

That's pretty *tweet*: How popular media and culture starts conversations in developmental classrooms

Kyle Goehner, CCBC
Haleh Harris, CCBC

Background and theory

- The 21st century has shifting trends in literacy patterns because of the change in:
 - Global economy
 - Popular culture
 - Technology



(Au & Raphael, 2000, p.170)

Theory: Popular media and culture

- Students have grown up in a world surrounded by “the electronic, symbolic, commodity, and ideological signification system of popular culture” and when educators hone in on these:
 - Student confidence is enhanced
 - Students engage & dialogue as active participants in their classes
 - Students engage with their texts and studies as critical thinkers

(Trier, 2006, pgs. 434-438)

Theory: Popular media and culture

- Students have a wealth of knowledge about popular culture
 - Images can help illuminate meanings because it helps activate prior knowledge
- Popular culture helps cultivate a culture of teaching & learning

(Vasudevan, 2009, pgs. 356-374)

Theory: Popular media and culture

- A rationale for popular media and culture as academic in four parts
 - 1) Matthew Arnold: “The best that has been thought and said”
 - 2) Ronald Barthes: “Language is never innocent”



Theory: Popular media and culture

- Thomas Pynchon: “Indoors, the evening gets you’d say festive...they surface from their post orgy haze in time to witness Derek Jeter’s clutch tenth inning homer and another trademark Yankee win. “Yes!” Horst beginning to scream in delighted disbelief. “And it better be Keanu Reeves in the biopic!”
- Childish Gambino: “So it is 400 Blows to these Truffant n- / Yeah, now, that is the line of the century / You all too busy, lying about penitentiary / You ain’t been there / You been scared”



Theory: Popular media and culture

- 4) Stuart Hall: “Popular culture, commodified and stereotyped as it often is, is not all...the area where we find who we really are, the truth of our experience. It is an arena that is profoundly mythic. It is a theater of popular desires...popular fantasies. It is where we discover and play with the identifications of ourselves, where we are imagined, where we are represented, not only to the audiences out there..but to ourselves for the first time.”

(Hall, 1993, p.111)

Directions for Popular Culture in the Classroom

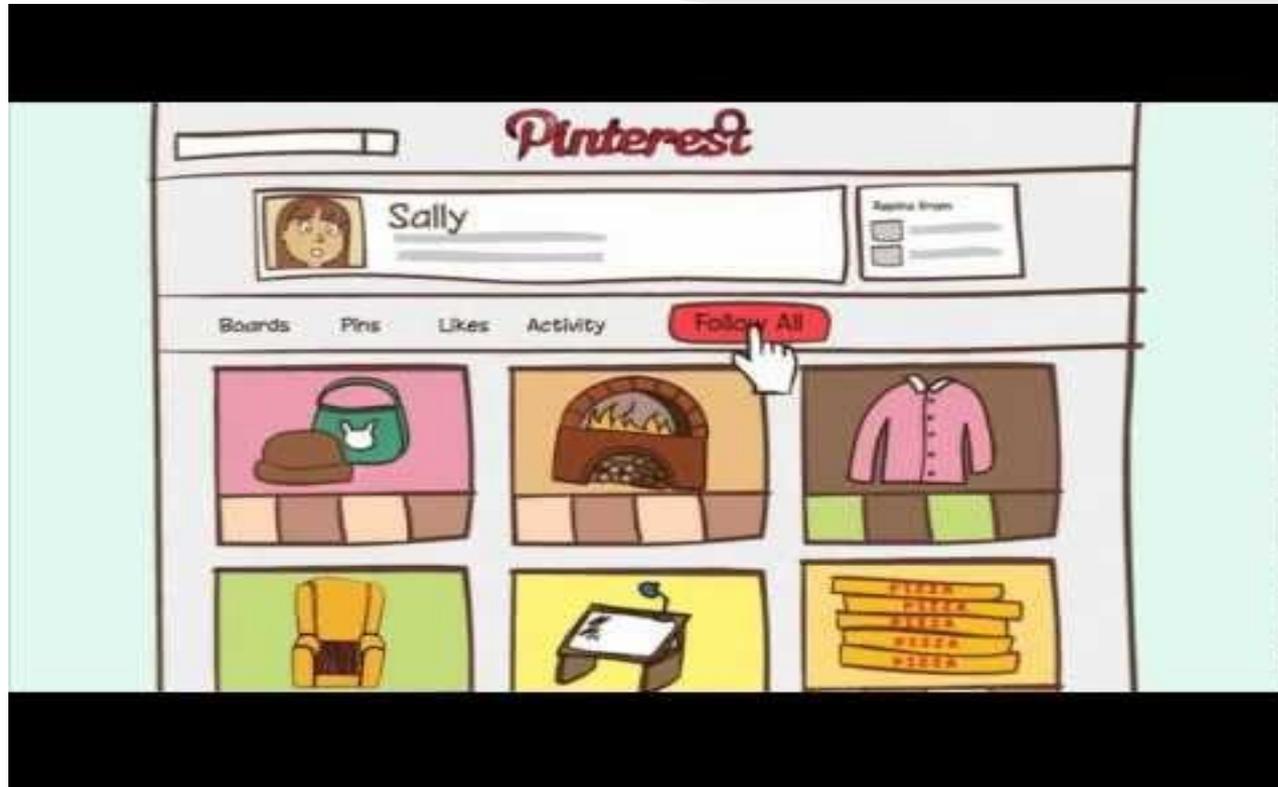
- Connections with Race, Gender, Class, Culture, Demographics:
 - Music
 - Sports
 - Consumerism
 - Reality Television
 - Cinema
 - Financial Literacy
 - Technology!



Classroom applications And Content Connections

*three suggestions for teaching the culture of technology
using technology*

Pinterest



Pinterest as a hook

How Pinteresting

Directions: Create a Pintrest account if you don't already have one, and then create a Pintrest page of your interests. This will serve as a way to introduce yourself to your classmates. Please be sure to follow the requirements listed below:

1. 8-10 images are included
2. Images should reflect your likes/interests/hobbies
3. Images should reflect your reasons why your enrolled in college/your academic goals
4. Images should reflect your career/future schooling goals

Rubric

Requirements	Points Earned	Points Possible
8-10 Images are included		10
Images reflect your likes/interests/hobbies		10
Images reflect your reasons why your enrolled in college/your academic goals		10
Images should reflect your career and/or future schooling goals		10
Presentation is well-organized		10
Presentation is between 2-4 minutes		10
Presenter speaks in a clear, articulate manner		10
Presenter maintains eye contact with the class		10
Rubric is turned in with final project		10
		90

_____/90 points

Engaging critical thought through Pinterest



Students debts are big

Uploaded by
Taja Henry



Mortgage debt is one of the longest and biggest debts a person will have

Uploaded by
Taja Henry



student loans debt will cause you to move back in with your parents

Uploaded by
Taja Henry



Erasing debt

Uploaded by
Taja Henry



Being in debt your trapped

Uploaded by
Taja Henry



Jennifer Lawrence
\$4.1

Pinned from
thgraes.tumblr.com



Credit cards are a big way to get into debt due to interest rate and people spending money that they do not have

Representations

- The promise of technology:
 - “the rhetoric around technology often makes it out to be the great equalizer of society, suggesting that technology can in and of itself make the world a better place”
- Actual effects of technology:
 - Kat, age 14, from Massachusetts: “I was the first one of my friends to get a Facebook, and then a lot of people people got one afterwards....the people who use MySpace - again, not in a racist way - but are usually more like ghetto and hip hop rap lovers group.”

(boyd, 2009, 1)

Representations

- One interviewee, Becky, said, “I chose my default picture because I like the way I look laughing out loud, and my sister is in it which means I love my family.”
 - Self as constructed, self as represented, self as in relation to others, self as contextualized.
 - Couldry: Social media as a “frame”

(Estoisia, 2009, 1)

(Couldry, 2012)

Twitter

Assignment via Bb:

Hi all, I'm going to state this broadly and straightforwardly: What are the implications of social media in the context of education? Of course, examples from your own experiences and observations would be highly relevant (and welcome) here, but also incorporate one in-text citation from our readings to back your points.

Additionally, I want to do things a little differently this week. Let's put a Twitter "esque" twist on this thread. And you may all know, Twitter limits users to 140 character "tweets." For this discussion board, let's limit our primary posts to 200 words, and all of our secondary posts to 100 words. And, when signing your posts - include your Twitter name (preceded by the @ symbol) next to your real name (see my example below).

Happy Tweeting!

Prof. Harris (@busygrading)

Twitter post student sample

Primary Post: *I think it is a good idea to let students officially post on social media for their schools because that is where our friends look for information. You may even get more feed when the postings are from peers. But policies on these sites are super important cause students open with their thoughts and feelings. Student supposd to positively share information, but students are being hurt and bullied from the content too.*

Student A@kimed-tech4learning

Secondary Post: *Yes, and Andrew Simmons also states in the article you reference that, "while Facebook and Twitter have eroded writing conventions among my students, they have not killed the most important ingredients in personal writing: self-reflection and emotional honesty". And that is directly linked to what you called a safe haven. If people feel comfortable to share - the possibilities are endless, don't you think?*

Student B (@lovingthisthread)

Social Media as Content

- as digital coffee house
- countering popular narratives of literacy
- as increasing writing fluency
- providing an authentic audience
- way to embed skills - visuals, creation, organization
- youtube as democracy
- critical mass
- link analysis and yourself as the product

Text “talk”

- “Text messaging can... promote an active learning environment, facilitate the building of a learning community, provide feedback and increase student motivation...”
- Text talk is creeping into our students’ writings and even in speech (LOL, OMG, TTYL)
 - Texting is ingrained in 21st century lifestyle
- Use text “talk” to help prepare students to use more creativity and critical thinking skills
 - Students must find a transition between texting language and grammar



(Thomas & Orthober, 2011, p. 57)

Text “talk” as a prewriting activity

- When confronted with a less demanding kind of communication, students feel less threatened
- When confronted with a less familiar, more demanding writing task, though, writers often stumble
- Student writers often have little experience with strategic writing, and like all parts of the writing process, students need:
 - Discussion
 - Modeling
 - Guided Practice
- Using a Bb discussion board prompt as a prewriting activity for a future essay assignment serves as an important tool to help students stop long enough to think about their topics and get their ideas on the screen
- Students can respond to peer posts to help them build out their ideas

teaching text talk

- texting as “fingered speech.”
- “lol” as grammar
- relationships between texting and other non-standard englishes; discourses and linguistic contexts
- “Spoken Latin has picked up a passel of words considered too casual for written Latin, and the grammar people use when speaking has broken down. The masses barely use anything but the nominative and the accusative ... It’s gotten to the point that the student of Latin is writing in what is to him an artificial language, and it is an effort for him to recite in it decently.”
- students as “bidialectal” - and this is a hopeful thing



References

Au, K. H., & Raphael, T. E. (2000). Equity and literacy in the next millennium. *Reading Research Quarterly*, 35(1), 170. Retrieved from <http://0-search.proquest.com.library.ccbcmd.edu/docview/212131243?accountid=3784>

boyd, d. (2009, November). Implications of user choice: the cultural logic of "MySpace or Facebook? So you cn see me type? . *Interactions*, XVI(6).

Couldry, N. (2012). *Media, society, world: social theory and digital media practice*. Cambridge, UK: Polity Press.

Estoisia, Renee, Neema Pithia, and Claudia Rodriguez. "Identity Construction and Self-Representation on Facebook." *Culture, Power, Cyberspace*. N.p., 23 May 2009. Web. 29 May 2014. <http://anthrocyber.blogspot.com/2009/05/identity-construction-and-self.html>.

Hall, Stuart. (1993). What is this "Black" in black popular culture anyway? *Social Justice*, 20(1), 104-115.

Thomas, K., & Orthober, C. (2011). Using text messaging in the secondary classroom. *American Secondary Education*, 39(2), 57. Retrieved from http://www.emergingedtech.com/wp/wp-content/uploads/2012/05/Text_Messaging_Study_Quote.jpg

Trier, J. (2006). Teaching with media and popular culture. *Journal of Adolescent & Adult Literacy*, 49(5), 434-438. Retrieved from <http://0-search.proquest.com.library.ccbcmd.edu/docview/216925180?accountid=3784>

Vasudevan, L. (2009). Performing new geographies of literacy teaching and learning. *English Education*, 41(4), 356-374. Retrieved from <http://0-search.proquest.com.library.ccbcmd.edu/docview/214374367?accountid=3784>

Contact Us

Haleh Harris

hharris2@ccbmd.edu

Kyle Goehner

kgoehner@ccbcmd.edu