

ASSOCIAÇÃO BRASILEIRA DE PROFESSORES DE LÍNGUA INGLESA  
DA REDE FEDERAL DE ENSINO BÁSICO, TÉCNICO E TECNOLÓGICO

# Teaching Shakespeare a New Way: How Online Learning can be Better than Face-to-Face, then Transform Face-to-Face

Bill Cope and Mary Kalantzis  
University of Illinois

Roundtable  
3 June 2020




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Roundtable This Week...

Bill Cope: *Teaching Shakespeare a New Way: How Online Learning can be Better than Face-to-Face, then Transform Face-to-Face* - June 3, 5pm Brazil time.

- https://illinois.zoom.us/j/99050689309?pwd=N3Ind3N0NDB0Ris0cVRLRTdrWU5KUT09
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03/06/2020  
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Roundtable: Teaching English in pandemic times: resources and possibilities

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Teaching Shakespeare in a new way: how online learning can be better than face-to-face, then transform face-to-face

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The 'Seven Affordances'

Learning by Design

Multimodal Placemat design...

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*Example 1:*

Between Text and Speech: Classroom Discourse

*Example 2:*

Multimodal, Social Writing

*Example 3:*

Measuring Writing: Big Data, Learning Analytics and Artificial Intelligence

*Example 1:*

Between Text and Speech: Classroom Discourse

“Hands up!”

**Teacher initiates:** ‘What’s the furthest planet from the sun in the Solar System?’

**Students respond:** (Members of the class shoot up their hands, and one responds, a proxy for all the others:) ‘Pluto.’

**Teacher evaluates:** ‘Yes, that’s correct!’ (Or an alternative ending: ‘No, that’s wrong, does someone else know the answer?’)



## Old School (and its digital replicants)

One person responds

It's the wrong person

Oral

Ephemeral, forgettable

Second guessing the right answer

Boring!

"Read only" knowledge (except if you are the answerer)

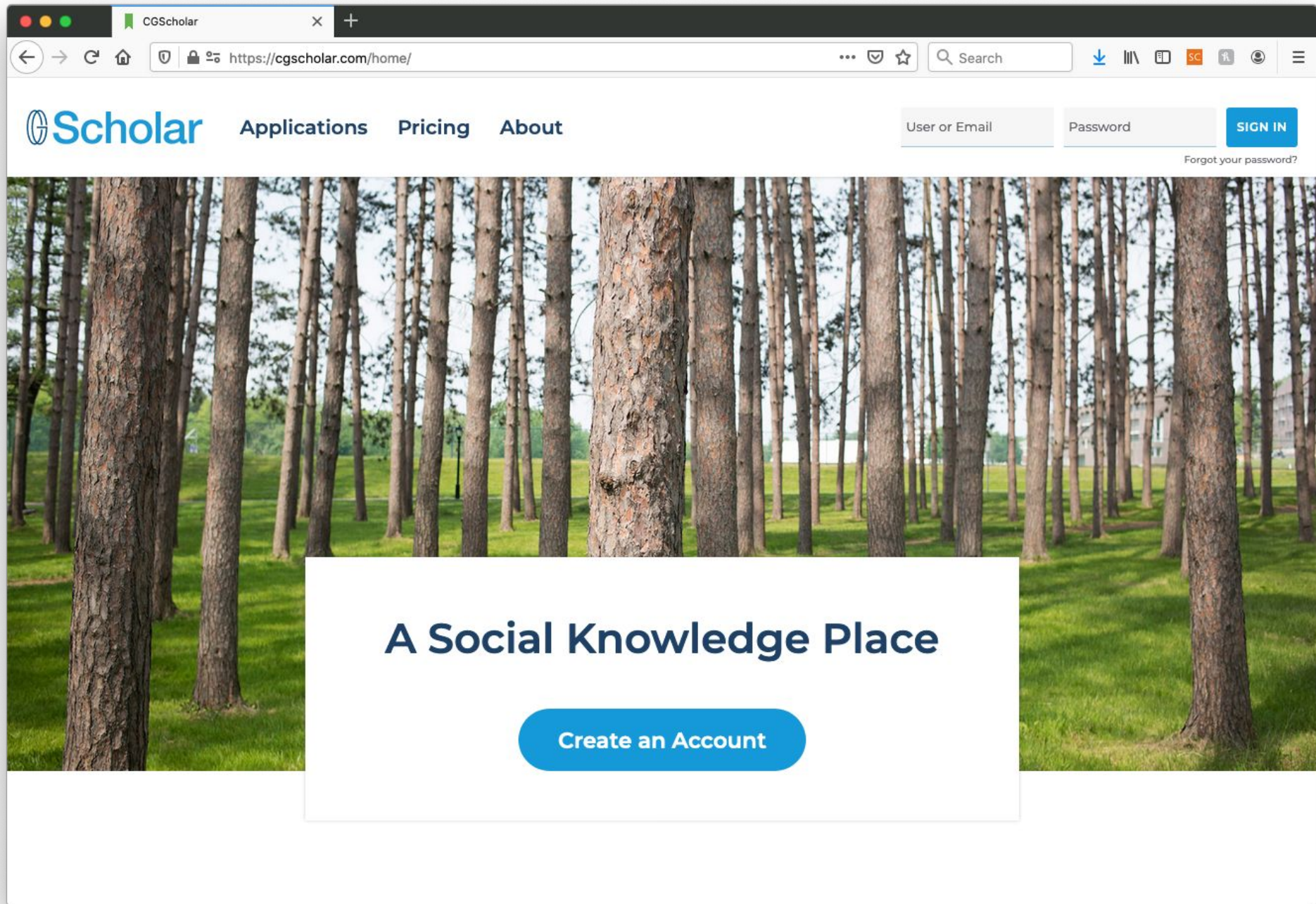
Confined within the four walls of the classroom and the cells of the timetable

Teacher initiates

Assessment happens somewhere else, of something else

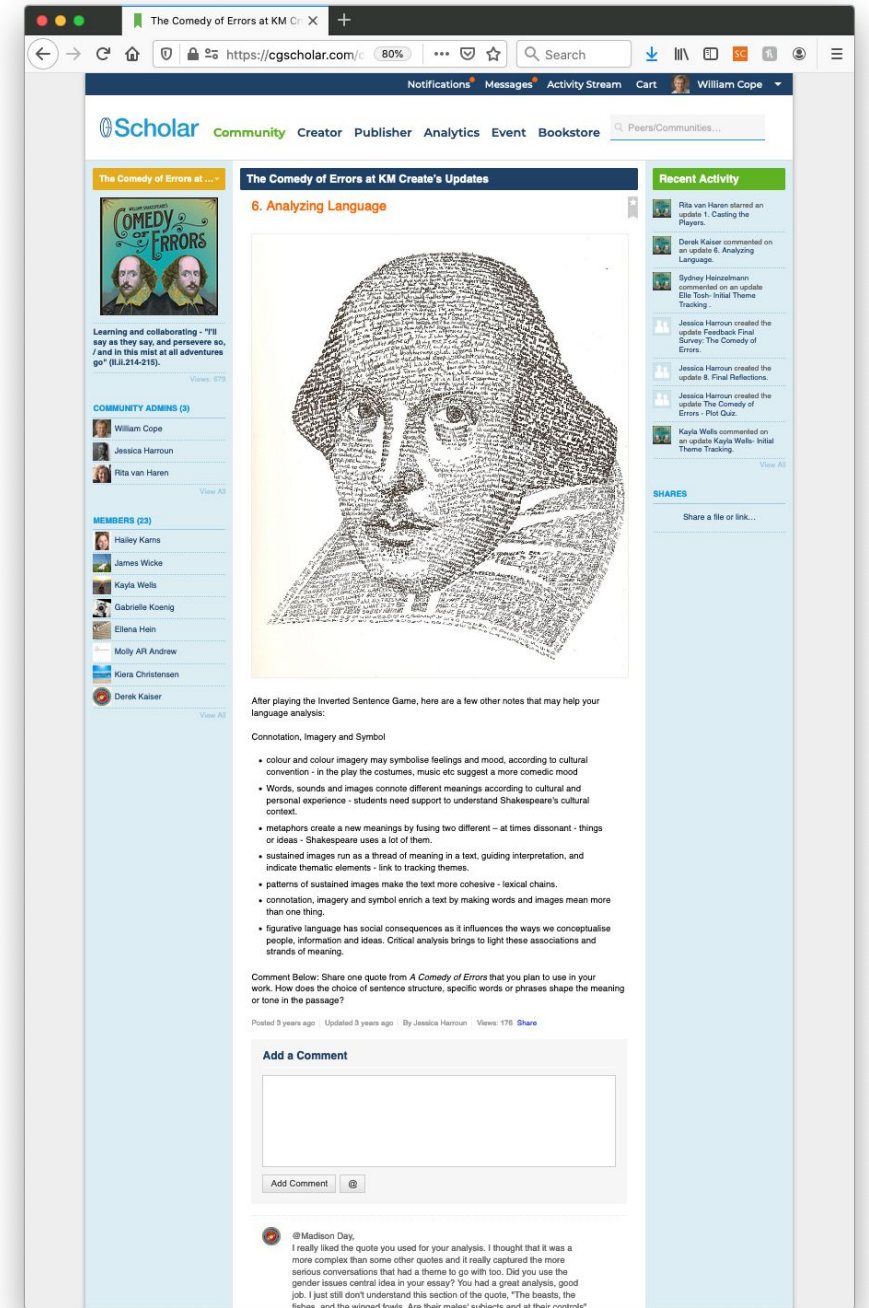
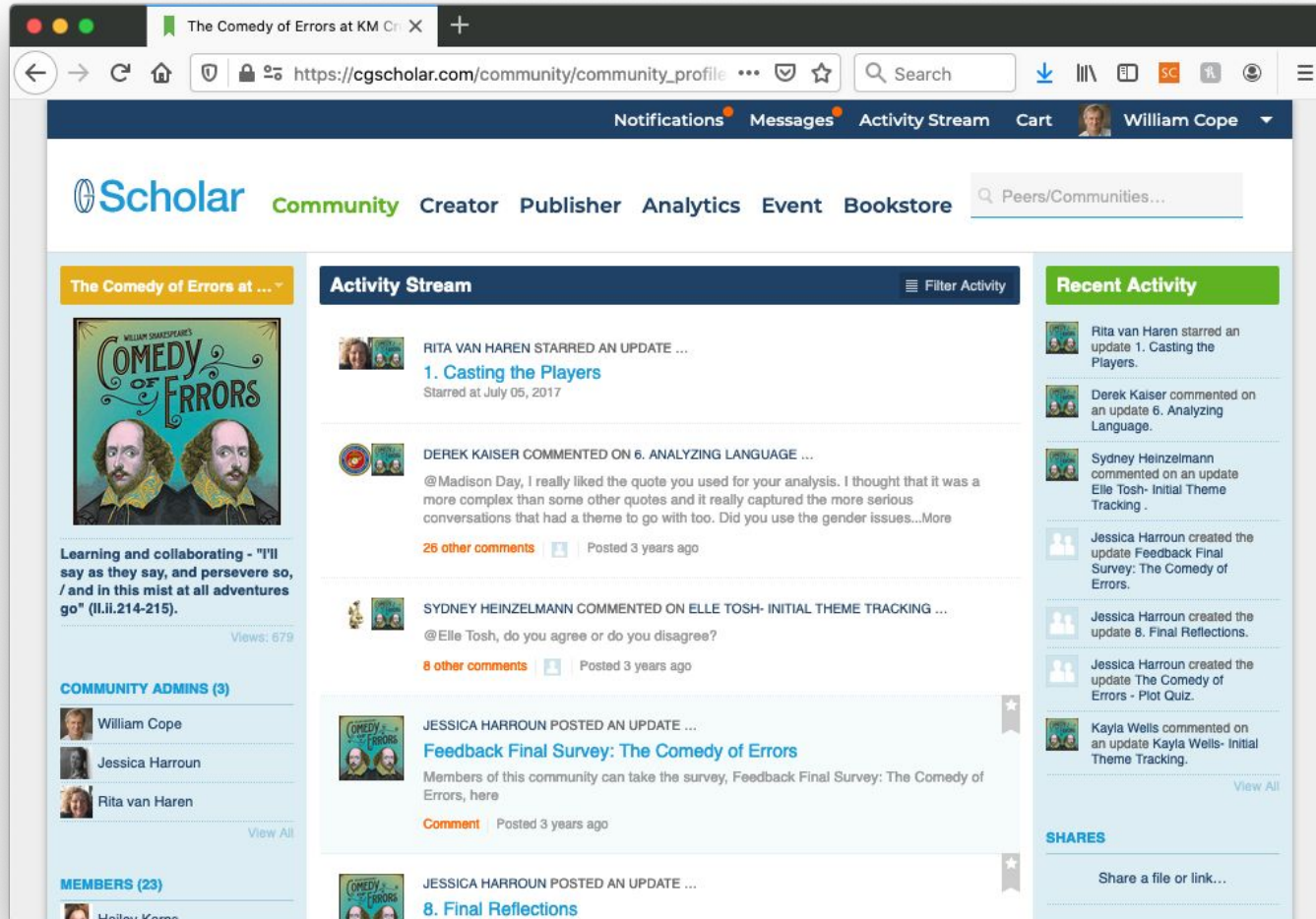








# Shakespeare











## Classroom Discourse - Revolutionized

Old School (and its digital replicants)	Making the Most of Digital Affordances
One person responds	Everyone responds
It's the wrong person	Lowered barriers to response
Oral	Written
Ephemeral, forgettable	Documented, a mnemonic
Second guessing the right answer	Productive diversity
Boring!	Engaging: (more than) enough cognitive load
"Read only" knowledge (except if you are the answerer)	"Read/write" knowledge
Confined within the four walls of the classroom and the cells of the timetable	Ubiquitous learning
Teacher initiates	Everyone can initiate
Assessment happens somewhere else, of something else	Learning analytics include assessment of classroom contributions



*Example 2:*

## Multimodal, Social Writing

Old School (and its digital replicants)

Linear: do your work > get feedback

Feedback (such as it is), is retrospective and judgmental

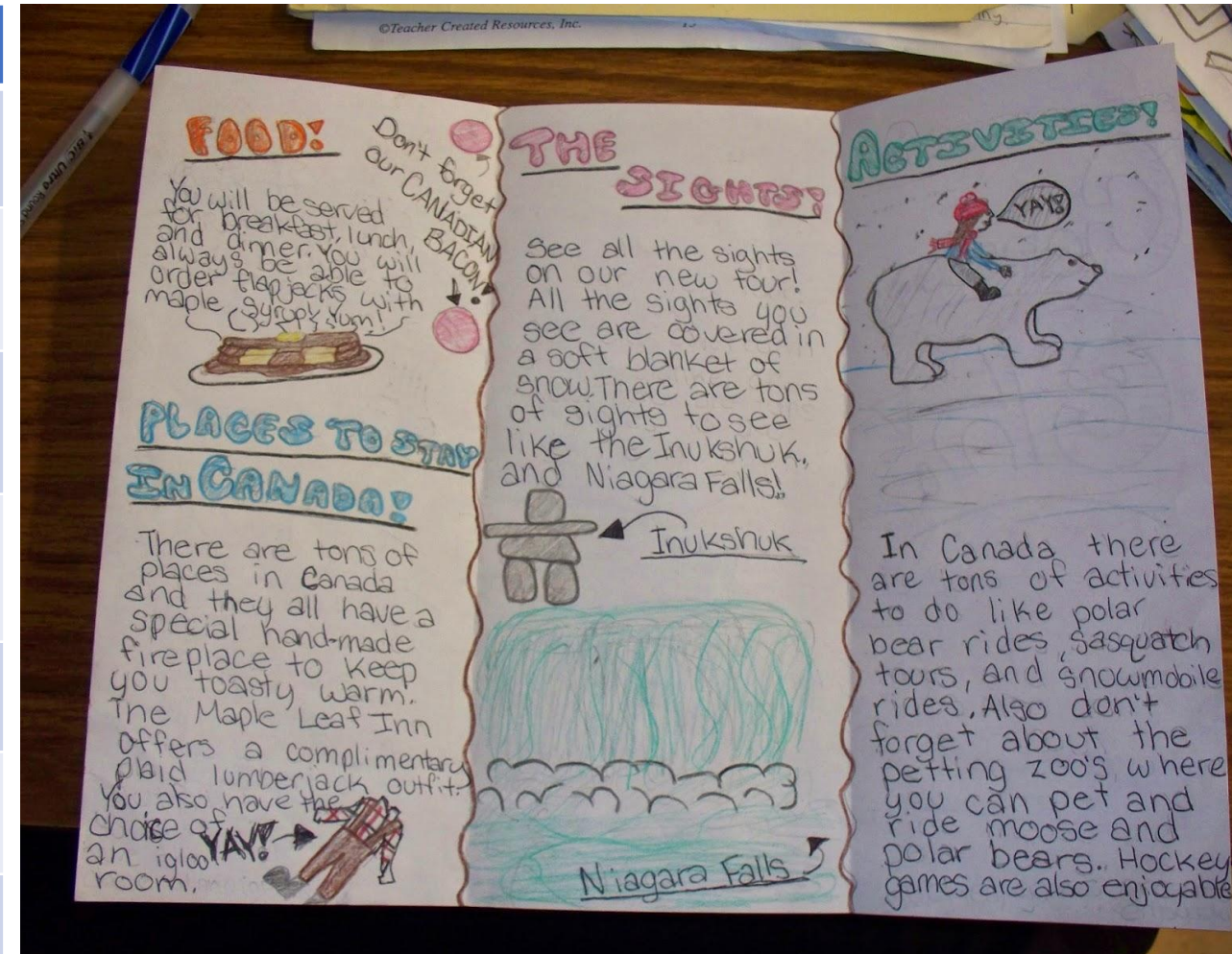
Feedback positions learners as knowledge consumers

Pen and paper knowledge artifacts, not looking "real"

Cognition as content thinking

Teacher feedback

Feedback is summative (of learning)



Creator | Shakespeare Theme

https://cgscholar.com/creator/works/70629/v

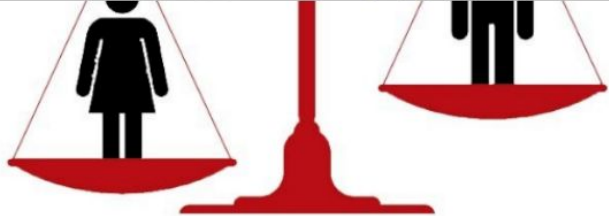
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Shakespeare Theme Argumentative Essay



An example of the dominance males have to be in any relationship with a "lesser" person is when Abbess says how Adriana made her husband, the supposed Antipholus of Syracuse, mad by her jealousy.

"And thereof came it that the man was mad.  
The venom clamors of a jealous woman  
Poisons more deadly than a mad dog's tooth.  
It seems his sleeps were hinder'd by thy railing,  
And therefore comes it that his head is light.  
Thou sayst his meat was sauced with thy upbraidings" (V.I.68-74).

In the play, this is from the beginning of Act V, which is the last act. This shows how Abbess, even though she is a female, recognizes that the wife is supposed to be obedient and below the status level of the husband. Wives seem to be blamed even if they are wrongly accused. Abbess clearly tells Adriana that it was her fault that her husband became mad because of her jealousy which is a horrible and destructive quality for her husband. No one is the least bit worried about Antipholus's mental state, which is what Adriana thought made him go mad.

Also, this definitely shows both the central ideas of power and gender issues. When Abbess accuses Adriana of her husband's madness, she is not only showing the gender issues that are revealed at that time. She also reveals that the men had way more power because women are blamed for jealousy while males are not. Thus, this gave the male gender more power than female and a tragic connection in the plot is shown to the reader.

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Structure

Rating: 0 to 3 -Weight: 1/3

Does the writer introduce precise claims(s) (thesis statement), and distinguish them from alternate or opposing claims? Does the writer create an organization that clearly addresses theme, language, and counterclaims? Does the writer use the analysis of theme and language as reasons and evidence to support his/her claim? Does the writer acknowledge counterclaims? Does the writer use a formal writing style? Reviewers: Suggest what claims and counterclaims should be added or omitted in the opening paragraph, and how the organization might be improved. Suggest areas that require more evidence and explanation. Please point out any informal language.

Analysis of Theme

Rating: 0 to 3 -Weight: 1/3

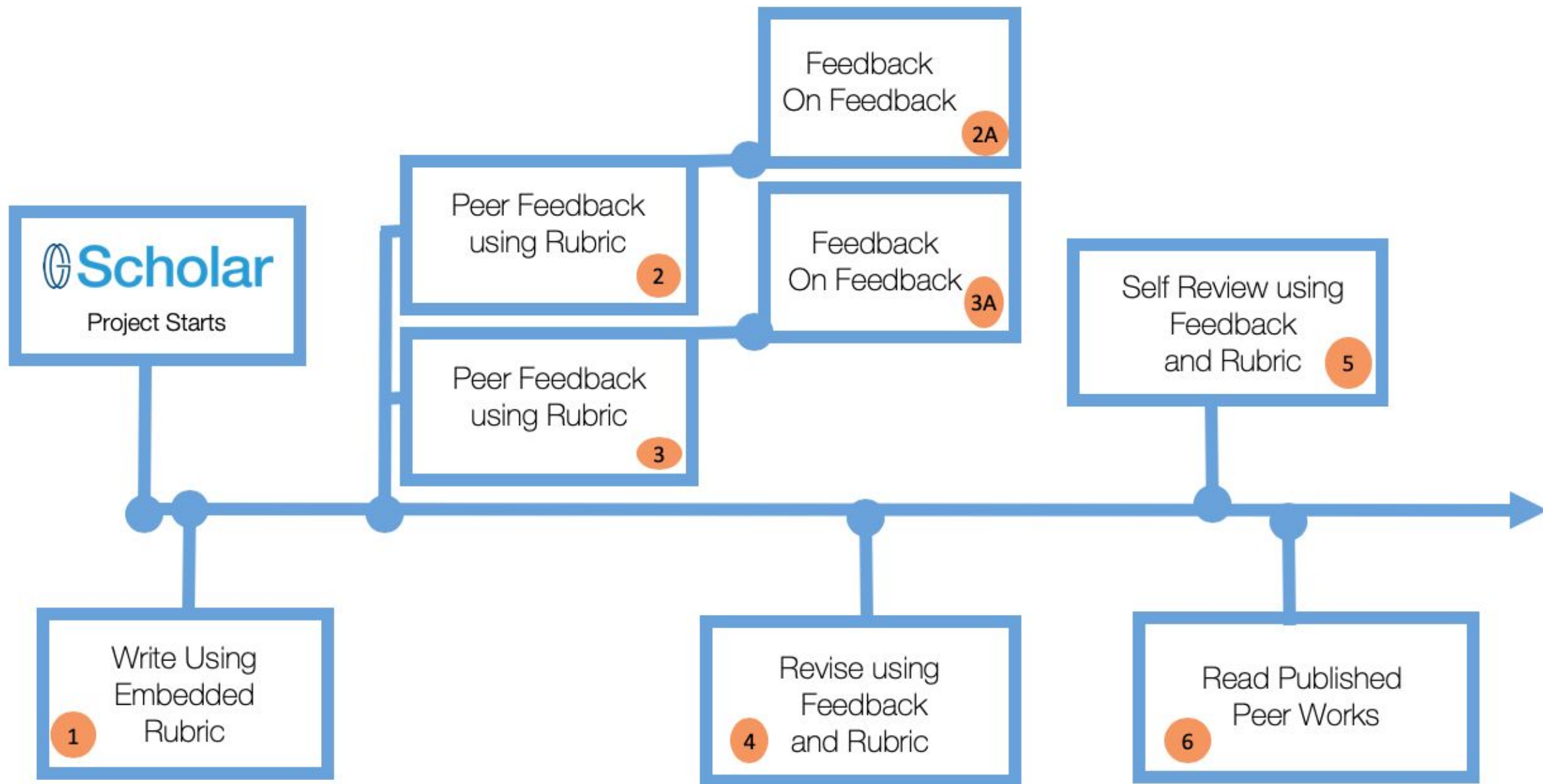
Does the writer identify a central idea revealed across a literary work (family issues, identity, etc.)? Does the writer infer and explain a theme that is developed from the central idea? Does the writer support the theme with multiple pieces of text evidence? Does the writer explain the relationship between the evidence and theme? Does the author's explanation of theme clearly connect to and support his/her claim stated in the introduction?

Analysis of Language

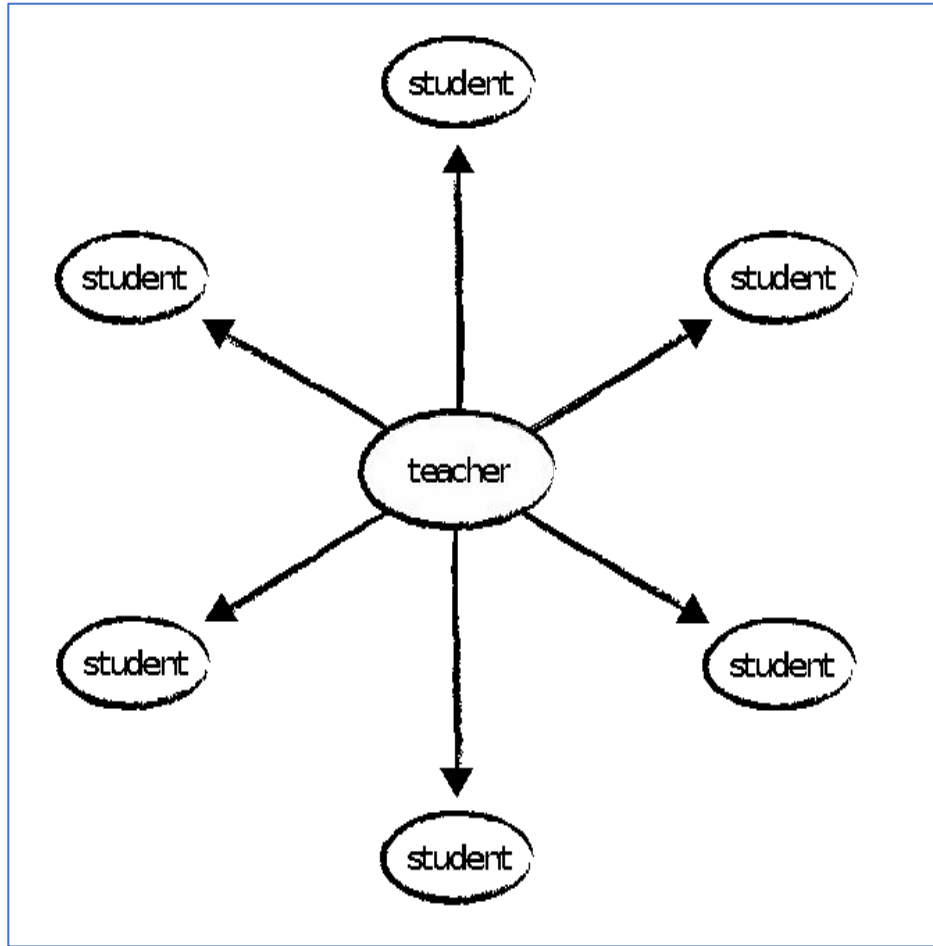
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Does the writer identify multiple words or phrases that support his/her claim stated in the introduction? Does the writer analyze how the choice of specific words or phrases shape the meaning or tone in passages? Does the writer clearly connect his/her analysis of language to his/her claim?

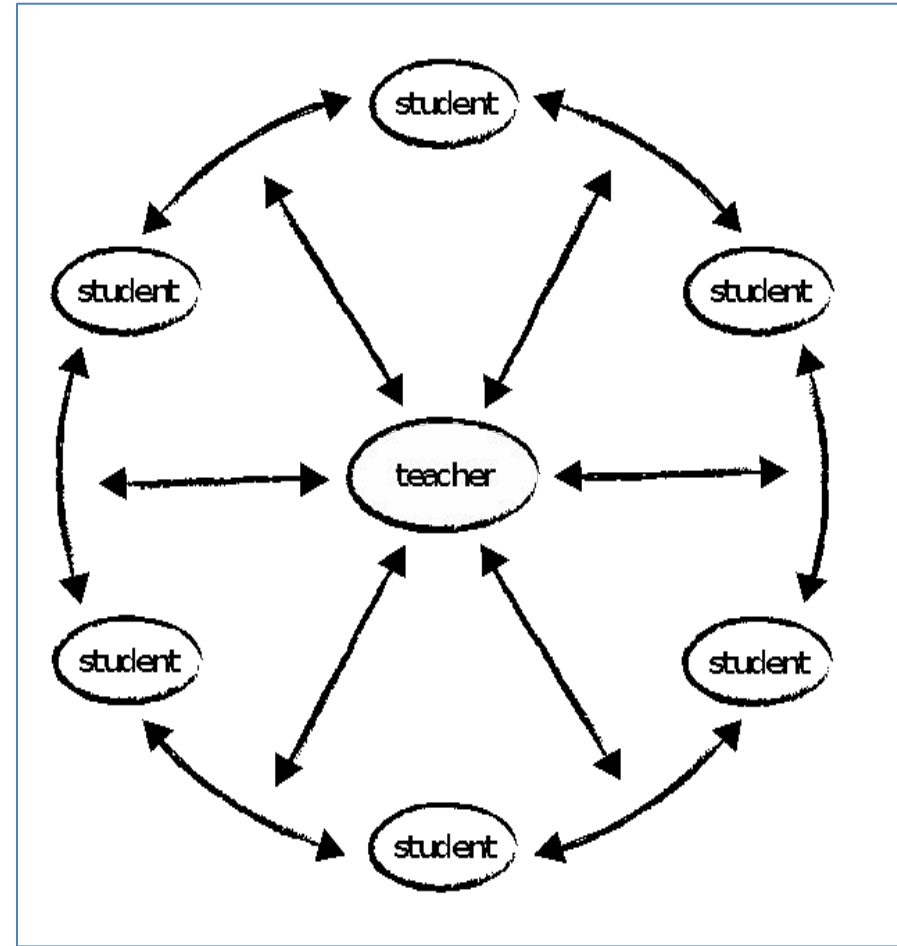




## *Changing the Relationships between Learners*



Old School



Digital Affordances

## Learning - Revolutionized

Old School (and its digital replicants)	Making the Most of Digital Affordances
Linear: do your work > get feedback	Recursive Feedback
Feedback (such as it is), is retrospective and judgmental	Feedback is prospective and constructive
Feedback positions learners as knowledge consumers	Learners are knowledge producers
Pen and paper knowledge artifacts, not looking "real"	Multimodal knowledge artifacts, look "real"
Cognition as content thinking	Metacognition as disciplinary thinking
Teacher feedback	Crowdsourced feedback
Feedback is summative (of learning)	Feedback is formative (for learning)



*Example 3:*

Measuring Writing: Big Data, Learning Analytics and Artificial Intelligence

## *Traditional Assessment*



## Old School (and its digital replicants)

At the end, a limited sample

Long-term memory

Recall of facts, correct application of memorized procedures

A fear-inspiring experience

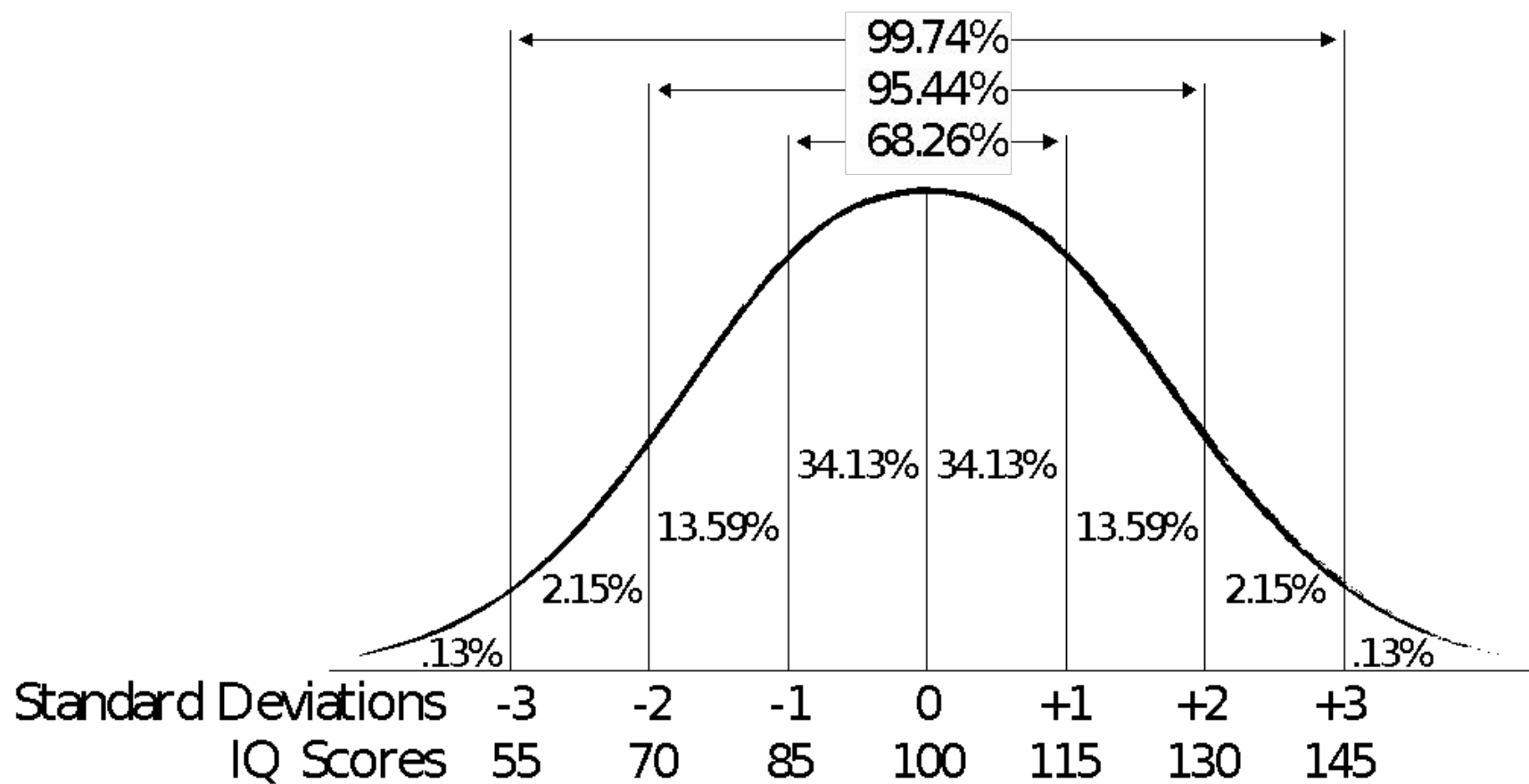
Individual intelligence

One shot score

Insists on inequality

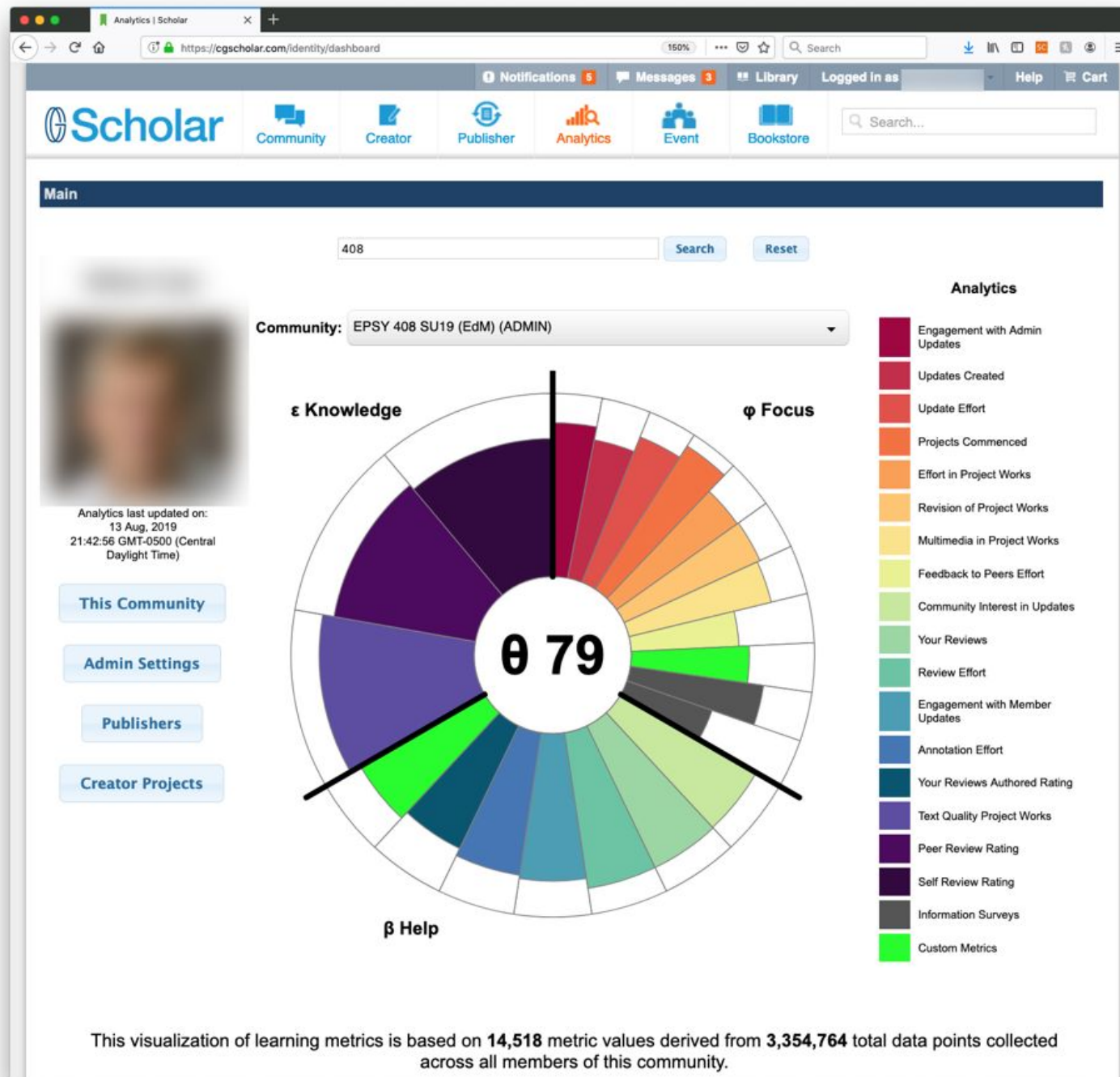






KEY:

115-124: above average	0 and 25: idiot
125-134: gifted	26 and 50: imbecile
140-145: genius	51 and 70: moron



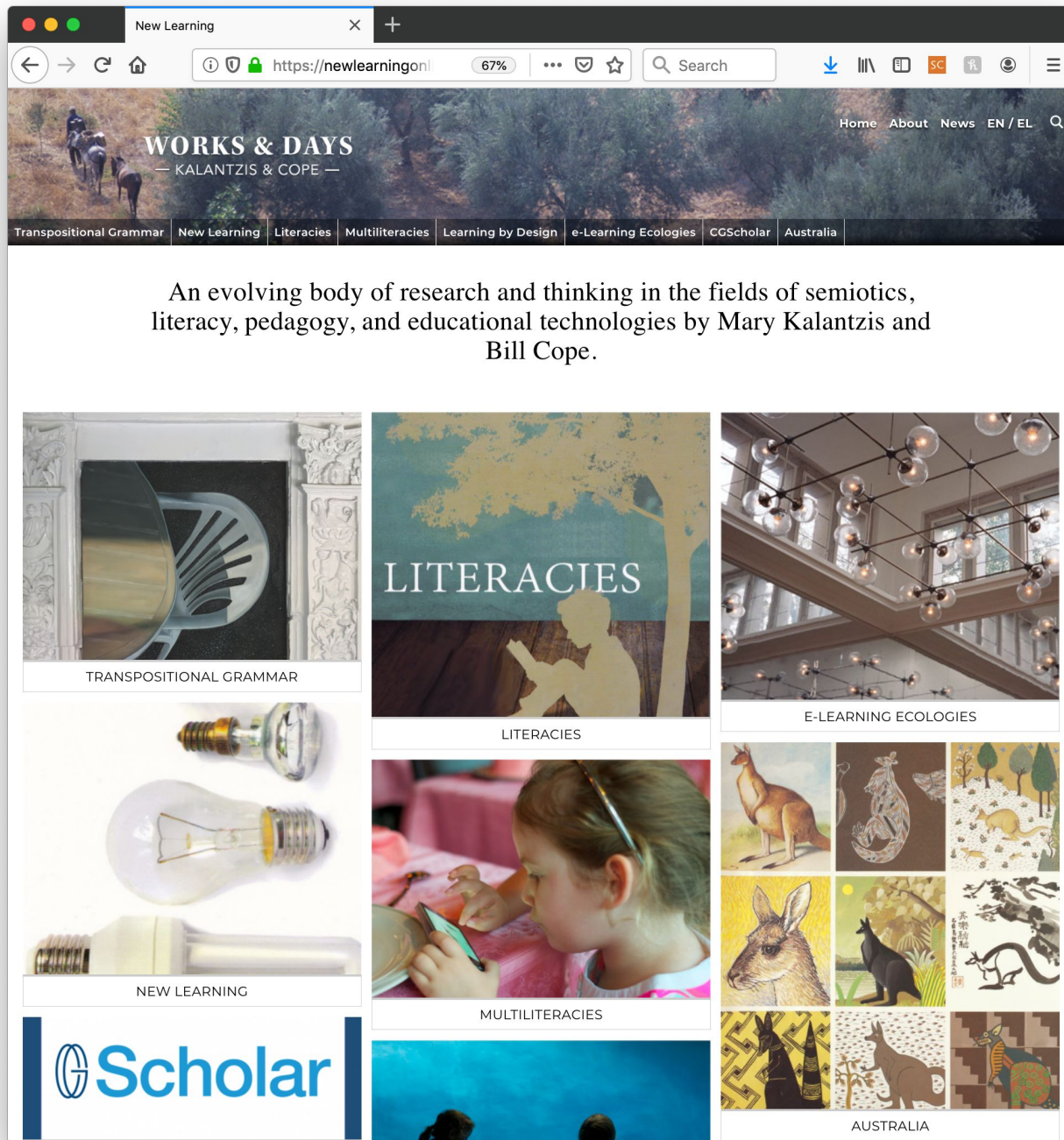
## Assessment - Revolutionized

Old School (and its digital replicants)	Making the Most of Digital Affordances
At the end, a limited sample	As-you-go, everything
Long-term memory	Authentic disciplinary practice
Recall of facts, correct application of memorized procedures	Higher order thinking (e.g. critical, creative or design thinking)
A fear-inspiring experience	Embedded, formative assessment is the learner's friend
Individual intelligence	The individual working in a collaboratively intelligent learning ecology
One-shot score	Incremental progress reports, variety of data types, a large number of data points, AI where the system learns
Insists on inequality	Mastery learning, where every learner can succeed



*Links and References:*

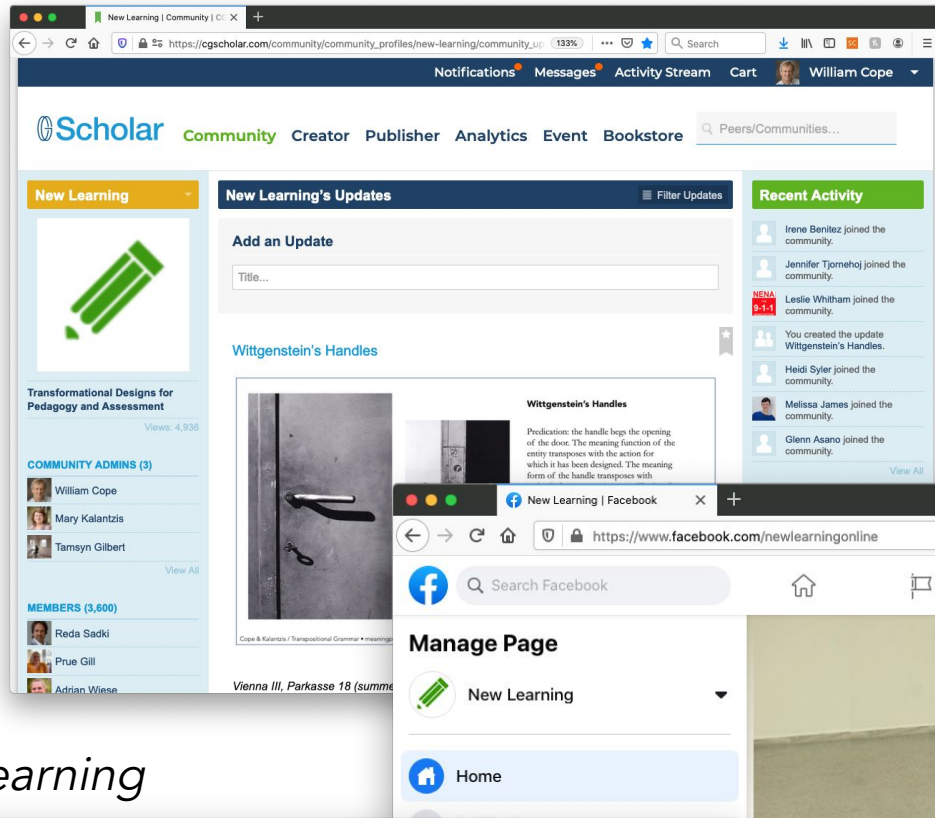
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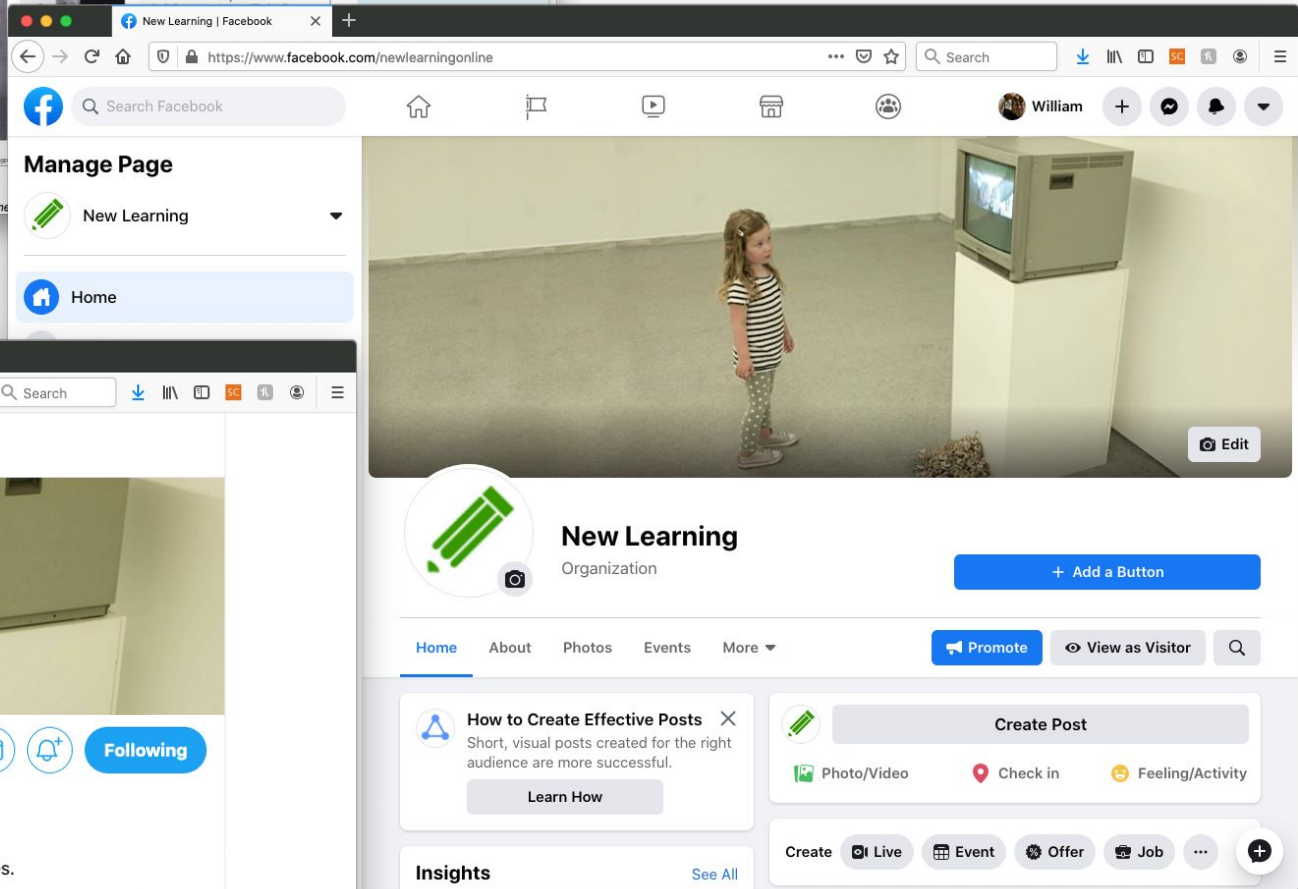
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