

DOCUMENT RESUME

ED 402 610

CS 215 624

AUTHOR Anstendig, Linda; Meyer, Jeanine
 TITLE Using Multimedia-Hypertext in a Composition Class: An Interdisciplinary Approach.
 PUB DATE Mar 96
 NOTE 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
 PUB TYPE Speeches/Conference Papers (150) -- Reports - Evaluative/Feasibility (142)
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS *Computer Assisted Instruction; Computer Software; *Critical Thinking; *Freshman Composition; Higher Education; *Hypermedia; Instructional Innovation; Interdisciplinary Approach; *Multimedia Instruction; Writing Research; Writing Skills
 IDENTIFIERS Response to Literature; *Writing about Literature

ABSTRACT

A research project aimed to show the rationale, procedure, and implications of an interdisciplinary multimedia-hypertext for composition research. The project, undertaken for 2 semesters, was for an English 102 "Writing about Literature" course which also looked to improve students' writing and critical thinking skills. In a classroom "experiment," heterogeneous groups of three to four students were chosen based upon their computer literacy skills and strengths already demonstrated as readers and writers. Students read, wrote journal entries, discussed works, and formed groups to discuss their ideas and pick a topic. Three class sessions met in the computer lab, using the Linkway Live software program, where students began drafting and practicing the different hypertext features, made decisions on such questions as what should their introduction and thesis on the first page be, and divided the labor among themselves based on members' strengths. Results indicated that this motivated students to work on their projects, taught them new ways to communicate and navigate, engaged them in collaborative problem solving, and offered critical thinking in action. Findings suggest that disadvantages included the limits of the software program caused frustrations, the time lost away from the classroom and direct study, and the work in some groups was not shared equally. (An evaluative form is appended; contains five references.) (CR)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

USING MULTIMEDIA -HYPERTEXT IN A COMPOSITION CLASS: AN INTERDISCIPLINARY APPROACH

Linda Anstendig and Jeanine Meyer, Pace University

ED 402 610

We hope to show the rationale, procedure and implications of our interdisciplinary multimedia- hypertext for composition research project. We have worked on this project for two semesters, and we have just finished our second classroom "experiment"

I. We set up this project for a number of reasons and to test out the following hypotheses:

1. to successfully design a multimedia-hypertext project for an Eng. 102/ writing about literature course--because:

a. we both agree with researchers such as L.M. Dryden who writes in Literacy and Computers that "hypertext by virtue of its associative, multilinear branching and linking, offers a powerful medium for an expanded notion of literacy"(285).

b. students could learn this program quickly through a basic tutorial and class could be conducted in the academic computing lab over the course of two weeks.

2. to enable students to make strides in their writing and critical thinking skills--because:

a. they would have the opportunity, working together in small groups, to discuss their ideas and make connections between the readings, create storyboards (conceptual outlines)

b. the hypertext program itself could serve as a form of talk and writing, where students' decisions simultaneously become visible as they produce their documents; they can demonstrate their ideas verbally and visually and they become designers as well as writers

3. to assess the success of the project and student learning in a number of different ways--because:

a. we set up performance objectives with student consent

b. the hypertext program allows for peer response while students are drafting their texts

c. students completed self and group evaluations

d. students wrote individual written essays on the same topic

II. Procedures:

1. Literature/Composition background: in this course students are reading and writing around the major theme of "Frames of Mind" The readings are divided into thematic clusters: fantasy/reality, madness/sanity, schooling/education. The multimedia project took place 5 weeks into the semester, when students were reading stories and poems relating to the theme of "madness" (Poe's "The Tell-Tale Heart," Gilman's "The Yellow Wallpaper," Browning's "Porphyria's Lover," Dickinson's "Much Madness Is Divinest Sense," Nayoya' "Han's Crime," Plath's "Lady

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

L. Anstendig

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

2

BEST COPY AVAILABLE

08215624

Lazarus"). Students read, wrote journal entries, discussed works and formed groups to discuss their ideas and pick a topic. The discussions continued in the classroom and in the computer lab where we met during 3 class sessions.

The heterogeneous groups of 3-4 students were carefully chosen based on: students' computer literacy skills and strengths already demonstrated as readers and writers.

2. Linkway Live software program-- students asked to do tutorial on own time

3. Creating storyboards-- students often have difficulty(as we know) with organizing ideas. Here they put into outline form how they visualized their topic, thesis, connections among stories etc.

4. In lab-- students began drafting and practicing the different hypertext features. For example, one group set up a menu page on the objects of obsession that lead to madness and designed a pop-up feature, defining obsession, and a link button that directs the reader to the stories, "The Tell Tale Heart" and "The Yellow Wallpaper" and to pictures of the objects of obsession, the "vulture eye" and the wallpaper.

a. students made decisions, such as: what should our introduction and thesis on first page be? what icons should we use for each question or each story? what are the major points for the story page and minor points for the pop-ups or links to pictures or definitions?

b. students divided the labor, depending on members' strengths: the artists drew and visualized the ideas, others collected the quotes to support points made, others perfected storyboards

c. time out during 3rd session for presentation of each groups' projects. Students viewed the hypertext documents on the computer screens and made comments right on the screen. Then students had some time to finish and polish

III. Conclusion and Implications for teaching and research:

Perhaps it is true as R. Lanham says in The Electronic Word that "print alone will no longer define the organization and presentation of knowledge as it has for the past five centuries." We do think that more use can be made of computer technology to enhance writing to learn, but we also are aware of the problems in incorporating this technology into a core composition course. Although we haven't found a magical, or curative tool for learning we have succeeded in finding out more about what this medium can do for us and for our students. Here are some of the major advantages and disadvantages we have found, including some student evaluations of this project.

Advantages:

1. it motivates students--most students willingly worked on their projects before and after class time; they met together and

individually came to the lab. Some came early and stayed late.

2. electronic text creates for students not only a new writing space but a new educational space as well; working in the lab freed us and students to communicate and navigate in new ways; we succeeded in decentering the classroom and students took on more of the responsibility for their learning.

3. students, collaborating in groups engaged in higher level problem solving. One student noted in his evaluation: "The advantages of working together are you can split the responsibilities and you gain different perspectives." Another commented that in his follow-up essay writing: "I was able to show both sides of an issue in a new way."

4. critical thinking in action--as students organized materials, created and interpreted graphic and textual images together. A student wrote: "I thought about the topics in a visual sense and I was able to transfer images from my head to the computer...I gained new insights because I was able to separate my thoughts and re-combine them in different ways."

5. The interdisciplinary collaborating and team teaching enriched our learning and understanding of literature, composition and computer technology, and, we think, enhanced the students' learning environment.

Disadvantages:

1. time factor--time away from classroom and direct study. And abbreviated time for students to become fully comfortable with program.

2. technology factor--limits of Linkway Live program, frustrations, glitches, lack of technical support when students came to lab on own time

3. not all groups worked as well together, especially during the fall semester. A few students resented carrying their groups if they worked with students who they felt were not as reliable or who were not sharing "the load" A few of the most competent students noted that they would like to do a project like this again, but on their own, individually.

Conclusion: We now want to look at the follow-up essays, and to develop other interdisciplinary approaches to incorporating technology into a composition class. We would like to work on having students create their own home pages on the World Wide Web network and to research and evaluate the Internet.

A Multimedia Approach to Composition: An Interdisciplinary
Approach

WORKS CITED

- Bolter, Jay. Writing Space: The Computer, Hypertext and the History of Writing. Hillsdale, N.J.: Lawrence Erlbaum, 1991.
- Dryden, L.M. "Literature, Student-Centered Classrooms, and Hypermedia Environments" Literacy and Computers: The Complications of Teaching and Learning with Technology. New York: Modern Language Association, 1994.
- Lanham, Richard. The Electronic Word: Democracy, Technology and the Arts. Chicago: The Univ. of Chicago Press, 1993.
- Selfe, Cynthia and Susan Hilligoss. Literacy and Computers: The Complications of Teaching and Learning with Technology. New York: Modern Language Association, 1994.
- Tuman, Myron. Literacy Online: The Promise and Peril of Reading and Writing with Computers. Pittsburgh: Univ. of Pittsburgh Press, 1992.

Appendix A-- Evaluation of Group Multimedia Project

Name:

Names of Group Members:

I. Using the media:

1.a) What did you like about using this form of media to communicate your ideas?

b) What didn't you like?

2. a) What did you learn from doing this project? What new insights did you gain?

b) Were you able to think about the topics in a different way?

3. Would you like to work on another multimedia project? Please explain why or why not?

II. The group process:

1. a) How satisfied are you with your group's effort in accomplishing the task?

b) What are the advantages and disadvantages of working together in this way?

2. How successful is your group's finished product? On a scale of 1-4 (4 being best) how would you rate it?

3. What could have been done to make this a better group project?

CS2 15624

Would you like to put your paper in ERIC? Please send us a clean, dark copy!



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Paper presented at the 1996 Annual 4C's Convention (Milwaukee) "Using Multimedia - Hypertext in a Composition Class: An Interdisciplinary Approach."	
Author(s): * Linda Anstendig and Jeanine Meyer	
Corporate Source:	Publication Date: March 27-30, 1996

II. REPRODUCTION RELEASE: *One author's signature is sufficient.

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.



Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

_____ *Sample* _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

_____ *Sample* _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2



Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

Signature: <i>Linda Anstendig</i>	Printed Name/Position/Title: <i>Linda Anstendig, Assoc. Prof. Pace Univ</i>	
Organization/Address: <i>Pace University Choate House Pleasantville, N.Y. 10570</i>	Telephone: <i>914 773-3790</i>	FAX:
	E-Mail Address: <i>anstendi@pace.edu</i>	Date: <i>1/27/97</i>



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:	<i>Acquisitions</i> ERIC/REC 2805 E. Tenth Street Smith Research Center, 150 Indiana University Bloomington, IN 47408
---	--

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

~~ERIC Processing and Reference Facility
1301 Picoard Drive, Suite 100
Rockville, Maryland 20850-4305~~

~~Telephone: 301-259-5500
FAX: 301-948-3605
Toll Free: 800-799-3742
e-mail: ericfac@inet.ed.gov~~