

## Call for Papers

### *Multimodality in Education*

Special issue of *Punctum. International Journal of Semiotics*

Editors: *Maria Papadopoulou* and *Maria Avgerinou*

Since the mid '90s when Gunther Kress introduced the term Multimodality in the context of the seminal Multiliteracies project, new educational discourses have emerged, evolved and impacted both theory and practice. *Multimodality* foregrounded the notion that learning is not only a linguistic accomplishment, but linked to the dynamic interrelationship among the different semiotic modes of meaning, such as the linguistic, the visual, the gestural, the spatial or the audio mode, which individuals can draw on to derive and produce meaning.

During the last years, there has been an ongoing interest in applying multimodality in educational practice. Developing multimodally literate students has gradually been introduced in the school curricula in the areas of language, history, arts, maths and sciences education, as it encompasses nearly all subjects and areas. It has been used as a framework for the analysis of textbooks, learning resources, and student's multimodal productions, as well as for the understanding of classroom interaction and many others. However, as learning occurs not only in educational settings but in many other instances of everyday life, exploring the ways people learn multimodally is not restricted in school classrooms. In formal and informal educational contexts, from pre-primary to tertiary education, the attempts to change the dominant linguistic paradigm and adopt a multimodal perspective produced especially fruitful and even fascinating results.

Nevertheless, the aforementioned impact of multimodality on education is not only far from being unanimously appreciated, but also not always recognized as a quite different approach to learning. In many cases multimodality constitutes just an 'extra', a minor component in the learning process, without sufficiently challenging the dominant paradigm. Yet, multimodality could be proven useful for bridging the school and the out-of-school experience, that is, students' informal ways of learning and the formal educational practices, thus enhancing students' autonomy and supporting their active engagement in the learning process.

This special issue of *Punctum* aims to contribute to the investigation and the understanding of the impact of multimodality on educational theory and practice and the development of multimodally literate students. We welcome contributions (case studies or theoretical articles) in one or more of the below axes:

- Developing multimodal pedagogies
- Designing multimodal learning environments
- Assessing student's multimodal productions

Prospective authors should submit an abstract of approximately 300 words by mail ([punctum.mme@gmail.com](mailto:punctum.mme@gmail.com)) to the guest editors, Drs. Maria Papadopoulou and Maria Avgerinou including their affiliation and contact information. Acceptance of the abstract does not guarantee publication, given that all research articles will be subjected to the journal's double peer review process.

#### **Timeline**

Deadline for abstracts: **December 31, 2018**

Notification of acceptance of the abstract: **January 21, 2019**

Deadline for submission of full papers: **April 30, 2019**

Reviewers' report: **June 15, 2019**

Final revised papers due: **July 15, 2019**

Publication: **Volume 5, Number 1 (July 2019)**