

EDUC 172 Part 1-09

Alright so that basically concludes part 1 of our course, language and the curriculum. I hope you've gotten a broad general sense of how language works, how each of us has our own particular background with language and way of working with it but that within the moment and in our societies we develop ways of saying and doing things, and that over time these patterns of communication are encoded and they're encoded not only through print literacies and now through all kinds of digital literacies but encoded within culture itself.

The cultural codes transcend time but that we draw them in our social interactions and how we inform ourselves over time as individuals; that our communications extend not only through our immediate families and out in to our communities but have an almost global capacity these days to be a part of the social now and to develop broad international cultural understandings.

All of this is a part of what a teacher does, and no matter what subject area a teacher is teaching in they need a good language sense to be able to teach well.

They have to help their students to understand the concepts that are encoded within the language they use by broadening and opening them up to that language first so that they can participate in the various disciplinary discourses they must understand in order to excel in your subject area.

You as a teacher are also a transmitter of texts, a sharer of the great ideas of the world and in all states and all times students will require assistance, and the development of a positive learning relationships by opening and making it possible for them to comprehend and understand the language of the discipline you're teaching. That's one of the first big steps

So from this point in the course, we will start to break down different modalities and look at how we can assist people to be better readers, to be better writers, to understand the often confusing world of multimedia, and all the digital ways that we have of communicating.

We will also have to think critically about changes in the patterns of communication and how they can enhance education or maybe even at times not enhance it, maybe make it have more superficiality, maybe weaken some of the connection to cultural patterns of language use because the social ones are so present, and so all around us that we need to help students to develop connections to print literacies and the kinds of knowledge that we get out of cultural spaces like libraries and things like that.

If there are anyways that the teacher can give the student the opportunity to participate in their subject as a speaker and listener, as a reader and writer, as an artist and creator, as a scientist and as a politician, as a thoughtful philosopher, or as

an athlete able to express their ideas their imaginations through the mastery a kind of communication, a coordination of the symbols that we take as meaningful and turning that into something powerful to be shared with others, then that is a great goal indeed.

And all teachers should strive for it. Therefore we will continue to really explore how we can also assess students on improvement with language as they are inquiring and improving their knowledge in our subject areas.

Thanks for participating in part 1. I hope you enjoy it.