

## Reflecting on Your Syncretic / Translanguaging Designs for CS Learning

### Self/Peer Assessment of Your Activity Design

Once you've designed your syncretic / translanguaging CS ed activities, take some time to reflect on your designs independently or with a peer.

Goals for the unit/lesson	Extent to which my/my peer's unit/lesson design met this goal	Evidence and suggestions for future growth
Support and build on students' translanguaging	<input type="checkbox"/> Not yet <input type="checkbox"/> Developing <input type="checkbox"/> Exemplary	
Offer opportunities for students to engage with their communities	<input type="checkbox"/> Not yet <input type="checkbox"/> Developing <input type="checkbox"/> Exemplary	
Offer opportunities for students to engage with school subject practices and concepts	<input type="checkbox"/> Not yet <input type="checkbox"/> Developing <input type="checkbox"/> Exemplary	
Offer opportunities for students to engage with real-world computing communities (e.g. programmers, activists, etc)	<input type="checkbox"/> Not yet <input type="checkbox"/> Developing <input type="checkbox"/> Exemplary	

Other Comments and Suggestions:



## Fall 2020 - Reflection Tool

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# Self/Peer Assessment of Your Activity Implementation

*How can you keep students' language and experiences at the center of CS education? How can you ensure students are using computing to participate in meaningful conversations across communities? At various points during your CS unit's implementation, stop and use this reflection tool to keep you on track!*

## GOAL 1: Supporting and building on students' translanguaging

**Write about a time when it seemed as if students were translanguaging during CS activities --** using all of the languages they know (e.g. home language and English, gestures, drawing, images, technology etc) to make meaning, learn, and communicate.

**What facilitated the above moment? What would help facilitate more moments like the one above?** You may not have an answer for each row -- consider as many aspects below as are relevant:

	Something that facilitated the moment above	What can I do to facilitate more of this? What other resources would I need?
Lesson design		
In-the-moment shifts to respond to student repertoires		
Relationships (among teachers, university partners, students, families, community organizations, etc.)		
Policies or rules, institutions		
Practices, habits, routines		
Resources (e.g. books, materials, technology)		
Other		



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### GOAL 2: Providing opportunities for students to participate in meaningful conversations

Write about a time when kids used code & computing to participate in conversations involving...

... students' communities

... school subjects

... real-world computing communities (e.g. programmers, activists, etc)

Write about a time when kids were using code and computing in conversations that overlapped more than one of those above?

What facilitated the above moment? What would help facilitate more moments like the one above? You may not have an answer for each row -- consider all relevant aspects:

	Something that facilitated the moment above	What can I do to facilitate more of this? What other resources would I need?
Lesson design		
In-the-moment shifts to respond to student repertoires		
Relationships (among teachers, university partners, students, families, community organizations, etc.)		
Policies or rules, institutions		
Practices, habits, routines		
Resources (e.g. books, materials, technology)		
Other		

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