



Book Series

# *Contemporary Perspectives on Semiotics in Education: Signs, Meanings and Multimodality*

Series Editors

Katarina Silvestri, *SUNY Cortland*; Mary McVee, *University at Buffalo, SUNY*; Jennifer D. Turner, *University of Maryland College Park*; Raúl Alberto Mora, *Universidad Pontificia Bolivariana*

Research investigating social semiotic perspectives on education have proliferated, particularly as related to analysis of multimodal communication across various contexts. This series will focus on social semiotics as applied to education. Education is broadly defined and includes contexts such as traditional and nontraditional settings, formal or informal training, and teaching and learning in multiple disciplines and for all age levels. One goal of the series is to investigate tensions between initial research and theory-building in the field as well as current understandings and developments across contexts. This series seeks an international scope in order to comprehensively address innovative developments, tensions in theoretical perspectives, and a wider array of application in the field.

This book series focuses on how semiotic resources convey, build, and foster meaning making in context. Such work is often predicated upon views of human meaning-making as social choices developing across time, rather than structural forms handed down from one generation to the next. Similar to the broader field of semiotics, sign-making and meaning-making are central in social perspectives and include the theoretical perspectives as well as analytic tools necessary to explicate meaning across communicative events. Social semiotics approaches explore the ways in which communicative norms are evolving and emergent due to social, cultural, and historical influences.

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- Toward Critical Multimodality

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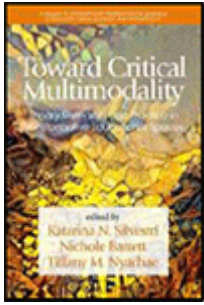
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## Toward Critical Multimodality Theory, Research, and Practice in Transformative Educational Spaces

Katarina Silvestri, SUNY Cortland; Nichole Barrett, The Rural Outreach Center; Tiffany M. Nyachae, The Pennsylvania State University

2023. Paperback 979-8-88730-248-5 \$52.99. Hardcover 979-8-88730-249-2 \$94.99. eBook 979-8-88730-250-8 \$85.

This edited volume seeks to answer the question, “What does it mean to be a critical multimodal scholar in educational spaces?” *Toward Critical Multimodality* highlights how choices made throughout multimodal design and research processes are critically-oriented and inextricably linked to power. We show how social semiotics and multimodality inform engagement with criticality in educational spaces through questioning dominant narratives (e.g., white, cisheteropatriarchal, ableist, classist perspectives), exploring relationships between selves and space, problematizing and reimagining educational practices, and dreaming of educational futures that are just, anti-oppressive, and with room for all to thrive while learning.

These chapters demonstrate how studying multiple modalities in interaction (e.g., image, writing, color, spatial layout, gaze, proxemics, gestures) can reveal how power operates, provide students with opportunities to explore themselves and their identities with respect to power, and provide a vehicle for scholars to disrupt and transform oppressive educational practices. Furthermore, multiple chapters show alternative ways to display, construct and share knowledge as transformative pedagogical practice in learning environments. We reframe social semiotics and multimodality as an integral part of decentering dominant ideas of power and what “counts” as purposeful meaning making by highlighting how criticality and multimodality integrate theoretically and methodologically.

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