Digital Action/Agency

Action/Agency

Metacognition

Empowering

Engaging

Developing/Building Metacognitive Skills

Strategies for Action (strategy and action)

Metacognition as a Digital Rhetorical Strategy

Action-based initiatives

Keeping the Conversation Going:

Micromodal Assignments

Empowering Students through Digital Multimodal Assignments: Metacognitive Practices in Digital Environments

Developing Metacognitive Skills

Developing Metacognitive Skills Through Digital Multimodal Self Reflective Assignments

The Digital Self Reflective Assignment: Developing Metacognition through

Strategies for Engaging Students in Digital Environments

Cross-Cultural Reading

Journal of Business and Technical Communication

Role of Patricia Chelmer

**Narrative hook – broad statement**

The push to develop the multiliteracies of students in composition classrooms has led instructors to embrace the use of multimodal assignments. However, these assignments must go beyond the functional in order to develop students critical and rhetorical (Selber, 2004)

**Review of Literature (who has taken on the call of Selber?) Haywisher/Selfe**

Demonstrate that you’re embedded with the literature

**Introduce Gap with However or But**

However, there isn’t a lot of research on developing metacognitive skills through the incorporation of multimodal reflections in composition classrooms.

Students can compose their reflections using multiple modes, which gives them more options to communicate their understanding of an assignment, think back on their process, and continue to develop their literacies.

Developing multimodal literacies beyond functional that ask them to choose images/animations, etc. (be specific) that communicate their thoughts/understanding of an assignment.

**Fill the Gap with a preliminary Answer**

The benefits of this technique are the further development of multiliteracies in a practical way that engages students through a low-stakes assignment, and allows them to reflect on their learning in a creative way that is rhetorically situated. For example, students can create a visual (capture that moment in a broad sense)(explain, is this through multimodal?)

**Structure of your Presentation**

First I will do this, and then reveal why, how they fit into each other (broadly introduce research)

Entering call by Selber

Specific exercise (reflection)

Why this assignment vs. others

Low-stakes reflection

Framework of how it’s used in the class

Four of five examples of where they can create what they’re using to complete the assignment 🡪 how to/introduce to students

**Relevance to the Field of Composition**

Low-stakes multimodal assignment for students and instructors, and allows for scaffolding. (the build up to larger assignments)

Are there small multimodal assignments? Are there low-stakes assignments? Product vs. process, emphasizing the process, not the large product.

Developing multiliteracies. Critical and rhetorical digital literacy (Selber)

Using more than alphabetic text.   
Creative/Different way to express their thought process.

Gives them agency in communicating their process. (strategy and action CFP)

Use forms of media they are more familiar with, elements they are comfortable with,

What can instructors gain from this?