Making Thinking Visible in Early Childhood through Multimodal Literacy

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Alignment to Learning Forward Standards

• The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.

• Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.

• This session aligns to the following standard(s):

Professional learning that increases educator effectiveness and results for all students…
• occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
• requires prioritizing, monitoring, and coordinating resources for educator learning.
• uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate learning.
• applies research on change and sustains support for implementation of professional learning for long term change.
• Aligns its outcomes with educator performance and student curriculum standards.
Making Thinking Visible: Multimodal Literacy

What is Multimodal Literacy?
Standard 7: Multimodal Literacies

“Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.”
“It is the interplay of meaning-making systems (alphabetic, oral, visual, etc.) that teachers and students should strive to study and produce. ‘Multiple ways of knowing’ (Short & Harste) also include art, music, movement, and drama, which should not be considered curricular luxuries.”

“Young children practice multi-modal literacies naturally and spontaneously. They easily combine and move between drama, art, text, music, speech, sound, physical movement, animation/gaming, etc.”

http://www.ncte.org/governance/MultimodalLiteracies
Research

“Multimodal literacy is defined as ‘the simultaneous reading, processing and/or writing, designing, producing, and interacting with various modes of print, image, movement, graphics, animation, sound, music, and gesture.”

Orchestrating literacies: Print literacy learning opportunities within multimodal intergenerational ensembles
Lori L McKee & Rachel M Heydon, 2014
Why do we need to teach this?
Exploring the Oklahoma Academic Standards Through Multimodal Literacies
Expanding Opportunities to Communicate

Changing Identities

Building Relationships

What did you notice?
Multimodal Literacy

https://www.teachingchannel.org/videos/literacy-through-creative-dance
[opens with satellite map]
There's some big thunder.
[clapping]
Ahh! [as the characters circle]

We need to go back [background changes to drawn map]
To school
And we go to the buildings
And then a big lightening comes [clap].

Then we blow up.
[some difficulty getting the characters to expand]
[One character expands.] Ahhh,
Ahhh [character circles], I'm going to fall down
[character size decreases].

[background changes to satellite map]
Oh no, I don’t want to fall on the road.
Let's land on our school.
We do.
How would Multimodal Literacy projects make learning visible?

Tanner’s Video
Apps for Active Learning

Chatter Pix
Story Kit
Puppet Pals
Videolicious

Early Learning Technology Brief
Tips for Success

• Let students explore materials before projects.
• Create expectations together.
• Support creativity and student ideas.
• Allow time for project development.
“We wonder if labels might become irrelevant when children have more options for learning in the classroom.”
Two Stars and A Wish
Resources

Early Learning and Educational Technology Policy Brief
https://tech.ed.gov/earlylearning/

Multimodal Literacies and Technology - NCTE
http://www.ncte.org/governance/MultimodalLiteracies

Multimodal Literacies in the Early Years
Resources

Theories and Practices of Multimodal Education: The Instructional Dynamics of Picture Books and Primary Classrooms