Playing with Tech:
Multimodal Tools for ePortfolios

Please watch this quick video, explaining our pre-workshop activity.

Prior to our ePortfolio discussion, please select one of the following programs to play with. First, take a few minutes to learn about the tool. Then, using that tool, answer the following question: *What might this tool (or one like it) add to your course or an assignment?*

Play With One of Us!
- **Audio:** SpeakPipe or vocaroo
  - SpeakPipe Demo Here.
  - Vocaroo Demo Here.
- **Screencasting**: Screencastomatic
- **GIFs**: GIPHY
- **Infographics**: Piktochart

If you're feeling brave, **please consider sharing** the links to your work or copying/pasting your GIF response below:

Why Multimodal Tools? What Can They *Do* for Us?

Modalities include "visual, audio, gestural, spatial, or linguistic means of creating meaning" (Selfe 195). Therefore, multimodal assignments are those which encourage students to work with more than one modality to achieve an intended purpose. Such assignments encourage studens to think of composition in an expansive way, moving beyond the written word, allowing them to explore and practice using "all the available means of persuasion" (Aristotle).
- Best Practices for Assignment Design

Audio

The digital age allows us to re-evaluate orality and the power of sound in the classroom. These tools allow individuals to record and share sounds easily. Assignments can include music or music composition, recorded presentations/speeches/performances, or even the podcast genre, and much more.
- **Programs**: SpeakPipe, Voicethread, Audicity, SoundCloud, Fotobabble, Podomatic, Audio/Music Repositories

- **Activity Examples:** [Sound in "The Jabberwocky,"](#) [Syllabus with multiple audio-based assignments (starting pg 10)](#)
- **Demo**: Mobile Voice Recorder to Drive

Social Media and Tagging

While many digital tools have a social component (i.e. shareable), some tools are designed with community and audience specifically in mind. Many of these allow you to make open or closed groups and use hashtags (#) to help organize materials.

- **Programs**: [Instagram](#), [Twitter](#), [Tumblr](#), [LinkedIn](#)
- **Activity Example:** [Instagram Scavenger Hunt](#), [Communication Through Your Eyes](#)

Most blogging and image repository applications allow users to tag material for organization purposes. Newer social media applications use hashtags (#) so that users categorize material that they share on social media.

- **Programs**: [Tagboard](#), [Hashtagify](#)

Screencasting

Sometimes you want others to see what's on your screen, because you're troubleshooting, providing instructions, or presenting, and so on. These programs either take still screenshots of selected parts of your screen or record your on-screen actions with voice-over.

- **Discussion:** [What is Screencasting? What Can it Do?](#)
- **Demo**: [Distance Class Explanation](#)
- **Activity Example:** [Tell Me About It: Screencastomatic](#)
- **Programs**: [Screencast-o-matic](#), [Jing](#), [Loom](#), [Recordit](#), [Take-a-Screenshot](#), [Open Broadcaster System](#)

GIFs

Animated gifs are brief looping animations; they are easy to share and make. Often used to convey reactions, gifs are visual, moving, and silent. They can be incorporated into note-taking activities, interpretive assignments, and so on.

- **Discussion:** [What are GIFs? What Can They Do?](#)
- **Activity Examples**: [GIF Feedback](#), [GIF Annotations](#) / [Analysis](#) ([Inspiration for These](#)), [Creating Your Own GIF](#)
- **Programs**: [GIPHY](#), [GIPHY Gif Maker](#), [Imgur](#), [GIFGIF (MIT Projects)](#)*
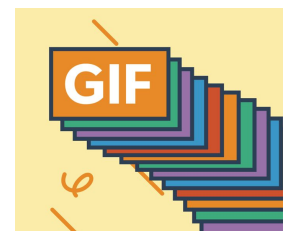
Infographics

Visualizing information is an engaging way to quickly convey messages; it also requires that students understand what they are sharing. These programs allow users to easily build and share infographics.

- **Activity Examples:** [Teaching Philosophy as Infochart](#), [Visualizing a Project](#)

- **Programs:** [Readymag](#) ([Example](#)), [Canva](#), [Piktochart](#), [easelly](#), [infogram](#), [visually](#), [venngage](#), [Plotly](#)

Incorporating Multimodal Assignments in ePortfolios

- **Activity Examples:** [Hyperlinked Reflective Letter](#) (Archive) [Demo](#), [Embedding into a Showcase](#)
- **Activity**: [Design an Assignment](#)

Things We Didn't Cover, But are Worth Knowing

[ePortals Tools](#)

- QR Codes
- Google Maps and other Mapping Tools
- Boards (Pinterest, etc)
- MindMapping
- Wikis
- Image Editing

Scholarly Articles:
- "[Contending with Terms: 'Multimodal' and 'Multimedia' in the Academic and Public Sphere](#)," Claire Lauer explores differences in the public and academic use of the terms "multimodal" and "multimedia."
- [Digital Writing: Assessment and Evaluation, an edited collection by Heidi McKee and Dànielle Nicole DeVoss](#) Mulitple articles on key issues related to the assessment of digital writing.
- "[Negotiating Rhetorical, Material, Methodological, and Technological Difference: Evaluating Multimodal Designs](#)," Jody Shipka discusses a mode of assessment for multimodal projects that draws on students' reflective practices.
- "[Integrating Assessment and Instruction: Using Student-Generated Grading Criteria to Evaluate Multimodal Digital Projects](#)," Chanon Adsanatham discusses assessment models for multimodal projects that ask students to generate grading criteria as part of the course work.
- [Special Issue of Computers and Composing](#) focusing on multimodal assessment.