

Praxis Paper

Each element of multimodal literacy is used within our Multiliteracies Project “Murder We Wrote”. Our project is a “create your own adventure”-based activity that is linked with Creative Writing. Students are taught the basics of creative writing and sent on one of the four story lines we have written. The story takes place on any school property and the students are trying to discover who the murderer is by following the path of one of the four characters we created. There are QR codes posted around the school that are encoded with the next step and important information on that character. Students use an app on their portable devices (cell phone, iPad, iPod, etc.) to scan the QR codes and work together as a team to follow the next step. Linguistic and verbal modals are used through all of the clues (some are written clues while others are video/audio clues). Kinetic and spatial modals are used by having the students travel around the school to each clue. Students are engaged physically and mentally which allows them to have more involved in their education.

Students are able to develop their 21st century competencies in this activity by using technology in a structured format. By allowing students to use their portable devices for this activity, students are able to use them for more than just social media and games. They are able to use their devices to develop their skills for the digital-based economy they will be working in. Through this activity, there is an element of collaborative learning that allows students to develop their social and teamwork skills. By providing an environment where students are able to develop these collaborative skills (teamwork, leadership, higher-level thinking, critical thinking, oral communication, understanding diverse perspectives), students will be able to

scaffold these skills throughout their education and will be much more prepared for their lives and careers.

Students are able to work collaboratively to identify and create meaning across modalities (visual, linguistic, gestural, aural, and spatial) through the use of technology, creative writing, and social justice/diverse perspectives. By reflecting on the storyline they followed, students write their own murder mystery story in their small groups including the basic elements of story writing. The elements of this activity encourages critical thinking, creativity, development of 21st century competencies, communication skills, and encourages students to learn in a different format than the structured classroom they are used to.