


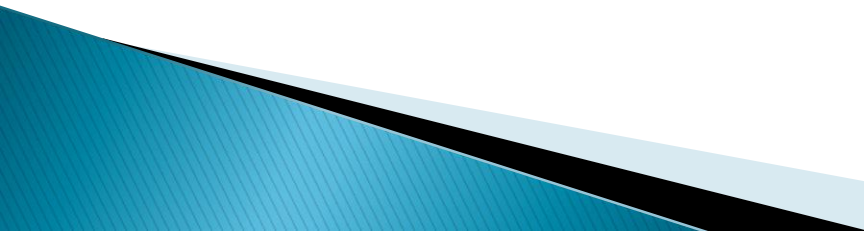
Literature Circles

Talkin' 'bout books.

How does it work?

- ▶ Students gather together in small groups to discuss a book that they have chosen to read
 - ▶ Students govern themselves
 - Set their own schedules and discussion rules
 - ▶ Students perform constant self-assessment
 - ▶ Teacher supervises and leads “mini-lessons” that set up and frame group meetings
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Sometimes there are “roles”

- ▶ A means of structuring and guiding discussions to prevent aimlessness
 - ▶ Students take on a different role each meeting
 - ▶ But beware: “*Roles sometimes get in the way of interesting, thoughtful, from-the-heart conversation*” (Peterson and Belizaire 37)
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“Two heads are better than one”: learning together

- ▶ Literature circles *“increase comprehension, improve higher-level thinking, and foster quality responses to text”*

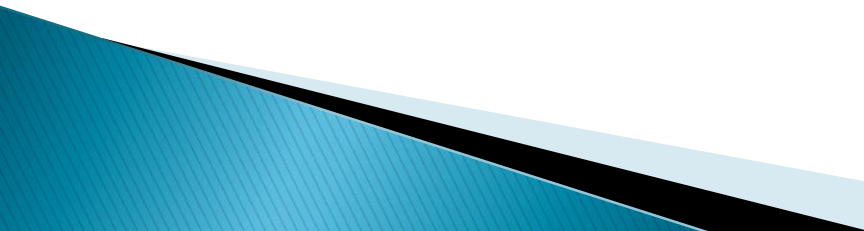
(Clarke and Holwadel 21)

- ▶ *“Students’ comprehension of what they read is deepened through talking with peers”*

(Peterson and Belizaire 37)



Social Skills and Community Building

- ▶ Social skills are a more explicit part of learning objectives
 - Student self-assessment
 - Mini-lessons
 - ▶ Allows shy students a less intimidating opportunity to speak up
 - ▶ Students must work cooperatively in order to succeed
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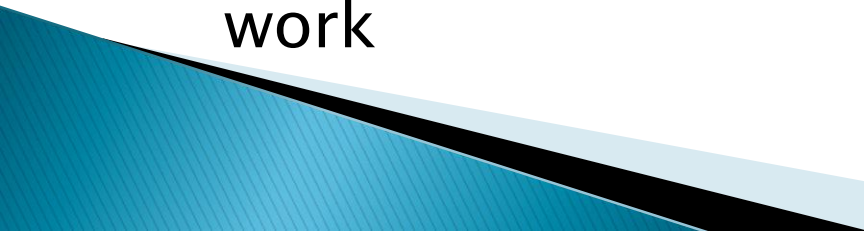
...and the outside world

- ▶ Students develop *“not only the discursive strategies that they [need] to discuss books but also the ones that would help them in their interpersonal relations beyond the literature circle discussions.”*

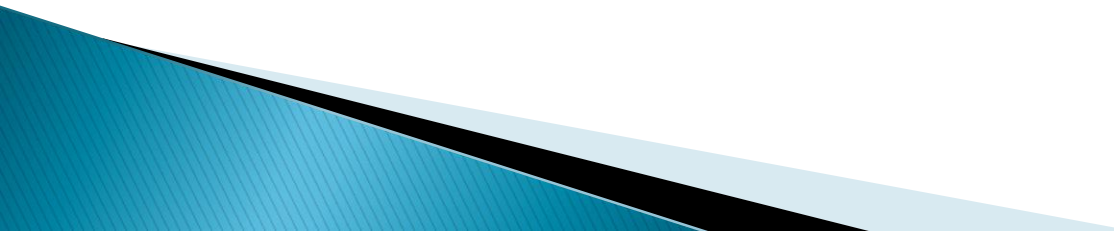
(Clarke and Holwadel 28)



Netiquette and online lit circles

- ▶ Disconnect between personal and digital interactions
 - ▶ “ Threaded discussions fostered energetic interactions between students and their teachers, promoted active learning and collaborative learning, motivated better student engagement, and allowed for easier discussions of controversial topics.” (Bowers–Campbell 558)
 - ▶ Sense of pride and ownership over self–published work
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How it happened

- ▶ 1. 9/11 happens
 - ▶ 2. U.S. government introduces Patriot Act
 - ▶ 3. B.C. government revises FOIPPA
 - ▶ 4. ???
 - ▶ 5. Everyone profits
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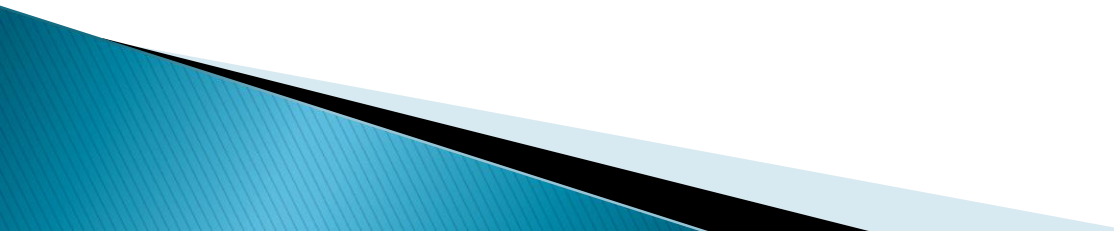
FOIPPA Section 30.1

Storage and access must be in Canada

30.1 A public body must ensure that personal information in its custody or under its control is stored only in Canada and accessed only in Canada, unless one of the following applies:

- (a) if the individual the information is about has identified the information and has consented, in the prescribed manner, to it being stored in or accessed from, as applicable, another jurisdiction;**
- (b) if it is stored in or accessed from another jurisdiction for the purpose of disclosure allowed under this Act;**
- (c) if it was disclosed under section 33.1 (1) (i.1).**

What it means for teachers

- ▶ District-by-district basis
 - Or school-by-school, or classroom-by-classroom..
 - ▶ Check with your school administration for rules, guidelines, and any possible software/programs/consent forms already in place
 - ▶ Consent forms are the best way to go
 - Parental consent, not just student
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Works Cited

- ▶ Bowers-Campbell, Joy. “Take it out of class: Exploring virtual literature circles.” *Journal of Adolescent & Adult Literacy* 54.8 (2011): 557–567.
- ▶ Clarke, Lane W., and Jennifer Holwadel. “Help! What is wrong with these literature circles and how can we fix them?.” *The Reading Teacher* 61.1 (2007): 20–29.
- ▶ “Freedom of Information and Protection of Privacy Act.” *BC Laws*. Queen’s Printer, 2 Jan. 2013. Web. 10 Jan. 2013.
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- ▶ Peterson, Shelley, and Michelle Belizaire. “Another Look at Roles in Literature Circles.” *Middle School Journal* 37.4 (2006): 37–43.