



A DISCUSSION OF STUDENTS AT UNIVERSITIES AND EDUCATORS' OPINIONS ON MULTILITERATE PROJECTS RELATED TO 21ST-CENTURY TECHNOLOGIES IN CHINA.

JING CUI 1st , Uranus Saadat 2nd

ABSTRACT

These days, it's not enough to know the facts; students also need to know how to put that information to use if they want to succeed in school. A focus on teaching methods that prepare students for college or secondary teaching jobs has been a hallmark of the Common Core State Standards since their implementation. Using multiliterate projects to teach students 21st century skills, the author of this thesis discusses research that looked at the feelings of both university English teachers and students. The study is outlined in this thesis, together with the reasons, important concepts, methodologies, results, and judgments. The objectives of this research were to look at how much emphasis on 21st-century skills in multiliterate assignments actually is, how much emphasis on these skills actually is in these assignments, and how much of an impact these emphasises have on students' and teachers' grasp of the subject. The goal of this qualitative study is to find out how teachers and students feel about the idea that multiliterate activities help students build skills that are important in today's society. Research from surveys and student reflections has revealed that students are better able to use the four main 21st-century skills needed for success in further education, the job, and life when they are given multiliterate assignments to complete. Using multiliterate exercises in English classrooms may help students become more prepared for life beyond college, according to one research.

Keywords: *Student perceptions, Educator perceptions, Literacy projects, 21st-century innovations, Chinese university students, Chinese literacy lessons.*

1. INTRODUCTION

Efforts have been made via programs like Common Core to provide kids with the skills and information necessary for success in college and the job. Therefore, they are stressing the need of educating students to think critically, creatively, and effectively so that they may apply classroom knowledge in real-world contexts. This holds true across all levels of education. Students in the twenty-first century need a completely new set of skills and vocabulary than those of earlier decades. According to (Cui et al., 2020), new resources like computers and other modalities or genres might be challenging for both students and teachers to properly handle.



To do this, researchers are making use of state-of-the-art methods and instruments that encourage students to think critically about their own work. The Common Core State Standards state that students should improve their analytical, problem-solving, and critical-thinking skills. "The gap between the skills people learn and the skills people need is becoming more obvious, as traditional learning falls short of equipping students with the knowledge they need to thrive," says the World Economic Forum. "Today's job candidates must be able to collaborate, communicate and solve problems" (Cui) adds to this, suggesting that students even need these 21st century skills, even though Common Core gives them the means to develop them. Envision reports that "Hanover Research recently analysed six major educational frameworks designed to improve the development of 21st century skills." These frameworks are supposedly targeted at students from university level on up. Teachers need to adapt their teaching methods to fulfill the dual demands of subject area preparation and skill mastery. The program notes that while each framework has a slightly different list of skills that students should develop, they all agree on four critical areas: collaboration and teamwork, creativity and imagination, critical thinking, and problem solving (Envision). Despite changes over time, the importance of literacy has remained constant; fortunately, the digital age has opened up even more opportunities for both students and educators. This is particularly the case when it comes to English classes. Educators are permitted and even encouraged to peruse student work while still imparting knowledge to their students. There is a lot of pressure on teachers to eliminate PowerPoint presentations, even if it isn't part of their job description. Consequently, teachers need to be resourceful in their use of many media and modalities to convey course material. To better prepare students for life beyond college, there has been a movement among educators towards a classroom approach that places a focus on students developing their 21st-century skills in a variety of circumstances. Given the significance that firms



place on these competencies and the recommendations made by standards, will they really be able to teach them in the classroom? With the introduction of Common Core and other 21st century skills, this non-governmental organization is now instructing teachers on what subjects they must cover in their lessons. These criteria are used to evaluate students at the end of each semester or academic year, and instructors are required to include them into their teachings. Though it has been attempted previously, no external organization has deemed it satisfactory enough to require it of teachers. Instead, they need to center their attention on the standards' implementation, specifically on the why and how of applying 21st-century skills. Researchers are looking at the perspectives of both students and educators on the value of multiliterate activities and the extent to which these types of assignments promote the development of 21st-century skills (Guo & Chen, 2019).

2. BACKGROUND OF THE STUDY

A lot of research has focused on modern literacies. New literacies are a more broad term that has been used since the 1990s, while some researches have dissected literacy into its constituent elements. Thirty years after its debut, these literacys are still innovative. In keeping with their previous work on multiliteracies, the researchers here contend that the way schools are now teaching technology is not equipping pupils to make effective use of these tools in the real world. Some scholars contend that students should use modern technology to uncover the hidden meanings in texts in order to advance social justice, detect bias, and understand the author's



objective (Hu, 2020). If they want to be politically, socially, and culturally active members of the society of the future, they need to develop the skills listed above. The term "21st-century literacies" describes a broad set of reading and writing abilities that today's youth must have in order to participate fully in researcher's media-rich society. The three foundational competencies of 21st-century literacy are utiliteracies, digital literacy, and critical literacy. Teachers may equip their students to be civically engaged citizens via these literacies. The literacy development of today's pupils is intricately linked to their social and cultural life. The way pupils communicate in the modern period is multimodal, combining conventional, digital, and online text kinds; hence, literacy has to be expanded to include this reality. It is essential to expose students to and assist them in developing skills in using these new forms and modes of text consumption and production if researchers want them to become active participants in society. Students need digital literacy skills to thrive in today's digital environment because of this expanded and comprehensive definition of literacy. But there are concerns about prejudice, power, and perspectives brought up by this concept as well. Students need assistance transitioning to the digital environment so that they may develop into critical, reflective readers (Liu, 2020).

3. PURPOSE OF THE RESEARCH

Examining the perspectives of both teachers and students on technologically enhanced multiliterate tasks is the primary goal of this research. exploring the viewpoints of teachers and students about the usefulness and relevance of multiliterate assignments within their educational circumstances. taking a look at how using technology in the modern day affects student involvement and the outcomes of their education. The identification of potential challenges that instructors and students may face while attempting to do these tasks. supporting educators by



providing resources for the development of multiliterate assignments that enhance classroom teaching and student comprehension. exploring the perspectives on technology in the classroom that are influenced by Chinese culture.

4. LITERATURE REVIEW:

These days, the phrase "21st century skills" is used often by those involved in education and professional development. "Skills for the 21st century" has become a cliché, but its true strength lies in the expectations of contemporary companies. The companies are enhancing their technology capabilities to better compete in a global market. Their culture and its learners are always evolving, and so is instruction (National Institute of Education Sciences Research Group, 2020). Teachers need to do more to prepare their pupils for the ever-changing global society they will encounter after college. Instead of just teaching pupils facts and figures, teachers should concentrate on helping them build the skills they'll need to thrive in college and the job. In addition to the more conventional academic courses, their students would be better equipped to face the problems of today's world if they learned 21st century skills. Teachers in the twenty-first century should provide their students with skills that enable them to think creatively and critically about classroom material. "Students ready for university and their future careers" has recently been the focal point of educational theory and practice, according to the "21st Century Standards and Curriculum: Current Research and Practice" study (Yang & Lei, 2020). Scholars contend that "the core content subjects - math, social studies, the arts - must be enhanced by incorporating critical thinking, communication, collaboration, and creativity" into classroom instruction in order to better equip students for life in a globalized society. That endeavor has benefited greatly from the Common



Core state standards. The Common Core State Standards are the most recent set of educational requirements, and all public schools in North Carolina have begun implementing them. Math and English are the primary foci of these standards, while other essential topics do make use of them as well. The Common Core State Standards are an attempt to help students develop the abilities they'll need to succeed in the modern world once they graduate. These standards emphasize the importance of students understanding and applying what they've learned in the classroom. The Common Core State Standards Initiative argues that rigorous and relevant standards are necessary to equip students for success in college, the workforce, and the global economy (Yuan, 2020). The Common Core State Standards have made an attempt to integrate social skills and critical thinking into academic subjects. In light of the statement that "students master the multi-dimensional abilities required in the 21st century," this reading of the criteria seems supportive. Researchers have determined that "21st century skills" is not a vague buzzword. Whether or whether they go on to college, equipping students with these abilities will help them succeed in the workforce. the skills of the twenty-first century, which might be valuable in both academic and professional settings. Students may use these talents to learn about issues both now and in the future. The topic matter itself isn't always the hardest thing for teachers to define and pass on to their students. Researcher focused my research on these four skills since they are referenced most often in the literature and align with the Common Core standards for ninth and tenth grade English language arts. All of the skills are important for students to have in order to be ready for life after college. According to the National Council for Excellence in Critical Thinking, critical thinking is "the intellectually disciplined process of actively and skillfully conceptualising, applying, analysing, synthesising, and/or evaluating information gathered." In other words, pupils need skills in analysis, interpretation, evaluation, synthesis, decision-making, and problem-solving if they are to



develop critical thinking abilities. The ability to analyze, evaluate, create, and use higher-order thinking skills is essential for students (Yuan et al., 2021).

5. RESEARCH QUESTIONS

- What effect does face-to-face promotional interaction have on finishing the assigned task?

6. RESEARCH METHODOLOGY:

The main aim of this research was to assess the extent to which university English instructors believed their multiliteracy initiatives facilitated students' acquisition of skills relevant to the contemporary world. This study aimed to (1) ascertain if students and instructors believe that multiliterate assignments facilitate the application of 21st-century skills, (2) identify the skills incorporated in these assignments, and (3) evaluate whether the utilization of these skills enhances students' comprehension of course content. This inquiry used a qualitative methodology. Qualitative approaches seek to "explore and understand the meanings individuals or groups attribute to a social or human problem" through "emerging questions and procedures, data typically gathered in the participant's environment, inductive analysis constructing general themes from specific details, and the researcher interpreting the significance of the data." Employing a constructivist framework, researchers undertook this study utilizing a qualitative technique. Social constructivists assert that individuals want to gain deeper insights into their daily lives and surrounding environment. A method to understand individuals' worldviews is to assess their perceptions. The participants' immediate setting in this research are the classroom. This research



aimed to assess attitudes on the integration of 21st-century skills into multiliteracy tasks as perceived by the school's teachers and students. The applied strategy redirected focus from skill acquisition to the comprehensive perceptions of tasks held by both students and instructors, together with the degree to which the assignments facilitated this understanding. The researcher assessed the participants' perceptions about their job and the activities they executed with open-ended questions. The questions were posed in a manner that enabled both students and instructors to reflect on them without feeling pressured to arrive at an answer. This provided an opportunity to understand the participants' perspectives, emotions, preconceptions, and prejudices. This strategy ultimately provided insights into the opinions of both teachers and students about the assignments and the subject matter. The tasks were the foundation for the formulation of the surveys and reflection assignments. Surveys include both multiple-choice and open-ended questions. The pre-student survey included the following inquiries:

I. What constitutes the assignment?

II. What competencies are required to do this task?

III. What skill is essential for this task?

IV. Identify the most problematic part of this work in a single statement.

V. What succinctly encapsulates the lessons acquired from this undertaking? The post-student survey included the following inquiries:

I. Which task have you completed?

II. What competencies were required to complete the task?

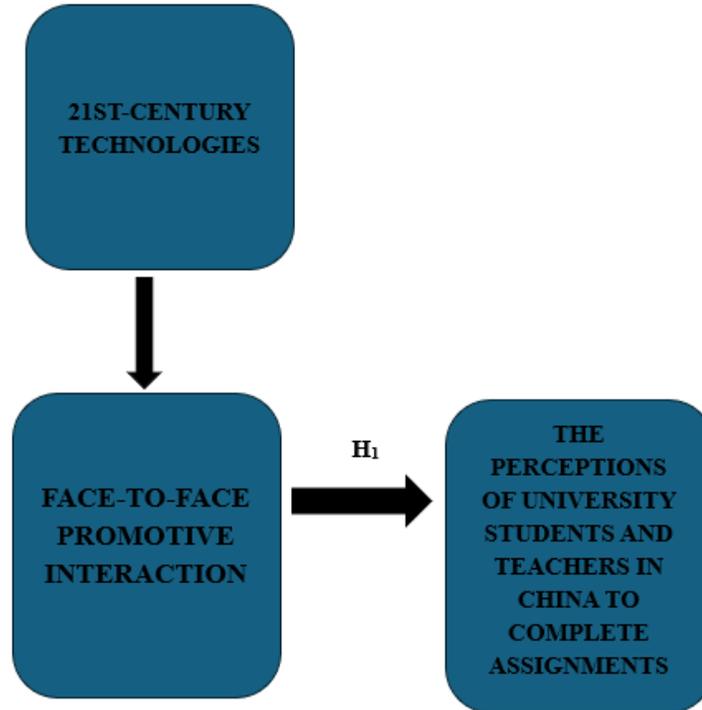
III. What skill was essential for completing the job at hand?

Ultimately, the researcher successfully started my classroom study. The designated readings are analyzed in class weekly. The students received the pre-survey in a secure Google Doc prior to the



start of the assignments. The post-survey and reflection were distributed to the students upon job completion. Upon completion of the questionnaires, the data was gathered and analysis were conducted. The researcher used a spreadsheet to extract survey answers from Google Docs and compared them with the pre- and post-survey findings. The data was then divided into two categories: one for the multigenre assignment and the other for the multimodal assignment. The researcher used a same methodology for the analysis. To monitor the frequency with which each skill was referenced by participants for each class in the ninth and tenth grades, the researcher amalgamated the first two survey questions. To evaluate the third and fourth questions, researchers analyzed each student's replies for common themes and then assigned relevant 21st-century abilities as needed. Subsequently, researchers sought correlations between the students' initial expectations and their final evaluations of each assignment by analyzing the data from the pre- and post-surveys. To analyze the data from the reflection assignment, they aggregated all paragraph replies and then categorized them into multimodal and multigenre classifications. They examined all the tasks for recurrent themes and documented any allusions to material or skills relevant to the contemporary environment.

7. CONCEPTUAL FRAMEWORK



8. RESULT

Each of my classes had a multimodal and multigenre assignment that students were required to complete. The texts discussed in class provided the basis for these summative assessments. Each activity included a pre- and post-survey, and in addition to composing a reflection essay, students completed a standardized academic survey. All tasks were evaluated by the academics, who then filled out their respective questionnaires. Neither of the multimodal exercises had previously been used in my classroom. This class requested an additional day to complete their projects, since they were very concerned about the quality of their final product and wanted their films to be impeccable. Their enthusiasm was evident as the researcher saw the children become really engaged with the final effort. Students experienced nervousness while completing this activity.



Their grievances continued throughout the whole project, and they exhibited a deficiency in the passion shown by the ninth students in their multimodal assignment. Students were required to compose the majority of the project and produce videos for the two multimodal tasks; they also needed to complete a pre-survey. The pre-survey indicates that students believe all four abilities are essential for completing the tasks. Figure 1 illustrates that the survey revealed problem-solving and creative thinking as the two most essential skills that may be necessary. The survey respondents identified three primary themes about the most challenging aspects of the assignment: generating ideas and executing them, collaborating well with unfamiliar individuals, and engaging the project's target audience.

Figure 1: Multimodal most important skill needed



"The most challenging aspect of the assignment is communication, as some individuals do not always feel sufficiently at ease discussing experiences of bullying," one student said. Another student said that achieving consensus among the group over a unified vision for the mythical hero



and his challenges was deemed the most arduous task. Students selected excellent communication as a crucial skill required to complete this project. One student said that "possessing strong creativity and ensuring coherence" is just as difficult as selecting a topic. Ultimately, one student said that they saw the construction of the caravan as the most arduous component of this assignment. The findings from the first question indicate that students needed to communicate and exhibit creativity to complete the assignment, and their actions demonstrate that they also had to use their creative skills. Students did not express that critical thinking was a problem in this question. Questions one and three illustrate students' problem-solving skills, which may have been essential for them to devise inventive solutions for their projects. Participants were prompted to contemplate their desired outcomes from the effort in the last survey question. Thirty-three percent of survey participants said that they gained new insights on creativity from this event. Conversely, 33% of participants showed confidence in their collaborative skills, while 22% were certain that the project would enhance their understanding of bullying, its repercussions, and methods to eradicate it. Ultimately, 12% of participants said that they would eliminate the capacity to resolve issues. Students said that multimodal assignments enhanced their development of 21st-century skills such as creativity and communication. The other two alternatives were "content connection" and "problem solving." Considering the significance of creativity in the workplace, it is remarkable that many students perceived it would have a lasting impact. The Partnership for 21st Century Learning (P21) articulates the necessity of distinguishing students equipped for increasingly intricate life and work environments in the 21st century from those who are not. It asserts that the ability to learn and innovate, coupled with critical thinking, communication, and collaboration, is "essential to prepare students for the future" ("Framework for 21st Century Learning"). Furthermore, a minority of students believed that the capacity for good communication would be



an essential skill to develop from this project. Due to group work, children were required to communicate with each other. The students needed to ascertain their audience throughout their presentation of the proposal. The capacity for effective communication in contemporary society is much valued.

Figure 2: Multigenre most important skill needed

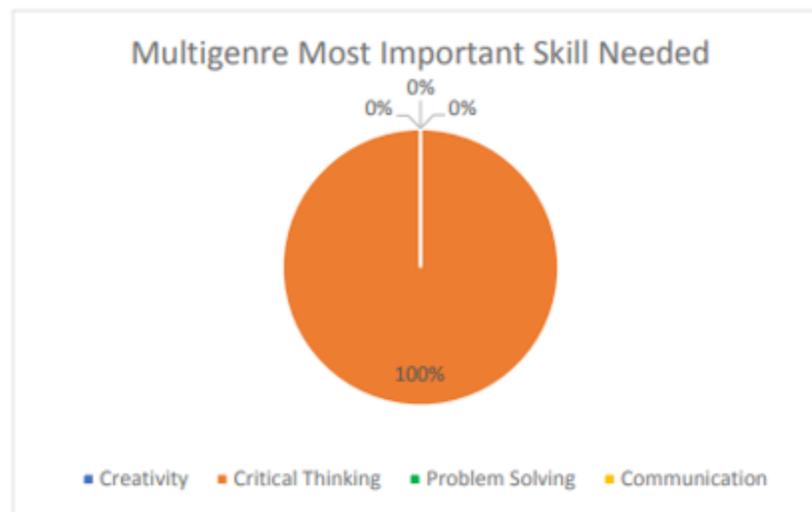


Figure 2 illustrates that all participants selected critical thinking as the paramount skill necessary for completing the task. Participants identified the most arduous elements of the assignment as: "evaluating the entire performance and its characters to compose an essay necessitating critical analysis," "writing," "reading," "journals," "comprehending the emotions within the narrative," and "synthesizing all information collected from the play into a coherent article akin to a news report." Although the whole project relies on students' interpretations of the play, many saw the most formidable challenge to be generating the many genres for its representation. All of these concepts return to the need of using imagination and thinking abilities to complete the work at



hand. Responses to the inquiry on the most significant aspect varied from "facilitating the ease of learning critical thinking" to "enhancing the ability to engage in critical thinking and enabling researchers to generate more innovative ideas," along with the necessary procedures to compose a journal entry. Researchers possess the ability to engage in critical thinking. Analysis and Discourse on Creativity Enhancing Communication for Problem Resolution and "methods for problem-solving" They should also focus on cultivating more patience. "When researchers express my thoughts, they should consider the impact on those in proximity." "the capacity for critical thinking that emerged from a thorough analysis of the play." The majority of participants saw the enhancement of critical thinking skills as the most significant takeaway. Before the survey, students were instructed that critical thinking encompasses several processes, including analysis, interpretation, evaluation, synthesis, decision-making, and problem-solving. As both a scholar and educator, Researcher believe students must read and understand the play enough to fulfill the tasks and grasp the genre criteria to properly complete the many components of the task. This comprehension is corroborated by the definition of critical thinking presented to the pupils.

9. DISCUSSION

Unfortunately, the surveys did not collect enough information from teachers and students to address all of the research questions about the effectiveness of multimodal and multigenre projects in the classroom. Rather, the surveys exposed a few skills that were used to complete the assignments. Researchers were able to discern a shift in students' views on the significance of 21st century skills to the project's success by comparing their responses to the two surveys. The students now realize how



important these talents were for finishing the tasks. The students were in complete agreement that the multimodal tasks pushed them to their creative and problem-solving limits (Zhenzhen, 2021). According to the participants, the anti-bullying project's multimodal assignment was the most beneficial. Even though students may not have realized it at first, the surveys proved that the projects required them to use their skills. The post-survey failed to address students' expectations that the multimodal assignment would heavily emphasize problem-solving skills. While students did promise to remember the information in the post-tests, they were unable to do so in the multimodal pre-survey. Results from the post-survey indicate that communication was not a primary focus, even if the projects are great at using creative, problem-solving, and critical-thinking skills. Students' lack of emphasis on communication in the multigenre project is understandable given that they worked on it alone, as opposed to the multimodal project, in which they were required to collaborate. The assignments may be multimodal or multigenre, depending on the scenario, so that students can apply a wide variety of talents throughout the course (Jing, 2020).

10.CONCLUSION

Assessments of students' and instructors' perspectives on the multiliterate assignments' use of 21st century skills should inform decisions on how to teach university topic standards (Chengcheng, 2021). With the Common Core standards, lawmakers and the federal government are pushing for the inclusion of future-ready skills in the curriculum as a whole. There is more to preparing for college, a profession, and life beyond high school than just memorizing facts and figures. Rather, the states that have adopted Common Core aim to provide students with the foundational skills they'll need for success. Critical thinking, problem-solving, creativity, and good communication are all part of this set of skills. The Partnership for 21st Century Learning is one organization that has suggested activities



to help teachers begin integrating these skills into their lessons. However, there are a variety of approaches that may provide students with the knowledge and abilities necessary for success in college and beyond. University courses may do a better job of preparing students for the workforce of the future if they followed the lead of other post-secondary schools and employed multiliterate texts and assignments. Postsecondary institutions are already making use of these skills, and secondary schools may help prepare students for them by incorporating them into their lessons. Science, technology, engineering, and mathematics (STEM) and problem-based learning (PBL) programs are being promoted by university systems as ways to assist students in developing these talents. Assigning work that requires many languages is beneficial. Students have the opportunity to hone the skills necessary to thrive in today's competitive job market when they graduate from high school. This study adds to the growing amount of data that students' usage of fundamental skills correlates with their achievement on multiliterate assignments in the classroom (Cui et al., 2020).

REFERENCES:

Cui, Y., Yu, W., Guo, Y., Liu, X., Xu, B., ... Wang, S. (2020). Exploration and reflection on online teaching (written discussion) [in Chinese]. *Education Science*, 36(3), 1–24.

Chengcheng, B. (2021). The Application of "Internet plus+Studio" Teaching Mode in Modern Apprenticeship Teaching-Taking the Architecture Interior Design Major in Higher Vocational Education as an Example. *China New Telecommunications*, 188–189

Jing, S. (2020). Research on comprehensive art design education. Nanjing university of the arts.



Zhenzhen, P. (2021). Practice and Exploration of the Teaching Model of Art Studio. *Journal of Eastern Liaoning University (Social Sciences)*, 23, 127–132.

Yuan, L., Lei, M., Zhang, S., Tan, Y., & Huang, N. (2021). Taking the “double reduction” policy’s pulse and establishing online education information security system [in Chinese]. *Modern Distance Education Research*, 33(5), 3–13+25.

Yuan, Z. (2020). The transformation and upgrading of online education in the post-epidemic era.

Yang, T., & Lei, J. (2020). Theoretical basis and development trend of online education [in Chinese]. *Educational Research*, 41(8), 30–35.

National Institute of Education Sciences Research Group. (2020, April 21). Six revelations of “Disrupted Classes, Undisrupted Learning” and large-scale online education in China [in Chinese]. *Guangming Daily*, 1.

Liu, L. (2020). This is the world’s largest “education experiment” [in Chinese].

Hu, Q. (2020). Multidimensional review of promoting healthy development of online education [in Chinese]. *Educational Research*, 41(8), 26–30.

Guo, C., & Chen, E. (2019). Multi-source theory interpretation of China’s online education policy changes [in Chinese]. *Educational Research*, 40(5), 151–159.

Cui, Y., Yu, W., Guo, Y., Liu, X., Xu, B., ... Wang, S. (2020). Exploration and reflection on online teaching (written discussion) [in Chinese]. *Education Science*, 36(3), 1–24.