



AIRS & the Faculty of Education and the Faculty of Arts Present



Dr. Rachel Heydon
Faculty of Education
Western University



Singing-Infused Multimodal Intergenerational Curricula: (Re) Conceptualizing Why Multimodal Literacy Matters

July 22, 2016 @1:00pm

UPEI Main Building: Faculty Lounge

Abstract: Based in a program of research focused on expanding literacy and identity options for people across the lifespan, this talk provides real world examples of intergenerational multimodal curricula and their effects. Relevant to researchers and practitioners from a diversity of domains, this talk highlights the importance and often undervalued practice of singing, its connection to a range of modalities of human communication, and the potentialities for multimodal curricula to unite skipped generations. Implications for arts and literacy programming and curricula from early childhood to elder-status as well as conceptualizations of literacy are discussed.

Dr. Rachel Heydon Bio

Rachel Heydon, PhD, is Professor and Program Chair, Curriculum Studies and Studies in Applied Linguistics, Faculty of Education, Western University. Funded by the Social Sciences and Humanities Research Council, Rachel's work focuses on early childhood curriculum, intergenerational curriculum, arts as literacies, multimodal literacy, teacher professional learning in literacy, and new theoretical approaches to the study of curriculum.

Rachel is Executive Editor, *Journal of Curriculum Studies*.

Her most recent books are *Constructing Meaning: Teaching the Language Arts K-8* (6th ed.) (2-16) (with Joyce Bainsbridge), *Negotiating Spaces for Literacy Learning: Multimodality and Governmentality* (2015) (with Mary Hamilton, Kathryn Hibbert, & Roz Stooke), *Learning at the Ends of Life: Children, Elders, and Literacies in Intergenerational Curriculum* (2013), and the forthcoming *Why Multimodal Literacy Matters: (Re) Conceptualizing Literacy and Wellbeing through Literacies in Intergenerational Curriculum* (2013) (with Susan O'Neill).