Praxis Paper

As intermediate and senior Physical Education teachers, we are given the opportunity to teach a cross-curricular class called Exercise Science. This class will cover both Physical Education and Science topics, more specifically, Biology and Anatomy. The goal of our multiliteracies project was to construct a pedagogical instrument that will allow students to be engaged and understand key anatomical and physiological concepts in a multitude of different ways. It is clear that students learn and comprehend concepts in a variety of ways, and we tried to demonstrate this through our interactive presentation.

The lesson that we have incorporated our multiliteracies project into is an introductory lesson to the Human Anatomy and Physiology unit of Exercise Science. We begin our lesson with an anticipation guide and a Fact or Fiction activity, which allows the students to understand that the human body is complex, and there is more to it than many people think. Following the anticipation guide, we will focus on our multiliteracies tool. Since our tool is an interactive presentation, it allows each student to individually go through the presentation at their own pace. The interactive aspect of our presentation provides students with a multimodal learning environment by emphasizing student-directed learning. Our presentation provides students with images, videos as well as text to describe each topic being discussed to ensure that all students are being reached in a medium that speaks to them.

By pairing our multiliteracies presentation with the reflection activity and homework assignment, we allow students to participate in a well-rounded classroom experience. By pairing our multiliteracies presentation with traditional written activities, such as our proposed homework assignment, it allows for the teacher to get some concrete assessment of each student’s learning.

Overall, our multiliteracies project is a great indication of future classroom interaction. Our project allows for our students to learn at their own pace, learn through various methods, including media methods, and show initiative through student-directed learning. The ability to set students up for success by building differentiated instruction into a simple interactive presentation, allows the students to follow their interests while still learning and comprehending the material given.