Composition 2.0 in the Classroom:

Studying the Integration of New Media and Multimodal Composition

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Technology has allowed writers to change the ways in which they compose texts. Because composition is such a fundamental part of human history and culture, this change is both important and interesting. The integration of technology to writing introduces not only new composition techniques, but also new methods for instructors to use in basic composition courses.

In this study, I collected data from the University of North Carolina at Wilmington's English Department to assess the integration of new technologies into the composition classes' curriculum. The data, collected through an online survey and a series of in-person focus groups, provide a sample of student perceptions about composition classes to analyze whether students feel these technologies have been integrated into their curriculum and how effective students believe these new technologies are for composition instruction. The technologies analyzed in this study include new media and multimodal composition.

Picture This: New Tools for Writing

In "Writing in Multimodal Texts: A Social Semiotic Account of Designs for Learning," composition researchers Jeff Bezemer and Gunther Kress make the argument that writing is "no longer the central mode of representation in learning materials," and that instead, learning resources are evolving through implementation of *images* and other

forms of *digital media* (166). An argument, by composition researchers no less, that writing is being "displaced" by image may sound strange—almost like a mathematician arguing that numbers are being displaced by graphs. How can words be replaced by imagery? Are the two even similar?

In order to understand this idea readers have to look at the argument in a different light: that images are not *replacing* text, but are changing, or even updating, text. Bezemer and Kress are not arguing that authors of textbooks have abandoned the written word for pictorial representations; instead, they are arguing that it is increasingly common for arguments to be communicated *through* the use of an image that can employ the same meaning and purpose as text but uses visual representation instead of the written word.

Some researchers argue that it is not only acceptable but also beneficial to employ other mediums to represent text. In *Effective Learning and Teaching of Writing: A Handbook of Writing in Education* Gisella Paoletti explores this debate in her chapter "Writing-To-Learn and Graph-Drawing as Aids of the Integration of Text and Graphics." She argues that when learners are required to "analyze verbal, as well as iconic, information," their comprehension increases. She is arguing that, because readers use different cognitive processes to interpret images and text, readers may find that it is easier to both understand and remember concepts when the explanatory text is paired with other media, such as images (Paoletti 588). These types of media are not *replacing* text, but are representing text through a different medium. Technological advancements allow text to be represented by not only images, but also through other mediums such as video, sound, web text and more.

Defining New Media

When discussing compositions that integrate images, video, and sound into composition it is important to understand the writer's tools, defined in the composition process as the materialities. Materialities can be very encompassing, including not only specific tools for writing (pen, keyboard) but also the conditions under which the composer is designing (public or private space in which composer is writing, composer's background knowledge, access to computer, availability of software). Anne Wysocki, in

Writing New Media: Theory and Applications for Expanding the Teaching of Composition, says that "new media texts" are "those that have been made by composers who are aware of the range of materialities of text and who then highlight the materiality: such composers design texts that help readers/consumers/viewers stay alert to how any text—like its composers and readers—doesn't function independently of how it is made and in what contexts. Such composers design texts that make as overtly visible as possible the values they embody"(15).

As Wysocki explains, composers can create new media texts by using a range of the available materialities. For example, a writer may be aware of his or her materiality by recognizing access to graphic design software and using it to convey messages, by placing ideas into the public sphere with the internet, by employing the assistance of a colleague during the peer-review stage or by using media such as a video clip in order to make familiar his or her argument.

There are examples of new media texts that highlight this use of available materialities. In "Media Convergence: Creating Content, Questioning Relationships" researcher Jonathan Alexander examines one particular example: a widely used but extremely controversial "encyclopedia project" called Wikipedia. Wikipedia is an online encyclopedia that is free to use for those with internet access. The Web site is unique because users can be both readers and authors, as they may also create a new article or edit the existing articles. Wikipedia provides some moderation over the site but the project truly offers the authorship of the articles to the public. Alexander defines Wikipedia as a "platform of multimodality," arguing that Wikipedia is an example of "converging media" (4). Using Wysocki's idea about new media texts, we can explore with Alexander the many different materialities involved in Wikipedia. Wikipedia obviously integrates technology, but more importantly it integrates collaboration and shared authorship into its web text. Wikipedia is not only a new media text because of its use of technology; Wikipedia is an example of how texts can be manipulated, using technology, to form new meanings (4). Wikipedia houses materialities (the internet, a wide range of participants) to construct its text (documents that employ collaboration, shared authorship).

Finding and Using New Media

New media includes, but is not limited to, television or movie clippings, sound files, cartoons, animations, comic strips, pictures, graphics, graphs, video files, music files, and web text. These kinds of new media can be found through a wide range of Internet mediums, including podcasts, blogs, wikis, social-networking platforms and RSS feeds. These tools are categorized as "Web 2.0 technologies." This term was coined because the technologies allow users to move beyond conventional technologies such as Web sites and e-mail. Web 2.0 technologies are accessible materiatlities through which students can gain access to new media.

For example, a podcast is a Web 2.0 technology. Podcasts are auditory files that can integrate not only speech but also music or recorded noises. These auditory files can be downloaded and then listened to using mp3 players or computers. They may focus on topics such as politics, music, sports, entertainment, cooking and more. Podcasts can be a great way for students to find sounds, in this case a relevant auditory argument, to integrate into their composition. Therefore, the Web 2.0 technology, in this case a podcast, may be used as a platform from which to collect new media. Students could find a weekly podcast which relates to their research topic and then integrate some of the auditory source into their composition.

New media can be found through a variety of Web 2.0 technologies. Videos and images are constantly uploaded through social-networking sites like Facebook.com, where students can also post notes, documents or ideas. Videos can also be shared through blogs, which easily link to video platforms such as YouTube.com. Images are similarly shared through wikis, blogs, or a variety of other mediums. If students simply find a Web 2.0 that is geared toward their subject of interest, they can find many types of new media that specifically relate to their topic. In the words of Professor of Writing Arts Diane Penrod, "We are no longer bound to the constraints of the print medium. This point is important as computers increasingly affect the teaching of writing and the call to assess e-texts becomes greater" (29). This process of forming new media texts by using a range of available materialities can be defined as *multimodal composition*.

Defining Multimodal Composition

With the introduction of new media to writing, it is natural to assume that there may be changes to the writing process. Alexander argues that "Students fluent with digital and new media communication technologies are often 'mixing and matching' media to produce complex 'multimedia texts'" (2). The process is a *multimodal composition* process. As students use different materialities and new media to design their texts, tools that are becoming available due to more advanced technology, they are not only changing their documents but also the process used to construct the documents. As multimodal composition becomes more integrated into composition, students need to be educated on how to write using a multimodal composition process.

Fortunately or unfortunately, depending on one's vantage point, the integration of a multimodal composition process into the composition curriculum also means the integration of technology. For example, if students want to integrate images into their composition, they need to learn what constitutes a visual representation, how to best create or edit visuals to suit their message, and how to integrate those images into text. Daniel Anderson argues this point in "The Low Bridge to High Benefits: Entry-Level Multimedia, Literacies, and Motivation," explaining that the evolution from "alphabetic literacies" to other mediums in the composition classroom justifies the idea that composition professors use more technologies (his example being a digital image editor) in the composition classroom (48). Anderrson's point supports the idea that professors who integrate multimodal composition into their instruction may also need to integrate the instruction of certain technologies.

An example of this complication can be seen through this article's previous example of a podcast as a materiality through which students can find new media. In order for a professor to encourage the use of that Web 2.0 technology as a materiality, the professor would first have to understand podcasts, how they are created, what they provide, where they can be found and how to integrate them into the composition itself. However, there are other variables, such as whether or not students and professors have access to similar technologies and whether or not professors have access to technologies in classrooms where they are attempting to integrate new media and writing, that may influence a professors' ability, despite awareness or desire, to instruct students about

these new technologies and how to integrate the technologies into their compositions.

The integration of new media provides a new way for students to engage the writing process. This integration of a new system of arguments, a new group of mediums through which writers can communicate, and new designs with which writers can create arguments, is more than the integration of an additional step to the writing process; this is a new process altogether—a multimodal composition process.

After learning more about the many kinds of technologies students were using to complete assignments, I decided I wanted to know more about the relationship students perceived between English courses and technology or more specifically, whether or not UNCW composition courses were employing new media and multimodal composition. With this research question in mind, the study also seeks to respond to the question/s: How much instruction do students receive on writing with new media in English classes? Do students perceive learning about the integration of technology in their writing as imperative to their education in English? Are students familiar with technologies, such as Web 2.0 technologies, that allow them to create new media texts? Do students expect to learn these technologies from their English professors? Do students perceive a change in their writing process? These research questions helped me understand student perceptions about the ways in which new media, multimodal composition, and new technologies are changing the environment of the English class.

Collecting Data

In order to assess the current perceptions of UNCW English students, I used a sampling survey as a mode of quantitative research and focus groups to collect supplementary qualitative data. To ensure the research project fit both ethical and university required standards, I submitted the research methods and project to the Internal Review Board. I received my IRB Certification for Human Research on August 28, 2008. After one week of review, IRB approved the survey model on October 16, 2008.

The project used SurveyNet, an online survey tool created by UNCW's Information Technology Department, in order to target the sampling. The sampling included the following classes, which are courses in UNCW's English Department with a curriculum that focuses significantly on composition: College Writing and Reading I

(ENG 101), College Writing and Reading II (ENG 201) College Writing and Reading Advanced (ENG 103), Introduction to Literature (ENG 110), or Introduction to Professional Writing (ENG 204). Professors received the link to the survey on October 16, 2008 and 470 respondents completed the survey. The survey was closed on November 12, 2008.

In this research design, qualitative data were also necessary because not all the research questions could be analyzed with statistics. For example, quantitative research can tell us how many students perceive a relationship between English and technology. Qualitative evidence was needed to document why students feel this way or how they came to feel this way. "…qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thought processes, and emotions that are difficult to extract or learn about through more conventional research methods" (Strauss 11).

Focus group sessions were conducted during Ms. Aimee Wilson's College Writing I class and during Mr. Drew Virtue's College Writing I class. The sessions were conducted during class time. Students were informed that there was no incentive for them to participate in the focus group, that their participation was purely voluntary and that they were allowed to opt out of the focus group at any time. After the consent forms were signed I created a seminar-style atmosphere using broad discussion questions to prompt the students to discuss English, writing, composition, new media and technology. Each session lasted no shorter than 20 minutes but no longer than 25 minutes.

By recording the focus groups on video I was allowed to focus on the students and their responses during the discussion, instead of focusing on recording responses. The video footage was used as a means to quote student statements accurately. Video footage will not be used outside of this project and if shown, will only be shown in reference to this project. The qualitative data generated by these two focus groups greatly impacted the analysis of the quantitative data; in analysis, the two types of evidence are heavily intertwined.

By using a research design that enabled collection of both quantitative and qualitative data, this project was able to describe the perceived prevalence of multimodal composition in specific composition classes as well as describe the individual reactions of students to the use of multimodal composition.

Results

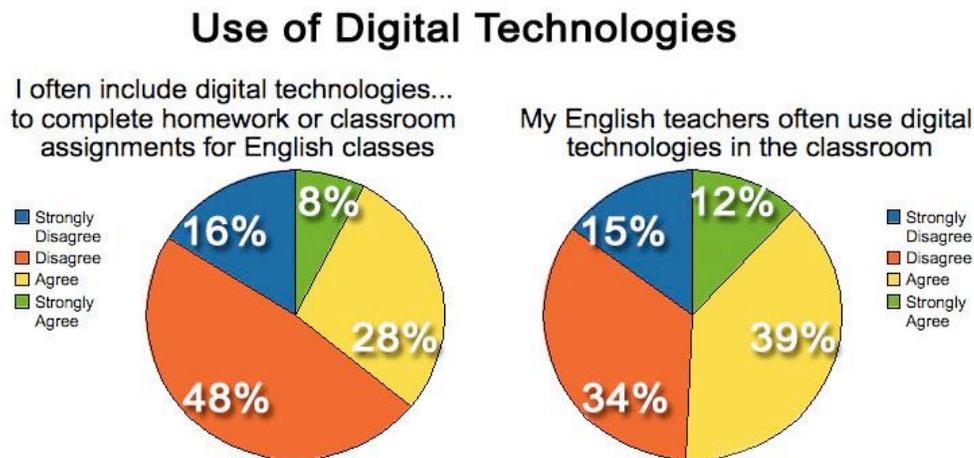*How much instruction do students receive on writing with new media in English courses?*

The survey was designed to assess whether or not students perceive that they are receiving instruction on how to integrate new media into their composition at UNCW. The first question on the survey asked students to respond to the statement "I often include digital technologies, such as sound, movie clips, slideshows, videos, or animation, to complete homework or classroom assignments for English classes." Survey responses to this question indicated whether or not there is new media instruction in the classroom because only students who have integrated new media into their assignments would answer agree or strongly agree.

This data demonstrate that a large majority of students are not using digital technologies to complete English assignments, and also that only a very small minority of students integrate digital technologies into their English assignments often. One concern with this item, however, was that it could not account for students who, despite their professors' use of technology, are not using technology themselves.

Survey question #2, "My English teachers often use digital technologies in the classroom" provided additional evidence to assess the research question, since the results showed students to perceive their use of technologies for English assignments as less common than their professor's use of technologies in the classroom.

The data from these two survey items reveal that more students perceive their professors as using digital technologies while fewer students assert that they themselves are using digital technologies. Also, it shows that only about half of students (51%) perceive that they are exposed to digital technologies in the composition classroom at UNCW. The data supports the idea that a majority of students do not consider their use of digital technologies in their English assignments as frequent. However, it also shows that the students perceive the technologies as more frequently used in English by the professors, not by the students.

Figure 1: Use of Digital Technologies

Use of Digital Technologies

I often include digital technologies...
to complete homework or classroom
assignments for English classes

Strongly Disagree
Disagree
Agree
Strongly Agree

8%
16%
28%
48%

My English teachers often use digital
technologies in the classroom

Strongly Disagree
Disagree
Agree
Strongly Agree

12%
15%
39%
34%

In the focus groups, students were asked to discuss how they perceived their professors to be using technology in the classroom. Some students in one focus group classroom said that their professors often used online YouTube videos to represent visual arguments. One student stated that these videos were useful, describing them as "…visual learning that relates to what we are writing about." When asked if these videos helped students learn or if these videos helped to make class interesting, both questions received a chorus of yeses. The students' excitement about the digital technology in the classroom did not translate well into a discussion about digital technologies in assignments, though, and in both sessions students had little to say about their own use of digital technologies to complete coursework.

Students in another session said that their professors used Microsoft Word's Track Change and Comment tools, that allow editors to insert noticeable comments within a document, to review and revise their papers. Also, Ms. Wilson's students said that their professors e-mailed their papers to them so that the digital copies, which include the track changes and comments, were available. The students assessed that this was an effective process. Many of them admitted that they had never used Track Changes before, but they were fond of the process and did want their professor to continue using Track Changes. However, when asked if the students themselves used Track Changes to edit their own documents or peer-review documents with classmates,

the majority of the students said no. This response is an example of how, despite their professors' use of a technology, students themselves may not be using the technology. This discrepancy illustrates the finding that professors and students simply use technologies for different reasons on a daily basis.

Do students perceive learning about the integration of technology in their writing as imperative to their education in English?

Researchers may observe a change in writing due to the integration of digital technologies, new media and a multimodal composition process—but do students? Students were asked to respond to the survey question #11 "I see technology and English studies as closely related." Most students (59%) saw a relationship between technology and English; however, many students did not see a relationship and either disagreed or strongly disagreed.

Importantly, more students felt that there was a relationship between technology and their future professions. In response to question #8 "I see technology and my future profession as closely related," more students saw a relationship between technology and their future profession than saw a relationship between technology and English.

Figure 2: Perceptions of Technology's Relevancy
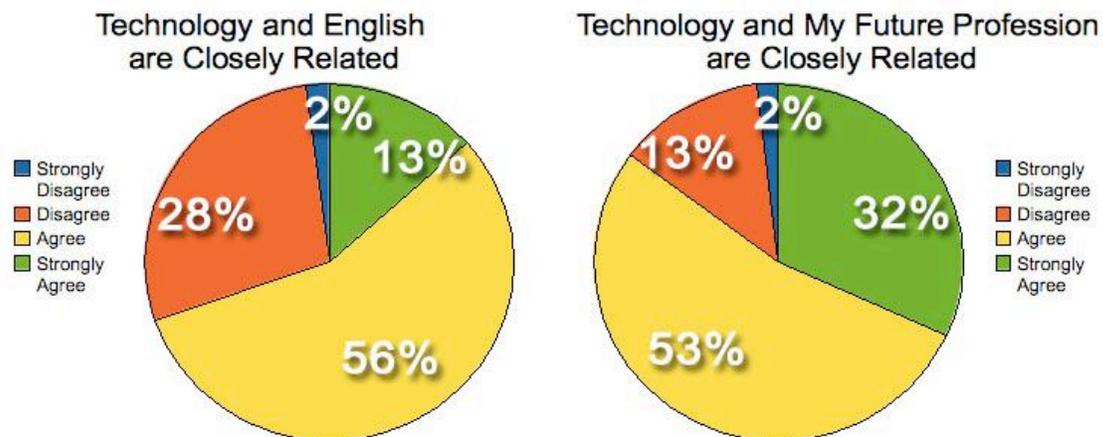
Students explained this relationship further in the focus groups, emphasizing that English relates to technology because of the relationship between technology and communication. Students recognized that communication skills were an imperative part of their English curriculum, and that the effect of technology upon the system of communication, in turn, affects their English classes. When asked, "Do you feel that there is or is not a relationship between English and technology," the students in the first focus group responded "is" in near-perfect unison. One student argued that all students needed to learn about technology in English classes so that they can "communicate… and get your point across in a personal format… but also in a professional format."

One focus group question asked the students if they felt technology was related to their future profession. In both focus group sessions, the students answered with a chorus of yeses. When asked in what ways they felt it would be related, the first student to speak in the first focus group session simply answered, "every way." Clearly, students feel that technology will be an integral part of their future profession.

The qualitative data indicated that students might observe a relationship between English and technology because they are aware that technology affects communication and that communication skills are necessary in the professional world.

Do students expect to learn these technologies from their English professors?

When asked, "Do students expect to learn these technologies from their English professors?" the students in the focus groups seemed divided. Most students argued that technology would be related to their future professions and that, therefore, students need to be educated about technology through English courses. However, many students argued that technology is not directly related to English courses, so students should not expect English professors to teach about technology. Other students argued that technology does relate to English and that professors should integrate technology into their curriculum; however, even those students were divided as different individuals had different ideas about what kinds of technology they felt students should learn about in English.

If a majority of students feel that they will need technology for their future profession, then is technology something they are hoping to learn at UNCW, or

something about which they already know? When asked if students felt they needed to learn more technology or if they felt they already knew about technology, one student answered, "Kinda a little bit of both… you learn the basics of, like, social communication on your own, just, like, the editing online and all that stuff… you have to learn here." Another student followed that statement with, "We know how to use computers more than our parents do so… we are going to have to learn more—but we already know a lot." The focus group responses show that although students recognize that they need to have a good understanding of technology for their future profession, most students are confident that they already have a knowledge base.

In order to collect data to show who students felt should be responsible for technology instruction, the focus groups were also asked if they felt that technology should be taught in the "basic studies," or the courses that all UNCW students are required to take in order to earn their degree. One student responded that she felt basic studies should have required computer classes. Another student agreed, but took the argument a step further. "I don't think we should learn [about technology] from our English professors… if you want to learn about computers, go to a computer class." As students discussed this topic, they also began to debate whether or not English professors should be concerned with integrating technology into their curriculum. One student stated, "I think if you ask a professor for help [with technology] they should know how to do it… but an entire class period shouldn't be devoted to technology, that's not their job."

These statements promoted a dialogue within the focus group. Students began arguing about different levels of technological education in the English classroom. One student stated, "I think it's necessary to keep a balance in the classroom… if we start getting too into technology we're going to lose some of our writing skills." Another followed this response with his own idea, arguing "I think... basics. The teachers should tell you about technologies, things you should have to use everyday… like Microsoft Office, the whole Office suite." One student simply said, "They're teaching us English, it's not a computer class." Not all the students agreed with this statement. One student pointed out, "You need to learn about technology… It should be more integrated, just so we're prepared, everything's continuously getting more technological so the more you use this stuff the better." Another student said, "[The professor's] job is not really to

teach us technology, their job is to teach us whatever the subject is, but if they feel comfortable teaching [about technology] I don't see why they shouldn't… If the technology is going to help them teach English, then they should teach it; if not, English should take precedent."

A majority of students did not seem comfortable asking English professors to teach about technology. They argued that technology was not a part of the professors' jobs but that they should have a knowledge base in case students have questions. Some students did argue that a required computer class for basic studies might be a good idea. Other students stated that if the technology relates to the topic or helps the professor teach, than it should be taught, but that the course's subject matter takes precedent. However, all students did seem to agree that if the technology was applicable to the coursework than it should be taught—so if students knew more about new media and multimodal composition, would they encourage more technology in English courses?

Are students familiar with technologies, such as Web 2.0 technologies, that allow them to create new media texts?
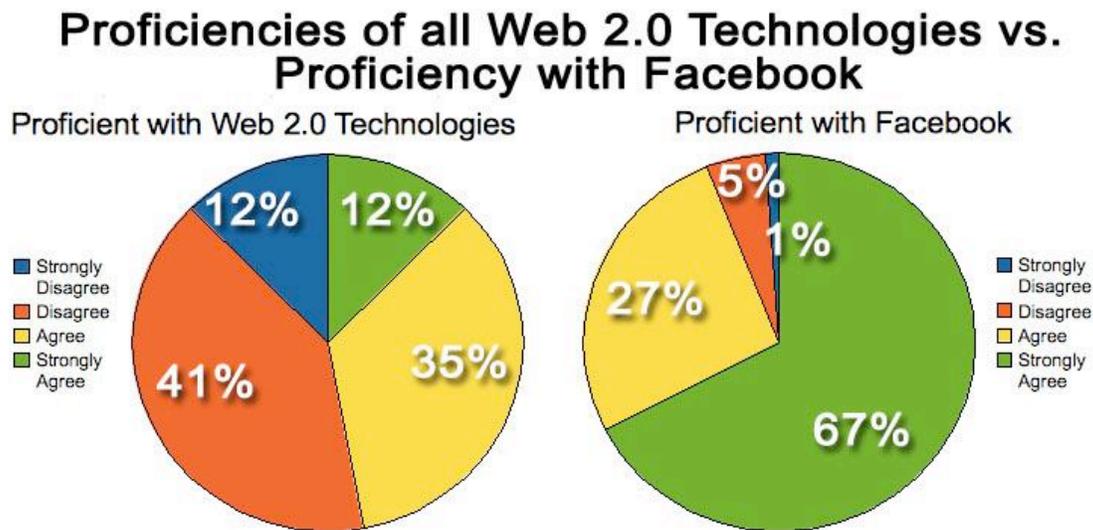
Web 2.0 technologies are mediums through which students can collect new media technologies, such as images, sound or video, to use with their writing. The data from survey question #18 "I am proficient with blogs, wikis, or other Web 2.0 technologies." demonstrate that a majority of students do not feel that they are proficient with blogs or wikis, and only a small majority of students feel that they are very proficient. The results of this question are comparable to survey question #1 "I often include digital technologies, such as sound, movie clips, slideshows, videos, or animation, to complete homework or classroom assignments for English classes." In both questions, a majority of students answered strongly disagree or disagree and only a small percentage of students answered strongly agree. These data demonstrate that students who use Web 2.0 technologies may be more likely, willing, or able to integrate digital technologies into their English assignments, and that students who do not integrate technologies into their assignments may not be doing so because they are not aware of how to use these technologies.

In both classes, the focus group sessions turned to the topic of digital

technologies. When students were discussing the possibilities for technologies in the classroom they began to discuss certain Internet technologies that they felt professors could utilize in order to make class more interesting or accessible. A majority of the students referred to Instant Messaging technologies, such as AOL Instant Messenger (AIM) or chat rooms. Some students argued that these technologies would allow a class to collaborate; other students argued that these technologies would make professors more accessible when students needed them to answer questions. Other students brought up blogs, but only referred to this Web 2.0 technology as a useful tool for the professor to communicate to students, not as a tool which students could use to complete research or obtain materials for a paper. Other students argued that the introduction of these technologies into the classroom would be too distracting, but that home use would not be distracting.

The survey data demonstrate that only a minority of students is proficient with these Web 2.0 technologies. The focus group data showed that most students are aware of these Web 2.0 technologies, as we discussed them freely, but a majority of students simply did not seem to use them on a regular basis. Also, when referring to Web 2.0 technologies, the majority of students seemed to perceive the only useful application of these technologies in the classroom as communicative tools, and did not view Web 2.0 technologies as mediums through which to collect new media or conduct fruitful research for academic courses.

There is one exception to this analysis: social-networking tools. Although social networks are similar to most Web 2.0 technologies in their interactive elements and novelty, the survey included a separate question about social networks such as Facebook and MySpace because as an undergraduate, I hypothesized that students may be much more proficient with social networks than other Web 2.0 technologies. The evidence did demonstrate this point, as an overwhelming majority of students answered strongly agree when asked to respond to the survey question #17 "I am proficient with social-networking sites like Facebook or Myspace."

Figure 3: Proficiency with all Web 2.0 Technologies vs. Proficiency with Facebook

Proficiencies of all Web 2.0 Technologies vs. Proficiency with Facebook

Proficient with Web 2.0 Technologies

12% 12%
41% 35%

- ■ Strongly Disagree
- ■ Disagree
- ■ Agree
- ■ Strongly Agree

Proficient with Facebook

5% 1%
27%
67%

- ■ Strongly Disagree
- ■ Disagree
- ■ Agree
- ■ Strongly Agree

Clearly, there is a very high level of proficiency for social network use especially compared to the lower levels of proficiency students demonstrated toward Web 2.0 technologies in general.

While students are proficient with these social-network technologies, are they using them to complete their assignments? When asked to respond to survey question #5 "I often use social-networking sites, like Facebook or Myspace, when completing English assignments," more than three-fourths disagreed or strongly disagreed (78%). Previous evidence demonstrates that this low usage rate is not due to students' proficiency; in fact, students seem to be overwhelmingly proficient with social networks. There must be another reason for why these technologies are not being used in the classroom.

In the focus group sessions, students discussed the use of Facebook for classroom assignments. Many students admitted that when they are asked to complete group work with other students, the most common form of communication is actually Facebook. However, they did not seem receptive to the idea of using Facebook for assignments. Students argued that they did not want all of their professors on their Facebook page because their social network was for personal use. In one focus group session, when I asked the students if they would talk to professors on Facebook, one student stated quickly, "That'd be creepy." The focus groups demonstrated that although students are comfortable and proficient with social networks, they are not comfortable using social

networks for coursework because they believe that using Facebook with professors would be an infringement upon their personal space.

Despite student proficiency with social networks, a majority of students are not proficient with Web 2.0 technologies. Also, despite student proficiency with social networks, students may use Facebook to communicate with other students but are not using Facebook for classroom assignments. As an individual who used Facebook as an undergraduate and continues to use social networking tools today, I believe that if students were shown various applications for using Facebook in the classroom that they would they be receptive. However, there will still be a few students who would see these lessons as an infringement upon their personal space because Facebook can contain very personal content and not all students are aware of how to change the privacy setting on their page to make the content private.

### *Do students perceive a change in their writing process?*

Overall, students do not perceive a change in their writing process due to technologies or new media. Due to the interactive nature of some of these technologies, it seemed logical that students would be willing, if not excited, to use them in the classroom and in their assignments. However, evidence did not support this hypothesis. Instead, students do not perceive digital technologies as commonly used in English assignments, only about half of the students polled perceived their professors as commonly using digital technologies, most students do not believe that they are proficient with Web 2.0 technologies. Students did recognize, however, that there is a relationship between English and technology, and that technology affects common communication.

One of the reasons students do not perceive a change in their writing process could be because of the way in which students have been exposed to technology. In the Demographics section of the survey students were asked in question #23, "At what age did you begin to have access to a household computer?" The question included instructions which read "Choose the age at which you began to have regular access to a computer in your home, or access to a personal or family computer. Do not include access to a school, library or public computer when answering this question." Of the 425

students who answered this question the majority of students (60%) answered age 5-10 and only 2 students answered that they have never had access to a household computer.

Figure 4: At What Age Did You Gain Access to a Household Computer?
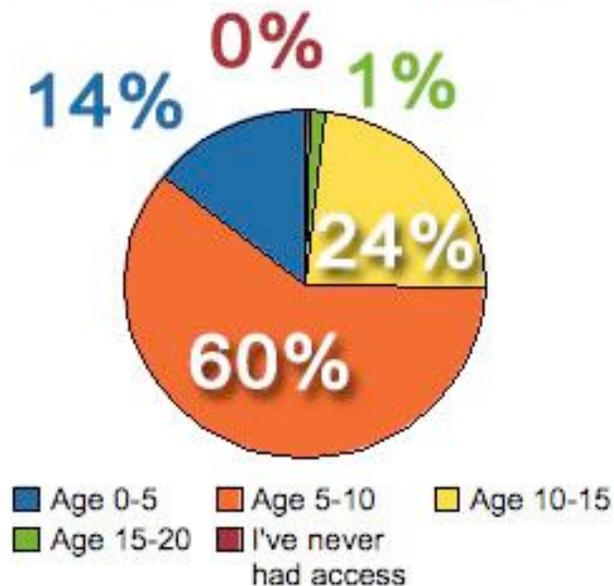
Access may be an important factor to consider when responding to this question. If a majority of students has ad access to a computer since they were 10 years old, they may not perceive technology as changing the writing process because technology has always been an integral part of their writing process.

Conclusions

Initial research about multimodal composition made different technological advancements in composition sound interesting and applicable. That research promoted a hypothesis that students and professors at UNCW would be integrating new media and multimodal composition in their writing and classrooms. However, the data collected in this survey demonstrated that this usage is not widespread in composition courses, and that the majority of students are not integrating new media into their writing, are not familiar with Web 2.0 technologies, and are not sure that professors should be required to teach about these technologies in the classroom.

After reviewing both quantitative and qualitative data, I do not think that students

are using a multimodal composition process at UNCW. However, throughout the course of this research I have developed different conclusions about *why* students are not utilizing multimodal composition. During the beginning of this research project, I believed that at the center of new media use was the use of technology, and that students who were not using new media in the classroom had simply not been exposed to those technologies by their professors. Certain composition researchers and some of their statements about new media and technology instruction greatly influenced my initial research. For example, researcher Craig Stroupe wrote "In teaching New Media Writing at the university… the necessity of using, and therefore teaching and learning, various information technologies foregrounds the instrumental mechanics of producing satisfactory texts" (Stroupe 244). Originally, when researching the use of new media in the classroom I did not consider many factors *outside* of professors' instruction I viewed a professor's introduction of new media as the sole factor responsible for the integration of new media in the classroom. I am aware that many professors may not be focusing their curriculums on new media or multimodal composition, may not be using digital or internet technologies in the classroom or may not be requiring that new media be used in their students' assignments. However, after collecting data in the focus group sessions, analyzing the survey data, and continuing my research, I think that the minimal use of multimodal composition at UNCW may be due to *many* factors.

Students, who do not seem aware of the ways in which new media can be used in the classroom, are not *asking* that new media be taught in their composition classes. In turn, they do not *expect* for technology to be taught in their composition classes as they do not see technology as directly relating to the subject matter. If this is true, then composition instructors may not be given the tools they need to teach technology in a composition class because students are not expecting or demanding to learn about those technologies. From an administrative perspective, there may *seem* to be no need for composition instructors to have access to expensive classroom technology.

If students were more aware of the effect that new media can have on their writing and communication skills, they might ask for technology in all of their humanities-based classes. Students demonstrated in both their survey responses and focus group responses that they are willing to learn about technology and to use technology if it

is related to the subject matter. Further, students overwhelmingly felt that technology would relate to their future professions. I think that as technology continues to develop and becomes more central to our daily lives, it will continue to become more integrated into writing and other forms of communication. While writing skills will always be crucial, other elements, such as understanding technologies that can enhance compositions, an awareness of materialities as a way to increase a reader's comprehension, or even the ability to communicate messages through modes other than text, may also become important to the writing process and students will need to learn how to incorporate these elements into their writing if they hope to succeed in the future.

In order to ask students to complete tasks using software, web editing programs or other Internet technologies, professors will need a working knowledge of the technology so that they may field questions or demonstrate usage to students who are not proficient with the technology. However, knowledge alone is not enough for professors to teach applicable technologies. Professors also need *access* to technology in the classroom. In the UNCW academic building which houses the English Department, there is only one computer classroom with computers available to all students in the class. Also only a portion of the classrooms even have a computer and projector so that professors can demonstrate technology. This means that students will not be likely to have access to a computer in the classroom to practice or familiarize themselves with the technology. Some classrooms in the English Department do not have computers at all. Without access to technology, it will be extremely difficult for students to learn how to integrate technology into their writing. It will be difficult for professors to demonstrate the usefulness of new media, the correct usage of new media in composition, or the ways in which students use Internet technologies to find new media.

If I were to continue this project, I would investigate these research questions further by looking at the integration of multimodal composition at other programs in other schools. I would like investigate the *ways* in which new media is incorporated into composition classes by finding examples of specific assignments and lectures. I would like to research whether or not English professors feel that digital technologies should be included in instruction, how they feel it should be included and also what types of access are needed from administration in order to teach with a multimodal composition process.

I would also like to research current trends in composition instruction to see how multimodal composition is being employed in the classroom and whether or not both students and professors feel it is successful. After researching Web 2.0 technologies, I would like to learn more about how these technologies can be used not only to find new media but also to integrate collaboration into the writing process. Finally, I would like to study the levels of access most composition instructors have to computers, projectors and other technologies in the classroom, as this research project has shown me how important that factor may be to the relationship between English and technology.

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Appendix A: Survey Questions

Usage

1. I often include digital technologies, such as sound, movie clips, slideshows, videos, or animation, to complete homework or classroom assignments for English classes.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

2. My English teachers often use digital technologies in the classroom.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

3. My English Professors often ask me to read or post assignments that are saved to a digital source, like SeaPort, WebCT, Blackboard or Randall Library's electronic reserve.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

4. I often use my English professors' personal Web sites to access course materials.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

5. I often use social-networking sites, like Facebook or MySpace, when completing English assignments.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

6. I often use blogs, wikis, or other Web 2.0 technologies when completing English assignments.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

Technology Relationships

 7. It is likely that I will visit my professors' Web sites.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

8. I see technology and my future profession as closely related.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

9. I see technology and basic studies classes as closely related.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

10. I see technology and literacy as closely related.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

11. I see technology and English studies as closely related.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

Proficiency

12. I am proficient with Microsoft Word.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

13. I am proficient with Microsoft PowerPoint.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

14. I am proficient with Graphics Creation or Image and Photo Editing software, such as Adobe Photoshop and Adobe Fireworks.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

15. I am proficient with Web site design software such as Adobe Dreamweaver and Microsoft FrontPage.

1- Strongly Disagree

2- Disagree

3- Agree

4- Strongly Agree

16. I am proficient with video editing software like Adobe Premier or Final Cut Pro.
1- Strongly Disagree
2- Disagree
3- Agree
4- Strongly Agree

17. I am proficient with social-networking sites like Facebook or MySpace.
1- Strongly Disagree
2- Disagree
3- Agree
4- Strongly Agree

18. I am proficient with blogs, wikis, or other Web 2.0 technologies.
1- Strongly Disagree
2- Disagree
3- Agree
4- Strongly Agree

Demographics
19. What is your gender?
Male
Female

20. What is your class rank?
First-year, Sophomore
Junior, Senior

21. In which of the following English classes are you currently enrolled? Check all that apply.
English 101
English 201
English 110
English 103
English 204

22. What is your estimated GPA?
3.5 - 4.0
3.0 - 3.4
2.5 - 2.9
2.0 - 2.4
Lower than a 2.0

23. At what age did you begin to have access to a household computer?
Choose the age at which you began to have regular access to a computer in your home, or access to a personal or family computer. Do not include access to a school, library or public computer when answering this question.
0-5
5-10
10-15
15-20
I have never had access to a household computer

Appendix B: Focus Group Questions

1. What kinds of technologies do you use the most in your English courses?

2. How comfortable do you feel using digital technologies when completing assignments for your English courses?

3. What kind of technologies do you want to learn more about in your English courses?

4. What kinds of technologies do you feel like you need to learn about before graduating in order to be marketable to your career field?