

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section IIa Teaching disciplinary literacy in all subjects – new research and practices

Chair: Sari Sulkunen, University of Jyväskylä, Finland

Monday, July 23, at 16.00–17.30 **Location:** Seminar Building / Room S 22

LITERACY CHANGES LIVES.

Pedagogical tools for teaching disciplinary literacies in the subject areas

Presenter:

Vassiliki (“Vicky”) I. Zygouris-Coe, PhD

Professor

University of Central Florida

Reading Education Program

United States

Abstract:

Whether we examine the literacy demands of the 21st century through the lens of new educational standards or through discipline-specific academic demands, there is an overlap in the attention disciplinary literacy teaching and learning has been receiving in the past decade or so.

Disciplinary literacy in the subject areas is a needed vital approach to developing students’ discipline-specific advanced literacies (De la Paz et al., 2017; Shanahan & Shanahan, 2008, 2012). Although we know that subject areas (Moje, 2010/2011, p. 276) and related professions are framed by the disciplines (Moje, 2015, p. 259), instruction in the subject areas often places literacy in the periphery of the subject area (Zygouris-Coe, 2015). Educators still grapple with conceptualizing a disciplinary literacy instructional framework in the context of policies and demands that at times prevent them from teaching and apprenticing students in ways of knowing, learning, and doing in the disciplines. Disciplinary literacy focuses on the specialized ways reading, writing, speaking, and habits of mind are used in each discipline to develop and communicate knowledge (Moje, 2008; Shanahan & Shanahan, 2014a; Zygouris-Coe, 2015). Disciplinary literacy does not refer simply to a change in terminology, but instead it requires a paradigm shift in how literacy instruction is conceptualized and implemented in the subject area classroom (Fang & Coatoam, 2013; Shanahan & Shanahan, 2012; Pytash & Ciecierski, 2015). The development of pedagogical solutions for students requires collaborations among content area teachers, literacy professionals, and disciplinary experts.

As part of this session, the presenter will (a) offer an argument about the benefits and challenges associated with a disciplinary literacy framework in teaching and learning in the subject areas; (b) provide evidence from pedagogical solutions and materials developed and implemented in high school social studies and science classes; and, (c) engage the audience in a session-related discussion.

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Bio note:

Vicky Zygouris-Coe, Ph.D., works as a professor of education specializing in reading education in the School of Teacher Education, College of Community Innovation & Education, at the University of Central Florida, in U.S.A. Her core research interests include disciplinary literacy, teacher professional development in literacy, and literacy and technology. She has received \$9,000,000 in funded literacy projects. Her research has been published in key literacy and technology journals and she has also served as co-editor of the *Literacy Research and Instruction* journal and associate editor of state literacy and education journals. Dr. Zygouris-Coe is the developer of Florida’s first large-scale professional development in reading for K-12 teachers (*Florida Online Reading Professional Development* [FOR-PD]) that has been servicing over 55,000 educators since 2003. Dr. Zygouris-Coe is the founder of the [UCF Literacy Symposium](#), an annual conference that attracts literacy educators and

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researchers from across the USA. Currently, she is collaborating with science education researchers on a project that is focusing on integrating disciplinary literacy in elementary and secondary science courses.