



PiLa-CS

Professional Learning Community

Design Workshop 3: Reaching out, research, and resources

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





Welcome!! As you join us today...

Chat your answer:

What was the coolest thing or person you ever brought in for a lesson?





Goals

Session Goals:

- Revisiting our community norms
- Become familiar with our approach to researching relevant community conversations you might integrate into a CS unit
- Become familiar with our approach to refining your unit design and compiling/creating example projects

Weekly Design Goals

- Begin generating possible connections to community and resources (template 3a-b)
- Revisit your unit premise (template 2) and how it could leverage other conversations (template 4)





Activity 1 - Revisiting Our Community Norms



Pulse Check

- How is our PLC doing in terms of being a safe, nonjudgmental space to work and learn this summer?





On Feedback

What are some specific times, ways, or topics that I might want help or feedback this summer?

What are some ways we might structure giving each other feedback?





Activity 2 - Resources, Reaching out, and Research oh my!



Bringing the world into our units

Resources:

- Multimedia
- Videos/films
- Documents (in many languages)
- Data & Models
- Social media posts (tweets, tik toks etc)
- Infographics
- News items/events
- Curricula/materials from other classes
- Libraries and Museums
- Community Based Orgs
- Cultural institutions (Theatres, parks, etc.)

People:

- Families
- School staff
- Community leaders / activists
- Neighborhood / community residents
- Your networks
- Youth culture celebrities / influencers
- Adult experts -- “Skype a Scientist”, “Behind the book,” teaching artists and other programs





Challenges to bringing the world into your units

Challenges listed by 2021 PLC Members

- TIME, Space, schedule, money
- Curriculum pacing mandates
- Access to people - how to bring in someone prominent?
- School regulations - who has building access
- Language - “they just don’t know what to do with them”
- Finding resources in students’ languages (also multimodal and engaging) / reading levels -- (and being able to get the gist yourself)
- Visitors who don’t know how to work with kids
- Technology barriers





This week's invitation (Template 3a)

What sources will help you learn more about the conversation you're trying to start with your students?

Think about multimedia, multilingual, data, models, infographics, people, community groups, etc.-- feel free to take notes next to each as you utilize them

Questions for Consideration:

- What are some questions you have about the content of these conversations?
- What are some sources that you would want to share with students? Why? How are you vetting the sources to ensure they reflect students' backgrounds, language, communities, interests, and engaging multiple modalities?
- What are some potential pitfalls / things you are concerned about in opening up this conversation with students? What supports might you need to address them?





This week's invitation (Template 3b)

What groups, individuals, initiatives can serve as models and contexts for the conversations you want to have?

Question for consideration:

- What roles could those groups / individuals play?
 - guest speakers
 - mentors / demos
 - sources of data (interviews, community walks, surveys)
 - clients for projects
 - audience members / feedback providers
 - Just an inspiring example of a conversation you might talk about in class





Ideas to overcome barriers and get resources you need

Let's fill this slide up with ideas...!

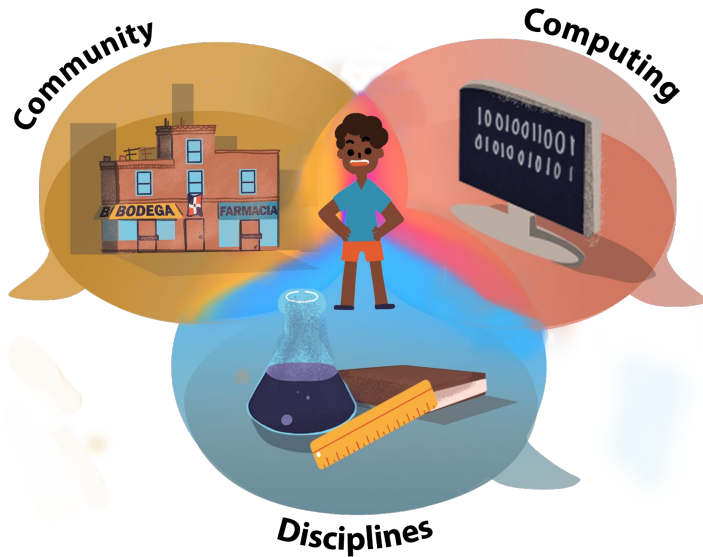




Activity 3 - Conversations: Finding existing ones, Creating new ones



Starting with students and their conversations



Why?

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



Let's look at an example.

Context: 7th grade
bilingual science

Kids were already having
conversations involving...



Community

- Students sharing feelings about pandemic during advisory
- Cyberbullying issues
- Dominican rappers / artists, sports teams
- COVID impacts/responses in NY and DR
- Community health knowledge and economic resiliency

Computing

- Using Scratch to tell stories about COVID
- Navigating ed tech and remote learning
- Navigating COVID charts and graphs and news

The Discipline

- Viruses, how they spread, how masks protect you, to take the vaccine or not

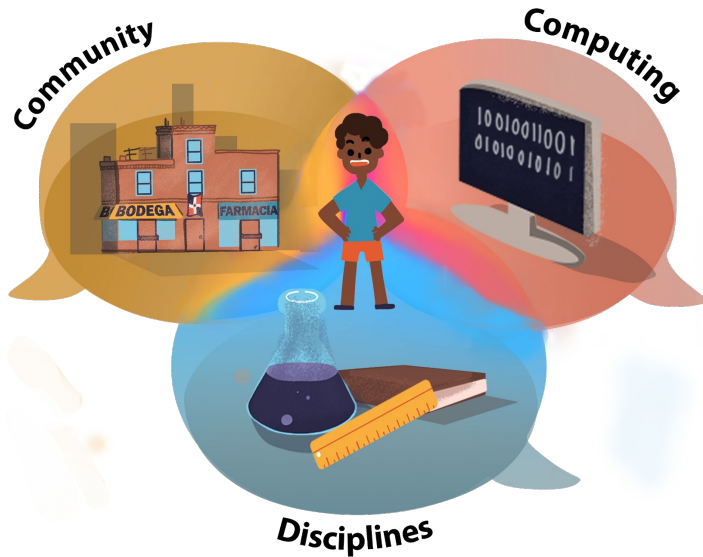
Language and literacies they employed:

Fluid Spanish, English, Spanglish
Social media, pop culture, sports literacies
Interpreting graphs, charts
Digital storytelling literacies
Pandemic / remote learning literacies





Then, layer on conversations others are having



Why?

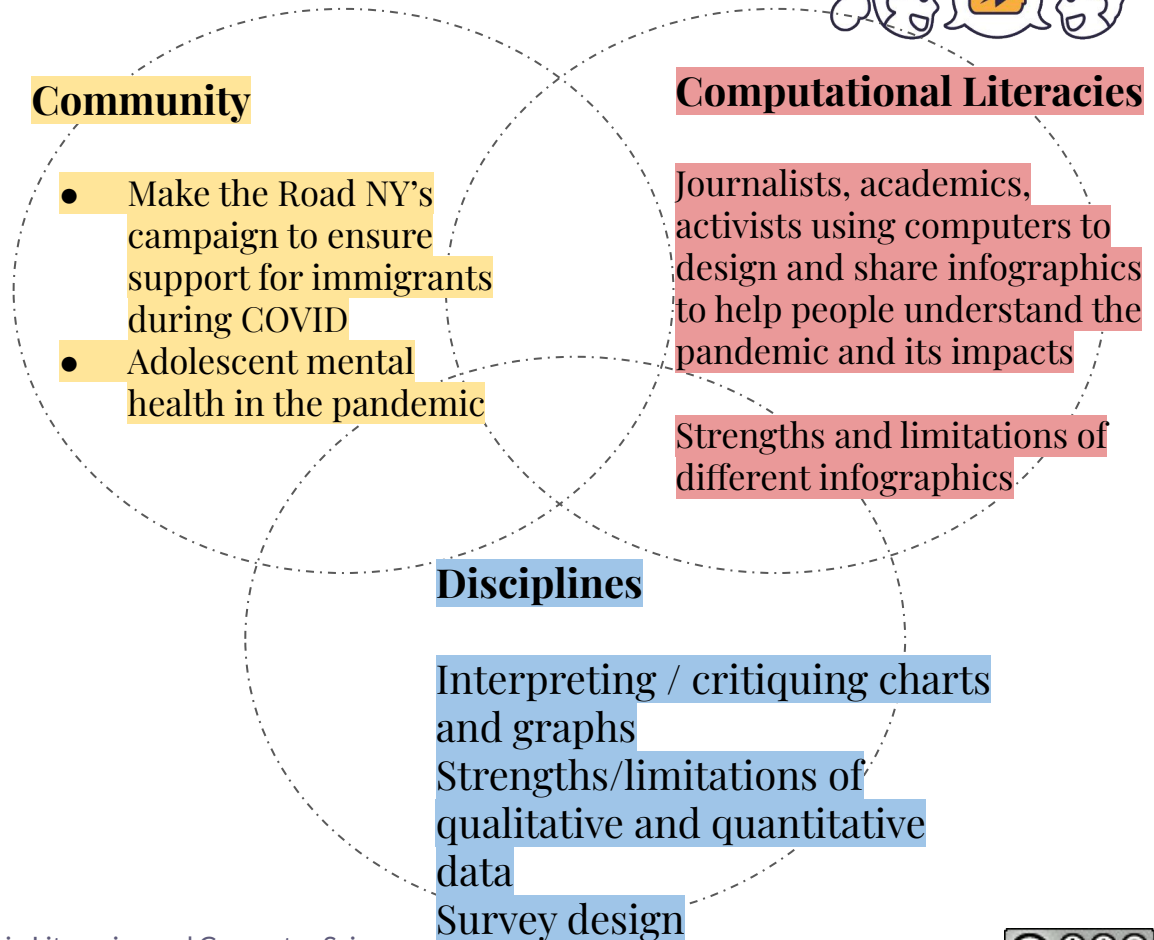
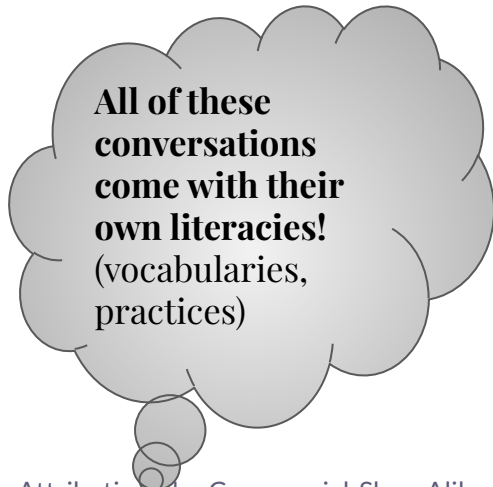
- Authenticity to culture, discipline, or expert tech use
- Building connections between school and the real world
- Helps us show where kids could have voice/audience
- A key way to find multilingual resources



Let's go back to the example.

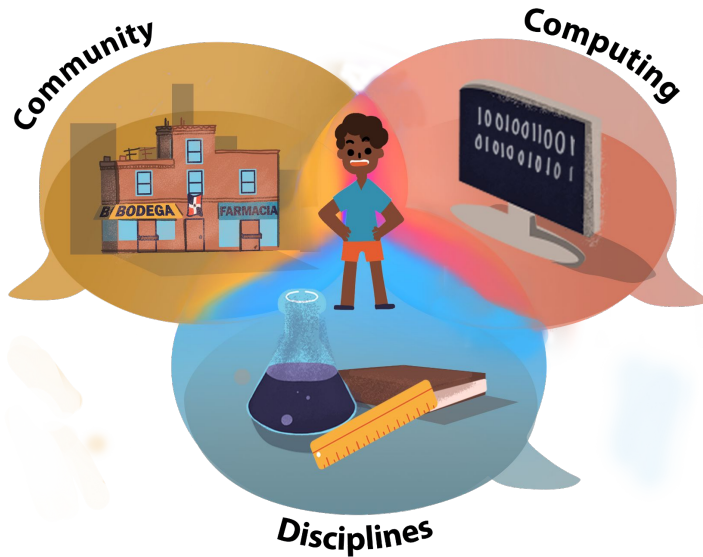
Context: 7th grade bilingual science

Relevant conversations others were having...





Then, create something new that brings conversations together



Syncretic conversations are something new we create with students which go beyond the existing conversations

Why? We can...

- Value students' literacies and communities
- Bring CS, school subjects, and community into better alignment rather than conflict in kids' lives
- Help kids translanguage with the language and literacies they already practice to learn new language and literacies
- Support kids' agency to have new meaningful kinds of conversations
- Change how the conversation happens in the world



Let's go back to the example.

Context: 7th grade bilingual science

New syncretic conversations...

Students used their full repertoires across circles to engage in these conversations

Syncretic Literacies



- How to provide expansive options for race and gender on a survey so that all people feel seen and computers can analyze the data
- How to create and share infographics to tell stories students cared about to a particular audience
- Inferring why particular survey results might have come about
- Privacy concerns for surveying in our community



Does this make sense?





This week's invitation (Template 4)

Deepening your unit premise by exploring relation to three circles

- What conversations will code and computing be part of in your unit?
- Why did you choose those conversations?
- What existing literacies & language do you have for each of the three circles, and what do you want to grow or teach in this activity in each circle?
- What will students do/make, and for what audiences? How will you know if they are successfully participating in this conversation?
- **Begin creating an exemplar project**





Breakout if we have time

Revisit the “Three Circles Design Activity” to help you move from conversations and ideas to a unit premise

- [Google Slides version](#)
- [Jamboard version](#)





Key reminders

- Prioritize your design process over the design journal/planning templates.
- Everything is subject to revision up until you run it in your classroom.
- To the extent possible, everything is a team sport.
- Design is a process of taking unknowns and massaging them into something wonderful. Embrace the ambiguity, and iterate, iterate, iterate!
- If your team has not already thought this through, try to devise some specific plans around feedback to each other: when, how, in what medium, etc.

