

Context

- This research examines how bilingual extension (BLE) teacher candidates (TCs) are integrating digital literacies into their teaching identity across three courses within the Early Childhood and Childhood (ECCE) department at Lehman College, Bronx, NY.
- Faculty examined how TCs, pursuing NY state teacher certification with the BLE, integrated computational thinking (CT) at different stages throughout their teacher preparation program in ways that center a multilingual stance.

Objectives and significance

Authors of this poster teach three courses that span the course sequence of study in a Pre-K to Grade 6 teacher preparation program. TCs complete a language foundations course, those who pursue the Bilingual Extension (BLE) certification complete a language methodology course and all TCs complete a teaching seminar either as an intern or student teacher.

Research Questions

1. How, if at all, do teacher educators' CDL-integrated activities help TCs cultivate their multilingual stances?
2. In what ways, do TCs' multilingual stances surface in the CDL artifacts they produced.

Theoretical framework

Literature shows there is an opportunity for CDLs to play a role in supporting teacher candidates to learn about and take up **equitable teaching practices** (CUNY CITE Equity Working Group, 2023) and specifically **a multilingual stance** (Vogel et al., 2023). CDLs can support TCs to promote creativity through **digital storytelling** (Çetin, 2021; Kolano-Sanczyk, 2021) to engage in **computing-enhanced textual analysis** (Lynch, 2023), to question **language ideologies of tools** (Vogel, 2021), to promote **multimodal reflection** among pre-service TCs (Price-Dennis et al., 2015; de Jong & Gao, 2022;) and to design **family communications in culturally responsive ways** (Song, 2022).

Our Methodology Using a Collaborative Descriptive Inquiry

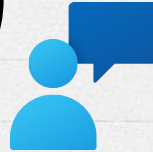
(CDI) (Carini, 2011) helped to surface and understand instructor and TC practices about multilingualism.

**1. CDL activity's
instructions**

**2. Descriptive narrative
about implementation by
instructor**

**3. Teacher Candidate
work samples**

**Three (3)
Data
Sources**



Results

BLE- Extension Teacher Candidates (TCs)

Course

Sequence	Course	Title
1	ECE 435	Bilingualism for Classroom Teachers, Birth to Grade 6
	EDC 709	Multilingualism in the Classroom, Birth to Grade Six
2	ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six
	EDE 727	Teaching English as a Second Language (Pre-K to Grade 6)
3	EDE 783	Student Teaching or Internship Seminar in conjunction with EDE 782: Student Teaching OR EDE 784: Internship Supervision Supervisor to come to school placement



Data #1

- CITE Artifact Proposal/Task
- CDL Activity Instructions
- Descriptive Narrative



Data #2

- Feedback and/or Observations
- 1st and 2nd Artifact Runs



Data #3



- Teacher Candidate Work Samples

BLE- Extension Teacher Candidates (TCs)

Course Sequence

	Course	Title
1	ECE 435 EDC 709	Bilingualism for Classroom Teachers, Birth to Grade 6 Multilingualism in the Classroom, Birth to Grade Six
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Analysis

We observed two initial themes across data related to our two research questions. Linguistic insecurity existed among our TCs - this manifested as a large number choosing to use a computer generated voice rather than record their own in their digital storytelling projects speaking to families. TCs self-reflected in their video essays on culturally responsive techniques often without mention of linguistic practices in a (CR-SE) (Culturally Responsive-Sustaining Education, 2019).

The results from this study examine how the TCs' audience: families, colleagues, and/or classroom students impacts attention to reflecting on language use as a cultural practice. TCs computing and digital integrated artifacts helped reveal the kinds of unlearning students might have to do around language as much as what they learned about developing a multilingual stance. Implications directly address the field as well as the Early Childhood and Childhood programs at our institution.

Challenges

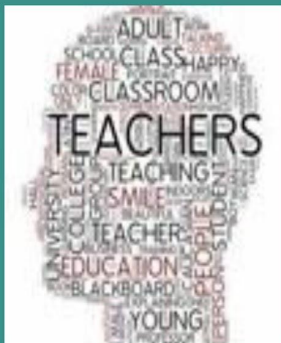
Aligning BLE TCs in the (3) courses



Implications

Directly address the field as well as the Early Childhood and Childhood department programs at Lehman/CUNY college.

TCs computing and digital literacies integrated artifacts helped reveal what they learned about developing a multilingual stance as well as the kinds of courses activities needed to disrupt and interrogate language practices.



Constructing a teaching identity that centers a multilingual stance using digital literacies



Authors of this poster teach three courses that span the course sequence of study in a pre-k to grade 6 teacher preparation program. TCs complete a language foundations course, those who pursue the bilingual extension (BLE) certification complete a language methodology course and all TCs complete a teaching seminar either as an intern or student teacher.

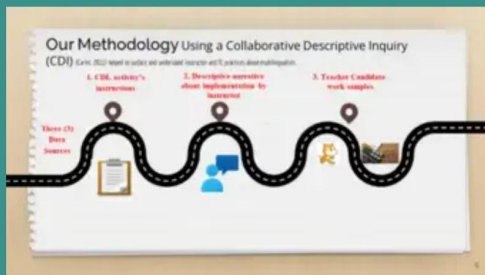
INTRODUCTION

Throughout their preparation programs, bilingual education teacher candidates (TCs) are asked to develop a "multilingual stance" (Garcia et al 2017) which emphasizes valuing their own and their students' multilingualism and linguistic diversity (Morea & Fisher, 2023; Duek & Nilsberth, 2022), as well as planning and implementing culturally and linguistically responsive lessons.

OBJECTIVE

Our study sought to understand whether and how taking part in computing and digital literacies (CDL) integrated teacher education activities could support TCs to develop a multilingual stance.

METHODOLOGY



ANALYSIS

- Linguistic insecurity existed among our TCs - this manifested as a large number choosing to use a computer generated voice rather than record their own voices in their digital storytelling projects speaking to families.

- TCs self-reflected in their video essays on culturally responsive techniques often without mention of linguistic practices in a (CR-SE) (Culturally Responsive-Sustaining Education, 2019).

RESULTS

BLE- Extension Teacher Candidates (TCs)		
Course Sequence	Course	Title
1	ECE 435 EDC 709	Bilingualism for Classroom Teachers, Birth to Grade 6 Multilingualism in the Classroom, Birth to Grade Six
2	ECE 427 EDE 727	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six Teaching English as a Second Language (Pre-K to Grade 6)
3	EDE 783	Student Teaching or Internship Seminar in conjunction with EDE 782; Student Teaching OR EDE 784: Internship Supervision Supervisor to come to school placement

Data #1	Data #2	Data #3
<ul style="list-style-type: none">• CDE Artifact Proposal/Task• CDL Activity Instructions• Descriptive Narrative	<ul style="list-style-type: none">• Feedback and/or Observations• 1st and 2nd Artifact Rums	<ul style="list-style-type: none">• Teacher Candidate Work Samples

CONCLUSION

TCs computing and digital literacies integrated artifacts helped reveal what they learned about developing a multilingual stance as well as the kinds of courses activities needed to disrupt and interrogate language practices.

AUTHORS

Three full-time and adjunct instructors serving MLL Teacher Candidates and emergent-bilingual learners.

References

Link to the References list.

References

