06 JUNI, 2024

KL 09.15 - 10

HELGA ENGS HUS, ROM 231

Arrangmentet i regi av FIKS:

DESIGNING LEARNING IN THE DIGITAL AGE

MELD DEG HER:

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The digital age, with new technological tools, offers exciting possibilities for students' language learning and development of digital and multimodal literacy. Digital technologies also shape the ways in which we communicate ideas, express our identities, and influence the ways we think and act.
In this talk, I draw on findings from my recent research papers and introduce my project on the Singapore Digital Literacies Study as provocations for how we can design for meaningful learning with digital technologies and nurture in students the literacies for the digital age.

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Bio:

Fei Victor Lim is Associate Professor at the National Institute of Education, Nanyang Technological University, Singapore. He researches and teaches on multiliteracies, multimodal discourse analyses, and digital learning. He is an editor of Multimodality and Society and an associate editor of Computers and Composition.

New Publications 2023 + 2024:

Lim, F.V. (2024). Mapping the lesson: Network graphs and microgenres. Journal of Education for Teaching. 50(1). 124-140. |
Lim, F.V. (2024). The multimodal turn in higher education. In V. Beltrán-Palanques & E. Bernad-Mechó (Eds.), Current trends in EMI and multimodality in higher education. Routledge,. London & New York. |

Lim, F.V., Loh. C.E., & Teravainen., T. (2024). Adolescents' use of digital media during the pandemic: Implications for literacy. Journal of Adolescent and Adult Literacy. Online first |
Lim, F.V., Sun, H., & Tan-Chia, L, (2024). Creating shared digital experiences in the early years. NIEWS. National Institute of Education, Nanyang Technological University, Singapore. |
Lim, F.V. & Ang, J. (2024) Commodifying the self: a multimodal analysis of college YouTubers' first day videos, The Journal of International Communication, 30:1, 111-134.|

Lim, F.V. (2024). Thinking and Talking About Digital News in the Singapore Secondary English Classroom: a Pilot Study. English Teaching & Learning, 48, 97–116 |
Lim, F.V., & Toh, W. (2024). Apps for learning in the English classroom: A systematic review. Teaching English with Technology, 24(1), 79–98. |
Liang, W.J., & Lim, F.V. (2024). Representing Youths as Vulnerable Social Media Users: A Social Semiotic Analysis of the Promotional Materials from The Social Dilemma. Semiotica, 2024(256), 153-174. |

Weninger, C., Lim, F.V., & Chen, Y. (2024). Applying multimodal analysis: Embodied teaching and textbook analysis. In R.A. Mehdi (Ed.), Less frequently used methodologies and procedures in Applied Linguistics. John Benjamins. |
Chen, Y., Weninger, C., & Lim, F.V. (2024). Multimodality: A systemic-functional semiotic perspective. In R.A. Mehdi (Ed.), Less frequently used methodologies and procedures in Applied Linguistics. John Benjamins. |

Adami, E., Archer, A., Björkvall, A., Gualberto, C., Jewitt., C., Vasudevan, L., & Lim, F.V. (2024). Editorial. 4:1, Multimodality & Society. |
Lim, F.V. (2024). Multiliteracies in Singapore English-Language Classrooms: Developing a Pedagogic Metalanguage for Multimodality. In G.C. Zapata, M. Kalantzis, M., & B. Cope. (eds.). Multiliteracies in International Educational Contexts: Towards Education Justice. Routledge. London. |
Books:
Lim, F.V. & Querol-Julian, M. (Eds.). (2024). Designing Learning with Digital Technologies: Perspectives from Multimodality. Routledge. London, New York. |
Lim, F.V. & Tan-Chia, L. (2023). Designing Learning for Multimodal Literacy: Teaching Viewing and Representing. Routledge. London, New York.|
Lim, F.V. (2021). Designing Learning with Embodied Teaching: Perspectives from Multimodality. Routledge. London, New York.|

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