



GEDIS - Gender Diversity in Information Science:

Challenges in Higher Education

Project Reference: 2024-1-ES01-KA220-HED-000246558

<https://ub.edu/GEDIS>



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Multimodal Research Designs

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Gender Diversity in Information Science: Challenges in Higher Education

OER Teaching Guide

Barcelona, 05/06/2025



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About this Guide

This guide is primarily intended for **teaching staff** but can also be used by **university librarians and students**. Faculty may apply it to foster methodological diversity in their research design modules. Librarians may use it to support training on qualitative and mixed-method research. Students may benefit from it for self-directed learning, thesis planning, or interdisciplinary projects.

1. Purpose of the OER

This Open Educational Resource (OER) supports academic communities in understanding and applying multimodal research designs. It aligns with the GEDIS project's goals to promote gender-aware, inclusive, and creative methods in disciplines like Information Science, Education, and Library Science. It introduces core components such as combining methods and modalities, evaluating benefits and barriers, and planning stages of a multimodal study.

2. Learning objectives

At the end of the session, participants will be able to:

- a) Define multimodal research and differentiate it from mixed methods.
- b) Identify core benefits and barriers of multimodal design.
- c) Outline the four key stages of multimodal research (Design, Data Collection, Analysis, Reporting).
- d) Match real-world applications to multimodal approaches.
- e) Reflect on their own research contexts and how multimodal design could be used.



3. Suggested Use in the Classroom

Present the infographic as a visual entry point to the topic.

Use it to structure an interactive seminar or workshop on research design innovation.

Link the stages to current or hypothetical research projects participants are involved in.

Activity 1: Match the Benefits and Barriers

Participants receive cards describing either a benefit, a barrier, or a practical research scenario. In small groups, they match these and discuss the implications for a study.

Output: A table or whiteboard display of aligned examples.

Activity 2: Design a Multimodal Project Flow

Groups use the four-stage structure (Design, Data Collection, Analysis, Reporting) to build a small-scale multimodal research plan. Icons can be used to represent modalities (text, image, sound, etc.).

Tools: Printouts or Canva templates.

Output: A poster or slide with their research design.

Activity 3: Timeline Challenge – History of Creative Methods

Using the timeline content (1747–2000s), participants work in teams to place events and explain their relevance to qualitative or multimodal methods.

Output: A completed timeline with annotations.



4. Questions for Reflection

- a) Which stages of your research could be enriched through multimodal design?
- b) What challenges would you anticipate in combining multiple modalities?
- c) How might your audience or research participants benefit from diverse formats of inquiry and reporting?
- d) In what ways does your institution support (or not) creative and inclusive methods?

5. Evaluation Rubric (Basic Criteria)

Criterion	Excellent (4)	Good (3)	Needs Improvement (1-2)
Understanding of Multimodal Design	Clear, accurate, and conceptually strong	Generally accurate with some gaps	Limited understanding or inaccurate
Research Planning	Well-sequenced and methodologically sound	Functional but lacks integration	Weak planning or unclear logic
Application of Examples	Thoughtful links to real scenarios or cases	Basic application with room to deepen	Lacks relevance or context
Participation and Collaboration	Active, respectful, and reflective group work	Moderate engagement with contributions	Minimal participation or disconnected



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