



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

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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">• Choice Regarding Slide Presentation Topic• Peer Interactions and Collaboration• Teacher Interactions• Uses of Technology
Popular Culture	<ul style="list-style-type: none">• Valuing of Television Entertainment• Valuing of Video Games• Use of Gestures



Matthew's Multimodal Writing

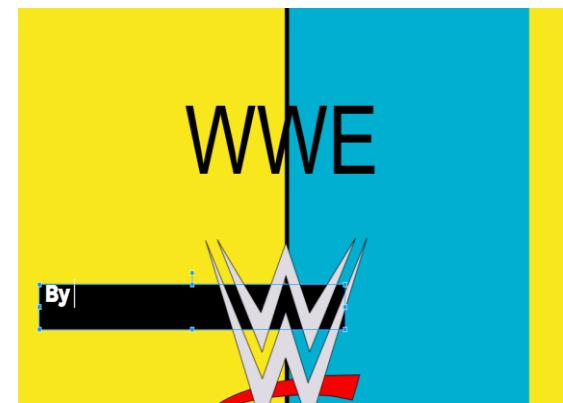


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BRANDS

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

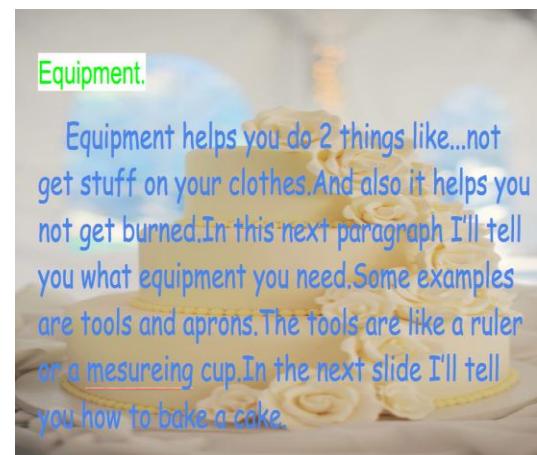
Lucy's Perspective

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

Lucy's Multimodal Writing



About the Author

_____ is a third grader at [REDACTED] 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">• Choice Regarding Slide Presentation Topic• Peer Interactions and Collaboration• Teacher Interactions• Uses of Technology
Popular Culture	<ul style="list-style-type: none">• Valuing Music• Valuing Sports

Ellie's Multimodal Writing





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">• Choice Regarding Slide Presentation Topic• Peer Interactions and Collaboration• Teacher Interactions• Uses of Technology
Popular Culture	<ul style="list-style-type: none">• Valuing Music• Valuing Toys

Jayden's Multimodal Writing



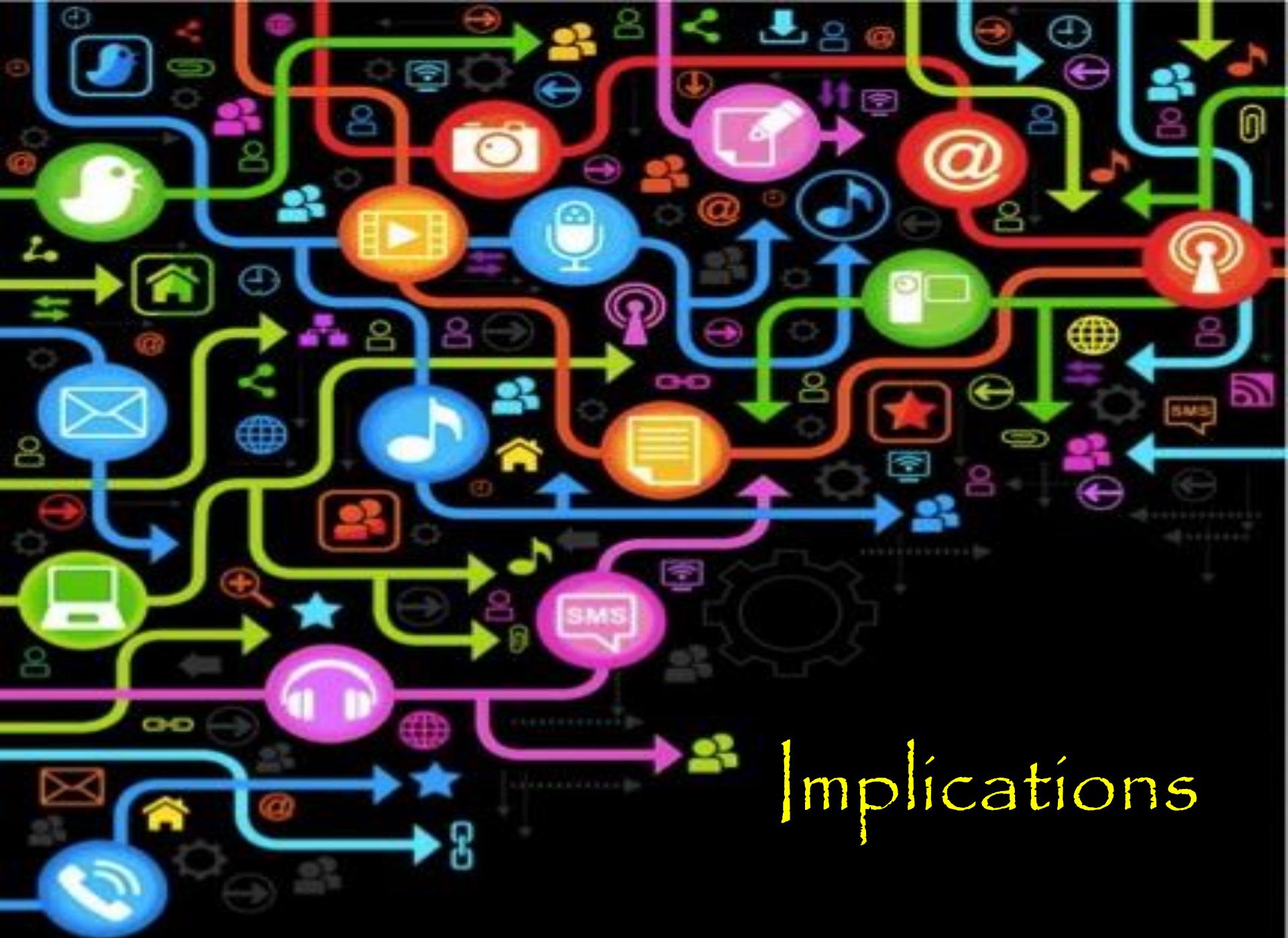


Findings



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 21st 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 21st century composition



Implication

Unique Presentations

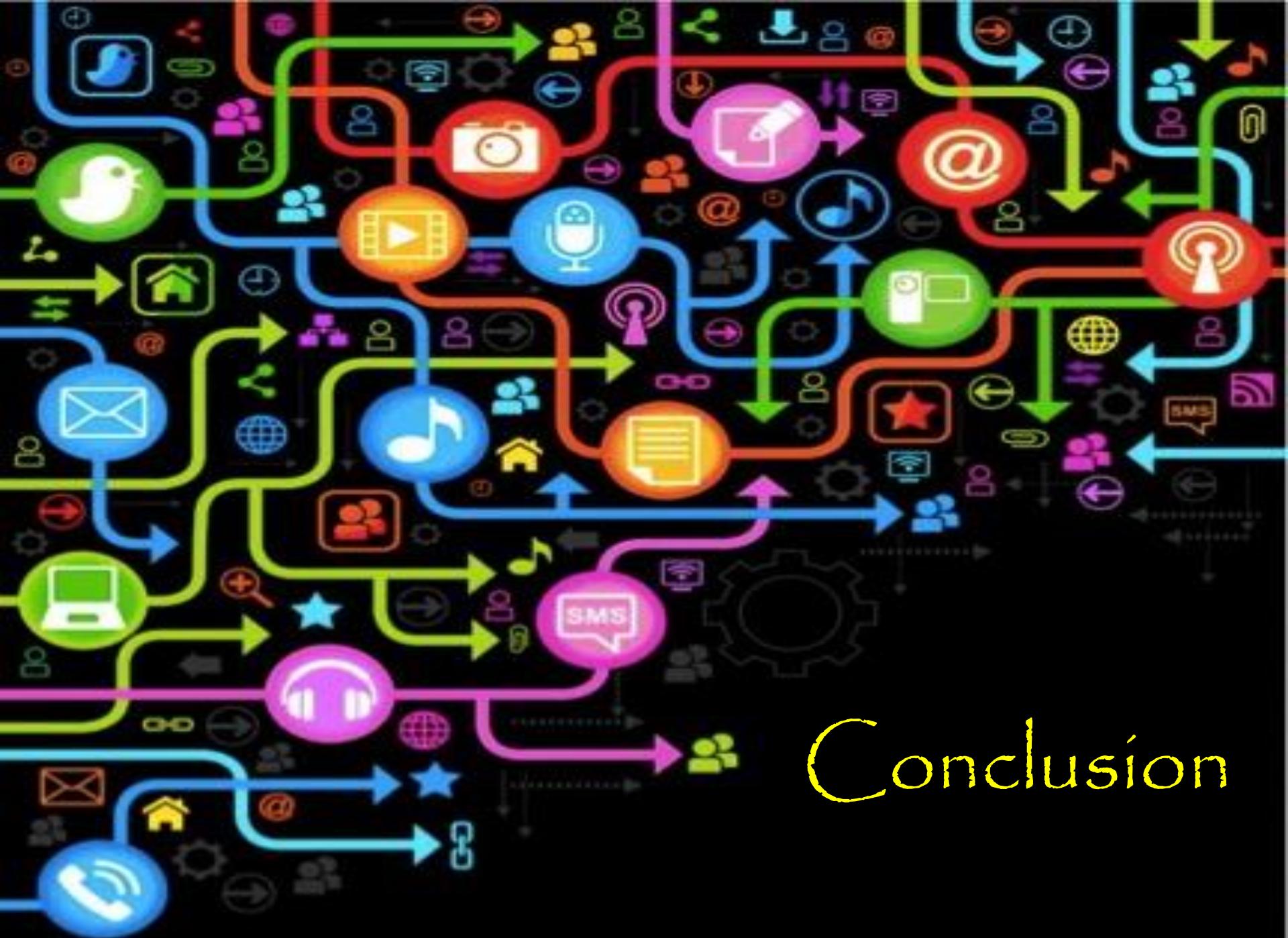
Implementing opportunities for students to develop unique presentations offers one way to debunk the autonomous model of literacy (Street, 1984) that continues to grip much of public education and to build a more grassroots writing culture that honors the literacy practices of all children.



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 21st century, and beyond, toward success—not only in the classroom, but in the world at large.



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THANK YOU

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