

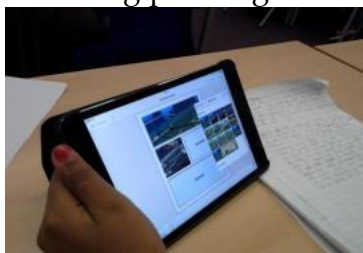
Panel contribution to “Challenges and Necessary Explorations in Social Semiotics and Multimodality”

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I'm sharing with you two examples of data that I find inspirational in thinking about the fruitfulness of combining and leveraging various semiotic modes in elementary education.

The first data example is my photograph from a school in North East England I visited (Gillen et al., 2016). A ten-year-old girl is sharing her work during a literacy lesson with me. The classroom teacher has expanded and complexified a mandated curriculum task of narrative construction through supplementing it, simultaneously, with the authoring of a comic strip, using an app. The student is responding with great enthusiasm to both aspects of the task. She explains to me the different constraints of each task and places the comic strip into the school virtual album. This is not a dead repository but a much-visited resource; she shows me around including pointing to the work of a younger sibling.



The second data example is from our project ‘Peer to Peer Deaf Multiliteracies: towards a sustainable approach to education’ (Zeshan, Panda, Papen, & Gillen, in production). It is an extract from a teacher’s report by Nirav Pal, a deaf tutor of deaf children in a small residential school in a remote village in India ran by our deaf Indian co-investigator, Sibaji Panda. Nirav has noticed that although the very young children have developed some ability to name numbers, in Indian Sign Language, their L1, they have not really developed an understanding of what they mean. Here are some activities he devised:

Images from photos or stills from videos	Extracts from different elements of Nirav's data.
	<p>They asked each other to point out an even number on the stairs and then threw a ball if they knew numbers in order to improve aim throwing skills as well as other some learnt easily from the classmates who know it threw it properly.</p>
	<p>The new children were encouraged to be creative by cutting and coloring material with the older children and my support before learning how many balls related to each number on a long board showing a cartoon train. (It took 2 days to make the train.)</p>
	<p>They really enjoy learning funny games and exercises..... They learnt easily number signs, however they understood from reading the peers' number signs more easily than signing numbers..... Most of the improved their long jumping by jumping in numerical net again.</p>
	<p>They asked each other to search visually number answers in the complex mixed number circle while presenting so that they are getting used to sign complex numbers and also read number signs as the interaction is important as well as the wide searching in the number circle helps to expend their minds.</p>

I suggest that such examples speak to the potential power of developing an orientation towards Critical Multimodal Narrative Analysis (McVee, in preparation).

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References:

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McVee, M. (in preparation) Critical multimodal narrative analysis: a framework and justification.

Zeshan, U., Panda, S., Papen, U., & Gillen, J. (n.d.). Peer to peer deaf multiliteracies: a new concept of accessibility. In D. Griffiths, K. Pahl, S. Ainsworth, & G. Macrory (Eds.), *Multilingualism and multimodality: Working at the intersection*. Bristol, UK: Multidisciplinary Digital Publishing Institute (MDPI).