Routledge Research in Digital Education and Educational Technology

DESIGNING LEARNING WITH DIGITAL TECHNOLOGIES

PERSPECTIVES FROM MULTIMODALITY IN EDUCATION

Edited by Fei Victor Lim and Mercedes Querol-Julián

Designing Learning with Digital Technologies

This book offers a multimodal perspective on how to design meaningful learning experiences with digital technologies.

Digital education is of increasing importance in today's digital society and the editors bring together international thought-leaders and well-established academics across geographical regions to explore the topic. The book addresses the need to design learning with digital technologies, especially in a post-pandemic environment where blended learning has become ubiquitous. The book is organised around five themes: designing learning, digital learning designs, digital learning with embodied teaching, digital learning interactions, and digital multimodal literacies. The chapters focus on digital technologies as multimodal semiotic resources and the educational implication of each theme is drawn out from illustrative cases across contexts of learning.

Essential reading for researchers and postgraduate students, this book offers state-of-the-art thinking on how educators can design new learning experiences for students through the meaningful and effective use of digital technologies.

Fei Victor Lim is an Associate Professor at the National Institute of Education, Nanyang Technological University, Singapore. He is interested in how and what we should teach learners in today's digital age. He researches and teaches on multiliteracies, multimodal discourse analyses, and digital learning. He is an editor of *Multimodality and Society* and an associate editor of *Computers & Composition* and *Designs for Learning*. He is also author of the book, *Designing Learning with Embodied Teaching: Perspectives from Multimodality*, and lead author of the book, *Designing Learning for Multimodal Literacy: Teaching Viewing and Representing*, both published in the Routledge Studies in Multimodality.

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