



Lost in Transition: Multimodality in Writing and Literature Classes

Feedback Form

February 28-29, 2016

Riverton, Wyoming

Session Feedback transcribed March 1, 2016

n=19

All feedback from evaluation forms was transcribed exactly as written, with minor grammatical edits. Not all respondents answered all questions.

1. Please rate the overall quality of the weekend’s work: My rating is ____ (1-10, with 10 being highest quality)

8,8,8,8,9,10,10,10,10,10,10,10,10,10,10,10,10,11

mean= 9.5

mode= 10

median= 10

Comments:

- Grateful for the collegial opportunity.
- Lots of assignment ideas. Very engaging and informative conversations. Presentations were clear and well scheduled/organized.
- It’s always excellent to have conversations with folks working at different levels.
- Great people, great discussion.
- Very engaging and interesting information.
- I appreciate the event. I will be back.
- This was a rich, memorable set of discussions – I am inspired and refreshed.
- Excellent! Thanks Audrey and Kara! Overall, I agree with Audrey that we need to figure out how to get more folks next year – especially community college and high school teachers.
- I really enjoyed hearing about the high school teachers’ experience. Additionally it was insightful to hear about assessment experience.
- As usual, this has been eye opening and relevant.
- The quality was good, but I would have liked to have had more representation and feedback on articulation from CWC.
- Excellent, much needed discussion.
- I feel re-invigorated with new ideas and new excitement about course and assignments.
- I love the approach, the chances to exchange ideas, the “coming together.”
- Seeing Wyoming’s university’s direction for 1010 helps dual-credit teachers develop their courses to fit UW’s curriculum.
- Panel was great. Peter/Ryan examples were helpful. Standards were loose talk (good start, but wanted more college experience versus high school curriculum mapping). 1010 finish up was positive yet confusing. Do we need/have a bad system, better system? Statewide? Why not? (Touched on in at the end, never mind).

2. What ideas or practices from the Sunday afternoon panel “Multimodality: Definitions, Applications, Challenges, and Opportunities” can you take back to your classroom and institution?

- Variety and creativity – letting the students lead and asking good questions.
- Non-digital multi-modal assignments.
- I have a more effective context for discussing and teaching multimodal stuff.
- Very productive –examples help.
- Curriculet.com.
- How to visualize material for students, wonderful stuff.
- Sadly, I missed it.
- Ideas for assignments – idea that multimodal is more than digital assignments.
- Great multiple perspectives; good questions to spark discussions – I love the idea of laying out major ideas and definitions in the first sessions; it might be worth identifying tensions/debates/disagreement within the field just to help sharpen the stakes and situate our further discussion. I loved what panelists said; as the meeting progressed I realized there is a value to highlighting controversies/problems with multimodality.

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- I enjoyed how it addressed some of the pitfalls that might be involved and how to avoid them.
- I received a lot of information from the panel. I will be sharing with Ryan.
- I missed this. ☹
- Excellent resources.
- Ryan's point about "niches" in an increasingly digital world- how do we balance this against the goal of "standards?"
- We are only on the verge of multimodal writing. It was all informational and inspiring.
- I will use more of the video and video game multimodality methods.
- Definitions were key.
- Different interpretations and applications of multimodality in a variety of classroom/course-based contexts. Deeper understanding of the questions that arise with this new(ish) development in education.
- I wrote down several analog ideas that came to mind.

3. What insights or reactions did you have from the morning presentation and discussion of "Multimodality: Standards for Digital Writing"?

- Opportunities to make sure the assessment pieces are in place.
- That some of these standards are perfectly matched to multi-modal approaches.
- Awesome, seriously.
- I'm amazed (and overwhelmed) by the complexity of Common Core. I do not envy its application, but it's clear that you all are using it as thoughtfully as possible.
- Good to know, but really has no bearing for what I now do.
- Seemingly regard standards can be approached from so many great ways, especially with the help of good colleagues.
- Lots of room to modify assignments to include multimodal approaches.
- Good discussion; nice balance of small group discussion and breakout; smart questions.
- Liked much of the discussion. It encouraged me to incorporate more into my classroom.
- This was a great time to share knowledge and questions with higher education instructors. This was a helpful time to discuss what multimodality means. I'd like to see more on assessment.
- CCSS [Common Core State Standards] has a more traditional definition of writing than I expected! And a view of reading that mostly privileges focus on non-modal, linear texts!
- This feels exploratory, but exciting.
- Seemed great for high school teachers.
- It was good to have some space carved out to slow down and take a look at the CCSS [Common Core State Standards] a bit and to reflect on how they can be interpreted.
- See # 1.

4. What insights or reactions did you have from the multimodal close reading activity, facilitated by Peter Parolin and Ryan Croft?

- So many! Entry points to a text and terrific backs up closes reading.
- Also pretty cool –but I feel like I missed the "activity."
- Keep it up! Passionate, fun, smart!
- Loved it! Some great techniques and tools, like Second Life.
- Fantastic! Very well done.
- The question about how to highlight primary texts is central to incorporating multimodal texts.
- Have a goal for the activity/assignment and use multimodal approaches that align with the goals.
- Really inspiring way to further incorporate other modes.
- So much fun!
- I found this really helped reinforce the importance of close reading with multimodal aids.
- Great resources.
- Multimodality (can be) is about embodiment – engaging senses beyond the alphabetic side of the brain.
- Great stuff! I have renewed interest in Shakespeare.

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- Peter gave a good example of utilizing multimodal methods with Shakespeare.
 - Great examples.
 - Appreciated the two different approaches to investigating Macbeth – I think that each approach offers up its own set of appeals, especially in regard to different learners.
 - Good to have modeling. Sparked ideas.
- 5. Do you have any comments or suggestions in regard to the revised UW English 1010 curriculum?**
- Keep talking to community colleges and concurrent enrollment instructors – we all need good pedagogy option.
 - I really like scheduling the research paper in the middle of the semester. The PSA assignment is also great, flexible, multi-modal opportunity.
 - Nope.
 - Maybe that session should have been earlier in the meeting.
 - Interesting modernization of the curriculum.
 - I like it and believe it is purposeful.
 - Very helpful!
 - Great structure on the presentation.
 - I appreciate the shifting of research from end to beginning/middle of semester.
 - I really do like the idea of a cohesive course centered on issues. The sequencing worked really well too. I just worry about not providing room for student voice and creativity.
 - I support the direction.
 - Yay! I'm excited about it.
 - This feels very important. The website idea is outstanding. But more though required.
 - Looking forward to seeing the final product.
 - Like it a lot. Wonder a bi about how some assignments (especially the PSA) might end up being executed differently depending on the range of expertise brought in by GA teachers.
 - Is this program modeled after the best schools in America. SUNY bing versus Syracuse writing program versus others? How do we find stronger examples? The standards 1-7 on each assignment seem problematic. How can you guarantee they have mastered all 7 all the time? Maybe need to focus more per assignment.
- 6. What else would you like planers to know about meeting logistics (e.g., location, Sunday-Monday scheduling, access to advance readings, online registration)?**
- Casper perhaps, but enlightening to see other settings.
 - I would prefer not to miss teaching on a Monday! (So Saturday/Sunday instead). I'd also prefer in early fall/early summer for meetings (weather).
 - This is such a well-organized and comfortable conversation.
 - Mid-fall timeline in larger city. :)
 - Food was only moderately good. ☹
 - Well done!
 - I like the Sunday/Monday timeline.
 - Sunday-Monday is great; I also like late in the week. I have the advance readings set up.
 - Great.
 - Well done! Thanks for all the work.
 - I would have liked to have had earlier.
 - Location—I like the space! Sunday-Monday scheduling – like this format! Access to advance readings – I didn't get them all (re)read! Maybe too many?
 - I like it here – but Casper probably draws more people.
 - The timing was convenient.
 - Advanced reading need to be tied to presentations more – need “context” for reading. Rather do Friday/Saturday.
 - Was super smooth. Liked all the reminders, etc.



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- Good.
- 7. Is there anything else you would like the meeting planners to know?**
- Advertising through districts needs to happen. I only hear about this by chance from email forwarded by Peter in the English department.
 - Thank you!
 - Thanks!
 - It was a smaller number this year, but still an excellent meeting.
 - Thank you!
 - My favorite opening has been the mix-mingle cocktail hour followed by dinner and the panel in the past.
 - Thanks!
 - I always appreciate this time.
 - I would be interested in hearing more discussion about 2020 alignment.
 - Thank you!
 - Thank you!
 - Have good, strong coffee!
 - In future sessions, it might be a good idea to address the disconnect that some students who take 1010 in high school experience when transitioning to UW's mid-level writing courses.
 - Design elements in digital medium is an expertise unto itself; it's a specialty, an art, and not all of us are ready, at all, so what training will we get? Or should we just stumble through and hope for the best? Takes more coaching than one might expect.

Transcribed March 1, 2016, by Kara Duggan.