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Pepperdine University
Graduate School of Education and Psychology

CONNECTED LEARNING AND ACADEMIC LANGUAGE SCAFFOLDS: A DESIGN
BASED RESEARCH STUDY WITH LONG TERM ENGLISH LEARNERS

A dissertation proposal submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Learning Technologies

by

Ricardo Omar Elizalde, Sr.

March, 2018

Reyna García Ramos, Ph.D. – Dissertation Chairperson

This dissertation, written by

Ricardo Omar Elizalde, Sr.

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Reyna García Ramos, Ph.D., Chairperson

Linda G. Polin, Ph.D.

Paul Sparks, Ph.D.

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I dedicate this work to both my parents: Alberto Alcibiades Elizalde and Judith G. Elizalde.

VITA

Education

Ed.D. **Learning Technologies, Pepperdine University.** **Expected Spring 2018**

Dissertation Title: “Connected Learning and Academic Language Scaffolds: A Design Based Research Study for Long-Term English Learners”

Advisor: Dr. Reyna Garcia- Ramos

M.A. **Instructional Technologies, San Francisco State University.** **May, 2009**

B.A. **Journalism, San Francisco State University.** **May, 1996**

Research Interests

Investigations to improve pedagogical models using technology for Long Term English Learners.

Teaching Experience

- Digital Learning Partner, Digital Learning and Engagement, Department of Technology. SFUSD. 2016 to present
- Teacher on Special Assignment, Educational Technology, STEM Department, Curriculum and Instruction. SFUSD. 2014 to 2016
- Language Development and English Teacher 6-12 grades, International Studies Academy. SFUSD. 2003-2014
- Language Arts and Social Studies Teacher 6-8 grades, Benjamin Franklin Middle School. SFUSD. 1999-2003
- California English Language Development Tester, Horace Mann Middle School. SFUSD. 2001
- Language Arts and Social Studies ELD and Spanish Immersion Teacher 8, Everett Middle School. SFUSD. 1997-1999

Publications/Presentations

- “Bridging Connected Learning with English Learner Scaffolds.” Blended and Personalized Learning Conference. Highlander Institute April, 2017
- “A Hybrid English Learner Community Center” Hemispheric Pathways – Critical Makers in International Pathways. Humanities Artists Science and Technology Alliance Collaboratory (HASTAC) April, 2014

- “How My Students Learned English while Making Movies.” 2014
selected California Representative EdSurge 50 States Initiative

Research Experience

Doctoral Researcher

2011 to present

Graduate School of Education and Psychology, Pepperdine University, California

- Conducted Design Based Research study that examined Connected Learning and teaching Long Term English Learners.
- Examined literature by Mizuko Ito, Brigid Barron, Nichole Pinkard, Henry Jenkins and their development of the Connected Learning Theoretical Framework; Laurie Olsen, Kate Kinsella, Yvonne Freeman, David Freeman and Jim Cummin’s work on language development.

Experience

- Merged three technology integration models (SAMR, TPACK and Connected Learning) to create the SFUSD Technology Integration Framework.
- SFUSD Technology Integration Framework used to develop rubrics for district classroom technology integration.
- Developed a technology lead program for the San Francisco Unified School District.
- Instruct teachers on how to integrate technology, pedagogy and content into their classrooms.
- Teaching all levels of English Language Development to recent immigrants and long term English Learners.
- Assisting teachers in the implementation of technology in their classrooms.
- Leading tech-based professional development courses for educators.
- Teaching English to high school and middle school students.
- Presenting information to students and colleagues.
- Experience writing and leading grants.
- Experience in designing and developing multimedia projects.
- Created an electronic portfolio system.
- Cultivation of student e-portfolio within system.
- Created videos for instruction.
- Experience using Captivate, Flash, I-Movie and Premiere video editing programs.
- Working with non-profits to develop project-based learning assignments.
- Implemented the Learning Record, a language learning assessment model.
- Panelist Tech Integration RedBird Symposium, Stanford University.
- Administrated portfolio management system (Mahara) and content management system (Moodle).
- Experience using and teaching Google Suite.
- Supervised WritersCorps (Library Commission) Teaching Artists., San Francisco
- Supervised student teachers.
- Taught International Film Seminar, including analyzing films and filmmaking.

ABSTRACT

This qualitative design based research study examined the Connected Learning theoretical framework coupled with academic language scaffolds for Long Term English Learners (LTELs) in a secondary public school setting. The participants of this study were students that have been in the United States for more than six years and have yet to be reclassified as fluent in English, thus they are labeled as LTELs. The setting for this design-based research study was one ninth grade sheltered English class and one 12th grade sheltered English class in an urban high school in Northern California. There were two implementations of this design based curriculum and each cycle lasted four days. The first implementation took place in October of 2016 and the second implementation took place during November of 2016. Students created and shared media across digital platforms using paragraph and sentence frames. As a result of this design based curriculum several students were able to create video letters to the next president of the United States on an iPad and share them on a digital platform. The design and implementation of a connected learning environment included three design principles and three learning principles and can be a successful system in other classrooms structured to serve LTELs if enough time is provided to enact all components of the design.

Chapter 1: Introduction

It is late afternoon at Junipero Serra High School. Students in this academic literacy class are complaining about their placement in this supplemental English class. It's a class for Long Term English Learners (LTELs). Josefina, who fits the definition of a LTEL, decides she has had enough of the complaining. She just wants to get to work, so she announces loudly to the class, "It's because you dumbasses don't know English, that's why you are in this class." There are about 10 students in this class. Some have been in this country for 10 years and sound as though they are fluent in English. Josefina repeatedly tags her Instagram name on the white board and tells others in the class to follow her.

Finally, the teacher announces, "If anyone wants to look at their test scores and see why the decision has been made to put you in this class, we can."

The talkative, opinionated Josefina says, "Don't bother. It's a waste of time. We already know why we are here."

Why Josefina is in this class is the same story for many LTELs across the state of California. The test the teacher is talking about is the California English Language Development Test (CELDT). LTELs are students who have been in United States schools for 6 or more years but whose English is not proficient by standardized test measurements, like the CELDT. In 2010, a study was published that raised the alarm bells for school districts all across California. It stated that 59% of English learners (ELs) in California secondary schools were LTELs (Olsen, 2010).

As a response to Olsen's (2010) study, districts across California created the *academic literacy class* specifically to serve this underserved targeted population. The curriculum prescribed for this class focuses on non-fiction texts, vocabulary building exercises to help

analyze these texts, and sentence and paragraph frames (Kinsella, 2014; Olsen, 2012, 2014). This design-based research study examined the effects of a connected learning (CL) experience with academic language scaffolds with LTELs in an inner-city high school in Northern California.

Problem Statement

In 2010, the challenge of LTEL students languishing quietly in classrooms throughout the state of California was made clear by a study conducted by Californians Together (Olsen, 2010). The study found that most ELs in California were LTELs. In some districts three of four English language learners were LTELs. Solutions to address the needs of this growing population have been tried in many districts in California. In 2014, the National Education Association published a report that described emerging practices addressing the problem of instructing LTELs (Olsen, 2014). These practices sought to re-engage and motivate LTELs. This design based research (DBR) study examined practices to re-engage and motivate LTELs from two academic literacy classrooms in a high school in the Junipero Serra School District (pseudonym).

This dissertation research study examined how a CL framework supported the instruction of LTELs in two academic literacy classrooms in a public high school. Thus, this dissertation research study utilized a CL theoretical framework but additionally focused on the use of academic language scaffolds through a DBR model. This dissertation study attempted to describe how a DBR model can change the possibilities of engagement and outcomes for LTELs.

The literature review for this study has been divided into three main sections. The first section explored the history and foundation of CL and how it has been applied across the formal and informal spheres of learning. This first section also examined transmedia as a way to build a CL experience for students. Finally, this first section gave examples of participatory culture and critical digital literacy, both of which can play a role in the building of a CL experience. The

second section of the literature review examined ELs, with special attention focused on the LTEL population. This section synthesized the works published around the curriculum that schools in California have used to address the academic needs of students that have been designated LTELs. The third section of the literature review showed examples of two learning programs that share commonalities with a CL experience and how those strategies have succeeded. Finally, the literature review concluded with a summary that points towards the methods section.

Purpose Statement

The purpose of this dissertation research was to use a DBR methodology that examined the CL approach with academic language scaffolds for LTELs at a high school in the Junipero Serra School District. In this dissertation research study the CL approach was used with academic language scaffolds that was a defined intervention for this target population.

Research Questions

This dissertation study utilized a DBR approach with one principal research question that used the CL theoretical framework in a high school academic literacy classroom that used academic language scaffolds with LTEL students. The main research question that guided this study was: How could a connected learning theoretical framework support LTELs instruction in a high school academic literacy classroom?

Overview of Methodology

The research site for this dissertation was a high school in the Junipero Serra School District where two academic literacy classes served as the setting in which a CL framework that supports LTELs' instruction was examined. The focus of this study was the instruction, and it was examined through a designed based research approach.

A DBR approach employed two rounds of the curriculum implementation. An analysis was conducted at the end of each round to see if any changes needed to be made between Implementation #1 and Implementation #2. Each implementation involved the collection of student-made artifacts that included the following: (a) Letters to the Next President responses, (b) EL Village, and (c) iMovie.

Rationale and Significance

Prior studies have shown that the CL theoretical framework holds a lot of promise for re-engaging and motivating students (Garcia, Mirra, Morrell, Martinez, & Scorza, 2015). This dissertation research study examined the design of this approach in combination with work already in process in academic literacy classrooms. Current curriculum in the Academic Literacy class has a focus on non-fiction texts, academic vocabulary, sentence and paragraph frames (Olsen, 2014). The goal of this study was to determine if together the CL Framework and academic language scaffolds would impact the instructional practices for LTELs in classrooms specifically designed for students with specific English language development needs.

Although the CL theoretical framework is only 5 years old (Ito et al., 2013) and was built to serve underserved populations, this was the first time this framework has been coupled with academic language scaffolds that serve as the instruction of LTELs in a public school setting. Thus, this dissertation research study presented the first attempt to apply the CL theoretical framework in a classroom setting with an LTEL population.

Role of the Researcher

The researcher of this DBR study worked with the teachers of two academic literacy classes at one high school. The teachers in these two classes delivered the instruction as prescribed by the district and the state, and the researcher acted as an in-class support person

during data collection of additional technology curriculum. Before the study began, the researcher made available the plan of the study via the EL Village website. There were two implementations in this DBR study.

Definition of Key Terminology

Academic Language Scaffolds: Vocabulary and sentence and paragraph frames to help use that vocabulary. Academic language scaffolds also consist of building complex and compound sentences (Kinsella, 2011).

Connected Learning (CL) Theoretical Framework: The CL theoretical framework is made up of three design principles and three learning principles. The design principles are openly networked, production-centered, and shared purpose (Ito et al., 2013).

- *Openly Networked:* Online platforms and digital tools and resources make learning visible across the media landscape.
- *Production-Centered:* Students have access to digital tools to create a variety of media, knowledge, and cultural content.
- *Shared Purpose:* Social media and web based communities help to connect people with common goals and interests, enabling both cross-cultural and cross-generational exchange.

The learning principles are academically oriented, interest-driven, and peer-supported (Ito, et al., 2013).

- *Academically oriented:* This learning principle is guided by adults and has structured systems of instruction and assessment.

- *Interest-driven:* Whether the learning happens in school or outside of school, this learning principle is guided by the subject's interest and relevance to the learner.
- *Peer-Supported:* This learning principle is guided by friends and peers and includes sharing and giving feedback to a fluid community of learners.

HOMAGO: HOMAGO stands for three levels of participation with new media: (a) hanging out, (b) messing around, (c) geeking out. In each level, the learner gets more involved in new media. HOMAGO was the precursor to the CL theoretical framework (Ito et al., 2010).

- *Hanging Out:* This is the first level of engagement with new media. For example, one has a Twitter handle and sometimes posts to it and reads what others post (Ito et al., 2010).
- *Messing Around:* This is the second level of engagement with new media. One has a Twitter handle but has found that making Vines—short 6 second videos—and posting those videos to both Vine and Twitter regularly helps to gain more followers and be a bigger part of the community (Ito et al., 2010).
- *Geeking Out:* This is the third level of engagement with new media. Not only does this person post Vine videos to his/her twitter page but also he/she participates in Twitter chats regularly and makes video responses to these chats (Ito et al., 2010).

KQED Do Now: On this website students explore current issues using social media. This site gives students the opportunity to share their opinions outside of the school walls (KQED,

2015).

Transmedia: Using varied media channels to get a community's message across. The message can be fiction or non-fiction. It can be entertainment or a form of activism. It usually has some form of participatory elements within it (Costanza-Chock, 2014; Jenkins, 2006).

Organization of the Dissertation

This DBR study examined if the CL theoretical framework with Academic Language scaffolds supports LTELs in their academic literacy. Chapter 2 presents the literature review. In Chapter 3 the methods for this DBR study are discussed. Chapter 4 discusses the findings and finally Chapter 5 presents the analysis, synthesis, and conclusion.

Chapter 2: Literature Review

This literature review is divided into three main sections. The first section explores the history and foundation of Connected Learning (CL) and how it is being applied across the formal and informal spheres of learning. This first section also examines transmedia as a way to build a CL experience for students. Finally, this first section gives examples of participatory culture and critical digital literacy, which can play a role in the CL experience. The second section of this literature review examines ELs, with special attention focused on the LTEL population. This section synthesizes the works published on the curriculum that schools across California have used to address the academic needs of this population. The third section shows examples of two learning programs that share commonalities with a CL experience and how those strategies have been successful. This third section will be used to construct the framework for the work undertaken in this dissertation study.

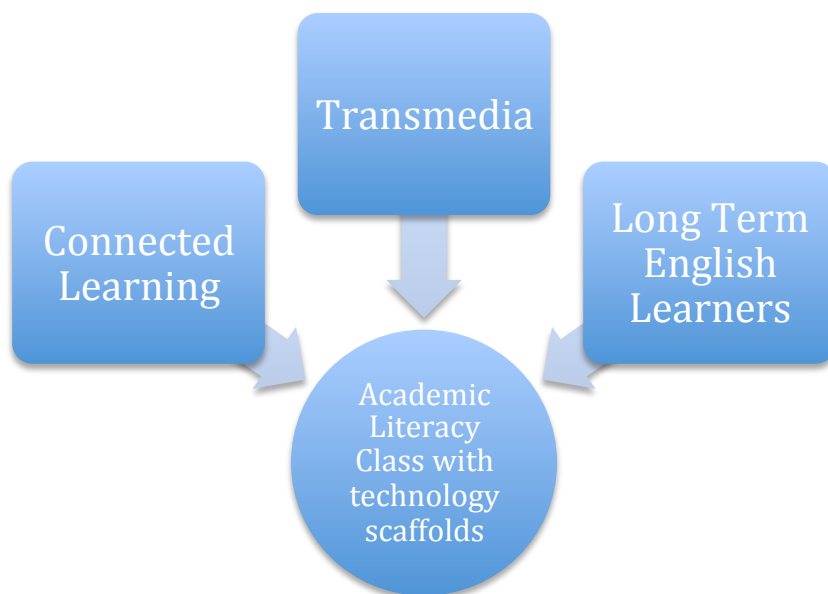


Figure 1. Construction of dissertation concepts.

History of Connected Learning: The Connected Learning Framework

The CL framework was born out of research conducted through the MacArthur Foundation's Digital Media and Learning Initiative. Researchers Mizuko Ito (2013), Henry Jenkins (2006, 2015), Nichole Pinkard (2014), Connie Yowell (2015), Craig S. Watkins (2013), and their teams led the foundation for this new theory of building both physical and digital learning spaces for youth. In 2006 this grant initiative began its attempt to harness the way young people played, socialized, and participated in civic life through social networks and games (MacArthur Foundation, 2012). The research conducted through this grant initiative was divided into two phases; phase one of the initiative, 2006-2009, explored how, why and where young people interacted with new media. Phase one research was conducted in libraries, museums, and afterschool programs. Beginning in 2009, phase two focused on how CL influenced and impacted learning inside and outside of school. These grants helped form new learning environments and the CL theoretical framework (Alper, 2011; Garcia, Bence, Pahomov, Kremer, 2014; Ito et al., 2013, 2010; Jenkins, Ito, & Boyd, 2015; Larson et al., 2013; MacArthur Foundation, 2012; Salen, Torres, Wolozin, Rufo-Tepper, & Shapiro, 2011). Currently, this initiative is helping researchers build on the knowledge gained in the past 9 years.

The CL theoretical framework is divided into six principles as shown in Table 1 and again in Figure 2. The design principles are production-centered, openly networked, and shared purpose, while the learning principles are interest-driven, academically oriented and peer-supported. Highlighted in yellow in Figure 2 are the design principles; the production-centered principle is guided by the idea that learners learn best when they are making, producing, and experimenting. The openly networked principle is the idea that learning should be linked across home, school, and community through the use of online platforms. When a classroom,

community, or online group shares a common goal, the shared purpose principle will help guide its interest. Next, highlighted in blue in Figure 2, are the three learning principles: interest-driven, academically oriented, and peer-supported. First, the interest-driven principle is guided by the idea that a learner is motivated most deeply when he/she is delving into an idea or project in which he/she is interested. Next, the academically oriented principle seeks to have learners connect outside of the classroom experiences with learning that happens within the classroom walls. Finally, the peer-supported principle is a reminder that learners learn best when they are supported by peers, mentors, and their community (Connected Learning Alliance, n.d.). Within a CL environment the goal is to build the learning across these principles, even though each project in a CL environment may not touch on all of the principles.

The CL theoretical framework stems from the work being done at new learning environments throughout the United States. Some of the first of these new learning environments were YOUmedia Chicago, YOUmedia Dreamyard, and ARTLAB + (Association of Science-Technology Centers [ASTC] & Urban Libraries Council, 2014). These experiments existed outside of school walls in the informal learning settings of libraries, museums, and afterschool programs. However, not all of these CL experiments existed in informal learning spaces. One CL experiment that exists in the formal arena is Quest to Learn (Q2L; Alper, 2011). Whether in the formal learning sphere or the informal learning sphere, each experiment continues to grow. Some have even grown into their own branches of research (Cohen, Kahne, Bowyer, Middaugh, & Rogowski, 2012).

Table 1

Connected Learning Theoretical Framework

Design Principles	Learning Principles
Production-centered	Interest-driven
Openly networked	Academically oriented
Shared purpose	Peer-supported



Figure 2. Connected learning theoretical framework. Reprinted from “Why Connected Learning?” by the Connected Learning Alliance (2015), retrieved from <http://clalliance.org/why-connected-learning/>. Copyright 2015 by the author. Reprinted with permission.

The Connected Learning Research Network (CLRN) and the Youth Participatory Politics Research Network (YPPRN) were both established by the MacArthur Foundation as part of the Digital Media and Learning Initiative (Ito et al., 2015). CLRN continues to develop research on learning opportunities and risks in the new media ecology while the YPPRN continues to examine how youths are using media to become more politically and civically engaged through various forms of social networks and connectivity that exist within this new media landscape. Since 2010 both research networks have come together for the yearly Digital Media and Learning (DML) conference, which showcases the research being conducted within this

constantly evolving learning arena. Past themes for the DML conference have been Equity by Design, Democratic Futures, Designing Learning Futures, Connecting Practices and Diversifying Participation (Digital Media and Learning [DML], 2015). Each research network continues to build its projects and study the way youth are interacting with media.

Connection to Theories of Learning

When analyzing each of the six principles of the CL theoretical framework, one can find that it borrows from foundational learning theorists and theories. In the early 20th century, John Dewey (1916) wrote that school was isolated from the daily life of a student and that what students learn outside of school is difficult to apply in schools. Simultaneously, Dewey said the same phenomenon occurs when a child brings a world of experiences from daily life into the classroom context but is unable to apply that knowledge and background at school. Thus, connecting home, community, and school learning will not only enhance the depth of learning of the individual but also build meaning into the learning.

Additionally, Lev Vygotsky argued that learning happens in collaboration with others (Gibbons, 2009). Vygotsky's (1978) idea of the Zone of Proximal Development (ZPD) stated that learners can reach past their actual developmental level with help from a teacher or more knowledgeable other. A term that helps explain this guidance from actual level to proximal level is *scaffolding* (Echevarria, Vogt, & Short, 2008).

In a language class, scaffolding can take two forms: verbal and procedural. Two examples of verbal scaffolding are *paraphrasing* and *think alouds*. Verbal scaffolding can be found in the idea of sentence frames. An example of a sentence frame for paraphrasing is, "To put it another way _____" (Kinsella, 2011, p. 69). In this form of scaffolding a teacher gives a student a sentence frame at the beginning of a lesson, unit, or school year. One

objective of the lesson is for the student to learn how to use that sentence frame properly. Two examples of procedural scaffolding are small group instruction or partnering a student with a more experienced reader or a more knowledgeable other (Echevarria et al., 2008; Vygotsky, 1978).

The CL Framework was built upon concepts of Vygotsky's work. In sociocultural theory, Vygotsky used the term *actual development level* to describe a child's current level of knowledge or skill. The ZPD, then, was the level just outside of the student's actual development level (Vygotsky, 1978). This learning area can potentially be reached with the support of a more knowledgeable other. Using the terms associated with Vygotsky in a CL environment, the participants' actual development level might be the ability to simply play with new media without seeing how media and media creation tools can be more than just a hobby. The ZPD and the goal of the CL Framework is to show these participants that their interest in new media could be translated to academic, civic, and production-oriented activities (Ito et al., 2013). Within the CL Framework, elements of Vygotsky's theory of ZPD can be found most closely within the peer-supported design principle.

The sociocultural foundation for Communities of Practice (CoPs) is a key element of the CL Framework. As defined by Wenger, McDermott, and Snyder (2002), "Communities of Practice are groups of people who share a concern, or a passion about a topic and who deepen their knowledge and expertise on a subject by interacting on an ongoing basis" (p. 4). The key to building a CL CoP is to have a clear idea of what defines that community (Barron, Gomez, Pinkard, & Martin, 2014). All people belong to different communities, and each community develops its own artifacts, practices, and stories (Barron et al., 2014; Wenger, 2009). If a community is just beginning, then the practices, stories, and artifacts created begin to forge that

community's identity. At the outset of the development of a community, there should be a premise or an idea of the knowledge that will be built within it (Barron et al., 2014).

Digital Youth Network's careful construction of a CoP began with the community's premise, "Social advocates for a better future" (Barron et al., 2014, p. 23). Participants in this CoP shared ideas and collaborated with others. These participants pursued shared interests built the identity of their community through shared stories and work. Although participation solidified the identity of the community, it also helped to solidify the identity of the young media maker (Barron et al., 2014). According to Wenger (2009), such participation in a CoP helped to shape the identity of the learner and the meaningfulness of the learning experience.

Connected Learning in Informal Spaces (Libraries, Community Programs, Museums)

Since the 1990s, the MacArthur Foundation (n.d.) has invested \$80 million into schools or the formal learning sphere. Unfortunately, all their investment showed few results. In 2004, the MacArthur Foundation decided to stop investing in school districts and instead focused on how children were learning outside of school. New grants would now chart how youths were creating, sharing, and organizing knowledge on the Internet and in the informal learning spaces of homes, libraries, museums, and community centers.

To seed this nascent field of CL, a seminal ethnographic work was conducted by the Digital Youth Network (DYN; Ito et al., 2008). This study explored and charted how young people interacted with media outside of the classroom. The study defined the levels of engagement with new media through three genres of participation: hanging out, messing around, and geeking out (HOMAGO). For example, a young person was considered someone who *hangs out* with social media by chatting and posting pictures on Facebook, Twitter, and Tumblr. If that person moved to the next level of participation, *messing around*, maybe he/she began to edit

pictures on a photo-editing program and then posted them to Tumblr, for example. *Geeking out* in this example was delving deeper into photography and video production software but also publishing one's work and joining online communities to build on one's skills. However, the role of media is much more complex than just a simple example of how a person moves through these levels of participation. Young people today can choose from many different media environments and interests and move fluidly through these genres of participation (Ito et al., 2010).

Libraries. In 2009, the idea of HOMAGO was put into practice, the Chicago Public Library and the DYN designed and built an online and physical space called YOUmedia Chicago. Although the physical space has been successful, the online space has undergone some changes and has not been very successful. From 2010-2012, the University of Chicago's Consortium on Chicago School Research (CCSR) conducted a 3-year developmental evaluation of the YOUmedia innovation. This evaluative study sought to answer research questions about youth interest, engagement, safety, opportunities, expanded skills in digital and traditional media, and also the role of the adults in this space (Sebring et al., 2013). Table 2 shows a timeline of the major initiatives, publications, and physical spaces that led to the construction of the CL theoretical framework.

While researchers at the Consortium were documenting evidence about participants of the YouMedia spaces at the Harold Washington Library in Chicago, researchers at the University of California at Irvine—taking into account some of the work done at the YOUmedia space and other informal learning spaces—were turning HOMAGO into the CL theoretical framework. In the last year of the University Consortium's 3-year study, CCSR researchers began looking at the YOUmedia space through the new lens of the CL Framework. The CL Framework sits at the

intersection of peer culture, peer interests, and academic content, similar to the space at the library, which was also driven by peer culture and student interest. The CCSR study documented five levels of participation: socializers, readers/studiers, floaters, experimenters, and creators. The CCSR levels coincided with the HOMAGO genres of participation in the following way; the socializers and the readers/studiers were hanging out, the floaters and experimenters were messing around, and the creators were geeking out. The study suggested that many participants experience parts of CL, but the creators were more likely to experience all of the elements because of the production-centered nature of their work (Sebring et al., 2013).

Table 2

Building the Connected Learning Theoretical Framework

Steps Taken to Build and Expand Connected Learning	Year
MacArthur Foundation creates new digital media grant arm	2005
Digital Youth Network Founded	2006
Living and Learning with New Media: Summary of Findings from the Digital Youth Project	2008
YOUmedia	2009
Hive Learning Networks (New York, Chicago)	2009
Quest to Learn	2009
White House STEM Initiative (Educate to Innovate)	2009
Hanging Out, Messing Around and Geeking Out: Kids Living and Learning with New Media	2010
Digital Media and Learning Conference	2010
Learning Labs in Libraries and Museums	2011
Cities of Learning	2013
Connected Learning Theoretical Framework introduced	2013
Final Digital Media and Learning Conference	2017
Connected Learning Summit Begins	2018

Five examples of work that these creators produced at the YOUmedia lab were Lyricist Loft; One Book, One Chicago; Library of Games; YouLit Magazine; and YOUmedia Records (Sebring et al., 2013; see Figure 3). Lyricist Loft was a weekly open mic where youths share spoken word, hip-hop, R&B, music production, poetry, videos, and dance. One Book, One

Chicago was an adult program of the Chicago Public Library system. Together, the residents of Chicago read a chosen book and participated in programming and events in both the Fall and Spring. YOUmedia participants interpreted the chosen book through new media, creating student-made films, audio narratives, spoken word responses, interviews of community artists, and a scavenger hunt using mobile phones and geo caching. Library of Games was a weekly 45-60 minute podcast in which the participants of YOUmedia critiqued selected video games. Through this project participants were introduced to audio production and blogging. YOUlit magazine was an online participant literary magazine that was published three times a year. The participants created, selected, and edited writing and graphics for the magazine. YOUmedia Records had participants produce original music and lyrics and was set up like a real record company with various key roles: President, Project Manager, Vice President, Lead Engineer, E-Press Team, and Artists (Larson et al., 2013).



Figure 3. Products of YouMedia lab. (Source: Personal collection).

In 2010, President Obama launched a Science Technology Engineering and Math (STEM) initiative dubbed *Educate to Innovate* that called for public and private support. In response to this initiative, a year later, the federal Institute of Museum and Library Services and

the MacArthur Foundation launched the Learning Labs in Libraries and Museums Programs. Through the Learning Labs program, 24 cities were given \$100,000 each to design their space geared toward young people. While created in response to a STEM initiative, the foundational theories of these labs are the CL theoretical framework (ASTC & Urban Libraries Council, 2014). All of these Learning Labs have in common interest-driven and production-centered learning and access to new media: key components of the CL framework.

One way to ensure that youths were interested in the learning labs that are being built for them was to include them in the process of designing and generating interest for the new space. A teen advisory committee was created to inform the creation of the Learning Labs. Each Learning Lab had been tailored to the specific needs of the community and each lab produced work that exhibited the different components of the CL principles. In San Francisco, the Youth Board of the Public Library Learning Lab made presentations to the library commission to help win approval for \$3.2 million for their Learning Lab. The presentation was an example of civically-engaged youths coming together under a shared purpose, a core CL principle coming to life in front of the adults at the library commission. For the design of the Nashville Public Library Learning Lab, guided by adults, the teen advisory committee used online design tools and games and toured other youth spaces to help design their space, which now has a maker space and a recording studio. For the design of the Pima County, Arizona Learning Lab, with help from adults, the teen advisory board created focus groups and developed a survey that asked peers what they wanted to see in their learning lab (ASTC & Urban Libraries Council, 2014).

Community programs: Cities of Learning. Cities of Learning was a project that networked community centers, libraries, parks, business internship programs, schools, and online service providers to create hundreds of opportunities throughout the city. It was a wide-scale

learning lab. Currently four cities are participating in the Cities of Learning: Chicago, Pittsburgh, Dallas, and Washington, DC. As in the CL framework, youths can choose to learn what they are passionate about (ASTC & Urban Libraries Council, 2014). Started in 2013 by the DYN, the Connected Learning Alliance, and the MacArthur Foundation, this project is the latest iteration of bringing the principles of CL to the masses. From writing code to writing fiction to building robots to creating music (Ranck, 2015), youths can participate and learn.

The mission of these four Cities of Learning is to create an online network that lists all available opportunities, encourages exploration, prevents summer learning loss, increases workforce preparedness, and also levels the playing field (Ranck, 2015). Learning can happen anywhere and anytime throughout the city. This City of Learning network is also unified because member organizations issue badges for skills that participants attain. A digital badge, also referred to as a micro-credential, is a validated indicator that a participant has learned a skill (“Digital Badges,” n.d.), offering proof that youths have completed a course in any part of the networked City of Learning. It can be displayed on an online portfolio or other online spaces.

The CL network projects continue to grow. Cities of Learning started in Chicago in 2013 and three more started in 2015. Twenty-five more cities have also expressed interest in starting a City of Learning in their city (Ranck, 2015). Additionally, while not a City of Learning project, the Learning Lab Virtual Studio at the DaVinci Science Center in Allentown, Pennsylvania is helping to connect 2,300 teens to Science, Technology, Engineering, and Math (STEM) mentorships (Alexander, 2015).

There are three examples of creative work produced in learning labs and in Cities of Learning. Skills gained in these arenas may transfer to the classroom. These learning labs give participants not only the opportunity to immerse themselves in the digital tools, but also the

space to interact with peers and form communities. These projects are examples of equity in the nation's inequitable educational landscape, specifically because they are targeted at non-dominant youths.

Connected Learning and the Classroom

Although the grants that created the CL Framework first focused on informal learning spaces, educators are beginning to bring what has become the CL theoretical framework into the formal setting. The CL theoretical framework is built into the design of New York City charter school Quest to Learn (Q2L), which opened in the Fall of 2009 to 78 sixth graders. This charter school was designed by the Institute of Play in partnership with the New Visions for Public Schools. Based on the idea that digital media and games help children learn, Q2L's instructional model strives to foster student problem solving, have students learn across disciplines, collaborate and reflect on their learning (Salen et al., 2011). The CL Framework is evident throughout the school's design. One CL example of shared purpose at Q2L is Boss Level, a 2-week intensive course where students apply knowledge and skills to try and solve a complex problem in teams. Students from Q2L are fostering engagement and self-expression by posting work, collaborating, communicating, and reflecting. This idea of a school reimagines education in the 21st century, but is it inclusive of all students? Although Alper's (2011) report discussed a co-teaching model for special education students and English language learners (ELLs), it did not offer any specific scenarios for how this would actually materialize. If new pathways are to be created for children, all students need to be included.

Another example of the CL Framework in the classroom context can be found in a study by the National Writing Project in collaboration with the MacArthur Foundation, which published a series of case studies that examined how the CL principles could be applied in the

classroom (Garcia et al., 2014). The following examples show how 17 teachers used the CL framework to rethink their classroom practice and illustrate the power of a classroom that is interest-driven, peer-supported, academically oriented, production-centered, openly networked, shared purpose.

In the 2014 report *Teaching in the Connected Learning Classroom* (Garcia et al., 2014) the tools for the building of this community were examined by deconstructing the six principles in a CL design. The Digital Is online community of the National Writing Project published a report where teachers/researchers/writers focused their case studies on one principle. The report helped shed light on each aspect of the CL principles. The following discussion gives a glimpse into how teachers are working with the CL theoretical framework.

In the first chapter, three educators examined the value of the interest-driven learning principle. The chapter begins with a quote from a student questioning why schools in Los Angeles only receive a small portion of the state and federal budget. This student's interest guided him as he researched state budget and finance reports. The power of interest-driven learning guided this youth into finding his voice. In the second anecdote of the first chapter of this report, a teacher found that blogging and interest-driven subjects for an authentic audience gave his third graders a combination of motivation and increased social interaction in the classroom. Challenging the concept of teaching writing as a formula, the next anecdote in chapter one showed how a teacher's video project made the writing process organic. The author retold the story of a project about the invention of the chocolate chip cookie. At the climax of the movie, a chocolate bar fell into flour too quickly. The student writer/director responded by extending the scene with cutaways, another shot of the chocolate bar falling, and slow motion effects. According to the teacher, the student's interest in the topic drove her creativity. In the

final anecdote of chapter one of this report, teacher Meenoo Rami recounted how her students developed an interest-driven academic writing project. The project began with the students having an authentic choice in what they chose to investigate, produce, and eventually share in the form of an online magazine. In this process, the teacher gave the students what they craved: an authentic space to share work that they cared about (Mirra, Working, Jurich, & Rami, 2014).

Chapter two of the report tackles the peer-supported learning principle. The first anecdote recounts the story of a fourth grade classroom creating movies that depicted historical and current discrimination problems. The author specifically discussed two students. As a result of her participation in the project, Diana was transformed from a shy girl to a girl who advocated for the rights of women and Spanish speakers. Angry Samuel, who was the best artist in the class, no longer drew pictures that displayed his anger, but found success in the class project that paired his images with the voices of his classmates. One group was made up of an African refugee, a Native American, and a Mexican American who soon found that they had more in common than they had thought. The peer-supported nature of this group project showcased each person's different strengths and experiences, and students had to rely on each other to complete the work (O'Donnell-Allen, McKay, Manship, Geier, & Neisler, 2014).

Chapter three of this report focused on the academically oriented learning principle. Each teacher interpreted this learning principle differently. For one teacher it meant a new pedagogical mindset, for another a technology tool, and for another an artist's mindset. In order for teacher Janelle Bence to enter into the conversation about how best to use gaming in her classroom, she decided to become a newbie gamer so she could see how it fit into her pedagogy. When students graduate, they will be thrust into career paths that are not necessarily clear. One way for teachers to help guide the way is to delve into uncharted territories where they are not the experts, and to

experience this uncertainty for themselves. At the Science Leadership Academy, students used digital tools to write and refine their essays. Students wrote an essay every 2 weeks in a Google doc and then peers helped edit it. Once per quarter students were invited to post their best work on a website for a wider audience. In the last segment of the academically oriented chapter, Nick Kremer reflected on his use of comics with students, not just reading them but also developing them, as a way to teach the reading of visual media in the 21st century. The students in Kremer's classes were able to select a poem previously read in class to create into a one-page comic strip. The teacher found that with this transmediated lesson he was able to reach students that were resistant to his lessons (Garcia, Bence, Pahomov, & Kremer, 2014).

Chapter four traced three teachers in their attempt to create a production-centered classroom. The teacher, Jason Sellers, embarked on an interactive fiction essay writing unit with his students. They created text-based adventure games that relied not on fancy graphics but on the storytelling abilities of his 10th grade students. One takeaway from this experience was that joining an online community of interactive fiction creators and players gave meaning to the production-centered component of the unit. The next production-centered example in chapter four was an interactive 'zine. To build this interactive 'zine students choose a six-word memoir, a haiku, or another short storytelling device. They then developed this story in the Scratch Programming environment. Once the story was written in text and visually represented in Scratch, the book is wired up to a Makey Makey circuit board. The circuit board has created the interaction between the text and Scratch. The text now had a visual and audio component on its Scratch counterpart. In the last installment of the production-centered chapter, Danielle Filipiak developed a unit that had students make media around a powerful set of questions that had a direct impact on their lives. Those questions asked about language and power, the role of

education, and rewriting their world using the literacy practices taught in the classroom. These questions were mixed with the following themes of the yearlong unit: discover, create, resist, and transform. The media projects that students created were titled, “My Neighborhood Tells Me, My Relationship with Education, and Self Portrait.” This unit helped students pay attention to those media messages but also fight back by producing their own (Lee, Sellers, McKay, & Filipiak, 2014).

Lowering the walls of the classroom and letting others in to begin or extend a conversation is at the heart of the openly networked design principle in chapter five. Gail Desler tells of her work as a district technology integration coach. Once an assignment is done and it is hanging on the wall, it is time to share. The students in this example had completed an assignment called “Letters from an Internment Camp.” Using this assignment as the content, the Tech Integrationist helped the teacher record and scan the student work. Together, they then posted this work to VoiceThread, a free cloud based program that allows users to narrate images. In 6 years, this fourth grade classroom project received 75,000 visits. This project continues to live today through a network of teachers, students, and activists. In the next example of an openly networked experience, the Save Our Stories Summer program combined a teacher group exploring the possibilities of using technology and a student group of ELLs. Centered around the self first, students recorded podcasts of their interests and then learned about film techniques. To capture the histories of their communities, students participated in field trips to local museums and recorded their findings with iPads and iPhones. The students developed questions to investigate based on these experiences, which they then asked of family members at home. Here the authors have interpreted the openly networked design principle to mean that the learner crosses the boundaries of school, community, and home and begins to bridge those experiences.

These connections can be digital or physical. In the final example, a museum educator has also been building networks that span museums, schools, and universities. His idea was to use the openly networked spaces between educators to explore how they can co-create learning experiences with their counterparts in museums (Hunt, Desler, Mackie, Putnam St. Romain, & Murawski, 2014).

The design principle of shared purpose was the topic of chapter six. The first example of shared purpose occurred at Eastside Memorial High School, a typical struggling school existing under the threat that it will be turned into a charter school. Upon seeing the sad depiction of their school in the media, students began to list the positive aspects of the school and even invited a reporter who had been critical of the school to visit. The reporter became an ally. The next year the threat of Eastside becoming a charter school became real. The shared purpose that began in the classroom spread across the community, and Eastside Memorial won the fight against becoming a charter school because of a powerful student voice. The next example of shared purpose in the classroom was a part of a fourth grade service learning project in Philadelphia. The teacher teamed with a non-profit whose goal was to make students more civic-minded and productive citizens. Through this partnership, the class examined social issues and then chose two to investigate further: water conservation and pollution. The teacher also looked for community partners to help students see the wider importance of studying water conservation and pollution. This community partnership led to field trips and classroom guest speakers. One goal for the teacher was how to make sure that his ELLs had full access to the material. Having a shared purpose helped the ELL students gain access; the content felt less intimidating because of the community resources and the technology he used. He used classroom blogs, e-books, and webquests to develop student understanding. Some of the e-books came in multiple languages,

whereas others required partnering with a more English proficient student. When debating on the classroom blog, ELLs were encouraged to use pictures to share their viewpoints. (Filipiak, Woollven, Rivera-Amezola, & Anderson-Small, 2014).

Transmediation and Transmedia

Transmediation. Transmediation helps a person see an idea from a different perspective. For example, in a language development class, the teacher will give an assignment to a student that asks him/her to take an item that is text-based and draw it. This shift gives the student the opportunity to see a word, a character, or short story in a different way. These student-made products are meant to help students access the material. For example, a class reads and discusses a short story, then the teacher then has the students make sense of the text by drawing a map of their own interpretation of the salient points in the short story (Suhor & Little, 1988). A teacher asking a student to draw a picture to represent a poem or a song is using transmediation to help the student understand the text by changing the sign system (Conner-Zachocki, 2015). The sign system is the medium that is used to transmit the idea. The media can be letters, a visual representation, a song, or recording. If a student is able to see the short story in different media, the understanding of the lesson will be deeper. Changing the sign system from text to pictures also helps students to show what they learned.

Transmedia universes. Transmedia storytelling refers to a story unfolding across many media platforms. Each medium adds to an understanding of a non-linear storyline (Jenkins, 2006). According to Annette Lamb (2011), there are the many distinct media used in a transmedia universe: print materials, maps, mobile apps, cellular telephone calls, and social media connections. The word *universe* is used here to apply to the media events creating this transmedia experience. A key component of a transmedia experience is that it is participatory.

Before the ubiquity of technology tools that have made it easy to create and share one's own media, audiences of television shows were essentially passive recipients of the broadcasted message (Jenkins, 2006). With today's multi-media tools it is now easier to participate in or interact with TV stars. This two-way interaction or participation has moved beyond entertainment into education and social protest movements. Whether in entertainment, education, or social movements, transmedia universes have many tags: transmedia fictions (Ruppel, 2012), transmedia storytelling (Jenkins, 2006), entertainment supersystems (Kinder, 1991), multimedia strategies (Levy, 2001), transmedia mobilization, or transmedia organizing (Costanza-Chock, 2014). The terms that will be used in this study will be *transmedia universes* and *transmedia elements*, which will refer to pieces within these transmedia universes.

Henry Jenkins (2006) gave an example of a transmedia universe by examining the dystopian, futuristic Matrix saga, which includes three movies, video games, comic books and fan fiction, metagaming, and film fan sites (Jenkins, 2006). Each media platform told a different component of the storyline. Jenkins took an example from the Matrix world; in the movie, a character entered a scene beat up and sweaty. The movie doesn't explain this incident, but the video game told the story of that character's journey before he entered the scene in the movie. If one played the video game and watched the movie, one will have a fuller understanding of that character and of the Matrix world. If one just watched the movie or played the video game, one still understood the story, but not as completely. The glue holding all of these components together is the community of aficionados that plays the video games, interacts on the film fan sites, and becomes the characters in the metagaming sites. All of the media platforms make up the Matrix universe and the population that is interested in interacting with this fictional universe

is at the center. There are many such examples of transmedia in today's new media landscape (Ruppel, 2012).

Movies, television shows, and books use transmedia storytelling or fiction to tell a more complete story of the characters or settings. A book titled *Personal Effects: Dark Art* by J.C. Hutchins and Jordan Weisman (2009), came packaged with maps, birth certificates, and typed and written letters from a fictional psychiatric ward. The novel included websites and phone numbers where more information about the story can be gleaned. All these different media pieces told the same fictional story. The television show *Heroes* also had transmedia elements that help advance the story. In one episode of the television show *Heroes* a business card was shared on the program with a real web address: primatechpaper.com. At this website one was able to email a minor character in the TV show. She responded a few weeks later to entice the viewer to delve further into the story (Ruppel, 2012).

E-readers also created transmedia universes to help make stories interactive. Lamb (2011) described this evolution of reading by citing many different novels that have transmedia elements. One example was the world of Wondla, where the transmedia universe included an art gallery, games, and interactive maps. Another example was the *Amanda Project*, a series of four books about the search for a young woman who has gone missing. The transmedia elements in this narrative included a large participatory component (Jenkins, 2006). Fans of this book were able to debate, write poetry, write short stories, and pretended they worked with Amanda or attended class with her at school. According to the Amanda Project website, thousands of women from around the world wrote hundreds of pages about Amanda and about life. The project came to a close in 2012 (The Amanda Project Team, 2012).

Although the world of transmedia entertainment captivates many audiences in the United States and beyond, helping to drive commercial sales of movies, novels, video games, comic books, and action figures, transmedia has the potential to attract students to projects that widen the sphere of their classrooms, thereby, this present study suggests, making classroom learning a more connected and meaningful place. A production-centered, openly networked, shared purpose classroom or school can be designed by using multimedia, multimodal transmedia elements for use in a classroom, in an afterschool program, in a library, or to connect all of these learning spaces. While not all the pieces of a transmedia universe have to be digital, technology does help in the connection that students can make with each other. In the same manner, a teacher having a student draw a picture of a short story and then hanging those visual representations in the hallway of a school is both transmediation and openly networked. The definitions of transmedia and CL are intertwined. The next section examines the relationship or similarities between a CL design and a transmedia design.

Connected Learning and Transmedia: Two Sides of the Same Multimedia/Multimodal Coin

Bridging transmedia and CL. The ideas of transmedia and transmediation help enhance the three design principles of the CL theoretical framework: production-centered, openly networked, and shared purpose. In a production-centered classroom, students may use many different media tools or platforms. Transmedia elements can be used to facilitate this practice via media tools like Twitter and YouTube. Another design principle of the CL theoretical framework is that the classroom is openly networked. Similar to a classroom that is production-centered, the openly networked classroom uses new media tools to produce work as well as invite an audience

to share or discuss the work at different points in the learning process. The shared purpose design principle has everyone in the class working toward the same goal.

Transmedia in the field. An example of a transmedia project and literacy happened in a small village in Honduras (Jahn, 2012). In 2010 this village had an 80% illiteracy rate. Project Rev traveled to this village and created a transmedia project that involved the community in the development of different media: film, a poster campaign, and actors posing as bandits in the community (Jahn, 2012). The CL design shared purpose or common goal was to have the children of the village answer the following question: How do we raise the literacy rate of the children of your village? The children concocted the story of El Bibliobandido, the book bandit. This story features a bandit that was hungry and on the prowl for his only nourishment; the stories that children of this village wrote. If they didn't write delicious stories, they would have to deal with El Bibliobandido. This transmedia literacy improvement project, which had been unfolding in this rural village in Northern Honduras since 2010, touched on two core properties of a CL design: production-centered and shared purpose. The project was production-centered because the children of the community were writing and publishing stories, and the shared goal or purpose was that the whole community worked together to keep away the bandit (Jahn, 2012).

The CL design and transmedia elements can also be found within La Clase Magica (LCM). Founded by Dr. Olga A. Vasquez in 1989 to help University of California at San Diego (UCSD) undergrads apply their pedagogical knowledge to the field. This is a bilingual afterschool community for Pre-K to 7th grade students. Children who attend LCM's programming begin a journey. To travel on this journey through El Laberinto Magico (The Magical Labyrinth) they are given a folder with directions of how to interact within this fanciful

game. Each level of accomplishment along this journey grants the traveler new privileges (Vasquez, 2003).

From a community with low literacy rates to university students in a language learning classroom, the practice of transmedia had also been used to teach new media tools and assess learning. At the University of Nottingham Ningbo, China, second and third year university students embarked on a semester long project that used transmedia storytelling in their language learning classrooms. The transmedia experiment was tried in both a French language development class and a Japanese language development class. In this experiment each student created a media artifact that showed his or her understanding of a specific grammar point (Reid, Hirata, & Gilardi, 2011).

The learning goal for the French project was for everyone to learn two grammar points. The center of this transmedia universe was how the students interacted with each other and their instructor through email, instructor blog, and class time. The students developed their projects on several different media platforms: a computer game, broadcast TV, comedy, stop motion film, digitized cartoon, and karaoke (Reid et al., 2011). The core properties of the CL design were evident. Students were in a production-centered class where they learned how to use media. Some of the completed projects were openly networked because they were published to sites like YouTube where the public could see and comment on them.

The next project further illustrates the elements of CL that exist in transmedia. The Chinese students in the Japanese project had the assignment of introducing different aspects of their university to each other. In this production-centered environment, students produced eight short videos in different genres: a travelogue, a restaurant review, a documentary, two movies told from the point of view of ducks, and an anime. The space where these students and their

instructor interacted was a virtual learning environment (VLE) where all participants gave feedback. When the videos were completed, they were made available on the VLE to two other universities. While this project was not completely openly networked because the videos were not public, the videos were available for comment to students in two other countries (Reid et al., 2011).

In 2013 the National Council of Teachers of English wrote a position statement regarding what it meant to be literate in the 21st century (“NCTE Position Statement,” 2013). It contains some elements of CL design such as the principle of production-centered within this NCTE 21st Century Literacy Framework. Two of the literacy demands of the framework called for a literate student to create multimodal texts and develop proficiency with the tools of technology (National Council of Teachers of English [NCTE], 2008). Guided by the NCTE framework, one professor tasked her students who were also teachers to create a digital transmedia magazine project with their students. The students read a novel and then created a digital magazine with digital production tools of their choice. Many media and multimodalities were in place in this project that spanned many classrooms. In the classroom transmedia project, one teacher had her students choose their media to remix or add something to the novels they had read (Conner-Zachocki, 2015).

Transmedia, Participatory Culture, CL and Critical Digital Literacy

Participatory culture is another component of a transmedia universe. According to Jenkins (2006), participatory culture is a way for the media consumer to no longer be a passive recipient of media images and messages. Broadcasting is no longer a one-way channel; with the advent of media tools in this new media ecology, consumers can now create media products and post them to any photo or video or social media-sharing site (Jenkins, 2006). This power to

respond creates a two-way channel where the masses can now be part of what is now a dialogue (Burwell, 2010; Cohen et al., 2012; Costanza-Chock, 2010, 2014; Jenkins, 2006). Undergirding a few examples in this section is Critical Digital Literacy. When looking at the following projects through a CL lens, one can see the design principles of production-centered, shared purpose, and openly networked within the idea of a transmediated participatory culture.

The Harry Potter Alliance (HPA) is built on the idea of a participatory culture. The members of the HPA seek to make the world a better place by living up to the standards set by the young wizard, Harry Potter. The CL design principles exist in the HPA—production-centered, openly networked, and shared purpose—but the learning principle of interest-driven is also evident. The HPA is a loose collective of afterschool programs and clubs that connect Harry Potter fans by asking them to help change their world one project at a time. It has run numerous campaigns that focus on literacy, equality, and human rights. One of their campaigns raised over \$123,000 for Haiti. Transmedia in the HPA world includes fan-fiction, wizard rock concerts, theatre and musical productions, and the playing of Quidditch. The members forge their friendships in this interest-driven community by participating in these events and sometimes connecting their efforts to raise money for a good cause. From the activism born out of being a fan of the books of J.K. Rowling to transmedia organizing built to help people in the struggle for equality, the use of transmedia elements and participatory culture has touched many communities (Ito et al., 2013, 2015).

The Council of Youth Research provided a clear example of the merging of transmedia participatory storytelling and the CL design principles of production-centered, openly networked, and shared purpose. The Council of Youth Research used transmedia storytelling to disseminate their experience of educational inequity. Their message went beyond those in attendance on the

day of their formal presentation to the audience of the American Educational Researchers Association (AERA) in 2011. The tools they used were common: digital movie-making software, Facebook, blogs, pictures, and formal presentations. The Brown and Black youths used these multiliteracies to share their educational experiences (Garcia et al., 2015). The story they told was framed around the movie *Waiting for "Superman"* (Birtel, Chilcott, & Guggenheim, 2010), which depicted schools like theirs as dropout factories. The Superman in the title of the movie was a charter school and the wait was the lottery to gain entrance into that charter school. The tools helped the students tell the tale of their inequitable educational experience and extended the conversation from being in-person to the digital sphere. The CL principle of openly networked gave the audience a chance to comment on the blogs that the students had created about this experience. In this context, here is how the openly networked learning principle worked. After their presentation, audience members could criticize, praise, or comment on the presentation on the blogs students created beforehand. Audience members responded positively and even invited these young student researchers to present at their institutions (Garcia et al., 2015). Since this was a transmedia project, a dialogue existed. The experience for these young researchers didn't end after their presentation; instead, it was the beginning of a conversation.

Transmedia doesn't just exist in entertainment and education; it also connects the masses in social protests found throughout today's increasingly connected world. From the Arab Spring to the Battle in Seattle to Occupy Wall Street to immigration fights in the streets of Latino urban centers in the United States, activists have been using digital tools to tell stories of the struggles happening in marginalized communities (Costanza-Chock, 2014). The technology wasn't just a shift in technological tools that the masses are using but also a shift from verticalism to what Sitrin (2010) called *horizontalism*, a term used to help describe the Argentinean protests of 2001.

In the case of media, horizontalism means that the masses no longer have to count on major broadcast networks to tell their story, but rather, with phones and computers, they can begin to tell their own stories. This idea of horizontalism shares similarities with the definition of participatory politics as described by Cohen et al. (2012). In their study, they defined participatory politics as not having a hierarchical structure and not giving deference to formal institutions. Instead, participatory politics can be a blog, a political cartoon spread via social networks, or filming and uploading to YouTube a video of a policeman spraying a protestor in the face with pepper spray. It is no longer a one-channel, vertical, or hierarchical structure, but one with many channels and many stories spread across this new media landscape.

Although transmedia and CL have not been documented within classrooms for LTELs, undocumented immigrants have been using these transmedia tools to organize and tell their story since 2006 (Costanza-Chock, 2010). Ignited to protest by the Sensenbrenner Bill in 2006, which sought to criminalize millions in the immigrant community, in addition to other anti-immigrant sentiments, organizers decided to integrate new digital media tools and skills into their organizing work in order to tell the story of their movement. Researcher and organizer Costanza-Chock (2010) coined the term *transmedia mobilization* to describe the process of using different media platforms to build and connect a movement. The end goal of using these channels was to create connections and build the identity of the group. In order to build this network of people fighting for their rights, the organizers needed to build the digital literacy skills of the community.

Both the young researchers and the immigrants were taught digital literacy skills through Critical Pedagogy. If Critical Pedagogy created in the learner a way to understand the oppression in his world by becoming literate in reading and writing, Critical Digital Literacy did the same

through a transliterate literacy. Paulo Freire's Critical Pedagogy concept asked educators to pose problems based on the students' world. This in turn changed the relationship between educator and student because now the student is expert on the topic being brought into the class: the problems in his or her world. Whether discussing one's school's lack of resources or a bill that is attacking a community, when an educator invited real problems in, education was no longer separated from the world; it was connected to it and the solutions become important (Costanza-Chock, 2014).

Another example of a community finding their critical digital media voice is VozMob (Voces Moviles/Mobile Voices), created by the Instituto de Educacion Popular del Sur de California (the Institute of Popular Education of Southern California, or IDEPSCA). IDEPSCA taught Critical Digital Literacy before having their community tell their stories. Their transmedia logo features a bullhorn, a radio, and a woman with black hair holding a cell phone pointed at the viewer. Using their phones as instruments to tell their stories, this group, composed of immigrants and low-wage workers in Los Angeles, told stories about their lives and their community through the digital sphere (Costanza-Chock, 2014; Instituto de Educacion Popular del Sur de California, n.d.).

The idea of transmedia or multiliteracies touches on what Gee (2000) termed *New Literacy Studies*. Being literate in the 21st century means more than just being able to read words on a page. In the 1960's, if one walked onto a subway car during rush hour, many people would be holding up a newspaper on their commute to work or home; walk onto a subway car today and that newspaper is now a cell phone connecting the passenger to a multimedia world. The cultural practice of reading a newspaper has shifted. Transmedia and CL are indeed two sides of the same multimedia/multimodal coin. To navigate and make meaning of these multimedia

worlds, students can no longer be passive consumers of the information directed at them but instead must be active producers. In their 21st century literacy framework, the NCTE (2008) stated that to be considered literate, a student has to be able to create multimodal texts and develop proficiency with the tools of technology. Today, all students can broadcast to the world that they indeed have a voice, but what do they tell the world and what tools do they use to do it? Critical Digital Literacy can help bring in the stories from their world. According to the National Council of Teachers of English it is the job of the 21st century educator to teach this new kind of literacy to each and every student (“NCTE Position Statement,” 2013).

In all of the transmedia and CL projects covered in this literature review, none has looked at how a transmedia/CL Framework would work for a population of LTELs building their academic English (AE) skills. If new spaces for learning are being developed, then it is essential that spaces in the formal learning arena are being created so that students in EL classes also have access to these opportunities.

English Language Learners

There are three types of ELs in the United States. The first is the recent immigrant that is at grade level in his/her native language and simply needs to learn English. These students are the more successful ELL students (Echevarria et al., 2008). The second type of EL has less than 5 years in the country and is not fluent in his/her native tongue. The third is someone who has been in the country for 6 or more years and is still labeled an LTEL because he/she is not at grade level; these students can also be native born (Olsen, 2014).

Long term English learner. In 2010, Californians Together released a report titled “Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners.” This empirical study surveyed 40 school districts in California

and included information on almost a third of the state's secondary ELs (Olsen, 2010). This study defined the problem and posed some solutions. Some of the major findings of this study were that 59% of the ELs in the state were LTELs, though they did not use a definitive definition of the characteristics of a LTEL. Another finding was that few school districts had designated programs or formal approaches for these students. One recommendation for a possible solution to this problem was to create a specialized English Language Development course for LTELs that focused on teaching them AE (Olsen, 2010).

Responding to the urgency reflected in the Californians Together report, the California Assembly passed Assembly Bill (AB) 2193, which mandated that the state tell school districts who the LTELs were and also who were the ELs in danger of becoming LTELs in their districts and schools (Lara, 2012). According to AB 2193, LTELs are children in grades 6-12 that have been in the country for 6 or more years and have not been reclassified as fluent in the language based on the state reclassification criteria (Lara, 2012). This reclassification criteria is a combination of passing score on the California English Language Development Test (CELDT), grades, and teacher and parent recommendations. In California, 350,000 students have been in the country for 6 or more years and still are not fluent in the English language at the time the report was published (Watanabe, 2014).

Some characteristics of LTELs are that they are below grade level in reading and writing in their academic English (Olsen, 2010). LTELs often complain about being misplaced in support classes. They have decent grades but low test scores (Olsen & Jaramillo 1999, as cited in Mercuri, Freeman, & Freeman, 2002). They are well behaved, which in a crowded classroom helps to make them invisible (Olsen, 2010). LTELs come from all over the world. These students have often faced inconsistent schooling. They may have been born in the United States but

perhaps moved back to their home country for a few years, and so their education has gaps. They have different needs than students who are just beginning to learn the language (Menken & Kley, 2009).

In response to the report, some middle and high schools began implementing efforts to create supports, pathways, and courses that serve to meet the needs of this large population. With “Reparable Harm” as the catalyst, some districts in California began to offer an academic literacy class to LTELs. Although this class has various components, it concentrates on language development and academic language support. Different districts try different strategies and materials in creating this academic literacy class for LTELs. A new report by Laurie Olsen published in 2012, “Secondary School Courses Designed to Address The Language Needs and Academic Gaps of Long Term English Learners,” examined all of the curricula that have gone into creating this academic literacy class for LTELs. According to this report, 38 districts in California had responded to the call of “Reparable Harm” and created the course that it called for in 2010. This class is meant to address the language and academic gaps for these LTELs (Olsen, 2012). Teachers and administrators had designed these courses since there is no mandated approach to their development. The information from the report comes from a forum created by Californians Together and California Comprehensive Assistance Center at WestEd. This forum brought together 38 administrators and teachers from 24 school districts spanning the state. The aim of this forum, titled *Culling the Knowledge: Courses for Long Term English Learners*, was to learn lessons about designing and implementing these courses from administrators and teachers and learn how to take these lessons learned and begin to inform the field of how best to serve LTELs (Olsen, 2012, 2014).

Among the discussion points that this report generated included the complexity and time needed to create lessons around an appropriate curriculum to serve LTELs' specific academic and linguistic needs; the need to motivate and engage LTELs as a key component of this course; the internal communication in schools needed to keep counselors, principals, teachers and students informed and aware of the purpose of this course; data that will help identify the need for and focus of the course; and ongoing professional development for teachers and other relevant personnel (Olsen, 2012).

Academic English learner. In addition to referring to students that meet these characteristics as LTELs, they have also been referred to as academic English (AE) learners. AE learners are students who struggle with the academic and literacy demands that a school places on them when they are in the process of becoming proficient in English (Zwiers, O'Hara, & Pritchard, 2014). Called an *invisible population* (Menken, Kleyn, & Chae, 2012), many LTELs need AE instruction. AE is the language of instruction in math, science, and the language arts classroom. It consists of more advanced and precise vocabulary and more advanced sentence structure (Colorado, 2017). LTELs appear well versed in the English language when speaking conversationally, but their AE lags behind (Olsen, 2010). Many LTELs have the capacity to converse in English and seem fluent, but lack the academic language to fully succeed in school. The form of English in which many LTELs are the most comfortable has been called *playground English*, an informal form of English that uses less complex grammatical forms and a great deal of slang and idioms (Cook, Boals, & Lundberg, 2011).

The difference between Cook et al.'s (2011) playground English and AE is further explained in the work of Jim Cummins and the concepts of Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in his foundational work

published in 1979. Language learning is a complex process. Conversational everyday language is heavily contextual and uses high frequency words. BICS is learned in 2 years, and students who speak it sound fluent in the language: so fluent that educators in the past have made the mistake of thinking that some of these students were in special education classes because their CALP was behind their BICS. According to Cummins (1999), a student takes at minimum up to 5 years to reach grade level in the academic form of a new language. Another study stated that the development of oral proficiency takes 3-5 years and academic proficiency takes between 4-7 years (Hakuta, Butler, & Witt, 2000).

A recent study examined the construct of AE, which has been described as the in-school language of math, social studies, and science. Once students graduate, AE exists outside of school in all professional disciplines that require reading and writing (Krashen & Brown, 2007). Educators have a renewed focus on teaching AE across the curriculum because of the new Common Core adoption (DiCerbo, Anstrom, Baker, & Rivera, 2014). The study reviewed research on instruction in academic vocabulary, grammar, and social discourse practices. This examination of social discourse practices in AE will help to inform the development of a meaningful multimedia, multimodal CL design that will help LTELs bridge the gap between their playground English and AE (Krashen & Brown, 2007).

Two years after the adoption of the Common Core State Standards, the California State Board of Education released their revised English Language Development (ELD) Standards in 2012. The standards for grades K-12 have three parts; Part 1: Interacting in Meaningful Ways, has three subheadings: Collaborative, Interpretive and Productive. If a teacher is successful in implementing Part 1 into his/her curriculum, students would be able to engage in dialogue with others, comprehend written and spoken texts, and create oral presentations and multimedia

works. In Part 2: Learning about How English Works, there are three sub-headings: structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas. If a teacher is successful in Part 2 of the ELD standards, students will be able to create precision in their complex sentences by adding verb, noun, and adjective phrases and combining clauses. Part 2 is not to be taught separately from Part 1; rather, they are woven together (California Department of Education [CDE], 2014).

The Californians Together 2012 report discussed lessons learned when creating a pathway for a group of LTELs that need AE. Among the key considerations when creating this course was that it needed to use materials that were high interest and relevant to the lives of these learners (Olsen, 2012). High interest and relevance leads to motivating students to explore a subject further. The report listed the many different curricula that teachers and administrators used when creating their courses. The following sections discuss the materials they listed along with a brief description of each.

English Curricula for LTELS

English 3D: Discuss, describe, debate. One of the only curricula written specifically for LTELs, English 3D Courses 1 and 2, teaches AE to LTELs by teaching specific vocabulary and sentence frames that help students use AE vocabulary in writing and in speaking. The readings are short and the exercises before, during, and after the readings have students practice specific skills such as building vocabulary, summarizing, finding and paraphrasing quotes, writing justification paragraphs, giving speeches, and writing a 10-minute paper (Kinsella, 2011, 2014; Olsen, 2012). Each of the units gives two sides to an argument. An example from Course 1 is Unit 4: Graffiti. This unit has students choose a side and defend it. “Is graffiti vandalism or art – or both” (Kinsella, 2011, p. 76)? There are two vocabulary lists in each unit: “Words to Know”

and “Words to Go”. The graffiti unit Words to Know list includes criticism, deface, vandalism; these are specifically targeted to the discussion about graffiti. The Words to Go, in contrast, are not necessarily targeted to the subject matter, but are still high utility words; this list includes words such as cultural, identity, and interpret (Kinsella, 2011).

Academic vocabulary toolkit: Courses 1 and 2. This supplementary curriculum was written by Dr. Kate Kinsella. The focus of the toolkit is on building AE in middle school. Both courses 1 and 2 each contain 100 academic words culled from Coxhead’s Academic word list, Common Core standards, academic literacy tasks, instructions, content standards, and assessments. Examples of some of the words on course 1’s list include accurate, consider, and priority, and examples of words from course 2 include acquire, crisis, interpretation, and promote (Kinsella, 2013). Similar to English 3D, the students are given opportunities to write, speak, and read these words and place them in sentence frames and later in paragraph frames.

Writing reform institute for teaching excellence (WRITE). WRITE is a San Diego County Office of Education project that started in 1990. This project was designed to teach AE to ELs and other struggling students. The writing units are for both elementary and secondary levels; they are differentiated by English proficiency and grade level. Each unit has six writing practices: teach genre writing as a process; build on students’ background; model writing for and with students; develop academic oral language; teach grammar and vocabulary explicitly; and, in context, publish student writing. Like English 3D, this curriculum uses sentence and paragraph frames to help with discourse (Goldman, 2014; Olsen, 2012).

Advancement via individual determination English learner college readiness (AVID ELCR). AVID is a college readiness program for high school age students. AVID ELCR is targeted at the multitude of middle school LTELs. Each of the four components in the AVID

ECLR model targets a different group. First, the AVID Excel Course sequence targets the LTEL student and hopes to build academic vocabulary, oral language development, study skills, and leadership skills. Some instructional strategies that are used in this course are Cornell Note taking, weekly binder checks, reciprocal teaching, Socratic seminars, and ELL writing curriculum. Second, professional learning targets the teachers, who learn collaboratively by designing lesson plans and evaluating student work through professional development. Third, the family is given workshops on how best to support their children's academic and professional development. Fourth, counselors and AP teachers are targeted. AVID ECLR supports biliteracy as a pathway to AP courses (Olsen, 2012).

The four curricula described previously are for building the class that teaches LTELs' AE. The following programs are designed more for a solution that affects the whole school.

Whole-School English Learning Programs

Academic conversations. Academic conversations are devised specifically to help students develop their oral language skills and to help deepen classroom conversation beyond Think, Pair, Share: a Specially Designed Academic Instruction in English (SDAIE) strategy that has students think about a prompt, take turns sharing their ideas with a classmate, and then come together as whole class and take turns sharing as a whole class (Echevarria et al., 2008). To move toward academic conversations, teachers of LTELs explicitly teach the following discourse techniques to students: elaborate and clarify, support ideas with examples, build on or challenge a partner's ideas, paraphrase, and synthesize (Olsen, 2012; Zwiers & Crawford, 2011).

Socratic seminars. A Socratic seminar is a collaborative intellectual dialogue about a text facilitated via open-ended questions. It is not a debate and there is no correct answer. Students are given and asked to study the text beforehand; it can be an article, a film clip, a film,

or something else. Students thus interpret a text collectively, listening to everyone's idea (Olsen, 2012).

SIOP: The sheltered instruction observation protocol. The sheltered instruction observation protocol (SIOP) is both an observational tool and a lesson delivery system that can be used for all academic content areas. The eight components of the SIOP model are lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review and assessment. The lesson plan template gives an example of what is expected from a teacher who is developing a SIOP lesson. The lesson template includes content and language objectives, key vocabulary, supplementary materials, and the SIOP features: preparation, scaffolding, grouping options, integration of processes, application, and assessment. Each SIOP feature gives the teacher reminders for what to consider when developing a lesson. For example, one SIOP feature is assessment; the reminders in this category ask the teacher to consider whether the task will include one, two, or all of the types of assessment: individual, group, written, or oral (Echevarria et al., 2008; Olsen, 2012). The last two sections of the template are the lesson sequence and a reflection. In lesson sequence section, the teacher lists the steps and strategies he/she will use in the lesson. The reflection section asks the teacher to write what has and has not been successful in the lesson as well as what to change (Echevarria et al., 2008).

Focus on LTELs. If, as Frances Christie (1985) said when discussing ELLs, language is the *hidden curriculum* in schooling, then certainly the use of multimedia tools has become an added hidden curriculum in the second decade of the new millennium. By helping the LTEL community network, this study sought to create a place where language is helping students make connections, create meaning, and build community (Ito et al., 2015; Mercuri et al., 2002).

Part of the rationale for creating and cultivating a space for non-dominant youths is that African-American and Latino populations need more support and access to digital media learning. The YOUmedia learning lab at the Harold Washington Library does an admirable job of attracting and maintaining the attention of one of those non-dominant groups. The youths who arrive at the doorsteps of the YOUmedia space are 66% African-American. Since this literature review is looking at ELLs, it is important to note only 12% of the youths that enter the YOUmedia spaces are Latino. These statistics represent a stark difference when compared to the Chicago public school population: 46% African American and 41% Latino (Sebring et al., 2013). The CCSR report did point out that there are four other YOUmedia spaces at four other branches of the Chicago Public Library system, which gear their space to the middle school aged participant. The YOUmedia learning lab at the Harold Washington library focuses its efforts on a high school age population. It is a public space, so it is plausible that younger participants frequent the space. Two of four branches targeting middle school youths are located in Puerto Rican and Mexican communities. The report stated that these middle school learning labs specifically target Latino populations (Sebring et al., 2013). As California school districts struggle to address the academic needs of LTELs, the Junipero Serra School district has begun to incorporate several of the components that are highlighted in this literature.

Successful English Learner Pedagogy and commonalities with the CL Framework

Although the LTEL lens is new for the CL Framework, it is desperately needed given the demographic shifts occurring in K-12 schools across the country, particularly in the state of California. The 2010 study on LTELs, “Reparable Harm,” made it clear that the population had long been ignored. If CL is a new model for education that increases connectivity and complexity, then it has to include all students. Indeed, CL was designed to begin providing an

expansion of opportunities for minority youths because of the current scarcity of opportunities (Ito et al., 2013).

CL and Funds of Knowledge

As discussed earlier in this literature review, one can find the roots of the CL framework in the sociocultural theories of learning. One can also find these sociocultural theories of learning within the concept of Funds of Knowledge (Genzuk, 1999). This concept's premise is that families have knowledge and are competent and have learned what they know through their life experiences. This knowledge is shared with their children. Children arrive at school with a wealth or a *fund of knowledge* (Gonzalez & Moll, 2002). Built on the foundation of Vygotsky's (1978) Zone of Proximal Development (Moll & del Rio, 2007), Funds of Knowledge attempts to understand the wealth of knowledge in a child's home and have researchers and teachers bring back this information in order to better connect or create for the child a better, more holistic learning environment.

The Funds of Knowledge research was built on a new idea of the teacher home visit. Instead of discussing the student's ability or inability in this home visit, researchers and later teachers visited homes and took ethnographic notes on the wealth of knowledge in the house. This was a collaborative project between education and psychology to help find areas of knowledge that the students possess from their lived experiences. The interviews took place in three visits. Each visit was framed around a questionnaire developed for that visit's topic. The first interview focused on understanding the family and labor history. The second interview was focused on understanding household activities; finally, the third interview focused on understanding parenthood and raising children from the parent participants' perspectives. Instead of simply answering the questions from the questionnaire, interviewers tried to elicit stories from

the families (Gonzalez & Moll, 2002). With the stories that researchers gathered across three visits, they built a strong idea of the knowledge that is in the student's household and in turn in the student.

One of the goals of the Funds of Knowledge research was to inform classroom practice and build on the expertise that the students or their families bring to a school setting. One family that participated in the research had an international business. This family would buy goods in Mexico and sell them in the United States. Their child also had an international business; he sold Mexican candy to his classmates and neighbors. When researchers and teachers shared this information, a classroom research project on candy was created. One of the parents was an expert on making Mexican candy and was invited into the classroom to make candy with the children (Moll, Amanti, Neff & Gonzalez, 1992).

In another example of how the information from a Funds of Knowledge interview makes it into the classroom is the story of *Jacobo*, a boy who refused to participate in language arts in the classroom. *Jacobo's* father was a mechanic, and the interview shed light on *Jacobo's* knowledge about cars. After discussion, the researchers and teachers created a specific language arts journaling assignment for *Jacobo*. He was to create a resource book with illustrations of his knowledge of a mechanic's tools (Genzuk, 1999).

The concept of Funds of Knowledge would work well within the learning principle of interest powered in a CL environment. It would make sense for an educator or researcher to tap the concept of Funds of Knowledge to build out the interest powered portion of the CL environment.

CL, Principles for Success, and Problem Posing for English Learners

Principles For Success (PFS) is a theoretical framework that concerns itself with language development and how to design an ELL classroom that gives context and meaning to the learner (Mercuri et al., 2002). English learning researchers Mercuri et al. (2002) wrote that a language learning classroom should be framed around the following eight principles for success: learning goes from whole to part; lessons and classes are learner centered; learning should have meaning and purpose; learning takes place in social interaction; reading, writing, listening, and speaking all develop together; lessons should support students first languages and cultures; and faith in the learner expands learning potential (Freeman & Freeman, 1998).

Both CL and PFS share the idea that learning happens in social settings, and finding meaning in learning is key to the motivation a learner feels when inside or outside the classroom (Freeman & Freeman, 1998; Ito et al., 2012; Mercuri et al., 2002). Paulo Freire's (2005) strategy of problem posing shares some similarities with both CL and PFS. In the problem posing literacy strategy the teacher listens to the students to assess their concerns (Freeman & Freeman, 1998). Once the teacher has assessed these concerns, he chooses what Freire calls a *code* that comes from the life of the students. The code can be a picture, a story, or a song. If looking through the CL framework, the code gives the students a shared purpose. Similarly, looking through the lens of PFS, one sees that this strategy is learner centered. Each strategy—CL, PFS, and Problem Posing—creates a connection to the students' lives. In the example that follows a teacher wrote about a social problem and tapped the students' interest; the students wanted to solve the problem. CL projects seek to situate the learner in an authentic, real world problem (Schmidt, Loyens, Van Gog, & Paas, 2007; CDE, 2014; Freeman & Freeman, 1998; Ito et al., 2013).

According to field notes from February 20, 2013, this researcher helped students in a small EL class find meaning in a classroom project titled the 21st Century Learning Project. This project touched on both PFS and CL; the CL element was that it was production-centered and the PFS element was that the project went from whole to part and felt meaningful and purposeful. Borrowing the idea of problem posing from the Brazilian educator Paulo Freire (2005), the researcher created a case. The story was modeled after a common occurrence at the school. A young lady had a 2-year-old child and was ready to return to school, but didn't have childcare, so she couldn't. After listening to the story, the discussion that followed made it clear that the researcher had piqued their interest because the story tapped into their prior knowledge of something familiar in their lives. Opinions about what she should do and how she should do it abounded in the room. One student claimed that it reflected her life. PFS states that learning goes from whole to part. The story was the code; now it was up to the students to put the parts together.

The beginning of this project touched on the CL principles of shared purpose and interest-driven. Once the discussion was done, the class moved into the production-centered part of the lesson. Each student made a movie about his/her solution to the problem that was posed to him/her. Neither the students nor the teacher knew all the ins and outs of making a movie; rather, they learned it in context of the project. In a CL design this created a production-centered and shared purpose classroom; in PFS this made the classroom a learner-centered space. To learn how to edit a movie, students watched videos, the teacher explained the parts he knew, and the students explained the parts they knew to each other. Jenkins (2006) discussed repurposing current technology. While watching an instructional video to learn how to add something to the

movie, one student remarked how she had never used YouTube like this; she had repurposed the medium.

Another aspect of PFS was that faith in the learner expands learning potential. What follows is a story about the effect of this new media project on one student. According to field notes from February 20th, a young man from Ethiopia always arrived to first period late. School started at 8:15 a.m., and he would often show up at 8:30 a.m. or 8:40 a.m., complaining about the lagging bus. The teacher/researcher would greet him and simply tell him to come on time. Over a 2-month span, his tardiness was resolved, not with coaxing but with a multimedia effort dubbed the 21st Century Learning project. In this project students had to solve a problem for a young 18-year-old girl who had a 2-year-old baby. The students had to research online classes so this fictional young lady could start learning again. The project ended with an iMovie and a submission to Bay Area Youth Media Network's film festival. Movies take a long time to create, and sometimes there is a line for the computer lab at school. The teacher opened the lab an hour early for an entire month so that the students had enough time to complete it. The Ethiopian student was captivated by this project. He had been given a chance to use his phone, to film with the class camera and to build a movie. The student became a multimedia leader in that class and much more adept at iMovie than the instructor. The teacher kept his word and showed up at 7:15. On those days when the teacher showed up at 7:20, the young man would greet the teacher with a smile and tell him that he should come on time. For this project, the student became the community expert, and he enjoyed sharing his expertise with his classmates. The production-centered, shared purpose classroom was powerful for the teacher/researcher and the students to witness, and the student was given the space to expand on his learning potential (Freeman & Freeman, 1998).

This classroom project showed that elements of both the Principles of Success and CL design captured student interest. No aspects of a transmedia component or vocabulary and sentence structures were used to teach the AE component of this project. Still, this was a production-centered project that engaged the class. If the teacher had designed this project with the added component of transmedia, connecting with others via Twitter or creating a poster that invited the school community into the classroom, this would have been a more powerful project. If the teacher had given his students sentence frames and vocabulary to structure this assignment, then at the end of the project it would have been easier to see the language skills and production skills gained while working on this project, but this did not happen.

The community project created a space for students to connect with a task through prior experience. According to Cummins (2009), the idea of tapping into prior knowledge and active learning creates a deeper investment in the work that students do in the classroom. One can see aspects of CL, specifically production-centered, in Cummins's example of a young Pakistani girl, Madiha, who had been in Canada for 4 months. Together with two other students who had been in Canada for 4 years, they assembled something called an *identity text* that told a bilingual story of them arriving in the country. Although this example certainly makes a case for bilingual education, it also makes a case for a production-centered environment. Technology can enhance and build on interactions that students have. Researchers (Freire, 2005; Cummins, 2009; Ito et al., 2010, 2013) agree that for students to reach their highest potential, both their minds and identity must be engaged.

One way to make the classroom an authentic, meaningful learning space is to consider the students' identities and experiences as resources with which to teach Academic Language. Honeyford (2014) discussed a multimodal photo essay conducted by seventh and eighth graders

titled “I am from Aqui and Alla” (p. 194). This project was multimodal because all pictures were accompanied by a caption that touched on the theme of being from both here and there. The project culminated in an Open House exhibit at the end of the school year. Parents commented that it was important to see both sides of an immigrant student’s identity. This project was grounded in the local culture but the discussion that this local project brought up made for meaningful and authentic connections outside of the classroom. This classroom project embodied two of the design principles of the CL Framework: production-centered and shared purpose.

Paolo Freire (2005) designed curriculum units using the strategy of problem posing, which seeks to include the learner in his/her learning. This method sought to make learning an exchange of ideas between the teacher and the student and vice versa. Problem posing is a more preferred, more viable strategy in comparison to direct instruction, where the teacher is all knowing and delivers the information to the students, and the students simply receive without giving input. A transaction between the student and the teacher makes learning fluid and transforms the teacher into a learner.

When teaching a group of adults, Freire (2005) began the lesson with a conversation about the problems in the community. He would then show a picture that represented this problem. The students identified with the picture because it was based on their lives. Students then began to think and discuss possible solutions to this problem. This gives an entry point into the work for the entire community. Since the problem and the possible solution are attached to the community, all learners find meaning in this type of learning context. One way to instill meaning in instruction is to point the lens toward a subject everyone knows: the community. This is an example of how this educator taught literacy to a group of adults. It is also a reminder that the CL theoretical framework borrows from strategies that have worked and will continue to help

build community while engaging students in ideas that borrow from their lives and move them forward.

Design Based Research (DBR)

Since CL with academic language scaffolds is an attempt to develop a new pedagogical model for the classroom teacher that instructs LTELs, DBR is the research methodology that has been chosen for this study. Wang and Hannafin (2005) defined DBR as:

A research methodology aimed to improve educational practices through systemic, flexible and iterative review, analysis, design, development, and implementation, based upon collaboration among researchers and practitioners in real world settings, and leading to design principles or theories. (p. 2)

The DBR approach can help impact learning by producing new teaching practices (Barab & Squire, 2004). Blending the CL Framework with academic language scaffolds is a new instructional practice. DBR functions to answer questions about teaching practice at the local level but also will help explore theoretical relationships between the CL theoretical framework and academic language development (Barab & Squire, 2004). DBR can be carried out in the naturalistic setting of a classroom (Collins, Joseph, & Bielaczyc, 2004). DBR is an iterative process. The researcher puts the first design out to see what works and what does not. After an analysis, the researcher then makes appropriate changes to the original plan and creates an improved design based on the outcomes of the implementation and analysis of the first design (Collins et al., 2004). After the first implementation, the researcher analyzes and revises the first iteration before proceeding to the second iteration for this course of study. The flexibility of DBR allows for this change.

Using a DBR methodology, Diana Joseph's Passion Curriculum built a new learning environment within a classroom and then extended that idea into an afterschool program. In this study, students learned to create films that delved into their interests. Phase one of the project

took place in a fifth grade classroom for 5 months. After phase one, Joseph revised the first iteration by adding certification or a badging system. Each certificate represented the mastery of a video or academic skill. Once earned the students were given new rights and responsibilities, such as permission to check out video equipment (Collins et al., 2004). DBR gives the researcher the flexibility of changing or improving their design for another iteration of the curriculum. Phase two was smaller in scale, only 10 students, not 33, but more than twice as long. The main area of interest during phase two was to understand students' interest. In phase three, the Passion Curriculum Project became an afterschool video making and certification club. Since this was one of many options for afterschool programming for students, it would be more likely that students who chose this course would be interested in video making. In DBR it is expected that each iteration will change based on the revision and analysis of a previous cycle. The researcher began her study by using DBR to guide her classroom Passion Curriculum unit. In the Passion Curriculum unit, students chose the subject of which they wanted to learn. At the end of the study, after three iterations, a model was constructed that can serve other educators who would like to see if student video making adds motivation to some learners (Collins et al., 2004). Similarly this study will also use video making in trying to develop a new pedagogical model.

Summary of the Literature Review

The CL and transmedia examples showcased in this review are innovative in today's educational landscape. This new educational landscape will continue to change, and these multimedia tools will not go away. Scholars have argued that multi-literacy is the 21st century literacy. This literature review examined how adding an AE component to these multimedia and multimodal strategies helps LTELs achieve in traditional K-12 classrooms. It also described design-based research. The research methodology used in this study.

Chapter 3: Methods

This chapter describes the methodological approach that was utilized for this dissertation research study. It begins by providing the context for the use of DBR as the methodological approach. This chapter also describes the urban high school setting that is the context for this research study. After describing the context, the research question is restated and the research products are identified. The data collection process is described along with an overview of the implementations. The process utilized in the data analysis is also delineated. The limitations and trustworthiness of the study follow. Finally, a positionality statement by the researcher is the penultimate section in this chapter, which is then followed by a summary.

Methodological Approach

A DBR approach as used in this dissertation study to explore the effect of a new theoretical framework, CL, coupled with academic language scaffolds in a specially designed course of study for LTEL students in a northern California urban high school. DBR is an iterative process. The researcher puts the first design out to see what works and what does not. The researcher then after an analysis makes appropriate changes from the original plan and puts out an improved design (Collins et al., 2004). After the first implementation, this researcher analyzed and revised the first iteration before proceeding to the second iteration for this course of study.

In this current DBR study, the researcher is employing the CL theoretical framework with structures for teaching academic language to LTELs. This study took place in the naturalistic or real world setting of two classrooms in a public high school. Coupling these two variables, the researcher hopes to help create a new instructional practice or approach that will serve LTELs. Fitting the CL theoretical framework with the addition of academic language scaffolds within a

DBR approach will help guide real world educators to the use of this learning phenomena. Two implementations of the curriculum were utilized to examine if any changes need to be made to enhance the experience and outcomes for participating students. Each implementation was revised and analyzed to see if the CL theoretical framework supports LTELs' instruction in academic literacy classes at one public high school.

Research Setting / Context

The research site for this dissertation study is in the Southeastern part of the Junipero Serra Unified School District. Junipero Serra Unified is a public school district that serves over 16,000 ELs, 49% of which are Spanish speaking and 30% of which speak Cantonese. This study took place in two classrooms at Elmira High School, which serves 231 ELs. Elmira High School, is home to two groups of ELs whose primary language are Spanish and Cantonese speakers. At Elmira High School, 79% of all ELs are Spanish or Cantonese speaking. It is within these numbers that one can find the LTEL population of Elmira High School¹.

The California state average for students qualifying for free and reduced lunch is 58.6%, while in the Junipero Serra School District it is 62.3%. Of those receiving free and reduced lunch in the district, 27.8% are ELs. At Elmira High School the numbers are 22 percentage points higher than the district average; 85% of the student body at Elmira High School receives free and reduced lunch. Of that 85%, 51.3% are ELs².

The California English Language Development Test (CELDT) is a test that every EL in the state of California takes in the first month of the new academic year. The CELDT performance levels are as follows: Beginning, Early Intermediate, Intermediate, Early Advanced,

¹ Information was obtained from a source that would reveal the identity of a participating institution and is therefore confidential.

² Information was obtained from a source that would reveal the identity of a participating institution and is therefore confidential.

and Advanced. In the 2014-2015 school year, the number of students tested for the entire district was 12,537. At Elmira High School, 183 students took the test. The students whose performance level is at Early Advanced or Advanced have a possibility of being LTELs. The total number of students that performed at the Early Advanced and Advanced level at Elmira High School was 27³.

Research Question

This DBR study sought to answer one research question that examines the CL theoretical framework and the addition of academic language scaffolds to it. The research question is as follows: How does the CL theoretical framework support LTELs' instruction in an academic literacy classroom?

A Multimedia Curriculum Augmentation for LTEL Instruction

All research products for this study were created by current students in two academic literacy classes at Elmira High school. The video products of 10 students were selected from each class. The students in this setting are classified as LTELs who have been in the United States for 6 or more years and have not been reclassified. Approximately 20 students created video products for this study. The focus of this study was the curriculum and the evidence of its effectiveness was the student products.

The 1-hour academic literacy class is provided to LTELS and meets every day. In this large urban district, LTELs take this class in lieu of an elective until the students are reclassified. Electives are classes chosen by students from a number of options. Electives are not required classes although LTELs are required to take an Academic English class in lieu of choosing a course that they may prefer. Sometimes LTELs feel resentful about this. Currently, the Academic

³ Information was obtained from a source that would reveal the identity of a participating institution and is therefore confidential.

English curriculum for this class is “English 3D: Discuss, Describe, Debate,” though not all teachers follow it. This study used vocabulary from English 3D but applied it to a different context. The academic literacy and English 3D curriculum focus on non-fiction texts, a systematic building of vocabulary, and how to use that vocabulary in sentence and paragraph frames. The scaffolds in English 3D are similar to the ones that were used in this DBR study. The main goal of the first implementation is that students use new vocabulary within a sentence frame to develop a script for their iMovie. The first implementation includes vocabulary words such as relevant, persist and solution. One sample sentence frame from the first implementation follows: “From my perspective, one of the most important issues in the next presidential election is _____ because _____.” (See complete example of sentence frame and vocabulary to be used in first implementation in Appendix A). The lessons in English 3D generally are done when a paragraph frame at the end of the unit is complete. The multimedia augmentation of this unit turns that paragraph frame into a script for their iMovie. That iMovie was then shared via the Letters to the Next President site and Twitter.

Conjecture Map

This DBR study was built around Sandoval’s (2014) technique of conjecture mapping. This is a way to conceptualize design research. It helps to see this study from beginning to end (see Figure 4). The conjecture map is made up of three conjectures: High Level Conjecture, Design Conjecture and the Theoretical Conjecture. The high level conjecture is the paraphrased statement of the research question: This study will provide scaffolds for LTEs in a sheltered English class so they can build a video letter to share across mediums. The Design conjecture is comprised of the embodiment and mediating processes and the theoretical conjecture is comprised of the mediating processes and the outcomes. There are specific digital tools and

handouts mentioned in the embodiment component of the design conjecture. In the study all the tools mentioned will be used at least once. There were changes in the sentence and paragraph frames provided in the second iteration. The mediating processes is a component of both the design conjecture and the theoretical conjecture. The mediating processes are comprised of observable interaction and participant artifacts. The key artifact to be collected will be the video letter created in iMovie and posted to the Letters to the Next President site. All of the scaffolds went into creating that video letter. The last component of the theoretical conjecture are the outcomes. There are two outcomes on this conjecture map: 1. Students produce a video letter to the next president using the language scaffolds provided; 2. Students share their media creation with students from across the United States (See Figure 4).

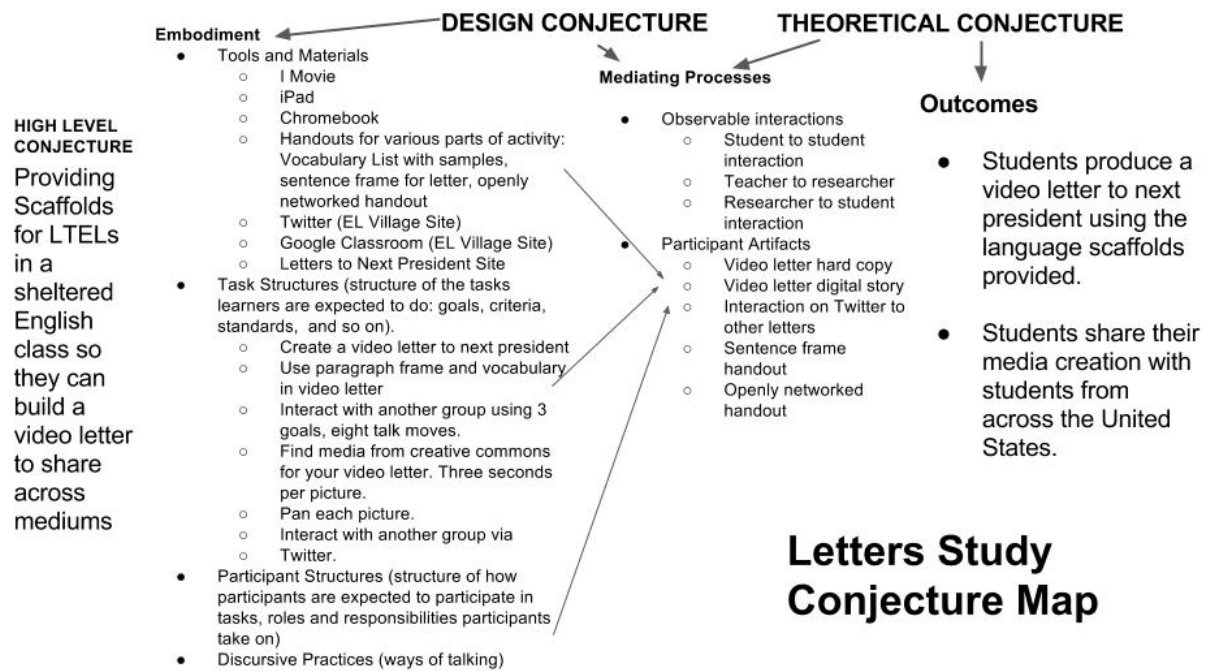


Figure 4. Letters study conjecture map. Adapted from “Conjecture Mapping: An Approach to Systemic Educational Design Research” Sandoval, W, 2014, Journal of Learning Sciences, 23, p. 21. Copyright 2014 by the Taylor and Francis Group, LLC.

Data Collection

This DBR study collected data across two implementations of the curriculum. The unit of data sources for this dissertation research study was the collection of artifacts created by the students in their academic literacy class. The focus of the artifacts include: (a) Letters to the Next President site, (b) EL Village postings, (c) iMovie creation. These were collected from approximately 20 students across both academic literacy classrooms at Elmira High School. All interactions in these spaces were collected as data. The focus of this study as on the augmented curriculum that includes language scaffolds with video making and sharing. Student products were the evidence of how well the CL theoretical framework supports this instruction.

Overview of Implementations

This DBR study design had two implementations. Each implementation included specific sentence or paragraph frames and vocabulary. (See a specific example of vocabulary and sentence frames used in the first implementation in Appendix A). The content of the media that the students created focused on one of nine issues in the 2016 presidential election. The second implementation was a reiteration of the first with any changes or modifications based on the analysis that took place after the first implementation.

Data collection methods first implementation. The first implementation introduced iMovie, the topic and the online spaces where the interactions took place. The curriculum for the Academic Literacy class given to all LTELs in California consists of non-fiction text, new vocabulary, and sentence and paragraph frames. The content for this DBR study came from the Letters to the Next President site. The content on this site fits the Academic Literacy class in that it is structured around non-fiction texts. KQED Do Now was introduced and practiced during the first implementation. The first implementation ended with participating LTEL students

publishing a video letter to the Letter to the Next President site. In order to prepare for their response as a class, they studied the background for the KQED Do Now question: What campaign issue matters most to you? Figure 5 shows nine current campaign issues for the 2016 presidential election. Students chose an issue and offered their opinion and how it affects their community using a sentence frame.

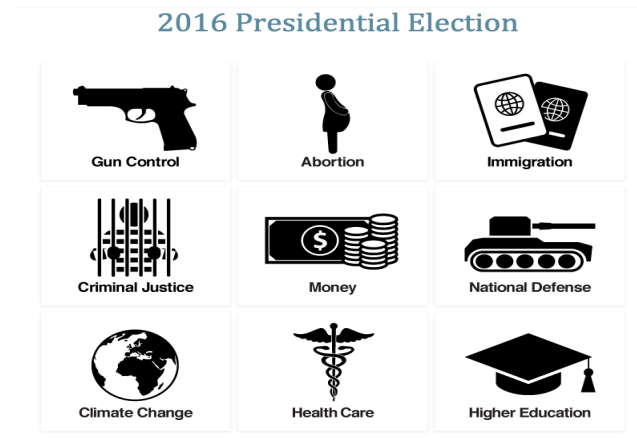


Figure 5. KQED Do Now 2016 presidential election graphic. Reprinted from “What Presidential Campaign Issue Matters to You?” 2015, by KQED Education, retrieved from <http://ww2.kqed.org/education/2015/12/04/what-presidential-election-campaign-issue-matters-most-to-you/>. Copyright 2015 by Kukreja, C. Reprinted with permission.

The first implementation took approximately three class periods. The first implementation daily schedule was as follows:

- Day One
 - Students learn iMovie basics.
- Day Two:
 - Students enroll in the English Learner Village online classroom.
 - Students are introduced to general Twitter profile @ELvillage.
 - Students are introduced to Tagboard and hashtag #2nextprez, #ELvillage through EL Village classroom.

- Students are given unit vocabulary via English Learner Village.
 - Students watch video *Letters to the Next President 2.0 project*.
 - Students rank top three issues in the 2016 presidential election.
 - Students select one of their top three issues to research on KQED Do Now website via EL Village classroom.
 - Students are given a sentence frame to complete for their issue (see Appendix A). The completion of the frame becomes the script for their iMovie project.
- Day Three
 - Students partner up with a classmate and create their iMovie based on the script they wrote the day before.
 - Completed videos are posted to EL Village classroom
 - Videos are tweeted to #ELvillage and #2nextprez and posted on TagBoard
 - First implementation closes

Table 3

Data Collection Strategies

Implementation	Data Collection Strategy
Implementation 1 Connected Learning with Academic Language Scaffolds Intervention	Collection of Artifacts 1. Letters to Next President Site 2. EL Village postings 3. iMovie creation
Implementation 2 Connected Learning with Academic Language Scaffolds Intervention plus changes or additions based on analysis and revision after Implementation 1	Collection of Artifacts 1. Letters to Next President site 2. EL Village postings 3. iMovie creation

Data collection methods for second implementation. After the first implementation but before the second week in May students had been practicing the use of Tag Board and were

familiar with KQED Do Now and Letters to the Next President 2.0. They had practiced with sentence and paragraph frames and will also have been introduced to the related vocabulary. They had completed one short video. Changes based on the revision and analysis after the first implementation were added for the second implementation. In the second implementation students were asked to interact in a similar fashion as in the first implementation but the interaction was revised based on the analysis of the first implementation.

Data Analysis

Data collected were analyzed twice; once after the first implementation and after the second implementation. All data collected were coded to show what part of the CL framework was in evidence in the artifacts students created.

The researcher proposed that the CL theoretical framework can support the learning of academic language in these two academic literacy classes in the Junipero Serra School District. Thus, in review, the design principles of the CL theoretical framework for this study describe an experience that has a shared purpose, is openly networked, and is production-centered. The three learning principles within the CL framework that this study examined are academically oriented, peer-supported, and interest-driven. The academically oriented learning principle and the academic language scaffolds were looked at as one category.

In this study there were two implementations. During the data analysis phase, data collected were culled for evidence of each of the design principles—shared purpose, openly networked, and production-centered—and each of the learning principles—academically oriented, peer-supported, and interest powered. Student artifacts were coded for evidence of the CL theoretical framework (see Table 4). The data analysis table shows that each CL principle is tied directly to specific evidence to be found in the artifacts. One of the principles of the CL

Framework is openly networked. This is the ability for a student to share beyond the classroom to another classroom or school. For example, evidence of the openly networked principle appearing in the artifacts was if the audience either in the EL Village or Letters to the Next President site responded to a video that a student created.

Table 4

Data Analysis Table

Connected Learning Theoretical Framework	Rubric: Evidence of CL principle or Academic English	Data Source	Implementation #1	Analysis and Revision of unit	Implementation #2	Analysis and Revision of Unit	Final Outcome
Openly Networked	<ul style="list-style-type: none"> Audience outside of classroom responds to work via social media 	<ol style="list-style-type: none"> Letters to the Next President EL Village iMovie 					
Shared Purpose	<ul style="list-style-type: none"> Collaboration Responses to other students via EL Village or Social Media 	<ol style="list-style-type: none"> Letters to the Next President EL Village iMovie 					
Production-centered	<ul style="list-style-type: none"> Created and shared iMovie 	<ol style="list-style-type: none"> Tag Board EL Village iMovie 					
Academically Oriented	<ul style="list-style-type: none"> Used most or all project vocabulary Used paragraph frame to write and narrate script 	<ol style="list-style-type: none"> Letters to the Next President site EL Village iMovie 					
Peer Supported	<ul style="list-style-type: none"> Peer Collaboration 	<ol style="list-style-type: none"> Letters to the Next President site EL Village iMovie 					
Interest Powered	<ul style="list-style-type: none"> Subject is personally interesting or relevant to the life of the student outside of classroom 	<ol style="list-style-type: none"> Letters to the Next President site EL Village iMovie 					

Delimitations and Limitations

The parameters or delimitations of this study are that the research is being conducted in one school with high school aged students who are also labeled as LTELs in this setting. Another delimitation is that the span of time for the study is only 3 weeks. It might behoove another researcher to spend an entire semester or school year with these media building and sharing practices in place.

There are limitations to every study. One limitation to this dissertation is the lack of prior research on the topic of examining the addition of academic language scaffolds on the CL theoretical framework targeting the specific population of LTELs. More research needs to be conducted to determine if media creation and sharing help to ignite the motivation and energy of the students in these classrooms throughout California. This study also limited itself to examining student products and not interviewing the high school students because they were minors. Another study could interview students involved in the process of media creation and sharing to obtain their perspective on whether this type of activity in the classroom stimulates motivation and engagement.

Trustworthiness

In order to achieve trustworthiness in this study the researcher employed Lincoln and Guba's (1985) alternative criteria for judging qualitative research. Three of the four criteria were used for this study: credibility, transferability, and confirmability. The fourth criterion, dependability, was not used.

Credibility. To establish credibility, the researcher employed member checking for this study. Member checking requires the researcher to have participants check the data, analysis, and interpretations in the write-up to verify accuracy of the results. Teachers were encouraged to

provide alternative language and interpretations but were told that their interpretations and language might not be included in the final report (Stake, 1995).

Transferability. Transferability occurs when a phenomenon is described in sufficient detail. It is a description of the time, settings, situations and people in a study. In this way, other researchers may be able to apply these findings to other LTEL classrooms.

Confirmability. In order to obtain confirmability in this study, the researcher employed a reflexivity journal. The reflexivity journal is a diary where the researcher makes regular entries reflecting on his decisions, logistics, and feelings about the progress and direction of the study.

Human Subject Considerations

Participants in this study created short video letters using sentence and paragraph frames to share across media platforms. The study focused on the creation of these short video letters. This study posed a minimal risk to the participants and required only an expedited institutional review board (IRB) application under 45 CFR 46.110 and 21 CFR 56.110 (See Appendix B). The researcher obtained site permission from the principal to conduct this design based research study (See Appendix C). As required by the school district, the researcher obtained written permission from both the students and their parents (See Appendices D and E). In these written permission forms, a detailed description of the study was included. These forms also stated that participants could opt out of the study at any time. All identifying information was removed from all participant produced artifacts.

Positionality: Role of the Researcher

I am the youngest of six children. My family emigrated from Ecuador, first my father and then a year later my mother with four children. Upon arrival my eldest sister and brother were placed in English-only classrooms. Through the years they have talked about their struggles. The

first school I taught at was the same school that my eldest brother and sister attended upon arrival to the United States. I see my siblings in my students.

I have been a teacher for almost two decades. My students have made puppet shows, put on plays, and made movies. I have attempted to help them capture all of these products in, at first, a paper portfolio, and then an electronic portfolio. In the early years, the way we invited the community into the classroom had to be physical. Parents, grandparents, siblings, and other community members had to step into the classroom to witness a portfolio presentation. As we built our electronic portfolios, it was evident that when we connected students to each other we had built an online classroom network where classmates could peer in and view the works of others as well as their own. We could still invite the community in, but they could now access the work through our network.

This study is designed for LTEL Academic Literacy classroom I taught for 3 years. The curriculum included the reading of non-fiction texts with academic language scaffolds: new vocabulary, sentence, and paragraph frames to use that new vocabulary. When I mixed in a multimedia assignment as an end of the unit project, the students came to life. Together they asked questions, helped each other, and showed each other new tricks on the movie making software.

While teaching the academic literacy class I learned about the CL theoretical framework. I saw my students accidently work within a production-centered, shared purpose environment. But there was more than that, because the CL theoretical framework sought to bridge the formal and informal learning in which all people participate. I have always seen the connection between my hobbies and my work. As a hobbyist DJ, in my spare time I would mix sounds with turntables and a mixer. This led me to begin to understand how to edit sound in a sound editing

program and also begin editing movies. The CL theoretical framework seeks to celebrate and bring out all the skills that a person accumulates in and outside of formal schooling. Students also have hobbies. How do we celebrate and invite that expertise into the classroom and build community with this knowledge?

I chose to do a DBR study on CL in the LTEL classroom because this community of my little sisters and brothers has often been ignored. These students are like anyone; when fully motivated and engaged, they will bring all the resources at their disposal to their community so that they can share and build that community identity.

Summary

This chapter explained the research methods for this study on LTELs and a CL experience in two academic literacy classes in the southeastern section of the Junipero Serra School District. The research design is a DBR study. CELDT scores, number of ELs, and number of students receiving free and reduced lunch were given for each of the research sites. Data collection methods and data analysis methods were explained. In the next two chapters, the findings, analysis, and synthesis of the study are presented.

Chapter 4: Findings

This study took place in the Fall of 2016 at one high school in the Junipero Serra school district. Two iterations of this DBR study were conducted in two classrooms in two different grade levels that mostly served LTELs. The first iteration took place in the first week of October and the second took place in the first week of November. The classes were sheltered English classes, which are classes for students who have not scored above a 700 on the overall score of the CELDT (a test that all ELs take every year in California). This study was conducted in one ninth grade sheltered English class and one 12th grade sheltered English class. The ninth grade English class was populated with 28 students who were LTELs. The 12th grade class was populated with students that were a mix of LTELs and ELs. In the senior class there were 36 students, and the teacher of the class was in his first year. A LTEL is someone who has been in the country for more than 6 years but who does not score over a three on the CELDT. LTELs and ELs all take the CELDT each school year.

This DBR study sought to answer one research question that examined the CL theoretical framework and the addition of academic language scaffolds to it. The research question was as follows: How does the CL theoretical framework support LTELs' instruction in an academic literacy classroom?

Class Profile

Two high school classes in one school participated in this study: one ninth grade sheltered English class and one 12th grade sheltered English class. The students are in these classes because of their scores on the CELDT, which has five components: listening, speaking, reading, writing, and comprehension. The comprehension score is an average of the listening and

reading scores. Each student is then given an overall score. There are five levels on the CELDT: beginning, early intermediate, intermediate, early advanced, and advanced.

All students of the ninth grade were classified as LTELs, except for five that were in the process of being reclassified to the regular English program. The average overall score on the CELDT for the ninth grade class was 561, which translates to an intermediate level or a level 3 for the whole class. The high score on the CELDT was 648 or a level 5, which is an advanced overall score on the CELDT. The lowest score for this ninth grade class was 486, which is an early intermediate score or a level 2. The range between the low score and high score in the class is 162 points.

The makeup of the senior class was different from the makeup of the ninth grade class. Although the 12th grade class was mostly LTELs, there were also several different classifications in this class. Of the 27 students in the senior class that participated in the study, 18 were LTELs, four were developing ELs, four were newcomers, and one was pending reclassification to the regular education program. It is interesting to note that the developing ELs and newcomers scored higher on the CELDT than some of the LTELs. The average overall score for the senior class on the CELDT was 538, which, similar to the ninth grade class, classified it as a level 3, intermediate. The low score for the senior class was 395 or a level 1, beginning. The high score for the senior class was 608, a level 4 or early advanced score. LTELs in the class earned both high and low scores. The range between the low score and high score in the class was 213 points.

The teacher of the ninth grade class was a veteran teacher in her eighth year in the same school. She liked to keep the shades drawn and the class a little dark with a few lamps scattered around. This effect had a calming influence on the class. The desks were set up in traditional

rows and columns. Her desk was in the back and there was a couch on the right side of the room and a counter the length of the classroom in the back. Twenty-eight students fit comfortably in this classroom. The language spoken in the class was English. The students sounded like urban Americans, their language riddled with slang and inappropriate words. The teacher had to manage their behavior a few times during the class.

The senior class had a first year teacher. At the beginning of the year he did not know what a .6 class of LTELs was. He asked several colleagues and a few told him that it didn't mean anything. Thirty-six students fit in this brightly lit classroom snugly. It was crowded, and there was barely space to walk from the doorway into the classroom. The teacher's desk was in the back of the classroom. There were about 18 desks in five rows on one side of the classroom and the other side of the classroom had about 20 desks in five rows of four. The teacher had a table by the doorway and a projector and cart in the middle of the classroom. In the rows near the door the language spoken was an urban American English. In the rows on the far side of the room, one could hear students speaking Chinese and Spanish and translating for their peers. The behavior in this class was more mature.

First Iteration

Questions and design propositions. The research question that guided this study was: How does the CL theoretical framework support LTELs' instruction in an academic literacy classroom? The CL theoretical framework has three design principles and three learning principles. The design principles are production-centered, openly networked, and shared purpose, whereas the learning principles are academically oriented, interest driven, and peer supported. The goal of this research study was to create a learning environment that used the CL theoretical

framework as well as academic language scaffolds in the design of a media making and sharing project.

The design proposition was built around Sandoval’s (2014) technique of conjecture mapping, which is a way to conceptualize design research. A conjecture map has six components: high level conjecture, design conjectures, theoretical conjectures, embodiment, mediating processes, and outcomes. The high level conjecture for the conjecture map created for this study was the research question turned into a statement (See Figure 6).

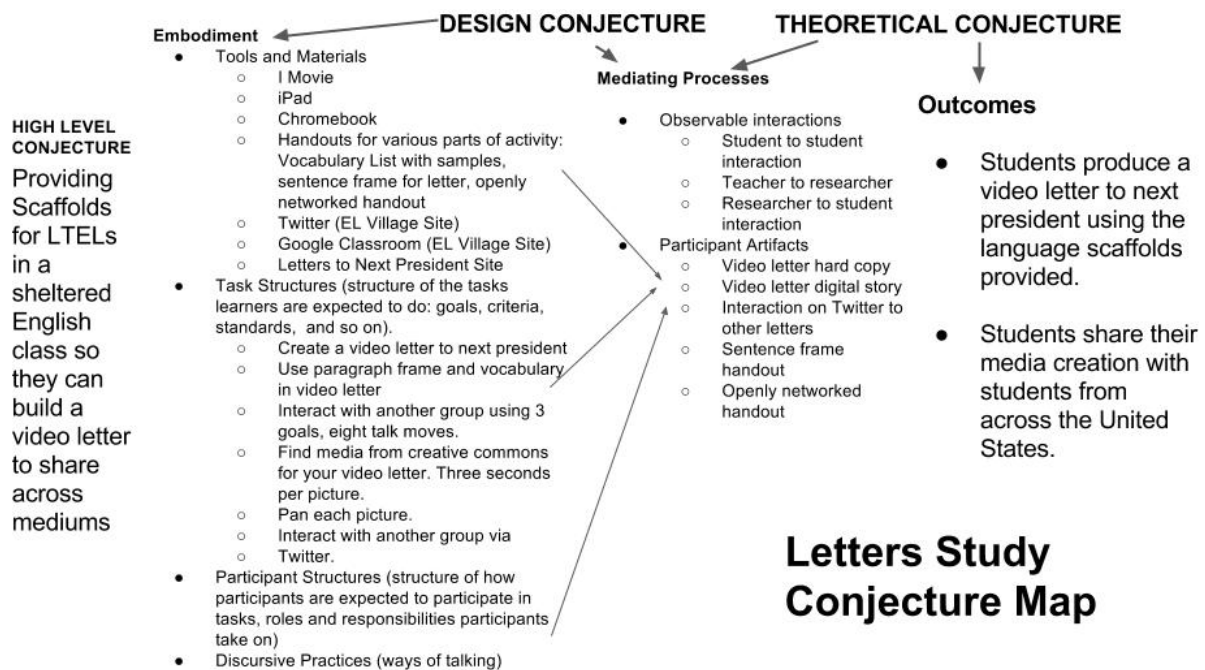


Figure 6. Letters study conjecture map. Adapted from “Conjecture Mapping: An Approach to Systemic Educational Design Research” Sandoval, W, 2014, Journal of Learning Sciences, 23, p. 21. Copyright 2014 by the Taylor and Francis Group, LLC.

The embodiment and mediating processes make up the design conjecture. The embodiment process includes tools and materials, task structures, participant structures, and also discursive practices. Several tools and materials were necessary for this study, including the technology of iPads, Chromebooks, and iMovie. The first 3 days had a presentation for students

to follow. For the first iteration three handouts were created: a vocabulary list with examples, sentence frames that would later become a script, and a handout for the openly networked activity. Students also joined a Google Classroom dedicated to this project, and the Letters to the Next President website. Both ninth and 12th grade teachers were also teachers in the Google Classroom and Letters to the Next President site, although they did not collaborate within these spaces. The researcher led the classroom for this study. The task structures had students creating a video letter to the next president using iMovie on the iPad. Students paired up to create their iMovie. The second component of the design conjecture is the mediating processes, which included observable interactions and participant artifacts. Although this study had some observable interactions, most of the mediating processes were the artifacts that the students created: namely, short paragraphs turned into a video letter to the next president. These artifacts were then shared via the website Letters to the Next President.

The theoretical conjecture is made up of the mediating processes and the outcomes. The outcomes for this study were that students produced video letters to the next president using language scaffolds provided by the materials created by the researcher. Students shared their completed video letters with students from across the United States via the Letters to the Next President website.

Design narrative. In the design of the study, the researcher had to create spaces where the students would interact. In order for teachers to create a Google Classroom, the school district needed to have a Memorandum of Understanding (MOU) with Google, which is a formal agreement for a partnership. Since the researcher was also a school district employee, Google Classroom was one tool that he was able to use for the study. He made both teachers in the study co-teachers in the Google Classroom. In order for teachers and students in the study to join the

Letters to the Next President site, the researcher also had to join yet another virtual environment. First, the researcher signed up for the site using his university's email address. The next day an email arrived in the researcher's email inbox stating, "Your site has been approved." Both Google Classroom sign ups and Letters sign ups were simple and intuitive. Google Classroom is a closed environment in that a user needs to be a member of the school district. In contrast, the Letters to the Next President site was open to browse, view, and interact with letters posted on the map and by categories. Whoever arrived to the site could applaud, akin to a *like* or *favorite* button on Facebook or Twitter, post to Facebook, or tweet or email to someone. For this study the chosen interaction format was Twitter. Anyone could view and interact with these letters via these social media sites, but in order to use the publishing tool a user had to be part of a registered site. Once a site was registered, students could sign up as members or writers of that site. The publishing component of the site was robust and simple.

The member/writer had the choice of using one or any combination of text, video, audio, or an image. Before embedding a video into the site, the video had to be uploaded to YouTube or Vimeo. Once uploaded to these video sites, the link could then be pasted onto the student's media creation space on the Letters site. One of the constraints of the student district Google Suite accounts is that they are blocked from uploading videos onto YouTube. Student videos were created in iMovie on their iPads. Completed movies were shared via airplay from student iPads to the researcher's MacBook Air. The completed movies, now transferred to the researcher's computer, could now be uploaded to YouTube on the researcher's district Google Suite account.

Before the first day of the study, the researcher went to visit both classrooms in this southern corner of this urban area in order to meet the students and present the project. The

classrooms were crowded. The ninth grade class had 28 students and the 12th grade class had 36 students. The introductory presentation had slides that shared a video about the Letters to the Next President project from 2010. The video explained the Letters to the Next President project and featured many different students discussing their involvement with the project in 2010. The next slide in the presentation showed the Letters to the Next President website where the students would be publishing their work. In early October the site already had several thousand entries from many different regions throughout the United States. An entry into the Letters to the Next President project could be in the form of a written letter, an infographic, or a video. The opening page of the Letters site is a map of the United States. Each school or afterschool program that joined the website had a dot on the map that one could click and would lead to that site's specific letters. The topics of the letters ranged from homelessness to police brutality to immigration and the cost of college. Students were then told the schedule for each day of the implementation.

Day one: Monday, October 3, 2016 (50 minute period). On the first day of the study students were given an overview of the project. Students were told that by the end of the week they would publish a video letter to the next president on the Letters to the Next President site. The first step to do this was to learn to use the iMovie software, a movie making software program for Apple devices. It takes pictures, records video, and records audio. Most students in the class had not made a movie using iMovie before. The researcher wanted the students to make sure that the students had the basic skills necessary to complete the project. The goal of the day was for students to learn iMovie basics on the iPad. They were to make a quick, fun video that included a title, a picture, a video recording, a found picture, music, and a tiny bit of narration.

The iPads were passed out and students were paired up. The teacher served as a model for the project. The sample video was created step by step for students to follow. After each task,

the student pairs had about 2 minutes to complete the task. The first task was for each student to take a picture of his/her partner. The teacher opened iMovie and created a new project and then showed students how to pan the image taken. There was a lot of energy in the classroom as the students collaborated on this first task with their iPads. Students were then shown how to add a title and pan the still image of their partner. They were then instructed on how to find an image on the Internet and put it in their movie. They then added narration, sound effects, and background music. The period went quickly in both classes. Most students finished their quick, fun projects. The objective of teaching the basic tools of iMovie to these students was met. At the end of the period the researcher/presenter told the students that the work on this day was simply to show them how to use the tool, but that on the second day they were going to start interacting with more serious content.

Day two: Tuesday, October 4, 2016 (90 minute period). This was 90-minute block day. On this day, students did not have the iPads in front of them; instead they had Chromebooks. They were going to type, which is easier to do on a Chromebook than on an iPad. The researcher brought in all of the equipment for this study. Students started the period by registering at two sites: Google Classroom and also the Letters to the Next President site. The day was a little confusing because students were interacting on three websites. The third site on which they would interact was Twitter. Since the whole class would be using one Twitter account created by the researcher, no sign up was necessary. If a teacher were to do a project like this he/she might want to stick with one site per day, with a maximum of two. This district has a Google Apps for Education account; all students in the district can easily join a Google Classroom created by a district credentialed teacher via a simple three-step process.

Prior to beginning the study in this high school, the researcher had to register the school on the letters to the Letters2president.org site via his university Gmail account. It took about 48 hours to be vetted. Once vetted the researcher became the admin for that schools account and he could add teachers. Students then registered at Letters2president.org via a simple four-step process because their school had already been registered. The presentation slides were clear, and there were few hiccups in the sign up process for either Google Classroom or the Letters to the Next President site. All students who were present successfully created accounts at both sites. However, there should have been a back up plan for students who were absent.

Students were able to access all documents from their Google Classroom, and handouts were printed out as well. They were given three handouts: a vocabulary sheet (see Appendix F), 3 Goals and 8 Talk Moves (see Appendix G), and the openly networked handout (see Appendix H). The 3 Goals and 8 Talk Moves for Interacting in Meaningful Ways sheet was presented first. Goal one on this handout is to help students express, expand, and clarify their own thinking; goal two is to help students to listen carefully to one another and negotiate meaning; and goal three is to help students deepen their reasoning. All three handouts were to be used for the openly networked activity. The openly networked activity asked students to concentrate on a specific frame in goal two, build specific vocabulary, and narrow down the topic for the video letter that they would begin producing the next day. After the 3 Goals and 8 Talk Moves handout was distributed, students were asked to circle frame #5 on the handout. The frame was, *Do you agree or disagree with the speaker and why?* The next handout was the vocabulary words handout. Students were simply asked to circle two words to learn from this vocabulary sheet. The vocabulary sheet featured six words that included the part of speech, meaning, example sentence,

and an illustration. The vocabulary words were *influence, persist, solution, perspective, consider,* and *relevant* (See Appendix F).

After students signed up for both sites and received all the handouts, they watched a video from the Letters to the Next President project titled “My Rift.” This video was about a high school girl in Richmond, California whose mother had been deported to Mexico. After the video set the stage for the subjects that were to be tackled in this project, students moved into the openly networked activity (See Appendix H). The aim of this activity was for students to begin to interact with one another via Twitter. The students used a shared Twitter site and all of them were given the password on the handout. The task was simple; students were to look at the list of issues that were already on the letters site and decide on their top three. Once they decided on their top three, they were to find a letter and tweet their response to that letter using the sentence frame from the 3 Goals and 8 Talk Moves handout (Appendix G). The sentence frame students were given was “I agree/disagree with _____ because_____.” They were asked to use the vocabulary words as well. However, only two students used the vocabulary for his/her tweeted response. In order to figure out which student tweeted what they were also given codes. The codes were the teachers’ last name initial plus the students’ number on the roll sheet. Ninth graders’ code was s_ and seniors’ code was z_ (See Table 5). There were 41 tweets for the ninth grade and 40 tweets for the seniors. Ninth graders were most concerned about police brutality, education, and immigration, and seniors were most concerned about immigration, police brutality, and racism. Table 5 shows examples of the tweets students posted. These students did use the sentence frame given.

Students were then asked to choose a topic to make their video letter and given a paragraph frame to draft their letter (Appendix I). The sentence frame included a reminder to use

two of the vocabulary words in their video letter. The paragraph frame students were given included two of the words on the list: perspective and solution. During the last few minutes of class, students were given an example of a completed draft of the letter and were given some time to write their letters.

Table 5

Student Tweets

Twelfth Grader Tweets	Ninth Grader Tweets
<ul style="list-style-type: none"> • Abortion #2nextprez via @2nextprez I agree bc we; women have our own options and no one should not be judge this.z4 • Police Brutality #2nextprez via @2nextprez I agree that police are abusive but a solution is to teach them more #Z25 • the American Dream #2nextprez via @2nextprez z23 I agree bc we have right to escape from the dangerous. • One Way, One Dream #2nextprez via @2nextprez z29 i agree with this bc I have relevant experient as leaving my home! • End Police Brutality #2nextprez via @2nextprez I agree that police brutality kills and hurt innocent people #Z25 • High Cost of College #2nextprez via @2nextprez z15 The cost of college is too high and some of the family can't do it 	<ul style="list-style-type: none"> • Dear Madam or Sir, #2nextprez via @2nextprez i agree that immigration can impact children. S19 • i agree because we are destroying this palent for our own selfish needs. s16 #2nextprez via @2nextprez • Help Us, We are Dying! #2nextprez via @2nextprez I agree cops abusing their power for the worst. • Mexican immigrants #2nextprez via @2nextprez i disagree with donald trump who says that us Latinos are bad people. • I agree with this letter, because the brutality is showing bad authority over people. - S3 #2nextprez via @2nextprez • i agree with his person because everyone should feel safe and protected outside of their house.S16 #2nextprez via @2nextprez

Day three: Thursday, October 6, 2016 (50 minute period). On day three of the first iteration, CL theoretical framework principle of production-centered was on full display. Two days of preparation had been spent preparing students to create their video letters. In the first two days, students learned iMovie, joined the platforms where they would participate, and examined possible topics and sample letters. Students tweeted their agreement or disagreements on the shared Twitter space. Students had two 50-minute periods to complete this video letter. Before they began, they were given a checklist (see Appendix J) and also a reminder for how to start a project using iMovie on the iPad. Students were also instructed to use either original photography or video footage or to use the Creative Commons to search for licensed images.

The checklist served as a guide for completing the project. The checklist was a step-by-step process from deciding on an issue to posting their project on YouTube; finally, the researcher would post their letter on the Letters2nextpresident.org site. Students were supposed to arrive on this day with steps 1-4 completed on their checklist. Step four was having their paragraph frame completed. Students who were absent on Monday or Tuesday of this project week were confused and did not know where to begin. Step five of the checklist asked students to find a quiet place to record their paragraph frame/script. The researcher decided to separate the class into two groups; those who had completed their sentence frames and those who had not. The students who had completed their sentence frames were asked to narrate their script outside. Since the classroom was very noisy, the researcher decided to pull out the students who were ready. This choice surprised the first year teacher in the class, but he then had a much less crowded class that could focus on completing the frame and narrating their scripts. This would also give him the opportunity to work with the students who had been absent earlier in the week. It would have been better if the researcher had told the teacher beforehand that he planned to

separate the class in this way, so as not to surprise the young teacher. Outside students were scattered throughout the courtyard sitting on benches, sitting in the hallway holding iPads, narrating, taking pictures, and looking for pictures in the Creative Commons. When someone had a question, another student would help or he/she would ask the researcher. Students grouped themselves in pairs and in trios. One student was sitting by himself outside trying to record his script. He did not tweet with his code the day before, although he may have tweeted anonymously. He was having trouble holding up his script and recording into the iPad. Since he was alone, the researcher sat down next to him and asked if he could help. His topic was Black Lives Matter. The researcher asked a couple of questions about his script, and they focused in on a solution to the topic of his video letter. What ended up making his project especially thoughtful were the images that were selected to go along with the narration and also the slow, clear speech as the student carefully read every word (See Table 6 for his example). There were several that followed the frame but some simply used the frame as a guide to tell about their issue.

Table 6

Twelfth Grade Letter Examples (First Iteration)

Dear Next President,

I am a high school student from California. From my perspective, one of the most important issues in the next presidential election is racial discrimination. This issue affects my community because people die off of racial discrimination. Michael Brown was shot even though he had his hands up and there are many others that have been killed by police. A solution to this problem is that maybe police shouldn't carry lethal weapons but weapons that can defuse a situation. Thank you for listening.

Sincerely,

Dear Next President

From my perspective the cost of studying at a university in the United States is very exaggerated and elevated. Only a minority is able to afford college. There are also many young people attending to a university but with much effort. In the end they have to make loans to afford college and when they have graduated and got a job, their entire salary goes to pay the debt with banks. I think that education should not be paid, should be a gift from the government and should be free for all. If a country has more population with education then the country will prosper more and generate more income, because people have something to contribute to the country with their knowledge and their proficiency. For the same reason that education is very expensive it is that there are several young people in the streets, because they see education very unattainable and choose other paths more "accessible". But also depends on human beings to know the difference of the good from the bad. It is our decision to fight and keep fighting to get ahead anyway no matter what, but my hypothesis is not ruled out, it might influence a little. This problem must have a solution and I hope that you as President find the best solution. Thank you.

(continued)

Twelfth Grade Letter Examples

Dear Next President,

I am a high school student from California. From my perspective, one of the most important issue in the next presidential election is immigration. This issue affects my community because there are immigrant that could not come and not get the opportunity that they wanted because are limiting the amount of immigrant to come to the US.

Sincerely,

Table 7

Ninth Grade Letter Examples (First Iteration)

Dear Next President,

I am a high school student from California from my perspective one of the most important issues in the next presidential election is environment this issue affects my community because people doesn't take global warming seriously they pollute the air the air water and left this issue is not only in the United States with the whole world we can find a solution for this if we unite.

Sincerely,

Dear Next President,

I'm a high school student from northern California. From my perspective one of the most important issues of the next presidential election is immigration. This issue affects my community because there are a lot of Latinos and other cultures that are being deported even though they are United States citizens. They have families that they started and now they can't even see them no more.

Dear Next President,

I am a high school student from California for my perspective one of the most important issues in the next presidential election is immigration this issue affects my community because there's families in my community that have their parents deported and their US children are left behind without parents.

The period ended quickly. There was a lack of organized process for distributing and collecting the devices, which did not bode well for the next day.

Day four: Friday, October 7, 2016 (50 minute period). The agenda for the last day of the first iteration of this project was as follows. Students were to:

- Read the checklist (Get out all handouts for this project)
- Pick up their iPads
- Work on letter for the period (Due at end)
- Share the video letter with the researcher via email/airplay

This last day was confusing. In sixth period, the students crowded around the carrying cases for the iPads, each looking for their device from the day before. There was not a clear protocol if students had been absent, which several students had been. This was a 50-minute period and the last day of the project. It took about 10 minutes to distribute the iPads. Those who had attended class and had done the work seemed to be well on their way to finishing their video letter to the next president. However, those who had not started had already lost interest.

For seventh period, the researcher again split the class up. The distribution of the iPads was also a problem. The researcher had five minutes to transport 35 iPads and 35 Chromebooks from one classroom to another in some kind of order. He put some iPads in his backpack and while distributing from the main carrying case, he forgot to retrieve the ones he had placed in his bag. Ninth grade students were confused about where their projects were and some claimed loudly that someone had erased their project. This project would have been a lot easier had the school had their own devices. Half the class was separated to finish their narration in the courtyard other students stayed back. Ten to 12 students came out to the courtyard to complete their projects.

In both classes, the ending was anticlimactic. Students truly were not ready to share because they ran out of time before they were able to create a project of which they were proud. The researcher promised to come back and have them finish these rough drafts at the beginning of November.

Data and analysis. This study sought to investigate whether the six principles of the CL theoretical framework plus academic language scaffolds supported learning in two classrooms of LTEL students. The CL theoretical framework consists of three design principles and three learning principles. In this data analysis section, the design principles will be discussed first. The

design principles are shared purpose, production-centered, openly networked, and the three learning principles are academically oriented, peer supported, and interest powered.

Shared purpose. The shared purpose data sources were the Letters to the Next President site and also Google Classroom. There were 36 students enrolled in the senior class and 26 of them joined the Google Classroom for this project. Twenty-seven of the 36 students created an account on the Letters to the Next President site. There were 28 students enrolled in the ninth grade class and 20 joined the Google Classroom for this project. Twenty-four of the 28 created an account on the Letters to the Next President site. The 12th grade class posted 13 video letters in the shared space, and the ninth grade class produced eight video letters that were uploaded to the shared Letters to the Next President space.

All students, ninth and 12th grades, shared one Twitter account for this study. On the second day of the study, ninth graders browsed for letters on the Letters to the Next President site and tweeted their responses to these letters 31 times. Twelfth graders tweeted their responses to these letters 40 times.

Production-centered. In the first iteration, 21 videos were created using iMovie on iPads. Twelfth graders produced 13 video letters in 3 days and ninth graders produced eight video letters in 3 days. Students spent most of their time writing, narrating, and looking for pictures to make their video letters to the next president. All of the videos created in this first iteration were uploaded to the shared space on the Letters to the Next President site.

Openly networked. The openly networked principle is the idea that one can peer into another classroom. This study used the Letters site and also Twitter to peer into other people's classrooms in the United States by looking at videos that were already made and posted. Students in both the ninth grade class and the 12th grade class responded to other students on the Letters

to the Next President site via Twitter. The ninth grade class sent out 41 tweets and the seniors sent out 40 tweets. The subjects of the videos chosen were police brutality, immigration, climate change, and the cost of college. At the end of the iteration the researcher posted the video letters that the students created to the Letters to the Next President site via YouTube. These videos were accessible to anyone who visited the Letters to the Next President site.

Academically oriented. The script for the video letter that was to be posted on the Letters to the Next President site was a paragraph frame that was introduced on the second day of the project. All 21 videos that were made by the students in the first round used this paragraph frame. Both the ninth and 12th graders selected videos on the Letters to the Next President site to comment on via the shared Twitter handle for the project. They were provided with a sentence frame and asked to tweet using it. Ninth graders tweeted 41 times but only used the sentence frame 20 times. Seniors tweeted 40 times and used the sentence frame provided 32 times.

Peer supported. No data were gathered for the peer supported principle. Students were given the choice of working with a partner or working alone. Most students chose to work in small teams of two or three.

Interest powered. Students were given the freedom to choose their own topic. Students investigated videos based on their preference. Many chose issues with which their communities were struggling, for example police brutality, cost of college, and immigration (See Figures 7 & 8).

Discussion. The production-centered environment created for this study had students recording, narrating, taking pictures, finding images, and helping each other whenever they had a question. For the next iteration the writing became more complex. Instead of just giving an opinion and then a reason for that opinion, students interviewed community members and

compared their own opinions with those of their interview subjects. In addition, students were given a mentor text, a sample video letter that students could emulate. Students also had the option of foregoing the interview and writing a poem that they would then turn into their video letter. Now that students understood the basics of iMovie, they would receive a lesson in advanced iMovie tools in the next iteration.

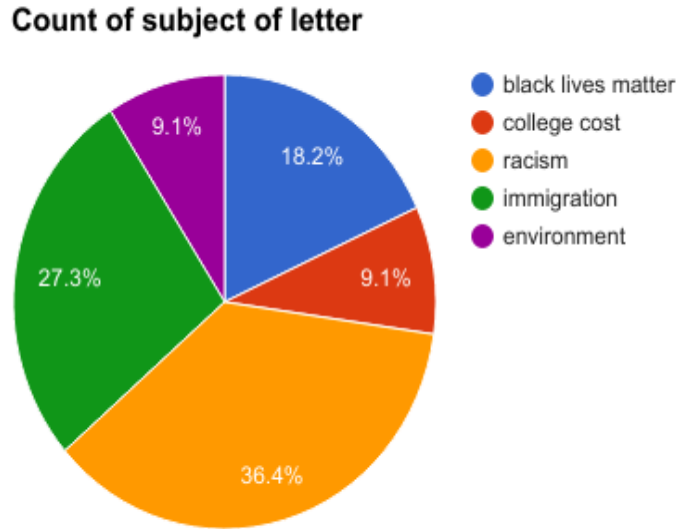


Figure 7. Ninth grade videos: Subjects.

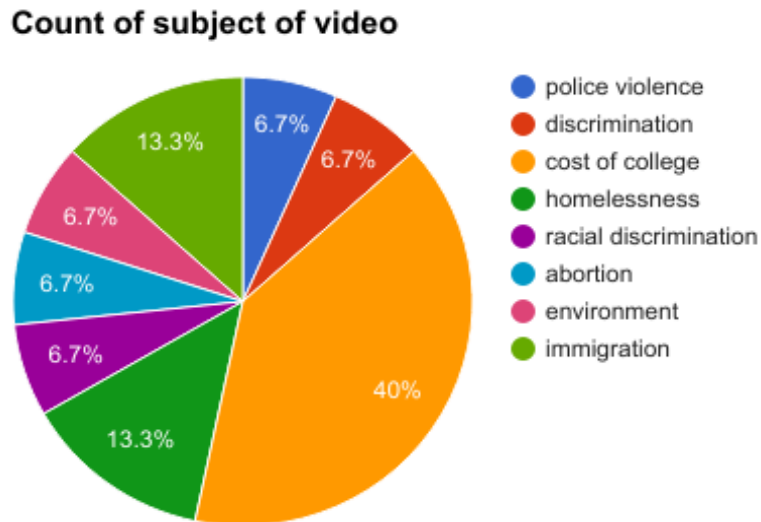


Figure 8. Twelfth grade videos: Subjects.

Table 8

Data Analysis Table after First Implementation

Connected Learning Theoretical Framework	Rubric: Evidence of CL principle or Academic English	Data Source	Implementation #1	Analysis and Revision of unit
Shared Purpose	<ul style="list-style-type: none"> • Collaboration • Responses to other students via EL Village or Social Media 	1) Letters to Next President Site 2) EL Village 3) iMovie	1. All students joined Google Classroom 2. All students joined Letters to Next President site. 3. Twitter - Students used a shared account and interacted with videos already posted to the Letters to Next president site. 4. Signed in to Google Classroom to access documents.	A. Students examined writing and videos on Letters2nextpresident.org to get an idea of what they were interested in. Ninth graders tweeted their agreement or disagreement with the letter on Twitter 41 times. Twelfth graders tweeted their agreement and disagreement 40 times. A. Posted all videos to Letters site. R. Continue to post all videos to Letters Site. R. Create a document where students can see each others videos.
Production-centered	<ul style="list-style-type: none"> • Created and shared iMovie 	1) Letters to the Next President Site 2) EL Village 3) iMovie	1. Students produced videos using iMovie. 2. Students learned iMovie basics.	A. 21 videos created on iMovie using sentence frame. A. 21 videos posted to letter2nextpresident.org site. A. No mentor video given to students. R. Students will learn advanced iMovie features. R. Students will add an interview from a community member to their script and make another movie about either the same topic or another of their choosing or choose to write a poem instead. R. Mentor video for interview addition and poetry addition made available to students. .

(continued)

Academically Oriented	<ul style="list-style-type: none"> Used most or all project vocabulary Used paragraph frame to write and narrate script 	<ol style="list-style-type: none"> Letters to Next President Site EL Village iMovie 	<ol style="list-style-type: none"> Students given a writing frame to turn into a script for iMovie. Students given a vocabulary sheet to use for Twitter and Letters to the Next President 	<p>A. Paragraph frame used in all 21 videos created.</p> <p>A. New vocabulary barely used.</p> <p>A. 3 Talk Moves and 8 Goals language scaffolds shared with students to use on Twitter (openly networked activity.) Ninth graders tweeted 41 times, only 20 used sentence frame provided. 12th graders tweeted 40 times, 32 of the 12th grade tweets used sentence frames.</p> <p>A. Mentor Text not given to students.</p> <p>R. Extend the paragraph frame and add an interview component to next video letter.</p> <p>R. Students to be given a mentor text for interview.</p> <p>R. Students to be given a mentor text for poem.</p>
Peer Supported	<ul style="list-style-type: none"> Peer Collaboration 	<ol style="list-style-type: none"> Letters to the Next President Site EL Village iMovie 	<ol style="list-style-type: none"> Students self selected groups or pairs 	<p>A. Strong students selected to work with strong students. Less motivated students chose to stay in the classroom with teacher.</p> <p>R. Students self select groups again.</p>
Interest Powered	<ul style="list-style-type: none"> Subject is personally interesting or relevant to the life of the student outside of classroom 	<ol style="list-style-type: none"> Letters to the Next President site EL Village iMovie 	<ol style="list-style-type: none"> Students were free to choose the topic they wanted to pursue. 	<p>A. Students selected topics on Letters site.</p> <p>A. Students investigated videos based on their preference. (see pie graph)</p> <p>A. Students chose their own topic.</p> <p>R. Students choose to create video on same topic as before or change to a new topic.</p> <p>R. Students have the choice of writing a poem or using a paragraph frame with an embedded interview. .</p> <p>A. Students selected videos of their choosing and shared out via Twitter.</p> <p>A: 21 Videos posted to Letters to Next President site via YouTube.com</p> <p>R. Share across classrooms via Google doc and then Twitter.</p>
Openly Networked	<ul style="list-style-type: none"> Audience outside of classroom responds to work via social media 	<ol style="list-style-type: none"> Letters to Next President site EL Village iMovie 	<ol style="list-style-type: none"> Students used a shared Twitter account to share outside of their classroom. Students posted videos to letters to next president site. 	<p>A: 21 Videos posted to Letters to Next President site via YouTube.com</p> <p>R. Share across classrooms via Google doc and then Twitter.</p>

Students continued sharing and accessing documents on the same sites: Google

Classroom, Letters to the Next President, and Twitter. For this iteration students browsed the

Letters site for letters on subjects that they deemed important. Once they found a letter, students

tweeted about it using a sentence frame. This interaction helped to support the interest powered, openly networked, and academically oriented principles of the CL theoretical framework. For the next iteration, students again found video letters on which to comment, but this time, they selected from either the ninth grade class or the senior class. Again, they were given a sentence frame to help their commentary. The peer supported principle was apparent in the way students supported each other when they had an iMovie question or when they wanted a peer to record them. Students self selected partners with whom to work.

Second Iteration

Questions and design propositions. The second iteration of this study occurred 3 weeks after the first iteration. This study still sought to answer the same research question.

The difference between the first iteration and second iteration was that the video letter now included a choice for the students. The first choice was to write a letter similar to the first one but add an interview to this letter; the second choice was to write a poem about the issue and record it. The outcome was a second video letter to the next president, which included either the letter with the interview or the poetry letter to the next president.

Design narrative.

Day one: Monday, October 31, 2016 (50 minute period). Today's agenda was advanced iMovie. Students' homework was to interview someone about their chosen issue. As this was Halloween day, some students arrived in costume. It was the first day back for the researcher in 3 weeks. In the senior class some students expressed interest in the second iteration, whereas others wondered out loud why the researcher had returned. The ninth grade classroom had a substitute teacher who had little control of the class. It was a bit harder to have the students in the ninth grade class settle down without their regular teacher.

The researcher had separated the teaching of iMovie on the iPad between basics and advanced. This first day of the second iteration the students would practice some advanced features of iMovie. They would again make a practice video but this time include the advanced features. The advanced features included inserting a video within an image, inserting a video within a video, using slow and fast motion, and using keynote screenshots for titles.

Since this lesson started similar to the last iMovie lesson, students expressed confusion as to why they were doing it again. After the practice video was completed and some practice videos were showcased, the students were given a homework assignment. This homework assignment asked students to recall their first issue or pick a new one and interview a community member, a teacher, a friend or a person in their family about that issue (See Appendix K). Some students were surprised that the researcher had given out a homework assignment.

Day two: Tuesday, November 1, 2016 (90 minute period). This day's agenda was as follows:

- Openly networked activity
- Overview of interview and script
- Overview of poetry letter
- Choose writing type
- Write script
- Find, take, or create images
- Record script

Tuesdays and Wednesdays at this school are block days, so the classes that meet are 90 minutes long. Both the 12th grade sixth period and the freshmen seventh period grade blocks met on Tuesdays. Students began the day with copying a sentence that contained their two

vocabulary words. They then began the openly networked activity. In this second iteration the openly networked activity changed (See Appendix L). In the first iteration students were introduced to the letters site by selecting letters that were already posted and then tweeting about them using a specific sentence frame. The idea behind this change was that students should see videos that they made and tweet about them. During the presentation students were presented with this statement: For the first iteration you created 21 videos on these topics: discrimination, immigration, environment, abortion, and the cost of college. The two questions that followed were (a) Which do you think was the most popular topic? and (b) What do you think that tells you? In the senior class several students said the cost of college was the most popular topic. They thought it was the most popular topic because they were seniors, and they were close to going to college. In the ninth grade class, the freshmen commented that police brutality and immigration were the most relevant topics to them. After the short discussion, students were introduced to the revised openly networked activity. This time instead of going directly to the Letters to the Next President site, they were instructed to access the openly networked activity via the link on the presentation. This would lead them to a Google doc. The researcher did not use Google Classroom and instead used a Google doc where everyone who had the link could edit anonymously. These were the instructions for interacting in the openly networked activity. If students had made a video for the first iteration, they were to choose the same topic and comment on the videos their peers made. All videos made in the first iteration were included in these documents. Ninth graders were thus able to peer into the work of seniors and vice versa. For the students who did not make a video for the first iteration, they could choose the topic most relevant to them.

After they accessed the openly networked document, they chose their topic. The Google doc (See Appendix M) for their topic had instructions for how to interact with the document and a sentence frame as a guide for how to respond to the videos. Below the instructions there was a two columned table; the first column contained the links to the videos that were housed on the Letters2nextpresident.org site. The second column was where students were supposed to write their comments using the sentence frame provided. Although students did not necessarily use the frame given, the structure for interaction worked. What did not work was that it was an anonymous Google doc so students began to make inappropriate comments. The last step was that students were supposed to comment on their peers' videos on the shared Twitter handle. This did not happen because the activity was cut short due to students responding inappropriately.

For the next activity in this block day, students were instructed that this time the process for writing the letter was going to be more complex. For the first iteration students were asked to complete one sentence frame. This time they were asked to choose between writing a letter that included a short interview with a community member or writing a poem about their issue. They were given an example of each and then asked to choose. If students hadn't done the homework assignment, the researcher had thought of an alternative, but it was complex.

Overview of interview and script. For the interview and script students were given a homework assignment the night before and asked to interview a community member, friend, or family member about their issue. They were given a handout titled Letters Project Interview. After they completed the handout for the interview, they were then supposed to transfer the information from the Letters Project Interview handout to the Letters Project script handout (see Appendix N).

Overview of poetry letter. The second choice for creating this video was to create a poem in response to one's chosen topic. Students were given the handout and an example of what to write in each of the boxes. This project was not EL scaffolded; it was designed for students who wanted to write something different. Students were given a Quadbox Poem Starter designed by KQED for the Letters to the Next President 2.0 project. Each box in the handout asked students to use a different poetic element, prompting students' thinking with questions or sentence frames. The first box asked them to define the issue and say why it was important. The second box asked students to write a metaphor about their issue. The rest of the boxes on the handout asked students to use imagery to think about the issue and use hyperbole to think about the best and worst case scenarios for this issue. One box asked for the connotations of the issue or what words were associated with issue and the denotation box asked for the specific definition of the issue by others. The handout also asked students to try and personify the issue and tell a story that embodied the issue. The last box on the handout asked students to write a refrain for the issue (See Appendix O).

Day three: Thursday, November 3, 2016 (50 minute period). The following items were on this day's agenda:

- Example of interview and script
- Example of poetry letter
- Write (choose poetry or letter)
- Record
- Find, take, or create images

Mostly this third day was scheduled to be about 40 minutes of workshopping their videos. The researcher presented two completed examples of a finished product to serve as a mentor text or

video for the students. Again students were able to access the slide deck from the bit.ly on the screen or their Google Classroom. The researcher included access to the slide deck from both the bit.ly and the Google Classroom to make sure that all students had access to the information. The researcher knew that some students had sporadic attendance and may not have joined the Google Classroom at the beginning. Since students had access to the slide deck where they could examine the sample video letters the researcher created. They were given a checklist to help them follow the process of developing this video letter. After both sample letters were shown, iPads were distributed. The distribution process was chaotic and took too long. Once students had their iPads, students who needed to record went to the courtyard because it was too difficult to narrate in a crowded classroom. Students who had not written a script stayed in the classroom with the teacher to finish the script. Students who went to the courtyard fanned out. In each corner of the courtyard there were pairs or trios of students recording their scripts and helping each other with the technology. If they had not finished the script by this second to the last day, they were going to have a difficult time completing the project. Classes closed with students putting away iPads and the researcher commenting that tomorrow would be the last day.

Day four: Monday, November 7, 2016. Monday, November 7 was the last day of the project in both classrooms. On Friday, November 4, the researcher and the teachers had a miscommunication. It was Spirit Week at the school, and there was a different schedule. The researcher did not find out until it was too late, so the fourth day had to be moved to Monday, November 7th. The researcher also brought two colleagues to help with the process in the classroom, but just as the researcher did not spell out the roles of the teachers in the classroom, he also did not spell out the roles for his colleagues.

Table 9

Twelfth Grade Student Letters (Second Iteration)

(poem)

The city is very diverse. Many African Americans have passed due to police brutality. Racial discrimination is like people losing family because of police brutality. Police brutality is a sense of fear. Police brutality makes people feel anger and filled with emotions. It sounds like people being tortured for who they are. This issue has never stopped between the whites and colored people. The issue has just cooled down. Now police have made the issue come back after killing several African Americans, causing protests officers. Racial Discrimination is the lack of equality. There is a young black man that was killed after having his hands up and he still was shot. There are many other killings. How do we stop racial discrimination?

Dear Next President,

I am a high school student from Northern California. From my perspective one of the most important issues in the next presidential election is college tuition because many people are not able to go to college.

This issue affects my community because the high cost of college is one of the biggest challenges for most high school students when they apply for college. I asked my classmate and he said lots of low income families have a difficulty to pay for college.

When I asked what was a possible solution to this problem, he said they should have more opportunities to apply for scholarships and financial aid that can help cover for the payment.

My perspective on this issue is similar to my classmates because I have faced the same situation when I start applying for college.

I hope the new president will solve this issue in 2017.

Dear Next President,

I am high school student from northern California. From my perspective one of the most important issues in the next presidential election is homelessness because it is both dangerous and unhealthy to let people live on sidewalks. This issue affects my community because someone could be involved in straight drinking and drugs.

I asked my classmate and he said, "Homelessness affects every person in the community." When I asked him, what was a possible solution to this problem, he said, "A possible solution to homelessness is housing and a job."

My perspective on this issue is similar to my classmate's because some homeless people could be involved in straight drinking and drugs. I hope the new president will solve this issue in 2017.

Table 10

Ninth Grade Student Letters (Second Iteration)

Dear Next President,

I am a high school student from northern California. From my perspective one of the most important issues in the next presidential elections is environment because all species in the planet are in danger. This issue affects my community because people get sick because of pollutions around us. I asked my friend and they said it makes it hard for people to adapt to the changing weather causing death to all species. When I asked him what was a possible solution to this problem she said I think we should stop doing things that cause global warming and she also said people should start planting trees. My perspective on this issue is similar to my friends because I believe that global warming and pollution affects all species including animals and plants living in the planet. I hope the new president solves this problem in 2017.

Dear Next President,

I am a high school student from Northern California. From my perspective one of the most important issues in the next presidential election is racism because people are getting put down by their color. This issue affects my community because people are receiving more hate from each other. I asked my teacher and they said that is what keeps all of us separate and keep us not together. When I asked about a solution to this problem they said we should all know each other and make each other as friendly as possible and that we are equal. My perspective on this issue is similar because its not going to stop without us helping. I hope the new president stops this problem in 2017.

Dear Next President,

I am a high school student from Northern California and from my perspective one of the most important issues in the next presidential election is black lives matter because innocent black people get murdered. This issue affects my community because too much black people are dying for no good reason. I asked my brother and he said the black lives matter movement is bad and good at the same time because black people aren't the only people that get killed by police for no good reason. When I asked my brother what was a possible solution to this problem, he said to end everything especially police brutality. My perspective on this issue is kind of similar because some black people kill innocent police too. I hope the new president will solve this issue in 2017.

No new material was presented on this day. The momentum that was built the previous week had waned a bit. Distribution was again a problem. The students who had been tackling the project continued to push forward, and the students who had not been tackling the project essentially stopped. The class was split again. Students who still needed to record went to the courtyard, and research colleagues helped with this process. One pair of students who had not responded to the first iteration decided to team up and create a video for this iteration. As they were recording, they were also editing and changing their poem. The two research colleagues were also helping students. They were either helping record or doing some last minute editing.

At the end of the class, the researcher closed with a thank you to both classes. No one wanted to show their completed videos. All week the project had seemed rushed. One of the main reasons for the big rush to finish this iteration was that the election was to take place the next day, November 8th, and by all appearances the Letters to the Next President site was going to close to new videos after election day. It did not close. New videos could be uploaded until inauguration day.

Data and analysis. Several changes were made in the second iteration of this study. Most of the changes came in the design principles and the learning principle of academically oriented. As noted previously, the CL theoretical framework consists of the design principles (shared purpose, production-centered, openly networked) and three learning principles (academically oriented, peer supported, and interest powered).

Shared purpose. The goal of the openly networked activity was for students to share their video letters from the first iteration to their peers in the ninth and 12th grade classrooms (See Appendices L & M). The openly networked activity started on an anonymous shared Google doc with links to the various video letters uploaded to the Letters to Next President site and sentence frames for how to respond. After commenting on the anonymous shared Google doc, students were supposed to tweet their responses to their peers. Although there were 14 anonymous exchanges on this doc, no one tweeted on the English Learner Twitter handle for this iteration.

All videos created for this iteration were posted to the Letters to the Next President site. Ninth graders published eight on the site; seniors published six. Twenty-two of 28 ninth graders accessed the paragraph frame via Google Classroom; 25 out of 27 seniors accessed the sentence frame via Google Classroom (See Table 6).

Production-centered. Eight ninth graders produced a video letter in this iteration. Seven ninth graders chose to do the interview and script. One chose to write a poem for his video letter. Six seniors produced a video letter in this iteration. Four chose the interview and two chose the poem. No advanced features of iMovie were used in these video letters (See Table 6).

Openly networked. The openly networked activity changed in this iteration. Students were to access a Google doc anonymously and then choose to comment on one of the videos their peers made in the first iteration. There were 14 exchanges on these Google docs but not one student took the second step within the Google doc to tweet his/her response on the shared Twitter account. Ninth graders completed eight videos for this iteration and 12th graders completed six video letters. All 14 videos were posted to the Letters to the Next president site (See Table 6).

Academically oriented. Seven of eight ninth graders used the writing frame interview and script. One of the ninth graders chose to do the poem. Four of the six seniors used the writing frame interview and script to help create their video letter. Two used the poetry frame and created a poetry video letter to the next president (See Appendices M & N).

Peer supported. There were no changes from the first iteration for this learning principle. Students self selected their groups.

Interest powered. There were no changes from the first iteration for this learning principle. Students were still able to choose their topics. Seniors and ninth graders chose to write their video letters on these topics: immigration, racial discrimination, high cost of college, homelessness, and Black Lives Matter. One ninth grader chose to make his video letter on the environment (See Table 6).

Table 11

Data Analysis Table after Second Implementation

Connected Learning Theoretical Framework	Rubric: Evidence of CL principle or Academic English	Data Source	Implementation #2	Analysis and Revision of Unit
Shared Purpose	<ul style="list-style-type: none"> • Collaboration • Responses to other students via EL Village or Social Media 	1. Letters to Next President site 2. EL Village 3. iMovie	1. Students able to access handouts, slide decks via Google Classroom 2. Twitter – students tweet responses to peers videos. 3. Students examined peer videos on Letters to Next President site and commented on a Google doc before they commented on Twitter.	A. There were no tweets from either group. A. Shared Google doc 14 anonymous interactions. A. Of the ninth graders, 22 of 28 students accessed the handout for writing their script via Google Classroom. A. Of the 12th graders, 25 of the 27 accessed the handout for writing their script via Google Classroom
Production-centered	<ul style="list-style-type: none"> • Created and shared iMovie 	1. Letters to Next President site 2. EL Village 3. iMovie	1. Students produced a second video letter to next president, creating either a poem video letter or a video letter with an interview. 2. Students used iMovie advanced features.	A. Six ninth graders produced a video letter in this iteration. Five chose the interview and script the other chose the poem. A. Six seniors produced a video letter in this iteration. Four chose the interview and script. Two chose the poem.
Academically Oriented	<ul style="list-style-type: none"> • Used most or all project vocabulary • Used paragraph frame to write and narrate script 	1. Letters to Next President site 2. EL Village 3. iMovie	1. Students were given a writing frame for either interview and script or poem video letter. 2. Students given sentence frame to comment on other videos.	A. Paragraph and Interview Writing frame was used for 5 video letters that ninth graders made in this iteration. A. Paragraph and Interview Writing frame used for four of the six video letters produced in this iteration.
Peer Supported	<ul style="list-style-type: none"> • Peer Collaboration 	1. Letters to Next President site 2. EL Village 3. iMovie	1. Students self selected groups.	Students continued to self- select groups. No evidence.
Interest Powered	<ul style="list-style-type: none"> • Subject is personally interesting or relevant to the life of the student outside of classroom 	1. Letters to Next President site 2. EL Village 3. iMovie	1. Students free to choose topic they wanted to pursue. 2. Students could choose either a video letter with interview or poetry video letter.	No changes from first iteration. Students still able to choose from list of topics. All students who completed a second video chose to stay on the same topic.
Openly Networked	<ul style="list-style-type: none"> • Audience outside of classroom responds to work via social media 	1. Letters to Next President site 2. EL Village 3. iMovie	1. Students started on a Google doc and then were to use a shared Twitter account to share outside of the classroom. 2. Researcher posted videos to Letters to Next President site.	14 anonymous interactions on shared Google doc. Not one Tweet. Ninth graders completed six video letters and posted to Letters site. 12th graders completed six video letters and posted to Letters site.

Discussion. The second iteration ran in the first week of November. The students were working on a time crunch because the presidential election would take place on November 8, and it appeared that the Letters to the Next President site would be closed to uploading any more videos. Although this was not in fact the case, there were indicators on the site that it would be. The production-centered environment was similar to the first iteration. Students were still recording, narrating, taking pictures, and finding images, but the writing task grew in complexity. Students had either to conduct a short interview and write a script using that interview or write a poem. Although the interview and script were scaffolded for LTELs, the poem was not. Students were given an example of a completed script and interview and also of the completed worksheet for the poem. The interview component was given as a homework assignment on Halloween Monday. The majority of the students in the class did not have the assignment completed the next day. The alternate to the interview was to write the poem. Although the students were given an example, writing the poem was a more complex, time-consuming task. Students were given maybe an hour and a half of class time to complete their iMovie, which was insufficient. Another change in the second iteration was the openly networked activity. Instead of simply choosing a video on the Letters to the Next President site on a topic that interested them and then tweet about it using the shared Twitter handle, students were asked to comment on the videos via a Google doc and then tweet about it. No one tweeted because the activity was cut short due to a few of the students were being disrespectful on the shared Google doc.

Results and Discussion across Iterations

Before this study was conducted at Helena High School, a trial run was conducted at a nearby high school that was in the same neighborhood and district as Helena High. It also had a

similar population except for their population of LTELs. One class dropped out of the study because the teacher that had agreed to be part of the project moved to another school. The other class remained with the project, but it was only a class of seven with just three LTELs and four newcomers. It was evident that the researcher would have to find another school and run his study again. Unlike many dissertations, this one had a deadline. After the election on November 8, it appeared that the Letters to the Next President site would be closed to newly uploaded videos though it was not the case.

The researcher found a new school with plenty of LTELs in an English class mostly designed for them. Two teachers agreed to have the study take place in their classrooms. Each iteration of the study ran for four days. Due to a lack of technology devices at the school, the researcher brought in iPads and Chromebooks so the students could use them for the study.

Changes across iterations: The two major changes from the first iteration to the second iteration were the changing of the openly networked activity (Compare Appendix H with Appendix L) and the longer paragraph frame that included the interview (Compare Appendix I with Appendix N). The goal of the openly networked activity was for students to create dialogue with each other across the classrooms using a shared Twitter account. While students in each class tweeted about forty times, there was no dialogue created across the classrooms. In the second iteration, an anonymous Google doc (Appendix L) was designed that had students examine videos that either the ninth graders or the seniors created in the first iteration. They were to choose videos that interested them, but this time it was their classmates that had done the work. Again they used a sentence frame “I liked your video because _____.
One thing I would (change/add) is _____. I have a question about _____.” An example of one entry that was recorded “I liked this video because it

talks about how discrimination is affecting our society. One thing I would change is correcting some of the spelling in your video. I don't have any questions.” Although there were more than 80 tweets in the first iteration, no interaction was achieved; they were all simply one-way communications. There was more interaction in the second iteration on the Google doc than in the first iteration on Twitter and some dialogue was achieved. The other major change was that the second frame included an interview (See Table 12). The interview was added to add complexity to the paragraph frame the students completed in the first iteration. Students conducted a brief interview and then added it to their paragraph frame and compared the opinion of the person they interviewed with their own. Only 12 videos were completed in the second iteration as opposed to 21 in the first iteration.

Table 12

Paragraph Frame Comparison

First Iteration Frame	Second Iteration Frame
<p>Dear Next President, I am a high school student from California. From my perspective, one of the most important issues in the next presidential election is _____. This issue affects my community because _____.</p> <p>(See completed frames in Appendices P and Q).</p>	<p>Dear Next President, I am a high school student from Northern California. From my perspective, one of the most important issues in the next presidential election is _____ because _____.</p> <p>_____ This issue affects my community because _____.</p> <p>_____ I asked (teacher, mother, father, uncle, grandmother) and they said (include a quote from interview) _____.</p> <p>_____ When I asked them what was a possible solution to this problem, they said (include a quote from interview) _____.</p> <p>_____ My perspective on this issue is (similar, different from) [interviewee's name] _____.</p> <p>_____ because _____.</p> <p>_____ I hope the new president will solve this issue in 2017. (See completed frames in Appendices R and S).</p>

Shared purpose. All video letters created were posted to the Letters to the Next President site. There was a link on the Google Classroom (English Learner village) that invited students to see all the videos that their peers had made for this project. Three sites were used for this study that sought to give a shared purpose to the two classrooms participating in the study:

Letters to the Next President, Google Classroom, and Twitter. Student classroom interactions while working on their video letters also added to the shared purpose principle.

Production-centered. There were more video letters created in the first round than the second. Students appeared to need more time to complete the second round. All completed videos were posted to the Letters to the Next President site.

Openly networked. Although many interactions were sent out via Twitter and the Letters to the Next President site, no dialogue was created. Only 14 comments were made in the second iteration. Dialogue was attempted in the second round by having students comment on others' videos in a shared Google doc, this openly networked activity never made it onto the English Learner video Twitter handle because of some inappropriate behavior online during the activity.

Academically oriented. Few video letters were created in the first round, and even fewer were created in the second round when the writing was more complex. For the students who did complete the video, they used the paragraph frames for both implementations. This project could have benefitted from group work, group editing, and sharing in small groups across skill levels.

Peer supported. Students did support themselves through the process of writing and making the video letter. A new component to this project that could have solidified this peer supported principle would be the addition of a writing group (See Table 7).

Interest driven. The topics students chose about across both rounds of implementation were cost of college, immigration, discrimination, Black Lives Matter, and the environment. These were topics that were connected to their real lives (See Table 7).

Table 13

Data Analysis Table: Final Outcome

Connected Learning Theoretical Framework	Analysis Implementation #1	Analysis Implementation #2	Key Findings
Openly Networked	<p>A. Students selected videos on topics of their choosing on the Letters to the Next President site and shared their commentary out via shared English Learner Village Twitter account.</p> <p>Ninth graders completed eight video letters and posted them to Letters to Next President site.</p> <p>Seniors created thirteen video letters and posted them to Letters to Next President site.</p> <p>R. Create a Google doc that has all the videos created in the first implementation linked so peers can comment</p>	<p>A. Created a doc that had all Letters to Next president video letters from first implementation linked so peers could comment. 14 anonymous interactions on this shared Google doc but no Tweets.</p> <p>Ninth graders completed six video letters and posted them to Letters site</p> <p>12th graders completed 6 video letters and posted them to Letters site</p>	<p>While many interactions were sent out via Twitter and the Letters to the Next President site, there was no dialogue created between the two classes. Dialogue was attempted in the second round by having students comment on other's videos in a shared Google doc.</p>
Shared Purpose	<p>A. Students examined writing and videos on Letters2nextpresident.org to get an idea of what they were interested in. 9th graders tweeted their agreement or disagreement with the letter on Twitter 41 times. 12th graders tweeted their agreement and disagreement 40 times.</p> <p>A. Posted all 21 videos to Letters site.</p> <p>R. Continue to post all videos to Letters Site.</p> <p>R. Create a document where students can see each other's videos.</p>	<p>A. There were no tweets from either group.</p> <p>A. Shared Google doc 14 anonymous interactions.</p> <p>A. Posted all 14 video letters to Letters Site</p> <p>A. Of the ninth graders, 22 of 28 students accessed the handout for writing their script via Google Classroom.</p> <p>A. Of the 12th graders, 25 of the 27 accessed the handout for writing their script via Google Classroom</p>	<p>Three sites used to develop shared purpose: Letters to Next President and EL Village (Google Classroom, Twitter).</p>
Production-centered	<p>A. 21 videos created on iMovie using sentence frame. Ninth graders produced 8 videos. Seniors produced 13 videos.</p> <p>A. 21 videos posted to letter2nextpresident.org site.</p> <p>A. No mentor video given to students.</p> <p>R. Students will learn advanced iMovie features.</p> <p>R. Students will add an interview from a community member to their script and make another movie about either the same topic or another of their choosing or choose to write a poem instead.</p> <p>R. Mentor video for interview addition and poetry addition made available to students.</p>	<p>A- Six ninth graders produced a video letter in this iteration. Five chose the interview and script, the other chose the poem.</p> <p>A. Six seniors produced a video letter in this iteration. Four chose the interview and script. Two chose the poem.</p>	<p>There were more video letters created in the first round than the second. Students appeared to need more time to complete the second round. All completed videos were posted to the Letters to the Next President site.</p>

(continued)

Connected Learning Theoretical Framework	Analysis Implementation #1	Analysis Implementation #2	Key Findings
Academically Oriented	<p>A. Paragraph frame used in all 21 videos created.</p> <p>A. New vocabulary barely used.</p> <p>A. 3 Talk Moves and 8 Goals language scaffolds shared with students to use on Twitter (openly networked activity.) Ninth graders tweeted 41 times, only 20 used sentence frame provided. 12th graders tweeted 40 times, 32 of the 12th grade tweets used sentence frames.</p> <p>A. Mentor Text not given to students.</p> <p>R. Extend the paragraph frame and add an interview component to next video letter.</p> <p>R. Students to be given a mentor text for interview.</p> <p>R. Students to be given a mentor text for poem.</p>	<p>A. Paragraph frame including interview was used for five of the six video letters that ninth graders made in this iteration. One of the six chose to create the poem.</p> <p>A. Paragraph frame including Interview used for four of the six video letters produced in this iteration.</p>	<p>Not very many video letters created in the first round. Even less in the second round when writing was more complex. This project could have benefitted from group work, group editing and sharing in small groups across skill levels.</p>
Peer Supported	<p>A. Strong students selected to work with strong students. Less motivated students chose to stay in the classroom with teacher.</p> <p>R. Students self select groups again.</p>	<p>A. Students continued to self-select groups. No evidence.</p>	<p>A. Had time allowed a group component could have been added.</p>
Interest Powered	<p>A. Students selected topics on Letters site.</p> <p>A. Students investigated videos based on their preference.</p> <p>A. Students chose their own topic.</p> <p>R. Students choose to create video on same topic as before or change to a new topic.</p> <p>R. Students have the choice of writing a poem or using a paragraph frame with an embedded interview.</p>	<p>A. No changes from first iteration. Students still able to choose from list of topics. All students who completed a second video chose to stay on the same topic.</p> <p>A. Students investigated videos based on topics chosen.</p>	<p>A. The topics students chose about across both rounds of implementation were cost of college, immigration, discrimination, Black Lives Matter, and the environment.</p>

Letters study conjecture map. In order to visualize this study from beginning to end, a conjecture map was designed (see Figure 6). Again, the conjecture map was made up of three conjectures: high level conjecture, design conjecture and the theoretical conjecture. The high level conjecture is the paraphrased statement of the research question: This study sought to provide scaffolds for LTELs in a sheltered English class so they could build a video letter to

share across mediums. The design conjecture included the embodiment and mediating processes and the theoretical conjecture included the mediating processes and the outcomes.

At the outset of the study, specific digital tools and handouts were mentioned in the embodiment component of the design conjecture. In the study all the tools mentioned were used at least once. There were changes in the sentence and paragraph frames provided in the second iteration. The mediating processes is a component of both the design conjecture and the theoretical conjecture. The mediating processes includes observable interaction and participant artifacts. The key artifact collected was the video letter created in iMovie and posted to the Letters to the Next President site. All of the scaffolds went into creating that video letter. A majority of the seniors in the first iteration chose to write their paragraph within the Letters site, which was unexpected. When this conjecture map was first written for this study, the idea was to simply collect artifacts and not observable interactions. This chapter contains observable teacher to researcher interactions and also researcher to student interactions. The last component of the theoretical conjecture is the outcomes. There were two outcomes on this conjecture map: (a) students produce a video letter to the next president using the language scaffolds provided, and (b) students share their media creation with students from across the United States. While the outcomes were not a total success, 21 video letters in the first iteration and 12 in the second iteration, there was a palpable excitement in the classroom when the study began. This project needed to be nurtured across a few weeks in order to build a clear strategy for how to incorporate the CL model with EL scaffolds.

Teacher Interviews

On December 7, 2016, the researcher interviewed both teachers in a joint interview session. This was a semi-structured interview and took approximately an hour. The interview

was then transcribed. The discussion consisted of the CL design principles and learning principles as well as the overarching idea of CL.

Shared purpose. Both teachers discussed the idea of moving a group of students along at the same pace so as one group is not left too far behind. The ninth grade LTELs at this school often feel a sense of isolation because they are frequently working behind their contemporaries. It is a benefit when they are all on the same page and working together toward a completed project. The senior teacher shared that if his sheltered English students are vulnerable to falling a few steps behind, he takes as much time as possible to get everyone on the same page.

Production-centered. Both the senior class and the freshmen class worked on at least one powerful unit that was production-centered. Seniors created their own graphic novels based on their commonalities with the immigrant experience from the graphic novel *Persepolis* by Marjane Satrapi. The ninth grade teacher also created a unit that examined hate culture in this country. The end result was an essay built step by step during class time. While teachers at this school are building powerful lessons for their students, the lack of technology at the school tends to hold them back. During a week near the end of the Spring semester, the ninth grade teacher was able to secure a computer cart for one day. There were only 28 laptops for his class of 36 students, and in that cart only seven actually worked.

While the study had its shortcomings, production-centered learning for ELs is a beneficial strategy. Students loved having the technology in their hands for this project. The tactile piece of holding the technology, recording, and building the movie would lead to deeper engagement. Honing this multimedia voice was very empowering.

Openly networked. In an openly networked classroom or activity, students are able to see work being done in another learning space and can comment on it. However, it is not a

common practice in classrooms. Because this study had students share across classrooms, there seemed to be a sense of extra motivation but also apprehension about having work displayed in the classroom as well as across a national network. A lack of self-esteem and confidence plays a big role in students not wanting to share their work.

Academically oriented. LTEL students may be placed in a sheltered English class for a variety of reasons, as LTELs have problems that are not just linguistic. Many students in this study's ninth grade LTEL class have been labeled as truant and also have poor grades. The ninth grade teacher also reported that apathy is a big problem in her class. According to the ninth grade teacher, being an LTEL affects students' emotions, self-esteem, and confidence. Teaching an LTEL student presents unique challenges as well. Conversational English does not seem to be a problem for these students. Instead, the problem seems to lie in their writing, their academic English, and their completion of homework.

These problems in confidence and self-esteem manifested themselves in the study. Both iterations of the study ran for 4 days. The first iteration was much more successful than the second. In the second iteration a simple homework assignment was given, which many students in both classes did not complete. Those who did were able to take the next steps in the project that included leaving the room to record images. The students who did not do the assignment became visibly frustrated, angry, and then apathetic. The project had to be attainable. Some did not do have their homework, others couldn't find their iPads, still others were absent. The study would have been much more successful if it had gone at a slower pace to make sure that each student was following along. Additionally, sentence and paragraph frames work better if direct instruction accompanies it.

Peer supported. This project was an individual project, but still it saw a good amount of peers supporting each other. Students invited other students to help them film and narrate. Students did want other students to see what they had done. There was a good deal of collaboration. Students who were far ahead helped students who were behind by showing them the steps to take on an iPad. However, there should have been an opportunity for students to share their projects in small groups before presenting to the larger group.

Interest powered. Both teachers work to bring real life connections to their classrooms. One project for the seniors at the beginning of the Fall involved students designing a graphic novel based on their immigrant experience modeled after *Persepolis*, a graphic novel that follows the path of a middle eastern immigrant coming to the United States. In the ninth grade class, the teacher followed the Letters to the Next President study with a unit on hate culture that examined xenophobia, Islamophobia, immigrant bashing, and violence against women. After they examined each topic, students were given the option to choose a topic on which to write a final essay. This choice translated to buy-in to the project for the ninth graders.

Similar to the ninth grade project, the Letters study also gave students choice of topics on which to create their movies. The real life connection was important to students. Many of the seniors were dealing with how they were going to pay for college or struggles with violence in the neighborhood or immigration issues, so it was beneficial to have them make a video about something they were experiencing.

CL Theoretical Framework. With its three design principles and three learning principles, CL would work well as a system within a class. Systems should be set up at the beginning of the year and students should be given as much time as possible to understand the

systems and work within them. Blending the use of technology, EL scaffolds, and CL is an idea that can offer literacy benefits to LTEL students.

Addressing the Research Question

Although the theory of CL had its start in afterschool programs, it holds promise for a system within a LTEL classroom. Because of the time constraints of this project, the real benefit of the CL theoretical framework with EL scaffolds and media making outcomes was not evident. As a yearlong experience in a classroom where students are creating and developing media pieces and showcasing their work to outside audiences, then this framework with its three learning and three design principles would be very beneficial to LTELs (See Teacher Interviews, page 108).

Key Findings

Academic language scaffolds are a common practice when teaching LTELs and can be found in most classrooms serving LTELs in California (Olsen, 2012, 2014). It is not a new practice. The CL theoretical framework seeks to build meaning into the work that these students are creating. It was born in afterschool programs and a key to incorporating this theoretical framework is that the draw is student interest. One of the six CL principles is interest driven. If a child is interested in a subject—whether it be writing, media making or game design—then they are more likely to participate and learn. In the LTEL classrooms in this study, this interest driven principle was defined as choice of issue. Students were free to choose whether they wanted to discuss immigration, the cost of college, discrimination or any other issue. But what happens if a student doesn't care about the issues surrounding their community, then one of the key principles of CL is missing. While teachers in classrooms do not always have the luxury of basing their lessons on student interest, one way to invite in the expertise in a student's home is by letting the

students choose the topic or issue they want to examine. By drawing from the expertise found in student's homes, the interest-powered CL principle can help teachers touch on the concept of funds of knowledge (Moll & Del Rio, 2007).

In the LTEL classrooms in this study, the CL theoretical framework added into this LTEL context media making and sharing across platforms, plus the choice of issue selection. This worked 21 times in the first iteration and in the second only 14 times. Students used the academic language scaffolds, learned how to use the technology, produced media with these scaffolds, with help posted media to a national platform shared by many other students throughout the United States. More students completed the process in the first iteration. The first iteration was a low barrier to entry into the media production component. The paragraph frame was easy to complete. If a teacher is to do this media creation with their class, it is probably best to start off simple and invite in high interest topics. Once students are adept at the media making tools, the writing can grow in complexity. The second iteration of this study was more complex. Students were asked to interview someone and then compare their stance on the issue with the person they interviewed. Fewer students completed this second iteration.

By adding the CL framework to two LTEL classrooms, this study sought to create a place where language is helping students make connections, create meaning, and build community (Ito et al., 2015; Mercuri et al., 2002). Did this work? Take two examples from the first iteration. The first example is one student writing about Black Lives Matter. His slow, purposeful reading and the selection of the photos for his video letter examined the hurt that his community is feeling (see Appendix Q, Letter 12K). In the second letter, another student chose to articulate why the government should pay for schooling. This student took the paragraph frame as a launching off point. He made a compelling argument that described how a tuition free university system would

serve our democracy (Appendix Q, Letter 12E). Each of those students made connections to their communities. Bringing in issues for students to discuss that they care about helps to bring meaning to the curriculum. If an LTEL teacher uses the ideas in this study to build projects in their classrooms, this approach to media making and sharing will help build their community across classrooms. More opportunities for LTEL students to develop media using academic language scaffolds should be created and studied.

Steps to Replicate this Study

The academic language component of this study was modeled after Kate Kinsella's English 3D (Kinsella, 2011). In that work, the author introduces vocabulary and then students make a claim about an issue. This process can open up debate and dialogue in the classroom. If adding in the openly networked principle of the CL framework then it should open up debate and dialogue across classrooms as well. For this study, the issues came from the national presidential election held in 2016. One national online platform dedicated to the presidential election was used. One way to invite in the interests of the community is for students to generate the issues that are most important to them to examine. For an LTEL teacher to replicate the writing conducted in this study, the tables below present the specific writing frame, an example letter that used the writing frame and also a generic frame that can be used for other assignments that invites students to write about issues that affect them (See Table 14). While Table 14 is simply a paragraph frame with a claim and a reason to back that claim, Table 15 shows the interview frame scaffolds and also the paragraph frame that includes the interview frame. In the generic frame in Table 15, a teacher might find that it will help them invite community expertise into the classroom.

Table 14

First Iteration Frame

Paragraph used in first iteration frame	Example Letter	Possible Generic Frame
Dear Next President, I am a high school student from California. From my perspective , one of the most important issues in the next presidential election is _____. This issue affects my community because _____.	Dear Next President, I am a high school student from California. From my perspective, one of the most important issues in the next presidential election is <i>immigration</i> . This issue affects my community because <i>there are immigrant that could not come and not get the opportunity that they wanted because are limiting the amount of immigrants to come to the US.</i>	From my perspective one of the most important issues is _____. This issue affects my community because _____.

Table 15

Second Iteration Frame Plus Interview

Interview Frame	Paragraph Frame
Hi. My name is _____. In my class we are making a short movie about the issues in the 2016 Presidential election. The issue I chose to make my movie about is _____. May I ask you a few questions about this issue? Since this will be made into a movie, may I film or record your response? Interviewee's name: _____ Relation to you: _____ How do you think the issue of _____ affects our community? _____ What do you think is one possible solution to this problem? _____ Thank you very much for taking the time to answer my questions.	Dear Next President, I am a high school student from Northern California. From my perspective , one of the most important issues in the next presidential election is _____ because _____. This issue affects my community because _____. I asked (teacher, mother, father, uncle, grandmother) and they said (include a quote from interview) _____. When I asked them what was a possible solution to this problem, they said (include a quote from interview) _____. My perspective on this issue is (similar, different from) [interviewee's name] _____ because _____. I hope the new president will solve this issue in 2017.
Example Frame	Possible Generic Frame
Dear Next President, I am a high school student from Northern California. From my perspective one of the most important issues in the next presidential election is college tuition because many people are not able to go to college. This issue affects my community because the high cost of college is one of the biggest challenges for most high school students when they apply for college. I asked my classmate and he said lots of low income families have a difficulty to pay for college. When I asked what was a possible solution to this problem, he said they should have more opportunities to apply for scholarships and financial aid that can help cover the payment. My perspective on this issue is similar to my classmates because I have faced the same situation when I started applying for college. I hope the new president will solve this issue in 2017.	Dear, I am a student from _____. From my perspective , one of the most important issues facing our community is _____ because _____. This issue affects my community because _____. I asked (teacher, mother, father, uncle, grandmother) and they said (include a quote from interview) _____. When I asked them what was a possible solution to this problem, they said (include a quote from interview) _____. My perspective on this issue is (similar, different from) [interviewee's name] _____ because _____.

Once the writing is done and edited, students take the next steps to develop their multimedia piece. In the case of this study, students produced an iMovie. They were then asked to post it onto the Letters site.

Chapter 5: Conclusion and Implications

This study examined one research question: How does the CL theoretical framework support LTELs' instruction in an academic literacy classroom? With this study, students did successfully join several digital spaces: Google Classroom, Letters to the Next President site, and shared a Twitter account. They used a shared Twitter handle to interact with the Letters site. Both ninth and 12th graders produced video letters to the next president using a paragraph frame developed for this study. Twenty-one video letters were uploaded to the Letters site in the first iteration. The writing grew in complexity in the second iteration; students were asked to conduct an interview or write a poem. Students only produced 14 video letters in this second iteration. The topics chosen by the students in both iterations were college cost, immigration, discrimination, environment, and abortion. While loading completed video letters to the Letters site was a form of being openly networked, another part of this study that was openly networked was that students attempted to create dialogue via the shared Twitter account. In the first iteration, students tweeted 80 responses. They were commenting on submissions already uploaded to the Letters to the Next President site. These responses were academically oriented because they used specific sentence frames. This openly networked activity fell short in the second iteration. Students were also given a sentence frame for this activity, but their commentary with sentence frames never made it to Twitter.

California's LTEL community is large. According to the California Department of Education there were over 1.3 million ELs enrolled in California public schools in 2015-2016. Fifty nine percent or over 800,000 of the English Learners in California are LTELs (CDE, 2017). This DBR study sought to examine how the CL theoretical framework could support these students in a classroom setting, but it fell short in many ways. This is a population that is aware

of their standing in their school. They know they are in sheltered English classes and that they have not been able to redesignate to mainstream English classes because of their scores on the CELDT. They get frustrated and angry easily which leads to apathy. This tendency was evident in this study when some students started pulling ahead of others. The ones that hadn't completed their work became frustrated and stopped working. Being an LTEL seems to be more than just a linguistic problem, as LTELs have different needs than students who are just beginning to learn the language (Menken & Kleyn, 2009). LTELs have specific academic and linguistic needs. There is a need to motivate and engage them (Olsen, 2012). At times, this study did that. Other times this study frustrated them because they found the work unattainable and so they dropped out.

Three digital spaces were used in this study: Letters to the Next President site, Google Classroom, and Twitter. Students also learned how to use iMovie on the iPad. Given the short time frame of the project, it would have made more sense to simply use one or two digital spaces. All presentations and handouts for the study were available via Google Classroom, and students were also able to access the presentations via shortened URLs available in the daily presentation. This school did not have enough devices to be used on a daily basis. Instead, the researcher brought in the devices from the district office.

Since this study examined possible practices for LTELs in a classroom setting, the literature review had to concentrate on curricula and programs that held some similarity with successful pedagogy for all language learners and the commonalities that these whole school programs or lesson development strategies had with CL. Research around CL is new; the addition of the digital landscape is also new. The curriculum that this study was modeled after was Kate Kinsella's (2011) English 3D curriculum. The three Ds are discuss, describe, and

debate. This is one of the few curricula designed specifically for LTEs. It has a heavy concentration on vocabulary development, sentence and paragraph frames and public speaking. Similarly the Writing Reform Institute for Teaching Excellence (WRITE) has created a curriculum that is designed to teach struggling ELs. It also uses sentence and paragraph frames to help instruct this population. These strategies alone do not work in bringing meaning and context to learning. Yes, the instruction should be clear and even paced or students will not do it, but it also has to have meaning or mean something to the lives of these adolescents.

Since the CL theoretical framework draws on sociocultural theories of learning, it shares similarities with other pedagogical frameworks. One learning principle of CL is that it should be academically oriented. For this study that was defined as sentence or paragraph frames and vocabulary development, but the design of the learning environment doesn't stop there. CL shares the idea of bringing in to the learning environment the real world with two classroom systems Freeman and Freeman's (1998) Principles of Success and Paulo Freire's (2005) Problem Posing. This idea of creating meaning in a classroom falls under the design principle of shared purpose and the learning principle of interest driven, but it also falls under two of the Principles of Success. These state that lessons should have meaning and purpose and be learner-centered. This study attempted to tap student interest and be learner centered by having students choose their topic from a list of topics affecting students and their families. Freire's Problem Posing starts with a code that can be a song, story or picture representing a problem in the community. This study began with a code. It was a digital story about a high school girl whose mother had been deported. This code also touches on the CL principle of shared purpose and on another Principle of Success, learning goes from whole to part (Freeman et al., 1998).

As mentioned in the literature review the steps taken to build and expand CL started with the MacArthur Foundation creating digital media grants in afterschool settings in 2005. After eight years of research in afterschool programs, community centers, homes and schools, Mizuko Ito (2013) and her colleagues introduced the CL theoretical framework. This framework sought to advance a new approach to learning and the design of learning environments, bridging afterschool learning with classroom learning. It is also an approach to educational reform that seeks to pay special attention to marginalized populations. This study sought to include one marginalized population, LTELs, in a setting that was not at an afterschool program or a community center.

One key component of the CL learning environment is that it is production-centered. Students are challenged to become producers of media rather than simply consumers. They are also challenged to share the work they create so that it builds a dialogue with an audience. Ito (2016) states that while teaching students to produce media with today's digital tools is not difficult, the comfort and confidence with sharing to an audience and building dialogue is much more difficult. When it came time to share in this study, students were hesitant.

Several of the studies cited in the literature review concentrated on one design or learning principle of the CL model (Filipiak et al., 2014; Garcia et al., 2014, 2015; Honeyford, 2014; Hunt et al., 2014; Lee et al., 2014; Mirra et al., 2014; O'Donnell-Allen et al., 2014). The time frames for these projects discussed in the literature review were much longer: a 6-week unit, a semester, or a yearlong project. In contrast, this study attempted to examine each design and learning principle of the CL theoretical framework with two implementations of 4 days each. This was not a sufficient amount of time to examine all dimensions of the CL theoretical framework. In the teacher interviews, the ninth grade teacher said that as a system in a class, the

CL framework would work well and that she would take as much time necessary to introduce it into her class, but that the four days of each implementation in the study were insufficient, making it almost impossible to see the benefits of a CL environment.

Implications

One implication for the LTEL educator who decides to add pieces of this study to his/her instruction and instructional practices is that the CL theoretical framework—with its three design principles of shared purpose, production-centered, and openly networked, and three learning principles of academically oriented, peer supported, and interest driven—can help drive the instruction and learning of the class. LTEL teachers already use sentence frames, paragraph frames, and vocabulary development to achieve their classroom goals in their sheltered English classes, and specific curriculum has been built in this fashion. Indeed, this project borrowed the structure of the interview and script from Kinsella's (2011) English 3D curriculum, but that curriculum stopped with the writing. In order to enter into the arena of CL there should be some sharing across classrooms, building authentic audiences, and media production. Perhaps developing projects like this that raise LTELs' academic digital persona can begin to make this invisible population more visible.

Recommendations

This dissertation was developed for a project in a classroom with LTELs creating a short piece of writing and then adding a media production component to it. The other part that was examined was joining a larger digital community. Two classes at the same school embarked on the project and both classes were asked to first join a wider community that included students from across the United States and a Google classroom that simply included both classes. The Twitter responses with sentence frames in the first iteration did work and should have been built

upon to create dialogue about the work the students were creating. The paragraph frames also worked. More time was needed to develop the media.

Listed below are tips for educators interested in adding the CL theoretical framework to their classrooms or schools. These ideas can be used across disciplines. These tips are specifically aimed at a teacher or researcher who is building a learning environment that includes CL for LTELs.

- Have students write several pieces using new vocabulary and sentence frames for their non-fiction units.
- Create a digital space for students to share: Google Classroom, Twitter and Letters to the Next President were used for this study but there are others.
- Have students create a visual related to each writing assignment. This can be digital or on paper.
- Students can share these pictures digitally with classmates via the digital space.
- Classmates practice responding to pictures using new vocabulary and sentence frames.
- Students begin recording their responses and posting them to the digital space.
- Students choose one writing assignment to turn into a digital story/letter.
- Teacher creates writing groups that turn into media making and critiquing groups.
- Students help each other craft their recorded responses to the photography.
- Teachers learn movie making tools: iMovie or WeVideo.
- Students ask questions of each other to spark dialogue about the subject of the media.
- Have students reflect on their new identity as media constructor.
- Find like-minded teachers at your school with which to share media.

- Help train other adults, paraprofessionals or volunteers, in how to use the media so that they can assist in the classroom.
- Post work to public platform, like Letters to Next President.
- Have students become active community members of those spaces, like Letters to the Next President, and post to them weekly as a classroom exercise. This could be a picture taken or found about their topic or simply a sentence frame reflection.
- Hold a showcase at the end of the semester that celebrates this work.
- Have a digital space for students to respond to the work being showcased.

The following are some pitfalls to avoid:

- It is unclear how this problem of uploading videos to the Letters site could have been avoided, but it was a pitfall. In this district, students had a Google suite account which comes with a limited YouTube account. Limited because the upload video feature is disabled. Students created their videos on iMovie with an iPad and when they were done, I airplayed them to my computer and uploaded them to my teacher YouTube account. Only then could I upload them to the Letters to the Next President site. The problem with this is that then students did not get the experience of uploading the video to this platform. The goal for these types of platforms to work is as many student interactions as possible with the site, in this case the Letters to the Next President site. Students grow more accustomed to the platform when they are asked to interact with it on a consistent basis.
- Don't have too many digital spaces, two maximum.
- Don't publish the work until it is ready.

- When asking students to interview someone make sure there is a fallback plan for those that do not find someone to interview.
- Difficult to generate dialogue on Twitter when you are using one generic account for 60 students.
- Don't use anonymous Google docs for students to interact.
- Do not use your own email. Create an email for your classroom. If you decide to create a Twitter, Instagram or Facebook account, use the classroom email you created.

Final Version of Teaching Strategy/Towards Building a Connected Learning Environment with Academic Language Scaffolds

How does this study transfer into other LTEL classrooms? Vocabulary building, sentence and paragraph frames are consistently used in the LTEL classroom. Within an LTEL classroom the students are introduced to the topics, projects, vocabulary, sentence and paragraph frames and where the sharing of their work can be made possible. A CL environment can start in the physical space of the classroom. The media projects that a teacher has students create are simply an extension of the work done in the physical space of the classroom.

For a teacher hoping to integrate the CL theoretical framework and its three design and learning principles into their practice or their learning environment the figure below illustrates the kind of work that needs to be done in creating these environments. The classroom is where it begins. The tools and scaffolds are practiced within the walls of the classroom. The addition of digital spaces like Google Classroom extends those walls. Media creation tools, in this study iMovie, are essentially digital spaces to practice those sentence and paragraph frames. A teacher can certainly publish to Google Classroom and have peers in the classroom comment in that

space. One can even extend the audience to include parents and other teachers. This can be the classroom's publishing space. To open to a wider audience a teacher needs to sign up their class to special web sites that are geared for student multimedia publication and sharing. The Letters to the Next President Project was a collaboration between the National Writing Project and KQED. KQED is the northern California affiliate of the Public Broadcasting Service (PBS). These organizations build sites that are safe spaces for students to share because the teacher is vetted first and then controls what is published to the site. The Letters project was a controlled publishing space. Once a teacher has been vetted, they can have their students sign up. In the case of this study, the researcher was vetted by his district email address and then also vetted with his university email address. Before the students publish anything on this site, the teacher gets to review the work they want published to ensure that the format and guidelines are followed. Once the work is published students have a wider audience of many students across many different classrooms. On the Letters site, students could tweet or post one of the Letters to Twitter or Facebook (See Figure 9), but this becomes harder to control. There are many other options for posting to the general public. For this study we had a generic Twitter account for everyone to use, but that is risky because anyone can change the password. Other options include for students to post to their Facebook, Instagram, Tumblr, or Snapchat accounts.

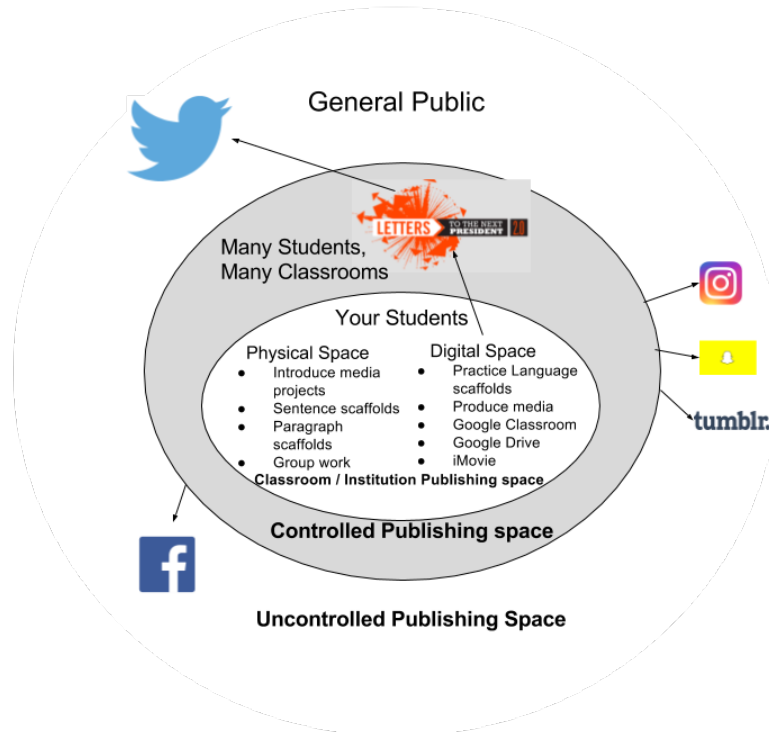


Figure 9. Toward a connected learning environment.

If a teacher follows the steps listed in Table 16, they could easily adapt the building of a CL environment into their classroom. Start the project with a code that illustrates something from the lives of students. This can be a picture, song or movie clip. The first sentence frame used in this study came from the *3 Goals, 8 Talk Moves* document (Appendix G). This document contains several sentence frames that can be used to enhance academic discussions. Each frame can be adapted for the specific area of study. Following the introduction of the sentence frames and code, students should be introduced to the digital spaces that the classroom will use early in the project or semester. Teachers should have students visit these spaces often. The paragraph frames and interview frames are to be used as guides for developing scripts for media that they will create. After a teacher has taken all of these steps, it is time to produce media. For this project students used iMovie on the iPad. The basics of iMovie can be learned in a class period. After that students and teachers can discover other tricks to developing their media. Once

students have created a rough draft of their media production, students should vet their work with each other, make changes and post the media so the world can see, at least in a controlled publishing space. Table 16 presents an outline for teachers to use as they build a CL environment in their own classroom.

Table 16

Building a Connected Learning Environment

-
- Introduce Project/Topic – Begin with a film or picture.
 - Introduce sentence frames for Academic Discussion (see Appendix G, 3 Goals, 8 Talk Moves).
 - Introduce one digital space (Twitter or Google Classroom).
 - Introduce sentence frame and vocabulary (see examples for this study in Appendices A, F).
 - Introduce Conducting Interview frame (see example: Appendix K).
 - Introduce paragraph frame incorporating interview (see example Appendix N).
 - Introduce another digital space (for this study Letters to Next President site.)
 - Interact with digital spaces using sentence frames and vocabulary in the hope of building dialogue across classrooms (See Appendices H, L, M).
 - Teachers Learn media production tool (iMovie on iPad for this study).
 - Have students learn media production tool (iMovie for this study).
 - Produce media using paragraph frame.
 - Share media with physical classroom.
 - When interacting with other communities via digital spaces, use sentence frames for Academic Discussion.
 - Post to shared digital space (for this study, Twitter, Shared Google Doc, Letters to the Next President site)
 - Respond to the work of others on shared space using sentence frames (see Twitter responses)
 - Reflect on work produced, dialogue created and ideas exchanged.
-

Keep in mind that the CL theoretical framework consists of three design principles and three learning principles. The following is a list of questions to ask yourself while you are setting up the CL framework for your classroom.

- Production Centered: What media development tools do you have access to? How familiar are you in using them for your classroom? Who else on staff can help? Can you collaborate with the librarian (Ito et al., 2013)?
- Openly networked: How are you sharing student created media across classrooms? What platforms are available for you to use?
- Shared purpose: How are students connecting with youth outside of their classroom in a common cause? Is group competition built in (Ito et al., 2013)?
- Academically oriented: How is it connected to your curriculum? What is the learning outcome?
- Interest driven: Capitalize on the strengths and knowledge that students already bring to the classroom. How can you build on their knowledge and strength (Moll, 2002)?
- Peer supported: How are peer groups supporting their learning? Will small writing groups be created?

Limitations

The first limitation of this study is that it did not take enough time to create a CL environment. Four days was too fast for each iteration and not enough students finished the project. Students would have benefitted from a slower pace, which would have in turn let other students catch up. This lack of time to run the study also meant that key principles of the CL theoretical framework were not fully fleshed out. An added activity could have fallen under the realm of the peer supported principle, such as a peer editing group of about three or four students. More time given to the study could have also helped with the fostering of more dialogue along the EL Village sites, Google Classroom and Twitter. A second limitation to this study is that although student artifacts were examined, conducting student interviews or having a

focus group of students discussing the project could have yielded some important or new information about how to improve this project. A third limitation is that this CL framework was born in afterschool programs and in places where students can choose the activity or genre of media making that they would like to learn. At times the different learning principles and design principles seemed forced.

Future Research

One limitation of this research was that there were not enough days to fully implement the CL theoretical framework. One possibility is for a researcher or a teacher to take the structure of this study and apply it to his/her ongoing systems and examine CL throughout the semester. Teachers would use digital tools to have students create media and then share along a media space so others can see and comment. It would be beneficial to students if a future study would build out the peer-supported portion and add group editing tasks before the media was created. There should also be a peer-supported component to critique a rough cut of the videos as well.

Another idea for future research is if a teacher on special assignment at the district level created a small cohort of LTEL instructors, and together they developed a CL curriculum with academic language scaffolds and implemented this curriculum into their classrooms. They could create dialogue between their students who are sharing a learning experience. At the end of the year, they would showcase the work at a central place in the school district and invite students, teachers, and families to celebrate this shared experience.

For teachers and not necessarily researchers, a teacher can create this system in his/her classrooms and share across periods. The media that students create can be a culminating assignment for each one of the spirals. If a teacher's district has a Google Suite memorandum,

students can post their work to a Google site or their Google classroom and then invite people to comment.

The CL research branch is growing, and there will be more sites like the Letters to the Next President available for teachers to use in their classrooms. LTEL students would be well served if their teachers embarked on projects that have them practice finding and sharing their media voices across these digital spheres. Examining how this digital landscape includes the LTEL is a question that requires further examination when researchers and teachers are attempting to forge ahead with new practices that work for this population.

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APPENDIX A

Vocabulary and Sentence Frames for First Intervention

- Influence
- Persist
- Solution
- Perspective
- Consider
- Relevant

Dear Next President,

I am a high school student from California. From my **perspective**, one of the most important issues in the next presidential election is _____ . This issue affects my community because

APPENDIX B

IRB Approval



Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: June 09, 2016

Protocol Investigator Name: Ricardo Elizalde

Protocol #: 16-03-229

Project Title: Connected Learning and Academic Language Scaffolds: Building a Transmedia Curriculum for Long Term English Learners

School: Graduate School of Education and Psychology

Dear Ricardo Elizalde:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chairperson

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives

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APPENDIX C

Principal Permission



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

September 21, 2016

Pepperdine University
Graduate and Professional Schools Institutional Review Board (GPS IRB)
6100 Center Drive – 5th Floor
Los Angeles, CA 90045

RE: Ricardo Elizalde
Connected Learning and Academic Language Scaffolds: Giving a Transmedia Voice to
Long-Term English Learners

To GPSIRB:

This letter is to convey that I/we have reviewed the proposed research study being conducted by Ricardo Elizalde intended to create and share media about the 2016 presidential election in two long term English learner classrooms at Philip and Sala Burton High School and find *Connected Learning and Academic Language Scaffolds: Giving a Transmedia Voice to Long Term English Learners* acceptable. I/we give permission for the above investigator to conduct research at this site. If you have any questions regarding site permission, please contact: Samuel Bass at bass2@sfusd.edu.

Sincerely,

Samuel Bass
Principal

APPENDIX D

Parent Assent Form

PEPPERDINE UNIVERSITY

PARENTAL CONSENT for YOUTH TO PARTICIPATE IN RESEARCH (AGES 14–17)

Connected Learning and Academic Language Scaffolds: Giving a Transmedia Voice to Long Term English Learners

Your son/daughter is invited to participate in a research study conducted by Ricardo Elizalde and Dr. Reyna Garcia Ramos at the Pepperdine University, because he/she is in a classroom of long term English Learners. His/her participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to let your son/daughter participate.

Please take as much time as you need to read the consent form. Your son/daughter can decline to participate. If you decide to let your son/daughter participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY

The purpose of the study is to examine whether adding media making and sharing opportunities for students helps to support the instruction of academic language.

STUDY PROCEDURES

If you agree to voluntarily take part in this study, your son/daughter will be asked to share your ideas about the upcoming presidential election by making a short video about an issue and then sharing that video via Google Classroom and Twitter/Tagboard. It is anticipated that the first round of this research will take approximately three class periods. The second round will follow about a week later. The changes in the second round will try to strengthen the instruction. The second round will also take approximately three class periods. Since this study is designed around media creation, participants who decline to video record their responses will not be able to participate.

If your son/daughter agrees to participate, he/she will be asked to...

- Learn new vocabulary
- Use sentence and paragraph frames to write a short script
- Learn I Movie Basics
- Choose their most important issue in the upcoming presidential election.
- Create a short movie about that issue.
- Briefly research issue
- Share movie with classmates and another class on the English Learner Village
- Tweet your movie with hashtag #2nextprez and #elvillage
- Learn about *KQED Do Now*
- Learn about *Letters to Next President* project

Since this study is designed around media creation, participants who decline to video record their scripts will not be able to participate. The study will take place in your academic literacy class. The first round of the study will take approximately three class periods. The second round will also take approximately three days.

POTENTIAL RISKS AND DISCOMFORTS

There is a mild of sadness or other emotional reactions. Your son/daughter may discontinue their participation at any time.

POTENTIAL BENEFITS

The potential benefits of this study are that teachers will see a model for how to blend Academic Literacy instruction with media making and sharing.

CONFIDENTIALITY

We will keep your son's/daughter's records for this study confidential as far as permitted by law. However, if we are required to do so by law, we will disclose confidential information about him/her. The members of the research team, and Pepperdine University Protection Program (HSPP) may access the data. The HSPP reviews and monitors research studies to protect the rights and welfare of research subjects.

Completed videos will be shared via Twitter and Tagboard. One Twitter handle shared by the entire group will help maintain confidentiality. You have the right to review/edit audio/video recordings.

Any identifiable information obtained in connection with this study will remain confidential. Their responses will be coded with a pseudonym.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. They are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or completing only the items with which your son/daughter feels comfortable.

INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Ricardo Elizalde or Dr. Reyna Garcia Ramos at reynagarcia@pepperdine.edu if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500

Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

SIGNATURE OF RESEARCH PARTICIPANT (IF PARTICIPANT IS 14 OR OLDER)

I have read the information provided above. I have been given a copy of this form.

Name of Parent/Guardian

Signature of Parent/Guardian

Date

SIGNATURE OF INVESTIGATOR

I have explained the research to the participants and answered all of his/her questions. In my judgment the participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntarily and that they may discontinue their participation in the study at any time, for any reason.

Name of Person Obtaining Consent

APPENDIX E

Student Assent Form

PEPPERDINE UNIVERSITY

INFORMATION/FACTS SHEET FOR EXEMPT RESEARCH

Connected Learning and Academic Language Scaffolds: Giving a Transmedia Voice to Long Term English Learners

You are invited to participate in a research study conducted by Ricardo Elizalde and Dr. Reyna Garcia Ramos at the Pepperdine University, because you are in a classroom of long term English Learners. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read this document. You may also decide to discuss participation with your family or friends.

PURPOSE OF THE STUDY

The purpose of the study is to examine whether adding media making and sharing opportunities for students helps to support the instruction of academic language.

PARTICIPANT INVOLVEMENT

If you agree to voluntarily take part in this study, you will be asked to share your ideas about the upcoming presidential election by making a short video about an issue and then sharing that video via google classroom and twitter/tagboard. It is anticipated that the first round of this research will take approximately three class periods. The second round will follow about a week later. The changes in the second round will try to strengthen the instruction. The second round will take approximately three class periods. Since this study is designed around media creation, participants who decline to video record their responses will not be able to participate.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights, or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating. Your relationship with your teacher will not be affected whether you participate or not in this study.

CONFIDENTIALITY

I will keep your records for this study confidential as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse.

Pepperdine’s University’s Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

Completed videos will be shared via Twitter and Tagboard. One Twitter handle shared by the entire group will help maintain confidentiality. You have the right to review/edit audio/video recordings.

Any identifiable information obtained in connection with this study will remain confidential. Your responses will be coded with a pseudonym.

INVESTIGATOR’S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Ricardo Elizalde or reynagarciamos@pepperdine.edu if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500
Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

SIGNATURE OF RESEARCH PARTICIPANT (IF PARTICIPANT IS 14 OR OLDER)

I have read the information provided above. I have been given a copy of this form.

Name of Student

Signature of Student

Date

APPENDIX F

Iteration One Day Two Vocabulary List





The EL Village Letters to the Next President Project


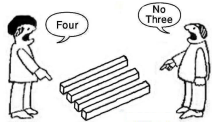

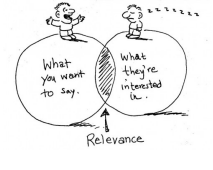
Vocabulary List

When you are interacting with your classmates begin practicing the vocabulary words below.

The goal is for some of these words to make it into your video letter to the next president. If you know some of them fantastic, learn two new ones. If you don't know any, learn and use two.

Practice and ask your teachers for other examples.

Word and part of speech	Meaning	Example	illustration
Influence (noun)	The power to have an effect on the way someone or something develops, behaves or thinks without using direct force or commands.	An older brother needs to be careful of how he influences his younger brother.	
Persist (verb)	To continue to do something even though it is difficult or likely to cause problems.	They persist in their hard life and succeed.	

Solution (noun)	A way of solving a problem or dealing with a difficult situation.	The politician knew the solution was going to cost a lot of money, so he did not agree to it.	
Perspective (noun)	A way of thinking about something, which is influenced by the kind of person you are or by your experiences.	As I get older, my perspective changes.	
Consider (verb)	To think about someone or their feelings and try to avoid upsetting or hurting them.	I always consider my family when I am making big decisions.	
Relevant (adjective)	Directly relating to the problem or subject being discussed or considered.	How Donald Trump treats people is relevant to what kind of a president he will become.	

Write your own sample sentences.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

APPENDIX G

Three Goals and Eight Talk Moves for Interacting in Meaningful Ways in All Disciplines

Goal One: Help Students Express, Expand and Clarify Their Own Thinking	Notes/Freq of Use
<p>1. Time to Think & Make a Claim / Inference</p> <ul style="list-style-type: none"> • Silent Looking Time • “What’s going on in this (picture, story, scenario...)?” • Partner Talk • Drawing/Writing as Think Time 	
<p>2. Paraphrasing (leaving room for student to agree, disagree)</p> <ul style="list-style-type: none"> • “So, are you saying ...?” “So, what you’re saying is....” • “Did I get that right?” 	
<p>3. Say More: Asking for Evidence or Reasoning</p> <ul style="list-style-type: none"> • “What do you see that makes you say that?” • “Why do you think that?” • “How did you arrive at that conclusion?” • “Can you say more about that?” • “Can you give an example?” 	
Goal Two: Help Students to Listen Carefully to One Another and Negotiate Meaning	
<p>4. Who Can Rephrase or Repeat?</p> <ul style="list-style-type: none"> • “Who can repeat what Javon just said or put it into their own words?” (After a partnertalk) • “What did your partner say?” “Tell me what your partner said.” 	
<p>5. Agree/Disagree and Why?</p> <ul style="list-style-type: none"> • “Do you agree/disagree (and why is that?)?” • “Does anyone want to respond to that idea?” 	
<p>6. Explaining What Someone Else Means</p> <ul style="list-style-type: none"> • “Who thinks they can explain why Alejandra came up with that answer?” • “Why do you think he said that?” 	
Goal Three: Help Students Deepen Their Reasoning	
<p>7. Add On?</p> <ul style="list-style-type: none"> • “What more can we find?” • “Who can add onto the idea that Jamal is building?” 	
<p>8. Challenge or Counterexample?</p> <ul style="list-style-type: none"> • “Does it always work that way?” • “How does that idea square/compare with Sonia’s example?” • “What if it had been__instead?” 	

Adapted by SFUSD from **Visual Thinking Strategies (VTS)** and from The Inquiry Project: Bridging Research & Practice Supported by

the National Science Foundation Copyright 2012, TERC. All Rights Reserved. Adapted from: Chapin, S. O'Connor, C., & Anderson, N., (2009). *Classroom Discussions: Using Math Talk to Help Students Learn, Grades 1-6. Sausalito, CA: Math Solutions Publication*

APPENDIX H

Iteration One Day Two: Openly Networked Activity



Hi Students,

Today we will use Twitter to comment on other people's videos in the Letters site. You will be given a handout called the *3 Goals and 8 Talk Moves*, please use that to help write your comments plus try to use a vocabulary word. **Remember when interacting online to be safe, legal and ethical.**

The three issues I will investigate are _____, _____, and _____.

Step One - Go to letters2president.org

Note: You do not have to register or login for this exercise.

Step Two - select a letter, read, or view one.

Step Three - Comment using our generic twitter account account - **@SFELvillage**, Password: **village1** - #SFELvillage. Use the *3 Goals and 8 Talk Moves* handout to write your comment. Make it short, you only have 140 characters.

If you like, use this space to draft your comment:

Step Four - Comment on at least two more.

Step Five: After browsing the letters site, I will make my short video on this issue:

APPENDIX I

Iteration One Day Two First Frame



The EL Village Letters to the Next President Project

Complete the frame below. The completed frame becomes your script for your iMovie project. In your letter, try to use two of the words from the vocabulary list below.

Dear Next President,

*I am a high school student from California. From my **perspective**, one of the most important issues in the next presidential election is _____ . This issue affects my community because*

Sincerely,

APPENDIX J

Iteration One Day Three Worksheet

First Name:
 My Code:
 iPad # _____



Next President Project Checklist

Today and tomorrow we will be working on your video letter to the next president. Use this checklist to help you think through the process. Remember when creating media to be safe, legal and ethical. A word about images. As much as you can, take your own pictures or use pictures that are licensed to be used. To that end, go to search.creativecommons.org to start your image collection.

	Notes, Details, questions. On what step will you start tomorrow?
1. What is your Issue?	My issue is _____
2. What are the two vocabulary words that you will use?	My two words are _____ and _____.
3. Finish letter writing frame. Letter contains two vocabulary words. This becomes your script.	
4. Open iMovie and begin	
5. Find a quiet place and record your script <ul style="list-style-type: none"> ★ Listen to it? ★ Is there a lot of background noise? ★ Is it clear? ★ How is the pacing? ★ Can you make it better? 	
6. Create a title page (an image with text) and think of a good title	Possible Titles?
7. Find images that go with your letter (one for every three seconds, make sure that your images pan). If your video is thirty seconds, then you need minimum ten pictures.	
8. Add transitions between images	
9. Go to letters2nextpresident.org , Login and edit your letter: Add a title and short summary of your video.	
10. Tomorrow: Post Video on YouTube and then on Letters Site. elizalder@_____edu	

APPENDIX K

Iteration Two Day Two Worksheet



Letters Project Interview

Hi. My name is _____. In my class we are making a short movie about the issues in the 2016 Presidential election. The issue I chose to make my movie about is _____. May I ask you a few questions about this issue?

Since this will be made into a movie, may I film or record your response?

Interviewee's name: _____

Relation to you: _____

How do you think the issue of _____ affects our community? _____

What do you think is one possible solution to this problem?

Thank you very much for taking the time to answer my questions.

APPENDIX L

Iteration Two Day Two Worksheet



Hi Students,

As a group we created 21 videos in the previous iteration of this study. Use this sheet to interact with each other about your videos. If you created a video on one of the topics below, please join that group to add comments. **Remember when interacting online to be safe, legal and ethical.**

Think of original images for this next iteration.

- College Cost
- Racism, Discrimination, Black Lives Matter
- Immigration
- Environment, Homelessness and Abortion

After you are done commenting on the videos, choose one or two videos to tweet out.

Step Two - Comment using our generic twitter account - @SFELvillage, Password: **village1** - #SFELvillage. Use the *3 Goals and 8 Talk Moves* handout to write your comment. Make it short, you only have 140 characters.

Step Five: After browsing my peers' letters, I will add these pieces to my next letter on this issue.

APPENDIX M

Iteration Two Day Two: Student Comments

Discrimination, Racism, BLM



Interact with your classmates by commenting on their videos. Use the sentence frame below to help. Add your comments in the comments box next to the video link.

Use this sentence frame to help you respond to the video:

I liked your video because _____ . One thing I would _____ change (add, change) is _____. I have a question about _____ .

Topic	Comments
Discrimination	I liked this video because it talks about how discrimination is affecting our society. One thing I would change is correcting some of the spelling in your video. I don't have any questions.
Racial Discrimination	A happy song but you saying some deep preachness Everyone lives matter One question ; why do the cops are still shoot black people for no reason. One I hate cops. ALL YALL OPPSS
Racism	I like how you change the tone of your voice It needs more talking
Black Lives Matter	I like how your voice is clear and loud to here but i wish there were some pictures to show more what your talking about I would change is to add more pics.
Racism	
Discrimination	Interesting
Police Violence	Ige (or few, to be exact) It would be appreciated if you spoke up louder, and tr not to pause in between your sentences. Also start your audio recording at the beginning of the video. I have a question as to why people are still being abused even if they st

STEP TWO After you are done commenting on the videos, choose one or two videos and tweet your comments. Username: @SFELvillage, Password: **village1** - #SFELvillage. Make it short, you only have 140 characters.

APPENDIX N

Letters Project Interview and Letters Project Script

Letters Project Interview



Hi. My name is _____. In my class we are making a short movie about the issues in the 2016 Presidential election. The issue I chose to make my movie about is _____. May I ask you a few questions about this issue?

Since this will be made into a movie, may I film or record your response?

Interviewee's name: _____

Relation to you: _____

How do you think the issue of _____ affects our community?

What do you think is one possible solution to this problem?

Thank you very much for taking the time to answer my questions.



Letters Project Script

Dear Next President,

I am a high school student from Northern California.

From my **perspective**, one of the most important issues in the next presidential election is _____ because _____.

This issue affects my community because

_____. I asked (teacher, mother, father, uncle, grandmother) and they

said (include a quote from

interview) _____

_____. When I asked them what was a possible **solution** to this problem,

they said (include a quote from interview)

_____. My **perspective** on this issue is (similar, different from) [interviewee's name]

_____ because

_____. I hope the new president will

solve this issue in 2017.

APPENDIX O

Letters to the Next President Quadbox Poem Starter

Define your Issue	Make a metaphor:
<i>What does our next president need to know? What issue is most important for you? Your family? Your community? Your nation? Your world? Your galaxy?</i>	<i>This issue, _____, is like a _____, because... And hyperbole to</i>
Create Imagery:	Hyperbole:
<i>What does this issue look like? Smell like? Sound like? Feel like? Taste like?</i>	<i>What are the worst and best case scenarios associated with this issue? What kind of exaggerations might make this issue resonate with others and help them see its importance?</i>

Connotations: What words are associated with this issue? What words work for your understanding of the issue?	Denotation: How is this issue defined by others? Who defines it?
Personification: Does this issue have a face? A body? What story can you tell that embodies the issue?	Create a Refrain: Comments, Questions, and Essential Truths about your issue.

Turn in all handouts to me at the end of the period.	
--	--

YouTube upload then I will put your video letter in Letters2nextpresident site.

APPENDIX P

Ninth Grade Transcripts/First Iteration

9a

Dear Next President,

I am a high school student from California. From my perspective one of the most important issues in the next presidential election is environment. This issue affects my community because people doesn't take global warming seriously. They pollute the air, the water and left this issue is not only in the United States with the whole world. We can find a solution for this if we unite.

9b

Dear Next President,

I'm a high school student from northern California. From my perspective one of the most important issues of the next presidential election is immigration. This issue affects my community because there are a lot of Latinos and other cultures that are being deported even though they are United States citizens. They have families that they started and now they can't even see them no more.

9c

Dear Next President,

I am a high school student from California. From my perspective one of the most important issues in the next presidential election is black lives matter. This issue affects our community because a lot of people get arrested, killed and many more other things for something they didn't do. Hopefully one day there would be a solution to this problem.

9d

Dear Next President,

I am a high school student from California. For my perspective one of the most important issues in the next presidential election is immigration. This issue affects my community because there's families in my community that have their parents deported and their US children are left behind without parents.

9e

Dear Next President,

I'm a high school student from California. From my perspective one of the most important issues in the next presidential election is immigration. This issue affects my community because there are kids who considered to have their parents and everyone might have different perspectives.

Sincerely,

9f

Dear Next President,

I am a high school student from California. From my perspective one of the most important issues in the next presidential elections college was this issue. It affects my community because sometimes considered their son or daughter or college because education is very expensive sometimes there they have to have a scholarship in order to get into college.

sincerely

9g

Dear Next President,

I am a high school student from California. From my perspective one of the most important and relevant issues in this presidential election is racism and homophobic. This issue affects my community because some people are getting treated unfairly just because of their different sexual orientation or ethnicity.

9h

Dear Mr. President,

From my perspective this is control is keeping was separated on we have to buy solution to hear.

Sincerely,

APPENDIX Q

Twelfth Grade Transcripts/First Iteration

12a

Dear Next President,

I am a High school student from California. From my perspective, one of the most important issues in the next presidential election is police brutality. This issue affect my community because many polices hurt and kill innocent people with no reason at all while other stand up for one another but are still being abuse.

12b

Dear next president,

I am a high school student from California. From my perspective, one of most important issues in the presidential election is immigration.

12c

Dear Next President,

I am a high school student from California. From my perspective, one of the most important issues in the next presidential election is college tuition cost. This issue affect my community because in my perspective, the immigrant community I am in

12d

Dear next president, i am a high school student from California. From my perspective, one of the most important issues in the next presidential election is Discrimination. This issue affects my community because there is many discrimination problem appear in our society.

12e

Dear Next President,

From my perspective the cost of studying at a university in the United States is very exaggerated and elevated. Only a minority is able to afford college. There are also many young people attending to a university but with much effort. In the end they have to make loans to afford college and when they have graduated and got a job, their entire salary goes to pay the debt with banks. I think that education should not be paid, should be a gift from the government and should be free for all. If a country has more population with education then the country will prosper more and generate more income, because people have something to contribute to the country with their knowledge and their proficiency. For the same reason that education is very expensive it is that there are several young people in the streets, because they see education very unattainable and choose other paths more "accessible". But also depends on human beings to know the difference of the good from the bad. It is our decision to fight and keep fighting to get

ahead anyway no matter what, but my hypothesis is not ruled out, it might influence a little. This problem must have a solution and I hope that you as President find the best solution. Thank you.

Sincerely,

12f

Dear Next President,

I am a high school student from California. From my perspective, one of the most important issues in the next presidential election is homelessness.

12g

Dear Next President,

I am a high school student from California. From my perspective, one of the most important issues in the next presidential election is immigration. This issue affects my community because there are immigrant that could not come and not get the opportunity that they wanted because are limiting the amount of immigrant to come to the US.

12h

Dear Next President,

I am a high school student from California. From my perspective, one of the most important issues in the next presidential is Environment. This issue affects my community.

12i

Dear Next President,

I am a high school student from California. From my perspective, one of the most important issues in the next presidential election is college cost. This issue affects my community because many student wants to college, but the college fee is expensive that we need money for pay the fee of college.

12j

I am a high school student in California. From my perspective, one of the most important issues in the next presidential election is Abortion. This issue affects my community because women and young women are being discriminated for deciding to have abortion. I believe that it's the women's and young women's decision to have abortion.

12k

Dear Next President,

I am a high school student from California. From my **perspective**, one of the most important issues in the next presidential election is racial discrimination. This issue affects my community because people die off of racial discrimination. Michael Brown was shot even though he had his hands up and there are many others that have been killed by police. A solution to this problem is that maybe police shouldn't carry lethal weapons but weapons that can defuse a situation. Thank you for listening.

Sincerely,

12l

Dear next president what i want to say is that please lower down the cost of college. There's many people want to go to college but not all of them can afford it, all they can do is apply for financial aid and scholarships, but some of them won't be approve so they can't get enough money to go college. I am going to college next year so please help US and the college student that in college that struggle about the wage.

12m

Dear Next President,

I am a high school student from California. From my perspective, one of the most important issue in the next president election is discrimination. This issue affects my community because there's many discrimination appear in our society. To me everyone should have same opportunities, right and freedom. However, it could help to decrease the violence and discrimination in the community.

APPENDIX R

Ninth Grade Transcripts/Second Iteration

9a

Dear Next President

I am a high school student from Northern California. From my perspective one of the most important issues in the next presidential election is racism because people are getting put down by their color. This issue affects my community because people are receiving more hate from each other. I asked my teacher and they said that is what keeps all of us separate and keep us not together. When I asked about a solution to this problem they said we should all know each other and make each other as friendly as possible and that we are equal. My perspective on this issue is similar because its not going to stop without us helping. I hope the new president stops this problem in 2017.

9b

From my perspective one of the most important issues in the next presidential election is violence because violence is so common nowadays it is effective the popularity and everyone's health. This issue affects my community fear being attacked by another affects our mental and physical health overall. I asked my sister and she said violence won't solve any problems and only give the worst result. You bring hatred to each other when asked her was **a possible solution to this problem he said** communication is important. Community need to pay our own selfishness greediness pride and think of other people's going to be that you have the mindset of a few others like you want others treat you. My perspective on this issue is similar to my sister because I believe that people should not attack together to solve the problem. We should talk it out rather than make it worse and the new president will solve this issue.

9c

Dear Next President,

I am a high school student from northern California. From my perspective one of the most important issues in the next presidential elections is environment because all species in the planet are in danger. This issue affects my community because people get sick because of pollutions around us. I asked my friend and they said it makes it hard for people to adapt to the changing weather causing death to all species. When I asked him what was a possible solution to this problem she said I think we should stop doing things that cause global warming and she also said people should start planting trees. My perspective on this issue is similar to my friends because I believe that global warming and pollution affects all species including animals and plants living in the planet. I hope the new president solves this problem in 2017.

9d

Dear Next President,

I am a high school student from Northern California. From my perspective one of the most important issues in the next presidential election is immigration because there's a lot of them coming. This issue affects my community because of that. I asked my mom and they said affects the community because they would take any amount of any jobs. When I asked them what was a possible solution to this problem, they said that the proprietors both my arrogance and immigrants in jobs. My perspective on the situation where all the people and America drops. I hope the president solves this issue.

9e

Dear Next President,

I am a high school student from Northern California and from my perspective one the most important issues in the next presidential election is Black Lives Matter. This issue affects my community because too much people are dying for no good **reason I asked my brother and he said** the black lives matter movement is bad and good at the same time because black people are not the only people that get killed by police for no good reason why. I asked my brother what was a possible solution to this problem he said to end everything especially police brutality. My perspective on this issue is kind of similar because some black kill innocent people too. I hope that the new president will solve this issue.

My name is _____. In my class we're making short movie about the issues and the 2016 presidential election. The issue I chose to make my movie about is black lives matter. May I ask you a few questions about this issue since this will be made into a movie made a film and record your response? OK. How do you think the issue of black lives matter affect our community?

It affects our community because it's very wrong and I don't think they deserve that.

Okay. What do you think is one possible solution to this problem?

Stop doing it.

Okay thanks thank you so much for taking your time to answer my questions.

9f

How do you think Immigration affects the community?

Immigrant workers often work longer hours and for low salaries and while that is controversial sometimes exploitative.

What do you think is one possible solution to this problem?

Let everything be open to everyone to be able to have the fairness.

APPENDIX S

Twelfth Grade Transcripts/Second Iteration

12a

Dear Next President,

I am a high school student from Northern California. From my perspective one of the most important issues in the next presidential election is college tuition because many people are not able to go to college. This issue affects my community because the high cost of college is one of the biggest challenges for most high school students when they apply for college. I asked my classmate and he said lots of low income families have a difficulty to pay for college. When I asked what was a possible solution to this problem, he said they should have more opportunities to apply for scholarships and financial aid that can help cover the payment. My perspective on this issue is similar to my classmates because I have faced the same situation when I started applying for college. I hope the new president will solve this issue in 2017.

12b

Dear Next President,

I am a high school student from Northern California from my perspective one of the most important issues in the next presidential election is racism because **racism is the worst thing to everyone**. This issue affects my community because people get insulted I guess. I asked my mother she said then people she said that treat people kindly and don't let anyone get in your way. When I asked what was a possible solution to this problem they said and don't let anyone say anything bad or negative to you. My perspective on this issue is similar because my thoughts had the same reason to my mom. I hope the new president will solve this issue in 2017.

12c

Dear Next President,

Immigration is very important to me and my family. If immigration was fair people would have papers and there would be less conflict. In the United States there is injustice. Latinos get discriminated against because they are Latinos. Latinos they get the community culture. Latinos and people that are white think that they're not mean. They're not some immigrants when they came from another country and immigrated to the United States. I think that is unfair for them to do that to Latinos when they are and immigrants themselves. Immigration is illegal. Cartels are dangerous and brown people are gang members. That's what they label us but we are honest and hardworking people which they don't even know about.

12e

Dear Next President

I'm a high school student from northern California. From my perspective one of the most important issue in the next presidential election is the high cost of the college because everyone should have education in order to get better in the future. This issue affects my community because if during the dropping of the classes they were not be future leader for our community. One of my friends she told me that if there's no education then there's no future. When I asked her what was the possible solution to this problem. **Government should pay** financial clustering and registration. My perspective on this issue is similar with my friend because we're 12th graders and will be going to college this year. The college cost is too expensive for us which we cannot afford it that much and we are first-generation college student.

12f

The city is very diverse. Many African Americans have passed due to police brutality. Racial discrimination is like people losing family because of police brutality. Police brutality is a sense of fear. Police brutality makes people feel anger and filled with emotions. It sounds like people being tortured for who they are. This issue has never stopped between the whites and colored people. The issue has just cooled down. Now police have made the issue come back after killing several African Americans, causing protests officers. Racial Discrimination is the lack of equality. There is a young black man that was killed after having his hands up and he still was shot. There are many other killings. How do we stop racial discrimination?

12g

Dear Next President,

I am high school student from northern California. From my perspective one of the most important issues in the next presidential election is homelessness because it is both dangerous and unhealthy to let people live on sidewalks. This issue affects my community because someone could be involved in straight drinking and drugs.

I asked my classmate and he said "Homelessness affects every person in the community." When I asked him, what was a possible solution to this problem, he said, "A possible solution to homelessness is housing and a job."

My perspective on this issue is similar to my classmate's because some homeless people could be involved in straight drinking and drugs. I hope the new president will solve this issue in 2017.

