ABSTRACT

DISSE screams (Spain, Multiliteracies, and Reflective Practice through Scrum

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This dissertation examines how students in an interdisciplinary, immersive learning studio course applied writing, multiliteracies, and reflective practice to achieve complex individual and group objectives. The project is based on a semester-long qualitative case study exploring the team’s lived experience and literacy practices, and it applies activity theory and writing, activity, and genre research as a theoretical and analytic frame to trace the complex interplays of the team’s writing, communication, collaborative activity, and use of genres. The study findings indicate that navigating through interdisciplinary multiliteracies and activity system contradictions, framed by Scrum, students gained valuable learning experiences made possible by immersive learning—which ultimately expands the field’s understanding of multiliteracy practices, interdisciplinarity, and collaborative learning.