

New tools and new genres? Digital writing practices in school/Teachers' meta-knowledge and assessment practices in digital, multimodal learning environments

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Abstract

The digitalization of education in general and the presence of digital, multimodal texts and information in education demand recognition and development of new strategies and concepts of teaching and assessment. There are aspects important for teaching connected to these fundamental changes in what it entails to read, write, learn, and communicate that the research project aims to explore.

During the three-year-long research project (2022-2024), we will address digital text competencies and the necessity of understanding the role digital and multimodal information and texts play in teaching and learning in a digitalized society.

The main aim of the research project, *Teachers' meta-knowledge and assessment practices in digital, multimodal learning environments*, is to develop models for teaching and assessment, which are linked to the challenges that teachers identify in their practice concerning curriculum, students' skills, and classroom practice. Including different modes and semiotic resources in teaching requires competencies beyond those needed for written and verbal meaning-making. Therefore, teachers need to develop competencies and knowledge concerning using semiotic resources and how pupils' multimodal compositions and design processes can be assessed (Cope et al., 2011; Oldham, 2005; Cederlund & Sofkova Hashemi, 2018).

Based on social semiotics (Kress & van Leeuwen, 2006; Bezemer & Kress, 2008), multiliteracies (New London Group, 1996) and designs for learning (Björklund Boistrup & Selander, 2022), teaching design will be developed in iterative cycles using design-based research methods (McKeeney & Reeves, 2012) in close collaboration with teachers based on the needs identified by the schools.

Continuously collected empirical data consists of documentation of workshops, planning discussions with teachers, teaching, teachers' mutual feedback, and students' digital multimodal text productions, which will include both multimodal composition and the pupils' design process. For example, in the project's initial phase, students have shown and talked about their compositions which consisted of games and presentations. During the presentation, we will outline and present the results from the first year (of 3 years) of the project, which entail a research review focusing on previous use of assessment models of pupils' multimodal representations and the first iterative cycle done with the teachers. The presentation will also address the first iterative cycle, held in autumn 2022, with the teachers.