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

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JENTONEY
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.

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

<table>
<thead>
<tr>
<th>Influence</th>
<th>Types of Literacy Practices Noted in the Data</th>
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<tbody>
<tr>
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<td>Uses of Technology</td>
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<td>Valuing of Video Games</td>
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<td>Use of Gestures</td>
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BRANDS

There are a lot of BRANDS like NXT, RAW, and SMACKDOWN. NXT is 1 hour, RAW is 1 hour, 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

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<tr>
<td>Popular Culture</td>
<td>• Making Political References in Conversation</td>
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<td>• Valuing Music</td>
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<tr>
<td>Dramatic Performance</td>
<td>• Conversing with the “audience”</td>
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<td></td>
<td>• Joking/playing games</td>
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<tr>
<td>Family Memories</td>
<td>• Writing about Baking</td>
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Lucy's Multimodal Writing

Baking.

By

Table of contents
*Introduction-Baking
3.
*Follow instructions
4.
*Equipment
5.

Equipment.

Equipment helps you do 2 things like...not get stuff on your clothes. And also it helps you not get burned. In this next paragraph I'll tell you what equipment you need. Some examples are tools and aprons. The tools are like a ruler or a measuring cup. In the next slide I'll tell you how to bake a cake.

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

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<td>• Valuing Sports</td>
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Ellie’s Multimodal Writing

by: ________________

SOFTBALL

Table of contents

Introduction: Softball .................................................. 1
How to Play .............................................................. 2
Equipment ............................................................... 3
Scores ................................................................. 4
Conclusion .............................................................. 5
Glossary .................................................................. 6
About the Author .........................................................

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—a travel ball team there are a lot other travel ball teams to.

About The Author

______ is a third grade at __________. She enjoys gymnastics, puppies, and Star Wars. _______ wrote about softball because she wants to play softball till she’s a All-Star.
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

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Jayden’s Multimodal Writing

Fun facts
- Lego was established 85 years ago in 1932.
- Did you know the plural of Lego is Legos?

Glossary
- Lego: Race car
- Gobostaff: This is a reference to Harry Potter. What do you think it is?
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 lifelong 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.
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.
References


THANK YOU

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