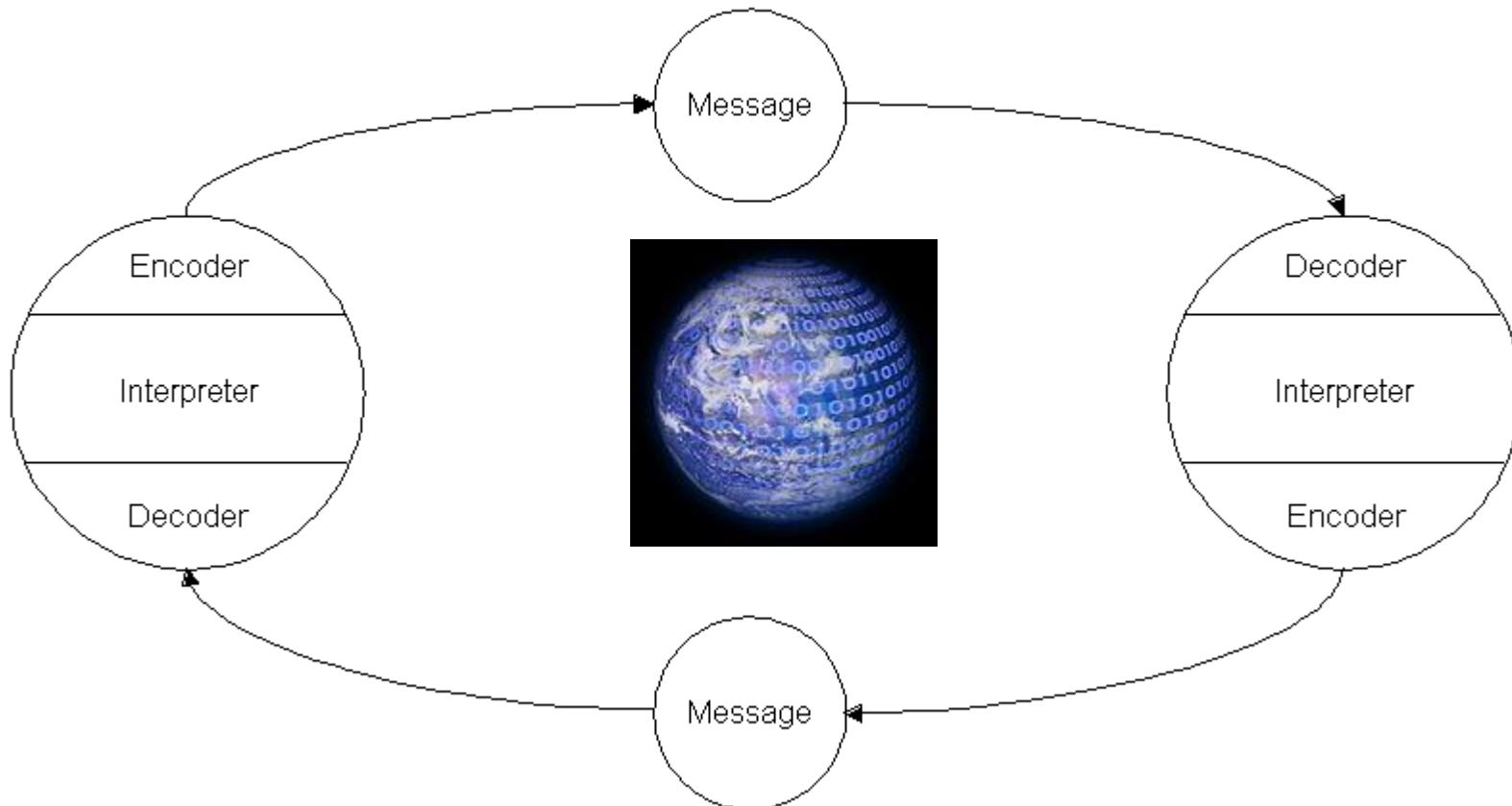


# Beyond words

Developing creativity, collaboration and critical thinking in  
our classrooms

Toni Gennrich

## Schramm's Model of Communication, 1954



# To be an effective communicator in the digital age

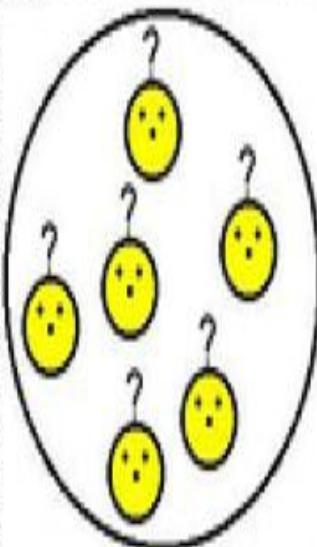
- \* Creativity
- \* Collaboration
- \* Critical thinking



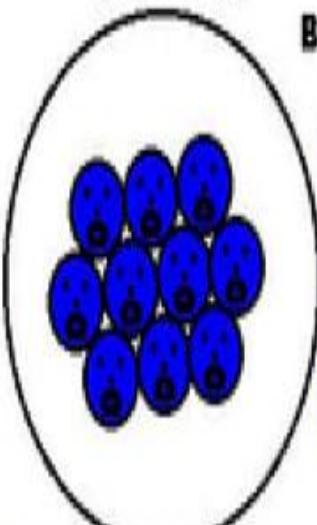


## *Our Digital Landscape (rev 2)*

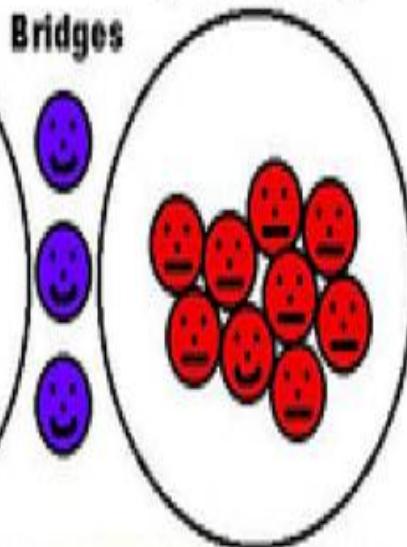
**Digital Refugees**  
(ignorant or in denial)



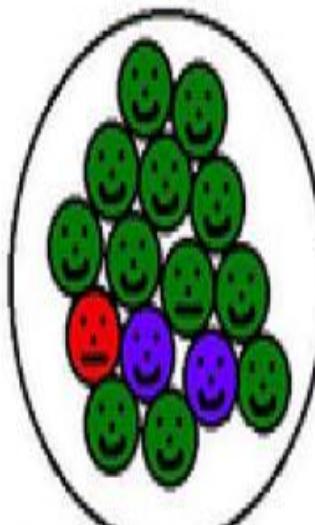
**Digital Voyeurs**  
(knowing)



**Digital Immigrants**  
(participating)



**Digital Natives**  
(living)



By Wesley Fryer ([www.spededimmediacy.org](http://www.spededimmediacy.org)) adapted from ideas by Christopher Hines (<http://christopherhines.com/>), Marc Prensky ([www.marcprensky.com](http://www.marcprensky.com)) and Barbara McCay.





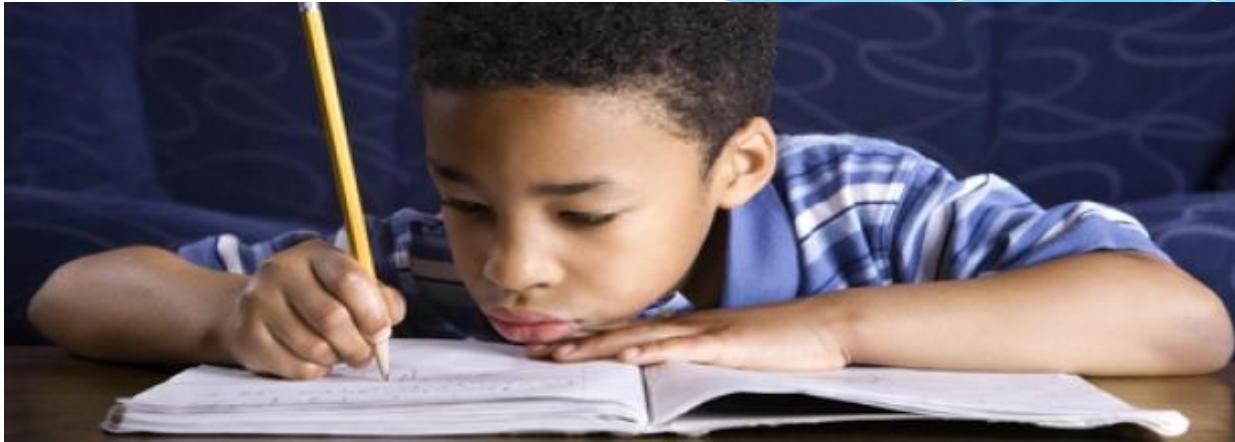
# The world our learners will be expected to work in is:

- \* Media saturated
  - \* Technologically dependent
  - \* Globally connected
- (Kellner & Share, 2007:3)

# The way we receive information - multimodal

- \* Visual
- \* Sound
- \* Gesture
- \* Speech
- \* Spatial positions
- \* Moving images

(Kress & Van Leeuwen, 1996)



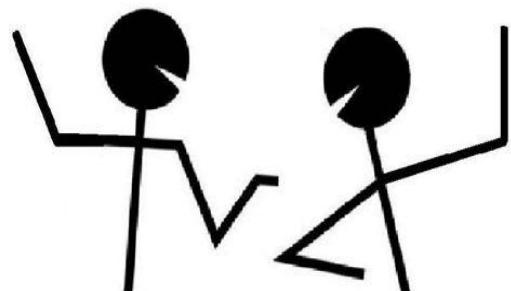
- \* “Schooling continues to be based on hierarchical access to paper-based literacy instead of practices that allow students to explore and utilize the multimodal, nonlinear literacies available in digital environments”  
(Rhodes & Robnolt, 2009:158).

# GR8 DEBATE!

DIGITAL CULTURE IS KILLING  
★ READING AND WRITING ★

THE BOOK  
IS DEAD!

LONG LIVE  
THE BOOK!







**CAUTION**  
**CELL PHONES**  
**IN USE MAY**  
**INTERRUPT**  
**LEARNING**



**CAUTION**  
**CELL PHONES**  
**IN USE MAY**  
**ENHANCE**  
**LEARNING**

# Teachers should facilitate development of communicative language skills

- \* Creative
- \* Multimodal
- \* Collaborative
- \* Critical



# How is reading changing?

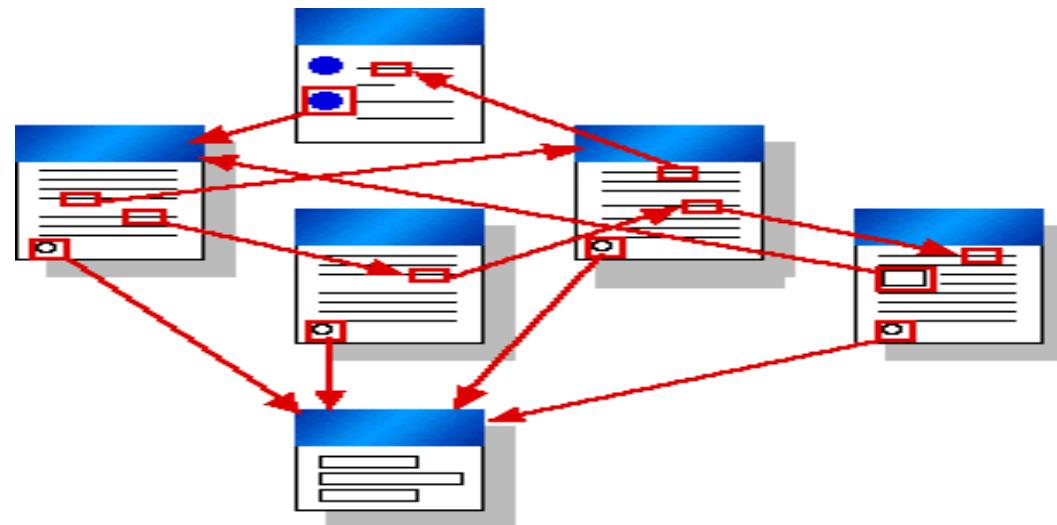
- \* Readers can enter a text in many possible ways
- \* Readers can construct the order they prefer (different reading pathways)
- \* Readers make choices of how to enter and organise a text
- \* Readers read in episodic rather than linear way
- \* Readers skim and scan as they scroll and move from section to section
- \* Readers are interactive and creative – can re-author texts

# How is writing changing?

- \* Writers can interact, access and participate in an instant way with a large, diverse audience
- \* Writers use different modes, means and mechanisms to create texts
- \* Writers consider image, colour, shape and placing when creating texts
- \* Writers have the possibility of instant feedback
- \* Writers can integrate the work of others to create new meanings
- \* Writers can manipulate and reformulate existing materials

# Hypertext

- \* Challenges the idea that any singular text represents an author's complete, separate and unique expression
- \* Breaks down the definitions of reader or author because of flexibility and interactivity it offers



# Essential digital skills for life and learning (Hague & Williamson, 2009)

- \* Find and select
- \* Organise and process
- \* Create
- \* Communicate and collaborate
- \* Review and improve
- \* Understanding

# Find and select

Knowing what information is available and being able to retrieve it

Knowing how to search and control the search



Microsoft® adCenter



# Organise and process

- \* Using and processing information in a wide range of ways to meet identified needs
- \* Classification
- \* Integration
- \* Summary
- \* Storage



# Communicate and collaborate

Making new products by

- \* Adapting
- \* Applying
- \* Designing
- \* Inventing
- \* Authoring



# Review and improve

Make judgements about

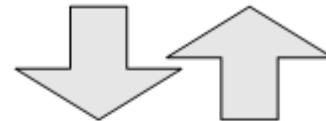
- \* Authenticity
- \* Honesty
- \* Relevance
- \* Usefulness
- \* Accuracy of information

Explore options

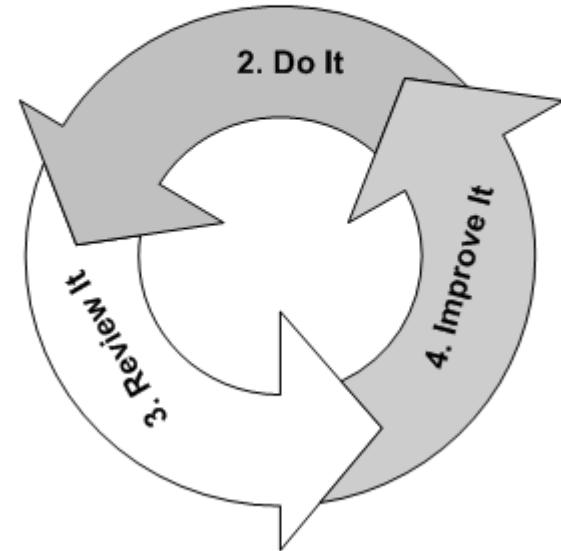
Refine

Improve outcomes

1. Identify Objectives

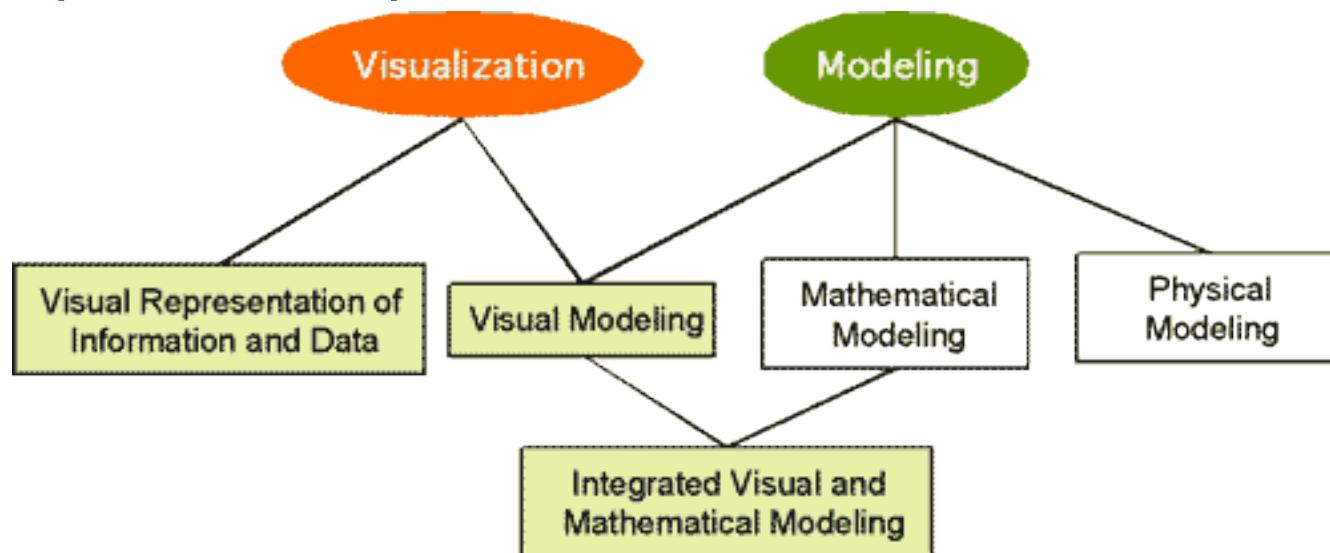


2. Do It



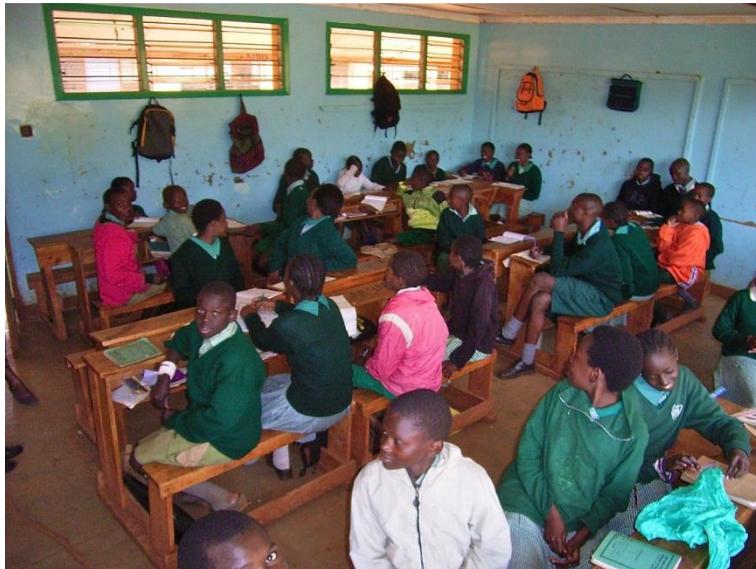
# Understanding

Use modelling, visualisation and real-life experiences to develop deeper knowledge and appreciation of subject concepts and complex ideas



# Some realities of classrooms in South Africa

- \* Learners with different digital skills
- \* Classrooms differently resourced
- \* Learners with variety of languages and levels of competence in those languages



# Teachers can

- \* Provide learning opportunities that are collaborative and social
- \* Provide learning opportunities that are multi-sensory and multimodal
- \* Encourage learners to explore various viewpoints and decide which they want to take
- \* Encourage learners to interrogate and evaluate material they use

# Teachers can (adapted from Leadbeater)

- \* Recognise and encourage diverse thinking, speaking and ways of knowing
- \* Open ways for individual learners to contribute to knowledge creation
- \* Provide opportunities for connection and collaboration
- \* Provide a shared sense of purpose and individual sense of pay-off

# Some ideas for poorly resourced classrooms

- \* Learners collaborate – build a story together
- \* Learners use classroom walls to post a Facebook type status or a ‘link’ to something they have read or like
- \* Learners create Wikipedia style definitions of concepts together
- \* Learners use post- its to create discussion thread on topic on classroom walls
- \* Learners draw images from poems or make collages of the themes
- \* Learners use graphic and visual organisers to plan or summarise

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- \* 011-7173165