

WRITING IN THE DIGITAL AGE: TECHNOLOGY, COLLABORATION, AND MULTIMODALITY

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Texas A&M University-Commerce

About Me

- English lecturer, Sichuan Normal University, 2002-2007
- Research Assistant, Learning Research and Development Center, University of Pittsburgh, 2008-2009 (with Dr. Charles Perfetti)



About Me

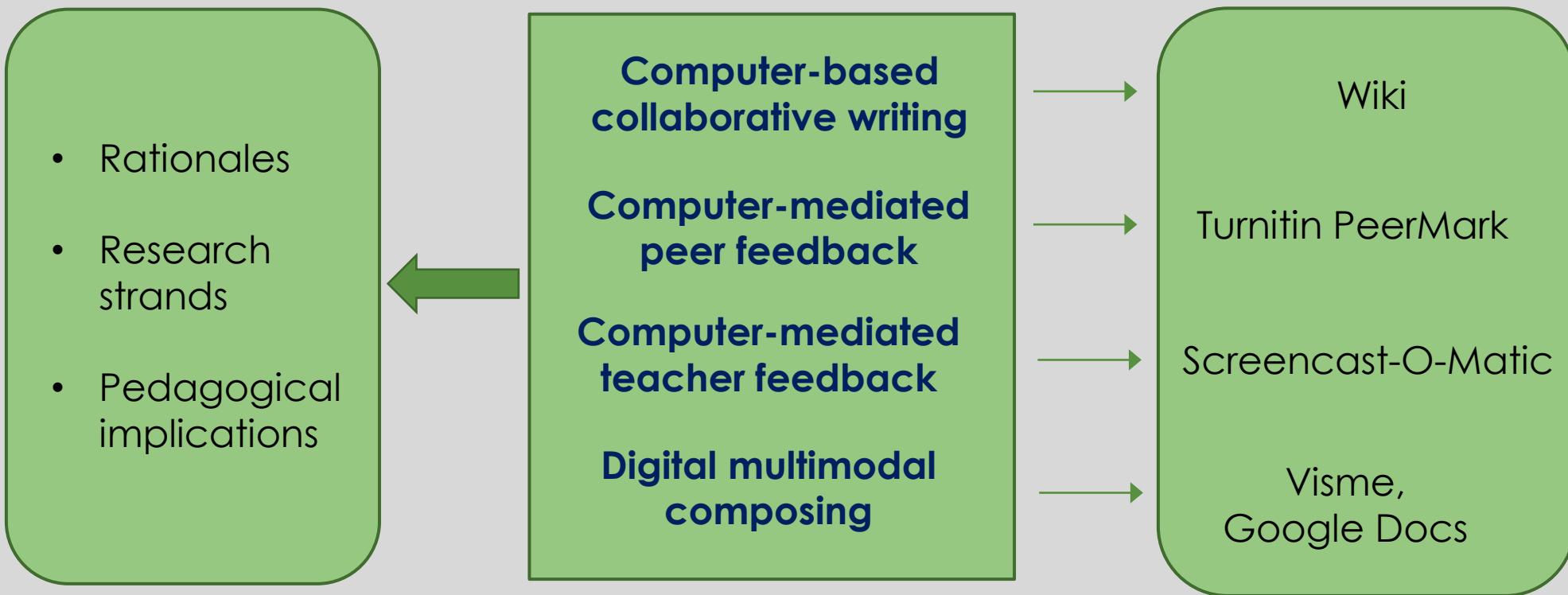


- Ph.D. study, Second Language Acquisition/Instructional Technology, University of South Florida (with Drs. Wei Zhu and Deoksoon Kim), 2009-2014
- Dissertation: small group interactions in wiki-based collaborative writing in the EAP context
- Having taught courses in linguistics, applied linguistics, TESOL, and first-year-writing at Marshall University, Georgia Southern University, and Texas A&M University-Commerce.

Research- L2 Writing and Technology

- New technologies have revolutionized the ways we communicate and construct knowledge;
- Technologies have reshaped the traditional notions of writing and literacy;
- There are new challenges and opportunities for L2 teachers and students.
- Research on L2 writing and technology is significant.

Overview



Computer-based collaborative writing

- **Rationales**

- ✓ Facilitates co-construction of L2 lexical & grammatical knowledge (Fernández Dobao, 2012)
- ✓ Promotes L2 writing development (Shehadeh, 2011)
- ✓ CBCW offers learners optimal opportunities to communicate and jointly write beyond time constraints of onsite classrooms.
- ✓ CMCW over a period of time well represents an authentic team writing project conducted in the real-life professional career (Li, 2018; Storch, 2013).

- **Research strands**

- ❑ Interaction/writing process: Chats/online discussion; Languaging (LRE); Revision behaviors; Patterns of interaction
- ❑ Writing product/outcome: Features/qualities of written products (e.g., accuracy, complexity, fluency, coherence); comparison (online CW vs individual writing; online CW vs. f2f CW)
- ❑ Effect on individual writing development
- ❑ Factors influencing online CW
- ❑ L2 students' perceptions

Collaborative wiki writing

(Li & Zhu, 2017)

- Context: an EAP course at a southeastern research university in the US.
- Research questions:

What are the qualities of the wiki texts that small groups produced in the collaborative wiki writing task environment?

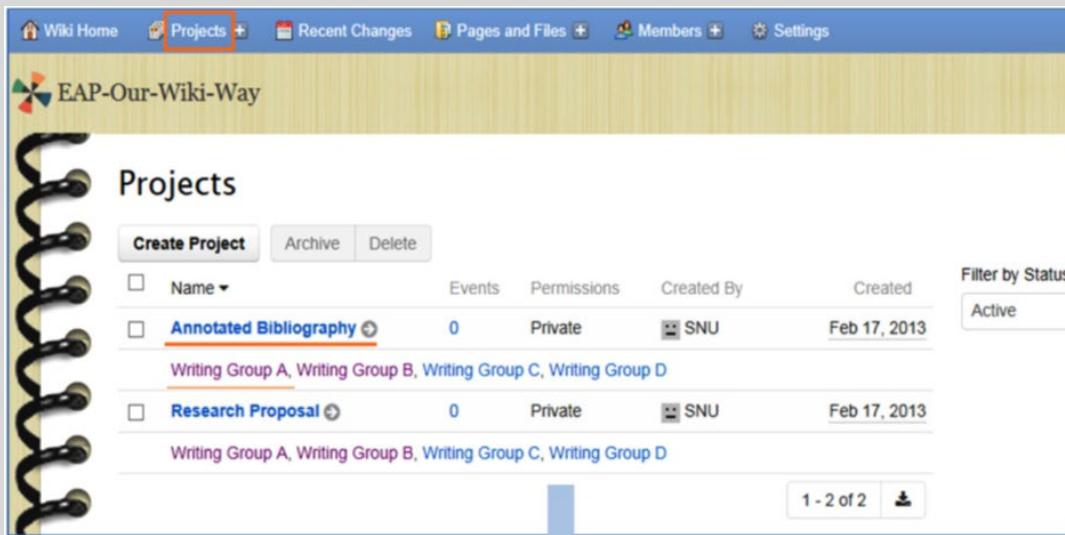
In what ways, if any, do peer interactions link to the qualities of wiki writing products?

- Data:

Four small groups' wiki writing products in relation to Task 1 research proposal

Analysis: Overall rhetorical structure (subheadings indicating rhetorical elements), coherence (Wikborg's coherence breaks), and accuracy (errors/words; analysis of syntactical, morphological, and spelling errors).

Small group writing via Wikispaces



Wiki Home Projects Recent Changes Pages and Files Members Settings

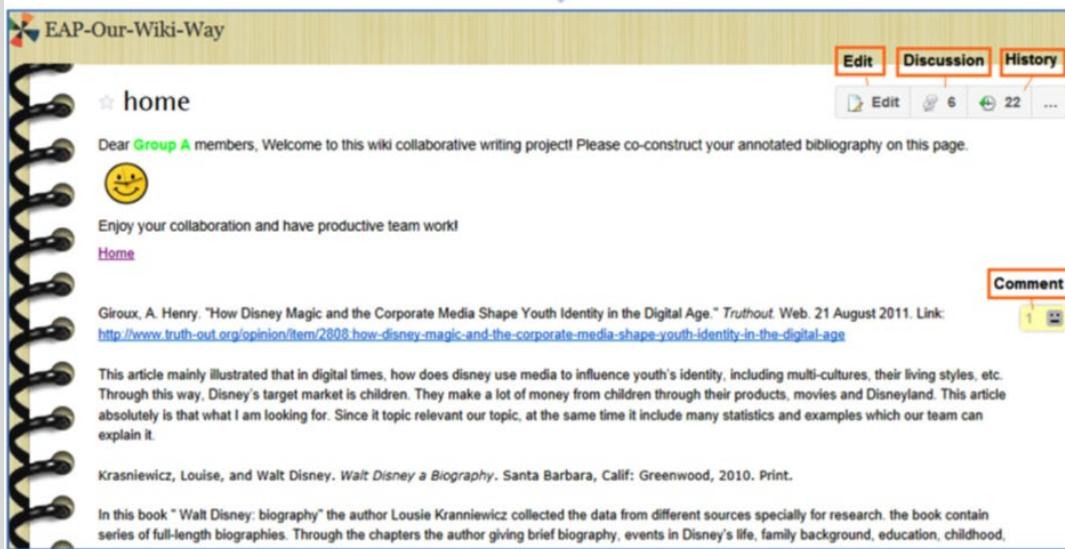
EAP-Our-Wiki-Way

Projects

Create Project Archive Delete

| Name | Events | Permissions | Created By | Created | Filter by Status |
|--|--------|-------------|------------|--------------|------------------|
| Annotated Bibliography | 0 | Private | SNU | Feb 17, 2013 | Active |
| Writing Group A, Writing Group B, Writing Group C, Writing Group D | | | | | |
| Research Proposal | 0 | Private | SNU | Feb 17, 2013 | |
| Writing Group A, Writing Group B, Writing Group C, Writing Group D | | | | | |

1 - 2 of 2



Wiki Home Projects Recent Changes Pages and Files Members Settings

EAP-Our-Wiki-Way

home

Dear [Group A](#) members, Welcome to this wiki collaborative writing project! Please co-construct your annotated bibliography on this page.

 Enjoy your collaboration and have productive team work!

[Home](#)

[Edit](#) [Discussion](#) [History](#)

[Edit](#) [6](#) [22](#) ...

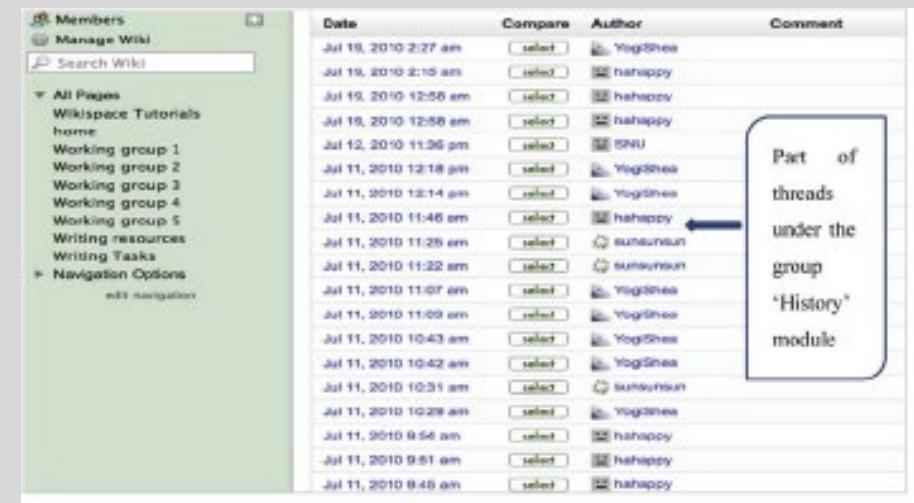
[Comment](#) 1

Giroux, A. Henry. "How Disney Magic and the Corporate Media Shape Youth Identity in the Digital Age." *Truthout*. Web. 21 August 2011. Link: http://www.truth-out.org/opinion/item/2808_how-disney-magic-and-the-corporate-media-shape-youth-identity-in-the-digital-age

This article mainly illustrated that in digital times, how does disney use media to influence youth's identity, including multi-cultures, their living styles, etc. Through this way, Disney's target market is children. They make a lot of money from children through their products, movies and Disneyland. This article absolutely is that what I am looking for. Since it topic relevant our topic, at the same time it include many statistics and examples which our team can explain it.

Krasniewicz, Louise, and Walt Disney. *Walt Disney a Biography*. Santa Barbara, Calif: Greenwood, 2010. Print.

In this book " Walt Disney: biography" the author Louise Krasniewicz collected the data from different sources specially for research. the book contain series of full-length biographies. Through the chapters the author giving brief biography, events in Disney's life, family background, education, childhood.



| Date | Compare | Author | Comment |
|-----------------------|------------------------|---|---------|
| Jul 19, 2010 2:27 am | select |  YogShea | |
| Jul 19, 2010 2:15 am | select |  hahappy | |
| Jul 19, 2010 12:56 am | select |  hahappy | |
| Jul 19, 2010 12:56 am | select |  hahappy | |
| Jul 12, 2010 11:26 pm | select |  SNU | |
| Jul 11, 2010 12:18 pm | select |  YogShea | |
| Jul 11, 2010 12:14 pm | select |  YogShea | |
| Jul 11, 2010 11:46 am | select |  hahappy | |
| Jul 11, 2010 11:26 am | select |  hahappy | |
| Jul 11, 2010 11:22 am | select |  hahappy | |
| Jul 11, 2010 11:07 am | select |  YogShea | |
| Jul 11, 2010 11:09 am | select |  YogShea | |
| Jul 11, 2010 10:43 am | select |  YogShea | |
| Jul 11, 2010 10:42 am | select |  YogShea | |
| Jul 11, 2010 10:31 am | select |  hahappy | |
| Jul 11, 2010 10:29 am | select |  hahappy | |
| Jul 11, 2010 9:54 am | select |  hahappy | |
| Jul 11, 2010 9:51 am | select |  hahappy | |
| Jul 11, 2010 9:46 am | select |  hahappy | |

Part of threads under the group 'History' module

On the contrary, maybe [weevs](#) would wrackingly complain, if owning an extra eye, which is really a bad [de](#), is worth [any](#) additional [stress](#) for a [medium](#). [One](#) [extra](#) [eye](#) [is](#) [bad](#) [for](#) [a](#) [rat](#), [your](#) [third](#) [eye](#) [will](#) [uncomfortably](#) [suffer](#) [a](#) [pressure](#) [for](#) [the](#) [gravity](#). As we [know](#), [Discussion](#) [is](#) [our](#) [double](#) [eyes](#) [that](#) [catch](#) [sight](#) [of](#) [80%](#) [of](#) [all](#) [the](#) [information](#) [we](#) [acquire](#) [from](#) [outside](#). Whether [an](#) [extra](#) [eye](#) [may](#) [make](#) [us](#) [receive](#) [a](#) [more](#) [of](#) [useless](#) [information](#)? Actually, [there](#) [would](#) [be](#) [an](#) [evil](#) [situation](#) [that](#) [our](#) [other](#) [sensory](#) [systems](#) [such](#) [as](#) [ear](#), [nose](#), [even](#) [brain](#) [were](#) [to](#) [suffer](#) [a](#) [function](#) [loss](#). There [must](#) [be](#) [a](#) [someone](#) [who](#) [would](#) [not](#) [like](#) [to](#) [own](#) [the](#) [third](#) [eye](#), [although](#) [it](#) [also](#) [bring](#) [so](#) [much](#) [convenience](#) [and](#) [benefits](#) [at](#) [the](#) [same](#) [time](#), [like](#) [you](#) [won](#)! [give](#) [others](#) [the](#) [chance](#) [of](#) [sneak](#) [attack](#) [from](#) [the](#) [back](#). That [time](#), [as](#) [mentioned](#) [before](#), [First](#) [of](#) [all](#), [they](#) [would](#) [argue](#) [that](#) [human](#) [with](#) [two](#) [eyes](#) [has](#) [the](#) [history](#) [of](#) [several](#) [thousands](#) [years](#), [and](#) [its](#) [existence](#) [has](#) [the](#) [laws](#) [of](#) [nature](#). Once [changed](#), [the](#) [negative](#) [effects](#) [it](#) [produce](#). I am afraid, [is](#) [so](#) [many](#) [that](#) [we](#) [can't](#) [stand](#). Furthermore, the broaden [vision](#) [oppositely](#) [make](#) [the](#) [black](#) [side](#) [of](#) [society](#) [more](#) [obvious](#). The [life](#) [will](#) [no](#) [be](#) [wonderful](#) [as](#) [imagined](#). So to keep proper [distance](#) [is](#) [always](#) [good](#). It [is](#) [not](#) [necessary](#) [to](#) [see](#) [everything](#) [too](#) [clearly](#). In [the](#) [third](#) [place](#), Our [brain](#) [may](#) [not](#) [accommodate](#) [ourselves](#) [to](#) [accept](#) [such](#) [a](#) [large](#) [amount](#) [of](#) [information](#). It [may](#) [lead](#) [to](#) [harmful](#) [body](#) [responses](#) [and](#) [would](#) [possibly](#) [cause](#) [side-effects](#). Actually, [there](#) [would](#) [be](#) [an](#) [evil](#) [situation](#) [that](#) [our](#) [other](#) [sensory](#) [systems](#) [such](#) [as](#) [ear](#), [nose](#), [even](#) [brain](#) [were](#) [to](#) [suffer](#) [a](#) [function](#) [loss](#). Finally, the [third](#) [eye](#) [makes](#) [troubles](#) [such](#) [as](#) [pay](#) [additional](#) [money](#) [for](#) [its](#) [expensive](#) [body](#), [or](#) [put](#) [your](#) [body](#) [under](#) [pressure](#) [that](#) [the](#) [third](#) [eye](#) [wants](#) [to](#) [go](#).

Sample texts under a 'History' thread

Collaborative wiki writing

◦ Results

✓ Rhetorical structure

Group 1: a complete rhetorical structure

Group 2: covering most of the required components

Group 3: not aligned with the assignment requirement (lack of timeline and resources)

Group 4: not congruent with the assignment requirement (lack of significance of the study)

Task-related skills: 13.5, 11, 9.5, and 10.5

✓ Coherence breaks

| | Group 1 | Group 2 | Group 3 | Group 4 |
|------------------------|---------|---------|---------|---------|
| Misleading disposition | 0 | 1 | 0 | 1 |
| Misleading heading | 0 | 0 | 1 | 3 |
| Irrelevance | 0 | 1 | 4 | 1 |
| Unfocused paragraph | 0 | 0 | 1 | 1 |
| Lack of transition | 1 | 2 | 3 | 2 |
| Total | 1 | 4 | 9 | 8 |

✓ Type of error

| | Group 1 | Group 2 | Group 3 | Group 4 |
|---------------------|---------|---------|---------|---------|
| Syntactic error | 4 | 10 | 7 | 3 |
| Morphological error | 23 | 30 | 17 | 31 |
| Spelling error | 1 | 4 | 3 | 1 |
| Total words | 759 | 941 | 1092 | 692 |

Distribution of errors

(Total number of error/total words) 3.69% 4.68% 2.47% 5.06%

Collaborative wiki writing

- **Results**

- ✓ Group 1: Collective pattern ↔ overall high writing qualities (particularly in rhetorical structure and coherence)
- Group 2: Expert/novice pattern ↔ overall good writing qualities (but relatively low accuracy)
- Group 3: Dominant/defensive pattern ↔ inadequate rhetorical structure and multiple coherence breaks.
- Group 4: Cooperation-in-parallel pattern ↔ low quality (rhetorical structure, coherence, accuracy)

- **Implications**

- ✓ Future research: Connection between peer interactions and writing products on other writing tasks; multiple factors mediating the wiki performance
- ✓ Pedagogy:
 - ❑ Group members' mutual engagement during writing processes accounting for a certain portion of the final grade.
 - ❑ Well-structured training
 - ❑ Grading rubrics for self-/peer-evaluation

Computer-mediated peer response

- Rationales
- ✓ Benefits of peer response:
A sense of audience; learner autonomy; collaborative learning; language development (Min, 2006; Tsui & Ng, 2000)
- ✓ Advantages of CMPR:
Less threatening environment, fostering more participation (Liu & Sadler, 2003)
(With anonymity), encouraging honest and critical comments from reviewers and writers' objective assessment of reviewers' feedback (Chang, 2016; Guardado & Shi, 2007)

Computer-mediated peer response

- Research Strands

- ❑ Different modes of peer feedback
 1. Electronic/online peer feedback vs. F2F peer feedback
 2. Synchronous CMC peer feedback vs. asynchronous CMC peer feedback
 - ❑ Impact of computer-mediated peer response on students' writing
 1. Impact on revisions
 2. Impact on writing development
 - ❑ Peer interaction and group dynamics
 - ❑ Students' perceptions
 - ❑ Peer feedback training
 - ❑ Factors influencing computer-mediated peer response

Peer response via Turnitin PeerMark

(Li & Li, 2017)

- Context: 26 students enrolled in two sections of English Composition I
- Research Questions:
 - ✓ What different areas do the students comment on when they provide Turnitin-based peer feedback in the mainstream class and the ESL class?
 - ✓ How do mainstream students (Class 1) and ESL students (Class 2) perceive the use of Turnitin for peer review?
- Data:
 - ✓ Students' writing drafts and peer feedback on summary & response paper and argumentative paper (Analysis: revision-oriented comments & non revision-oriented comments; global issues & local issues);
 - ✓ Questionnaire survey (5 point Likert-scale + short-answer questions) and follow-up interviews (content analysis)

Turnitin PeerMark

Print Tools

English 1101 K

04 February 2016

Digital Immersion

Technology is rapidly changing and evolving, much like the many generations of people.

It has become common today to believe that this generation's level of evolution correlates to the rise of technology. Marc Prensky's work titled "Digital Natives, Digital Immigrants" suggests the way students learn today vary from that of past generations due to the influence of technology in their lives. I, too, think that there is a major gap between digital natives, and digital immigrants that may create a miscommunication of sorts.

There are two kinds of people in the world that Pensky mentions, those who grew up surrounded by technology, known as the digital natives, and those who did not, known as the

Digital Immigrants. The behaviors and learning styles of the two contrast completely. Digital

The image shows a screenshot of the Turnitin PeerMark interface. At the top, there are 'Print' and 'Tools' buttons, and a 'Submit' button in the top right corner. Below these, the document title 'English 1101 K' and date '04 February 2016' are displayed. The main content area contains the text 'Digital Immersion' and a paragraph about technology and evolution. To the right of the text is a 'TOOLS' sidebar with sections for 'Commenting' (containing icons for text, red box, and a pencil), 'Composition Marks' (containing icons for 'sp', a red box, 'Awk.', a yellow box, 'wc', 'R/O', and 'Cite'), and a 'HORIZONTAL' button. The right side of the interface is a 'QUESTIONS' tab panel. It includes an 'Instructions' section and three numbered questions. Question 1 asks for a response in a text area with a '5 word minimum' requirement. Question 2 asks for a response in a text area with a '1 word minimum' requirement. Question 3 asks for a response in a text area. At the bottom right of the panel are 'HIDE' and 'HORIZONTAL' buttons.

Submit

Print Tools

English 1101 K

04 February 2016

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TOOLS X

▼ Commenting

T

▼ Composition Marks

sp

Awk.

 1

wc R/O

Cite

5 word minimum

1 word minimum

QUESTIONS COMMENTS

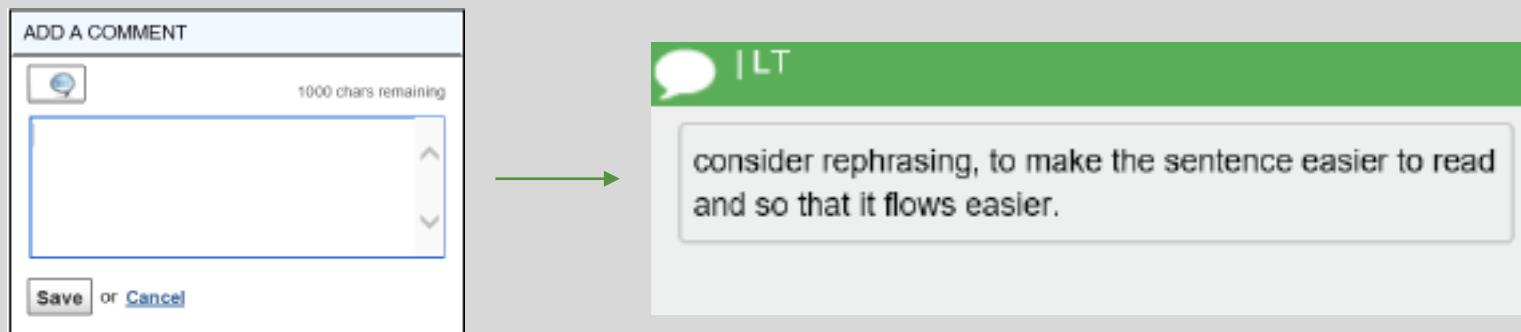
Instructions

1. What do you think of the title of this paper? Do you have any suggestion?
2. Does the first sentence of this paper include the name of the author and the title of the original article?
3. Does the summary accurately present the meaning of the original text? Explain.

HIDE HORIZONTAL

Turnitin PeerMark

Comment icon and bubble



Inline comments overlaid on paper

during a time where old and new traditions are practiced, their adaptation to learning may be
more flexible then those of Digital Immigrants. ILT Add one or two paragraphs summarizing Prensky's main ideas, before you give your response.

Turnitin PeerMark Feedback

◦ Results

✓ **Comments:** Task 1: revision-oriented feedback: 95.4% (class 1) & 97.4% (class 2)

37.8% global & 62.2% local (class 1); 35.6% global & 64.4% local (class 2)

Task 2: revision-oriented feedback: 86% (class 1) & 78.5% (class 2)

34.3% global & 65.7% local (class 1); 71.2% global & 28.8% local (class 2)

✓ **Perceptions:** Class 1: average of 4.55; very positive on PeerMark commenting tools (4.85)

vs. Class 2: average of 3.925; very positive on PeerMark questions (4.58)

Advantages

Convenience, efficiency, anonymity

More constructive/thorough feedback

Learning new writing perspectives

Helping one's own writing

Helping address language-related issues

Helping with academic integrity (Class 1 only)

Constraints

Technical glitches/difficulties

Composition marks (Class 1 only)

PeerMark question with the word limit (Class 1 only)

No synchronous communication (Class 2 only)

Feedback quality (Class 2 only)

Turnitin PeerMark Feedback

- Implications

- ✓ Pedagogy:

- ❑ Well-structured technology training, including video tutorials, followed with a trial peer review session testing out multiple Turnitin PeerMark functions.
 - ❑ Teach how to write appropriate and constructive comments: drawing on pragmatic knowledge, using polite expressions, and taking advantage of emoticons.
 - ❑ Assess students' performance by assigning a portion of points to sub-tasks: answering PeerMark questions, writing comments using the commenting tool, and/or using composition marks.
 - ❑ Embed a chatting tool with the Turnitin platform for synchronous communication.

- ✓ Research:

- ❑ Accuracy of Turnitin PeerMark feedback
 - ❑ Incorporation of peer feedback into revisions
 - ❑ Effect of CMPR on writing development (in comparison with f2f peer feedback and teacher feedback)

Teacher Multimodal Feedback

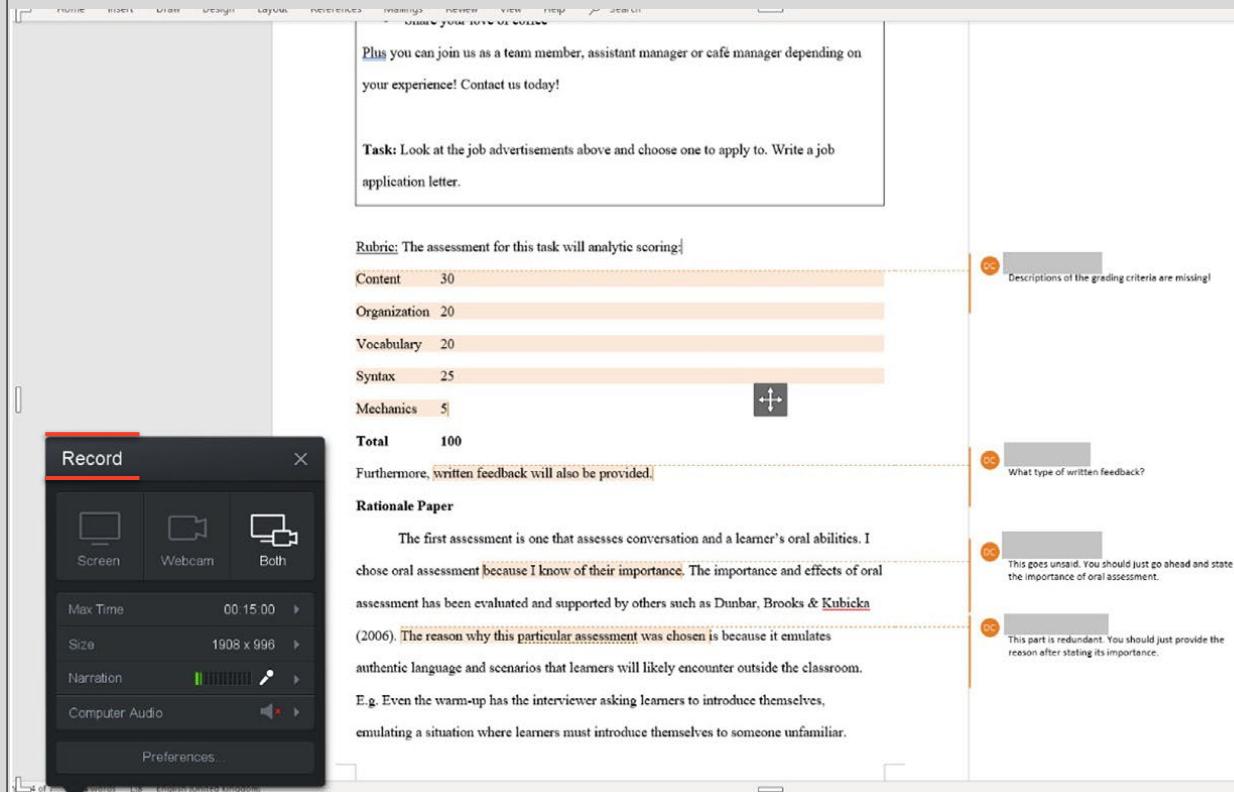
- **Rationales:**
 - ✓ Catering to students of auditory/visual learning style
 - ✓ Enhances teachers' social presence—personal, supportive and engaging feedback (Cunningham, 2019)
 - ✓ Practicing L2 listening skills (Elola & Oskoz, 2016)
- **Research strands:**
 - ❑ Nature of teacher multimodal feedback (focus/type/feature)
 - ❑ Student uptake of feedback
 - ❑ Perceptions
 - ❑ Effect of feedback on language learning and writing development

Screencast-O-Matic video feedback

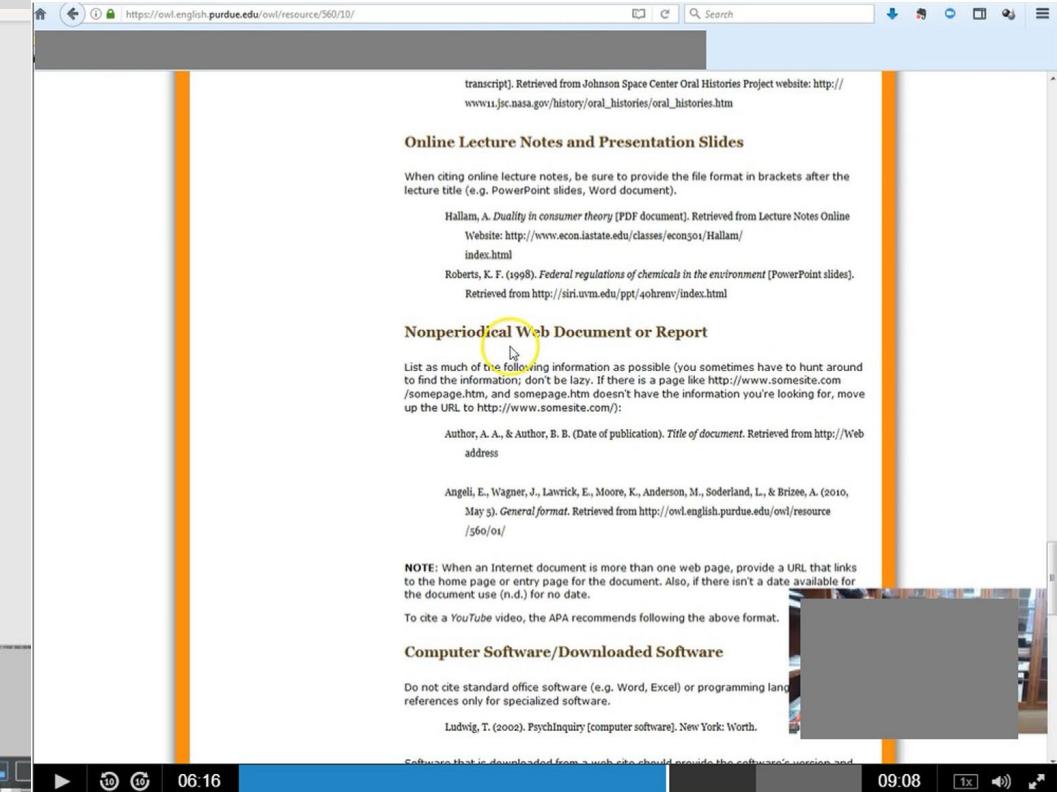
(Cheng & Li, 2020)

- **Context:** 54 students enrolled in an online graduate-level TESOL methods class at a public southern university in the US.
- **Research Questions:**
 - ✓ How did screencast video feedback and text-only feedback compare in terms of the categories of comments?
 - ✓ How did students incorporate the teacher feedback (i.e., video & text feedback) into their revisions?
 - ✓ What are students' perceptions of screencast video feedback compared with text-only feedback?
- **Data:**
 - ✓ MP4 videos of the instructor's screencast recording (audio-visual comments on lesson plans) & Instructor's written comments on MS Word
 - ✓ 96 lesson plans (48 drafts and 48 revisions)
 - ✓ a short perception survey with students

Screencast-O-Matic Multimodal feedback



Screen + webcam recording



Teacher video feedback played

Screencast-O-Matic video feedback

- Results

- ✓ Screencast comments: 380 total (201**contents**, 15 organization, 113 grammar/language use, 51 documentation)
Text-only comments: 404 total (193 contents, 26 organization, 136 **grammar/language use**, 49 documentation)

- ✓ Screencast video feedback: More successful revisions

content: 70.65% vs. 51.30%; organization: 86.67% vs. 65.38%; grammar/language use: 68.14% vs. 78.68% ;
documentation style: 100% vs. 53.06%

- ✓ Perceptions:

| | | | | |
|---------------|-------------------------|----|-------------------------|---|
| Screencast | Thoroughness (+) | 8 | Convenience (-) | 6 |
| | Personal connection (+) | 10 | Efficiency(-) | 6 |
| | Social presence (+) | 4 | | |
| | Comprehensibility (+) | 4 | | |
| | Role-modelling (+) | 1 | | |
| Text feedback | Convenience (+) | 7 | Personal connection (-) | 3 |
| | Efficiency (+) | 5 | Thoroughness (-) | 1 |

Screencast-O-Matic video feedback

- Implications

- ✓ Pedagogy:

Screencast video feedback has advantages in helping students improve content, organization, and documentation style.

Screencast video feedback (visual/audio) increases social presence, motivating students to revise.

Prioritize what to record in the video. Provide both screencast video feedback and brief written notes highlighting important points for revisions.

- ✓ Research:

Examining how in-service teachers transfer what they have experienced

- Producing a short screencast video to discuss their reactions to teacher feedback
 - Conducting screencast video feedback on their own students' writing assignments

Examining the possibility and role of peer multimodal feedback in collaborative learning.

Digital Multimodal Composing

- Rationales

- ✓ DMC supports writing as a discovery process of ideas and forms, a means of self-expression and reflection, and an effective way of communication (Belcher, 2017)
- ✓ Develops students' critical thinking, digital literacies skills, and writing development. (Bloch, 2007; Vandommele et al., 2017)
- ✓ With the authentic multimodal task and tangible real-world audience, DMC enhances learner motivation and autonomy (Hafner & Miller, 2011)
- ✓ DMC opens up new identities for L2 learners. It allows writers to draw on their unique linguistic repertoire as well as non-linguistic alternatives to fully convey meaning and showcase their knowledge of heritage language and culture (Godwin-Jones, 2018; Jiang, Yang, & Yu, 2020; Smith, Pacheco, & de Almeida, 2017)

Digital Multimodal Composing

- Research Strands
 - DMC process
 1. Expressing identity and voice
 2. Orchestrating multiple semiotic resources
 - Students' perspectives
 1. Benefits and challenges
 2. Mediating factors
 - Teachers' perspectives
 1. Teacher investment
 2. Assessment
 - Learning outcome/development
 1. Language development
 2. Other learning-related development

DMC in foreign language classes

Study 1: DMC via Google Docs +Peer Assessment (Akoto, 2021)

✓ Context: Elementary French class at a southern public university in the US.

✓ Research Questions:

How do French FL learners view the benefits and challenges of collaborative multimodal writing?

What factors do French FL learners perceive as mediating their writing processes in the collaborative multimodal writing task?

✓ Data:

Post-task questionnaire survey with 7 students; semi-structured individual interviews

Postcard Created on Google Docs



Mlle Jennifer MONET
24 rue Nationale
86000 POITIERS



Collaborative Multimodal Writing via Google Docs

Sight-Seeing in Europe star file cloud

File Edit View Insert Format Tools Add-ons Zotero Help Last edit was made ...

AuthorViz (691revisions) DocuViz (691changes) ...

1 100% 2 Normal text Pacifico 3 4 5 6 7

Le juillet 10, 2019

Salut Jennifer,
Comment vas-tu?
À part les études, tu travailles sur quoi en ce moment? Evelyn et moi sont actuellement en vacances en Europe. D'abord, nous sommes allés à Londres, et nous avons vu le [London Eye](#). Puis nous avons mangé du poisson frit. C'était super! Ensuite nous avons visité Madrid à l'hôtel [Aloft Gran Via](#). Nous sommes restées trois jours de plus pour faire du shopping et acheter de nombreux souvenirs. Ensuite, nous sommes allées à Paris, pour voir le Palais Garnier. C'était si beau! Après quatre jours, notre dernière destination était Rome, pour voir le Colisée. Nous avons été étonnés par la culture à Rome. Nous sommes toujours à Rome et nous reviendrons le 13 juillet. Nous espérons te voir bientôt! Evelyn & Brianna

Mlle Jennifer MONET
24 rue Nationale
86000 POITIERS

November 23, 2020, 10:04 AM ...
Current version
Evelyn Almaraz

November 22, 2020, 9:56 PM
Evelyn Almaraz

November 16, 2020, 3:32 AM
Miriam Akoto
Jonathan Walker

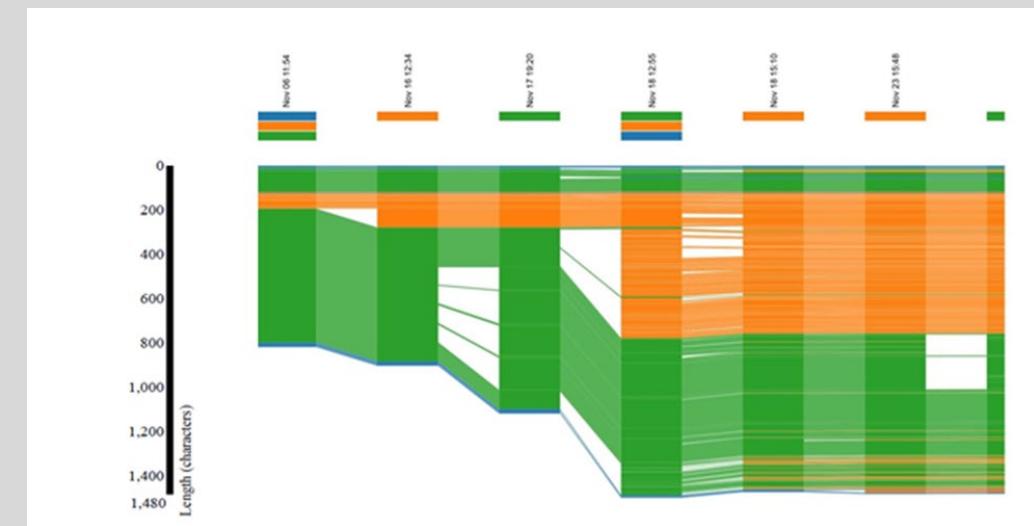
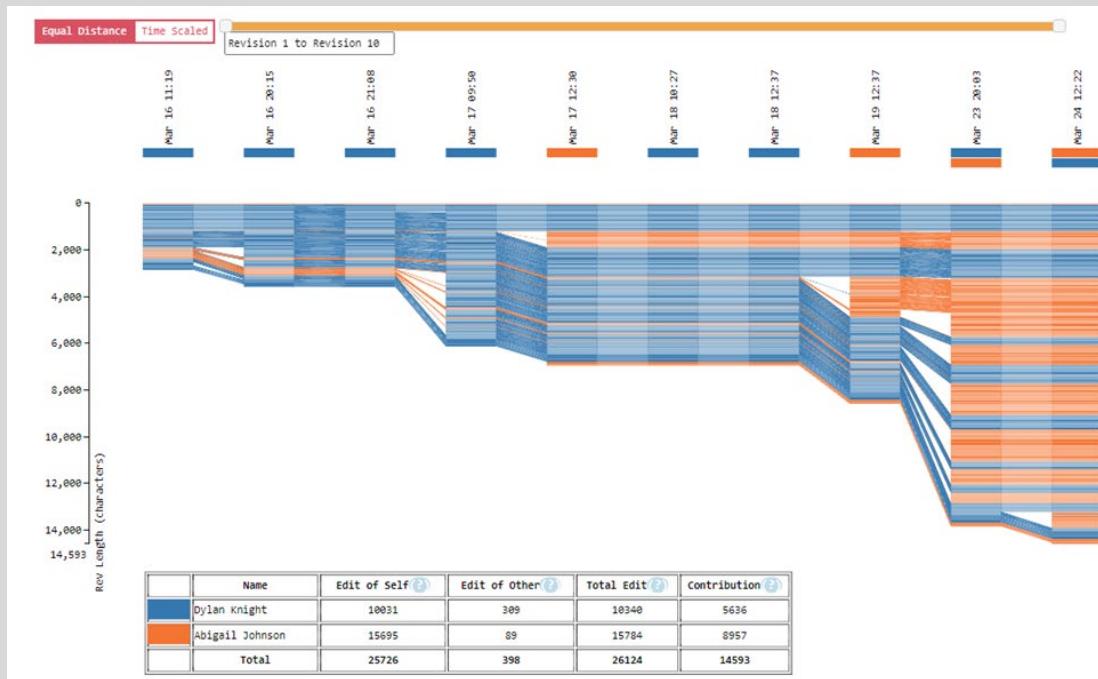
November 12, 2020, 10:56 PM
Evelyn Almaraz

Le 7juillet 10, 2019 Rome, Italie

Bonjour Salut Jennifer,
Comment vas-tu?
On aimait que tu sois là! À part les études, tu travailles sur quoi en ce moment? Nous avons parcouru l'Europe pour voir tous ces beaux pays Evelyn et moi sont actuellement en vacances en Europe. D'abord, nous sommes allés à Londres, en Angleterre, et nous avons vu le London Eye. Puis nous avons mangé du poisson frit. C'était bienfrit. C'était super! Après trois jours, notre prochaine destination était. Ensuite nous avons visité Madrid Madrid, Espagne à l'hôtel Aloft Gran Via. Nous sommes restées trois jours de plus pour faire du shopping et acheter de nombreux souvenirs. Ensuite, nous sommes allées à Paris, en France, pour voir le Palais Garnier. C'était si beau! Après quatre jours, notre dernière destination était Rome, en

Mlle Jennifer
CAMPBELL MONET
24 rue Nationale
86000 POITIERS

Collaborative multimodal writing via Google Docs (Docuviz embedded)



Collaborative DMC in the French FL Class

- Results

- ✓ Overall perceptions:

| | |
|--|------|
| Collaborative multimodal writing helped me improve my writing skills. | 4.23 |
| I found the peer assessment component to be beneficial. | 4.63 |
| I enjoyed working with my partner(s) on this collaborative multimodal project. | 3.88 |
| I felt motivated to write more than I generally would in the French class. | 4.5 |
| I found Google Docs helpful for this collaborative multimodal writing project. | 4.25 |

- ✓ Challenges:

- Tension with peers due to unequal participation
- Students' insecurities of writing production skills and language proficiency
- Technical glitches

- ✓ Mediating factors:

- Technologically mediated environment
- Instructional materials
- Group member familiarity

DMC in foreign language classes

Study 2: Multimodal writing via Visme (Li & Pham, submitted)

- **Context:** the ESP class at a southern public university in Vietnam
- **Research Questions:**

What are the qualities of the Vietnamese EFL students' collaborative digital multimodal products? How do they compare with those of individual multimodal composing products?

- **Data:**

122 infographics posters (Task 1), and 127 infographics (Task 2)

Analysis: Rating of infographics (i.e., content/organization, visual effect, language, and overall quality) & Accuracy (errors/words ratio),

Visme infographics

High Blood Pressure INFORMATION AND HOW TO CONTROL

Some complications

- Hypertension due to adrenal cortex, change in aldosterone secretion or Cushing's syndrome, Cushing's syndrome
- Hypertension caused by renal vascular disease
- Alteration of the humoral nervous system

Reason

- Hypertension due to adrenal cortex, change in aldosterone secretion or Cushing's syndrome, Cushing's syndrome
- Hypertension caused by renal vascular disease
- Alteration of the humoral nervous system

What is high blood pressure

High blood pressure is systolic between 120 and 129 and diastolic below 80. Stage 1 high blood pressure is a systolic between 130 and 139 or a diastolic between 80 and 89. Stage 2 high blood pressure is when the systolic is 140 or more up or diastolic of 90 or more.

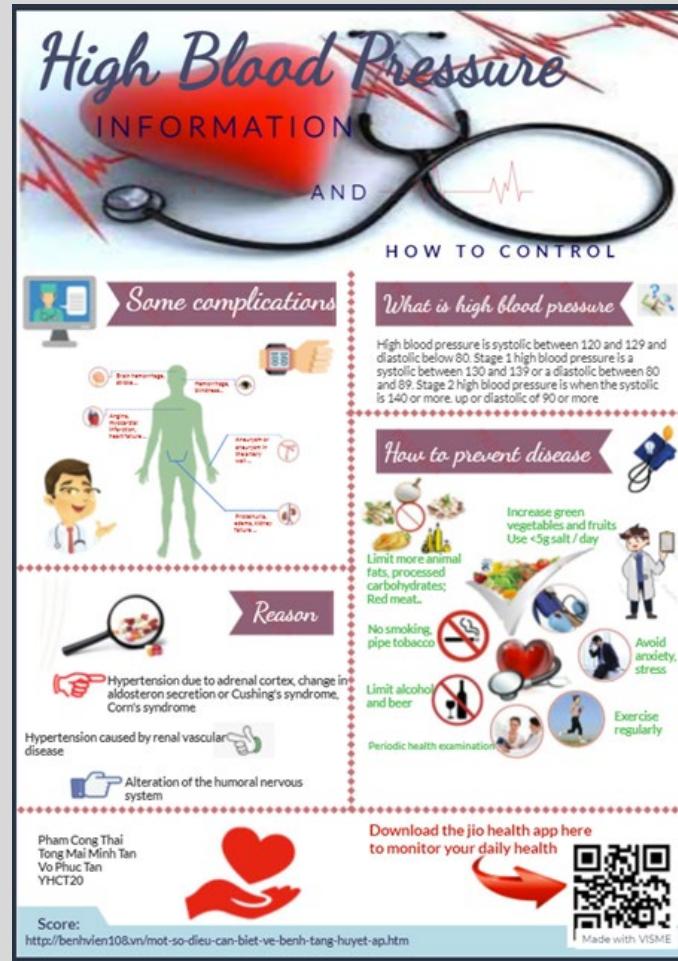
How to prevent disease

- Limit more animal fats, processed carbohydrates; Red meat..
- No smoking, pipe tobacco
- Limit alcohol and beer
- Periodic health examination
- Exercise regularly
- Increase green vegetables and fruits
- Use <5g salt / day
- Avoid anxiety, stress

Download the jio health app here to monitor your daily health

Score: <http://benhvien108.vn/mot-so-dieu-can-biet-ve-benh-tang-huyet-ap.htm>

Made with VISME



HOW TO PREVENT COVID-19 VIRUS INFECTION

1 GLOBAL SITUATION OF COVID-19

There are currently 144,561,695 confirmed cases in 219 countries and territories. The fatality rate is still being assessed.

outbreak as of April 22, 2021

144,561,695 confirmed cases

outbreak as of April 22, 2021

3,074,781 deaths

TOTAL CASES: This figure includes deaths and recovered or discharged patients (cases with an outcome).

TOTAL DEATHS

2 PREVENT THE SPREAD OF COVID-19

- Wash your hands with water & soap frequently**
- Please keep your distance**
- Exercise or Meditate at home**
- Wear & use medical mask properly**
- Get your Covid-19 vaccine**
- Stay at home**

3 COVID-19: DO'S & DON'TS AT THE WORKPLACE

| DO'S & DON'TS AT THE WORKPLACE | |
|---|--|
| Do: Cough & Sneeze into your elbow | Don't: Do not shake hands & no hugs |
| Do: Use tissues only once & dispose in closed bins | Don't: Do not use crowded lifts |
| Do: Leave the middle seat free to keep distance | Don't: Avoid touching office surfaces |

REFERENCES

<https://covid19.who.int/>
<https://www.worldometers.info/world-population/>

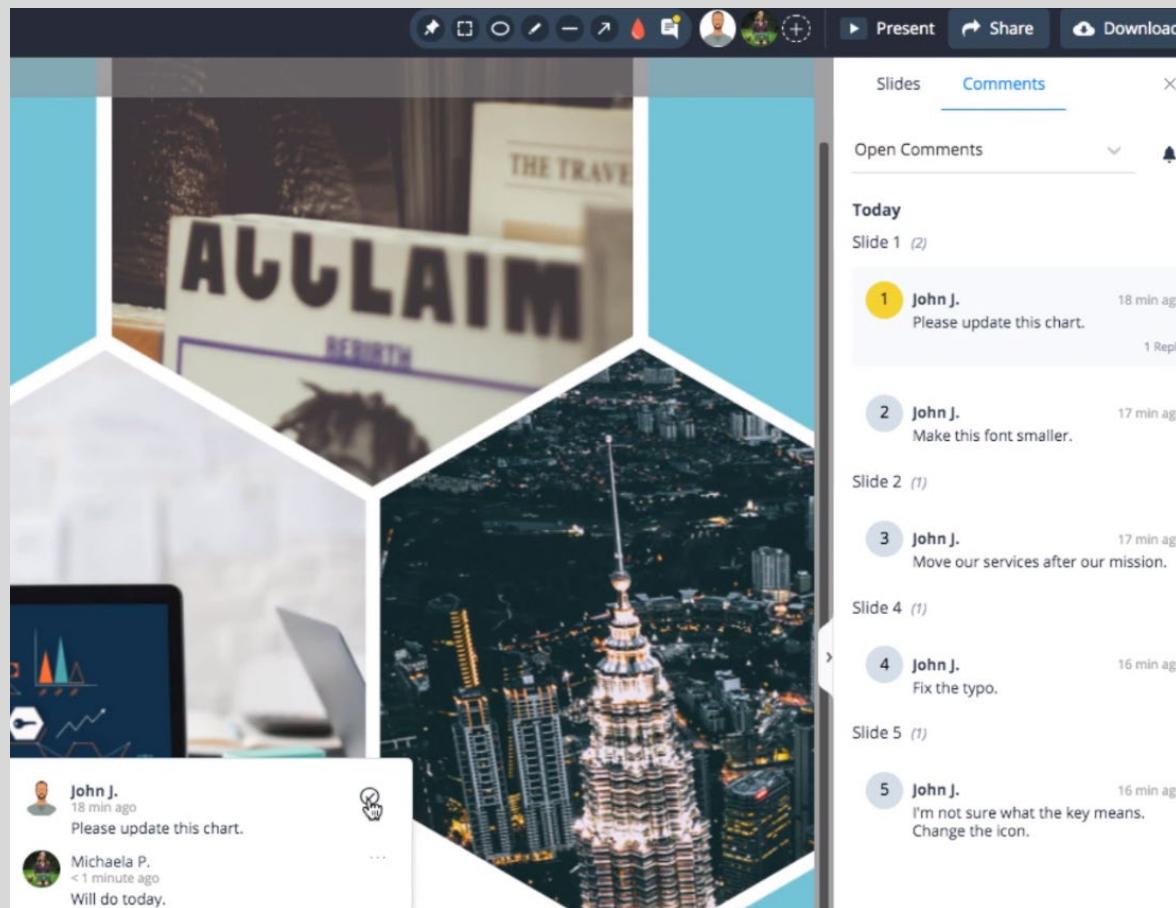
CONTACT US

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SCAN NOW



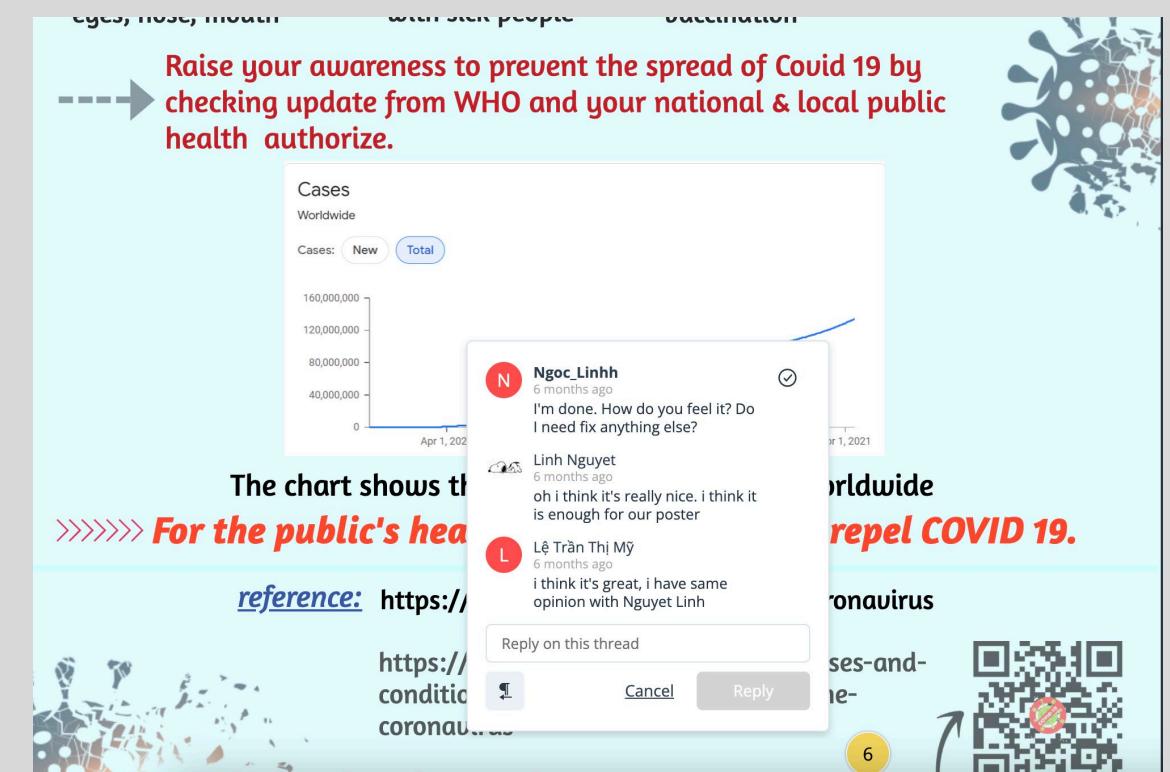
Collaborative DMC via Visme



A screenshot of a Visme slide interface. The slide features a collage of images: a sign that says 'ALLAIM', a person's face, and a night view of a city with a prominent tower. The Visme toolbar is at the top, and the 'Comments' tab is selected in the top right. The comments section shows five comments from 'John J.':

- 1 John J. 18 min ago Please update this chart.
- 2 John J. 17 min ago Make this font smaller.
- 3 John J. 17 min ago Move our services after our mission.
- 4 John J. 16 min ago Fix the typo.
- 5 John J. 16 min ago I'm not sure what the key means. Change the icon.

At the bottom left, there are two more comments from 'John J.' and 'Michaela P.'.



A screenshot of a Visme slide about COVID-19 prevention. The slide includes text: 'Raise your awareness to prevent the spread of Covid 19 by checking update from WHO and your national & local public health authorize.' and 'The chart shows the worldwide repel COVID 19.' It also features a chart titled 'Cases Worldwide' showing a line graph of new cases from April 1, 2020, to April 1, 2021. A comment from 'Ngoc_Linhh' is highlighted in a box: 'I'm done. How do you feel it? Do I need fix anything else?' Other comments include 'Linh Nguyet' and 'Lê Trần Thị Mỹ'. A QR code is at the bottom right.

DMC in the EFL Class

- Results: Overall high quality and high accuracy of collaborative DMC products

| Overall rating | Task 1 (total pts: 15) | | Task 2 (total pts: 15) | |
|--------------------------------------|------------------------|-----|------------------------|-----|
| | Mean | SD | Mean | SD |
| Content and organization | 4.52 (90.4%) | .62 | 4.41(88.2%) | .74 |
| Multimedia and visual effects | 4.45 (89.0%) | .67 | 4.21(84.2%) | .95 |
| Language | 4.67 (93.4%) | .48 | 4.65 (93.0%) | .54 |
| Total | 13.64 (90.9%) | 1.2 | 13.26 (88.4%) | 2.0 |

| Error | Task 1 | | Task 2 | |
|---------------------------------|--------|------|--------|--------|
| | Mean | SD | Mean | SD |
| Total words | 162.18 | 83.4 | 169.97 | 105.21 |
| Total errors | 1.79 | 2.56 | 2.03 | 2.17 |
| Error/word ratio | .012 | .014 | .019 | .035 |
| Verb tense/form error | 1.10 | .32 | 1.78 | 1.09 |
| Noun ending error | 1.14 | .38 | 1.70 | 1.06 |
| Article error | 1.00 | .00 | 1.00 | .00 |
| Word choice error | 1.00 | .00 | 2.09 | 1.14 |
| Part of speech error | 1.00 | .00 | 1.13 | .35 |
| Sentence structure error | 1.00 | .00 | 1.50 | .71 |
| Spelling error | 2.25 | 1.91 | 2.09 | 1.14 |

DMC in the EFL Class

- Results: Comparing collaborative DMC and individual DMC products
- No statistically significant difference in the overall qualities of infographics for Task 1, based on the students' work approach (i.e., collaborative writing vs individual writing), $F(3118)=1.853$, $p=.141>.05$, Wilk's $\Lambda = 0.955$, partial $\eta^2 = .045$.
- No statistically significant difference in infographics for Task 2, $F (3123)=2.29$, $p=.082>.05$, Wilk's $\Lambda = 0.974$, partial $\eta^2 = .053$.
- A statically significant difference was found in the aspect of visual effects ($F=4.118$; $p=.045<.05$)in Task 1.
- A statistically significant differences in organization/content ($F=6.335$, $p=.013<.05$) in Task 2.

DMC in the Foreign Language Classes

- **Implications**

- ✓ Collaborative DMC has the potential to facilitate the development of both digital literacy skills and collaborative skills.
- ✓ DMC tasks would not jeopardize opportunities for students to practice language.
- ✓ Collaborative work can lead to better qualities of writing than individual work in the DMC task environment.
- ❑ Well-developed grading rubric
- ❑ Compatibility of technology with DMC tasks
- ❑ Grouping (self-perceived expertise: writing creativity/competence, language skills, knowledge of graphic design)

Reflection and Conclusion

- New directions in the digital age:
 - Digital multimodal composing
 - Computer-mediated collaborative writing
 - Online writing feedback
- Research and practice on L2 writing and technology will continue to blossom
 - artificial intelligence growing in capacity and applications
 - wider accessibility to technology options in the globe
- Fanning sparks and motivating scholars to undertake new L2 writing inquiries in technologically supported educational contexts

New book coming soon...



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Q & A



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