

UNE L&T Symposium 2024 – Presentation Synopsis

1. Title of Presentation:

[Creating synergy between the teacher and students in teaching disciplinary literacies]

2. Presenter(s) Name(s) and Affiliation(s):

[Zuocheng Zhang, School of Education, HASSE, UNE]

3. Main Takeaways:

Takeaway 1: Capitalising on students' own learning is essential to setting them up for articulating disciplinary literacies and making teaching meaningful and engaging.

Takeaway 2: Providing blended learning increases exposure to content for students and makes teaching inclusive and effective.]

4. Application in Educational Contexts:

Teaching Methods:

- *Asking students to recount their language use in past 24 hours, explain how and why they have used language differently, relate personal experience of language variation to school setting, and analyse work samples to appreciate explicit literacy and numeracy teaching.*

- *Blended learning through multiple technologies (e.g., written topic notes, synchronous and asynchronous lectures and tutorials, weekly topic discussion forums) to cater for diversity in students and increase exposure to content.*

Assessment:

- *Assessment for learning through quizzes and topic discussion forums to pull and push students to engage with the unit material, including the topic notes, lecture/tutorial resources, and reading.*

- *Summative assessment through reflective essay and teaching portfolio brings out conceptual understanding and application of learning to practice.*

Student Engagement:

- *Linking the use of topic notes, lectures and tutorials and reading to completing online quizzes and forum discussions, which are automatically graded and timely responded to by the lecturer and tutors, makes learning engaging for students.*

- *Differentiating the use of multiple technologies on the basis of their affordances and linking formative assessment to summative assessment in a way that students are prepared to complete their assignments make students feel their learning is purposeful and supported.*

Curriculum Development:

- *The cycle of initiating students, exposing them to content through multiple technologies, getting them to practise knowledge provides a framework for scoping and sequencing content.*

- *Formative assessment in the forms of quizzes and topic discussion forums accounts for a substantial weighting in total marks (25/100), both to recognise student input and increase motivation.*

5. Valuable Sources and References:

Source 1: [<https://hdl.handle.net/1959.11/31496>; *This paper discusses how disciplinary literacies are part of the pedagogical content knowledge of subject specialist teachers.*]

Source 2: [*Creating synergy in teaching disciplinary literacies in Australian teacher education; Forthcoming chapter on teaching disciplinary literacies and implications for English-medium instruction.*]

6. Weakness and Area for Future Research:

Weakness: [*Assessment of the validity and rigour brought into the teaching of disciplinary literacies and numeracies by the students into their assignment, in particular teaching portfolio demonstrating teaching disciplinary literacies and numeracies in their subject class has not been included.*]

Future Research: *Future research can consider the desirability and extent of the literacy educator's familiarity with the subject/discipline required to prepare students for teaching literacy and numeracy practices in the disciplines.*