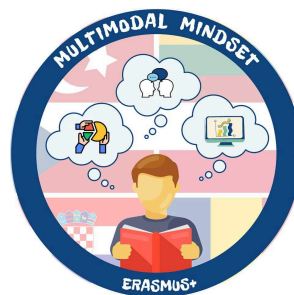# MULTIMODAL MINDSET - NEEDS ANALYSIS SURVEY FOR STUDENTS AND TEACHERS

The survey designed and analysed by Helga Kraljik & Ankica Šarić

BACKGROUND INFORMATION

Multimodal literacy plays an important part in today's education. Digital technologies are used in class and students are exposed to different multimodal texts on a daily basis both in school and in their free time. As part of an on-going Erasmus+ KA220 project Multimodal Mindset needs analysis surveys on Multimodal Mindset were undertaken. The surveys targeted students and teachers in partner countries: Croatia, Lithuania, Poland, Romania, The Check Republic and Turkey. The surveys concentrated on different modes of Multimodal Literacy, Media Literacy, Creative Drama and Digital Storytelling. They were conducted in order to analyse students' and teachers' needs when it comes to using multimodal texts in the classroom. The data collected will be used to improve teaching multimodal literacy in schools throughout different subjects.

OBJECTIVES

The goal of this survey was to analyse students' and teachers' understanding of multimodal literacy and the methodology of Media Literacy, Creative Drama and Digital Storytelling. The surveys were divided into two parts. The first part deals with understanding what multimodal literacy is and the second with students' and teachers' experience connected with Media Literacy, Creative Drama and Digital Storytelling. Since the students and teachers are not familiar with the metalanguage connected with multimodal literacy, the first question (*How many different ways of communication are used in multimodal literacy?*) was there to make students and teachers aware of what to expect in the surveys (more than one type of communication).

STUDENTS

The survey conducted with the students shows that the students understand the concept of multimodality and they can for the most part recognize different modes of communication. When asked to name different modes of communication, besides language, most students concentrated on sign language and gestures/body language, only a handful named images (still and moving) and sound while no one named space as a mode of communication. Some students even confused communication devices with modes.

The task where they had to recognize the modes of communication showed that they can recognize different modes. Their weak point still remained space as a mode of communication. Majority of them didn't recognize space communication mode in music videos and video games.

When asked whether they can produce a multimodal text, the majority of students said they could not or were not sure if they could because they had never learned how to. This is the area which needs to be worked on. Students are not sure yet what multimodal texts are.

The positive thing is that the students recognize the importance of multimedia. They understand that it helps them understand things better and that it makes learning more interesting. They think multimodal literacy will help them understand how media shapes the world. They think it can help them develop their skills and better understand the way the world functions.

Students reflected on their experience with Media Literacy, Creative Drama and Digital Storytelling. They think digital multimedia helps them learn but fewer than 40% have attempted to tell a story using digital tools. Drama activities are even less used and students don't seem motivated to take part in them. According to students, a great majority of students rarely take part in drama activities and what is interesting, more than half are not motivated to take part in drama activities. It is clear from the survey that only a handful of students take part in drama activities in their classes and they are not sure what they can expect. As for Media Literacy, more than half of the students have believed fake news at some point although half of them believes they would recognize fake news. They seem aware of the importance of the topic and their constant exposure to different types of media. These answers have shown us that it is important to work on Media Literacy, Creative Drama and Digital Storytelling methodology in order to improve students' competences and to ensure their multimodal literacy.

TEACHERS

According to the survey conducted with the teachers, teachers are mostly aware of multimodality and different modes of communication although there is still room for improvement. They do not completely grasp the concept of gesture as a mode of communication. They have attributed this mode of communication to sculptures and comics. Also, when differentiating multimodal texts, they put essays and reports into multimodal texts which they are not. Moreover, many didn't recognize an ancient ceramic pot as a multimodal text.

Teachers are aware that multimodal literacy develops various skills like communication, creativity and critical thinking. They are also aware of the importance of teaching multimodal literacy in a world where the sources of information and forms of communication are multimodal. They feel students are more engaged because multimodality appeals to students' different multiple intelligences. Teaching multimodal literacy will result in students broadening their horizons and communicating effectively in this multimodal world.

In the second part of the survey teachers reflected on their use of Media Literacy, Creative Drama and Digital Storytelling in their teaching. The great majority of teachers think digital media helps their students learn and in their teaching so far, they have used videos, numerous digital materials, Google docs/slides/forms, interactive worksheets and social media. When

compared with students' answers, we can conclude that both teachers and students recognize the benefits of the use of Digital Storytelling but students need a more hands on approach where they would tell the story or explain the concept with the help of digital media. Just like with Digital Storytelling, teachers are aware of the importance of teaching their students Media Literacy. Teachers have addressed media literacy when analysing news and adverts as well as when writing news articles. They have talked about media literacy when discussing fake news and bias news (politics). Teachers are clearly motivated to work on Digital Storytelling and Media Literacy. The results are a bit different when talking about Creative Drama. They are never or rarely used by 65% of teachers which is still a smaller number than expressed by the students. Teachers feel that only 6% use creative drama in class. Although not very often used, teachers think creative drama is useful when motivating students, it helps students develop their communication skill, they are more confident and better at speaking in public. Teachers are clearly aware of the benefits Creative Drama brings to their students.

METHODOLOGY

Two surveys were created, one for students and the other for teachers. The questions used in both surveys are very similar but from two different points of view. Both surveys were divided into two parts: multimodal literacy on the one side, and Media Literacy, Creative Drama and Digital Storytelling on the other side. Questions about students' and teachers' knowledge about different communication modes, their experience with Media Literacy, Creative Drama and Digital Storytelling and their opinion about the importance of Multimodal Literacy were asked. The surveys were created using Google Forms. They were conducted with 101 students and 111 teachers. Each partner (Croatia, Lithuania, Poland, Romania, The Check Republic, Turkey) shared links for the surveys with approximately 15 high school students and 15 teachers.

RESULTS

As previously mentioned, the surveys were divided into two parts. The first part of the survey concentrated on understanding the concept of multimodal literacy and modes.

1

How many different ways of communication are used in multimodal literacy?

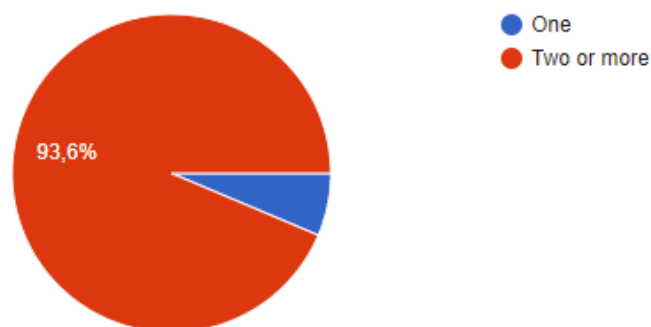How many different ways of communication are used in multimodal literacy?

101 odgovor

● One
● Two or more

91,1%

8,9%
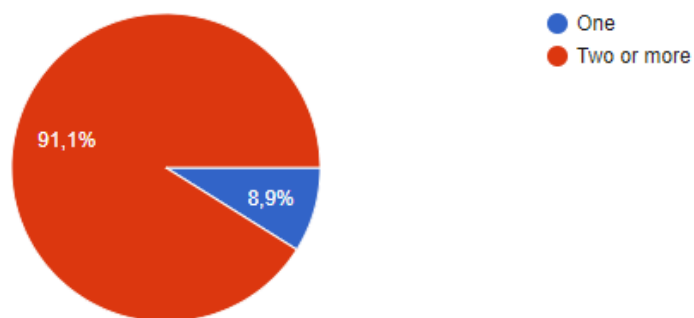
students

How many different ways of communication are used in multimodal literacy?

110 odgovora

● One
● Two or more

93,6%

teachers

These pie charts show that over 90% of students and teachers understand that multimodal literacy includes two or more types of communication.

2

Besides written or spoken language, what other modes of communication can be used to convey a message?

In the second question, students were asked to name different modes of communication (besides spoken and written language). Majority of their answers were connected with gestures and body language – 19. Sign language was given as an answer by 14 students. 13 students recognized images (images, visuals, games, videos, art) as a type of communication. Morse code was mentioned by 5 students. Sound is seen as a mode of communication by 4 students. Some students gave telepathy, colour, emoji and smoke signals as means of communication. Some students mixed communication types with communication devices.

3

How is the meaning in the following multimodal texts conveyed?

In the next question, students had to recognize different modes used to convey the meaning (instructional video, theatre show, newspaper, sculpture, comic).
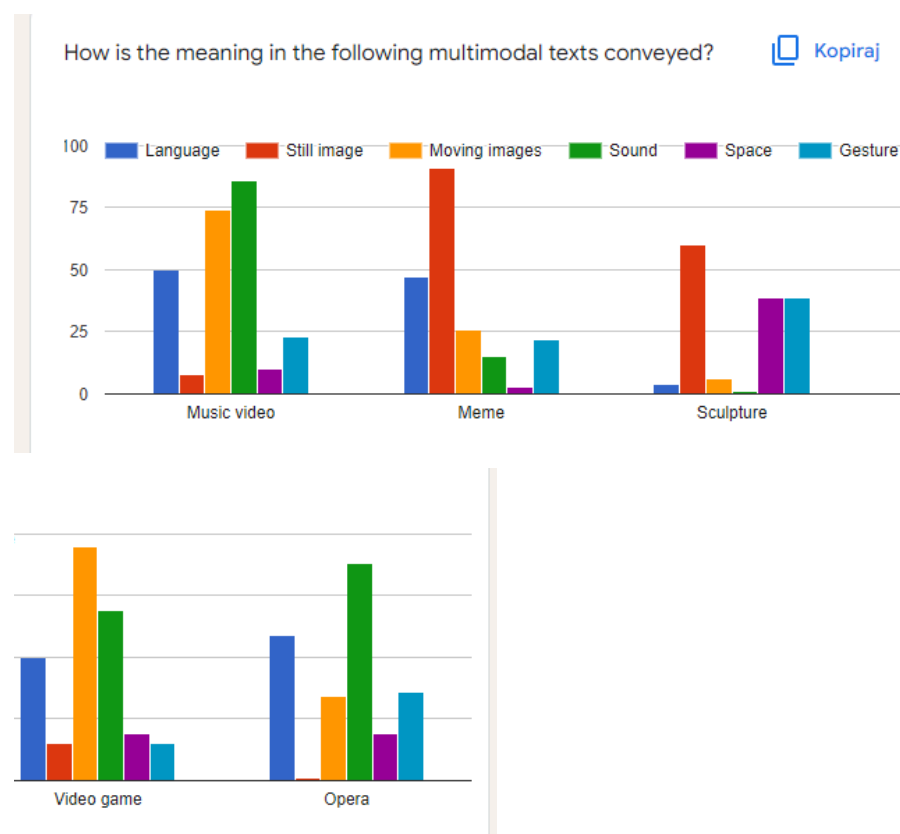
Students recognized different modes used in multimodal texts. Some answers were surprising like space as a means of communication in multimodal texts – video games (15) and music videos (23).
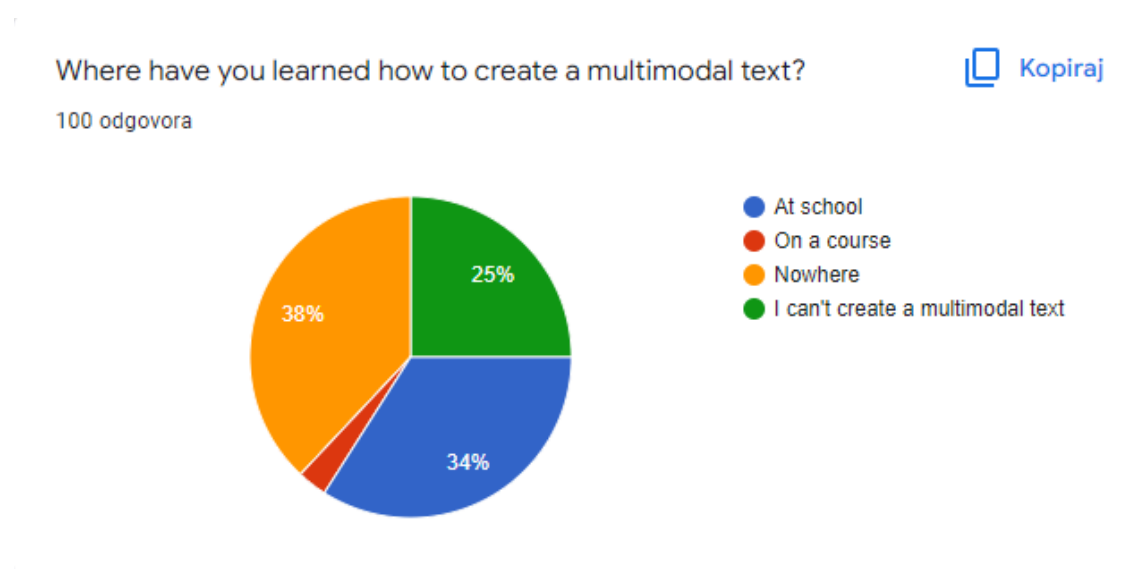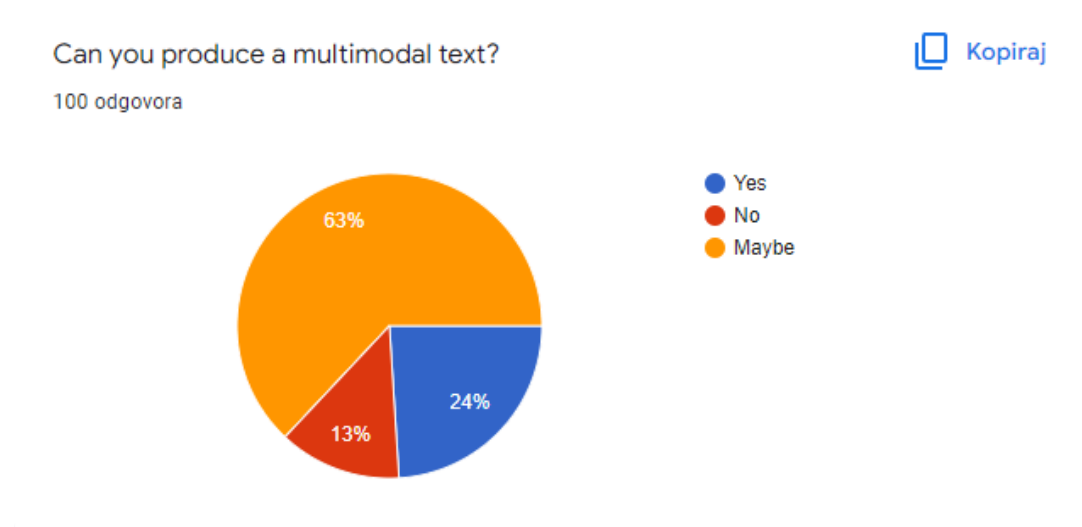
4

Can you produce a multimodal text?

5

Where have you learned how to create a multimodal text?

Students had to answer two more questions about multimodal literacy. The first one was whether they can produce a multimodal text and the second was about where they had learned how to create one.

According to the first pie chart 76% of students cannot or are not sure if they can produce a multimodal text. 63% haven't learned how to create or cannot create a multimodal text.

6

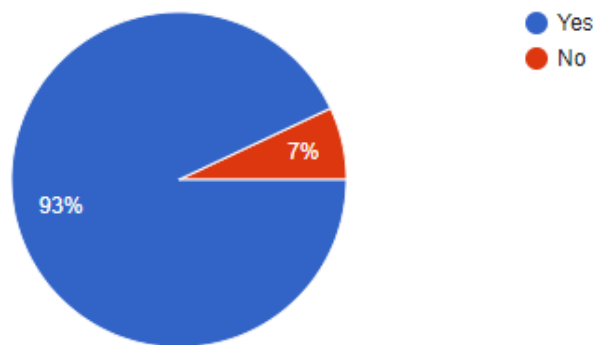*Do you consider using multimedia helps students learn?*

7

Why is it important important to communicate the meaning using different modes?

The following two questions are about the importance of multimodal literacy.

Do you consider using multimedia helps students learn?

100 odgovora

93% of students think multimedia helps them learn because people are different, they have different needs and preferences and they learn and remember things differently. Multimedia helps understand things better. It makes learning more interesting.

Students were asked why it is important to understand multimodal literacy. They think it will help them with different types of media as well as understand the ways media shape their world. Multimodal literacy will help them develop their communication skills and understand other people, it will help them be more open-minded. They consider multimodal literacy as one of the "talents" of this century which will help them understand "the whole picture".

The second part of the survey deals with Digital Storytelling, Creative Drama and Media Literacy.
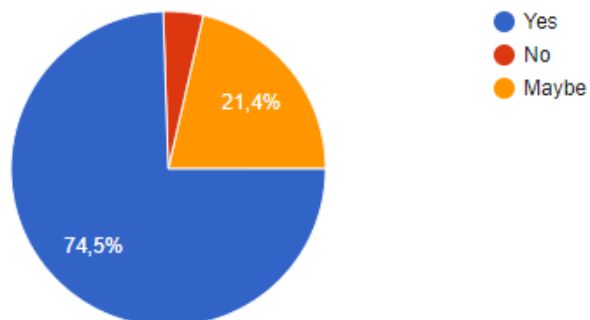
DIGITAL STORYTELLING

8

Do you consider using digital multimedia helps students learn?

9

Have you ever created a video or a digital comic at school to retell a story or explain a concept?
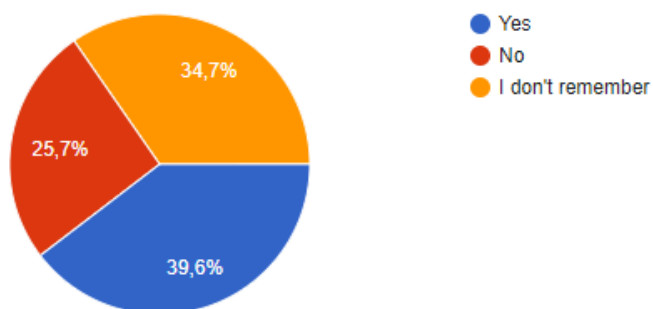
Do you consider using digital multimedia helps students learn?

98 odgovora

Legend: Yes (blue), No (red), Maybe (yellow)

- Yes: 74,5%
- Maybe: 21,4%

Have you ever created a video or a digital comic at school to retell a story or explain a concept?

101 odgovor

Legend: Yes (blue), No (red), I don't remember (yellow)

- Yes: 39,6%
- No: 25,7%
- I don't remember: 34,7%

74,5% students think digital multimedia helps them learn but only 39,6% have created a video or a digital comic to retell a story.
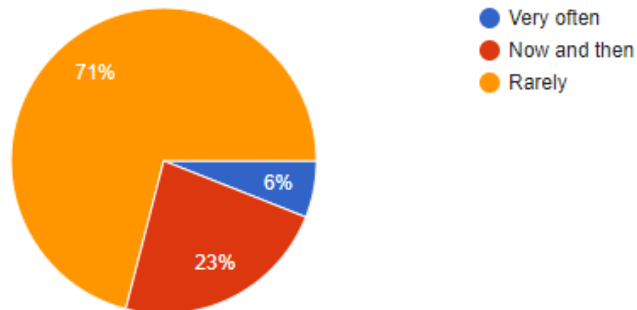
<u>CREATIVE DRAMA</u>

10

How often are drama activities like role-playing, story dramatization, or pantomime used in your lessons?

11
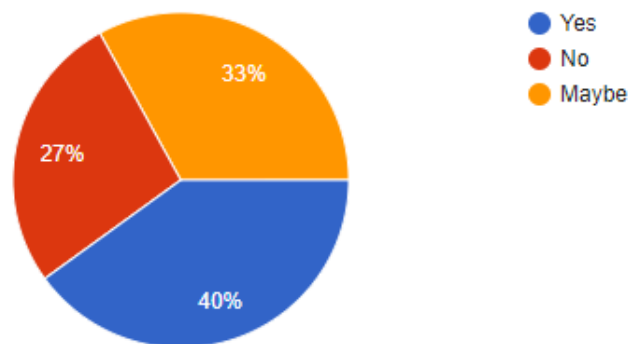
Would you like to use drama activities in your class?

How often are drama activities like role-playing, story dramatization, or pantomime used in your lessons?

100 odgovora

- Very often
- Now and then
- Rarely

71%

6%

23%

Would you like to use drama activities in your class?

100 odgovora

- Yes
- No
- Maybe

33%

27%

40%

According to 94% of students, drama activities are rarely used in class, 40% would like to use it more often while 33% are not sure.
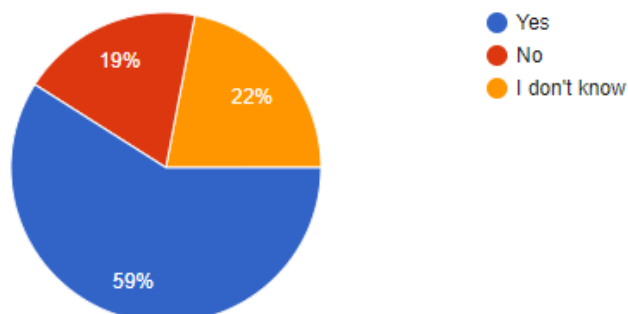
<u>MEDIA LITERACY</u>

12

Have you ever believed something you read in the news which turned out to be a lie?
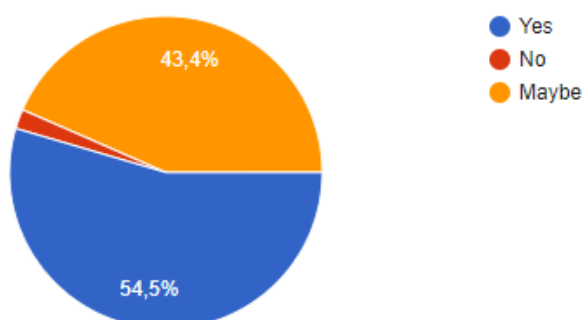
13

Can you recognize fake news?

Have you ever believed something you read in the news which turned out to be a lie?

100 odgovora

- Yes
- No
- I don't know

19%

22%

59%

Can you recognize fake news?

99 odgovora

- Yes
- No
- Maybe

43,4%

54,5%

59% have been victims of fake news while 54,5% think they can recognize fake news. 43,4% are not sure if they can recognize fake news.
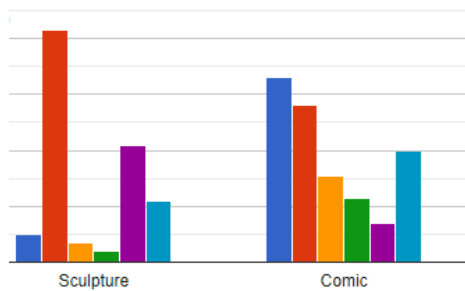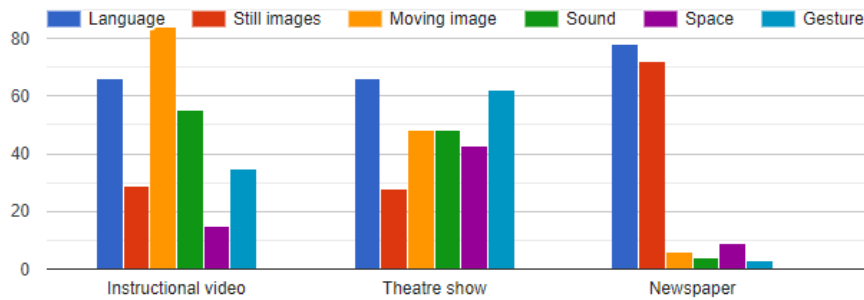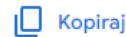
TEACHERS

2

How is the meaning in the following multimodal texts conveyed?

In the second question teachers had to recognize different modes used to convey the meaning (instructional video, theatre show, newspaper, sculpture, comic).

How is the meaning in the following multimodal texts conveyed?   Kopiraj

Teachers recognized different modes used in multimodal texts. Some answers were surprising like gesture as a mode of communication in a comic (40) or a sculpture (20).

3

Is the following example a multimodal text or not?

Teachers were also asked to recognize multimodal texts.

Is the following example a multimodal text or not?   Kopiraj
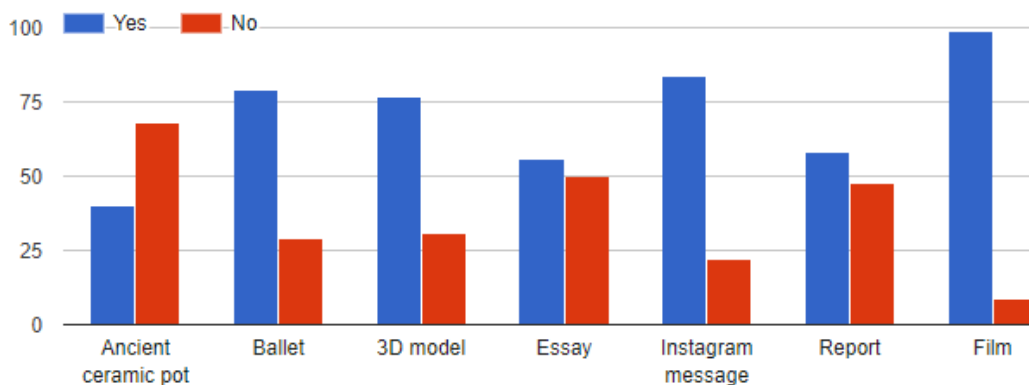
A report and an essay are the only examples which were not multimodal, yet they are seen as multimodal texts by 50 and 48 teachers out of 100. Also, ancient ceramic pot wasn't recognized as a multimodal text by 68 out of 100 teachers.
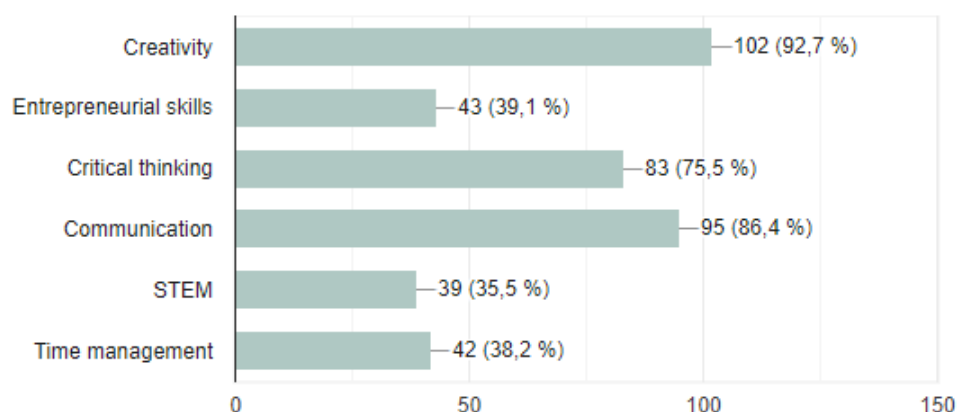
4

Which of the skills does multimodal literacy help improve? More than one answer is possible.

Teachers were asked about the skills developed with the help of multimodal literacy.

Which of the skills does multimodal literacy help improve? More than one answer is possible.

☐ Kopiraj

110 odgovora

Skill	Value
Creativity	102 (92,7 %)
Entrepreneurial skills	43 (39,1 %)
Critical thinking	83 (75,5 %)
Communication	95 (86,4 %)
STEM	39 (35,5 %)
Time management	42 (38,2 %)

Most teachers think multimodal literacy helps improve creativity (92,7%), critical thinking (75,5%) and communication (86,4%). 35% -43% think STEM, entrepreneurial skills and time management are also developed.
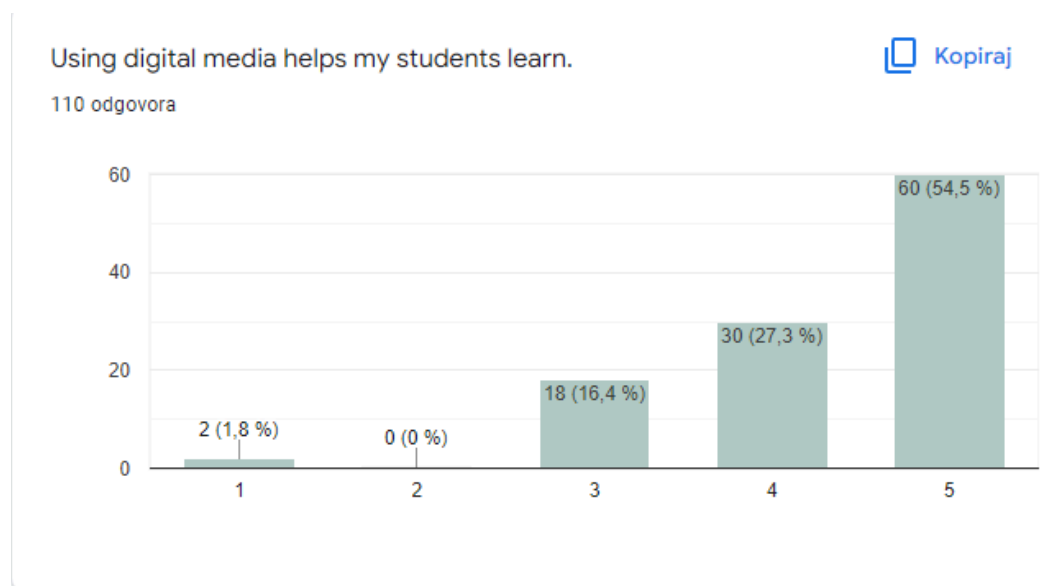
The second part of the survey.

DIGITAL STORYTELLING

5

Using digital media helps my students learn.

6

Give examples of Digital multimodal texts you have used/created?

Using digital media helps my students learn.
Kopiraj
110 odgovora

90 teachers out of 110 think that digital media helps their students learn. As for Digital multimodal texts they have used, teachers have named videos, video lessons, digital quizzes, posters, infographics, comics, google slides/docs, e-books, interactive worksheets, Sway presentations, Facebook/Instagram/TikTok posts.
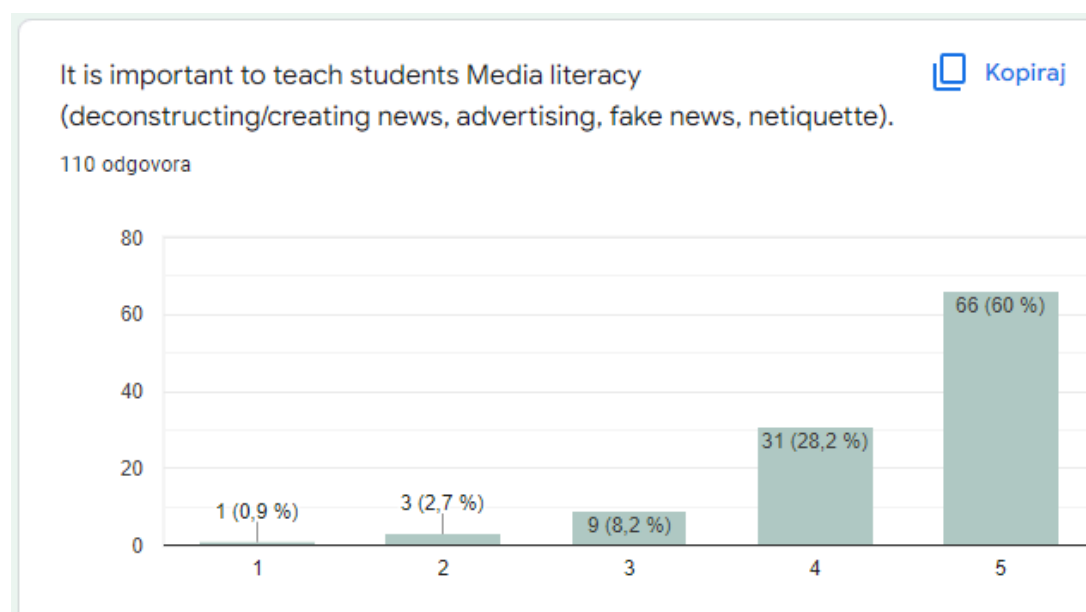
MEDIA LITERACY

7

It is important to teach students Media literacy (deconstructing/creating news, advertising, fake news, netiquette).

8

Give examples of how you incorporated teaching Media literacy into your class?

It is important to teach students Media literacy (deconstructing/creating news, advertising, fake news, netiquette).
Kopiraj
110 odgovora

97 teachers out of 110 think it is very important to teach media literacy at school. Teachers have analysed the news (articles) and advertisements, they taught students the basics about the media and netiquette and how to recognize fake news. Teachers have used videos (educational and instructional). Teachers have taught their students how to write news. They have talked about media literacy when discussing politics, they have also read different articles.
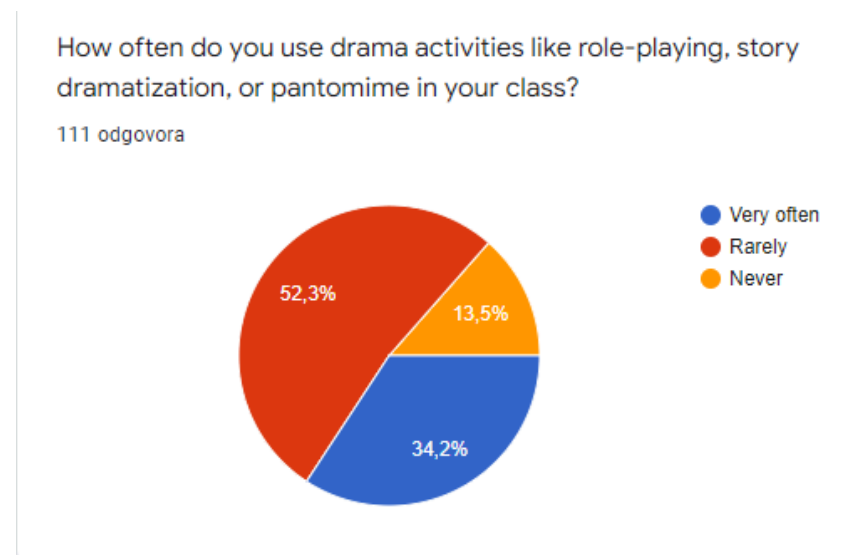
CREATIVE DRAMA

9

How often do you use drama activities like role-playing, story dramatization, or pantomime in your class?

10

How does using drama activities help students learn?

How often do you use drama activities like role-playing, story dramatization, or pantomime in your class?

111 odgovora

- Very often
- Rarely
- Never

52,3%   13,5%   34,2%

Drama activities are never or rarely used by 65% of teachers. When asked how drama activities help students learn, teachers mention motivation, role-playing real life situations, they learn by doing. Teachers stress that drama activities help students develop their communication skills and fight the fear of speaking in public. Learning is more entertaining. They remember better because they were involved more deeply. Creative drama helps them develop their language, creativity and communication skills. They are more self-confident and better at cooperating with others.
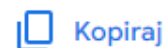
MULTIMODAL TEXTS

11

There is a great variety of learning scenarios with multimodal texts for teachers to use.
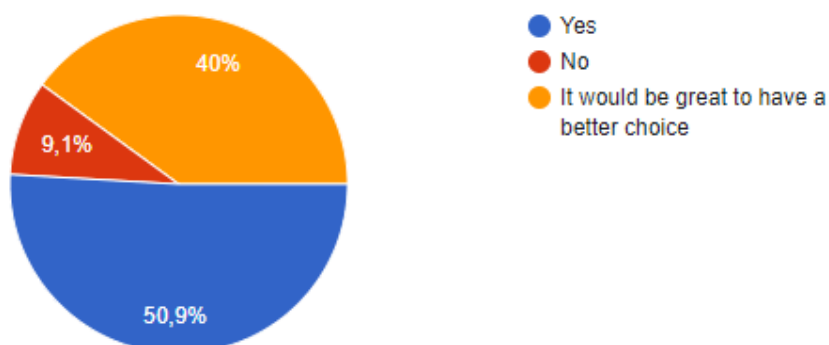
12

Do you use multimodal texts when teaching your subject?

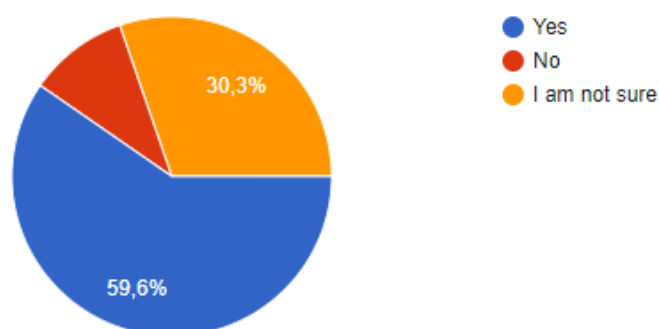There is a great variety of learning scenarios with multimodal texts for teachers to use.   ⬛ Kopiraj

110 odgovora

- ● Yes
- ● No
- ● It would be great to have a better choice

40%

9,1%

50,9%

Do you use multimodal texts when teaching your subject?

109 odgovora

- ● Yes
- ● No
- ● I am not sure

30,3%

59,6%

Half of the teachers think there is a great variety of multimodal texts while the second half is not satisfied with the variety of multimodal texts. 59,6% of teachers say they use multimodal texts while 30,3% are not sure and 10,1% don't use multimodal texts.

13

Are your teaching multimodal literacy competences sufficient for educating students?

Are your teaching multimodal literacy competences sufficient for educating students?

110 odgovora

- Yes
- No
- Maybe

48,2%

25,5%

26,4%
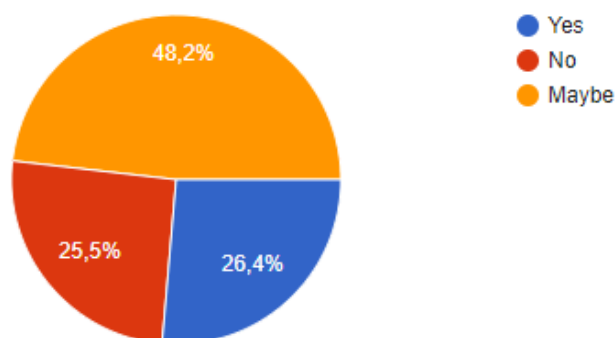
Teachers don't think their multimodal literacy competences are sufficient for educating students. Only 26,4% of teacher think they are educated for teaching multimodal literacy.

14

Why should multimodal literacy be taught at school?

By answering the question why multimodal literacy should be taught at school, teachers said that we live in a world where both the sources of information and forms of communication are multimodal. Multimodal literacy helps develop students' skills (language, ICT, soft skills). Students are more engaged, different modes make learning easier for students. Teaching multimodal literacy will result in students broadening their horizons and communicating effectively in a multimodal world. Teachers consider multimodal literacy to be necessary for modern education because it appeals to students with different multiple intelligences.

CONCLUSION

According to the surveys conducted both, with students and teachers, they are aware of the importance of multimodal literacy. They can recognize different modes but the surveys show that students and teachers need help in order to get the full advantage of Media Literacy, Creative Drama and Digital Storytelling methodology. The MSet project will produce a Multimodal Literacy Toolkit which will ensure that the messages from multimodal sources are perceived and understood correctly. This project will have an impact on students, teachers and school education.

APPENDIX

Multimodal Mindset – survey needs analysis for students

https://docs.google.com/forms/d/1MyOT_FYH3G7uL7cjEEwVnlqVggMv-2tLxF9SQJ0nzu4/viewanalytics

Multimodal Mindset – survey needs analysis for teachers

https://docs.google.com/forms/d/1ypMB36USIxCfDuOsKQLD6P6lGOiFr9qzWQ10dqFPGzU/viewanalytics