Technology is the Text: Using Multimodal, Interactive Text to Integrate Technology in Teacher Education

This panel will present ways to integrate technology into methods courses and professional development initiatives, both to model integration and encourage pre-service and in-service teachers to explore the ways in which emerging technologies can enhance and support their developing pedagogical goals in teaching English Language Arts and Social Studies. The discussion will also include the importance of including multimodal texts to extend literacy instruction beyond the traditional concept of "text" to include considerations of 21st century skills and emerging technologies.

Panel Organization

During the first 30 minutes of the panel, presenters will share their experiences and research in merging technology and English education methods instruction as outlined below. For the remaining 30 minutes, the audience will be encouraged to contribute ideas, comments and questions to extend the discussion.

1. Multigenre Writing: A Catalyst for Multimodal and Multimedia Transformations of Text

Presenter: Carl A. Young, North Carolina State University, USA

Abstract:
Presenter will discuss strategies for expanding notions of genre to include nontraditional forms, as well as considerations of how multiple genres can be threaded together to create dynamic meaning. Presenter will also discuss and demonstrate both multigenre writing project and reading projects, as well share examples of published multgenre or alternative genre texts. Discussion will include how these projects and publications represent important options for students and teachers in terms of reading and creating multimodal and multimedia transformations of text and expanding our conceptions and comprehension of composition and meaning. Ultimately, multigenre writing allows us to cross semiotic domains and integrate multiple modes, compose texts with innovative visual components drawing on the arts and digital media, convey a much fuller, complex, and dynamic sense of story, narrative, and meaning, and bring multiple dimensions, perspectives, images, and voices to an otherwise all-print text.

2. The *Comic Life*: Graphic Novels and Technology in Teaching Literature

Presenter: Lisa S. Eckert, Montana State University, USA
Abstract:

This presenter will share the results of designing instruction using *Comic Life*, Mac-based software for creating graphic texts using digital images, in both literature and teacher-education methods courses. This project is part of an investigation into the efficacy of using multimodal texts, which include graphic, online, and visual media, in literature and

English language arts teacher education courses. In these contexts, defining "text" and teaching students to both interpret and produce it becomes problematic as students are required to read increasingly complex textual material. Graphic texts, such as the novel *Maus* by Art Spiegelman, online publications and communication, and hybrid (combined graphic and written text) literature provide accessible, yet sophisticated, interpretive environments for student exploration and critical interpretation.

3. Blogs, Wikis, and the Web 2.0 Wave: Pre-service Teachers Experiences with Web-based Collaborative Technologies in an Interdisciplinary Methods Course

Presenters: John K. Lee and Carl A. Young, North Carolina State University, USA

Abstract:

Presenters will discuss their research of a conceptual approach to facilitating student learning in a teacher education course and professional development initiative using collaborative web-based technologies. Pre-service teachers in an interdisciplinary language arts / social studies methods course and in-service teachers in a professional development initiative focusing on dynamic language instruction completed a collection of activities using a course wiki and a separate course weblog. Research focused on the following question: How do collaborative web-based technologies interface with more traditional face-to-face and word processing technologies? Participants experienced mixed levels of success using the blog and wiki illustrating the need for careful consideration when using web-based collaborative technologies, but they also revealed the potential these technologies have for enhancing teaching and learning.