

Abstract

In this article, we highlight our use of multimodal collaboration boards and provide theoretical and empirical grounding for their use in teacher education courses. We illustrate and reflect on how multimodal collaboration boards were implemented as a curricular structure for one graduate-level rural teacher education course exploring equitable classroom management practices. Finally, we present a short how-to guide for using this approach across various content areas and teaching modalities in teacher education.

Keywords: multimodality; collaboration; dialogic annotation; virtual learning; teacher education