Multiliteracies: a pedagogy for the 21st century
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MULTILITERACIES PEDAGOGY

- Effective *pedagogy* makes effective teachers/educators and learning; our classroom interactions in teaching and learning

- Not simply what we use (tools) but HOW we use them (Moriarty, 2015; Diamond & Irwin, 2013; Buckingham, 2013; Probert, 2009)

- Social constructivist approach to teaching and learning

WHY MULTILITERACIES?

The 21st century has seen:

- × Proliferation of technology which is ubiquitous from smart TVs and phones to heating system
- × People on the move
- × Multiple languages and cultures
- × Increased globalisation

The New London Group (NLG) (2000, 1996) an international group of researchers and educators met to discuss the impact on literacy both in and out of schools.

COMMUNICATION LANDSCAPES ARE RAPIDLY CHANGING

MULTILITERACIES AND THE 21ST CENTURY CLASSROOM

- Inclusion of 'out-of-school' worlds in the classroom...cultures, understandings, experiences, technologies(e-learning), socio-economics...

- Uncertainty...jobs of the future possibly not yet created/conceptualised...need to equip pupils

- Encourages resilience, problem-posing & problem-solving

WHAT IS MULTILITERACIES PEDAGOGY?

Literacy is viewed as *multiple* incorporating these modes to make meaning:

- ✖ Traditional literacy (print, writing);
- ✖ Visual
- ✖ Auditory
- ✖ Spatial
- ✖ Gesture

All are inextricably linked in technology use/e-learning.

MULTILITERACIES COMPONENTS

- *Situated practice*...connectivity, relevance
- *Overt instruction*...guidance, shared control
- *Critical framing*...sharing ownership...having an audience to consider the work for
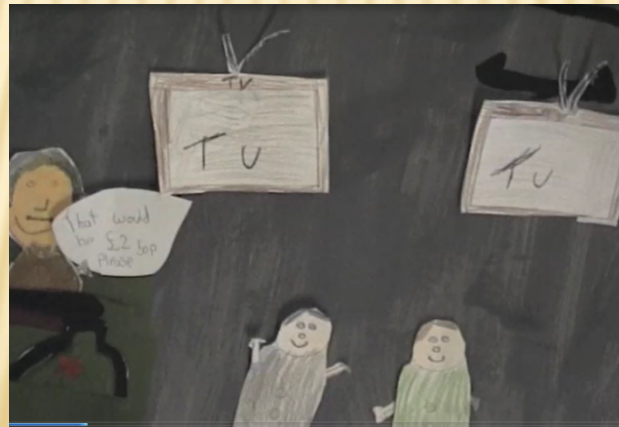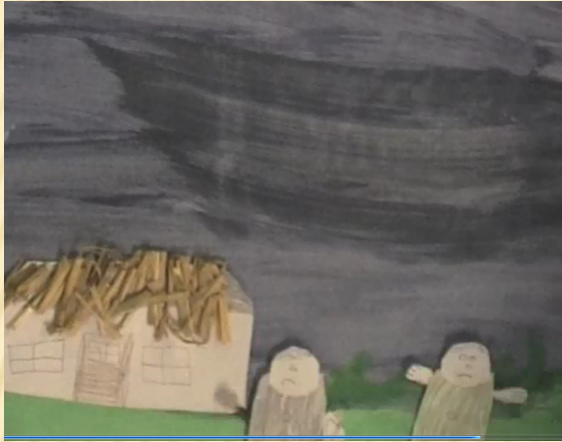- *Transformed practice*...use/apply in other situations

Animated film-making

METHODOLOGY

- Classroom based action research with 7-9 year olds (1st-3rd classes)
- *Animated film-making* in mixed age & ability groups
- Strand unit in history '*Life in the Past*'
- Story from grandparents
- Designed and animated short films
- Blog
- Pupils as researchers

SCREEN SHOTS

FINDINGS

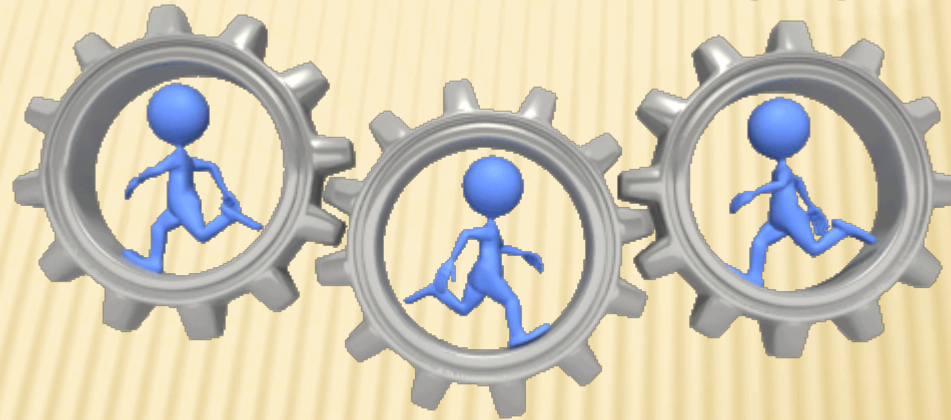Animated film-making changed **pupil literacies** in terms of:

- Social participation: Enhanced collaboration... peer-scaffolding

- Constructive learning: Agency-more shared control, flexibility in thinking, problem-solving and autonomy in pupil learning

FINDINGS

- More opportunities for inclusion of all pupils
- Increased motivation and engagement

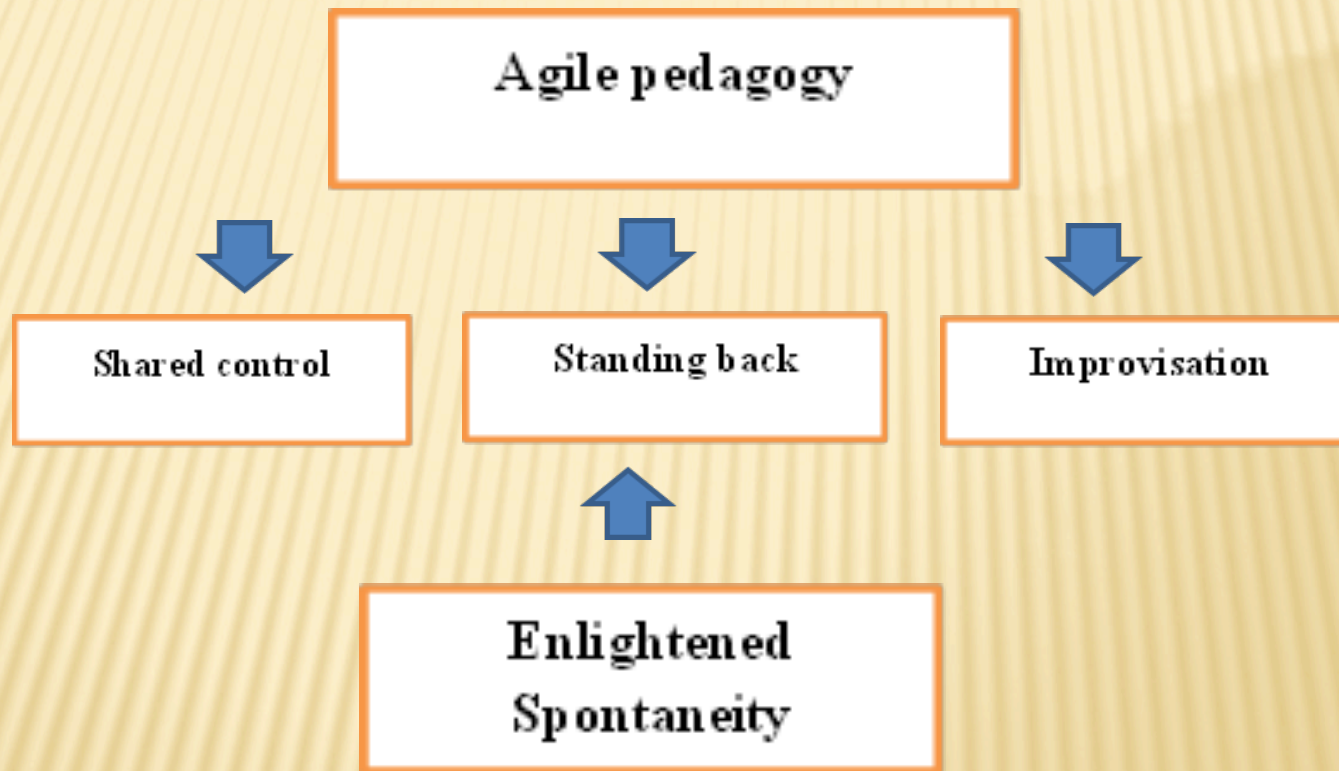- Development of design and multimedia literacy practices

FINDINGS

Agile pedagogy

The varying proximity in the teacher's interactions with pupils; a proximal continuum.

A pedagogy more creative in terms of acting effectively, flexibly, and innovatively, therefore more engaging (Craft, 2005; Boden, 2004).

FINDINGS

Moriarty (2015)

Enlightened spontaneity

Teachers dealing with change, unpredictability and uncertainty everyday but intuitively using wisdom of their practice and understanding of the context to inform decision-making and actions.

FINDINGS

- Making connections: teaching and learning of greater relevance-a socially situated activity, relevant to real life experiences of pupils

- Shared ownership, self-determination

- Open-ended challenge

- Originality and innovation, rather than replication

CONCLUSIONS

- Research since the 1990s has highlighted *appropriate pedagogy* as being as significant for effective teaching and learning as the technologies used.

- Designing and making animated films enables effective implementation of e-learning that benefits pupils' motivation and learning through more expansive literacy practices.

- Engaging a multiliteracies pedagogy enhances pupil learning and teacher's practice.

CONCLUSIONS & RECOMMENDATIONS

- Designing and making animated films provides increased opportunities for curriculum accessibility and greater inclusion (re-design aspects of the curriculum and create new tasks)

- Stimulates pupil agency through design, self-determination, problem-solving and resilience

- Pedagogy is more effective if teachers 'turn around' (Comber and Kamler, 2005) to pupils and see them as central and autonomous

AND FINALLY...

- Multiliteracies addresses the need to welcome e-learning into our classrooms alongside traditional forms of literacy, to incorporate 21st century interpretation, communication and representation of information.

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