Critical Learning Task # 3: Multiliteracies, Multimodalities, and

Differentiation

Annotated Bibliography

Mike Forsyth

Faculty of Education, University of British Columbia

ETEC 565S: Inclusive Makerspace Summer Institute

Dr. Keri Ewart

June 30, 2023

Hughes, J. & Morrison, L. (2014). At the intersection of critical digital literacies, YAL and literature

circles. *ALAN Review*, 42(1), 35-43. http://dx.doi.org/10.21061/alan.v42i1.a.4

Using critical digital literacies (CDL), which they define as "the ability to read and create digital

texts in a reflective way to identify and ameliorate the power, inequality, and injustice in human

relationships", Hughes and Morrison (2014) set out to explore the impact on their learning of

students engaging in global social justice issues through literature circles and the creation of

digital texts.

Following a 3-year qualitative case study of five classes between grades 6 and 8 at a single

school in a relatively affluent area near Toronto, Hughes and Morrison (2014) found a notable

increase in student engagement, and that CDL increased inquiry-based learning and

collaboration amongst students. They also found that student engagement with print and digital

texts, both as consumers and producers, encouraged a more critical understanding of local as

well as global issues (Hughes & Morrison, 2014).

Based on the findings of the study, Hughes and Morrison (2014) suggest that literacy instruction

with digital tools, including social networking, could be a transformative practice for educators

and students that has the possibility of giving students greater voice and agency in their learning

communities and therefore provide opportunities for them to explore their world and issues of

meaning for them beyond the subject matter.

The affluent nature of the neighbourhood and the use of personal devices with reliable internet

and Wi-Fi connections for students to use in conducting their research and in the creation and

sharing of their work that may not be the case in different communities in more remote or

lower socio-economic areas of Canada or around the world (Hughes & Morrison, 2014).

Additionally, the small samples of a single school with five classes over three years, with only a

single class in the second and third year of the study bring into question the transferability of the study's findings.

Love, T.S., Roy, K.R., & Marino, M.T. (2020). Inclusive makerspaces, fab labs, and STEM labs. How can instructors make appropriate accommodations and modifications while maintaining a safer teaching and learning environments for ALL students and themselves? *Technology and Engineering*, 79(5), 23-36.

https://www.researchgate.net/publication/336529762_Inclusive_Makerspaces_Fab_Labs_and_STEM_Labs

The article reaffirms the advantages of makerspaces, alternatively known as fab or STEM labs, in providing opportunities for students of varying abilities and skills to demonstrate their knowledge in alternative ways beyond the traditional classroom. The affordances of these spaces however also bring series of hazards, especially for students with disabilities, which need to be considered by teachers (Love et al., 2020). Through an apparent literature review, the article sets out to make legal, instructional and design recommendations for makerspace teachers to consider in maximizing the opportunities for all students to reach their full potential in these spaces (Love et al., 2020).

Through a literature review, the article outlines the legal requirements of instructors and institutions to accommodate and include all students in makerspace programing, while maintaining the health and safety of all persons in the space (Love et al., 2020).

The article does not purport to be the definitive source for guidance in making accommodations and modifications to makerspaces, and their programing, or that there are one-size-fits-most adaptations, rather Love et al. (2020) make suggestions for makerspace teachers to consider, in

consultation with cases managers, in their individual contexts as they begin the process of welcoming students with varying abilities into the space; also providing suggested resources at the end for teachers to consult as they move along this journey.

Many of the recommendations presented including, the use of high contrast and colour coded signage, removal of trip hazards, adjustable workstations, scaffolded instruction, ensuring safety guards are in place, and the use of Universal Design for Learning (UDL) principles serve to make the space more usable and safer for all users, not just those with varying abilities (Love et al., 2020).