Annotated Bibliography

Beavis, C. (2013). Literary english and the challenge of multimodality. *Changing English:*

Studies in Culture & Education, 20(3), 241-252. doi:10.1080/1358684X.2013.816527

In this paper, Beavis discusses the necessity of multimodality in the digital age and

addresses the challenges that accompanies multimodal literacies. First, by comparing the

literature curricula of England and Australia, she highlights the importance of recognizing the

"aesthetic" aspects of literature when teaching. These, according to Beavis, should encompass

the personal, social, and cultural values of diverse students. She suggests that these values can be

found in digital and multimodal texts, as the way young people interact with literacies are hugely

influenced by the information and communication technologies. Furthermore, she stresses that it

is not only important to take advantage of children's multi-media expertise but to consider how

new technologies and possibilities can lead to creative meaning-making. By giving examples,

Beavis elaborates further and reveals how multimodal literacies are pervasive among classrooms

in various ways. Ironically, one of these ways was the use of video games. To be more specific, a

teacher allowed her students to use any "aesthetic" modes to present a response to the film

Romeo and Juliet. One student thus built a Minecraft representation, utilizing different tools in

the game to accomplish his task. However, while these multimodal literacies generate the

necessary skills for creative meaning-making, Beavis mentions the consequent challenges. She

states that amid such diversity of literacies, it is vital to maintain the value of print literature, in

order to keep literature as a viable category in English.

When talking about credibility, write a few sentences that talk about the strengths of the source.

This source can be seen as credible as it is written by a Professor of Education at Griffith

University with a knowledgeable background about Literacy Education and digital culture. This

For example, you could say something like, "Although this source was not published in a peer-reviewed journal, the study described typical procedures for this discipline. The graphs gave rich details that were directly related to the design, and they seemed to agree with the author's conclusions. The next steps described by the author were reasonable based on the study's findings.

source is reliable as well because it consistently makes use of several scholarly studies to thoroughly back up the point that multiliteracies are becoming more recognized and pervasive. It provides a picture of the Minecraft presentation too, showing a visual evidence of multimodal literacies resulting in creativity. However, the source would have been more reliable and useful if it also depicted how teachers deal with the challenge of balancing print and non-print texts. Overall, this study successfully addresses the importance of multimodal literacies, as well as the consequent challenges.

This paper is connected to my research topic as it also analyses how multimodal literacies are occurring in classrooms today. I think this source can be used in my introduction section to show how multimodal literacies are already taking place in classrooms. Or, if I decide to talk about the benefits of multimodal literacies, I might briefly refer to this source to state that they can contribute to creative meaning-making among students. This source was significant too, as it gave me ideas about some questions to ask for my qualitative data.

Dalton, B. (2014). Level up with multimodal composition in social studies. *The Reading Teacher, 68*(4), 296-302. doi:10.1002/trtr.1319

In this study, Dalton experiments with the different variations of multimodal literacies and reflects on the lessons he learned from his observations. In a class of 25 students, Dalton and a technology-savvy teacher required the students to create an e-book based on what they learned in their social studies class. The teachers guided the students throughout the whole process, and through observations, Dalton was able to point out key features to consider when teaching

multiliteracies. First, he learns that teachers should explicitly inform their students about the importance of multimodal composition. Next, teachers should assign the class a multimodal project and engage them in group activities. With this, Dalton stresses that students enjoy collaborative works, especially when they are able to appeal and reveal their multimodal knowledge. Moreover, he realizes that it is vital to progressively introduce students to new digital tools and have them try out different kinds of multimodal compositions such as producing movies. By doing so, students will become fluent and effective multimodal communicators both inside and outside of school. All in all, Dalton identifies that multimodal literacies do create meaningful and motivating learning experiences.

This source can be considered credible as it was published by the International Literacy Association, which is an internationally known professional organization. Also, Dalton is an associate professor of literacy studies at the University of Colorado. Furthermore, because the teaching plan in the study was thoroughly planned by Dalton, the source can be seen reliable. He had plan B for certain situations, which again shows the reliability of Dalton and his readiness. However, I think the source would have been more reliable if the study sample was bigger, because Dalton often seemed to generalize his claims.

This study is relevant to my research topic because it demonstrates what variations of multimodal literacies teachers have used to produce positive learning experiences. I find this source quite useful because it provides me with the perspectives of a teacher regarding multimodal literacy. I think I can refer to this study in the discussion section of my paper I find similar findings from my research.

Hung, H., Chiu, Y. J., & Yeh, H. (2012). Multimodal assessment of and for learning: a

theory-driven design rubric. *British Journal of Educational Technology, 44*(3), 400-409.

doi:10.1111/j.1467-8535.2012.01337.x

In this journal, Hung and his fellow authors assess how multimodal literacy practices can be carried out among students in classrooms. The research was designed for junior English majors, whose one of the course objectives was to improve their communicative strategies for delivering English presentations in classroom settings. The participants, who were divided into an exploratory group and a control group, needed to give three individual oral presentations along with multimedia powerpoints. After each presentation, the instructor held individual feedback sessions. The exploratory group received oral feedback and evaluation sheets based on a design rubric created by the researchers, whereas the control group received an oral feedback only about their oral presentations. The design rubric was conducted to enhance students' understanding of multimodal text production. As a result, on the last presentation, the exploratory group had a greater improvement than the control group. Because of the rubric-based feedback, they made substantial revisions to their slides and enhanced their design, gestural, auditory, and spatial areas of their presentations.

This source is reliable as all participants had prior experiences of giving individual English presentations with powerpoint, which ensured that there were as little confounding variables as possible. However, the research would have been more effective if the authors had collected personal reflections about the instructor's feedback. By doing so, there can be data about what ideas the students have towards implementing multimodality in other areas of

education. Also, the design rubric was reliable since it was found to be useful in developing the students' understanding and awareness of the multimodal elements of presentation slides, which led to improvements in their design of multimodal texts. This source was credible as well because both authors are university professors of the English Department, proving that they are knowledgeable in the area of various modes of literacies. Overall, the study highlights the significance of multimodality and calls for continued study of how students' multimodal text production can take place.

This journal connects to my topic as it demonstrates how teachers use multimodal literacies to improve learning experiences. I think this source can be useful for reference in connecting my data to the elements of the design rubric. Also, this source can be used to imply in my paper that multimodal literacy can cause positive impacts in education, but I'm not certain if I will be explicitly talking about this source in my paper.

Ioannou, A., Vasiliou, C., Zaphiris, P., Arh, T., Klobučar, T., & Pipan, M. (2015). Creative multimodal learning environments and blended interaction for problem-based activity in HCI education. *TechTrends, 59*(2), 47-56. doi:10.1007/s11528-015-0839-9

In this exploratory case study, Ioannou and his fellow authors examine the possible benefits of a multimodal learning environment. The study took place in a post-graduate Human Computer Interaction (HCI) course, where students needed to engage in collaborative problem-based activities. The classroom was changed into a multimodal learning environment, along with abundant physical and digital tools. These tools included downward-pointing

projectors, portable devices for recording, and a networked learning environment. For over a period of 12 weeks, the examiners observed students' interaction between the physical and digital tools and evaluated students' perceptions and technology use throughout their processes of problem-based activities. All in all, the study showed students' positive experiences in the multimodal learning, and in particular, a network space like Facebook was found to be a fundamental and supportive record-keeping and communication tool.

Because the participants of this study came from different postgraduate programs and backgrounds, the results well represented various students. However, the study would have been more reliable if there were more than 30 participants involved. This source was credible as well because it was written by professors and researchers from the University of Cyprus, the University of Ljubljana, and Jožef Stefan Institute, the largest research institute in Slovenia. In the discussion, the authors emphasize that a multimodal learning environment does not replace physical tools, but rather, it co-exists with digital tools. This study overall is an initiative work that suggests further studies for enhancing students' learning environments in the world today.

This source relates to my research topic because it talks about what kinds of multimodal literacies teachers used to create enhanced learning experiences. I think this source can be useful in a sense that it provides each of the student's self-response about multimodal learning. The responses can be used in the introductory part of my paper to show the positive sides of multimodal literacy, or they can be used in the discussion section to support the idea of implementing multimodal literacy in education.

Learner, S. (2011). Middle-class angst over technology in the early years. *The Guardian.*

Retrieved from

https://www.theguardian.com/education/2011/jun/07/early-years-anxiety-digital-technology

In this article by the Guardian, Learner addresses the different viewpoints on the idea of practicing multiliteracies in pre-school education. First, she discusses the major concerns of some parents, who believe technologies will negatively impact their children. Then she refers to a study done by university associates to counter these concerns. She mainly suggests that if early education continues to follow the traditional design, children will eventually fall behind the modern skills they will need in the future. On the other hand, Learner provides dissenting views against this claim too. She cites a bestseller author to state that too much use of technology will make it difficult for some children to learn long-term skills such as reading and writing. In the end, however, Learner concludes her article by indicating that technologies do have substantial potential in improving children's literacies. Thus, she implies that technology is good as long as its amount of use is in control and it is used in the right circumstances.

This article's journalist specializes in the field of education, which proved me that she was credible and well-informed in regards to this topic. She further proved her credibility as she consistently cited claims and studies by associates from the Open University, Cambridge University, Roehampton University, and other literacy experts. This article was reliable as well because Learner not only presented her side of perspectives but also showed what the opposing

views believed. Overall, this article provided a good overview of what kind of viewpoints people had toward technologies in multimodal literacies.

This article was actually one of the first sources I found throughout my research. Because I had a bias in favor of the use of technology as a means for multiliteracies, I did not really consider the its consequent concerns. However, this source gave me an insight into how many people, even educators, collide in their opinions regarding this topic. Thus, I was able to narrow down my research topic to exploring how teachers still practice multiliteracies in spite of these opposing views. I might use this article for reference while interviewing the teachers. Or, I could use this source in the introduction section show that this topic is a controversial issue.

Lee, K., & Kim, B. (2016). Cross space: the exploration of SNS-based writing activities in a multimodal learning environment. *Journal of Educational Technology & Society, 19*(2), 57-76. Retrieved from http://web.a.ebscohost.com/ehost/detail/detail?vid=24&sid=ad762802-1b3d-4aaf-96c8-f8 ec59bc6f99%40sessionmgr4007&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=1 14601234&db=a9h

In this study, Lee and Kim explore the learning effects of constructing English sentences via Social Network Service (SNS), where SNS is used as a tool to connect in and out-of class activities in a multimodal learning environment. The research focused on L2-less English proficient Korean students and chose Kakao-Talk as the SNS tool, since it is the most prevalent SNS app in Korea. After in-class activities, students were told to submit writing assignments on

specific topics in Kakao-Talk. Then on the next day, students would receive collective feedback from teachers with visual records of their common mistakes. To analyze students' results and opinions about the new multimodal learning environment of SNS-based pedagogy, a pre-test and two types of post-test were conducted. All in all, the data showed that students writing proficiency greatly improved in post-tests compared with the pre-test. Also, based on surveys and open-ended questions, students showed their preference towards Kakao-Talk as a network-based multimodal learning tool.

Due to their technological familiarity with Kakao-Talk, most students could have taken advantages of it by "copying & pasting" texts or "using nonverbal emoticons to communicate." However, to prevent this, the researchers prohibited the use of "copying & pasting" as well as the usage of emoticons. This opened up the potential for more meaningful English communications. Also, during the learning process, the teachers did not make individual corrections on students' errors to make sure the students did not feel any psychological burdens against writing. These details of methods ensured the study's reliability. Moreover, the source was credible as it was a peer-reviewed journal published last year, which is moderately up to date. Overall, this study is significant as it notifies teachers about students' needs and educational technologies that can foster motivation and engagement.

This study relates to my research topic because it shows the many aspects of multimodal literacies that teachers can use to support learning experiences. I think this source can be used to in my discussion section to indicate that an up-to-date multimodal learning environment, such as an SNS-based one, can bring out positive learning effects of students. Also, because this source

talks about motivation and engagement, I can briefly mention about these too to support the practice of multimodal literacies.

Murray, J. (2010). Composing multiliteracies and image: multimodal writing majors for a

creative economy. Retrieved from http://www.jstor.org

In this chapter of the book, "What We Are Becoming," Murray asserts the importance of multimodal literacies in today's new, creative economy. He claims that because becoming multiliterate prepares students for a changing economy, undergraduate majors should start incorporating a whole set of courses focused on multimodal literacies. Specifically, he stresses the significance of digital technology and image as the main multimodal aspects. He points out that students must learn how to integrate technology into literacy, rather than just being familiar with the use of technology. In fact, if one does not use digital technology appropriately, there can be consequences that hinder the quality of literacy practices. Moreover, Murray indicates that students should shift their focus in literacy from print-based texts to image. He suggests that because images do not require linearity, they are more adaptive to the ever-changing technologies. All in all, Murray concludes that in order to cope with the emerging economy, undergraduate majors should entail multimodal literacies by emphasizing the use of digital technology and the focus on images.

This source is credible as the book was published by University Press of Colorado and backed up by several scholarly articles. Also, Murray provides adequate quotes to back up each of his claims, which proves that his points are fairly reliable. However, I believe this source

would have been more trustworthy if it contained concrete evidence. For instance, if Murray could have referred to a result from a research study to support his claim that images are more flexible to changes in technologies than print texts, this source would have been much clearer. Overall, though, this source has shown why multiliteracies are vital in today's economies and thus should be included in undergraduate majors.

This chapter has a link to my topic as it discusses about multimodal literacies. However, I do not find this source necessary for my paper because my research focus is on "how" teachers use multiliteracies, not necessarily "why" multiliteracies are needed in today's education. But, if I change my mind and choose to talk about the reasons for multiliteracies, I might consider using this source.

Rowsell, J., & Walsh, M. (2011). Rethinking literacy education in new times: multimodality, multiliteracies, & new literacies. *Brock Education, 21*(1), 53-62. Retrieved from https://brock.scholarsportal.info/journals/brocked/home/article/view/236/174

In this article, Rowsell and Walsh present an explanation of the new approaches in today's literacy practices, which demand multimodal literacies. They state that there has been a shift from a traditional literacy education to a "new literacies" education that involves multimodalities and multiliteracies. Specifically, the authors discuss about digital literacies as a field that branches off from "new literacies." They explain that becoming digitally literate generates meaningful communication through various modes of representation such as wikis, blogs, and webpages. Furthermore, the authors suggest that in a digital, multimodal learning

setting, students are expected to discern the various aspects of technology to make meaning when reading or writing. They provide an example of this from a recent research, where Grade 4 students were told to develop a "claymation" report by filming, editing, and designing a final product video. This implied how digital communication technologies are challenging education systems today as students go through a learning process different from the one of print-based texts. The authors also point out the significance of social networking, stating that it is another mode that can make learning more participatory. All in all, the article highlights that today, it is essential for educators to utilize multimodal literacies in classrooms, as these collaborative learning opportunities can engage students for deeper analysis and learning.

This article is credible as it is written by two scholarly authors. Jennifer Rowsell is a Canada Research Chair in Multiliteracies and an associate professor at Brock University; Maureen Walsh is also a professor of Literacy Education School of Education at Australian Catholic University. They both have been examining about multimodal literacy in their careers, which proves that they have a fair understanding about this area. Moreover, in this article, the authors make use of other scholarly studies to explain the different aspects of "new literacies." In fact, instead of doing its own study, this whole article is comprised of claims backed up by theories and findings of other researchers. Thus, taking into account the academic level of this article's authors, it can be assumed that these evidence are reliable. This article overall provides good glimpses into different approaches to new literacies in our current world.

This article is linked to my topic because it emphasizes the need for teachers to use multimodal literacies to better engage students in their learning experiences. I think this source can be helpful in the introduction portion of my paper to mention about the idea of "new

literacies" and how this is worth recognizing. This source can also be used throughout my writing process as a reminder of the vast impact that multimodal literacies can have on education. Moreover, because this source contains many references of other studies, I can make use of that to gather more information about my topic.

Sankey, M., Birch, D. & Gardiner, M. (2010). Engaging students through multimodal learning environments: The journey continues. *Proceedings ascilite Sydney 2010,* 852-863. Retrieved from http://ascilite.org.au/conferences/sydney10/procs/Sankey-full.pdf

In this paper, Sankey and his fellow authors evaluate the impact of multimodal literacies on students' learning outcomes. The research was designed for undergraduate students at the University of Southern Queensland. The experiment involved sixty participants, who were divided into six groups of ten, being placed in six different conditions. To be more specific, a learning material was presented in six separate conditions, where an additional multimodal representation of the content was added for each subsequent condition. As a result, Condition 6 contained the highest number of multimodal literacies as a means for delivering the learning material to the participants. The researchers then measured the average score improvement of each condition group, by comparing their results of the pre-tests and post-tests regarding the learning material. Also, the researchers held an additional qualitative survey to see what learning conditions the students favored. Overall, the quantitative results of this study did not necessarily indicate that participants earned better scores because of the multimodal representations. However, the qualitative data did show that students found learning more enjoyable and

interesting when it was combined with multimodal learning conditions. In other words, although there were no significant improvements in students' learning outcomes, students demonstrated a strong preference for a combination of multimodal representations and their learning materials.

Because this source is a peer-reviewed journal written by university professors, it can be considered credible. Also, it was written in 2010, which is not outdated since technologies have already taken place by then. This study is reliable as well, because for the quantitative data, the researchers used a standardized set of instructions, format, and setting for the pre-tests and post-tests in order to control confounding factors. However, the study would have been more reliable if the research involved a bigger sample of participants. In fact, in this study, the participants were mostly high-achieving students who perform well regardless of what their learning conditions are. This may be a possible reason why the experiment showed little impact of multimodal representations on students' learning performances. Overall, this study successfully encourages educators to explore the use of educational technology and multimodal literacies practices.

This paper relates to my research topic because it highlights the fact that multimodal literacies are favored by many students and that teachers are taking this into account as they teach. I think this source can be used in my discussion section to mention how teachers make use of multimodal literacies to better engage their students. Also, I believe it is necessary to talk about how the usage of multimodal representations may not always lead to a desired effect on learning performance, as opposed to other hypotheses that multimodal learning leads to improved learning outcomes. Because of this, this source was helpful as it provided me with a new view of my topic.

Walsh, M. (2009). Pedagogic Potentials of Multimodal Literacy. *IGI Global,* 1-14. Retrieved

from

http://www.acu.edu.au/__data/assets/pdf_file/0007/195676/Chapter_3_Multimodal_Liter

acy_M_Walsh.pdf

In this article, Walsh analyzes three examples of case studies to demonstrate the

pedagogical implications of multimodal literacies. The studies were conducted in different

classroom settings, through the collaboration of teachers and the researchers. Teachers, by

incorporating multimodal elements in their classrooms under the guidelines of the researchers,

observed and reflected on the subsequent learning outcomes. The first example was a joint

learning environment comprised of traditional writing and podcasting, a development within

Web 2.0 technology. Students in this class were required to produce podcasts about some

narratives which involved literacy tasks, such as researching and writing storyboards. Then, they

were taught how to combine those texts with their podcasts through creating audio and video

files. In the end, the teachers observed that along with a new learning about the technology of

podcasting process, students gained deeper literacy skills since they had to carefully plan the

order of the language for their audio production. The second example was another multimodal

learning environment where teachers used Interactive White Board (IWB) to engage their

students in understanding a literary narrative. IWB is a learning tool within an electronic screen

that expresses texts with visual and gestural modes. Through this tool, students were provided

with not only the texts of the narrative but also with its graphics and animations. As a result,

teachers were able to display different aspects of the text easily, and students were able to better comprehend the narrative as well. Lastly, the third example involved students who were required to present their learning through creating movies. With this, teachers observed that the students were able to eventually come up with quality products. Overall, all these three examples showed improved student engagement. Walsh then ends her analysis by highlighting the importance of how multimodal learning environments should be thoroughly designed by teachers to foster dynamic learning experiences where students are actively engaged.

Because this article is written by Associate Professor Maureen Walsh from Australian Catholic University, who received a 2009 Australian Award for University Teaching, this source can be seen as a credible one. Moreover, this source is reliable as well because the studies involved three full day meetings with all the teachers. This ensures that the studies were methodically set up in a progressive manner. The source provides direct comments from the teachers, which also proves the reliability of Walsh's claims, because the comments clearly demonstrates the teachers' viewpoints regarding multimodal literacies. Overall, this source successfully explores the implications of multimodal literacies in the digital age.

This article correlates with my topic as it examines the different kinds of multimodal literacies used by teachers and their subsequent learning implications. I find this source very useful as it particularly describes the various literacy strategies in a multimodal learning environment. I think I can refer to this source in my discussion section as I talk about how teachers are bridging the gap between traditional print-based literacies and multimodal literacies. This source was informative too because it gave me more insight into how multimodal literacies take place in classrooms.