EDUC 5356-20 MLP Praxis Paper

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Praxis Paper: Three Stories Up

         For our multiliteracies project, we decided to create our pedagogical tool a board game that would assist students in their writing/literature units. We chose to design our pedagogical tool to be used in the grade 11 *Understanding Contemporary First Nations, Metis, and Inuit Voices* course because we not only felt it significantly contributed to the subject of social justice, but it also assisted us in connecting multiliteracy theory to practice. Our board game is based on specific short stories and poetry and incorporates many learning styles that differentiates instruction in the classroom to appeal to all student learners. By incorporating different literary forms int our pedagogical tool, it is our hope that we will get to use this activity in our future classrooms so we can see our creative approach to English benefit actual students.

         From what we have learned about multiliteracies, it is incredibly free flowing and can be applied to many items in our daily lives. Being static is not how multiliteracy works, as it is a valuable theory that employs the students to find their creative side. In the reading *A Pedagogy of Multiliteracies: Designing Social Futures*, it is mentioned that an important aspect of multiliteracies is the “increasing complexity and inter-relationship of different modes of meaning” (Cazden, et al, 1966). This quote relates to our practices because we felt the board game would be the first form for capturing these different modes of meaning. For example, the game board appeals to visual literacy learners because it will include relevant imagery to the course to express ideas and theories connected to them. Visual learners will become more engaged if they can focus their learning to connect through images and relevant questions and this is what our game board brings.

         While multiliteracy theory is open to many interpretations, we wanted to keep our game focused on the key multiliteracy modes that would serve our future students the best. Aside from the visual components, we like the idea of the game because it allowed a kinesthetic literacy approach to learning because students can move their own game pieces or pick up and physical read their cards in their hands. It may not seem like much, but it has been found that these new types of meaningful learning related to multiliteracies have a distinct impact on student learning. Because we ask questions related to both literary content and literary devices, it is important that students have their own ways of learning properly so they can understand. Overall, we enjoyed creating this pedagogical tool because it allowed us to explore our understanding of multiliteracy theory as well as our own creativity. By creating a tool that approached many modes of learning and has a tie to social justice awareness in relation to Indigenous communities, our group feels we now have a great chance to use this tool and create a difference in the classroom.

Works Cited

Cazden, Courtney; Cope, Bill; Fairclough, Norman; Gee, Jim; et al. “A Pedagogy of Multiliteracies: Designing Social Features. *Harvard Educational Review*; Spring 1996; 66, 1.<https://brightspace.uwindsor.ca/d2l/le/content/145374/viewContent/773558/View>