

Applying the Learning Processes in the Design Pre-Service Training Course.
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Discipline / subject: Education development / academic practice

Academic level / students: Trainee teachers

What we did:

The course, titled 'Current Trends in Language Education,' focused on contemporary developments in language education, considering the evolving communicative landscape influenced by digital technology. Spanning nine weeks, each three-hour lesson is meticulously designed to instil in student teachers an understanding of multiliteracies principles. The pedagogy modelled how the learning processes of Encountering, Exploring, Evaluating, and Expressing could look across both face-to-face and online lessons. Starting with Encountering, the first lesson introduces multiliteracies and its relevance in the contemporary digital age by having students reflect on their own experiences and beliefs of literacy. Subsequent lessons focused on Exploring and Evaluating where students learnt a pedagogic metalanguage and engaged in collaborative critical analysis of multimodal texts. Opportunities for Expressing was also designed throughout the lessons as well as in the assignment of the course, which was to create a multimodal lesson package for the teaching of multiliteracies to primary school students. Past lesson packages of students can be accessed here: <https://teachmultimodalliteracy.wordpress.com/>

How we measured efficacy:

The lesson packages of students are analysed for their signs of learning from the course. Students also reported positive and engaged learning experience through the institutional students' feedback on teaching survey.

(For a full discussion, please see Lim, F V (forthcoming) 'Preparing pre-service language teachers to teach multiliteracies in Singapore'. In C., Blume (Ed.).

Approaching Multiliteracies: Digitally-Mediated Second Language Teacher Education. Routledge, London & New York



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