MULTIMODAL ASSIGNMENTS

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21st 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)
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
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)
ASSESSMENT

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

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

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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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REFERENCES


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