

## Optimizing Multimodal Teaching Strategies for Enhanced Engagement and Performance

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**Abstract :** In the wake of COVID-19, all aspects of life have been estranged, and humanity has been forced to shift toward a more technologically integrated mode of operation. Essential work such as Healthcare, business, and public policy are a few notable industries that were initially dependent upon face-to-face modality but have completely reimagined their operation style. Unique to these fields, education was particularly strained because academics, teachers, and professors alike were obligated to shift their curriculums online over the course of a few weeks while also maintaining the expectation that they were educating their students to a similar level accomplished pre-pandemic. This was notable as research indicates two key concepts: Students prefer face-to-face modality, and due to the disruption in academic continuity/style, there was a negative impact on student's overall education and performance. With these two principles in mind, this study aims to inquire what online strategies could be best employed by teachers to educate their students, as well as what strategies could be adopted in a multimodal setting if deemed necessary by the instructor or outside convoluting factors (Such as the case of COVID-19, or a personal matter that demands the teacher's attention away from the classroom). Strategies and methods will be cross-analyzed via a ranking system derived from various recognized teaching assessments, in which engagement, retention, flexibility, interest, and performance are specifically accounted for. We expect to see an emphasis on positive social pressure as a dominant factor in the improved propensity for education, as well as a preference for visual aids across platforms, as research indicates most individuals are visual learners.

**Keywords :** technological integration, multimodal teaching, education, student engagement

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