Appendix I- Praxis Reflection

The pedagogical tool we have created for this assignment is a video example of one of the scenes from Shakespear’s *A Midsummer Night's Dream,* acted out with sock puppets. The scene is act 1 scene 2. The tool focuses on incorporating the multimodalities of multiliteracies outlined in class, “auditory, gestural, linguistic, spatial, and visual” (Holloway, 2023), into instruction. The video incorporates auditory, linguistic, and visual elements to help students comprehend the complexities of Shakespeare. The assignment when students can make their own sock puppets and scenes incorporates gestural and spatial modalities into the students' learning. The videos and drama aspect of the scene accounts for auditory and technological literacy, evolving from the old definition of written literacy into the new definition of multiliteracies.

Branching off the ideas about multiliteracies presented in class, the pedagogical tool and assignment was influenced by the ideas in *A Pedagogy of Multiliteracies*. The authors argue that “Increasingly important are modes of meaning other than linguistic, including visual meanings (images, page layouts, screen formats); audio meanings (music, sound effects); gestural meanings (body language, sensuality); Spatial meanings (the meanings of environmental spaces, architectural spaces); and multi modal meanings…the multimodal is the most significant” (Cazden, et al. 80). The video tool and sock puppet assignment of our lesson was specifically designed to incorporate all modes to be a more effective teaching strategy. We agree with the authors that multimodal teaching is the most significant way to reach learners and create healthy learning environments.

We also incorporated two directorial lenses to view the play, which are cultural responsiveness and a feminist perspective of gender roles. The play is a comedy that interacts with ideas presented in the juxtaposition of the human world and the fairy world and what would happen if these worlds collided. The play relies on miscommunication and a fundamental lack of understanding of the unfamiliar. It is in this lack of understanding that an underlying ignorance that humans have of the fairy world can be connected to real life scenarios. Their ignorance of the realm makes them more susceptible to pranks without knowing the role magic can play in the fairy realm. This may not seem relevant to students, but it can connect to how, as humans, we enter other cultures and countries without understanding them first. We try to play by the rules that we are used to in our own culture which can lead to conflicts and problems as is paralleled in the play.The second lens is the feminist view of the gender roles and assumptions portrayed in the play, and specifically shown in the scene from our video. The gender roles are old fashioned and rich to analyze in the play.

It is important to connect the texts and concepts that are studied in the classroom to current and real-world issues. We hope that our sock puppet theater is not only engaging for students but gives them the opportunity to analyze their surroundings through multiple different lenses.

Works Cited

Cazden, Courtney; Cope, Bill; Fairclough, Norman; Gee, Jim; et al. ‘Harvard Educational Review’; Spring 1996; 66, 1; Research Library pg. 80-86. *A pedagogy of multiliteracies: Designing social futures*.

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