

# Using digital and multimodal texts K-6

## through the NSW English K-10 syllabus

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**Implementing new curriculum -**  
Building capacity

This is an interactive Adobe Acrobat PDF 9 document.

It is best viewed on screen as it contains video and interactive menu.



# Using digital and multimodal texts K-6

## Welcome



### Welcome to the *Using digital and multimodal texts in English K-6* resource.

This resource is designed to assist you to:

- implement the English K-10 syllabus using digital and multimodal texts
- understand the difference between 'reading' traditional print based resources and digital resources
- identify the needs of your students when reading, viewing, composing and responding to digital and multimodal texts in the classroom
- identify the relevant outcomes and content from the syllabus that relate to your teaching of digital and multimodal texts
- develop a sequence of learning experiences incorporating quality digital and/or multimodal resources to use with your students.

## Overview

This resource explores using digital and multimodal texts in K-6 classrooms. It is organised into three main sections:

### **Introduction to digital and multimodal texts**

In this section you will explore syllabus definitions and consider the importance of teaching digital and multimodal texts in the 21st century.

### **Engaging with multimodal and digital texts**

In this section of the resource, you will have the opportunity to explore examples of digital and multimodal texts and their relationship to teaching and learning.

### **Professional reflection**

This section provides you with a number of additional resources to reflect on your knowledge of digital and visual literacy and begin planning for teaching digital and multimodal texts in your classroom.

## Rationale

The new English K-10 syllabus has mandated that in EACH YEAR, students MUST study examples of media, multimedia and digital texts which are appropriate to their needs, interests and abilities, examples which become increasingly sophisticated as students move from Kindergarten to Year 6. This resource is designed to provide teachers with a range of resources and strategies to teach media, multimedia and digital texts from Early Stage 1 to Stage 3.



# Using digital and multimodal texts K-6

## Introduction to digital and multimodal texts

### Digital texts:

Audio, visual or multimodal texts produced through digital or electronic technology which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature (e-books) and apps.

English K-10 syllabus (2012) Board of Studies, NSW

### Multimodal texts:

Comprising more than one mode. A multimodal text uses a combination of two or more communication modes, for example print, image and spoken text as in film or computer presentations.

English K-10 syllabus (2012) Board of Studies, NSW

### Reading digital and multimodal texts: how is 'reading' different?



#### Download

*Is the reading of multimodal texts a different process from the reading of print-based texts? [Download](#) the brief extract of the article to set the scene for this learning resource.*

The article is by Maureen Walsh, Senior Lecturer in Literacy Education, Australian Catholic University, examining how the requirements of traditional reading are different to those involving digital and multimodal texts.



# Using digital and multimodal texts K-6

## Why teach digital and multimodal texts?



### Watch

View each of the videos of Dr Jon Callow (University of Sydney) discussing digital and multimodal texts and consider the following questions:

Why is the teaching of visual and multimodal texts important?

The screenshot shows a PDF viewer window titled 'NOW literacies'. The main content is a video player showing a man in a light blue shirt speaking. The text 'Question 1' is overlaid on the video. The header of the PDF includes 'NOW literacies everyday classrooms reading, viewing and creating multimodal texts' and 'National Literacy and Numeracy Week'. The PDF title is 'NOW literacies-everyday classrooms reading, viewing and creating multimodal texts (55%)'.

What knowledge and metalanguage might you and your students need to know?

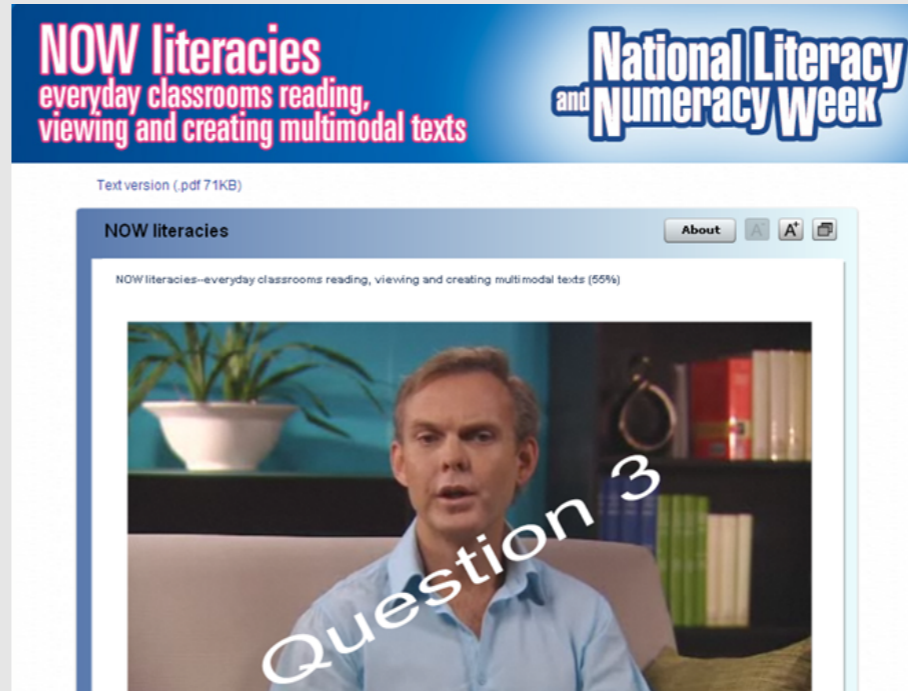
The screenshot shows a PDF viewer window titled 'NOW literacies'. The main content is a video player showing the same man in a light blue shirt speaking. The text 'Question 2' is overlaid on the video. The header of the PDF includes 'NOW literacies everyday classrooms reading, viewing and creating multimodal texts' and 'National Literacy and Numeracy Week'. The PDF title is 'NOW literacies-everyday classrooms reading, viewing and creating multimodal texts (55%)'.



# Using digital and multimodal texts K-6



How might you plan for the teaching of multimodal texts in your classroom?



To view the full video go to

<http://www.nlnw.nsw.edu.au/videos10/Callow/7584/vid7584.htm>

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## Engaging with digital and multimodal texts

Every day we encounter multimodal texts and digital texts in many forms.

Understanding how the visuals and written text work together to create meaning allows the viewer to make decisions and respond to the text appropriately.



### Explore

Follow the example below to explore the type of English conversations that could be scaffolded around this text.

Select the image of the poster to download an interactive exercise.



(If you are unable to access the file attached to the above image, select [here](#) for a 2 page summary.)



# Using digital and multimodal texts K-6



## Explore a digital text

Select the image below to watch and consider the elements of the digital text. Composed by the NSW RTA, this digital text was designed to persuade male drivers in country areas to wear a seatbelt.



The music is friendly, upbeat. The seatbelt is animated in a way that suggests friendship, caring and ease. The voice that narrates the clip is male and strong and the language that is used is simple and to the point. The clip is short, because it is made for television, where thirty seconds is considered a large amount of time to convey a message or idea.

As a viewer it is important that students understand they have control over interpreting and viewing the message, the same as they do when reading a piece of text.

# Using digital and multimodal texts K-6

## Reading and viewing digital and multimodal texts

Consider your experience as a viewer from the previous texts and reflect upon the table below.

When reading or viewing a text, students need to have the skills and understandings of how to read or view. There are conventions involved in viewing and reading multimodal and digital texts and these often involve viewer or reader choice.

| Written text  | Visual text – poster, picture book  | Web site or app book  | Film  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Reading is linear in nature.</li> <li>• Reader has control over how much is read.</li> <li>• Reader has to follow the linear structure to get meaning.</li> <li>• Choice to keep reading or put down.</li> </ul> | <ul style="list-style-type: none"> <li>• Meaning is made by interpretation of visuals and written text.</li> <li>• Not necessarily linear in nature. Different reading paths.</li> <li>• Reader/viewer has choice as to where they focus their attention on image or written text.</li> </ul> | <ul style="list-style-type: none"> <li>• Reader/viewer needs to be competent in skimming and scanning. Text often in pieces or snippets.</li> <li>• Not necessarily linear in nature. Autonomous navigation.</li> <li>• Reader/viewer has choice and responsibility to navigate to the correct page.</li> <li>• Sound can be an option or standard.</li> <li>• Reader/viewer may have to process information from three modes.</li> </ul> | <ul style="list-style-type: none"> <li>• Video clip linear in nature, although it may be cut into shorter clips and jump between scenes.</li> <li>• Viewer needs to understand conventions and techniques that show progression of time and place.</li> <li>• Viewer has choice to stop and start and replay when appropriate.</li> </ul> |





# Using digital and multimodal texts K-6

## Digital and multimodal texts in context

In this section of the resource, you will have the opportunity to examine materials which incorporate digital and multimodal texts, to help you look at the relevant outcomes and content in the context of your everyday teaching.



### Explore

Click on the image to download an interactive example of a multimodal text. Roll over the page in the picture book to discover how the visuals work with the text to create depth in the story.



(If you are unable to access the file attached to the above image, select [here](#) for a summary.)



# Using digital and multimodal texts K-6



## Explore

Click on the image to download an interactive example of a digital text. Roll over the web page to discover how the visuals work with the text to create meaning for the viewer.

**Website address – one way for viewer to check authenticity and origin of site.**

**Information on how to contact the website – viewer has power to communicate with administrators of page.**

**Use of symbols – viewer needs to bring understanding of symbols to the page to comprehend.**

**Keyword search – reader/viewer needs to have broad understanding of concepts and metalanguage of that particular context to make search successful.**

**Colourful graphics to grab audience attention.**

**Image of reporter – makes personal connection with audience.**

**Use of dark background is a signal of audience maturity.**

**Coloured framing of different sections of the page – organises the information in to chunks.**

**Transcript of episode – viewer needs knowledge of script conventions**

**Blog - audience has power to contribute to the message. Audience becomes composer.**

(If you are unable to access the file attached to the above image, select [here](#) for a summary.)

# Using digital and multimodal texts K-6

## Working with the syllabus

The use of digital and multimodal texts features in the content of several outcomes in the new English K-10 syllabus.

The following table highlights which outcomes from the English K-10 syllabus provide opportunities for the use of digital and multimodal texts.

|     |        |        |        |        |        |        |        |        |        |         |         |         |
|-----|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| ES1 | ENe-1A | ENe-2A | ENe-3A | ENe-4A | ENe-5A | ENe-6B | ENe-7B | ENe-8B | ENe-9B | ENe-10C | ENe-11D | ENe-12E |
| S1  | EN1-1A | EN1-2A | EN1-3A | EN1-4A | EN1-5A | EN1-6B | EN1-7B | EN1-8B | EN1-9B | EN1-10C | EN1-11D | EN1-12E |
| S2  | EN2-1A | EN2-2A | EN2-3A | EN2-4A | EN2-5A | EN2-6B | EN2-7B | EN2-8B | EN2-9B | EN2-10C | EN2-11D | EN2-12E |
| S3  | EN3-1A | EN3-2A |        | EN3-3A | EN3-4A | EN3-5B |        |        | EN3-6B | EN3-7C  | EN3-8D  | EN3-9E  |

### Key

|                    |                          |                    |
|--------------------|--------------------------|--------------------|
| 1-2 content points | 3 or more content points | the entire outcome |
|--------------------|--------------------------|--------------------|



### Discussion

Access the English K-10 syllabus and choose the outcome/s relevant to your students. Identify the specific content that encourages the use of digital and multimodal texts. Compare your findings with the content points identified in the document, [Syllabus links to engaging with digital and multimodal texts](#).

Consider or discuss the following questions related to the syllabus outcomes and content:

- What areas of digital and multimodal learning do I already cover in my classroom?
- Which aspects of digital and multimodal learning are new to me? How will I deal with this?
- What will I need (resources, professional development, support etc) in order to appropriately implement the digital and multimodal learning aspects of the English K-10 syllabus?



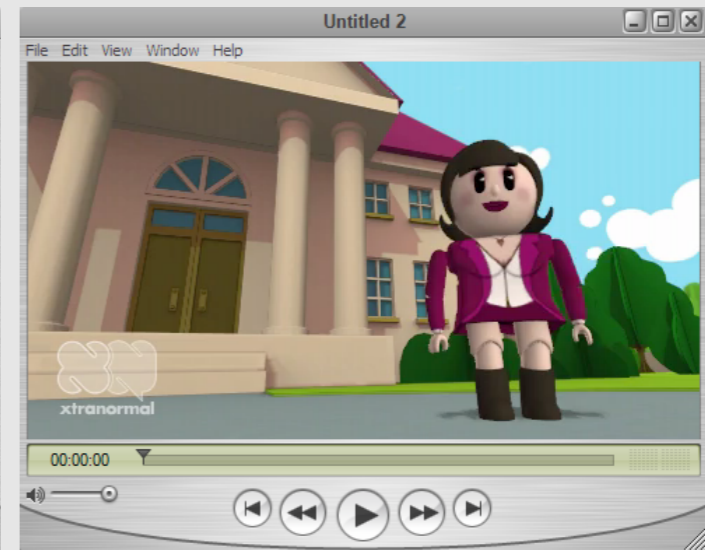
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## Professional reflection



### Discuss

View the following animated clips to prompt a discussion or personal reflection. Use the reflection sheet '*Features and language in digital and multimodal texts*' to record your own response.



# Using digital and multimodal texts K-6



## Explore

Throughout this resource, you have looked at:

- how the skills students use to access information and ideas in digital and multimodal texts are different to print materials
- the metalanguage that can be used to describe different types of digital and multimodal texts
- the value of group discussion when analysing and accessing digital and multimodal texts
- the syllabus outcomes and content which directly relate to teaching and learning in English using digital and multimodal texts.

Using the English K-10 syllabus and the knowledge you have gained with this resource, program a short series of lessons for your class incorporating digital and multimodal texts.

Download the [resource matrix](#) to give you some starting points.



# Using digital and multimodal texts K-6

## Additional resources

Work towards developing students' understanding of the uses of digital and multimodal texts, so that they can compose their own across a wide range of subject areas and for a variety of purposes. There are a number of useful links in the resources section of this module to help you get started.

|                              |  |
|------------------------------|--|
| Further reading              | <ul style="list-style-type: none"> <li>• <i>Bridging print and digital texts in the classroom: principles to practice</i><br/><a href="http://www.englishliteracyconference.com.au/files/documents/hobart/conferencePapers/refereed/MillsKathy.pdf">http://www.englishliteracyconference.com.au/files/documents/hobart/conferencePapers/refereed/MillsKathy.pdf</a></li> <li>• Choices for English: Books, Films and Other Texts That Work, 1st Edition<br/><a href="http://www.cengage.com/aussec/instructor.do?disciplinenummer=1206&amp;product_isbn=9780170179690&amp;courseid=&amp;codeid=&amp;subTab=Overview&amp;mainTab=&amp;mailFlag=true&amp;topicName=">http://www.cengage.com/aussec/instructor.do?disciplinenummer=1206&amp;product_isbn=9780170179690&amp;courseid=&amp;codeid=&amp;subTab=Overview&amp;mainTab=&amp;mailFlag=true&amp;topicName=</a></li> </ul> |
| Additional resources / links | <ul style="list-style-type: none"> <li>• <i>Literacy learning and technology</i> (Dr Kaye Lowe) Video Online<br/><a href="http://www.nlnw.nsw.edu.au/videos09/lo_Lowe_Technology/lo_Lowe_Technology_00.htm">http://www.nlnw.nsw.edu.au/videos09/lo_Lowe_Technology/lo_Lowe_Technology_00.htm</a></li> <li>• <i>Teachers' digital toolkit</i><br/><a href="http://www.curriculumsupport.education.nsw.gov.au/digital_rev/libraries/toolkit/index.htm">http://www.curriculumsupport.education.nsw.gov.au/digital_rev/libraries/toolkit/index.htm</a></li> </ul>  |

