



PiLa-CS

Professional Learning Community

Design Workshop 2: Getting to Know Students & Generating a Unit Premise

Welcome! / Bom dia / ¡Bienvenidxs! / 欢迎 /
어서 오십시오 / السلام عليكم / מה שלומך / स्वगात है!



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Welcome!! As you join us today...

Chat your answer:

What are your starting points for planning a lesson?





Goals

Session Goals:

- Become familiar with our approach to **learning about students** to inspire your designs
- Learning about students' from a **translanguaging perspective**
- Practice generating a premise for a unit using our “three circles” approach in combination with what you know about your students
- Revisiting our norms
- IRB consenting script

Weekly Design Goals

- Surface what you know about students to inspire design ([template 1](#))
- Generate a premise for a unit building on students' and community conversations ([template 2](#))



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Today, you'll become familiar with our approach, specifically thinking about how you can learn about students from a translanguaging perspective. We'll preview templates 1 and 2, which you'll be working on throughout the week independently and with your design team.

Think about these templates and our process, once again, as an invitation to engage. We expect you'll remix our templates with yours and your own approaches to curriculum design.

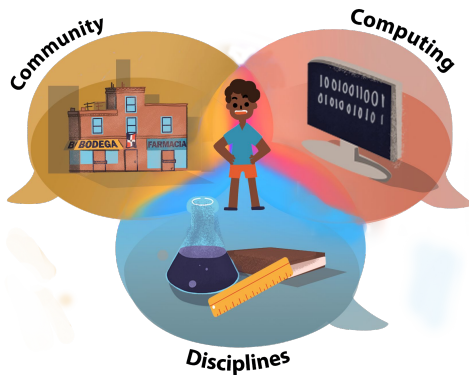
At the end of our time today, we will also revisit some of the conversations we had last week about norms and share the IRB consenting script



Activity 1 - A translinguaging perspective for getting to know students



Starting with students and their conversations



Why?

- Engagement and entry points
- Strengthen our human relationships
- To transform what and how they learn
- Equity!!



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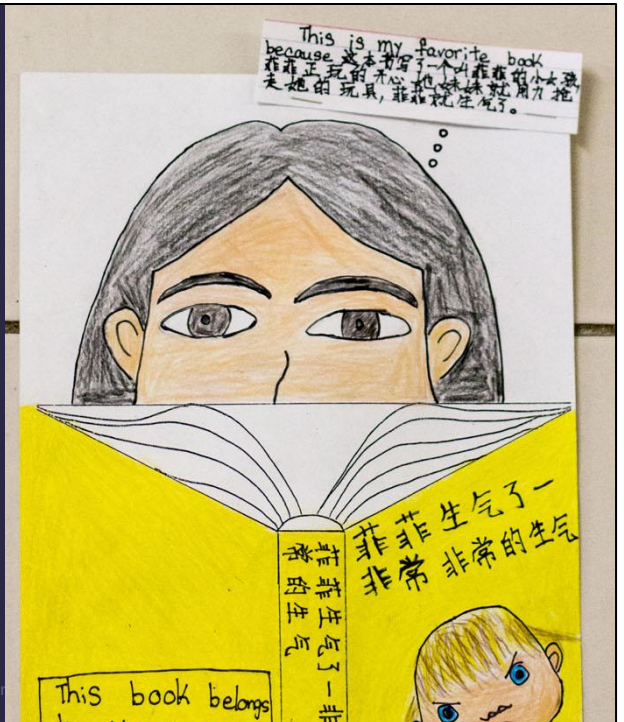
- **As we noted, in our approach, we start with students and their language practices and conversations -- Why? Why is getting to know students important for our curriculum design?**
 - Firstly, getting to know students can promote Engagement and Entrypoints
 - It can also Strengthen our human relationships which are fundamental to learning
 - Getting to know our students and starting with them can change how and what they learn -- -- creating new possible end goals and kinds of knowledge -- think about that baseball game analogy again. By getting to know students, we can have a better sense of what's over that fence
- **There's also an equity angle to this**
 - School systems recognize the students who fit a mainstream mold
 - As educators too, we can, without intending to, more readily recognize and relate to kids who achieve standards, look like us, talk like us, come from backgrounds like us.
 - So it's extra important for us to get to know those kids who are not like us, to notice their strengths and build on them.

Translanguaging

What bi/multilinguals do when they use **ALL of the language they know** (home language, English, gestures, drawing, technology, etc) fluidly and flexibly to make meaning.

(García and Li Wei, 2014). FOR MORE RESEARCH and INFO: www.cuny-nysieb.org

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The Black Language Podcast

Anansa Benbow

+ Subscribe



Linguistics allows us to see the beauty, rawness, and complicatedness in what it means to be human. This is a podcast dedicated to talking about Black people and our languages, and the beauty, rawness, and complicatedness of our various realities. Have you ever wondered why your cousins up north or down south talk differently? Or why your teacher won't let you say "ain't" or "aks"(ask)? Were you ever confused at why someone kept switching between English and Spanish at the bodega? Have you wondered why we change our slang as soon as the mainstream uses it? If you've ever asked yourself any of these questions, this is the podcast for you.

Available episodes

6 days ago

Defund the Grammar Police, The Revolution Will be Multilingual

In this episode of The Black Language Podcast, your host, Anansa provides the vision for this podcast.

27 min



It is also useful to notice and value translanguaging in contexts we wouldn't think of as traditionally "bilingual"



27 min





When we consider our students through a translinguaging perspective, we question:

- Why do there exist “standard” languages in the first place? Who decides what the “standard” is?
- Why are certain kinds of language (e.g. Spanglish, Black English) seen as more/less “proper” or “academic”? → Hint:
- How can we **elevate speakers** of varieties of language typically de-valued in schools?
- How can we notice and learn more about ALL of the ways students communicate?





Language & power

“Three Ways to Speak English”

Jamila Lyiscott

- Listen
- Transcript [here](#)
- Breakout rooms
 - What lines struck you? Why?





Activity 2 - Surfacing what we know about students (Template 1)



Reflection

What ideas do you have for learning about your students this year?

What challenges come up as you learn about your students?

Any ideas for overcoming the challenges people shared?





This week's invitation (Template 1)

In your folder, along with your design journal, is a version of [Template 1](#) that includes comments you made during your interviews about your students.

This week, read over what you have, add more details and funds of knowledge, flesh it out.

Questions for Consideration

- How can we move beyond your students' challenges and labels to think about their resources?
- Think about WHAT you know about your STUDENTS, not what YOU DO to get to know them
- Consider the students' contexts -- neighborhoods, families, etc -- not just the kids themselves



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Doing this is really hard. Even we have to train ourselves to talk and think in a different way when we talk about students.

- They're really low
 - "What are their strengths?" (Keep prompting with the cues from the template)
- "I do this great activity where I ask them about their names, and it's always really great because they share some personal stuff"
 - What have you learned about students through that activity?
- "The kids are progressing really quickly in English, even though their families don't speak English"
 - "Oh, what languages do their families speak? How do the kids communicate with their families?"



Let's look at an example

- What more might you add to these different sections?
- How do you learn about your students?
- What's most important for you to know?
- What are some of the challenges of getting to know students and how do you overcome them?





Activity 3 - Unit Premise and Three Circles



This week's invitation (Template 2)

[Template 2](#)

What conversation(s) could code and computing become a part of?

Go back over your [Template 1](#), and **pick a few conversations your students and their communities are already having** that you might link to a computing education unit you hope to teach.

Detail the language practices and literacies they draw on to have those conversations, and how you might extend and integrate those conversations into your classroom by including language and literacies from school disciplines, computing, and the community.





A protocol for your teams to try

Try out our “[Three Circles Design Activity](#)” to help you move from conversations and ideas to a unit premise

