



Breaking the Mode: Honoring  
Student Literacy Practices in an  
Elementary Writing Workshop

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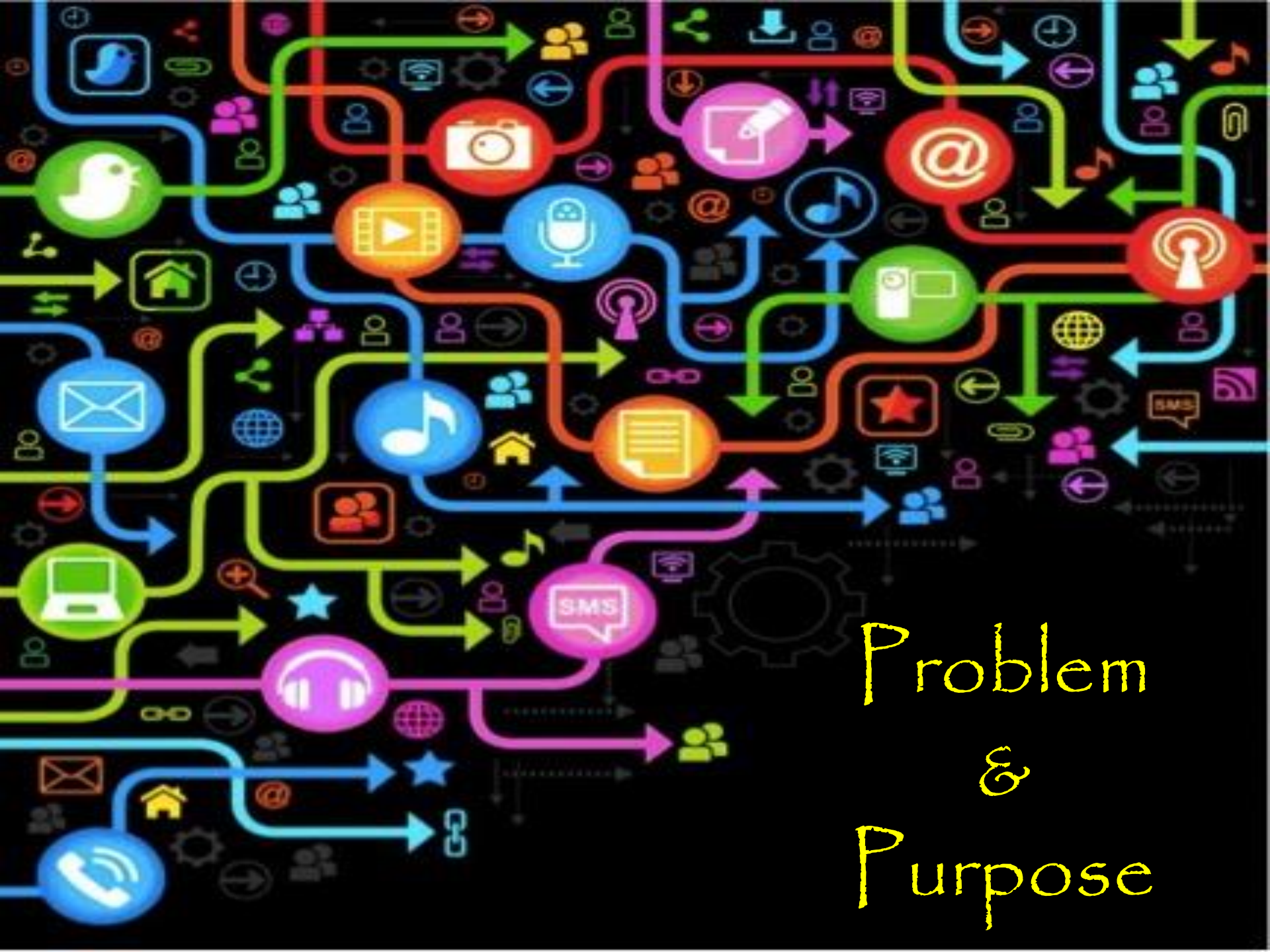


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# Presentation Components

- Problem & Purpose
- Research Questions
- Methodology & Participants
- Findings
- Implications
- Limitations
- Future Research





Problem  
&  
Purpose

# Problems

1. Student literacy practices in K-3 classrooms are often given little consideration.

(Alvermann & Heron, 2001; Alvermann et al., 1999; Alvermann & Xu, 2003; Li, 2009a, 2009b; Marsh, 2006b; Nieto, 2002; Seiter, 1999; Souto-Manning & Dice, 2009; Winters, 2012).

2. Students are often required to compose solely alphabetic texts rather than multimodally.

(Albers, 2010; Hobbs & Frost, 2003; Palmeri, 2012).





# Purpose

1. This inquiry explored third grade students' literacy practices as they composed multimodal informational texts in a digital writing workshop.
2. This research explored how my students composed multimodally in a digital format and what their perspectives were on this type of writing.




# Research Questions



1. What are the literacy practices surrounding the writing by third grade students within a digital writing workshop?
  - a. What are the students' perspectives about working in the digital writing workshop?
  - b. How does their writing change, both qualitatively and quantitatively?
2. How do my students write multimodally when given the chance?
  - a. What are their perspectives on that kind of writing?



# Methodology & Participants



# Methodology

## Ethnographic Case Study

### Types of Data Collected

- Participant Observation
  - Field Notes
- Interviews
  - Informal
  - Formal Focus Group
- Artifacts
  - Questionnaires
  - Informal Curriculum-Based Measurement (CBM) Writing Fluency Pretest and Posttest
  - Student Compositions

# The Cases

- Four individual students, age 8, in my own English/Language Arts (ELA) third grade classroom during the 2016-2017 academic year. (All names are pseudonyms).
- Matthew
- Lucy
- Ellie
- Jayden



# Matthew

- 8 years old
- Quiet observer
- Topic: World Wrestling Entertainment (WWE)
- 3 Google Slide presentations
- Little experience with digital multimodal composition prior to the study
- Preferred analog composition prior to the study

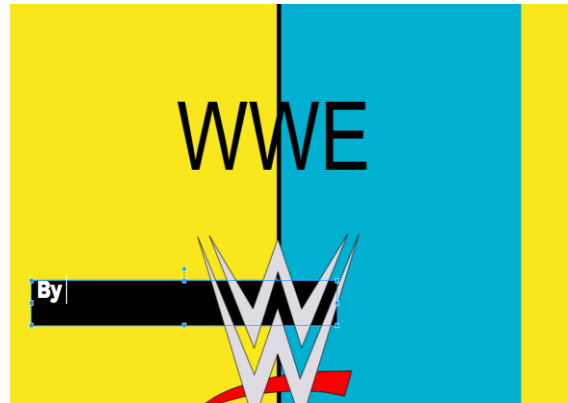
## Matthew's Perspective

- Shifted composition preference
- Digital composing = fun
- Images

## Matthew's Literacy Practices

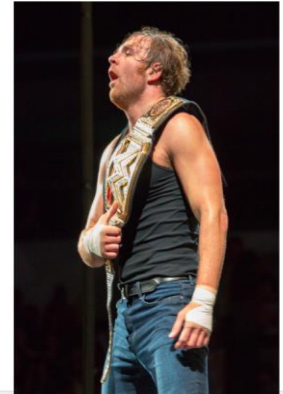
Influence	Types of Literacy Practices Noted in the Data
Classroom Environment	<ul style="list-style-type: none"><li>• Choice Regarding Slide Presentation Topic</li><li>• Peer Interactions and Collaboration</li><li>• Teacher Interactions</li><li>• Uses of Technology</li></ul>
Popular Culture	<ul style="list-style-type: none"><li>• Valuing of Television Entertainment</li><li>• Valuing of Video Games</li><li>• Use of Gestures</li></ul>

# Matthew's Multimodal Writing



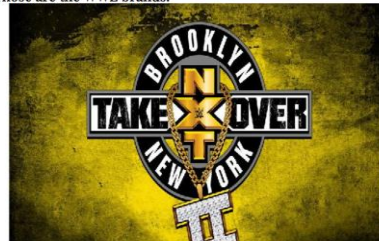
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## BRANDS

There are a lot of BRANDS like NXT, RAW and SMACKDOWN. NXT is 1 hours, RAW is 3 hours, and SMACKDOWN is 2 hours. I do NOT like RAW I like SMACKDOWN and NXT Those are the WWE brands.



## CONCLUSION

In this essay I told you about BRANDS. I also told you about CHAMPIONS. Finally I told you about SUPERSTARS. THANK YOU FOR READING THIS.





# Lucy

- 8 years old
- “Life of the Party”
- Topic: Baking
- Little experience with digital multimodal composition prior to the study
- Preferred analog composition prior to the study

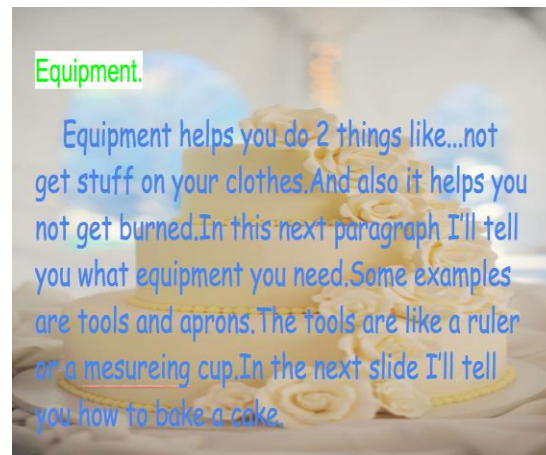
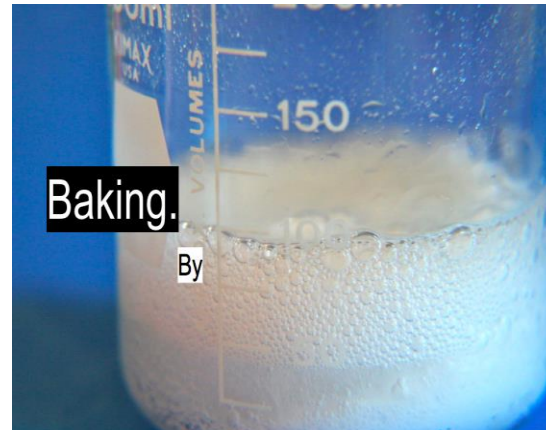
## Lucy's Perspective

- Shifted composition preference
- Digital composing = cool
- Images

## Lucy's Literacy Practices

Influence	Types of Literacy Practices Noted in the Data
Classroom Environment	<ul style="list-style-type: none"><li>• Choice Regarding Slide Presentation Topic</li><li>• Peer Interactions and Collaboration</li><li>• Teacher Interactions</li><li>• Uses of Technology</li></ul>
Popular Culture	<ul style="list-style-type: none"><li>• Making Political References in Conversation</li><li>• Valuing Music</li></ul>
Dramatic Performance	<ul style="list-style-type: none"><li>• Conversing with the “audience”</li><li>• Joking/playing games</li></ul>
Family Memories	<ul style="list-style-type: none"><li>• Writing about Baking</li></ul>

# Lucy's Multimodal Writing



## About the Author

\_\_\_\_\_ is a third grader at \_\_\_\_\_. She enjoys Bball,Reading,Cuddling with puppies and watching movies. \_\_\_\_\_ wrote about Baking because it reminded her when she baked cookies with her dog at Christmas.





# Ellie

- 8 years old
- “Goes with the flow” & helpful
- Topic: Softball
- Little experience with digital multimodal composition prior to the study
- Preferred digital composition prior to the study

## Ellie's Perspective

- Maintained digital composition preference
- Digital composing = easier and not “basic”
- Images

## Ellie's Literacy Practices

Influence	Types of Literacy Practices Noted in the Data
Classroom Environment	<ul style="list-style-type: none"><li>• Choice Regarding Slide Presentation Topic</li><li>• Peer Interactions and Collaboration</li><li>• Teacher Interactions</li><li>• Uses of Technology</li></ul>
Popular Culture	<ul style="list-style-type: none"><li>• Valuing Music</li><li>• Valuing Sports</li></ul>

by: **SOFTBALL**

[can stop the feeling](#)

A yellow softball with red stitching is positioned on the right side of the slide. The background is a dark, smoky, or cloudy texture.

[Table of contents](#)

## Glossary

Equipment-you have a equipment for everything like cooking,softball baseball,football,school,and soccer.

Catcher-it's a person who catches a baseball and softball from the pitcher.

Pitcher-a person who throws the ball to the person in the batters box.

Throw-when you throw something across the room.

Gear-something that protects you.

Rampage-is a travel ball team there are a lot other travel ball teams to.

# Jayden

- 8 years old
- Interested in formal education/in-tune with informal learning experiences
- Topic: Lego®
- Little experience with digital multimodal composition prior to the study
- Preferred analog composition prior to the study

## Jayden's Perspective

- Wavered on analog composition preference
- Digital composing = very fun and exciting
- Images

## Jayden's Literacy Practices

Influence	Types of Literacy Practices Noted in the Data
Classroom Environment	<ul style="list-style-type: none"><li>• Choice Regarding Slide Presentation Topic</li><li>• Peer Interactions and Collaboration</li><li>• Teacher Interactions</li><li>• Uses of Technology</li></ul>
Popular Culture	<ul style="list-style-type: none"><li>• Valuing Music</li><li>• Valuing Toys</li></ul>

# Jayden's Multimodal Writing



## Fun facts

Did you know that Lego was established 85 years ago in 1932?

Did you know the plural of lego is lego?

Did you know the word lego comes from the danish word leg godt .leg godt in danish means play well.

## Glossary

Lego means=Play well

On slide four there is a reference to harry potter- thank you J.K Rowling

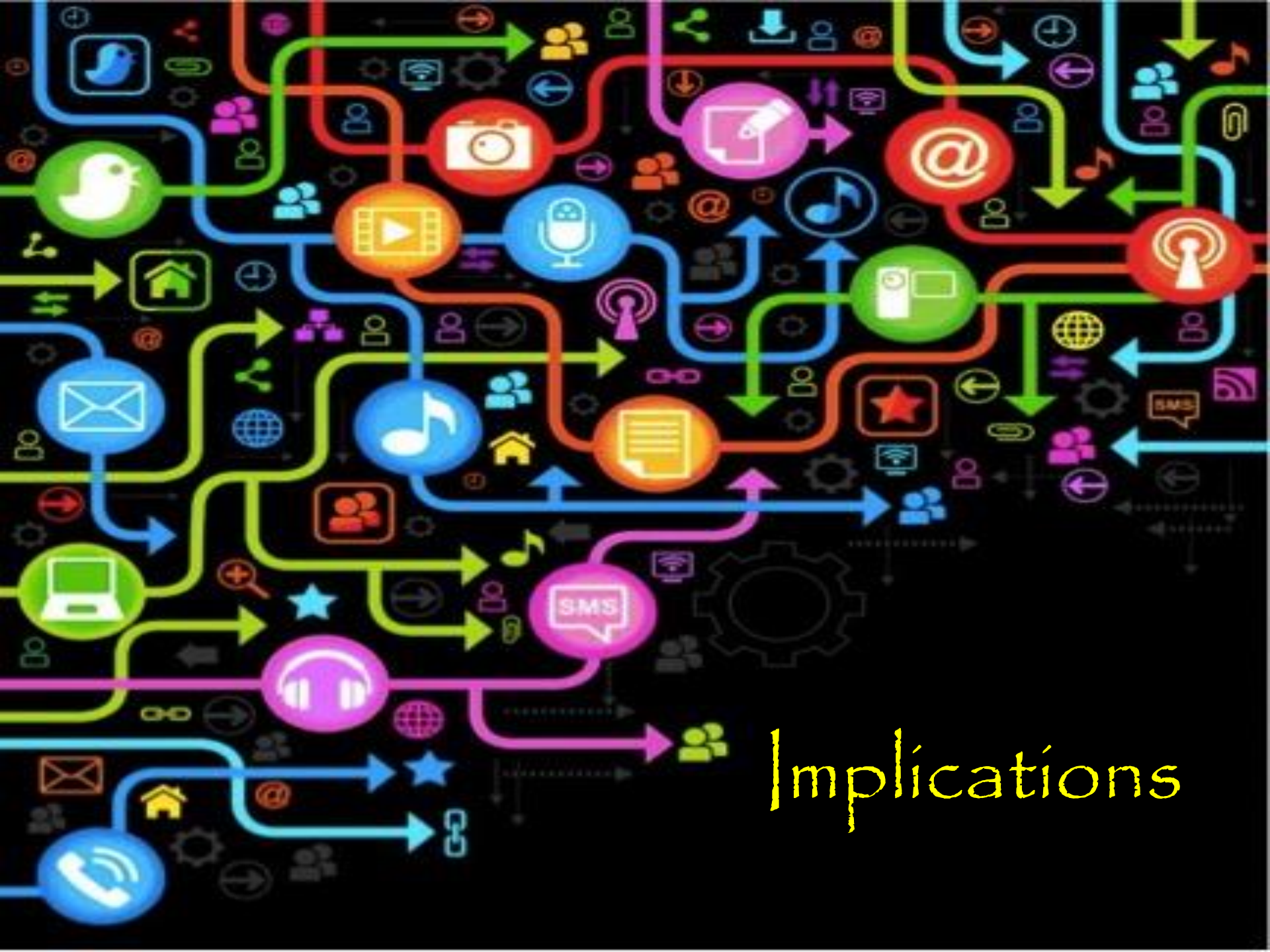


Findings

# Findings

- Writing influenced by popular music, culture, and instruction by & interactions with me—their classroom teacher
- Favored digital writing and recognized value in multimodal composition
- Quantitative & qualitative differences
  - Changes in writing fluency
  - Establishment of a collaborative community
- Utilization of a variety of multimodal elements to craft unique compositions
- Ownership & Agency





Implications

# Implication

## Influence of Popular Music and Culture

Incorporating popular music and culture is one powerful way educators can motivate students and offer options for them as they learn to create multimodal compositions.





# Implication

## Influence of Direct Instruction and Student-Teacher Interactions

Teachers can play a vital role in disrupting the limitations of educational systems by fighting for high-quality, rigorous continuing education and life-long learning—specifically in 21<sup>st</sup> century learning tools and techniques.

# Implication

## Students Favor Digital Composing and Value Multimodal Communication

By providing students the chance to share their perspectives, educators will be helping them realize the importance of, not only their work, but their thoughts and ideas about that work.



# Implication

Acknowledging Quantitative Changes—  
Improvement in Writing and Qualitative  
Changes—Communities and Collaboration

Quantitative changes

- Support classroom teachers

Qualitative changes

- Example of 21<sup>st</sup> century composition





# Implication

## Unique Presentations

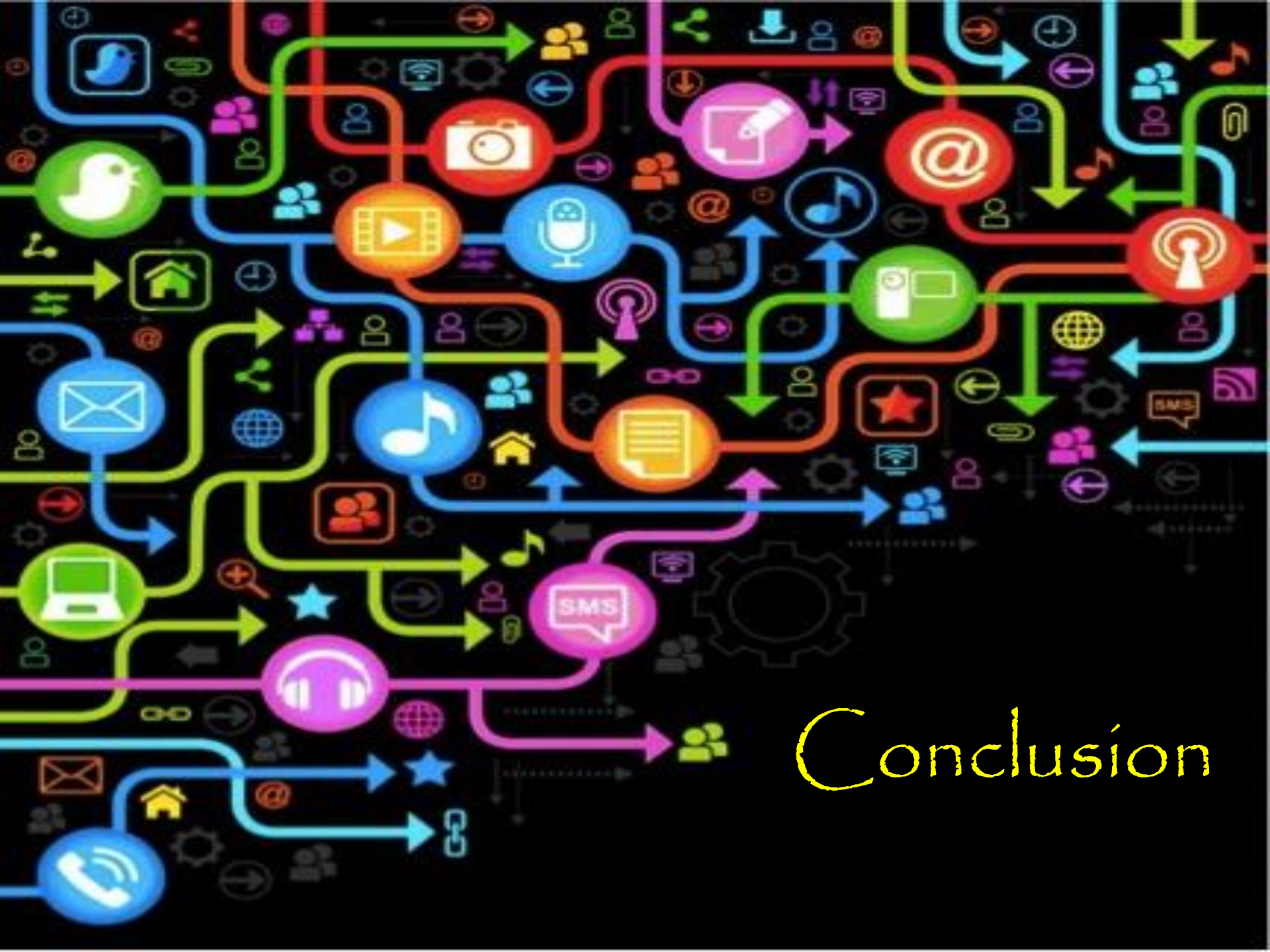
Implementing opportunities for students to develop unique presentations offers one way to debunk the autonomous model of literacy (Street, 1984) that continues to grip much of public education and to build a more grassroots writing culture that honors the literacy practices of all children.



# Implication

## Student Ownership and Agency In The Digital Writing Workshop Centered on Multimodal Composition

Offering similar digital composing experiences to other students would potentially help those who are often marginalized develop ownership and agency, thus providing more equal access to education.



Conclusion

# Conclusion

Offering opportunities for students to create and collaborate through multiple modes is a step in the direction of offering a high-quality education to all children and guiding the future citizens of the 21<sup>st</sup> century, and beyond, toward success—not only in the classroom, but in the world at large.





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