

Institutionen för didaktik och pedagogisk profession

”Det kan vara svårt att förklara
på rader”

Perspektiv på analys och bedömning av
multimodal textproduktion i årskurs 3

av

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Abstract

Title: “It Can Be Difficult to Explain on the Lines”:
Perspectives on the Analysis and Assessment of Multimodal Text Production in a
Third Grade Classroom

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Drawing and coloring have been part of young students text making as long as the writing system has been used, but with the increased use of digital tools and an enlarged focus on accountability of today there is a reinforced educational interest to understand what constitutes multimodal student texts in the context of classroom practice. This thesis project overall aim is to highlight and discuss the opportunities and difficulties in the assessment of language and knowledge-developing multimodal text work in a multilingual educational context.

Conceptually the study is grounded in sociocultural theories, in sociosemiotic theory and in multiliteracies research. The methods used consist of qualitative multimodal text analysis and semi-structured interviews with students and their teacher.

The three empirical studies were carried out, each having a different perspective. The first study looks at the text production of students in an integrated work of drawing, coloring and writing. The second study focuses how students reason when they choose to draw, write or both draw and write when they report to their teacher what they have learned. The third study discusses what the teacher highlights when assessing her students’ multimodal text productions.

Overall, the results show that the semiotic resources, images and color, dominate students’ text productions and that the teacher attaches great importance to the illustrations, but that she, despite the best intentions, has trouble using multimodal criteria when assessing the students’ different ways of expressions and semiotic resources into a whole. It seems to be problematic for the teacher to allow students to freely interpret and independently design the task while she at the same time intends to make an overall assessment of how the content is presented. The results also indicate that it is difficult for the students to verbalize their thoughts on the assessment and in practice; the teacher more often is focused on assessing abilities relating to how thoroughly the students carry out the process of documenting rather than encouraging the students to develop and express their knowledge. Finally, the thesis concludes with discussing the content of an ongoing need for research, especially regarding the consequences it may have for younger students, whatever language background they have.