Knowledge building made clear: aligning academic language learning and content in pre-service teacher education.

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Outline

1. The challenges of assessing knowledge with rubrics
2. Legitimation Code Theory (LCT)
3. Semantic profiling tool
4. Using LCT: a lecturer's perspective
5. Using LCT to improve ALL support
6. Conclusions

EPR201: Approaches to education

Knowledge:

Use **design principles** to **create** a **coherent** learning **journey**:

- Pedagogical knowledge (how to build knowledge)
- Knowledge of context
- Discipline/ subject knowledge
- Academic language knowledge
- Academic literacy

How would you mark this?

Part B: Critical Reflection

"The necessity of coherence is vital for the student and may be the difference whether they are able to be successful as individuals or not. Essentially, a coherent framework that is implemented within the classroom will display an organised structure as a means of facilitating learning, equity for students, competently aligned lessons which are integrated as a unit and the instructional materials and techniques they utilised in order to achieve this. (Youngs, Holdgreve-Resendez & Qian, 2011; p455-476). "

Introductory paragraph, Student A
Semenster2, 2017

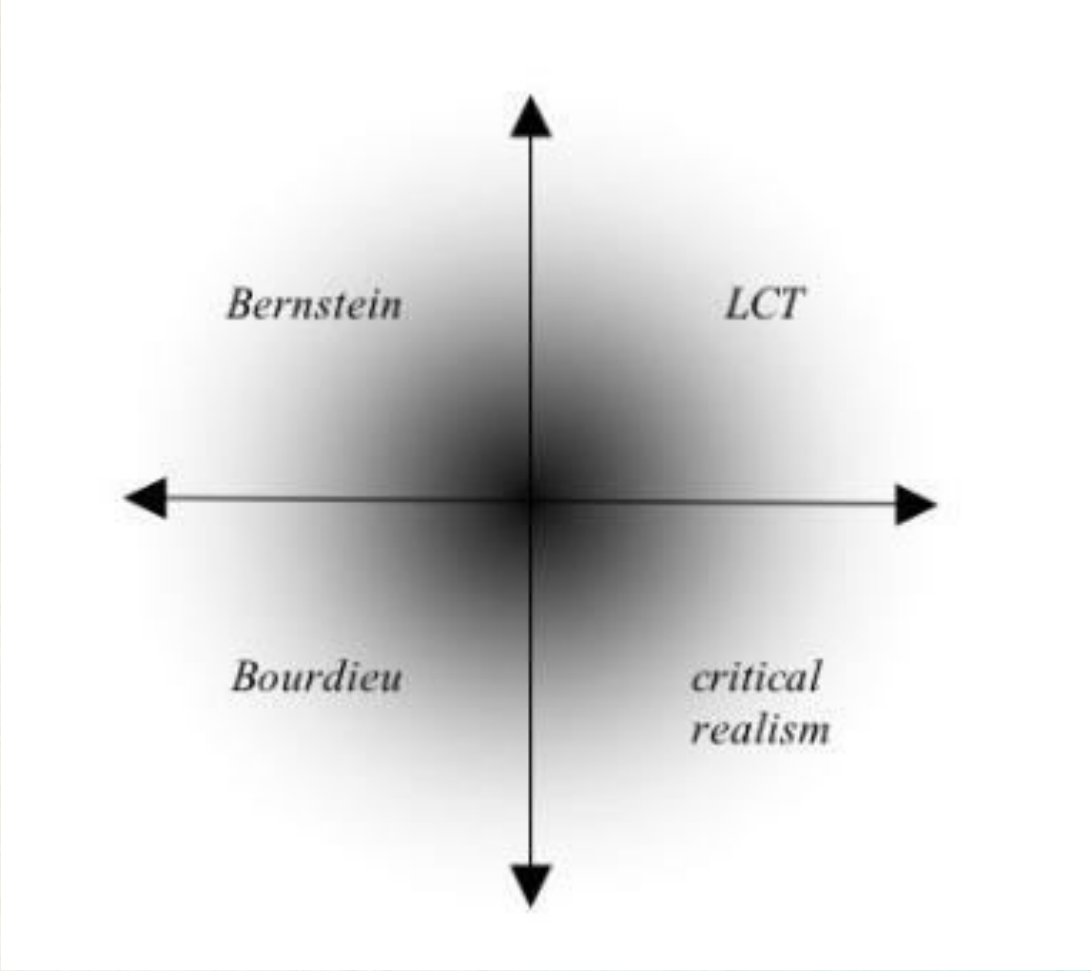
The challenges of rubrics

Reflection moves between theory and practice: Key design features are explained, but the range is limited

Supporting sources are not academic. Learning pathway is based on opinion or guesswork. Context generic or not described. Language is conversational.

Assignment expectations are generally met. Reflection is place-based and critical. All intellectual sources are acknowledged. Suited to a professional Audience. Relevant academic language used.

Legitimisation code theory (LCT)

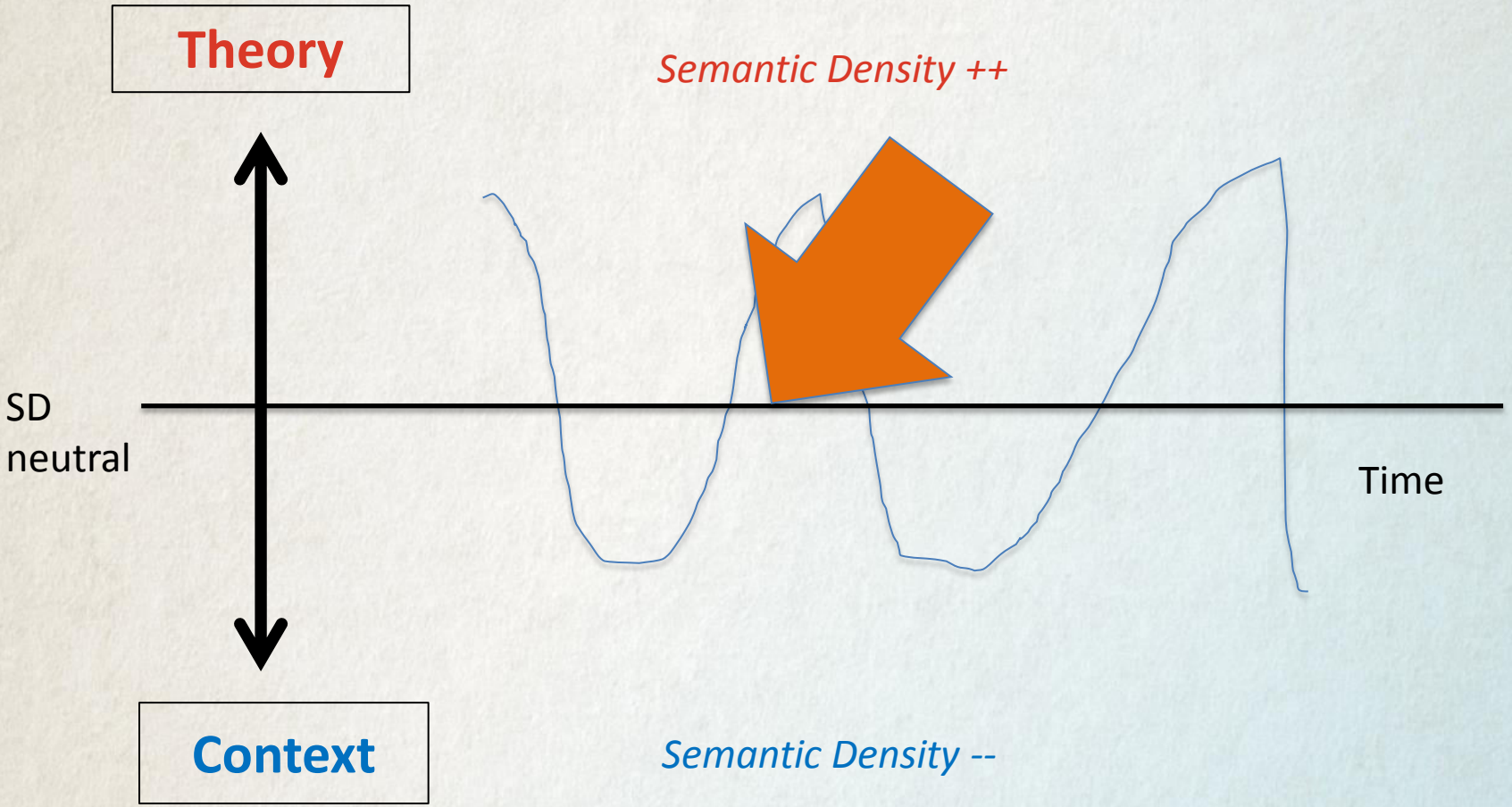


Maton, K. (2014). *Knowledge and Knowers : Towards a realist sociology of education*. Abingdon, U.K.: Routledge

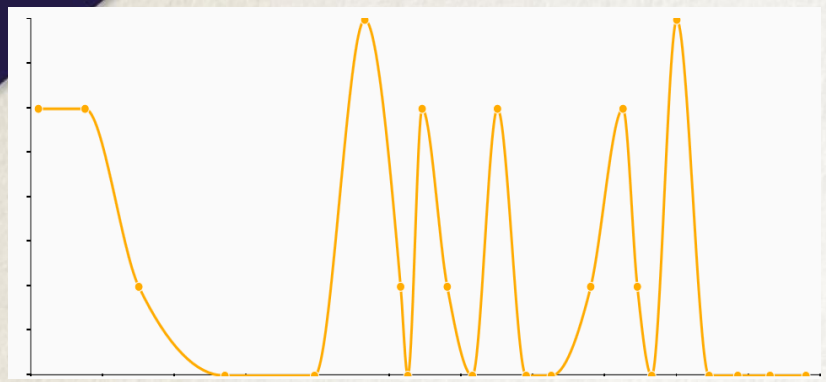
LCT: Semantic profiling

"Translating sociological concepts by reading discourse for signs of increasing complexity of knowledge practices" Not separate or a taxonomy.

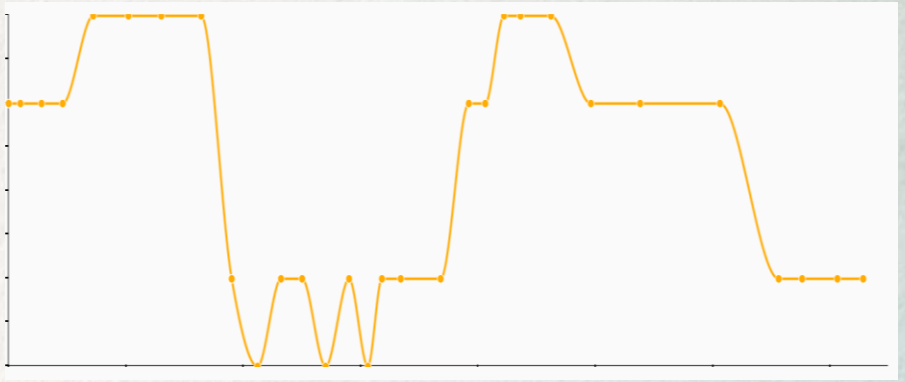
Maton and Doran (2017, p.80)



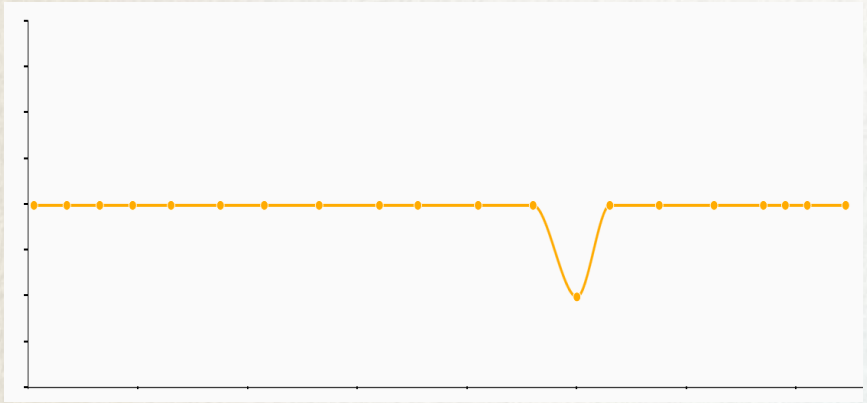
“Mid-stream specimens”



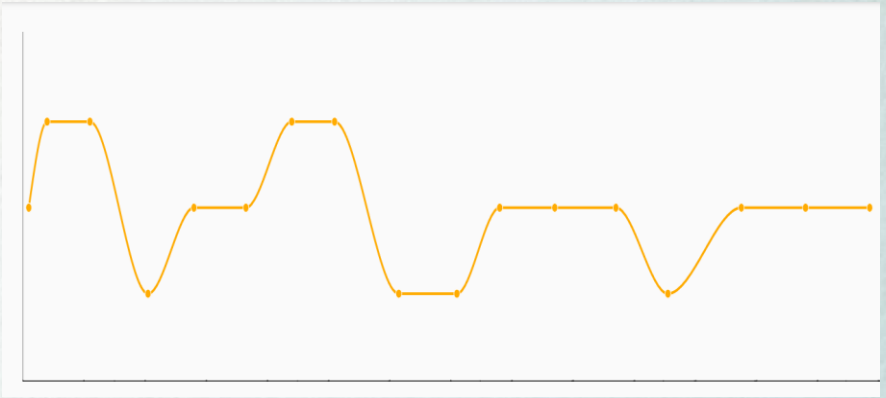
PASS Grade



EAL, ALL supported PASS

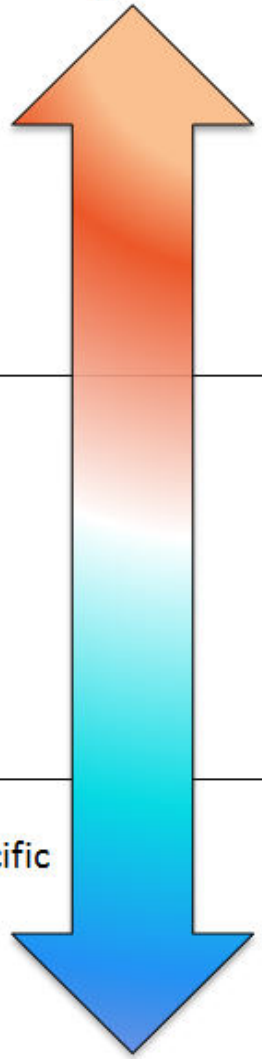


FAIL



FAIL

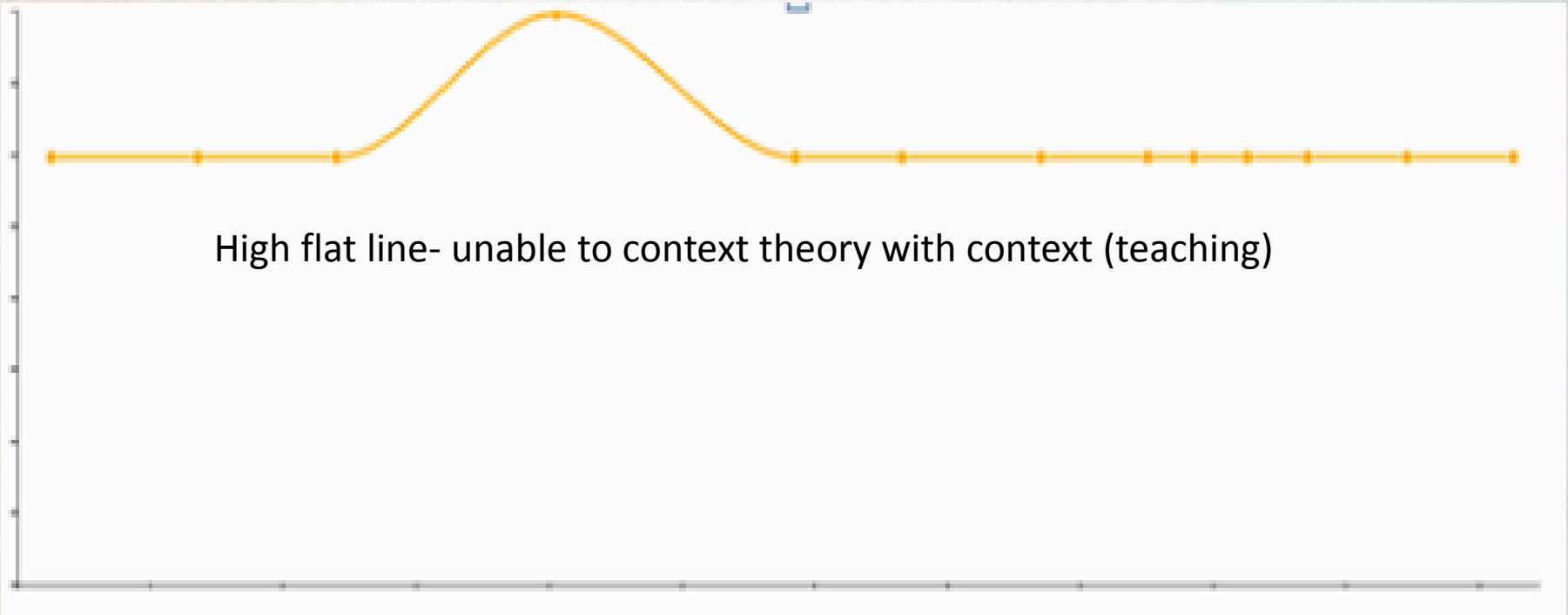
Translation Device: Plotting Tool



Knowledge	Semantic Density	In-text examples
Theory (Unit knowledge)	SD++ Transformative	Clear references to theory are integrated into discussion Identifies specific items of theory
	SD+ Unit-related	Makes generalisations or detects patterns. References: • Unit content • Theoretical themes • Academic readings
Neutral (Blah)	NSD+ More course-related discussion	• Uses "default" knowledge (pre-unit) • Redundant • Irrelevant • Vague • Misconceptions • Generic • Incomprehensible • Overuse of transitioning language • Disconnected from theory or knowledge
	NSD- More conversational language (teacher-staffroom discourse)	
Context-specific (World knowledge)	SD- General reference to practice	Broad references to: Practice Context Task Design
	SD- - High level of contextual granularity	Refers to lessons, context and/or specific students

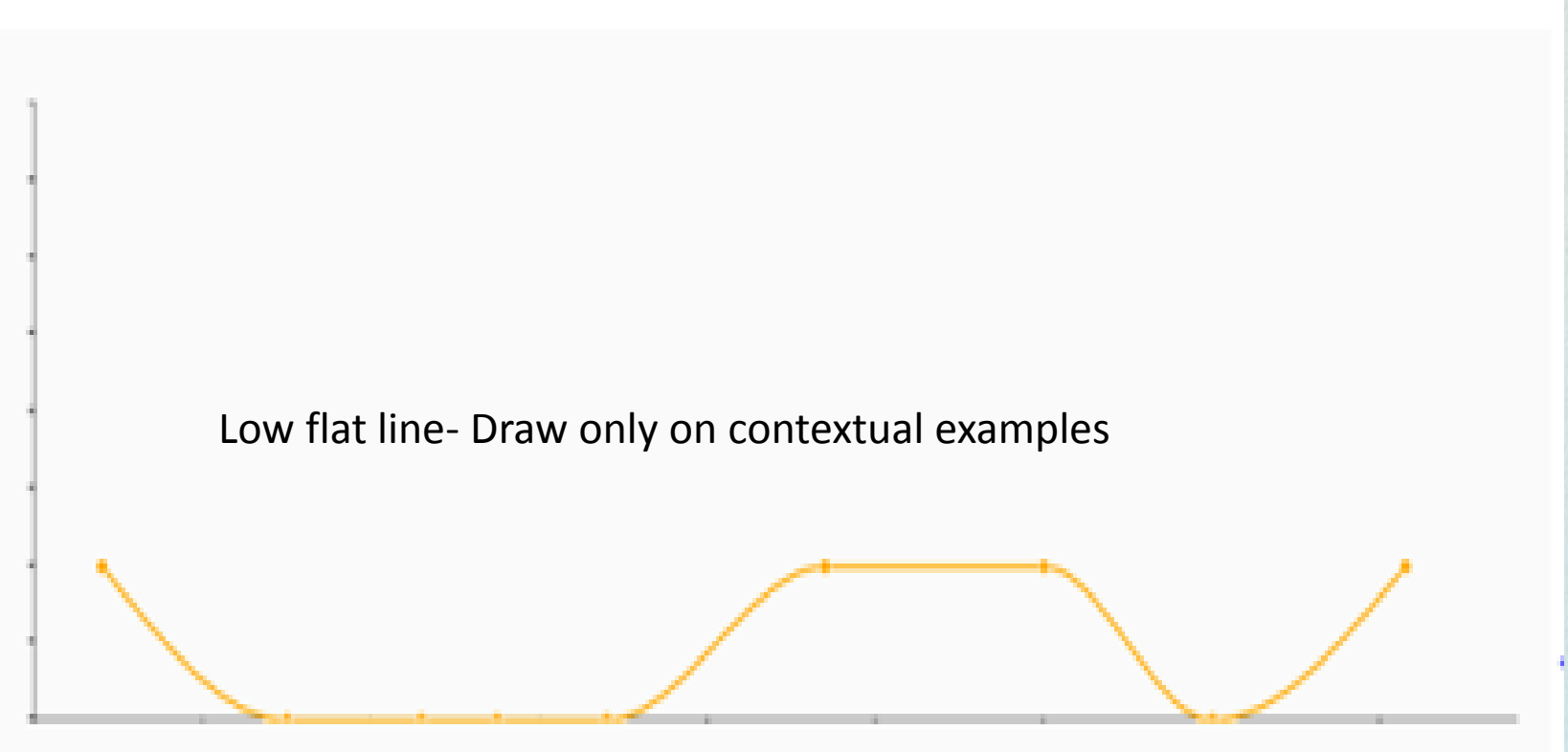
Exemplar Critical Reflection

Using semantic profiling in ALL: issues and interventions

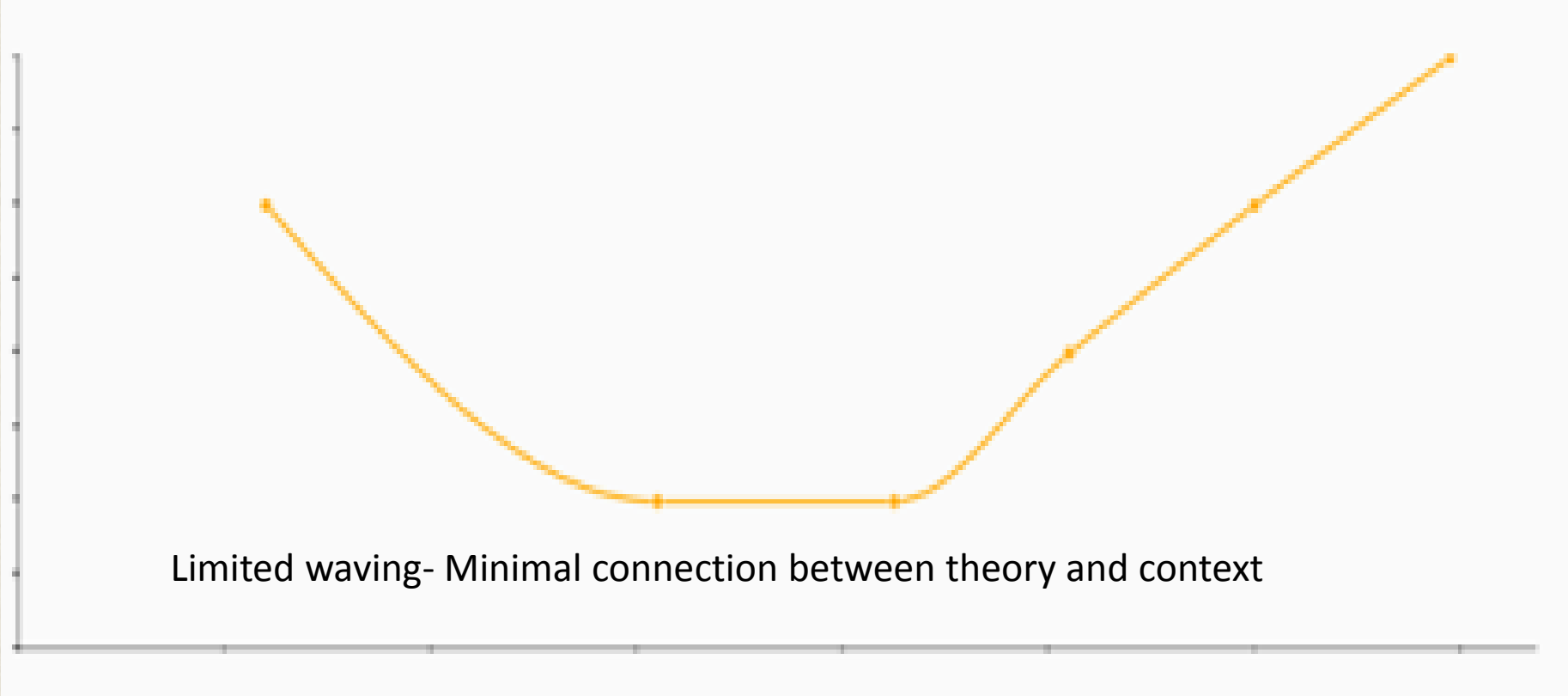


High flat line- unable to context theory with context (teaching)

Using semantic profiling in ALL: issues and interventions



Using semantic profiling in ALL: issues and interventions

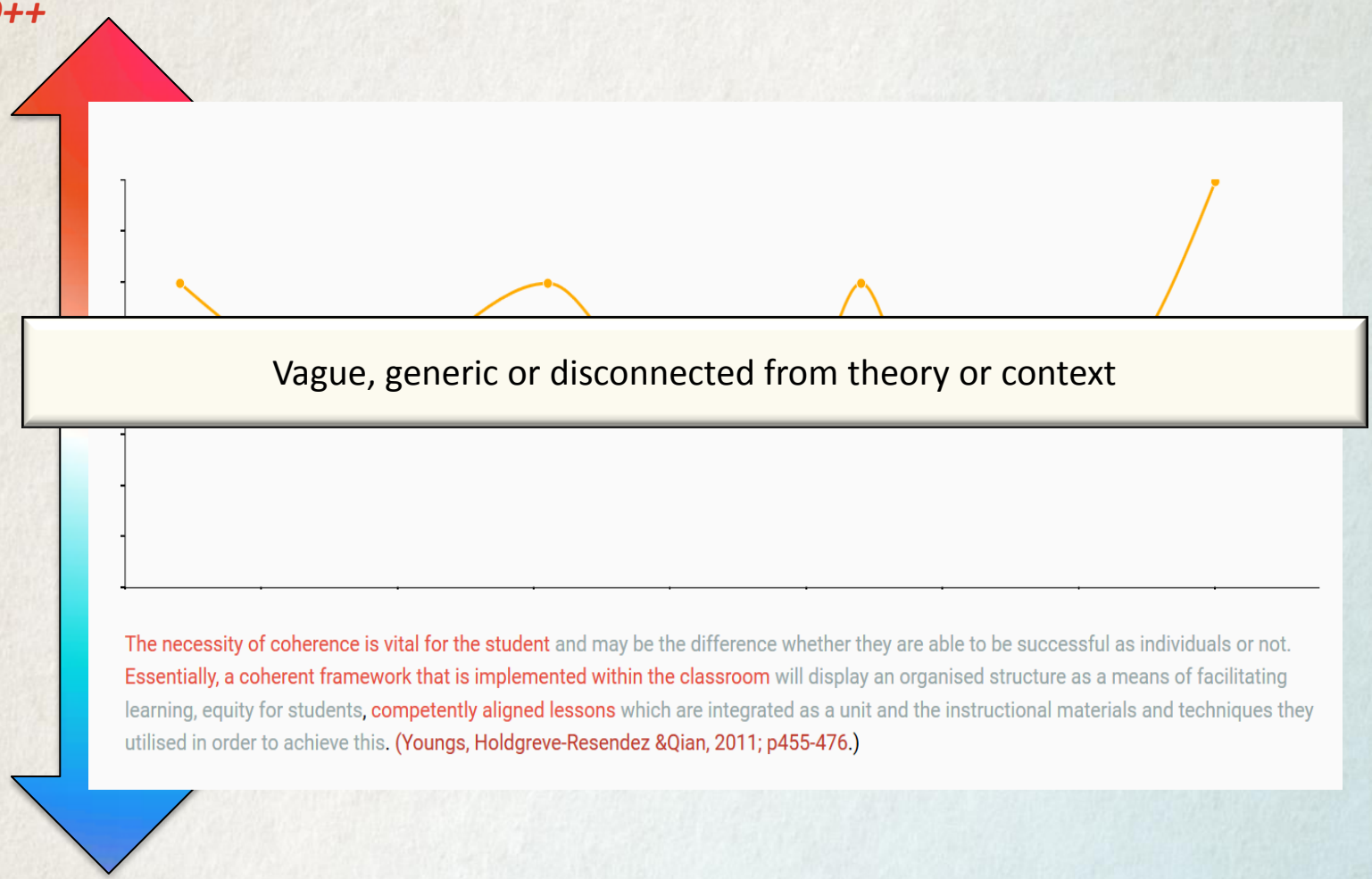


Your turn: Plot "*Will this pass*?"

SD++

Blah

(Default Knowledge)



(SD) --

https://www.123rf.com/stock-photo/conclusion.html?mediapopup=54439593

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References

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