

Writing in the Digital Age: New Texts, New Tasks, New Designs
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3 Questions About Writing

1. What does a shift from Writing Workshop 1.0 (analog) to Writing Workshop 2.0 (digital) entail?
2. How do we prepare students to do well in both school-based writing and the writing that occurs outside of school?
3. How do teachers incorporate Workshop 2.0 resources into an already overcrowded literacy curriculum?

My Writing This Week: Analog

Grocery lists
"To Do" lists
Business Forms
Post-it Notes
Presentations Notes
Reading Teacher Column
Visual Literacy Book Notes
Workshop Notes

My Writing This Week: Digital

Emails
Text Messages
Tweets
Business Forms
Magazine Subscriptions
Course Syllabus
Reading Teacher Article
Visual Literacy Book
Powerpoint Presentations
What Your Students May Have Written This Week
Some Thoughts Teachers May Have Had This Week
Some Thoughts About Writing in the Digital Age

In a Digital / Multimodal Environment Writing and Reading Change to Processes of Representation & Interpretation

What is a Multimodal Text?

Mode – a social resource for communicating and constructing meaning potentials (language, painting, photography...)

Affordances – what designers can do with a particular mode of representation

Limitations – the material, social and technological limits of a particular mode

Aptness – selecting a mode of representation to do the work required given the contexts of meaning making

Why is This Important?

- What I can do with photography, I can't do with written language and vice versa...
- Meaning potentials can be realized across a variety of modes.
- The Aptness of a particular mode is paramount!
- Reading and Writing printed texts have dominated school-based literacy instruction but the world privileges multimodal texts.
- In general, teachers know fewer strategies for supporting multimodal composing than writing.

Writing 1.0

- Focuses on print based, monomodal texts
- Evaluated primarily by conventions (mechanics over content)
- Limited distribution
- Limitations of written language
- Accepted literary genres
- Teacher as primary evaluator and editor

Writing in a Digital Environment: Shift From Writing 1.0 to Writing 2.0

From Page to Screen

From Monomodal to Multimodal

From "Handing It In" to Avenues for Distribution and Sharing

From Consumer to Producer

From Researching Information on Websites to Contributing to Social Media

From Single Author to Distributed Authorship (Wiki)

From Distinct Genres to Blurry, Mashup, Multigenres

From a Focus on Conventions to Apt Designs

Writing 1.0

- Journals
- Responses to Reading
- Taking Notes
- Research Reports
- Five Paragraph Essays
- Personal Narratives
- Genre Studies
- Letters
- Invitations
- Passing Notes

Journals in a Digital Environment

- Weblogs
- Pinterest
- Glogster

Responding to Reading in a Digital Environment

- Goodreads
- Comic Life
- Multimodal Book Talks

Taking Notes in a Digital Environment

- Wordle from Interview
- E-Reader Highlighting
- Bookmarking References

Research Reports in a Digital Environment

Multimodal Representations

Web-Based

Research Reports

[Prezi](#)

Newsletters

Newspapers

Websites

Blogs

Video

Brochures

Personal Narratives in Digital Environment

“Home” movies

Multimodal storytelling applications

Comic Books

Multigenre texts

Letters in a

Digital Environment

Building Capacity for Writing Instruction

Teachers as Writers (Designers) in a Digital Age

Expand Available Resources for Students

Provide Support for Multimodal Composing

Teacher Professional Development

Increase Publishing Opportunities for Students

Increase Technology Support

Young Designer Celebrations

Author School Visits

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