Teaching language and literacy (<u>or anything</u>) with games (<u>or anything</u>): **A good way** (<u>The pedagogy of multiliteracies</u>) simplified here for teachers and students

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🔖 Item Details

🔑 Key points

- **What is this?** Definitely **read this roadmap:**
  - <u>Page 16</u>: - a super simple one page **overview of PedML**
  - <u>Page 18</u>: - Top 10 Reasons why PedML is a **good method**
  - <u>Page 21-22</u>: two **examples** of PedML in action (simple→complex)
  - <u>Page 23</u>: a simple **worksheet** to help your students do PedML
  - <u>Pages 24-30</u>: **more teaching stuff,** if you're interested. If you are not interested right now, that's cool. You'll be back. ;)
- **Why did you make it?** To make PedML easy to understand + implement.
- **Who is it for?** For as many people as possible to try PedML

Tweet synopsis

Looking for a good teaching method?
Interested in games and education?
This is your first stop.
 #infographic #top10reasons #worksheet #examples #PedML #gameterakoya

View at the LLP Playground:

https://llpjournal.org/2022/05/11/dehaan-teaching-language-and-literacy-with-games-simplified-for-teachers.html

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A super quick introduction (to help you understand the rest of the paper)

I've been teaching and researching using games for more than 20 years. In 2016, I began a new teaching and research agenda called "The Game Terakoya." The Game Terakoya was inspired by "the Pedagogy of Multiliteracies" ("PedML") (among other educational theories, research and practices).

Here is a ~100-word **summary** of the Game Terakoya (GT) project:

> GT students think about themselves. We play games ([here are the ones I often introduce](#)) that connect to their lives. We discuss the games. We connect the experiences and ideas to "big" things in society. Students use their experiences and ideas to participate via projects ([massive archive of our work](#)) that help them become the person they want to be. We use language in meaningful ways. I want students to be free, curious, critical and creative. The method (the 4 steps: experience, discuss, analyze, apply) is important. The materials ([in the LLP compendium for your use](#)) are simple worksheets and experiences and projects. We talk a lot about things that "matter;" I as the teacher do a lot of mediation.

Here are some **photos** from the Game Terakoya project:

👇We purposefully <u>play</u> carefully-chosen games.   👇We use worksheets to <u>discuss</u> ideas/games.
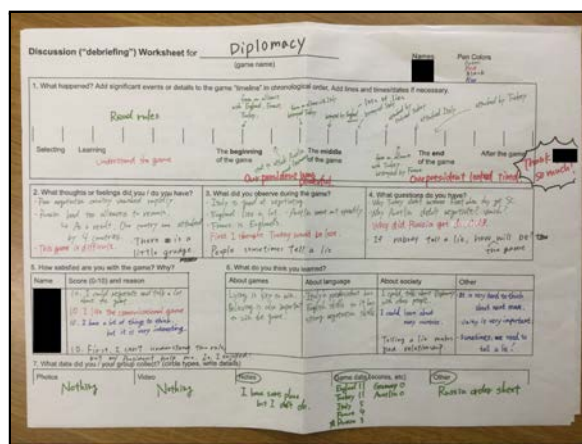
👇We <u>research</u> language, society and our lives.   👇We <u>participate</u> in society as we like/need to.

I wrote about my Pedagogy of Multiliteracies-driven "Game Terakoya" teaching and research agenda in [this paper](#) (deHaan, 2019); I think it's a beautiful 57-page dump truck deep dive manifesto. [This other paper](#) (deHaan, 2020b) unpacks my journey of implementing "better teaching" for my students.

The paper you are reading now is meant to be **simple**.

On the next page is a simple 1-page overview of my understanding of the Pedagogy of Multiliteracies (PedML). Go ahead and print it. Hang it above your bed. Hand out flyers at the station. Tweet it. :)

The Pedagogy of Multiliteracies

① It's about **literacy** (*think "reading" → "writing"*) <u>but</u> more like: ① "experiencing" → "understanding" → "applying"
② It's about the **multi** (*because **m<u>ore</u> is <u>better</u>!*) of the ② **What, Where**, **How**, **Why** and **Who**

What	③ Societies, technologies, & language are always changing; there are **many realities**. ④ Meaning/communication is created & received in **many modes** (ways, purposes, cultures, techs): 🖼️ image 🔡 text 🗣️ speech 🎶 sound 🧍 body 🍯 object 🏞️ space (+ combinations of these (e.g., video games combine all: 🖼️🔡🗣️🎶🧍🍯🏞️) ⑤ Students should develop **many languages** (first, second, literacies, metalanguage) ⑥ Students should develop **many literacies** for different texts, technologies, contexts and purposes ⑦ Students should learn **many genres**: academic | professional | everyday | hobbyist
Where	⑧ Teachers connect and **"weave"** the learning that students do in **many different "lifeworlds"** personal | academic | school | public | professional | online spaces | local communities

How

⑨ Deep literacy involves

"available designs" → Reading, experiencing, examining "modes" (see ④)	**"designing"** → Researching, creating meaning via "modes"	**"The redesigned"** "modes," learners and society change due to new designs

⑩ Good teaching is neither 'sage on the stage' (traditional & analytic) nor 'guide on the side' (progressive & experiential). Both have pros and cons. Combine the pros, and weave the stages back and forth to create a **"reflexive pedagogy"** of these 4 stages: ("**complimentary**" colors are used! 😄)

Situated Practice **"Learning in personal ways"** Experience known and new things to get vivid tacit understandings **+**	Overt Instruction **"Learning in school ways"** Describe & discuss experiences using names, theories and metalanguage **+**	Critical Framing **"Learning in school ways"** Analyze & connect experiences & society critically & functionally *(See (1) on next page)* **+**	Transformed Practice **"Learning in personal, school and social ways"** Apply, create and participate appropriately and creatively **+ ...**

Why	⑪ Teaching & learning in PedML focuses on **transformation** of students, teachers, schools and society ● Giving students & teachers **agency** & choice; liberation (**freedom**) from systems of oppression ● Learning new ways of teaching and learning and being ("**extending repertoires**") ● **Making a difference** in the lives of students in front of us, in schools, and in society around us ● Understanding meanings & contributing meaningfully (i.e., **participating**) in personal, academic, public & professional ways (And "**weaving**" between lifeworlds is additive, facilitating **transfer**!) *(see (2) on the next page for a comment on the "why" of multiliteracies)*
Who	⑫ **Teachers** are important. They ask questions, design tasks, model work, push and motivate, draw attention, share knowledge, give feedback, guide and connect, require revision ⑬ **Students** are important. Their individual and collective interests, skills, and differences help them choose, think, learn, play, act and become who they want to be ⑭ **Communities** are important. Classrooms, neighborhoods, organizations, families, civics, online groups, social media ... all have systems, practices and knowledge
Proof	**Does it work?** ⑮ [Yes](URL) (my research articles) ⑯ [Yes](URL) (my students' awesome journeys) I love focusing on the "how & why;" my students always achieve and surprise in terms of "what" they do.
Read	⑰ **Pair this with your favorite beverage:** New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. Harvard Educational Review, 66, 60-93. [URL](URL) ⑱ **I didn't understand PedML until I read this:** Cope, W. & Kalantzis, M. (2015). The Things You Do to Know: An Introduction to the Pedagogy of Multiliteracies. (p.1-36) [URL](URL) ⑲ **So many PedML crossovers for teachers ("critical consumption and reflective creation!"):** Buckingham, D. (2013). Media education: Literacy, learning & contemporary culture. John Wiley. [URL](URL) ⑳ **My games x PedML manifesto and deep dive, ahem:** deHaan, J. (2019). Teaching language and literacy with games: What? How? Why? Ludic Language Pedagogy, 1, 1-57. [URL](URL)

(1) Discussion on "Critical Framing" from the previous page.
Comment from DM Jones:
"I am having some difficulty with this step/stage being primarily/only labeled blue and associated with 'sage on the stage' (traditional & analytic). While there clearly is an analytic aspect, it bothers me that the 'critical' element seems to be mixed in with the traditional and 'cold' ways. Critical framing, while involving analysis, seems to be rooted in the personal, the interpreted, and the investigation of reality in a meaningful way. Maybe I am misunderstanding something about the division, but I find it odd to see the third step/stage labeled this way. I see that in a later section you have Critical Framing labeled under intellectual reflection. That seems like it covers part of critical framing, but not all. To me, Critical Framing does not make sense without connections to a transformational process with intellectual, moral, and political motivations. If it is only/mainly analyzing, it is in danger of simply leading to the reproduction of inequity, injustice, or status quo thinking and products. I mean, PedML isn't exactly reproduction with extra steps. I guess I see some of the consciousness-raising occurring at this stage as being more than analysis. The analysis, the analysis tools, learners, and the dialogue with teachers and peers help to mediate the enhanced understanding. I dunno... I am not even sure what ruffles my feathers about this framing of Critical Framing, but something about it keeps resurfacing to nibble on my peace of mind." (March 08, 2022, 02:52)
Comment from DM Jones:
"Ok, I think it is sitting better with me after reading this in Cope & Kalantzis (2015) on P. 21: "Analyzing Critically is a Knowledge Process that interrogates human intentions and interests. For any piece of knowledge, action, object or represented meaning, we can ask the questions: Whose point of view or perspective does it represent? Who does it affect? Whose interests does it serve? What are its social and environmental consequences? Analyzing Critically involves critical evaluation of one's own and other people's formative experiences, perspectives, and motives. If the orientation of Analyzing Functionally is to examine the objective world, the orientation of Analyzing Critically is to interrogate the world of subjectivity— human agency, interest, and intent. And if the reasoning processes of Analyzing Functionally are primarily informational, the reasoning processes of Analyzing Critically are mainly argumentative. Weaving towards the experiential, a learner may ask, how do the claims made in an argument align with the evidence supplied? What possible counter- claims might be made (Cope et al. 2013)? What kinds of rebuttals are appropriate? These are the characteristic epistemic moves made by critical pedagogy." I think the 'CP weaving connection with the experiential' and 'interrogation of the world of subjectivity' helped to get me there. "(March 10, 2022, 03:08)
Comment from Jonathan deHaan:
"I love the way you dive right into all the complicated elements of the "how" and the "why" and the "what," especially in this stage of PedML. You're absolutely right. I've found with my students that it is nearly impossible to separate the individual student and their interests, motivations, personalities, strengths, weaknesses, and of course their relationship to society from the "cold/analytical work" that this step seems to suggest. But, in the various cycles of PedML that I have done with students, I think that the "more removed" students are from their subject of analysis, the stronger the analysis becomes. I really do try to have them look at things that they are familiar with with new eyes and to try to make careful observations and claims and deductions based on what they can carefully observe. But of course there's an important step in doing scientific work from gathering data to making judgments to applying that work in one's own life. I agree with you that "just doing the cold stuff" would be wrong, and wouldn't make sense, so there needs to be careful weaving between this stage and other stages, and between the student's work and the student. THANK YOU for thinking so deeply about the stage, and for getting your feathers rustled. You're totally right: without the weaving, and connecting and just doing the "cold stuff," PedML wouldn't do what it's supposed to do for and with students. It's not as "cut and dry" as the table shows it to be, so readers really should dive into that 2015 chapter. It makes so much sense and helped me as a teacher and researcher so much." (March 30, 2022, 09:20)

(2) Comment on the "why" of Multiliteracies from the pervious page.
DM Jones expands beautifully on the what and the why of PedML with his comments: "this might make learning more personally relevant, meaningful, autonomous, and motivating for students in all spheres of their lives and society. [...] Just leaving it at 'transfer' might be either misinterpreted as some statement about the abstract acquisition of skills and learning rather than as a statement about how deeply relevant and practical the application of learning in PedML can be. [...] The change in linguistic/literacy, modal, and social demands on students [in the what section] bridges to [the where and why sections] in relations to the the gaps (literacy needs of students in the 21C) and why the old ways of teaching fall short...and PedML fills this gap!" (March 29, 2022, 01:52)

Why is the Pedagogy of Multiliteracies a good method for teaching? Top 10 Reasons:

1. PedML combines the best aspects of traditional and progressive teaching and learning approaches. It doesn't pit methods against each other. It works to bridge divides between different theoretical frameworks, bodies of research and practices in various classrooms and contexts. It builds on dominant models of teaching and learning in order to meet changing goals in changing times (MLA Ad Hoc Committee on Foreign Languages, 2007; Johnson et al., 2015).

2. It purposefully includes and connects school and society, so that students see how their learning and lives are related. Students can see more meaning in school work. Schools become more accountable to students and society. The method helps students use their ideas outside of school; it has the transfer of ideas and experiences "baked in." The learning and actions that students engage in have a better chance[1] of not being disposable empty babble.

3. It values and makes use of curiosity as a fundamental human trait & scholastic driver of learning.

4. It is built to change with changing society; it draws strength from variety (i.e., diversity and differences -- we learn from people and ideas that are similar to and different from us) in order to continue to remake and improve school and society.

5. It values and respects students[2], and prioritizes their holistic and humane development. PedML's focus on transformation opens students' eyes to(and gives them tools to escape) systems of oppression. It gives students power(as well as knowledge, skills and voices) to create their own(democratic) learning(school) and living(society) environments and communities. A focus on students' transformation is also a focus on society's transformation; we all can make things better for ourselves and others. Education is often oppression- and control-driven and PedML aligns with critical pedagogy (Freire, 2018) in helping the oppressed break free of these systems.

6. It values and respects teachers[3], and prioritizes their holistic and humane development. PedML gives teachers the freedom and tools to determine their own direction in order to remain motivated and to advance professionally.

7. It addresses the participation gap (Jenkins et al., 2009). With PedML, school becomes not just about understanding & being tested on ideas & content, but about students creating ideas & doing things in society; it addresses all of the levels of Bloom's taxonomy, from remembering to creating.

8. It recognizes and addresses ideas of power, technology, identity; students deal with language and ideas on a very broad and advanced level (discourse, political levels, etc).

9. It is flexible enough for broad and varied applications. Materials, mediation, projects and language use can be as conservative or progressive as students and teachers want. Students could geek out on test preparation, or geek out on building communities. It's the students' and teachers' choice.

10. It does not rely on motivational tricks. Asking and valuing who students are and who they want to be and helping them wrestle and articulate and take steps to doing that is… just meaningful.

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[1] **Comment from DM Jones**: "I think performative PedML or PedML which is not properly grounded in teacher and student investment can result in disposable empty babble. Perhaps the disposable and empty things look different and are made in different ways, but they can be just as empty and disposable. [...] this danger lurks even in PedML. People doing PedML or interested in doing PedML should be very alert to this potential pitfall so that they can avoid it where possible." (March 08, 2022, 03:20). **Comment from James Yor**k: "Whether its empty babble or not is not an objective call that the teacher can make, maybe. If the student goes through everything and just does it "for a grade" their subjective experience might differ from how the teacher sees it. Who cares? Right? Hopefully the student cares, but we have no way of knowing for sure unless we ask?? I mean, you must have had a student that just seemed to go through the motions and not engage as well as others?" (March 13, 2022, 08:49) **Comment from Jonathan deHaan**: "As much as I would like to use examples from my research to argue for students not engaging in empty babble in PedML - because of the method, materials and mediation - and my determination to catch things along the way, you are both right: there IS the good chance that students may - not engage - not complete - not take what they've done into their future lives. it's such an interesting PROBLEM: - PedML focuses on some huge "whys" of what and how teachers/students do things - but of course there are many factors that could make the dice roll of instruction or the dice roll of engagement land wrong." (March 23, 2022, 10:51)

[2] https://www.humanrestorationproject.org/ is an amazing resource and community for making a difference for students, teachers, schools and society

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But what about … !?

But is it more effective than just a direct approach (lectures, drills, flash cards) for learning "X"?

1. No. Honestly. No. If you're teaching or making money in a context that only needs students to learn vocabulary or grammar or discrete items of content (e.g., a test-focused curriculum), then a didactic, behaviorist approach is going to be more effective for those vocabulary or grammar or information-driven goals. In that case, a spaced repetition app is probably going to be more effective than a class as well.

   But … Please think about if students' vocab or grammar retention really is "better" than students understanding various aspects of language and literacy, students being critical of the connections and underpinnings of society, and students applying knowledge and skills in actions that change themselves and society. Maybe it "is" for your context (outdated curriculum, capitalist (vampiric) tech software development). Maybe that's all your school or your company needs you to do.

   And … Is memorization really a "method?" Are you unable to see the forest for the trees -- [so focused on efficient teaching of the micro](#) that you've lost sight of anything that actually matters?

   And … Do you really want to continue to trap your students in a Matrix-like system of control and slavery[3] with educational methods that merely transmit and reproduce a deeply problematic social structure rather than giving students tools to redesign and transform themselves and society? … Really!?

But what about younger children, or beginner learners, or older adults? Can they really handle all the work that PedML asks them to do?

2. Yes, they can. Check out the other examples later in the paper. PedML (Learning By Design) has been used in many contexts with very young learners.

   Are these questions really that hard?

Experience	"What do you want to do?"
Understand	"How was it?"
Analyze	"Can you think of other things that connect to it?"
Apply	"How could you use this stuff somehow, like, now?"

   No, and those questions jumpstart really meaningful learning.

   Some readers might be concerned with the linguistic or cognitive difficulties of doing PedML. It's important to recognize that PedML (again, the Pedagogy of **Multi**literacies) is not dogmatic about teaching and learning needing to be only the L2. Multiple languages and skills (the L1 and the L2 and other modes of communication) are woven together to understand and create meaning in the classroom and outside the classroom. With young, beginner, older, or other (again, diversity in students is drawn upon in PedML, not weeded out) learners, teachers will need to <u>scaffold</u> things in various ways. For example, [I used PedML with some Japanese children to focus on the rules of Jenga](#). It was a 60 minute lesson, and I used Japanese for most of the lesson, except when we focused on English texts (deHaan, 2020b).

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[3] Paper forthcoming. For now, please listen to this "audio version sneak preview:" https://www.pedagodzilla.com/how-is-gamification-like-being-trapped-in-the-matrix-and-what-is-the-real-world-of-games-based-learning/

But what about "this one thing" that "this other pedagogy" does? What is "good education?"

3. Other methods that you might suggest as being effective or progressive or efficient can be found in one or more areas of PedML. Hit me up on Discord[4] with counter-examples! :)

Situated Practice Experience known and new things	Overt Instruction Describe & discuss experiences	Critical Framing Analyze society critically & functionally	Transformed Practice Apply and create and participate
Experiencing simulations Connected learning Drills/SRS software. ;)	Genre-approaches to literacy Debriefing games	Critical pedagogy	Project based learning Connected learning

Questions to ask yourself and about your students:

⚠ Are students experiencing amazing things in their personal, school, public and professional lives?

⚠ Do students really understand those things?[5]

⚠ Can students connect those things to other (important, deeper, powerful) things in the world?

⚠ Can students apply those things and ideas in meaningful ways in their personal, school, public and professional lives?

⚠⚠⚠⚠ Am I, as the teacher, doing things to support students doing all of those things?

I think that "sums up" good education. Those stages and ideas can be found in so many different ways of teaching and learning. So why not combine them? PedML lets you do all of them, and more.

Teaching frameworks

Pedagogies	EXPERIENCE (immersion) -- →		ANALYSIS AND RESEARCH (intellectual reflection) -- →				PRODUCTION AND PARTICIPATION -- →	
Multiliteracies pedagogy (Cope and Kalantzis, Gee, Paesani, Kumagai)	Experience the known	Experience the new	Conceptualize by names	Conceptualize by theory	Analyze functionally	Analyze critically	Apply appropriately	Apply creatively
Games and language learning (Sykes, Reinhardt, Thorne, deHaan, York)	Explore (notice and note) (collect and categorize)		Examine (focus and contextualize) (compare and contrast)				Extend (create, contribute & communicate)	
Media and game literacy and education (Buckingham, Zagal)	Critical consumption Compile student knowledge and experiences		Critical and explicit discussion		Interpret and reflect and share experiences in terms of technology, industry, language, representation, society and culture Create new knowledge		Reflective creation	
21st Century Skills (Partnership for 21st Century Learning, Project Based Learning)	Learning Skills: Critical Thinking, Creative Thinking, Collaboration, Communication							
	Literacy Skills: Information Literacy, Media Literacy, Technology Literacy							
	Life Skills: Flexibility, Initiative, Social Skills, Productivity, Leadership							
Connected Learning, Participatory Learning (Ito, Jenkins)	Personal interests and peer culture driven Openly networked Centered in communities of practice		Academic and intellectual work				Identify and select personal, public and professional opportunities for solo and team participation; Production centered, Focused on innovation, Real world relevance, Shared purpose	

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[4] https://discord.gg/je9QZsnntf

[5] Lovely Open Peer Review rephrasings by **DM Jones** "How do different students understand those things? Are students deepening their understandings? (March 08, 2022, 07:32) and by Barbara Galvan "What about "How do students live and transit these situations?" (March 16, 2022, 08:49). I love the breadth of these. I love how PedML can be remixed. :)

Want a simple example? OK:

Date: **January 19, 2022**   Title: **Metal Gear Theses Passive**

Step	Show your work	Some notes
1 Situated Practice (Experience)	I went to the Metal Gear Konami Twitter feed and found this. I did not know this grammar: で発売されました。	Who: **I like, no, adore, no, respect, no, obsess about Metal Gear. I have started studying Japanese grammar using BunPro and Kanji using Wanikani. I supervise thesis students.**
2 Overt Instruction (Discuss)	I googled the grammar and talked with my student about it. Oh! Cool! It's the passive voice!	Who: **My student, Kotone, helped me read the Kanji**
3 Critical Framing (Analyze)	What does this grammar connect to? I use the passive voice in my academic writing. I used it to talk about something being done. I use it all the time, to focus on the THING and not the PERSON doing it. It's used to stress a thing being done.	How: **How can I use this grammar? Ah! I recently uploaded my 4th years' theses to our lab website.**
4 Transformed Practice (Apply)	How could I use it? Like, right now? I Tweeted the fact that the students' theses have been uploaded. I stressed the thesis uploading, not that I did it. I used the passive voice in Japanese: 卒論が更新されました。	Who: **Kotone helped me by checking my typing (I made a mistake). Kotone helped me choose the right verb to put in front of the grammar.**

Want a longer example? OK:

This sequence was conducted twice over five full days (about 30 contact hours) each. My students and I recruited learners from local high schools. The project was funded by the Foundation for the Fusion Of Science and Technology ($4,000 USD). We published our research and teaching materials in theses (← search for "Out- of-School Language and Game Literacy Program") and a book (deHaan, 2013).

Step	Explanation
1 Situated Practice (Experience)	Students played new and familiar English board games, classroom games, and video games.
2 Overt Instruction (Discuss)	They analyzed and discussed games, game advertisements and game industry interviews. They learned about game rules, game genres, game players and the game industry. We used Storyteller (Flash version | Steam version) to illustrate simple narratives.
3 Critical Framing (Analyze)	The students learned about the CERO and ESRB content ratings systems and selected ratings for their own games. They designed their company logo and created English "catch copy" for their advertisements. They analyzed interviews from industry events. They worked in terms of ● Game: theme, challenge, story, prototype, genre, the industry, creator-audience relationship ● Advertisement: audience, catch copy, attention-grabbing strategies ● Interview: topics, genre-specific vocabulary, grammar, fluency
4 Transformed Practice (Apply)	They then created their own online game, a print advertisement for their game, and gave a presentation and interview at a public mock game release industry event.

Want to do PedML with your students? Rad! Here's a worksheet (feel free to remix/tweak it!):

Your students can add additional notes and information in the column on the right (which might help you give feedback, or help them present their work). There are further instructions <u>later in the paper</u>.

Date: _____   Title: _____

Step	Show your work	Reflect and take notes
1 Situated Practice (Experience)		Who What When Where How Why Other
2 [6] Overt Instruction (Discuss)		Who What When Where How Why Other
3 Critical Framing (Analyze)		Who What When Where How Why Other
4 Transformed Practice (Apply)		Who What When Where How Why Other

And here's what you say as the teacher:

Experience	"What do you want to play/do/read?"
Understand	"How was it? What did you notice? What are you thinking about?"
Analyze	"Can you think of other things that connect to it?"
Apply	"How could you use what you've done to do something for others or yourself?"

I think that's about it. You can stop reading now. Seriously. Go try it.

Let me know how your PedML work goes. If you've got questions, jump on Discord and ask.
If you really want to read more, go ahead and continue. It might help.
Congratulations on your interest in and also for trying a good pedagogy! :)

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[6] **DM Jones** pointed out (March 08, 2022 07:44) there are many types of overt instruction (teacher, self, peer, student). **Jonathan** Absolutely! This stage could be a teacher explaining a phenomenon (via lecture). Or students slowly unpacking experiences. Or a teacher Socratically helping students articulate their experience. Or a <u>multi</u>plicity of these (as in my classroom). The form depends on teacher/student repertoires; the more the better. :)
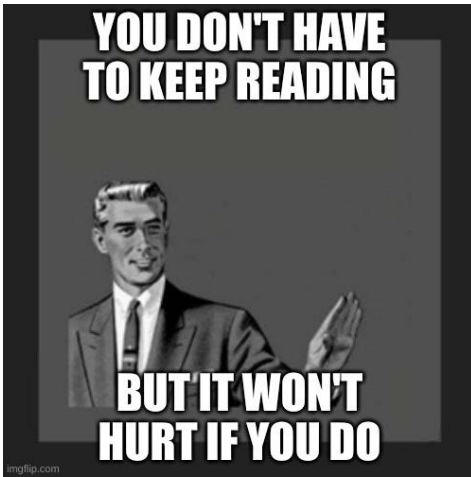
If you decide to keep reading, you will see:
- Examples of PedML-aligned and also PedML-adjacent work in Ludic Language Pedagogy
- Examples of PedML in language education
- Examples of PedML in other subjects ("Taco Literacy!")
- How I introduced the simple worksheet to my students (the instructions I gave to them)
- Some other advice for teachers who want to try PedML

Who else is doing PedML work with games in language teaching?

- James York:
  - https://llpjournal.org/2020/10/25/j-york-how-to-teach-languages-with-among-us.html
  - https://llpjournal.org/2021/05/14/j-york-creating-playgrounds-hero-journeys.html
  - https://llpjournal.org/2019/10/23/york-kotoba-rollers-walkthrough.html
- Mark Rasmussen:
  - https://llpjournal.org/2020/09/08/rasmussen-entwining-bridging-activities-eee.html
- Niall McFadyen:
  - https://llpjournal.org/2020/10/25/n-mcfadyen-game-and-literacy-remixes.html

Who else is doing PedML work in language teaching?

- The German Program at Georgetown University:
  - https://german.georgetown.edu/curriculumproject/
- Heather Lotherington
  - PedML "Rewriting Goldilocks"

Who else is doing PedML work?

PedML (aka "learning by design") has also been used in so many other fields, with other "whats." If you're a language teacher who would like to see more examples of PedML, or a teacher of a different subject, take a look at the courses below to see how PedML has been used.

Pay attention to the experiences, understanding and analysis, and application/creation in the course descriptions! I really think that if a teacher, or a school, takes students through great stages of
- experiencing things
- discussing things
- analyzing and contextualizing things
- creating and applying things
… it's PedML. It's using great methods and mediation for great teaching and learning.

CGScholar was created by Cope and Kalantzis (original authors of PedML who remixed it as "learning by design") and the "bookstore" on that site contains many free PedML lesson plans, such as these lovely examples of the fields of:

Fashion   Culture   History   Science   Reading and Literacy
Food, environment, health literacy   Transportation and community spaces
Happiness

And here is one of my personal favorite examples of cultural, historical, social, economic, gastronomical PedML: Taco Literacy!

How am I using the PedML worksheet with my students? How does a teacher introduce something like that to students? How does a teacher deal with PedML-induced CHAOS? And what about students who love making concept maps?

In my [2019 paper](#), I explored the idea that if a teacher wants to give students freedom and wants to liberate students, then a teacher has to be prepared for the various directions that students may head in a PedML-driven curriculum. PedML is exploratory. It's not always prescribed and clear about every single step and thought that may happen.

I really do talk about a variety of experiences with my students:
- Something that they want to do, or care about
- Language learning
- Making things (arts and crafts)
- A movie, song, piece of art, anything
- A test preparation textbook
- A walk in the park
- A chat with a friend
- A nice clump of moss
- A piece of garbage in the street

And I really do talk about a variety of participatory projects with my students:
- Something that they want to do, or care about
- Newspaper articles
- Book clubs
- Game design
- Teaching a lesson
- Being a better person in the world. Making the world a better place (whatever that means)
- A community event
- An election
- SDG goal-related projects
- Random Acts of Kindness

I see the "front" and "back" ends of PedML being very broad and open to the wide range of possibilities that students are interested in.

This really hit home in 2021, when all of my students became interested in wildly different goals and projects. I had to re-think the "curriculum" (method and materials) of my PedML course and explored the short [example](#) and the [worksheet](#) included earlier in this paper.

After I created the worksheet in 2022, I sent the following message to my students. It might help you see how I'm "dealing with" (read: **loving**) the freedom and lovely chaos and transformative mediation and actions in my PedML curriculum.

Hi everyone -

Ok, I've been thinking about you.
AAAAA wants to do some research
BBBBB wants to design something
CCCCC wants to develop language skills
DDDDD wants to learn and use language
EEEEE wants to develop good habits
FFFFF wants to think about being a renaissance woman and doing things in society
GGGGG wants to make a game and help children

many of you are thinking about a "diary" and "studying"
that's ... good! i can see you wanting to learn something and develop yourself.
I think tests are good. studying is good. diaries are good.
but i worry that you will "just get knowledge" and not "use it"

Pedagogy of Multiliteracies (GT seminar) is about
experiencing games
discussing games
thinking about ideas, gathering information
using the ideas and experiences to participate

and i am SO happy that you are thinking about your happiness and lives!

i think that "diaries" can be "more."
I think you can "collect ideas" and "use ideas"
i think "test study" can be "more"
i think you can "study information" and "use information, not just for the test"

EVERYONE could keep a "PedML diary" for their participation project
do something
understand something
connect something
use something
again and again and again and again.

BBBBB can find some design, and try some design.
DDDDD and CCCCC can study some language and use some language.
FFFFF can see examples of being a renaissance. woman, and try to BE a renaissance woman.
AAAAA can find examples of psychology research, and DO psych research.
EEEEE can find good study habits, and DO good study habits.
GGGGG can find examples of good ed games, and make good ed games.

I want you to read this worksheet and example, and think about how you could use this diary, every day in your project, to actually learn and do/participate, in addition to: studying or learning or other habits.

you can:
Study, Participate, collect data for your thesis, and develop/transform along the way.
you can keep notes, and share your diaries with other students as they also collect/ understand/ apply.

i REALLY want to help you. I want to push and support you. I think this is a good way.

And this is what I illustrated for them

I wanted to stress that each of their steps should be shared with others to get feedback. I encourage my students to form groups and regularly share their work (over coffee, or before a board game) to keep them reflecting, articulating, getting and giving feedback, and hopefully finding connections and new potential through their communication.

(1)

Get lots of experiences:
- read
- travel
- exercise
- study for tests
- meditate
- learn how to change habits

Date:		Title:	
Step	Show your work		Reflect and take notes
1 Experience	Take notes in a private google doc (and get feedback from Prof. deHaan and other students)		Who What When Where How Why Other
2 Understand	Take notes in a private google doc (and get feedback from Prof. deHaan and other students)		Who What When Where How Why Other
3 Analyze and connect	Take notes in a private google doc (and get feedback from Prof. deHaan and other students)		Who What When Where How Why Other
4 Apply	Take notes in a private google doc (and get feedback from Prof. deHaan and other students)		Who What When Where How Why Other

(2)

Think about how to use your experiences and ideas

(3)

Share your ideas on SNS or a blog, if you want to help other people, or get feedback from other groups of people.

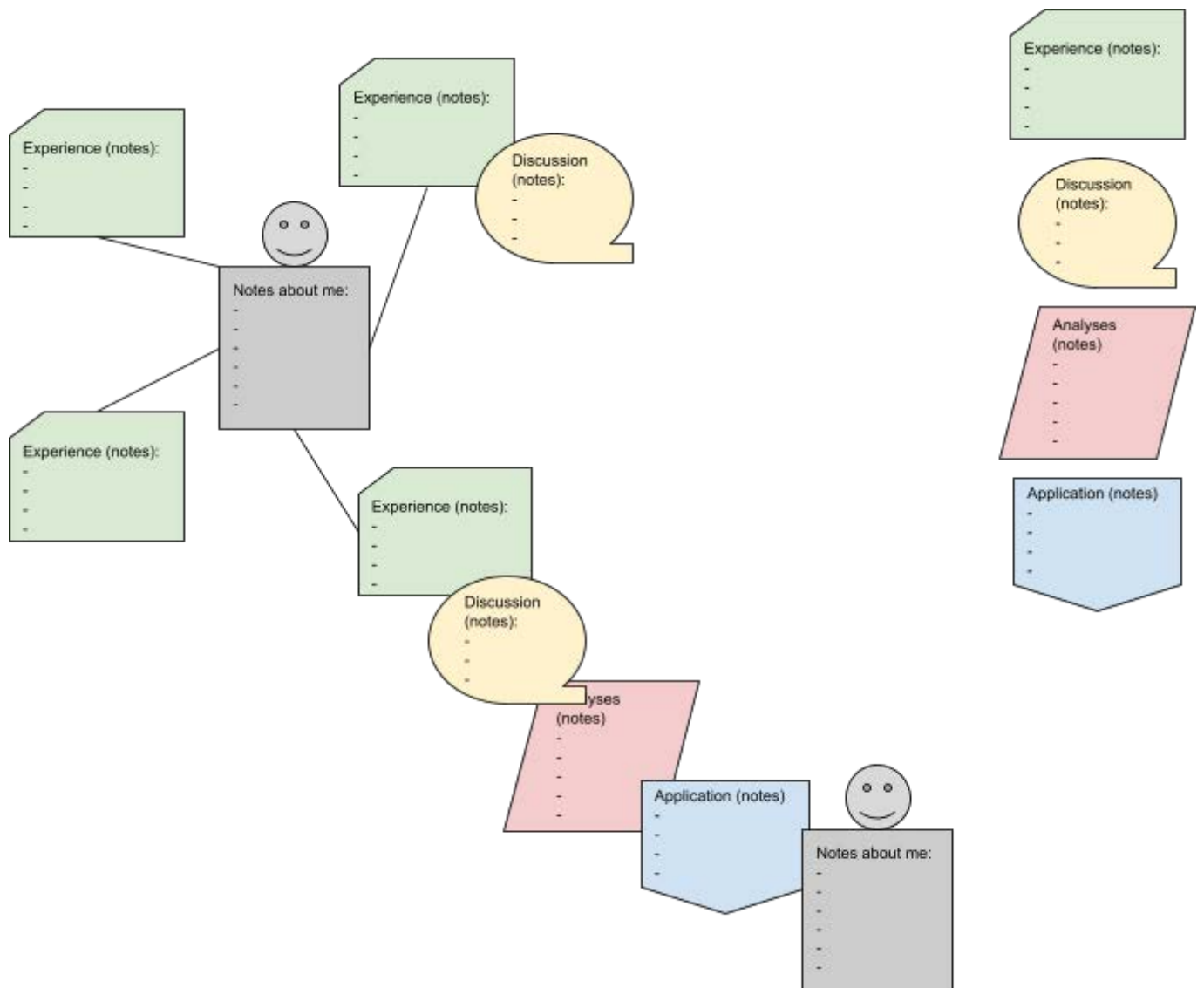**And this is a more "visual mode" that I created for my more concept map-oriented student thinkers**

This drawing is a visual plaything that students can remix and use to organize their experiences, discussions, connections and analyses of social ideas, and also participatory possibility and also actions they take.

It's important to see that not every experience results in participatory actions. Some experiences are just that, which is fine. Some experiences connect to a discussion that doesn't really go anywhere, which is fine. But some experiences are amazing springboards that go all the way to students doing something participatory that applies their experience, discussion, analysis and leads to them becoming who they want to be.

And if teachers ask students to map out their knowledge and social circles via concept maps **before** instruction, having them do their work as a concept map is a great way to see development **during and after** the class, course or curriculum. :)

deHaan, J. (2022). Teaching language and literacy (or anything) with games (or anything): A good way (The pedagogy of multiliteracies) simplified here for teachers and students. *Ludic Language Pedagogy, 4, p.*28 of 30

How long does PedML teaching take?

Well, anywhere from 15 minutes to 15 years. PedML can be done in:

Informal contexts	A student doing this regularly for the rest of their lives	Formal contexts	An entire school curriculum	One semester of a class (most of the examples above)
	A student trying this for a week, or a month, outside of class		A unit of a class	A sequence of a few classes
	15 minutes: A student trying this once, outside of class (Metal Gear passive voice example)		A week of a class (Game Camp example)	One class, or one activity in one class

Got any other advice for teachers about the "how" of MedML? About how to <u>mediate</u> students' learning?

- Show examples of the activities in the sequence of your lesson or curriculum. Show examples of the products (both good and bad examples). Doing all these things can be new and confusing for some students.

- Make sure that you, or other students, check the understanding and application work. Students will say and do a lot, and your feedback at those stages will really help the ideas and language be clear to the students.

- Applying ideas can take so many forms, so share ideas, and keep a shared idea bank that students can take from, and contribute to. (This is the massive archive of my students' work that you can use or show.) Some ways to apply ideas and experiences might be to:
    - Use social media
    - Make a piece of media (a game, a video)
    - Talk with someone else

- Talk to students about regularly sharing their work with each other (using Discord, LINE, face to face, Zoom, shared google documents, etc)

- When you meet students to discuss work, here are some core things to accomplish in the meeting
    - Discuss ideas
    - Check work
    - Motivate and guide
    - Share further examples
    - Answer questions
    - Ask how the current work connects to PedML steps before and after the current one

- It's really useful to have students think about themselves at the start of the curriculum or sequence. They can brainstorm and share
    - Who they are
    - Who they want to be
  Which will help you guide them along the PedML sequence towards who they want to be.

- It's good to show students a variety of roles in life they can play, and also connected participatory projects.

- To help students think about what their goals are, you can help them
    - Think forwards (explore ideas as they appear, and see what goal they end up at)
    - OR Think backwards (choose a goal and think about what things they will need to accomplish along the PedML way)

Acknowledgements

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