

Multimodal

Bill Cope,Mary Kalantzis

Multimodal Literacy Carey Jewitt, Gunther R. Kress, 2003 Multimodal Literacy challenges dominant ideas around language, learning, and representation. Using a rich variety of examples, it shows the range of representational and communicational modes involved in learning through image, animated movement, writing, speech, gesture, or gaze. The effect of these modes on learning is explored in different sites including formal learning across the curriculum in primary, secondary, and higher education classrooms, as well as learning in the home. The notion of literacy and learning as a primary linguistic accomplishment is questioned in favor of the multimodal character of learning and literacy. By illustrating how a range of modes contributes to the shaping of knowledge and what it means to be a learner, Multimodal Literacy provides a multimodal framework and conceptual tools for a fundamental rethinking of literacy and learning.

Multimodality and Genre J. Bateman, 2008-04-17 The first systematic, corpus-based and theoretically rigorous approach to the description and analysis of multimodal documents. Drawing on academic research and the experience of designers and production teams, Bateman uses linguistically-based analysis to show how different modes of expression together make up a document with a recognisable genre.

Introduction to Multimodal Analysis Per Ledin, David Machin, 2020-01-09 Introduction to Multimodal Analysis is a unique and accessible textbook that critically explains this ground-breaking approach to visual analysis. Now thoroughly revised and updated, the second edition reflects the most recent developments in theory and shifts in communication, outlining the tools for analysis and providing a clear model that students can follow. Chapters on colour, typography, framing and composition contain fresh, contemporary examples, ranging from product packaging and website layouts to film adverts and public spaces, showing how design elements make up a visual language that is used to communicate with the viewer. The book also includes two new chapters on texture and diagrams, as well as a helpful image index so students can clearly understand how images and multimodal texts can be analysed from different perspectives. Featuring chapter summaries, student activities and a companion website hosting all images in full colour, this new edition remains an essential guide for students studying multimodality within visual communication in linguistics, media and cultural studies, critical discourse analysis or journalism studies.

Multimodal Literacies Across Digital Learning Contexts Maria Grazia Sindoni, Ilaria Moschini, 2021-11-29 This collection critically considers the question of how learning and teaching should be conceived, understood, and approached in light of the changing nature of learning scenarios and new pedagogies in this current age of multimodal digital texts, practices, and communities. The book takes the concept of digital artifacts as being composed of multiple meaning-making semiotic resources, such as visuals, music, and design, as its point of departure to explore how diverse communities interact with these tools and develop and explore their understanding of digital practices in learning contexts. The first section of the volume examines different case studies in which involved participants learn to grapple with the introduction of digital tools for learning in children's early years of schooling. The second section extends the focus to secondary and higher education settings as digital learning tools grow more complex as do students, parents, and teachers' interactions with them and the subsequent need for new pedagogies to rethink these multimodal artifacts. A final section reflects on the implications of new multimodal tools, technologies, and pedagogies for teachers, such as on teacher training and community building among educators. In its in-depth look at multimodal approaches to learning as meaning-making in a digital world, this book will be of interest to students and scholars in multimodality, English language teaching, digital communication, and education.

Understanding and Composing Multimodal Projects Diana Hacker, Danielle DeVoss, 2017-09-15 Understanding and Composing Multimodal Projects is designed for students who are analyzing or creating Web sites, video essays, public service ads, collages, and other texts that combine words, sound, and images. Stocked with examples that instruct and activities that foster practice, this brief book prepares students to view multimodal texts critically, write analytically about them, and plan and create their own—with attention to project management, copyright, and delivery.

Introducing Multimodality Carey Jewitt, Jeff Bezemer, Kay O'Halloran, 2016-03-22 This accessible introduction to multimodality illuminates the potential of multimodal research for understanding the ways in which people communicate. Readers will become familiar with the key concepts and methods in various domains while learning how to engage critically with the notion of multimodality. The book challenges widely held assumptions about language and presents the practical steps involved in setting up a multimodal study, including: formulating research questions collecting research materials assessing and developing methods of transcription considering the ethical dimensions of multimodal research. A self-study guide is also included, designed as an optional stand-alone resource or as the basis for a short course. With a wide range of examples, clear practical support and a glossary of terms, Introducing Multimodality is an ideal reference for undergraduate and postgraduate students in multimodality, semiotics, applied linguistics and media and communication studies. Online materials, including colour images and more links to relevant resources, are available on the companion website at www.routledge.com/cw/jewitt and the Routledge Language and Communication Portal.

Reading the Visual Frank Serafini, 2014 Reading the Visual is an essential introduction that focuses on what teachers should know about multimodal literacy and how to teach it. This engaging book provides theoretical, curricular, and pedagogical frameworks for teaching a wide-range of visual and multimodal texts, including historical fiction, picture books, advertisements, websites, comics, graphic novels, news reports, and film. Each unit of study presented contains suggestions for selecting cornerstone texts and visual images and launching the unit, as well as lesson plans, text sets, and analysis guides. These units are designed to be readily adapted to fit the needs of a variety of settings and grade levels.

Multimodal Studies Kay O'Halloran, Bradley A. Smith, 2012-05-22 The phenomenon of multimodality has, as Jewitt observes, generated interest across many disciplines...against the backdrop of considerable social change. Contemporary societies are grappling with the social implications of the rapid increase in sophistication and range of multimodal practices, particularly within interactive digital media, so that the study of multimodality also becomes essential within an increasing range of practical domains. As a result of this increasing interest in multimodality, scholars, teachers and practitioners are on the one hand uncovering many different issues arising from its study, such as those of theory and methodology, while also exploring multimodality within an increasing range of domains. Such an increase and range of interest in multimodality heralds the emergence of a distinct multimodal studies field: as both the mapping of a domain of enquiry, and as the site of the development of theories, descriptions and methodologies specific to and adapted for the study of multimodality. The present

volume presents a range of works by an impressive international roster of contributors who both explore issues arising from the study of multimodality and explore the scope of this emerging field within specific domains of multimodal phenomena. Contributors aim to show that each individual work and works in general within multimodal studies represent a dialectic or complementarity between the exploration of issues of general significance to multimodal studies and the exploration of specific domains of multimodality; while characterizing specific works as tending to some degree towards one or other of these main areas of focus. Such a characterization is seen as part of a move towards the identification and thus development of a distinct field of multimodal studies.

Multimodal Teaching and Learning Gunther Kress, Carey Jewitt, Jon Ogborn, Tsatsarelis Charalampous, 2001-10-04 'Multimodal Teaching and Learning: The Rhetorics of the Science Classroom achieves the rare goal of explicating multimodality as both theory and practice. This is an importantly concrete analysis, derived from extended, careful, and interdisciplinary observation, which challenges our thinking about how meaning and knowledge are shaped by our modes of communication. The book appeals to a wide range of scholars and practitioners far beyond the science classroom.' Professor Ron Scollon, Department of Linguistics, Georgetown University. This book takes a radically different look at communication, and in doing so presents a series of challenges to accepted views on language, on communication, on teaching and, above all, on learning. Drawing on extensive research in science classrooms, it presents a view of communication in which language is not necessarily communication - image, gesture, speech, writing, models, spatial and bodily codes. The action of students in learning is radically rethought: all participants in communication are seen as active transformers of the meaning resources around them, and this approach opens a new window on the processes of learning.

Bridging the Multimodal Gap Santosh Khadka, J. C. Lee, 2019-05-01 Bridging the Multimodal Gap addresses multimodality scholarship and its use in the composition classroom. Despite scholars' interest in their students' multiple literacies, multimodal composition is far from the norm in most writing classes. Essays explore how multimodality can be implemented in courses and narrow the gap between those who regularly engage in this instruction and those who are still considering its scholarly and pedagogical value. After an introductory section reviewing the theory literature, chapters present research on implementing multimodal composition in diverse contexts. Contributors address starter subjects like using comics, blogs, or multimodal journals; more ambitious topics such as multimodal assignments in online instruction or digital story telling; and complex issues like assessment, transfer, and rhetorical awareness. Bridging the Multimodal Gap translates theory into practice and will encourage teachers, including WPAs, TAs, and contingent faculty, to experiment with multiple modes of communication in their projects. Contributors: Sara P. Alvarez, Steven Alvarez, Michael Baumann, Joel Bloch, Aaron Block, Jessie C. Borgman, Andrew Bourelle, Tiffany Bourelle, Kara Mae Brown, Jennifer J. Buckner, Angela Clark-Oates, Michelle Day, Susan DeRosa, Dànielle Nicole DeVoss, Stephen Ferruci, Layne M. P. Gordon, Bruce Horner, Matthew Irwin, Elizabeth Kleinfeld, Ashanka Kumari, Laura Sceniak Matravers, Jessica S. B. Newman, Mark Pedretti, Adam Perzynski, Breanne Potter, Caitlin E. Ray, Areti Sakellaris, Khirsten L. Scott, Rebecca Thorndike-Breeze, Jon Udelson, Shane A. Wood, Rick Wysocki, Kathleen Blake Yancey

Designing and Implementing Multimodal Curricula and Programs J. C. Lee, Santosh Khadka, 2018-01-19 This volume presents a comprehensive overview of multimodal approaches to curriculum and programmatic implementation across a diverse range of teaching environments and across geographic and cultural boundaries. Featuring contributions from scholars within and across both disciplines, the book examines the ways in which new technologies link to expanding definitions of literacy and, building on this, how multimodal approaches might most effectively address the unique opportunities and challenges instructors face in contemporary classrooms and professional development programs. Chapters draw on case studies from both existing scholarship and findings from the authors' own experiences in practice, including examples from writing, rhetoric, and composition courses, open online learning courses, and interdisciplinary faculty training programs. The final section of the book showcases how the conversation might be further extended to address increasingly multilingual classrooms by exploring how multimodality has been implemented in transnational settings. Engaging with key questions at the intersection of programmatic and curricular development and multimodal studies, this book is a fundamental resource for graduate students and scholars in multimodality, rhetoric studies, language education, applied linguistics, and communication studies.

The Structure of Multimodal Documents Tuomo Hiippala, 2015-06-05 This book develops a new framework for describing the structure of multimodal documents: how language, image, layout and other modes of communication work together to convey meaning. Building on recent research in multimodal analysis, functional linguistics and information design, the book examines the textual, visual, and spatial aspects of page-based multimodal documents and employs an analytical model to describe and interpret their structure using the concepts of semiotic modes, medium and genre. To demonstrate and test this approach, the study performs a systematic, longitudinal analysis of a corpus of multimodal documents within a single genre: an extensively annotated corpus of tourist brochures produced between 1967-2008. The book provides multimodal discourse analysts with methodological tools to draw empirically-based conclusions about multimodal documents, and will be a valuable resource for researchers planning to develop and study multimodal corpora.

The Routledge Handbook of Multimodal Analysis Carey Jewitt, 2016-09-19 The Handbook includes chapters on key themes within multimodality such as technology, culture, notions of identity, social justice and power, and macro issues such as literacy policy. Taking a broad look at multimodality, the contributors engage with how a variety of other theoretical approaches have looked at multimodal communication and representation, including visual studies, anthropology, conversation analysis, socio-cultural theory, sociolinguistics, new literacy studies, multimodal corpora studies, critical discourse, semiotics and eye-tracking. Detailed multimodal analysis case studies are also included, along with an extensive updated glossary of key terms, to support those new to multimodality and to allow those already engaged in multimodal research to explore the fundamentals further-- Publisher's website.

Multimodal Epistemologies Arianna Maiorani, Christine Christie, 2014-04-24 This volume develops a new multimodal semiotic approach to the study of communication, examining how multimodal discourse is construed transmedially and interculturally and how new technologies and cultural stances inform communicative contexts across the world. It contributes to current theoretical debates in the disciplines of semiotics, linguistics, multimodality, and pragmatics, as well as those aspects of pedagogy and film studies that engage with the notions of text and narrative by addressing questions such as: How do we study multimedia communication? How do we incorporate the impact of new media technologies into the study of Linguistics and Semiotics? How do we construe culture in modern

communication? How useful are the current multidisciplinary approaches to multimodal communication? Through the analysis of specific case studies that are developed within diverse academic disciplines and which draw on a range of theoretical frameworks, the goal of this book is to provide a basis for an overarching framework that can be applied by scholars and students with different academic and cultural backgrounds.

Design Perspectives on Multimodal Documents Matthew David Lickiss,2019-07-01 This volume integrates multimodal theoretical frameworks with those from graphic communication and information design and applies this critical synthesis to the examination of the changes and relationships that occur when multimodal documents are distributed across various means and channels of consumption. Drawing on examples from popular newspapers and store catalogs, the book’s specific focus is on documents as sets, here defined as the collective of all the assorted forms of a document published across multiple mediums and modes. This approach affords a multi-layered analysis of multimodal documents more broadly, in addition to engaging in questions about the very definition of a document and the terminology we use in relation to documents, including genres, mediums, and modes. As both a critical examination of the theoretical frameworks employed in literature on documents and a way forward for new approaches to analyzing multimodal texts, this volume is key reading for students and scholars in multimodality, graphic communication, design, media studies, and information science.

Multimodal Texts in Disciplinary Education Kristina Danielsson,Staffan Selander,2021-06-30 This open access book provides an introduction to multimodality and the role of multimodal texts in today’s education. Presenting a comprehensive framework for analysing and working with multimodal texts in disciplinary education, it serves as a tool for researchers and teachers alike. The second part of the book focuses on sample analyses of a variety of educational texts for different age groups and from different disciplines, including games and online resources. The authors also comment on the specific challenges of each text, and how teachers can discuss such texts with their students to enhance both their understanding of the content and their multimodal literacy. The book is intended for researchers in fields like education and multimodal studies, and for teacher educators, regardless of school subject or age group. With the combined perspectives on text analysis and implications for education, the book addresses the needs of teachers who want to work with multimodal aspects of texts in education in informed ways, but lack the right tools for such work.

Multimodal Theory and Methodology Sigrid Norris,2020-02-18 This concise guide outlines core theoretical and methodological developments of the growing field of Multimodal (Inter)action Analysis. The volume unpacks the foundational relationship between multimodality and language and the key concepts which underpin the analysis of multimodal action and interaction and the study of multimodal identity. A focused overview of each concept charts its historical development, reviews the essential literature, and outlines its underlying theoretical frameworks and how it links to analytical tools. Norris illustrates the concept in practice via the inclusion of examples and an image-based transcript, table, or graph. The book provides a succinct overview of the latest research developments in the field of Multimodal (Inter)action Analysis for early career scholars in the field as well as established researchers looking to stay up-to-date on core developments and learn more about a complementary approach to systemic functional and social semiotic frameworks.

Multimodal Approaches to Research and Pedagogy Arlene Archer,Denise Newfield,2014-03-14 This book brings together social semiotics, cultural studies, multiliteracies, and other approaches in order to theorize very different learning environments, giving visibility to the modal effect in a range of disciplines. It highlights the ideological nature of discursive practices, examines questions of access, and argues for transformation of these practices, with a constant eye on issues of social justice and equity. Contributors argue that we can harness learners’ representational resources through making these resources visible, and creating less regulated spaces in the curriculum in which they can be used. Examples from primary education through to adult continuing education are used throughout the text.

Making Sense Bill Cope,Mary Kalantzis,2020-01-30 Explains the multimodal connections of text, image, space, body, sound and speech, in both old and new computer-mediated communication systems.

Multimodal Usability Niels Ole Bernsen,Laila Dybkjær,2009-10-03 This preface tells the story of how Multimodal Usability responds to a special challenge. Chapter 1 describes the goals and structure of this book. The idea of describing how to make multimodal computer systems usable arose in the European Network of Excellence SIMILAR – “Taskforce for cre- ing human-machine interfaces SIMILAR to human-human communication”, 2003– 2007, www. similar. cc. SIMILAR brought together people from multimodal signal processing and usability with the aim of creating enabling technologies for new kinds of multimodal systems and demonstrating results in research prototypes. Most of our colleagues in the network were, in fact, busy extracting features and guring out how to demonstrate progress in working interactive systems, while claiming not to have too much of a notion of usability in system development and evaluation. It was proposed that the authors support the usability of the many multimodal pro- types underway by researching and presenting a methodology for building usable multimodal systems. We accepted the challenge, rst and foremost, no doubt, because the formidable team spirit in SIMILAR could make people accept outrageous things. Second, h- ing worked for nearly two decades on making multimodal systems usable, we were curious – curious at the opportunity to try to understand what happens to traditional usability work, that is, work in human–computer interaction centred around tra- tional graphical user interfaces (GUIs), when systems become as multimodal and as advanced in other ways as those we build in research today.

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Multimodal Introduction

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