



[An Epistemological Process for Multimodal Assignment Design](#)

(A Webtext)

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Abstract

Informed by theories of *reflection* and *affordance*, this article presents a pedagogical framework for designing multimodal assignments. The framework is an epistemological process that directs instructors to reflect on *practical* affordances, *conceptual* affordances, and *pedagogical* affordances of genres, digital tools, and/or digital platforms. Such reflection helps instructors thoughtfully respond to questions relevant for assignment design: what can it (genre, tool, and/or platform) do? What kind of thinking and meaning-making does it evoke? What can it help students learn? What might it be used to teach? The process yields raw epistemological material that instructors can mine to craft multimodal assignments that achieve course learning goals.

This webtext is comprised of several pages that work to describe and concretize my proposed method for multimodal assignment design. The [Exigence](#) page provides a detailed account of three events in which this article responds, while the [Pedagogical Framework](#) page explains the framework and its theoretical underpinnings. The [Instructor Guidelines](#) page concretizes the method and provides direction for instructors on how to use it. [Thought Train #1](#) and [Thought Train #2](#) narrate how I've used this pedagogical framework to design multimodal assignments in my writing courses. The [Resource](#) page houses a table that identifies framework affordances for several multimodal genres, tools, and platforms. It also functions as a robust resource page with links to digital programs, teaching support material, and examples of student work. Keeping the affordances of digital texts in mind, I designed this article so that it need not be read in order or in its entirety. With that said, the [Pedagogical Framework](#) and [Instructor Guidelines](#) pages are the heart of the article and thus invite the most attention.

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Keywords

Exigence, Conceptual Affordances, Practical Affordances, Pedagogical Affordances, Multimodal Assignment Design, Multimodal Literacies

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