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**Life of a Programmer**

Stairway to Heaven

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Link to the Digital Story

[LINK](https://drive.google.com/file/d/1ePlqxSa4qf0EgCCApF3p4NaKzyXflPU_/view?usp=sharing)

**Intro**

The following text will discuss the concept of Multiliteracy and its various aspects. In addition, there will be a brief discussion of Multiliteracy pedagogy. A reading of a conversation between Freire and Macedo concerning emancipatory literacy will follow the talk. Based on this analysis, we will learn more about Freire's vision of Multiliteracy, focusing on Digital Media and, more specifically, Filmmaking. This will enable us to create a more effective and motivating learning environment in classrooms of diverse backgrounds. Finally, this text provides additional information on how a teacher can use a short film called "Life of a Programmer: Stairway to Heaven" in the classroom to motivate students and provide them with a personalized learning experience. A central theme of the writer's primary philosophy can be seen in various parts of this text, which is constructivism. It is anticipated that by the end of the text, we will better understand the advantages of digital media and storytelling in education.

**Multiliteracy**

As we move forward, we will discuss the basic definitions of literacy and multiliteracy and the concept of the pedagogy of multiliteracy.

**Definition of literacy**

Traditionally, literacy has meant "the ability to read and write, a synthesis of language, context, and thinking that shapes meaning" (Winch, Ross Johnston, Marsh, Ljungdahl & Holliday 2011, p. 697). In this definition, "text" is defined as something that can be read from left to right (Cope & Kalantzis 2000; Walsh 2010).

**Definition of multiliteracies**

In 1996, the New London Group used "multiliteracy" to convey a broader outlook on literacy, considering the impact of increased communication channels and cultural diversity worldwide (New London Group 1996).

**Multiliteracies pedagogy**

The term "multiliteracies" refers to how literacy has been influenced by social, cultural, and technological changes (Anstey & Bull 2006, p.23). As a consequence, a “pedagogy of multiliteracies” (Cope & Kalantzis, 2000 p.5) encompasses a broader representation and multimodal communication (Cope & Kalantzis, 2000; Walsh, 2010). In a "multiliteracies" pedagogical approach, "text" is often non-linear because linear "text" is often integrated with multimodal "text," including audio, images, sounds, graphics, and film (Cope & Kalantzis 2000; Walsh 2010). With this approach, teachers can be creative in their classrooms by integrating movies, the Internet, music, art, photos, and other digital resources (Multiliteracies expands teachers' creativity, 2011).

**Application to the real world**

Globalization and immigration have led to changes in how students are taught and learn in schools, primarily due to changes in the world. All subjects should incorporate multiple communication methods. The New London Group (1996) proposes teaching all representations of meaning, including linguistic, visual, audio, spatial, and gestural, which are subsumed under the multimodal category. A pedagogy of multiliteracies includes a balanced classroom design of Situated Practice, Overt Instruction, Critical Framing and Transformed Practice. Students must draw on their experiences and semiotic literacy practices to represent and communicate meaning (Wikipedia Contributors, 2019).

**Digital media**

Freire said in his interview with Macedo, “I have always insisted that words used in organizing a literacy program come from what I call the “word universe” of people who are learning, expressing their language, their anxieties, fears, demands, and dreams. Words should be laden with the meaning of the people’s existential experience, not the teacher’s experience. Surveying the word universe thus gives us the people’s words, pregnant with the world, words from the people’s reading of the world.” He continued, "Literacy can only be emancipatory and critical to the extent that it is conducted in the language of the people. (Freire and Macedo, Emancipatory Literacy - New Learning Online, n.d.). Throughout film-making and digital media, words in their traditional sense can be bypassed in favour of pictures, making content more accessible to a broader group.

**The potential of video in education**

The use of video is a standard tool in contemporary education. With widespread shifts to online learning experienced by many schools worldwide, learners' value and dependency on video have increased. (Event | EduGrowth, n.d.)

Video-based learning appeals to students of all ages. You can get to the point much faster when you combine speech, text, and images. This allows for more content and more conversation in less time. Videos don't have to be complicated; simpler is better! Like lyrics videos, an educational video could combine audio and text on the screen. Video content of this type provides a higher degree of visualization. Combining audio and text makes it easier for our brains to understand and remember a message (3 Top Benefits of Video in Education, 2019).

**Storytelling**

Besides literary narratives, stories can also illustrate complex and abstract concepts (e.g., math and science). According to Bruner (1986), "[Narrative] deals with human or human-like intention and action as well as the vicissitudes and consequences that mark their course." Stories engage our thinking, emotions, and imagination at once. This is because they attempt to put their timeless miracles into a context of experience and locate the experience in time and place. Storytelling comes in various forms, which will be discussed in the following section.

**Types of storytelling**

Storytelling can take many forms, and there are so many possibilities. Here are some examples:

* Using first-person narration to describe oneself is called self-portraiture.
* The storyteller presents a place, a person, an object, or a culture, often through a personal connection.
* Storytellers relate events that inspired them to tell their stories.
* Transformative experiences are shared through stories, focusing on their impact on the storyteller.
* Using information and, usually, third-person narration, social engagement deals with a social issue or supports a cause.

**Digital storytelling in Canada**

When we examine the diversity of Canadian schools, we realize the importance of multiliteracy. If done right, digital media and filmmaking will have a significant impact compared to other media. A digital media literacy framework for Canadian schools will be discussed next, but let's first look at digital media literacy. There are four main competencies for digital media literacy: access, use, understand and participate (USE, UNDERSTAND & ENGAGE: A Digital Media Literacy Framework for Canadian Schools - Overview, 2012). The media needs to be understood, used, analyzed, and critically engaged by Canadian youth. According to MediaSmarts' research, the "use, understand, and engage" model provides a roadmap for teaching digital media literacy in Canadian schools. The nine framework topics for digital media literacy (listed below) give the teachers supporting lessons and interactive resources.

**"Reading Media"** teachesstudents how media are made.

**"Media representation"** represents reality and how different audiences respond to those representations.

**"Ethics and Empathy" addresses** students’ social-emotional skills, empathy towards others, and ability to make ethical decisions in digital environments.

**"Privacy and Security"** skills for managing students’ privacy, reputation and security online.

**"Community Engagement"** promotes positive social norms in online spaces so users can speak out as active, engaged citizens.

**"Media Health"** involves analyzing media messages about health, diet, drugs and alcohol, and sexuality; managing screen time and balancing students’ online and offline lives; managing online identity issues; dealing with issues relating to digital media, body image and sexuality; and understanding the differences between healthy and unhealthy online relationships.

**"Consumer Awareness"** to navigate highly commercialized online environments. They include recognizing and interpreting advertising, branding and consumerism.

**"Finding and verifying"** helps them to search the internet for the information they need effectively.

**"Making and Remixing"** means repurposing content for its purposes in ways that respect legal and ethical standards.

**The story**

In this section, the goals and objectives of the digital story will be discussed. Teachers who wish to support and use the account in their classrooms will find some tips in the article.

Programmers are believed to have unique talents and be proficient in mathematics, making them different from regular people. Movies and television shows always feature them as an anomaly, with a dozen monitors and the latest and most excellent PC. Things are very different. The likelihood of finding such a gamer is even higher than that of finding a programmer. Of course, there are programmers like this in the world, but it's like telling someone that you're an astronaut because they know about outer space.

Students fear coding, even reading the code because they believe they won't understand it due to all the fiction about programmers. But like any other written text, it has its structure and language.

When you only know English and attempt to read a French text, you won’t understand it. Still, you shouldn’t feel bad about not understanding it because it is natural. To read a foreign-language text, one needs years of education and preparation.

The same should be with programming; no one can understand it without knowing the language. The fact that it is written with English letters in most cases needs to be clarified for people. They assume that because the text is written in English, they should know how to read and when they cannot, they get mad and leave the programming world forever.

There are times when people jump at the wrong point. Because they think it's regular English, they don't realize they have to learn a new language - the machine's language. They believe they can begin by creating complex sentences, but it's not simple. Anyone who wants to learn a new language should start with the absolute basics of the language, like understanding pronouns.

It may also be helpful to listen to poems, read books or listen to songs written in a foreign language when learning a new language, whatever your passion. Consider someone who is learning English. Despite their love of music, this person does not enjoy reading books, even in their mother tongue.

* Do you think reading a book like Lord of the Rings is wise?
* Would it help the student learn English better?

While they may answer YES, they usually get mad, stop reading, and sometimes forget to learn English.

* How about listening to the most popular songs in English?

This story follows a programmer who has been in the industry for almost eight years. It all began with a simple passion for having a music player. This story illustrates the importance of passion in learning and how knowledge, passion, and experience go hand in hand. It is possible to see cognitivism in the story as a philosophy of education based on individual experience.

A teacher or tutor can use this story to explain to students how crucial it is to find their passion before learning to code and clear their minds of all the myths surrounding coding.

**Conclusion**

The concept of multiliteracy is now known to allow one to identify, interpret, create, and communicate meaning across a variety of visual, oral, corporal, musical, and alphabetical forms of communication (What Is Multiliteracy | IGI Global, n.d.). It is critical to have different approaches in a country such as Canada. Known for its multiculturalism, Canada is home to native peoples who have lived here for thousands of years and students from all over the world. Written media cannot be understood similarly by people from different cultures and languages. The meaning of multiliteracy can be seen then, and people will begin to understand why everyone is amused and understands storytelling. If we think about digital media, specifically filmmaking, we will know that you can shape a person's imagination by making a movie. This is not only by words but more often by what they can imagine. All the people watching can feel empathy in the same direction, and in the end, they will be able to connect with themselves and the story.

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