Expanding L2 Learning:

Teaching Multimodal Composition through Socioscientific Topics

This work was supported by a grant (P220A180015) from the U.S. Department of Education (CFDA 84.229A) and from the Center for Educational Resources in Culture, Language, and Literacy at the University of Arizona.

AGENDA

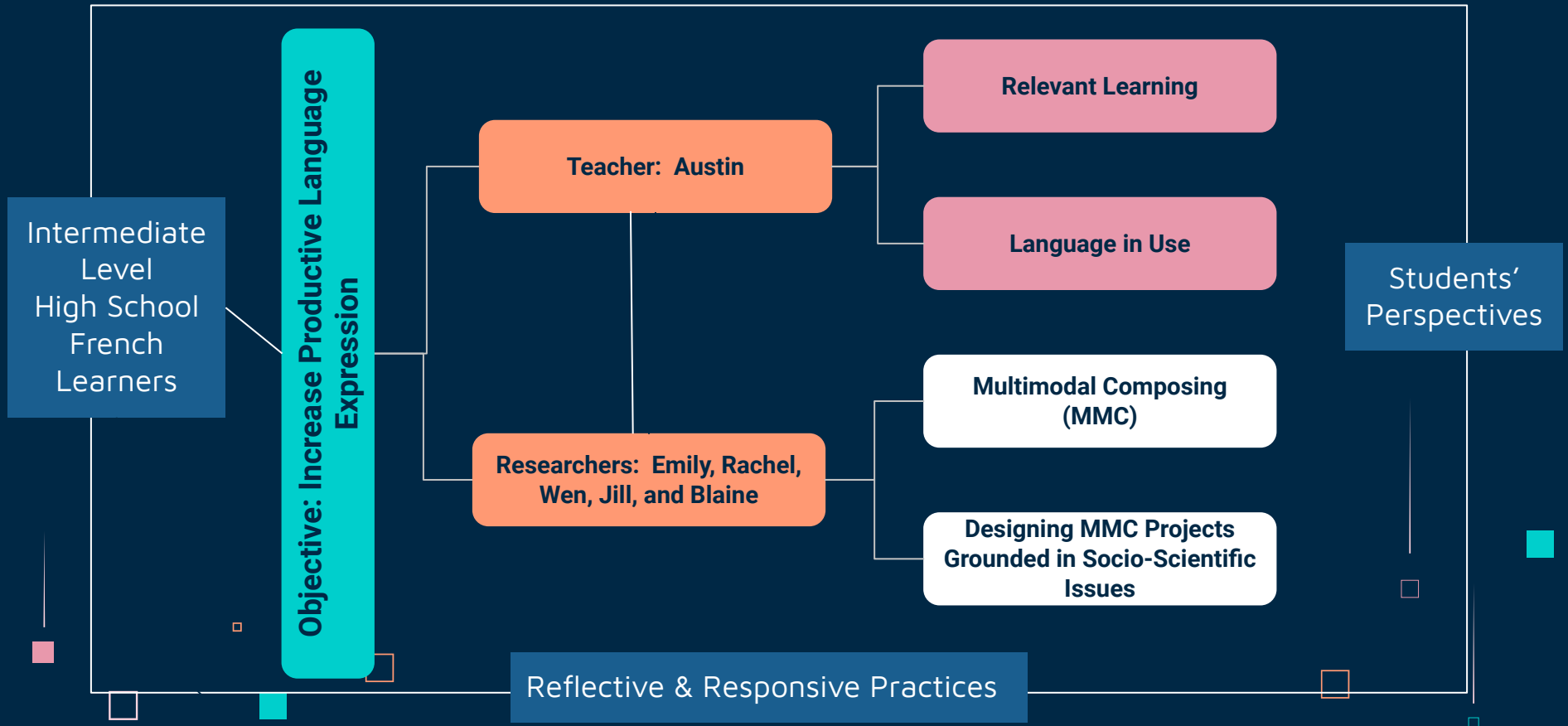
I. Multimodality

III. Implementing Instruction

II. Designing Instruction

IV. Assessing Learning

Context & Collaboration



Website Introduction

https://sites.google.com/email.arizona.edu/multimodal-composing-in-fl-tea/home

MULTIMODALITY

What is multimodality?

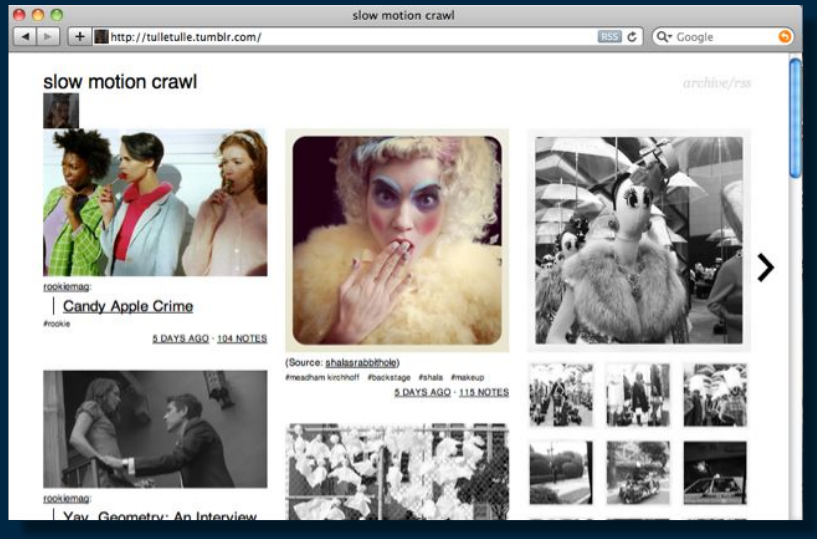
- The use of several semiotic modes in communication (Kress & van Leeuwen, 2001)

- Semiotic modes: text, speech, visuals, sound, movement, gesture, gaze, etc.

Multimodal Composition is Diverse

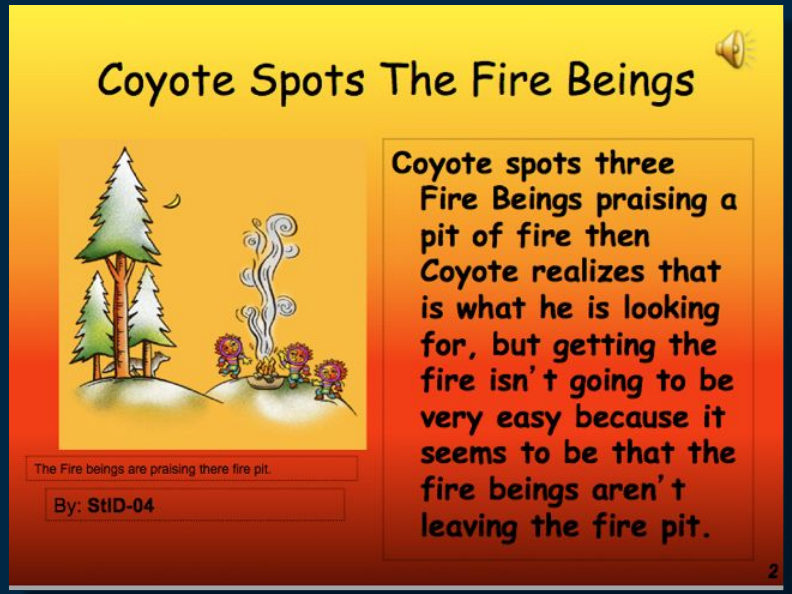
Videos

Blogs & Websites



Multimodal Composition is Diverse

Presentations



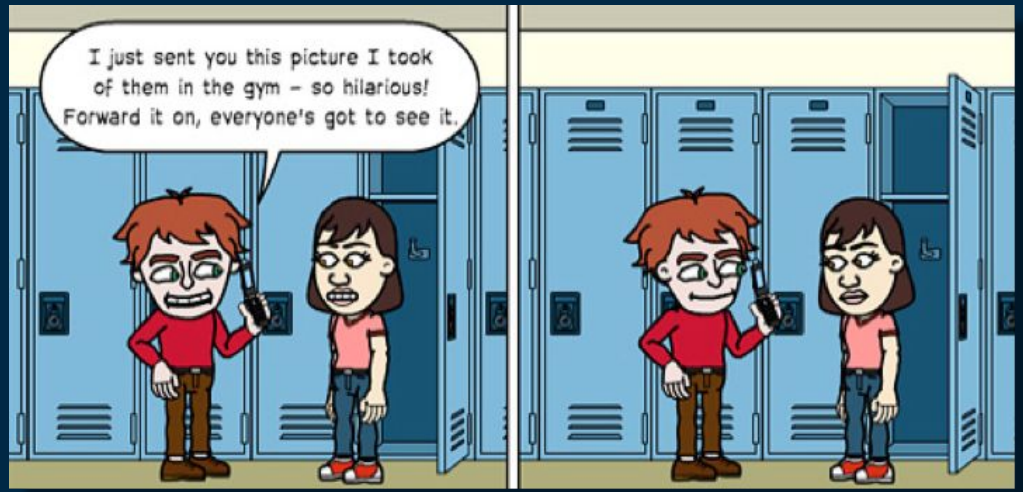
(Dalton et al., 2015)

Video Games & Virtual Worlds

(Leander & Frank, 2006))

Multimodal Composition is Diverse

e-Comics



Podcasts

Multimodality: Key Concepts

Complex Meaning-Making

Composers "orchestrate meaning through their selection and configuration of modes…The meanings in any mode are always interwoven with the meanings made with those of all other modes co-present and co-operating"

(Jewitt, 2009, p. 15)

Multimodality: Key Concepts

Transmediation

- Translating meaning from one mode to another
- Generative process that involves innovation and reflective thinking on the part of the composer as they transform meaning across modes

(Siegel, 1995; Suhor, 1984)

Multimodality: Key Concepts

Translanguaging

- Translanguaging is fundamentally multimodal, as individuals draw on semiotic resources coded in verbal language, in gesture, in written texts, and in other modalities to achieve communicative ends

(García and Li, 2014)

Why Does Multimodality Matter?

- Expanded view of literacy & communication
    - ACTFL Communication Standard
- Universal Design for Learning (Rose & Meyer, 2002)
- A growing majority of adolescents create and share multimodal content online (Lenhart, 2015)
- Dramatic disconnects between in-school and out-of-school compositional practices (Ito et al., 2010)
- New and different ways of thinking (Leu et al., 2013; Mayer, 2008)
- Empowerment for culturally and linguistically diverse students (Kress, 2003)

Research on L2 Learning & Multimodal Composing in Schools (Smith, Pacheco & Khorosheva, 2021)

- *Identity Expression and Agency (60% of studies)*
- *Reshaping Classroom Spaces (46%)*
- *Developing as Multimodal Designers (40%)*
- *Expanding Linguistic Repertoires (34%)*
- *Multimodal Composing-to-Learn (26%)*

APPLICATION & INTERACTION

Think over your existing course assignments. Which assignment might you be able to remix so that it is in a digital format and involves multiple modes of expression?

DESIGNING INSTRUCTION

PROJECT 1

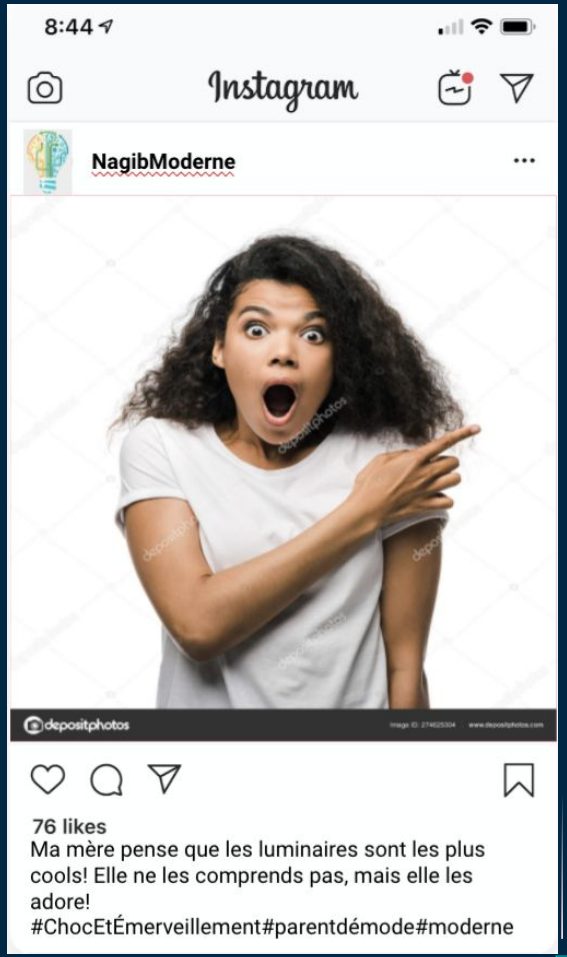
lememenagib
Morocco
expliquer l'électricité à ta mère
ne rien dire à propos de la radio
dire que la radio est magique
13,549 likes
lememenagib Quand ton mère pense qu'un magicien contrôle la radio 🤪🤔 #lemagicienelectricite #monmerenenas #lolz
View all 425 comments
19 November 2019

8:44
Instagram
La_Mère_de_Nagib
76 likes
Cette nouvelle technologie est "une radio." Dans la radio, Il y a un magicien fantastique qui dit les informations. Je remercie mes fils pour l'explication.
#radio #technologieestmagie

lehommemaroc
OK BOOMER
Liked by garbear.exclusive
lehommemaroc quand ta mère pense qu'un gars habite dans ta radio 😂

Motivations & Objectives

- Introduction to multimodality
- Meaningful language production
- Meanings conveyed by multiple modes



Socioscientific Issues

Issues that are complex, controversial, socially-relevant and that bridge science and society

Sadler et al, 2006

Socioscientific Issues

Photo by Anthony Indraus on Unsplash

Socioscientific Issues

Photo by Anthony Indraus on Unsplash

Time

- Quick
- 60-75 min

Assignment Details

Student Assignment Sheet

The extrait we read from *La civilisation ma mère* looks at what happens when new technologies get integrated into our daily life.

Your job is to create an Instagram post as one of the three characters in the reading. The topic of your post should relate to technology and its impact on life, as expressed in the reading.

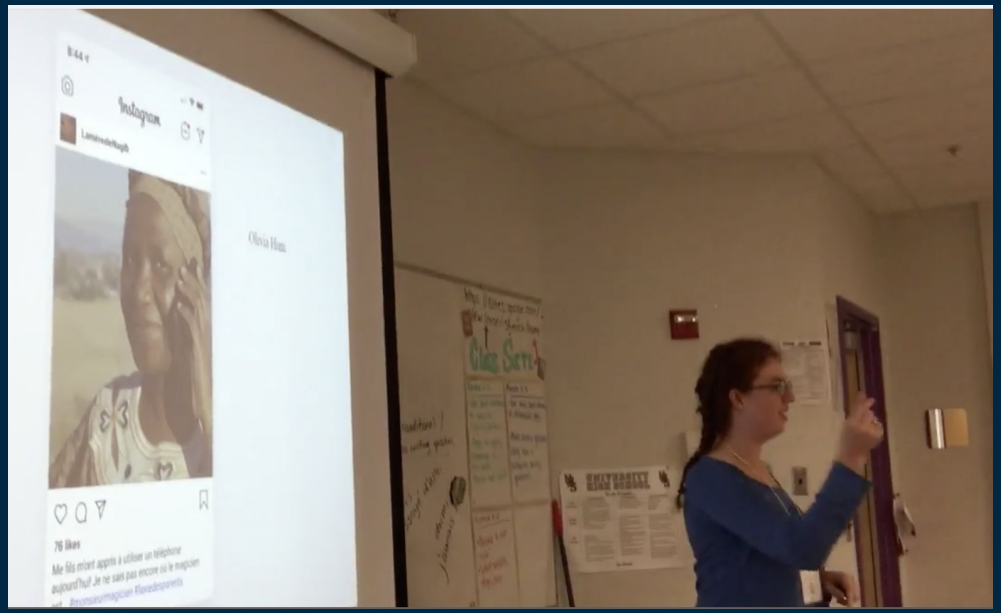
Your post should include:

- A profile name
- A profile picture
- A main picture post (you can take this picture or you can find it online)
- A brief caption in French that includes hashtags

Your post should be posted in the collaborative Google Slideshow, using the template provided.

Assignment Details

Showcase!



Assignment Details

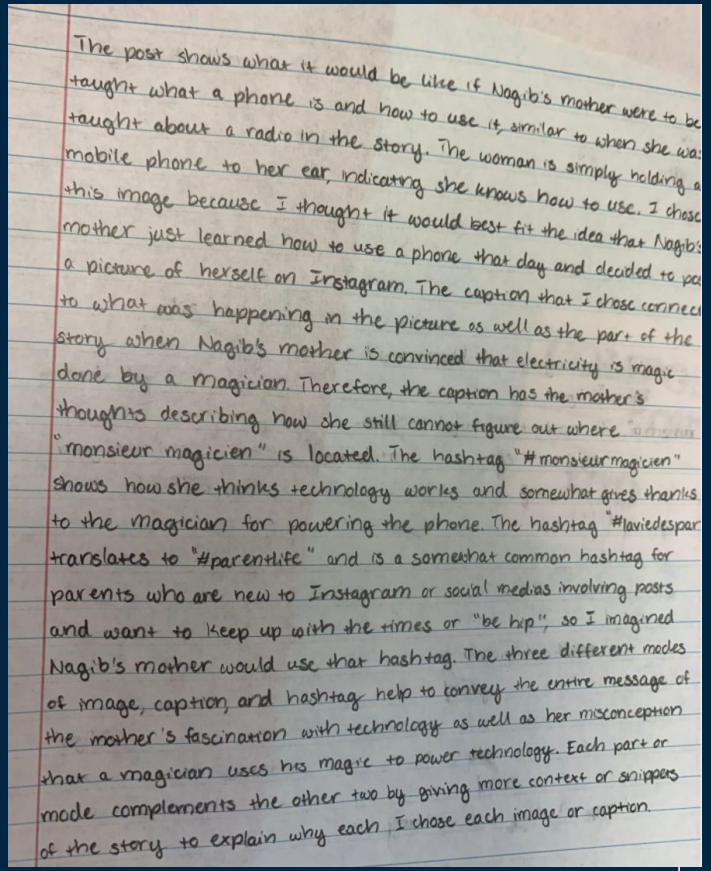
Reflection

In addition to your post, write a brief description of what you did in English:

- How does this post connect the story to themes of technology?
- Why did you choose the images you choose?
- Why did you choose the hashtags and caption that you chose?
- How does using three different modes, image, caption and hashtag together more completely convey your idea or create an interesting contrast? What is the value added of representing your idea using three different modes? How do they work together or create contrast? What is your intent?

Assignment Details

"The three different modes of image, caption, and hashtag help to convey the entire message of the mother's fascination with technology…each mode complements the other two by giving more context or snippets of the story…"

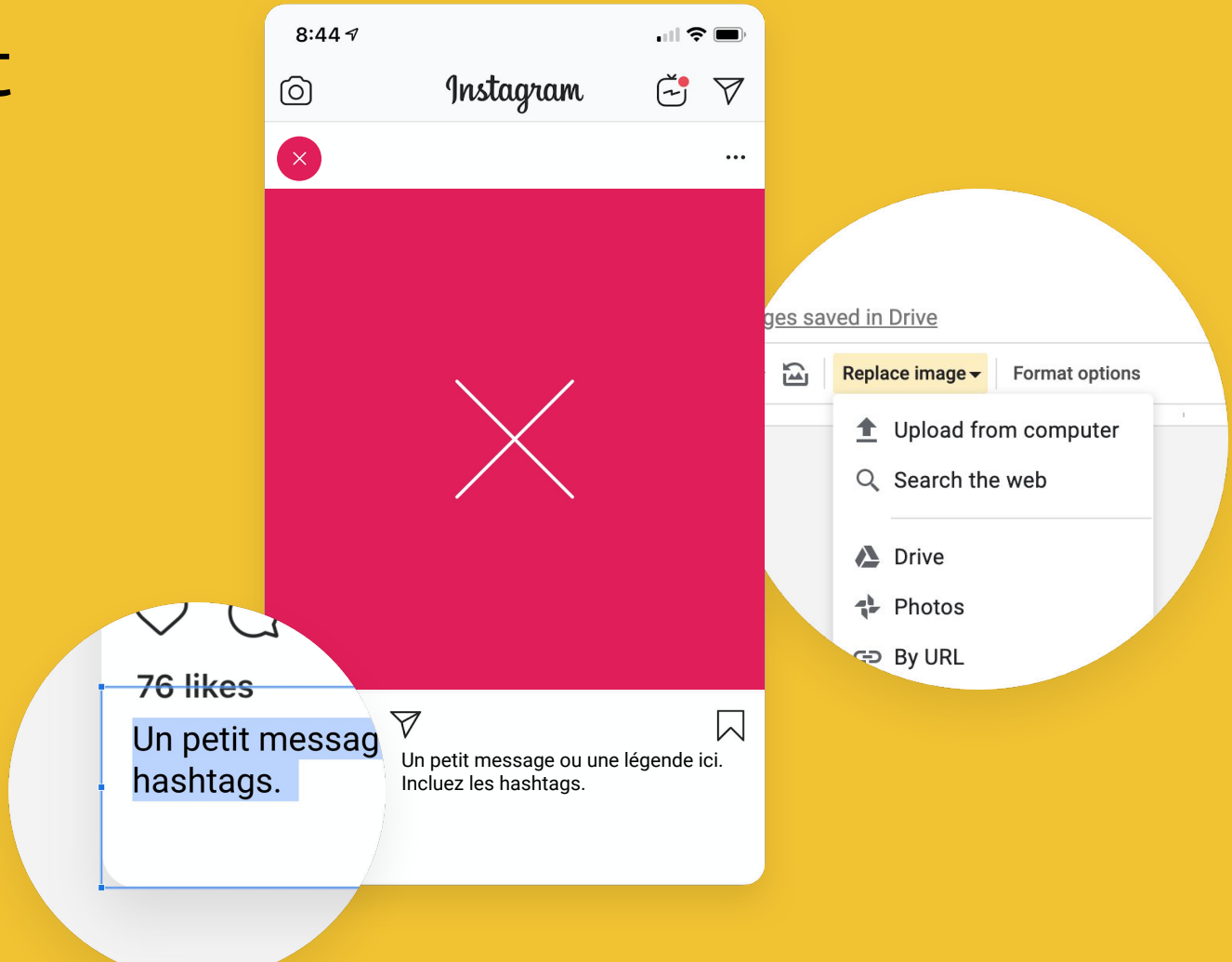


The post shows what it would be like if Nagib's mother were to be taught what a phone is and how to use it, similar to when she was taught about a radio in the story. The woman is simply holding a mobile phone to her ear, indicating she knows how to use. I chose this image because I thought it would best fit the idea that Nagib's mother just learned how to use a phone that day and decided to post a picture of herself on Instagram. The caption that I chose connects to what was happening in the picture as well as the part of the story when Nagib's mother is convinced that electricity is magic done by a magician. Therefore, the caption has the mother's thoughts describing how she still cannot figure out where "monsieur magicien" is located. The hashtag "#monsieurmagicien" shows how she thinks technology works and somewhat gives thanks to the magician for powering the phone. The hashtag "#laviedespar translates to "#parentlife" and is a somewhat common hashtag for parents who are new to Instagram or social medias involving posts and want to keep up with the times or "be hip", so I imagined Nagib's mother would use that hashtag. The three different modes of image, caption, and hashtag help to convey the entire message of the mother's fascination with technology as well as her misconception that a magician uses his magic to power technology. Each part or mode complements the other two by giving more context or snippets of the story to explain why each I chose each image or caption.

Tech Tools

- Instagram template + Google Slides

Comment faire?

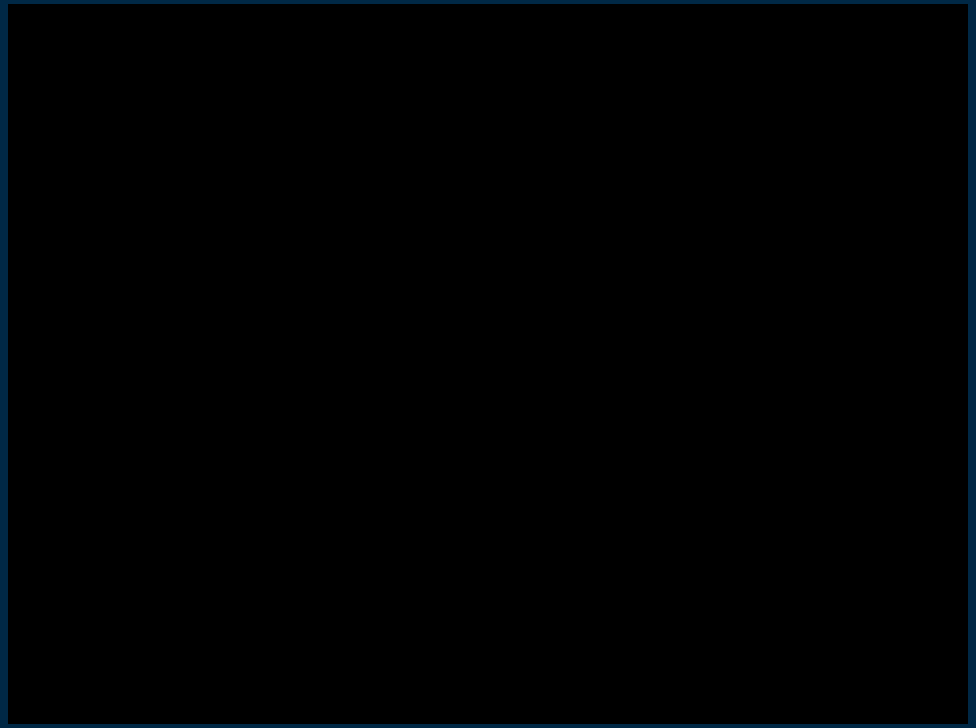


Tech Tools

- Instagram template + Google Slides
- Other ideas
  - Facebook template
  - PowerPoint

PROJECT 2

PROJECT 2



Motivations & Objectives

- Practice + apply textbook unit
- Use multiple modes to express opinions on complex issues
- Develop digital literacy skills

Socioscientific Issues

Photo by Adeolu Eletu on Unsplash

Socioscientific Issues

Photo by Adeolu Eletu on Unsplash

Time

- Longer-term
- 6 class sessions

Assignment Details

Format:
Your digital story can take multiple formats (e.g., Augmented Reality, digital comic strip, iMovie, PowerPoint). We will show you how to use one tool in class, but you can choose another platform as long as your project meets the requirements.

Project Requirements:

- Your digital story should address the topic of the future of work and illustrate a day in the life of a worker in 2070.
- Your digital story should be 1:30-3:00 minutes long.
- You should combine at least 3 different modes, such as images, text, audio (speech, music), and/or vide.
- The spoken elements of your digital story should be in French.

Assignment Details

Reflection

We will complete this in-class on Monday Feb. 10 (Period 1)/Tuesday Feb. 11 (Period 6).
Think back on the *L'avenir du travail* project and about the questions below. Write a 200-300 word reflection response in English.

- How does using different modes more help convey your idea or create an interesting contrast?
- What factors led to you choosing a specific mode?
- What challenges did you face when working on the project?
- How did the digital tools you used affect or support your completion of the project?

Tech Tools

- Pixton (comic maker), VoiceThread, Be Funky (collage maker)
- Other ideas
  - Book Creator
  - PlayPosit
  - PowerPoint

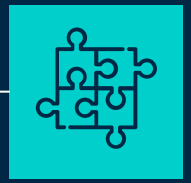
APPLICATION & INTERACTION

Part I: Explore Projects 3 & 4 on the website

Part II: Padlet Reflection

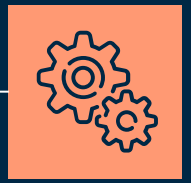
IMPLEMENTING INSTRUCTION

Implementing Instruction



01

Multimodality



02

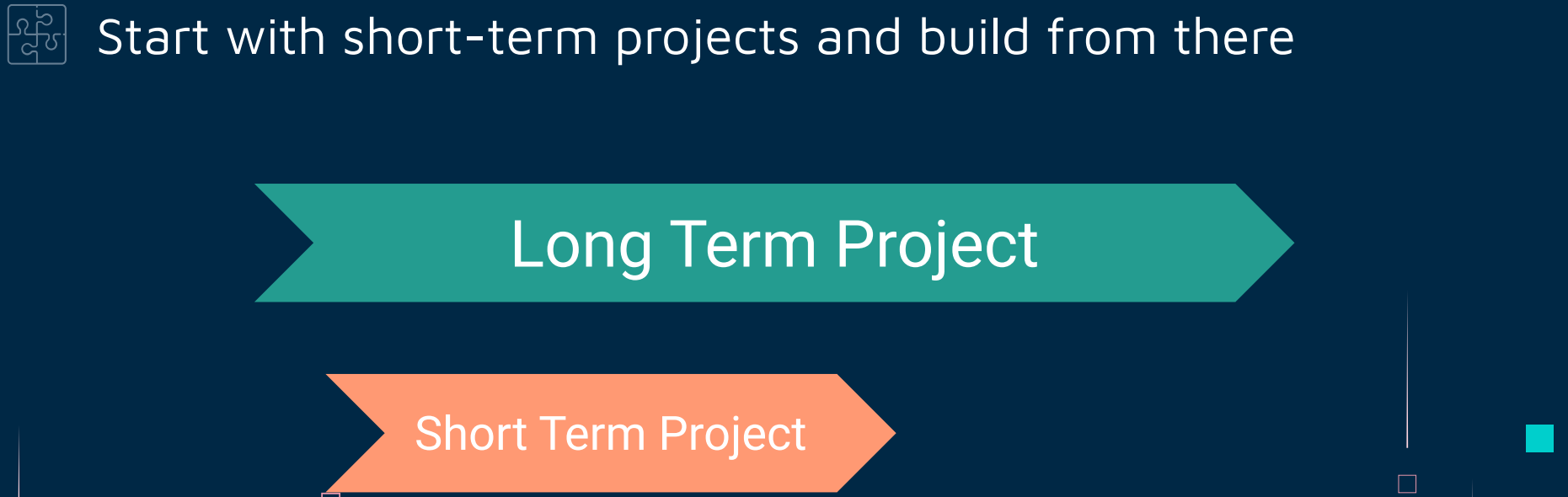
Digital Literacies

03

Socioscientific issues

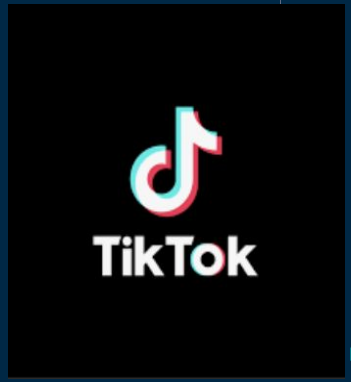
Multimodality

Start with short-term projects and build from there



Multimodality

- Connect multimodal meaning making to ways students communicate their ideas outside of school
- Highlight everyday examples of multimodality all around us



Multimodality

Discuss examples of how modes work together to extend and deepen messages

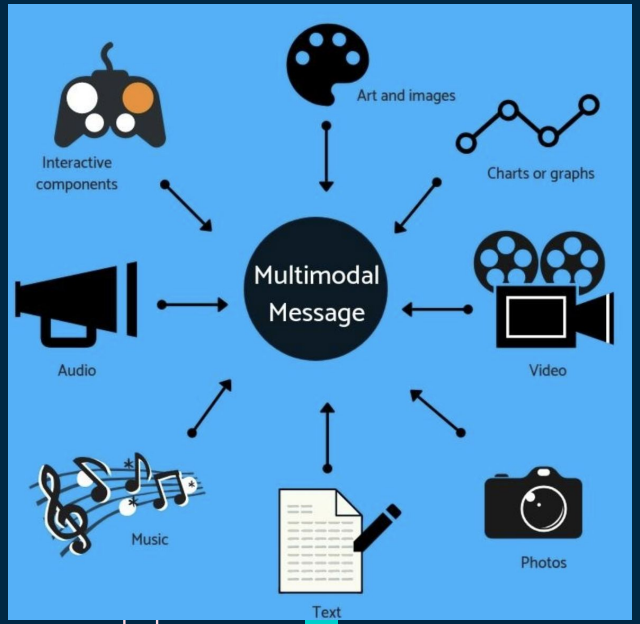
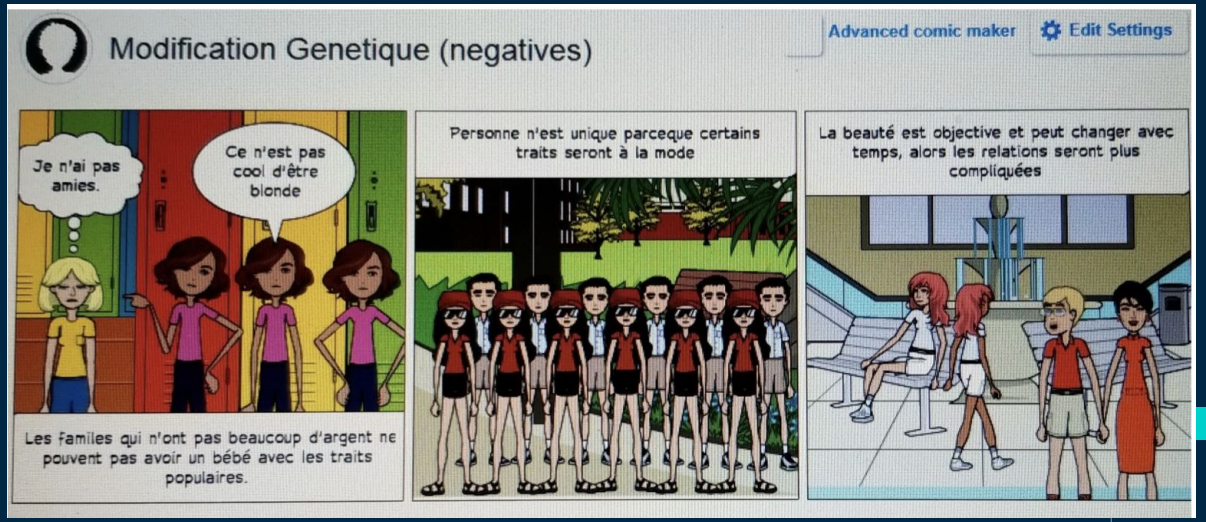


Image from TRU Write Site



Modes: Dialogue, Images, Gesture, Use of Color, Audio Narration

Multimodality: Reflections

Jan 10, 2020

Heureux au travail ?

26 responses • 232 views • 0 comments • 3.5 hours of engagement

•Dans quel pays travailleriez-vous et pourquoi ?

•Est-ce qu'il faut etre heureux au travail ?

May 5, 2020

Climate Change Talk-it-Out

3 responses • 15 views • 0 comments • 0.2 hours of engagement

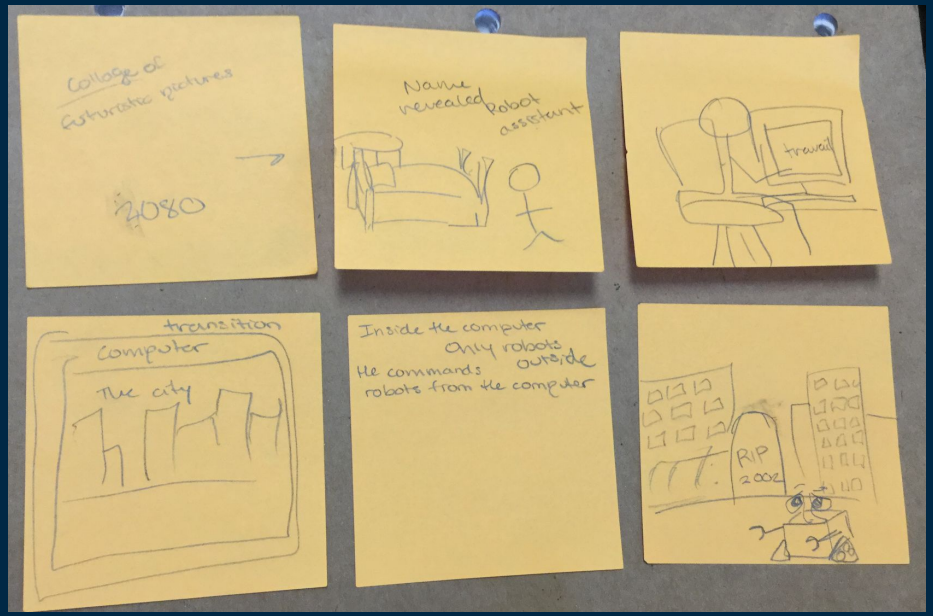
Êtes vous surpris(e) par tes résultats ?

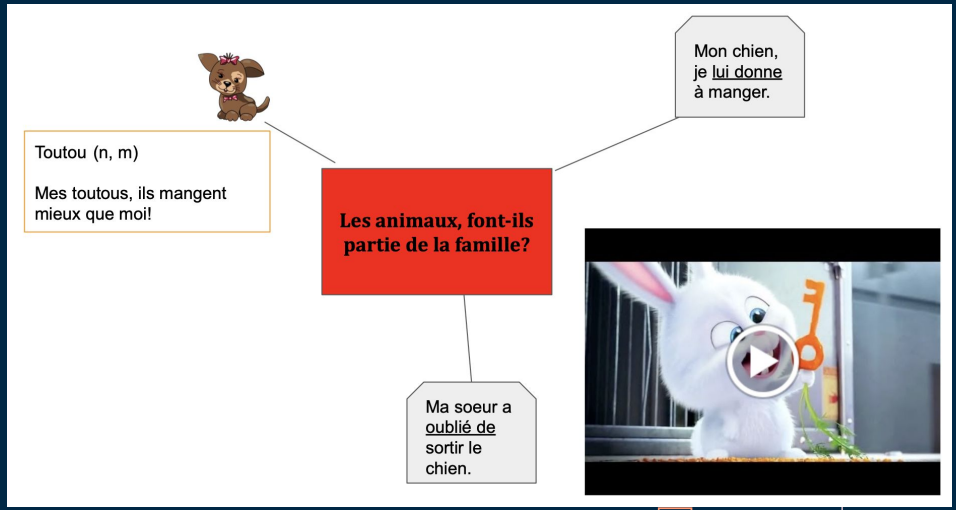
Dans quelle categorie avez-vous le plus de success?

Dans quelle catégorie pouvez-vous apporter le plus d'amélioration?

Digital Literacies: Drafting Ideas in Storyboards

- Support students in organizing their ideas to communicate meaning

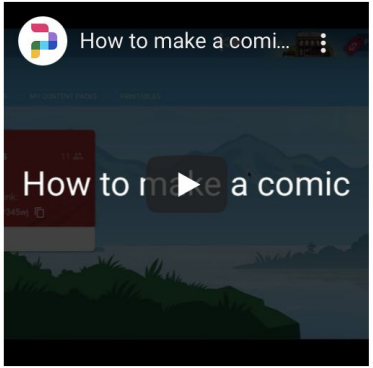




Digital Literacies

Reuse digital tools

Adobe Spark



Pixton

VoiceThread

Digital Literacies : Collaboration

Use peer-to-peer collaboration to workshop ideas & gather feedback from multiple perspectives

Photo by Brooke Cagle on Unsplash

Socioscientific Issues

Climate change
Genetic engineering
Artificial intelligence
Fish farming
Conservation of endangered species
Sustainable housing
Plant-based food alternatives
.....

Photo by Markus Spiske on Unsplash

Socioscientific Issues

- Use student interest

Image from https://images.all4ed.org/

Socioscientific Issues

- Use student interest
- Use curriculum topics as a jumping off point

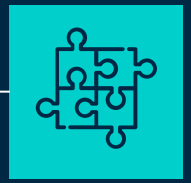
APPLICATION & INTERACTION

How might you incorporate reflection into your current teaching contexts?

What socioscientific topics might be relevant to your teaching context(s)—e.g., might course material connect to? What topics that are salient to your local community?

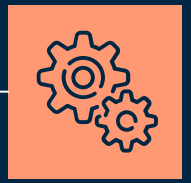
ASSESSING LEARNING

Assessing Learning



01

WHAT ARE STUDENTS LEARNING?



02

HOW ARE STUDENTS LEARNING?

03

HOW CAN STUDENTS BE ASSESSED?

What are students learning?

LANGUAGE IN USE

Communication in Context

VOICE & CHOICE

Meaning that is personal and individual

DIGITAL LITERACIES & MULTIMODAL EXPRESSION

Use of different digital tools and platforms to integrate media and modes

COLLABORATION

Working together to advance ideas as a collective

"Authentic design—of anything, including meaning itself—needs a creative capacity, the ability to fashion the raw material of conventional forms, practices, and meanings into novel ones."

Squaring Literacy Assessment With Multimodal Design: An Analytic Case for Semiotic Awareness

Phillip A. Towndrow, Mark Evan Nelson, Wan Fareed Bin Mohamed Yusuf

What are students learning?

LANGUAGE IN USE

Communication in Context

VOICE & CHOICE

Meaning that is personal and individual

DIGITAL LITERACIES & MULTIMODAL EXPRESSION

Use of different digital tools and platforms to integrate media and modes

COLLABORATION

Working together to advance ideas as a collective

How are students engaged in learning?

- Project-Based Approach
  - Investigate and respond to a challenge
  - Open-ended responses and connections
    - Learners Communicate ideas in personally meaningful ways

Provide Guidelines	Scaffold Choices	Schedule Check-Ins	Showcase Products	Discuss Outcomes

How can students be assessed?

Rubrics and Performance Criteria

Use of Multiple Methods (beyond just outcomes)

Options of Rubrics and Performance Criteria

Teacher-Designed

Teacher- & Student Negotiated

Options: Beyond Assessing the Product & Outcomes

Storyboards for Organizing Ideas

Oral Presentations or Performances

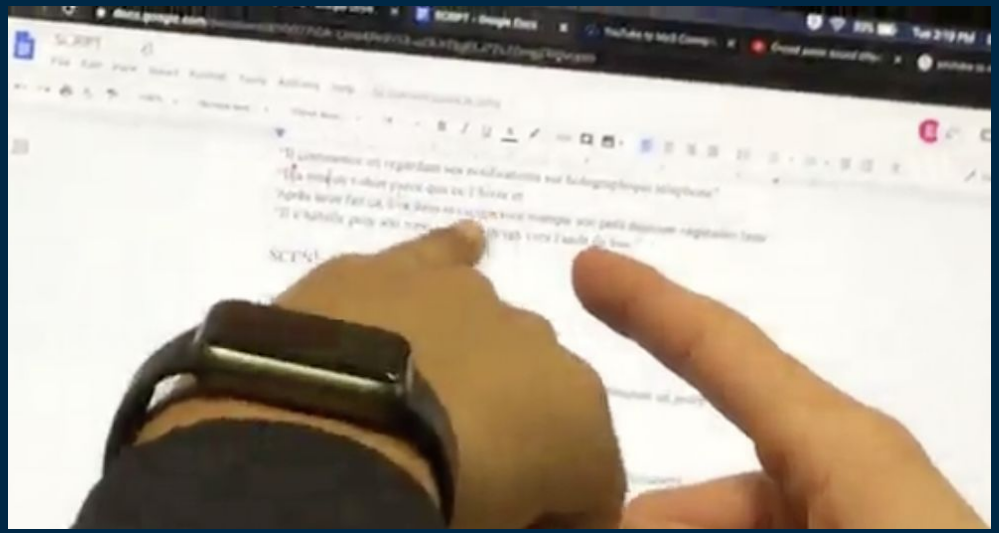
Written or Oral Reflections

Self-Assessment Checklists

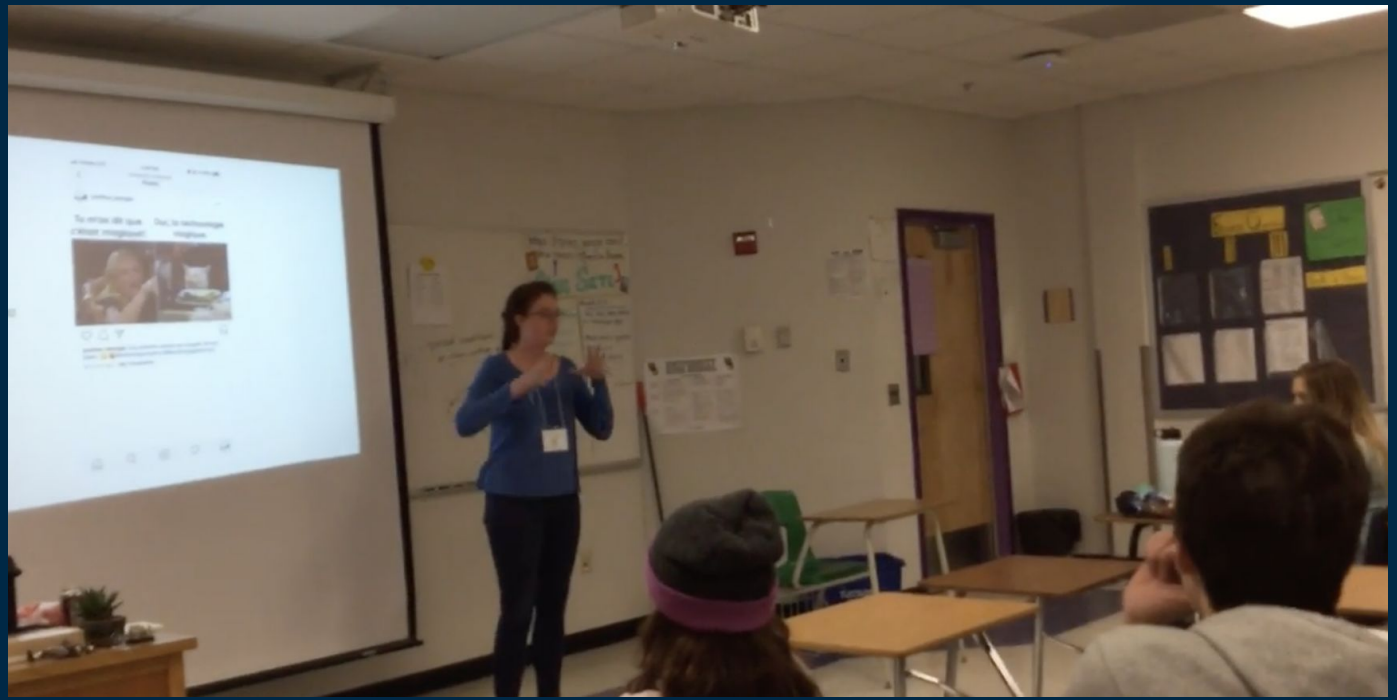
Can-Do Statements (ACTFL)

Project Portfolios

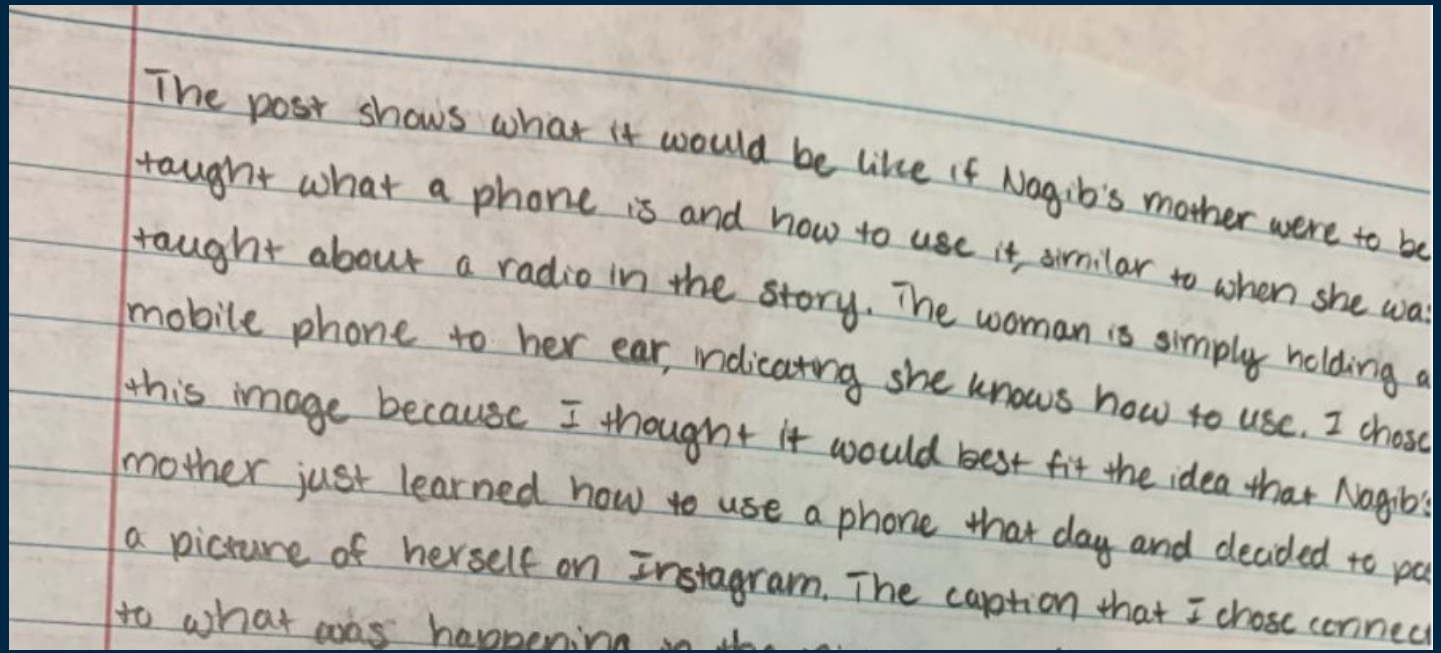
Examine Process Artifacts along with the Products



Options of Approaches:
Oral Presentations or Performances



Written or Oral Reflections: Extended Responses



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Self-Assessment Checklists

- How well did I...
  - Work with others?
  - Synthesize the use of multiple modes?
  - Make use of linguistic resources?
  - Make use of digital resources?
  - Overcome challenges of multimodal composition?

Options of Approaches: Can-Do Statements

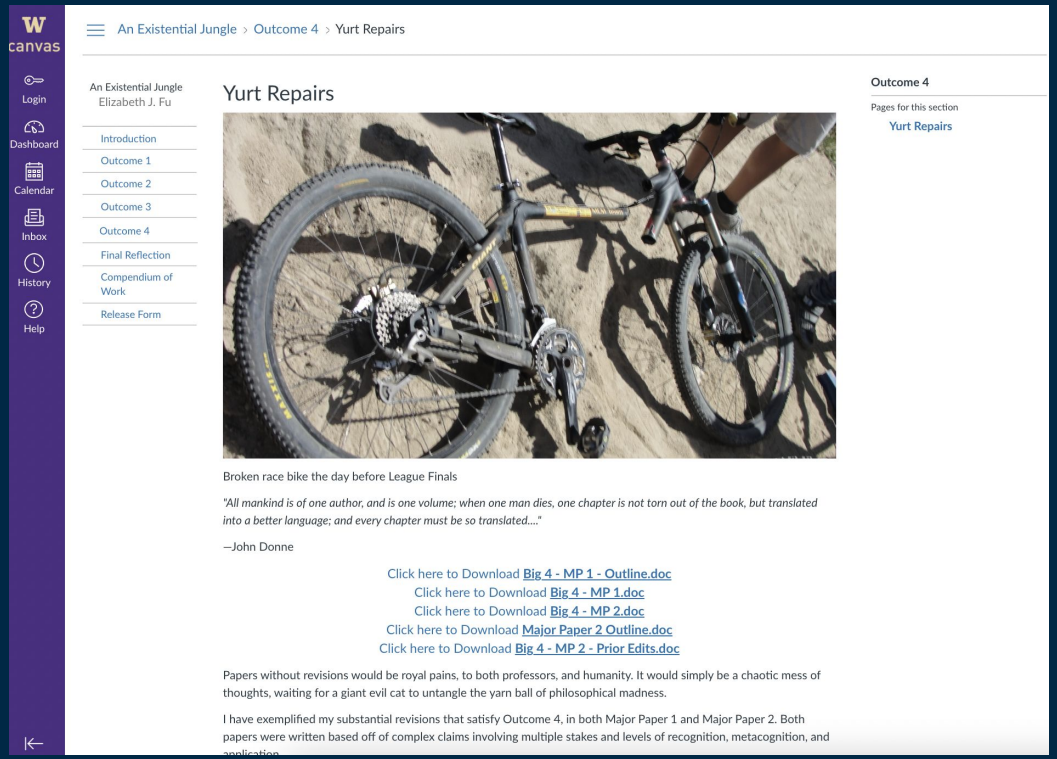
ACTFL

"**I can** present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language."

Adapted

"**I can** present information on the socio-scientific issue we have learned about and discussed using a variety range of linguistic, multimodal, and digital resources.

Options of Approaches: Project Portfolios



https://canvas.uw.edu/eportfolios/12029/Outcome_4

Activity 1: What do you value in assessment?

Evaluate this student product based on:

1. Effectiveness of Message
2. Creativity
3. Clear Expression of Ideas
4. Use of Language

Padlet

Activity 2: How would you design assessment?

Process Artifacts along with Products

Oral Presentations or Performances

Written or Oral Reflections

Self-Assessment

Can-Do Statements (ACTFL)

Project Portfolios

Padlet

Wrapping Up

Q&A

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