.ez1.periodicos.capes.gov.br/index.php?option=com\_pmetabusa&mn=88&smn=88&type=m&metalib=aHR0cHMGLy9...

Acesso livre Perguntas frequentes Contato

**períodicos.**  
**CAPES**  
MINISTÉRIO DA EDUCAÇÃO

**Buscar Assunto** (Insira DOI/PMID ou termo de busca)

Nova Busca

Convidado(a) Meu Espaço Minha conta Identificação Ajuda

Qualquer contém multiletramentos AND

Qualquer contém

Data de publicação: Qualquer ano

Tipo de material: Todos os itens

Idioma: Qualquer idioma

Data Inicial: 01 01 2010

Data Final: 01 01 2020

Selecione bases de dados para busca

Buscar Clear Busca simples

Personalize your results Edit

Expandir meus resultados

Expandir meus resultados

Mostrar somente Periódicos revisados por pares (116)

Resultados de 1 - 10 para **143** para Portal de Periódicos Ordenado por: Relevância 1 2 3 4 5 +

Mostrar somente Periódicos revisados por pares (116)

Artigo

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## Google Scholar

## Search in 2019

scholar.google.com.br/scholar?q=multiletramentos&hl=pt-BR&lr=lang\_pt&as\_sdt=0%2C5&as\_ylo=2010&as\_yhi=2018

Google Acadêmico multiletramentos

Artigos Aproximadamente 5.050 resultados (8,05 s)

Meu perfil Minha biblioteca

A qualquer momento  
Desde 2021  
Desde 2020  
Desde 2017  
Período específico...  
2010 — 2018  
Pesquisar

Classificar por relevância  
Classificar por data

Em qualquer idioma  
Pesquisar páginas em Português

incluir patentes  
 incluir citações

Criar alerta

**[PDF]** Hipermódernidade, **multiletramentos** e gêneros discursivos  
R. Rojo, J.P. Barbosa - São Paulo: Parábola Editorial, 2015 - core.ac.uk  
Em seu mais recente livro, Hipermódernidade, **multiletramentos** e gêneros discursivos (Parábola Editorial, 2015, 150 páginas), contribuição manifesta às pesquisas linguísticas nas áreas de Análise do Discurso, Letramento e Ensino, Roxane Rojo e Jacqueline P...  
☆ Citado por 300 Artigos relacionados Todas as 2 versões

**[PDF]** Entre Plataformas, ODAs e Protótipos: Novos **multiletramentos** em tempos de WEB2  
R. Rojo - ESPEcialist, 2017 - dialnet.unirioja.es  
Neste artigo, buscamos discutir e contrastar diferentes dispositivos e tipos de materiais didáticos digitais, segundo critérios pautados nos conceitos de paradigma da aprendizagem curricular e paradigma da aprendizagem interativa (LEMKE, 2010), tais ...  
☆ Citado por 39 Artigos relacionados

**[HTML]** Práticas de **multiletramentos** na escola: por uma educação responsiva à contemporaneidade  
MBF Oliveira, P.T.C. Szunyó - Bakhtiniana: Revista de Estudos do ..., 2014 - SciELO Brasil  
Compartilhando com Rojo a assunção de que a filosofia da linguagem do Círculo de Bakhtin está imbuída da leveza de pensamento e plasticidade necessárias para compreensão e análise das práticas de **multiletramentos** na contemporaneidade, este artigo ...  
☆ Citado por 34 Artigos relacionados Todas as 3 versões

**[HTML]** Cibervídeos e **multiletramentos** na educação online  
E Santos, V. Martins - Revista Observatório, 2018 - sistemas.uft.edu.br  
Pensando a partir das análises sobre **multiletramentos**, buscamos aprofundar conhecimentos a respeito dos vídeos na cibercultura, tendo como base a Educação Online. Em estudo exploratório, seis cibervídeos foram mapeados e serão abordados ao longo do ...  
☆ Citado por 11 Artigos relacionados Todas as 4 versões

Pesquisas relacionadas

multiletramentos ensino	multiletramentos proposta
multiletramentos lingua	multiletramentos formação
pedagogia multiletramentos	multiletramentos perspectiva
multiletramentos letramento	multiletramentos educação

## Search in 2021

scholar.google.com.br/scholar?q=multiletramentos&hl=pt-BR&lr=lang\_pt&as\_sdt=0%2C5&as\_ylo=2010&as\_yhi=2020

Google Acadêmico multiletramentos

Artigos Aproximadamente 7.460 resultados (8,05 s)

Meu perfil Minha biblioteca

A qualquer momento  
Desde 2021  
Desde 2020  
Desde 2017  
Período específico...  
2010 — 2020  
Pesquisar

Classificar por relevância  
Classificar por data

Em qualquer idioma  
Pesquisar páginas em Português

incluir patentes  
 incluir citações

Criar alerta

**[PDF]** Hipermódernidade, **multiletramentos** e gêneros discursivos  
R. Rojo, J.P. Barbosa - São Paulo: Parábola Editorial, 2015 - core.ac.uk  
Em seu mais recente livro, Hipermódernidade, **multiletramentos** e gêneros discursivos (Parábola Editorial, 2015, 150 páginas), contribuição manifesta às pesquisas linguísticas nas áreas de Análise do Discurso, Letramento e Ensino, Roxane Rojo e Jacqueline P...  
☆ Citado por 300 Artigos relacionados Todas as 2 versões

**[PDF]** Entre Plataformas, ODAs e Protótipos: Novos **multiletramentos** em tempos de WEB2  
R. Rojo - ESPEcialist, 2017 - dialnet.unirioja.es  
Neste artigo, buscamos discutir e contrastar diferentes dispositivos e tipos de materiais didáticos digitais, segundo critérios pautados nos conceitos de paradigma da aprendizagem curricular e paradigma da aprendizagem interativa (LEMKE, 2010), tais ...  
☆ Citado por 39 Artigos relacionados

**[HTML]** Práticas de **multiletramentos** na escola: por uma educação responsiva à contemporaneidade  
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☆ Citado por 34 Artigos relacionados Todas as 3 versões

**[HTML]** Cibervídeos e **multiletramentos** na educação online  
E Santos, V. Martins - Revista Observatório, 2018 - sistemas.uft.edu.br  
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☆ Citado por 11 Artigos relacionados Todas as 4 versões

Pesquisas relacionadas

multiletramentos ensino	multiletramentos proposta
multiletramentos lingua	multiletramentos formação
pedagogia multiletramentos	multiletramentos perspectiva
multiletramentos letramento	multiletramentos educação

## BDTD - The Brazilian Digital Library of Theses and Dissertations

## Search in 2019

bdtd.ibict.br/vufind/Search/Results?join=AND&lookfor0%5B%5D=multietramentos&type0%5B%5D=AllFields&lookfor0%5B%5D=&type0%5B%5D=AllFields&lookf...

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BDTD Biblioteca Digital Brasileira de Teses e Dissertações

Página Inicial Sobre a BDTD Rede BDTD Acesso Aberto Brasil Serviços

Your search terms : "(All Fields:multietramentos)"

Edit this Advanced Search | Start a new Advanced Search | Start a new Basic Search

Search: (All Fields:multietramentos)

Narrow Search

Remove Filters

Year of Publication: 2010-2018

Institution

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by LIMA, Anne Caroline Araújo de Publication Date 2018

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by Silva, Sarah Bento dos Santos Publication Date 2020

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2 Radioblog na escola : uma proposta para os multietramentos

by Gribi, Heitor, 1975- Publication Date 2014

### ANNEX B - Video Transcript from task 2- week : the movie clip “Ferris Bueller's Day Off”

**Economics Teacher:** Bueller? Bueller? Bueller?

**Simone:** Um, he's sick. My best friend's sister's boyfriend's brother's girlfriend heard from this guy who knows this kid who's going with the girl who saw Ferris pass out at 31 Flavors last night. I guess it's pretty serious.

**Economics Teacher:** Thank you, Simone.

**Simone:** No problem whatsoever.

**Economics Teacher:** In 1930, the Republican-controlled House of Representatives, in an effort to alleviate the effects of the... Anyone? Anyone?... the Great Depression, passed the... Anyone? Anyone? The tariff bills? The Hawley-Smoot Tariff Act? Which, anyone? Raised or lowered?... raised tariffs, in an effort to collect more revenue for the federal government. Did it work? Anyone? Anyone know the effects? It did not work, and the United States sank deeper into the Great Depression. Today we have a similar debate over this. Anyone know what this is? Class? Anyone? Anyone? Anyone seen this before? The Laffer Curve. Anyone know what this says? It says that at this point on the revenue curve, you will get exactly the same amount of revenue as at this point. This is very controversial. Does anyone know what Vice President Bush called this in 1980? Anyone? Something-d-o-o economics. "Voodoo" economics.

### ANNEX C - Audio Transcripts from MultiMobi Week 3

Hello guys, I'm gonna talk about the questions that Vania sent to us. The first one was about multimodality. I think it's when we use different resources to communicate. The second one about multimodality texts is when we use different modes. When you combine picture [with] words, video songs. And the third one about the semiotic features that I used in my last class... uh, in my last class, I used the booklet that I prepared for them, and we used pictures that they had to see [look at] the pictures and talk about them to force [make] them to speak. And in the second part of the class, we have a music project that the students, all the students must [had to] present a song together for all the school. They worked together in a performance. So, they tried to do it. They must dance, they must sing, and the presentation will be next month, and last class, I tried to do it with them. I think this is the semiotic features that I had with them.

Source: Audio transcription from P4 from MultiMobi course on WhatsApp - week 2. Audio length: 1:59.

"Hi everybody! For multimodality, we can understand that there is more than one mode working together to [not clear] a message. In a multimodal text, for example, if it's printed we can have written text and images, for example, or engage its digital we can have written texts, images, and audio or [pause] in a video, for example, a video camera can work at the same time with audio, images, written texts, music, and links, because we have links in videos. Thinking about the semiotic features, I know it's my last class, well I use the book sometimes, it's written and it has images and also there is a listen section that we use a CD-ROM so the students can practice their listening. And I used the whiteboard a lot. I write on it and sometimes also draw, so students can understand what I'm talking about and I use the computer lab a lot. The last time I used it the students looked for some teams because they're going to produce a video this bimester. I want students to look for words like a film director, script, sound effects, and things like that." - Audio transcription from P7. Source: MultiMobi course on WhatsApp - week 2. Audio length: 1:43

Hi everyone, good evening. I think there is not for me to add but I'll try. Yes, for me, Multimodality is getting many resources together related to help explain, to help understand. So one example when you use [not clear] concrete objects, images, they make it easier to understand and to explain a lot more, a lot more. Not only for kids. We understand better when we see, when we touch. Okay, another example: when you have apps to help you change the way things are seen. There is one Quiver. It's a ... I think it's only for iOS, I'm not sure. But you can print something related to your subject, and they have many options, and then you can color or ask kids to color. And then, with your iPad, you show things in a different way. You use the app, and then you can almost touch everything. I used it for Halloween; pumpkin almost got us, a Jack o'Lantern was almost alive with [not clear] and the brain I was really impressed by. Another example, text when you read them with a hypo text on it. So you can get information about the things you are reading, you can add related topics, you can add meaning for the words, you can add videos. So, it's a very good way of searching formation and not getting a very big text. Another way it's when you use the QR codes, yeah. That extra information can be on the code, on the image, and they should scan and learn a lot more. So, in my daily routine, I use, of course, the whiteboard, books, notebooks, but I try to use different things. For example, the last class yesterday, yeah, we were reading Frankenstein. The first grade was reading Frankenstein, and I prepared a quiz using the Socrative on chapters 1, 2, and 3 for reading comprehension. Of course, I let them use the books because it was not for them to memorize the story, but for them to understand the story and before they used the computers to learn a bit more about the story, characters, the author, [not clear]. And, of course, some of them tried to use the translator, and some got the book in Portuguese. But it's okay. It's part of my daily life at school. I think it's that yeah, four minutes I'm so sorry, and that's my view of multimodality using different modes, different things to help.

- Audio transcription from P3. Source: MultiMobi course on WhatsApp - week 2. Audio length: 4:32

*Bom dia! Respondendo as questões. A primeira refere-se às mais diversas formas e modos de representação utilizados na construção da linguagem e de uma dada mensagem. Tal como: palavras, imagens, cores, formatos, gestos entre outros. A segunda questão é... os textos multimodais são aqueles que são empregadas duas ou mais modalidades de formas linguísticas, a composição da linguagem verbal e não-verbal, com objetivo de proporcionar uma melhor inserção do leitor no mundo contemporâneo. A terceira, as últimas aulas eu utilizei jogos, filmes, textos, livros, imagens entre outros e também fiz aquele joguinho que é o Kahoot e os alunos gostaram muito que também teve essa possibilidade aí de trabalhar os textos multimodais. Tchau, obrigada.*

*[My translation into English] Good Morning! My answer to the questions. The first [one about Multimodality] refers to the most diverse forms and modes of representation used in building language and a given message, such as: words, images, colors, formats, and gestures. The second question is that multimodal texts employ two or more modalities of linguistic forms, the composition of verbal and non-verbal language, to provide a better insertion of the reader in the contemporary world. In the third, the last classes, I used games, films, texts, books, images, among others, and I also used the application Kahoot and the students liked it a lot, and there was also the possibility of working with multimodal texts. Bye thank you*

- Audio transcription from P6. Source: *MultiMobi* course on WhatsApp - week 2. Audio length: 1:18

*Hey guys [not clear], when we talk about multimodality, we are talking about new communication practices. These new communications are related to textual, linguistic, visual, spatial, oral resources. These modes of representation we use to compose messages.*

- Audio transcription from P2. Source: *MultiMobi* course on WhatsApp - week 2. Audio length: 00:30

*I think that's important to see that we use them to help us clarify the message we are sharing with the audience, the messages we are sharing with the interlocutor.*

- Audio transcription from P2. Source: *MultiMobi* course on WhatsApp - week 2. Audio length: 00:15

*When we talk about multimodality, what's on my mind first, the device's screens. Since we started using these devices, computers, cellular phones, tablets, etc., we change the way we communicate because on these screens we use lots of those resources, or we can call them modes of communication [not clear] to make the audience understand our message.*

- Audio transcription from P2. Source: *MultiMobi* course on WhatsApp - week 2. Audio length: 00:36

*Yes, I agree. By the way, multimodality, I think it's a variability of types and ways to represent and understand the world. I was thinking nowadays that multiple intelligence works with the opportunity to access many kinds of texts, and moods like music, art, dance, written and spoken texts. And the brain chooses its best way to understand [not clear], comprehend and develop this information or conception. And thanks to modality, people have more and more possibilities to access information, knowledge, arts and why not [not clear] happiness. Stay more happy because when you have fun and learn something new at the same time, you are going to enjoy it much more, and consequently, your learning process will be natural and happy.*

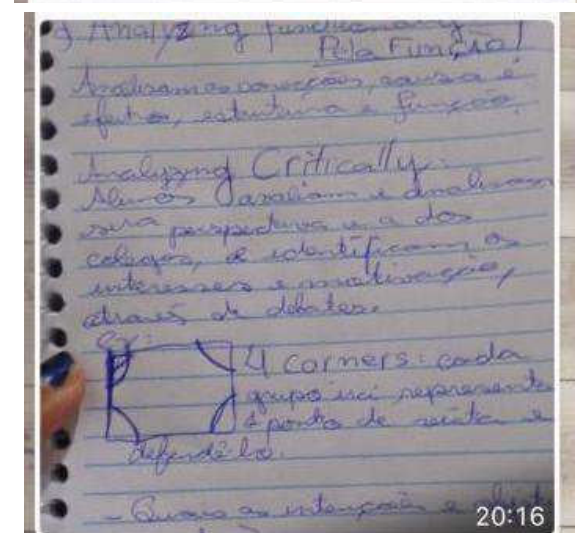
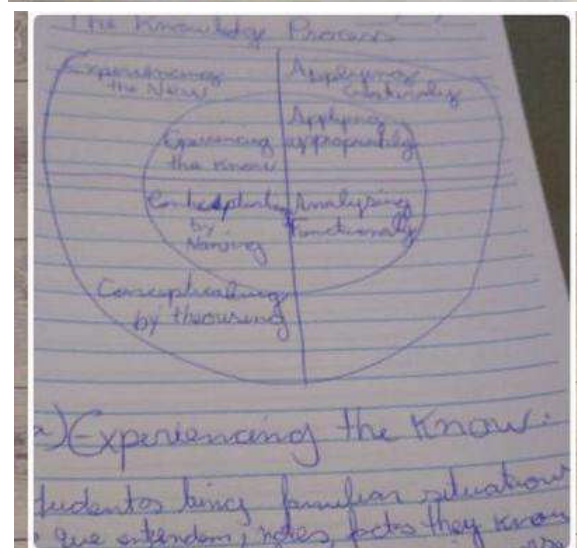
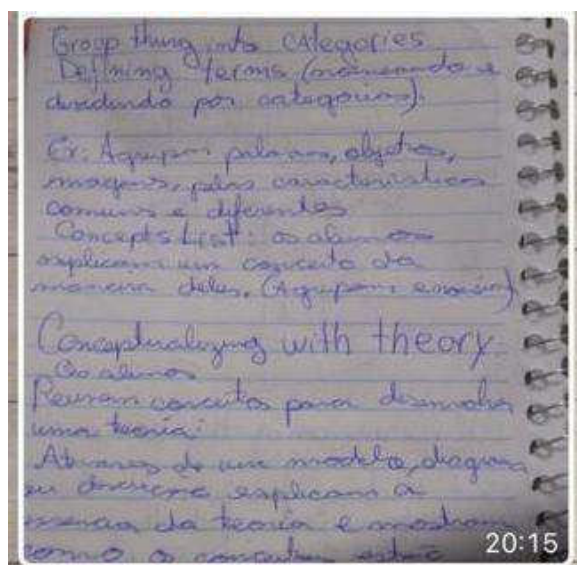
- Audio transcription from P1. Source: *MultiMobi* course on WhatsApp - week 2. Audio length: 1:10

*That's why you need to explore the resources in the classroom, in our classes because we are we are working and dealing with many kinds of intelligences in the classroom, many kinds of students, many kinds of ways to understand the world, to understand, what we are talking about and working with different types of texts then we are going to give the opportunity to our students understand better an enjoy the classroom.*

- Audio transcription from P1. Source: *MultiMobi* course on WhatsApp - week 2. Audio length: 00:47

#### **ANNEX D - Pictures and notes taking posted by P1 about the knowledge processes**





## ANNEX E - Full audio transcriptions from P1 - week 11

### Task 2 - week 11: Reflecting on mobile learning (experiencing the new/analyzing critically)

*“The most part of the activities I suggest to my students are on the first and second levels. Unfortunately, I couldn't get to the third level yet, but I'm getting there. And that's why we are here, teachers studying with Vania to get this knowledge and so we can give better and more funny mobile learning [activities].*

Source: Audio transcript by P1 from *MultiMobi*. Audio length: 50 seconds.

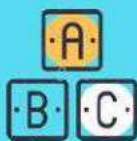
Continuation of the response on a second audio:

*“I think that's the way because students can't get static in the classroom. They get crazy, get angry, they get nervous. [not clear] it's really necessary to change this way to teach and learn. Because we are in the age of technology, we need to use technology in our favor. We need to do this now because if we go to schools and observe how many students were in the class at the beginning of the year and how many students are in the classroom now? We get really upset because students are giving up going to school because they can't stay there, sit and listen to the teachers all the time (...) they want to show what they know and what they can do. We need to give them this opportunity. We have many things to learn and receive from students too. I learn every day with my students. Mainly about technology, and now I want to change to give them the opportunity to access new apps to help them learn by themselves, learn on the bus, learn at school, and learn the classroom everywhere they have it there opportunity. Every day have time to access their mobile devices and talk to somebody in English or do online homework, play a game they want to play and can learn at the same time, and so on.”*

Source: Audio transcript by P1 from *MultiMobi*. Audio length: 2:22 seconds.

# Benefits of Mobile Learning in the classroom

## 1.) PROVIDE A DIFFERENT EXPERIENCE WITH YOUR STUDENTS



Students are engaged to learn more using mobile devices, because they like to use their mobile phones daily, and why not use to learn new contents and have the opportunity to discover new things, thought games or challenges while are learning?

## 2.) STUDENTS CAN ACCESS THEIR PRODUCTIONS AND CONTENTS ANYWHERE

Students can access contents and evaluate their own productions at home or in the bus while go to school, they can do activities and learn in a easily, comfortable and practice way.



## 3.) SHARE IDEAS ONLINE OR FACE TO FACE



Through mobile devices, apps, sites and plataforms, teachers and students can share ideas anytime, and send messages with new things, games and ways to learn Enlihs they've discovered.

## 4.) PROVIDE COLLABORATIVE AND AUTONOMOUS ENVIRONMENT IN THE CLASSES

Using mobile devices students can work with autonomy, in a collaborative and communicative environment that engages their participation in the classes. Work and learn not depending only on the teacher. They can build their own knowledge using mobile apps.



## 5.) ENCOURAGE STUDENTS TO BE A KEY PART ON THEIR OWN LEARNING



When students discover a new and more pleasure way to learn, they are able to share and also teach what they've learned, so they can be the protagonists in the learning process.

### TO LEARN MORE YOU CAN VISIT:

<https://www.instagram.com/tv/BvZ8Nj9nFvU/?igshid=183e2hg9gwly0>

<https://www.youtube.com/watch?v=-EnZca-Te2Y&t=15s>

<https://vimeo.com/162334819>

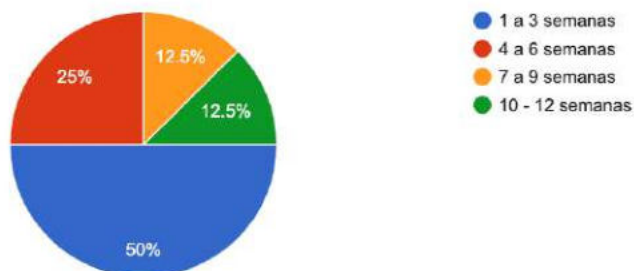
<https://www.youtube.com/watch?v=H2LyfFOHla4>



## ANNEX G - Answers from the final questionnaire: MultiMobi

1. O curso aconteceu em 12 semanas. Quantas semanas você acha que participou? / 1. The course took place in 12 weeks. How many weeks do you think you participated?

8 responses



2. Se você não participou até o final, cite pelo menos 3 motivos que levou você a desistir: / 2. If you didn't participate until the end, list at least 3 reasons why you gave up:

8 responses

O trabalho da escola aumentou.

Nenhum

Sou professora de Língua Portuguesa e algumas atividades achei difícil de participar...

Dificuldade c internet e ferramentas

problemas c o cell

Não consegui fazer a inscrição.

Não foi desistência, foi por conta de outros compromissos

Eita, não tenho três motivos. Parei por falta de tempo e confesso que descobri que não me senti muito confortável em gravar vídeos e áudios.

3. O que você achou da plataforma do curso ser o WhatsApp? / 3. What do you think of the course on the WhatsApp platform?

8 responses

Excelente

Prática e fácil.

Gostei!

Otimo

bom

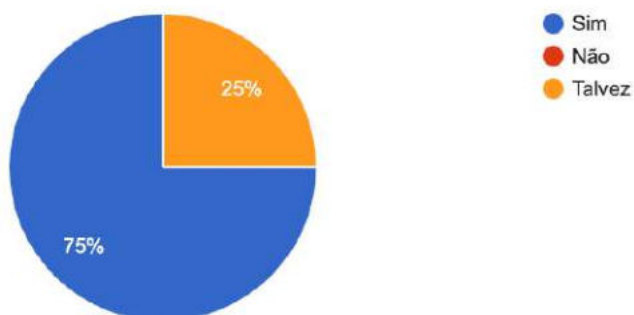
Acessível, mas prefiro a Moodle.

Interessante e prático

Achei ótima. Vários pontos positivos: rapidez para comunicação, visto que o celular nos acompanha onde vamos(o que também é um problema), facilidade para compartilhar os mais variados tipos de documentos e consequentemente facilidade para acessar os links, informações ou documentos, plataforma fácil de usar e todos têm acesso a ela.

4. Se tivéssemos pelo menos 2 encontros simultâneos ao mês você participaria mais ou melhoraria a interação? / 4. If we had at least 2 simultaneous meetings per month, would you participate more or improve the interaction?

8 responses



5. Você achou o conteúdo ministrado difícil de entender? / 5. Did you find the content taught challenging to understand?

8 responses

Acabei me perdendo com as postagens.

Um pouco

Não, mas gostaria de mais tecnologia.

Sim

nao

Não participei.

Sim

Não, mas bastante denso.

6. Você mudaria algo no curso? Sinta-se à vontade para escrever comentários ou sugestões. / 6. Would you change anything in the course? Feel free to write comments or suggestions.

7 responses

Eu sugiro uma atividade por semana para que possa realiza-las.

Sim, talvez um material que pudéssemos consultar, como infográficos,etc, pra revisar algo que possamos ter esquecido seria legal.

Gostaria de mais jogos no ensino. Amei o kahoot!!!

Nao . Apenas horarios a noite pq trabalhamos o dia todo . Gravar videos p cer mos depois

Eu aceitaria a Patrícia Martins da Silva para fazer o curso porque ela ficaria muito agradecida. Obrigada.

Para mim está bem dessa forma

Como faz algum tempo não me lembro com detalhes do curso. Por isso, não consigo sugerir mudanças. O fato de não me sentir confortável quanto à gravação de vídeos e áudios foi bom porque era uma barreira que precisava vencer.

#### ANNEX H - Full comment by P2

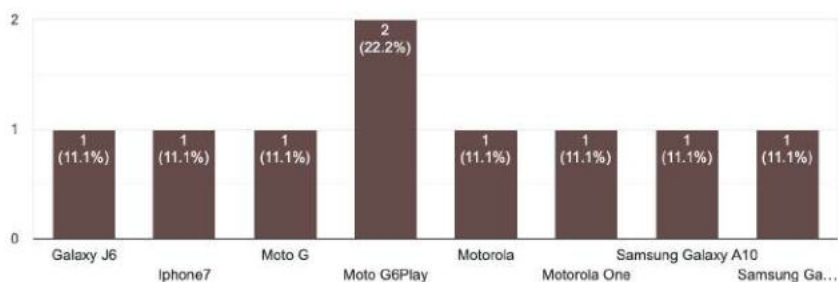
*"Kahoot is an amazing app. For a long time, I've been thinking about using this app. Thanks, Vânia, for motivating me using it. Students' reaction was positive. They enjoyed kahoot, despite some technical troubles, as students without devices or without internet, school's computer without an internet connection. So, I had to do some adaptations. I divided students into groups to facilitate. Anyway, it was a success. Some students' speeches: "teacher, I loved doing this activity." "It is like a game, it's very good", "we are going to do an activity like this every class?" - Source: Comment by P2 from MultiMobi*

## ANNEX I - Survey Zoom week 1 (Responses)

Questions Responses 9

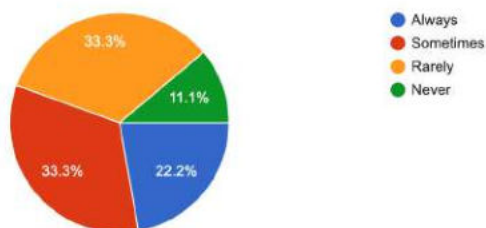
2. Your phone style: (Example: Galaxy J6)

9 responses



3. Do you use apps to teach English?

9 responses



5. Can you describe what kind of activities/homework do you usually assign to your students?

Please give some examples:

9 responses

Complete sentences,listen and answer,speaking activities.

I like to use materials for the contemporary moment, like famous songs, series or youtube videos that they need to share some information or to research about these materials. During the class, I like to create some games in the digital board (because in many moments we don't have good internet in the classroom), and they will confirm that vocabulary at home. Also, I put some videos with dance or the songs (Fitdance channel in youtube), because they learn the song and use the body for remember the balance of listening (accent).

Questions and answers Students book. Reading and comprehension texts in their notebooks.

peer-edition, pair work, group work

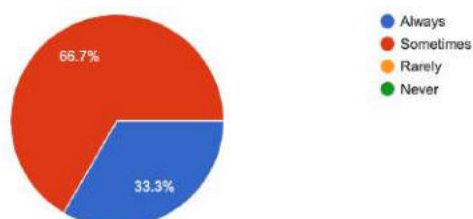
Writing Activities as complete With os make sentences usina...

Exercises, searching...

I don't usually request homework assignments because most students don't return activities. I pass

6. How often do your students do their activities/homework?

9 responses



7. How do you assess and measure your students' performance? (You give grades, students take tests, students produce something...?)

9 responses

yes,I give a grade if they do task

The students have some tests every three months, but I like to propose some projects like presentation about some content (according to the grade), some practice activities (we did an fruit salad, while they learn the vocabulary of fruit, they learnt the comands to make this receipt and they taste the fruit), and also a year-end event with some presentations (it's using songs and dances that they decided in group and studied the letters to show for all colleagues at school).

They are asses through tests, oral presentation, written works, activities in their notebooks.

I like when they create something, specially when they show some solid result

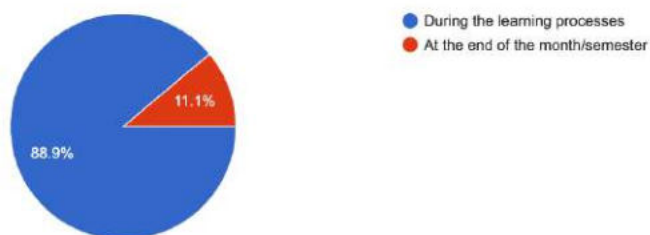
Tests

Oral tests, writing tests, Projects with songs, videoclipes made by the students , competition, challenges...

I measure my student's performance through the activities they perform in the classroom, work in group. exercises done by the student in their notebooks and even their discipline.

8. How often do you assess and measure your students' performance?

9 responses



## ANNEX J - Checklist for Designing a Learning Module by Kalantzis and Cope LDL Courses at the University of Illinois

### Checklist for the Learning Module retrieved from:

[https://cgscholar.com/bookstore/web\\_works/learning-design-and-leadership-course-framework-17e5a22a-e7cd-41e8-82b1-2b035f864e68?adv=false&category\\_id=higher-education-modules&path=higher-education-modules%2F160](https://cgscholar.com/bookstore/web_works/learning-design-and-leadership-course-framework-17e5a22a-e7cd-41e8-82b1-2b035f864e68?adv=false&category_id=higher-education-modules&path=higher-education-modules%2F160)

### Your learning module should:

1. Have a full width 'Overview' section that addresses the following:

- How your learning module translates the ideas and principles of this course into practice.
- Your experience with the content area and whether this material is newly designed by you or material previously taught that is now being transformed in to learning module format, with a summary of what has been done to transform it.
- Scholarly references to justify the approach you are taking.

2. Have a two-sided 'Intended Learning Outcomes' section that addresses the following (on the left, articulated for the student, on the right, speaking to other educators):

- Your target learners, including assumptions about prior learning.
- Curriculum standards, if applicable.

- Clear rationale in terms of intended learning outcomes, expressed both to the learner (member side) and teacher (admin side).
- Anticipated duration to complete the module, and material requirements.

3. Include at least 6 updates, each of which on the left side includes curated media (video, infographic, image, attached documents etc.).

4. End every update with a comment request that will prompt rich dialogue among students.

5. Each update should also prompt students to make an update of their own, recruiting them to contribute content and examples to the course.

6. On the right side of each update speak to other instructors as professional peers about the underlying pedagogical rationale for content introduced and the activities that learners are expected to undertake, possible supplementary resources, teaching suggestions, and (if applicable) standards mapping. Do not repeat any material on the right that you have already placed on the left – viewers of this learning module in two-column format will be able to see both sides.

7. Include at least one peer reviewed project, with peer assessment rubric. Preferably, create this in CGScholar, so the Analytics will tie in. Request your course TA to grant you “Publisher” access so you can create the rubric in the CGScholar format. You will need to create an empty “Publisher”, then a peer reviewed project. You only need to draft and save this project without having to start the project (the last step in the project wizard). See the “For the Admin” side of section 3 in the Getting Started in CGScholar learning module. You can also create the rubric to be connected in the project (Publisher => Tools => Rubric). Screenshot the rubric for reviewers. You could also upload a rubric or link to one elsewhere, but you lose the value of the Analytics if you do this. If you create the rubric for your work in an environment other than CGScholar, be sure to provide reviewers and readers with enough information for them to be able to understand the underlying logic of your rubric.

8. Include at least one information or knowledge survey or assessment. Preferably, this should be created in CGScholar for the Analytics connection (Publisher > Tools > Survey > Survey tools), but this is not essential. See Sections 5.3 and 5.4 of the Getting Started in CGScholar learning module. If you create your survey in another place, provide the review with a copy of the survey, and an indication of which software you used to create it.

9. Include an Assessment and Evaluation element, outlining educational measurement strategies, for the student on the left side and the instructor on the right. If you would like to set up CGScholar Analytics (preferred), see Section 4 of the Getting Started in CGScholar learning module. To do this, you will need to create a sample community with a connected publisher and with Analytics access (in the settings area of your sample community). If you don’t use CGScholar’s Analytics for planning your assessment activity, provide a description of your assessment plan and strategy. How will you evaluate the success of your intervention?

10. Demonstrate pedagogical coherence and completeness. Optionally, learning module creators could use the Learning by Design pedagogy. See the overview here, icons that can be copied from here and uploaded into your learning module, and underlying rationale here.

11. Be well-formatted in terms of the learning module two column format and heading structure. Check the tutorial video for instructions here.

12. Include citations for all media and other curated content throughout the work (below each image and video).

13. Include a references section of all sources and media used throughout the work.

14. Include a publishable title, an Abstract, Keywords, and Work Icon (About this Work => Info => Title/Work Icon/Abstract/Keywords).



7 e-Affordances: Course 9 members

ANNEX K - Telegram Course interactions 153 pages

Wednesday, April 29, 2020

Vania Castro created the group «7 e-Affordances: Vania Castro»

Vania Castro changed group photo



Vania Castro invited P3



Vania Castro  
Hello ladies!!

2:02:29 PM

Estou bem ansiosa para o nosso encontro!

2:03:03 PM

Vania Castro upgraded the group to a supergroup

Thursday, April 30, 2020

P3  
Me too

12:07:05 AM

P3  
In 30 minutes our first meeting!

4:28:40 PM

Vania Castro invited P9

P9  
hey there!

6:22:54 PM



Vania Castro admin  
Welcome!

6:25:29 PM

6:25:32 PM



**Vania Castro admin**

11:25:28 PM

Hello teachers! I just sent you an email!

Have a great night

11:25:34 PM

Friday, May 1, 2020

**Vania Castro invited P4**

**P4**

3:19:51 PM

Hello

**Vania Castro invited P6**

**P3**

10:56:52 PM

Welcome!

Saturday, May 2, 2020

CS

**P6**

6:33:10 AM

Thank you!

Sunday, May 3, 2020

**P3**

8:47:24 PM

Good evening everybody, let's log on the course's website? Has a forum and chat where we can share ideas and know better each other

**P4**

8:49:23 PM

of course

**P3**

8:52:15 PM

<https://vccingles.wixsite.com/vania>  
(<https://vccingles.wixsite.com/vania>)

It's super easy! Just enter and log with your gmail account it takes 2 seconds

8:53:04 PM

Print sobre  
Wix

There's a Forum where we can share and comment good apps and other ideas, questions, etc.... but I couldn't open the QR code, could you open it?

9:02:39 PM

**P4**

9:03:09 PM

I am trying now

I couldn't open too

9:05:19 PM

**P3**

9:08:14 PM





Hum. ... I asked Vania to resend so we can see later

**P4**

9:08:47 PM



<https://newlearningonline.com/>  
 (<https://newlearningonline.com/>)

- P3** 9:08:51 PM  
I didn't discover how to add my profile, I forgot
- P4** 9:09:25 PM  
I think this site doesn't exist anymore
- P3** 9:13:22 PM  
I didn't discover how to add my profile, I forgot  
Now I remind here, it's only click on profile kkkkk  
In the right corner on the top, just beside your google icon....  
Did everyone find? 9:18:57 PM
-  **Vania Castro admin** 9:19:13 PM  
Hi everyone!! 9:24:02 PM  
Actually that QR code was just an illustration but it is my advisor's website 9:24:40 PM
- P3** 9:29:24 PM  
Hum. .. OK, but why isn't opening?
-  **Vania Castro admin** 9:36:36 PM  
I don't know, now I'm curious about that  
Because it worked for P4 , right?
- P4** 9:36:54 PM  
I can't open too 9:37:09 PM
-  **Vania Castro admin** 9:37:18 PM  
Oh  
How do you guys know it's newlearning? 9:37:38 PM
- P4** 9:38:04 PM  
because I put my cellphone in front of QR Code  
but the website is not working 9:38:15 PM
-  **Vania Castro admin** 9:39:05 PM  
Oh I thought it was the QR code  
But the website is not working 9:39:17 PM  
I just checked that! For reason it isn't opening 9:40:04 PM
- P3** 9:58:31 PM

This message is currently not supported on Telegram Web. Try [getdesktop.telegram.org](https://getdesktop.telegram.org) (<https://getdesktop.telegram.org>).

Monday, May 4, 2020



**Vania Castro admin**

8:55:17 AM

Good morning teachers!

**P9**

9:00:12 AM

good morning!



**Vania Castro admin**

9:00:30 AM

I have a website you will

Love it! You “drive” into the country/city and listen to the local radio

It’s amazing

9:00:36 AM

<http://driveandlisten.herokuapp.com/> (tg://unsafe\_url?url=http%3A%2F%2Fdriveandlisten.herokuapp.com%2F)

9:01:23 AM



(<https://driveandlisten.herokuapp.com/>)

Herokuapp

**Drive & Listen (<https://driveandlisten.herokuapp.com/>)**

Drive around cities while listening to their local radios

**P3**

4:14:00 PM

Wow! I'm loving drive and listen!!! It's unbelievable!

So cool!

4:14:30 PM

CS

**P6**

4:34:53 PM

Very good. Thanks...

**P3**

4:52:40 PM

By the way does anybody discovered how to post songs in the website?

**P3**

5:19:04 PM

Teachers, I found this electronic signature site, we can test for free for a month.....

[https://www.docusign.com.br/?\\_ga=2.170237923.2112300279.1588596254-326239024.1588596254](https://www.docusign.com.br/?_ga=2.170237923.2112300279.1588596254-326239024.1588596254) ([https://www.docusign.com.br/?\\_ga=2.170237923.2112300279.1588596254-326239024.1588596254](https://www.docusign.com.br/?_ga=2.170237923.2112300279.1588596254-326239024.1588596254))



([https://www.docusign.com.br/?\\_ga=2.170237923.2112300279.1588596254-326239024.1588596254](https://www.docusign.com.br/?_ga=2.170237923.2112300279.1588596254-326239024.1588596254))

DocuSign

**Assinatura eletrônica e aprovações totalmente digitais**

(<https://www.docusign.com.br/>)

**\_ga=2.170237923.2112300279.1588596254-326239024.1588596254)**

Escolha o líder do setor para assinatura eletrônica e transforme digitalmente seus negócios.

I already used it when I located my house 5:19:38 PM

It was easy when they sent 5:20:06 PM

**P3** 6:35:51 PM

pessoal, consegui assinar o doc do curso, o termo de livre participação, por esse site mesmo, doc sign, que mandei o link... se n der na primeira tentativa é só deslogar e esperar um pouco, completar com alguma coisa que eventualmente ficou faltando preencher

só fazer o upload do doc e lá no site já aparece tudo que precisa pra preencher, pra quem não tiver como imprimir e digitalizar... 6:36:45 PM

**P4** 7:12:58 PM

obrigada,eu tinha esquecido até.

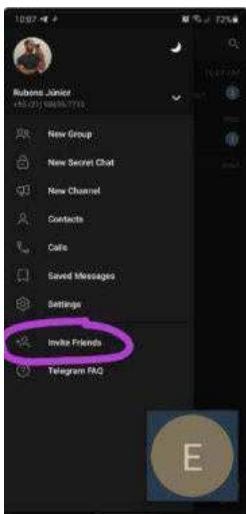
Tuesday, May 5, 2020

**P3** 9:57:37 AM

Good morning teachers! 9:58:00 AM

How can we invite people to telegram? 10:04:54 AM

**P9** 10:08:39 AM



there's an "invite friends" button on the main menu

g'morning! 10:08:54 AM



**Vania Castro** admin 10:28:44 AM

Good morning y'all!

Vania Castro invited P7

Vania Castro removed Gilda Santos 7 eAffordances

P3 10:52:58 AM

Oh, great! thanks!



Vania Castro admin 12:06:12 PM

Hi everyone! This is a friendly reminder for you to enter in Google Classroom

The code is 12:06:37 PM

wjzbwiv 12:06:57 PM

P3 8:27:37 PM

P3 9:32:33 PM

Google Classroom is good

to remind things we need to do 9:44:22 PM

activities and so on 9:44:40 PM

Wednesday, May 6, 2020



Vania Castro admin 12:51:16 AM

Yes, you will post the tasks on Google classroom

P3 9:17:53 AM

Good morning teachers, did you complete your profile on Vania's website? I completed mine but I can't see other's profiles. ... Did anyone else already fill in?

P4 9:18:20 AM

I complete on Padlet

P3 9:35:17 AM

Yes, I saw yours! You want to live in Ireland, right?

P4 9:35:28 AM

yes!



Vania Castro admin 5:58:47 PM

Haha

Voice message 80 KB 5:59:40 PM

Download Play

Voice message 35 KB 5:59:50 PM

Download Play

Voice message 78 KB 6:00:43 PM

Download Play

P4

6:16:44 PM

Vania Castro

Audio

oh,it's great



Vania Castro admin

6:35:59 PM

□

P3

6:52:18 PM

Voice message 11 KB

Download Play

Voice message 7 KB

6:52:40 PM

Download Play

Voice message 18 KB

6:53:44 PM

Download Play

In hope my computer works tomorrow, I swear to behave till tomorrow

6:55:52 PM



Vania Castro admin

6:55:54 PM

Hahahaha

P3

6:56:12 PM



Vania Castro admin

6:56:14 PM

Voice message 14 KB

Download Play

P3

6:56:27 PM

Voice message 6 KB

Download Play



Vania Castro admin

6:56:30 PM

Voice message 15 KB

Download Play

P3

6:56:48 PM

Voice message 15 KB

Download Play



Vania Castro admin

6:57:04 PM

Hahaa

P3 6:57:06 PM

Voice message 35 KB

Download Play

Voice message 17 KB

Download Play



Vania Castro admin

Yeaaaaah

6:57:27 PM

P3

Sorry teachers I a kid when I discover new technology....

6:58:35 PM



Vania Castro admin

Yes, sorry about that! But I was fun

6:59:15 PM

P3

7:05:27 PM

Thursday, May 7, 2020

P3

Good morning everyone! Today is our online meeting!  
Woohooooo!!!! Please God make my kid a for an hour!  
and my devices working !!!

12:20:00 PM

12:22:29 PM



Today the weather is great to stay at home in BH, if we weren't in quarantine, we would speak at work: "All I want today is my bed"

12:24:22 PM

P9

hey y'all! I'm afraid I can't participate on today's online meeting.. I have an online class at the same time

12:24:43 PM

P3

edited 12:26:36 PM

Oh, that's sad, but I think Vania is going to record the meeting so at least you can watch later.....But I hope you can enter when you finish your class

**P9** 12:28:51 PM  
I'm sorry! actually from this week on I have a lot of online work to do...

**P3** 12:29:54 PM  
Yes, it happens, but at least you have work, I like to see the good side

**P9** 12:29:55 PM  
I remember Vania said we could change the time of our meetings later, but for now I can't make it today

**P3** 12:30:12 PM  
Oh, that's sad, but I think Vania is going to record the meet... yes! I'm gonna watch it for sure!

**P3** 12:30:43 PM  
Yes, it happens, but at least you have work, I like to see the... yeah I'm going crazy but I can handle it

I'm using a lot of different apps... this is actually good because I could give you guys a hand if you need it 12:31:17 PM

**P3** 12:34:49 PM  
Great!!

Share some Ideas on Vania's website.... 12:35:16 PM

So we can try new apps too, I don't know many 12:35:45 PM

**P9** 12:53:06 PM

**Vania Castro admin** 1:38:29 PM  
Nooo Rubens! Try to be there

The meeting is so interesting today! We will have the first app! 1:39:23 PM

**Vania Castro invited P5**

**P5** 3:15:06 PM  
RR

**P5** 7:18:51 PM  
RR  
Hey!

I'm gonna send you the Quizlet link that I started doing in today's class. Please come in and say if it worked. @vaniacastro1 for me to insert an image have to download the app? 7:23:42 PM

[https://quizlet.com/\\_8drlpl?x=1jqt&i=2v4s05](https://quizlet.com/_8drlpl?x=1jqt&i=2v4s05)  
([https://quizlet.com/\\_8drlpl?x=1jqt&i=2v4s05](https://quizlet.com/_8drlpl?x=1jqt&i=2v4s05)) 7:23:50 PM

P3 7:25:50 PM  
Great!

RR P5 7:26:09 PM  
Did you play P3 ?

P3 7:28:00 PM  
I entered when you show us earlier but I will check again and then I can share the experience

I needed to pause to cook dinner and later I'll do it carefully 7:32:13 PM



Vania Castro admin 7:35:50 PM  
I just played the game

You added more definitions 7:36:02 PM

Great job 🍪 🍪 7:36:09 PM

P4 7:36:11 PM  
I am creating my game



Vania Castro admin 7:36:23 PM  
Perfect! Share with us

P4 7:39:17 PM  
[https://quizlet.com/\\_8drldn?x=1qqt&i=2v4pun](https://quizlet.com/_8drldn?x=1qqt&i=2v4pun)  
([https://quizlet.com/\\_8drldn?x=1qqt&i=2v4pun](https://quizlet.com/_8drldn?x=1qqt&i=2v4pun))

RR P5 7:41:23 PM  
Thanks P3 !

Thank you @vaniacastro1 ! 7:41:49 PM



Vania Castro admin 7:42:00 PM  
I'll check it out now P4

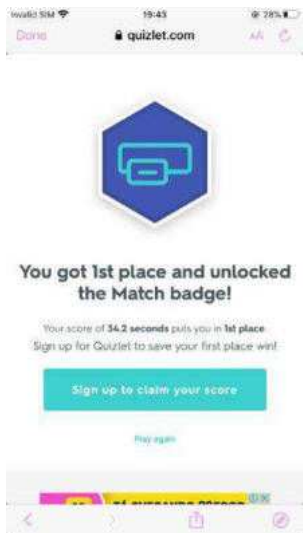
RR P5 7:43:28 PM  
@P4Santanaa I loved your game! It was excellent!

🍪 🍪 🍪 7:43:57 PM



Vania Castro admin





I was fast in your game 🍪 🍪 🍪 7:44:26 PM

P4 7:44:31 PM



Vania Castro  
Photo

Me too!Playing the P5 game

P5 7:45:06 PM

RR

@vaniacastro1 I shared the game with my students on Google Classroom! 7:46:55 PM

Is that ok? 7:47:07 PM

No problem? 7:47:14 PM

@P4Santanaa 7:47:19 PM

P4 7:47:32 PM

Ok

P5 7:47:34 PM

RR

Could I share your game too?

With my students? 7:47:40 PM

P4 7:47:44 PM

You can!

P5 7:47:55 PM

RR

Thanks!!!



Vania Castro admin 11:49:00 PM

P5

@vaniacastro1 I shared the game with my students on Goog...

Wow! That's amazing! Could you report back after they have done it? I will save on my research file to write on my doctoral

dissertation □

Hello teachers, I'll post the summary about the pictures we used to discuss generation P: 11:51:29 PM

1: A radio – 🎧 An early generation used to listen to the “top 40” songs from playlists selected by a radio station. Generation P makes their own playlists for their mobile players. 11:55:54 PM

2: a video game 🎮 – Previous generation students were more accustomed to being passive storytellers in video games; Generation P ones, however, are active characters in video game stories where they play important roles during the games.

3: a Blog page – 📝 An earlier generation expanded their literacy habits by reading in their spare time, and more so than they did by writing. For Generation P, on the other hand, reading and writing are fused as integrated practices in social networking sites, blogging and text messaging

4: a television – Earlier generations passively watched TV programming that others considered good for them, tuning in to a handful of available channels. Generation P “channel surf” hundreds of channels, or millions of videos that are on the web, or make their own videos – on their cameras or their phones – and upload them on the web.

5: an encyclopedia – One of the greatest sources of research from previous generations was the encyclopedias. Today, there is a variety of online libraries and fast access tools like Google. In addition, they create collaborative content on sites such as Wikipedia.

RR P5 11:57:55 PM  
**Vania Castro**  
 Wow! That’s amazing! Could you report back after they hav...  
 Yes! Sure! It'll be a pleasure!

**Vania Castro** 11:59:08 PM  
 Hello teachers, I'll post the summary about the pictures we ...  
 Ok. Thank you!

Friday, May 8, 2020




**Vania Castro admin** 12:00:26 AM  
 □ □


P4 12:01:39 AM  
 thanks





**Vania Castro admin** 10:37:29 PM  
 Hey teachers! I will send the activities about week 2 on Monday!

- RR **P5** 10:40:22 PM  
Ok!
- Thank you! 10:40:25 PM
-  **Vania Castro admin** 10:41:29 PM  
Welcome!
- Have a great week! ☺ 10:41:47 PM
- RR **P5** 10:43:12 PM  
Thanks! You too!
- 10:43:51 PM

Sunday, May 10, 2020

-  **Vania Castro admin** 8:21:11 PM  
Happy Mother's Day for P3 and all the moms from here!
- there any other mom? 8:21:21 PM
- Tomorrow we will go back to our activities! 8:21:47 PM
- RR **P5** 11:01:08 PM  
**Vania Castro**  
Tomorrow we will go back to our activities!

Monday, May 11, 2020

- P4** 12:12:42 PM  
Good Morning
- P3** 12:36:00 PM  
Good morning! Thanks!
-  **Vania Castro admin** 1:22:23 PM  
Good morning!!
- I'm finishing making the last adjustments in the activities ☺ 1:22:48 PM
-  **Vania Castro admin** 3:49:19 PM  
Hi guys!!
- Our week 2 is finally ready ☺ ☺ ☺ 3:49:31 PM
- I'm happy to announce that! 3:49:39 PM
- Everything is on the website: 3:49:54 PM
- <https://vccingles.wixsite.com/vania/post/2016/08/29/is-the-expensive-screen-replacement-worth-it> 3:55:24 PM  
(<https://vccingles.wixsite.com/vania/post/2016/08/29/is-the-expensive-screen-replacement-worth-it>)



(<https://vccingles.wixsite.com/vania/post/2016/08/29/is-the-expensive-screen-replacement-worth-it>)

vaniacastro

**Week 2 - Google Classroom/Telegram - May 11-18**

(<https://vccingles.wixsite.com/vania/post/2016/08/29/is-the-expensive-screen-replacement-worth-it>)

Introduction to the lesson: For this update you will learn about the term multiliteracies and recognize the difference between didactic pedagogy and r...

Summary of the week:

3:57:41 PM

- 1. watch a short video
- 2. Read 2 infographics
- 3. Play a game
- 4. Answer 2 questions on Telegram
- 5. Challenge on Canva

RR

P5

5:33:28 PM

Ok

Thanks!

5:33:31 PM

P3

5:50:02 PM



Vania Castro admin

7:36:47 PM

Guys! Please welcome P8!

Vania Castro invited P8

P8

7:38:11 PM

Hi colleagues! I am Andréia from Feira de Santana ! I am so happy for learning with you all ☺

This message is currently not supported on Telegram Web. Try [getdesktop.telegram.org](https://getdesktop.telegram.org) (<https://getdesktop.telegram.org>).

7:39:44 PM

RR

P5

7:40:13 PM

Welcome @deacast !!!

CS

P6

7:45:06 PM

Welcome, P8.

P8

10:09:30 PM

☺ ☺

Tuesday, May 12, 2020

P8

**Vania Castro** 12:42:57 AM  
<https://vccingles.wixsite.com/vania/post/2016/08/29/is-t...>

Ok!

Answering the questions... 12:46:40 AM

In my opinion, teacher's role today is mediating the knowledge with the students, helping them in some needs and creating possibilities to have more significant experiences in the classes. About the student's role is trying to learn with all experiences around themselves (inside or outside the school walls), it is getting the better to interact with knowledge.

About my own teaching actions, sometimes I am related to didactic pedagogy and other times I am related to reflexive pedagogy, so I am a mix of them. I still use some rules and formal systems (like tests, etc), but, in most of time, I am trying create interesting classes for interaction and for students live some real experiences with English and something significant for their learning process. I think that they need to be engaged and motivated to learn more. 12:50:49 AM

About the game in Wordwall, I played two times. In the first time, I only put 6 sentences correct, but in the second one I finished the game with all correct sentences! 12:52:16 AM

I will do the Canva and I will post it when I finished. 12:53:47 AM

12:54:34 AM



**Vania Castro admin** 9:38:38 AM

**P8**

Answering the questions... In my opinion, teacher's role tod...  
I agree with you! And I think that technology tools can facilitate it!



**Vania Castro admin** 10:01:45 AM

**P8**

About my own teaching actions, sometimes I am related to ...  
I think everybody fits a bit of both pedagogies! Thinking and designing significant learning experiences for students is a

great start for a transformative learning!

**P8** 10:02:58 AM

About the game in Wordwall, I played two times. In the first...

Awesome 🍪 🍪 we will discuss it next Zoom meeting and learn how to create activities on wordwall!

Good morning teachers 🍪 🍪 10:03:16 AM

P2 joined group via invite link

**AA** **P2** 1:49:10 PM

Good afternoon!

Here I am. 1:49:17 PM



**Vania Castro admin** 2:03:44 PM

Great to have you here P2 ☺

**AA** **P2** 2:53:36 PM

Thanks! It's my pleasure!



**Vania Castro admin** 4:58:11 PM

Hello teacher!!

A friendly reminder for you take a look at the website ☺ 4:58:30 PM

**P8** 8:09:56 PM

I finished my Canva about Multiliteracies



8:10:02 PM



I post in Google Classroom too 8:10:11 PM

**P4** 8:45:55 PM



**P8**  
Photo

Oh!! love this

**P3** 9:09:46 PM

wow! It's amazing P8, thanks for sharing!



**Vania Castro admin** 9:10:27 PM



**P8**  
Photo

Wow!!! Great job!!

I'm so excited! The course is working 🍪 🍪 🍪 🍪 9:10:42 PM



**P3** 9:10:57 PM

It's like a 21's design!!!

I was thinking about how could explain multiliteracies and you show us that we can use MORE THAN WORDS! 9:12:20 PM



**Vania Castro admin** 9:15:15 PM

I was thinking about record a quick video showing the possibilities of Canva

Do you think it's necessary? 9:15:23 PM

**P4** 9:16:00 PM

I know some possibilities but I want to learn more

**P3** 9:16:44 PM

Let's share ideas, I really need it!

**Vania Castro** 9:19:51 PM

I was thinking about record a quick video showing the possi...  
I think it'll be nice!



**Vania Castro admin** 9:28:05 PM

**P4**

I know some possibilities but I want to learn more  
Which ones? So that I can focus on different ones

**P3** 9:28:11 PM

**P8**

Answering the questions... In my opinion, teacher's role toda...  
"more significant experiences in the classes" I think this is everything a student want today! They are really tired of the same kind of classes everyday, because nothing is new. .... I totally agree with you, and we teachers really need to create thins possibilities.....

\*this 9:28:44 PM



**Vania Castro admin** 9:29:27 PM

**P3**

"more significant experiences in the classes" I think this is ev...

Yes, about "they are tired of the sameness" we will go deep on that on differentiated learning!

**P3** 9:30:59 PM  
yes, this is what I call "good news"!



**Vania Castro admin** 9:32:17 PM  
🍪 🍪

RR

**P5** 10:19:56 PM  
 **P8**  
Photo



**Vania Castro admin** 10:41:38 PM  
I will send the video tomorrow

Wednesday, May 13, 2020

**P8** 8:32:01 AM  
Thank you colleagues! I love Canva because we have many possibilities to show our ideas!

I will wait for this video Vania! Thank you! 8:33:31 AM



**Vania Castro admin** 10:45:48 AM  
Okay ☐

I will share now an email that I have just received: 10:46:08 AM

As Lives de esquentando do Seminário Online de Jogos & Gamificação já começaram! A próxima Live será hoje às 17h com Paulo Emilio e Maria Rita sobre O uso dos jogos de empresa na seleção por competências no Instagram do @pauloemiliocruz. 10:46:11 AM

Siga o Instagram @pauloemiliocruz (tg://unsafe\_url?url=https%3A%2F%2Fgmail.us3.list-manage.com%2Ftrack%2Fclick%3Fu%3Dad5797b1f7ce563cedab2db4c%26id%3Daf20289496%26e%3D53c32d1902)e assista a próxima Live  
Visite o site oficial do Seminário Online de Jogos & Gamificação para saber a sequência de todas as Lives que irão acontecer até Junho! Site: (tg://unsafe\_url?url=https%3A%2F%2Fgmail.us3.list-manage.com%2Ftrack%2Fclick%3Fu%3Dad5797b1f7ce563cedab2db4c%26id%3D16a3f3404d%26e%3D53c32d1902)https://seminarioonlinedejogos.com.br (tg://unsafe\_url?url=https%3A%2F%2Fgmail.us3.list-manage.com%2Ftrack%2Fclick%3Fu%3Dad5797b1f7ce563cedab2db4c%26id%3Da888faf43e%26e%3D53c32d1902)

**P3**



Thanks!

12:05:28 PM

today MG government send us some directions about the remote work with the students, maybe it will be a good opportunity to apply what we learn here..

12:06:37 PM

<https://estudeemcasa.educacao.mg.gov.br/inicio>  
(<https://estudeemcasa.educacao.mg.gov.br/inicio>) – the website

12:06:59 PM

**Estude em casa**

(<https://estudeemcasa.educacao.mg.gov.br/inicio>)



**P4**

1:40:58 PM

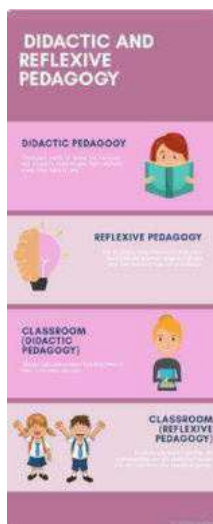
1) What is the teacher's role today? And the students' role? Please post your answers on Telegram!

The teacher's role is to give instructions for the students to acquire knowledge, the teacher's show the way but the student need to follow.

3) Now that you read about these 2 pedagogies and learned more about them through the game, think about your experience. Which one is more related to your teaching actions? Which aspects of this pedagogies can you relate to your experience as a teacher?

I think I use two pedagogies because the book support my ideas but the class is interactive, we can use technology to play games. But if I need to choose one I think is more didactic and I want to change this.

1:41:40 PM



AA

P2

10:45:32 PM

1) What is the teacher's role today? And the students' role?  
The teacher's role is to mediate students, tutoring the interactions students have. That is, the teacher is supposed to create possibilities to students engage in activities to lead them to a significant knowledge.

3) Now that you read about these 2 pedagogies and learned more about them through the game, think about your experience. Which one is more related to your teaching actions? Which aspects of these pedagogies can you relate to your experience as a teacher?

Considering my experience as a teacher in a public school with 40 students in a small four wall classroom, I believe I use more the didactic pedagogy, however I'm trying to change my practice using games like Kahoot!, trying to prepare more interesting activities, that's why I'm taking this course.

RR

P5

10:47:30 PM

What is the teacher's role today? And the students' role? The teacher's role today is to be a protagonist of teaching. It means renewing and interacting with students, because without this the learning process is not optimized. It is to consider that your role is to contribute to the search of the teacher to improve the quality of teaching.

Then the student's role is to study aiming at long-term learning and the fulfillment of his personal goals, which requires his active and voluntary participation in much of what the school proposes.

AA

P2

10:48:02 PM

I got 7 in the game. Sorry I forgot to take a picture of my score.

Vania Castro invited P1

P1

11:13:04 PM

Good night my friends! Finally I'm here! I had difficulties with the telegram, but now I will update my work

It's too late so tomorrow I'll post my activities. See you tomorrow

11:13:52 PM

RR

P5

11:22:30 PM

3- Now that you read about these 2 pedagogies and learned more about them through the game, think about your experience. Which one is more related to your teaching actions? Which aspects of this pedagogies can you relate to your experience as a teacher?

After reading about the two pedagogies, as a public school teacher I use little of the two pedagogies. However, I identify more with reflective pedagogy, as I like to work with dynamic and diverse classes, using technology and interacting with the reality of my students.

Thursday, May 14, 2020

RR

P5

12:20:34 AM

[https://www.canva.com/design/DAD8MnpTr6M/share/preview?](https://www.canva.com/design/DAD8MnpTr6M/share/preview?token=1D1qKZdzPMHEmoFZe2GxsA&role=EDITOR&utm_content=DAD8MnpTr6M&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)

[token=1D1qKZdzPMHEmoFZe2GxsA&role=EDITOR&utm\\_content=DAD8MnpTr6M&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAD8MnpTr6M/share/preview?token=1D1qKZdzPMHEmoFZe2GxsA&role=EDITOR&utm_content=DAD8MnpTr6M&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)

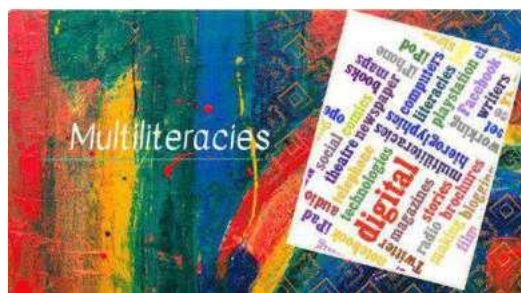
([https://www.canva.com/design/DAD8MnpTr6M/share/preview?](https://www.canva.com/design/DAD8MnpTr6M/share/preview?token=1D1qKZdzPMHEmoFZe2GxsA&role=EDITOR&utm_content=DAD8MnpTr6M&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)

[token=1D1qKZdzPMHEmoFZe2GxsA&role=EDITOR&utm\\_content=DAD8MnpTr6M&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAD8MnpTr6M/share/preview?token=1D1qKZdzPMHEmoFZe2GxsA&role=EDITOR&utm_content=DAD8MnpTr6M&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton))

**multiliteracies**

([https://www.canva.com/design/DAD8MnpTr6M/share/preview?token=1D1qKZdzPMHEmoFZe2GxsA&role=EDITOR&utm\\_c](https://www.canva.com/design/DAD8MnpTr6M/share/preview?token=1D1qKZdzPMHEmoFZe2GxsA&role=EDITOR&utm_c)

An awesome presentation designed in Canva by P5.



P3

10:46:03 AM

☐ wow! so artistic!

P5

10:50:15 AM

What is the teacher's role today? And the students' role? Th...

Yes, they need to want, to desire to participate, it's so sad when we prepare something good and students don't want to listen to us



P4

10:52:03 AM

Photo

Really good P4! Very clear and beautiful!

P5

10:56:58 AM

RR



P4

Photo

Amazing!!!

P3

11:01:33 AM

Yes, they need to want, to desire to participate, it's so sad ...

P3 , Yes, I agree with you. Because we teachers prepare our class thinking about them, and as much as it is a dynamic and diverse class, we still encounter difficulties in the reciprocity of some students, especially in public schools.

P3

11:03:50 AM

☐ wow! so artistic!

*Thanks! But I'd like to do something better, but I'm working all day long at home and I had little time to do this! Sorry @vaniacastro1*

P8P5

1:01:08 PM

P3 , Yes, I agree with you. Because we teachers prepare ou...

Yeah ... I agree with you! Motivation is a good key to the student's Interest !



**Vania Castro admin**

Good morning everyone!! You guys have no idea how happy I am with your participation!! 1:12:17 PM

I've been trying to record a tutorial but the voice doesn't save on the video! But I will keep trying!

1:13:36 PM

P3

<https://estudeemcasa.educacao.mg.gov.br/inicio> – the webs... 1:15:24 PM

Thank you for sharing it! I took a look at the one for high school and I think this course can help to do teach the students online!

P4

1) What is the teacher's role today? And the students' role? Pl... 1:18:24 PM

You said you are more on didactics but want to change this! I think you are always changing it! Willingness is the first step! Also you are learning how to use some tools such as Canva! You will be able to incorporate those apps with your students connected to the learning objectives!



P4

Photo

1:28:24 PM

Amazing info!! You a showing you mastered it ☺ Just to add to that, students can be investigators, as you said, they can be active during the learning process!

P5

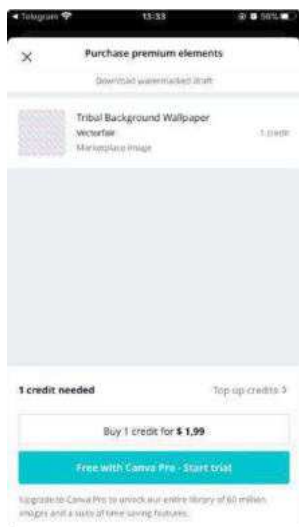
1:30:58 PM

<https://www.canva.com/design/DAD8MnpTr6M/share/previ...>

Wow!! Great job!! I will save it and share here okay! Because when I opened it was on the edit page!

P5 one of the backwards you used in paid! That's why you couldn't save it! Maybe you can change for a free image! When I tried to save your canva:

1:34:14 PM



1:34:21 PM

P5

1:35:17 PM

RR



**Vania Castro**  
Photo

I did so fast! I didn't pay attention!

Sorry

1:35:52 PM



**Vania Castro admin**

1:35:55 PM

Let me know if you can change it to share with us ☺



1:38:47 PM

To reflect:

1:40:21 PM

"Teaching is an art, but you cannot teach with a degree, you gotta teach with your heart. If you don't have a heart of a true teacher, how can you produce fruit?"

1:40:26 PM

P6

1:41:16 PM

CS




<https://wordwall.net/resource/2175706>  
(<https://wordwall.net/resource/2175706>)

Wordwall – Create better lessons quicker

**Didactic and Reflexive pedagogy**

(<https://wordwall.net/resource/2175706>)

Match up – Drag and drop each keyword next to its definition.

-  **Vania Castro admin** 1:42:11 PM  
**P6**  
<https://wordwall.net/resource/2175706>  
 Did you play it?
- CS **P6** 1:42:36 PM  
 Sharing my answers of the game...
- Vania Castro** 1:42:45 PM  
 Did you play it?  
 Yes
- Very good... 1:42:51 PM
- I Will do the activity on Canva and I will post here and in the  
 google class 1:43:48 PM
-  **Vania Castro admin** 1:44:04 PM  
 Great! Next week I will need some volunteers to creat an activity  
 on Wordwall in class time!
- P6** 1:44:30 PM  
 I Will do the activity on Canva and I will post here and in the ...  
 Awesome 🍷 🍷
- RR **P5** 5:09:05 PM  
 Isn't there meeting today?
-  **Vania Castro admin** 5:11:14 PM  
**P5**  
 Isn't there meeting today?  
 Next Thursday!! This week is here and Google Classroom!  
 Everybody does the activities in their own pace from May 11-18
- RR **P5** 5:35:27 PM  
**Vania Castro**  
 Next Thursday!! This week is here and Google Classroom! Ev...  
 Thanks! Please, send me a Google Classroom code, please!
- P1** 5:42:14 PM  
 Good night!!! wjbzwiv
- RR **P5** 5:49:46 PM  
 Thanks
- P8** 6:59:55 PM  
 I hope see you all soon ☺
- P3 Vania Castro** 7:06:13 PM  
 "Teaching is an art, but you cannot teach with a degree, you ...

Totally true!

P3

8:58:51 PM

().pdf 1.5 MB  
Download ()

Finally I got inspiration to do this! I don't know if its possible to open... If don't work please let me know!

9:07:33 PM

P1P3

9:41:22 PM

Multiliteracies by P3 Alves .pdf  
It's great!!! I loved it!

P3

Thanks so much!

10:27:54 PM

P8

Good job 🍪 🍪 🍪 I loved it

11:52:32 PM

Friday, May 15, 2020

P3

1:32:57 AM



Vania Castro admin

P3

9:18:43 AM

Multiliteracies by P3 Alves .pdf  
I'm do proud of you!! Great job 🍪 🍪 🍪 🍪 🍪

Good morning teachers!!

I just prepared this for you all:

9:18:51 AM

9:19:19 AM



Video 675 KB  
Download () Play video  
()

9:19:29 AM

P3

10:06:28 AM

This message is currently not supported on Telegram Web. Try [getdesktop.telegram.org](https://getdesktop.telegram.org) (<https://getdesktop.telegram.org>).

Good morning!!!

10:06:45 AM



Vania Castro admin

Morning!

10:08:56 AM

P1

10:09:15 AM



Good morning!!

10:09:20 AM



Vania Castro admin

10:09:32 AM

□ □

P4

10:09:44 AM

Good Morning



Vania Castro admin

10:10:03 AM

When you have time, could you list here some songs you like!  
I'd like to add them to our website!

When you open it, you will hear your favorite songs and it will  
be a moment you will learn in a pleasant way!

10:11:16 AM

P8

10:19:04 AM



Vania Castro  
Video

Thank you □

Vania Castro

10:20:12 AM

When you open it, you will hear your favorite songs and it ...I  
like songs of Ed Sheeran, Shawn Mendes, Rihanna, Bruno Mars  
□



Vania Castro admin

10:22:20 AM

Great! I'll add them!

This message is currently not supported on Telegram Web. Try  
getdesktop.telegram.org (<https://getdesktop.telegram.org>).

10:32:01 AM

Please give your opinion! There is no right or wrong answers!

10:32:35 AM

Extra comment: Old literacy learning also privileged a particular  
form of speech and writing in the national language that was  
held up as the unquestioned 'standard' or 'educated' form.

10:33:36 AM

This message is currently not supported on Telegram Web. Try  
getdesktop.telegram.org (<https://getdesktop.telegram.org>).

10:37:06 AM

P4



**Vania Castro** 10:37:31 AM  
 When you have time, could you list here some songs you lik...  
 Shawn Mendes,One Direction,Black eyed peas,Paramore.



**Vania Castro admin** 10:37:43 AM  
**P4**  
 Shawn Mendes,One Direction,Black eyed peas,Paramore.  
 Thank you!

This message is currently not supported on Telegram Web. Try  
 getdesktop.telegram.org (<https://getdesktop.telegram.org>).

**P1Vania Castro** 10:46:23 AM  
**Castro**  
 When you have time, could you list here some songs you lik...  
 Ed Sheeran, Adele, John Legend, Sam Smith.



**Vania Castro admin** 10:47:39 AM  
**P1**  
 Ed Sheeran, Adele, John Legend, Sam Smith.  
 Thanks!



**Vania Castro admin** 12:03:55 PM  
 Teachers, I don't know if this was clear! But I posted a poll in a  
 format of exercise above

**P8** 12:28:14 PM  
 I did it here  
 Is it necessary to put these answers in Google Classroom?



**Vania Castro admin** 1:06:32 PM  
 No no

**Vania Castro** 1:07:43 PM  
 Unsupported attachment  
 Actually, I'm talking about this one @deacast

**P6** 1:40:00 PM  
 CS  
 ().PDF 27 KB  
 Download ()



**Vania Castro admin** 1:44:33 PM  
**P6**  
 Gmail - respostas atividade.PDF  
 I agree with you P6! I know it's a Challenge to apply these  
 changes in education. Not only in public schools as you said, but  
 in diferente learning settings (private as well)! The good news is  
 that now we have a chance to learn how to manage different  
 online tools and be critical about them. We will see which ones  
 are possible to use in public school context!

Diferent \* 1:44:51 PM

We will learn that many tools can facilitate our work! 1:45:51 PM

CS **P6** 1:53:42 PM

**Vania Castro**

We will learn that many tools can facilitate our work!

I've already learned a lot...



**Vania Castro admin** 2:27:05 PM

Great!! I've been learning too!

**P1** 4:31:34 PM

1) What is the teacher's role today? And the students' role?  
Teachers have some roles in the educational process, but in my opinion the teacher's role is to mediate the pedagogical construction, which means placing oneself as a facilitator, encourager or motivator of learning, which actively collaborates so that the learner reaches his goals. For me the role of the student is to study aiming at his learning to achieve his personal goals, but for that he needs to have an active and voluntary participation.

2) wordwall 7/11 score 7 min.

3) Which one is more related to your teaching actions? Which aspects of this pedagogies can you relate to your experience as a teacher?

The pedagogy that is more related to how I teach is didactic pedagogy because I use little technology in my classes. This is due to the fact that I don't have skills with most technologies and I also think that a large part of the students at the public school don't have equipment and internet access which can make the most reflective work of pedagogical practice unfeasible. However, I really enjoy working with my students on the role of protagonism.

CS **P6** 8:33:06 PM

().pdf 1.3 MB

Download ()

20200515\_202727\_0000.pdf



**Vania Castro admin** 8:43:30 PM

Guys!! Thank you for voting 🍪 🍪

**P1** 8:48:19 PM

1) What is the teacher's role today? And the students' role? T...

I see we all have similar perspective about teachers and students roles! About the use of technology, we will keep learning together! Thanks for sharing your answers!

**P6** 8:50:15 PM

20200515\_202727\_0000.pdf

Great job!! Accurate and clear!

P3

11:10:04 PM

P6

20200515\_202727\_0000.pdf

Wow! Very good!

Saturday, May 16, 2020



Vania Castro admin

10:09:38 AM

Teachers, I came to wish you a great weekend!!

Just to make sure, did everyone have a chance to fill out this survey:

10:13:14 AM

<https://forms.gle/ksLbmHqcJhBFnRYc6> (tg://unsafe\_url?url=https%3A%2F%2Fforms.gle%2FksLbmHqcJhBFnRYc6)

Google Docs Survey (https://forms.gle/ksLbmHqcJhBFnRYc6)  
Week 1 - Zoom (https://forms.gle/ksLbmHqcJhBFnRYc6)  
Please take a moment to answer this survey!

P6

10:27:48 AM

CS

Vania Castro

Teachers, I came to wish you a great weekend!!

Thanks... For you too...

Vania Castro

10:29:06 AM

Just to make sure, did everyone have a chance to fill out thi...

I Just Did it...



Vania Castro admin

10:30:16 AM

Thanks! 🍪 🍪

P1Vania

10:35:10 AM

Castro

Just to make sure, did everyone have a chance to fill out thi...

Good Morning!! Did you receive my form? I sent it a few days ago.

Sunday, May 17, 2020



Vania Castro admin

12:26:22 AM

Was it in the website?




P1

1:28:54 PM


Yes, It was.

But I can send it again.

1:29:37 PM

-  **Vania Castro admin** 9:21:02 PM  
I got it! Thank so much P1
- AA **P2** 10:14:34 PM  
().pdf 1.4 MB  
Download ()
- AA **P2** 10:36:36 PM  
Your infographic is really good. You showed the characteristics of the two pedagogies. Congrats!
- AA **P2** 10:36:36 PM  
**P3** May 14, 2020 8:58:51 PM  
().pdf 1.5 MB  
Download ()
- AA **P2** 10:40:45 PM  
**P6**  
20200515\_202727\_0000.pdf  
P6, I liked your infographic a lot. It is a good a strategy start with a question, in order to take the readers attention. Congrats!
-  **Vania Castro admin** 11:09:00 PM  
**P2**  
Infographic\_P2.pdf  
Great job!! 🍪 🍪 beautiful design and I really liked you added different sources!
- P2** 11:15:29 PM  
P6, I liked your infographic a lot. It is a good a strategy ...  
Yes! I liked P6 Henrique started his info with an intriguing question, this makes us want to read the whole file
- P2** 11:18:40 PM  
Multiliteracies by P3 Alves .pdf  
What I liked the most in your infographic is that you integrated the current concepts together: 21st skills, real context, multimodal you which is one of the affordances
- AA **P2** 11:27:47 PM  
Thanks a lot, teacher!
- I liked a lot the experiment of using Canvas. I have been learning a lot these weeks. 11:28:58 PM
-  **Vania Castro admin** 11:30:09 PM  
I'm very happy with your feedback! I'm excited for next meeting! We will learn more!

Monday, May 18, 2020

- AA** **P2** 12:41:36 AM  
Me too. Thanks!
- P2** 12:42:19 AM  
Multiliteracies by P3 Alves .pdf  
Your infographic is really good. You showed the characteristics of the two pedagogies. Congrats!
- P3** 8:41:33 AM  
Thank you!!
- CS** **P6** 8:44:53 AM  
Thanks. I really have learned a lot With your infographics. I had many ideas with them. Everybody made a great job...
- P3 P2** 8:45:44 AM  
Infographic\_P2.pdf  
Your is great too. The information is very clear and I liked the way you orgazined and ilustrated the ideas.
- It started the English classes on TV now.....Rede Minas channel or in the internet. The teacher is using a journalist text. 8:52:57 AM
-  **Vania Castro admin**
- P6** 10:50:48 AM  
Thanks. I really have learned a lot With your infographics. I ...  
I totally agree with you!  
I will send today a checklist of the activities today! ☐
- P3** 10:51:12 AM  
It started the English classes on TV now.....Rede Minas chan... 10:51:41 AM  
How is that?
- P3** 11:20:41 AM  
Well the teacher should be invited to this course....  
It's was boring and difficult to students, ( in my opinion) because the teacher had only 15 minutes to discuss a text (written journalistic) and couldn't read everything ( text, questions) and conclude his ideas..... And they didn't explored any resource the TV could offer, like an animation.....Nothing different from the ditatic pedagogy. Understand that I'm not judging only saying in a critical point of view.....If they invited me I don't know if I was courageous enough to teach on TV. But I think if possible join more teachers to discuss ideas before present the class.
- CS** **P6** 11:40:18 AM  
**P3**

Well the teacher should be invited to this course. ....It's was ...  
I agree With your, P3. Most of students do not have conditions to understand and answer questions about English text... Even in Portuguese they have a lot of difficult...



**Vania Castro admin**

11:51:45 AM

**P3**

Well the teacher should be invited to this course. ....It's was ...  
If you were invited it would be different! You are have some theoretical background. So you are creative and know what students like! I think anyone here in the group know what students like. So you would use at least some multimodal elements

**P6**

11:52:36 AM

I agree With your, P3. Most of students do not have cond...  
Yes, in a context like This, with limited time. A simple and short text would work better. What do you think?

**P6**

11:55:45 AM

CS

**Vania Castro**

Yes, in a context like This, with limited time. A simple and ...  
Sure...

**P2**

11:59:01 AM

AA

**P3**

Your is great too. The information is very clear and I liked t...  
Thanks a lot, P3! Using images is a great way to learn.

**P3**

12:05:21 PM

**P3**

12:21:48 PM

I fact now I realize that the teacher on TV didn't have the choice to present his own class, (he only had to present a text from a document all the teachers received) he just said he prefers images and comics



**Vania Castro admin**

12:22:18 PM

Oh I see it

**P3**

12:22:38 PM

It's alive now on YouTube

<https://youtu.be/gbpDXt-KWIU> (<https://youtu.be/gbpDXt-KWIU>)

12:22:55 PM

YouTube

**Se Liga Na Educação - 18/05/20**  
(<https://youtu.be/gbpDXt-KWIU>)

Primeiro dia de aulas do Se Liga Na Educação. -----  
----- Inscreva-se:


<http://bit.ly/redeminasyoutube>

(<http://bit.ly/redeminasyoutube>) -----

-...



(<https://youtu.be/gbpDXt-KWIU>)

- AA P2 4:06:43 PM  
Good afternoon, everybody!
- Today we are going to meet at Zoom at 5 pm, is it right? 4:08:31 PM
- P4 4:08:37 PM  
Good afternoon
- I think is on Thursday 4:09:45 PM
- AA P2 4:11:05 PM  
Ok. Thanks!
- P8Vania Castro 4:14:41 PM  
Just to make sure, did everyone have a chance to fill out this ...  
I did it some days ago
- P3 4:16:28 PM  
It started the English classes on TV now.....Rede Minas chann...  
Talk about this experience! Here in Bahia we are not still having  
this possibility
- P3 4:18:28 PM  
<https://youtu.be/gbpDXt-KWIU>  
I will watch! Thank you for sharing
- P4 4:20:03 PM  
I think is on Thursday  
Me too .....it will be on Thursday  
What time will be @vaniacastro1 ?
-  Vania Castro admin 4:20:14 PM  
It's on Thursday at 5pm 4:24:32 PM
- AA P2 4:25:08 PM  
Thanks!
- Vania, have you sent me the documents I need to fill in?  
4:29:28 PM



**Vania Castro admin**  
Term to sigh right?

4:30:10 PM

AA

**P2**  
Yes, it is.

4:31:22 PM



**Vania Castro admin**  
I just sent it

4:31:57 PM

Thanks!

4:32:04 PM

AA

**P2**  
Thank you!

4:40:23 PM

**P3**

5:49:22 PM

**P8**

Talk about this experience! Here in Bahia we are not still havi...  
The public channel Rede Minas is opened to classes for the students, today was the first day, and they can watch on YouTube anytime, because some places the sinal is not good.... But unfortunately the classes are a bit boring to the students because has nothing different from daily classes in the schools, but at least is a way to not exclude the students that are in public schools and didn't have classes till last week. The thing is: the government started this ideas 2 weeks ago and teachers didn't have time to plan properly the TV classes. probably because of this and poor support they didn't explored more resources, that could be used on TV classes.

Oh, if teachers joined to plan this classes....

5:52:19 PM

**P4**

5:54:52 PM

At my Libras classes,my teacher said that the deficient kids has many difficulties because they don't understand what teachers are saying(especially deaf kids)

**P3**

6:22:06 PM

Yes, has a interpreter but...

**P9**

10:11:47 PM

Hey guys!

I'm here

10:11:50 PM

better late than never

10:12:06 PM

I have done my homework

10:12:22 PM

What is the teacher's role today? And the students' role?

edited 10:13:15 PM

well, teachers are there to mediate the students' learning process. It is very different from what it used to be in the past (teachers "know" and say students listen and "learn"). students' learning process nowadays is known better as



the way they can learn not just from the teacher but a lot of different means or methods and teachers are facilitators to students to develop and improve themselves.

(oh, the didactic and reflexive pedagogies game: I got 7/11...  
shame on me)

Now that you read about these 2 pedagogies and learned more about them through the game, think about your experience. Which one is more related to your teaching actions? Which aspects of these pedagogies can you relate to your experience as a teacher?

after learning about both pedagogies I would say that my classes are 80% reflexive and 20% didactic. I think both pedagogies are valid although we know that reflexive is more effective nowadays. Making group works in class is what I do the most because I believe that interaction is on top #1 when it comes to a successful learning process.

().pdf 40 KB  
Download ()

10:13:46 PM

RR

**P5**

10:14:17 PM

**P3**

Well the teacher should be invited to this course..... It's was ...  
I think the same.

**P9**

10:14:57 PM

that's what my teachers improvisation skills allowed me to do

RR

**P5**

10:14:58 PM

**P9**

reflexive and didactic pedagogies.pdf  
Great!!!

**P9P5**

10:37:25 PM

Great!!!  
thanks!

**P3**

It's really funny!

10:45:47 PM




AC

**P7**

().pdf 24.7 MB  
Download ()

10:47:48 PM

Canva.pdf

- P3** 10:56:32 PM  
Good P7!
-  **Vania Castro admin** 10:57:53 PM  
Hi! I'm back!
- Thank you for posting the canva!! @eubens it's very objective, clean, and coherent! Great job 🍪 🍪 🍪 10:59:05 PM
- P7 you posted a non-verbal representation! That's so interesting because I looked at the images and I could see the words/the versão behind them! 🍪 🍪 🍪 11:01:10 PM
- It depends on the template! 11:01:30 PM
- I'm preparing something new for organizing better the activities! I'll post here later! 11:02:10 PM
- Extra: 11:02:13 PM
- Voice message 181 KB 11:03:07 PM  
Download Play
- P8** 11:07:48 PM  
Ok Vânia! For me it's a good way to improve my English and learn some vocabularies
- Thank you 11:07:53 PM
- P3** 11:09:30 PM  
Yes, it's a great opportunity!!!
-  **Vania Castro admin** 11:28:23 PM  
□ □
- Hey teachers! 11:36:17 PM
- Are you still there? 11:36:22 PM
- Here is the actively checklist about Week 1! It's very easy you just check what you have done! 11:37:03 PM
- <https://forms.gle/tQNf4zQGrJahaCoz6> (tg://unsafe\_url?url=https%3A%2F%2Fforms.gle%2FtQNf4zQGrJahaCoz6) 11:37:09 PM
- Google Docs  (https://forms.gle/tQNf4zQGrJahaCoz6)
- Activities Checklist**  
(https://forms.gle/tQNf4zQGrJahaCoz6)  
For each week you and add a comment with your feedback!  
You can say what you learned, you liked and what was challenge for you!
- Vania Castro admin**



Week 2 checklist: <https://forms.gle/tQNf4zQGrJahaCoz6>  
 (tg://unsafe\_url?url=https%3A%2F%2Fforms.gle%2FtQNf4zQGrJahaCoz6)

11:52:12 PM

Google Docs (<https://forms.gle/tQNf4zQGrJahaCoz6>)

### Activities Checklist

(<https://forms.gle/tQNf4zQGrJahaCoz6>)

For each week you and add a comment with your feedback!

You can say what you learned, you liked and what was challenge for you!

Tuesday, May 19, 2020

**P8**

8:44:38 AM

Ok, Vânia! Thank you

AC

**P7**

9:20:49 AM

P3 e Vânia! Thanks!☐

RR

**P5**

11:00:10 AM

**Vania Castro**

Audio

Ok @vaniacastro1 . I'm gonna do canva again! I didn't like mine.



**Vania Castro admin**

1:19:07 PM

Welcome!!

**P5**

1:19:13 PM

Ok @vaniacastro1 . I'm gonna do canva again! I didn't like mi...  
Wow!!!



**Vania Castro admin**

2:50:09 PM

Teachers, a tip for saving files from Canva

When saving it, you have Pdf opinion

2:50:24 PM

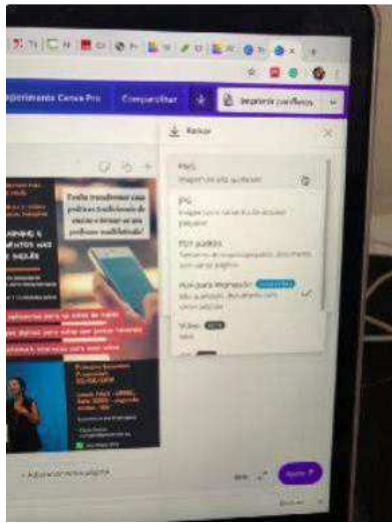
But if you save as an image you need to choose high quality PNG

2:50:47 PM

Not Jpg

2:51:31 PM

2:51:37 PM



**P4**

2:51:51 PM

Now Canva has backgrounds for Zoom

**P1**

2:53:58 PM

Thanks. It looks like you read my mind. I will send my job right now.



**Vania Castro admin**

2:54:44 PM

**P4**

Now Canva has backgrounds for Zoom

Really? I didn't know! I'll download it and use next meeting!  
Thanks

**P1**

2:54:58 PM

Thanks. It looks like you read my mind. I will send my job rig...

Great 🍌 🍌

I'll post a survey here

2:55:11 PM

This message is currently not supported on Telegram Web. Try  
getdesktop.telegram.org (<https://getdesktop.telegram.org>).

2:56:46 PM

**P4Vania Castro**

2:59:14 PM

Really? I didn't know! I'll download it and use next meeting! ...  
yes,some backgrounds has movements too

**P3**

Seems funny!

3:11:50 PM



**Vania Castro admin**

5:36:17 PM

I wil

Use them

**P1**

6:06:15 PM



Video 2.4 MB  
Download () Play video  
()

I got it!!! At last but I did it.

6:11:16 PM

P6

6:25:42 PM

CS



P1  
Video

Congratulations! You did a great job. Very interesting. You used many tools of Canva...

P4

6:28:34 PM



P1  
Video

I love this video!

P1

7:01:48 PM

Thanks

I had a little trouble, but I found it really cool and fun

7:02:36 PM

P3

9:03:07 PM

P1

9:42:49 PM

Thank you.

P8Vania Castro

10:53:13 PM

Really? I didn't know! I'll download it and use next meeting!...

I didn't know too ... I will try to use it in our next meeting ☺

Wednesday, May 20, 2020



Vania Castro admin

I just finished writing 80 pages for my doctoral qualification!! It's a relief 🍪 now I can rest a little bit 2:44:03 AM

Let's everybody use a background on zoom!! It's gonna be fun haha

2:44:29 AM

I will watch tomorrow P1

2:45:07 AM

P3

Vania, can you share the Google Classroom tutorial link? I need to share with the teachers in my school

11:03:23 AM

That one in portuguese 11:03:38 AM

I couldn't find... 11:04:44 AM

P1 11:08:52 AM

<https://bit.ly/cursogooglegratuito>  
(<https://bit.ly/cursogooglegratuito>)

Margieducation  
**Google para professores**  
(<https://bit.ly/cursogooglegratuito>)  
Curso de google for education para professores.

if you find it interesting. I did and liked it a lot. 11:09:26 AM

P3 11:11:36 AM

Thanks!!



Vania Castro admin 12:40:38 PM

This one: Como USAR o GOOGLE CLASSROOM no CELULAR ANDROID e IOS

<https://www.youtube.com/watch?v=HQ-qouxENaU>  
(tg://unsafe\_url?

url=[https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DHQ-qouxENaU](https://www.youtube.com/watch?v=HQ-qouxENaU))

YouTube  
**Como USAR o GOOGLE CLASSROOM no CELULAR ANDROID e IOS** (<https://www.youtube.com/watch?v=HQ-qouxENaU>)

Neste vídeo vou mostrar como alunos e professores podem manter suas atividades mesmo fora das escolas, com este recurso suas aulas não param e podem ser feit...



(<https://www.youtube.com/watch?v=HQ-qouxENaU>)

But the link P1 posted is very good! 12:40:59 PM



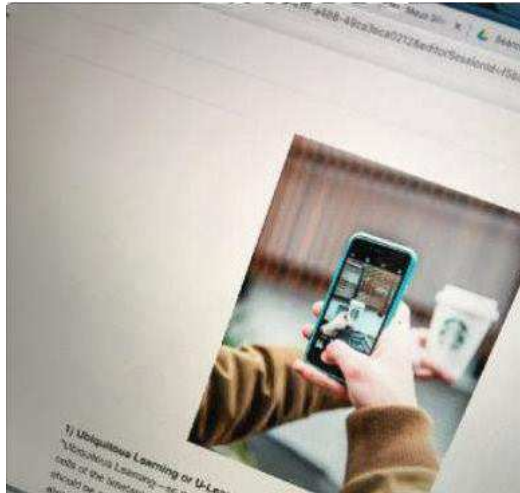
P1  
Video 12:47:52 PM

Great job!! I really like the organization of thoughts. You started talking about Multiliteracies and its 3 main aspects: pedagogy, diversity and multimodality and finishes with a reflection between teachers and students in the 21st century learning 🍪 🍪



Vania Castro admin 2:17:08 PM

I'm making the last adjustments for our meeting tomorrow! I'm  
So excited



2:17:23 PM

**P1Vania**

3:19:51 PM

**Castro**

Great job!! I really like the organization of thoughts. You star...  
Thanks!! Did you notice the image of the beach, didactic  
pedagogy and relative pedagogy? I overcame myself.

rsrsrs

3:20:14 PM

AA

**P2**

3:20:48 PM

Good afternoon, teacher!  
I've just sent you my TCLE signed.

**P1Vania**

3:22:18 PM

**Castro**

But the link P1 posted is very good!Ok.  
Thanks.

**Vania Castro**

3:23:44 PM

This one: Como USAR o GOOGLE CLASSROOM no CELULAR A...  
This is a very good one. I watched it several times.

I liked very much!!!!

3:24:24 PM



**Vania Castro admin**

11:05:29 PM

**P2**

Good afternoon, teacher! I've just sent you my TCLE signed.  
Thanks i replayed it!!

**P1**

11:06:03 PM

This is a very good one. I watched it several times.  
It's good, that's why I posted it even though it's in Portuguese

Thursday, May 21, 2020





**Game getting to know classmates**

(https://wordwall.net/resource/2436082)

Match up – Drag and drop each keyword next to its definition.

**Vania Castro admin**

4:44:58 PM

Hello

Let's start at 5pm

4:45:13 PM

The same link

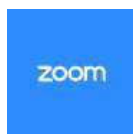
4:45:16 PM

From the email

4:45:22 PM

1 Same link: <https://illinois.zoom.us/j/99474905142> (tg://unsafe\_url?url=https%3A%2F%2Fillinois.zoom.us%2Fj%2F99474905142) zoom (tg://unsafe\_url?url=https%3A%2F%2Fillinois.zoom.us%2Fj%2F99474905142).us/j/99474905142 (tg://unsafe\_url?url=https%3A%2F%2Fillinois.zoom.us%2Fj%2F99474905142) Meeting ID: 994-7490-5142

4:47:07 PM

Zoom  
VideoJoin  
our  
Cloud**HD Video Meeting**

(https://illinois.zoom.us/j/99474905142)

Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, chat, and webina...

(https://illinois.zoom.us/j/99474905142)

**P3**

5:12:50 PM

oh my god my computer is not entering

on zoomm

5:12:55 PM

**Vania Castro admin**

5:13:08 PM

Use your phone

**P4**

5:13:21 PM

copy the link and search on google,I did this

**P8**

6:34:01 PM

I am trying to come back to the zoom

Because my internet isn't good

6:34:05 PM

It is raining here

6:34:07 PM

Sorry

6:34:13 PM

I only can use some light apps in my smartphone

6:34:55 PM

I can't open zoom here

6:35:27 PM

**P4** 6:36:05 PM  
We have tasks

Is on website 6:36:05 PM

**P8** 6:36:13 PM  
Ok

Send me the link 6:36:21 PM

**P4** 6:37:11 PM  
Just a minute

<https://vccingles.wixsite.com/vania>  
(<https://vccingles.wixsite.com/vania>) 6:40:51 PM

**P3** 6:42:35 PM  
Wow I loved this meeting mainly because I could finally enter (a bit late), but using a mobile device, I could listen

And participate more.... 6:42:46 PM

And I understand and follow in real time, the meeting was amazing, I learned a lot today .....thanks for sharing your ideas teachers! 6:44:03 PM

**P8** 6:44:43 PM  
Thank you dear

What are you doing now? 6:44:49 PM

**P3** 6:45:19 PM  
Me? I need to feed my daughter....


**P8** 6:45:20 PM  
I can access the website

**P4** 6:45:32 PM

6:45:35 PM

**P3** 6:45:40 PM  
Sorry hahahhaha

**P8** 6:46:00 PM  
She is helping me because my internet failed

 **Vania Castro admin** 6:47:27 PM

**P8**  
I can't open zoom here

I just saw this message! But we already finished the meeting! If you wanna watch the end, I can send you the recording later

**P8**

Ok dear 6:47:39 PM

I would like to see the end 6:47:59 PM



**Vania Castro admin** 6:48:50 PM

**P3**

And I understand and follow in real time, the meeting was a...  
Omg I'm so happy about this!! Thank you for be willing to participate and learn!

**P8** 6:48:50 PM

When the internet returns I will watch these videos in the website and participate with colleagues

**P3** 6:49:07 PM

yes, we missed you. ....But it happens P8

**P8** 6:49:18 PM

Thank you for sharing your knowledge with us @vaniacastro1



**Vania Castro admin** 6:49:33 PM

Sure! The recording is processing!

**P8**

6:49:57 PM

Thank you for sharing your knowledge with us @vaniacastro1  
Thank you for participating and collaborating!

I really love this group 6:50:08 PM

□

**P4** 7:05:24 PM

I want to participate more but my internet is not collaborating

**P3** 7:07:01 PM

Sometimes it can happen

**Vania Castro** changed group name to «7 e-Affordances: Curso»

**P4** 7:07:54 PM

But it's happening all the time,I don't know what I can do



**Vania Castro admin** 7:19:50 PM

You are using the chat, which is good!

**P8** 8:52:01 PM

Next time I hope to participate all the meeting

Friday, May 22, 2020

**P3**

Hello dears! Does anyone know a good and free site to create animations? 3:36:07 PM

to teach? 3:36:11 PM



Vania Castro admin 3:36:20 PM  
Canva

P3 3:38:17 PM

hum... I didn't know it's possible... A teacher in my school wants to create classes and wouldn't like to make long videos... I'll try too... thanks!



Vania Castro admin 3:39:51 PM  
This part

3:40:01 PM



P3 4:55:40 PM

Great!

Monday, May 25, 2020



Vania Castro admin 1:19:55 PM

Hello everyone!

I'll post here the classwork: 1:20:37 PM

**Challenge #2** 1:20:42 PM

**10 points!**

**1) Finish watching this video: e-Learning Affordance 1a: Ubiquitous Learning. Please, post on Telegram 3 things you learned from this video!** [https://www.youtube.com/watch?time\\_continue=30&v=flcbd3\\_Yyhg](https://www.youtube.com/watch?time_continue=30&v=flcbd3_Yyhg) (tg://unsafe\_url?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Ftime\_continue%3D30%26v%3Dflcbd3\_Yyhg)

YouTube

**e-Learning Affordance 1a: Ubiquitous Learning**  
([https://www.youtube.com/watch?time\\_continue=30&v=flcbd3\\_Yyhg](https://www.youtube.com/watch?time_continue=30&v=flcbd3_Yyhg))

## Part 1a: Learning in Space and Time



([https://www.youtube.com/watch?time\\_continue=30&v=ficbd3\\_Yyhg](https://www.youtube.com/watch?time_continue=30&v=ficbd3_Yyhg))

2) Find an example of an educational online tool that can be used with the concept of ubiquitous Learning (learning anywhere at anytime). How could it be beneficial for your classes? Please post on both Google Classroom and Telegram! Be prepared to talk about it in our next zoom meeting. 1:21:22 PM

(<https://classroom.google.com/u/0/c/OTg5NzAxMTgyNDIa/a/MTI0NjYyNTI0NmM3/details> (tg://unsafe\_url?url=https%3A%2F%2Fclassroom.google.com%2Fu%2F0%2Fc%2FOtg5NzAxMTgyNDIa%2Fa%2FMTI0NjYyNTI0NmM3%2Fdetails))! Please interact by commenting on 2 or 3 colleagues' posts.

Only 2 activities! I'll post what I learned from the video too! edited 1:21:50 PM

**P3 Vania Castro** 2:14:30 PM

Hello everyone!

Hi Vania!!! Good afternoon everybody!!!

**P4**

Hello 2:26:37 PM



**Vania Castro admin**

Hello! 4:04:21 PM

4:04:28 PM

**RR**

**P5** 4:04:53 PM

Hiii!!!☐



**Vania Castro admin**

I will answer question 1 about the video! 4:06:23 PM

I have learned that in traditional classroom we have a time to start and end the class, e.g. from 7am to 12pm. Same space at the same time. In U-learning there is collapsing of time and space. Also, accessibility- when student s can access their files from everywhere! 4:13:45 PM

Now it's tour turn guys! 4:13:57 PM

Tuesday, May 26, 2020

**P8** 12:54:55 AM

Hi Vânia! Will you use the Google Classroom for these activities too? Because I think that is easier to answer there If not, I will put my answers here ... no problem!

**P6** 11:19:03 AM  
CS

().PDF 21 KB  
Download ()

Gmail – respostas challenge 2.PDF



**Vania Castro admin** 12:13:28 PM  
Thank you P6!!

**P8** 12:15:01 PM

Hi Vânia! Will you use the Google Classroom for these activi...

The discussion questions, which is activity one, you post only here! But the challenge it has to be posted in google classroom because it generates the grades and it's a place where all the files will be There organized!

**P8** 4:32:38 PM  
Ok!



**Vania Castro admin P8** 6:18:01 PM  
Ok!  
□



**Vania Castro admin** 9:01:34 PM  
Hello everyone! This is a friendly reminder for you post your answers about the video!!□

**P4** 9:02:01 PM  
ok,I will post tomorrow!

**P3** 9:11:04 PM  
Yes, me too. I watched today but I want to review carefully before speak



**Vania Castro admin** 9:13:11 PM  
Okay no problem! But remember there is no right or wrong answers! This is all about different perspectives!

**P3** 9:25:31 PM  
Yes, that's something good to remind...



**Vania Castro admin** 9:26:50 PM  
Yes!

Wednesday, May 27, 2020

**P8** 1:07:07 AM

I will watch it tomorrow... today I was so busy and like P3,I would like to watch carefully before talk about it



**Vania Castro admin** 2:05:30 PM

Okay I'm waiting! Because whenever you guys finish this I'll post the next week

**RR** **P5** 4:58:55 PM

**P8**

I will watch it tomorrow... today I was so busy and like Ca...  
Me too @vaniacastro1

**P3 Vania Castro** 5:21:30 PM

Challenge #2 10 points! 1) Finish watching this video: e-Lea...  
Wow! I'm falling in love for them! I'm learning somany things and I would like so much all the teachers in the world could access this knowledge!

Let's start: 3 things I've learned from this amazing video:

1- "Learning can be all around" the Ubiquitous Learning breaks walls in local and time.....This means is not necessary to be in a classroom to learn things. You can learn everywhere....

2- As learners we have more possibilities to choose partners that can help us, and we can access more people around the world if we want. As teachers we need to analyze carefully the materials and everything that is available on the internet because there are so many things that sometimes we lose the focus....

3- the magic of discovering: "Everything will be discoverable. ...." I think everyone here is living this part this days, we almost can touch what we are learning, but for me is difficult to explain and access people in my school.

For example teachers and supervisors can't understand that is not necessary to create 103 classrooms on Google separated instead of creat only 1st year (High school) and add all the students, because in the same space they could share ideas, links, questions, etc.....Today I spent 1 hour trying to explain the supervisor this...

**CS** **P6** **P3** 5:44:48 PM

Wow! I'm falling in love for them! I'm learning somany things...

Very good, P3. I liked your answers and ideas very much. And about your example, that you said about the numbers of the classes in the google class, I really agree With you...

orin!

**P3**

some people can't understando that Classroom is not a Classroom...., that This are the good news about "Remote, online" it's Ubiquitous Learning.... 6:09:48 PM

**P8Vania Castro** 11:24:01 PM

Challenge #2 10 points! 1) Finish watching this video: e-Le...

3 things about the video:

1- The conception of ubiquity is that the learning is all around us

2- Ubiquitous Learning transcends the old pedagogical separation (walls and timetables, spaces and time);

3- This idea shows multiple purposes of learning using digital technologies and some aordable for interaction, information and creativity

**Vania Castro**

2) Find an example of an educational online tool that can b... 11:26:54 PM

An example of educational online tool that I like to use is **Kahoot!**, because it allows more interaction simultaneously with colleagues. It's like a game of competition, so the students are so focused in the learning and answering correct. But the worst part is that we need the internet for using that.

**P3**

some people can't understando that Classroom is not a Cla... 11:28:58 PM  
It's a good point! I totally agree with you ☐

Thursday, May 28, 2020



**Vania Castro admin**

Hello everyone! I'll read and make my comments tomorrow 12:42:51 AM

**P4**

You can use traditional learning it doesn't mean that the students aren't learn but if you use more tools like in ubiquitous learning you will have more results,the classes can be more interesting. 9:05:30 AM

Ubiquitous learning: you can learn and if you are a teacher you can teach in anywhere,if you are at supermarket you can learn or teach something new there.




One example of online tool is **Stop**, is a better game to play with your students and **keep words in memory** and a competitive game too.

CS

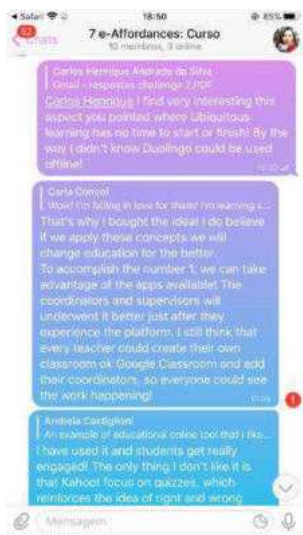
**P6**

Very good, P4. I have learned a lot of tools that I can use 9:56:17 AM  
With my students. After I Will see Stop. I don't know it...

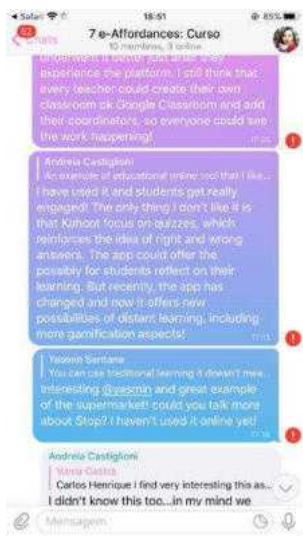


- P3** 1:51:18 PM  
Wow I didn't know online stop. ....And I started to play the original version with my daughter when I saw your message...
- 1:52:12 PM
- P4** 2:15:28 PM  
I was playing in English with my friend
-  **Vania Castro admin** 3:02:09 PM  
**P6**  
Gmail – respostas challenge 2.PDF  
P6 Henrique I find very interesting this aspect you pointed where Ubiquitous learning has no time to start or finish! By the way I didn't know **Duolingo** could be used online!
- P8Vania Castro** 6:17:25 PM  
P6 Henrique I find very interesting this aspect you pointed...I didn't know this too.....in my mind we only can use Duolingo with internet Thank you for sharing!
- CS** **P6** 6:33:18 PM  
Yes...I used to use a Plus Duolingo, a paid version. It was not expensive. I do not know about free version.
-  **Vania Castro admin** 6:49:03 PM  
Guys, were all my 4 comments posted?
- 6:49:33 PM  
There is an exclamation point saying that my messages weren't delivered!
- P4Vania Castro** 6:50:36 PM  
Guys, were all my 4 comments posted?
- No**
-  **Vania Castro admin** 6:51:06 PM  
These ones:

6:51:21 PM



6:51:21 PM



P4

6:53:51 PM

The Stop.pots is the same that some people call "Adedonha",you can change and create the topics to English!



**Vania Castro admin**

6:55:10 PM

Ohhh I see, the same ideia right

P3

7:23:09 PM

Yes, and guess what? Today while we were playing Valentina tried to ask Google but as it was in English on my mobile she asked me how to speak "cores com a letra O" em Inglês, then she could pronounce and she wrote on her paper. So it's I was thinking to apply with the students later, and let them search if they don't know at the beginning.... And maybe some of the students that have more vocabulary could complain so it's only to remind that if they finish first say STOP... I don't know if it can work....

About the online tools I forgot to answer.... My friend that is English teacher on my school too showed me this game, I thought really interesting but if it was possible I would like to change some right and wrong questions opening more

7:29:05 PM

possibilities. ....<https://en.islcollective.com/video-lessons/can-cant>  
 cant (<https://en.islcollective.com/video-lessons/can-cant>)

iSLCollective

**Can, can't - English ESL video lesson**

(<https://en.islcollective.com/video-lessons/can-cant>)

ESL video lesson with an interactive quiz: Grammar practice  
 . Practice modal verbs "can" and "can't" while doing the  
 different types of exercises.



(<https://en.islcollective.com/video-lessons/can-cant>)

P1

8:17:32 PM

It's great! I played with my daughters, they loved it.

P3

8:45:46 PM

Friday, May 29, 2020

P3

1:46:59 PM

another example of online tool.....website LEARN ENGLISH  
 BRITISH COUNCIL, because the students can choose what they  
 like most, videos, games, articles, curiosities, tests..... And it's for  
 kids and teens. ...For example this page:  
<https://learnenglishteens.britishcouncil.org/study-break/games>  
 (<https://learnenglishteens.britishcouncil.org/study-break/games>)

[learnenglishteens.britishcouncil.org](https://learnenglishteens.britishcouncil.org)

**Games to improve your English | LearnEnglish**

(<https://learnenglishteens.britishcouncil.org/study-break/games>)

Play games to improve your English vocabulary.



Vania Castro admin

3:25:45 PM

P3

another example of online tool.....website LEARN ENGLISH B...  
 This website is amazing! I have used it a couple of times!

P3

7:29:07 PM

Yes, has many possibilities.....And it was on Pet (Plano de ensino  
 tutorado) of Minas Gerais..... They put the link of the video  
 about Shakespeare and then I send to the students the link video

by Google classroom, and I made a game about the video on Kahoot but only 1 student played till now.....School is in trouble to access the students.... some of them don't have email. .... It's difficult

7:29:43 PM

**P1**

8:13:16 PM

I found this game super interesting. Can I register through this link?

**P3**

8:17:17 PM

which one? there are so many...

british council games?

8:18:39 PM

**P1**

8:19:07 PM

Sorry, yes.

**P3**

8:19:36 PM

or kahoot

**P1**

8:19:40 PM

I tried to register, but they said it's only for young people?!?!

British Council

8:19:52 PM

**P3**

8:20:29 PM

everybody I think. ....the kids one I invite my teens students , and the teens game I invite the adults ....

I think there's no age to play

8:20:44 PM

it's only a suggestion from the site...

8:21:37 PM



**Vania Castro admin**

8:22:51 PM

**P3**

Yes, has many possibilities.....And it was on Pet (Plano de en...  
Let's wait!! Maybe some more students will answer! Also you can send some reminders!

Hello!! I'll post the link for the checklist later okay!

8:23:30 PM

Week 4 is ready!!!

8:23:37 PM

This is the instruction! You don't need to answer, just think about:

8:24:54 PM

**Before you start reading about the content, take a few minutes and try to remember situations where your students took a lot of responsibility for their learning, think about the times they were engaged in an activity, think about the times they produced something meaningful for their learning process!**

8:25:02 PM

**P3** 8:26:42 PM  
 Yes, I was just thinking about my students and taking notes about this..... Wow! amazing this week 4



**Vania Castro admin** 8:27:15 PM  
<https://vccingles.wixsite.com/vania/post/week-4-affordance-2-active-knowledge-making-telegram-google-classroom>  
 (https://vccingles.wixsite.com/vania/post/week-4-affordance-2-active-knowledge-making-telegram-google-classroom)



(https://vccingles.wixsite.com/vania/post/week-4-affordance-2-active-knowledge-making-telegram-google-classroom)

vaniacastro

**Week 4 - Google Classroom/Telegram - May 29 -June 2**  
**(https://vccingles.wixsite.com/vania/post/week-4-affordance-2-active-knowledge-making-telegram-google-classroom)**

Hello teachers! Introduction to the lesson – Active Knowledge Making: Before you start reading about the content, take a few minutes and try to rememb...

**P3** 8:27:46 PM  
 Yes, I was just thinking about my students and taking notes ...  
 One of my favorite weeks!

**P3** 8:28:41 PM  
 I'm loving this one..... And it's incredible how I want to share everything I'm learning!!!



**Vania Castro admin** 8:28:58 PM  
 I feel the same!

The tools quizlet 8:29:12 PM

I found out after the course was ready! But I had to share it 8:29:38 PM

**P3** 8:33:14 PM  
 oh my God I need to create an activity on Quizlet! thanks to remind

It'll be so useful now during the quarantine... 8:33:42 PM



**Vania Castro admin** 8:36:07 PM  
 Yes! Maybe you can use it to create questions for your lesson plan

**P9** 8:38:41 PM  
 hey guys! I'm sorry but I can't participate anymore. I'm working on-line all day long and I'm getting really tired. thank you for your fellowship & goodbye!



**Vania Castro admin**

8:49:09 PM

You can always count on me! Thanks for participating!

**P3**

8:58:24 PM

ohhhh...

**P3**

9:29:56 PM

ufa, finally I found the words to share some ideas with teachers in my school..... unfortunately there's a sad segregation in Morning and Afternoon turn..... but at least I could express many things I'm learning here



**Vania Castro admin**

10:48:52 PM

That's amazing P3 you can share the message!

Saturday, May 30, 2020

**P5**

12:25:00 AM

RR

**Vania Castro**

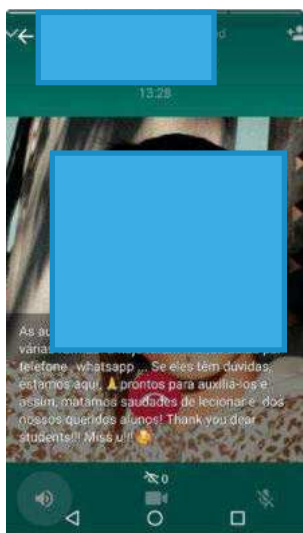
Challenge #2 10 points! 1) Finish watching this video: e-Le...

The video explains the focus of ubiquitous learning is on learning and not the teacher. Like collaborative learning, the teacher is present, but he is not the one who gives the information, he just supports and helps. In the case of ubiquitous education, the most important point is access to networks, in ubiquity communication can be done at anytime and anywhere, through mobile devices. Therefore, it is necessary to have access to cell phone, Wi-Fi, GPS, Bluetooth and others.

The ubiquitous learning process happens spontaneously, but students have a direction to follow, they can research everything, learn everything, but there is a curriculum plan that should be the objective, there are tests and assessments to know if the student really Learned. Information and studies are acquired on the internet, the teacher can follow, help and answer questions, but the knowledge is there, for everyone.

An example of ubiquitous learning that is happening in the current scenario is remote study, teachers from public and private schools are reinventing themselves to be able to teach their student, using mobile devices!

12:26:00 AM



12:26:00 AM



This is an example from my current life, I am doing my best to pass on the knowledge to my student, whether via whatsapp, phone, online classes. 12:30:52 AM



**Vania Castro** admin

edited 11:19:31 AM

P5 That's a great example you cited of your u- learning! That's crazy and interesting to think that this type of learning is happening right now, not because people chose, but because the current situation requires! I really hope when things get back to normal, face to face classes that this remote learning and learning any time anywhere can be a complement for the presencial classes!

RR

**P5**

11:53:22 AM

**Vania Castro**

P5 That's a great example you cited of your u-learning! ...I think so!!! Thanks @Vania!

The teachers and students will have another think.

12:05:22 PM



**Vania Castro** admin

6:30:27 PM

I believe so!

Sunday, May 31, 2020

**P3** 9:27:22 AM  
 However not all of the teachers were prepared for this suddenly change, many of them are having difficulties, and need support. Not all of the students will access this online classes too. So we have a long time on this way yet. We really need more investment on public education.... But at least it's starting....

**P5** 9:28:45 AM  
 The video explains the focus of ubiquitous learning is on lea...  
 P5, you explained so clearly! Thanks!

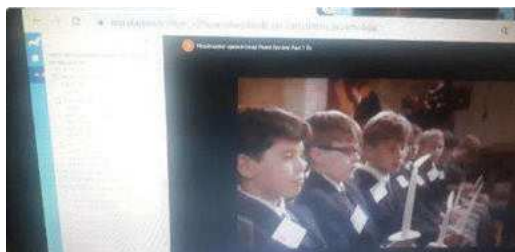
**Vania Castro** 9:30:35 AM  
 That's amazing P3 you can share the message!  
 Ops... But it's in portuguese....

**P3** 9:56:18 AM  
 I used the example of how teachers from different areas are connected and sharing their knowledges, and how the meetings are productive, something that didn't happened on teacher's room. ...And I got a picture from the internet to show the classes layout are the same since the 19th century, and we really need to change this, and it's a long way but we are in this way and need to break the schools walls.... Let students share more their experiences, giving their a chance to build the knowledge by themselves, and start to think in different possibilities when we are planning a lesson, out of the school and classrooms....  
 Breaking walls is the key...

Monday, June 1, 2020

**AA** **P2** 12:03:10 AM  
 Good evening, everybody!  
 Challenge#2:  
 1. Three things I have learned from the video:  
 1. Wherever you do in Ubiquitous learning space is discoverable;  
 2. In Ubiquitous learning we are continuously asking questions and searching for information;  
 3. The classroom were invented in the 19th centure.  
 2. Example of am educational online tool that can be used with the conception of Ubiquitous learning.  
 I believe that can be the Playposit tool. It can be beneficial to our students because we can interact with learners and engage them in activities they can do everywhere and at anytime.





12:08:11 AM

**P3**

12:19:48 AM

or kahoot

P3, I really enjoy this tool, because its good for engage students in a game that they can win points and knowledge at the same time. There are some teachers that use it to apply tests.

**P5**

12:25:42 AM

This is an example from my current life, I am doing my bes...

P5, I will start using WhatsApp with my students too. It's a great invention. They are improving the tool each time. Agora o WhatsApp tem um atalho que permite que você crie uma sala com até 50 participantes para uma chamada de vídeo, sem limite de tempo e você ainda pode compartilhar a tela. A ideia é concorrer com o Zoom e o Meet. Uma alternativa para quem precisa dar aula on-line e não tem plataforma disponível...Dá uma olhada no vídeo!!

[https://m.youtube.com/watch?v=-](https://m.youtube.com/watch?v=-Q28Ojxtsdw&list=PLj8TCoUUPVLkpY6ZRE6m0GFwA_Qxyc8jl&index=15)

[Q28Ojxtsdw&list=PLj8TCoUUPVLkpY6ZRE6m0GFwA\\_Qxyc8jl&index=15](https://m.youtube.com/watch?v=-Q28Ojxtsdw&list=PLj8TCoUUPVLkpY6ZRE6m0GFwA_Qxyc8jl&index=15) ([https://m.youtube.com/watch?v=-](https://m.youtube.com/watch?v=-Q28Ojxtsdw&list=PLj8TCoUUPVLkpY6ZRE6m0GFwA_Qxyc8jl&index=15)

[Q28Ojxtsdw&list=PLj8TCoUUPVLkpY6ZRE6m0GFwA\\_Qxyc8jl&index=15](https://m.youtube.com/watch?v=-Q28Ojxtsdw&list=PLj8TCoUUPVLkpY6ZRE6m0GFwA_Qxyc8jl&index=15))

YouTube

**NOVIDADE!!! Agora dá pra fazer LIVE usando um atalho no WHATSAPP!!!** ([https://m.youtube.com/watch?v=-](https://m.youtube.com/watch?v=-Q28Ojxtsdw&list=PLj8TCoUUPVLkpY6ZRE6m0GFwA_Qxyc8jl&index=15)

[Q28Ojxtsdw&list=PLj8TCoUUPVLkpY6ZRE6m0GFwA\\_Qxyc8jl&index=15](https://m.youtube.com/watch?v=-Q28Ojxtsdw&list=PLj8TCoUUPVLkpY6ZRE6m0GFwA_Qxyc8jl&index=15))

O WhatsApp tem taxas de engajamento incríveis: 98% das mensagens enviadas são abertas e lidas. E isso pode ser uma ferramenta interessante se você pre...



([https://m.youtube.com/watch?v=-](https://m.youtube.com/watch?v=-Q28Ojxtsdw&list=PLj8TCoUUPVLkpY6ZRE6m0GFwA_Qxyc8jl&index=15)

[Q28Ojxtsdw&list=PLj8TCoUUPVLkpY6ZRE6m0GFwA\\_Qxyc8jl&index=15](https://m.youtube.com/watch?v=-Q28Ojxtsdw&list=PLj8TCoUUPVLkpY6ZRE6m0GFwA_Qxyc8jl&index=15))

**P5**

8:32:17 AM

RR

**P2**

P5, I will start using WhatsApp with my students too. It's a...

Yes, I was notified! But I haven't used this whatsapp feature yet, just Zoom. We have groups of classes on whatsapp!

Thanks P2 8:32:47 AM

AA P2 9:11:57 AM

Not at all, P5!

P8 12:42:45 PM

Thanks for the tip

P3 4:17:58 PM

hello teachers, are your students accessing the activities? In my school it's been difficult....I think here we'll have to think in more alternatives, I'm thinking about suggesting to open Telegram groups, because when a new student enter, can access the previously contents, it's a big advantage, something it's impossible on whatsapp.... But they still will need to have the internet. I'm thinking about the students that don't have Internet. How could we access them? It's really cruel this system... many students will be excluded....

prin

P8 5:30:59 PM

I agree with you P3.....it's a worrying moment! Most part of my students don't have internet or smartphone It's a hard reality in my city for public schools

And the difference between this with private schools tend to increase 5:32:05 PM

It's very sad 5:32:11 PM



Vania Castro admin 6:24:26 PM

Wow!!! A lot of interaction! I can't wait to read everything!

RR P5 6:49:41 PM

P8

I agree with you P3.....it's a worrying moment! Most part of... Unfortunate reality !!!




6:50:22 PM

prin

I'm trying interact with my students through Zoom! 6:51:40 PM

**P3** 7:06:10 PM  
 Yes, has many possibilities, but online... We need to think about online alternatives, something they can access at home independently....

 **Vania Castro admin** 7:08:02 PM  
 I really like zoom! I was helping a friend doing some exercise today. We can annotate over any time we share

And it saves to your computer 7:08:09 PM


Look at the example 7:08:13 PM

**P3** 7:08:21 PM  
 I was thinking about something on the radio, make partnerships with universities channels

 **Vania Castro admin** 7:08:55 PM



**P3** 7:11:18 PM  
 yes, you can interact while she does the activities...

 **Vania Castro admin** 7:11:30 PM  
**P3**  
 hello teachers, are your students accessing the activities? In ...

Yes. It's sad! I think an online questionnaire should be sent to students with questions like: do you have access to Internet? Where? How often do you have access? It's important to double check and give some flexible time for students to answer that and based on the answers it's possible to do something, plan activities also we need to check their smart phone style for those who have

**P3** 7:14:59 PM  
 Yes, planning is a strong key

**P5** 7:16:02 PM  
 RR

**P3**  
 Yes, has many possibilities, but online. ...We need to think ab...  
 I'm calling, giving classes over the phone!



**P3** 7:32:40 PM

well, this week students are still being invited to google classrooms, let's wait a week and see what happens... and I will send a questionnaire to check how they can access the internet...



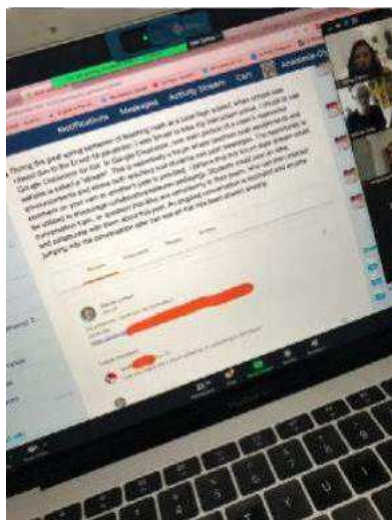
**Vania Castro admin**

7:56:51 PM

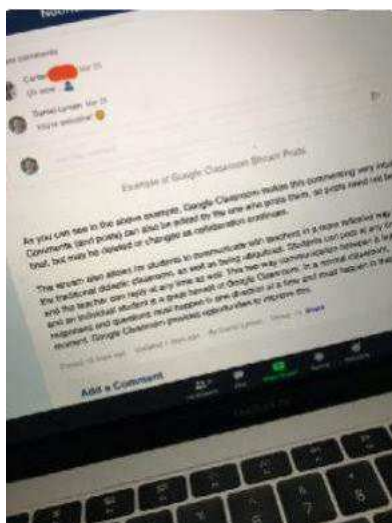
I'm in class now with Dr. Bill cope and Dr. Mary Kalantzis

We are discussing about Google Classroom

7:56:59 PM



7:57:07 PM



7:59:00 PM

AA

P2

**Vania Castro**

We are discussing about Google Classroom

8:40:20 PM

Interesting. In Minas Gerais the governor didn't allowed using Google Classroom, but I don't know why. In my opinion it's a good tool.



Today, I use the WhatsApp to take part in a live. It's very easy, but you need to have Messenger in you phone.

8:43:32 PM

RR

P5

**Vania Castro**

9:33:13 PM

I'm in class now with Dr. Bill cope and Dr. Mary Kalantzis  
Super!!!☐



**Vania Castro admin** 9:41:17 PM

**P2**  
Interesting. In Minas Gerais the governor didn't allowed usin...  
Maybe because Google Classroom is not so popular as Whatsup?!

**P5** 9:41:33 PM  
Super!!!☐  
☐ ☐

AA

**P2** 9:43:56 PM  
**Vania Castro**  
Maybe because Google Classroom is not so popular as Whats...  
But I think Google Classroom is more appropriated then  
WhatsApp.



**Vania Castro admin** 9:45:32 PM

I agree with you! From my experience, WhatsApp in education  
wasn't successful! Participants didn't take it seriously

AA

**P2** 9:46:16 PM  
That's right!



**Vania Castro admin** 9:50:00 PM

**P2**  
**P5**, I will start using WhatsApp with my students too. It's a ...  
I saw this update! And I think many teachers will use this tool  
because of the improvements!

RR

**P5** 9:50:06 PM  
**Vania Castro**  
Maybe because Google Classroom is not so popular as Whats...  
Yeah! I would like it!



**Vania Castro admin** 9:55:27 PM

Ladies! I'm going to bed now! But I'll leave Week 4 again just as  
a reminder okay! It's a short week, there are only 2 tasks!

<https://vccingles.wixsite.com/vania/post/week-4-affordance-2-active-knowledge-making-telegram-google-classroom> 9:55:32 PM  
(<https://vccingles.wixsite.com/vania/post/week-4-affordance-2-active-knowledge-making-telegram-google-classroom>)



(<https://vccingles.wixsite.com/vania/post/week-4-affordance-2-active-knowledge-making-telegram-google-classroom>)  
vaniacastro

**Week 4 - Google Classroom/Telegram - May 29 -June 2  
(<https://vccingles.wixsite.com/vania/post/week-4-affordance-2-active-knowledge-making-telegram-google-classroom>)**

Hello teachers! Introduction to the lesson – Active Knowledge Making: Before you start reading about the content, take a few minutes and try to rememb...

Just found this: 10:06:05 PM

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.  
– William A. Ward 10:06:08 PM

Thank you guys for being such great teachers! 10:06:34 PM

Tuesday, June 2, 2020

**P8** 12:29:13 AM

Yeah ... good reflections! It's important to understand our reality and thinking what we can do in this situation

**P8** 1:03:59 AM





I watched your first video and I remembered my experience with a project that engaged all my classes. It was an English festival and the students needed to choose an English song that they liked (good letters without pejorative words), to understand the song (they could translate or searching about the meanings), to present this song for the colleagues with a dance that they created the steps (or use the YouTube to learn/discover some steps). They loved these presentations and they collaborated each other with the Festival. Also, we got some gifts with the community and we were so happy in these collaborative experiences! I am so proud of them

So, answering your first question, in my opinion, I can make my students more active knowledge producers with some actions: 1. Listening them and trying to create some plans according their own interests and needs; 2. Proposing things in their reality and possible contexts; 3. Being fun with them in the activities because they need entertainment to engage better; 4. Having well-defined goals in the plan; and finally, 5. Staying in real love with this propose because it reaches everyone around (in or out of classroom). 1:09:28 AM

And answering the second question: Thinking about a digital technology that can make them producers, I thought something like \_\_\_\_\_ and the students can create their own materials for their presentation, like an advertisement about their group and inviting people to their watch their presentation. 1:14:15 AM

Where could I post this suggestion? Here or in the google classroom? 1:16:11 AM

I am excited for our meeting on Thursday 1:16:34 AM

- RR **P5** 9:37:31 AM  
**Vania Castro**  
 The mediocre teacher tells. The good teacher explains. The ...  

-  **Vania Castro admin** 10:08:25 AM  
**P8**  
 I watched your first video and I remembered my experience...  
 Wow!! This is an engaging activity! Actually it's project based learning!! It involves many of the affordances!
- P3** 1:10:52 PM  
**P8**  
 So, answering your first question, in my opinion, I can make ...  
 Yes, great steps to a good planning.... Specially n. 2... And Canva is a really good tool, my students always create beautiful posters using it....
-  **P8** 5:06:24 PM  
 Yeah ... it's an incredible and easy design for them! And after that we can share with people in many medias or print it!
- Vania Castro admin** 7:05:04 PM  
 Yes! Sharing is really important because
- Students need to produce something for a real audience 7:05:26 PM  
 The real audience needs to go beyond the teacher! 7:05:49 PM  
 This message is currently not supported on Telegram Web. Try [getdesktop.telegram.org](https://getdesktop.telegram.org) (<https://getdesktop.telegram.org>). 7:07:16 PM
- P3 Vania Castro** 10:03:13 PM  
 Students need to produce something for a real audience  
 It's really good when they make a wall, I remember in the beginning of the pandemy, the last school week, my students made small posters with advices and information about how prevent Corona virus, they put all around the school and I could watch the other students reading and talking about the subject....It was really meaningful!
-  **Vania Castro admin** 10:12:28 PM  
 Great ideia you have!
- P3** 10:12:37 PM  
 I was thinking about starting a new project with a something that is real and possible for them,(context)..... Maybe like an education campaign about Not using chilen line to play kite... Be friendly with parents and grandparents during the quarentine.... Or how about suggest a housework planning

sheet (because in many houses girls are working a lot while boys are sleeping).... something that will be useful...



**Vania Castro admin**

10:12:47 PM

Now that everything is online the wall should be on Quizlet!

**P3**

10:13:11 PM

I was thinking about starting a new project with a somethin...  
This can be your lesson plan!

Put these ideias on lesson plan draft

10:17:23 PM

So that you won't forget them!!

10:17:31 PM

**P3**

10:17:44 PM

Yes, good idea!

**P5**

10:17:59 PM

RR

@vania i will make a video on tik tok showing my daily routine working from home during the remote study! And I will propose to my students to make a tik tok video of them studying at home!

prin

**P3**

10:18:46 PM

Great idea! I never tried tiktok yet....



**Vania Castro admin**

10:19:22 PM

Humm it's a really good ideia because it's the trending social media among teens

It's the newest

10:19:35 PM

So they will enjoy this for sure

10:19:42 PM

**P5**

10:20:16 PM

RR

**Vania Castro**

So they will enjoy this for sure

I hope!



**Vania Castro admin**

10:20:26 PM

P5 you can develop your lesson plan based on this

You guys need to make a lesson plan to apply during one or two months

10:20:47 PM

**P5**

10:20:54 PM

RR

**Vania Castro**

P5 you can develop your lesson plan based on this

Yes, I can!



**Vania Castro admin**

10:21:20 PM

This idea has all the affordances integrated



**P3** 10:32:45 PM

I've just created a post on Vania's website where we can suggest this "quarentine Activities" so we can share our ideas and it will be there when we start planning our lessons... What do you think?



**Vania Castro admin** 10:34:26 PM

It's a great ideia

**P3** 10:34:43 PM



**Vania Castro admin** 10:34:54 PM

I'll post there and suggest some activities too

**RR** **P5** 11:52:03 PM

**P3**

I've just created a post on Vania's website where we can sug...



**P3** 11:52:30 PM

Great idea! I never tried tiktok yet....

I'm gonna try for the first time!

**English Lesson Plan** 11:55:13 PM

### Studying at home with Tik Tok

Videos recorded on TikTok and Instagram can help students to fix English content.

The teacher can use this feature to consolidate learning.

TikTok is a Chinese social network that has been successful around the world. Previously called Musical.ly (<http://Musical.ly>), it makes it possible to record short videos, approximately 15 seconds long, in scene format.

Its audience is mainly composed of teenagers, who usually record humor skits or dubbing songs. The application's success motivated the competitor, Instagram, to adopt a similar tool in the "Stories" section, called "Scenes".

In the United States, some teachers bet on TikTok to engage students in class.

It is important to research to support the creation of the videos. Tik Tok helped many people to be distracted during the quarantine! It was a fever on social media!

Step by step to create the video:

\* The student will create a video on Tik Tok showing his daily routine studying at home;

\*Use and abuse of your creativity;

\* The student must use English phrases such as: I wake up; I have breakfast; I attend online classes; I have lunch; I do my classwork; I have an afternoon snack; ...

\* It is a "challenge" that I am launching so that you can fix the English content in a fun way! The student who does, will win a gift when we return to the face-to-face classes !!!

Skills: 11:56:22 PM

Orality, Reading, Writing and Intercultural Dimension.

Wednesday, June 3, 2020



**Vania Castro admin** 12:32:37 AM

Amazing Job!! You will be able to develop this plan during this course! You will compare them at the end. I'm so excited!!

RR

**P5** 12:44:47 AM

**Vania Castro**

Amazing Job!! You will be able to develop this plan during t...

I'm gonna try to do my best!!! Because you deserve it!!! You gave us a chance to be better teachers for us and to our students!



**Vania Castro admin** 1:24:12 AM

Thank you so much for the kind words! 🍪

**P8P3** 1:51:04 AM

It's really good when they make a wall, I remember in the be...  
Yeah ... it's very great because other students can read it and pass the message!

**P5**

@vania i will make a video on tik tok showing my daily routi... 1:52:44 AM

Tik tok is an popular app now! I am still learning about it!

**Vania Castro**

Humm it's a really good idea because it's the trending socia... 1:53:06 AM  
Yeah!

**P5**

English Lesson Plan Studying at home with Tik Tok Videos re... 1:54:12 AM  
Very interesting 🍪 🍪 🍪

**Vania Castro**

You guys need to make a lesson plan to apply during one or ... 1:55:09 AM  
What is the deadline for this lesson plan?

**P3**

I'm starting now..... 7:45:46 PM

Because we need to be inspired to create something good... 7:46:13 PM

**P5** 7:46:40 PM

English Lesson Plan Studying at home with Tik Tok Videos re...  
Like this amaaazing Lesson Plan

7:46:48 PM

P5, you rock! 7:47:02 PM

**P5** 8:21:04 PM

RR

**Vania Castro**

Thank you so much for the kind words! 🍪

Don't mention it!!! I thank you!

**P3** 8:22:06 PM

It's really good when they make a wall, I remember in the be...  
Great!!! 🍪 🍪 🍪

**P3** 8:22:59 PM

I was thinking about starting a new project with a something...  
That's true!!!

**P3** 8:25:36 PM

Great idea! I never tried tiktok yet....  
I didn't have time to prepare a better plan, but as I already had  
this idea, I decided to do it and share it with you!

**P3** 8:28:40 PM

It's great! Thanks a lot for sharing! I'm going to use it with my  
students too! I'm going to plan with the other teacher on my  
school so we can suggest for all the classes, I think students will  
have a lot of fun!

**P5** 8:31:21 PM

I'm gonna try to do my best!!! Because you deserve it!!! You ...  
YES, this course with you and everythinhg we are learning is our  
big inspiration Vania! thank you so much for everything you are  
sharing and thank all of you teachers for the incredible ideas.....

I confess I was so busy that I didn't have enough time but the  
good thing is that we can start and finish later, something  
ubiquitous Learning offer. .... we can start planning today but we  
can add and modify this plan day by day, 'cause everyday we are  
learning something new!

**P3** 9:23:21 PM

Estou trabalhando neste plan... mas amanhã vou revisar....



**Vania Castro admin** 9:25:52 PM

**P3**  
I confess I was so busy that I didn't have enough time but th...

We are experiencing the flexibility! There is a deadline but it flexible! You will have enough time to finish it, and it will be made collaboratively

Remember, the lesson plan doesn't need to be complete and ready tomorrow, but at least 2 affordances should be in it. Or one activity! I believe if you Design your lesson plan step-by-step during the learning process, you will have more possibilities of receiving feedback from multiple perspectives and sources 9:27:29 PM

P3 9:27:54 PM



Vania Castro admin 9:28:48 PM

But if you making your lesson plan in the last minute you won't have time to review it and the classmates won't have time to review either. So we can't expect good quality

This is important our students understand the importance of this because since their work will be published it has to be in a good quality 9:29:49 PM

P3 9:30:35 PM

Yes, that's true.....

().pdf 257 KB 9:30:43 PM  
Download ()

thanks... I'll revise and add this remind in the final plan... 9:31:25 PM



Vania Castro admin 9:32:23 PM

Wow!!!

I just read the first page!! 9:33:24 PM

Tomorrow I'll give some feedback related to the affordance we will study multimodalily 🍪 9:34:00 PM

P3 9:34:40 PM

Ok, good night everybody!!!! See you tomorrow



Vania Castro admin 9:34:47 PM

Just reading this lesson plan fast I could find 4 affordances

Good night 9:34:53 PM

Thursday, June 4, 2020

P3 3:02:14 AM

().pdf 265 KB  
Download ()

Vania Castro admin



Thanks!!

9:34:10 AM

Guys just a reminder: today we have meeting at 5pm!!

9:34:26 AM

**P3**

11:10:19 AM

great!

**P3**

edited 11:13:16 AM

trabalho DICAS quarentena.pdf

teachers, If you have time could help me please telling something I forgot, that is missing? I started to review and modified some topics... suggestions are welcome.... thanks!



**Vania Castro admin**

12:06:36 PM

P3!! Everyone is welcome to start now! But I chose a week for that! ☐

There won't be excuse to say we didn't have time haha

12:06:53 PM

**P4**

12:19:45 PM

later I will share here my answers

AA

**P2**

1:28:22 PM

I believe that using digital technology like for example, using active methodologies such as gamification, project, flipped classroom, problem based learning, project based learning, and station rotation.

<https://create.kahoot.it/share/english-review/427cf37e-df67-4ae3-a6a5-c741168eae1c>  
(<https://create.kahoot.it/share/english-review/427cf37e-df67-4ae3-a6a5-c741168eae1c>)

1:30:29 PM

Activity on Kahoot!

1:31:18 PM

**P3**

1:42:32 PM

trabalho DICAS quarentena.pdf

P3, your tips are very helpful and broad. In these period there are many people doing nothing because they don't know what to do. Following your tips they can have a good time and help others and our planet.



**Vania Castro admin**

1:42:34 PM

Great job! 🍌 🍌 🍌

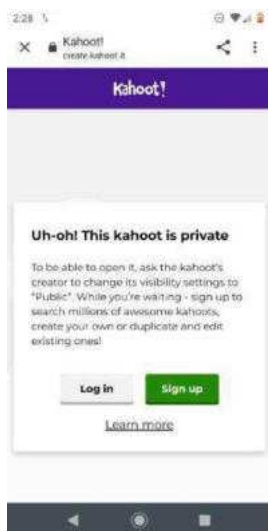
**P3**

1:46:25 PM

thanks!!! I was thinking about something that could be helpful to students and community.....so why not suggest an activity where they could reflect about helping each other. .... Everybody needs a help this days...

**P2**

- P5** 1:48:09 PM  
 AA English Lesson Plan Studying at home with Tik Tok Videos re...  
 P5, your lesson plan is really amazing! I learned from it, because I have downloaded Tik Tok, but I didn't know that it is achinese social network. Very interesting because teenagers like this kind of social network.
- P3** 1:49:50 PM  
 I was thinking about starting a new project with a something...  
 P3, it is a good ideia because ot deals with real life and a very important theme.
- P8** 1:53:25 PM  
 And answering the second question: Thinking about a digital...  
 P8, when I was introduced to Canva I thought about it. Because instead of we as teachers give them the context, they would produce the content by themselves using Canva.
- P5** 1:55:52 PM  
 I'm gonna try to do my best!!! Because you deserve it!!! You ...  
 I totally agree.
- P3** 2:07:58 PM  
 week 4- Active Knowledge Making: Meaningful Learning Process  
 Reflection  
 Well, I remember when my students produced something meaningful for their learning process. It was when I suggested hands on – activities like interview people who works in our school asking about their jobs and understanding the importance of all works. Also a project on Recycling materials at home and in the school.  
 Another situation was when we talked about Human Rights and reñected about the urgent causes in our city and community. They were really engaged, suggested solutions and in this way I could notice that students need to feel that are doing something contextualized on their reality.
- P4** 2:15:23 PM  
 I am thinking about one activity but I have a little diñcult to put this in practice,I am trying to make a game on Kahoot but I don't know how I can start
- P3** 2:27:56 PM  
 Did you log on the site? It's going to ask you if you are teacher or student, after this, you look for New kahhot then start to create, you can add a video or text where the students can based on it. ... You also can choose true or false or multiple choice
- Play some kahrtots to have more ideas.... 2:28:32 PM
- P2** 2:29:56 PM  
 Activity on Kahoot!



I think your is blocked ...

I just tried to open

2:30:09 PM

**P4**

2:38:27 PM

– How can you make your students more active knowledge producers?

I think when I bring some situation that they know exactly what is, or when we talk about some topic that they like, this makes them feel more comfortable to make the activities because it is something new but is related with their reality.

– Find an example of a digital technology that can make your students become more active knowledge producers. Create an activity for your lesson plan and please comment on 2 or 3 posts. Be prepared to talk about them next Zoom meeting.

**Kahoot:**

In this activity we are talk about nationalities and countries, my students is teenagers so I decided to start with something that they like, so I decided to make this activity with Now United group.

I did a slide to introduce the group and after they learn about the nationalities we will play a game on Kahoot.

<https://create.kahoot.it/details/countries-and-nationalities/693c2d30-16f0-45eb-a5c2-8071548d0e11>  
(<https://create.kahoot.it/details/countries-and-nationalities/693c2d30-16f0-45eb-a5c2-8071548d0e11>)

2:38:53 PM

**P6**

2:51:58 PM

CS

Week 4 – Active Knowledge Making

Well, for me, many of these affordances are new. Like I said in one of our meeting, I am more a traditional teacher. I really use more Dydatic Pedagogy than Reflexive Pedagogy. I realized the importance to change it and I will. One experience I had, that used a kind of Active Knowledge Making, was a work, where the students needed to interview people about different subjects as sports, economy, Family, etc, and then to put these interviews in English and present the results on the class. The students

prin

themselves created the questions, chose the people to interview... This experience was very good in many classes. Most of them were really engaged.

**P8** 2:55:36 PM

**Vania Castro**

Remember, the lesson plan doesn't need to be complete and...  
Ok! It's a good point

**P3** 2:56:47 PM

ACTIVITY CANVA.pdf

Great! I loved it!!

**CS P6** 3:01:34 PM

I am thinking, following this experience, in a work like this, but involving these affordances I have learned. I am thinking in to ask to my students make some podcasts about different things, in English of course. It could be done in anywhere and any time. After that, we would make a kind of News... I will elaborate it better and Share With you. If somebody can give me advices for that, I appreciate it...

**P1** 3:03:48 PM

Hello guys!!

I'm very late with activities, sorry.

Challenge #2

1- The ubiquitous learning is a learning process that is based on the omnipresence of the digital media that proposes new ways of interaction and access to knowledge. Thus, these devices allow the construction of knowledge in any space and access to just-in-time information.

2- Knowledge can be acquired anytime and anywhere.



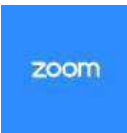
3- Students can acquire knowledge in various ways, for example, the same text can be interspersed with images, video, audio, visualization, in short, through the many digital media. This helps to improve autonomy, by giving learners more autonomy and flexibility, especially in distance learning.

I am learning to use the Edpuzzle tool. It is a free tool that allows teachers to incorporate questions and comments into videos, from YouTube, Vimeo or another video repository. It is an innovative tool that allows you to edit, include audio and quizzes in any online video. With this tool students interact with the contents of the videos, but it also provides teachers with feedback on the understanding of curricular subjects. I still haven't been able to use it efficiently, but soon I will take a test with my students.

**P1** 3:52:04 PM

week 4



- AA** **P2** 4:19:13 PM  
<https://create.kahoot.it/share/english-practice-basic-1-2019-2/ab8e8545-62d5-4b4e-a47b-16ba52d2d556>  
 (https://create.kahoot.it/share/english-practice-basic-1-2019-2/ab8e8545-62d5-4b4e-a47b-16ba52d2d556)
- Estou reenviando o link do Kahoot! 4:19:36 PM
- P1** 4:22:39 PM  
 Week 4#One way to encourage class participation is to challenge students to push the boundaries. The challenge is always stimulating and an educator can use it to enhance learning. Another way is to encourage reading in the classroom with the help of technology. Lack of interest in reading is a recurring problem in schools today, especially among young people of the Z generation. A good example of how interactive and multimedia reading can be is the webcomics series (comics for the web) Homestuck, published on the website MS Paint Adventures. It is a combination of text, still and animated images, Flash games and videos. We can also indicate films, video reviews, interviews with the author and other documents online, carry out various researches, among several other possibilities. This idea was a teacher friend who passed it on to me. I will try to work that way too.  
 I did a gymkhana last year with my classes. The entire room was divided into groups and they had eight tasks to do. These tasks were: tongue twister, guessing, telling a joke, riddles, among others. However, they were held in the schoolyard. As I said earlier, I have a lot of difficulty using digital media, but I am doing my best to change the way I teach. I would like suggestions for developing this contest, but using digital tools. I think it will be much more attractive and interesting.
-  **Vania Castro admin** 4:42:09 PM  
 Hello guys! I'll read these comments later!!
- Where is P6 Henrique ? 4:42:23 PM
- P3** 4:42:26 PM  
 The meeting is in a few minutes can you share the link please?
-  **Vania Castro admin** 4:42:27 PM  
 I haven't seen him
- Esse é o link para entrar na sala: 4:42:58 PM  
<https://illinois.zoom.us/j/99474905142> (tg://unsafe\_url?url=https%3A%2F%2Fillinois.zoom.us%2Fj%2F99474905142)
- Zoom  
 Video  
 Join  (https://illinois.zoom.us/j/99474905142)  
 our  
 Cloud  
 HD Video Meeting  
 (https://illinois.zoom.us/j/99474905142)

Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, chat, and webina...

**P3** 4:43:27 PM

**P6**

I am thinking, following this experience, in a work like this, ...  
He posted today

CS

**P6** 4:45:37 PM

**Vania Castro**  
Where is P6 Henrique ?!  
am here...



**Vania Castro admin** 4:53:21 PM  
Oh okay



**Vania Castro admin** 6:10:13 PM



**Video** 1.3 MB  
Download () Play video  
()

**P1** 6:13:49 PM

**P4** 6:40:20 PM

Eu ainda estou com uma dúvida sobre o plano de aula. Precisamos criar um plano de aula para uma única aula ou um plano para ser usado durante dois meses?



**Vania Castro admin** 6:41:21 PM  
@P4Santanaa esse plano deverão ser criado para aplicar em mais ou menos 2 meses

**P4** 6:42:40 PM

Ok, obrigada

RR

**P5** 7:01:20 PM

So So cute!!!



**Vania Castro admin** 7:01:31 PM  
Haha

**P4** 7:01:37 PM

Ok, obrigada

Anytime!



Vania Castro admin

11:51:22 PM

Teachers! I would like to thank you so much for your presence today!!

I'm very lucky and thankful for having this group in my research!

11:51:42 PM

For now I'll post the lesson plan about Tik Tok:

11:52:13 PM

<https://www.teachbetter.com/blog/using-tiktok-to-build-relationships-with-students> (tg://unsafe\_url?url=https%3A%2F%2Fwww.teachbetter.com%2Fblog%2Fusing-tiktok-to-build-relationships-with-students%2F/)

11:52:41 PM



(<https://www.teachbetter.com/blog/using-tiktok-to-build-relationships-with-students/>)

Teach Better

**Using TikTok to Build Relationships with Students**  
(<https://www.teachbetter.com/blog/using-tiktok-to-build-relationships-with-students/>)

In This Post: A brief overview of the new trend in social media: TikTok. Using popular social media to build relationships with students. Connecting p...

Here is the Activities Checklist

11:53:06 PM

Could you please open the link and answer it as soon as possible? It will take less than 2 min, I promise:

11:53:42 PM

<https://forms.gle/jVFgXnjboFDeSbui6> (tg://unsafe\_url?url=https%3A%2F%2Fforms.gle%2FjVFgXnjboFDeSbui6)

11:53:59 PM

Google

Docs



Activities

**Checklist** (<https://forms.gle/jVFgXnjboFDeSbui6>)

For each week you and add a comment with your feedback!

You can say what you learned, you liked and what was a challenge for you! Here is our website...

Vania Castro removed P9Tuesday, June

9, 2020



Vania Castro admin

3:43:39 PM

Hello hello!!!!

Where are you teachers?

3:43:44 PM

This group is so silent ahaha

3:43:51 PM

P4

3:43:54 PM

Hello



Vania Castro admin

3:43:57 PM

<https://forms.gle/iNkF8fWo6JbQSa5v7>  
(<https://forms.gle/iNkF8fWo6JbQSa5v7>)

Google

Docs



(<https://forms.gle/iNkF8fWo6JbQSa5v7>)

Inscrição

II Encontro Internacional de Professores de língua inglesa da Bahia (<https://forms.gle/iNkF8fWo6JbQSa5v7>)

Data do evento: 29/06 - 18h as 21h e 30/06/2020 10h as 12h / 13h as 19h

Local: Zoom - Online (em breve enviaremos o link de transmissão do evento)

In...

The event I talked about

3:44:07 PM

3:44:15 PM



P4

Hello

3:44:37 PM

P3

3:47:08 PM

I'm here trying to imagine something interesting to create for my students on tiktok

3:48:19 PM



Vania Castro admin

3:49:43 PM

Voice message 108 KB

Download Play

CS

P6

Ok, Vânia.

3:53:39 PM



Vania Castro admin

3:54:10 PM

Voice message 30 KB

Download Play

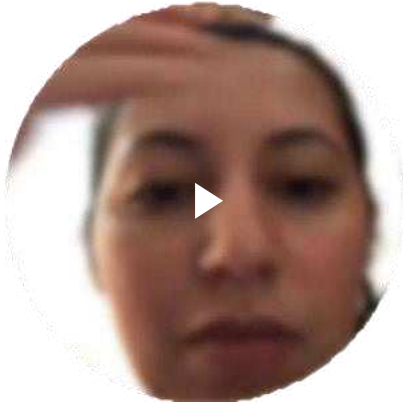


**Video 6 MB**  
Download () Play video  
()

3:54:30 PM

**Voice message 58 KB**  
Download Play

3:54:35 PM



3:54:51 PM

RR **P5**

4:01:45 PM

4:02:02 PM



**Vania Castro**  
Photo

4:02:23 PM



CS

**P6**  
very good...

4:02:51 PM

**P3**  
<https://vm.tiktok.com/oHmKQ4/>  
(<https://vm.tiktok.com/oHmKQ4/>)

4:07:09 PM

TikTok

P3Teacher on TikTok (<https://vm.tiktok.com/oHmKQ4/>)

Lazy on quarentine! Who is feeling like Juanita today?

#firstvideo



(<https://vm.tiktok.com/oHmKQ4/>)

First video. ....(Até q n foi tão difícil)

4:20:34 PM



Vania Castro admin

4:21:30 PM



P5  
Photo

Great!!

Haha I love it! "I'm so lazy today"

4:22:17 PM

P4

4:29:38 PM

I can't make a Tik Tok,the app doesn't work on my cell phone



Vania Castro admin

4:30:09 PM

Own

P3

4:33:05 PM

I installed the lite version

Vania Castro

4:33:41 PM

Haha I love it! "I'm so lazy today"

I realized that I don't need to appear in the video

P4P3

4:35:34 PM

I installed the lite version

Can you share the link?



Vania Castro admin

4:37:58 PM

Voice message 52 KB

Download Play

**P3**

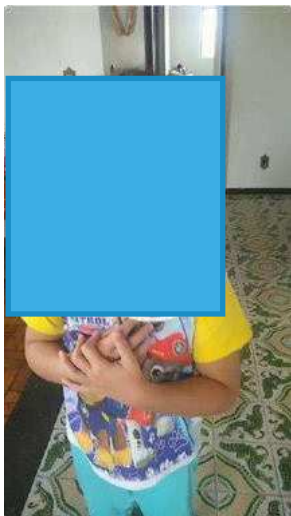
4:53:17 PM

<https://vm.tiktok.com/oHgWwH/>  
(<https://vm.tiktok.com/oHgWwH/>)

TikTok

**P3Teacher on TikTok** (<https://vm.tiktok.com/oHgWwH/>)

Guess what she says.... so dramatic....



(<https://vm.tiktok.com/oHgWwH/>)

**P4**

4:53:52 PM

Can you share the link?

Tiktok Lite

Only tipe Tiktok Lite and you can, I just look for lite versions because aren't so heavy

4:54:51 PM

**P4**

4:55:18 PM

Thanks

**P3 Vania**

4:55:30 PM

Castro

Audio

Ok, it will be nice

**P4P3**

4:56:22 PM

<https://vm.tiktok.com/oHgWwH/>

Can we make with pictures too?

**P3 P3**

<https://vm.tiktok.com/oHgWwH/>

4:56:30 PM

Second video. ....It was natural and I asked her to repeat cause it was low hahahahaha

**P4**

Can we make with pictures too?

4:57:41 PM

I think appear like a photo when you send the link but it's more for videos.....I'm discovering the app too



**Vania Castro**  
Video

4:59:43 PM

Hahahahaha we can create an activity like this, so students can make a research on moods, qualities. ....and choose someone to make this game

RR

P5

5:41:30 PM

**Vania Castro**  
Audio

Ok!!!

**Vania Castro**  
Audio

5:41:58 PM

Great!!!

P3 **Vania Castro**

6:19:17 PM

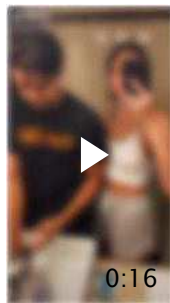
Haha I love it! "I'm so lazy today"

Another friend asked me if it was on the beach hahahahahaha...  
Almost, my dream is a beach terrace now....

RR

P5

7:29:25 PM



**Video 1.8 MB**  
Download () Play video  
( )

Vídeo de P5\_rcP5



**Video 2.4 MB**  
Download () Play video  
( )

Vídeo de P5\_rcP5

7:39:58 PM

**Vania Castro admin**

7:40:45 PM

I didn't recognize your voice

P3

7:55:03 PM

I was thinking in record only in English... to invite students to be curious and try to comprehend what we are saying....



P3 P4 10:33:47 PM

Can you share the link?  
Did it work? the light version?

P4 10:34:45 PM  
yes, Thank you!!!

P8 11:46:35 PM  
I didn't know what I will create on tiktok

11:46:39 PM  
I downloaded the app

11:46:52 PM  
And I watched some interesting videos

11:47:04 PM  
But I really don't know what to do

11:47:17 PM  
I was thinking to do something with my

11:47:40 PM  
daughter 🤔 Will you share these videos with

11:48:20 PM  
someone Vânia?

11:48:29 PM  
I am a little shy

Wednesday, June 10, 2020

AC P7 9:51:31 AM  
Good Morning!  
Type ubiquitous learning:

9:52:07 AM  
Esta é a lista que eu estou estudando no Quizlet, no momento:

Língua Portuguesa <https://quizlet.com/br/508760617/lingua-portuguesa-flash-cards/?i=2vxhq1&x=1jqU>  
(<https://quizlet.com/br/508760617/lingua-portuguesa-flash-cards/?i=2vxhq1&x=1jqU>)  
<https://quizlet.com/br/508760617/lingua-portuguesa-flash-cards/?i=2vxhq1&x=1jqU>  
(<https://quizlet.com/br/508760617/lingua-portuguesa-flash-cards/?i=2vxhq1&x=1jqU>)

9:56:20 AM

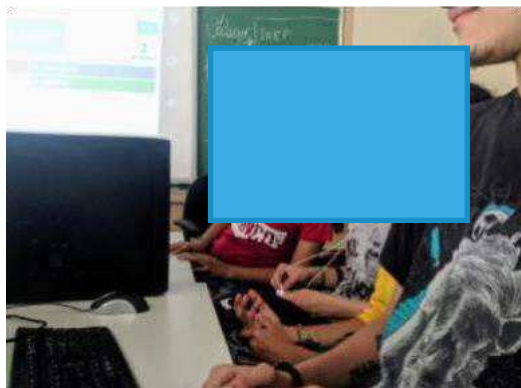


Foto de P7

Kahoot 9:56:30 AM



**Vania Castro admin**

9:57:02 AM

Good job P7!!

**P7**

9:57:59 AM

AC



Foto de P7



**Vania Castro admin**

9:57:59 AM

**P3**

I was thinking in record only in English... to invite students t...  
How about Something that also include gestures?



**P7**

9:58:14 AM

Photo

Excellent!!

AC

**P7**

9:59:30 AM

Thanks!

Pessoal, eu gostaria de compartilhar com vcs um app muito bom que estou usando nos grupos de WhatsApp com os alunos. É um questionário online e através dele dá pra montar atividades abertas ou fechadas e obter a resposta de cada aluno separadamente e também obter um levantamento das respostas da turma como um todo por meio de gráficos. É muito simples, intuitivo e gratuito. Vale a pena testar.

10:09:28 AM

<https://pt.surveymonkey.com/>  
(<https://pt.surveymonkey.com/>)

Surveymonkey

**SurveyMonkey: a ferramenta de questionários online mais popular do mundo** (<https://pt.surveymonkey.com/>)

Use a SurveyMonkey para impulsionar seu negócio usando nossa ferramenta gratuita de questionários online para capturar as opiniões de pessoas importantes para você.



**P3**

11:15:34 AM

**P8**

I was thinking to do something with my daughter 🙄did one with my daughter ...

**Vania Castro**

11:22:34 AM

How about Something that also include gestures?  
Yes, it would help students to comprehend the text....

**P7**

11:23:15 AM

Pessoal, eu gostaria de compartilhar com vcs um app muito...  
Thanks for sharing, I'll try



Vania Castro admin

11:41:53 AM

I'll share the video with a tutorial to use tik Tok



Vania Castro admin

2:22:09 PM



Entrem

2:22:10 PM

Tá muito interessante

2:22:14 PM

P7

2:23:14 PM

AC



P4

4:18:36 PM

Eu baixei o Tik Tok lite mas ainda sim ficou muito pesado no meu celular,tudo bem se eu tentar fazer um vídeo parecido com os do Tik Tok em outro aplicativo?



Vania Castro admin

4:53:33 PM

Claro!! Faz sim e compartilha!



Vania Castro admin

11:37:03 PM

Guys did you receive my tutorial?

I sent 2 times

edited 11:37:11 PM

11:37:20 PM



Thursday, June 11, 2020


**P3** 12:46:34 AM  
 Por aki recebemos só a msg sobre a live

 **Vania Castro admin** 11:17:20 AM  
 Hum


The video doesn't upload it 11:21:29 AM

For some reason 11:21:33 AM

**P3** 5:28:06 PM

 **Vania Castro admin** 7:01:27 PM  
 I will post the content for week 6 tomorrow okay?

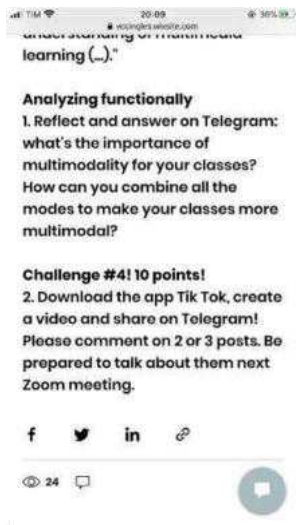
**CS** **P6** 8:08:41 PM  
 Ok

 **Vania Castro admin** 8:10:10 PM  
 I'm posting here the questions from last meeting

The second most of you already did 8:10:19 PM

Which was about tik TikTok 8:11:21 PM

8:11:25 PM



Vania Castro admin

8:58:52 PM



().MP4 62.8 MB  
Download ()

I think the the video was uploaded

8:59:28 PM

P5

8:59:47 PM

RR



Vania Castro admin

9:00:46 PM

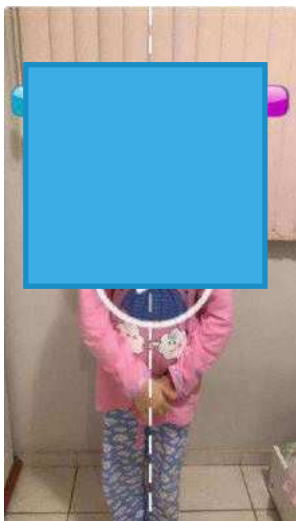
Also, this is a friendly reminder for you guys post the answers for question 1

P1

10:37:29 PM

<https://vm.tiktok.com/oobP8Y/>  
(<https://vm.tiktok.com/oobP8Y/>)

TikTok  
P1sosc on TikTok (<https://vm.tiktok.com/oobP8Y/>)  
#juntosvamosvencer



(<https://vm.tiktok.com/oobP8Y/>)


**P1** 11:10:19 PM  
 Hi guys? This is my youngest daughter. As I am currently working on modals with my students, I thought about asking them to do something.

What you should o  
 r shouldn't do in quarantine... 11:12:49 PM

**P5** 11:13:51 PM  
**RR**  
**P1**  
<https://vm.tiktok.com/oobP8Y/>  
 Amazing!!! Show!

**P1** 11:14:19 PM  
 Thanks P5

Friday, June 12, 2020

**P1** 9:17:41 AM  
 **P5**  
 Video  
 Very cool! I'll try to do it that way.





**P1** 10:06:35 AM  
 It looks great!

**P7** 10:06:37 AM  
 Esta é a lista que eu estou estudando no Quizlet, no mome...



**P3 P1** 11:29:23 AM  
<https://vm.tiktok.com/oobP8Y/>  
 Cool!!!

**P5** 11:51:47 AM  
**RR**  
**Vania Castro**  
 I didn't recognize your voice  
 It's not mine! It's just an example!

- CS **P6** 11:51:47 AM  
 **Vania Castro**  
 Photo
- I think Multimodality is very important. In my opinion, each student learn better by one way. If we use many kinds of ressources, the possibility they learn is bigger, because they can choose which is more atractive for them. Besides, when we combine many modes, the students can understand better and are more envolved. As we discuss about that, any text has just one mode. To combine all the modes in my classes, I think it should be necessary to use ways that make the students realize that what they are studying have importance for them in real Life. For that, I can use writing tests, images, sounds, games, music, Technologies and many others for the same subject or context we are studying. As more modes we use, more are the possibility of learning.
- RR  **Vania Castro admin** 11:53:18 AM  
**P1**  
<https://vm.tiktok.com/oobP8Y/>  
 Fight with your sister you are soooo creative!!!! Good job!
- CS **P6** 11:53:47 AM  
 About question 2, I am still learning about Tik-Tok and I am a little shy for that. But, ASAP, I Will post here something...
- RR **P5** 11:55:13 AM  
 @vaniacastro1 I didn't do tik tok because my eyes are inamed, and the video will not look good! OK?
- RR I hope that next I'm gonna ok to do the video! 11:55:45 AM
- RR  **Vania Castro admin** 11:56:36 AM  
**P6**  
 About question 2, I am still learning about Tik-Tok and I a...  
 You don't need to show your face! Just your voice!
- RR  **P5** 12:03:24 PM  
 Video  
 P5, is that you speaking?
- CS **P6** 12:04:08 PM  
**Vania Castro**  
 You don't need to show your face! Just your voice!  
 Ok, I will try soon.
- RR **P1Vania** 12:05:05 PM  
**Castro**  
 Fight with your sister you are soooo creative!!!! Good job!  
 Thanks

[print]

**P1** 1:53:20 PM  
The sister was filming, so she threw the pillow at her

**P3** 2:45:54 PM

**RR** **P5** 2:46:03 PM

**Vania Castro**  
P5, is that you speaking?

No, it isn't!



**Vania Castro admin** 2:46:47 PM

Oh I was in doubt because the voice was a bit different from yours

**P8** 5:25:58 PM



**Vania Castro**  
IMG\_6582.MP4

I didn't listen your tips



**Vania Castro admin** 10:15:08 PM

Hello everyone I just came here to wish you happy Valentine's Day and to tell you that tomorrow I'm going to post the content for week 6. I already posted on the website but I didn't want to talk about work today because today it's a fun day, almost a holiday for most of you haha

Have a good night! 10:15:22 PM

See you tomorrow 10:15:27 PM

Saturday, June 13, 2020



**Vania Castro admin** 1:40:49 PM

Hello everyone! This week 6 is very short

<https://vccingles.wixsite.com/vania/post/week-6-asynchronous-review-concepts-june-12-18> 1:40:55 PM  
(<https://vccingles.wixsite.com/vania/post/week-6-asynchronous-review-concepts-june-12-18>)



(<https://vccingles.wixsite.com/vania/post/week-6-asynchronous-review-concepts-june-12-18>)

vaniacastro

**Week 6 - Asynchronous - Review concepts - June 12 -18**  
(<https://vccingles.wixsite.com/vania/post/week-6-asynchronous-review-concepts-june-12-18>)

Conceptualising with Theory For week 6, you are going to review all the concepts you had difficulty. Post all questions you might have on Telegram. Al...



**For week 6, you are going to review all the concepts you had difficulty. Post all questions you might have on Telegram. Also, if there is any late activity, please post them too!** 1:41:12 PM

RR **P5** 2:49:19 PM  
 **Vania Castro**  
**Photo**

The multimodality is important because it enriches the way I communicate with my students! In a world surrounded by technological advances, it is always necessary to innovate to interact with our students in a dynamic, using verbal and non-verbal language. Naturally, our classes are multimodalities, but we need to be aware of their sociocultural context, so that our students' learning is our focus.

**Vania Castro** 2:49:29 PM  
 For week 6, you are going to review all the concepts you had...  
 Ok

Sunday, June 14, 2020

**P8Vania Castro** 10:42:36 PM  
 For week 6, you are going to review all the concepts you ha...  
 Ok Vânia! Thank you!  
 Will this Thursday have an online meeting in Zoom?

Monday, June 15, 2020

AA **P2** 7:41:25 AM  
 (.mp4 23.7 MB  
 Download ())




My video on Tik Tok.



**Vania Castro admin** 7:42:43 AM  
**P8** 10:13:09 AM  
 Ok Vânia! Thank you! Will this Thursday have an online me...  
 Yeahhh

**P5** 10:14:11 AM  
 The multimodality is important because it enriches the way ...  
 Yes!! We need to learn how to use the most number of digital  
 recourses as we can because they are extremely multimodal

RR **P5** 1:35:18 PM  
**Vania Castro**  
 Yes!! We need to learn how to use the most number of digita...  
 Yes, we need!

- 1:35:18 PM
-  **Vania Castro admin** 8:53:12 PM  
Hello everyone! How are you all doing tonight?
- P2** 8:54:58 PM  
AA Hello, teacher! I'm pretty well, and you?
-  **Vania Castro admin** 8:55:22 PM  
Me too!
- P2** 8:55:37 PM  
AA In this exact moment I am preparing an activity to my students in Wordwall.
-  **Vania Castro admin** 8:55:41 PM  
I would like to know if everyone need any help with any activity this week
- Omg!! I'm happy 8:55:53 PM
- P2** 8:56:08 PM  
AA A hangman and a crossword.
- P5** 9:22:35 PM  
RR **Vania Castro**  
Hello everyone! How are you all doing tonight?  
I'm feeling good!!! What about you?
- P6** 9:28:23 PM  
CS **Vania Castro**  
Hello everyone! How are you all doing tonight?  
I am very happy too. Today is my son's birthday... He is three years old... I have played With him whole night...
- P2** 9:32:09 PM  
AA **P6**  
I am very happy too. Today is my son's birthday... He is thre...  
Happy birthday to him, P6! All good fortune for him!
- P6** 9:32:51 PM  
CS Thanks, P2...
- P2** 9:33:28 PM  
AA You're welcome!
- P1Vania** 10:03:32 PM  
**Castro**  
Hello everyone! How are you all doing tonight?  
Hello !!! I'm a little tired, but thankful for taking this course.



Vania Castro admin

10:26:55 PM

P6

I am very happy too. Today is my son's birthday... He is thre...  
Happy birthday!!! And have fun!

Tuesday, June 16, 2020

CS

P6

6:07:59 AM

Thank you, Vania...



Vania Castro admin

10:09:08 AM

Anytime!

P3

10:31:58 AM

Week 5: Analyzing functionally

1. Reflect and answer on Telegram: what's the importance of multimodality for your classes? How can you combine all the modes to make your classes more multimodal?

The multimodality is on our lives nowadays everywhere, so how couldn't be present in our students lives? They are connected, they use emojis to communicate all the time, they draw, share images, songs, even audios and everything using much more than only written texts. So when we teachers understand this we can reflect and accept that multimodality is the key of the successful classes for us and our students interests. They like colors, they like to see, to watch, to touch and talk about things they are learning, and how its matters for their lives. So a good way to improve our classes is to combine different modes and make the class more interesting. The question is... how? For this, we need to research available resources and which of them can be used in a way to active curiosity and engagement on the students. They like technology, and we are learning how to apply this resources using new apps and sites to plan better classes.

P1

4:28:23 PM

Week 5: Analyzing functionally

Reflect and answer on Telegram: what's the importance of multimodality for your classes? How can you combine all the modes to make your classes more multimodal?

Multimodality is very important in the teaching and learning of our students, since language and communication are marked by the simultaneous presence of different modes and meanings. Therefore, we have to reframe our pedagogical practices.

Using only one teaching method can hinder students' knowledge acquisition, since they are unique beings and communicate in a unique way. It is very uncomfortable to know that students often feel unmotivated with traditional lessons, blackboard and chalk,

as learning is deepened and enriched when they can choose multiple resources and paths for their learning. We, as teachers, must create more multimodal environments for our students and that these environments are related to the contexts in which they live.



Vania Castro admin

4:49:37 PM

Voice message 41 KB  
Download Play

If you would to access the previews weeks

4:53:28 PM



Vania Castro admin

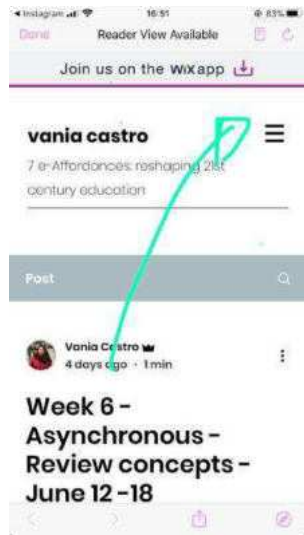
4:53:41 PM

Vania Castro Jun 16, 2020 4:53:01 PM  
Click on the menu and then on weeks

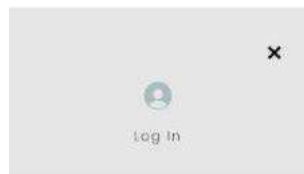
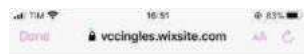


Vania Castro admin

4:53:55 PM



4:53:55 PM



Week 0

4:59:53 PM

<https://vccingles.wixsite.com/vania/post/2016/08/29/do-you-still-need-a-landline> (tg://unsafe\_url?url=https%3A%2F%2Fvccingles.wixsite.com%2Fvania%2Fpost%2F2016%2F08%2F29%2Fdo-you-still-need-a-landline)

Week 1

https://vccingles.wixsite.com/vania/post/2016/08/29/cheap-and-reliable-check-out-5-sturdy-laptops-under-300 (tg://unsafe\_url?url=https%3A%2F%2Fvccingles.wixsite.com%2Fvania%2Fpost%2F2016%2F08%2F29%2Fcheap-and-reliable-check-out-5-sturdy-laptops-under-300)

Week 2

https://vccingles.wixsite.com/vania/post/2016/08/29/is-the-expensive-screen-replacement-worth-it (tg://unsafe\_url?url=https%3A%2F%2Fvccingles.wixsite.com%2Fvania%2Fpost%2F2016%2F08%2F29%2Fis-the-expensive-screen-replacement-worth-it)

Week 3 https://vccingles.wixsite.com/vania/post/week-3-zoom-ubiquitous-learning-may-21 (tg://unsafe\_url?url=https%3A%2F%2Fvccingles.wixsite.com%2Fvania%2Fpost%2Fweek-3-zoom-ubiquitous-learning-may-21)

Week 4 https://vccingles.wixsite.com/vania/post/week-4-affordance-2-active-knowledge-making-telegram-google-classroom (tg://unsafe\_url?url=https%3A%2F%2Fvccingles.wixsite.com%2Fvania%2Fpost%2Fweek-4-affordance-2-active-knowledge-making-telegram-google-classroom) 5:01:19 PM

P3 9:55:29 PM

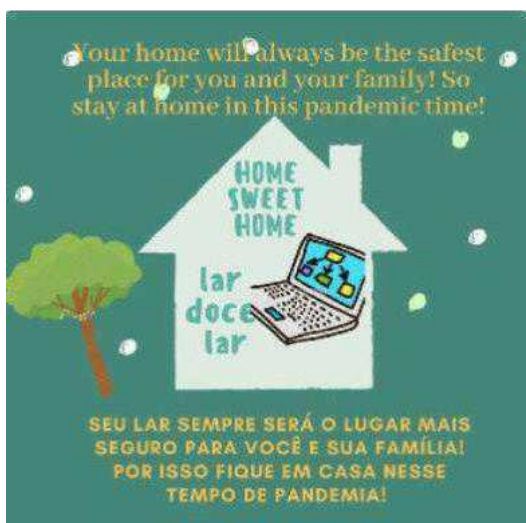
Oh thanks! I'm going to review everything till tomorrow and take notes and questions....



10:05:15 PM



10:05:15 PM



Some works from my students about good things to do during quarentine

10:06:40 PM

P3

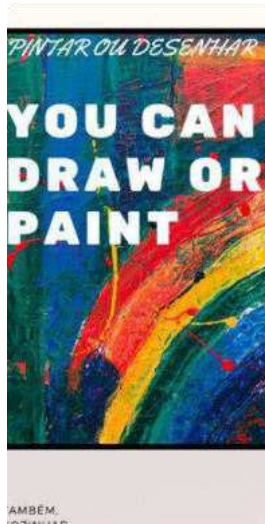
10:26:56 PM



10:26:56 PM



10:26:56 PM



10:26:56 PM



10:26:56 PM



This pages are from the same work

10:27:42 PM

P1

10:29:31 PM

It looks great!!! They must have had fun with this activity too.

P5

10:30:31 PM

RR



P3

Photo

Amazing!!! Congrats!!!



Video 1.7 MB

Download () Play video ()

10:31:42 PM

Studying at home!!kkkkk

One of my students' videos with the Tik Tok project: Studying at home!

10:32:47 PM

P3

10:33:45 PM



P5

Video

Hahahahaha really funny!!!

RR

P5

10:43:23 PM

P3


Hahahahaha really funny!!!

P1

10:44:47 PM

P5



 Video  
Very creative.

**P8P3** 10:54:47 PM

This pages are from the same work  
Amazing!!! I loved it ☐

 **P5**  
Video 10:55:15 PM

Beautiful 🍷 🍷 🍷

In the afternoon I rehearsed with my daughter some possibilities for our video in tiktok but I didn't have time enough to produce it ... I will try tomorrow 10:56:16 PM

**P8**  
Week 5: Analyzing functionally 11:18:32 PM

Reflect and answer on Telegram: what's the importance of multimodality for your classes? How can you combine all the modes to make your classes more multimodal?

I have shared some materials in my classes using the multimodality, because I believe that when we combine many kinds of mode (words, images, audios, colors, etc), more students have opportunities to learn that content. Our reality is involved in a multimodality world, and it's necessary that the students identify this reality in their classes too. It's important which we (teachers) create possibilities for this students' contact at school too, applying their interests in learning process.

Now ... I am only in debt with Tik tok

**P5** 11:25:11 PM

RR

**P8** 11:39:58 PM

In the afternoon I rehearsed with my daughter some possibi...  
I'm gonna try too

Wednesday, June 17, 2020

**P1 P8**  
Week 5: Analyzing functionally Reflect and answer on Telegr... 9:28:45 AM

I agree with you, because our students hate traditional classes. We as teachers have to innovate, and why not do it in a multimodal way?!?!

Vania Castro admin  
Good morning!!



10:10:35 AM

**P3** 10:12:32 AM

Morning



**Vania Castro admin** 10:13:23 AM

**P6**

I think Multimodality is very important. In my opinion, each...

Wow! Very clear explanation! I totally agree with you the more resources we use and make students use, better and deeper will be their understanding and making meaning!

This message is currently not supported on Telegram Web. Try [getdesktop.telegram.org](https://getdesktop.telegram.org) (<https://getdesktop.telegram.org>). 10:14:59 AM

**P3**

Some works from my students about good things to do dur...

Wow!!! I loved them! What app did they use to make these posters?

**P3** 10:16:45 AM

Canva



**Vania Castro admin** 10:20:32 AM

Owhhhh

Amazing 🍪 🍪 10:20:37 AM

First, I thought you have done the posters haha 10:20:55 AM

For example, I read the quarantine tips and I thought, P3 is very up to date about current movies and everything 10:22:33 AM

Great job 🍪 🍪 🍪 10:22:46 AM

This message is currently not supported on Telegram Web. Try [getdesktop.telegram.org](https://getdesktop.telegram.org) (<https://getdesktop.telegram.org>). 10:25:33 AM

**P3 Vania Castro** 10:26:28 AM

First, I thought you have done the posters haha

I got impressed too!



**Vania Castro admin** 10:28:44 AM



**P5**

Video

The best!!!! Haha

Guys! If you would to know me better, you can watch this video!

<https://youtu.be/7ZTpMF2qmQo>  
(<https://youtu.be/7ZTpMF2qmQo>) 10:30:05 AM

YouTube

**From "Bichinho do Coco" to Jordan**  
**(<https://youtu.be/7ZTpMF2qmQo>)**

My journey starts from my small village in Piauí State, Brazil.  
As a child my family and I used to eat something called  
"bichinho do coco", a worm from the c...



(<https://youtu.be/7ZTpMF2qmQo>)

**P8** 10:31:47 AM  
In the afternoon I rehearsed with my daughter some possib...  
Sure! Do you need any help?

**P8** 10:33:46 AM  
Week 5: Analyzing functionally Reflect and answer on Teleg...  
Yeah!! Multimodality is everywhere! I agree when you say if we  
take advance of them students will learn the content better!  
Also they can create content! For example, could create a  
tutorial on how to create videos on tik Tok!

**P3 Vania** 11:14:41 AM  
**Castro**  
<https://youtu.be/7ZTpMF2qmQo>  
I love this video! You are a big example for me!! when we come  
backto classroom I will show it to all my students!!!!

**P1Vania** 11:14:55 AM  
**Castro**  
<https://youtu.be/7ZTpMF2qmQo>  
I watched and loved it.

**P8** 11:19:28 AM



**Video** 4.7 MB  
Download () Play video  
()

**Done!** 11:19:59 AM



**Vania Castro admin** 11:23:15 AM  
**P3**

I love this video! You are a big example for me!! when we c...  
Thank you for watching!!

P1

11:23:26 AM

I watched and loved it.  
Thank you!! ☐



P8

Video

11:23:44 AM

Gerar job!! I love it ☐☐☐☐

P8Vania Castro

11:27:12 AM

<https://youtu.be/7ZTpMF2qmQo>

I loved this video ☐☐☐ I didn't know your journey 🍪  
🍪 🍪 Gratefully for sharing your story with us ☐ It's  
aninspiration for me

P4



Vania Castro

Photo

3:19:03 PM

I think multimodality is important because can keep our students  
attention and they can learn more with what they like to  
do(ex:games), multimodality makes the class more interesting  
and we can use this concept with interactive activities during the  
classes.



Vania Castro admin

9:26:48 PM

P8

I loved this video ☐☐☐ I didn't know your journey 🍪 🍪

You have no idea how I am thankful for having met you and  
every single teacher from  
This group

P5

9:30:09 PM

RR



P8

Video



Video 4.5 MB  
Download () Play video  
( )

9:31:28 PM

Vídeo de P5\_rcP5

@vaniacastro1 as I did the Tik Tok project with my students, I decided to make a partnership with my student, from a distance. She gave me the information about her family and I did the audio with my voice! 9:33:33 PM

P4 9:34:41 PM



P5 Video

I love

RR P5 9:38:11 PM

I think that way we had ubiquitous learning, right?

P4 9:38:48 PM

I love

Thanks @P4Santanaa !!!



Video 2.8 MB  
Download () Play video  
( )

9:40:32 PM

Vídeo de P5\_rcP5

But I did a Tik Tok with my face, too 9:40:41 PM

P1 9:46:38 PM



P5 Video

It looks great!!!



P5 Video

9:49:00 PM

Wow!! It's very cool!!!!

RR P5 9:50:35 PM

P1

Wow!! It's very cool!!!!

Thanks

9:51:04 PM



Video 9 MB  
Download () Play video  
()

Vídeo de P5\_rcP5

P1 9:55:59 PM

These videos have to go viral.

I'm amazed 9:58:25 PM



Vania Castro admin 11:24:44 PM

P5  
@vaniacastro1 as I did the Tik Tok project with my students...

Wow!!! Great job!! I really liked it!



P5 11:25:44 PM  
Video

I felt like crying! The song is beautiful! It was very creative!

P1 11:25:57 PM

These videos have to go viral.  
I agree!!

Voice message 123 KB 11:27:10 PM  
Download Play

RR

P5 11:31:49 PM

Vania Castro  
Audio

Yes , you can.

P8Vania Castro 11:49:18 PM

You have no idea how I am thankful for having met you and...

□ □ □



P5 11:50:28 PM  
Video


I loved this video! But I think that this voice isn't for this girl

P5 11:50:58 PM  
@vaniacastro1 as I did the Tik Tok project with my students...

Ahhh ... now I understand

RR **P5** 11:51:08 PM  
**P8**  
 I loved this video! But I think that this voice isn't for this girl  
 It's mine

**P8** 11:51:44 PM  
 **P5**  
 Video

 **P5** 11:52:23 PM  
 Video  
 Queen of Tiktok 🍷 🍷 🍷

Let's follow each other in Tiktok 11:53:08 PM

My tiktok is @deacast 11:53:18 PM

**Vania Castro** 11:54:54 PM  
 Audio

Ok Vânia! You can use my productions but please don't put my video with my daughter because she is a child and I prefer to preserve her image.



**Vania Castro admin** 11:55:10 PM  
 Sure!!

I'll show the video first 11:55:43 PM

Before I show anyone! 11:56:07 PM

11:56:13 PM

If you guys agree I can use, if not I don't use! 11:56:42 PM

**P8Vania Castro** 11:58:35 PM

If you guys agree I can use, if not I don't use!  
 For me you can use my images and everything that I put here and share with you in the internet (only my daughter I prefer that don't appear in the video because she is a child)

Thursday, June 18, 2020



**Vania Castro admin** 12:25:16 AM  
 I totally agree with you!

RR **P5** 1:45:37 AM



**Video** 9.4 MB  
 Download () Play video ()

Vídeo de P5\_rcP5

P1 7:42:07 AM



P5  
Video

This is the best!!! You're getting good at this.

I agree with P8. I will create another TikTok video and postit here, because I made mine with my daughter's image. 7:47:46 AM



Vania Castro admin 10:33:38 AM

Yes, I agree! I won't post it or show anyone!

P5 10:59:47 AM

RR

P1

This is the best!!! You're getting good at this.  
It was my first time



Vania Castro admin 11:00:31 AM

□ □

P3 11:06:43 AM



P5  
Video

amazing!



P5  
Video

coool!

Vania Castro  
Audio

For me it's ok! 11:14:12 AM

CS

P6 11:17:40 AM

Vania Castro  
Audio

For me, no problem.

RR

P5 11:19:16 AM

P3  
amazing!

Thanks!!!







CS



P6 11:21:49 AM





P5, you are very good. If you want, you can become a "digital inuencer" or a "youtuber"...kkkkk




P5



- P6** 11:23:21 AM  
**RR** P5, you are very good. If you want, you can become a "di...  
 Thanks! But I'm so shy! I made these videos for the affordances  
 e for my students!
- P3** 11:23:27 AM  
 **P8**  
 Video  
 Dancing in family is a really good thing to relax in quarentine!  
 Yesterday I was dancing with my daughter, I found a video that  
 is like exercise with music, she loved it!
- P8** 11:24:52 AM  
 **P5**  
 Video  
 Great!!! Queen of Tiktok
-  **Vania Castro admin** 11:25:34 AM  
 Hey guys!! I'm so exited for our meeting today!!
- P8** 11:25:47 AM  
**P6**  
 P5, you are very good. If you want, you can become a "di...I  
 totally agree !!! You are amazing P5 ☐
-  **Vania Castro admin** 11:26:06 AM  
**P6**  
 P5, you are very good. If you want, you can become a "di...  
 Yes, I agree!
- P8P3** 11:26:28 AM  
 Dancing in family is a really good thing to relax in quarent...  
 Yeah ... I love to stay with her in good vibes ☐
- Vania Castro**  
 Hey guys!! I'm so exited for our meeting today!! 11:26:40 AM  
 Me too!!! ☐ ☐  
 I will follow you in Tiktok
- Put your names here 11:27:15 AM  
 Mine is @deacast 11:27:21 AM
-  **Vania Castro admin** 11:27:29 AM  
 **P5**  
 Video  
 Omg!!!! 11:27:51 AM

- P3** 11:34:50 AM  
crazyteacherP3 I think is this....
- RR** **P5** 11:35:14 AM  
**P8**  
Great!!! Queen of Tiktok  
Hehehe! Thanks I loved your Tik tok with your daughter too!
- P8** 11:37:17 AM  
I totally agree !!! You are amazing P5 ☐  
No, you're amazing for challenge us.
- Thanks @vaniacastro1 11:37:24 AM
-  **Vania Castro admin** 12:13:41 PM  
Welcome!!
- AC** **P7** 12:19:28 PM  
**Vania Castro**  
<https://youtu.be/7ZTpMF2qmQo>
- RR** **P5** 12:32:57 PM  
**Vania Castro**  
<https://youtu.be/7ZTpMF2qmQo>  
Your life story is beautiful! You are of humble origin, simple, but who fought for your dreams and goals !!! Everything you have earned is yours! I was moved by your story! You are awesome @vaniacastro1
- You inspire me! 12:33:06 PM
- Thanks so much! 12:33:22 PM
- AC** **P7** 1:21:46 PM  
Multimodality is important and necessary in the contemporary world, because there is a diversity of verbal and non-verbal texts. Multimodality makes it possible to use different resources in student learning and this variety of teaching linked to the student's cultural context. Creates a favorable environment for learning.
-  **Vania Castro admin** 1:47:42 PM  
**P5**  
Your life story is beautiful! You are of humble origin, simple,...  
Thank you!!!!
- P7** 1:49:16 PM  
Multimodality is important and necessary in the contemporar...  
Yes! Very clear explanation! That's why I encourage you to use all these new emerging apps for education, because it's possible to use so many multimodal resources on them!!

- P8P3** 4:38:45 PM  
 crazyteacherP3 I think is this....  
 Are you sure?  
 I am following crazyteacherP3
-  **Vania Castro admin** 4:38:59 PM  
 Hello 4:39:09 PM  
 I'll enter in zoom now ☐  
**P8** 4:39:17 PM  
 Hi dear 4:39:18 PM  
 I am in a meeting with colleagues and the education secretary  
 When it finishes I will enter in Zoom 4:39:54 PM  
 I hope see you all soon 4:40:12 PM  
 ☐ 4:40:22 PM  
 4:40:24 PM
-  **Vania Castro admin** 4:41:28 PM  
 Okay ☐
- P4** 4:42:06 PM  
 Can you share the link?
-  **Vania Castro admin** 4:57:45 PM  
 Yes  
 Same link: <https://illinois.zoom.us/j/99474905142>  
 (tg://unsafe\_url?url=https%3A%2F%2Fillinois.zoom.us%2Fj%2F99474905142)  
 Meeting ID: 994-7490-5142 4:58:27 PM
- P4** 4:59:53 PM  
 thanks
-  **Vania Castro admin** 6:42:26 PM  
 I'm here!!  
 How did you feed after this meeting?
- P3** 6:42:36 PM  
 curious about new ways of giving effective recursive feedbacks 6:43:19 PM  
 and happy
- P4** 6:43:34 PM  
 Today the meeting was really good.I learned a lot and now I am 6:44:13 PM  
 feeling so excited to put my ideas in practice.My mind is full of  
 creative ways to make a feedback.

- AC **P7** 6:45:05 PM  
Very happy
-  **Vania Castro admin** 6:45:07 PM  
👍👍 I really appreciate this feedback!
- P3** 6:45:13 PM  
happy because we are learning so many different good things and when we are able to apply with the students. And in the future I want to see on my students face the pleasure to study a language!
- RR **P5** 6:45:36 PM  
It was amazing!!! I'm very happy with this course!
- CS **P6** 6:49:54 PM  
It was very good. I am so excited. I have learned a lot. Thanks for everybody.
-  **Vania Castro admin** 6:51:58 PM  
I'm happier!!!
- My instagram for teachers 6:52:04 PM
- <https://instagram.com/teachervania?igshid=6q2qwi6wy10z> 6:52:10 PM  
(<https://instagram.com/teachervania?igshid=6q2qwi6wy10z>)
- P8** 6:53:02 PM  
I am very excited to put some ideas in practice with my students and share these with other colleagues ☐
- Vania Castro** 6:53:10 PM  
My instagram for teachers  
Great!!!
- I follow you 6:53:18 PM
- God tips there 6:53:21 PM
- I created an Instagram for teachers too! If you could follow me I will be grateful ☐ we are stronger together 6:54:48 PM  
Personal Instagram:  
[@deacast](#)
- Only for colleagues:  
[@professorautor](#)
-  **Vania Castro admin** 6:56:52 PM  
The link doesn't work Andréia
- P8** 7:03:20 PM  
Ohhh ... ok
- I will put the correct link 7:03:27 PM

Take a minute

7:03:31 PM

PROFESSOR AUTOR

7:04:10 PM

<https://www.instagram.com/tv/CBgFeMYIYk9/?igshid=16oppmx82a3ma>  
(<https://www.instagram.com/tv/CBgFeMYIYk9/?igshid=16oppmx82a3ma>)

Instagram

**Prof. Ma. P8 on Instagram: "Ei, coleg@sProfessor@s! Venham con..."**

(<https://www.instagram.com/tv/CBgFeMYIYk9/?igshid=16oppmx82a3ma>)

17 Likes, 4 Comments – Prof. Ma. P8 (@professorautor) on Instagram: "Ei, coleg@s Professor@s! Venham conhecer esses materiais e participar dessa Rede de..."



(<https://www.instagram.com/tv/CBgFeMYIYk9/?igshid=16oppmx82a3ma>)

PERSONAL PROFILE :

ANDRÉIA

7:05:11 PM

<https://www.instagram.com/p/CBiZ8GnnY1g/?igshid=1cizf8ycpaxgi>  
(<https://www.instagram.com/p/CBiZ8GnnY1g/?igshid=1cizf8ycpaxgi>)

Instagram

**P8 | Teacher (<https://www.instagram.com/p/CBiZ8GnnY1g/?igshid=1cizf8ycpaxgi>)**

Wednesday Mood! #humordequartafeira

(<https://instagram.com/explore/tags/humordequartafeira/>)

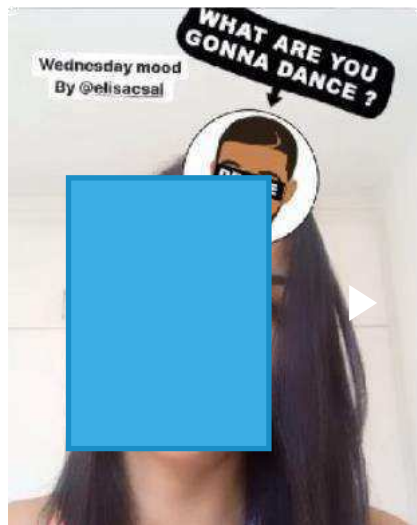
#mood (<https://instagram.com/explore/tags/mood/>)

#wednesday

(<https://instagram.com/explore/tags/wednesday/>)

#goodvibes (<https://instagram.com/explore/tags/goodvibes/>)

(Entrando na brincadeira de @elisacsal  
(<https://instagram.com/elisacsal/>)



)  
(<https://www.instagram.com/p/CBiZ8GnnY1g/?igshid=1cizf8ycpaxgi>)



**Vania Castro admin**  
I already follow you

7:05:18 PM

**P1**  
Today, like all other meetings, it was wonderful. I am learning a lot and I will definitely apply with my students.

8:45:30 PM

Thanks. ☺

8:45:59 PM

RR

**P5**  
**P8**  
PERSONAL PROFILE : ANDRÉIA <https://www.instagram.com/p...>  
Super!

8:51:07 PM

**P8Vania Castro**  
I already follow you  
☐ ☐ ☐

9:03:45 PM



**Vania Castro admin**  
**P1**  
Today, like all other meetings, it was wonderful. I am learnin...  
☐ ☐ ☐ ☐

9:12:35 PM

AA

**P2**  
Analyzing functionally  
1. Reflect and answer on Telegram: what's the importance of multimodality for your classes? How can you combine all the modes to make your classes more multimodal?

11:03:20 PM

Multimodality is a key point to make the contents more interesting to students. Using multimodality materials in our

classes we can cover the most students modes of learning. It's a way to make students engaged in the classes because they like to see different types of modes, otherwise the classes become boring. Another point is that multimodality offers many possibilities, so the teachers can develop their creativity preparing lesson plans that integrates all the English abilities and various modes.

Friday, June 19, 2020



**Vania Castro admin**

11:41:38 AM

**P2**

Analyzing functionally 1. Reflect and answer on Telegram: ...

Great P2! And to add that when using textbooks in the classroom, teachers can explore all multimodality present in the book for making meaning! Tech is a big help and it's full of multimodality. We know it's hard to use tech at public schools, but that's why we have Ubiquitous learning!!!

Good morning teachers!!

11:41:47 AM

Just an important observation in Portuguese:

11:42:19 AM

Gente, eu não sei se eu falei para vocês antes, mas queria pedir que não compartilhem o site do nosso curso com ninguém! Como esse curso faz parte da minha tese de doutorado, tudo tem que ser inédito e somente os participantes podem ter acesso!

11:43:59 AM

Eu tenho recebido muitas mensagens de pessoas querendo entrar no curso, mas não pode mais!

11:47:01 AM

**P8**

11:47:50 AM

Certo! Pode deixar!



**Vania Castro admin**

11:48:05 AM

Thank you :)

**P8**

11:48:09 AM

Já tinha imaginado isso para evitar que vc tenha problemas na pesquisa

Eu compartilhei o stories conosco pq vc me marcou mas se não puder vc avisa tb tá

11:48:33 AM



**Vania Castro admin**

11:48:41 AM

pode sim :)

**P8**

11:48:45 AM



**P5**

12:06:50 PM

RR

**Vania Castro**

Gente, eu não sei se eu falei para vocês antes, mas queria p...

Ontem me perguntaram devido a postagem, mas eu disse que já estava no fim o curso.



**Vania Castro** admin

12:08:31 PM

eu achei otimo, porque as pessoas ficam perguntando

e tem muita gente querendo fazer, mas nao posso oferer novamente durante a aplicacao da pesquisa

12:09:24 PM

RR

**P5**

12:09:26 PM

Sim! Acho que você vai ter que criar mais cursos! Está muito requisitada



**Vania Castro** admin

12:09:38 PM

haha to ficando importante haha

RR

**P5**

12:10:04 PM

**Vania Castro**

e tem muita gente querendo fazer, mas nao posso oferer n...

Graças a Deus que vi sua postagem sobre o curso e imediatamente entrei em contato



**Vania Castro** admin

12:10:15 PM

RR

**P5**

12:10:17 PM

Porque sabia da sua competência



**Vania Castro** admin

12:10:35 PM

thank you!!

RR

**P5**

12:21:51 PM



**Video** 6.9 MB

Download () Play video  
()

**P1**

1:14:04 PM

How cute!!!!

**Vania Castro**

1:15:12 PM

Gente, eu não sei se eu falei para voces antes, mas queria pe...

Ok.

**P8Vania Castro**

1:38:41 PM

haha to ficando importante haha



Quem sabe já não é uma proposta futura neh?! Vc merece pq se dedica e é ótima em tudo que propõe



Vania Castro admin

2:17:34 PM



P5

Video

I loved Bella too!!



Vania Castro admin

2:33:34 PM

P8

Quem sabe já não é uma proposta futura neh?! Vc merece p...  
Who knows? I might be Thank your for your support!

This is the video I talked about grading (notas):

2:34:41 PM

Gamifying Education – How to Make Your Classroom Truly  
Engaging – Extra Credits

2:34:43 PM

[https://www.youtube.com/watch?](https://www.youtube.com/watch?time_continue=156&v=MuDlw1zlc94&feature=emb_title)

2:34:59 PM

[time\\_continue=156&v=MuDlw1zlc94&feature=emb\\_title](https://www.youtube.com/watch?time_continue=156&v=MuDlw1zlc94&feature=emb_title)

([https://www.youtube.com/watch?](https://www.youtube.com/watch?time_continue=156&v=MuDlw1zlc94&feature=emb_title)

[time\\_continue=156&v=MuDlw1zlc94&feature=emb\\_title](https://www.youtube.com/watch?time_continue=156&v=MuDlw1zlc94&feature=emb_title))

YouTube

**Gamifying Education - How to Make Your Classroom Truly  
Engaging - Extra Credits**

([https://www.youtube.com/watch?](https://www.youtube.com/watch?time_continue=156&v=MuDlw1zlc94&feature=emb_title)

[time\\_continue=156&v=MuDlw1zlc94&feature=emb\\_title](https://www.youtube.com/watch?time_continue=156&v=MuDlw1zlc94&feature=emb_title))

Rewards and incentives in classrooms don't have to be cheap  
tack-ons for the sake of "gamification"--they can empower  
students to take charge of their own ed...



([https://www.youtube.com/watch?](https://www.youtube.com/watch?time_continue=156&v=MuDlw1zlc94&feature=emb_title)

[time\\_continue=156&v=MuDlw1zlc94&feature=emb\\_title](https://www.youtube.com/watch?time_continue=156&v=MuDlw1zlc94&feature=emb_title))



Vania Castro admin

3:49:16 PM

Teacher, we discussed about Kahoot yesterday

and I would like to share a text about an analysis that I wrote  
about Kahoot

3:49:46 PM

you are going to be the first ones to read this:

3:50:00 PM

actually the text is long

3:50:40 PM

so I will just share one part, but please let me know what do you  
think. Do you agree? Disagree?

3:51:12 PM

(...) On the other hand, if we take a closer look, we can realize that not much has changed from the didactic pedagogy. In the traditional ways, teachers write the multiple-choice quizzes on the blackboard or on a print paper and there is only one correct answer. When the teacher corrects it the feedback is something such as right or wrong, good job, study more. On kahoot, the instant feedback is just right or wrong, and there is no space for the teacher add an effective comment to enrich students knowledge about the content. So, we move from a print quiz to a kahoot quiz on a mobile device. 3:51:40 PM

Kahoot has great potential for teaching and learning but many schools in Brazil have been using kahoot as a summative assessment as well. So, students have to provide correct answers, and what they think is not important nor the knowledge representations they can make. In fact, software such as Kahoot "produce grades containing a general exhortation ('well done!' or, 'try harder!') but are not actionable. They position a student in a cohort without giving meaningful feedback about their own progress (because the progress of the whole norms away individual progress)" (Cope & Kalantzis, 2015, p. 361).

I talk about the pros and cons, but the pros you already know 3:52:48 PM

**P3** 4:07:35 PM

Yes, it's a bit dangerous when schools use this game as a summative assessment, 'cause students has only one chance to answer, don't have enough time to think (each student has your own time to analyse and answer questions) and if we use kahoot to assess them it's not fair.

I think this tool is more useful like a fun time to relax students a little bit, than a effective way to assess what they learned. 4:10:26 PM



**Vania Castro admin** 4:13:41 PM

**P3**

Yes, it's a bit dangerous when schools use this game as a su...  
Yes, I don't like this ideia even though the time to answer questions can be longer!

**P3**

I think this tool is more useful like a fun time to relax studen...  
Beautiful speech!! 🍪 🍪 4:14:05 PM

**P3**

"On kahoot, the instant feedback is just right or wrong, and there is no space for the teacher add an effective comment to enrich students knowledge about the content. So, we move from a print quiz to a kahoot quiz on a mobile device." MAYBE  
no quizzes have the intention to give an effective feedback, I was curious and search the word quizz on the dictionary 4:14:06 PM

quiz1 4:14:14 PM  
 /kwiz/  
 Learn to pronounce  
 noun  
 NORTH AMERICAN  
 a test of knowledge, especially a brief, informal test given to students.



Vania Castro admin 4:14:30 PM

Humm

Great!!! 4:14:38 PM

P3 4:15:14 PM

so this schools that are using KAHOOT to assess the students should reflect a little about what they are doing



Vania Castro admin 4:15:39 PM

I think it's because Kahoot calls itself formative assessment tools and there is a lot of propaganda connecting Kahoot to feedback!

P3 4:16:44 PM

yes, they like to sell, but we know how it works in real life..... its INformal

that's why it can't be used like this, and it's something really 4:24:38 PM  
 good to reflect.... I already suggested kahoot in "Olimpíadas do conhecimento " on my school, and I was thinking: "Is it ok to quizz them with kahoot?" ..... Yes, it is because it's a gymkhana, a relaxing funny Saturday at school and the students are in groups.... (but the class with more points wins 5 points and a price, and the others groups wins 3 points too, everyone who was there, participating).....

"if we take a closer look, we can realize that not much has 4:35:52 PM  
 changed from the didactic pedagogy." this part I think I disagree, because when students are having fun they use to participate more, so even multiple-choice quizzes on google forms are more funny and motivating than on the board, my students like to answers survey forms because it's on the lab, but if I give a piece of paper they will look around and look for something more interesting to do or somebody to talk anything and don't make the activity because they are full of paper activities

I don't know why, but it happens 4:36:11 PM

4:36:40 PM



Vania Castro admin 11:28:51 PM

Owww

I forgot to answer this edited 11:28:58 PM

Voice message 209 KB 11:30:02 PM

Download Play

Voice message 165 KB

11:30:56 PM

Download Play

P3

11:35:19 PM

Yes, but we didn't have time yet/ opportunity to use in "Olimpiadas do conhecimento" ... I hope it works be in the future, I hope so much.....



Vania Castro admin

11:35:40 PM

Go for it!!!

P4Vania Castro

11:38:34 PM

Audio

Yes, and the students just learn How to Fill in the blanks and this is not the objective



Vania Castro admin

Yeahhh! The content can be more contextualized

11:39:37 PM

P3

yes, I hope internet works!

11:44:38 PM

Saturday, June 20, 2020

P5

RR

Vania Castro

12:10:24 PM

(..) On the other hand, if we take a closer look, we can reali...

This text about kahoot is so important , because makes us reflect on how you can use technology in favor of learning, students have to interact but if he makes a lot of mistakes in the game, it can demotivate them. So, the teacher should help in a positive and dynamic way so that the student feels pleasure when learning playing!

Sunday, June 21, 2020



Vania Castro admin

Voice message 322 KB

1:02:00 AM

Download Play

P5

RR

Vania Castro

1:16:54 AM

Audio

Yes, I agree with you!

P8

**Vania Castro** 11:26:48 PM  
 (...) On the other hand, if we take a closer look, we can reali...  
 I agree with you! It's a good reflection  
 Because of this, we need to support the students in these activities 11:28:25 PM  
 And trying to diversify with many possibilities 11:29:09 PM

Monday, June 22, 2020



**Vania Castro admin** 3:59:07 PM  
 yes, I agree with you P8, diversifying is allied to creativitytoo

Hello everyone! Today I will be online participating in a live on Instagram at 4:30 pm 3:59:42 PM

here is the Instagram I will be participating in a discussion:  
<https://www.instagram.com/enproli/>  
 (https://www.instagram.com/enproli/) 4:00:23 PM

RR

**P5** 4:10:51 PM  
**Vania Castro**

Hello everyone! Today I will be online participating in a live o...  
 Great!



**Vania Castro admin** 7:03:36 PM  
 Here is the classwork:

**1) Find an example of an online tool that can contribute to feedback and that it is possible to use with your students in low-tech classes and share it on Telegram. Comment on your friends' posts!** 7:03:39 PM

**Additional Resources:**

**75 Digital Tools and Apps Teachers Can Use to Support Formative Assessment in the Classroom** 7:04:15 PM

<https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/>  
 (tg://unsafe\_url?url=https%3A%2F%2Fwww.nwea.org%2Fblog%2F2019%2F75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment%2F)

**20 Formative Assessment Tools for Your Classroom**

<https://shakeuplearning.com/blog/20-formative-assessment-tools-for-your-classroom/>  
 (tg://unsafe\_url?url=https%3A%2F%2Fshakeuplearning.com%2Fblog%2F20-formative-assessment-tools-for-your-classroom%2F)

Thursday, June 25, 2020




P8 pinned « Additional Resources:... »

**P8** 8:53:54 AM

Hey colleagues! Good morning! Sorry for disappearing but I was taking a rest these last days ... I did other tiktok challenges and my daughter is loving this app

Olha como ficou legal esse dando dicas sobre o CANVA! 8:55:04 AM

<https://www.instagram.com/p/CBoTQMgF1NS/?igshid=svi372t8z5sq> 8:55:04 AM  
(<https://www.instagram.com/p/CBoTQMgF1NS/?igshid=svi372t8z5sq>)

Vejam se gostaram nesse link do Instagram    8:55:42 AM

Estou me soltando aos pouquinhos eita estou escrevendo em português... sorry   8:56:31 AM

**Vania Castro** 8:58:08 AM

1) Find an example of an online tool that can contribute to f...

About this question, I like to create some activities and simple games using the software Ardora . Because I don't need internet for using it in my classes. Do you know this program?

8:58:18 AM

**P4Vania Castro**

1) Find an example of an online tool that can contribute to f...

Hello people,how are you?

If you need to give to your students their feedback we can use the WhatsApp to record our voice message and send talking about the positive and negatives points of his/her tasks and activities.

But if you need to know if your students are learning with your classes...I think we can use the app Mentimeter during the class because you can make a word cloud with your students,make quizzes and pool's.It's a good alternative.

<https://www.mentimeter.com/> (<https://www.mentimeter.com/>)

**Interactive presentation software**

([https://www.mentimeter.com/?](https://www.mentimeter.com/?utm_campaign=hp1p&utm_medium=email&utm_source=rp)

[utm\\_campaign=hp1p&utm\\_medium=email&utm\\_source=rp](https://www.mentimeter.com/?utm_campaign=hp1p&utm_medium=email&utm_source=rp)

Interact with your audience using real-time voting. No installations or downloads required – and it's free!



**P8**

8:59:11 AM

**P4**

Hello people, how are you? If you need to give to your students...  
Yeahhh ... I like them so much!!!

**P1 P8**

9:01:21 AM

<https://www.instagram.com/p/CBoTQMgF1NS/?igshid=svi3...>  
I found it interesting. It became almost metalinguistic. Great!!!!

**P1 P8**

About this question, I like to create some activities and simple...  
Very cool and interesting, because most of my students don't have access to the internet

9:25:30 AM

**P5**

RR

**Vania Castro**

1) Find an example of an online tool that can contribute to f...  
9:32:09 AM

This week I discovered Google Presentations! You can create a virtual class as a game, where students can search and click on links to classroom objects that take you elsewhere with videos or games! We can make our own avatar in the Bit.ly app which will represent us as a teacher in the virtual classroom!

I'm creating my classroom yet! But I'm so busy this week and I had stopped to create. Then on weekend I'm gonna send you my virtual classroom

9:36:56 AM

**P8P1**

I found it interesting. It became almost metalinguistic. Great...  
Thank you ☺☺ If you can follow this profile and share with other teachers ... I would like to amplify our collaborative network  
Teachers are stronger together

12:48:15 PM

**P1**

Very cool and interesting, because most of my students do...  
Yeah ... it's very interesting! If you want, I can share here too

12:48:59 PM

**P5**

12:49:32 PM

I'm creating my classroom yet! But I'm so busy this week an...  
Great!!! ☐☐☐ After that, share some ideas with us 🍪🍪

RR P5 2:08:55 PM  
P4  
Hello people,how are you? If you need to give to your studen...  
Great @P4Santanaa !!!



Vania Castro admin 2:09:53 PM  
P8  
<https://www.instagram.com/p/CBoTQMgF1NS/?igshid=svi3...>  
Very good 🍪🍪🍪🍪☐

RR P5 2:10:53 PM  
Super @deacast !



Vania Castro admin 2:11:12 PM  
P8  
About this question, I like to create some activities and simpl...  
Thanks for sharing it! This tool is new for me! I'll take a look at  
it! An ideia for you is that tu can talk about it on your instagram  
☐

P4 2:13:16 PM  
Hello people,how are you? If you need to give to your studen...  
Really P4? I have used mentimeter a long time ago, the  
website, but the free version allowed me to create only 2  
questions! Thanks for your input 🍪🍪🍪

P1 P8 4:59:41 PM  
Yeah ... it's very interesting! If you want, I can share here too  
I would really like

AA P2 5:42:48 PM  
P1  
What you should o r shouldn't do in quarantine... P1,  
your daughter is very cute. It was a Good video.

AA P2 6:21:05 PM  
P8  
Done!  
I liked your video because it's good for our body and mind in  
this quarentine.



P5  
Video 6:26:33 PM



P5, I really liked your video. Good song and a way to students understand the song.



**Vania Castro admin**

7:19:20 PM



P5

Video

I really like playlist! Watching this video we can see clearly you put a lot of effort! There are many different scenes!! Amazing



AA

P2

7:25:52 PM

**Vania Castro**

Gente, eu não sei se eu falei para vocês antes, mas queria pe...  
Eu não compartilhei e nem irei compartilhar.

RR

P5

7:26:15 PM

P2

P5, I really liked your video. Good song and a way to stude...  
Ahhhh!!! Thank you!!!

**Vania Castro**

7:28:21 PM

I really like playlist! Watching this video we can see clearly yo...  
Thank you @vaniacastro1 ! I made this video as an  
example for my students!!!

P1 P2

7:34:09 PM

P1, your daughter is very cute. It was a Good video.  
Thanks. It was supposed to be with the three daughters, but the  
others were ashamed.



**Vania Castro admin**

P2

7:38:50 PM

Eu não compartilhei e nem irei compartilhar.  
Thanks

P5

Thank you @vaniacastro1 ! I made this video as an ... 7:39:48 PM  
You are applying something very important because every time I  
want my students to use sth, I have to show them first my  
example

P1



P5

7:44:23 PM

Video

I just loved it !!! The musical repertoire was also awesome !!!!  
What are the songs? Is it from TikTok itself?

P5

**P1** 9:10:04 PM  
 RR I just loved it !!! The musical repertoire was also awesome !!!!...  
 No , It wasn't! I searched and downloaded the songs according to the video order! The second song is a parody of New Rules by Dua Lipa, but with the theme Covid 19.

**Vania Castro** 9:13:18 PM  
 You are applying something very important because every ti...  
 Yes @vaniacastro1 , because they understand better what they need to do!

Friday, June 26, 2020

**P8Vania Castro** 11:59:58 AM  
 You are applying something very important because every t...  
 🍪 🍪 🍪 Yeah ... like a mirror ☑



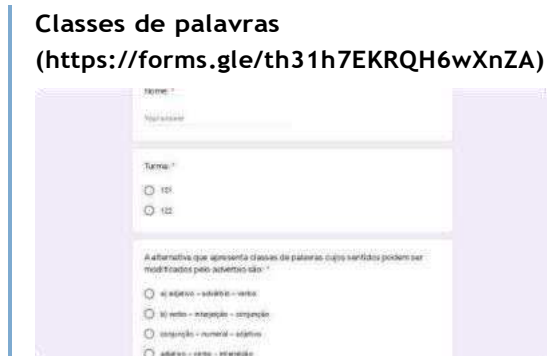
**Vania Castro admin**  
**P5** 12:41:27 PM  
 Yes @vaniacastro1 , because they understand better what t...  
 Yeaah 🍪

Teachers can you send me more songs you like!  
 I will update the playlist in our website 12:41:52 PM



**Vania Castro admin** 12:42:10 PM  
 also, I will post later week 8 :) 2:17:05 PM

**P7** 2:25:16 PM  
 AC <https://forms.gle/th31h7EKRQH6wXnZA>  
 (<https://forms.gle/th31h7EKRQH6wXnZA>)



Feedback activity. 2:29:46 PM

().pdf 1.6 MB 2:31:34 PM  
 Download ()

ebook\_20\_ferramentas\_digitais.pdf



**Vania Castro admin** 10:22:10 PM  
 Amazing!!! Thanks for sharing it!

RR P5 10:56:38 PM  
 P7  
 ebook\_20\_ferramentas\_digitais.pdf  
 Super!!!

Saturday, June 27, 2020



Vania Castro admin 12:16:30 AM

Week 8 is ready!!

<https://vccingles.wixsite.com/vania/post/week-8-asynchronous-collaborative-intelligence> 12:16:33 AM  
 (<https://vccingles.wixsite.com/vania/post/week-8-asynchronous-collaborative-intelligence>)



(<https://vccingles.wixsite.com/vania/post/week-8-asynchronous-collaborative-intelligence>)  
 vaniacastro

**Week 8 - Asynchronous - Collaborative intelligence**  
 (<https://vccingles.wixsite.com/vania/post/week-8-asynchronous-collaborative-intelligence>)

Introduction to the lesson: Conceptualising by naming This update is about one more affordance: Collaborative intelligence. Before we get started, ple...

Sunday, June 28, 2020

RR P5 2:48:23 PM  
 Vania Castro  
 Week 8 is ready!!

P3 Vania Castro 3:06:10 PM  
<https://vccingles.wixsite.com/vania/post/week-8-asynchro...>  
 Wow, I loved Collaborative Reading.....And it's a big, enormous challenge to adopt to my students but I'm thinking about a way. ...Nothing is impossible right?



Vania Castro admin 3:35:41 PM  
 Nothing is impossible

But I think collaborative intelligence works better when classes are online 3:36:12 PM

Monday, June 29, 2020



Vania Castro admin 1:16:05 AM  
 Teachers, if possible watch this video!!

<https://www.facebook.com/1670341200/posts/10214254653074822/?d=n> 1:16:05 AM  
 (https://www.facebook.com/1670341200/posts/10214254653074822/?d=n)

**P4** 7:18:59 AM  
 This is very serious but I always forget to use my glasses and sunscreen



**Vania Castro admin** 8:16:09 AM  
 Voice message 153 KB  
 Download Play

**P3** 8:53:42 AM  
 , really dangerous! We need to be careful!! I hope you get better soon Vania....

**P1** 9:36:15 AM  
 This is so bad! I have been staying almost all day, as I have 16 classes at school, I have been in connection with them.

Be well, Vânia. 9:37:22 AM

**CS** **P6** 9:43:20 AM  
 Be Well, Vania. U will be better soon...

**RR** **P5** 9:56:26 AM  
**Vania Castro**  
 Audio  
 I watched the video! It is very serious indeed.

Take care @vaniacastro1 ! Be alright! 9:57:17 AM



**Vania Castro admin** 10:06:27 AM  
 Thank you for the support

By the way 10:06:30 AM

This is the video I created 10:06:56 AM

Can I use it in my presentation? 10:07:18 AM

**P3** 10:13:17 AM  
 Which one?



**Vania Castro admin** 10:13:37 AM  
 I'm trying to send it

**P3** 10:14:16 AM  
 ok



**Vania Castro admin** 10:16:36 AM



**Video 52.8 MB**  
Download () Play video  
()

**P3** 10:34:43 AM  
woowwww I loved it

**P1** 10:35:50 AM  
I loved it!! I don't know how to say it in English, I got goosebumps.



**Vania Castro admin** 10:39:12 AM

AA

**P2**

12:13:23 PM

**Vania Castro**  
Audio

I wish you recover soon.




**Vania Castro admin** 4:54:32 PM

Thank you!

RR

**P5** 7:05:59 PM

 **Vania Castro**  
Video

Beautiful!!! Thank you @vaniacastro1 for motivating us through this video!

This message is currently not supported on Telegram Web. Try [getdesktop.telegram.org](https://getdesktop.telegram.org) (https://getdesktop.telegram.org). 7:06:27 PM

Tuesday, June 30, 2020



**Vania Castro admin** 12:00:56 PM

**Voice message 45 KB**  
Download Play

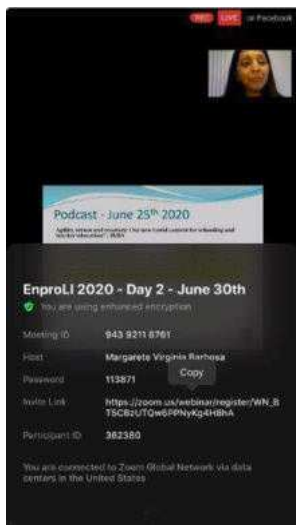
**Voice message 64 KB** 12:01:29 PM  
Download Play

[https://zoom.us/webinar/register/WN\\_BT5CBzUTQw6PPNyKg4H8hA](https://zoom.us/webinar/register/WN_BT5CBzUTQw6PPNyKg4H8hA) 12:01:31 PM  
([https://zoom.us/webinar/register/WN\\_BT5CBzUTQw6PPNyKg4H8hA](https://zoom.us/webinar/register/WN_BT5CBzUTQw6PPNyKg4H8hA))



[//zoom.us/webinar/register/WN\\_BT5CBzUTQw6PPNyKg4H8hA](https://zoom.us/webinar/register/WN_BT5CBzUTQw6PPNyKg4H8hA)  
Zoom Video

**Welcome! You are invited to join a webinar: EnproLI 2020 - Day 2 - June 30th. Af...**  
**([https://zoom.us/webinar/register/WN\\_BT5CBzUTQw6PP](https://zoom.us/webinar/register/WN_BT5CBzUTQw6PP))**  
**II Encontro Internacional de Professores de Língua Inglesa da Bahia (II English Language Teaching Seminar)**



12:01:42 PM

RR

P5

Estou participando

12:01:49 PM

P4P5

Estou participando  
Eu também

12:01:56 PM



**Vania Castro admin**  
Amazing

12:02:01 PM

RR

P5

12:02:17 PM



**Vania Castro admin**

12:02:24 PM

Voice message 70 KB  
Download Play

12:03:38 PM

P1

I'm participating. I'm loving.

12:03:45 PM

RR

P5



**Vania Castro**  
Audio  
That's ok!

12:05:25 PM



**Vania Castro admin**  
□ □

12:11:34 PM

- Amazing 12:11:36 PM
- RR P5 6:04:08 PM  
Congratulations @vaniacastro1
- P4 6:32:14 PM  
Congratulations!The presentation was amazing
- RR P5 6:37:16 PM  
It was amazing!!!
-  Vania Castro admin 9:38:59 PM  
Thank you so much for attending it
- P1 9:43:01 PM  
I loved your presentation. Very objective and clear.
- AA P2 9:44:19 PM  
Congrats, Vania! Amazing presentation.
- RR P5 10:04:56 PM  
P1  
I loved your presentation. Very objective and clear.  
Yes, exactly!
- P1 10:06:23 PM  
P5 I thought your post on Enproli's telegram was really cool
- RR P5 10:09:07 PM  
P1  
P5 I thought your post on Enproli's telegram was really cool  
Thank you!!! Really, I don't know anyone here in this group, but I'm learning so much with everybody!!! Thank you guys!
-  Vania Castro admin 11:21:22 PM  
This is what we call collaborative intelligence!!
- Which is different from share, you guys learn together and build something meaningful 11:22:24 PM
- Thursday, July 2, 2020
- P3 9:53:17 AM
- CS P6 2:59:04 PM  
Vania Castro  
1) Find an example of an online tool that can contribute to fe...  
I use With my students for feedback Google Forms. It is very easy to create and the results are given in a kind of document. In

addition the students can answer very fast. But I have learned With you a lot of another tools to use With my students.

**P1**

3:09:16 PM

**Vania Castro**

1) Find an example of an online tool that can contribute to fe...

I'm learning to use o Nearpod. It is a way to engage students in a Slideshow, however students can create, edit the text, in addition the platform allows teacher-student interaction in real time.

**P1**

3:32:20 PM

Vânia, I am finishing drafting the lesson plan. I had some doubts, but today I will have class with students until 17:30. I'll be on the computer and cell phone with both events. OK?

**P5**

4:47:46 PM

RR

I'm going to be a little late today. About 10 minutes. I am working!

@vaniacastro1

4:47:52 PM

**P5**

5:03:55 PM

RR

Does have meeting today?

Please

5:04:00 PM

Send me a link

5:04:07 PM

**P4**

5:04:30 PM

I think today we don't have meeting

**P5**

5:04:34 PM

RR

Ok

Thanks

5:04:52 PM

**P1**

5:06:05 PM

Vânia, I am finishing drafting the lesson plan. I had some do...  
We need to do the lesson plan, right?

**P8P5**

5:10:36 PM

Does have meeting today?

I would ask the same thing

**P3**

I think so. I'm trying to get in

5:12:31 PM

**P6**

CS

**P5**

5:12:46 PM

We need to do the lesson plan, right?



Yes. And apply it when this course finish...

**P3**

5:13:56 PM

Same link: <https://illinois.zoom.us/j/99474905142>

(<https://illinois.zoom.us/j/99474905142>)

Meeting ID: 994-7490-5142

Zoom  
Video

Join

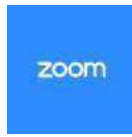
our

Cloud

**HD Video Meeting**

(<https://illinois.zoom.us/j/99474905142>)

Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, chat, and webina...



(<https://illinois.zoom.us/j/99474905142>)

CS

**P6**

5:15:14 PM

**P3**

Same link: <https://illinois.zoom.us/j/99474905142> Meeting ...

Yes... I tried too... without success...



**Vania Castro admin**

5:25:57 PM

Genteeeeeeee

Hoje não tem!!

5:26:17 PM

Sorry devia ter escrito antes

5:26:27 PM

**P3**

5:26:27 PM

hum....



**Vania Castro admin**

5:26:37 PM

Mas tem no schedule!!

So sorry teachers

edited 5:26:46 PM

CS

**P6**

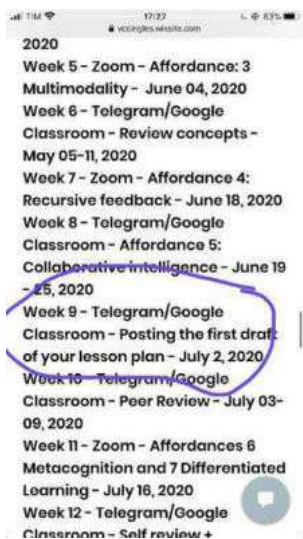
5:27:37 PM

No problem...



**Vania Castro admin**

5:28:44 PM



Voice message 130 KB 5:29:27 PM  
 Download Play

Voice message 77 KB 5:29:52 PM  
 Download Play

Voice message 43 KB 5:30:07 PM  
 Download Play

P1P5 5:37:35 PM

We need to do the lesson plan, right?

Yes

P3

ok I haven't finish the lesson plan too 5:41:15 PM

P1



Vania Castro  
 Photo

5:41:17 PM

Gosh !! I still noted it in my diary every day of Zoom. Age is serious! Scarce memory !! kkkkkk



Vania Castro admin

The deadline for this first draft is next Wednesday 5:46:03 PM

You guys have time ☐

RR

P5 5:46:10 PM

Ok 8:06:49 PM

Friday, July 3, 2020

RR

P5 3:06:32 PM

- (**.mp4** 18.9 MB  
Download ())

Vídeo de P5\_rcP5
- (**.mp4** 14.8 MB  
Download ())

Vídeo de P5\_rcP5
- (**.mp4** 18.1 MB  
Download ())

Vídeo de P5\_rcP5
- (**.mp4** 18.1 MB  
Download ())

Vídeo de P5\_rcP5
- (**.mp4** 24.7 MB  
Download ())

Vídeo de P5\_rcP5
- (**.mp4** 22.2 MB  
Download ())

Vídeo de P5\_rcP5
- (**.mp4** 32.6 MB  
Download ())

Vídeo de P5\_rcP5
- (**.mp4** 36.6 MB  
Download ())




Vídeo de P5\_rcP5
- (**.mp4** 23.6 MB  
Download ())

Vídeo de P5\_rcP5
- (**.mp4** 20.8 MB  
Download ())

Vídeo de P5\_rcP5
- (**.mp4** 19.9 MB  
Download ())

Vídeo de P5\_rcP5
- (**.mp4** 20.8 MB  
Download ())

Vídeo de P5\_rcP5

- RR **P5** 3:30:17 PM  
 @vaniacastro1 and colleagues, I do High School Musical with my students! I idealized the project and even though I knew about the financial need of my students, I risked doing it. It was a project that touched me a lot!
- 
- P4** 3:33:58 PM  
 About how to apply the collaborative intelligence in my classes.
- P4** 3:33:58 PM  
 P4 Jul 3, 2020 3:29:49 PM  
 Voice message 300 KB  
 Download Play
- RR **P5** 5:30:43 PM  
**P4**  
 Audio  
 Yes!!!
-  **Vania Castro admin** 5:30:55 PM  
 Hello!!!
- P5** were you able to record the screen? 5:31:22 PM
- P5** 5:32:03 PM  
 VID-20200703-WA0038.mp4  
 Wow!!
- RR **P5** 5:33:14 PM  
**Vania Castro**  
 P5 were you able to record the screen?  
 Hey! I have Filmora Program in my computer! And I heard that he records the screen. I found it excellent!
- But I'm gonna try yet 5:33:28 PM
-  **Vania Castro admin** 5:33:49 PM  
**P4 Audio**  
 This is a great example of collaborative intelligence and the best think is that you are using a "transversal" content! You are using the next affordance we will study
- RR **P5** 8:56:29 PM  
 ().mp4 20.9 MB  
 Download ()  
 Vídeo de P5\_rcP5
- P5** 8:57:58 PM  
 VID-20200703-WA0137.mp4

Chandelier – Sia

Saturday, July 4, 2020

**Vania Castro admin**

3:43:41 PM

I loved the video P5!

Teachers if you wanna know more about Reels, this is the best tutorial I found

3:44:15 PM

<https://www.instagram.com/tv/CCLiQmbh8RZ/?igshid=1b5hrwwg50859>  
 (https://www.instagram.com/tv/CCLiQmbh8RZ/?igshid=1b5hrwwg50859)

3:44:18 PM

Instagram

**Camila Nereu Sarkis on Instagram: “ O Reels é a nova função do Instagram ...**

(<https://www.instagram.com/tv/CCLiQmbh8RZ/?igshid=au0vkj6fbszi>)

245 Likes, 9 Comments – Camila Nereu Sarkis (@camilanereu) on Instagram: “ O Reels é a nova função do Instagram que oferece ferramentas para criação de vídeos curtos...”



(<https://www.instagram.com/tv/CCLiQmbh8RZ/?igshid=au0vkj6fbszi>)

RR

**P5**

3:52:52 PM

Eu conhecia, mas nunca usei!

É o Tik Tok do Instagram

3:53:00 PM

**Vania Castro admin**

4:09:29 PM

Yes! It's the same

RR

**P5**

4:09:55 PM

**Vania Castro**

I loved the video P5!

Thanks for watching!

**Vania Castro**

4:10:07 PM

Yes! It's the same

Yes!!!

P3

6:04:34 PM

oh my God, I really need some inspiration to create a lesson plan....



Vania Castro admin

6:43:45 PM

So I think you can

Open the week 1, take a look at the concepts and the apps, then take a look at all the weeks and the apps

6:44:36 PM

After that!!!

6:44:40 PM

Think about the classes you will teach

6:44:50 PM

Think about something like a project or maybe try to connect the content you were going to teach, then organize everything: classes or meetings or activities that will take about two months to accomplish

6:46:03 PM

Voice message 248 KB

6:47:25 PM

Download Play

I will post a question for everybody:

6:47:50 PM

This message is currently not supported on Telegram Web. Try [getdesktop.telegram.org](https://getdesktop.telegram.org) (<https://getdesktop.telegram.org>).

6:50:09 PM

Sunday, July 5, 2020

P3

6:49:39 AM

Hum.....

Thanks you wope up my tico&teco, I'm starting to have some ideas!

6:57:40 AM



Vania Castro admin

8:48:27 AM

Tonight I will post some extra guidance

□ □

8:48:30 AM

P3

8:48:53 AM

Thanks you wope up my tico&teco, I'm starting to have s...

Great 🍪

RR

P5

9:43:46 AM

@vaniacastro1 I sent you my a draft of lesson plan. Ok

?

9:43:48 AM

Monday, July 6, 2020

P8

**P5** 9:19:27 AM  
VID-20200703-WA0038.mp4

It's very similar with my project **Student**  
Empowerment

Should I post my Lesson Plan in first version here or in the **9:25:42 AM**  
Google Classroom?



**Vania Castro admin** 9:26:12 AM

**Voice message** 64 KB  
Download Play

**P8** 6:23:07 PM



**().pdf** 21 KB  
Download ()

It's my lesson plan  6:23:25 PM

I post in the Google Classroom 6:23:43 PM

And send to your email too @vaniacastro1 6:23:54 PM



**Vania Castro admin** 6:44:46 PM

Hello!! Thank  
You for sharing it!!

**P3** 8:22:55 PM



**P8**  
P8\_Week\_8\_Please\_post\_the\_first...

Fantastic!!!

I've just posted mine on classroom. 8:23:16 PM



**Vania Castro admin** 8:29:37 PM



**P3** 8:36:48 PM



**P8**  
P8\_Week\_8\_Please\_post\_the\_first...







It's wonderful watch students presentations, my students are  
really shy but one day I'll suggest too

Tuesday, July 7, 2020



**Vania Castro admin** 2:38:41 PM

Hello teachers! I will start distributing the lesson plans for  
feedback on Thursday!

- I will also give you a rubric with some criteria 2:38:59 PM
- P3** 2:39:04 PM  
All right!
-  **Vania Castro admin** 2:39:07 PM  
To help with the feedback
- P3** 2:39:39 PM  
This Thursday will we have meeting on zoom?
-  **Vania Castro admin** 2:40:08 PM  
We won't have! Because this week is just for providing feedback
- P3** 2:40:44 PM  
Hummm, ok
- The feedback is to post on Telegram ? 2:41:11 PM
-  **Vania Castro admin** 2:42:55 PM  
No, you will post the feedback on Google Classroom to be a bit more provide
- Private 2:42:58 PM
- P6** 2:43:42 PM  
Vania, I will send my lesson plan tomorrow.
-  **Vania Castro admin** 2:43:52 PM  
Great! Thanks
- P5** 5:57:29 PM  
**Vania Castro**  
I will also give you a rubric with some criteria  
Ok
- I did a little challenge for my 6th graders yesterday! 5:59:18 PM
-  **Video 78.8 MB** 6:00:41 PM  
Download () Play video  
()
-  **Vania Castro admin** 9:57:59 PM  
You definitely were born to be a teacher
- P5** 9:59:01 PM  
RR



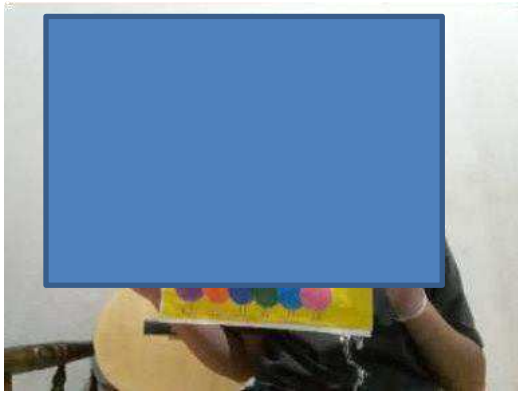


Foto de P5\_rcP5

9:59:33 PM



Foto de P5\_rcP5

@vaniacastro1 Yes. I love it so much!

10:01:15 PM

P3

10:04:23 PM



P5

10:05:11 PM

RR

**Vania Castro**

You definitely were born to be a teacher  
You help me so much!

P1

10:34:42 PM

This is magic !!!! That was magnificent !! 



**Vania Castro admin**

11:15:02 PM

I loved them!! You are so creative! I'm proud of this group

Wednesday, July 8, 2020



**Vania Castro admin**

10:16:18 AM

Good morning!

I came to wish you an amazing, productive, and blessed day!

10:16:39 AM

P5

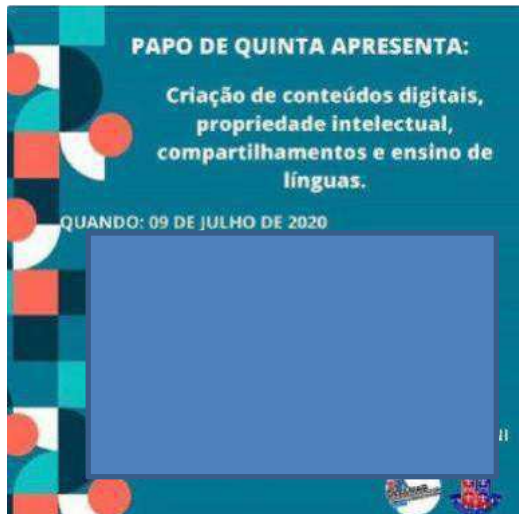
RR Thank you! I wish the same for you! 8:13:06 PM

P3 8:13:15 PM

I would like to make some kind of online wall with the works but I didn't decide the best way, so I'm posting one or two every day in every classes so they can check slowly, and maybe appreciate more 8:13:28 PM

8:13:49 PM

P8 It will be my first time but I am so excited 8:13:58 PM



8:14:13 PM

8:14:26 PM

RR P5



P3  
Photo

So amazing!!! Congratulations!!!

P8

Instagram: @geelmad.campusv e @professorautor

8:15:05 PM

RR P5



P8  
Photo

8:15:21 PM

8:15:29 PM

Show!!!

P8 8:15:39 PM

I will be so happy with you all there!

**P3** 8:16:12 PM  
thanks teachers! of course we will watch you P8



**Vania Castro admin** 8:16:51 PM  
**P8**  
It's a pleasure being in a creative group I can say the same

RR

**P5** 8:17:20 PM  
**P8**  
And I loved your students too P5 ... awesome!!  
Thanks! I love your joy and creativity!



**Vania Castro admin** 8:17:23 PM  
**P3**  
I would like to make some kind of online wall with the works...  
Have you tried padlet?

RR

**P5** 8:17:41 PM  
**P8**  
I will be so happy with you all there!  
Yes! I will!



**Vania Castro admin** 8:19:21 PM  
I'm honored to have you all here

**P3 Vania Castro** 8:38:14 PM  
Have you tried padlet?  
not yet, good idea!

Thursday, July 9, 2020



**Vania Castro admin** 4:57:09 PM  
Hi everyone! Just finished the rubric!

I posted everything on google classroom

Now please choose 1 or 2 lesson plans to review, let's make sure that everyone receives feedback!

().docx 235 KB 4:59:19 PM  
Download ()

Please let me know if you have any questions :) 4:59:33 PM

**P3** 7:31:10 PM  
I forgot so many points, fortunately we'll have the feedback....  
By the way. ...where are the plans?

**P4**

	I share my on Google Classroom	7:32:33 PM
	<b>P3</b>	7:37:46 PM
	Hummm, now I got it! We will review and share... Then choose another plan to give the feedback, right?	
	Review our Lesson own plan first. .... And post it on classroom	7:38:22 PM
RR	<b>P5</b>	7:38:27 PM
	<b>Vania Castro</b>	
	_Rubrics peer review OFICIAL.docx	
	Ok. I'll check my lesson plan	
	<b>P8</b>	7:38:49 PM
	Ok! I will read it tomorrow	
	Today it will be the Live that I was invited to participate □	7:39:09 PM
	In 20 minutes	7:39:19 PM
	I put a red lipstick	7:39:34 PM
	<b>P3</b>	7:39:39 PM
	Oh, thanks for reminding!	
		7:39:49 PM
	<b>P8</b>	7:40:11 PM
	<b>P3</b>	7:40:33 PM
	Share the link please	
	<b>P8</b>	7:40:51 PM
	It will be in the Instagram	
	@geelmad.campusv	7:41:00 PM
	<b>Vania Castro admin</b>	7:46:24 PM
	Hello, did you see the lesson plans?	

**P8**  
Photo

7:46:42 PM

Fancy

**P3**

9:04:51 PM

It was great P8! I loved

**P1**

9:41:30 PM

Thank you P8 for sharing so much knowledge. I loved the live. It would stay as much as needed.



**Vania Castro admin**

10:14:20 PM

I was attending a class! I'm sure was incredible!

**P5**

10:32:38 PM

RR



**P8**

Photo

I watched now! Congratulations!!!

Friday, July 10, 2020

**P6**

5:23:34 AM

CS

Congratulations, P8...

**P3**

9:41:20 AM

Good morning teachers!

**P4**

10:03:55 AM

Good morning



**Vania Castro admin**

10:04:09 AM

Good morning

**P3**

10:11:50 AM

Teachers, I couldn't find the lesson plans on Google classroom

Does anybody posted? Is it to post on the stream or in the classwork?

10:12:33 AM

I posted yesterday in the classwork, after reviewing, in fact it was today, after midnight .... I think I'm a bit lost....

10:13:57 AM

@vaniacastro1 help please!

10:15:41 AM

Voice message 12 KB

10:15:46 AM





Download Play

**P4**

10:17:25 AM

Later, I can share my lesson plan here

**P3**

- P4** 10:19:47 AM  
I share my on Google Classroom  
I think we are not able to see each others work on classroom,  
but on the stream, right?
- P4P3** 10:24:02 AM  
I think we are not able to see each others work on classroo...  
I think yes
- P1** 10:35:11 AM  
Good morning!!  
I haven't posted mine yet. I'll post today.
- P3** 10:35:35 AM  
This message is currently not supported on Telegram Web. Try  
getdesktop.telegram.org (<https://getdesktop.telegram.org>).
-  **Vania Castro admin** 11:25:38 AM  
Voice message 98 KB  
Download Play
- CS** 11:27:45 AM  
**P6**  
Ok. Have a good lunch...
-  **Vania Castro admin** 11:30:47 AM  
Thanks!!  
Just a message in Portuguese
- Voice message 231 KB 11:30:58 AM  
Download Play 11:32:02 AM
- P4** 11:33:11 AM  
Que incrível
- P3** 11:33:19 AM
-  **Vania Castro admin** 11:33:55 AM  
Voice message 106 KB  
Download Play
- P3** 11:34:48 AM  
Já pensou uma publicação que lindo? Woowwww!!!!
-  **Vania Castro admin** 11:36:26 AM  
Voice message 173 KB

Download Play

Voice message 71 KB

11:37:09 AM

Download Play

Voice message 111 KB

11:37:51 AM

Download Play

Last message:

11:42:02 AM

**P3**

11:42:26 AM

Vdd, tenho mtas pra acrescentar



**Vania Castro admin**

11:42:46 AM

Voice message 157 KB

Download Play

**P3**

11:44:03 AM

This message is currently not supported on Telegram Web. Try [getdesktop.telegram.org](https://getdesktop.telegram.org) (<https://getdesktop.telegram.org>).

**P3**

12:14:01 PM

<https://vm.tiktok.com/JLeuNH/>  
(<https://vm.tiktok.com/JLeuNH/>)

**TikTok** (<https://vm.tiktok.com/JLeuNH/>)

TikTok is the destination for short-form mobile videos. Our mission is to capture and present the world's creativity, knowledge, and precious life mom...



**Vania Castro admin**

1:55:37 PM

Thanks!!



**Vania Castro admin**

3:07:47 PM

hello teachers!!!

I just found out this limitation from Google Classroom, it's not possible to visualize each other's assignment

3:08:39 PM

but a friend that is a Google Trainer gave me a great idea

3:09:08 PM

I will make a collaborative document and you can post your names/links and name who will give feedback

3:09:59 PM

Please share your links here:

3:15:55 PM

<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing> (<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing>)

3:16:14 PM

Google Docs



([https://docs.google.com/document/d/1VbNi-](https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing)

[83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing](https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing))

**Links for Peer Review**

(<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing>)

Hello Teachers, please complete the table with your links and names for peer review: Name Lesson Plan Link Reviewer's name Check ✓ P7 Andre...

When you share the link, choose the option: anyone with this can edit 3:16:53 PM



([.png](#)) 446 KB  
Download () Open ()

3:17:15 PM

please let me know if you have any question

3:17:35 PM

one suggestion:

3:19:05 PM

Voice message 295 KB  
Download Play

3:19:58 PM

RR

**P5**  
I have a question!

3:34:16 PM



**Vania Castro** admin  
Yes

5:13:29 PM

Whats your question?

5:13:41 PM



**Vania Castro** admin  
Week 9 is here!!!

8:42:40 PM

<https://vccingles.wixsite.com/vania/post/week-9-peer-review>  
(<https://vccingles.wixsite.com/vania/post/week-9-peer-review>)

8:42:46 PM

vaniacastro

**Week 9: Peer Review**

(<https://vccingles.wixsite.com/vania/post/week-9-peer-review>)

Hello teachers! This week you will review each other's lesson plan. Please post your link and name on the table below. 1) Links for Peer Review [https://...](#)

**P3**

9:34:07 PM

This message is currently not supported on Telegram Web. Try [getdesktop.telegram.org](https://getdesktop.telegram.org) (<https://getdesktop.telegram.org>).

RR

**P5**  
**Vania Castro**

9:39:32 PM



Whats your question?

Sorry! I saw now! But, it's everything ok now. Thanks!



**Vania Castro admin**

9:43:16 PM

Okay ☐

**P3**

10:59:18 PM

Good night teachers, hum, only now I understood. ....we need to post the sharing link of our plans in DOCS, so we are going to be able to review each others plans. I've just posted mine there. And Vania, I have a question, if somebody share here it is ok too?

And post the link later?

11:02:34 PM

by the way, it's late now, sorry! Have a good night everyone!

11:03:13 PM



**Vania Castro admin**

11:11:32 PM

Yes, no problem

☐ ☐

11:11:38 PM

Saturday, July 11, 2020

**P3**

10:52:23 PM

I just posted the Review on Classroom! I hope to collaborate on your plan P5! by the way, I liked it a lot!

and thanks Vania, for this opportunity! I enjoyed a lot to make peer feedback!

10:53:27 PM

good night! and don't forget to add your lesson's link on docs so everyone are able to open and give the feedback till the next meeting on zoom!

10:56:44 PM

**P5**

10:56:54 PM

RR

**P3**

I just posted the Review on Classroom! I hope to collaborat...

Really? It will be a pleasure!!!

10:56:56 PM

Monday, July 13, 2020



**P3**

11:04:34 AM

Good morning teachers! Vania, do we need to put the check when we finish the review lesson or when we read our lesson's reviewed?



**Vania Castro admin**

11:04:50 AM

Good morning!!!

**P3**

11:04:52 AM

on the check space here:



Vania Castro admin

11:05:05 AM

**P3**

I just posted the Review on Classroom! I hope to collaborat...  
Amazing

This message is currently not supported on Telegram Web. Try  
getdesktop.telegram.org (<https://getdesktop.telegram.org>).

11:06:00 AM

**P3**

11:06:43 AM

<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing> (<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing>) the check space here on the list



(<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing>)

Google Docs

**Links for Peer Review**

(<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing>)

Hello Teachers, please complete the table with your links and names for peer review: Name Lesson Plan Link Reviewer's name Check ✓ P7 Andre...



Vania Castro admin

11:07:30 AM

Yes, the check if you are done

**P3 Vania Castro**

11:07:47 AM

Amazing

thanks, is it ok? if I forgot something let me know please,

I have some time to fix yet



Vania Castro admin

11:08:20 AM

I saw there are 2 links

11:09:37 AM

P3 and P5 posted the lesson plans

I will give my feedback just after you receive your P3I

11:09:45 AM

saw you posted the feedabck fro P5

11:10:14 AM

That's amazing

11:12:16 AM

**P4**

11:12:27 AM

I don't understand what I need to do

11:14:24 AM

**P3**

11:14:43 AM

yes, this one I would like to know! oh, thank you! It's a big responsibility because we need to check the information on the plan carefully, and I think it's a great opportunity to give the peer feedback 'cause we can see mistakes and good things on our lesson's too.

**P4**

11:16:13 AM

I don't understand what I need to do

check this Yasmim, here you can post your Lesson plan and choose another to review. You need to save yours on Google drive first and click on SHARE, get the link and put on this list, in front of your name

<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMxTk/edit?usp=sharing> (<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMxTk/edit?usp=sharing>)

11:16:20 AM



(<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMxTk/edit?usp=sharing>)

Google Docs

**Links for Peer Review**

(<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMxTk/edit?usp=sharing>)

Hello Teachers, please complete the table with your links and names for peer review: Name Lesson Plan Link Reviewer's name Check ✓ P7 Andre...



**Vania Castro admin**

11:16:57 AM

Actually

I just made a small change

11:17:03 AM

**P3**

11:17:07 AM

I took some time to understand too, this is because when we posted our plans on Classroom, only Vania could check



**Vania Castro admin**

11:17:22 AM

you can post your feedback in the same link, easier haha

<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMxTk/edit?usp=sharing> (<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMxTk/edit?usp=sharing>)

11:17:24 AM



(<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMxTk/edit?usp=sharing>)

Google Docs

**Links for Peer Review**

(<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing>)

Hello Teachers, please complete the table with your links and names for peer review: Name Lesson Plan Link Reviewer's name Check ✓ P7 Andre...

**P4** 11:17:44 AM

Thanks



**Vania Castro admin** 11:18:54 AM

What to you have to do: Open this link and post your lesson plan there. Choose someone to give feedback. To provide feedback you need to use the rubric. I posted everything on our website and on Google Classroom

<https://vccingles.wixsite.com/vania/post/week-9-peer-review> 11:19:40 AM  
(<https://vccingles.wixsite.com/vania/post/week-9-peer-review>)

vaniacastro

**Week 9: Peer Review**

(<https://vccingles.wixsite.com/vania/post/week-9-peer-review>)

Hello teachers! This week you will review each other's lesson plan. Please post your link and name on the table below. 1) Links for Peer Review <https://vccingles.wixsite.com/vania/post/week-9-peer-review>

Thank you P4 for posting the inklink 11:25:30 AM

Please let me know if you have any questions 11:25:32 AM

or need any help 11:25:46 AM



**Vania Castro admin** 11:25:50 AM

Hello everyone! This is a friendly reminder for you to post your links and review one lesson plan! 11:51:36 PM

This is the most important step in our Course

Please let me know if you need any 11:51:49 PM

There are three links there 11:51:55 PM

I'm going to bed now but if you need me I'll be here tomorrow, have a good night everyone 11:52:04 PM

11:52:20 PM

Tuesday, July 14, 2020

CS

**P6**

Good morning. I am sorry. I am so busy these days. I Will post my lesson plan today and review another lesson plan soon. 5:30:09 AM

**P3** 8:21:33 AM

Good morning!

**P8** 9:48:50 AM

Sorry for being late ... I will read everything after my Work meeting



**Vania Castro admin** 1:16:43 PM

Voice message 44 KB

Download Play

**P3** 1:33:40 PM

ok thank you



**Vania Castro admin** 1:58:37 PM

□

**P8** 5:54:14 PM

Voice message 105 KB

Download Play

And also I sent for your email Vânia 5:58:43 PM

I didn't understand very well 5:58:56 PM

And where will I find the lesson plan that I will evaluate? 5:59:19 PM



**Vania Castro admin** 6:43:19 PM

Hi!!

I'm listening to your audio 6:43:30 PM

Voice message 27 KB

Download Play

[https://docs.google.com/document/d/1VbNi-](https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing) 6:43:53 PM

[83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing](https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing) (<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing>)



(<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing>)

Google Docs

**Links for Peer Review**

(<https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMtk/edit?usp=sharing>)

Hello Teachers, please complete the table with your links and names for peer review: Name Lesson Plan Link Reviewer's name Check ✓ P7 Andre...

Voice message 75 KB  
Download Play

6:44:16 PM

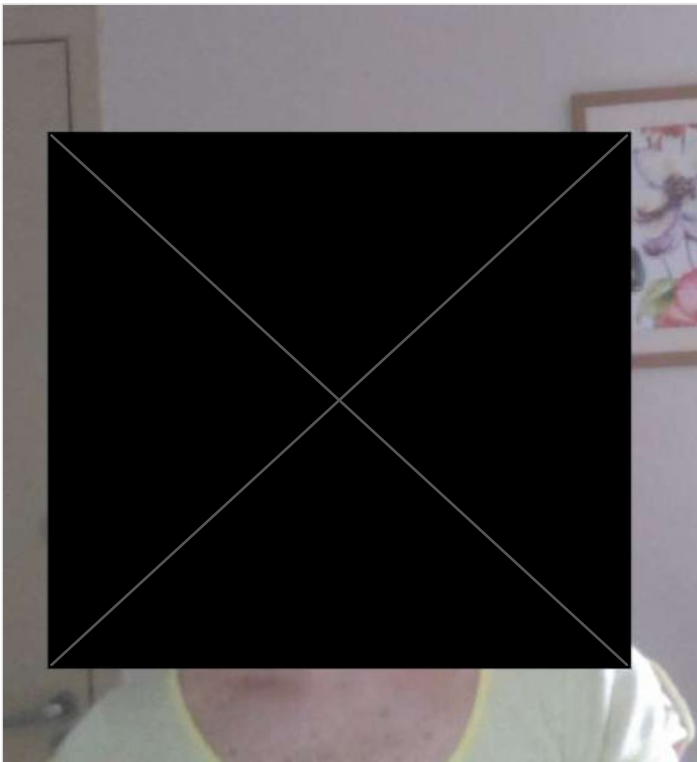
# SIMPLE ACTIONS! GREAT CHANGES!

7 e-Affordances Course: Final Project: Designing a Multimodal Lesson plan

2/09/20, 22:04 HS

ADRIANE CUNHA 23/09/20, 19:28 HS

## MULTIMODAL LESSON PLAN



23/09/20, 19:28 HS

## SIMPLE ACTIONS, GREAT CHANGES!

**Grade Level:** High School – 15 to 16 years (1º ano ensino médio)

**Length:** 18 Classes

23/09/20, 19:28 HS

## GOALS

### Learning Goals:

- Use different languages (artistic, corporal and verbal) to perform autonomously and collaboratively, their knowledge about conservation, recovery and sustainable use of natural resources.
- Use different languages, media and digital tools (like as Powtoon, Plickers, Expedition, Inshot, Stonly, Kahoot, SDG, TicTok, Padlet, Quizlet, Canva etc) in collective and collaborative production processes in digital environments.
- Critically appropriate research and information search processes, using tools and new formats for the production and distribution of knowledge in the network culture.



- Learn new vocabularies, pronunciation and interaction with English Engage students.
- Interact with other students to communicate better in the English language.

#### Specific objectives:

- provide the integration of skills related to the English language (orality, reading, linguistic knowledge, intercultural dimension);
- explore the textual tutorial genre;
- establish relations between English and Portuguese;
- highlight the frequent use of the imperative mode;
- working with professors in the arts, Portuguese and biology disciplines;
- improve the ability to work in groups and learn collaboratively;
- Provide awareness about the environment and citizenship;
- Awaken the responsibility to preserve nature for generations;
- encourage the practice of recycling.

#### Purpose or Goal:

- Encourage young people to observe the environmental area in which they live.
- To raise awareness about the importance of sustainability.
- Inspire young people to act and reflect on the preservation of the environment with the aim of greater engagement.
- Implement the principles of "ubiquitous Learning" in the teaching-learning process.
- Allow several students to work in groups on a task even when they are in distant places.
- Stimulating new forms of social interaction and reducing spatial barriers.
- Research on the topic of sustainability. (sustainable development / sustainable practices)
- Before carrying out the work do a research on what a tutorial is and how it is done.
- Think of creative ways to reuse plastic bottles or other materials that we normally throw away when creating a new object.

Link: [www.cutoutandkeep.net/projects/using/plastic-bottle](http://www.cutoutandkeep.net/projects/using/plastic-bottle)



## Needed for Lesson (tech and non-tech):

- Computador ou tablet com acesso à internet e projetor.
- Vários tipos de textos digitais.
- Smartphone, cellphone, Laptop, speaker, microphone.
- dictionaries online.



24/09/20, 20:46 HS

## Procedure / Steps


<b>1ST CLASS</b>	<p><b>Introductory class.</b> Watch the video: <a href="https://youtube/WKcoQVEyZvg">https://youtube/WKcoQVEyZvg</a> Environmental impact in Brazil. <i>Environmental impact</i> is the change in the environment due to a specific action or activity. Explain about the project to students. Provide basic information about the applications that will be used during the process, as detailed tutorials for each application that will be used will be posted on the <i>Padlet</i>.</p>
<b>2ND CLASS</b>	<p><b>To raise a discussion on the theme of sustainability.</b> Raise a discussion on "environment and sustainability" to probe students' knowledge on the topic. Ask students to answer the following question (at home) and post in the <i>Padlet</i> application (in English and Portuguese):</p> <p style="text-align: center;">"What is my role in relation to the environment?"</p>
<b>3RD CLASS</b>	<p><b>Identifying with an element of nature.</b> Ask students to make a circle and pass a box containing several natural elements such as: dry leaves, stones, branches, flowers, sand, roots, among others. Request that each participant choose one of the elements that is related to their personal characteristics. After the choice, ask each one to talk about the reason for the choice. The intention is to promote reflection through the association of the personal profile with some element chosen from different natural elements. Each student should write a message about what the activity has sparked in him. It can be a phrase, a thought, an advice etc. This message must be posted on the <i>Padlet</i> so that the whole class has access (in English and Portuguese).</p>
<p><b>Procedure Steps</b> Documento PDF PADLET DRIVE</p>	

4/09/20, 22:19 HS



## TURN TRASH INTO ART

### INITIAL PROJECT



For a long time, man dominated nature, with that attitude a consumerist society was formed, resulting in a drastic scenario: environmental pollution. Thus, a change in mentality becomes an emergency, seeking a balance between nature and society, initiating what we call sustainability. "Sustainable development means meeting the needs of the present without affecting the ability of future generations to meet their own needs."  
Harlem Brundtland)

**Methodology:**

- Research on the topic of sustainability. (sustainable development / sustainable practices)
- Before carrying out the work do a research on what a tutorial is and how it is done.
- Think of creative ways to reuse plastic bottles or other materials that we normally throw away when creating a new object.

Link: [www.cutoutandkeep.net/projects/using/plastic-bottle](http://www.cutoutandkeep.net/projects/using/plastic-bottle)

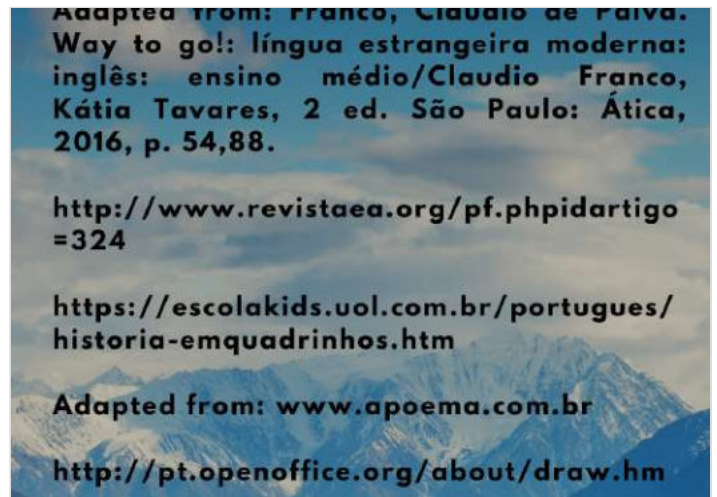
- Make a tutorial to show the group's ideas. Before doing the tutorial it is necessary to make a rough sketch of how it will be elaborated.
- Record a video (in English) to show the object created by the group. (video tutorial)

**Activities:**

**Climate Change Prevention**  
Documento PDF  
PADLET DRIVE

24/09/20, 22:30 HS

### References



Adapted from: Franco, Claudio de Paiva. Way to go!: língua estrangeira moderna: inglês: ensino médio/Claudio Franco, Kátia Tavares, 2 ed. São Paulo: Ática, 2016, p. 54,88.

<http://www.revistaea.org/pf.phpidartigo=324>

<https://escolakids.uol.com.br/portugues/historia-emquadrinhos.htm>

Adapted from: [www.apoema.com.br](http://www.apoema.com.br)

<http://pt.openoffice.org/about/draw.hm>

Adapted from\_ Franco, Claudio de Paiva. Way to go!\_ língua estrangeira moderna\_ inglês\_ ensino médio\_ Claudio Franco, Kátia Tavares, 2 ed. São Paulo\_ Ática, 2016, p. 54,88.  
[http\\_\\_www.revistaea.org/pf.php\\_idartigo](http://www.revistaea.org/pf.php_idartigo)  
Documento PDF  
PADLET DRIVE

4/09/20, 22:28 HS

### FINAL PRODUCT



Trabalho de inglês

Made with VideoShow

**VID-20190703-WA0004**  
Vídeo de 1:57  
PADLET DRIVE

\*\*\*\*\*

# Work in group Lesson Plan

Teacher:

- Group topics: (suggested)
- . Discovering new sports and Olympic games;
  - . Together we are stronger: volunteer work to help the community.
  - . Encourage young enterprising;
  - . English conversation group to communicate;
  - . Healthy food and recipes.
  - . Communicate and share (podcasts and newspaper).

Grade: High School: teenagers (age 15-18)  
Length: 2 months (16 classes)  
Learning goals: improve communication and interdisciplinary work groups.

## Materials needed

Notebook, pen, internet for the research, data-show, computer, downloaded videos, paper, printer, mobile phones, headphones and microphone.

## GOALS:

- \*Work in groups
- \*Discover the importance of English in Olympic games;
- \*Help the community;
- \*Speak English;
- \*Start a volunteer work;
- \*Improve ways to communicate orally and written, in English;
- \*Arouse young enterprising.

## Steps:

- 1- In the classroom, talk to students (orally) about things we need to do after quarantine, what are the main primordial needs to them and community (how can they help?);
- 2- Show videos with real and inspiring stories of young enterprising;
- 3- Suggest the topics that they will work and listen more suggestions;
- 4- Divide the students in groups and start to plan with the schedule.
- 5- On each class the groups will have 15 -20 minutes to talk about their projects and share ideas with others groups. They will talk by Telegram to save time too.

# Work in group Lesson Plan

## GROUP TOPIC WORKS:

- Group topics: (suggested)
- . Discover sports and games;
  - . Together we are stronger: volunteer work to help the community.
  - . Encourage young enterprising;
  - . English conversation group;
  - . Healthy food and recipes.
  - . Communicate and share (podcasts and newspaper).

### Topic 1: DISCOVERING OLYMPIC GAMES:

Organize classroom in groups to present the Olympic games and sports; Study and practice the vocabulary related to sports, game rules, etc. They will present how to play in the square and invite the school to practice. They can invite a Physical Education teacher or an university student to help with the physical preparation and orientations.

Topic 2: Together we are stronger: volunteer work to help the community and families. Search, interviews to develop.

**Communication:**  
English Conversation online group:  
Students search vocabulary related to the projects and share online.  
Using telegram or whatssap, all the students will participate.

### Topic 3:

Encourage young enterprising: The students will watch videos about succesful enterprise teens and search how to start a project. Ex: Manual do jovem empreendedor and others.


### Topic 4: Healthy Food and Recipes

The group will make a research on Health Food and choose easy recipes to share and present on the Health Snack Day .

>>>All the groups will present their works orally and written. In a school newspaper, zine or poster. (written);  
And orally on a video or live.



# Work in group Lesson Plan

Teacher: 

## GROUP TOPIC WORKS:

### TOPIC 1 : DISCOVERING OLYMPIC GAMES:

Organize classroom in groups to present the Olympic games and sports; Study and practice the vocabulary related to sports, game rules, etc. They will present how to play in the square and invite the school to practice. They can invite a Physical Education teacher or an university student to help with the physical preparation and orientations.

#### Materials Needed:

Mobile Phones or computers;  
Internet; Dictionary;  
Notebooks; Balls, Sports  
materials available at school,  
printer and paper (posters).

#### Learning Goals:

- Study and learn new vocabulary related to sports and the importance of English during Olympic games;
- Discover new possibilities to practice sports and games.
- Communicate in English during the researches and presentations.

#### Steps:

- 1- Encourage students to talk about their favorite sports and Olympic Games.
- 2- Organize the groups and search about the games;
- 3- Invite students to share videos about Olympic games in Telegram group.(Homework)
- 4- Start a research about the sports (Computer lab);
- 5- Students make a survey to apply to other students in the school about what games they already know (using QR codes around the school).
- 6- Show the class the results and receive comments and some feedback.
- 7- Make a posters on Canva to invite students and community to watch the presentations.
- 8- Present to the class and demonstrate how to play.  
(Saturday fair to community)

#### LINKS Suggested:

- . Top 10 Neighborhood Games for All Ages:  
[.https://www.familyeducation.com/fun/outdoor-games/top-10-neighborhood-games-all-ages;](https://www.familyeducation.com/fun/outdoor-games/top-10-neighborhood-games-all-ages)
- . Discover Games we play in the street:  
<http://www.streetgames.co.uk/>
- . <https://www.olympic.org/sports>

# Work in group Lesson Plan

Teacher: 

## GROUP TOPIC WORKS:

Topics 2 and 3 : Volunteer work and Encourage young enterprising:

The students will watch videos about successful enterprise teens and search how to start a project to help the community to recovery.

Materials needed:

**Notebook, pen, internet for the research , data-show, computer, downloaded videos, paper, printer, headphones and microphone.**

Goals:

- Encourage young enterprising;
- Encourage a volunteer work;
- Make paternships to enrich the experience;
- Make a conversation group to increase vocabulary;
- Have a global view of the issues and search new possibilities and oportunities of jobs.
- Experience the importance of union and share ideas to solve problems.

Links suggested:

- .Manual do jovem empreendedor;
- . Volunteering and its Surprising Benefits

<https://www.helpguide.org/articles/healthy-living/volunteering-and-its-surprising-benefits.htm>

<https://www.volunteermatch.org/>

Steps:

- 1- Show videos and sites about volunteering.
- 2- Join the groups;
- 3- Research about enterprising and local community needs;
- 4- Interview local and small vendors to check their history necessities;
- 5-Interview mothers and families to know how to help them;
- 6- Ask all the class suggestions and invite to think together, list suggestions to provide solutions (marketing, partnerships, etc.)
- 7- Start to apply the solutions with the community;
- 8- Share the experience through videos and a periodic. (English and Portuguese zine)



# Work in group Lesson Plan

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LINKS (suggested)  
. WHY LEARN LANGUAGES:  
<https://www.leadwithlanguages.org/why-learn-languages/top-ten-reasons-to-learn-languages/>  
. Por que aprender Inglês?  
. 5 Benefícios de aprender Inglês que você já deveria saber:



## GROUP TOPIC WORKS:

### Online Communication:

#### English Conversation online group:

This group will have a topic related to the projects to talk about every week in English. Using telegram or whatsapp, all the students will participate.

#### Materials needed:

**Mobile Phones or computers; Internet (lab or wifi); Notebooks; pen and pencil.**

#### Goals:

- Increase and improve English skills;
- New ways of learning English and online Communication through apps (Telegram and others);
- Improve the ways to express orally in English.

#### Steps:

- Invite students to create an online group to practice English;
  - \_ Suggest some apps like Telegram;
- Explain the importance of "speaking" to learn a language.
- Join the first group to start and invite all the class.
- The first group presents to the class how it works and the advantages of practice online.
  - Build the schedule with the topics according to the others groups subjects. One topic per week.
- Students make a presentation in English about the topics.
- Share the experience through a play.

# Work in group Lesson Plan

Teacher: 

Group topics: (suggested)  
• HEALTH EATING FOR TEENAGERS:  
<https://www.nidirect.gov.uk/articles/healthy-eating-teenagers>.  
• The 10 top benefits of eating healthy:  
<https://www.medicalnewstoday.com/articles/322268>  
• Healthy eating Tips for teens:



## GROUP TOPIC WORKS:

### TOPIC 4: Healthy Food and Recipes

The groups will make a research on Health Food and choose easy recipes to share and present on the Health Snack Day .

Materials needed:

**Mobile Phones or computers; Internet (lab); Notebooks; pen and pencil; Printer, and snack materials; napckings, dishes, and other to the Health Snack Day.**

Steps:

- Show videos on the subject;
- Invite students to talk about what is Health Food, slow food and fast food.
- Join the groups;
- The groups will make a research on Health Food and choose easy recipes to share and present on the Health Snack Day .
- Make a searh to know the students eating habits.
- Share ideas on Telegram (students create a group to share recipes and experiences in English).
- > Present the work to school. Through a play (theater) newspaper, zine or poster. (written); And orally on a video or podcast.

### GOALS

- Start a new project on Health Food and Health life;
- Make partnerships with universities;
- Learn how to cook and adapt recipes;
- Learn new vocabulary on food, cooking and health.
- Share ideas in the school and online Communication group.



# Work in group Lesson Plan

---

Teacher: 

## REFERENCES:

\* CASTRO, Vania: 7 e-Affordances: reshaping 21st century education  
<https://vccingles.wixsite.com/vania>

\*COPE, Bill. KALANTIZIS, Mary: e- Learning Affordance 1: Ubiquitous Learning: [https://www.youtube.com/watch?v=flcbd3\\_Yyhg](https://www.youtube.com/watch?v=flcbd3_Yyhg)

\*<https://www.familyeducation.com/fun/outdoor-games/top-10-neighborhood-games-all-ages>;

. Discover Games we play in the street: <http://www.streetgames.co.uk>

\*<https://www.leadwithlanguages.org/why-learn-languages/top-ten-reasons-to-learn-languages/>

\*<https://www.medicalnewstoday.com/articles/322268>

\*<https://www.nidirect.gov.uk/articles/healthy-eating-teenagers>

\*<https://www.helpguide.org/articles/healthy-living/volunteering-and-its-surprising-benefits.htm>

\*<https://www.medicalnewstoday.com/articles/322268>

\*LINGUEE.PT

Accessed on JULY 9th, 2020

\*6 HEALTHY EATING TIPS FOR

TEENS:<https://www.teenhealthcare.org/blog/6-healthy-eating-tips-for-teens/>

\*Healthy eating for teens: <https://www.aboutkidshealth.ca/Article?contentid=638&language=English>

\*OLYMPIC GAMES: SPORTS: <https://www.olympic.org/sports>

Accessed on September, 18th, 2020.



# LESSON PLAN



# DAILY ROUTINE

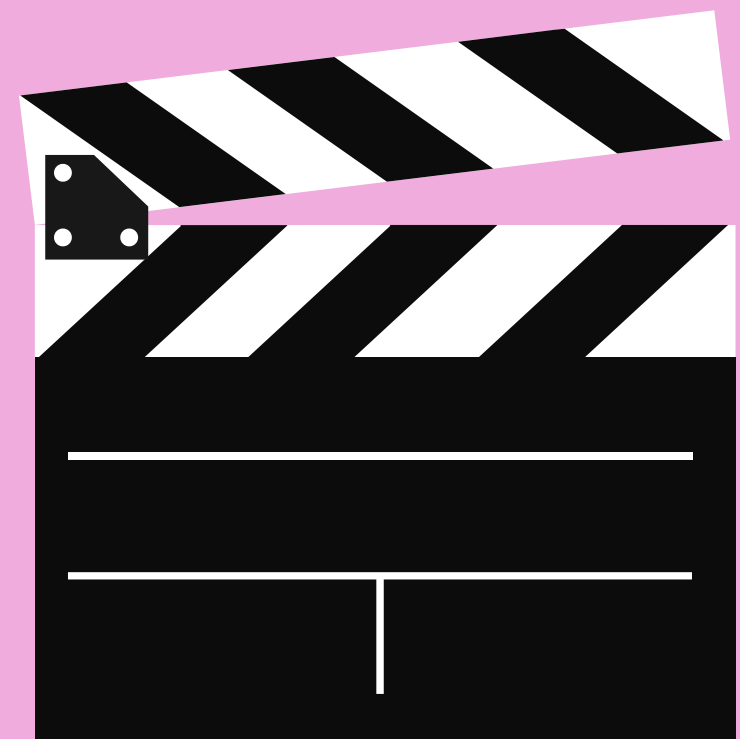
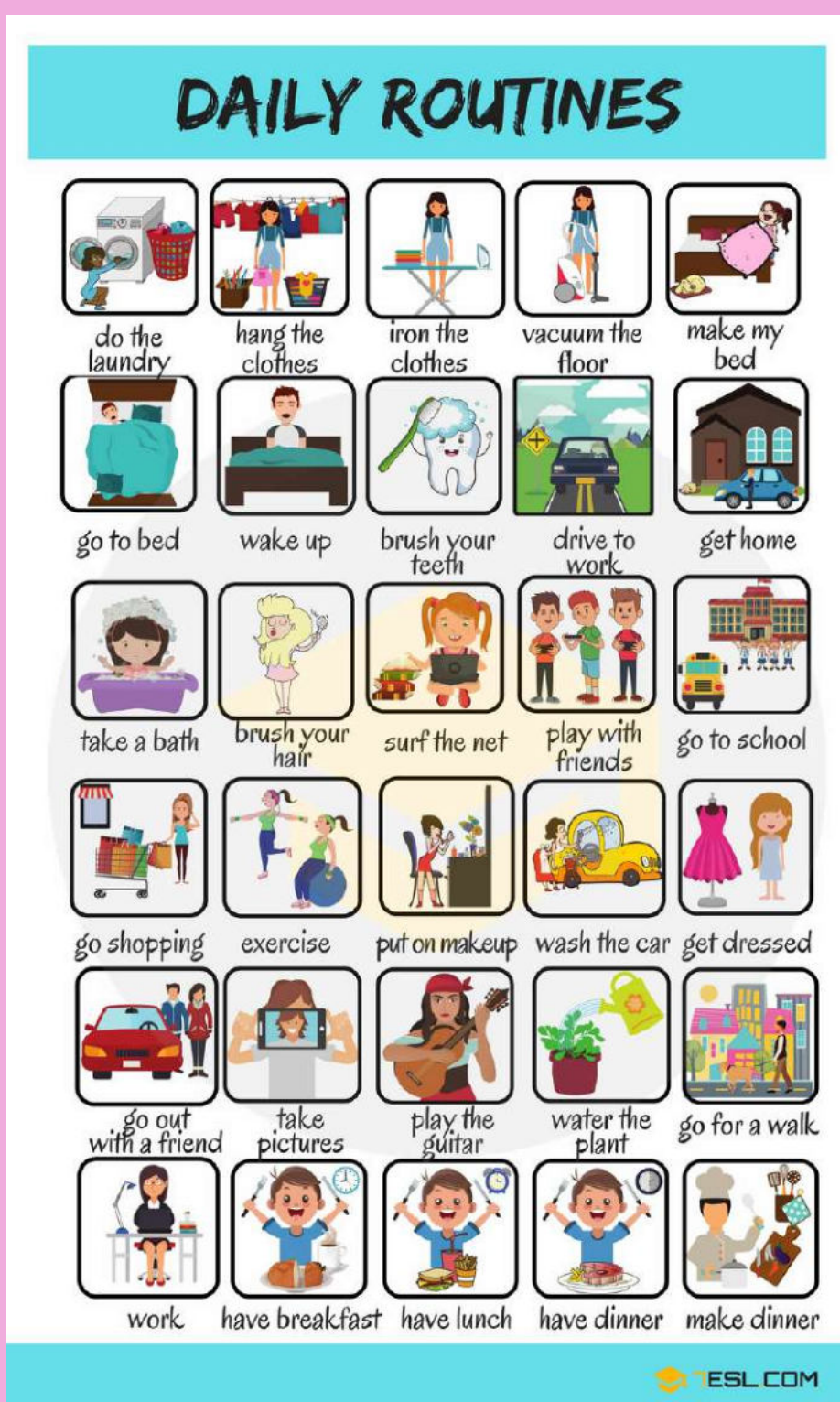
**Grade level:** Basic

**Length:** 1 hour and 30 minutes

**Learning goals:** Understand how they can speak about our daily routine and how often they do this. Learn how to use the present simple.

**Materials needed for the lesson:**

Slide with picture dictionary about Daily Routine and Youtube videos.



**Purpose/Goal:** Be able to communicate when people ask about routine or about your actual life.

**Procedure/Steps:**

**1-**Ask students what they do at home,if they do the housework and how often they do this.

**2-**Introduce daily routine vocabulary with picture dictionary using a slideshow and teach how they can talk about how often(frequency) they do in English.

**3-**After watch the Youtube video in pairs the students will make a conversation talking about their daily routine,they will write the dialogue in a notebook and make a presentation in front of class.



# JOBS AND OCCUPATIONS

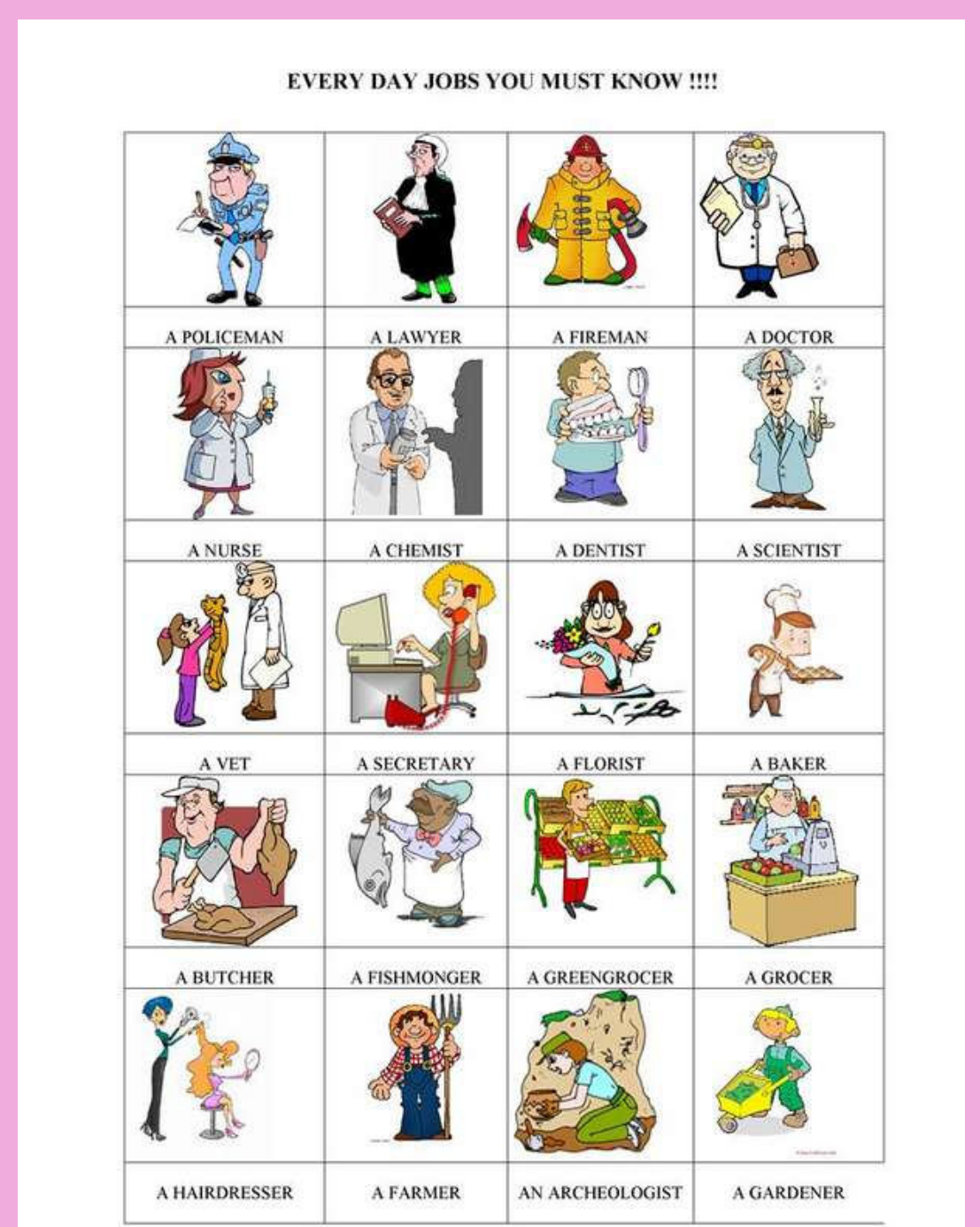
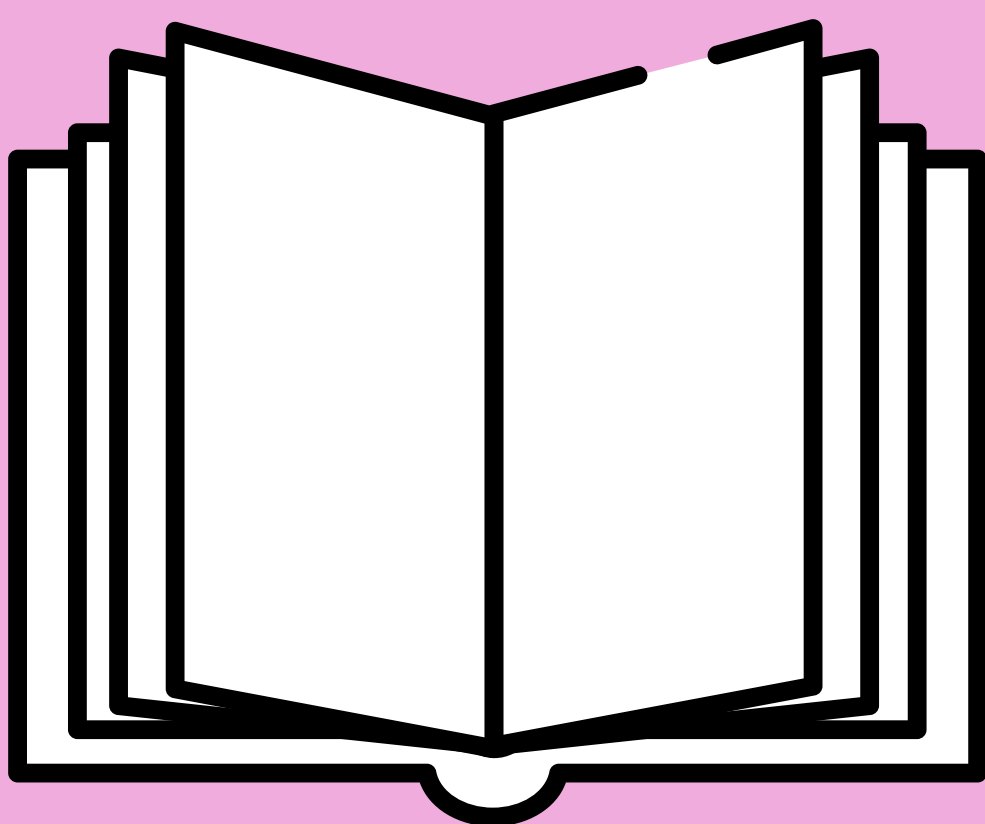
**Grade level:** Basic

**Length:** 1 hour and 30 minutes

**Learning goals:** Know how to describe and talk about their professions and the others too.

**Materials needed for the lesson:**

Slides, PDF with exercises (ESL Library) and padlet.



**Purpose/Goal:** Students know how to introduce their professions for others, learn about new occupations and their tasks.

**Procedure/Steps:**

**1-**Introduce some jobs and occupations which can appear during the class and the places which these professionals works.

**2-**Practice pronunciation with the dialogue present on PDF and do the exercises.

**3-**Activity (Guess who?)

The students will choose one job and one of the students need to give tips about the profession that they choose, example: This person works with meat...

**4-**The students needs to make a presentation about their profession on Padlet.

-What is your profession?What is your tasks when you are working?Do you like your job? Why?How your profession can be helpful for others?

# JOBS AND OCCUPATIONS

## *Part 2*

**Grade level:** Basic

**Length:** 1 hour and 30 minutes

**Learning goals:** Learn more about others jobs and the routine of a nurse.

**Materials needed for the lesson:**

Slides, notebook and English for Everyone Book.



**Purpose/Goal:** Make a review about the last class and know more about the routine of a nurse.

**Procedure/Steps:**

**1-**Introduce more jobs;

**2-**Practice pronunciation and give some examples in English of what these people do in their occupation;

**3-**Activity of the book English for Everyone;

**4-**Nurse routine;

**5-**Explain the homework,they needed to make a research about one professional and record one video talking about his/her daily routine.



# DOWNTOWN

**Grade level:** Basic

**Length:** 1 hour and 30 minutes

**Learning goals:** Learn how to pronounce and call the name of the places in the city, how to describe these places.

**Materials needed for the lesson:**

Slides with pictures and notebook.





**Purpose/Goal:** Know how to call the places of the city and how to describe.

**Procedure/Steps:**

**1-**Introduce the names of the places in the city;

**2-**Practice pronunciation and give some examples of occupations which works in these places.

**3-**Activity (Make a research about one downtown store that they like,make a list about all people which works there and their tasks during the day)

**4-**Make a presentation in front of class showing their research.

# TRANSPORT AND TRAVEL

**Grade level:** Basic

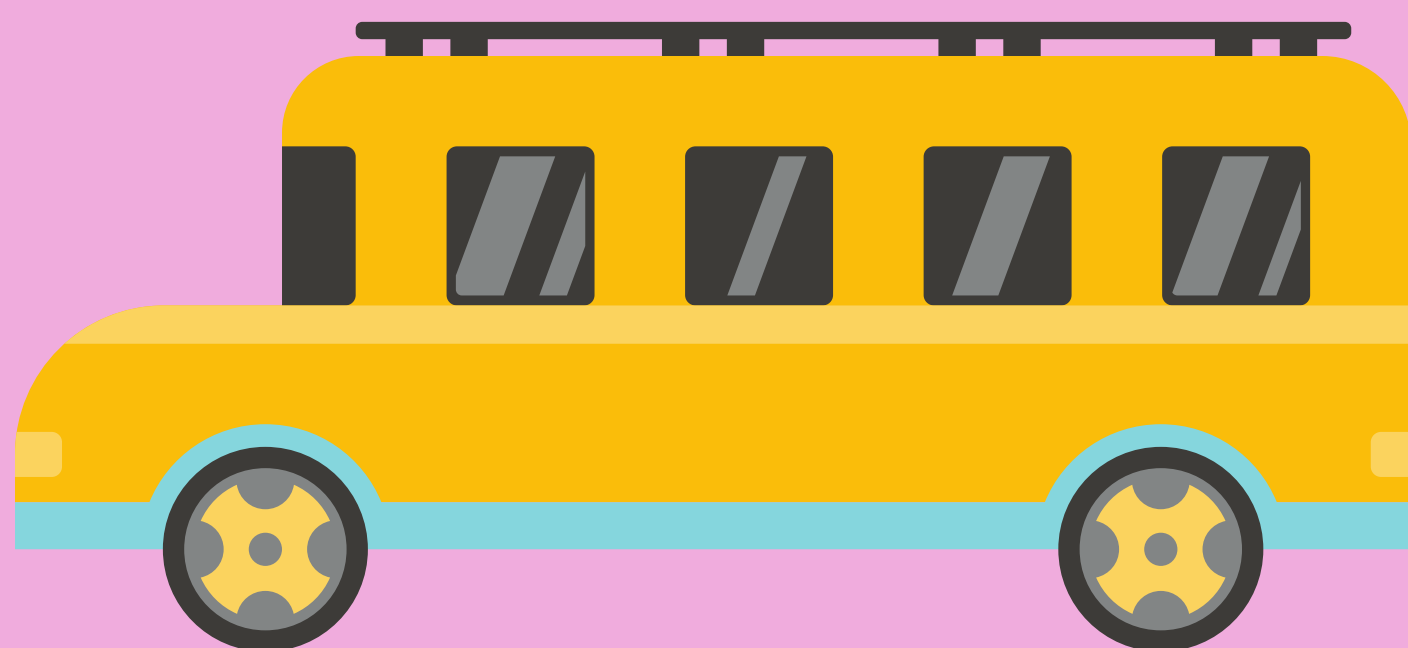
**Length:** 1 hour and 30 minutes

**Learning goals:** How to say about the transport which they go to every place in the city, to describe the hour which they catch this transport

**Materials needed for the lesson:**

Paper and slides.

**Purpose/Goal:** Make students able to describe the means of transportations which make part of their lives.

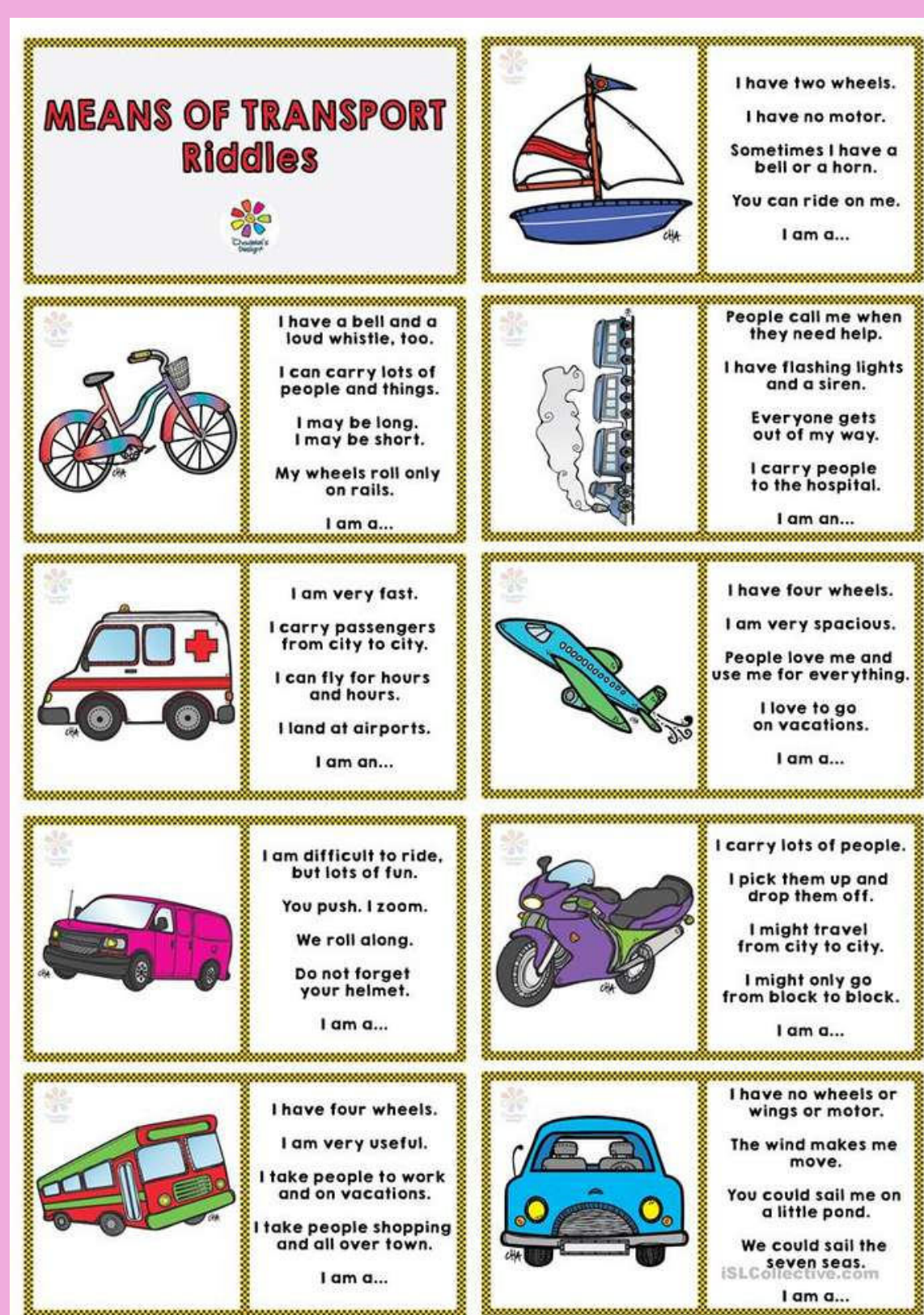




# Procedure/Steps:

**1-**Students will make a game called "Guess who?", in groups they need to choose one mean of transportation and describe to their colleagues who needs to answer the right mean of transportation,

**2-**after this they need to create conversations that is possible to happen on the means of transportation which they chose,using Tik Tok to do this.





# HOW ARE YOU?

**Grade level:** Basic

**Length:** 1 hour and 30 minutes

**Learning goals:** Learn about the moods and feelings and talk about how they feel when happens some situation during the day.

**Materials needed for the lesson:**

Flashcards, some parts of the movie "Inside Out", Blackboard and stickers of the Inside Out characters.



**Purpose/Goal:** Make the student think about the feelings and when/why we feel this types of feelings,how we can say in English what we are feeling.

**Procedure/Steps:**

**1-**Introduce the topic using flashcards to talk about the name of the feelings.

**2-**Show videos about the movie "Inside out".

**3-**Using the blackboard the teacher will write when He/She feels angry/happy/sad...and describe the situations.

**4-**Give some stickers for the students and with the teacher help they need to write describe the situations which make they feel this feelings.

## **HIGH SCHOOL FESTIVAL**

### **INTRODUCTION**

This project aims to minimize the problem of teaching modern foreign language learning "English" in public schools, thus providing better professional motivation and consequently better student learning, between student and teacher, through High School Musical.

The student, whether from elementary or high school in a public school, encounters several barriers in the classroom during the teaching of English.

Another relevant factor is the number of students in the same class, which prevents excellence in all language skills from being worked on by the teacher, student by student. The number of classes is very small, it is indeed a challenge. Teaching the student to write, pronounce correctly, read fluently, understand, and listen to another language in two weekly classes is a constant struggle.

To try to save time this project is presented. One of the instruments that help the language teacher a lot in his craft is music. It is pleasant to hear and often the correct pronunciation is something that awakens in the student the desire to be able to overcome his own limit. Music brings cultural, linguistic, historical, emotional and many other aspects that make hearing attractive.

Just listening to the music and following the lyrics in a well-educated way can lead the student to a better memorization of the pronunciation and its meaning, and the teacher can have a better receptivity on the part of the students, and thus streamline the teaching-learning process. This project comes to be an instrument of significant intervention in English language classes and is part of the school PIP.

Justification

High School Musical is presented by all classes of high school and elementary school. A musical is a combination of choreographed songs and spoken dialogues that end up expressing people's 'hidden' desires.

***"When you dance, your purpose is not to get to a certain place. It's about enjoying every step of the way. " - Wayne Dyer***

The ***High School Festival*** was born from the need to encourage students to learn the English language through activities developed through art, such as music, dance, and visual arts. In addition, the school needs to encourage actions that provide real opportunities for the development of youth protagonism and, in this sense, the High School Festival project is perfect in that, within the philosophy of the four pillars of education, the co-responsibility of students is aroused in all its phases.

### **PROJECT'S GOAL**

Encourage learning and enrich the vocabulary in a subtle and pleasurable way through the research of the English language through artistic languages such as music and dance, presenting choreographies representing the stories or context of the music realized in an interpretation contest, in English, of songs belonging to the soundtrack category of films or clips. Combat (avoid) evasion.



Target audience: Elementary and High School.

Period: 2nd semester

Involve the students in a social project, collecting cleaning and personal hygiene products, to be donated in homes, hospitals, and hospitals for the benefit of COVID victims 19.

- Arouse the student's interest in the English language through music.

Participants

6th, 7th, 8th and 9th years of elementary school

1st, 2nd, and 3rd years of High School

## **METHODOLOGY**

Survey of the student's previous content for the elaboration of events, placing him as the center of the educational process to make him the protagonist of the activities involved. This practice developed with students encourages participation, doing, and the acquisition of tools to advance learning with autonomy and responsibility. The school is not the place to just learn conventional subjects, it includes the education of values in its curriculum, developing talents, awakening vocations within a practical, interactive, and essentially participatory methodology.

Development (1/2)

Division of responsibilities through the formation of teams that developed the different sectors: dance choreography, sound, and lighting; scenario; event concierge; organization of the school space; dissemination among the community; training of judges; definition of the award to the winners and post-event organization team.

Students could practice through video calls to train the musical together. They can create a video clip and present it to the teacher and the class in the class groups. When we return to classroom teaching, students will present to the entire school.

Students will create an art of the chosen musical in Canva with photos and biography of the singer or band. A game will be created in Quizlet and Wordwall containing lyrics of the song chosen by each team. They will receive the link to play and thus memorize the letter. Students will create posters to paste on the school wall containing information about the music they have chosen.

Each team should make a tik tok by dubbing and or dancing the chosen musical to assist in pronunciation and choreography.

Indicate LyricsTraining so that they can learn and improve their English skills, regardless of their level! This is a game with music video clips that will help you acquire vocabulary and expressions, as well as reinforce grammar concepts through " missing words ", those where you must fill the space with a word that is missing. In addition, you will be training your Listening (listening) effectively, as it offers the student the ability to recognize and retain sounds of the language that we may not yet be used to.

Development (2/2)

**Division of teams**

Elementary School

601/903  
602/804/702  
603/901  
604/902  
703/801  
704/802  
701/803

High School

1003/1004  
1001/1002  
2003/2004  
2001/3003  
3001/3002

Team trials;

Stage and audience organization on the day of the event;

Organization of donations to be distributed at the given institution;

Resources Used

Sound, lighting and filming team;

Scenographic material for stage composition;

Gallon and water bottles for the participants 'and jurors' dressing rooms, respectively;

Badge material for identification of all event participants;

Prizes for 1st, 2nd and 3rd place.

DIDACTIC RESOURCES

-Various papers (cardboard, A4, craft), brush, cardboard, TNT, white glue, envelopes, ad the adhesive tape, scissors, glitter glue, etc .;

-Celular, Apps, computer, the data show



## LESSON PLAN

TEACHER: 

TITLE: ENGLISH MUSIC

LENGTH OF LESSON: 2 (TWO) MONTHS

GRADE: HIGH SCHOOL STUDENTS

LEARNING GOALS:

- Learn about new bands, artists and kinds of songs in English;
- Learn about some differences between old songs and new songs , mainly the differences between the use of English (verify that a language is dynamic);
- Learn vocabulary, structures and verbal tenses in English;
- To make a bigger interaction among the students and their older relatives;

MATERIALS:

- Computer, internet and other kinds of technologies;
- Posters, magazines, photos, interviews and another non technologies ways of research;
- Lyrics of songs;
- Data show (for final presentation);

PROCEDURES / STEPS

- Separate the students in four or five groups in the class;
- Each group will choose an old relative and interview him/her, asking about his/her favorite band or artist that sings in English that he/she liked in his/her youth, justifying the answer; (The group can do the interview by video, audio, written, etc);
- The group will research about the artist chosen and choose a song; They will translate the song to Portuguese; (they can use tech and non tech tools for that)
- The group will choose a grammatical theme in English from the lyric of the song and explain the subject;

- The group will choose a way to present the chosen song to the class; (they can sing, make a kind of clip, etc)
- In the end, each group will create some questions about the Grammar they explained, in the Google forms or another tool, and each student will answer it;
- The result of the answers will be presented to the class.



## Conteúdo

GÊNEROS TEXTUAIS

## Duração

UM TRIMESTRE

## Nível

ENSINO MÉDIO

## Professora

---

## Tema

E-BOOKS - HISTÓRIAS DE SUCESSO

## Objetivos

Objetivo geral: APRENDER ALÉM DOS CONTEÚDOS ESCOLARES.

Objetivo específico:

- Compreender e produzir textos, considerando o contexto de produção, circulação e recepção;
- Compreender os textos orais e escritos com os quais se defrontam em diferentes situações (Textos multimodais);
- Participar ativamente do processo de aprendizagem;
- Usar tecnologias digitais ( Canva, Google forms, Vídeos, etc).

## Recursos didáticos

Recursos didáticos: laboratório de informática, celular, questionário, lápis, caneta e papel e site.

## Metodologia

As duas primeiras etapas do trabalho em questão serão realizadas no laboratório de informática, com os alunos organizados em pares e cada turma no seu horário. Cada dupla vai pesquisar sobre histórias de sucesso, livros digitais e as mudanças no formato dos livros ao longo do tempo, com o objetivo de levantar várias questões sobre o tema e também entender o conceito do e-book e o momento histórico em que ele está inserido. Sugestões de pesquisa, links:

<https://www.youtube.com/watch?v=CgZT18QLxEU>,

<http://www.intercom.org.br/papers/regionais/nordeste2008/resumos/R12-0645-1.pdf>, <https://www.todamateria.com.br/a-importancia-da-leitura/>, <https://www.youtube.com/watch?v=-pw8Xmi0KFc>

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=ppgpwXl9R7A&fbclid=IwAR2UXR3J3Tf1dyRXvXHNFCrEysbDMpLMrZyrb9YNSIM99Rlqg7V3dv4Dd8c)

[v=ppgpwXl9R7A&fbclid=IwAR2UXR3J3Tf1dyRXvXHNFCrEysbDMpLMrZyrb9YNSIM99Rlqg7V3dv4Dd8c](https://www.youtube.com/watch?v=ppgpwXl9R7A&fbclid=IwAR2UXR3J3Tf1dyRXvXHNFCrEysbDMpLMrZyrb9YNSIM99Rlqg7V3dv4Dd8c)

O terceiro passo consistiu em uma atividade extraclasse, em que os alunos registrarão as informações das pessoas que serão entrevistadas por eles. Para tanto, irá elaborar um questionário, com as perguntas que os entrevistados terão que responder, tais como: Como era sua vida antes? O estudo mudou a sua história? Quais são os segredos do sucesso?



Quais dicas você daria para uma pessoa que ainda não tem uma história de sucesso? Que decisão fez você mudar de vida? Qual foi a atitude mais difícil que você teve que tomar para continuar seguindo em frente? Você teve apoio dos seus amigos e familiares? Quem você gostaria de agradecer? Diga três qualidades que ajudaram você a alcançar seus objetivos. Em qual escola você estudou? Você faria tudo de novo para alcançar seus objetivos? Qual mensagem você gostaria de deixar para os alunos do Ensino Médio? Cabe ressaltar que as perguntas serão importantes para que os aprendizes entendam como foi o processo de conquista de cada um dos entrevistados.

Em seguida, serão escolhidas, em sala de aula, junto com os alunos, as melhores histórias coletadas, para que elas possam fazer parte do livro. Como quarto passo, os alunos do Ensino Médio, digitarão e criarão as ilustrações das histórias no laboratório de informática. O quinto passo será uma atividade extraclasse: fazer a correção em casa dos textos segundo a norma culta padrão da língua portuguesa. Depois, em sala de aula, comentarei com os alunos sobre as correções. Já o sexto passo será a transformação do documento em PDF, bem como na sua publicação e divulgações nas redes sociais.







**When designing your multimodal lesson plan please make sure you add multimodal resources, apps and details such as:**

**Lesson Title:** ENGLISH FESTIVAL PROJECT;

**Grade Level:** Every English classes (when we come back to schools after quarantine);

**Length:** One trimester (closing event);

**Learning Goals:**

- Learn new vocabularies about youth world, pronunciations and accents with some English songs;
- Remember and discover grammar possibilities in these English songs;
- Engage students in the uses of digital technologies (like Canva, Youtube platform, Tiktok, Lyrics Training, Spotify, Kahoot, etc);
- Share the students' presentations as a closing event of the school year.





**Materials Needed for Lesson (tech and non-tech):** Laptop, speaker, datashow, microphone, song's letters, bilingual dictionaries, colored pencils, posters and also some sites/apps (for access these digital technologies as Canva, Youtube ...).

**Purpose or Goal:** Provide interaction and student leadership in English classes, through an interdisciplinary project with the subject Art;



### **Procedure / Steps:**

- **First week** (2 classes): Talk about the importance of Art and its types (drawing, painting, sculpture, design, photography, video, performing, etc);
- **Second week** (2 classes): Think in the relation between Art and English, according to their preferences in the contemporary world;
- **Third week** (2 classes): Share some songs in English in this first moment, paying attention in the letters to remember and discover vocabularies, pronunciation, different accents, grammar points, and other possibilities, according their preferences, using the interface "Lyrics Training" (for learning some letter's songs and practice the listening);
- **Fourth week** (2 classes): Divide students in groups for presentation and they decide their songs for signing up in the festival and create some posters and cards



using Canva (for creating publicity materials about the event);

- **Fifth week** (2 classes): Use the songs choose by students, for enriching their knowledge about English, using Kahoot (as a game for discovering some vocabularies present in songs);
- **Sixth week** (2 classes): Rehearse the presentations during some classes, using Youtube channel (Fitdance for sharing some kinds of dance moves);
- **Seventh week** (2 classes): Get sponsorship in the community around the school for awards (as language courses, restaurants, beauty care, etc);
- The students continue to rehearse the presentations in the last 30 minutes of English class (until the culminate project);
- **Eighth week** (2 classes): Invite some artists for audience and evaluating the presentation as an Artistic Judge (decision about the best presentations for the awards);
- **Nineth, Tenth and Eleventh weeks** (2 classes in each week for practicing): Rehearse the presentations during some classes, and also, use the Tiktok for sharing their ideas about presentation, discovering new possibilities and having fun with this event;
- **Twelfth week** (2 classes and also 30 minutes in each week for practicing): Culminate the project with the “English festival” presentations and close the school year, maybe it can be shared using social media (Live on Youtube or Instagram of school).



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*\*All the images using in this Lesson Plan was downloaded in Pixabay.com.*

# ANNEX M - Interactions that occurred on Google Classroom - 8 pages

7 e-Affordances: reshaping 21st century education



Stream   Classwork   People   Grades

## 7 e-Affordances: reshaping 21st century educati...

Class code

Select theme  
Upload photo

Announce something to your class

**Vania Castro**  
Jul 28, 2020

Hi everyone! Post here the final version of your lesson plan + your Self-Review!

7 class comments

Sep 19, 2020  
I've just shared on Telegram, ok?

**Vania Castro**  
Jul 10, 2020 (Edited Jul 13, 2020)

Ho everyone! Now that you reviewed each other's lesson plan, please post the feedback here! So everyone can come here and find your feedback! <https://docs.google.com/document/d/1VbNi-83Fhn3LPWa3EmM5TneWSUSi4bYLdRJZgOSMXtk/edit?usp=sharing>

5 class comments

[Stream](#)[Classwork](#)[People](#)[Grades](#)

Vania Castro posted a new material: Rubric for Peer Review

Jul 9, 2020



4 class comments

Vania Castro posted a new assignment: Week 8: Please post the first draft of yo...

Jun 27, 2020



Jun 16, 2020



Week 5: Analyzing functionally

1. Reflect and answer on Telegram: what's the importance of multimodality for your classes? How can you combine all the modes to make your classes more multimodal?

The multimodality is on our lives nowadays everywhere, so how couldn't be present in our students lives? They are connected, they use emojis to communicate all the time, they draw, share images, songs, even audios and everything using much more than only written texts. So when we teachers understand this we can reflect and accept that multimodality is the key of the successful classes for us and our students interests. They like colors, they like to see, to watch, to touch and talk about things they are learning, and how its matters for their lives. So a good way to improve our classes is to combine different modes and make the class more interesting. The question is... how? For this, we need to research available resources and which of them can be used in a way to active curiosity and engagement on the students. They like technology, and we are learning how to apply this resources using new apps and sites to plan better classes.



Add class comment...



Jun 4, 2020



Week 4#One way to encourage class participation is to challenge students to push the boundaries. The



Stream

Classwork

People

Grades

This idea was a teacher friend who passed it on to me. I will try to work that way too.

I did a gymkhana last year with my classes. The entire room was divided into groups and they had eight tasks to do. These tasks were: tongue twister, guessing, telling a joke, riddles, among others. However, they were held in the schoolyard. As I said earlier, I have a lot of difficulty using digital media, but I am doing my best to change the way I teach. I would like suggestions for developing this contest, but using digital tools. I think it will be much more attractive and interesting.

3 class comments



Jul 17, 2020

yes



Add class comment...



Jun 4, 2020



### Challenge #2

1- The ubiquitous learning is a learning process that is based on the omnipresence of the digital media that proposes new ways of interaction and access to knowledge. Thus, these devices allow the construction of knowledge in any space and access to just-in-time information.

2- Knowledge can be acquired anytime and anywhere.

3- Students can acquire knowledge in various ways, for example, the same text can be interspersed with images, video, audio, visualization, in short, through the many digital media. This helps to improve autonomy, by giving learners more autonomy and flexibility, especially in distance learning.

I am learning to use the Edpuzzle tool. It is a free tool that allows teachers to incorporate questions and comments into videos, from YouTube, Vimeo or another video repository. It is an innovative tool that allows you to edit, include audio and quizzes in any online video. With this tool students interact with the contents of the videos, but it also provides teachers with feedback on the understanding of curricular subjects. I still haven't been able to use it efficiently, but soon I will take a test with my students.

1 class comment



Jun 16, 2020

thanks for sharing this tool, seems really interesting



Stream

Classwork

People

Grades



Jun 4, 2020



week 4- Active Knowledge Making: Meaningful Learning Process  
Reflection

Well, I remember when my students produced something meaningful for their learning process. It was when I suggested hands on - activities like interview people who works in our school asking about their jobs and understanding the importance of all works. Also a project on Recycling materials at home and in the school.

Another situation was when we talked about Human Rights and reflected about the urgent causes in our city and community. They were really engaged, suggested solutions and in this way I could notice that students need to feel that are doing something contextualized on their reality.

Canva is an app I use a lot with my students... so here is a suggestion of an Activity with this tool, I believe they can be Active knowledge making on this...

Challenge #3!



2 class comments



Jun 16, 2020

thanks, feel free to use with your students if you want too...



Add class comment...



May 30, 2020



The video explains the focus of ubiquitous learning is on learning and not the teacher. Like collaborative learning, the teacher is present, but he is not the one who gives the information, he just supports and helps. In the case of ubiquitous education, the most important point is access to networks, in ubiquity communication can be done at anytime and anywhere, through mobile devices. Therefore, it is necessary to have access to cell phone, Wi-Fi, GPS, Bluetooth and others.



The ubiquitous learning process happens spontaneously, but students have a direction to follow, they can research everything, learn everything, but there is a curriculum plan that should be the objective, there are tests and assessments to know if the student really learned Information and studies are



Stream

Classwork

People

Grades

2 class comments



Jun 16, 2020

yes, it's a good moment to learn about technology, tools and new resources....



Add class comment...



May 29, 2020



Week 3 about Ubiquitous Learning

1 class comment



Jun 3, 2020

I don't know this online game, could you share the link with me?



Add class comment...



May 29, 2020



Week 3 about Ubiquitous Learning....

Let's start: 3 things I've learned from this amazing video:


1- "Learning can be all around" the Ubiquitous Learning breaks walls in local and time.... This means is not necessary to be in a classroom to learn things. You can learn everywhere....

2- As learners we have more possibilities to choose partners that can help us, and we can access more people around the world if we want. As teachers we need to analyze carefully the materials and everything that is available on the internet because there are so many things that sometimes we lose the focus....



3- the magic of discovering: "Everything will be discoverable." I think everyone here is living this part

 7 e-Affordances: reshaping 21st century education[Stream](#)[Classwork](#)[People](#)[Grades](#)

 Jun 4, 2020  
you're welcome!



Add class comment



 May 28, 2020



### Challenge #2

10 points!

1) Finish watching this video: e-Learning Affordance 1a: Ubiquitous Learning. Please, post on Telegram 3 things you learned from this video! [https://www.youtube.com/watch?time\\_continue=30&v=flcbd3\\_Yyhg](https://www.youtube.com/watch?time_continue=30&v=flcbd3_Yyhg)

- 1- The conception of ubiquity is that the learning is all around us
- 2- Ubiquitous Learning transcends the old pedagogical separation (walls and timetables, spaces and time);
- 3- This idea shows multiple purposes of learning using digital technologies and some affordable for interaction, information and creativity

2) Find an example of an educational online tool that can be used with the concept of ubiquitous Learning (learning anywhere at anytime). How could it be beneficial for your classes? Please post on both Google Classroom and Telegram! Be prepared to talk about it in our next zoom meeting.

An example of educational online tool that I like to use is Kahoot!, because it allows more interaction simultaneously with colleagues. It's like a game of competition, so the students are so focused in the learning and answering correct. But the worst part is that we need the internet for using that.



4 class comments



 Jun 3, 2020  
you're welcome dear!



Add class comment...





Stream, Classwork, People, Grades

3 class comments

[Profile picture] [Redacted name] May 29, 2020

Can we download the Duolingo in the laptop? Or only in the smartphone? And how did you see the interactions of your students? @ [Redacted name]



Add class comment...



Vania Castro posted a new assignment: Week 2: Challenge #1 - 10 points!

May 11, 2020 (Edited May 11, 2020)



7 class comments

Vania Castro posted a new assignment: Week 0: Preparing for class Week 1 - Zo...

Apr 30, 2020 (Edited Apr 30, 2020)



4 class comments



Vania Castro

Apr 30, 2020 (Edited Apr 30, 2020)



Hi everyone! Welcome to our course! I'm delighted to have you all here and I hope we can learn a lot from one another! Here is the link to access our website! Everything will be posted there:

3 class comments

[Profile picture] [Redacted name] May 31, 2020

I believe that can be the Playposit tool. It can be beneficial to our classes, mainly in this time of Pandemic because we can use it to interact with learns and also to engage them in activities they can do everywhere and at anytime.



☰ 7 e-Affordances: reshaping 21st century education



Stream

Classwork

People

Grades



ANNEX N PEER REVIEW BY PARTICIPANTS – 15 pages

Evaluating multimodal lesson plans

Whose multimodal lesson plan are you evaluating? Alcione Magalhães

Dear reviewer, in order to provide meaningful feedback, it is important to consider the following criteria when evaluating a multimodal lesson plan:

1. Lesson Title
2. Grade Level
3. Length
4. Learning Goals/Objectives
5. Materials Needed for Lesson (Please list names of technology tools, links, videos, and non-tech tools)
6. Detailed procedure / steps including the affordances studied so far and multiliteracies aspects:
  - 6.1 Ubiquitous Learning
  - 6.2 Active Knowledge
  - 6.3 Multimodal Meaning
  - 6.4 Recursive Feedback
  - 6.5 Collaborative Intelligence
7. Multiliteracies (Pedagogy - reflexive pedagogy and didactic, diversity and multimodality).
8. References section (if applicable)

Please, for each of the areas below, make notes about whether the author was successful. Provide a score (using only our rubric numbers) for each of the domains.

1      2      3      4      5

Domains	Criteria	Comments for Improvement: remember to list weak and strong points	Score 1 - 5
1. Lesson Title	Does the lesson plan	-You can put a shorter title	4

<p>2. Grade Level 3. Length</p>	<p>include the title, the grade level and the length? If not, please suggest the author to add them.</p>	<p>using your creativity! -It's a great length of the project (three months)</p>	
<p>4. Learning Goals/Objectives</p>	<p>Does the lesson plan include learning objectives aligned to the grade level and the length?</p> <p>Please suggest ways in which objectives can be more clarified, or have more relevance to learners.</p>	<p>-Your general goal need to begin with verb: "Learn ..."; - The specific goals are good for these students.</p>	<p>4</p>
<p>5. Materials Needed for Lesson (technology tools and non-tech)</p>	<p>Do the technology tools create opportunities for students to create or produce multimodal representations more than being passive? How?</p> <p>Do the technology tools and non-tech tools help students focus on the learning goals? How?</p> <p>Do the technology tools and non-tech tools contribute to students' engagement? How?</p>	<ul style="list-style-type: none"> <li>- The materials are fine for these activities, you can add the datashow too for students participate together in some activities;</li> <li>- Other tip is the site: "Storybird", where the students could create an ebook together using English language and also it can be collaborative!</li> </ul>	<p>4</p>
<p>6. Detailed procedure</p>	<p>Does the lesson plan include enough detailed procedure and steps according to its length?</p> <p>Did the author list names of technology tools, links, videos, and non-tech tools?</p>	<ul style="list-style-type: none"> <li>- It can be more details about the procedure and the tools in each moment of the classes.</li> </ul>	<p>3</p>

	If not, please suggest the author to add them.		
6.1 Ubiquitous Learning	<p>Do the activities create opportunities for students to learn beyond the walls of the classroom, anywhere at anytime? How?</p> <p>Is there any use of technology tools to make ubiquitous learning more possible? How?</p> <p>About the levels of mobility: are there activities that provide opportunities for the third level - when the learning experience, the devices and the learners are mobile? How?</p> <p>Please suggest ways to make ubiquitous learning more possible in this lesson plan.</p>	<p>-Great possibilities for the ubiquitous learning, and also the students can share the product (ebook) in their social media for other people know them!</p> <p>I put the idea for using the site “storybird” for create an collaborative ebook with your students. And also they can read the ebook and create an video (using filmora, powtoon or windows movie maker) using some images for illustrating the ebook with animation!</p>	3
6. 2 Active Knowledge Making	<p>Do the activities provide opportunities for students to be more active knowledge producers and less knowledge consumers? Please explain it!</p> <p>Please suggest ways to make active knowledge making more possible in this lesson plan.</p>	<p>Amazing possibilities to work together and learn more!</p>	5
6.3 Multimodal	Do the activities provide	It can use multimodal	4

<p>Meaning</p>	<p>opportunities for students to make multimodal representations? Give examples.</p> <p>How do the activities provide opportunities for students to use different multimodal resources? (e.g: images, links, videos, texts, audios, spatial, tactile, gestual).</p> <p>Please suggest supplementary media resources, and make specific apps/sites suggestions.</p>	<p>possibilities and also the own students can draw their images or using some scrap book possibilities (cut and glue some ideas together).</p>	
<p>6.4 Recursive Feedback</p>	<p>Do the activities provide opportunities for students to get feedback from multiple sources? (e.g: feedback from peers, teachers, parents).</p> <p>Does the lesson plan provide opportunity for self-assessment?</p> <p>Please suggest specific ways to make recursive feedback more possible in this lesson plan.</p>	<p>They can feed back in groups and you can share it in a social media, like facebook or other one.</p>	<p>4</p>
<p>6.5 Collaborative Intelligence</p>	<p>Do the activities focus on learning as a social activity rather than learning as individual memory?</p> <p>Do the activities give opportunities for students to solve</p>	<p>If you will create some groups, they can be engaged for sharing some ideas with other colleagues, like a kind of debate or discussion for these possibilities.</p>	<p>3</p>

	<p>problems together?</p> <p>Please suggest ways to make collaborative intelligence more possible in this lesson plan.</p>		
7. Multiliteracies	<p>Do the activities consider the student's background? How? Explain.</p> <p>Do the activities reflect the needs and aspects from the Reflexive pedagogy? How? Explain.</p> <p>Do the activities reflect the aspects from the Didactic pedagogy? How? Explain.</p>	<p>The students' background is very important for creating a great ebook. You can share some videos where a character is writing something (you also can invite some author for participating in a live or class). I would like to indicate the video "The Fantastic Flying Books of Mr. Morris Lessmore" (link in youtube: <a href="https://www.youtube.com/watch?v=Ad3CMri3hOs">https://www.youtube.com/watch?v=Ad3CMri3hOs</a>) This video has version in English and in Portuguese. They need to see other possibilities and amply their ideas.</p>	3
8. References section	<p>Does the lesson plan include a reference section of all sources and media?</p> <p>If not, please encourage the author to add some references.</p>	<p>It doesn't have a reference section.</p>	-
Total	-	Please add your total here:	37

Please Justify your score in a comment regarding the adequacy of the lesson plan to the context of public schools.

Hi, P7

I loved your idea, but I think that you need to put some details in your project for being a success! I also put some ideas according my repertoire and you are free to decide using these possibilities or create others. I really appreciate you project!  
Congratulations, honey!

Best regards,

P8

Rubric for Peer Review  
Evaluating multimodal lesson plans

Whose multimodal lesson plan are you evaluating? \_\_High School Musical Project\_\_

Dear reviewer, in order to provide meaningful feedback, it is important to consider the following criteria when evaluating a multimodal lesson plan:

1. Lesson Title
2. Grade Level
3. Length
4. Learning Goals/Objectives
5. Materials Needed for Lesson (Please list names of technology tools, links, videos, and non-tech tools)
6. Detailed procedure / steps including the affordances studied so far and multiliteracies aspects:
  - 6.1 Ubiquitous Learning
  - 6.2 Active Knowledge
  - 6.3 Multimodal Meaning
  - 6.4 Recursive Feedback
  - 6.5 Collaborative Intelligence
7. Multiliteracies (Pedagogy - reflexive pedagogy and didactic, diversity and multimodality).
8. References section (if applicable)



Please, for each of the areas below, make notes about whether the author was successful. Provide a score (using only our rubric numbers) for each of the domains.

**1      2      3      4      5**

<b>Domains</b>	<b>Criteria</b>	<b>Comments for Improvement: remember to list weak and strong points</b>	<b>Score 1 - 5</b>
1. Lesson Title 2. Grade Level 3. Length	Does the lesson plan include the title, the grade level and the length? If not, please suggest the author to add them.	+ The project involves all the students in the school, elementary and High School.  - LENTH (only 2 weeks)?	<b>4</b>
4. Learning Goals/Objectives	Does the lesson plan include learning objectives aligned to the grade level and the length?  Please suggest ways in which objectives can be more clarified, or have more relevance to learners.	+Yes.  Suggestion: How about specify the objectives according to each type of presentation or each task. Eg: (singing= improve pronunciation); Dancing and representing stories: (learn cultural aspects of the language). Make an art on Canva: (learn the Simple past and search biography)	<b>4</b>
5. Materials Needed for Lesson (technology tools and non-tech)	Do the technology tools create opportunities for students to produce multimodal representations more than being passive? How?  Do the technology tools and non-tech tools help students focus on the learning goals? How?	+ Yes, according to the plan, they will create multimodal representations: "Students could practice through video calls to train the musical together. They can <b>create a video clip</b> and present it to the teacher and the class in the class groups. When we return to classroom	<b>5</b>

	<p>Do the technology tools and non-tech tools contribute to students' engagement? How?</p>	<p>teaching, students will present to the entire school. Students will create an art of the chosen musical in <b>Canva with photos and biography</b> of the singer or band. A game will be created in <b>Quizlet and Wordwall containing lyrics</b> of the song chosen by each team. They will receive the link to play and thus memorize the <u>Lyrics</u>. (TO LEARN VOCABULARY AND IMPROVE LANGUAGE SKILLS)  <b>Each team should make a tik tok by dubbing and or dancing the chosen musical to assist in pronunciation and choreography."</b>  (ENGAGEMENT)</p>	
6. Detailed procedure	<p>Does the lesson plan include enough detailed procedure and steps according to its length?</p> <p>Did the author list names of technology tools, links, videos, and non-tech tools?</p> <p>If not, please suggest the author to add them.</p>	<ul style="list-style-type: none"> <li>- Needs a schedule. The length is not so clear.</li> <li>- Will it be organized during quarantine?</li> <li>- Suggestion: Share links of tutorials or videos explaining how to play the games, and how to use the tools. If the Project will start at home, it's important to give clear instructions.</li> </ul>	2 (not detailed)
6.1 Ubiquitous Learning	<p>Do the activities create opportunities for students to learn beyond the walls of the classroom, anywhere at</p>	<p>+Yes, students are going to research about the songs and artists they like. Play on wordwall and play on Lyricstraining too. It's possible</p>	5

	<p>anytime? How?</p> <p>Is there any use of technology tools to make ubiquitous learning more possible? How?</p> <p>About the levels of mobility: are there activities that provide opportunities for the third level - when the learning experience, the devices and the learners are mobile? How?</p> <p>Please suggest ways to make ubiquitous learning more possible in this lesson plan.</p>	<p>anywhere, if they are connected.</p> <p>+Yes, they can navigate to make researches, play games., etc.</p> <p>+ Yes, it's a Music Festival, so learners have the opportunity to show what they learned outside the classroom.</p>	
<p>6. 2 Active Knowledge Making</p>	<p>Do the activities provide opportunities for students to be more active knowledge producers and less knowledge consumers? Please explain it!</p> <p>Please suggest ways to make active knowledge making more possible in this lesson plan.</p>	<p>+ Yes, STUDENTS will need to search about how to make a Music Festival, study about how does it works:          "the school needs to encourage actions that provide real opportunities for the development of youth protagonism and, in this sense, the High School Festival project is perfect in that, within the philosophy of the four pillars of education, the co-responsibility of students is aroused in</p>	<p>5</p>

		<p>all its phases"</p> <p>Suggestion: The students add their favorite bands and songs to Padlet. Provide some steps guide to students.</p>	
6.3 Multimodal Meaning	<p>Do the activities provide opportunities for students to make multimodal representations? Give examples.</p> <p>How do the activities provide opportunities for students to use different multimodal resources? (e.g: images, links, videos, texts, audios, spatial, tactile, gestual).</p> <p>Please suggest supplementary media resources, and make specific apps/sites suggestions.</p>	<p>+Yes, according to the plan:</p> <p>"The High School Festival was born from the need to encourage students to learn the English language through activities developed through art, such as music, dance and visual arts."</p>	5
6.4 Recursive Feedback	<p>Do the activities provide opportunities for students to get feedback from multiple sources? (e.g: feedback from peers, teachers, parents).</p> <p>Does the lesson plan provide opportunity for self-assessment?</p> <p>Please suggest specific ways to make recursive feedback more possible in this lesson plan.</p>	<p>+ The project involves all the students in the school, all the teachers and school community (parents and institution that will be benefit) get involved. So it's possible to have multiple feedback. Needs to have a specific task to guide students and parents.</p> <p>Suggestion: After the presentations, give them the opportunity to experience a simple self-</p>	3

		assessment. With multiple choice questions and a free space to write a paragraph talking about their experience.	
6.5 Collaborative Intelligence	<p>Do the activities focus on learning as a social activity rather than learning as individual memory?</p> <p>Do the activities give opportunities for students to solve problems together?</p> <p>Please suggest ways to make collaborative intelligence more possible in this lesson plan.</p>	<p>+Yes, the activity also includes a social work with the community. So learners have the opportunity to get involved in many questions and become problem solvers.</p> <p>Suggestion: Specify how they can work and learn specific skills together, through activities.</p>	5
7. Multiliteracies	<p>Do the activities consider the student's background? How? Explain.</p> <p>Do the activities reflect the needs and aspects from the Reflexive pedagogy? How? Explain.</p> <p>Do the activities reflect the aspects from the Didactic pedagogy? How? Explain.</p>	<p>+ Yes, students can suggest songs and show they already know some bands and singers, that they can dance, etc.</p> <p>+ Aspects from Reflexive pedagogy: Work in groups, share ideas, students are the protagonists, they participate in all processes of the festival. (nothing from didactic pedagogy.Eg.: No written tests)</p>	5
8. References section	Does the lesson plan include a reference section of all sources and media?	<p>- No section on reference.</p> <p>Suggestion: Complete the plan with all the authors references that</p>	1

	If not, please encourage the author to add some references.	were helpful to create, add the links on sites you researched, the tools you are going to use. And ask your students to write and show their references too, so they will know since this learning project the importance of giving references.	
Total	-	Please add your total here:	<b>48</b>

Please Justify your score in a comment regarding the adequacy of the lesson plan to the context of public schools.

The “High School Musical Festival” Lesson Plan is great to apply with public school students because it gives them the opportunity to participate as protagonists in a Festival, that involves all the school and the community in a social work. Kids and teenagers love music, it means they are going to get engaged. Usually the schools have the resources and materials necessary, and it’s possible to borrow some materials with the parents and community. And they can donate cleaning materials and food to help needy and homeless people, so the project is also a social help, and a trigger for a volunteer work. If they are really involved, students will become problem solvers and the goal and project will extend to the Global Goals of Sustainable Development.

**Feedback for P3**

- Great lesson plan! I’m gonna write some general comments for improvements. About the learning goals, could you be more specific about what kind of communication you want your students to improve?
- In materials needed: There are some typos such as the word *researches*, And I think you need to specify mobile, for example mobile devices? What exactly on

the Internet are you going to use? Are you going to use any specific website or app? If possible, can you please list them here?

- About the goals: I really like your goals but I think you should rewrite the second goal: Active sport practice, can you clarify that?
- About the steps 1 -5: I think you should just be a little bit more specific about some points, for example when you say talk to your students about what we need to do after quarantine, how the teacher will do that? Orally in person or online?
- These general comments apply for all the next pages. You should be specific about what the tools are you going to use, what websites and apps you are going to use for each activity?
- Great job on your reference session!

- **P1**

- **(Presidente Dutra State School)**

- **Lesson Title: SIMPLE ACTIONS, GREAT CHANGES!**

- **Grade Level: High School**

- **Length: Second Semester**

- **Learning Goals:** - Use different languages (artistic, corporal and verbal) to perform autonomously and collaboratively, their knowledge about conservation, recovery and sustainable use of natural resources.

- - Use different languages, media and digital tools (like as Powtoon, Plickers, Expedition, Inshot, Stonly, Kahoot, SDG, TicTok, etc) in collective and collaborative production processes in digital environments.

- - Critically appropriate research and information search processes, using tools and new formats for the production and distribution of knowledge in the network culture.

- - Learn new vocabularies, pronunciation and interaction with English Engage students.

- - Interact with other students to communicate better in the English language.

- **Materials Needed for Lesson (tech and non-tech):**

- - Computador ou tablet com acesso à internet e projetor.

- - Vários tipos de textos digitais.

- - Smartphone, cellphone, Laptop, speaker, microphone.

- - dictionaries online.
- 
- **Purpose or Goal:** - Encourage young people to observe the environmental area in which they live.
- - To raise awareness about the importance of sustainability.
- - Inspire young people to act and reflect on the preservation of the environment with the aim of greater engagement.
- - Implement the principles of “ubiquitous Learning” in the teaching-learning process.
- - Allow several students to work in groups on a task even when they are in distant places.
- - Stimulating new forms of social interaction and reducing spatial barriers.
- 
- **Procedure / Steps:**
- 
- - To raise a discussion on the theme of sustainability. For this, students should resort to the use of the application (Kahoot) and freely answer the question: "What is my role in relation the environment?"
- - Ask students to reflect on everyday attitudes that can reduce negative impacts on the environment. (Kahoot)
- - Ask students to analyze a questionnaire (quiz-quizzlet) on the environmental impact in Brazil.
- - As a continuation of the motivation activities, students will be divided into groups of 3 or 4 people, and deepen the debate on the proposed theme, based on the following guiding subthemes (each group will have a subtheme):
- \* Sustainable tourism
- \* Recycling
- \* Youth engagement with the environment
- \* Youth status and a healthy environment
- \*Sustainable use of natural resources
- - Each group will produce a poster using the Canva tool or BrOffice Draw (<http://pt.openoffice.org/about/draw.htm>) addressing the sub-theme. In this activity, there will be a “virtual poster exhibition” so that all students have the opportunity to circulate through the environment of the treated theme, as if they were in an exhibition, who should see text, photos, descriptions and finally evaluate the creativity of the authors in their creation.
- - What do we think and feel about the environment? Promote a game to integrate and provide better knowledge about the environment, as well as interact with students. You can use the Plickers tool to create cards in advance, containing



one question in each. (Emphasize that there are no right or wrong answers and that the intention is only to provide a reflection on the questions in the dynamic).

- - Ask students to research the structure and function of the tutorials.
- - Propose to students to produce a tutorial, on CANVA tool using hypertextual language and multiliteracy, on the theme: "Sustainable Practices". In this stage, the stimulation of verbalization, in English, will be requested in the construction of the tutorial, with the support of the teacher.
- - Students should create objects for use in the school using recyclable materials, such as: trash cans, ornaments for the doors of the rooms, among others.
- - All objects produced will be exhibited at a craft fair at the school.
- - Guidance on the production of the tutorial will be available on the student's mobile device.
- 
-

# MULTILITERACIES



Diversity on communication and media;

Learn in REAL Contexts;

- Generation P want and need this;
- Use technology and new possibilities;
- Schools need to reflect about the curriculum;
- New classroom's layouts;
- Encourage learners to think critically and create things;
- Created by New London Group (1994) Cope, Bill & Mary Kalantzis.

MULTITEXTUAL GENRES

Digital technologies;  
Music... images...  
designs... links...  
gestures... theater...  
movies... games...  
Everything can be used to  
offer, create, and  
learn, can be used to  
communicate! It's  
language! The world  
is multimodal!

MAY 2020

BY

TO LEARN MORE ACCESS:  
[HTTPS://VCCINGLES.WIXSITE.COM/VANIA](https://vccingles.wixsite.com/vania)

# IN THE CLASSROOMS . . .

## DITATIC PEDAGOGY

- \* Reading– Writing;
- \* Listening – Speaking; (one each a time speaks)
- \* Learners are not the protagonists in learning process;
  - Formal Rules (correct way to write is consider)
  - Repeat and copy;
  - Written tests. Since 19th century;



## REFLEXIVE PEDAGOGY

- \* Teachers and learners share ideas;
- \* Collaborative experiences;
  - Work together:
  - peer feedback;
- \* Projects with REAL meaning;
  - 21st century;
  - Diversity of materials;
  - MULTIMODALITY

References: <https://www.powtoon.com/online-presentation/gkcmqFiekCm/untitled-5/?mode=movie>  
<https://vccingles.wixsite.com/vania>



# Multiliteracies

It is a theory concerns a suitable approach to understanding and teaching about meaning-making and text production in the digital era of the 21st century (KALANTZIS & COPE, 2012, 2015).

It has three components:

## DIVERSITY

Concerned about students background and needs.



## MULTIMODALITY



A variety of modes like text, movement, image, etc.

## PEDAGOGY

Instructional options of teaching. There are two types of pedagogy: Didactic and Reflexive.



## DIDACTIC

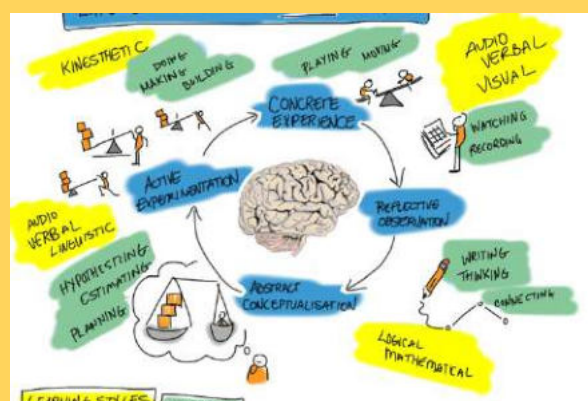
It is an approach that focus on passive learning.



X

## REFLEXIVE

It is an approach that focus on active learning.



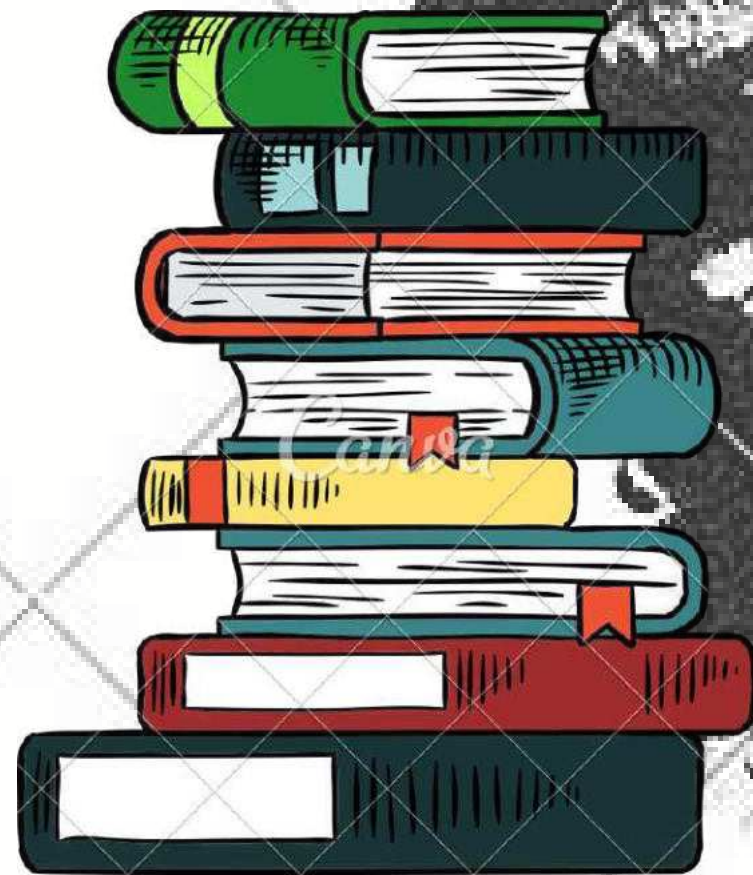
## REFERENCES

Cope, Bill and Mary Kalantzis. Assessment and Pedagogy in the Era of Machine-Mediated Learning. In Education as Social Construction: Contributions to theory Reseach and Practice, edited by Dragonas, K.J. Gergen and McNamee. Chagrin Falls OH: Wordshare books, 2015.

Vania Castro Blog. Available at: <<https://vccingles.wixsite.com/vania/post/2016/08/29/is-the-expensive-screen-replacement-worth-it>> Accessed on: May, 16, 2

By A logo consisting of a black square with a white grid pattern.

# Multiliteracies



# Is it possible to learn by different ways?

Yes... and today the students know that!!!

## Advantages of Multiliteracy:

**The students make part of the knowledge process...**

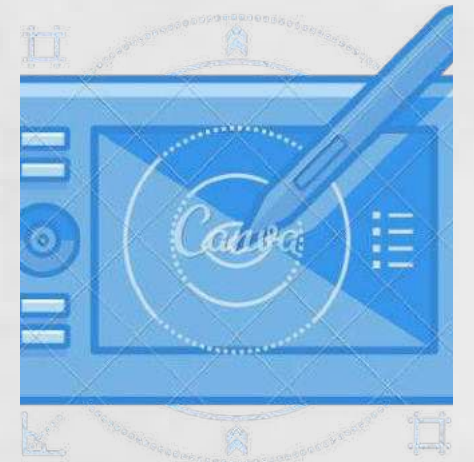
**It is not necessary to be in a Classroom to learn...**

**The students use many kinds of material and different ways to learn...**

**The students help each other...**

**The students can use Technologies. They choose what and how want to learn...**

**These are some of many benefits  
to use the Multiliteracy.**





To understand how the Didactic is important to reach those goals, let's see the mainly differences between Didactic Pedagogy and Reflexive Pedagogy:

## Didactic Pedagogy

Teacher is the center of process

The students learn what the teacher teach and by the way the teacher wants

The students use basicly pen, notebook and books



## Reflexive Pedagogy

Teacher is a facilitator of process

The students learn what they want

and by the way they want  
The students use many tools, including Technologies

# Reference:



<https://www.powtoon.com/online-presentation/gkcmqFiekCm/untitled-5/?mode=movie>





# DIDATIC PEDAGOGY

V E R S U S

# REFLEXIVE PEDAGOGY

---

COMPARING THE 2 TYPES OF PEDAGOGIES

---



Teacher says,  
students listen  
(boring!)

Individual activities  
(boring!)

A lot of rules and  
things to take notes,  
memorize and repeat  
(boringggg!)

It has been used for a  
million years now: it  
is from 19th century  
(outdated and old-  
fashioned!)

**Learning English can be very fun! Don't  
you think?**



Students really take  
part in the class  
(yeah!)

Students enjoy the  
activities as a group  
(cool!)

Practice and learn  
using different - and  
interactive - means of  
learning  
(great!)

Students are  
probably going to use  
some digital  
technology to learn  
(thanks!)



# CANVA



# Creativity!



# MULTILITERACY



# COMMUNICATION



Source: World Health Organization



1. What is your opinion about using Telegram for most of the activities? Please provide details.

7 responses

It was very interesting experience. I found it easy to use and I found it different that the phone number was preserved.

Várias possibilidades de trabalho com os alunos, mas não uso ainda.

I love it because differently from WhatsApp we can follow the messages seriously.

I think it's an amazing idea because we could have contact with teacher Vania all the time, and if we had some doubts we send a message

I didn't know the telegram, but I found it a simple, easy to use and very efficient tool for communication.

I liked so much, but sometimes I didn't remember to see the messages because I didn't use it too much.

It was very good. The interaction and the options are better than Whatsapp.



2. What is your opinion about using Google Classroom for some activities? Please provide details.

7 responses

I started using Google Classroom during quarantine to give Enem tips to my students. And during the course I thought it helped in the dynamics of the course allowing for more interaction.

A melhor ferramenta, porque há várias possibilidades e mais organizada as tarefas.

It's good because we can come back to the activities and it's organized.

I like to use Google Classroom but I think is not a tool that we have more contact with

Google Classroom is an extraordinary tool, I still don't have a lot of skills with eeele, but I will definitely use it in my classes.

I loved it to use Google Classroom, because it's easier for me, I prefer to use the laptop for producing my materials, I would like to use more this extension.

It was new for me, but I really liked it. I liked it so much that I started using it in some of my classes. I intent to continue to use even after this period. It is an easy tool to



### 3. What is your opinion about using Zoom meetings? Please provide details.

7 responses

I really liked Zoom's ease and features. And it was a way to interact better during the course.

Muito bom, mas Google classroom tem o Google meet função parecida.

I liked, however my internet connection don't contribute.

The meetings on zoom was amazing

Google Classroom is an extraordinary tool, I don't have many skills yet, but it's definitely a tool I'm going to use.

I liked so much our meetings there, it was so easy and acessible.

It was my first time. I liked it but I preffer Google Meeting.

### 4. What do you think of the course organization on the Wix website? Please provide details.

7 responses

I thought it helped a lot in relation to the information about the course.

Várias possibilidades de trabalho, mas não uso com meus alunos.

I loved the website.

The organization was incredible,I could find every concepts that I wanted to review in a easy way.

The application is very efficient, we can use it in several ways to pass on accurate information.

I liked it but I dind't use it too much.

Very clearful. Its contents really helps to guide us.



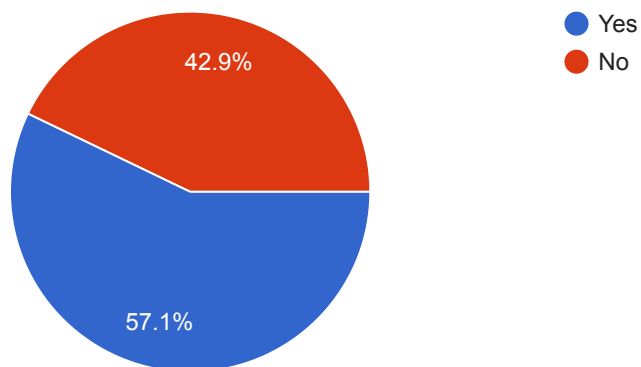
5. Were you teaching online during the attendance of this course? If so, how many groups/students did you have?

7 responses

0  
300  
5  
9  
29  
16

6. Did you apply any of the activities you created during the attendance of the 7 e-Affordances course with your students?

7 responses



7. if you said yes for the last question, how many activities and which ones?  
Explain, please.

5 responses

Tik Tok , Quizlet, Canva

Google classroom

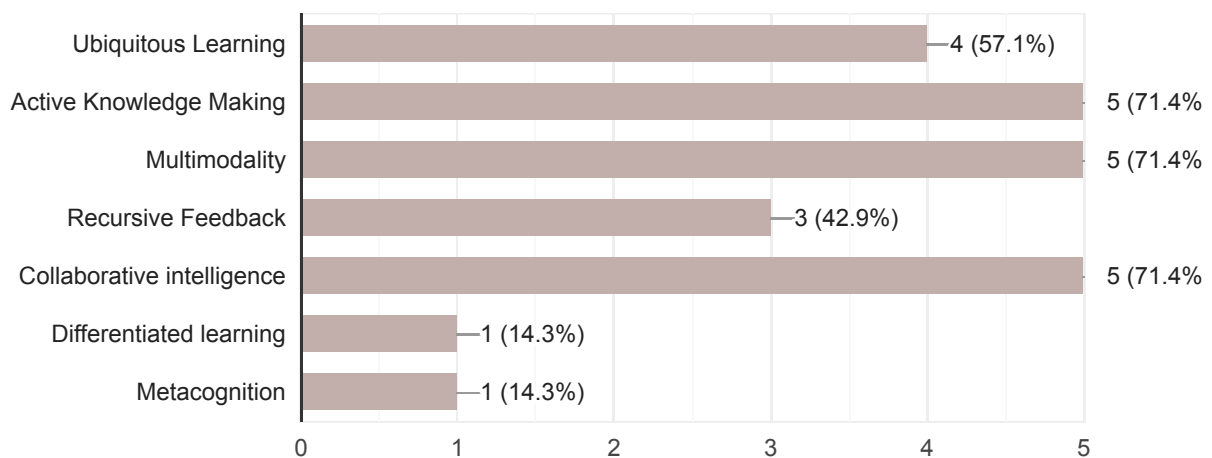
"Quarentine Tips," "What are you learning during quarentine?"

I aplied in a different way because the classes was record

I didn't have contact with my students yet during this social distancing.

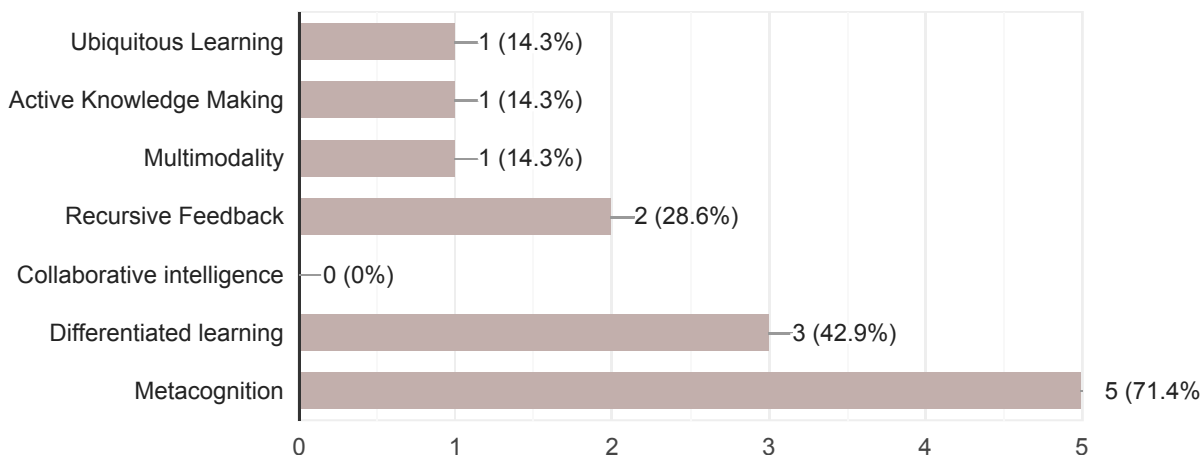
8. Which of the affordances did you find EASIER to implement in your teaching context?

7 responses



### 9. Which of the affordances did you find most CHALLENGING to implement with your students?

7 responses



### 10. Please provide details for the last questions.

7 responses

Because I need go deeper into studies to apply in the classroom.

Mais difícil!

Differentiated learning and recursive feedback is a challenge because I don't have much practice on these affordances.

I didn't know about this affordances and I am starting my career as a teacher now so it's very difficult to me understand.

I didn't quite understand what it will be like in practice.

I have many classes with students with different realities and contexts, also they didn't have maturity for thinking about their own way to learn, but I would like to put into practice some ideas shared in the course with Vania.

Those affordances are more difficult to apply because the students need to be more responsible and interested for that.





11. What do you think of using a rubric for providing feedback for the lesson plans? Please provide details.

7 responses

It was very important and interactive. A way to reassess our points of view and perspectives.

Achei ótimo! Conseguiu ver melhor o faltou.

Amazing because it guided us to provide a effective feedback.

It's better when you have a rubric,because you can think and understand more what you want that your students learn and how

I didn't know this practice but I will use it in my classes.

It's very interesting, because you can see some gaps in the evaluations and also rethink about your own material. It's better to indicate points to adjust, also it's not a personal criticism.

Very useful. I really liked it. It allowed me to see many things that could become my lesson plan better.



12. What do you think about peer and self review during the learning process?  
Please provide details.

7 responses

Very motivating that lead us to reflect better on our methodologies.

Muito bom!

It's really good because provide a formative assessment and students can reflect more on what they are learning and can make changes and review their works, just as we dis during the course.

The peer and self review was amazing because I could understand more,I could make a research and try to learn more.

I found it interesting, but sometimes we were afraid to put everything we found, the details

It's a very important feedback for our learning process, because we can review our own material according other perspectives and ourselves.

I think it is very interesting. It was my first time. It helps a lot. There are some times



13. Have you changed anything related to your teaching style and beliefs after the attendance of this course? Please provide details.

7 responses

I will change and apply a lot of new methodology and innovations.

Grande aprendizado.

Yes, I realized that we need to plan more detailed the lessons, search about new resources, diversify the feedback, provide the chance to students be active knowledge making, use Multimodal resources to provide interesting materials and give students the chance to learn with their mistakes.

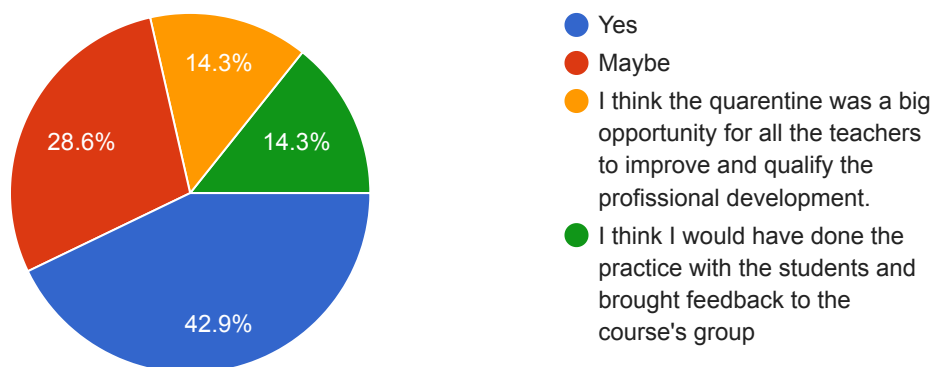
Everything,because it's the beginning of my career and I think I was not doing a lesson plan with this affordances to make the classes more interesting and to understand how to teach.This course helps me a lot .

For me it changed everything, I am looking forward to applying everything I learned in this course, although I know that I still have many difficulties in terms of technology. Loved it !

I didn't have classes with my students because of quarantine, but I will try to include

14. If this course you have just participated in had been carried out during the normal period (before the pandemic), would you have done the same amount of activities as you did during this course given by me?

7 responses



15. Would you change anything in this course given by me? Feel free to write comments or suggestions.

7 responses

No. It was amazing. I thank you so much. You are the best.

Achei ótimo! Parabéns! Obrigada por tudo!

It was perfect! I loved it!

Just the meetings, We could have more meetings.

No. I loved the whole course.

I would like to have online meetings every week.

No. You are really a very good teacher.

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1) Lembra que vocês fizeram um plano de aula com a intenção de aplicar o máximo de affordances possível nele? Gostaria de saber se você aplicou o plano de aula ou alguma atividade dele com seus alunos durante esse tempo! Por favor, justifique sua resposta. / Remember that you produced a lesson plan with the intention of applying as much affordances as possible to it? I wonder if you applied the lesson plan or any activity with your students during that time! Please justify your answer.

5 responses

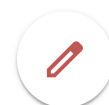
It was great to learn about affordances, I am very grateful. Actually, I have applied the plan with my classes, but I had to change the theme of the plan, because I change another School grades. I'm using Jamboard, quizizz, padlet, Google forms, kahoot for my classes and the students love this apps.

Infelizmente, não tive possibilidade de aplicação em virtude da pandemia. Os meus alunos, durante o ano passado, na grande maioria, fizeram a duras penas somente os PETS (planos de estudos tutorados) elaborados pelo Estado, já que era necessário para aprovação. Este ano, às ferramentas melhoraram um pouco, como o uso do Google Classroom e outras ferramentas do Google for Education. Dessa forma, pretendo implementar algumas ideias do plano que construímos durante o curso durante esse ano letivo.

Não, pois durante esse tempo não tive alunos mas pretendo aplicar futuramente.

Yes, I applied some activities, but I had to adapt it because the schools were closed.

No ano 2020, os alunos tiveram muitas dificuldades, como: falta de internet, falta de computadores, celular ruim, entre outros. Dessa forma, não foi possível colocar o



2) Durante esses últimos meses, você criou alguma atividade ou participou de algum projeto ou alguma outra coisa incluindo conhecimentos que aprendeu durante o curso? Por favor explique em detalhes! / During these past few months, have you created any activity or participated in any project or anything including knowledge you learned during the course? Please explain in detail!

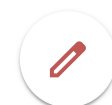
5 responses

Since last year I have been doing a lot of work and activities with my students related to the knowledge acquired during the course. Activities have been carried out in a collaborative way, multimodal meaning, active knowledge making and recursive feedback.

Participei de alguns cursos de formação que incluíram várias ferramentas que conheci durante o curso, como uma capacitação on line para usar o Google Classroom. Além disso, participo de reuniões pedagógicas frequentes com o corpo docente e direção da escola, com o objetivo de juntos criarmos e traçamos a melhor abordagem com os alunos. Dentro dessa participação, sugiro sempre questões interligadas, na medida do possível, com as 7 e-affordances tratadas no seu curso.

Não

Yes, I created activities for Minas Gerais state public schools based on the 7 e-affordances, like Multimodality, Metacognition and differentiated learning. On the activities, I invited the students to reflect on their strategies to study at home and how to be an independent learning, and I also asked them to engage in some recycling project and share ideas about how can we save the planet with small daily actions. like



Gostaria de acrescentar algum comentario? / Would you like to add any comments?

4 responses

Although the pandemic is not a good thing, this moment provided greater contact with the web and with mom internet tools.

Falo por mim. Durante e após o curso, tive e tenho a certeza dos benefícios para os alunos, principalmente, da utilização das affordances na prática docente. Estava e estou comprometido em utilizá-las. Porém, esse quadro de pandemia vem dificultando colocar isso em prática.

Thank you so much Teacher Vania Castro for giving us the chance to learn, reflect, share and apply great ideas at schools, and thanks for always inspiring us teachers to bring a better education to brazilian students! And special thanks to Mary Kalantzis and Bill Cope for sharing this precious knowledge! Peace, health and good education for all!

Gostaria de participar de outros cursos. Muito obrigada!

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