Stock answers

1. How does it help with metacognition/study skills

🡪 reflections are more honest, in previous courses students’ reflections were cookie cutter, mimicry, gave us what they thought we wanted to hear. Now, we get more of the frustration with an assignment, or the process 🡪 this gives us the chance to see that struggle = difficulty in completing, but also issues with understanding/knowing what/how to do

seeing more of their process 🡪 any opportunity when the student is honest about their struggles = a chance to discuss and improve upon their writing process, to make it more efficient, what did/didn’t work?

1. How is a gif or meme multimodal?

🡪 it is mixing of modes. It’s also a low stakes assignment. This means that their understanding and use of composing multimodal can be crude.

🡪 this is about the process, not the product

🡪we ask them to explain their rhetorical choices, when our assignments begin to seemingly move away from rhetoric, we continue the discussion 🡪

1. How is your method for assessing their metacognitive practices different than other methods?

🡪 use of this visual rhetoric

🡪 engaging with the students on what most believe to be their “turf”

🡪 break downs the top/down nature of teacher/student relationship 🡪 online identities

🡪 low stakes = less pressure for the student = honest response, creative outlet (unlike other academic writing…bring in the curriculum), can use humor (and often times do) 🡪

🡪 helps them understand genres better

🡪 occurs in an online community of practice/digital (gustav reading) 🡪 support from peers 🡪 if all struggle with the same aspect of the assignment, not going to feel bad about it (to put it simply) 🡪 beneficial to online/hybrid 🡪 quiet students, may feel comfortable asking questions online than in person

4.