

1. Record Nr.	UNINA9910452199003321
Titolo	Multimodal composing in classrooms : learning and teaching for the digital world // edited by Suzanne M. Miller and Mary B. McVee
Pubbl/distr/stampa	New York : , : Routledge, , 2012
ISBN	1-136-63780-X 0-203-80403-1
Descrizione fisica	1 online resource (172 p.)
Altri autori (Persone)	McVeeMary B MillerSuzanne M. <1949->
Disciplina	808.042 808.0420285 808/.0420285
Soggetti	English language - Composition and exercises - Computer-assisted instruction Creative writing - Computer-assisted instruction Language arts - Computer-assisted instruction Educational technology Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Cover; Multimodal Composing in Classrooms; Copyright Page; Contents; Preface; 1. Multimodal Composing: The Essential 21st Century Literacy: Suzanne M. Miller and Mary B. McVee; 2. The (Artful) Deception of Technology Integration and the Move Toward a New Literacies Mindset: Mary B. McVee, Nancy M. Bailey, and Lynn E. Shanahan; 3. Learning Video Grammar: A Multimodal Approach to Reading and Writing Video Texts: David L. Bruce; 4. The Importance of a New Literacies Stance in Teaching English Language Arts: Nancy M. Bailey 5. "Being great for something": Composing Music Videos in a High School English Class: James Cercone6. Engaging Literature Through Digital Video Composing: A Teacher's Journey to "Meaning that Matters": Monica Blondell and Suzanne M. Miller; 7. Lessons in Multimodal Composition from a Fifth-Grade Classroom: Lynn E.

Shanahan; 8. A Literacy Pedagogy for Multimodal Composing: Transforming Learning and Teaching: Suzanne M. Miller, Mary K. Thompson, Ann Marie Lauricella, and Fenice B. Boyd, with Mary B. McVee

9. Changing the Game: Teaching for Embodied Learning through Multimodal Composing: Suzanne M. Miller and Mary B. McVee
About the Contributors; Contributing Editors; Index

Sommario/riassunto

Taking a close look at multimodal composing as an essential new literacy in schools, this volume draws from contextualized case studies across educational contexts to provide detailed portraits of teachers and students at work in classrooms. Authors elaborate key issues in transforming classrooms with student multimodal composing, including changes in teachers, teaching, and learning. Six action principles for teaching for embodied learning through multimodal composing are presented and explained. The rich illustrations of practice encourage both discussion of practical challenges and
