Exploring Multimodal Research Traditions and Methods in Teaching Composition

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Overview

▶ Background on multi-modal research

   ▶ Definitions

   ▶ Issues

▶ Approaches for the classroom

▶ *World of Warcraft* as a research space

▶ Workshop alternative approaches to research that reimagine

   ▶ Throughout this presentation, there will be some key questions. Think about each as they are presented.

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Course Planning

▸ When planning for a research assignment, how do you imagine research?

　　▸ What readings will you use this year?

　　▸ What assignments will you give?

　　▸ What activities will support these assignments?

Multimodal Composition

"When teachers of composition limit the bandwidth of **composing** modalities in our classrooms and assignments, when we privilege print as *the only* acceptable way to make or exchange meaning, we not only ignore the history of rhetoric and its intellectual inheritance, but we also limit, unnecessarily, our scholarly understanding of semiotic systems" (Selfe)

Multimodal Research

When teachers of composition limit the bandwidth of **research** modalities in our classrooms and assignments, when we privilege print as *the only* acceptable way to make or exchange meaning, we not only ignore the history of rhetoric and its intellectual inheritance, but we also limit, unnecessarily, our scholarly understanding of semiotic systems

Questions

‣ What is the domain of a writing class?

‣ Who owns research?

Three Research Traditions

- **Interpretive research** is using texts, here broadly defined, as evidence for an argument. The writer-researcher interprets the texts, picking and choosing the pieces that best forward, counter, or defend an argument.

- **Qualitative research** is the research of personal observation and interview. The writer-researcher here uses his or her experience with a culture or individual to forward, counter, or defend an argument.

- **Quantitative research** is the use and manipulation of numbers to make an argument. The writer-researcher collects and organizes descriptively or inferentially numbers of phenomena to forward, counter, or defend an argument.

NOTE: Traditions here is standing for methodology. We avoid the term methodology because of the confusion it often causes with method. Also, these traditions are defined broadly.

Questions

▸ What research traditions should we consider presenting and emphasizing for our students?

▸ How do we help students take ownership of research as a way to make meaning rather than just read meaning?

Researching World of WarCraft

World of Warcraft Economies

| 1. Gold Spent	1. Items Sold	1. Profit in Gold	1. Items to Sell for Good Profit
700	25	1700	materials
750	200	1250	materials
20	35	150	netherweave cloth
1000	50	3000	tradeskill designs
250	60	100	materials, potions
80	100	350	materials
750	10	20	potions
20	4	45	deviate fish
200	20	500	shards from disenchanting
100	30	2500	materials
100	15	450	epic crafted items
15	4	150	shards from disenchanting
100	30	300	primals

Researching Mage Builds

Easiest Starting Zones

Starting Zones in order of easiest to hardest:

1) Durotar

2) Elwynn Forest

3) Dun Morogh

4) Mulgore

5) Tirisfal Glades

6) Teldrassil

How Gender and Race Affect Begging

Total Gold Received in 5 Days
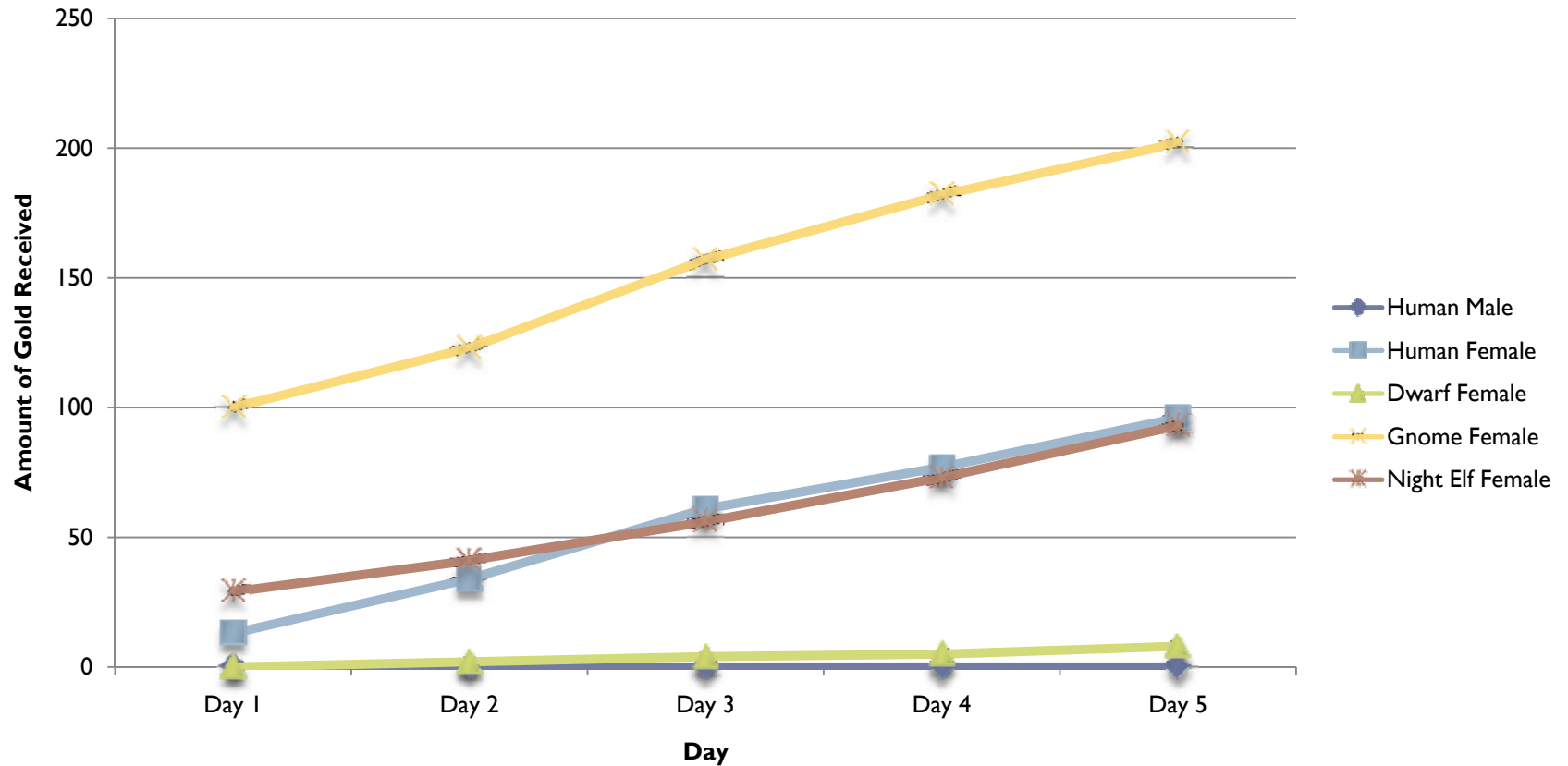
Questions to consider

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‣ How do we help students take ownership of research as a way to make meaning rather than just read meaning?

‣ What inventive ways have you or can you come up with that teach an appreciation of multimodal research?