Annotated Bibliography

Andersen, Rebekka. "Rhetorical Work in the Age of Content Management: Implications for the Field of Technical Communication." *Journal of Business and Technical Communication*, vol. 28, no. 2, 2014, pp. 115-157.

Andersen examines best practices for content strategy and how rhetorical work in the production of intelligent content is being carried out by technical communicators. She argues that TC education and research would be most effective work, if done according to a praxis-based, collaborative model. In the section "How Information Consumer's Expectations are Changing," Andersen has some helpful, researched points about the demand for intelligent content (*how it meets consumer's needs/ the client experience*). This is relevant to the overall concept of an interactive implementation guide (more specifically, training modules that adapt to a user's needs and responds uniquely to each user).

Behm, Nicholas N., Gregory R. Glau, Deborah H. Holdstein, Duane Roen, and Edward M. White, editors. *The WPA Outcomes Statement: A Decade Later*, Parlor P, 2013.

This collection does not do the work of the original WPA OS, but rather examines the effects of it. It asks scholars about the impacts the OS has made on WPs as well their implications. Some of the chapters also address the need for program assessment and how the OS should be used to make such improvements. For example, in its most recent iteration (3.0), the OS sought to prioritize multimodal composing practices in the composition classroom. So, here in the responses a decade later, scholars discuss the successes and failures of curricular changes to address multimodality and also *how assignments might be designed to support student success or even to what degree technology be used in the classroom*. I have also thought about some of the shortcomings of the OS or even how it might be used not only to guide syllabus development for a writing course. The WPA OS has helped me to frame new learning objectives, especially in light of other documents like the Postsecondary Framework for Success and 21st Century Skills.

Bourelle, Andrew, Tiffany Bourelle, and Natasha Jones. "Multimodality in the Technical Communication Classroom: Viewing Classical Rhetoric through a 21st Century Lens." *Technical Communication Quarterly*, vol. 24, no. 4, 2015, pp. 306-327.

This article looks exclusively at the value of a multimodal pedagogical approach in technical communication courses. Bourelle et al. encourage instructors to use the

rhetorical canons to effectively support students to compose in a digital age (classic rhetoric help to teach foundational concepts). A sample course curriculum evidences how students use the canons as a guide to understand rhetorical decision making, especially in multimodal formats (321). The course descriptions and assignments help me to consider the canons as a potential focus (topic) in the training modules (as class rhetoric will be part of the overall resource/guide).

Chandler, Paul, and John Sweller. "Cognitive Load Theory and the Format of Instruction." *Cognition and Instruction*, vol. 8, no. 4, 1991, pp. 293-332.

Chandler and Sweller report findings from a series of experiments addressing split-source versus integrated information in preliminary instructional materials. Their work was based upon cognitive load theory, which examines how cognitive resources are used in learning situations. Instructional materials are most effective when the cognitive demands are directly related to the goals of the task(s). The study concluded that integrated instructions were far better for student learning success, reducing their cognitive load. The study, as well as its explanations, can inform my module design. It forces me to think about how information is presented and to what extent I need to provide examples (how many and what those examples *look* like).

Chen, Juanjuan, et al. "The Role of Collaboration, Computer use, Learning Environments, and Supporting Strategies in CSCL: A Meta-Analysis." *Review of Educational Research*, vol. 88, no. 6, 2018, pp. 799-843.

This case study concludes the value of computer-supported collaborative learning (CSCL). It examines how technologies can support group learning processes. Comparing collaborative learning to the Walker article (advocating for the affordances of e-learning that allows for individual pacing and convenience), it is an interesting point for me to think about in my own modular design. Is it important and/or beneficial for a specific module to be worked on as a team (which mimics department work in both secondary and postsecondary institutions) as a opposed to individually?

Clark, Dave. "Content Management and the Separation of Presentation and Content." *Technical Communication Quarterly*, vol. 17, no. 1, 2007;2008;, pp. 35-60.

Clark explains the separation of "content from design," more specifically in Web design versus Web content management versus full-featured content management systems (CMSs), and what these separations imply. By separating such elements there is much less work for technical communicators when redesigning the look or feel of a site; however, some design scholars have argued that the rhetorical effect is lost if these are not "melded together" (36). Clark is not suggesting one over the other; rather, his article is focused in the implications of each approach. I was intrigued by the discussion of Tufte

and the evils of PowerPoint (52). Although I disagree that the focus on design "trivializes the content," it is nonetheless important to think about what design elements/features can *do* to content. What are the affordances of using an application like Canva? How do my design decisions affect the content? This is an important consideration to make as I continue the development of the implementation guide and its modules.

Crump, Adrienne, and Elise Verzosa. "Visualizing Writing Space: A Reflection." *Kairos*, vol. 16, no. 3, 2012.

This webtext (Prezi) presents a teacher's guide for integrating visual rhetoric in FYC. Resulting from a shift in perspective (from instructor to student), Crump and Verzosa also look at the interconnectedness of vision and space. They also use a color scheme to identify each author's individual reflections, which can be directly traced through the presentation, creating a sort of "choose your own adventure." Overall, the project is meant to provide visual materials that might be used by FYC instructors to help amplify "all available means of persuasion." This proved to be a fantastic find as a sample, or prototype, of other instructional guides in postsecondary writing. Furthermore, they address much of the same concerns and tensions between theory and practice that I take up in my prospectus (which prompted the mm implementation guide). Although the webtext might be perceived as outdated, it nonetheless shows an example of composing that is visual. Most importantly, I can see the value of walking the walk in how the scholars choose to design their presentation and solve the problem (which gives weight to design-thinking as encouraged by Leveranz).

Dryer, Dylan B., et al. "Revising FYC Outcomes for a Multimodal, Digitally Composed World: The WPA Outcomes Statement for First-Year Composition." *WPA. Writing Program Administration*, vol. 38, no. 1, 2014, pp. 129.

Due to the ubiquity of technology, the WPA revisited the Outcomes Statement to include changes that considered digital composing. The term, composing, also denotes the practice of bringing elements together beyond those that are print based (including graphics, visuals, multimedia etc.). This allows students to communicate in contemporary modes. Dryer et. al. also acknowledges that the OS is but a draft, which lends itself to constant updating and improving. This article helps to outline some of the foci for the implementation guide. More specifically, it helps me to frame possible learning outcomes, goals, and student activities that require correlating materials to help support teacher training.

Graham, S. S., and Brandon Whalen. "Mode, Medium, and Genre: A Case Study of Decisions in New-Media Design." *Journal of Business and Technical Communication*, vol. 22, no. 1,

2008, pp. 65-91.

Some of the theory and scholarship discussed in the background/literature review section of this larger piece has me thinking about the multimodal approaches that instructors can take to the design of their student assignments. Foremost, the instructors should be asking themselves about the purpose of the designated genre as well as how it shifts the rhetorical expectations on it. This is relevant for the implementation guide as well as the correlating training modules that support instructors in their development of syllabi and mm assignments. Additionally, this article prompted me to think about the genres that I will employ in the development of the implementation guide. What sorts of expectations will my user have as it is part of an existing ecology? I valued how Graham included both his own responses to Brandon Whelon (the designer) as well as Whelon's own designer perspective. Being able to see both was insightful and gave new, authentic dimension to rhetorical decision making during the design process. For instance, Graham writes, "In each of these cases, negotiation and renegotiation caused Brandon to redefine his conception of audience and often had a direct impact on the hybridity of the design" (76). The co-authored article was smart in that presented ways that we think and talk about design using multiple discourses; ultimately, I recognized that it all can be boiled down to the same sets of concerns and motives to design/produce an effective site. In other words, both a rhetorician like Graham or a designer like Whelon, are *concerned* with the same set of values although their tools and technologies may differ.

Findeisen, Stefanie, Viola K. Deutscher, and Jürgen Seifried. "Fostering Prospective Teachers' Explaining Skills during University education—Evaluation of a Training Module." *Higher Education*, 2020.

Findeisen et. al. provides a study using videotaped simulated interactions for a teacher training module focused on procuring "explaining skills" (instructional explanation). The study concluded that this skill, is in fact, teachable through a training module. However, the results are not a direct result of the module (intervention) but also to the repeatability of practice. *So, I suppose that I am acknowledging that my guide will not be the end all, be all of implementing multimodality in composition course.* The conclusions help me to think about the effectivity of the modules that I design as well designing assessment measures (in the test phase). Moore's article presents the TAPPA model to help frame the larger project and map moves to complete the guide. Whereas here, the study prompts me to think about the adjustments to make in each iteration (for overall improvement and functionality for users).

Lee, Chia-Jung, and ChanMin Kim. "A Technological Pedagogical Content Knowledge Based Instructional Design Model: A Third Version Implementation Study in a Technology Integration Course." *Educational Technology Research and Development*, vol. 65, no. 6,

2017, pp. 1627-1654.

Data was collected, in this case study, about student-centered technology applications and the practice of using TPACK (Technological Pedagogical Content Knowledge) as a framework for teacher training. The study found that teachers as designers (TaD) is an effective approach to TPACK and that the development of lessons should be technology integrative. The technological tools are not merely available for students *to get their work done*. The study presented me with concrete examples of teacher training modules and role-playing activities that have the power to shape good instructional practices. The TPACK framework and its 7 domains are able to help teachers to think like students (as they are confronted with technology). *How can teachers transform content?*

Leverenz, Carrie S. "Design Thinking and the Wicked Problem of Teaching Writing."

Computers and Composition, vol. 33, Sept. 2014, pp. 1–12.

Leveranz emphasizes how composition courses should be framed by design thinking. She asserts that such thinking can help college writers to become creative as well as gain a sense of agency. She also claims that it "focuses on designing solutions to problems rather than creating forms for their own sake," which eliminates the need to "fit in multimodal composing" (3). Design-thinking facilitates trial and error work and learning happens along the way; it's experimentation (9). This also underscores other conversations in the scholarship included in other bibliographic entries (Findeisen, Kavitha, Moore, Sanga) that promote the practice of prototyping and iterative design thinking. Synthesizing all of these texts, including Leveranz, will help me to make some choices about the values of multimodality and design-thinking or even if one is ideal for framing composing practices. Most importantly, Leveranz helped to clarify the need for problem-based inquiry and the ways that multiliteracies can be employed to communicate solutions without constraint. This may also prove helpful in the ways I might design briefs, instead of assignments, for both training modules *and* sample (mm) lessons.

Kavitha, V., et al. "A Critical Study on the use of Artificial Intelligence, e-Learning Technology and Tools to Enhance the Learners Experience." *Cluster Computing*, vol. 22, no. S3, 2019, pp. 6985-6989.

The brief article reviews various e-learning practices and how they contribute to the development of learning management systems. The background provides models for training and also the need for instructional designers to consider various ways that students learn content. AI is discussed as a means to enhance the learner experience, by allowing for adaptability. These points emphasize the need for me to consider a variety of features in the training modules, if not the (long-term) LMS altogether. AI affords instructional designers the ability to make modules adapt to each user; therefore, creating stronger, more effective instruction.

McCarthy, Jacob E., et al. *Content Management in the Workplace: Community, Context, and a New Way to Organize Writing.* vol. 25, SAGE Publications, Los Angeles, CA, 2011.

This study addresses how CMS (content management systems) affect writing and workplace practices. Conclusions show that users, in the work place, found creative, social ways of using the CMS that were unanticipated by its designers. *How will the CMS affect how the work gets done*? In the conclusion, McCarthy cites Dourish (2004): "Practice evolves and adapts and our concern is not simply to support particular forms of practice, but to support the evolution of practice" (25). I thought this was especially thought provoking. It echoes some of the same sentiments that Leveranz puts forth in *not getting caught up* in genre or genre ecologies. Rather, I should be thinking about the affordance that design thinking has to offer in that it provides opportunities to students to create and solve problems. Although this is not the best use of McCarthy's article, it does have me thinking about how instructors may feel constrained by the mm implementation guide and/or its correlating training modules if I make decisions that are much too narrow to be beneficial (especially if I am already arguing that our current teaching practices and frameworks are too restrictive).

Monea, Bethany. "Screen Reading: A Gallery of (Re)Imagined Interfaces." *Kairos*, vol. 24. No.2, 2020.

This digital art installation seeks to challenge its viewers about the human-computer interface. Monea asks four important guiding questions: *How are interfaces differently (in)accessible to different people? What prior experiences are users of particular interfaces expected to have? How can interface designers better acknowledge and embrace the diverse experiences of diverse users? How is knowledge and practice shaped by the interfaces we use in workplaces, schools, and social settings?* Besides these being questions that I will want to ask in terms of my own project, it gets at the expectations I have for my user. Collaborating with other designers, consulting with both pre-service and in-service teachers, and gathering feedback about the user experience (in the training modules first iteration) will be pivotal in remedying some of the problems Monea addresses.

Moore, Robert L. "Developing Distance Education Content using the TAPPA Process." *Techtrends*, vol. 60, no. 5, 2016, pp. 425-432.

This case study focuses on the effectivity of the TAPPA (Target Accomplishment Past Prototype Artifact) model to address microinstructional strategies for the development of e-learning and modules. It shows the 5 steps in the TAPPA model, but most importantly contributing to a focus on the *goals* (expected result) of the project. This becomes very useful in my plan for the project (at large). The findings show support for the benefits of iterations of a project and their usefulness in informing future projections. The TAPPA model can help me to generate step-by-step plans to complete the project and embracing flexibility.

Sanga, Mapopa W. "DOING INSTRUCTIONAL DESIGN FOR DISTANCE EDUCATION: An Analysis of Design and Technological Issues in Online Course Management." *Quarterly Review of Distance Education*, vol. 20, no. 1, 2019, pp. 35-54.

This study analyzed technical problems and design issues that arose across 120 online courses using Canvas. Using qualitative content analysis, the researchers were concerned with how instructors sought to resolve issues and what this implied for future course design. Instructors were asked to log issues and questions on a Google Document. Most of the issues concerned online quizzes and tests. A designated instructional designer was used to rectify the issues, but it is important to note that these designers and technologists worked along with the instructors to solve the problem in the best way for future instruction This study is helpful in considering the ways that technical support can be set up for training modules/ online learning in the long-term. It is also in line with some of the course readings about collaborative technical communication work. I am thinking about how to design live feedback while instructors “try out” the modules.

Sarwar, Muhammad, Shafqat Hussain, and Ashfaque A. Shah. "Effectiveness of University Teachers Training Modules." *Journal of Educational Research*, vol. 20, no. 1, 2017, pp. 1

The HEC (Higher Education Committee) of Pakistan has a smaller unit, the NAHE (National Academy of Higher Education) which is responsible for teacher training. Standards of quality education are constantly changing; thus, teachers need professional development to meet such needs. They are routinely and continuously seeking to improve the modular training and their effectivity. The study outlines each of the modules, situating it in the context of higher education and giving it relevance. It also provides charts of how effectivity was measured, as reported by questionnaires completed by training program participants. This helps me to think about categories and questions to design in order to assess my own modules.

Walker, David A., Portia M. Downey, and Christine K. Sorensen. "E-Learning Modules for

Teacher Development: Project REAL." *Techtrends*, vol. 52, no. 5, 2008, pp. 59-62.

Based on questionnaires collected after the completion of e-learning modules, researchers were able to conclude that both in-service and pre-service teachers were better prepared to be highly effective instructors in the classroom. Such modules were developed to create greater accessibility and convenience for teachers to participate in professional development. The e-learning modules are based upon data that supports the skills of highly qualified teachers. This short piece prompts me to think about the consumer for the implementation guide training modules. The consumers will not only be in-service teachers, but also pre-service teachers. How do I help teachers to implement a multimodal approach to writing? What do they need to do so? Both the content and design of the modules needs to address both parties and support their needs. Moreover, the modules should be designed to support collaboration between the two types of teachers.

WPA Outcomes Statement for First-Year Composition (Revisions Adopted 17 July, 2014)."

WPA: Writing Program Administration, vol. 38 no. 1, 2014, pp. 144–48.

Scholars participated in revising the first iteration of the WPA Outcomes Statement, to include multimodality, and still sought to redefine the idea of composing practices. According to the Introduction to the Writing Program Administrators Outcomes Statement, they state it is their job to represent the priorities of FYC. Furthermore, Carrie Leveranz explained that this Revision Task Force aimed to "…reflect a broad consensus of what WPA members believe about the purpose of first-year writing based on "what composition teachers nationwide have learned from practice, research, and theory" (WPA 144). The new planks reflect the composing practices and outcomes for students that evidence digitality, varying writing contexts, and flexibility. These statements are important to my project as they serve as acceptable practices and have often been implemented in WPs.