

RECONSIDERING THE COMMUNICATIVE MODES THROUGH TEXT-BASED ASSESSMENT PRACTICES

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DESCRIPTION: In this workshop, participants will be challenged to reconsider definitions of interpersonal, presentational, and interpretive communication through the lens of foreign language literacy development, and to use these definitions to design text-based assessments for their courses. Using the backward design model and multiliteracies pedagogy to ground their work, participants will learn how to align student learning objectives with assessments, how to incorporate texts of various modes and genres into assessment practices, and how to evaluate students' ability to communicate interpersonally, presentationally, and interpretively. Participants are encouraged to bring existing course objectives and assessments to retool during workshop sessions.

OUTLINE

- Day 1*
- Backward design: A model for determining objectives and assessments
 - The multiliteracies framework: Key concepts
 - Defining the communicative modes from a multiliteracies perspective
 - Designing text-based multiliteracies assessments: Key concepts
- Day 2*
- Designing text-based multiliteracies assessments: Examples
 - Developing summative assessments: Workshop
 - Wrap-up

OBJECTIVES: Upon completion of this workshop, participants will be able to...

1. discuss key concepts and ideas related to backward design, multiliteracies pedagogy, the communicative modes, and assessment practices.
2. apply these concepts and ideas to their own assessment practices.
3. evaluate existing course objectives and assessments in the course(s) they teach.
4. analyze authentic texts and assessment tools.
5. design course objectives and assessments following principles from the backward design model and the multiliteracies framework.

ASSESSMENTS: Workshop objectives will be measured through a number of informal formative and summative assessment tools. The pedagogical act (SP = situated practice; OI = overt instruction; CF = critical framing; TP = transformed practice) rep that each assessment tool represents is provided in parentheses.

<i>Assessment Tool</i>	<i>Objective(s) Measured</i>
Identify experiences and challenges related to assessing the communicative modes (SP)	1
Analyze connections between existing course objectives and assessments (OI, CF)	2, 3
Brainstorm definitions of literacy (SP)	1
Retool objectives to align with multiliteracies concepts (TP)	2, 3
Brainstorm definitions of the communicative modes (SP)	1
Brainstorm ideas related to multiliteracies assessment (SP)	1
Identify textual features for use in summative assessments (OI)	2, 4
Map course assessments onto multiliteracies-based objectives and learning activities (TP)	2, 5
Analyze and evaluate summative assessments (SP, CF)	4, 5
Develop or retool summative assessments (TP)	2, 5

KEY TERMS: Below is a list of key terms with their definitions that are essential for this workshop.

<i>Key Term</i>	<i>Definition</i>
Backward design	model for identifying and aligning learning goals and objectives, assessment, and instruction
Goals	broad, general statements of organizational principles or intended outcomes; relate to a program or a course
Objectives	specific statements about how goals will be achieved and what students will be able to do as a result of instruction; relate to a course, unit/module, or individual lesson
Assessment	a process that entails gathering information on student learning and performance; may include formative, summative, and/or alternative tools as part of a FL course
Summative assessment	used determine the extent to which learners have met instructional objectives or mastered content at the end of an instructional unit or course
Formative assessment	used during instruction to help identify areas of learner difficulty so instruction and assessment can be adjusted as needed and learning and performance can be improved

Literacy	dynamic, socioculturally determined practices of creating and interpreting texts of various genres to communicate across contexts
Dimensions of literacy	linguistic, cognitive, sociocultural, developmental
Interpretation	going beyond surface-level understanding of facts; delving deeper into the cultural meanings inherent in texts and into the connections between language forms and how they are used to express meaning
Transformation (Creation)	applying knowledge gained through textual interpretation to creative language use
Meaning design	dynamic process of discovering meaning through textual interpretation and creation
Situated practice	experiencing; spontaneous, experiential learning without conscious reflection
Overt instruction	conceptualizing; explicit learning / instruction of skills and knowledge needed for competent participation in activities
Critical framing	analyzing; relating meaning to social contexts and purposes
Transformed practice	applying; application of new understandings, knowledge and skills to use knowledge and produce language in creative ways
Interpersonal communication	interacting with others to explore relationships, conventions, imagination, creativity, and emotions based in textual content
Interpretive communication	individually and collaboratively constructing meaning from written, audio, and audiovisual texts
Presentational communication	Present information and ideas in ways that demonstrate awareness of communicative conventions relevant to the text type, context, and audience
Principles of ML assessment (Kern, 2000)	based on a broad view of language and literacy; multidimensional; tightly interwoven with teaching and learning
Textual features (Available Designs)	

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