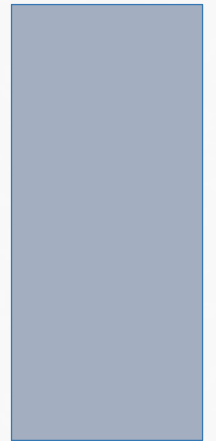


MULTIMODAL ASSIGNMENTS

MELANIE GAGICH
ASSISTANT LECTURER IN FIRST-YEAR WRITING



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



“Front Pages” (Nancy Chun, 1996)

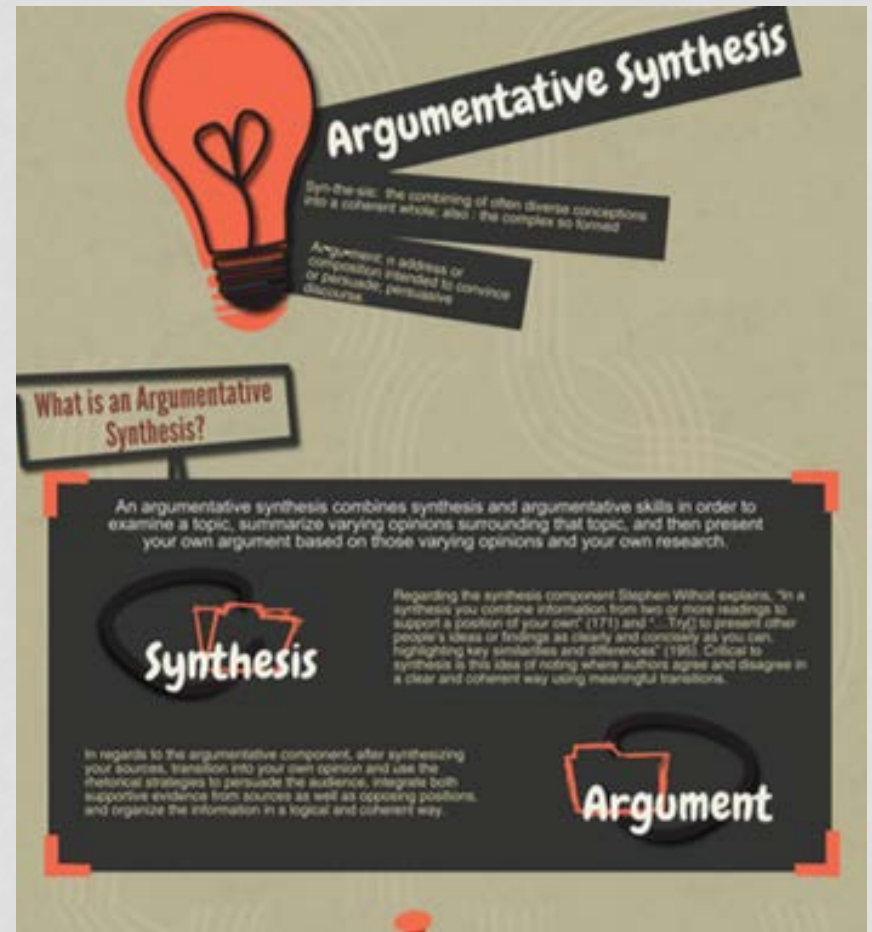
South Korean Student Work (Craig and Porter, 2014)



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

ASSESSMENT

Multimodal Assessment Project (MAP) Domains

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

(Eidman-Aadah, 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

Name of Creator: _____

Name of Peer Critic: _____

Infographic # _____

Intended Purpose: _____

Content: Illustrates understanding & accuracy Score using a 0-2 scale with 0 being the lowest and 2 being the highest.						Peer Critic's Score & Comments	Instructor's Score & Comments
Achieves intended purpose	0	.5	1	1.5	2		
Info is accurate & helpful	0	.5	1	1.5	2		
Reimagines the information	0	.5	1	1.5	2		
Does not plagiarize	0	.5	1	1.5	2		
Info is comprehensive	0	.5	1	1.5	2		
Design: Illustrates creativity & a clear, coherent design Score using a 0-1 scale with 0 being the lowest and 1 being the highest.						Peer Critic's Score & Comments	Instructor's Score & Comments
Creativity	0	.25	.5	.75	1		
Page Layout/Text	0	.25	.5	.75	1		
Colors/White Space	0	.25	.5	.75	1		
Images	0	.25	.5	.75	1		

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