Engaging Students Through Multimodal Learning Environments
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ECGBL 2017 11th European Conference on Game-Based Learning
Exploring Multimodal Composition and Digital Writing
Media Convergence Handbook - Vol. 2
Studio-Based Approaches for Multimodal Projects
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Innovative Technologies and Learning

High Impact School Library Spaces: Envisioning New School Library Concepts

This book offers a comprehensive view of multimodal composing and literacies in multilingual contexts for ESL and EFL education in United States of America and globally. It illustrates the current state of multimodal composing and literacies, with an emphasis on English learners' language and literacy development. The book addresses issues concerning multilinguals' multimodal composing and reflects on what the nexus of multimodality, writing development, and multilingual education entails for future research. It provides research-driven and practice-oriented perspectives of multilinguals' multimodal composing, drawing on empirical data from classroom contexts to elucidate aspects of multimodal composing from a range of theoretical perspectives such as multiliteracies, systemic functional linguistics, and social semiotics. This book bridges the gap among theory, research,
and practice in TESOL and applied linguistics. It serves as a useful resource for scholars and teacher educators in the areas of applied linguistics, second language studies, TESOL, and language education.

**Multimodal Teaching and Learning**

Jane Secker and Chris Morrison have completely revised and updated this highly successful text to take into account recent developments in the field and changes to the law in the UK and elsewhere in the world. Through its practically based overview of current and emerging copyright issues facing those working in e-learning, this book will help equip professionals with the tools, skills and understanding they need to work confidently and effectively in the virtual learning environment with the knowledge that they are doing so legally. New and developing services, software and other technologies are being adapted for online learning environments to engage students and academic staff. These technologies present increasing challenges to IPR and legal issues and this book will help librarians and educators to meet them. Key topics addressed include: • digitizing published content for delivery in the VLE • using digital media in e-learning • copyright issues and ‘born’ digital resources • the copyright issues associated with using social media • copyright training for staff • who owns the rights in works that are the product of collaboration? • what do you do if you can’t find the rights holders? Readership: This book is essential reading for anyone working in education including learning support staff and teachers using e-learning, learning technologists, librarians, educational developers, instructional designers, IT staff and trainers. It is also relevant for anyone working in the education sector from school level to higher education, and those developing learning resources in commercial organizations and the public sector including libraries, museums and archives, and government departments.

**Participatory Literacy Practices for P-12 Classrooms in the Digital Age**

As explored in this open access book, higher education in STEM fields is influenced by many factors, including education research, government and school policies, financial considerations, technology limitations, and acceptance of innovations by faculty and students. In 2018, Drs. Ryoo and Winkelmann explored the opportunities, challenges, and future research initiatives of innovative learning environments (ILEs) in higher education STEM disciplines in their pioneering project: eXploring the Future of Innovative Learning Environments (X-FILEs). Workshop participants evaluated four main ILE categories: personalized and adaptive learning, multimodal learning formats, cross/extended reality (XR), and artificial intelligence (AI) and machine learning (ML). This open access book gathers the perspectives expressed during the X-FILEs workshop and its follow-up activities. It is designed to help inform education policy makers, researchers, developers, and practitioners about the adoption and implementation of ILEs in higher education.

**Learning with Multimodal Meaning Representation**
Bridging the Multimodal Gap addresses multimodality scholarship and its use in the composition classroom. Despite scholars’ interest in their students’ multiple literacies, multimodal composition is far from the norm in most writing classes. Essays explore how multimodality can be implemented in courses and narrow the gap between those who regularly engage in this instruction and those who are still considering its scholarly and pedagogical value. After an introductory section reviewing the theory literature, chapters present research on implementing multimodal composition in diverse contexts. Contributors address starter subjects like using comics, blogs, or multimodal journals; more ambitious topics such as multimodal assignments in online instruction or digital story telling; and complex issues like assessment, transfer, and rhetorical awareness. Bridging the Multimodal Gap translates theory into practice and will encourage teachers, including WPAs, TAs, and contingent faculty, to experiment with multiple modes of communication in their projects. Contributors: Sara P. Alvarez, Steven Alvarez, Michael Baumann, Joel Bloch, Aaron Block, Jessie C. Borgman, Andrew Bourelle, Tiffany Bourelle, Kara Mae Brown, Jennifer J. Buckner, Angela Clark-Oates, Michelle Day, Susan DeRosa, Danielle Nicole DeVoss, Stephen Ferruci, Layne M. P. Gordon, Bruce Horner, Matthew Irwin, Elizabeth Kleinfeld, Ashanka Kumari, Laura Sceniak Matravers, Jessica S. B. Newman, Mark Pedretti, Adam Perzynski, Breanne Potter, Caitlin E. Ray, Areti Sakellaris, Khirsten L. Scott, Rebecca Thorndike-Breeze, Jon Udelson, Shane A. Wood, Rick Wysocki, Kathleen Blake Yancey

Teaching Literature and Language Through Multimodal Texts

Multimodal Literacy challenges dominant ideas around language, learning, and representation. Using a rich variety of examples, it shows the range of representational and communicational modes involved in learning through image, animated movement, writing, speech, gesture, or gaze. The effect of these modes on learning is explored in different sites including formal learning across the curriculum in primary, secondary, and higher education classrooms, as well as learning in the home. The notion of literacy and learning as a primary linguistic accomplishment is questioned in favor of the multimodal character of learning and literacy. By illustrating how a range of modes contributes to the shaping of knowledge and what it means to be a learner, Multimodal Literacy provides a multimodal framework and conceptual tools for a fundamental rethinking of literacy and learning.

Visualizing Psychology

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist
learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

Quality Teaching in Primary Science Education

This volume takes a broad view of multimodality as it applies to a wide range of subject areas, curriculum design, and classroom processes to examine the ways in which multiple modes combine in contemporary classrooms and its subsequent impact on student learning. Grounded in a systemic functional linguistic framework and featuring contributions from scholars across educational and multimodal research, the book begins with a historical overview of multimodality’s place in Western education and then moves to a discussion of the challenges and rewards of integrating multimodal texts and ever-evolving technologies in a variety of settings, include primary, language, music, early childhood, Montessori, and online classrooms. As a state of the art of teaching and learning through different modalities in different educational contexts, this book is an indispensable resource for students and scholars in applied linguistics, multimodality, and language education.

Learning with Multimodal Meaning Representation

Exploring Diversity through Multimodality, Narrative, and Dialogue awakens educators to the ways in which values, beliefs, language use, culture, identity, social class, race, and other factors filter approaches to teaching and expectations for students.
Read Free Engaging Students Through Multimodal Learning Environments

Designed as a guide to help educators engage in dialogic interactions, the text articulates a theoretically grounded and research-based framework related to the use of personal narratives as learning tools. Educators are encouraged to consider their own positions, explore topics of diversity and social justice, and identify ways to better address student needs. Drawing on theories from multiliteracies, multimodality, embodiment, and narrative, chapters are framed around book discussions and the use of personal narrative to define and provide examples of dialogic interactions. Unique to this book is its focus on embodied learning and multimodality as well as myriad artifacts produced by educators; listening, not just dialogic talk; writing (both traditional print texts and multimodal composition) that supports dialogic interaction; and not merely responding to literature but developing empathic responses to texts, students, and others whose opinions may differ from one’s own viewpoints. The specific techniques and approaches presented can be used within educational and professional development settings to help readers enhance their journey toward greater awareness of others and of their own beliefs and experiences that lead toward social justice for all.

Life Savings

“This new edition has many new and enhanced features while it continues to rely heavily on the integration of visuals to elucidate concepts to solidify an understanding of them. Examples throughout show how to use psychology in the workplace and in personal relationships, while demonstrating the role psychology plays in other practical everyday issues. This book helps examine personal studying and learning styles with several new pedagogical aids -- encouraging readers to apply what they are learning to their everyday lives”--

Multimodal Perspectives of Language, Literacy, and Learning in Early Childhood

This book takes a radically different look at communication, and in doing so presents a series of challenges to accepted views on language, on communication, on teaching and, above all, on learning. Drawing on extensive research in science classrooms, it presents a view of communication in which language is not necessarily communication - image, gesture, speech, writing, models, spatial and bodily codes. The action of students in learning is radically rethought: all participants in communication are seen as active transformers of the meaning resources around them, and this approach opens a new window on the processes of learning.

Copyright and E-learning

This book examines a range of strategies for studio approaches and models from multiple educational contexts that enable process-oriented multimodal projects and promote student learning. This collection features chapters by leaders and innovators in studio-based approaches and offers vivid examples of ways in which they are realized.
Using Multimodal Representations to Support Learning in the Science Classroom

Teaching English language learners has long presented challenges for teachers tasked with bringing these students to a level of language comprehension comparable to that of native speakers. These challenges and issues can lead to difficulty comprehending core academic topics for those learning the English language. Optimizing Elementary Education for English Language Learners is a critical scholarly publication that explores the importance of English as a Second Language (ESL) education as well as the challenges that can arise in striving for effective and engaging learning environments for the students involved. Featuring a broad scope of topics, such as effective lesson plans, teacher education and preparation, and the education achievement gap, this book is geared toward academicians, practitioners, and researchers seeking current research on effective teaching strategies for teachers of English language learners.

Handbook of Research on Science Education

To keep school libraries relevant, their physical spaces need to be reinvented to mirror 21st-century learning models. This book will enable everyone from school librarians and principals to district-level administrators, architects, and interior planners of school library spaces to reconceptualize school libraries. • Describes space concepts to support personalized learning and guided inquiry • Addresses the key subject of how to best adapt the library for technology, virtual learners, and patrons seeking to use smart devices • Spotlights the new concepts and learning applications that are necessary to make school libraries more effective, especially at the middle and high school levels • Examines how to merchandise a new library brand and promote revised roles for school librarians to reverse the trend of marginalization of school libraries

Encyclopedia of the Sciences of Learning

This book constitutes the refereed proceedings of the First International Conference on Innovative Technologies and Learning, ICITL 2018, held in Portoroz, Slovenia, in August 2018. The 66 revised full papers presented together with 4 short papers were carefully reviewed and selected from 160 submissions. The papers are organized in the following topical sections: Augmented and Virtual Reality in Education; Collaborative Learning; Design and Framework of Learning Systems; Instructional Strategies; Learning Analytics and Education Data Mining; Mind, Brain and Education; Pedagogies to Innovative Technologies; Personalized and Adaptive Learning; Social Media and Online Learning; Technologies Enhanced Language Learning; Application and Design of Innovative Learning Software; Educational Data Analytics Techniques and Adaptive Learning Applications; and Innovative Thinking Education and Future Trend Development.

An English Teacher's Design of Digital Video Composing in an Urban High School
This volume presents a comprehensive overview of multimodal approaches to curriculum and programmatic implementation across a diverse range of teaching environments and across geographic and cultural boundaries. Featuring contributions from scholars within and across both disciplines, the book examines the ways in which new technologies link to expanding definitions of literacy and, building on this, how multimodal approaches might most effectively address the unique opportunities and challenges instructors face in contemporary classrooms and professional development programs. Chapters draw on case studies from both existing scholarship and findings from the authors’ own experiences in practice, including examples from writing, rhetoric, and composition courses, open online learning courses, and interdisciplinary faculty training programs. The final section of the book showcases how the conversation might be further extended to address increasingly multilingual classrooms by exploring how multimodality has been implemented in transnational settings. Engaging with key questions at the intersection of programmatic and curricular development and multimodal studies, this book is a fundamental resource for graduate students and scholars in multimodality, rhetoric studies, language education, applied linguistics, and communication studies.

Multimodal Learning for the 21st Century Adolescent

While traditional writing is typically understood as a language based on the combination of words, phrases, and sentences to communicate meaning, modern technologies have led educators to reevaluate the notion that writing is restricted to this definition. Exploring Multimodal Composition and Digital Writing investigates the use of digital technologies to create multi-media documents that utilize video, audio, and web-based elements to further written communication beyond what can be accomplished by words alone. Educators, scholars, researchers, and professionals will use this critical resource to explore theoretical and empirical developments in the creation of digital and multimodal documents throughout the education system.

Language Power

"For students studying "education or psychology, for teachers or prospective teachers, and for instructional designers or instructors." "A concrete guide to the science of learning, instruction, and assessment written in a friendly tone and presented in a dynamic format. " The underlying premise of "Applying the Science of Learning "is that educators can better help students learn if they understand the processes through which student learning takes place. In this clear and concise first edition text, educational psychology scholar Richard Mayer teaches readers how to apply the science of learning through understanding the reciprocal relationships between learning, instruction, and assessment. Utilizing the significant advances in scientific learning research over the last 25 years, this introductory text identifies the features of science of learning that are most relevant to education, explores the possible prescriptions of these findings for instructional methods, and highlights the essentials of evaluating instructional effectiveness through assessment. "Applying the Science of Learning "is also presented in an easy-to-read modular design and with a conversational tone — making it particularly student-friendly, whether it is being used as a supplement to a core textbook or
as a standalone course textbook. Features: A concise and concentrated view of the field that covers the foundational ideas in learning, instruction, and assessment without overwhelming students or wasting words. A modular, multimedia approach organizes course material into two-page units with specific objectives, helpful graphics, and a welcoming design that helps readers organize and understand each concept. An emphasis on clear writing and concrete ideas makes learning easier for readers, especially by providing vocabulary definitions and specific examples. A personal and friendly tone instead of a formal, academic style make this book easier and more enjoyable to read. While few academic references clutter the text, key references and suggested readings are provided at the end of each section.

**Visual Imagery, Metadata, and Multimodal Literacies Across the Curriculum**

Financial literacy is more important than ever, yet students are increasingly unprepared to navigate the complicated modern economy. Life Savings is designed as a comprehensive approach to the mathematics of financial literacy and small business entrepreneurship, engaging students through multimodal and project-based learning opportunities. Delving deeply into some of life's most pivotal financial choices, the text emphasizes critical thinking, spreadsheet proficiency, and note-taking skills through compelling stories and relevant examples. The custom artwork creates visual appeal and an interactive, workbook-feel invites students to learn in a structured, supported way. Life Savings provides clear explanations for students from all academic backgrounds to gain financial literacy and develop decision-making skills. The detailed examples and student activities allow teachers to focus on important concepts and essential skills that empower students as consumers and business owners.

**Multimodal Literacy in School Science**

This book aims to provide an overview of theoretical and practical considerations in terms of self-directed multimodal learning within the university context. Multimodal learning is approached in terms of the levels of multimodality and specifically blended learning and the mixing of modes of delivery (contact and distance education). As such, this publication will provide a unique snapshot of multimodal practices within higher education through a self-directed learning epistemological lens. The book covers issues such as what self-directed multimodal learning entails, mapping of specific publications regarding blended learning, blended learning in mathematics, geography, natural science and computer literacy, comparative experiences in distance education as well as situated and culturally appropriate learning in multimodal contexts. This book provides a unique focus on multimodality in terms of learning and delivery within the context of self-directed learning. Therefore, the publication would not only advance the scholarship of blended and open distance learning in South Africa, but also the contribute to enriching the discourse regarding self-direction. From this book readers will get an impression of the latest trends in literature in terms of multimodal self-directed learning in South Africa as well as unique empirical work being done in this regard.
**Exploring Diversity through Multimodality, Narrative, and Dialogue**

This book provides an international perspective of current work aimed at both clarifying the theoretical foundations for the use of multimodal representations as a part of effective science education pedagogy and the pragmatic application of research findings to actual classroom settings. Intended for a wide ranging audience from science education faculty members and researchers to classroom teachers, school administrators, and curriculum developers, the studies reported in this book can inform best practices in K – 12 classrooms of all science disciplines and provide models of how to improve science literacy for all students. Specific descriptions of classroom activities aimed at helping infuses the use of multimodal representations in classrooms are combined with discussion of the impact on student learning. Overarching findings from a synthesis of the various studies are presented to help assert appropriate pedagogical and instructional implications as well as to suggest further avenues of research.

**Enhancing Mainland Chinese College Students' Investment in Efl Learning Through Multimodal Composing**

The Media Convergence Handbook sheds new light on the complexity of media convergence and the related business challenges. Approaching the topic from a managerial, technological as well as end-consumer perspective, it acts as a reference book and educational resource in the field. Media convergence at business level may imply transforming business models and using multiplatform content production and distribution tools. However, it is shown that the implementation of convergence strategies can only succeed when expectations and aspirations of every actor involved are taken into account. Media consumers, content producers and managers face different challenges in the process of media convergence. Volume II of the Media Convergence Handbook tackles these challenges by discussing media business models, production, and users' experience and perspectives from a technological convergence viewpoint.

**Optimizing Elementary Education for English Language Learners**

This collection explores the role of individual faculty initiatives and institutional faculty development programs in supporting programmatic adoption of multimodal composition across diverse institutional contexts. The volume speaks to the growing interest in multimodal composition in university classrooms as the digital media and technology landscape has evolved to showcase the power and value of employing multiple modes in educational contexts. Drawing on case studies from a range of institutions, the book is divided into four parts, each addressing the needs of different stakeholders, including scholars, instructors, department chairs, curriculum designers, administrators, and program directors: faculty initiatives; curricular design and pedagogies; faculty development programs; and writing across disciplines. Taken together, the 16 chapters make the case for an integrated approach bringing together insights from unique faculty initiatives with institutional faculty development programs in order to effectively execute, support, and expand programmatic adoption of multimodal composition. This book will be of interest
Applying the Science of Learning

Multimodal Composing in K-16 ESL and EFL Education

This edited volume explores how primary school teachers create rich opportunities for science learning, higher order thinking and reasoning, and how the teaching of science in Australia, Germany and Taiwan is culturally framed. It draws from the international and cross-cultural science education study EQUALPRIME: Exploring quality primary education in different cultures: A cross-national study of teaching and learning in primary science classrooms. Video cases of Year 4 science teaching were gathered by research teams based at Edith Cowan University, Deakin University, the Freie Universität Berlin, the National Taiwan Normal University and the National Taipei University of Education. Meetings of these research teams over a five year period at which data were shared, analysed and interpreted have revealed significant new insights into the social and cultural framing of primary science teaching, the complexities of conducting cross-cultural video-based research studies, and the strategies and semiotic resources employed by teachers to engage students in reasoning and meaning making. The book’s purpose is to disseminate the new insights into quality science teaching and how it is framed in different cultures; methodological advancements in the field of video-based classroom research in cross-cultural settings; and, implications for practice, teacher education and research. “The chapters (of this book) address issues of contemporary relevance and theoretical significance: embodiment, discursive moves, the social unit of learning and instruction, inquiry, and reasoning through representations. Through all of these, the EQUALPRIME team manages to connect the multiple cultural perspectives that characterise this research study. The ‘meta-reflection’ chapters offer a different form of connection, linking cultural and theoretical perspectives on reasoning, quality teaching and video-based research methodologies. The final two chapters offer connective links to implications for practice in teacher education and in cross-cultural comparative research into teaching and learning. These multiple and extensive connections constitute one of the books most significant accomplishments. The EQUALPRIME project, as reported in this book, provides an important empirical base that must be considered by any system seeking to promote sophisticated science learning and instructional practices in primary school classrooms. By exploring the classroom realisation of aspirational science pedagogies, the EQUALPRIME project also speaks to those involved in teacher education and to teachers. I commend this book to the reader. It offers important insights, together with a model of effective, collegial, collaborative inter-cultural research. It will help us to move forward in important ways”. Professor David Clarke, Melbourne University

Bridging the Multimodal Gap
This dissertation, "Learning With Multimodal Meaning Representation: Engaging Students in Creating Video Representation on Community Issues" by Hing-keung, Hung, ???, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: Triggered by the rapid development of information technology, the global teaching and learning environment is facing a revolutionary change in terms of the modes of communication. Since the advent of the first schools, verbal presentation and written text have been the dominant modes of teaching. However, as information technology becomes increasingly integrated in education-with the development of social network communication acting as a catalyst-students are communicating beyond the text mode to incorporate other visual elements, experiencing 'multimodal communication'. New modes of communication between teachers and students are emerging to replace the once unique textual mode, both within and beyond school. Audio, pictures, symbols and gestures are widely used in the multimodal communication of meaning. Literacy, which is about ability in reading and writing, has gradually shifted towards the emerging multiliteracies. Given this growing use-supported by information technology-of multimodal communication among students, more research is needed to enhance our understanding of the learning processes involved. The objective of my thesis is to explore what and how students learn through multimodal meaning representation on community issues. The research focused in particular on 2007, a transitional year in the curriculum reform of Hong Kong's secondary schools. During this time, the global social communication network was well used by youth in a local context, and it was found that students were able to create video artefacts including multimodal meaning representation of issues beyond the subject disciplines included in the curriculum reform. This research involved a multiple-case study of six Grade 10 students creating multimodal meaning representation of community issues in 2007, in preparation for a new core subject, "Liberal Studies," prior to its implementation in the new Hong Kong senior secondary school curriculum in 2009. The Hong Kong Education Bureau introduced a new school-based assessment in the new curriculum, along with the written examination. It specified that each student must make an enquiry on community issues and submit an Independent Enquiry Study (IES) report, in either written or non-written mode such as a video artefact. By conducting participant observations of and in-depth interviews with the students and teachers involved, and applying multimodal analysis to the student video artefacts, the research found that students had learnt through multimodal meaning representation. The findings have helped to conceptualise a new learning framework beyond traditional literacy learning at school. The results have implications for further understanding of how students learn with multimodal meaning representation, and add value to the curriculum reform by incorporating innovative pedagogy in engaging student learning through creating video artefacts on community issues beyond the traditional subject-based curriculum. It is argued that traditional literacy might not be the only condition for the development of multiliteracies, and that the use of multimodal representation will facilitate the development of multiliteracies. Overall, students will learn about topics related to community issues by creating video artefacts with multimodal meaning representation to explain the issues, and at the same time they will d
Innovative Learning Environments in STEM Higher Education

A student's learning experience can be enhanced through a multitude of pedagogical strategies. This can be accomplished by visually engaging students in classroom activities. Visual Imagery, Metadata, and Multimodal Literacies Across the Curriculum is a pivotal reference source that examines the role of visual-based stimuli to create meaningful learning in contemporary classroom settings. Highlighting a range of relevant topics such as writing composition, data visualization, and literature studies, this book is ideally designed for educators, researchers, professionals, and academics interested in the application of visual imagery in learning environments.

Multimodal Composing in Classrooms

This dissertation, "Enhancing Mainland Chinese College Students" Investment in EFL Learning Through Multimodal Composing: Affordances and Challenges" by Lianjiang, Jiang, ???, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: As multimodal composing (MC) of digital texts that combines semiotic modes such as words and sounds proliferates in contemporary society, theorists of multiliteracies and social semiotics have called for importing MC into language classrooms as a new literacy learning tool. Yet little research has investigated the affordances and challenges of doing so in relation to learner investment (Norton, 1995), which denotes a desire to learn a second/foreign language, taking into account learners' socially constructed identities. This study, informed by activity theory (Engestrom, 2001) and the expanded investment model in language learning (Darvin and Norton, 2015), explored whether and how the use of MC as an instructional activity would influence learner investment in EFL learning in Mainland China. It paid particular attention to students' investment changes and to the experiences and perceptions of teachers and students. The study was guided by the following sub-questions: (1) What were the perceptions of using multimodal composing to promote English learning investment from a group of Chinese college English teachers and learners? (2) How did students deploy multimodal resources in the process of composing? (3) Did the students' investment in English learning change during the multimodal composing process, and if so, how and why? A year-long collaborative action research was conducted with five English teachers who co-designed MC projects, which engaged students with video production of various genres and topics. Data were collected from five teachers and twenty-two students through interviews, observations, and artifacts (reflections, student-authored videos, documents), supplemented by 790 pre- and 595 post-intervention questionnaire responses from students. Data analysis was guided by Burns’s (1999) five-step analytic model. The findings showed that while most students displayed evidence of increased investment in English learning during intervention, some others showed little change. Five patterns of changes were identified: from feeling fearful/difficult to feeling confident/competent, from feeling nonchalant to feeling interested, from test-focused...
investment to communication-driven investment, from initially interested to indifferent, and unchanged. The study found that most informants considered MC conducive to learner investment and they attributed the positive changes to the affordances of MC in enabling students to develop competent identities as L2 learners. The study also revealed pedagogic tensions that arose from ideological struggles experienced by teachers and students over the specification of time, space and text when MC was integrated into a traditional EFL curriculum dominated by exams and a linguistic view of literacy. These findings suggest that the influence of MC over learner investment not only premises on the opportunities that allow students to draw on a wider range of semiotic resources to get their desired identities affirmed and developed, but also on whether and how such identities are accorded with symbolic value by institutional powers such as high-stakes testing. The entrenched ideology that places language above multimodality may create unintentional barriers for learner investment. The study thereby argues for a need to avoid romanticizing MC and to highlight the media

**Multimodal Composition**

Building on the foundation set in Volume I—a landmark synthesis of research in the field—Volume II is a comprehensive, state-of-the-art new volume highlighting new and emerging research perspectives. The contributors, all experts in their research areas, represent the international and gender diversity in the science education research community. The volume is organized around six themes: theory and methods of science education research; science learning; culture, gender, and society and science learning; science teaching; curriculum and assessment in science; science teacher education. Each chapter presents an integrative review of the research on the topic it addresses—pulling together the existing research, working to understand the historical trends and patterns in that body of scholarship, describing how the issue is conceptualized within the literature, how methods and theories have shaped the outcomes of the research, and where the strengths, weaknesses, and gaps are in the literature. Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research, the Handbook of Research on Science Education, Volume II is an essential resource for the entire science education community.

**Elaborating Multiliteracies through Multimodal Texts**

Elaborating Multiliteracies through Multimodal Texts: Changing Classroom Practices and Developing Teacher Pedagogies is the complementary volume to Foundations of Multiliteracies: Reading, Writing and Talking in the 21st Century which provides a comprehensive introduction to multiliteracies, classroom talk, planning, pedagogy and practice. This second volume, embeds an action learning model, encouraging readers to explore classroom practice around multiliteracies, collect data about their pedagogy and enact change. It provides in-depth examination of the five semiotic systems, including a suggested school-wide sequence, explores reading and writing processes with multimodal texts and explains how to develop dialogic practices through talk around multimodal texts. The links between inquiry and action learning are explored in order to demonstrate how these approaches can
change classroom practices and talk around multimodal texts. Several features have been designed to help translate knowledge of multiliteracies into effective classroom practice: Graphic Outlines orient the reader to the concepts in the chapter. Reflection Strategies enable the reader to gauge their understanding of key concepts. Theory into Practice tasks enable the trialling of specific theoretical concepts in the classroom. Auditing Instruments inform assessment of student performance and evaluation of teacher pedagogy. QR codes address the multimodal and digital nature of new literacies link the reader to multimodal texts. Action Learning Tasks enable readers to investigate specific aspects of their multiliterate pedagogy, plan and implement change, based on their findings.

Multimodality Across Classrooms

Taking a close look at multimodal composing as an essential new literacy in schools, this volume draws from contextualized case studies across educational contexts to provide detailed portraits of teachers and students at work in classrooms. Authors elaborate key issues in transforming classrooms with student multimodal composing, including changes in teachers, teaching, and learning. Six action principles for teaching for embodied learning through multimodal composing are presented and explained. The rich illustrations of practice encourage both discussion of practical challenges and dilemmas and conceptualization beyond the specific cases. Historically, issues in New Literacy Studies, multimodality, new literacies, and multiliteracies have primarily been addressed theoretically, promoting a shift in educators’ thinking about what constitutes literacy teaching and learning in a world no longer bounded by print text only. Such theory is necessary (and beneficial for re-thinking practices). What Multimodal Composing in Classrooms contributes to this scholarship are the voices of teachers and students talking about changing practices in real classrooms.

ECGBL 2017 11th European Conference on Game-Based Learning

Our image-rich, media-dominated culture prompts critical thinking about how we educate young children. In response, this volume provides a rich and provocative synthesis of theory, research, and practice that pushes beyond monomodal constructs of teaching and learning. It is a book about bringing “sense” to 21st century early childhood education, with “sense” as related to modalities (sight, hearing), and “sense” in terms of making meaning. It reveals how multimodal perspectives emphasize the creative, transformative process of learning by broadening the modes for understanding and by encouraging critical analysis, problem solving, and decision-making. The volume’s explicit focus on children’s visual texts (“art”) facilitates understanding of multimodal approaches to language, literacy, and learning. Authentic examples feature diverse contexts, including classrooms, homes, museums, and intergenerational spaces, and illustrate children’s “sense-making” of life experiences such as birth, identity, environmental phenomena, immigration, social justice, and homelessness. This timely book provokes readers to examine understandings of language, literacy, and learning through a multimodal lens; provides a starting point for constructing broader,
multimodal views of what it might mean to “make meaning;” and underscores the production and interpretation of visual texts as meaning making processes that are especially critical to early childhood education in the 21st century.

**Exploring Multimodal Composition and Digital Writing**

Teaching and learning involve more than just language. The teachers’ use of gestures, the classroom spaces they occupy and the movements they make, as well as the tools they use, work together with language as a multimodal ensemble of meanings. Embodied teaching is about applying the understandings from multimodal communication to the classroom. It is about helping teachers recognise that the moves they make and the tools they use in the classroom are part of their pedagogy and contribute to the design of the students’ learning experience. In response to the changing profile and needs of learners in this digital age, pedagogic shifts are required. A shift is the evolving role of teachers from authority of knowledge to designers of learning. This book discusses how, using examples drawn from case studies, teachers can use corporeal resources and (digital) tools to design learning experiences for their students. It advances the argument that the study of the teachers’ use of language, gestures, positioning, and movement in the classroom, from a multimodal perspective, can be productive. This book is intended for educational researchers and teacher practitioners, as well as curriculum specialists and policy makers. The central proposition is that as teachers develop a semiotic awareness of how their use of various meaning-making resources express their unique pedagogy they can use these multimodal resources aptly and fluently to design meaningful learning experiences. This book also presents a case for further research in educational semiotics to understand the embodied ways of meaning-making in the pedagogic context.

**Media Convergence Handbook - Vol. 2**

This book establishes a new theoretical and practical framework for multimodal disciplinary literacy (MDL) fused with the subject-specific science pedagogies of senior high school biology, chemistry and physics. It builds a compatible alignment of multiple representation and representation construction approaches to science pedagogy with the social semiotic, systemic functional linguistic-based approaches to explicit teaching of disciplinary literacy. The early part of the book explicates the transdisciplinary negotiated theoretical underpinning of the MDL framework, followed by the research-informed repertoire of learning experiences that are then articulated into a comprehensive framework of options for the planning of classroom work. Practical adoption and adaptation of the framework in biology, chemistry and physics classrooms are detailed in separate chapters. The latter chapters indicate the impact of the collaborative research on teachers' professional learning and students’ multimodal disciplinary literacy engagement, concluding with proposals for accommodating emerging developments in MDL in an ever-changing digital communication world. The MDL framework is designed to enable teachers to develop all students' disciplinary literacy competencies. This book will be of interest to researchers, teacher educators and postgraduate students in the field of science.
education. It will also have appeal to those in literacy education and social semiotics.

**Studio-Based Approaches for Multimodal Projects**

Energize your teaching by infusing new ways to reach your 21st century adolescent learners! Thomas Bean's friendly conversational style (with references to surf culture!) adds a level of accessibility and authenticity to the research-based and classroom-tested strategies and instructional practices. Brimming with information about why creative and collaborative learning across the content areas is important to foster 21st century skills, this book also expands the definition of "text" to encompass multimodal elements, including print, visuals, audio, and other dimensions. 136pp.

**Self-directed multimodal learning in higher education**

This book provides an invaluable resource for researchers who wish to improve education by bridging students, school, family, and community resources. Based in connecting experiences in and out of school, it suggests a strategy to put students' practices, cultures, and identities in the center of a twenty-first-century education.

**Designing Learning with Embodied Teaching**

In the past few decades, there has been a growing interest in the benefits of linking the learning of a foreign language to the study of its literature. However, the incorporation of literary texts into language curriculum is not easy to tackle. As a result, it is vital to explore the latest developments in text-based teaching in which language, culture, and literature are taught as a continuum. Teaching Literature and Language Through Multimodal Texts provides innovative insights into multiple language teaching modalities for the teaching of language through literature in the context of primary, secondary, and higher education. It covers a wide range of good practice and innovative ideas and offers insights on the impact of such practice on learners, with the intention to inspire other teachers to reconsider their own teaching practices. It is a vital reference source for educators, professionals, school administrators, researchers, and practitioners interested in teaching literature and language through multimodal texts.

**Multimodal Literacy**

Here, at last, is every K-8 teacher’s playbook on the critical role academic language plays in content learning and student achievement. What exactly is so different? Margo Gottlieb and Mariana Castro distill the complexities of language learning into four key uses through which students can probe the interplay between language and content, then demonstrate their knowledge and understanding. It’s as straight-forward as that.
Read Free Engaging Students Through Multimodal Learning Environments

Funds of Identity

While local and national initiatives now recognize the need for students to learn and communicate in significantly different ways from the past (NCTE, IRA, NAE), traditional school contexts complicate the integration of multimodal literacy practices as authentic practice for curricular and social learning. In a time of unprecedented interest in education for the 21st century, teachers and students have become disaffected and struggle to find engaging and empowering school learning opportunities, illustrating the disconnect between school policies and social practices and current educational research. In all, research illustrates how teachers can enact multimodal communication technologies as authentic literacy learning tools yet are conflicted about designing multimodal learning spaces and valuing the learning that takes place. This study investigates just such a teacher, who simultaneously learned to integrate digital video composing and responded to the demands of her urban school district. This ethnographic case study focuses on one African-American female teacher, Diane Gorski, in her 5 English classes—two 10th, three 11th—and throughout her participation in a curriculum-based Digital Video Composing Project, City Voices, City Visions. The study focuses specifically on how meaning is made and negotiated from curriculum and how changes over time are represented in contexts for learning and teaching, asking: Over time, how does teacher Discourse roles and attitudes about and around digital video activities reveal changes in her planning and mediation in the classroom? How do her students respond to the changed activities as revealed by their engagement, transactions with multimodal tools, and curricular learning? Data included observation notes, artifacts, and video footage from classes, professional development sessions, and teacher-researcher meetings over one school year. Interviews with the teacher and students, along with their DV products, were also collected. I analyzed the data recursively, referring to retrospective data from CVCV, and followed the teacher into the next school year to further understand how her Discourse reflected teaching practices and responses to digital video integration. Findings suggest that Diane adapted her pedagogy for integrating digital video as an innovative practice over the course of the study. Over time, although traditional notions of English learning were prominent in her school and teaching contexts, she saw digital video composing as a authentic way to make meaning around literature and ELA content. When she observed and talked with her students as they responded to and composed digital video projects on literature, she began to develop an appreciation for student learning processes and agency. Furthermore, she began to recognize these authentic multimodal practices mediated students' deep, embodied, social, and creative understanding of the English curriculum. Students, deeply engaged in multimodal constructions of their poems, voiced a new appreciation for literature and began to see the curriculum and learning as meaningful and purposeful. For both the teacher and students, DV was a way to construct "meaning that matters " and allowed for new stances towards teaching, learning, and literature within the school. The CVCV professional community helped Diane establish a professional identity for multimodal literacy practices, yet test scores and the constraining school context created tensions that suggest educators and researchers must invest fully in teacher learning and development as multimodal learning facilitators. One-size never fits all and thus teachers need in-class support as they reflect on innovative practices and integrate multimodal literacy learning tools in 21st century classroom. When teachers are provided with more
autonomy and authentic space for making meaning, they can construct more authentic learning spaces for students. Finally, the findings of this study suggest that the current structure and model of schooling will not afford students with access to learning opportunities that lead to social and democratic participation.

**Designing and Implementing Multimodal Curricula and Programs**

The ability to effectively communicate in a globalized world shapes the economic, social, and democratic implications for the future of P-12 students. Digitally mediated communication in an inclusive classroom increases a student’s familiarity and comfortability with multiple types of media used in a wider technological culture. However, there is a need for research that explores the larger context and methodologies of participatory literacy in a digital educational space. *Participatory Literacy Practices for P-12 Classrooms in the Digital Age* is an essential collection of innovative research on the methods and applications of integrating digital content into a learning environment to support inclusive classroom designs. While highlighting topics such as game-based learning, coding education, and multimodal narratives, this book is ideally designed for practicing instructors, pre-service teachers, professional development coordinators, instructional facilitators, curriculum designers, academicians, and researchers seeking interdisciplinary coverage on how participatory literacies enhance a student’s ability to both contribute to the class and engage in opportunities beyond the classroom.

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