Chapter 18

Preparing Intermediate and Secondary Teachers of Reading Today:
Apprenticeship Models with Emerging Tools

Katie Dredger
Virginia Tech, USA

ABSTRACT

This chapter is a teacher's toolkit of engaging ideas that use digital technologies in classrooms encouraging students to read, write, and communicate. The innovative approaches, employed by working teachers, include social networking, recording applications, digital photography, word clouds, glogs, slide presentations, and other multimedia tools. This chapter also challenges teacher educators to nurture dispositions of action research and reflection in new teachers so that as tools continue to emerge, teachers will retain a commitment to learning and to consuming with a critical and adventurous spirit.

INTRODUCTION

While some lament the demise of literacy because of emerging tools, the reality is that our students today read and write out of school more than they ever have (Alvermann & Hinchman, 2012; Hicks, 2009; Kajder, 2010). Students use social networks to catalog their friends and to share their feelings. Adolescents, defined for this chapter as fourth grade to 12th grade (Snow & Biancarosa, 2003), want to have control of their reading and writing spaces. Students today read, write, and communicate in varied and often new ways that involve images, photographs, and invented language that may surprise adults. Teachers need to see these varied ways that students use emerging tools, and bring these out-of-school literacies into a classroom creating what is called a *thirdspace*,

a space where *first space* (home) and *second space* (school) are conflated and where cultural and technological knowledge is respected (Moll, 1992; Soja, 1996). Teaching is often discussed in terms of *Pedagogical Content Knowledge* (PCK), which means that knowing the content of a discipline and knowing how to teach that content are distinctly different (Shulman, 1986).

Teacher educators today work with preservice teachers in universities, working to guide the transformation from student to teacher. Technological Pedagogical Content Knowledge (TPACK), defined as what teachers have to know about their content areas and the ways that technologies can be used to amplify teaching practices within specific areas, implies that educators know which technologies are best suited to their specific disciplines (Mishra & Koehler, 2006). Thus, no longer can teacher candidates take the minimum of one course in technology in order to be ready to work with students today. Instead, emerging technologies must be thoughtfully integrated into the required curricula so that they add value to the course work and conceptual understandings expected of tomorrow's teachers. As such, dispositions must be developed and nurtured that are forward leaning, encourage reflective practice that is steeped in current literature but also empower teachers to be action researchers with emerging technologies.

BACKGROUND

Reading Today

Because of the Internet, students now, more than any other time in American schooling, have texts available to them that can be easily differentiated for individual needs. Whole class textbooks purchased with district funds and regulated by parental watch groups and curriculum supervisors are being replaced with diverse texts that reflect a variety of viewpoints and interest for adolescents who, like adults, are unique and motivated in different ways (Fisher & Ivey, 2007). Students read in their own language and at their own pace on devices that honor privacy. Students in need of large print, lower readability, recorded books, or more multimodal text support get their needs met with this technology in order to understand the concepts of each discipline.

Facebook is the new morning news, and Twitter is CNN in this information age. Exorbitant information, much of it false, crowds the minds of our students who show up in our classrooms. Students retweet without checking facts and get their news from their Facebook wall (Oremus, 2013). Students in our classrooms read in snippets, in fits and starts, and are well-served when taught to slow down and consume information purposefully. In Beers and Probst's (2012) *Notice and Note*, teachers are guided to support students in becoming media literate by learning what to attend to: when to skim, when to scan, and when to slow down. Always it is appropriate to consider the bias of any print text, and this is especially important in the information age. Instead of asking that students find the elusive unbiased source, it would better serve students to be encouraged to determine the bias in each and every source encountered, be it mainstream media, government publications, or advertisements. Wikipedia, long disrespected by classrooms teachers, simply reflects the knowledge and language of those who collectively edit encyclopedia entries. Because knowledge is socially mediated (Gee, 2004), Wikipedia and sites like it reflect understandings that, for most purposes offer understandings that meet the needs of classroom students. Suggesting that Wikipedia is an option that should never be used is problematic for adolescents because Wikipedia is useful in many cases and because adolescents are learning about the stages of research. They are not yet scholars. Because nothing is unbiased, checking more than one source is a first step and being critical about found information should follow as students grow in academic pursuits.

Related Content

Social and Emotional Learning (SEL) Assessment in After-School Care: How Accessible Evaluation Can Lead to Widespread Quality Implementation
Dana Minney (2021). *Leading Schools With Social, Emotional, and Academic Development (SEAD) (pp. 202-230).*
www.irma-international.org/chapter/social-and-emotional-learning-sel-assessment-in-after-school-care/274179

Illuminating Golden Threads: Leveraging Contemporary YA Literature
Elizabeth Laura Yomantas (2022). *Creativity as Progressive Pedagogy: Examinations Into Culture, Performance, and Challenges (pp. 332-350).*
www.irma-international.org/chapter/illuminating-golden-threads/291849

Station North Tool Library
 (2019). *American Perspectives on Learning Communities and Opportunities in the Maker Movement (pp. 270-289).*
www.irma-international.org/chapter/station-north-tool-library/220515

Pictorial Pedagogy
Philip Barker (2011). *International Journal of Online Pedagogy and Course Design (pp. 1-11).*
www.irma-international.org/article/pictorial-pedagogy/51376

Design of a Web-Based Sentence Analysis System to Support EFL Reading Instruction
Yea-Ru Tsaiand Yukon Chang (2015). *International Journal of Online Pedagogy and Course Design (pp. 11-22).*
www.irma-international.org/article/design-of-a-web-based-sentence-analysis-system-to-support-efl-reading-instruction/126976