



# **FOSTERING STUDENT AGENCY THROUGH DUAL-MODE PRESENTATIONS IN HUMANITIES: FROM POWERPOINT TO POSTER INFOGRAPHIC**

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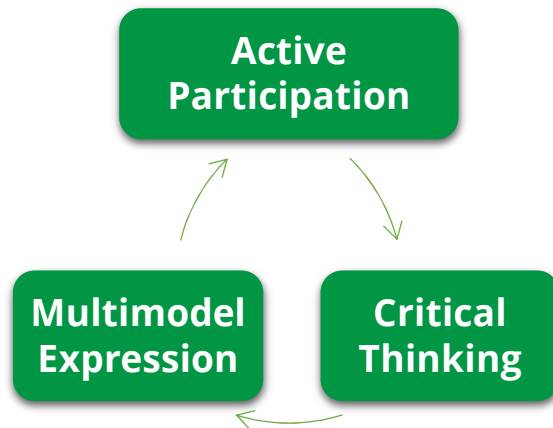
# INTRODUCTION

## Academic Literacy

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Academic literacy extends beyond reading and writing; it requires students to think critically, synthesize information, and communicate effectively (Li, 2022).

Engaging students in academic literacy requires :



This session introduces a dual-mode assessment where students summarize a scientific paper and present into two distinct formats:

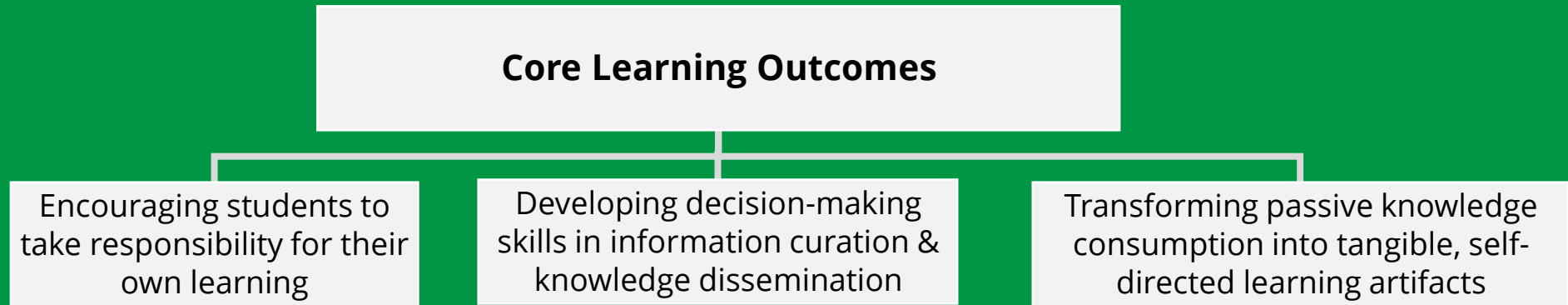
**PowerPoint**

**Posters**

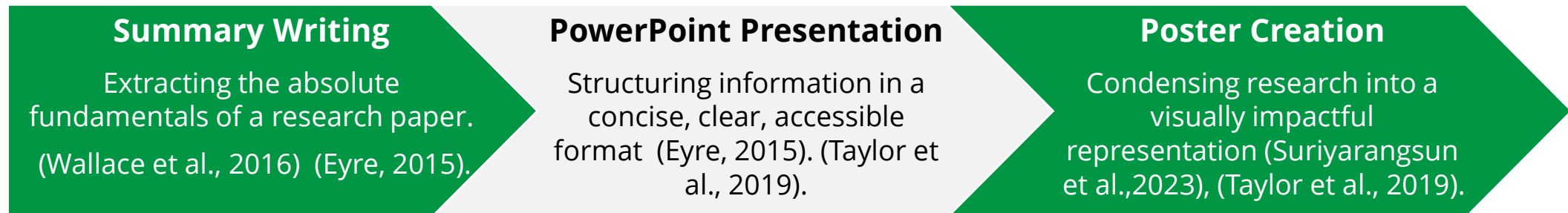
**The task applies to Erasmus & Greek students in Special Education**

# FROM SUMMARY TO PRESENTATION

## Understanding the process



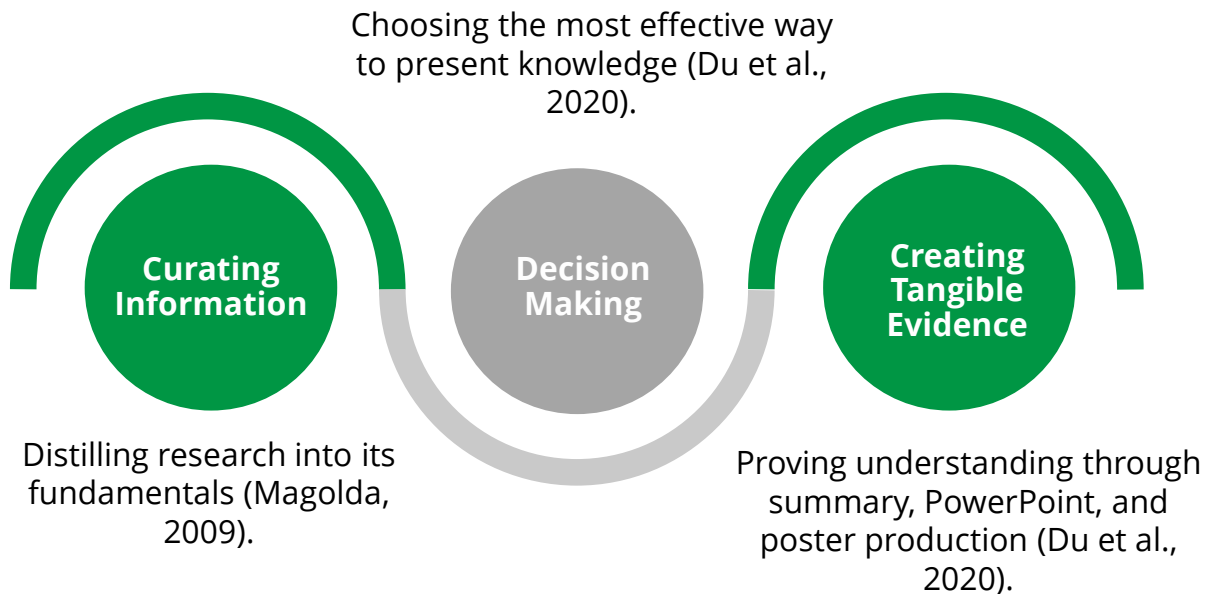
## Three Distinct But Connected Mode (Wallace et al., 2016)



# STUDENT AGENCY – AUTONOMY IN MEANING- MAKING

The task empowers students by shifting authority from instructor-led learning to self-directed exploration

## Key Student Responsibilities



Students take ownership of learning by actively shaping their academic voice across multiple modalities (Cook-Sather, 2020).

They practice their academic voice by adapting research into two distinct formats (Moore, 2022).

# THE DUAL-MODE PRESENTATION TASK IN PRACTICE

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## Guidance vs. Autonomy

- Provided outlines, templates, and structure → Support, not prescription. (Lamb et al.,2016)
- Encouraged peer collaboration in overcoming challenges. (Lamb et al.,2016)
- Allowed student-led problem-solving, reinforcing self-efficacy. (Lamb et al.,2016)



# BENEFITS OF DUAL MODE ASSESEMENT

## Enhancing Academic Competencies

### Benefits of the Dual Mode Approach (Thai, 2008)

Enhances multimodel Literacy



Increase Student Agency



Promotes Cross-Cultural Exchange



Critical Evaluation



Bridge The Gap Between Content And Language

# CHALLENGES & LESSON LEARNED

**Cognitive Load:** Transitioning between two presentation formats requires structured support (Nage-Sibandeet al. 2020).

**Confidence Gap:** Some students struggle with public speaking and poster design literacy (Nage-Sibandeet al. 2020).

## Solution?

Scaffolding, workshops, and rubrics that emphasize process over product.

# IMPLICATIONS FOR EAP PRACTITIONERS

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**Moving Beyond Essays (Morgan, 2009).**  
We should incorporate multimodal academic literacy.



**Empowering Students as Researchers (Fitzpatrick, 2022).**  
Tasks like this simulate real academic discourse



**Adapting to Diverse Student Needs**  
Erasmus & local students require tailored support mechanisms



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# REFERENCES

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**THANK YOU**

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