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INVESTIGATING TRANSMEDIATION IN THE REVISION PROCESS OF SEVENTH  
GRADE WRITERS (344 pp.)

Co-Directors of Dissertation: William P. Bintz, Ph.D.  
Denise N. Morgan, Ph.D.

The purpose of this naturalistic inquiry study was to investigate seventh grade students' possible changes in both writing and attitudes and perceptions regarding revision when paired with transmediation (movement between and among sign systems, such as drawing, music, drama) in the writing process. Specifically, this research focuses on students' thinking concerning why and how they revise when transmediation is part of the writing process. Participants in this study were 27 seventh grade students enrolled in a language arts class in a public middle school. Multiple data were collected: writing journals, questionnaires, transmediated objects, technology artifacts, interviews, videos, and reflections. The constant comparative method was used to analyze and triangulate the data. Results revealed that students selected sign systems based on comfort and availability. In addition, students focused on macro-structural changes rather than centered on superficial changes that are more specific to the traditional editing process. Students attributed these revisions to transmediation, which enabled them to view their writing in a new way. Student attitudes and perceptions demonstrated that while they initially believed revision to be more editing-specific, at the end of the study students shared that revision should be more holistic, centering on transforming content and ideas in an effort to produce stronger writing.