The impact of Science Literacy delivery methods - what works?

Strengths, Weakness, Costs and Feasibility

GROUP 6. Multiliteracies/Multimodalities

V 1.0 | 10 May 2019

NOTES
n.d. = no data provided

GROUP 6. Multiliteracies/Multimodalities						
Mechanism	**Content of use**	**Strengths**	**Weaknesses**	**Costs and feasibility**	**Notes**	**Reference**
43. Multiliteracy and 44. Multimodality	Science and Science education [Physical science, Social science]	(Para. 4.3) The teaching and learning of science and its practices for scientific literacy reinforced the development of broader multiliteracies and, in turn, as science activities were enriched with multiliteracies and scientific practices, students were engaged in developing skills and knowledge central to being scientifically literate.	(Para. 4.4) A weakness of a multimodal writing programme highlighted that the success of educational programmes to help students understand the roles of alternate modes often necessitated multiple lessons with focused lesson plans, as both teachers and students were equally unprepared to benefit from alternative and unconventional writing approaches.	(Para. 4.5) Effective multiliteracies and practices in science teaching are resource intensive and require effective technology integration skills for instructors, suggesting that these activities be included in teacher professional development programmes.	(Para. 4.6) Multimodal instruction in science requires that the traditional emphasis on content must shift to an emphasis on process, practices and real-world applications, which in turn requires teachers, administrators, and policy-makers to envision a new system of education in which the primary goal should be to inspire a passion for learning, solving problems and asking questions.	http://www.nida-net.org/en-gb/activities/connectwithscience/research/reports-and-bibliographies/Multiliteracies-Multimodalities/