



Western

Interdisciplinary Centre for Research
in Curriculum as a Social Practice

Language and Literacy
Researchers of Canada



L'Association canadienne des
chercheurs en langue et littérature

Friday, October 29, 2021

12:00PM – 1:00PM EDT

Multimodal Dissertations: An Online Discussion

About the Presenters:



Dr. Jo Towers, University of Calgary

Jo Towers, PhD is a Werklund Research Professor in the Werklund School of Education at the University of Calgary. Her research interests include students' mathematical understanding—particularly the phenomenon of collective mathematical understanding—student experience and identity in relation to learning mathematics, and inquiry-oriented approaches to teaching and teacher education. Jo was the recipient of the University of Calgary Teaching Award for the rank of Full Professor in 2015, winner of the Alberta Teachers' Association Educational Research

Award in 2018, and, with her co-authors, received a Canadian Association of Foundations of Education Publication Award in 2015 for their work entitled *Provoking Conversations about Inquiry in Teacher Education*.



Dr. Rachel Heydon, Western University

Rachel Heydon, PhD, is Full Professor and Faculty Scholar, Faculty of Education, Western University. Conceptualizing literacies broadly, and interested in meaning making across the lifespan, Rachel's work focuses on literacies curricula and pedagogy for living well together. Some of Rachel's books include *Constructing meanings: Literacy pedagogies K-8* (7th ed.) (with Marianne McTavish and Joyce Bainbridge), *Why multimodal literacy matters: (Re)conceptualizing literacy and wellbeing through singing-infused multimodal, intergenerational curricula* (with Susan

O'Neill), *Routledge companion to interdisciplinary studies in singing: Vol 3. Well-being* (with Daisy Fancourt and Annabel Cohen), *Negotiating spaces for literacy learning: Multimodality and governmentality* (with Mary Hamilton, Kathryn Hibbert, and Roz Stooke) and *Learning at the ends of life: Children, elders, and literacies in intergenerational curriculum*. Rachel has also had the privilege of supervising many master's and doctoral research studies that are multimodal in nature and was awarded the Faculty Mentorship Award (2015) by the Canadian Committee of Graduate Students in Education.



Dr. Annie Tran, University of Toronto

Annie Tran, PhD is a Learning Technology Specialist with the University of Toronto's School of Continuing Studies. For the past decade, she has worked in public and private educational spaces, from kindergarten to higher education. Her doctoral work focused on multimodal dissertations and the opportunities for multimodality in higher education. This study addresses dissertations and the problem of understanding how research can be argued, represented, and presented in multimodal ways, and considers the lived curriculum of Ph.D. graduate students. In an era when communication and higher education are rapidly changing, there is much to learn

about multimodality and the dissertation. For example, how can multimodality be used to forward an argument or inform research in a dissertation? How is technology changing the format of the dissertation? And how might multimodality and technology change the experience of composing a dissertation? For more information about Annie, visit www.annietranphd.com.