JOURNAL OF LITERACY INNOVATION

RETHINKING LITERACY INSTRUCTION

VOLUME THREE, ISSUE TWO
FALL 2018
SEAN RUDAY, EDITOR
WWW. JOURNALOFLITERACYINNOVATION.WEEBLY.COM

JOURNAL OF LITERACY INNOVATION

RETHINKING LITERACY INSTRUCTION

VOLUME THREE, ISSUE TWO
FALL 2018
SEAN RUDAY, EDITOR
WWW. JOURNALOFLITERACYINNOVATION.WEEBLY.COM

Table of Contents

EDITOR'S INTRODUCTION

SEAN RUDAY, *JLI* FOUNDER AND EDITOR
LONGWOOD UNIVERSITY

When I think of effective literacy instruction in the 21st century, I think of multifaceted, thoughtful, and dynamic teaching that incorporates students' out-of-school lives and interests in meaningful ways. The three articles in this issue of the *Journal of Literacy Innovation* represent these standards of quality in research-based and practitioner-relevant ways. I am thrilled to bring them to you in these pages.

The first article in this issue, "Beyond the App: Learning to Teach Digital Literacy" by Nance S. Wilson and Victoria Cardullo, promotes a thoughtful and metacognitive approach to incorporating technology into instruction. Drawing from work with pre-service middle grade teachers, the authors describe the knowledge and dispositions necessary to effectively integrate digital literacy into high quality teaching. The authors explain that strong technology-infused instruction requires a thoughtful and analytical instructional approach: "We must be metacognitive teachers who recognize that teaching for digital literacy requires more than the use of technology but the integration of knowledge about students, pedagogy, content, and technology."

Next, you'll come to "Music Rocks! Preservice Teachers' Experiences of Creating Music Videos to Promote Content Area Literacy Learning" by Stacy Delacruz and Charlease Kelly-Jackson. This innovative piece describes "preservice teachers' perspectives of using music videos as a curricular tool to promote content area literacy learning. This piece describes research-based and classroom-applicable findings and recommendations that can inform the practices of teachers and teacher educators regarding the uses of music and media in the classroom. As the authors explain, "knowing that so many of our students have a love for music and media, creating content-based music videos can help raise student achievement and increase engagement in learning."

After that, you'll find Cynthia Dawn Martelli and Vickie Johnston's excellent work, "A University Literacy Festival and Its Impact on Teacher Candidates, Authors, and Teachers and Students from Title I Schools." This unique and important manuscript describes the evolution of a university literacy festival and the many benefits that such an event can provide. Drawing from a number of data sources, the authors discuss the impact of the literacy festival and the diverse authors attending it. They explain that "the goal of the COE Literacy Festival was to invite diverse children's literature authors that would create self-worth within students and allow them to connect with themselves and their culture through literature on a deeper level," making the important assertion that "it takes a community of parents, guardians, teachers, caregivers, and other members of the community to help support children in learning to read in order to ignite that passion of reading for a lifetime."

I am proud to share these excellent pieces. I hope you will consider adding your voice to this conversation by submitting your work for consideration for publication in a future issue of the *Journal of Literacy Innovation.* For more information on the journal, please visit www.journalofliteracyinnovation.weebly.com.

See you in April 2019 for *JLI*'s next issue!

Sean

Sean Ruday, Ph.D.

Editor, *Journal of Literacy Innovation*

Associate Professor of English Education, Longwood University

BEYOND THE APP: LEARNING TO TEACH DIGITAL LITERACY

NANCE S. WILSON, PH.D.
STATE UNIVERSITY OF NEW YORK AT CORTLAND

VICTORIA CARDULLO, PH.D.
AUBURN UNIVERSITY

Abstract

In this piece, the authors offer scenarios of teaching using digital literacy. The scenarios are drawn from work with pre-service middle grades teachers working within a STEM camp. Through an analysis of the planning process, the knowledge and dispositions to successfully integrate digital literacy are discussed. The piece concludes with recommendations for teachers, teacher educators, and professional development providers to move beyond teaching how to use an app, and toward teaching the digital literacy skills students need for success in the future.

Beyond the App: Learning to Teach Digital Literacy

The students learned so much about designing bridges from their online readings. I am so glad that I was able to use Padlet to control their web surfing.

Like most teachers, Fredricka struggled with the push to integrate technology while assuring content learning and building literacy skills and strategies. She was aware of the need to incorporate technology, yet she had some anxiety about when she should use it. She stated, "technology has many great tools within it, but when are they effective?". Fredricka (all names are pseudonyms) was an undergraduate elementary education candidate teaching in a three-week STEM summer camp for low socioeconomic status (SES) students. An element central to the focus of the camp was the integration of technology to develop digital literacy while engaging with content.

Classroom instruction focused on digital literacy has become imperative. Therefore, pre-service teachers often have technology courses where digital assignments are embedded into the curriculum. As preservice teachers transition to in-service teachers, professional development opportunities are provided to learn about technology. This professional development is particularly important because, in just five short years (2024), today's seventh-grade students will enter college or the workplace. They will be entering into an unknown realm of technology. That's five years from now, yet regarding technology, it is an eternity. To position this, let us

look at the past five years. Five years ago, Google Drive and the Microsoft Surface were brand new, the Kindle was just an e-reader, and we were just beginning to see the vibrancy of Apple's retina display. It is unknown what technological advances will take place in the next five, ten, twenty years, but what is known is that students must be strategically prepared for the complex and cognitively demanding skills and strategies of the future. Therefore, it is imperative that we ensure that students develop digital literacy skills and strategies while engaging in authentic learning tasks.

The focus of this article is to demonstrate that it is not the tool or the device that supports learning digital literacy, but it is the strategy the student is using facilitated by the device or application. To teach the strategies in an authentic manner the teacher must have knowledge of students, content, pedagogy, and technology as well as a positive disposition toward teaching with technology and an adaptive approach to teaching. We will demonstrate this by first examining the disposition of teacher candidates and their struggle to integrate technology and the teaching of digital literacy skills and strategies with STEM topics. The lessons learned from the cases presented inform pre-service teachers, in-service teachers, teacher educators, and school leaders about how to move 'beyond the app" to assure students gain digital literacy skills and strategies by focusing on instruction that builds digital literacy.

Preparing Teachers for the Digital World

The inclusion of coursework focused on technology integration is aimed at guiding preservice teachers to develop a personal understanding of teaching and learning used in the digital age (Habowski & Mouza, 2014; Kirschner, Stribjos, Kreijns, & Beers, 2004). However, despite these classes research indicates that preservice teachers experience difficulties when implementing technology due to factors such as "device conflict", technological knowledge, content knowledge (Orlando & Attard, 2016), pedagogical knowledge (Tondeur, van Braak, Ertmer, & Ottenbreit-Leftwich, 2017)., and self-efficacy (Lee & Lee, 2014). Thus, it is key that we examine and prepare pre-service teachers using a multi-faceted pedagogical framework to assure that we are addressing the complexity of teaching and learning in the digital age.

One commonly referred to pedagogical framework is the Technological Pedagogical Content Knowledge framework (TPACK) developed by Koehler & Mishra (2009). This framework highlights the teacher's interacting knowledge of technology, pedagogy and content. However, this framework does not include issues of teacher self-efficacy and metacognitive awareness (Reeve & Brown, 1985). In order to address these missing elements, we prefer to utilize The Metacognitive Pedagogical Technological Content Knowledge Framework (M-TPACK) (Wilson, Coe, Cardullo, & Fong, 2014). This framework identifies four areas of knowledge necessary for the integration of technology, knowledge of the student, knowledge of content, knowledge of technology, and knowledge of pedagogy. The framework recognizes that knowledge alone is not enough, but the metacognitive teacher with positive dispositions toward technology and an adaptive approach to teaching and learning is key (see Figure 1). Typically, technological professional development focuses on building teacher's knowledge about

technology and pedagogy. The M-TPACK framework highlights that to build digital literacy and truly implement technology we need to do more.

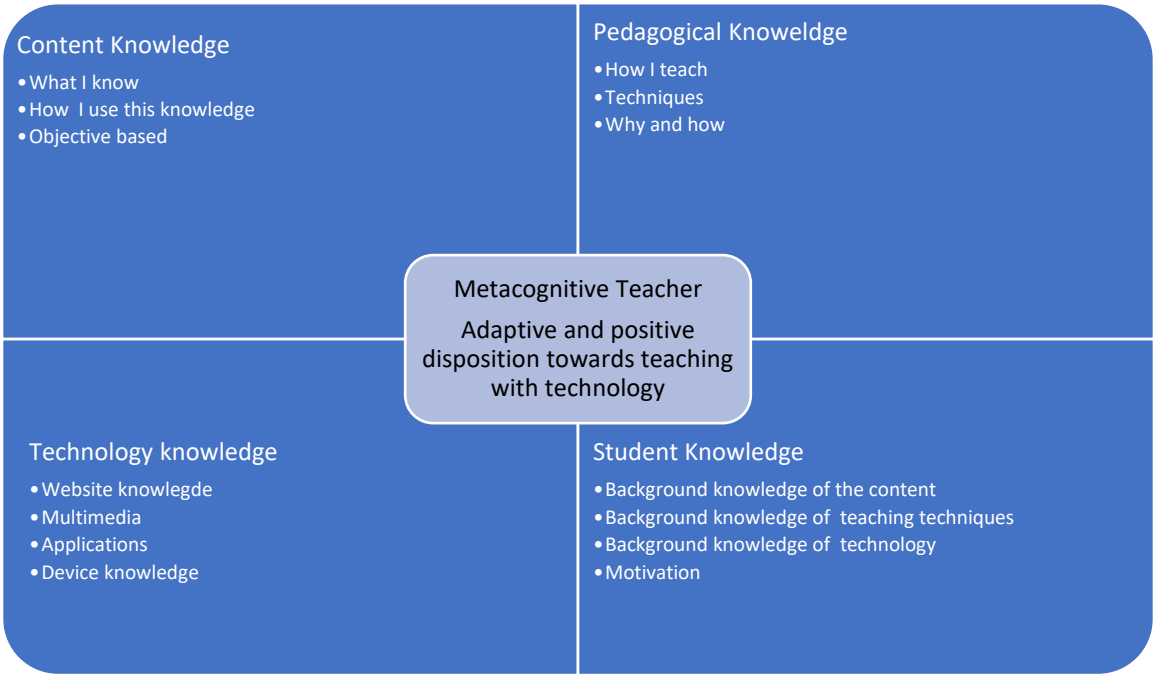


Figure 1. M-TPACK-

The more comes in the form of mentoring. Pre-service teachers report that the opportunity to be mentored by experienced teachers in their learning about practice makes an impact on their development (Crasborn &Hennissen, 2010). Mentoring often occurs through discussion within the context of practice to help preservice teachers identify practices, (Fenstermacher, 1994), develop professional knowledge (Clandinin & Connelly, 1996), and understand the application of this knowledge known as practitioner knowledge (Cochran-Smith & Lytle, 2004). When preparing teachers to work with students in the digital age, these mentoring conversations have demonstrated an impact on dispositions toward teaching with technology through mentoring which was key to adoption (Wilson, Zygouris-Coe, & Cardullo, 2015; Cardullo, 2014).

Therefore, the summer STEM program was designed to assure that the teacher candidates had multiple opportunities for mentoring. The mentoring took place through the authentic conversations around teaching and learning using technology, lesson plan development, and after implementing lessons. The mentors were university faculty with expertise in teaching and learning using technology for literacy, mathematics, and science. Each aspect of the STEM camp led to different opportunities for mentoring.

During the initial presentation of the requirement to integrate technology to teach digital literacy in the STEM classroom, candidates expressed concerns toward technology (lack of control, finding a balance, lack of knowledge, time on task, etc.). These concerns demonstrated the anxieties preservice teachers encountered while developing lesson plans that were well prepared

to engage student learning. Fredricka stated, “preparation can determine how successful or unsuccessful a lesson can be” therefore they often developed lessons that had metacognitive instructional strategies integrated into them (activation of prior knowledge, problem-solving strategies, and connections).

Preservice teachers spent a full day developing lesson plans during the summer STEM camp. The well-constructed lesson plan was critical, and the faculty felt it was essential to allot the time to the development of a robust lesson plan. During this time, they had multiple opportunities to meet with faculty and other peers to discuss their intended lesson. Candidates met with faculty mentors for guidance as they developed their lesson plans. Mentoring faculty and candidates meet at least three to four times throughout the day with individual or co-teachers to discuss plans, content, concerns, and other things as they arose. During these interactions, mentors observed that preservice teachers’ dispositions were often replete with anxiety about preparation, and confidence as they planned to integrate technology. During these planning sessions, mentor faculty often discussed the pros and cons of applications, tools, and device. The mentoring faculty-guided and supported inquiry and awareness rather than telling candidates what they should do. This was important as preservice teachers needed to take ownership and development of their lesson. During the mentoring process, the faculty was attuned to anxieties, concerns, and confidence levels and often tried to support and scaffold understanding, connections, and integration of technology all the while scaffolding to build individual confidence, reduce anxiety, and promote the preparation of lesson plans for the summer STEM camp.

To highlight one recurring theme, many preservice teachers found it difficult to initiate their lesson plans because they didn’t “know all of the possible apps/resources” available. Mentor faculty often refocused the discussion on the objection or essential question being addressed rather than the app. Preservice teachers felt the “need to discover more apps/ websites that would be beneficial for [their] students” (Henrietta). Mentor faculty discussed the pedagogical issues associated with the implementation of technology and the need to move content and strategies to the forefront. Several discussions built on the need to identify how a particular application supports learning, or how does this particular tool help you align the objective with student learning. Despite the candidate's personal experience with technology, "use it every day, but [I] need to explore apps" (Fredricka). The pre-service teachers struggled with which should come first the technology, the content, or the student learning needs. As Fredricka stated "knowing when to use it, [we] know technology has many great tools within it, but when is it most effective?" This was a typical concern during many of the mentoring sessions.

It was quickly noted that successful mentoring required first addressing the pre-service teachers’ anxieties through the preparation of curriculum that discussed learning goals, content, knowledge of students, classroom management, and the implementation of technology to increase confidence levels. This article highlights three candidates’ experiences, emphasizing how their technology dispositions impacted their instructional choices during the planning process. Following the examples are suggestions to build positive technological dispositions and improve the teaching of digital literacy in the classroom.

Fredricka

When planning a lesson for rising fifth graders on the structural design of buildings and bridges with Fredricka, it was observed that she avoided technology. The mentoring sessions were focused on helping her to address the technology requirement. Through conversation, her choice not to implement technology was explained by a fear of losing control over the content and the students. She wondered, “how do I know if they are on task? If they are looking at inappropriate content? And if they don’t know how to use the technology?” This anxiety and apprehension prevented her from seeing the possible ways she could integrate technology.

The mentoring conversations focused on the need for technology integration that was purposeful and aligned with the content. The mentors provided discussion on possible ways to integrate technology using common applications Fredricka was familiar and comfortable with (i.e., Padlet, QR codes, Newsela, etc.), reducing some of her anxiety. In order to meet her needs, there was less of a focus on digital literacy strategies. Instead, the mentors guided Fredricka to reflect on the learning goals, knowledge of content, and her knowledge of the students. After careful consideration, she reviewed the technology tools with which she was familiar with to determine which tool best supported the content, students, and learning goals increasing her level of confidence. The responses to these questions helped to guide the intentional use of technology to support the curriculum. Her choice of Padlet helped to address her concern about control, as she curated the links for the students rather than having the students search for them. Through the mentoring process, she was able to recognize and utilize her existing knowledge of goals, content, student, and technology, to move past her anxieties and develop her preparation and confidence.

Henrietta

When planning for teaching with technology, Henrietta struggled to align the preparation of content and technology while keeping the needs of students in mind. The forefront of her concerns was often focused on "what if" scenarios. She wondered about needing to plan alternative lessons in case the device, application, Internet, etc. failed. This worry stemmed from her personal experiences with technology. She had never observed successful (problem-solving) planning and integration of technology, nor had she seen teachers effectively deal with technological issues that impacted teaching and learning. She expressed disdain for technology, "I hate the technical portions, like fixing/ troubleshooting." She was hesitant throughout her planning stages and often wondered how to "determine the purpose of websites and apps."

The mentoring conversations began with her goals, her content and her knowledge of students before transitioning to the affordances of technology. As she planned her lesson on how rockets work for rising third graders, we worked together to examine websites to build her content knowledge. She often used what she learned from these sites to address her goals as she adjusted her curriculum to meet the needs of her students. The conversation then turned to let the students

engage with the technology to achieve the learning goals and build their content knowledge. She often worried about online navigation and the thought that all students would be searching the Internet for information on rockets "stress[ed] her out." When examining the technology, prompting was key to help her make the connections between the affordance of the technology, her learning goals, and the content. For instance, she weighed the options of using a Padlet, QR codes and online readings from sites such as Newsela. The conversation led to the affordance of each as they align with student learning to determine the "best fit" for the content. She talked about the benefits of using Padlet, an easy place to post links, notes, and videos for students to access, alongside the negative issue that setting up the Padlet could be stressful and demanding on the teacher. Henrietta discussed using online readings from sites such as Newsela but felt anxiety with individual students doing different levels of readings. She reflected on the use of QR codes during a methods course and realized this fit with her pedagogical concerns. Students could work in groups looking at the same documents, making an observation of student technology usage more in her control. The QR codes allowed her to pre-determine which websites and where on the websites students would access. In this instance, the use of QR codes helped to maintain the position of the content at the forefront of learning.

Furthermore, the QR codes added to the lesson versus driving the instruction, assuring that any technological glitches could be avoided. There was no specific digital literacy strategy. The mentoring process helped her to recognize and utilize what she learned from her research on the Internet and share it with students, thus moving past her negative technological dispositions. Though this approach included technology as students were assigned something to view online, the planning did not include instruction in literacy skills or strategies to engage with it, nor were they given an opportunity to build digital literacy skills and use the sites to their full potential.

Brianna

Planning with technology took a different path for Brianna. As a digital native, she admitted her comfort level with technology but stated it was often for social purposes. She saw an issue with the implementation of technology for educational purposes. She wanted technology to be used as a "tool, not a toy" and couldn't determine how to balance content with technology. Brianna was also concerned about focusing instruction on technology because it "evolves so rapidly, it's hard to keep up," what she taught students to use today may not be available for their use tomorrow. She did not understand the enduring nature of digital literacy strategies. During a lesson on forces in motion, Brianna planned for students to build windmills and to test the blade design. The technology she intended to integrate was a time-lapse video using the camera application (time-lapse photos) on the iPad to develop an iMovie.

The intended strategy should have been a visual representation. She discussed her feeling of nervousness and apprehension as she knew she must be mindful of several things to integrate technology as a tool rather than a toy (i.e., how to use and explain airdrop, how to take time-lapse photos, how to use and explain iMovie's, and knowing the functions of the iPad to support learning). In her lesson plans, she chooses to demonstrate the concept of time-lapse video using a

YouTube video of a building being constructed. She viewed several videos to ensure age and grade level appropriateness. Then she noted in her lesson plans the need for modeling for the students on how to take time-lapse photos. She planned to use the doc cam for modeling and step by step procedures rather than connecting a dongle to an iPad. Brianna's planning was preoccupied with assuring that students had the digital skills to learn the tools (time-lapse video), the content (building of a windmill), developing science skills (developing a hypothesis), and integrating multiple subjects). Despite mentoring, she lost sight of student knowledge, and digital literacy strategies needed for student success with the lesson.

Lessons Learned

Although the preservice teachers' planning for technology did not address building students' digital literacies, their approaches to technology gave the mentors insight as applied through the lens of the M-TPACK framework. All three candidates gained content, pedagogical and technological knowledge through researching and developing applications for student use. The process of first finding websites and then studying them developed content knowledge. The examination of known technological applications helped the teachers develop pedagogical and technological knowledge. Finally, the process itself built teachers' confidence in applying technology and reducing their anxiety.

The candidates in this summer STEM camp demonstrated the effect that technological disposition could have on lesson planning. When looked at using the lens of the teacher candidates participating in this summer camp experience it is clear that they all struggled to be a metacognitive teacher. They were apprehensive of the need to be adaptable and expressed negative dispositions toward technology. This was evidenced by the candidates' desire to control the student's choices as well as their technological dispositions and use of technology as an addition or substitution rather than as a tool to build students' digital literacies. In the following section, we revisit each teacher candidate using the M-TPACK framework to identify needs for future pre-service and in-service professional development.

Fredricka

Fredericka's metacognitive behaviors often lead her to evaluate her knowledge of students and content. She often looked at each element in isolation before looking at it as a whole. She displayed concerns about losing control of content. She had difficulty seeing the possible ways that technology could build digital literacy. The mentoring process was instrumental to Fredricka. Mentoring helped her to reflect on her planning and her level of confidence as she developed learning goals, knowledge of content, and her knowledge of the students. After reviewing her lesson plans, Fredricka responded to the following prompts related to technology:

> How will technology be used in your lesson? (consider both teacher and student)
>
> The teacher will use the iPad to model how to access the Padlet.
>
> The students will use the iPad to access the Padlet.

What do students need to know to use the technology?

Students will need to know how to access the Padlet.

What do teachers need to know to use the technology?

The teachers need to know how to use the iPad.

Fredrick chooses the Padlet application because she could control the content that students would see and to control student exploration while using the Internet. (Figure 2). In responding to what students need to know to use the technology, she did not address digital literacy.

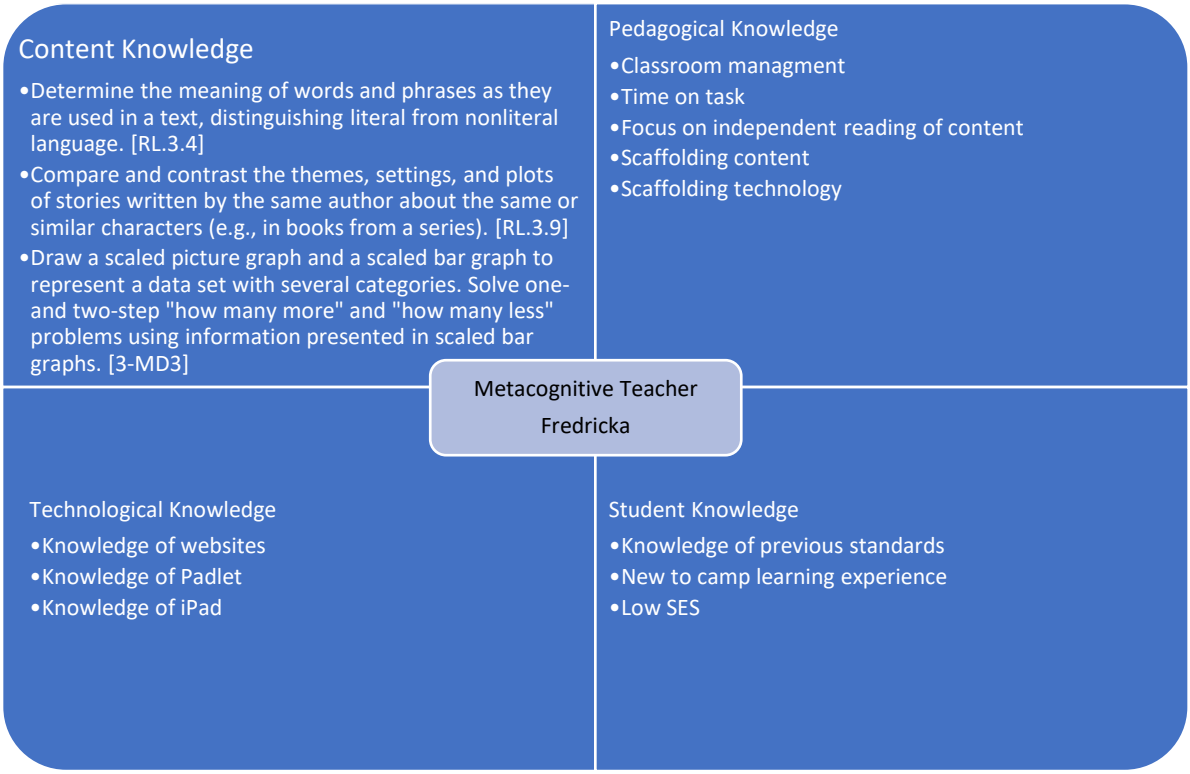


Figure 2. The Metacognitive Teacher; Fredricka

Notice that nowhere in the planning process did Fredricka consider strategies. She was mostly focused on knowledge and time on task. She designed her lesson to avoid the need for adaptivity and continued to respond to technology integration as something to be controlled.

Henrietta

Henrietta explored each aspect of knowledge prior to the full development of her lesson plan. When reviewing Henrietta's lesson plans, her level of detail was evident with several scripted sections. Further review of her lesson plans shows the awareness of strategies to promote cooperative learning, identification of key vocabulary, and the development of an essential question. Henrietta was very mindful of many of the knowledge aspects needed to develop a

strong lesson plan. She addressed student knowledge of content and collaboration. She developed content using the QR codes for students to explore, and she scripted criteria for classroom management.

> How will technology be used in your lesson? (consider both teacher and student)
>
> The teacher will use the iPad to show how to capture a QR code.
>
> The students will use the iPad to capture QR codes.
>
> What do students need to know to use the technology?
>
> Students will need to know how to snap a QR code.
>
> What do teachers need to know to use the technology?
>
> The teachers need to know how to save a website using a QR code.

Yet in the section in which the preservice teachers notated the perceived needs of students related to technology she identified that students need to know how to use a QR reader app and that the teacher will model how to use this app. When looking deeper at just the technological aspects of the lesson, there are some gaps. She did not take into consideration the knowledge students need for using the technology. Yes, they will need to know how to use the QR reader to capture a code, but what happens beyond the capture. What digital literacy strategies do students need to be successful once they capture a QR code and are directed to online reading? (Figure 3)

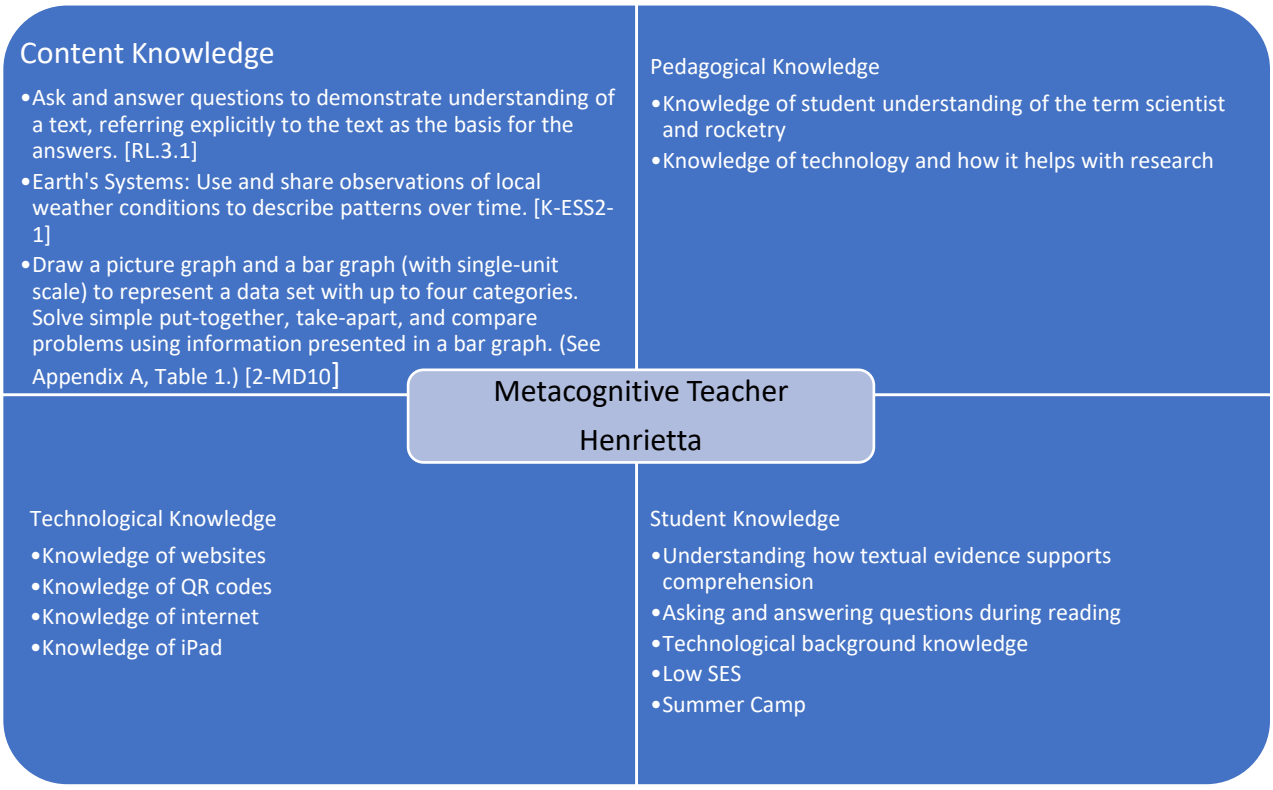


Figure 3. The Metacognitive Teacher; Henrietta

Like Fredericka, Henrietta wanted to control students' technology access leaving little room for adaptability. She also did not acknowledge digital literacy strategies as a part of technological knowledge, and students need for success in learning.

Brianna

When reviewing Brianna's lesson plans, she had a lot of detail about the content and then demonstrated knowledge about the need to teach digital skills to use the technology of her lesson. She understood the need for textual evidence used to support and scaffold student learning. She was aware of the need for academic language to support content and the need to build scientific knowledge and language associated with rocketry. What was lacking was the need to recognize the literacy skill of visual representation as part of her planning. Brianna also struggled with the digital literacy strategies students might need to complete the task. In reflecting on her use of technology in the lesson planning, her responses were similar to her peers. How will technology be used in your lesson? (consider both teacher and student)

The teacher will use the doc cam for modeling as well as step-by-step instruction for students.

The students will use the iPad to make a time-lapse video of their windmill being created.

What do students need to know to use the technology?

Students will need to know what a time-lapse video is.

What do teachers need to know to use the technology?

The teachers need to know how to use the doc cam.

Brianna fails to identify several elements needed to use visual representation to test a hypothesis. Because she chooses a time-lapse video, a discussion should take place about what a time-lapse video is but more importantly how time-lapse videos are used to show the progress made in their construction and the various blades developed and tested over a period of time. Like her peers, Brianna did not articulate digital literacy strategies that would support visual representation as key to either content knowledge. She focused on technological knowledge.

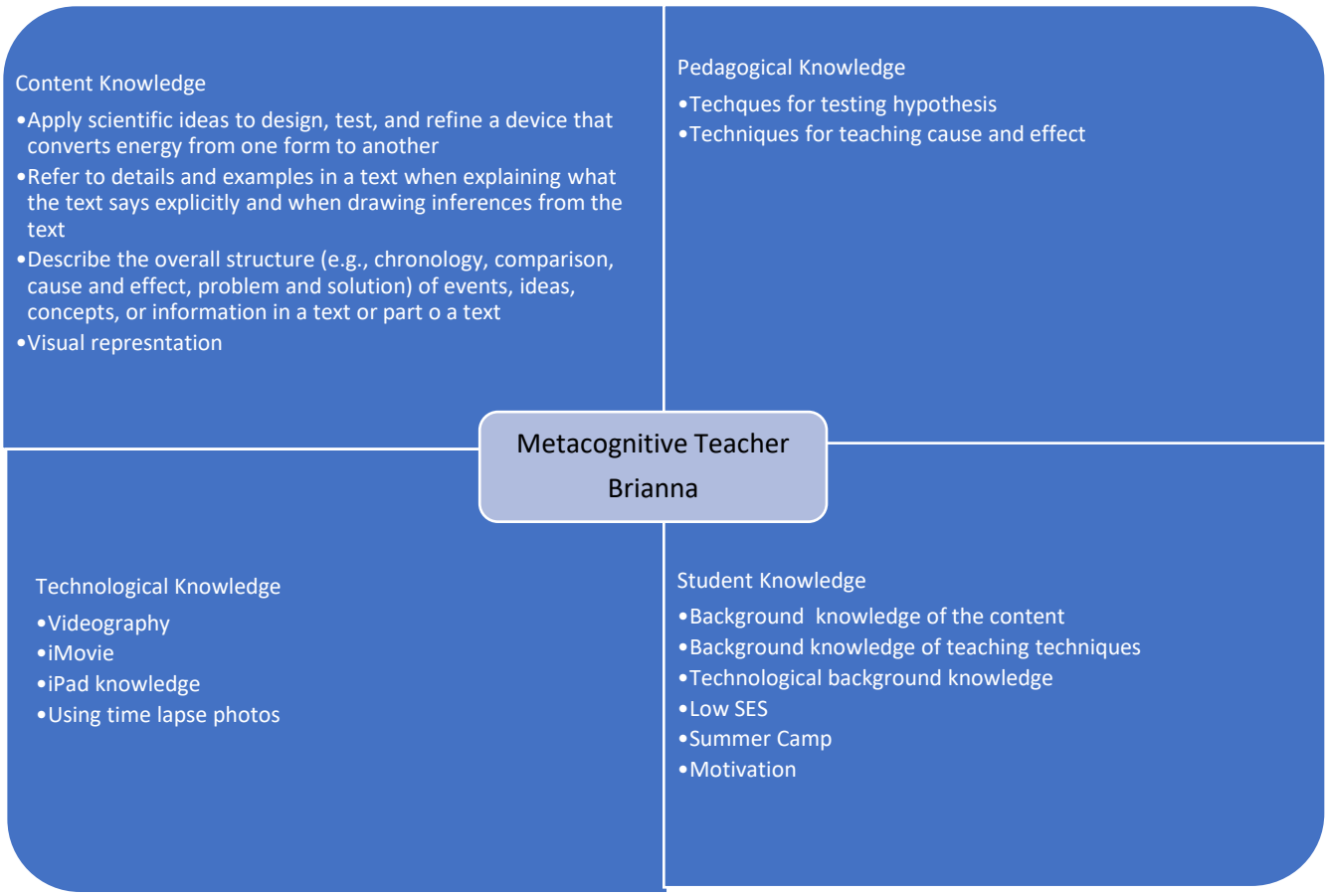


Figure 4. The Metacognitive Teacher; Brianna

In the mentoring session, Brianna continued to work on her lesson plans, maintaining her focus on technological knowledge and student knowledge around technological knowledge. Brianna reflected on her apprehension of using new applications and that she would not implement anything that she did not have time to explore. This application was a new concept that she wanted to try (iMovie's), but it proved to be challenging. The time-lapse video became the central technology concept in her lesson plan whereas discussion related to the process would have extended student learning further developing strategies related to visual representation. To more deeply integrate the use of time-lapse videos Brianna needed to check students' understanding of visual representation to determine a starting point. Discussion of features of time-lapse photography, including analysis of construction, testing a hypothesis, and discussion of progress. She failed to identify any features of visual representation embedded within the technology.

For all three of the participants, the planning process was the first barrier to integrating technology. Although, each faced their own questions and concerns, the mentoring at this phase forced them to reflect on the technology, its educational purpose and digital literacy as they took notice of the strategies being considered for teaching and learning. When it came time to implementation, all three pre-service teachers displayed some level of concern with the

implementation of technology (control, alignment, or adaptivity for integration). These concerns all brought to the forefront the need to be metacognitive to minimize issues surrounding the integration of technology. In order to engage students in digital literacy learning the preservice teachers needed to be more metacognitive to ensure the integration of their knowledge of content, pedagogy, students, and technology.

What Can We Do?

When introducing digital literacies into the classroom, several recommendations should be aligned with the introduction of applications, programs, or devices. Programs such as this summer STEM experience begin to provide teachers with the knowledge and dispositions to utilize each aspect of the M-TPACK framework when planning and teaching. As we provide pre-service teachers with learning opportunities to incorporate digital literacy, we must move beyond the App. To prepare teachers who are adaptable and have positive dispositions towards the integration of technology as they utilize their knowledge of students, content, pedagogy, and technology to plan to teach we need to:

- Develop positive disposition toward teaching with technology
- Develop literacy skills and strategies
- Develop knowledge of pedagogical techniques for teaching students to be metacognitive (so they know when to use skills and strategies)
- Develop knowledge of students
- Develop digital literacy skills and strategies

Developing a positive disposition toward teaching with technology, teachers need to observe and engage in positive learning experiences using technology. They need to work with coaches and teachers who effectively use technology. During planning, Henrietta often reflected, "I see how much of an edge that students could have by being strategic, competent users of technology. By establishing a positive attitude about technology in the classroom, I can equip students to be competitive in the technological world. I understand the importance of being prepared to take technology to the next level." Henrietta truly understands the need for technology, but she also professed the need for "exposure and time to work/ play with technology." She felt several tools were new to her and she needed the time to develop her "own attitude and opinion of the tools." The experience of integrating technology improved her disposition as well of her understanding that teaching with technology involves the integration of knowledge and skills.

Developing literacy skills and strategies helps teachers to understand that students often bring with them general literacy strategies that can be leveraged to support and scaffold the complex and cognitively demanding skills and strategies needed in a digital realm. Incorporation and alignment of existing literacy strategies help to reduce the cognitive load. Teachers need to know when, where and why readers employ strategies such as summarizing, inferencing, comparing, etc. For instance, Fredricka learned the importance of teaching comprehension fix-up strategies. Despite the fact that students were assigned websites they did not have the literacy

strategies to understand the websites assigned. “Students constantly needed assistance.” Thus, they will be sure to structure learning not just around the application, but around the literacy skill.

Developing knowledge about students and understanding how this affects the integration of teaching and learning with technology is key to teaching digital literacy. As a teacher, Brianna felt confident in her personal use of technology, yet she struggled with the transference of that confidence to student integration of technology for learning. As she got to know her students, she realized they did not get explicit instruction on how to choose appropriate websites or what digital strategies and skills would support student learning. She learned that students are very knowledgeable when it comes to digital devices and they had prior knowledge “of digital strategies [that] was not shown to the students, [for instance] a handful of students grasped an understanding of the research process and taking notes.” She learned how peer modeling could play a role in teaching with technology and the role of knowing your students when teaching with digital devices, “I would encourage teachers to be engaged with their student learning, facilitating discussion and extending student thinking is critical.”

Developing digital literacy skills and strategies means that teachers need to structure initial experiences within the application, program, or device allows the student the opportunity to gain familiarity and confidence with the tool used to engage with the strategy. The first step would be to align the existing literacy strategies with the new cognitive demands and new strategies allowing the learner to modify their current literacy strategies to develop their digital literacy skills. For example, let’s take a look at the Padlet lesson used by Fredricka during STEM camp, it was often used to control content and students’ ability or lack of research skills in an online environment. Students went directly to the Padlet and started reading without discussion or scaffolding. What would a teacher do if researching in print? Modeling often takes place on how to skim and scan text for relevant information. Typically print text is linear, contain a fixed format, are static or unchanging, and contain a limited amount of information (Kymes, 2005). When text moves to online the text is often multilinear and arranged in hypertext format. The text provides a means for interaction with the text and is unconstrained in the amount of information available (Kymes, 2005). Modeling is critical in an online environment (as it is in the print environment), “students are often taught to navigate the Web and use online sources without being taught to comprehend the process of information selection or evaluate the quality of the content presented and think metacognitively about their seeking strategies (Kymes, 2005, p. 493). This lesson would have been much more productive for students if they were allowed to curate their research if the preservice teachers modeled the process of using online sources, and if students were presented with the opportunity to think metacognitively about their seeking strategies. As Brianna stated, “it needs to be more than just reading an article online," there needs to be opportunities for discussion and the development of digital metacognitive strategies.

Digital tools are most beneficial when used to construct, consume, collaborate and create using the complex and cognitively demanding skills and strategies. The decision to use a specific application, program, or device should always be driven by the notion of affordances. Let’s take

a minute to look again at Fredericka's lesson. The lesson was not consumed by the application, QR codes, but they were a vehicle. The focal point of the lesson should have been the synthesis of information derived from multiple websites. It should have been the evaluation, analysis, and synthesis of information. Yes, students will need to know how to capture a QR code, but the lesson is so much more than that. However, Fredericka's planning was so focused on content and technology that there were no lessons on synthesis, evaluation or analysis.

Brianna saw technology as more than a toy. She saw it as a tool to support student learning and advance understanding for the future. Although Brianna struggled with the final project (the development of the iMovie), she was mindful of many aspects of the integration of technology. She realized that technology is evolving rapidly and what the students use today may not be what is available next year. Therefore, she was cognizant of the strategies needed rather than the apps chosen. Brianna's confidence with technology for personal consumption is a good starting point for the transition to the educational use of technology. But as she realized it takes time and effort to fully develop lessons and the confidence needed to create an experience beyond substitution.

Many of these technological disruptions have caused the preservice teachers to reflect on their dispositions. Their mindset recognizes the need for the technology integration, yet they often struggle to develop this stance. During an interview after camp, several preservice teachers reflected on their current placements and the lack of technology being modeled for their students. They see technology used but, often wonder if modeling and discussion would better extend the learning with the technology. This concept of modeling and discussion is important as preservice teachers reflect and further develop or refine their technological dispositions. They are already beginning to question current practice and the need to investigate and extend learning beyond the app for the students they are teaching.

Conclusion

As digital literacy researchers, we have witnessed first-hand that even when we put digital tools in the students' or teachers' hands, they often struggle to make the best use of the technology. We have learned the value of mentoring to create reflective practitioners who utilize knowledge of content, technology, pedagogy, and students while employing positive dispositions toward technology and the recognition of the need to be adaptable. Helping teachers to ensure that learning is specialized in regard to digital literacy strategies is essential to meet adolescent literacy needs. Adolescents must acquire literacy tools and skills which support and occur with a variety of text, in a variety of contexts. Teachers who are prepared to provide students with instruction in digital literacy strategies recognize that teaching with technology goes beyond just choosing an application. They make the decision to use and the selection of a specific application or program by the notion of the tool's affordance. Affordance to scaffold learning, affordance to support student understanding, the affordance of exploration, the affordance of problem-solving, and the affordance of engagement and self- expression across a variety of text.

So, if we are truly looking to develop students' digital literacies, then our choice of applications and implementation must consider the digital literacy skills and strategies needed by the learner and the teacher. At the heart of being digitally literate is the problem solving required to negotiate and navigate multimodal texts, interactive texts, websites, and learning management systems. We must be metacognitive teachers who recognize that teaching for digital literacy requires more than the use of technology but the integration of knowledge about students, pedagogy, content, and technology.

References

Brown, M. D. (2007). I'll have mine annotated, please: Helping students make connections with texts. *English Journal*, 73-78.

Cardullo, V. M. (2013). *Eighth-grade students reading nonfiction literature on the iPad: An exploratory case study*. University of Central Florida.

Clandinin, D. J., & Connelly, F. M. (1996). Teachers' professional knowledge landscapes: Teacher stories. Stories of teachers. School stories. Stories of schools. *Educational Researcher*, 25 (3), 24-30.

Cochran-Smith, M., & Lytle, S. L. (2004). Practitioner inquiry, knowledge, and university culture. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education Practices*, (pp. 601-649). Dordrecht: Kluwer Academic Press.

Crasborn, F., & Hennissen, P. (2010). *The skilled mentor: Mentor teachers' use and acquisition of supervisory skills.* Doctoral dissertation. The Netherlands: Technical University Eindhoven.

Elish-Piper, L., L'Allier, S. K., Manderino, M., & Di Domenico, P. (2016). *Collaborative coaching for disciplinary literacy: Strategies to support teachers in grades 6-12*. Guilford Publications.

Fenstermacher, G. D. (1994). The knower and the known: The nature of knowledge in research on teaching. In L. Darling-Hammond (Ed.), *Review of research in education* (pp. 3-56). Washington D.C: American Educational Research Association.

Habowski, T., & Mouza, C. (2014). Pre-service teachers' development of Technological Pedagogical Content Knowledge (TPACK) in the context of a secondary science teacher education program. *Journal of Technology and Teacher Education*, *22*(4), 471-495.

Kirschner, P., Strijbos, J. W., Kreijns, K., & Beers, P. J. (2004). Designing electronic collaborative learning environments. *Educational Technology Research and Development*, *52*(3), 47-66.

Kymes, A. (2005). Teaching online comprehension strategies using think-alouds. *Journal of Adolescent & Adult Literacy*, *48*(6), 492-500.

Lee, Y., & Lee, J. (2014). Enhancing pre-service teachers' self-efficacy beliefs for technology integration through lesson planning practice. *Computers & Education*, *73*, 121-128.

Orlando, J. & Attard, C. Math Ed Res J (2016) 28: 107. https://doi.org/10.1007/s13394-015-0159-6

Reeve, R. A., & Brown, A. L. (1985). Metacognition reconsidered: Implications for intervention research. *Journal of Abnormal Child Psychology*, 13, 343

Tondeur, J., van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2017). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: a systematic review of qualitative evidence. *Educational Technology Research and Development*, *65*(3), 555-575.

Wilson, N. S., Zygouris-Coe, V., & Cardullo, V. (2014). Teacher development, support, and training with the iPad. In S. Keengwe & M. Maxfield (Eds.), *Advancing Higher Education with Mobile Learning Technology: Cases, Trends, and Inquiry Based Methods.* (pp. 88-133). Hershey, PA: Information Science Reference. DOI: 10.4018/978-1-4666-6284-1

Wilson, N., Zygouris-Coe, V., Cardullo, V., & Fong, J. (2013). Pedagogical frameworks of e-reader technologies in education. In S. Keengwe, (Ed), *Pedagogical applications and social effects of mobile technology integration* (pp. 1–24). Hershey, PA: Information Science Reference. DOI: 10.4018/978-1-4666-2985-1.ch001

Author Bios

Nance S. Wilson is a Professor at the State University of New York at Cortland, in Cortland, NY, USA; e-mail nance.wilson@cortland.edu

Victoria M. Cardullo is an Assistant Professor at Auburn University, in Auburn AL, USA; email vmc0004@auburn.edu

MUSIC ROCKS! PRESERVICE TEACHERS' EXPERIENCES OF CREATING MUSIC VIDEOS TO PROMOTE CONTENT AREA LITERACY LEARNING

DR. STACY DELACRUZ
KENNESAW STATE UNIVERSITY

DR. CHARLEASE KELLY-JACKSON
KENNESAW STATE UNIVERSITY

Abstract

This study investigated preservice teachers' perspectives of using music videos as a curricular tool to promote content area literacy learning. Fourteen preservice teachers were enrolled in a literacy methods course, in which they learned about the impact music plays on language skill development and social interaction. The preservice teachers co-planned and developed lessons that allowed K-5 students to have ownership in the learning process and develop music videos on a topic related to the curriculum they were studying. Qualitative data revealed that students retained content as they wrote, sang, and performed songs. Specifically, English Language Learners were able to visualize vocabulary and recall information. Results also indicated that preservice teachers' attitudes toward music video integration were positive.

Music Rocks! Preservice Teachers' Experiences of Creating Music Videos to Promote Content Area Literacy Learning

"Thank you to all our parents, families, friends, and teachers for showing us how to make good choices. We hope that by watching our music video you will all learn how to make respectful choices and treat others as you would like to be treated." This is the opening that Jose and Mariana (all names throughout this paper are psuedonyms) made at the beginning of their classroom's music video entitled, "Classroom Happy". This video, created by first, third, and fifth grade students shows that no matter what grade you are in, character education matters. In this authentic learning task, these classrooms remixed the lyrics and music video to Pharrell Williams' song "Happy." The end product was played during the school's morning announcements for the entire school to view.

This is just one example of how song, lyrics, and music videos can play an important role in the language skills and interaction among elementary students. Research indicates that from birth on, music can impact child development, improve social skills, and can increase language and

math development (Gersema, 2016; Hallam, 2010; Schellenberg, Corrigall, Dys, & Malti, 2015). Music helps young children learn about culture, as it is present in most aspects of their lives (television, movies, games, car stereos, internet).

However, a problem exists in incorporating the lived musical experiences and songs that our students enjoy listening to, into the school curriculum. As one sixth grader mentioned, "Music sucks. Not music that I listen to, but music at school, the music lesson we go to each week. We never get to do our music, the music we like." (De Vries, 2010, p. 3). With the new technologies that students have access to, they are able to listen and view music on devices such as smartphones, MP3 players, and portable devices. These devices help students shape their music culture.

Another problem exists with the implementation of technology within elementary schools. Despite the overall progress that has been made to supply schools with adequate technology, the pace of implementation for many schools is slow. Factors contributing to this struggle of implementation include; a lack of resources, insufficient technical support, a lack of time, and teachers facing the challenge of finding ways to incorporate technology in support of curricular and pedagogical goals (Carroll, 2001; Hsu, 2016; Uluyol & Sahin, 2016). Since a large part of daily life revolves around technology, it only makes sense to embed it into the curriculum. The challenges above can be managed in ways that produce great, authentic learning results for teachers and students.

"Authentic learning (where learning tasks are meaningfully related to immediate learning goals)" can be accomplished through the creation of content-based music videos (Habler, Major, & Hennessy, 2015, p. 140). The purpose of this study was to examine how preservice teachers utilized technology to create content-based music videos with their students, and what new learning occurred as a result. In particular, this study focused on English Language Learners (ELLs) in Title I schools.

The research questions included: 1. According to preservice teachers, what content is learned or assessed in the creation of classroom music videos? 2. Can English Language Learners learn content as they create music videos?

Theoretical/Conceptual Frameworks

A framework created by Bressler (1995), examining the different manifestations of arts integration, was utilized in this study. The *Styles of Art Integration* describe four approaches including the; subservient approach, affective style, social integration style, and coequal/cognitive style. Music used in a supporting role would be known as the subservient approach. For instance, a song might be utilized to begin a lesson. When teachers use an affective style, they incorporate music to effect mood. An example of this might be classical music played during a math exam.

The social integration style would be using music to enhance community relations. A song performed by students during a school event or holiday, might be an example of this. Finally, in the coequal, cognitive approach to music integration, is what Munroe (2015) describes as the one

most advocated by scholars, yet found to be least common, according to Bressler (1995). An example would be an interdisciplinary unit where the teacher covers music during the Great Depression while also teaching about that time period. The coequal cognitive integration style is the most difficult to implement. While the first three styles do not require any major shift in teacher thinking or attitudes, this final style "entails a fundamentally different way of conceptualizing a discipline in terms of content, goals, and sometimes pedagogies" (Bressler, 1995, p. 10).

These integration styles are presented as theoretical constructs. However, "practice rarely presents itself purely" (Bressler, 1995, p. 10). Therefore, a combination of two or more of these styles at various stages can be common in educational practices. This study focused on curricular integration with "integrity", which is "a way to ensure equal emphasis for each discipline being addressed" (Munroe, 2015, p. 14). We anticipated the results of this study, to lead to a deeper understanding of each discipline represented within each song.

Burstein and Knotts (2011) utilized the *Styles of Art Integration* framework in their work and found that using the arts as an access strategy helped elementary students learn social studies. They discuss the impact the arts have "as a tool to study social studies concepts, help students make connections, and find more relevance to their daily lives." (p. 243). In particular, music integration, where students create songs within the curriculum, helps students gain a concrete understanding of a specific content area, as they also demonstrate multiple intelligences.

Howard Gardner (1993) originally identified seven distinct intelligences including linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal intelligence. These are based on the premise that students learn in ways that are identifiably distinct. Our classrooms reflect a wide array of diverse learners, and our curriculum would be better served if contents could be presented and assessed through a variety of ways. While a combination of the intelligences can facilitate rhythmic patterns that can facilitate the memorization of facts and figures, can music be used as a way of knowing, rather than making superficial connections? As Kassell (1998) interrogated, "Is it possible to integrate music with educational and musical integrity in ways that can lead students to a deeper involvement with the basics of music literacy and can provide what Gardner had originally intended--"a multiple entry point?" (p. 34). This multiple entry point refers to the multiple intelligences that could be utilized to represent a genuine understanding of content. An example of this would be the creation of music videos in social studies. For example, if the teacher involves herself in the design and implementation of the music video then those musical connections could be situated in the historical context of what the students are learning. The entry points of music, technology use to create, and social studies could move readily back and forth amongst these three ways of knowing.

Review of the Literature

We will begin the literature review by situating our study within technology integration in schools. This will be followed by a description of music as a way of content area integration and an assessment device. Then, we will review the literature on English Language Learners.

Technology Integration

The National Education Association (2008) recommends that more computers should be made for students' use in the classroom. To supplement desktop classroom computers, districts, are relying on portable devices and wireless computers that can be moved amongst classrooms. However, there is a still a digital divide that exists, more specifically, in rural and urban communities. "Schools should seek more ways to use technology for the greatest gain in student achievement, particularly in urban and rural/small-town schools" (NEA, 2008, p. 3). Access is important in urban and rural schools. We want students in these areas to get a quality educational experience, enhanced by the right type of technology implementation. These schools are often faced with barriers from a "lack of infrastructure and funding to a shortage of tech-savvy teachers, staff, and potential community partners" (Gordon, 2011, p. 19).

The NEA also found that teachers in urban and rural schools do not feel prepared to use technology for instructional purposes. "Some advocates strongly argue that schools of education should put more emphasis on technology in their teacher education preparation programs, rather than leaving it up to school districts" (NEA, 2008, p. 5). While it is not unusual to find a technology course embedded in education programs at many universities, it is far less common to find a program that has intentionally integrated technology into every aspect of a program. When technology can be meaningfully embedded into a university course, "students gain a working knowledge of devices and tools and learn how they can support and enhance learning within the framework of course content" (Cherup & Linklater, 2000, p. 19).

Technology integration in the classroom can take many forms. In this study, elementary students created music videos (and in some cases the lyrics to these too). "Music video creation provides students a new way to express themselves and become better producers and consumers of media" (Cayari, 2014, p. 17). The technology becomes a natural expression of students' thinking as they generate products.

Music as Content Area Integration and an Assessment Device

As teachers integrate content areas, they model to students how subjects build and connect to one another. It helps students transfer their learning to other areas, which mirrors everyday life. Advocates for curriculum integration assert that disciplinary connections result in increased motivation to learn and deeper levels of understanding (Drake, 2012; O'Keefe, Dearden & West, 2016). A growing body of research supports the benefits of an integrated curriculum with music embedded throughout (Anderson and Lawrence, 2013; Huang 2012; Ming, 2012). Music can stimulate a person's long-term memory and increase concentration (Studytracks, 2017).

Preservice teachers' attitudes and confidence about music integration into the general elementary education classroom have also been noted in literature (Bidner & Devaney, 2010; O'Keefe,

Dearden, & West, 2016). Findings indicated that teachers had "low levels of confidence and negative attitudes toward teaching music linked to low levels of musical knowledge and experience", however; those confidence levels and attitudes improved through coursework focusing on music integration (Kim & Choy, 2008). Some teachers do not feel well versed in their musical knowledge or ability, therefore they tend to stay away from teaching it. This results in music being utilized at a very basic level (for transitions or for a reward). However, music should be integrated at deeper levels to help make the brain more receptive to deeper critical thinking in a variety of subject areas.

Numerous studies point to the positive impact of music and math integrated lessons (An, Kulm, & Ma, 2008; An, Ma, & Capraro, 2011; An, Tillman, Boren, & Wang, 2014). When teachers utilized a challenging, yet enjoyable, learning environment using music-themed activities as a context for learning math, those students had significantly higher positive math dispositions scores than their non-music group peers (An, Tillman, Boren, & Wang, 2014). "Thus, teachers' pedagogical content knowledge of teaching students mathematics with sense-making, especially linked with the arts might provide an alternative way to design and teach an effective lesson" (p. 13).

The two content areas of science and music provide "natural connections between the physics of sound and the sounds in nature" (Carrier, Wiebe, Gray, & Teachout, 2011, p. 426). Science and music integration are also widely noted in literature. Walker, Clary, Jones, and Carlton (2016) found that the process of constructing music videos in the science classroom promoted student learning and provided an alternative form of assessment. The teachers in their study reported that "students provided detailed explanations of complex information, they linked subject matter to other class topics in the course, and students retained information much longer than with standard flash cards or other classroom activities" (p. 69). Additionally, they mentioned how completed science music videos can also be saved and shown from year to year to introduce and review concepts.

Rodesiler (2009) wrote about incorporating music videos into the middle/high school English Language Arts classroom: "When selected carefully, music videos can be used effectively in various capacities in the classroom: to study literary terms, explore social commentary, or prompt student writing" (p. 46). While in the younger grades, "singing and having a visual display of the words in songs could be a very useful instructional tool to teach reading to beginning readers" (Iwasaki, Rasinski, Yildrim, & Zimmerman, 2013, p. 137). So much literacy is embedded into songs. The melody and rhythm make songs easy to learn. Students also learn vocabulary through songs. Fluency can be attained as songs also lend themselves to repeated readings. While younger, struggling readers become frustrated when trying to read longer texts, "the ability to sing and read a song lyric is an accomplishment that could improve young, struggling readers' confidence in their ability to read" (Iwaski, Rasinksi, Yildrim, & Zimmerman, 2012, p. 138).

English Language Learners

In this study, the author took a critical stance towards the implications this project would have toward improving outcomes for ELLs who also "identify with historically underserved racial and ethnic minorities" (Driver & Powell, 2017, p. 42.) Linquanti and Cook (2013) define ELLs as learners whose native language is different than English, and whose English proficiency may hinder academic achievement in classrooms where the main language of instruction is in English.

The content areas in elementary school can pose challenges to ELLs. There is rich, content-specific academic language in science, social studies, and math. Cognitive academic language proficiency (CALP), coined by Cummins (1979) is language, which occurs in context-reduced academic situations where higher order thinking skills take place in the curriculum. CALP includes understanding content area vocabulary and various skills such as, synthesizing, classifying, comparing, and contrasting (Tong, Irby, Lara-Alecio, & Koch, 2014). Since basic interpersonal communication skills are learned through interacting in a social environment or by listening to music or watching television, why can't CALP and its various skills be taught through music, too?

Disciplinary representations in science textbooks and the specific linguistic and discourse structures are difficult for ELLs to comprehend. Within science methods, ELLs need to learn to talk, think, and act like scientists. This requires students to understand logical relationships (cause and effect), and "describe generalized processes that occur in nature (present tense verbs and forces or processes as agents of action)" (Ciechanowski, 2009, p. 567). The English language has 16 verb tense systems, which can be hard for ELLs who do not have a native language with elaborated tense systems.

In math, there are many new, mathematical terms new to learners, new symbols to learn (e.g.,+, -, =) as well as syntactic and semantic features of math discourse (*how many are left, adding on)* to understand (Driver & Powell, 2017; McLeman, 2012).

Echevarria, Frey, and Fisher (2015) describe four areas related to effective practices in teaching ELLs. These four areas include; access, climate, expectations, and language instruction. Access involves the variety of differentiated supports that can be provided to ELLs. Strategies such as using visual representations, collaborative conversations, pre-teaching vocabulary, utilizing vocabulary organizers, modeling, and using language supports are amongst those that provide access to ELLs.

The second area of climate involves culturally responsive teachers who create environments conducive to learning for ALL learners. It is about creating a sense of belonging and enhancing student engagement by incorporating students' backgrounds, beliefs, and cultures into lessons.

It is also important for teachers to provide clear expectations for students while maintaining a rigorous course of study. Learning targets and goals should be shared at the start of a lesson and teachers should believe in students' ability to complete lessons: "English learners are capable of participating in lessons at their grade level, and they learn in many of the same ways that English-proficient students do, especially when their teachers believe that they can and when

their teachers have the skills to ensure students achieve" (Echevarria, Frey, & Fisher, 2015, p. 25).

Finally, the fourth area of effective practice in teaching ELLs involves language instruction. Academic language should be targeted and explicit language instruction should be taught using vocabulary organizers, engaging in discussion using key vocabulary, and maintaining a focus on syntax and discourse.

Methodology

Context of the Study

Fourteen preservice teachers enrolled in their first semester of their Yearlong Clinical Experience participated in a university course entitled, "Teaching K-5 Literacy in the Content Areas". In this course, candidates learned about methods, strategies, and techniques for teaching reading and writing in all content areas to diverse populations. Candidates were given a final assignment to create an educational music video (with students) that related to a specific content area topic that students had learned about during the semester.

To provide teacher candidates with some context and background knowledge on creating and using music videos in the elementary classroom, the professor engaged candidates in a few activities. For example, the professor placed QR codes around the classroom. Each QR code connected teacher candidates to a specific resource to help guide them through this project. One QR code connected candidates to The Ron Clark Academy's music video of "Problems Up" (https://www.youtube.com/watch?v=UeidQbVWOV0). Candidates then reflected after viewing the video. They discussed things like, how might this motivate fifth graders in math? How would creating this music video relate to student's cultures and mathematical understandings?

Another QR code linked candidates to the ISTE article and music video entitled "Never Eat Soggy Waffles" by a second-grade class (Selak, 2014). As the teacher candidates examined this video, they discussed how this video seemed to have motivated elementary learners, the process of creating it, and the content area learning connection. This article explored the notion that music videos are more than mnemonic devices, and that they also assess content area understandings.

Throughout the semester, candidates created lesson plans that planned the development and implementation of the music videos. Candidates were asked to use the knowledge gained in the course to apply it to the final project.

Participants

Convenience sampling (Merriam, 2009) was used in this study as the participants were enrolled in the researcher's course entitled, *Teaching K-5 Literacy in the Content Areas*. The candidates' demographics were thirteen females and one male consisting of 58% White, 21% African American, 14% Hispanic, and 7% Other (Middle Eastern).

The projects were implemented at three culturally and linguistically diverse public elementary schools. All three were Title I schools, as well. The first school called School A, consisted of 555

students, 65.2% Hispanic, 27.7% African American, and 4.1% White. School A had a 93.7% Free/Reduced lunch rate. School B consisted of 944 students with 77.3% Hispanic, 16.7% African American, and 4.2% White. The free/reduced lunch percentage at School B was 99.5%. School C consisted of 448 students with 55.6% Hispanic, 33.5% African American, and 4.9% white. The free/reduced lunch count was 92% at School C. All three schools were in the same, large district in the Southeastern United States.

Data Collection and Analysis

This research employed a qualitative case study approach. As Stake (1995) discussed, case study methodology examines something we do not fully understand but want to understand. By studying the issue of what content is learned or assessed when elementary students create music videos, we are addressing a gap in literature on how this can be a viable learning option, particularly for English Language Learners. The data collection tools used in this study were; teacher candidate interviews, lesson plans, and music video artifacts. Coding served as a way to label, sort, and organize data.

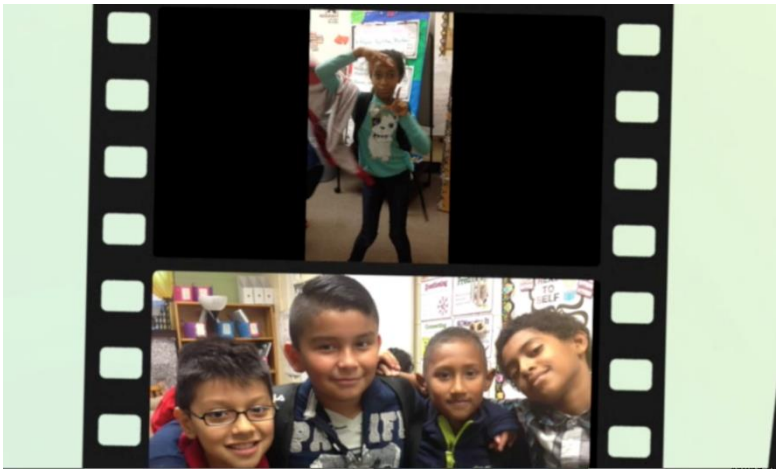
Preservice teacher interviews were conducted individually and followed a guide (see Appendix A). The interviews consisted of eight, semi-structured questions developed by the researchers. Interviews were audio recorded and transcribed. A general inductive approach (Creswell, 2002) was used to code the interviews. Using this approach, the researcher began with a close reading of the text to identify the specific segments related to the study's research questions. These segments were then labeled to create categories and these were refined as they were reread. Lesson plans and music video artifacts were also analyzed and coded with common patterns to identify information that was supportive in relation to the interviews.

Results

School A

Three teacher candidates were placed at School A in first, third, and fifth grades. In relation to research question one, the candidates used a camera on a tripod, an iPad for videoing, and iMovie for editing. Before recording the music video, the candidates divided jobs amongst the three grade levels based on academic, musical, and social development. All students brainstormed the topic, while others had jobs of writing the dedication, brainstorming the acting scenes, drawing pictures for an album cover, singing, and dancing. Students met for 45-minute class periods twice a week for one month to produce the finished music video.

Figure 1: Classroom Happy Music Video



Character education was a focal point at School A, so the teacher candidates decided to focus on that topic. They noticed bullying starting to begin in some of their classrooms and they wanted students to be able to work together on a character education video that could be played on the morning announcements.

Other content that the students learned as a result were fluency and phonemic awareness. As Kylie mentioned,

> When music is integrated into literacy it can help with the student's retention of content. The music lyrics our students generated were used to help students that struggled with fluency and phonemic awareness. Students had to practice re-reading on a daily basis to make the song sound smooth.

Reading fluency was enhanced when students re-read material and practiced intonation as they read. When students noticed and worked with the individual sounds in words they were developing phonemic awareness. Laura went on to further discuss how phonemic awareness was developed with the first graders as a result of the music videos:

> Music helped the first graders' phonological awareness as the struggling readers and ELLs listened first to the words and syllables in a rhythmic way. Then as they practiced blending the sounds into words as they sang. Sometimes we would record them singing for them to listen back to particular words and they would notice they did not sound like the correct form of the word. That helped them in the pronunciation of words.

With relation to research question two, ELLs benefited through this project as they were able to engage in verbal discussions of the vocabulary related to the topic. For character education the vocabulary that was studied included; *bullying, respect, kindness, sharing, helpful, manners,*

listening, and *citizens*. A Frayer model vocabulary organizer (Figure 1) was also utilized to preview vocabulary before performing the song. This helped ELLs see visual representation of vocabulary words in order to put the word into context for them.

Figure 1: Frayer Model for Bullying

Definition	**Characteristics**
Bullying- Using strength or influence to force someone to do what you want.	Unwanted behavior Aggressive Behavior Power
Example "I'm bigger than you so do what I say." 	**Non-Example** "We are friends let's play together." 

Although the candidates provided examples and non-examples of the words, the students also continued to generate their own list, which also assisted them in determining what scenes to act out in the music video. A representation of being helpful is shown in Figure 2 below, as one girl helped another classmate find a book.

Figure 2: Vocabulary in Classroom Happy

The teacher candidates highlighted the important vocabulary throughout the music video by listing those words in the scenes that represented the words. This allowed the classrooms to revisit the vocabulary each time they reviewed the final product.

Overall, the students enjoyed creating the music video. Michelle stated,

> The third graders felt a certain level of responsibility in modeling behaviors for the first graders. The fifth graders took lead on teaching the other students how to sing to the beat of the song. In a sense, they were all actually displaying positive character education skills that we were teaching. The students would notice when someone was being respectful or helpful and they would compliment each other.

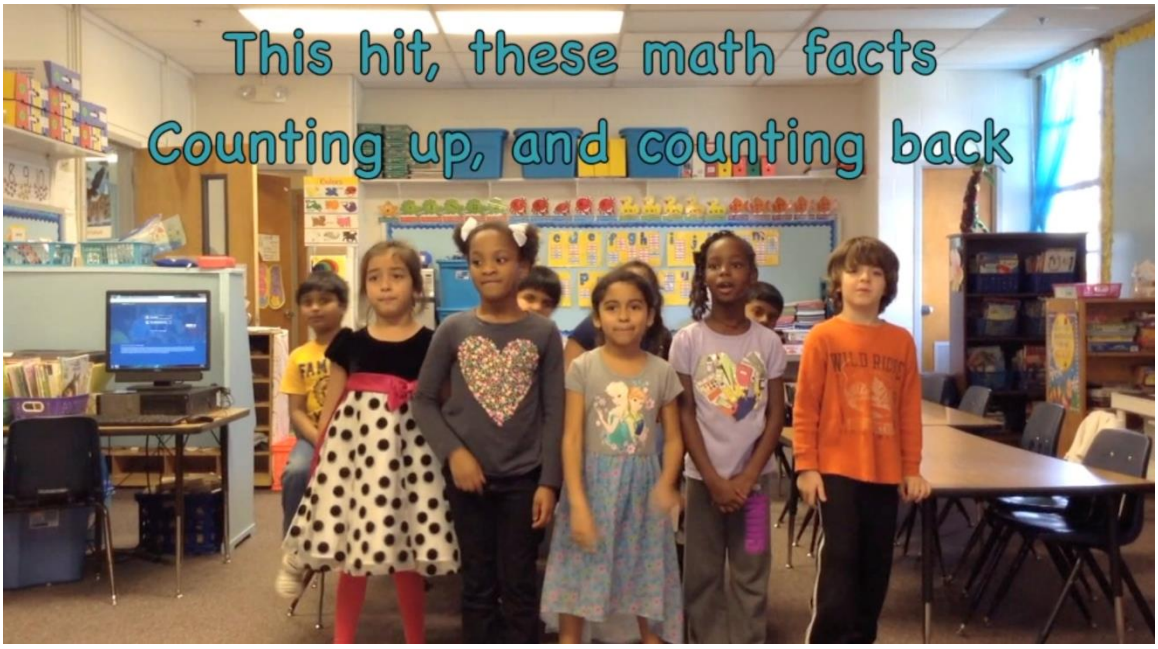
Through the process of creating the music video, the students learned to work teach, and support one another which was exactly what the teachers had been teaching through the content. This project allowed for authentic learning and application to take place, which the students noted as Michele stated above.

School B

Two teacher candidates, both placed in first grade classrooms for their yearlong clinical experiences used an iPhone and iMovie to create their music video. This class consisted of 15 males and 18 females, with 15 English language learners, six students enrolled in the special education program, and 12 who were part of the general education population.

In this video, the first graders created the lyrics and sang the song to *Uptown Math*. In this video, the first graders created the lyrics and sang the song. When the students did their daily math problems there were always questions about 10 more, 10 less, 1 more, and 1 less, so the content of the music lyrics (see Appendix B) and the video dealt with those instances in math. The class first voted on the song, Uptown Funk (originally sung by Mark Ronson featuring Bruno Mars), and the preservice teachers showed the real lyrics using the *Kids Bop* version, which was projected on one side of the SmartBoard. The first graders helped write the new lyrics on the other side of the SmartBoard. Students practiced the lyrics throughout the course of one week, and then filmed their music video in two tries.

Figure 3: Uptown Math Video



With relation to research question two, preservice teachers recognized the value of the creation of content-based music videos. Learning across the content areas was one value that was mentioned throughout the interviews. Math learning was evident as Naomi stated,

> One of the advantages of creating the video was that some of the students, while doing their daily math problems during the next few days, actually sang the song. They repeated the information with questions on 10 more, 10 less, 1 more, and 1 less. It stuck inside their heads to make the learning memorable. Students even whispered the song during their math quiz and it helped them improve their math scores.

As noted earlier, integrating music within mathematics instruction can yield positive results with test scores. In this instance, the students took the mnemonic teaching device of the song that they had created and applied it during their math quiz. This technique helped them as they encoded and recalled important math information.

The other preservice teacher discussed the benefits that she found relevant to English Language Learners (ELLs). This connected to research question three. Katy mentioned,

> This whole process was motivating to my ELLs in that they could participate in the creation of something based on their learning styles. For example, some of my ELLs learning preferences are visual, auditory, or kinesthetic, and they were able to use their strengths throughout the process.

The visual learners benefited from viewing the lyrics on the Smartboard and helping select the appropriate math graphics to add over the video. Auditory ELLs could hear the song being

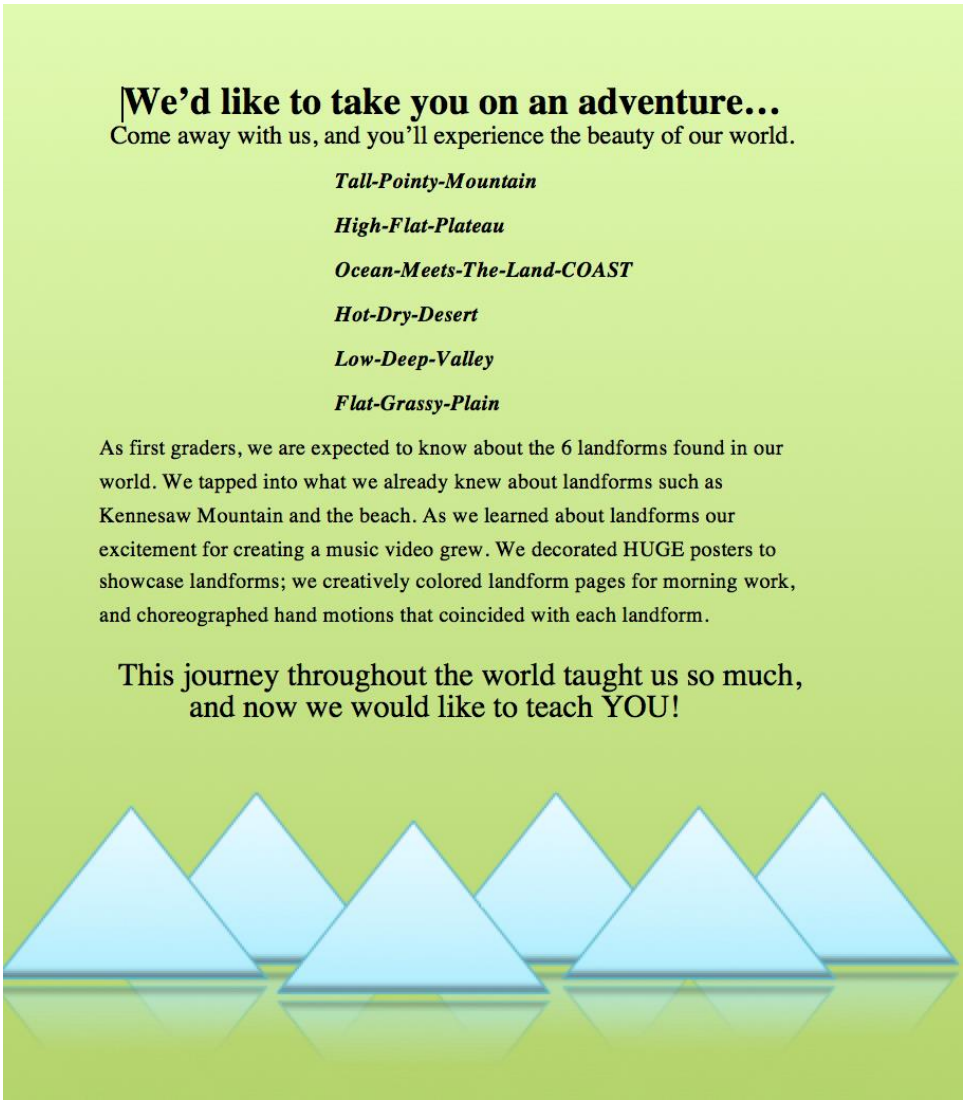
practiced repeatedly, while kinesthetic learners utilized their body movements to lead in the creation of dance moves and acting scenes in the video. Through this project, preservice teachers could accommodate different learning styles so that they could reach all of their students in meaningful ways.

School C

Two teacher candidates placed in first grade classrooms created a music video on landforms with one group of first graders. The candidates filmed on the iPad and edited using Windows Movie Maker. During a three-week period, the students formed groups (based on which landform interested them most) and created posters (see Figure 4), colored landform pages, created the liner notes (Figure 5), and choreographed their hand motions. They also brainstormed about landforms and words that described them for the writing of the lyrics.

Figure 4: Landforms Music Video Mountain Clip

Figure 5: Music Video Liner Notes



Fifteen of the eighteen children in this class were ELLs. Creating the landform music videos was helpful related to differentiating the process of learning about landforms and producing what students learned about landforms. Visuals and visual aides can help build interest and understanding among ELLs. Visuals can also assist the learner in understanding the vocabulary, as evident in Sara's comments: "This work was good for them because they had visuals to equate with the vocabulary."

Additionally, ELLs showed good assessment scores on the end-of-unit test: "My ELLs who were on Tiers 2 or 3 scored higher on the end-of-unit landform assessment than they have on other social studies units so far, so it did help these students retain information."

Both similarities and differences were noted across all of the classrooms described above. Amongst all of the classrooms, ELLs learned content area vocabulary through the use of gestures and visuals produced as they performed their songs. ELLs also learned how fluent readers read as they practiced repeated readings of their songs. Differences were noticed however, regarding the content that students learned as a result of creating the music videos. One class focused on character education, while another sang about math facts, and the other about landforms. The opportunity to create music videos in the classroom is not limited by the content; rather, they can be embedded into any content area.

Discussion

Studies reveal that there is a connection between music, children's abilities to engage, and their language development (Vaiouli & Andreou, 2018). Regardless of its complexity, language shares many properties with music (Sallat & Jentschke, 2015). Teachers recognize this connection and are becoming more and more creative in how they build language acquisition.

One recommendation to connect language learning and music is by building upon cultural and music traditions of ELLs. While many of the songs used in these projects were new versions of familiar popular, top 40 songs of the current time, teachers can capitalize on the musical traditions of ELLs. There are also many K-5 picture books that connect to music in various cultures and these could be embedded into this project. (see Table 1).

Table 1: Music Traditions Picture Booklist

Hispanic Heritage	*Pio Peep! Traditional Spanish Nursery Rhymes* by Alma Flor Ada, ages 3-6
	Arroz con Leche by Lulu Delacre, ages 3-6
	Shake It, Morena! And Other Folktales from Puerto Rico by Carmen T. Bernier-Grand, ages 6-9
	Drum Dream Girl: How One Girl's Courage Changed Music, by Margarita Engle, ages 6-10
Asian Heritage	*Tikki Tikki Tembo* by Arlene Mosel, *ages 4-8*
	Hana Hashimoto, Sixth Violin by Chieri Uegaki, ages 5-8
American Heritage	*I Got the Rhythm* by Connie Schofield-Morrison, ages 3-6 years
	Little Melba and Her Big Trombone by Katheryn Russell-Brown, ages 6-9
	The Jazz Man by Karen Ehrhardt, ages 4-7
	Max Found Two Sticks by Brian Pickney, ages 5-8
Any Heritage	*Music Is…* by Brandon Stosuy, ages 2-4
	Music, Music for Everyone by Vera B. Williams, ages 4-8
	Music Everywhere! By Maya Ajmera, ages 5-8
	Violet's Music by Angela Johnson, ages 5-10
	Who Were the Beatles? By Geoff Edgers, ages 8-12

Another recommendation for teachers is the use of karaoke and/or personalized radio apps such as SLIONS Karaoke (Singing and Listening to Improve Our Natural Speaking) and SLIONS Radio (Turnbull et al., 2017). SLIONS Karaoke is a multi-language karaoke app that uses nursery rhymes, popular song, and classic hits to improve vocabulary and pronunciation, and increase cultural appreciation. SLIONS Radio is a personalized internet radio player that allows the users to create their own station and see the lyrics, translation, and definitions of words to help build the vocabulary and comprehension (2017). Although these apps were designed to help students learn a foreign language, they can be applied to any subject.

Many teachers use video to introduce and/or review a topic or concept, to provide remediation, and to enrich. Video integration is appropriate for all instructional settings and student groups (i.e., whole group, small group, or individual students) (Nugent, 2005). When video is incorporated with music, the potential to enhance students' interests becomes even greater. This

article explores the notion that music videos are more than mnemonic devices, but that they also assess content area understandings.

This study is significant in that it kept learning real through authentic products. The music videos offered students unique ways to demonstrate what they had learned as compared to traditional assessment techniques. Students took on the role of music writers, producers, directors, artists, and editors. Teamwork and collaboration also emerged from the project.

Conclusion

This study represented examples from three elementary classrooms where music was integrated into content area learning. This data suggests that music videos can be implemented into subject areas such as literacy, math, science, and social studies to deepen content understanding. Differentiation of the content and products occurred as teachers differentiated instruction to best reach each student's learning needs.

Collaborative and problem-solving skills were also highlighted as students worked together to determine how to create lyrics that matched the original instrumental versions of these songs. Students interacted with their peers as they demonstrated trust, sharing, belonging, and respect. This allowed for engaging discussions and practice to happen which resulted in effective ways to ensure learning retention.

The act of creating a music video is attainable to any class now with the ubiquity of software (MovieMaker, iMovie) and social media sites (YouTube, Periscope, Musical.ly) that stream free music videos online and allow users to upload content as well. Knowing that so many of our students have a love for music and media, creating content-based music videos can help raise student achievement and increase engagement in learning.

References

An, S.A., Tillman, D.A., Boren, R., & Wang, J. (2014). Fostering elementary students' mathematics disposition through music-mathematics integrated lessons. *International Journal for Mathematics Teaching & Learning*, 1-19.

An, S.A., & Capraro, M.M. (2011). *Music-math integrated activities for elementary and middle school students.* Irvine, CA: Education for All.

An, S.A., Kulm, G.O., & Ma, T. (2008). The effect of a music composition activity on Chinese students' attitudes and beliefs towards mathematics: An exploratory study. *Journal of Mathematics Education, 1*(1), 91-108.

Anderson, W.M., & Lawrence, J. E. (2013). *Integrating Music into the Elementary Classroom.* Boston, MA: Cengage Learning.

Bressler, L. (1995). The subservient, co-equal, affective, and social integration styles and their implications for the arts. *Arts Education Policy Review, 96*(5), 31-37.

Burstein, J. H., & Knotts, G. (2011). *Integrating the visual-performing arts in the social studies curriculum = engagement and access*. Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii.

Carrier, S., Wiebe, E. N., Gray, P., Teachout, D. (2011). BioMusic in the classroom: Interdisciplinary elementary science and music curriculum development. *School Science and Mathematics, 8*(111), 425-435.

Carroll, M. (2001). Internet surfing in an elementary classroom: Students and teachers negotiate the waves. *Reading Online, 5,* 2.

Cayari, C. (2014). Using informal education through music video creation. *General Music Today, 27*(3), 17-22.

Cherup, S., & Linklater, L. (2000). Integrating technology into preservice education: A model implemented at one small liberal arts college. *Journal of Computing in Teacher Education, 16*(1), 19-23.

Ciechanowski, K. M. (2009). "A squirrel came and pushed earth": Popular Cultural and Scientific Ways of Thinking for ELLs. *Reading Teacher, 62*(7), 558-568.

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating*

quantitative and qualitative research. Upper Saddle River, NJ: Prentice Hall.

Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism, 19*, 121-129.

De Vries, P. (2010). What we want: The music preferences of upper primary school students and the ways they engage with music. *Australian Journal of Music Education, 1*(3), 3-17.

Drake, S.M. (2012). *Creating standards-based integrated curriculum: The common core state standards edition.* Thousand Oaks, CA: Corwin.

Driver, M. K., & Powell, S. R. (2017). Culturally and linguistically responsive schema intervention: Improving word problem solving for English language learners mathematics difficulty. *Learning Disability Quarterly, 40*(1), 41-53.

Echevvaria, J., Frey, N., & Fisher, D. (2015). What it takes for English learners to succeed. *Educational Leadership, 72*(6), 22-26.

Gardner, H. (1993). *Multiple intelligences: The theory in practice.* New York, NY: Harper Collins.

Gersema, E. (2016). Children's brains develop faster with music training. Retrieved from: https://news.usc.edu/102681/childrens-brains-develop-faster-with-music/

Gordon, D. (2011). Remote learning: Technology in rural schools. *THE Journal, 38*(9), 18-24.

Habler, B., Major. L., & Hennessy, S. (2015). Tablet use in schools: A critical review of the evidence for learning outcomes. *Journal of Computer Assisted Learning, 32*, 139-156.

Hallam, S. (2010). The power of music: Its impact on the intellectual, social and personal development of children and young people. *International Journal of Music Education, 28*, 269-289.

Hsu, P. S. (2016). Examining current beliefs, practices and barriers about technology integration: A case study. *Techtrends, 60*(1), 30-40.

Huang, Y.T. (2012). *Music integration in the elementary school community: An investigation of integration styles and collaborative modes in Pennsylvania and Taiwan* (Doctoral dissertation). Available from ProQuest Dissertations and Theses

database. (UMI No. 3534665).

Iwasaki, B., Rasinski, T., Yildirim, & Zimmerman, B.S. (2013). Let's bring back the magic of song for teaching reading. *Reading Teacher, 67*(2), 137-141.

Kassell, C. (1998). Music and the theory of multiple intelligences. *Music Educators Journal, 84*(5), 29-36.

Linquanti, R., & Cook, H.G. (2013). *Towards a "common definition of English learner": A brief defining policy and technical issues and opportunities for state assessment consortia.* Washington, DC: Council of Chief State School Officers.

McLeman, L. (2012). Prospective teachers' conceptions about language and mathematics regarding English Language Learners. *International Electronic Journal of Mathematics Education, 7*, 21-38.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey-Bass.

Munroe, A. (2015). Curriculum integration in the general music classroom. *The National Association for Music Education, 29*(1), 12-18.

Ming, K. (2012). 10 content-area literacy strategies for art, mathematics, music, and physics. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas, 13*, p. 213-220.

National Education Association (2008). Technology in schools: The ongoing challenge of access, adequacy and equity. Retrieved from: http://www.nea.org/assets/docs/PB19_Technology08.pdf

O'Keefe, K., Dearden, K.N., & West, R. (2016). A survey of music integration practices of North Dakota Elementary classroom teachers. *National Association for Music Education Update, 35*(1), 13-22.

Rodesiler, L. (2009). Turn it on and turn it up: Incorporating music videos in the ELA classroom. *English Journal, 98*(6), 45-48.

Schellenberg, G., Corrigall, K. A., Dys, S. C., & Malti, T. (2015). Group music training and children's prosocial skills. *PLoSONE 10* (10). Retrieved from: http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0141449

Selak, B. (2014). Make music videos with your students for deeper learning. Retrieved from: https://www.iste.org/explore/articleDetail?articleid=226.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Studytracks (2017). *Research*. Retrieved from :http://www.studytracks.education/us/school/research/.

The Ron Clark Academy (2011). Problems Up Math Song. Retrieved from: https://www.youtube.com/watch?v=UeidQbVWOV0

Tong, F., Irby, B., Lara-Alecio, R., & Koch, J. (2014). Integrating literacy and science for English Language Learners: From learning-to-read to reading-to-learn. *Journal of Educational Research, 107*(5), 410-426.

Uluyol, C., & Sahin, S. (2016). Elementary school teachers' ICT use in the classroom and their motivators for using ICT. *British Journal of Educational Technology, 47*(1), 65-75.

Walker, R., Clary, R., Jones, J., & Carolton, C. (2016). Rocking out science! Using music videos to engage students and assess science learning. *Science Scope, 40*(3), 66-77.

Appendix A

Interview Guide

1. What grade are you in for your yearlong placement?
2. Describe how you worked with students to create the music video?
3. Are there advantages or disadvantages of creating or using music videos in the classroom?
4. Did you students learn any content through this process? If so, what?
5. Did your English Language Learners learn content through this process? If so, what?
6. Did this project benefit ELLs? Why or why not?
7. Are the arts being utilized enough in the classroom? Was this project a way to enhance instruction in the arts? Why or why not?
8. Any other comments on the project?

Appendix B

Uptown Math Lyrics

Do Do, Do Do Do, Do Do ... Do Do, Do Do Do, Do Do… Do Do, Do Do Do, Do Do

This hit, these math facts, counting up and counting back

This one for these smart kids, them cool kids, those math masters,

Counting, learning, livin' it up at our school,

Got our fluency and math skills, gotta kiss my brain, I'm so smart

(Chorus) Ten more look down, get your charts out, let's skip count

Ten less look up, get your charts out, let's skip count

One more look right, get your charts out, let's skip count

One less look left, get your charts out, let's count back,

Math facts, we know them Woo! Math facts, we know them Woo! Math facts, we know them Woo!

Cause Mathhew's class gonna give it to ya, Cause Mathhew's class gonna give it to ya, Cause Mathhew's class gonna give it to ya

Weekdays we're in the spot, Don't believe us, just count! Ugh!

Don't believe us, just count! Don't believe us, just count! Don't believe us, just count!

Hey, hey, hey, oh!

Stop! Wait a minute. Fill my chart, put some numbers in it

Take a number, look close, Ms. Scott, get us ready! Count to 20, 50, 60, 120.

If we show up, we gonna show out, gotta kiss my brain I'm so smart.

Repeat Chorus

Music Video Checklist

Criteria	Yes/No
1. Together, the class will brainstorm possible songs to remix. The highest vote wins.	Yes
2. The new lyrics use math vocabulary throughout the song.	Yes
3. The lyrics demonstrate correct mathematical understanding of concepts.	
4. The lyrics fit with the rhythm and beats of the song.	Yes
5. The class has completed a storyboard to organize movements and settings for the music video.	Yes
6. Movements and settings will be taped and practiced using the iPad for dress rehearsals of parts of the song.	Yes
7. Students will help with the editing.	Yes

Author Bios

Dr. Stacy Delacruz is an Associate Professor of Elementary Literacy Education at Kennesaw State University. She presents regularly at state, national, and international conferences in the area of digital literacy. Dr. Delacruz recently presented on the use of Scratch Jr. in K-2 classrooms at ISTE 2018. She has published journals such as *TechTrends,* the *Journal of Reading Education,* and *Action in Teacher Education*.

Charlease Kelly-Jackson, Ed.D., is an Associate Professor of Science Education in the Department of Elementary and Early Childhood Education at Kennesaw State University. Her research interests include preservice and inservice teacher learning and professional development, specifically around science, technology, engineering, and mathematics (STEM); culturally relevant pedagogy; and professional development school partnerships.

A University Literacy Festival and Its Impact on Teacher Candidates, Authors, and Teachers and Students from Title I Schools

Dr. Cynthia Dawn Martelli
Florida Gulf Coast University

Dr. Vickie Johnston
Florida Gulf Coast University

Abstract

This article will describe how a university literacy festival connects children and young adult authors with students from Title I schools. A College of Education (COE) Literacy Festival invites a variety of diverse authors to interact with students from Title I schools in workshops engaging them in discussion of their literary craft. COE teacher candidates conduct read-aloud with hands-on literacy activities for students throughout the event. This article will focus on how a university literacy festival was implemented and the impact it has on COE teacher candidates, authors, and teachers and students from Title I schools.

A University Literacy Festival and Its Impact on Teacher Candidates, Authors, and Teachers and Students from Title I Schools

Angie Thomas, author of *The Hate U Give*, notes, "It's important to have diverse characters in books because books give kids mirrors and windows. Books create empathy. If we don't have diversity, if we're only showing things from one perspective, how are we creating empathy?" (Penn, 2017).

Introduction

Children's early reading achievement correlates with their home literacy environment, access to books, and family support; however, families from lower socioeconomic backgrounds often times do not have money for books or lack opportunities to support a positive literacy environment (Aikens & Barbarin, 2008; Orr, 2003). When children become good readers early in their education, they tend to become better readers throughout their school years and beyond (Graves, 1994). Under-achieving students from a low socioeconomic status often fall behind their peers in reading, experiencing an increase in social and behavior problems, and are more likely to be retained (Martella, Martella, & Przychozin, 2009). On average, students from low SES backgrounds start behind their peers and struggle to catch up, and this achievement gap

continues to grow until the end of their schooling (Dixon, 2010). Research shows that family involvement makes a difference, what teachers do makes a difference, and what communities do makes a difference; parents, guardians, teachers, caregivers, and members of the community must recognize the important role they can play in helping children learn to read.

The Evolution of a University Literacy Festival

Teacher candidates in a literacy course from the College of Education (COE) at a university in the southwestern state of Florida, out in the field at various public middle schools in the local five counties, discovered among teachers and students from Title I schools that there was a need for students to interact with authors to help engage them in reading and see themselves as writers. After conversing with the teachers and students, the COE teacher candidates also uncovered that several students' parents did not attend college, and an abundant number of students have never set foot on a college campus before. The idea of a university literacy festival was conceived to connect students from Title I schools with young adult authors who spotlight their writing on diverse characters. The goal was to allow students to see themselves reflected in stories and to grant access for them to explore a university in their own backyard. The hope was to provide a forum for students to embrace differences and identify commonalities with others.

Rallying together, a committee consisting of five teacher educators, two staff members, and several teacher candidate representatives from the university's College of Education assembled together to establish an annual COE Literacy Festival. Obligations of the committee comprised of communicating with Title I schools in the five local districts, attending continuous meetings, attaining internal and external funding, researching local and national children's literature authors to invite, organizing the schedule and activities, traveling to numerous Title I schools to deliver books to children attending the literacy festival, and organizing COE teacher candidates to visit with the participating students and teachers to familiarize them with the featured authors and their books.

To become readers, children need to see themselves in books; books can portray mirrors where children can reflect on their own lives; they are also windows where children can learn about the lives of others (Persuad, 2013). To increase a sense of self-worth in students, a sense of empowerment, and the ability to work in harmony with others, children's and young adult authors that composed strong, diverse characters were invited to a university literacy festival.

The ratio of books per child in middle-income families is 13 to 1 compared to low-income families where the ratio is 1 age-appropriate book for every 300 children (Neuman & Dickinson, 2006). Findings from the IEA Reading Literacy Study (1996) found that a staggering 61% of low-income families have no books at all in their homes for their children. The committee agreed early on that each student attending the university literacy festival would receive a free book from the authors participating at the event. The books were delivered to each school before the festival to give students time to read the books and to allow teacher candidates to visit classrooms to study the authors and their literary craft.

The first annual university literacy festival invited 8 children's and young adult authors and over 900 students from Title I schools in five local school districts. Attaining additional funding enabled the second annual university literacy festival to grow in size by inviting 17 children's and young adult authors and over 1,800 students from Title I schools in the five local school districts; and students still received a free book featured from one of the participating authors. The festival involved a variety of activities for students including author book signings, interactive workshops, literacy gaming, and read-alouds and hands-on activities offered by over 120 College of Education teacher candidates.

The event was held on the main lawn area of the campus where authors signed books at their table and where a few authors presented in a pavilion to a crowd of students sitting on the lawn. The lawn also provided ample space for COE teacher candidates to spread around for their read-alouds and disciplinary literacy activities. The campus' buildings surrounding the main lawn area were also utilized for authors' workshops. This enabled students to explore the university while visiting the authors and COE teacher candidates. Each student received a free book featured from one of the participating authors before the event.

Diversity in Children's Literature

After securing funding and launching the date of the festival, the critical task was to research children's literature authors who focused their work on diversity relevant to the invited community. Children's literature is like a mirror where children can see their own lives and experiences as part of the larger human experience; it is also like a window where children are offered views of the worlds of others (Persaud, 2013). By centralizing on multicultural children's literature, students from Title I schools would see themselves reflected in the authors' stories and also experience other cultures. Works containing diverse casts of characters that highlighted empathy, fairness, and empowerment through words and pictures were reviewed. After much research and consultation, children's literature authors known for their diverse characters were selected and invited to participate.

Methods and Techniques

A longitudinal research study was conducted regarding perceptions of a university literacy festival from participating authors, teachers, teacher candidates, and selected focus students throughout the semester. This university literacy festival featured a variety of diverse authors presenting hands-on workshops showcasing their literary craft and provided opportunities for teacher candidates to present read-alouds, storytelling, and literacy activities. The idea of a literacy festival was conceived from a desire to excite and inspire a love for reading in students from Title 1 schools and to provide teacher candidates with the opportunity to implement best practices in literacy instruction with students from diverse needs and backgrounds. Five districts surrounding a state university had schools designated as Title 1 schools. Faculty members from the festival committee traveled to numerous Title I schools to deliver books to children attending the literacy festival and visiting with the participating students and teachers to familiarize them

with each participating author. These books were provided to students for free. A free book from one of the featured children's authors was provided to approximately 900 students from the surrounding Title I schools in 2017 and over 1700 students in 2018. In 2017, the festival had 12 authors that participated; in 2018, nineteen authors participated. This inquiry was framed as a longitudinal qualitative case study, examining the efficacy of a university's literacy festival in supporting engagement in reading and increased reading attitudes and habits for students in Title I schools. The research questions were:

> In what ways does a university's literacy festival support engagement in reading and increase reading attitudes and habits for students in Title I schools?
>
> What are the perceived benefits of a university's literacy festival for COE teacher candidates, teachers, and students from Title I schools?
>
> In what ways are the authors affected by a university's literacy festival?

Data Sources

Data included electronic and hard copy survey responses from open-ended questions and included informal interviews, video interviews, and quick-writes conducted with authors, teachers, teacher candidates and selected focus groups of students throughout the semester. The data were analyzed for themes and clusters of meaning to capture the essence of the participants' experiences. Data analysis of participants' statements, as well as emerging themes were analyzed by highlighting significant statements from participants and valuing each response; these statements were then organized into clusters of meaning or themes (Creswell, 2013). Data were coded using and inductive process beginning with open codes which were then put into themes and categories that became broader through analysis (Creswell, 2013). Data were reduced through iterative rounds of examination in which codes were grouped into categories and then into themes.

Results

College of Education Teacher Candidates

Throughout the day of the literacy festival, the College of Education teacher candidates conducted read-alouds with disciplinary literacy activities with small groups of students from Title I schools around the center lawn of the university campus. Authors sat at their tables surrounding the area for book signings where each teacher candidate had the opportunity to visit the authors and have their books signed. After working with small groups of Title I students throughout the day, the teacher candidates wrote a reflection on their experience, expressing how the experience transformed them as a learner. The teacher candidates' reflections analysis uncovered that most of the teacher candidates claimed as being more knowledgeable about students from Title I schools, saw a growth of confidence in the areas of contributing to the needs of the community, and conveyed more excitement about teaching from their experiences interacting with these students from diverse backgrounds. The teacher candidates discovered the

importance of reading for enjoyment and recognized that choosing authentic children's books was a compelling means to help children understand their homes, communities, and the world. They understood the importance of including multicultural disciplinary activities to reflect students' backgrounds participating in the COE Literacy Festival. One teacher candidate shared the following:

> One conversation with a third-grade teacher will stick with me for life. He mentioned how his school fills the students' backpacks with food each Friday afternoon so families will have enough to eat over the weekends. He mentioned how important it is for his students to be well fed in order for them to be the best learners they can be. I never thought of how schools can help their community, especially their students! I now will be more aware of my own students' needs.

Another candidate shared:

> The enthusiasm from students was quite contagious! I discovered the benefits of read-alouds and how children engage with the story. Each time I read to a different group, the discussion changed due to the diversity of the students. I really got to know the students through discussing the story.

Teachers from Title I Schools

The majority of teachers from the Title I schools that attended the literacy festival stated that they integrated the authors' books with their curriculum. Teachers used classroom time with their students reading the authors' books and teaching critical thinking strategies. They also reported that they spent time studying how authors use tools and techniques of language and storytelling to craft a piece of writing with narrative elements and literary devices. One teacher emphasized that her students' discussions not only focused around tolerance but also broadened to respecting and understanding all of the different cultures in their community. Another teacher confessed that after witnessing her own students remarkably engaged in the diverse children's books given to her class for the COE Literacy Festival, she took a second look at her own classroom library and realized that she needed to include many more books that reflected and honored the lives of her students. Several teachers surveyed mentioned how the read-alouds built on important foundational skills by introducing vocabulary, providing a model of fluency and expressive reading, and helped students recognize what reading for pleasure was all about. These teachers expressed the desire to include more read-alouds in their own classrooms to not only support the development of reading and writing skills but to also build on their knowledge about the world and their place in it.

Authors' Perspectives and Impact

Children's and young adult authors that developed strong, diverse characters in their stories were invited to the COE Literacy Festival. Several young adult authors participating in the university

literacy festival share their perspectives on the impact their books had on students of Title I schools and the benefits of participating in a university literacy festival through video interviews.

Sharon Flake, author of *Unstoppable Octobia May* and *The Skin I'm In*, described that most of her books revolve around life in the inner city since she, herself, grew up in the inner city. It is her home and what she knows. Sharon feels as though people who live in the inner city are not fully understood or appreciated. She wants her readers to know that you don't always know someone until you are willing to get in the skin they are in. However, she stresses that every story is worth telling and hearing and that every person has a voice.

Kentrell Martin, author of *Shelly Adventures* books, wishes to help embrace the gap between the deaf and the hearing world. He feels the best people to reach are children so as they grow older they are the generation that can help start to be a part of that change. David and Marni Martinez are also interested in reaching children with deaf awareness, writing a series books titled Signamalz that teach sign language to children. Their focus is to help children increase their communication with deaf and hearing students. The three authors agree that if students are able to communicate better with each other, they would discover more commonalities than differences.

Sherri Winston is the author of *President of the Whole Sixth Grade*, *The Kayla Chronicles*, and *The Sweetest Sound*. She described the benefits of participating in the COE Literacy Festival, sharing that not only do students from Title I schools get to visit and talk to authors, they also have the opportunity to place their feet on a college campus. She knows from growing up in a neighborhood where 95% of children thought that going to college was like going to Mars; it just wasn't done. She felt strongly that exploring a college campus throughout the COE Literacy Festival helped the students see that college was real and is attainable.

Students' Perceptions and Impressions

At the COE Literacy Festival, students of Title I schools had the opportunity to listen to children's literature authors read aloud their books, as well as observe the College of Education teacher candidates implement read-alouds with literacy activities. Students enthusiastically expressed their own life experiences and soon came to see themselves as writers and readers through the interactions with the children's literature authors and the College of Education teacher candidates. They were excited by the opportunity to meet authors through book signings and workshops and shared that the experience made the authors real to them. The students discovered that authors were ordinary people, that writing was rarely easy, and that the only thing stopping them from writing was perseverance. Students revealed their perceptions about their interactions with the authors during workshops and book signings after the festival through the use of surveys and quick-writes.

Alex is an eighth-grade student in a Title I school. He enjoys playing soccer with his siblings. When asked about his favorite subject in school, he quickly answered "lunch"; however, he

claimed that Mathematics ranked pretty high on his list as well. Alex describes reading as "boring" and "not fun." Alex's class received Sharon Flakes' novel, *The Skin I'm In*, where the main character, Maleeka with her own insecurities, is distressed when a new teacher, who is tough and is an advocate for her students, comes to her inner-city school. After reading and partaking in class discussions over the novel and visiting with Sharon Flake at the university literacy festival, Alex wrote:

> I actually wanted to meet this Mrs. Flake. Her book felt real… not the characters, even though they seem real. I mean that she got the story right! She knows my life! [At the literacy festival] she told us about when she was little and the hard times she went through. It's like she knows the struggles I go through.

Anna, a sixth-grade student, read the *President of the Whole Sixth Grade* by Sherri Winston, a novel about Brianna who navigates the ins and outs of middle school as she attempts to raise money for her class trip to Washington, D.C. She shared the following:

> This book made me laugh! My teacher read this book to us, but I read ahead on my own. Mrs. Winston told us that she never gave up and that is why she is an author today. She wants us to see ourselves in her books and how people have more in common than we think. This is the first book I ever read by myself!

Matt, a ninth-grade student, read *London Calling,* a historical fiction novel about heroes and scapegoats. *London Calling* follows a character named Martin back through time to the London Blitz during World War II. He travels with a young English boy named Jimmy, who may or may not be real. Matt enjoys Social Studies class and anything that deals with war. He expressed:

> This book is full of action! It also had some mystery in it. But I really liked that Martin starts out on the wrong things in his life. After trying to help Jimmy during the London Blitz, he realizes he can change his own life and even help others. I met with Mr. Bloor [during his workshop at the literacy festival] and he told me that we must stand up for what is right in life. We will be winners if we do. I like that.

Conclusion

The goal of the university literacy festival was to invite authors whose writing would represent strong, diverse characters that students from Title I schools would allow them to see themselves and their culture through literature on a deeper level. When students are given the opportunity to meet the authors of books they read at a university literacy festival, it ignites imaginations and enables them to experience 'story' in a real and immediate way. Students will have the opportunity to ask questions that personalizes the story and writing process for them. When students learn the ideas behind books, they are instantly drawn to them. Alex expressed his desire to meet Sharon Flake as he felt the author knew his life and his struggles. Students identify with the struggles and celebrations of the writing process because they hear about it directly from

the author. Therefore, authors become real to students, opening up relationships with the books they read. Alex engaged in conversation with the author, Sharon Flake, and asked how she knew so much about his life. Her response to Alex was that she only writes what she knows about and experiences as that always tells the truth. Students start recognizing choices made by authors of the books they read, which helps them develop the ability to make predictions, inferences, and connections, and other traits of good readers. Anna discovered that Sherri Winston chose to center her writing on commonalities of individuals rather than focusing on their differences. Through the process of engaging with young adult authors, students will come to see themselves as writers and express a desire to share their thoughts and enthusiasm with others, which has shown to foster a lifetime of reading (Clark & Douglas, 2011).

Importance

The goal of the COE Literacy Festival was to invite diverse children's literature authors that would create self-worth within students and allow them to connect with themselves and their culture through literature on a deeper level. As the research indicates, a literacy festival is an effective way to promote reading and fosters the idea that books make a difference, especially to under-supported students. Students from Title 1 schools are typically students that are low-achieving, come from the communities highest-poverty schools, are of limited English proficiency, are migratory, and most often are young children in need of reading assistance (U.S. Department of Education, 2004). Working with the community to create a literacy festival can help connect children with books, which can help promote a lifelong love of reading and writing. This university literacy festival made a positive impact in the area of book promotion and engagement in reading and found an increase in reading from students from Title I schools that attended the event. It takes a community of parents, guardians, teachers, caregivers, and other members of the community to help support children in learning to read in order to ignite that passion of reading for a lifetime.

References

Aikens, N. L., & Barbarin, O. (2008). Socioeconomic differences in reading trajectories: The contribution of family, neighborhood, and school contexts. *Journal of Educational Psychology, 100,* 235-251. doi:10.1037/0022-0663.100.2.235.

Bloor, E. (2011). *London calling*. New York, NY: Ember.

Bloor, E. (2009). *Taken*. New York, NY: Alfred A. Knopf.

Bloor, E. (1997). *Tangerine*. Toronto, Ontario: Scholastic.

Clark, C., and Douglas, J. (2011) *Young people's reading and writing: An in-depth study focusing on enjoyment, behaviour, attitudes and attainment*. London: National Literacy Trust.

Creswell, J.W. (2103). *Qualitative inquiry and research design: Choosing among five approaches*. Los Angeles: Sage Publications.

Dixon, A. (2010). Focus on the school calendar. *Southern Regional Education Board*, 1– 9.

Flake, S. (2017). *The Skin I'm In*. New York, NY: Hyperion Book.

Flake, S. (2015). *Unstoppable Octobia May*. New York, NY: Scholastic Press.

Flake, S. (2007). *Money hungry*. New York: Hyperion Book.

Martella, N., Martella, R., & Przychozin, A. (2009). Analysis of corrective reading research. *Journal of Direct Instruction, 5*(1), 37-65. Retrieved from http://www.biomedsearch.com/article/overview-research-summary-peerdelivered/170020706.html

Orr, A. J. (2003). Black-White differences in achievement: The importance of wealth. *Sociology of Education, 76,* 281-304. doi:10.2307/1519867 doi:10.1162/edfp.2008.3.3.374.

Penn, F. (2017, May 13). *26 YA Authors On Diverse Representation In Publishing*. Retrieved February 01, 2018, from https://www.buzzfeed.com/farrahpenn/ya-authors-on-diverse-representation-in-publishi?utm_term=.vkYVD2LYX#.hlW0wl1VR

Persaud, A.D. (2013, February 04). *What does this book have to do with me? Why mirror and window books are important for all readers*. [Web log comment]. Retrieved from

http://blog.leeandlow.com/2013/02/04/what-does-this-book-have-to-do-with-me-why-mirror-and-window-books-are-important-for-all-readers/

Reading Literacy in the United States: Findings from the IEA Reading Literacy Study. (1996, June 17). Retrieved February 05, 2018, from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=96258

U.S. Department of Education. (2004, September 15). *Title I – Improving The Academic Achievement Of The Disadvantaged.* Retrieved February 23, 2017, from https://www2.ed.gov/policy/elsec/leg/esea02/pg1.html

User, S. (n.d.). Fifty Top Literacy Statistics. Retrieved February 12, 2018, from https://www.ferstfoundation.org/resources/fifty-top-literacy-statistics

Winston, S. (2016). *The sweetest sound*. New York, NY: Little, Brown Books for Young Readers.

Winston, S. (2016). *President of the whole sixth grade*. New York, NY: Little, Brown Books for Young Readers.

Winston, S. (208). *The Kayla chronicles*. New York, NY: Little, Brown Books for Young Readers.

Author Bios

Cynthia Dawn Martelli is an assistant professor of Reading in the Department of Curriculum, Instruction and Culture at Florida Gulf Coast University. Her research focuses around crucial issues surrounding the position of children's and young adult literature in teacher preparation programs. Dr. Martelli founded the FGCU COE Literacy Festival that connects children's and young adult authors with students from Title I schools.

Vickie Johnston is a level II instructor of Reading in the Department of Curriculum, Instruction and Culture at Florida Gulf Coast University Her areas of research include literacy, digital literacies, differentiated instruction, and the integration of technology in literacy instruction.