THE RHETORICAL SITUATION IN A DIGITAL SPACE

Amplifying Student Voice Through Text Creation Online
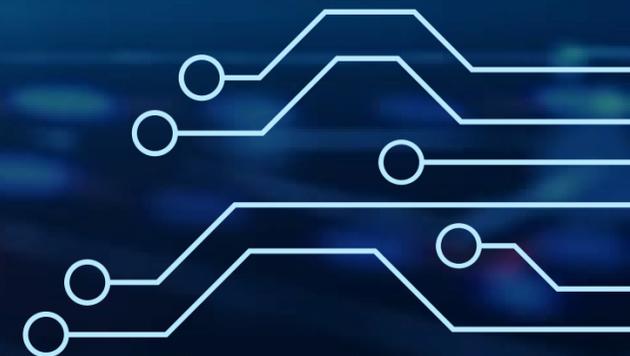
Who I Am

What I Do
- 16 years Classroom Teacher: 6-12 ELA, AP Language, AP Literature, College in the High School
- Current Instructional Facilitator for Cape Flattery SD
- Adjunct Faculy Central Washington University
- Washington State Bridge to College English Lead
- ERWC Module Writer
- Mosaic Project Cohort Member
- KQED Media Literacy Innovator
- Retro Report Ambassador
- AP Reader

Previously
- NCTE's Digital Democratic Fellow (23-24, 24-25)
- Taught in several districts across Washington State and Arizona, online, hybrid, and in person.

Passions
- Working with teachers to increase digital literacy skills
- Indigenous representation in curriculum and classrooms
- Backpacking, hiking, learning, coffee, travel

Dr. Katie Wolff

Session Goals

01 **Explore Practical Applications**

Multimodal text creation softwares alongside programs that generate ideas for wordsmithing and a variety of dictions.

02 **Analyze Generative AI's Role**

Dive into OECD's AI Literacy Framework

03 **Engage in Civic Discourse**

Share and network with each other for digital literacy

Table Group Discussion

Discuss the following questions with your table groups. Be prepared to share out.

1. What types of multimodal projects do you do?

2. Are these projects embedded or supplemental? Why?

3. How prepared are your students for rhetorical analysis of multimodal texts? Why?

4. What types of digital literacies do you hope to teach? Why?

Multimodal Writing

How can we create writing knowledge that is useful to students in other writing situations?

Analysis Assignments

- Visual/Multimodal Rhetoric Activity (11th/12th)
- Rhetorical Analysis of a Song (9th/10th)
- Refrigerators Lesson (8th)

Example Products

- Rap Battle: SpongeBob versus Homer Simpson (11th)
- Rhetoric of Sound and Music in Super Mario Games (college)
- Native American Horror Comparison (10th)
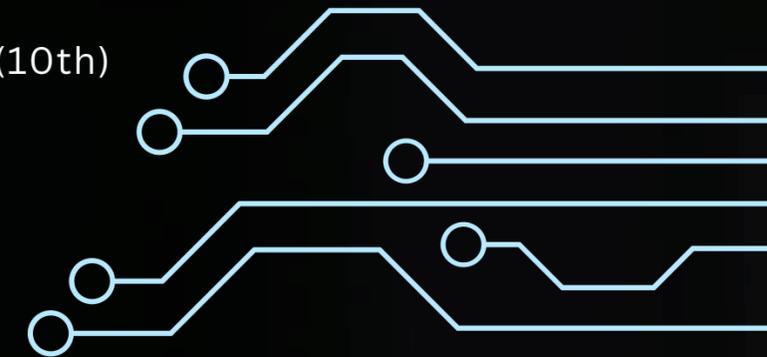
SOFTWARE FOR MULTIMODAL TEXTS

Soundtrap - Podcasting, music

Adobe Express - movies, generative AI pictures

Pixton - Comics

Canva - Infographics, presentations, mutlimodal texts

TextFX - Word linking AI

Lupe Fiasco x Large Language Models | Google Lab Sessions

Watch on YouTube

Table Group Discussion

Discuss the following questions with your table groups. Be prepared to share out.

1. How do you use AI in your classroom?

2. What applications are your students using?

3. What are you teaching about AI in your classroom? Why?

AI FRAMEWORK DEEP DIVE

TABLE GROUPS WILL EXAMINE 1 OF THE CORE COMPETENCIES

Engaging with AI

Designing with AI

Managing AI

Creating with AI

1. What does your competency "mean"?
2. Describe the highlights within your competency.
3. Where do ELA skills align with AI literacy? Where are there gaps?
4. Discuss one way to incorporate this competency into an ELA lesson.

Group Share Out

One group from each competency share

CIVIC DISCOURSE AND THE DIGITAL WORLD

Table Discussions

How may digital media engage students in civic discourse?

Where do we most often see civic engagement for our students?

Findings from NCTE's 3D Project

Given the Opportunity, students will engage in civic discourse

Digital Projects encourage students to engage deeply, especially when for an audience

Digital projects allow students some separation - less pressure to defend against others

Questions?

Check out the Resources List in the Google Folder!