

This is a transcript for Isabelle Lundin et al.'s "The Making of a MAB: Composing a Multimodal Annotated Bibliography and Exploring Multimodal Research and Inquiry," published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 28(2), available at [https://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki%3A\\_%3Amultimodal-annotated-bib](https://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki%3A_%3Amultimodal-annotated-bib)

## Transcripts for Isabelle's TikTok Videos and Reflection Video

**Source 1:** <https://vm.tiktok.com/TTPda9capp/>

Hi everyone! I recently read Ann Amiccuci's article titled, "4 Things Social Media Can Teach You About Writing—And One Thing It Can't," and I'm so excited about the pedagogical implications found in here and its ability to put a positive spin on social media use.

She begins by acknowledging what all of us already know: writing is everywhere! However, she expands on this by encouraging teachers to synthesize the kinds of writing that students are doing on their phones with the kind of writing that they're doing in the classroom. She identifies four key knowledge transfers between social media and writing and one thing that should stay on Instagram and away from academic essays.

First, the practice of participating in social media challenges are inherently practices of interdiscursivity. By following the choreography of a TikTok dance to a particular song, you are imitating someone's rhetorical choices, yet creating your own meaning and interpretation, similar to how everything we write is somehow connected to something else.

Next, social media allows for a deep understanding of audience. Whenever you create something for social media, there are immediate discourse communities that can view and respond to your post. Often times, these communities share values and attitudes, which is crucial to the success of any funny tweet or any academic essay.

In the same vein of the rhetorical triangle, Amicucci equates manipulating your ethos to picking your filters. Changing which snapchat filter you use doesn't change the content of your message, but it can shift the tone and the character of how it is perceived. This is often represented through genres in academic writing.

Amicucci also reminds us that there is also unspoken meanings embedded in the symbols we use, like emojis and punctuation, and they too can be rhetorical. These things can help signal how a message can be read by the audience, something that academic writing can achieve through tone, language, diction, and more.

While these are all incredible transferable skills, Amicucci does remind us that writing always needs a "why:" some sort of exigence that can be expressed beyond a 160 character tweet and that can be supported with evidence and reasoning, which is exactly the kind of thing that we need to focus on in college writing and in academic writing.

**Source 2:** <https://vm.tiktok.com/ZTda95bDY/>

Hi everyone! I'm going to tell you about this fantastic little journal article called, "Kindling the Pedagogic Imagination: Preservice Teachers Writing with Social Media" by Rish and Pytash.

The authors express their worries about standardized education policies impacting the way writing is taught to middle and high school students, especially students' perceptions of what writing is and what it means to be a writer.

After looking at the kinds of things students post on social media, the authors put together a study called the #WalkMyWorld project to challenge the ways in which writing is taught and perceived in schools. The project asked pre-service teachers and students to tweet under that hashtag to give others a glimpse into their world. The project was successful and enlightening in three key ways.

Because participants were sharing personal images, poetry, and videos, the project allowed users to purposely create an identity for themselves within that hashtag. Thinking about their ethos in this way can be directly applied to the identity all writers take when creating a text.

Participants in the project were sharing "their world" with other members posting in the hashtag, and having a responsive, immediate audience encouraged collaboration between users. Instead of simply liking tweets or retweeting, users eventually began to remix each other's tweets and collaborate amongst themselves. Writing for a broader yet present audience can reshape how students create meaning in their writing.

Perhaps the most obvious result of this project was a deeper respect and understanding of multimodality amongst participants. By recognizing that rhetorical writing was taking place in writing tweets or updating a Facebook status, students can begin to approach writing at a more holistic level.

This article serves as qualitative evidence that writing is everywhere! The pedagogical implications of posting on social media can help students see this, too.

**Source 3:** <https://vm.tiktok.com/TTPdmarm1v/>

This article, "How to use social media to strengthen student writing" by Alrubail on Edutopia.org reaffirms the many ways that teachers can utilize social media's presence to their advantage and encourage writing growth in their students.

By citing surveys from the College Board Advanced Placement and The National Writing Project, Alrubail makes a compelling case for the benefits of blogging, Twitter, and Instagram. He says that these platforms can impact student writing in 4 key areas:

1. Consistency: We all know that practice, practice, practice is an important part of becoming a strong writer. Because one of the hallmarks of a successful social media account is simply maintaining a presence, encouraging students to adhere to a 'posting schedule' allows them to continually practice their writing skills.
2. Feedback: A major affordance of social media is the ability to receive immediate feedback through liking, sharing, and commenting. Engagement with student writing in this way can boost their confidence, motivating them to write more and become inspired by other things they are seeing on social media. This modern method of "peer review" can also foster critical response skills.
3. Confidence: similar to how receiving positive and constructive feedback can build confidence, the mere act of posting something to the internet can increase student confidence. Writing is inherently a very vulnerable activity and sharing that can be difficult, but posting on social media can break down the walls of anxiety bit by bit.
4. Collaboration: Social media is a fantastic outlet for students to engage with other writing and create new meaning from it. Retweeting or completing social media challenges encourages intertextual creation within student writing, which can strengthen their ability to use outside sources and synthesize.

**Source 4:** <https://vm.tiktok.com/ZTdma1MWD/>

Hi everyone! There's this article from theworld.org entitled "Texting, Social Media Might be Creating Better Student Writers" by author Trifunov, and it gets right at the heart of this issue: is social media really making better student writers, or are they just becoming more tempted to plagiarize others' work instead of producing their own creative ideas?

By citing surveys conducted by the PEW research center, Trifunov would argue that the issue of social media and its effect on student writing is a double edged sword. The internet and copy-paste buttons have made plagiarism much easier for students, ultimately impacting their ability to create complex ideas and opinions.

However, the author and the PEW research center remain hopeful. Since social media allows students to consistently practice their writing skills in multiple modes and mediums, this can benefit student confidence in their writing abilities, if we allow them the creative freedom and encouragement to do so.

The author concludes that a combination of both long-hand writing and social media can address both issues of plagiarism and writing confidence. By allowing multiple methods for students to practice their writing and try new things, their skills are sure to show some refinement.

**Source 5:** <https://vm.tiktok.com/TTPdm5KSje/>

This little cartoon, found on the Kashmir observer.net, accompanies an article by Garg about the prevalence of “text talk” in student writing. The irony in this drawing comments on the quality of student language within their writing, arguing that social media is making their writing worse because of their inability to express deeper thoughts in “text talk.”

While the sentiment in this cartoon is definitely an important one, it fails to advocate for education on a writer’s identity and formal vs. informal tone. Technology nor social media will be disappearing anytime soon, so merely griping about the fact that students are allowing their texting practices into their academics fails to seize an opportunity for a learning moment.

If teachers used social media writing vs. academic writing as examples to teach students about the importance of appropriate tone for an appropriate audience, or introduced the concept of multiple identities of a single writer across different genres, perhaps we could view the prevalence of social media as less of an epidemic and more of an opportunity to engage students in best writing practices, so the focus can return to fostering writing growth in students.

**Video Reflection from Class:** <https://vm.tiktok.com/ZTdm5wxJG/>

Yeah, so that was a super fun project to put together! It was really just different and fun, kinda refreshing.

Um, so I initially found my inspiration in Amicucci’s article first about the implications of social media and how that can be transferred to college writing, especially since the teaching of writing is something that I’m really, really interested in.

So I learned a lot from all the sources that I chose! Um, just kind of thinking–thinking about new ways in which, you know, we could talk to students about the kinds of writing they’re doing on social media and how it can be applied and transferred to like, composition classes, writing assignments, because I feel like all too often, we hear students saying in writing classes like, “I’m never gonna use this. My field doesn’t use

writing.” And I think it creates more of a touchstone for students to understand, like, no, this idea, you know, of enacting a different identity in your writing, of appealing to a certain audience, like that’s-those are universal writing practices that are used across the board in all disciplines and in all fields. So, I think having a common ground, such as social media, can-could actually be really helpful for a lot of writers.

I think, you know, in my own goals of being a writing educator, you know getting a PhD and maybe teaching college writing someday, these are definitely going to be some things that I continually think about, simply because, you know, as-as an educator, you have to adapt to what’s going on around you and, you know, even though the “text talk” may be impacting the kinds of language and the ideas that students are bringing to the table, like, we have to find a way to use that to our advantage to still foster growth in students. So, I think it’s definitely an important takeaway for current educators and future educators.

So another fun part of this project is: I used TikTok! I don’t really use TikTok! I had the app simply so I can watch the ones that my mom sends me. So, definitely it was a little bit of an adjustment. I decided that I wanted to just keep it simple and have it be more conversational rather than having a bunch of clips and a voiceover. I tried to make sure that all of them had captions. Um, but also, you know, I had some issues with some sound. My first two, when I played them in class, I didn’t realize, you know, how loud the volume of the music was compared to me speaking and I didn’t realize that the music cut off at some point, but I honestly think this was really fun because it was a challenge to make these kinds of scholarly sources feel more educational and more approachable, so I think that was one affordance of the medium I chose, simply it made it more accessible and now it’s online for the world to see, if anybody cares! [laughs]. Thanks!