



# Overview

<i>Project Title:</i>	<p>Write Place, Write Time: Resources for putting embodied pedagogy into practice in the 9-12 ELA classroom</p> <p>(<a href="http://www.write-write.com">www.write-write.com</a>)</p>
<i>Technology Project Type:</i>	<p>This is a website that collates and provides access to various resources related to connecting holistic embodied pedagogy with English Language Arts (ELA) instruction.</p>
<i>Project Rationale and Focus:</i>	<p>I would like to create a “one-stop shop” for busy teachers who are interested in learning more about integrating holistic embodied pedagogy in their classrooms. Specifically, as a secondary English teacher, I plan to focus on resources that emphasize holistic, engaged writing instruction and learning strategies appropriate for the contemporary 9-12 grade classroom.</p> <ul style="list-style-type: none"> <li>• <b>From a composition studies perspective:</b> This website will define and introduce basic concepts related to holistic embodied pedagogy and explain how these practices can</li> </ul>

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connect to writing instruction within the contemporary secondary (grades 9-12) English classroom.

- **From a education studies perspective:** Given that most public K-12 educational settings are also expected to apply a trauma-informed approach to learning environments and teaching practices AND given that all grade-levels and subjects involve some form of writing instruction and/or composition, I will also provide information that links embodied pedagogy-informed-writing instruction to opportunities for creating a trauma-informed classroom.
- **From a curriculum development/professional learning design perspective:** To connect both the composition/writing instruction focus and the trauma-informed educational setting focus with opportunities to put knowledge into practice, this website will include links to various resources for
  - professional learning (references to books reviews, articles, videos, conferences, online training, etc.)
  - academic research (for current and future research opportunities related to relevant topics introduced on the website)
  - current events and trends related to embodied pedagogy, writing instruction, and literacy strategies
  - peer reflection and discussion (to include links to both a proprietary podcast and blog, with online, asynchronous forums for support, additional questions, and consultant services)

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*Learning Goals:*

- I will use Wix.com to design this website and refer to their “Analytics” tool to monitor traffic and interest in particular pages and resources.
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	<ul style="list-style-type: none"> <li>• I also plan on using this website as a resource for later CAL projects, as I continue to work through my coursework and hone my dissertation topic.</li> </ul>
<i>Target Audience:</i>	My audience for this website includes current 9-12 ELA instructors, though the tools and practices I will feature on this site will likely be applicable to instructors of various subjects and grade levels, from sixth grade through post-secondary and adult learners.

## Technology Project Sections

<i>Project rationale &amp; background info</i>	<p>After introducing and defining holistic pedagogy, I will use this page to explain the need to connect composition studies, embodied pedagogy, and professional learning for public education teachers within the website. This will be the home page so that it is the first thing the user sees. The following four main tabs will be linked from the homepage:</p> <ul style="list-style-type: none"> <li>• <i>Defining Holistic Embodied Pedagogy</i></li> <li>• <i>The Trauma-Informed Classroom</i> [this emphasizes the connection to education studies]</li> <li>• <i>Writing and Embodied Pedagogy</i> [this emphasizes the connection to a composition studies perspective]</li> <li>• <i>Resources for the Embodied Pedagogy Practitioner</i> [this emphasizes the connection to professional learning]</li> </ul>
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<p><i>Defining Holistic Embodied Pedagogy</i></p>	<p>This page will go into greater detail on the definition and use of embodied pedagogy based on my research in the field. This would be information that goes beyond the basic introduction offered on the project background and rationale page, for example, for researchers or colleagues who are interested in an expanded understanding of pedagogy and how this relates to other teaching practices. As I research and develop a more sophisticated understanding myself, I will add to this page so that others have a quick but in-depth reference page that describes this instructional technique/approach.</p>
<p><i>Embodied Pedagogy Practices: What does it look like?</i></p>	<p>This page will provide samples and models of what embodied pedagogy could/does look like in practice, in a variety of settings, subjects, and age groups. Along with a description, this page will include:</p> <ul style="list-style-type: none"> <li>• a list and description of various embodied, engaged practices I have collected from my research</li> <li>• video clips and other multimedia sources that show these types of techniques in practice</li> </ul> <p>[I envision this as a separate sub-page on the “Defining Holistic Embodied Pedagogy” page: It might be better as a sub-page since I want the focus of the main tabs/pages to stay focused on composition studies. But in describing holistic embodied pedagogy, it might be helpful to actually <u>show</u> what this looks like in practice, so I’m thinking a page with examples of embodied practices might be beneficial.]</p>

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*The Trauma-  
informed Classroom*

I envision this page to be a collection of resources that define, explain, and emphasize the importance of creating a trauma-informed classroom in a contemporary K-12 public school setting. This page will not be ELA (or writing) specific, but rather will reiterate the way the brain functions and the importance of adapting learning environments and teaching practices to best meet the needs of children impacted by trauma. Additionally, this page will emphasize the importance of incorporating practices that anticipate and account for learners with exposure to trauma.

- an explanation of trauma and the ACEs study--and how this affects learning and the learning environment
    - subpage links to:
      - training about trauma-informed approaches
      - materials and resources related to practicing trauma-informed classroom techniques (including books, articles, and studies)
  - an explanation that defines and describes MTSS (multi-tiered system of supports) and UDL (universal design for learning)-based educational practices-and integrating these understandings into the trauma-informed classroom
    - subpage links to:
      - training about MTSS and UDL -related educational needs
      - materials and resources related to creating accommodations and supports within classroom instruction (including books, articles, and studies)
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*Writing and  
Embodied Pedagogy*

I envision this page to be dedicated to in-depth materials connecting writing and writing instruction to embodied pedagogy. Examples of discussions and resources included on this page might include:

- applications and potential benefits of using embodied pedagogy for writing instruction in the ELA classroom; to do this, this page could:
    - explicitly connect expressive writing with embodied pedagogy practices
    - explore multimodal literacies and the use of multisensory tools to teach writing
    - explore the potential benefits of using embodied pedagogy for creating MLL writing objectives/establishing writing routines
    - explore the role of embodied pedagogy for creating ELA instructional goals and professional learning goals (e.g. SPMs/Student Performance Measures for professional accountability in public school settings)
    - incorporate embodied pedagogy to better prepare students for assessments
    - integrate embodied pedagogy into Writing Across the Curriculum practices for district-wide implementation
      - maybe this page could explore possibilities for adopting and adapting embodied pedagogy-writing opportunities across departments, grades, and schools for longitudinal reinforcement?
  - techniques and practices (e.g. describing and discussing the value of expressive writing, arts-based
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	<p>learning, using multimodal composition tools, building embodied pedagogy into longitudinal writing products/processes such as journals, portfolios, and notetaking systems, etc.)</p> <ul style="list-style-type: none"> <li>○ additional subpages might include information on training, materials &amp; resources, and samples &amp; models</li> </ul>
<i>Resources for the Educator/Practitioner</i>	<p>I envision this page to be a collection of resources that present “how-to” guides for implementing embodied pedagogy-through-writing-instruction practices. Specifically, this page might include:</p> <ul style="list-style-type: none"> <li>○ “<i>Book Reviews and Academic Research</i>” subpage with links to additional academic research (for current and future research opportunities related to relevant topics introduced on the website)</li> <li>○ “<i>Becoming an Embodied Pedagogy Practitioner</i>” subpage with links to professional learning resources (references to books reviews, articles, videos, conferences, online training, etc.)</li> <li>○ “<i>What’s New?</i>” subpage: current events, products, and trends related to embodied pedagogy, writing instruction, and literacy strategies</li> </ul> <p>This page will also include links to a proprietary podcast and blog, which will also include asynchronous forums for peer reflection, discussion, and additional support. I will likely also include a link to consultant services here.</p>
<i>Book Reviews &amp; Academic Research</i>	<p>This will be a subpage link on the <i>Resources for the Educator/ Practitioner</i> main page that</p>

[subpage]	<ul style="list-style-type: none"> <li>• links to book reviews and academic research related to the topics of holistic embodied education, expressive writing, trauma-informed education, secondary ELA instruction using multimodal or multisensory techniques, or literacy instruction in general</li> <li>• also will include a website reference list</li> </ul>
<i>Becoming an Embodied Pedagogy Practitioner</i> [subpage]	<p>This will be a subpage link on the <i>Resources for the Educator/ Practitioner</i> main page that</p> <ul style="list-style-type: none"> <li>• links professional learning resources (references to books reviews, articles, videos, conferences, online training, etc.)</li> </ul>
<i>What's New?</i> [subpage]	<p>This will be a subpage link on the <i>Resources for the Educator/ Practitioner</i> main page that</p> <ul style="list-style-type: none"> <li>• links to related news articles on: <ul style="list-style-type: none"> <li>○ holistic embodied pedagogical practices</li> <li>○ trauma-informed classroom needs and practices</li> <li>○ expressive writing practices and its value within the ELA classroom</li> <li>○ buzz-word topics, video clips, memes, etc. related to the above topics</li> <li>○ legislation-related news about trauma-informed classrooms and/or literacy education</li> </ul> </li> <li>• includes any other “current events-type” materials that might be trending or be useful to the above topics</li> </ul>



*Podcast:*  
*“The Writing*  
*Connection”:*  
*Creating a ‘safe-*  
*enough’ learning*  
*environment”*  
[subpage]

This will be a subpage link on the *Resources for the Educator/ Practitioner* main page.

This is a long-term project--not something I anticipate completing by the end of this semester, but I think it would be interesting to create a monthly podcast that explores the value of writing to address the needs of a UDL-centered, trauma-informed classroom. In other words, how is writing and creative expression used to create a “safe-enough learning environment.”

Episodes could contain the following topics:

- Understanding the impact of ACEs on engagement and learning
- Contemporary challenges of public education: How to create a “safe enough” environment for learning to meet increasingly diverse student needs (UDL-centered education)
- Exploring the healing power of creative expression (i.e., “Write to Heal”)
- Case study discussions: Who is using creative expression as a trauma-informed practice, where, and what successes or challenges does this pose for the contemporary public education classroom?
- Guest interviews/discussions with subject-matter experts in the field of expressive writing, trauma-informed education, and using multimodal, multisensory-based pedagogical practices
- The Importance (and Struggle) of Culture Shift: Sharing the value of holistic embodied pedagogy one practice at a time to win over faculty and administration

<p><i>Blog:</i></p> <p><i>“Tales from the Classroom: Using Write Place, Write Now Practices in the 9-12 ELA Education”</i></p> <p>[subpage]</p>	<p>This will be a subpage link on the <i>Resources for the Educator/ Practitioner</i> main page.</p> <p>This is a long-term project--not something I anticipate completing by the end of this semester, but I think it would be interesting to create a biweekly or monthly blog that chronicles the challenges and successes of holistic embodied pedagogy in the secondary ELA classroom.</p> <p>Blog topics could include:</p> <ul style="list-style-type: none"> <li>• Setting up your classroom for success with embodied pedagogy</li> <li>• Adjusting practices in real-time to accommodate changing needs</li> <li>• Assessing the value of embodied pedagogy in the classroom</li> <li>• Establishing the role of holistic embodied pedagogy in prioritizing reading and writing opportunities and routines in the ELA classroom</li> <li>• Case study discussion: Descriptions of activities, discussions, and assessments that have been implemented in (my?) classroom and a discussion of pros and cons</li> <li>• Case study discussion: Exploring the relationship between SEL (socioemotional learning) goals and holistic embodied pedagogy</li> <li>• Case study discussion: Holistic embodied pedagogy, mindfulness, and meditation</li> </ul>

	<ul style="list-style-type: none"> <li>• Case study discussion: Holistic embodied pedagogy, art-based learning, and multimodal technologies in the classroom</li> <li>• Case study discussion: Incorporating holistic embodied pedagogy into project-based and place-based learning</li> <li>• Case study discussion: Exploring the role of holistic embodied pedagogy in addressing the needs of struggling readers and writers (the role of holistic embodied pedagogy in presenting literacy strategies to secondary students)</li> </ul>
<i>About Me (Personal Interest Statement)</i>	A page for self-identification and declaration of interest, since I also plan on providing a link for consulting.

## Project Timeline

<i>Task or Deliverable</i>	<i>Date Completed</i>	<i>Notes</i>
<ul style="list-style-type: none"> <li>• Set up the webpage skeleton</li> </ul>	Sep 30, 2024	I will need to figure out if I want to add this on to my current professional website or set up a totally separate site.

<ul style="list-style-type: none"> <li>• Complete designing &amp; writing of the following sections: <ul style="list-style-type: none"> <li>○ <i>Project rationale &amp; background info</i></li> <li>○ <i>Defining Holistic Embodied Pedagogy</i></li> <li>○ <i>About Me page</i></li> </ul> </li> </ul>	Oct 7, 2024	Will require research week to create definition of holistic embodied pedagogy and locate various examples in the literature and online.
<ul style="list-style-type: none"> <li>• Complete designing and begin writing of the following section: <ul style="list-style-type: none"> <li>○ <i>The Trauma-informed Classroom</i> (&amp; subpages)</li> </ul> </li> </ul>	Oct 14, 2024	Will require a research week to create a definition of a trauma-informed approach and locate resources.
<ul style="list-style-type: none"> <li>• Complete designing and begin writing the following section: <ul style="list-style-type: none"> <li>○ <i>Writing and Embodied Pedagogy</i> (&amp; subpages)</li> </ul> </li> </ul>	Oct 21, 2024	Will require a research week to explore expressive writing and locate resources.
<ul style="list-style-type: none"> <li>• Complete designing and begin writing the following section: <ul style="list-style-type: none"> <li>○ <i>Resources for the Educator/Practitioner</i> (&amp; subpages)</li> </ul> </li> </ul>	Oct 28, 2024	Will require a research week to locate and organize resources.
<ul style="list-style-type: none"> <li>• Complete research and writing for all sections and subpages:</li> </ul>	Nov 4, 2024	Note to self: WRITE EVERY DAY!

<ul style="list-style-type: none"> <li>○ <i>Project rationale &amp; background info</i></li> <li>○ <i>Defining Holistic Embodied Pedagogy</i></li> <li>○ <i>About Me page</i></li> <li>○ <i>The Trauma-informed Classroom</i></li> <li>○ <i>Writing &amp; Embodied Pedagogy</i></li> <li>○ <i>Resources for the Educator/Practitioner</i></li> </ul>		
<ul style="list-style-type: none"> <li>• Begin writing blogs:             <ul style="list-style-type: none"> <li>○ <i>"Tales from the Classroom: Using Write Place, Write Now Practices in the 9-12 ELA Education"</i></li> </ul> </li> </ul>	Nov 10, 2024	My goal is to get at least two blog posts completed before publishing at the end of the semester.
<ul style="list-style-type: none"> <li>• Begin recording podcasts:             <ul style="list-style-type: none"> <li>○ <i>"The Writing Connection": Creating a 'safe-enough' learning environment"</i></li> </ul> </li> </ul>	Nov 17, 2024	My goal is to get at least one podcast completed before publishing at the end of the semester. This is a new skill for me, so I'm not sure how challenging this will be for me to pick up...