

## TITLE

*Coding Animated Narratives and Digital Interactive Literature: Creative 21<sup>st</sup> Century Curricula for English and Literature Education.*

## ABSTRACT

In the multimodal digital communication world of the 21<sup>st</sup> century, English language, literacy and literature pedagogy needs to embrace digital technology as a core meaning-making mode in the interpretation and creation of multimodal texts incorporating language, image, music, sound, movement and gesture. Such a pedagogy needs to be underpinned by transdisciplinary research encompassing education, linguistics, multimodal semiotics and digital technology. This session firstly outlines a recently completed study which developed digital multimodal composition pedagogy to extend and nuance primary school students' understanding and expression of attitude and emotion (Unsworth & Mills, 2020). Research in progress is then introduced that involves English teachers incorporating computer programming (coding) into multimodal composition pedagogy to enable students to code animated narratives. Students' stories created with the *Scratch* coding software will be discussed to show how they deployed multimodal narrative techniques (Mills et al., contracted). The next section shares further research in progress addressing the integration of literature and digital technology. Pedagogy will need to evolve to develop the literacy competencies entailed in engaging with, and critically appreciating digital interactive adaptations of literary classics as well as new forms of digital literary narratives. This requires frameworks for examining how multiple options for digital interactivity are related to the interpretive possibilities of the stories. A proposal for such a framework is described, along with video clips illustrating the various forms of interactivity and the nature and extent of their contribution to the thematic concerns of the narrative. Implications for student learning experiences and recommendations for further research are outlined. The session concludes by emphasising the crucial significance of teachers and researchers engaging with this perspective on border-crossing to maintain a socially responsible pedagogy for English language and literature into the 21<sup>st</sup> century.

Mills, K., Scholes, L., & Unsworth, L. (contracted). *Literacy for Digital Futures: Mind, Body, Text*. . Routledge.

Unsworth, L., & Mills, K. A. (2020). English language teaching of attitude and emotion in digital multimodal composition. *Journal of Second Language Writing*, 47, 100712. <https://doi.org/https://doi.org/10.1016/j.jslw.2020.100712>



Len Unsworth