

Department of Education presents

# DR. JIA LI

CANADA-U.S. FULBRIGHT SCHOLAR  
HARVARD GRADUATE SCHOOL OF EDUCATION



MONDAY, FEBRUARY 27, 2012

10 A.M.—11:00 A.M.

CONFERENCE ROOM 3238, EDUCATION BUILDING

## *ENHANCING DIVERSE URBAN STUDENTS' LEARNING OF ACADEMIC VOCABULARY USING INTEGRATIVE TECHNOLOGIES*

MANY CURRENT OR FORMER ENGLISH LANGUAGE LEARNERS IN INNER-CITY NEIGHBOURHOODS FROM LOWER SOCIO-ECONOMIC BACKGROUNDS FACE A FORMIDABLE CHALLENGE DURING THE CRITICAL TRANSITION FROM ELEMENTARY TO MIDDLE SCHOOL. THEIR CHALLENGE IN LEARNING LITERACY HAS BEEN CENTERED ON THE MISMATCHES BETWEEN THEIR LEARNING ABILITIES AND PREFERENCES AND CURRENT INSTRUCTION METHODS APPLIED IN NORTH AMERICAN CLASSROOMS. THESE MODERN ADOLESCENT STUDENTS' ABILITIES TO LEARN AND PROCESS INFORMATION ARE VASTLY DIFFERENT FROM THOSE OF PREVIOUS GENERATIONS AS THEY ARE HEAVILY IMMERSSED IN AND RELIANT ON SOCIAL MEDIA AND TECHNOLOGY DEVICES. THIS PRESENTATION REPORTS A PROJECT SPONSORED BY CANADA-U.S. FULBRIGHT THAT INVESTIGATES LINGUISTICALLY AND CULTURALLY DIVERSE URBAN STUDENTS' ACCESS TO SOCIAL MEDIA AND TECHNOLOGY DEVICES AND THEIR ORIENTATIONS TOWARD USING SOCIAL MEDIA FOR LITERACY LEARNING. DATA WERE COLLECTED USING SURVEY FROM STUDENTS IN GRADE 6, 7 AND 8 IN BOSTON PUBLIC SCHOOLS. FOUR FOCUS GROUPS WERE ALSO CONDUCTED WITH TEACHERS AND STUDENTS. THIS STUDY IS THE FIRST ATTEMPT, TO THE BEST OF OUR KNOWLEDGE, TO IDENTIFY ADOLESCENTS' DISTINCTIVE PATTERNS AND PREFERENCES IN USING TECHNOLOGY FOR RECEIVING LITERACY INSTRUCTION AND LEARNING. SAMPLES OF CURRICULUM UNITS USING SOCIAL MEDIA TO HELP STUDENTS LEARN ACADEMIC VOCABULARY WILL BE DEMONSTRATED.

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