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 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)
STRATEGIES FOR INTEGRATION

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

<table>
<thead>
<tr>
<th>Name of Creator:</th>
<th>Name of Peer Critic:</th>
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</thead>
<tbody>
<tr>
<td>Infographic #:</td>
<td>Intended Purpose:</td>
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</table>

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

<table>
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<tr>
<th>Achieves intended purpose</th>
<th>0</th>
<th>.5</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
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<tbody>
<tr>
<td>Info is accurate &amp; helpful</td>
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<tr>
<td>Reimagines the information</td>
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<td>1</td>
<td>1.5</td>
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<td>Does not plagiarize</td>
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### Design
- Illustrates creativity & a clear, coherent design
- Score using a 0-1 scale with 0 being the lowest and 1 being the highest.

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<td>Colors/White Space</td>
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<td>Images</td>
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<td>.75</td>
<td>1</td>
</tr>
</tbody>
</table>

### Peer Critic’s Score & Comments

### Instructor’s Score & Comments
REFERENCES


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