

# Creative Uses of Multimedia in Writing and Literature Courses

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## Overview:

NCTE Position Statement on Multimodal Literacies

Two Quotes:

"Integration of multiple modes of communication and expression can enhance or transform the meaning of the work beyond illustration or decoration.

What this means for teaching:

- It is the interplay of meaning-making systems (alphabetic, oral, visual, etc.) that teachers and students should strive to study and produce. "Multiple ways of knowing" (Short & Harste) also include art, music, movement, and drama, which should not be considered curricular luxuries.
- All modes of communication are codependent. Each affects the nature of the content of the other and the overall rhetorical impact of the communication event itself"

"There are increased cognitive demands on the audience to interpret the intertextuality of communication events that include combinations of print, speech, images, sounds, movement, music, and animation. Products may blur traditional lines of genre, author/audience, and linear sequence."

## Workshop Focus:

***Take "traditional" assignments and explore creative ways to re-envision them, challenging students to employ multimodal approaches.***



## The Reading Response/ Writing Journal:

### Traditional:

- 250-500 word, typed, double-spaced reflection on readings. Use MLA.

### Multimodal:

- Dr. Edie Kostka's Multimedia Journal
- Blog (hyperlinked) (easy setup for classes via Writing Studio [<http://writing.colostate.edu>] or Blogger [<http://www.blogger.com>])-- allows digital access and commentary. May offer ways to rethink citation / working with sources (hyperlinking texts and concepts). The web technologies offer the opportunity to integrate movement (video, animated gifs, flash animation), sound, and even interactivity.
- Customized web site (using SCSU web space or eportfolio system such as Writing Studio's)
- Collaborative Wiki (again, use Writing Studio or easy setup using Wet Paint [<http://www.wetpaint.com>])

## The Summary:

### Traditional:

- Annotated Bibliography
- [Random Word Count] summary or abstract. Typed, posted, uploaded, emailed.

### Multimodal:

- From *Computers and Composition Online*: Composing "Weekly Wrap-Ups" via Podcasts (Collaboration): <http://www.bgsu.edu/cconline/podcasting/classroom.htm>
- Fun summaries:  
Lower Tech: Hamlet (Facebook News Feed Edition). [www.mcsweeneys.net/2008/7/30schmelling.html](http://www.mcsweeneys.net/2008/7/30schmelling.html)  
Higher Tech: Hamlet (Facebook News Feed Edition) (Photoshopped version). [www.angelfire.com/art2/antwerplettuce/hamlet.html](http://www.angelfire.com/art2/antwerplettuce/hamlet.html)

## The Profile:

### Multimodal:

See Dan Anderson's Profile Assignment for America Remix (<http://www.teachmix.com/america/?q=node/2>)

- One interpretation: Poke Hemingway. [http://sites.unc.edu/daniel/2006/06/poke\\_hemingway.html](http://sites.unc.edu/daniel/2006/06/poke_hemingway.html)

## The Analysis/Stance/Hybrid:

### Traditional:

- Essay
- Short answer quiz

### Multimodal:

- Comic Strip Commentary using The Strip Generator (<http://stripgenerator.com/create/>)
- "Promo" Pieces: Dr. Moira Birmingham's Discussion Group Brochures (presented at the April 2008 Graduate Studies Conference)
- Interpretation of Literature: Video: [http://www.teachertube.com/view\\_video.php?viewkey=56ca3b57aafab83ee8ef](http://www.teachertube.com/view_video.php?viewkey=56ca3b57aafab83ee8ef)

## Critical Thinking Exercises

- "Chat" during movie sessions to foster conversation and input (Will's fave) (Writing Studio app; can use MySCSU)
- Video Collage: Many examples; Windows Movie Maker has a familiar interface for most students. A few early examples (all links to be found on [teachwritetech.com](http://teachwritetech.com)): Daniel C.; Philip T. (video at <http://home.southernct.edu/~trudelp1/video.htm>)
- Interactive Fiction: Dene Grigar -- [http://www.uiowa.edu/~iareview/tirweb/feature/grigar/fallowfield/fallow\\_field\\_opening.html](http://www.uiowa.edu/~iareview/tirweb/feature/grigar/fallowfield/fallow_field_opening.html)

## General Resources

- Daniel Anderson's TeachMix (includes samples of student work and assignments): <http://www.teachmix.com/>
- Jing (Create "walk throughs"): <http://www.jingproject.com/>
- Skrbl (online multi-user whiteboard): <http://www.skrbl.com/>
- Cmap (Brainstorming and collaboration; untested): <http://cmap.ihmc.us/download/>
- The Social Media Classroom: <http://socialmediaclassroom.com/>
- Top 100 Tools for Learning 2008: <http://www.c4lpt.co.uk/recommended/top100.html>