

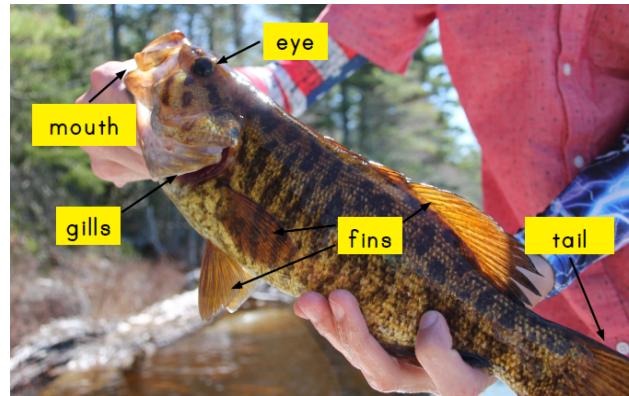
Engaging learners in culturally relevant informational texts within a rural place context

A collaborative teacher research project funded by IURN, EECD

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Central research questions:

How might teachers engage responsive literacy teaching and learning practices for diverse learners within their local place context?

What happens when learners engage with reading and writing culturally relevant informational texts reflecting local context?

Methodology

Collaborative Action Research

Data collection

Multiple sources (Observations, artifacts, interviews, focus groups, texts)

Keywords

Literacies, multimodal texts, rural place, digital literacies, culturally responsive teaching

Key learnings:

- Teachers can employ a repertoire of culturally responsive practices, materials, and digital technologies in designing literacy learning experiences within inclusive learning environments.
- Learners engage in meaning-making processes and strategies while reading and creating multimodal informational texts.
- Learners' literate identities are shaped by their experiences within learning spaces and places through their interactions with others, texts, and materials - both digital and non-digital.
- Positioning learners as experts fosters a sense of agency as they see themselves as literate beings.

