

Topic: Multimodal presentation

Creating a multimodal text (Part 1)

Today you will:

- understand processes involved in planning and creating a multimodal presentation.

Resources

Find and prepare

Sheet 5 — Multimodal comparison task
Sheet 12 — Multimodal planner
Slideshow presentation software
Exercise book

Key terms

disempowerment, empowerment, messages (social, moral and ethical), news media texts, reading path, text structures

For definitions and explanations of terms, please see the [Glossary](#).

Lesson

Review the task

1. Open **Sheet 5** — [Multimodal comparison task](#) and review the task.

Plan and prepare a multimodal presentation

By now, you should have a good understanding of the requirements of your multimodal comparison task. Read the following information and complete the pre-planning to focus your thinking on important aspects of this task, and to prepare you for planning and completing your multimodal presentation.



Hot tip

Remember to do the following in your multimodal comparison:

- select two types of news media texts for analysis (for example: a print news text and a web-based text)
- explain the most significant text structures and language features in each of the selected texts
- demonstrate how reading paths affect the meaning of the text
- explain the social, moral and/or ethical messages communicated in the texts, and who or what may be empowered or disempowered by them
- evaluate which of the texts is likely to have the biggest social or cultural impact in contemporary Australian society
- use embedded audio to communicate your ideas or a video of you presenting your comparison.



When you are searching for online texts, check with your parent/carer to ensure the sites and content are appropriate.

2. What are the two news media texts you have selected for analysis and what type of news media texts are they?

a. News media text 1

b. News media text 2

3. Consider each news media text. List the two most significant text structures and language features of the texts in the table below:

News media text	Text structures	Language features
	i.	i.
	ii.	ii.
	i.	i.
	ii.	ii.

reading path: the path taken through a text from the most salient element to the least salient element; reading paths are flexible but text designers can prompt readers to follow particular paths

4. Reflect on the reading paths you used to process information in your selected news media texts. List the order in which you read the text structures of each news media text.

Reading paths	
Text 1	Text 2
Text structure 1	Text structure 1
Text structure 2	Text structure 2
Text structure 3	Text structure 3
Text structure 4	Text structure 4
Text structure 5	Text structure 5
Text structure 6	Text structure 6
Text structure 7	Text structure 7
Text structure 8	Text structure 8

messages (social, moral, ethical)

- **social messages:** messages an author wishes to communicate to the society he or she writes in; they are messages of social value (for example: 'be environmentally aware' or 'avoid wasting water')
- **moral messages:** messages about what is 'right' or 'wrong' (for example: 'stealing is wrong')
- **ethical messages:** messages about what ought to occur in a particular context (for example: 'protect the vulnerable')

5. What social, moral and/or ethical messages are communicated in each of your chosen news media texts?

a. News media text 1

b. News media text 2

empowerment: the process of supplying 'power' in ways that may legitimise, recognise or value the identities and behaviours of individuals and groups

When considering empowerment in texts, ask yourself how language is used to convey positive representations, perspectives and messages of the text. For example, the phrase 'the excited music-lovers attended the much-anticipated concert' empowers the attendees of the concert.

6. Who or what may be empowered by the messages presented in each of your chosen news media texts?

a. News media text 1

b. News media text 2

7. What is a significant social or cultural effect that each of your chosen news media texts could have on contemporary Australian society?

a. News media text 1

b. News media text 2

In your previous learning, you examined strategies for organising and sequencing information, effective use of semiotic systems and essential design principles for multimodal presentation texts. You need to think about how you will apply these elements in your own presentation.



Hot tip

Tips for embedding audio or using video

- If you are presenting a video of your task, ensure that you are well rehearsed, know your subject and are free of distractions.
- Use pauses to emphasise important points and allow audiences to ponder what you have said.
- Demonstrate enthusiasm for your subject through your use of vocal pitch and tone.
- Avoid excessive movement while presenting, such as weaving or pacing. Stand tall and straight to show your confidence.

Design tips for creating effective presentations

- Less is more. Simple arrangements of information are better received than complex and dense arrangements of information.
- Avoid using too much written text, such as excessive use of bullet points.
- Minimise text by including appropriate visuals to communicate ideas.
- If using a video, avoid distracting visuals such as excessive animations or mismatched colours.
- Ensure that use of voice is clear and appropriate, and it complements visual material included in the presentation.

8. Use the table below to reflect on the short multimodal presentation you completed in previous lessons.

Strengths of my presentation	Strategies for improvement
i.	i.
ii.	ii.
iii.	iii.



9. Now it is time to plan and prepare for the multimodal comparison task. Use **Sheet 12 — [Multimodal planner](#)** to structure and sequence your ideas.



Use the remaining time to prepare your multimodal presentation.
You will continue to work on the task in the lessons that follow.
Remember to save your work as you go.