

MORE THAN MEETS THE EYE: THINKING AND LEARNING MULTI-MODALLY WITH BLENDED TEXTS, HYBRIDITY IN ACTION

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Abstract

Blended texts, also referred to as hybrid texts, are engaging and can be utilized for instruction. These texts offer numerous potentials for learning across the curriculum (Bintz & Ciecierski, 2017) because of the opportunities they present for thinking and learning in critical and meaningful ways. According to Bintz and Ciecierski (2017), hybrid texts are a blend of narrative and informational text. Not mutually exclusive, hybrid text treats the narrative and informational texts as mutually supportive. From this perspective, readers can view literary and informational texts as symbiotic, not separate. This symbiosis builds on natural curiosity and functions as an opportunity for inquiry.

The purpose of this research was to push on the boundaries of previously defined hybrid texts to include multimodal texts as well as texts that are hybrid in composition style. Multimodal instruction extended beyond multimodal texts and included multimodal instruction as well as multimodal meaning making and publications. Multimodal instruction can lead to deeper, abstract thinking (Batchelor, 2018) as well as an expansion of content knowledge, greater understanding and interpretation of vocabulary, and support to deconstruct and rectify misinterpretations in specific content areas (Cappello & Walker, 2021). Additionally, this research explored how blended texts might be used in an interdisciplinary manner in connection with multimodal instructional techniques might influence thinking and learning.

The methodology for this research was grounded theory. Open-ended questionnaires, observations, interviews, journals, and multimodal artifacts served as data points throughout the study. To begin, the rationale behind the research will be presented. Next, the steps of the research, as well as the findings and discussion will be presented in a manner that can be considered for future curricular and instructional planning.

Keywords: *Hybrid texts, blended texts, multi-modal, thinking critically.*
