

TESOL Master's Degree - Computing and Digital Literacies Integrated Program Goals

Version 1

1. Program a digital story about your identity using Scratch, reflect on links to classroom practice, describe the CT practices employed during the programming process.
2. Decompose and re-design a TESOL lesson plan using CT strategies
3. Articulate how data sets can be biased.
4. Use digital tools to participate in course discussions.
5. Deliver a CT integrated math or literacy lesson to K-12 learners at a fieldwork placement site

Use the criteria to evaluate the above computing and digital literacies integrated learning goals for a TESOL Master's program.

TESOL Master's Degree - Computing and Digital Literacies Integrated Program Goals - Version 2

TESOL Program values:

- Commitment to **sustaining language and cultures** of diverse bi/multilingual learners
- Promoting **expansive multilingual and multimodal literacy** practices rooted in learner sense-making and expression
- Applying **equitable instructional practices** to achieve **integrated content area and English language learning** in **collaboration** with other educators.
- **Asset-based stances** and **advocating** for bi/multilinguals, families, communities

AAQEP area: Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory

1. [Engage in data practices](#) to analyze historical events and current issues, policies and debates shaping the education of emergent bilinguals in the U.S. [Analyze the quality and biases of various qualitative and quantitative data sources about bi/multilinguals, communities, and their education.](#)
2. Identify the factors shaping bilingual students' language development and learning – including social contexts, immigration experiences, schooling history, intersectional identities, [and technology use.](#)

AAQEP area: Equity and culturally responsive practice

3. Apply theories, pedagogical mindsets, strategies, and approaches from **CRSE** and **translanguaging pedagogy** to elevate the language and cultural practices of bi/multilingual learners across content areas; [including in teaching about, with, through, and against tech \(e.g. using a translanguaging lens to determine digital supports, critical language approaches to evaluating classroom technology, designing digital projects that leverage students' language repertoires\).](#)

AAQEP area: Academic, pedagogical and professional **content** knowledge

4. Draw on expansive and inclusive definitions of language and literacy to understand and support students' literacy development, [including definitions that incorporate digital, computational, multimodal literacies.](#)

AAQEP area: Instructional Practices and Assessment

5. [Collect, analyze, and visualize qualitative and quantitative data sources](#) to get to know K-12 students, families, and communities' language practices and literacies holistically. Draw upon this data to plan language and content area lessons.
6. [Search for](#), evaluate, curate, and if needed, modify materials and technologies ([including computing texts, digital tools, and multimedia](#)) to achieve language and **content area** goals with bi/multilinguals with varying language, abilities, experiences.
7. **LITERACY:** [Design language arts activities for learners that engage with computing and digital literacies, for example, \(1\) applying computational methods or tools to support "reading" texts; \(2\) "reading" multimodal, multimedia, and computational texts \(e.g. charts, infographics, models, videos, podcasts\); \(3\) composing multimodal, multimedia, computational texts.](#)

****Black text = pre-existing TESOL program and/or course goals / Blue = revised goal to integrate computing / digital literacies**

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AAQEP area: Creating positive environments and engaging communities

8. Describe and enact characteristics of a learning environment supportive of all students, and in particular, for emergent bi/multilinguals.

AAQEP area: Professional Dispositions and Behaviors

9. Practice a range of strategies for communicating with collaborating with classroom teachers, families, and the field