Making Transfer Matter Across Digital Media Platforms

Presented by Jialei Jiang

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Emerging Body of Research Explores:

- Students' transfer of knowledge between print-based composition and multimodal composition (DePalma 2015; DePalma and Alexander 2015); and
- Students' transfer of knowledge between digital self-sponsored writing and academic writing (Rosinski 2017; Shepherd 2018).

The research has not been fully extended to empirical studies comparing multiple digital media platforms and examining their affordances in facilitating writing transfer.

GAP IN CURRENT RESEARCH

PURPOSE OF THIS STUDY

This study compares FYC students' perceptions of three cloud-based platforms used to engage in collaborative multimodal designs: Vyond (animation design platform), Canva (graphic design platform) and Wix (website design platform).

1	Data collection and analysis
2	Results and discussions
3	Pedagogical suggestions

METHODS

Data Collection

The primary source of data consists of surveys completed by 78 students, reflection essays solicited from 73 students, and individual interviews conducted with 12 students.

Data Analysis

The survey and interview data were analyzed using grounded theory methods (Birks and Mills, 2015) to identify common themes and to make generalizations about these themes.

DATA SET

Survey

A total of 78 students completed a Qualtrics survey

Interviews

A total of 12 students completed individual interviews with the researcher

Reflections

A total of 73 students submitted reflection essays

RESULTS AND DISCUSSIONS

Key finding 1

The animation, brochure, and website platforms differed in their capacities for facilitating writing transfer, such as producing rhetorical appeals.
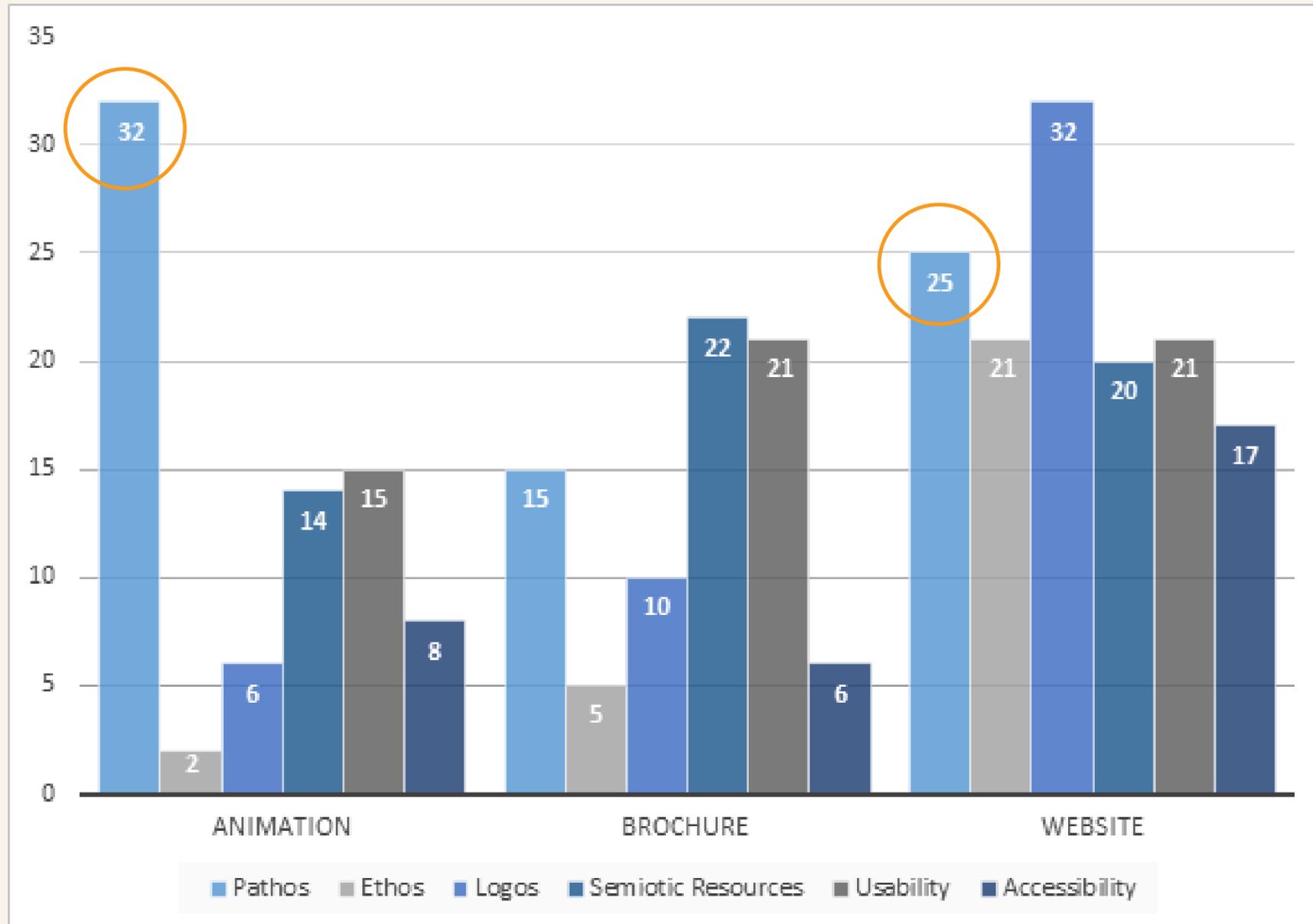
FIGURE 1

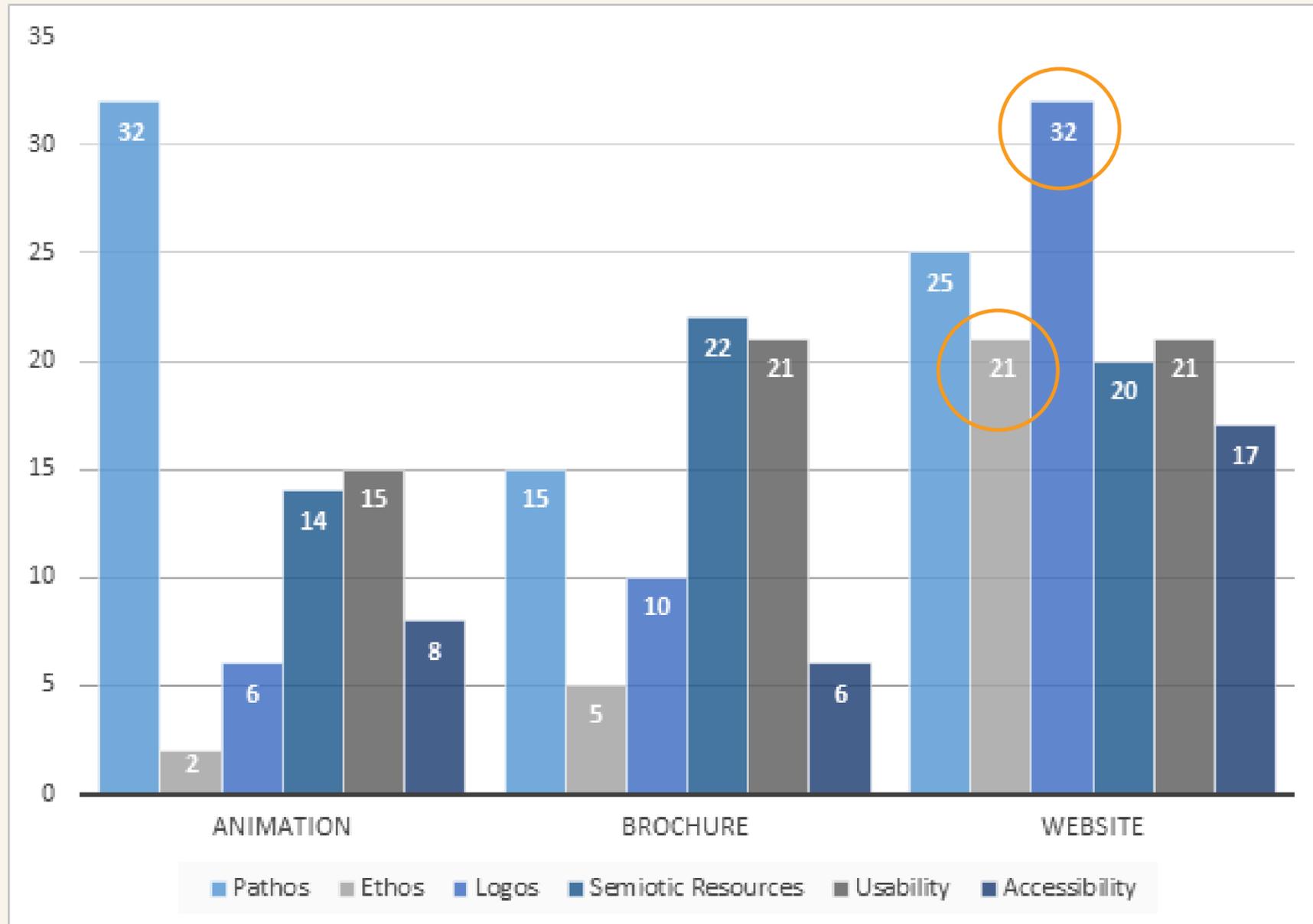Potentials of the Animation, Brochure, and Website for Writing Transfer

FIGURE 1

Potentials of the Animation, Brochure, and Website for Writing Transfer

RESULTS AND DISCUSSIONS

Key finding 2

Participants made more references to the website and brochure platforms as being user-friendly and easy to navigate.
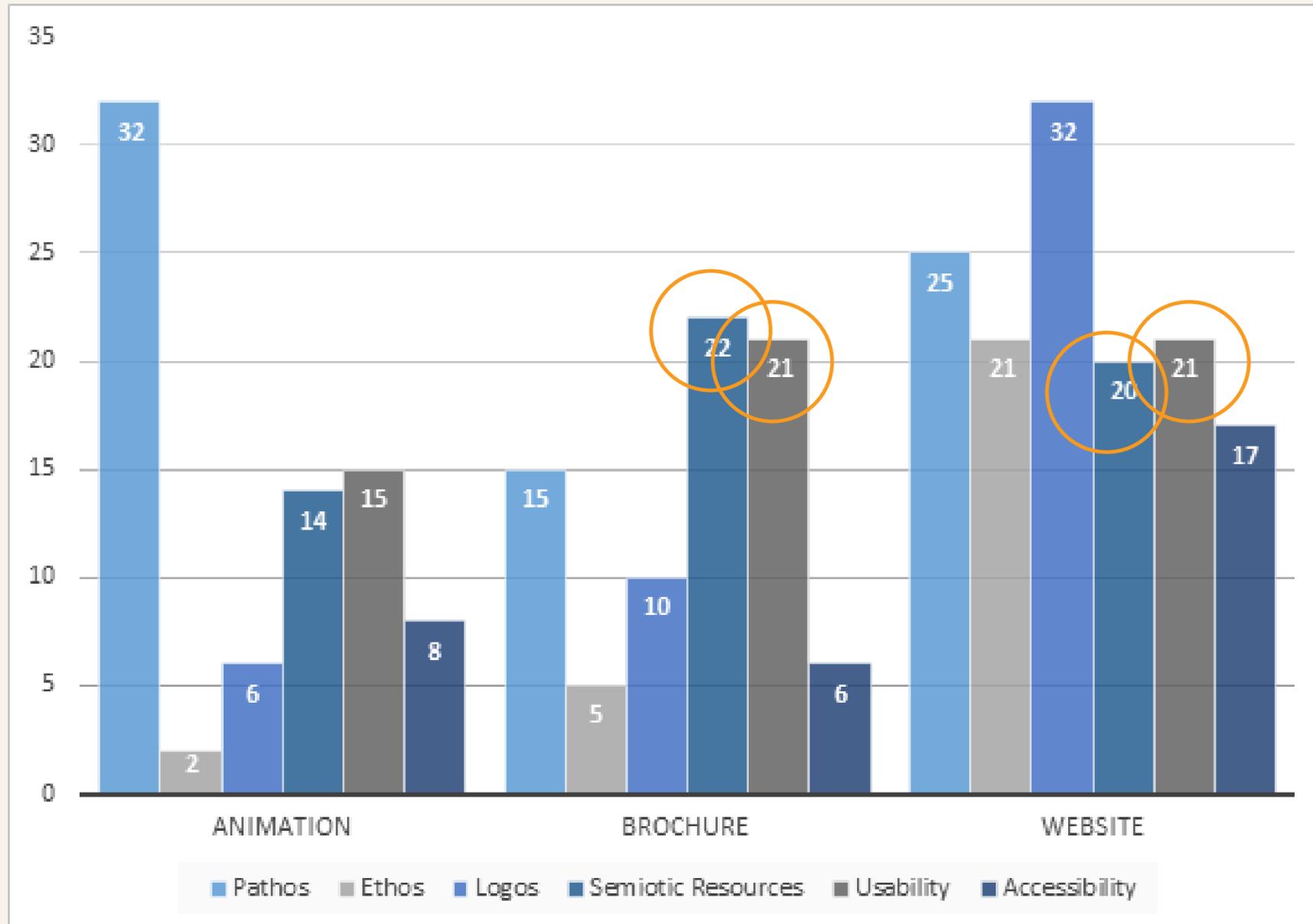
FIGURE 1

Potentials of the Animation, Brochure, and Website for Writing Transfer

RESULTS AND DISCUSSIONS

Key finding 3

Participants referred to the animation and brochure software as producing more constraints in terms of in-app purchases and limited semiotic resources.
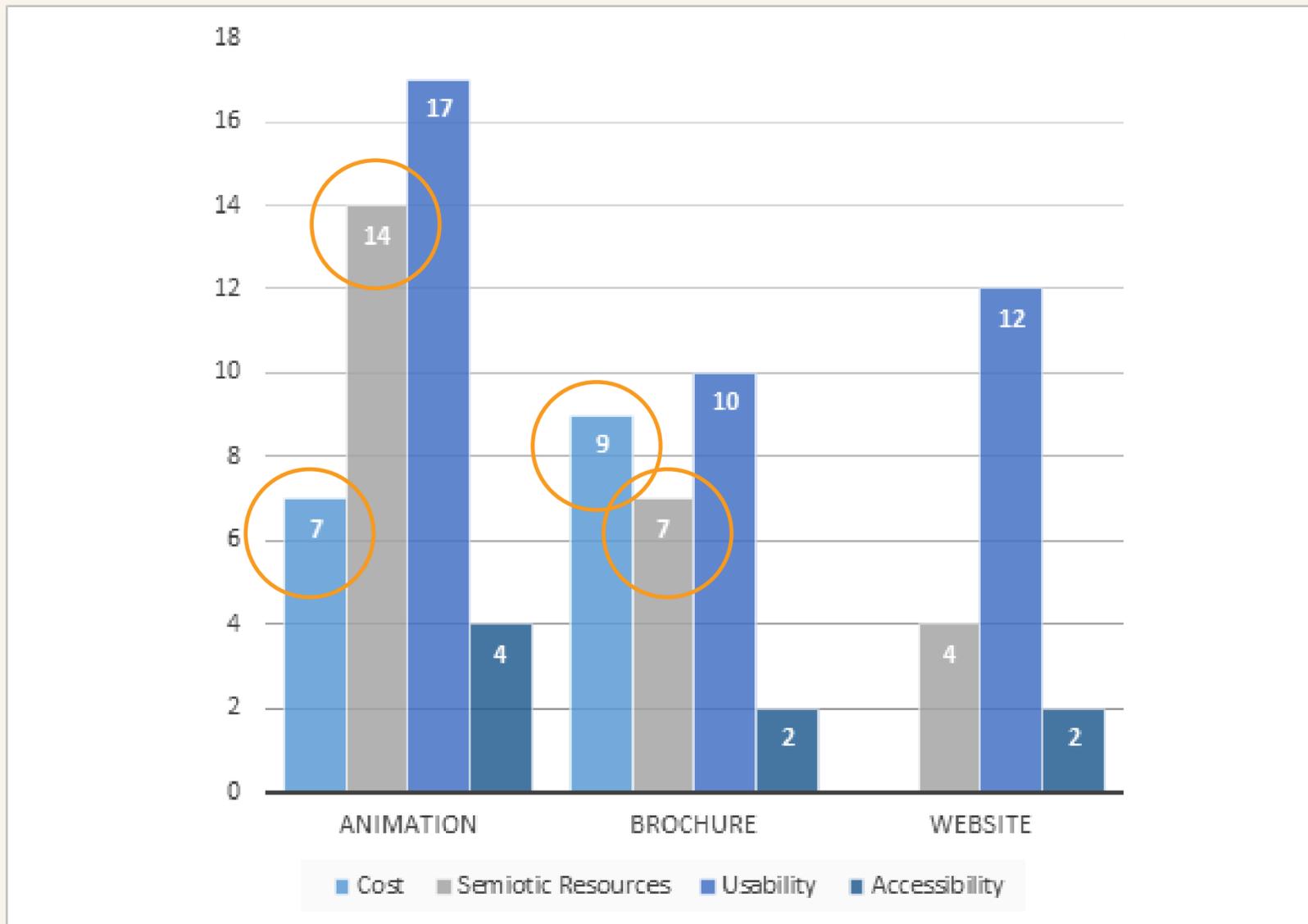
FIGURE 2

Limitations of the Animation, Brochure, and Website for Writing Transfer

RESULTS AND DISCUSSIONS

Key finding 4

Issues with design choices, time management, and content editing also hindered some participants from creating rhetorically-effective designs.
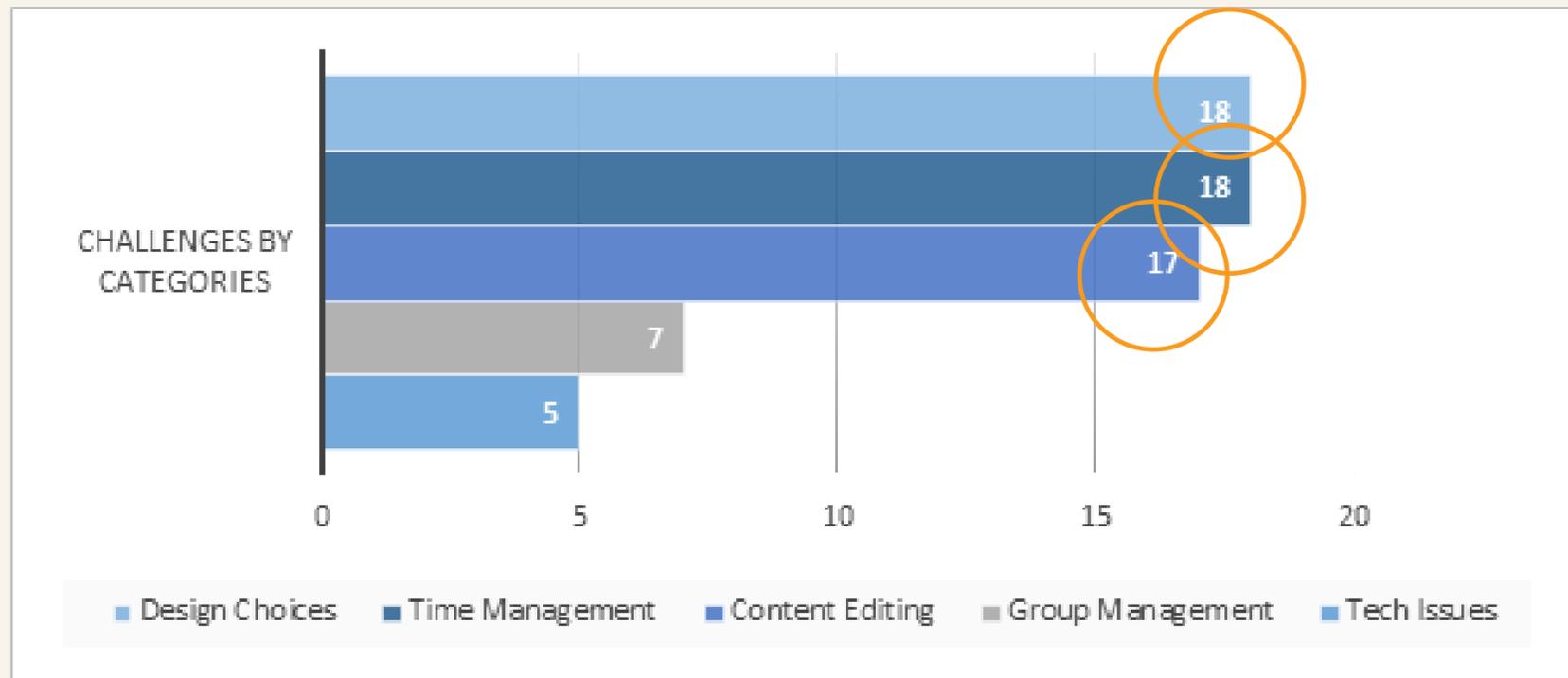
FIGURE 3

Challenges Not Specific to the Three Platforms

RESULTS AND DISCUSSIONS

Key finding 5

When looking at both the potentials and limitations, it seems clear that the website offered more connections and had less problems among the students.

Pedagogical Suggestions

The results of this research suggest that, in order to encourage successful transfer across digital media platforms, teachers could ask students to:

1	Use their rhetorical knowledge and strategies to compare the affordances of different digital platforms;
2	Consider the potential difficulties and challenges they may encounter ;
3	Select digital platforms that may work best for addressing their rhetorical purposes and audiences; and
4	Reflect on the effectiveness of their design processes and products.

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