**Use of Multimodal Devices - To explain the making of different kinds of masks for Covid**

It is only in recent times that learners have the luxury of using multimodal devices to exhibit and express what they have learnt. In the fifteenth century and later, learners were restricted to knowledge which was conveyed just through typography. This typographic method was so restricted in the beginning that there was a separate section just for images. It was not possible to even add an image to describe a piece of text. Matters did improve slowly after the invention of photo lithography. As reiterated by Mary Kalantzis and Bill Cope "In an earlier modernity, the book or the newspaper mainly consisted of typeset text. It was not until the application of the new technologies of photolithography in the mid-twentieth century that image and text could be easily brought together, which is why until then newspapers had no photos and books needed separate sections for ‘plates.’ "

The world has moved on ahead in leaps and bounds now. Digital technology has changed the way learners learn things every day using multimodal functionalities. They have the facilities to reinforce knowledge in different ways by synthesising audio, text, moving images, data, and more, in a harmonious and easily comprehendible manner. Multi literacy is the key to effective learning in today's world, so for students to be able to produce effective artefacts they should be able to manipulate data. Dynamic info sources must be available to students. The fundamental cognitive processes are nurtured by multi literacy, or different modes such as written language, oral language, image, sound gesture and tactile communication.

Synesthesia or dynamic info sources must be available to students. As said by Mary Kalantzis and Bill Cope "Much can be learned by moving backwards between modes, representing meaning in one mode then another – a cognitive process we have called ‘synesthesia’, extending by metaphor the meaning of a word whose origins lie in cognitive psychology (Kalantzis and Cope, 2012a: Chapter 7). Take the science experiment – the representation of its results can include words, diagrams, tables, dataset, and also a video demonstrating the experiment itself. Learning is deepened as students shift from one mode to another, making their meanings one way, then another complementary way."

Multimodal Devices can be used to demonstrate of making a COVID mask. It can be first described in words. This ( <https://www.creativebloq.com/news/how-to-make-a-face-mask>) link is a good example of the use of text,, images, and videos (sound, moving images, instructions) demonstrating the making of masks. Other links lead the learner to discover sites where masks can be bought online. Another video specifically demonstrates the process of creating a particular kind of mask <https://www.youtube.com/watch?v=lwFHklUfVvU>.