





## Materiality/Digitally

Despite what you may read, not all multimodal compositions happen in digital spaces! Multimodal ensembles can be “purposefully engineered” out of whatever materials are available. (Wysocki, 2004, quoted in Shipka, 2005)

## Assessing Multimodal Student Compositions

A key consideration:

- Balancing of process and product

This balance can be accomplished through a rich formative assessment component, as well a detailed reporting of and reflecting on the process by the students.

In reflecting and reporting on the process and task, students must account for their decisions, resulting in increased metacognition and the ability to transfer their learnings to new and novel tasks.

## Resources

NCTE Position Statement on Multimodal Literacies.

Serafini, F. *Reading the Visual*.

Ann D. David, PhD

## Incorporating drawing and design into writing

### Collecting Strategies

- Draw a life map
- Illustrate an existing entry
- Sketch a graphic for nonfiction
- Storyboard

### Revision Strategies

- Draw a scene/paragraph
- Collage the topic of a nonfiction piece
- Design the piece: font, sizing, spacing
- Draw the structure of the writing

## A Framework for Multimodal Composing

Shipka (2005), a college composition teacher, shifted her own and students’ thinking around writing by moving from writing assignments to communicative tasks. She developed a framework that “demands that students both think and act more **flexibly** as they assume **responsibility** for determining *what* needs to be done along with *how* it might be possibly achieved.” This “positions them in the thick of things, and in doing so foregrounds these complex issues in ways that more prescriptive prompts may not” (p. 292).

*Shipka, J. (2005). A multimodal task-based framework. College Composition and Communication, 57(2), 277-306.*



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