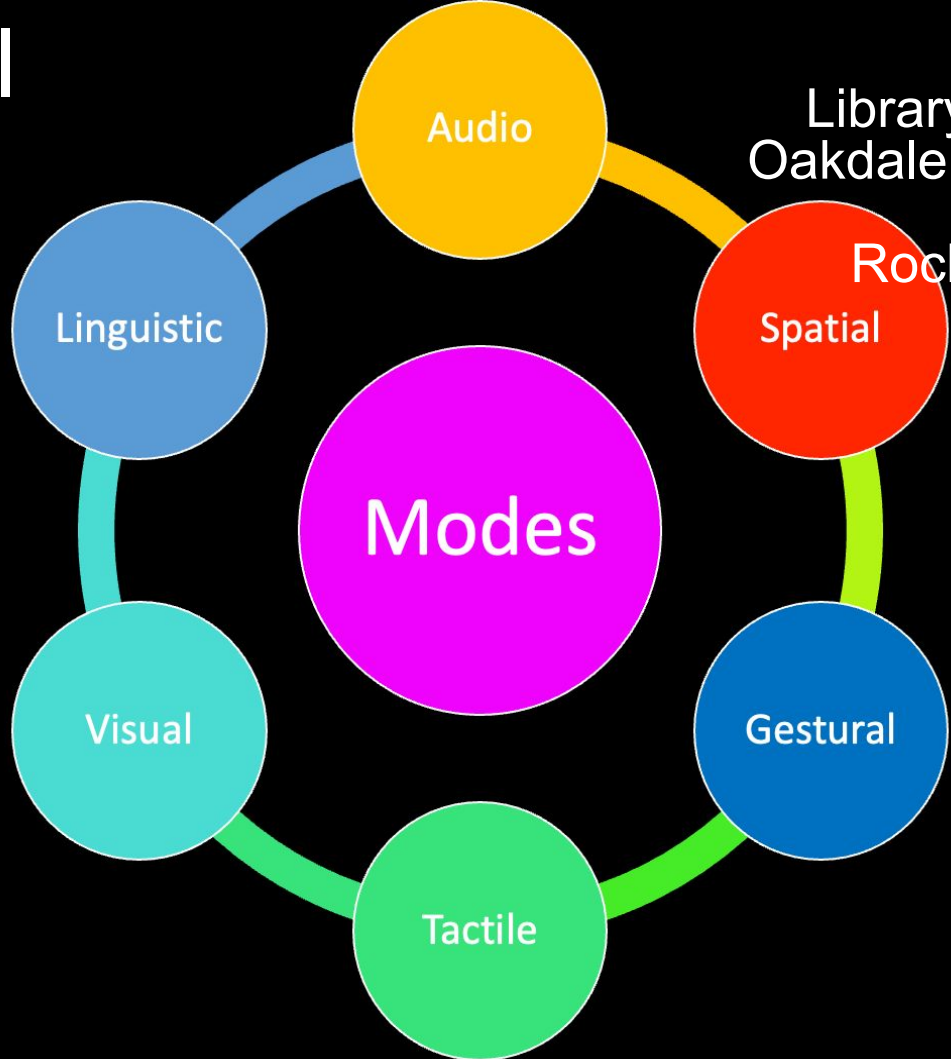


Multimodal Literacy

Liz Hood
Library Media Specialist
Oakdale STEAM Elementary
School
Rock Hill, SC 29732



IASL
July 2022

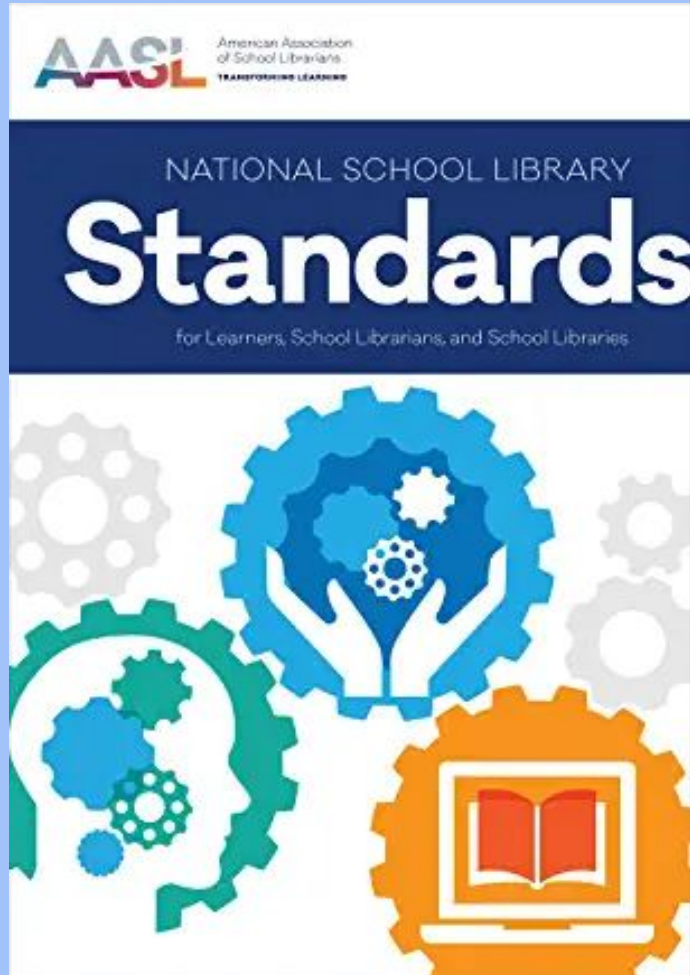


Definitions

Multimodality looks beyond language and examines multiple modes of communication and meaning making.

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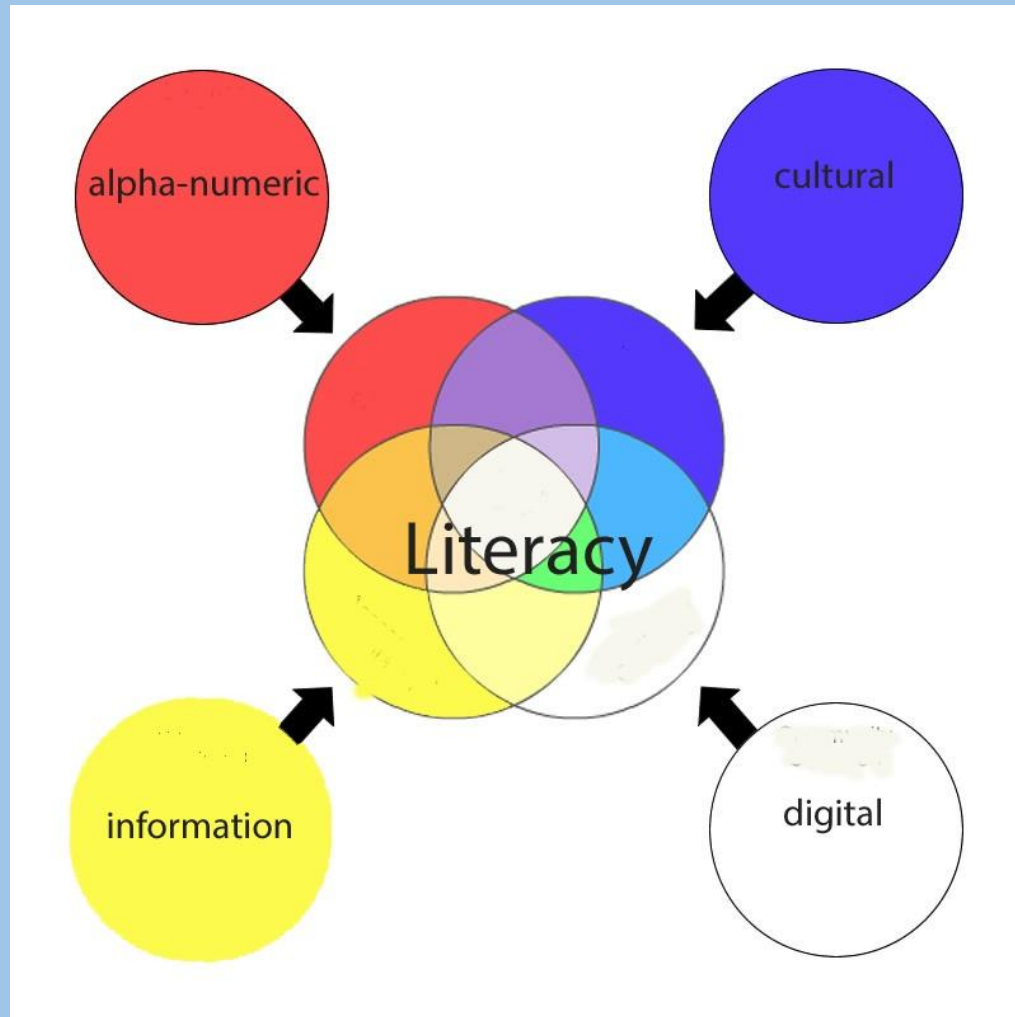


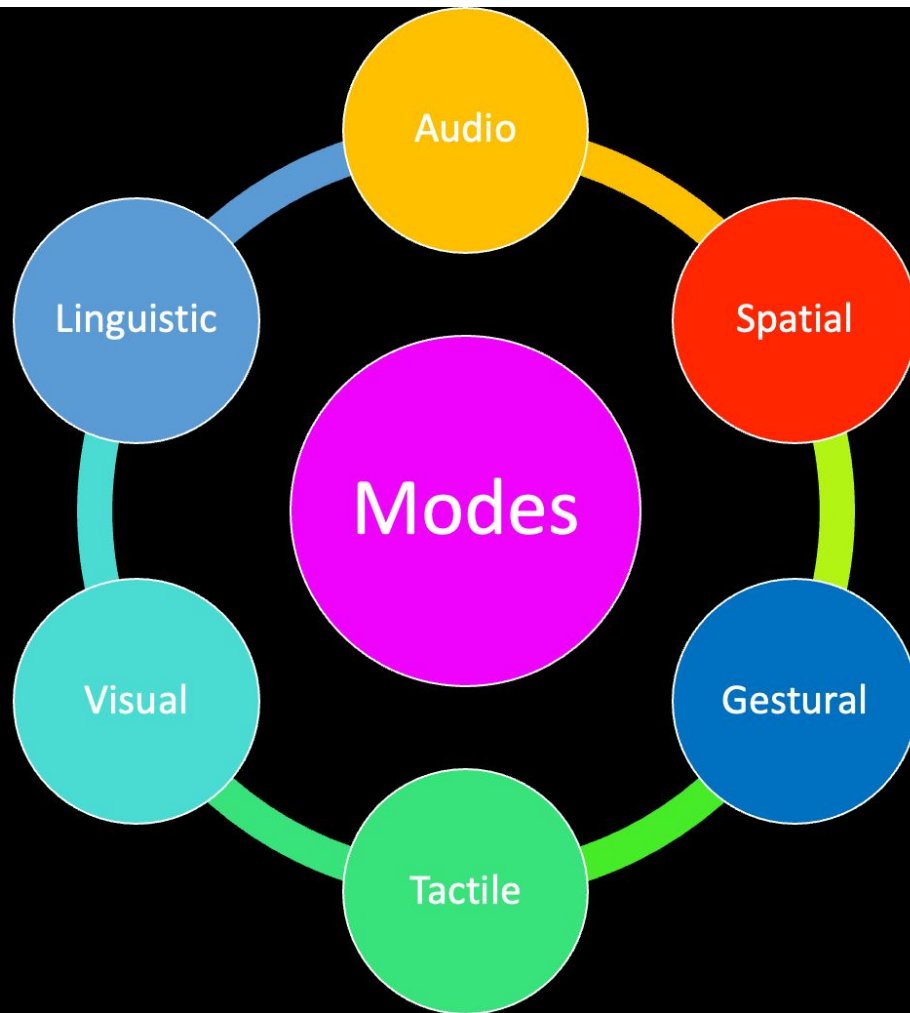
I. Inquire

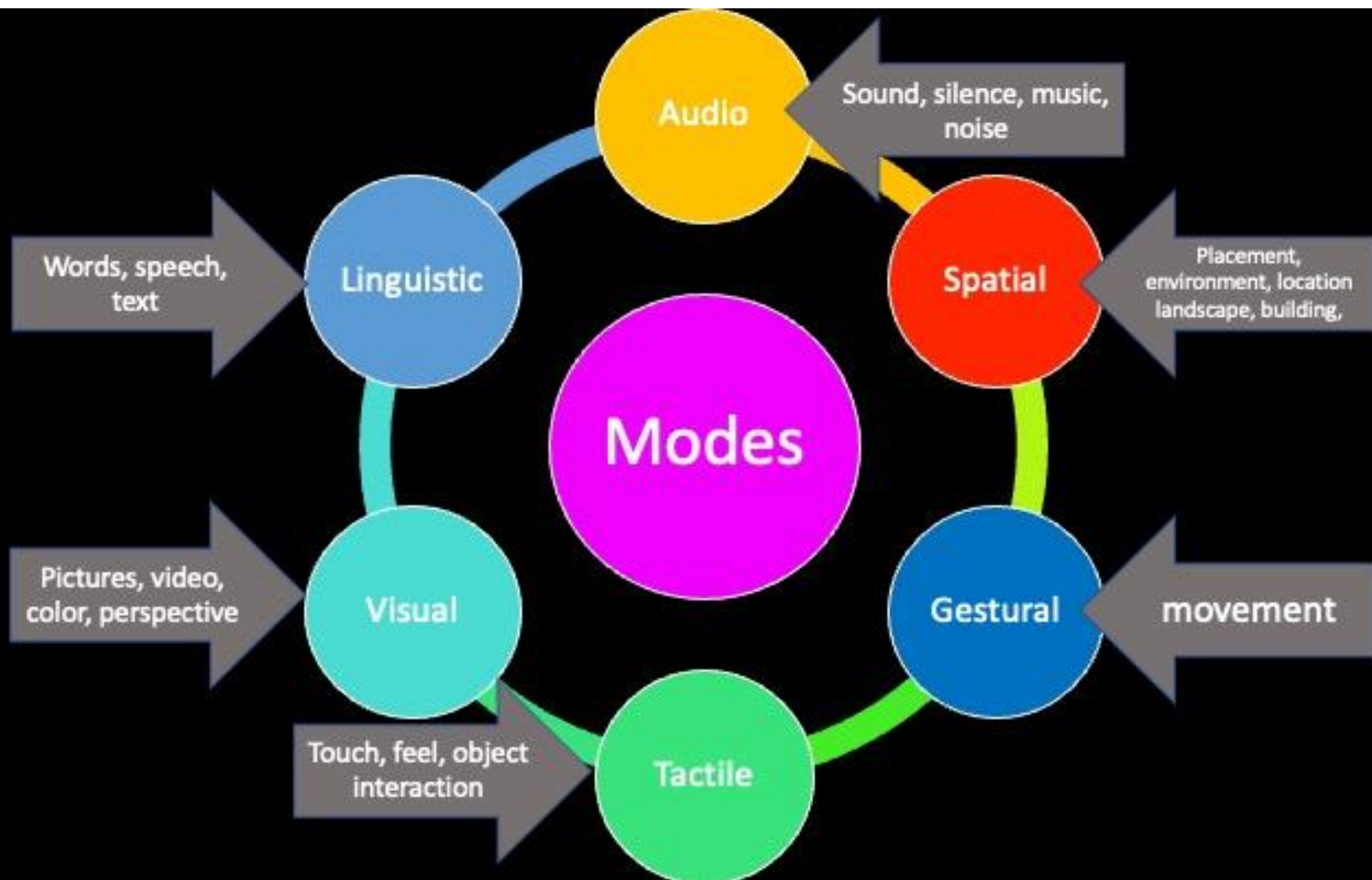
Build knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

IV. Curate

Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.







Research



Harvard Educational Review

Volume 66 Number 1

Spring 1996

ISSN 0017-8055

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A Pedagogy of Multiliteracies: Designing Social Futures

THE NEW LONDON [GROUP](#)¹

Abstract

In this article, the New London Group presents a theoretical overview of the connections between the changing social environment facing students and teachers and a new approach to literacy pedagogy that they call "multiliteracies." The authors argue that the multiplicity of communications channels and increasing cultural and linguistic diversity in the world today call for a much broader view of literacy than portrayed by traditional language-based approaches. Multiliteracies, according to the authors, overcomes the limitations of traditional approaches by emphasizing how negotiating the multiple linguistic and cultural differences in our society is central to the pragmatics of the working, civic, and private lives of students. The authors maintain that the use of multiliteracies approaches to pedagogy will enable students to achieve the authors' twin goals for literacy learning: creating access to the evolving language of work, power, and community, and fostering the critical engagement necessary for them to design their social futures and achieve success through fulfilling employment.

(pp. 60-92)

Research

Multimodal literacy: What does it mean for classroom practice?



Maureen Walsh

AUSTRALIAN CATHOLIC UNIVERSITY

Abstract

Changes to literacy pedagogy are gradually occurring in classrooms in response to contemporary communication and learning contexts. These changes are diverse as teachers and educational researchers attempt to design new pedagogy to respond to the potential of digital technologies within existing curriculum and assessment policies. This paper discusses evidence from recent classroom research where 16 teachers worked in teams in nine primary school classrooms to develop new ways of embedding technology for literacy learning. Data from the nine case studies provides evidence that teachers can combine the teaching of print-based literacy with digital communications technology across a range of curriculum areas. Findings from this research confirm that literacy needs to be redefined within current curriculum contexts, particularly in light of the emergence of a national curriculum. New descriptors of language and literacy criteria are proposed within the framework of multimodal literacy, the literacy that is needed in contemporary times for reading, viewing, responding to and producing multimodal and digital texts.

WALSH • AUSTRALIAN JOURNAL OF LANGUAGE AND LITERACY, Vol. 33, No. 3, 2010, pp. 211–239

- synchronous meshing of multiple inputs
- simultaneous processing
- vastly different from traditional print flow
- radial browsing

Research

FEATURE ARTICLE

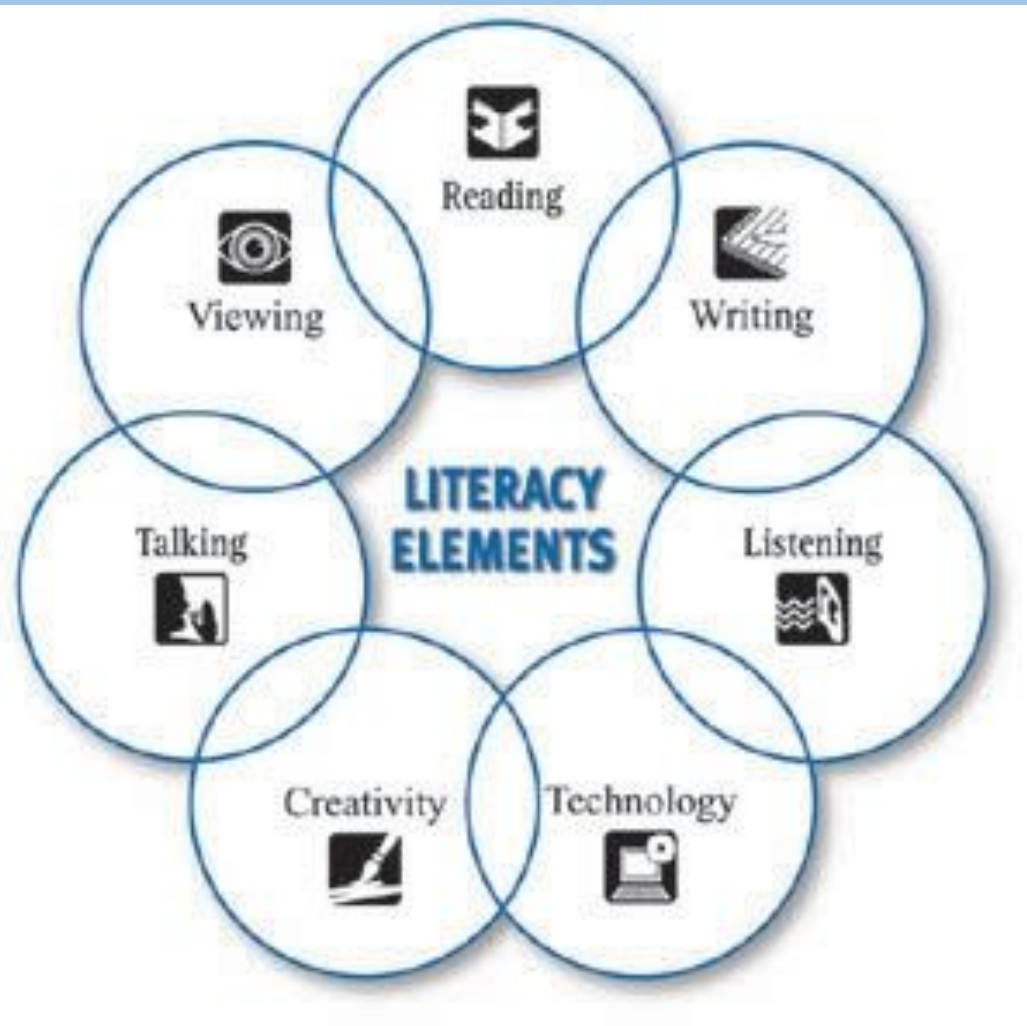
INTERNATIONAL
LITERACY
ASSOCIATION

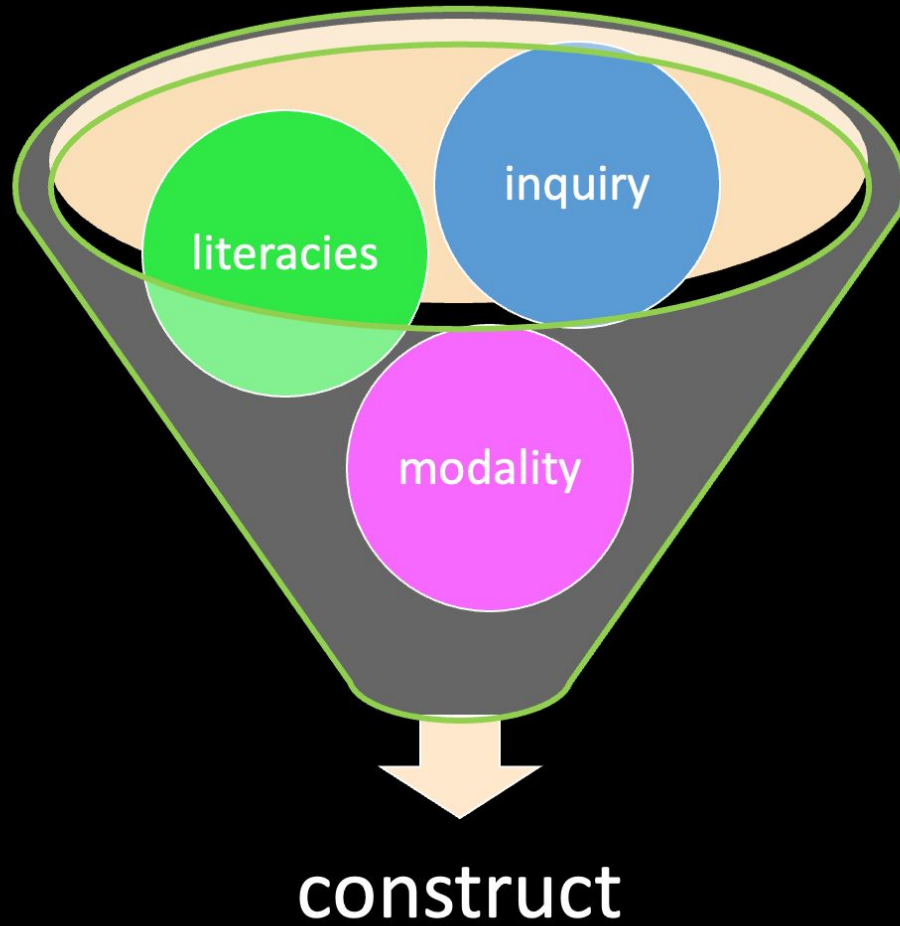
Incorporating Multimodal Literacies Into Classroom-Based Reading Assessment

Frank Serafini, Lindsey Moses, Dani Kachorsky, Danielle Rylak

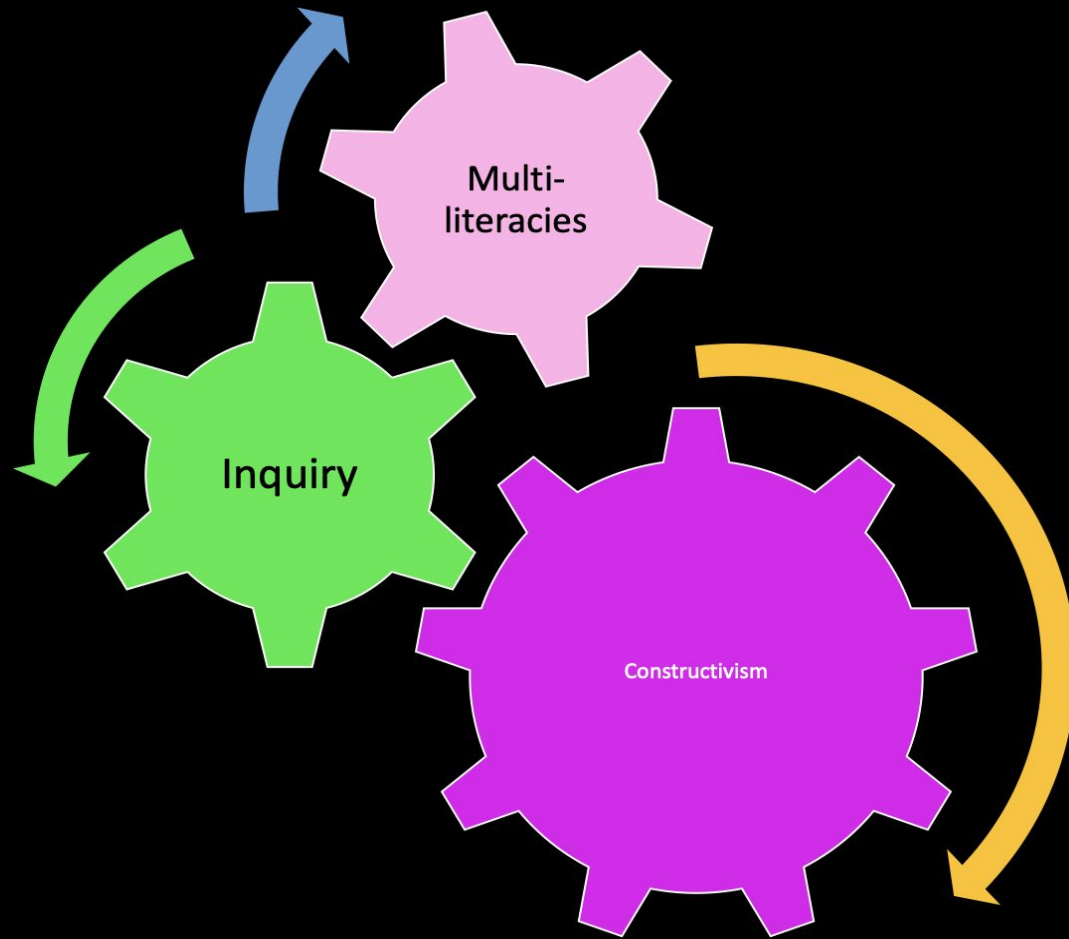
Providing teachers with a framework for assessing how young readers make sense of the visual images and design elements of picture books helps expand traditional assessment practices to consider the multimodal nature of contemporary texts.

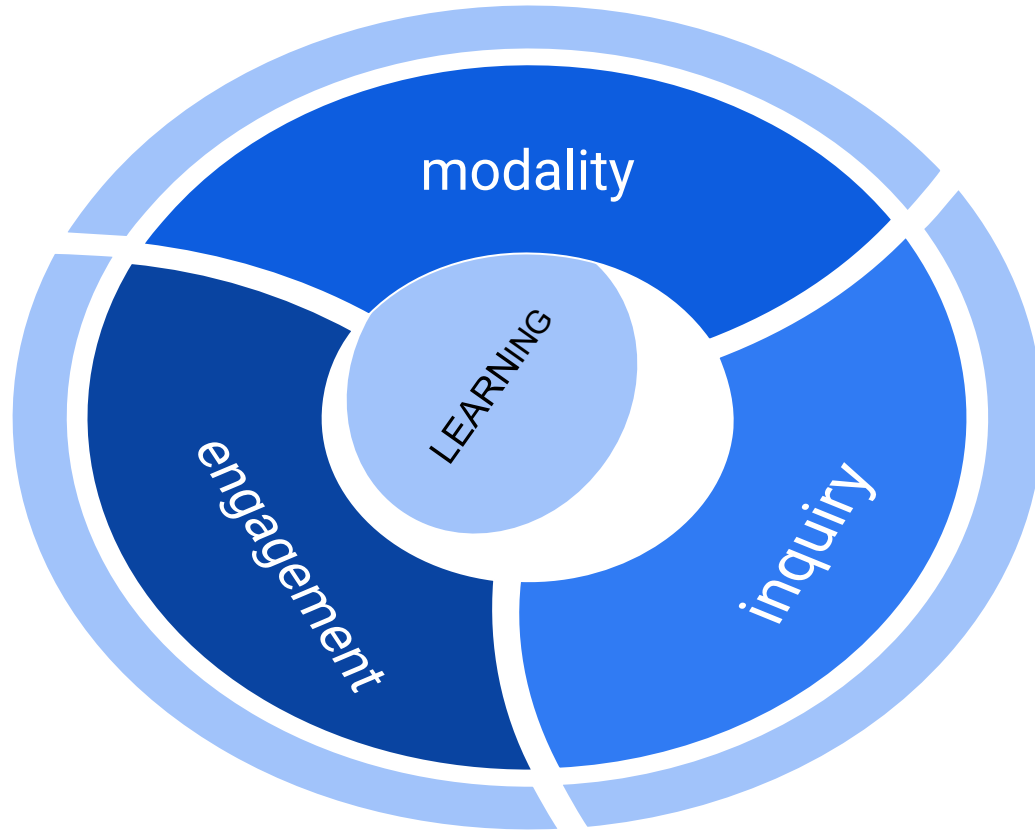
- assessments outdated







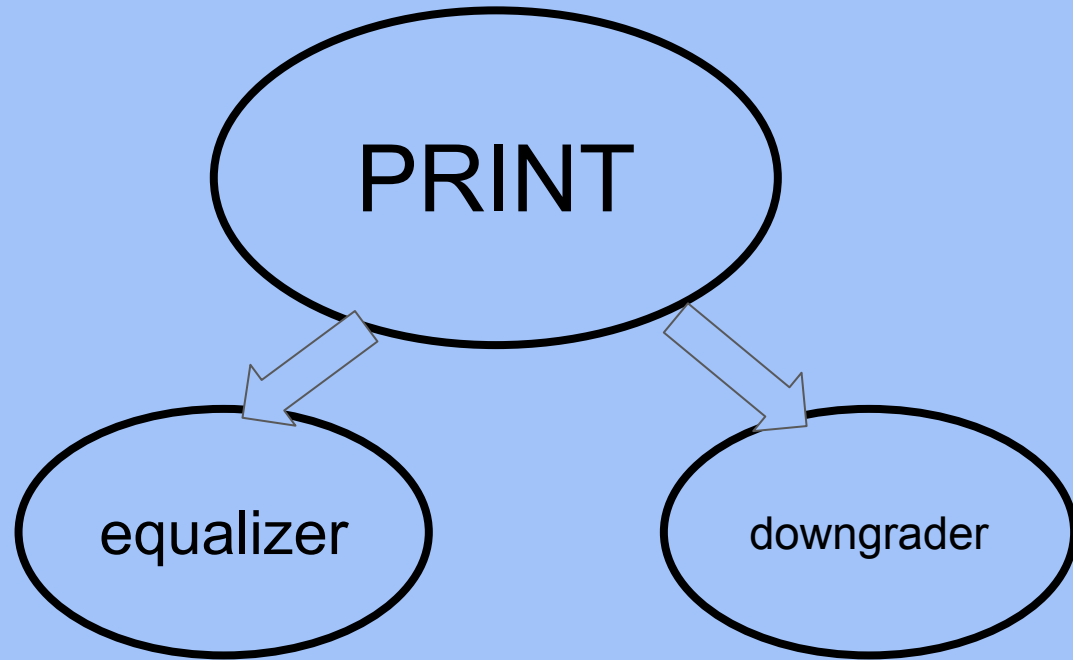
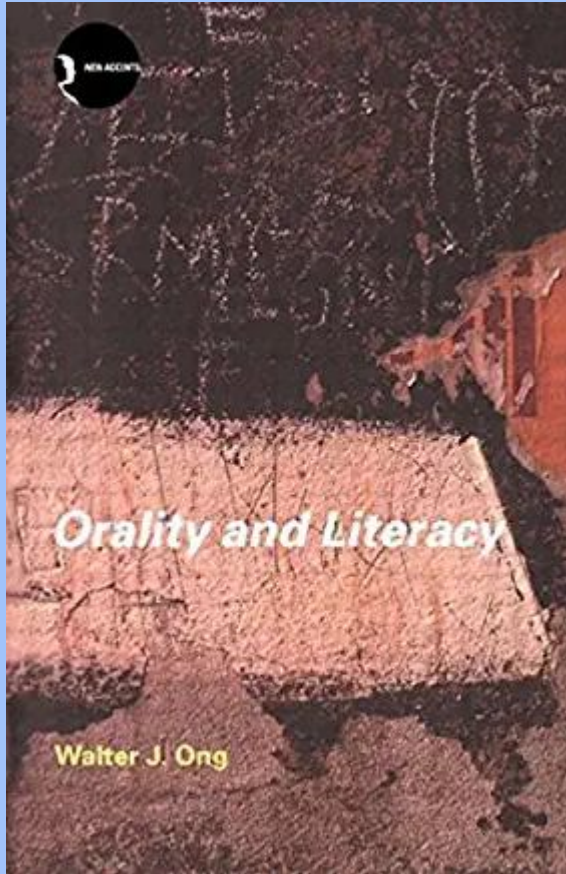


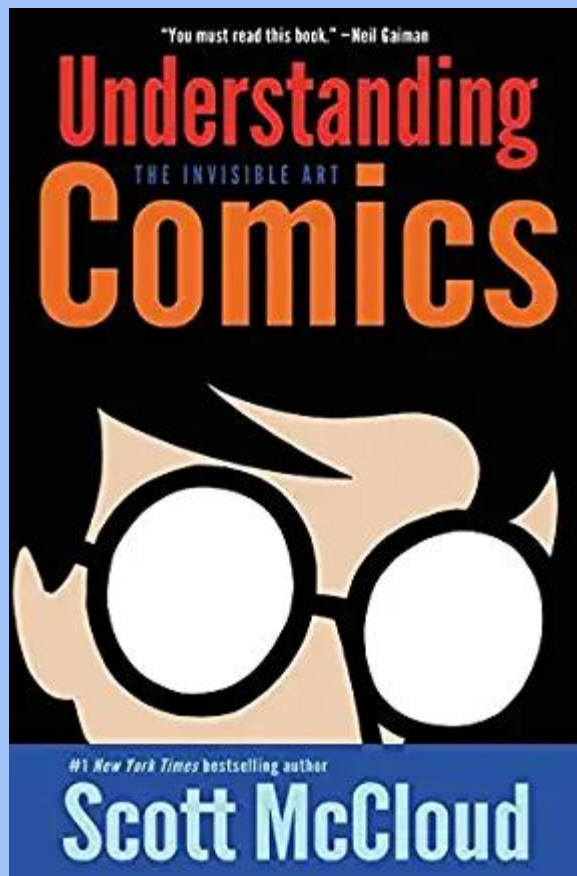


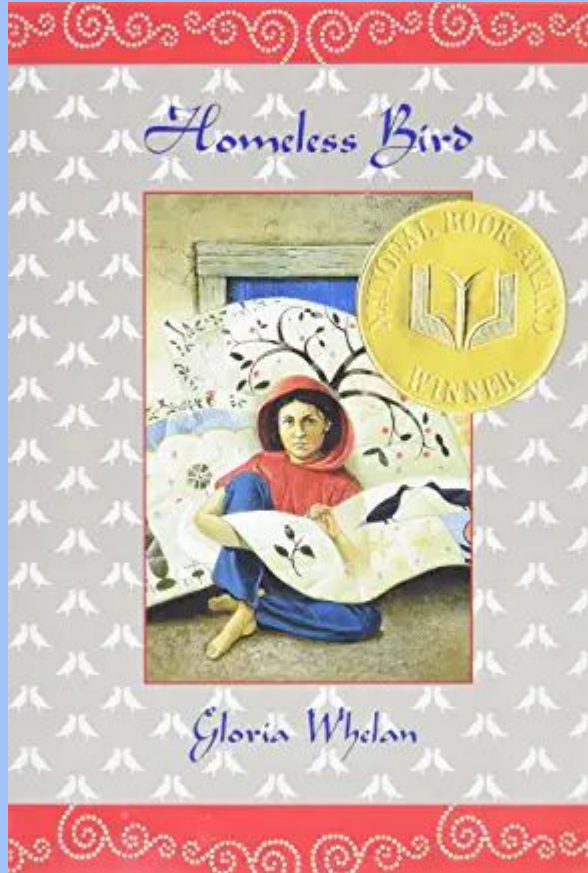
Alpha-numeric Emphasis

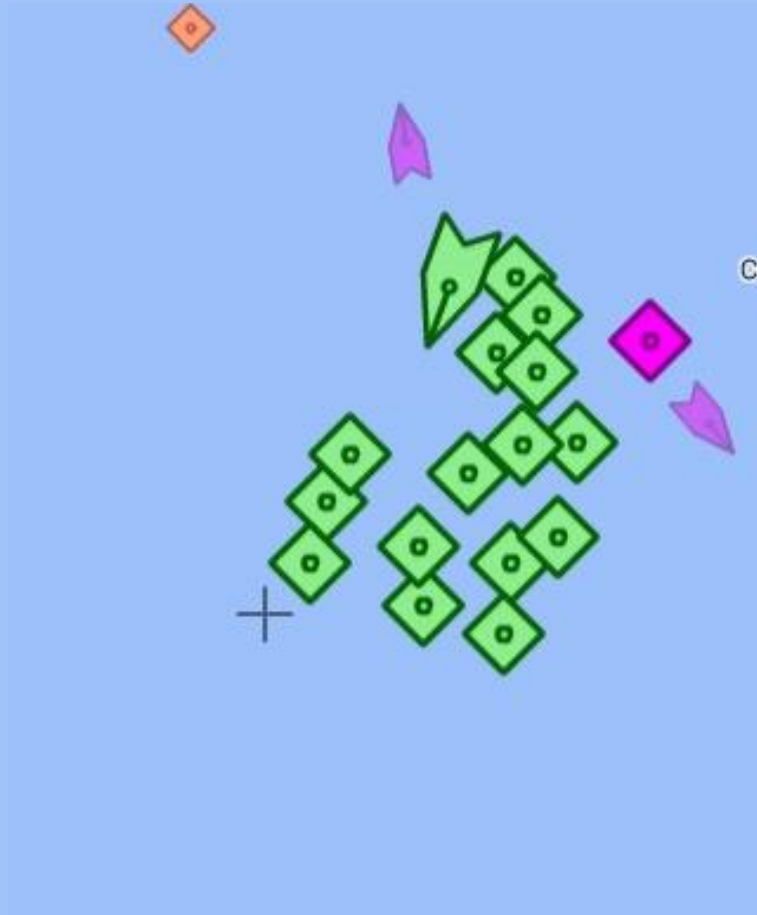


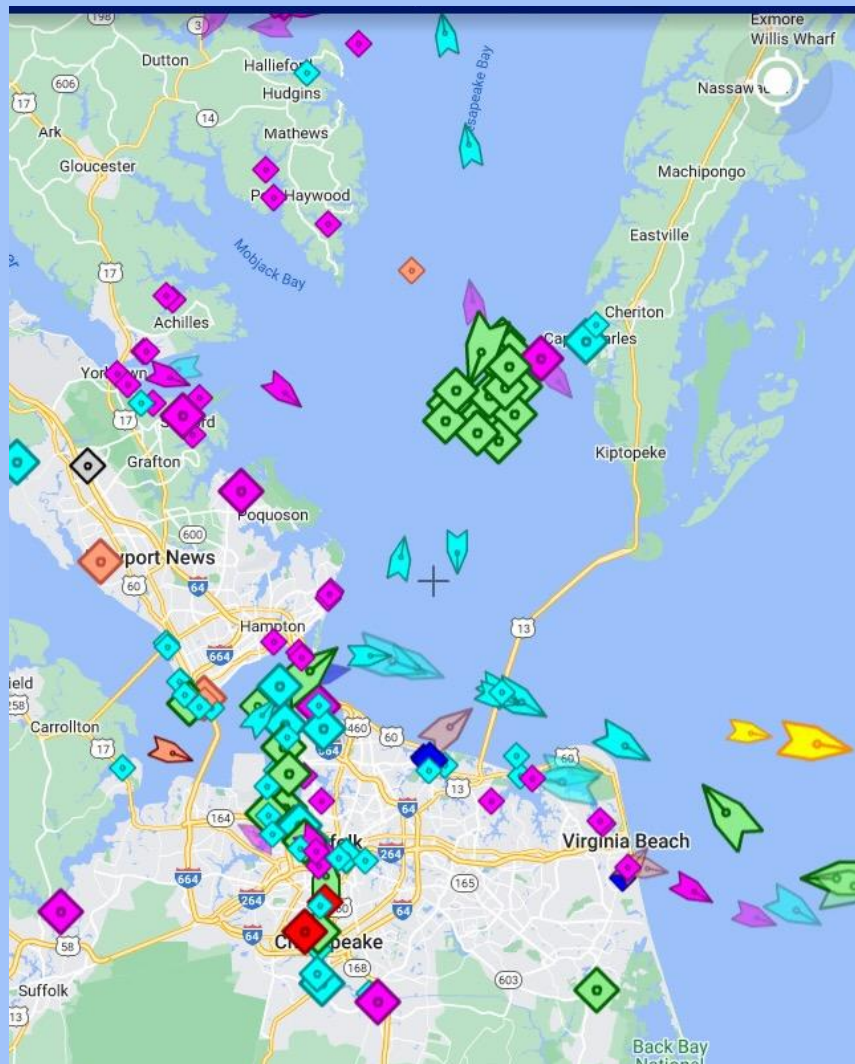




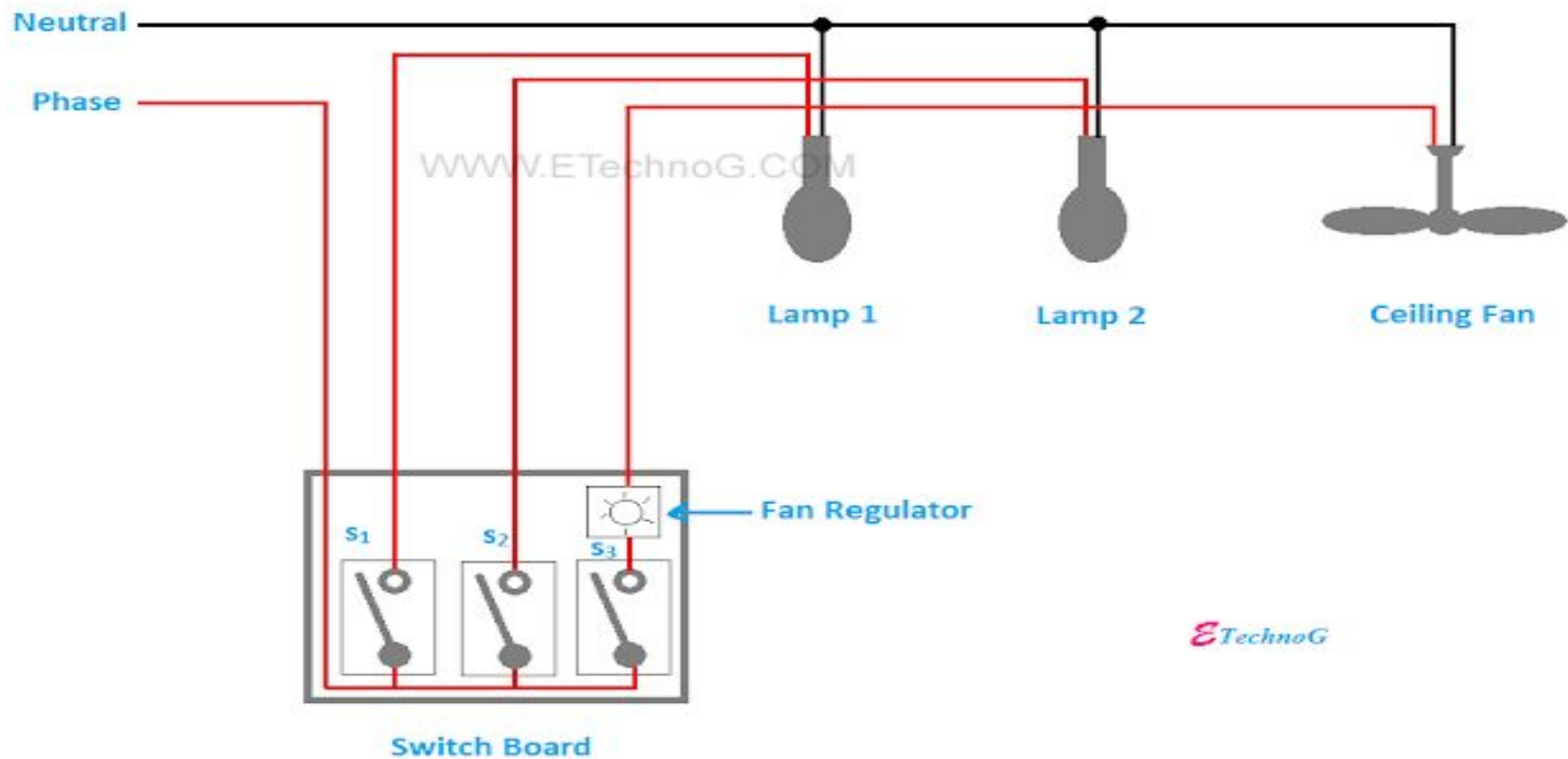








01001101 01110101 01101100
01110100 01101001 01101101
01101111 01100100 01100001
01101100 00100000 01101100
01101001 01110100 01100101
01110010 01100001 01100011
01111001 00100000 01101001
01110011 00100000 01101001
01101101 01110000 01101111
01110010 01110100 01100001
01101110 01110100 00001101
00001010



| Index | Binary | Char | Index | Binary | Char | Index | Binary | Char | Index | Binary | Char |
|---------|--------|------|-------|--------|------|-------|--------|------|-------|--------|------|
| 0 | 000000 | A | 16 | 010000 | Q | 32 | 100000 | g | 48 | 110000 | w |
| 1 | 000001 | B | 17 | 010001 | R | 33 | 100001 | h | 49 | 110001 | x |
| 2 | 000010 | C | 18 | 010010 | S | 34 | 100010 | i | 50 | 110010 | y |
| 3 | 000011 | D | 19 | 010011 | T | 35 | 100011 | j | 51 | 110011 | z |
| 4 | 000100 | E | 20 | 010100 | U | 36 | 100100 | k | 52 | 110100 | 0 |
| 5 | 000101 | F | 21 | 010101 | V | 37 | 100101 | l | 53 | 110101 | 1 |
| 6 | 000110 | G | 22 | 010110 | W | 38 | 100110 | m | 54 | 110110 | 2 |
| 7 | 000111 | H | 23 | 010111 | X | 39 | 100111 | n | 55 | 110111 | 3 |
| 8 | 001000 | I | 24 | 011000 | Y | 40 | 101000 | o | 56 | 111000 | 4 |
| 9 | 001001 | J | 25 | 011001 | Z | 41 | 101001 | p | 57 | 111001 | 5 |
| 10 | 001010 | K | 26 | 011010 | a | 42 | 101010 | q | 58 | 111010 | 6 |
| 11 | 001011 | L | 27 | 011011 | b | 43 | 101011 | r | 59 | 111011 | 7 |
| 12 | 001100 | M | 28 | 011100 | c | 44 | 101100 | s | 60 | 111100 | 8 |
| 13 | 001101 | N | 29 | 011101 | d | 45 | 101101 | t | 61 | 111101 | 9 |
| 14 | 001110 | O | 30 | 011110 | e | 46 | 101110 | u | 62 | 111110 | + |
| 15 | 001111 | P | 31 | 011111 | f | 47 | 101111 | v | 63 | 111111 | / |
| Padding | | = | | | | | | | | | |

scratch.mit.edu/projects/713416304/editor

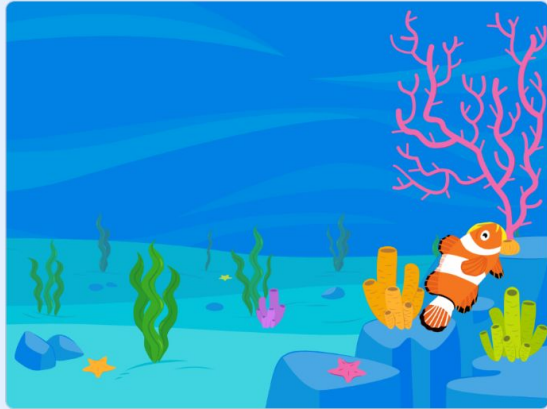
Scratch File Edit Tutorials ias_underwater Share See Project Page cybrarianliz

Code Costumes Sounds

Looks

- say Hello! for 2 seconds
- say Hello!
- think Hmm... for 2 seconds
- think Hmm...
- switch costume to fish-d
- next costume
- switch backdrop to backdrop1
- next backdrop
- change size by 10
- set size to 100 %
- change color effect by 25

```
when clicked
forever
  play sound ocean wave until done
  glide 2 secs to random position
  turn 90 degrees
  next costume
  glide 2 secs to random position
  turn 90 degrees
  next costume
```

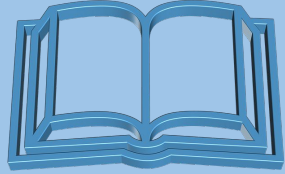
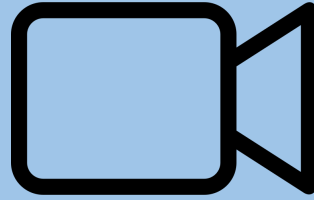
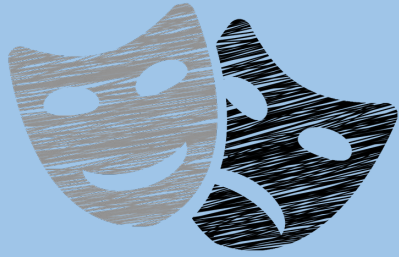


Sprite: Fish x: 163 y: -62

Show: Size: 100 Direction: 30

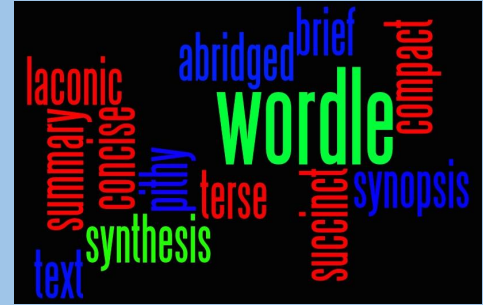
Stage: Backdrops: 2

Backpack



Consumption eBooks





Production





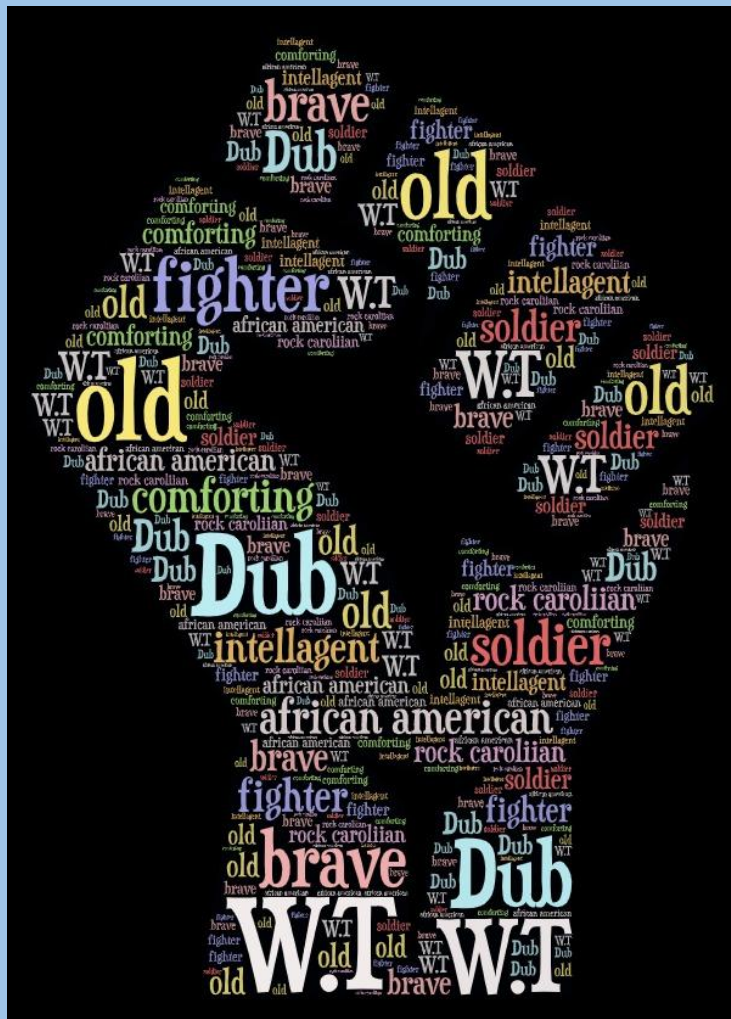
| | | <u>CHOICE</u> | | |
|------------------|----------------|--------------------------|-------------|------------|
| Text | Audio | Visual | Multimedia | Technology |
| Blog entry | Podcast | Infographic | Voicethread | SCRATCH |
| Wiki entry | Interview | Poster | Animoto | SketchUp |
| Essay | Song | Photographic composition | Video | Bitmoji |
| Letter | Oral narrative | Voki | Website | |
| MakeBelief Comix | Blabberize | | | |

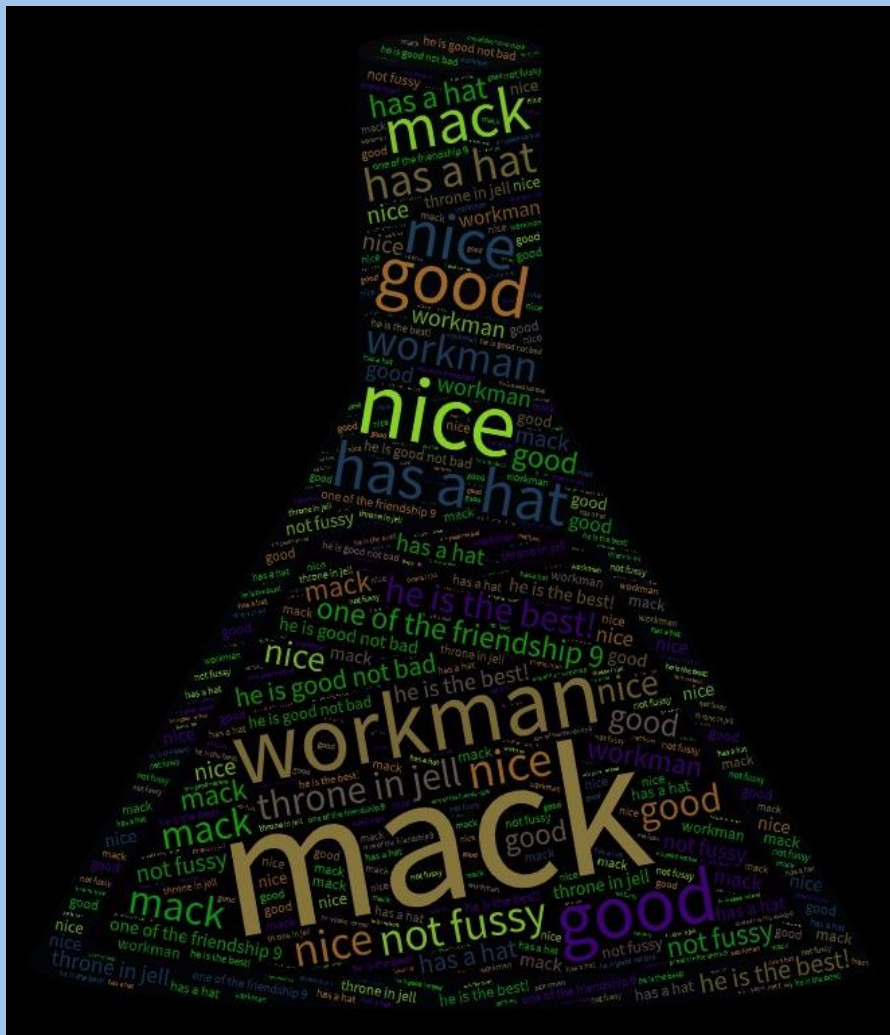
Word Clouds/Word Art

text

concepts









Padlet





Liz Hood + 16 • 1m

Technology Tips 4th Grade

Ideas for best use of technology

Advantages of Device Use

Anonymous 1yr

Elliott

Work

Anonymous 1yr

Mariah

You will not be bored

Anonymous 1yr

Kennedi

You can make friends and when you cant do something in person

Disadvantages of Device Use

Anonymous 1yr

Mariah

Hackers

Anonymous 1yr

Elliott

Stealing info

Anonymous 1yr

kashlie

cyberbullyin

Anonymous 1yr

Safety Tips for Device Use

Anonymous 1yr

david

Anonymous 1yr

Kashlie

always ask a parent before downloading anything

Anonymous 1yr

**do not do need bad think
dasani**

Anonymous 1yr

VoiceThread

Image

Verbal Production

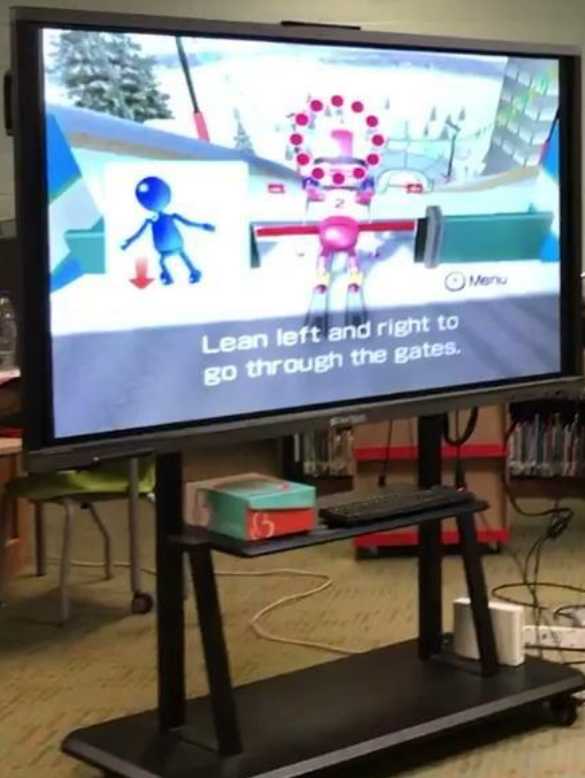








Biography







Voki

Personalized Avatar

Verbal Production



MakeBeliefsComix

comic strip

text

conversations/dialogues



TO SAVE A COPY, PRINT THIS COMIX STRIP WITH THE PRINT BUTTON AT BOTTOM:
OR, CLICK ON LINK BELOW TO CREATE YOUR OWN MAKE BELIEFS COMIX!
IF THE LINK DOES NOT WORK, TYPE THE WEB ADDRESS INTO YOUR BROWSER.

WWW.MAKEBELIEFSCOMIX.COM

A new friend

John McClain



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

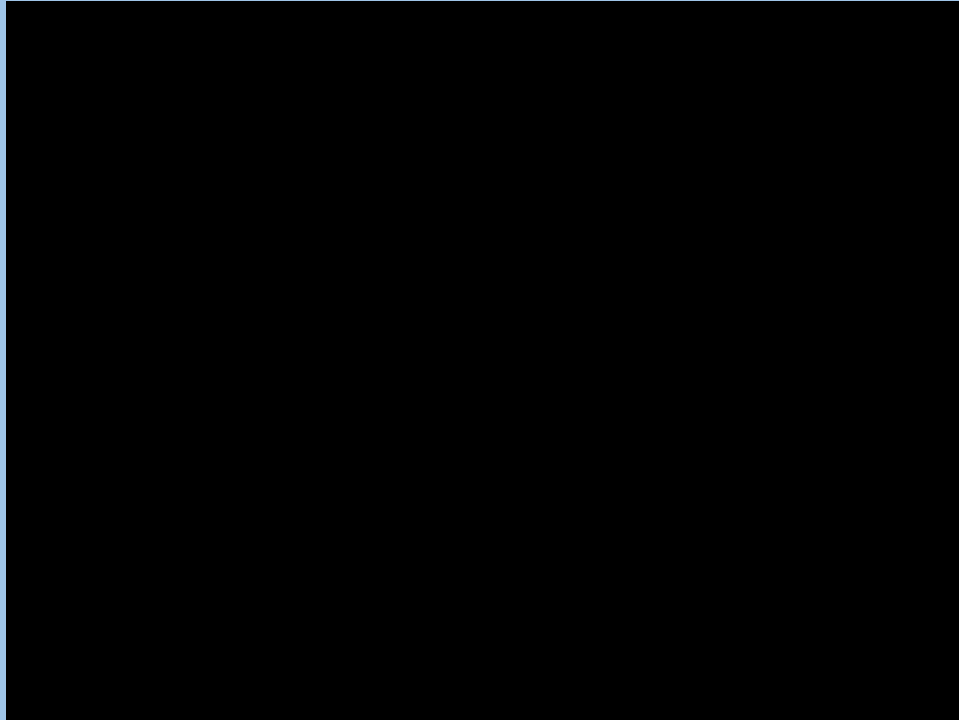
PRINT

SAVE IMAGE TO DISK

CREATE YOUR OWN COMIX

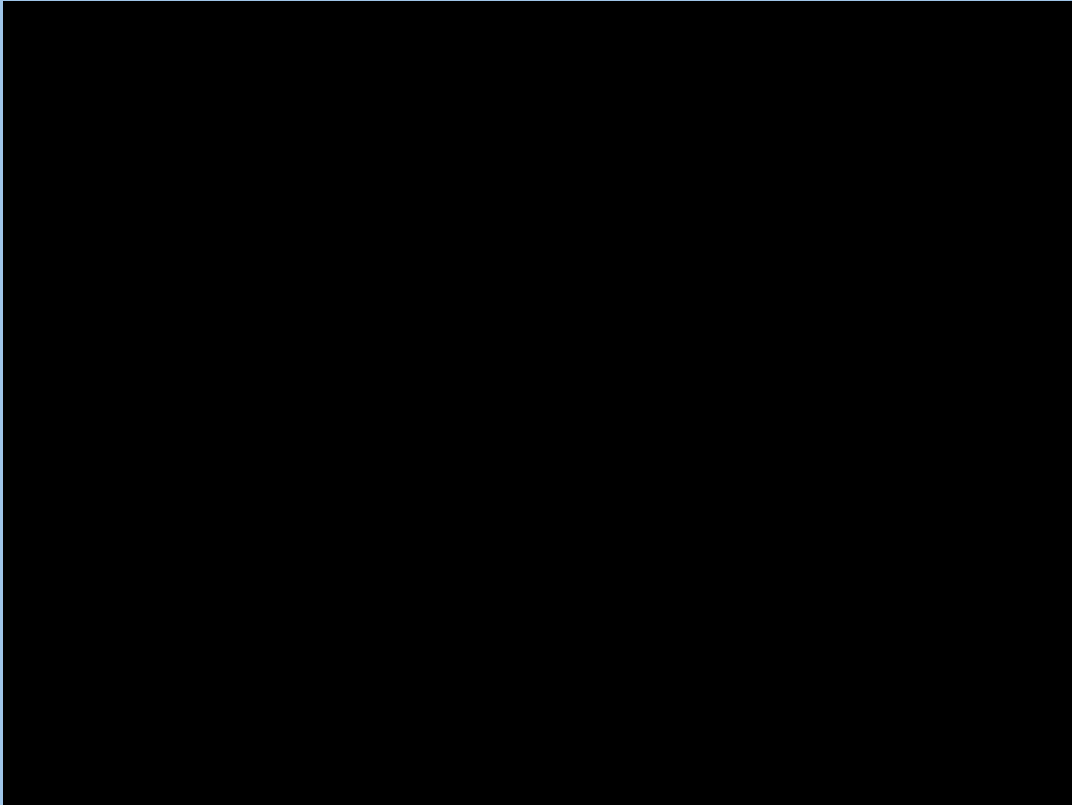


Seesaw



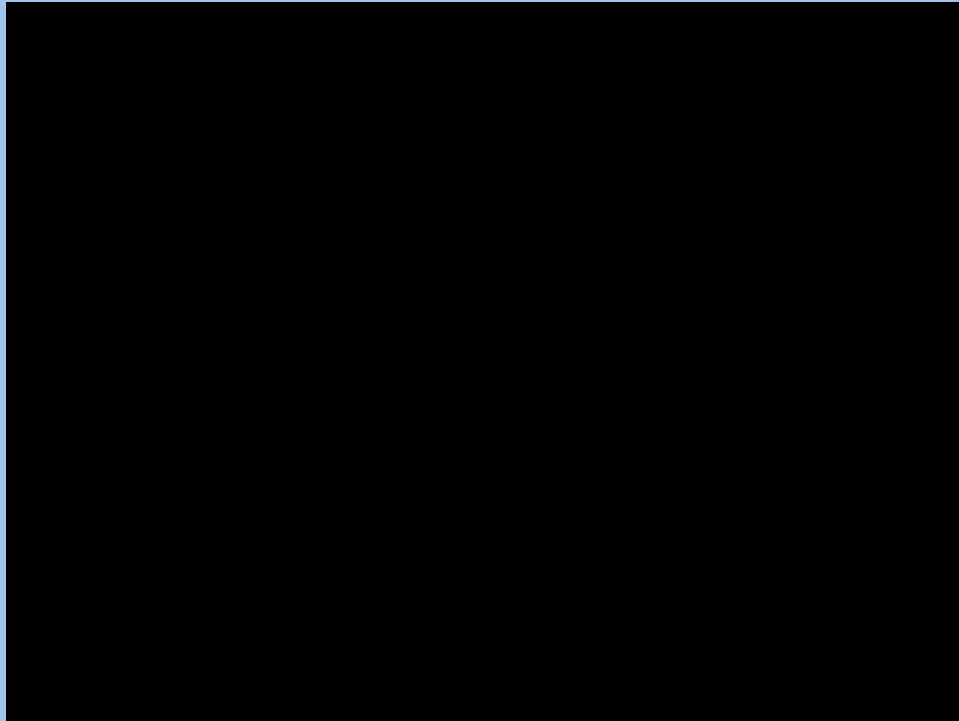


Seesaw

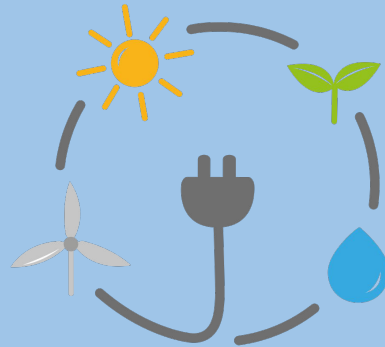
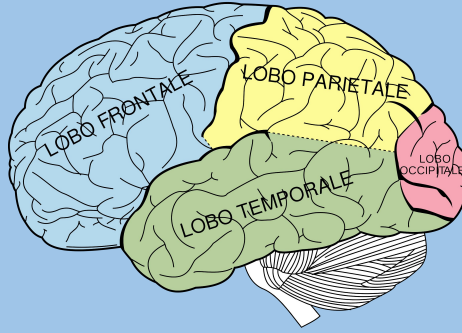


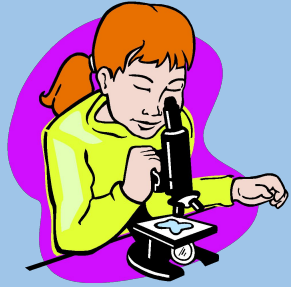
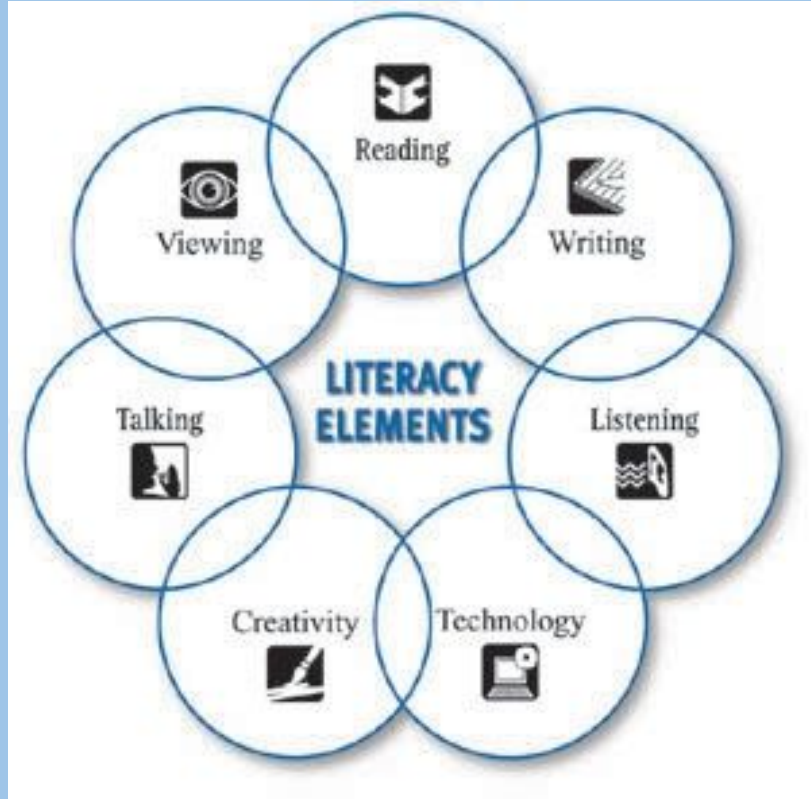
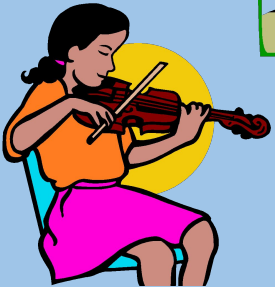
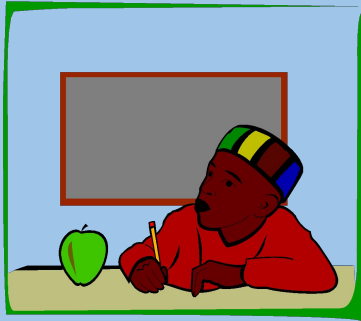


Seesaw



Constraints





Multimodal Literacy

Liz Hood
Library Media Specialist
Oakdale STEAM Elementary School
Rock Hill, SC 29732
lhood@rhmail.org

@cybrarianliz
cybrarianliz@gmail.com

