

**Personalized Multimodal Instruction:  
Positively Impacting Lives Through Invitational Education**

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**Abstract**

This longitudinal qualitative study explored the impact of personalized multimodal instruction in a university literacy methods course for pre-service teachers. Participants discussed their insights from culturally responsive novels in literature circles and created book trailers to introduce their strategic literacy lesson plans for avatars. They collaborated in an intentionally inviting environment while they prepared multimodal projects to personalize learning experiences for avatars and elementary students in grades three to five. When they described the highlights of their class sessions and field experiences, the results of this study aligned with the overarching goals, elements, and domains of Invitational Theory and Practice.

*Keywords:* Invitational Education, Invitational Theory and Practice, Personalized Learning, Multimodal Instruction.

**Introduction**

“Lights, camera, action!” This classic phrase may signal the filming of a major motion picture or multimodal instruction in the classroom. Cinematography takes us into another dimension, and multimodal projects convey students to higher levels of learning. When students become cinematographers and create book trailers, they capture the central message of a story in new ways. They are motivated to teach innovatively and gain confidence when they create unique products. As they experience enthusiasm for their new creations, they discover meaningful ways to invite their own students into the learning process and motivate them to explore new ideas.

As multimodal projects bring the cinema into the classroom, students experience a kaleidoscope of learning opportunities. As cinematographers, they are empowered to paint visual pictures and bring culturally responsive novels to life. The digital natives in our twenty-first century classrooms feel quite comfortable with multi-media, and they capture ideas and experiences in ways that are significant to them. This empowers them to invite children to experience compelling and innovative learning activities.

This study focuses on a university literacy methods class in which pre-service teachers discussed culturally responsive novels in literature circles and prepared multimodal projects for personalized instruction with avatars and elementary students in grades three to five. In this university, administrators and faculty members have worked for many years to provide programs and policies to invite students to enjoy higher levels of learning and innovative academic success. The programs and policies of this major university in the Southeast are intentionally designed to

align with the overarching goals, elements, and domains of Invitational Theory and Practice (Purkey & Novak, 1996; Shaw & Siegel, 2010; Shaw, Siegel, & Schoenlein, 2013).

## **Review of the Literature**

Invitational schools encourage students to experience innovation and develop leadership skills in student-centered educational environments. Multimodal projects give students opportunities to make choices and experience higher levels of learning through engagement and active participation in the learning process. Invitational Education (IE) focuses on the positive aspects of learning and the affective side of the people, places, programs, policies, and processes in education (Purkey & Novak, 2016; Shaw & Siegel, 2010; Shaw, Siegel, & Schoenlein, 2013). This aligns well with multimodal projects that combine the power of a story, one of the most meaningful educational tools for generations, with technology, one of our main tools for communication.

### **Multimodal Projects**

A review of the literature demonstrates the remarkable success and the benefits of multimodal projects. Since language is fundamentally multimodal, we communicate in many modalities each day (Frohlich, et al., 2019). Multimodal instruction equips students to capture the essence and the dynamic qualities of learning experiences across the disciplines (Hill, 2014). The meaning-making process inherent in multimodal projects emerges from the sociocultural constructivism of Vygotsky (1978) and social semiotics theory (Hodge & Kress, 1988; Kress, 2010). The multiple literacies or modes of these projects add the spark of ingenuity to convey a message uniquely and effectively. Researchers use scaffolding (Bruner, 1960; Vygotsky, 1978) Wood, et al., 1976) with multimodal opportunities to promote discovery learning and sequential conceptual development (Magana, et al., 2019).

The research literature provides many examples of the impact of multimodal projects in a wide range of contexts. At the university level, researchers (Brenner, et al., 2004; Wang, 2009) have explored the use of multimodal projects for articulation of identity. When two grade three teachers and university researchers collaborated, Ntelioglou et al. (2014) noted the ways an urban multimodal inquiry project increased multilingual students' literacy investment, literacy engagement, and learning. Smith (2019) considered ways to leverage students' multimodal collaborative composing for their academic benefit in the classroom. Additionally, Hafner (2013) described the ways undergraduate students in a university English class in Hong Kong were able to access positions of expertise as they wrote for authentic purposes and used multimodal projects as digital ensembles to appeal to an audience. Invitational Education promotes this type of expertise in the classroom.

### **Invitational Education**

Purkey and Novak (2016, p. vii) described Invitational Education (IE) as a theory of practice “designed to create and enhance human environments that cordially summon people to realize their potential in all areas of worthwhile human endeavor” (Purkey & Novak, 2016, p. vii). IE “is an imaginative act of hope that explains how human potential can be realized. It identifies and changes the forces that defeat and destroy people” (p. vii). IE recognizes five Domains: People, places, policies, programs, and processes, that comprise “everyone and everything in an

organization...(that) will either build or destroy intellectual, social, physical, emotional, and moral potential for stakeholders” (p. vii).

### **Invitational Theory and Practice**

Invitational Theory and Practice (ITP) “is the overarching theory of Invitational Education (IE)” (Shaw, Siegel, & Schoenlein, 2013, p. 30). Invitational Theory and Practice (ITP) “addresses the total culture/environment of an organization to provide a more welcoming, satisfying, and enriching experience for all involved” (p. 34).

Invitational Theory and Practice aligns directly with the comments of pre-service teachers during interviews and focus groups in this study. Throughout their multimodal projects, the course instructor and technology coach used the principles of Invitational Education to encourage students to actualize their potential in creative and meaningful ways.

### **Methodology**

This longitudinal qualitative interview study was designed to determine the impact of creating multimodal projects with groups of pre-service teachers in a university emphasizing Invitational Education. Interviews, focus groups, reflections, class activities, and book trailers were the primary means of data collection, and typological data analysis (Hatch, 2002) was used to codify the overarching themes over these semester-long experiences.

### **Participants**

Pre-service teachers who participated in the project shared their experiences and insights during the interviews and focus groups for this study. The course instructor provided ongoing support and guidance throughout the project, and the technology coach added her expertise. Multimodal projects were completed as part of a university literacy methods course, which is part of a degree program to prepare university students to teach students from third to fifth grade. As students were taking this course, they completed a field experience and participated in courses emphasizing assessment, instruction for English learners, math, and technology from kindergarten to grade five.

For clarity throughout our discussion, the degree-seeking pre-service teachers will be referred to as students. The teacher educators who were guiding the students applied the principles of Invitational Education throughout the program and emphasized the importance of providing a positive nurturing environment for students, particularly during a worldwide pandemic.

### **Procedures**

During the preparatory stage, students explored research-based literacy strategies and the essence of quality lesson planning as they read culturally responsive novels and participated in literature circles. The instructor modeled multimodal procedures for effective lesson planning and guided students as they designed book trailers. As they collaborated on multimodal projects students created storyboards for book trailers in literature circles, prepared lesson plans, and captured the results of their collaboration on a Weebly website.

Pre-service teachers explored culturally responsive novels in literature circles. In class sessions, they used insights from these novels and other examples of quality literature to explore the components of effective stories. They synthesized the ideas they gleaned with graphic organizers, such as story maps and storyboards, to create book trailers to introduce strategic lesson

plans. They used the insights from this collaboration to personalize lesson plans for avatars and elementary students in grades three to five during a field experience. This field experience was modified during this past year because of a worldwide pandemic.

The teacher educator designed the multimodal project so that students could make their own choices, enjoy the process, and experience success. She gave them a rubric for major expectations and left aspects of the project open-ended. This gave the students a sense of freedom and autonomy as they created their own lesson plans and book trailers. Then they relaxed and enjoyed the process rather than feeling like they had to just complete a checklist of requirements. Although they were well prepared for the experience, the innovative technology was new to them, and they gained new confidence as they experienced success with the process.

Students designed their multimodal projects in the classroom and online sessions. As they collaborated, they extended their vision of what was possible and experimented as makers of technology rather than just consumers of technology. As they created multimodal projects, the students reflected on what they learned to be prepared to share tips with others and consider procedures for their own future classrooms.

### **Data Collection**

Interview questions and focus group questions served as the basis for data collection. They were designed to encourage participants to freely express their perceptions and feelings about the experience of participating in literature circles and creating multimodal projects. Interviews and focus groups progressed from general “grand tour questions” (Spradley, 2016), such as a description of a typical day to more specific questions about their experiences. Open-ended questions gave participants opportunities to share their feelings in their own words. Focus group questions were designed to corroborate statements from interviews to give participants opportunities to elaborate on certain issues that were emphasized during interviews.

The semi-structured format provided the opportunity to follow leads from statements made by participants (Van Manen, 1990). These follow-up questions elicited rich descriptions and provided a more complete picture of the lived experiences of the participants.

### **Data Analysis**

Hatch’s typological model (2002) provided the framework for data analysis from multiple perspectives (Glesne, 2015; Patton, 2014). Initial categorization of the data into typologies was followed by repeated readings, line-by-line analysis, and color-coding of the data using *Microsoft Word*. This analysis was ongoing and utilized the nine steps for data analysis designed by Hatch (2002). According to Hatch (2002) typological analysis should only be used if the categories for analysis are evident. At the beginning of data analysis, it became evident that the data aligned with the assumptions, five elements, and five domains of Invitational Theory and Practice (Purkey & Novak, 2016).

Regularities and common characteristics in the responses of participants quickly emerged in a review of the data pattern analysis. As these semantic relationships emerged, they revealed patterns that were suggested in the research literature. These semantic relationships served as links in the data set and provided elaborations on these ideas from the literature. During this codifying process, charts listing relevant data helped identify the integrating concepts that ran through this data.

Color-coded *Post-it flags* were used to label the patterns within the typologies as they were recorded in relation to the specific codes for the participants. While recording integrating concepts that ran through all of the data, stars were used to highlight powerful quotes to facilitate the selection of specific data to support generalizations from these patterns. Throughout these steps the typological model designed by Hatch (2002) continued to provide the framework that illuminated the process of data analysis.

## **Discussion and Findings**

The findings of this qualitative study illustrate the ways that the teacher educators intentionally invited students to experience success, prepared the process, and guided the students throughout the process. These students conducted their project in a university that emphasized the principles of Invitational Education. Teacher educators and colleagues nurtured and cared for them, and this was reflected in their multimodal projects.

Invitational Education (IE) emphasizes the ways “everyone has the ability and responsibility to function in a personally and professionally inviting manner” (Purkey & Novak, 2016, p. 23). An intentionally inviting level of functioning creates a dependable stance that helps students to feel secure and increases the likelihood that they will consistently accept and act upon the cordial invitation to pursue an inviting educational experience (Purkey & Novak, 2016, p. 24).

Drs. Purkey, Novak, and Siegel have consistently promoted Invitational Theory and Practice as a way of life (Purkey & Siegel, 2003, 2013). As a result, they have made a difference in so many lives. They have emphasized the IE Domains, or powerful ‘5 Ps,’ to promote a warm and inviting atmosphere wherever they go (Purkey & Novak, 2016; Shaw & Siegel, 2010). The arms of a starfish are used in Invitational Education to illustrate these domains. They have used a starfish diagram to illustrate the ways the five Ps of the domains of IE, people, places, policies, programs, and processes, work together to overcome challenges and make a difference in an organization and potentially the world.

This message of overcoming challenges to promoting a positive environment aligns well with “The Starfish Story,” originally written by Loren Eiseley (1978), which has been shared in many versions and touched the hearts of people all over the world. We are familiar with the inspiring story in which a man sees a little boy throwing starfish back into the water. Then he asks the boy what he is doing. The boy tells the man he is saving starfish, so they will not dry out in the sun. Then the man laughs and tells him there is no way he can save so many starfish. After the boy listens politely, he says, “It made a difference to that one.” This story is often shared to demonstrate the difference one caring person can make. The creators of Invitational Theory and Practice emphasized the importance of each person.

When everyone in a group truly values each individual, the power and impact of one person is multiplied in amazing ways. Drs. Purkey, Siegel, Novak, and many leaders of Invitational Education remind us of the power of one as well as the impact of collaboration that leads to systemic change and makes life better for so many. They have accomplished so much, yet they have always been quick to give credit to those who collaboratively experienced success with them. As they have honored collaborators, they have often noted “that if you see a turtle on a fencepost, you know it didn’t get there alone” (Purkey & Siegel, 2013, p. xi). As Margaret Mead stated, “a small group of thoughtful, committed citizens can change the world” (Lutkehaus, 2008, p. 261).

The starfish in the diagram for Invitational Education is in a healthy environment which flows naturally and comfortably. Invitational leaders provide a safe, secure environment where

people flourish comfortably. Then the invitation is given. In this scenario, the leader provides a meaningful environment where the learning process is appealing, and students have opportunities to choose paths to optimal learning. As Fretz (2015) noted, “Invitational Education provides educators with a systematic way of communicating positive messages that develop potential as well as identifying and changing those forces that defeat and destroy potential” (p. 28). “This understanding of the depth and breadth of messages is used to develop environments and ways of life that are anchored in attitudes of respect, care, and civility and that encourage the realization of democratic goals” (Purkey & Novak, 1996, p. 4). When each individual is deeply appreciated, as inclusiveness and collaboration are promoted, the entire system is influenced, and learning is maximized.

As they were developing Invitational Theory and Practice (ITP), Drs. Purkey, Siegel, and Novak shared their life goals for the benefit of educators and students. For instance, as a university president for 25 years, Dr. Betty Siegel consistently worked to make the university a collaborative welcoming environment (Purkey & Siegel, 2003, 2013). As president, she promoted the principles of Invitational Education through university programs and policies, consistently touching the lives of students, faculty, and friends in meaningful ways. The campus is filled with concentric circles showing the impact of her inclusive policies of Invitational Education, and her legacy reverberates most profoundly in the Dr. Betty Siegel Fitness Center.

The students in this study were impacted by the emphasis on Invitational Education promoted by the presidency and ongoing influence of Dr. Betty Siegel. Her ongoing legacy emphasizes the best of human potential. Analyzing and improving each of the five Domains of IE: People, places, policies, programs, and processes, “within a framework of the five elements of IE: Intentionality, care, optimism, respect, and trust (I-CORT), systemically transforms the whole school (Purkey & Novak, 2016, p. 22). The results of the study aligned with the domains and elements of Invitational Theory and Practice as teacher educators collaborated to ensure students’ comfort, appropriate challenges, and success with multimodal projects.

### **Results of the Study**

This section describes specific ways in which students’ experiences in creating collaborative multimodal projects at a major university in the Southeast aligned with the overarching assumptions, elements, and domains of Invitational Theory and Practice (Purkey, & Novak, 2016; Shaw & Siegel, 2010; Shaw, Siegel, & Schoenlein, 2013). These results reflect patterns identified across the study’s interviews and focus group sessions. The interviews and focus groups of this study consistently demonstrated the ways students designed multimodal projects that reflected their experiences in a welcoming, supportive environment. Invitational Theory and Practice “focuses on increasing the authentically personal and professional verbal and non-verbal messages that seek to bring forth the best of human potential through, trust, respect, optimism, care, and intentionality” (Shaw, Siegel, and Schoenlein, 2013, p. 34). Throughout the interviews of this study there were many links between these elements of Invitational Education and the comments made by students as they discussed their collaborative multimodal projects.

### **Overarching Goals of Invitational Education**

Implementation of Invitational Theory and Practice authentically creates and sustains welcoming learning environments. The systemic framework promotes intentionality, care,

optimism, respect, and trust (I-CORT). The goal is to promote “increased learning outcomes and personal growth” (Shaw, Siegel, & Schoenlein, 2013, p. 33).

It was highly evident the approach of the faculty member and technology coach who orchestrated this project aligned with Invitational Theory and Practice. They collaborated carefully and consistently to guide and encourage students as they completed their digital stories in the framework of the program. They shared innovations to enhance success as they opened opportunities within and beyond the classroom.

The results of this study demonstrated the impact of multimodal projects that combine the power of a story with technology as well as the alignment between experiences of students in literature circles and the five Domains and five elements of IE. The elements of Invitational Education intensify the power and significance of each domain (Shaw, Siegel, & Schoenlein, 2013). The next section will highlight results of the study and discuss the impact of alignment with Invitational Theory and Practice.

### **Intentionality**

“Intentionality is the keyword of Invitational Theory” (Haigh, 2011, p. 300). Invitational environments are both created and sustained by intentionality. As a process for defining school climate, Invitational Education encourages a Democratic Ethos to feature “collaborative and cooperative procedures and continuous networking stakeholders” (Purkey & Novak, 2016, p. 22). Intentionality in the design of these processes emphasizes the value and boundless potential of each individual (Novak, Rocca, & DiBiase, 2006).

Systemic processes intentionally reflect care, optimism, respect, and trust (I-CORT) to actualize the fullest potential of a collaborative atmosphere. These intentional processes encourage ongoing development of cooperative procedures with reciprocal benefits. The teacher educator worked intentionally with the technology coach to provide relevant and meaningful experiences within the students’ comfort zone, thereby promoting success without undue stress (Vygotsky, 1978). She used multimodal projects, featuring literature circles, book trailers, Weebly website building, and strategic innovative lesson plans to make reading an adventure for her students. It was evident that this goal was achieved when a student stated:

From your class, I have learned many things. One thing that has stuck out to me the entire semester is when we talked about making reading an adventure. I feel that as I grew up, no one ever really made reading fun. I think that reading should always be looked at as an adventure no matter the content.

The multimodal projects in this literacy course were intentionally designed to provide students with tools to increase enthusiasm for learning in grades three to five. Literature circles laid the foundation for this process. A student emphasized the value of literature circles.

Literature circles are a fantastic and incredible way of getting students to not just read the books that they are assigned, but to truly enjoy them and understand them. Knowing how to read is more than merely understanding the words on the page, but also how to truly experience the book as one would experience life. I want to give the students that I will have in my classroom the same fun and awesome experience I had while participating in literature circles.

### **Care**

Invitational Education focuses on people and the importance of each individual for a successful educational experience (Purkey & Novak, 2016). Students participating in this study chose culturally responsive novels to read in literature circles at the beginning of the project. The

education program is designed to help students maximize their cultural awareness, connect with various cultures, and develop empathy in meaningful ways. At the end of the project, students said they were more aware of the importance of cultural connections and books that promote cultural insights, and they wanted to emphasize them in their own teaching. A student noted, “Everything I have learned in literature circles has taught me the relevance of promoting cultural awareness and literacy in my future classroom as well.”

During our class sessions, we emphasized the importance of each individual, and students prepared lessons with differentiated instruction to personalize the learning experience. A student described what she has learned about personalizing instruction through class sessions, multimodal projects, and her field experience:

I have learned how to encourage and engage students, how to create a classroom of learners who are comfortable as individuals, and how to modify lessons for specific students. These are all important because, to me, they not only teach how to teach, but teach how to create learners. These are all backed by positive attitudes from you, and readings that encourage the most effective teaching for individuals.

## **Optimism**

The optimism of each individual helps to make a school inviting as it encourages everyone involved. Programs that embrace Invitational Education Theory and Practice can be “formal or informal, curricular, or extra-curricular. It is important for educators to ensure that all of the school’s programs work for the benefit of everyone and that they encourage active engagement with significant content” (Purkey & Novak, 2016, p. 21).

Optimism and enthusiasm were highly evident during this project. The teacher educators and students in the literacy methods class consistently conveyed an optimistic perspective. When students discussed plans and chose roles for the multimodal project during their collaboration, they considered the assets of each student and promoted the development of those assets using creativity and attention to details.

As a teacher educator taught the course on teaching reading and writing in grades 3-5, she provided scaffolding to promote confidence and optimism when they began the multimodal projects. After analyzing quality literature, creating storyboards with ideas for book trailers, and discussing possibilities collaboratively, students gained more confidence in the midst of a worldwide pandemic. A student noted:

Throughout this semester I have learned not only specific learning techniques but also what it means to be a teacher. I honestly have learned a lot of that from you personally. You always show up to class with a smile, a greeting, and a positive attitude which makes this class so much less stressful in such a stressful time.”

## **Respect**

Invitational Education emphasizes the importance of documenting policies and emphasizing consistency for the benefit of everyone in the program. Purkey and Novak (2016) described policies as “critical semantic webs that influence the deep-seated structure of any school” (p. 21). Students in the literacy methods class were collaborating in a university in which those “critical semantic webs” reflected the structure of a respectful environment in which their ideas were honored and appreciated by their colleagues and teacher educators. Policies and procedures were intentionally designed to promote respect, and meaningful collaboration was valued for promotion and tenure. A student in the literacy methods class reflected:



I am never afraid to ask questions in your class because I know that you are very understanding and helpful through all circumstances, and I am very grateful! This has created a classroom culture that I would like to emulate in my future classroom.

## **Trust**

Invitational Education highlights the importance of providing a pleasant, comfortable, and aesthetic learning environment which nurtures growth and promotes trust (Purkey & Novak, 2016). When leaders establish trustworthy patterns of interaction, schools augment the benefits of this pleasant environment. Reliability, genuineness, truthfulness, competence, and knowledge are keys for establishing this type of environment (Arceneaux, 1994; Purkey & Novak, 2016). The teacher educators worked from the beginning to establish trust and a pleasant rapport with students. The university itself is a safe, pleasant, and caring environment in which students feel comfortable. The education program is an extension of that atmosphere of trust, extending the basic needs for a safe and caring environment to the next level (Maslow, 1943).

The literacy methods course was intentionally planned to build trust and help students to feel that they were in a comfort zone, even in the midst of a worldwide pandemic. Class sessions were designed to provide encouragement, and students were able to thrive in a nurturing environment. A student commented, “I never once doubted your love for us.” Another student stated, “I want to thank you for being very sweet and cheering us along the way.”

Students built trusting relationships as they explored culturally responsive novels in literature circles. They consistently commented on the encouragement they experienced through these close relationships. Students emphasized the ways they were able to depend on each other as they divided up sections of assignments and discussed their multimodal projects. Their collaboration took their learning to the next level, particularly as they saw how much could be accomplished in an online virtual environment. A student noted:

Each group member was very engaging and participated in the meetings, allowing us as a group to accomplish much more than we thought we could. The impact of this experience was very eye-opening and allowed me to see how to collaborate as groups in a virtual setting. We accomplished more together as a group than we would have individually. In addition, our book involved different cultures from a fifth grader’s perspective, which helped explain how the environment and our lifestyles can affect our perspectives.

## **Overarching Comments**

Students consistently said they would use literature circles and multimodal projects with their own classes. They were quite pleased with their accomplishments. Students noted that this project made them want to be more creative in their own classrooms. As they summarized the experience, many students shared variations of these statements:

- “Throughout this semester, I have learned a lot of great methods for effective teaching in reading and writing courses for third, fourth, and fifth graders.”
- “I definitely plan to use literature circles in my future classroom. I think that this was such a fun experience and a great way for students to have the opportunity to grow and love a book.”
- “I thoroughly enjoyed creating the book trailer as a way to engage the students.”
- “I will utilize strategies from this class to promote engagement, comprehension, and writing.”

- “I want to thank you for this beneficial experience. This class has let me really understand the importance of having students build a strong relationship with reading and writing.”
- “I plan to do anything in my power to differentiate for the students and create their least restrictive environment.”
- “I have thoroughly enjoyed this semester and course with you and my classmates. I have learned many things that I plan to utilize in the future.”
- “I now have a better understanding of how to teach language arts to young minds, and thanks to this class I have a variety of ways to teach them to best fit their needs.”

When students described the benefits of their multimodal projects, they mentioned the ways they would use these projects to inspire their own students and spark their imaginations in creative ways. A student commented:

I loved talking about book talks and book trailers, and this is something I honestly didn't think about ever implementing in the classroom. Now it is something I will definitely try to implement every year. This is such a fun way for students to be creative and use their imaginations when showing what they have learned.

Students were enthusiastic about the knowledge they gained from their class sessions and multimodal projects. A student noted:

Everything I have learned from this class will play a big role in my future. It is so important for teachers to enter their classrooms with excited attitudes about reading and have plans on how to exert that to the students. Now that I have all of this knowledge, I feel more prepared and ready to teach my future students! I will go into my classroom and bring in specific activities that I have learned about and practiced. Overall, this semester benefited me greatly. I'm so grateful I had you as a professor and mentor throughout this time! Thank you for everything!

Multimodal projects made students more aware of the kaleidoscope of possibilities for creating adventures and inviting their own students to explore literacy with innovations that promote exuberance for learning. A student reflected:

I will also use a variety of anchor charts, group activities, literature circles, etc. to create a fun, effective, and engaging learning environment for my students. Language arts provides so much space for individuality and creativity, so I will use the activities I have learned about and practiced in this class when I am in my future classroom.

## **Conclusion**

When students gain confidence with multimodal projects, they develop leadership skills and feel like they have an opportunity to make a difference in the world. A cycle of success results as teachers provide multimodal instruction, share innovative strategies in their own classrooms, and invite their students to generate their own multimodal projects.

Students enter the world of cinematography and create new memoirs of successful achievement in the classroom as they say, “Lights, camera, action!” Innovative multimodal experiences inspire creativity and highlight the importance of culturally responsive literature. During multimodal projects, pre-service teachers discovered a kaleidoscope of opportunities to convey content innovatively and equip their future students to explore culturally responsive literature in meaningful ways. This experience prepared them to creatively invite their own

students into the learning process, maximize academic potential with multimodal instruction, and multiply the impact of learning.

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### **JITP Guidelines for Author Submissions**

The Journal for Invitational Theory and Practice (JITP) (ISSN-1060-6041) publishes once a year and promotes the tenets of invitational theory and practice, self-concept theory, and perceptual psychology. First published in 1992, the JITP is currently indexed in the ERIC and EBSCO databases.

The JITP seeks to publish articles under two priorities: research and practice. First, manuscripts are encouraged that report research that examines and expands the theory and practice of invitational learning and development, investigates the efficacy of invitational practices, relates invitational theory to other theories of human development and behavior, or focuses on theories that are compatible with invitational theory and practice. Second, manuscripts will be considered that are more focused on the practice of invitational theory. These articles are less data-oriented and could describe authors' attempts to apply invitational theory to a variety of settings or activities related to invitational theory. The editorial board will also consider book reviews of professional books related to invitational or other related theories.

The JITP accepts articles for submission year-round. However, the ideal submission deadline for each issue is October 1<sup>st</sup>. The Journal uses a blind peer review of articles with final publication decisions made by the editor. Upon publication, authors will receive an electronic copy of the JITP. Manuscripts submitted to or under consideration for publication by other journals are not accepted. Authors must follow specific guidelines when submitting manuscripts for publication consideration:

1. Prepare manuscripts in APA style. Refer to the Publication Manual of the American Psychological Association, 6th Edition (2010).
2. Submit manuscripts as email attachments to: [JITPeditor@invitationaleducation.net](mailto:JITPeditor@invitationaleducation.net)
  - a. All submissions will be acknowledged by return email to the originating email address.
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3. Include your home and business phone numbers.
  - a. This will allow the editor to quickly contact you if necessary.
4. Create all manuscripts as Microsoft Word® documents.
  - a. Please remove embedded comments, tracked changes, and hidden personal data in the file.
5. Submit two copies of the manuscript – one with your identifying information and one without your identifying information
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6. Limit manuscripts to less than 10,000 words, double spaced (including references and quotations)
  - a. Use Times New Roman, 12-point font, with one-inch margins on each side, top, and bottom.
7. Format (APA, 2010) the cover page with the author's or authors' names, institutional affiliation(s), and title of the manuscript.

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