CIDDL Research and Practice Brief 14 Interview Transcript

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Samantha Goldman: hello, and welcome to the CIDDL research and practice brief series. My name is Samantha Goldman. The purpose of the CIDDL research and practice brief series is to have conversations around the innovative use of technology and special education, early childhood education, related services, and leadership personnel preparation programs. Today we have with us, Dr. Jozwik, an assistant professor of teaching and learning at the University of Wisconsin in Milwaukee. Her work focuses on literacy and curriculum development. Her research interests include bilingual education and special education with her research focusing on literacy development. For bilingual students with disabilities and how we prepare teachers with the necessary skills to meet the needs of students with disabilities of culturally and linguistically diverse backgrounds Thank you so much for joining us today.

1:03

Sara L Jozwik: Thank you for having me.

1:04

Samantha Goldman: So the first question is what issues are you trying to address, for your work with literacy writing and technology.

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Sara L Jozwik: Thank you for the thoughtful question, the issue of equity specifically disrupting practices that perpetuate disparate outcomes for groups of students, particularly those students. At the intersections of groups formed on the basis of race, language and ability has driven my work in making literacy accessible to students with disability labels who use more than one language or dialect at home and school, I think one of the most important factors that we know that affects student achievement is educator effectiveness. And so relatedly in my teaching and research, I want to perpetuate equitable outcomes for all students by focusing on the use of instructional practices that are effective, that reflect a commitment to the right to read and that foster a love of literacy within and across languages, and I really think that technology, particularly in Universal design for learning or UDL framework plays an important role in establishing the consistent conditions where a diversity of readers, writers, thinkers can not only belong but also thrive.

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Samantha Goldman: Perfect. Thank you so much, can you walk us through how technology and literacy, specifically reading and writing work together to support students with disabilities and then share how you integrate technologies to support literacy development into your Teacher Preparation Program.

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Sara L Jozwik: Sure, so I think literacy hold space for a really dynamic exchange of ideas through speaking reading, listening and writing and technology can bring these language exchanges to life so, for example, readers as thinkers can interact with text on a page or on a screen. They can use actual sticky notes or electronic sticky notes to annotate and code, the text, maybe putting symbols to signify things that are interesting. While they read and then after they can post reactions, connections, or questions to a video discussion threads and things like FlipGrid, these are some isolated examples of how. Technology can interplay with literacy tasks, but what I think matters most here is the context in which the membership to literate environment is supported. By technology applications available to everyone in the room and, within this context, this literate environment, supported by technology, we can see change and development happen. Over time it's kind of beautiful and powerful to think of an illustration of this that was offered in the work of. Deb Roy. He's a researcher at MIT and he shared in a Ted talk called The Birth of a Word how he wired his home and did. 3D recording of his son's development from birth to age one and he captured what he refers to as word scapes kind of like a landscape if it were like a topographical map and what the data showed was how context matters and the Instances of the use of the word water showed these clusters and concentrations are word scapes around places like the kitchen sink or the bathtub or a coffee table where the water bottle was placed, and so I think about that sophistication that Deb Roy had to capture the language development we don't necessarily have the capacity or budget to host sophisticated tools like that in our public school classrooms. But we can see the effects of practices and routines where we reach the hearts and minds invite all learners into a literacy, a community and what we can directly capture are the ideas that are exchanged meaningfully, for example in an environment where there's one to one computing.

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Sara L Jozwik: I think the Read and Write for Google, maybe running as a chrome extension on a chromebook available to all users can allow for learners who need a system supports like text to speech or word prediction or activated the embedded bilingual dictionary is. They can share and exchange ideas others can make use of like word processing, spell check, grammar check features. But the idea isn't just that there's a tool and that it's there. It's that this device is available for all and it's incorporated into the daily routines and by way of having this routinized environment where digital tools are accessible and support the literacy events that happen students can develop with Cook and Hussey in their work on assistive technology called operational competence and i've seen that in my own research make the biggest difference for translating it to actual observable changes in reading comprehension and written expression so having the tools using them and having them embedded in a routine make a big difference and another example I can think of And I have to articulate this clearly because it's it's a tough one, to get out and translate on zoom there's a tool called thing link so T-H-I-N-G L-I-N-K. And you can use it to

create interactive visuals that bring text to life, like one example of a use of it during COVID when classrooms were all virtual here in the Madison Metropolitan school district, the teacher had a like visual display of the classroom and through Thing Link able to put little buttons and hotspots on where students can interact with like The classroom library when they hovered over the bookshelf on the visual or they could hear audio of what her voice sounded like sitting at a table in the room. For texts, though I've used the link and had students used mainly to take pages of books so i've got one of my favorite picture books here featuring a mother of assistive technology, we would say Frida Kahlo, oh I've got my background on, and you could pick a page on it capture a picture of that page and then add voice, add more than one language, add signs to make the communication multimodal, so I think Thing Link is a useful way to bring text to life, but the way that it's used an integrated should be natural within the literacy events that happen. So, for example, I was getting them a classroom where we did a book circle talk around the book One Word from Sofia and the author is Jim Averbeck and Sofia is this delightful child who's got an ever expanding vocabulary in the book One Word for Sofia she's learning words like effusive, loquacious, verbose but there's a page where Sophia and her family are sitting at the table and Sophia has this problem where she wants a pet giraffe yeah and you see each person sitting at the table and a little description of like, grandmama is very strict in her father's a businessman so through think we added like what sort of argument is she going to need to develop to convince the businessman, you know pragmatic benefits of housing a giraffe or how is she going to appeal to grandma's you know sense of order and tidiness through the argument, so there are different ways that I think it can develop, but that was like where the conversation in the book talk went. The students wanted to create the thing link for it; it wasn't like pre planned here's a task here's a checklist get it done it was like authentic to that environment. So that's the kind of exciting possibility that we can see language being brought to life and literacy develop in these environments where students are included and belonging the second part of your question, though, was about the the ways that we integrate technology to support literacy development into teacher preparation and I think. To simply put, we teach with the end about technology. So we offer real time hands on practice by having students have field experiences every semester, and in those field experiences they're in classrooms where teachers are either using the technology that's available, working with faculty and assistive technology providers to find funding to increase access to broader options that can be incorporated, so they get to see like use of what's available and then ways to network resource and fund the access to broader tools that are needed, we have content wise. A standalone course on technology applications but within each of our courses we've embedded. The topics of assistive technology and instructional technology so that it's never just like a oh that was 116 week chunk in my very first semester, and I never learned about it again kind of experience, they want it to be seamlessly integrated. And then the other piece, for me, has been kind of a circumstantial learning dilemma of

practice really once the initial pivot from face to face talk online instruction happened in our classrooms during the March 2020 semester. We found that the comfort level and the use of technology is like zoom were available and were kind of making somewhat of an impact and then, when we return to a modified in person like social distanced masks kind of learning environment there were conditions where some students had to miss classes, and so what would be left with this is like group of learners physically present in a room but distanced and then other group of learners online trying to just figure out how to manage that it's not quite hybrid. I know, sometimes the term high FLEX is used, but it can be unbalanced when it's like three people in the room and 15 on zoom that could be really difficult from an instructor perspective to try to create a community and really ensure that information is engarded in a meaningful way, so what i've learned and used and recommended is zoom plus Near Pod so Near Pod is online interactive people can log in from whatever location they're at, and you can impart information kind of like PowerPoint style, but in that were interaction, discussion, polling, quizzing. Even adults. You know, adults in their 40s 50s who are in one of our post baccalaureate programs loved the zoom like time to climb feature it like you choose a little Avatar and you earn points as you answer questions and you see yourself kind of like racing among classmates so for those moments where it's you know worthwhile having some competitive learning experiences that that kind of lot of interest, And then what happened immediately was the next time I went out to observe students, I was supervising they were using Near Pod in their classroom so that power of like practicing what we preach is really important, and the challenges, you know, continue to meet us, and I think finding tools like how Near Pod can help kind of bridge that divide with the physical in online synchronicity I think that is um you know kind of exciting to continue learning about and sharing that excitement with students makes a difference.

14:19

Samantha Goldman: that's awesome Near Pod Thing Link, those are some really great technologies and it's a perfect segue into our next question. So as we're preparing educators for using these technologies in the field, what can we do better, and what else should teacher preparation programs consider moving forward.

14:37

Sara L Jozwik: I think, what i've learned to do better on is gain an inventory of background experiences that students come into our program with regarding technology and I've found the need to do that, based on assumptions I was making about what expectations I could have in terms of not just navigating our learning management system but building resources, you know, a certain level of like PowerPoint savvy or Google Classroom knowledge is nothing to to leave unchecked and nothing to safely assume. But also, I think the tolerance for mishaps and problem solving. In a context where you're already feeling challenged by societal pressure that teachers face cost factor associated with being enrolled in a teacher preparation program having just another burden at this point in our

like collective psyche can really close the door to the potential that we really want to have our candidates partners in technology so doing some inventory and survey gives me a pretty good sense of baseline so that I can figure out how to best invite and develop competencies for building skills and knowledge to problem solve, find resources, not just use them as like a one and done but actually integrate them into a routine that takes repeated exposure immediate feedback and lots of practice. So I think being very concerted about how we understand who our learners are, where they come to us and then design a pathway where they can interact and build that competence over time. And I do hear often that when students struggle, they say that they turn to their own K-12 learners who often are a couple steps ahead of them. So it's nice to have that you know cycle and connection in classrooms.

17:06

Samantha Goldman: I love that I love like flipping it and having your students teach you like what more validating and like way to boost their own self esteem to have their teacher come and ask them for help.

17:19

Sara L Jozwik: Yeah you know I actually found that in a study, where I had a small number of students. All of them were using various compensatory aids for writing, including voice typing yeah and one student was more comfortable with an iPad, another with a chromebook, but the chromebook kept doing these like restarts shutouts and it was very frustrating. On top of like the child was speaking in two languages and switching and the Dragon wasn't wasn't quite capturing it. So just the the tolerance for like aw just wants to restart the other student would jump in and say oh I forgot this I can fix it, you know, and would like wipe something. So they like he helped his peer develop the operational competence and then stick with the tool. Yeah it was great to see.

18:19

Samantha Goldman: that's amazing what implications do you see for future research and what are some questions we might be asking.

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Sara L Jozwik: One thing that is way more pronounced to me in classrooms right now I think it's it's always been there, but i'm definitely primed to it because I see it, not just in K-12 learners but also in the teachers that we're preparing is the mental health and trauma related experiences that carry over and influence. What happens in the classroom, What expectations we come into the classroom with and our stamina for doing the kind of tasks that we play our problem solving, persevering, critical thinking and so I think the direction to go is like i've seen technology really do a lot to support literate environments and develop work reading comprehension thinking to develop written expression, but to layer self regulation supports on top of that and to ensure that students have the competencies and they have the agency to call like this is what i'm going to do today, this is what I can accomplish, this is what I need, I think, technology players are can play a

more important role then what we've got documented here and i'm doing some work right now with our inclusive early childhood education program to start young in dual language learning classrooms and the social emotional learning and self-regulation is like top priority for all players who are collaborating together on ways to support ultimately language development, but just entry into that learning community and learning space Particularly for young learners who in the past two years, have had different experiences with their interactions outside of the classroom that has a pretty visible carry over effects now, so I think that's definite important direction to go and focus on technology.

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Samantha Goldman: Last question and you've already mentioned a bunch of really great resources but are there any other specific technologies that you would suggest for teacher preparation programs or even teachers to use in their classrooms.

21:09

Sara L Jozwik: Yeah I I mentioned Near Pod. I definitely can't think of any drawbacks to that. I do like Thing Link I wish it were easier to say, There is an APP that i've experimented with recently called Novel Effect for use in like an interactive read aloud i've only done the. Like non paid subscription to it, so that gives you access to their built in library, but you can use Novel Effect to add sound and sound effects to enhance like a reading experience kind of taking. Maybe like walking the line between what LaVar Burton did on Reading Rainbow yeah and what I think Storyline Online does with like famous actors reading. The end like a cartoon that's like an animated you know short. So you can take the actual like handheld the book and the experience derive from that the connection that communities around say that and then add the auditory enhancements on that makes for an experience that you can collectively respond to in writing and I think it's portable so you can take it with you and share it with others in your home or throughout a school building another. Another thing that I guess I haven't focused on as much, but so I focused on technology more digital technologies, but I do think of technology, also including sort of low tech tools and devices like old fashioned color printed laminated and then tack it glue i've found is more useful than velcro i've replaced my velcro slowly with tack it glue i'm not supported by them in any way I don't know if there's a generic term for it but it's kind of like reusable resealable in the benefit of it is like the density of adapted book that you would make with velcro versus tack it glue you can carry them easily with you store them, and so I don't like seeing the prices of tack it glue. So I do think that some of those tools are engaging and impactful intervention and get overlooked so slow Potential for adaptive bookmaking or material making in ways that are accessible. I think that that can support it visually the Novel Effect kind of an auditory support and then Near Pod Read and Write. EduCreations is an APP it's an interactive whiteboard that I found that students love the ability to take a picture of what they're reading and then on like with the whiteboard tools annotate and draw on that. And then they can add their voice recording of it that's easy to email to someone that's easy to save

as like a permanent product, and you can later do some data analysis on that and i've also found that at like an IEP meeting it's helpful to have some digital clips like that to support what you're saying about their reading development or written expression. So EduCreations is the name of that APP and there are other interactive whiteboard features as well that do that same function. So those are my recommendations.

25:03

Samantha Goldman: awesome well I think that's a great way to wrap up. Yeah I want to thank you very much for taking your time for sharing your thoughts and your research with us and your experience. For more information on the CIDDL research and practice briefs and other resources for higher education and related services, please go to CIDDL.org. And don't forget to follow us on social media, subscribe to our YouTube channel, and leave us a message. Thank you so much for joining us, and thank you, Dr jJozwik.

25:32

Sara L Jozwik: Thank you so much, take care.