MULTIMODAL ASSIGNMENTS

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21\textsuperscript{st} CENTURY LITERACIES

Literacy in the digital age requires students to be able to:

- Develop fluency with digital and technological tools
- Share information for various purposes and audiences
- Analyze, critique, evaluate, and design new media
- Understand copyrights, licensing, and authorial ethics

(National Council of Teachers of English, 2013)
A MULTIMODAL ASSIGNMENT...

- Combines aural, oral, alphabetic, visual, textual elements
- Can include “art, music, movement, drama” (NCTE, 2005)
- Allows for authorial control “beyond the page” (Takayoshi and Selfe, 2007)
- Can utilize digital and/or non-digital tools
- Can occur in online or face to face spaces
MULTIMODAL CONSTRAINTS

Students

- May have difficulty transferring multimodal composing skills to traditional assignments
- May lack functional technology skills

Instructors

- May rely too heavily on the “words-plus” model (Allan, 2015)
- May “fear” change and/or feel overwhelmed
- May lack of access to technological resources
MULTIMODAL AFFORDANCES

Critically integrating multimodal assignments...

- **Supports Creativity** *(Alexander et al., 2012; Kirchoff and Cook, 2016)*

- **Motivates Students** *(Bohannon, 2015)*

- **Teaches Audience Awareness** *(Kirchoff & Cook, 2016; Nobles & Paganucci, 2015; Sheppard, 2009)*

- **Reinforces Rhetorical Concepts** *(Alexander et al., 2012; Powell et al., 2014; Sheppard, 2009)*

- **Helps Students Join The “Academic Club”**
ASSIGNMENT IDEAS

• Podcasts

• Public Service Announcements

• e-Portfolio

• Professional Website

• Non-Professional Websites

• Videos (biography, ethnographic studies, etc.)

• Poster/Infographic/Fact Sheet
SAMPLE MULTIMODAL ASSIGNMENTS

As a unit:
• 102 Multimodal Assignment: Addressing a Discourse Community
  • Student Example

As a supplement to a larger project:
• Multimodal Assignment (ENG 102): Discourse Community Maps
  • Student Example

As a quiz replacement:
• Mini Multimodal Assignment: Categorizing Sources
  • Student Example
NON-DIGITAL EXAMPLES

South Korean Student Work (Craig and Porter, 2014)

“Front Pages” (Nancy Chun, 1996)
STUDENT ASSIGNMENT RE-DESIGNS

ENG 101 Student (Gagich, 2014)

ENG 102 Student (Gagich, 2015)
Determine your pedagogical purpose(s) for including a multimodal assignment:

- What course goals/outcomes will it support?
- Is it being integrated as a stand alone assignment or as a supplement?
- What skills will students need to complete it?
- How will it be assessed?
STRATEGIES FOR INTEGRATION

Scaffold the assignment into your curriculum

• Survey students to determine skill levels

• Integrate mini skill lessons as needed

• Seek and/or offer interdisciplinary help

• Provide students with samples

• Provide students with opportunities to analyze those examples
STRATEGIES FOR INTEGRATION

Help students make connections

- Create and share a rubric
- Include a short reflection that ask students to
  - Defend and explain their design choices
  - Connect the assignment to course goals
  - Reflect on the transferability of multimodal skills
Multimodal Assessment Project (MAP) Domains

- Artifact
- Substance
- Context
- Process Management and Technique
- Habits of Mind

(Eidman-Aadahl, et al., 2013)
The Artifact and Substance require **summative** assessment of the final product:

- Instructor Rubric
- Peer/Group Rubrics

Context, Management/Technology, and Habits of Mind require assessment of **formative** assessment documents:

- Project Journals
- Reflective Online Posts
- A Final Project Reflection
## ENG 102 INFOGRAPHIC RUBRIC

### Content: Illustrates understanding & accuracy
Score using a 0-2 scale with 0 being the lowest and 2 being the highest.

<table>
<thead>
<tr>
<th>Achieves intended purpose</th>
<th>0</th>
<th>.5</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info is accurate &amp; helpful</td>
<td>0</td>
<td>.5</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>Reimagines the information</td>
<td>0</td>
<td>.5</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>Does not plagiarize</td>
<td>0</td>
<td>.5</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
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<tr>
<td>Info is comprehensive</td>
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<td>.5</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
</tr>
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</table>

### Design: Illustrates creativity & a clear, coherent design
Score using a 0-1 scale with 0 being the lowest and 1 being the highest.

<table>
<thead>
<tr>
<th>Creativity</th>
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<th>.5</th>
<th>.75</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page Layout/Text</td>
<td>0</td>
<td>.25</td>
<td>.5</td>
<td>.75</td>
<td>1</td>
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<tr>
<td>Colors/White Space</td>
<td>0</td>
<td>.25</td>
<td>.5</td>
<td>.75</td>
<td>1</td>
</tr>
<tr>
<td>Images</td>
<td>0</td>
<td>.25</td>
<td>.5</td>
<td>.75</td>
<td>1</td>
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</tbody>
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REFERENCES


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