

2014-2015 Faculty of Education HSS Seed Grant Competition

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Project Title: 21st Century Literacies

Project Abstract:

Our project focuses on what continues to be a significant disconnect/gap between 21st Century literacy practices requisite in contemporary knowledge-based economies and the customary language and literacy pedagogies of schools. Recently, however, a transformed BC curriculum towards an inquiry approach has afforded a unique opportunity for innovative multilingual and multimodal literacies pedagogies. Our pilot study aims to collaboratively document the processes and products of multiliteracies pedagogical practices vis-a-vis a student inquiry approach. The study asks:

- 1) Can student inquiry approaches enable English Language Learners (ELLs) to develop literacy for the C21st, draw innovatively on their multilingual/multimodal resources; and participate in knowledge mobilization wherein alternative ways of meaning making and culturally diverse perspectives are exchanged beneficially?
- 2) What challenges and opportunities exist in assessing the students' multilingual and multimodal products and processes when engaged in multiliteracies/inquiry-based pedagogies?

The findings will inform research, policy, and praxis and serve as the basis for a SSHRC Insight Grant application.