Using Multimodality as a Conceptual Lens: Examining Two Teachers’ Learning in the Multiliteracies Teach Institute Project

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Purpose
The purpose of this article is to provide an overview of a professional development project called the Multiliteracies Teacher Institute Project (M-TIP). We describe the design, implementation, and impact of M-TIP.

The Article
M-TIP is composed of a series of three interrelated university courses that were designed to provide university graduate credit and professional development to teachers whereby they would explore their own situated racial identities as well as the teachers’ perceptions of the roles that their situated identities played in their literacy instruction. As a result of this examination, we purport that the long-term, close-knit, multimodal nature of the teachers’ embodied experiences across time in M-TIP influenced their own evolving racial identities as well as their work with children and parents in their school communities. In addition to the multimodal nature of the design of M-TIP, we believe that other design features of M-TIP impacted the teachers’ construction of meaning about race.

What this Means for the Field
Participation in M-TIP helped the focal teachers recognize the role their White identity and White privilege played in their teaching and how it positioned them as White teachers teaching in schools of color. While this work is contextualized in the United States where it occurred, findings from our work may be useful for teachers and researchers in international contexts sharing similar concerns in their own educational contexts.

Citation

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