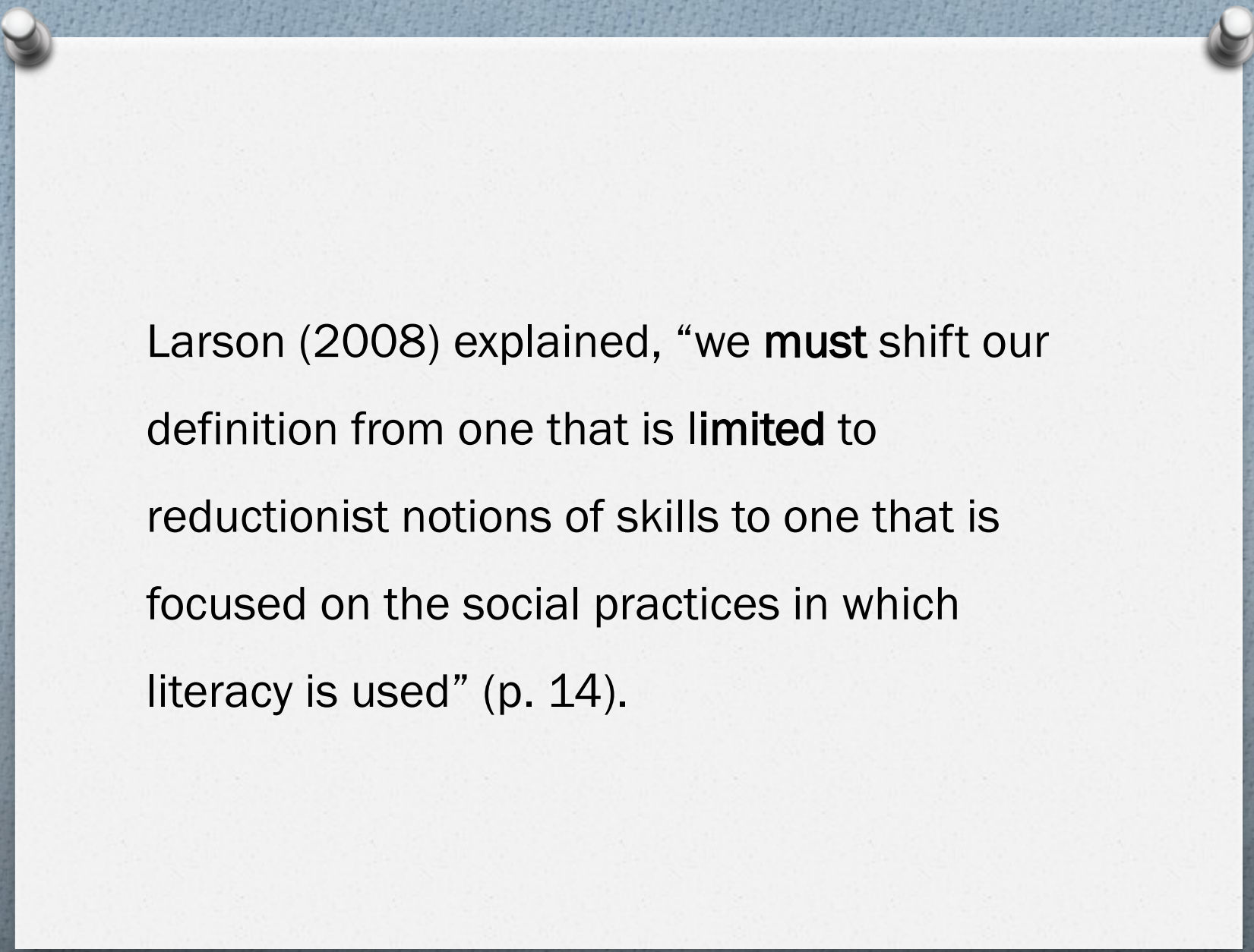




MULTILITERCIES

The notion of multiple literacies was coined in the **early 1980s** (Street, 1984) in order to make a contrast with a reified autonomous notion that dominated the field at that time, which assumed that **there was only** one thing called '**literacy**' – which had a big 'L' and a little 'y':



Larson (2008) explained, “we **must** shift our definition from one that is **limited** to reductionist notions of skills to one that is focused on the social practices in which literacy is used” (p. 14).



- For **Kress**, multiliteracy signals a new world in which the reading and writing practices of literacy are only one **part of what** people are going to have to **learn in order to be 'literate'** (Kress and van Leeuwen, 1990).

- o This pedagogy recognizes students as **active social agents responsible for their own learning process** and able to contribute to their immediate context.
- o Its main objective is that students create **their own text** rather than reproduce others' texts. Similarly, they must be **meaning makers** able to go beyond what is given to them; they also should be **makers** and **remakers** of signs and transformers of meaning (Cope & Kalantzis, 2009).

Cope and Kalantzis (2009) affirmed, “[The] Pedagogy of Multiliteracies is characteristically **transformative** as it builds on notions of design and **meaning-as-transformation**” (p. 184).



Cope and Kalantzis (2009) explained that this pedagogy identifies the dimensions of pedagogical acts or “knowledge processes.

- o Experiencing the known and the new*
- o Conceptualizing by naming and with theory*
- o Analyzing functionally and critically*
- o Applying appropriately and creatively*

🔗 <https://www.youtube.com/watch?v=wdj-wXMlpFk>





# MULTIMODALITY

- Multimodality (Cope & Kalantzis, 2009; Kress, 2010; Serafini, 2011) refers to the **multiple modes of representation** that students use to **express** themselves and understand the world.
- Children are multimodal by nature, they freely move from one mode to another (Siegel, 2006).

# Synaesthesia

It may be their preferred **mode of representation**—what comes to them easiest, what they are good at, the mode in which they best express the world to themselves and themselves to the world. (Cope and Kalantzis, 2009).



# MODES OF REPRESENTATION

- o Cope and Kalantzis (2009) defined:
- o *Written language*. Writing and reading.
- o *Oral language*. Speech and listening.
- o *Visual representation*. Images.
- o *Audio representation*. Sounds.
- o *Tactile representation*. Bodily sensations and feelings.
- o *Gestural representation*. Movements and gestures.
- o *Spatial representation*. Location in the space.



**Spatial representation**



"The cross represents God and the crystal is black so it represents the darkness; so it was like the light and the darkness at the same time".  
(Sergio's interview, 11/12/2014).

