Engaging Students Through Multimodal Learning Environments

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.

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.

This book presents research focused on young emergent bilingual

children's multimodal meaning-making processes in diverse cultural and linguistic settings. Chapters draw on a range of theoretical frameworks and expand on traditional notions of literacy, especially for students who are working to learn English as a new language. The insights into original research studies will help readers understand the many avenues that one can take as a practitioner in order to ensure that student assets are built upon to promote positive literate identities and learning experiences and, ultimately, to promote literacy success for diverse learners. Each chapter includes practical pedagogical recommendations and implications for teachers that can immediately be applied to classrooms, making the book an essential resource for using multiple modes to teach literacy with diverse student populations.

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.
Engaging Students in Creating Video Representation on Community Issues
Multimodal Composing in K-16 ESL and EFL Education
Using Multimodal Representations to Support Learning in the Science Classroom
Exploring Multimodal Composition and Digital Writing
Navigate the Financial Course
Visual Imagery, Metadata, and Multimodal Literacies Across the Curriculum

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 &ltI>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,

&ltI>Multimodal Literacy provides a multimodal framework and conceptual tools for a fundamental rethinking of literacy and learning.

With a firm foundation on best practices drawn from a variety of institutions, this book maps out a partnership between academic librarians and instructional designers that will lead to improved outcomes.

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.

First International Conference, ICITL 2018, Portoroz, Slovenia, August 27–30, 2018, Proceedings

Quality Teaching in Primary Science Education

An English Teacher's Design of Digital Video Composing in an Urban High School

Elaborating Multiliteracies through Multimodal Texts

Multimodal Composition

High Impact School Library Spaces: Envisioning New School Library Concepts Changing Classroom Practices and Developing Teacher Pedagogies

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. 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

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

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.

Librarians and Instructional Designers

Multimodal Learning for the 21st Century Adolescent

Innovative Technologies and Learning

Envisioning New School Library Concepts

Opportunities, Challenges, and Looking Forward

Learning and Teaching for the Digital World

Firms and User Perspectives

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.

Teacher as Curator provides a roadmap for using creative strategies to engage both educators and students in the learning process. Focusing on key qualities of culturally and linguistically responsive arts learning, chapters specifically demonstrate how arts integration strategies and formative assessment can be a catalyst for change in the classroom. Readers will be inspired by teachers and practitioners who have donned the role of curator to achieve significant results. Kindergarten-college educators will find research-based protocols and practices that they can translate into any educational setting. In digestible chapters, this resource provides a theoretical base for building artistic literacy into the curriculum and for developing multimodal opportunities for students to demonstrate their understanding of content. Book Features Explores the role of curation in the classroom.Highlights processes for innovation and multimodal learning.Showcases the work of teachers from different subjects and grade levels.Provides examples of integrated learning through

lesson planning, curatorial maps, and learning stories.Highlights strategies that can deepen artistic literacy and engage students through formative assessment. "As those of us at the policy level work to realize a vision for innovation and creativity to transform our current education system, I am so grateful to Lisa Donovan and Sarah Anderberg for valuing the expertise of the educators whose partnerships are critical to our success." —Beth Lambert, director of innovative teaching and learning, Maine Department of Education
This edited collection will stand as the first volume that specifically describes service-learning programs and courses designed as part of teacher education programs in the fields of literacy education, secondary English education, elementary language arts education, and related fields. The contributing authors describe the programs they have developed at their universities and/or in their local communities, providing information about the rationale for their initiative, the design of the course, the outcomes of

the experience, and other matters that will help literacy educators develop similar courses and experiences of their own. Additionally, this edited collection will fill a great gap in the field's knowledge of alternative forms of teacher education. It will provide descriptions of service-learning initiatives that have been field-tested with demonstrable results. Thus far the field has produced widely scattered articles in journals covering a variety of disciplines, but no definitive collection of papers in which service-learning designed to promote literacy instruction is housed in a single volume edited for cross-referencing and thematic categorization. The two editors have developed courses and received grants to support service-learning initiatives at their universities and believe that others might develop similar programs if they had better understandings of their value and design. Their intention with this volume is to promote service-learning more broadly among literacy educators.

This collection critically considers the question of how

learning and teaching should be conceived, understood, and approached in light of the changing nature of learning scenarios and new pedagogies in this current age of multimodal digital texts, practices, and communities. The book takes the concept of digital artifacts as being composed of multiple meaning-making semiotic resources, such as visuals, music, and design, as its point of departure to explore how diverse communities interact with these tools and develop and explore their understanding of digital practices in learning contexts. The first section of the volume examines different case studies in which involved participants learn to grapple with the introduction of digital tools for learning in children's early years of schooling. The second section extends the focus to secondary and higher education settings as digital learning tools grow more complex as do students, parents, and teachers' interactions with them and the subsequent need for new pedagogies to rethink these multimodal artifacts. A final section reflects on the implications of new multimodal

tools, technologies, and pedagogies for teachers, such as on teacher training and community building among educators. In its in-depth look at multimodal approaches to learning as meaning-making in a digital world, this book will be of interest to students and scholars in multimodality, English language teaching, digital communication, and education.
Collaboration and Innovation
Monte Del Sol
Teaching Literature and Language Through Multimodal Texts
Teacher as Curator
Rethinking Literacy in a Digital Age
The Multimodal Learning Analytics Handbook
Multimodal Perspectives of Language, Literacy, and Learning in Early Childhood
Learning with Multimodal Meaning RepresentationEngaging Students in Creating Video Representation on Community IssuesOpen Dissertation Press
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. This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills and supports the Common Core State Standards. 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. 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.

Multimodal Learning Environments in Southern Africa
Studio-Based Approaches for Multimodal Projects
Learning with Multimodal Meaning Representation
Possibilities for Teaching and Learning
Multimodal Literacies in Young Emergent Bilinguals
Impacts on Student Engagement and Learning
Formative Assessment and Arts-Based Strategies

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.

This handbook is the first book ever covering the area of Multimodal Learning Analytics (MMLA). The field of MMLA is an emerging domain of Learning Analytics and plays an important role in expanding the Learning Analytics goal of understanding and improving learning in all the different environments where it occurs. The challenge for research and practice in this field is how to develop theories about the analysis of human behaviors during diverse learning processes and to create useful tools that could augment the capabilities of learners and instructors in a way that is ethical and sustainable. Behind this area, the CrossMMLA research community exchanges ideas on how we can analyze evidence from multimodal and multisystem data and how we can extract meaning from this increasingly fluid and complex data coming from different kinds of transformative learning situations and how to best feed back the results of these analyses to achieve positive transformative actions on those learning processes. This handbook also describes how MMLA uses the advances in machine learning and affordable sensor technologies to act as a virtual observer/analyst of learning

activities. The book describes how this "virtual nature" allows MMLA to provide new insights into learning processes that happen across multiple contexts between stakeholders, devices and resources. Using such technologies in combination with machine learning, Learning Analytics researchers can now perform text, speech, handwriting, sketches, gesture, affective, or eye-gaze analysis, improve the accuracy of their predictions and learned models and provide automated feedback to enable learner self-reflection. However, with this increased complexity in data, new challenges also arise. Conducting the data gathering, pre-processing, analysis, annotation and sense-making, in a way that is meaningful for learning scientists and other stakeholders (e.g., students or teachers), still pose challenges in this emergent field. This handbook aims to serve as a unique resource for state of the art methods and processes. Chapter 11 of this book is available open access under a CC BY 4.0 license at link.springer.com.

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.

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.
Service-Learning in Literacy Education
Enhancing Mainland Chinese College Students' Investment in Efl
Learning Through Multimodal Composing
Learning About and Through Different Modalities
Multimodality Across Classrooms
Faculty Development Programs and Institutional Change
The Creative and Critical "Art" of Making Meaning
Everyday Center for Spiritual Living

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 & mdash;two 10th, three 11th & mdash;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 & mdash;roles and attitudes & mdash;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.

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

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 to scholars in multimodal composition, rhetoric, communication studies, education technology, media studies, and instructional design, as well as administrators supporting program design and faculty development.
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.
Visualizing Psychology
Multimodal Composing in Classrooms

Cross-cultural Perspectives
Multimodal Literacy
First Edition
Multimodal Literacies Across Digital Learning Contexts
ECSL Teachers Edition

This dissertation, "Enhancing Mainland Chinese College Students'' Investment in EFL Learning Through Multimodal Composing: Affordances and Challenges" by Lianjiang, Jiang, 蒋连江, 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 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.

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.

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.

Life Savings

Embracing Digital Pedagogies

Innovative Learning Environments in STEM Higher Education

Working with Multimodality

Models to Promote Engaged Student Learning

Beyond Print-Centric Practices

Media Convergence Handbook - Vol. 2

Visualizing Psychology 3rd Edition helps students examine their own personal studying and learning styles with several new pedagogical aids--encouraging students to apply what they are learning to their everyday lives while offering ongoing study tips and psychological techniques for mastering the material. Most importantly, students are provided with numerous opportunities to immediately access their understanding.

This book offers an important overview of technology-enhanced education in Southern Africa. With original research from Malawi, Mauritius, Namibia, South Africa, Tanzania and Zimbabwe, this book provides in-depth scientific scholarship focused on the dynamic multimodal learning environments in the region. With the onset of the COVID-19 pandemic, the world has largely had to adjust to remotelearning. Hence, the editors and contributors pull together

important research on digital pedagogies and assessment to demonstrate how technology can be effectively employed for multimodal learning environments within the Southern African context. This book will be of interest and value to scholars of digital education, multimodal learning and education within Southern Africa and beyond.

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.

Beginning with theory, focusing on insider stories about modes, how they work, and how to work with them, then concluding with the implications and application of such information, this text brings the multiple modes together into an integrated theory of multimodality.

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

Transdisciplinary Perspectives on Theory, Research and Pedagogy

Affordances and Challenges

Self-directed multimodal learning in higher education

Multimodal Literacy in School Science

Multilingual Perspectives