Coping with the online fatigue in post-pandemic classrooms: A social semiotic perspective

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Problems with online teaching

➢ Bad internet
➢ Technology difficulties
➢ Disparate time zones
➢ Zoom fatigue
Zoom fatigue

Nonverbal overload

➢ Gaze at close distance
➢ Cognitive load
➢ An all day mirror
➢ Reduced mobility

(Bailenson, 2021)
Sign/semiotic resource
## Interpersonal meanings

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(Kress & van Leeuwen, 2006: 148)
Key concepts

➢ Sign: a signifier (an observable form such as frowning), a signified (meaning invested in the form, such as frowning for unhappiness)

➢ Semiotic resources: “the actions and artefacts we use to communicate”. (van Leeuwen, 2005: 3)
“the grammar of a language is not a code, not a set of rules for producing correct sentences, but a ‘resource for making meaning’” (Halliday, 1978: 192).

Almost everything we do or make can be done or made in different ways and therefore allows, at least in principle, the articulation of different social and cultural meanings.” (van Leeuwen, 2005: 4)
Metafunctions

- **Ideational**: concerns with the experience and logical relations in the world
- **Interpersonal**: concerns with the enactment of social relations
- **Textual**: organizes the ideational and interpersonal meanings into coherent and cohesive units of meaning.

(Halliday, 1994)
“Meaning is not ‘transmitted’ to us – we actively create it according to a complex interplay of codes or conventions of which we are normally unaware. Becoming aware of such codes is both inherently fascinating and intellectually empowering.” (Chandler, 2007: 10–11)

Teaching: activities involving complex interplays of signs and conventions shaped by the social context.
Learning space at UBC

CLASSROOM
Afforded channels of perception

Semiotic resources and meaning-making practices

Interaction order

(Adami et al., 2020)
**Afforded channels of perception**

- **Online:** visual and auditory through the screen, and sound tracks that are heavily regulated

- **Classroom:** visual (peripheral vision), auditory (360-degree hearing), smell, taste, touch
Semiotic resources

Unicharm mask
Semiotic resources

Embodied teaching (Jewitt, 2008; Lim, 2020)

- Gesture (Lim, 2019)
- Space (Lim, O’Halloran, & Podlasov, 2012)
- Gaze and posture (Taylor, 2016)
Interaction order

Re-setting of the parameters of the interaction order (Rampton 2020)

➢ Private and public merged in another
➢ Formality and informality redefined
➢ Front stage and back stage invade each other
“how social and semiotic assumptions and norms are inscribed in software and other kinds of technology, and realized in social practices that use the technology”

(Poulsen, Kvåle, & van Leeuwen, 2018)
Historically developed social, cultural and semiotic constructs embedded in social practices and loaded with social values and norms (Kress 2005).

Provide sets of semiotic resources and media for constructing texts, and function as platforms for the transformation of teaching practices.
The new challenge

➢ “One of the pedagogical weaving is between school learning and the practical out-of-school experiences of learners.” (Cope & Kalantzis, 2009: 185)

➢ “Sitting in classes and listening to lectures is an absurdly sub-optimal cognitive load for today’s students who on their personal devices have become habituated to designing their own information feeds then skipping through their messages.” (Kalantzis & Cope, 2021)
The HyFlex Model

➢ Hybrid–Flexible (HyFlex): a mixture of online and face-to-face learning components (Beatty, 2007, 2019)

The SS–HyFlex Model

- Afforded channels of perception
- Semiotic resources and meaning making practices
- Interaction order

Making teaching both perceptually realistic, and socially realistic.
Thank you!

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