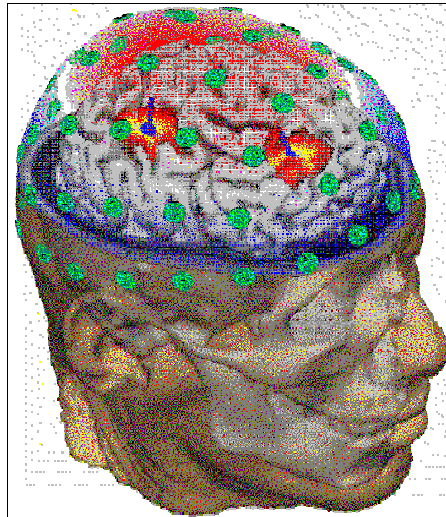


# **Multiliteracies And Information Architectures: Creator To Consumer In A Digital Age**



*Bill Cope, Mary Kalantzis and Adam Saulwick*



**Learning Framework**

**Multiliteracies And  
Information Architectures:  
Creator To Consumer In A Digital Age**

*Bill Cope, Mary Kalantzis and Adam Saulwick*

[www.C-2-CCourse.com](http://www.C-2-CCourse.com)

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## About The Course Developer

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### Important terminology

The 'Learning Framework' is the overall educational endeavour of '*Multiliteracies And Information Architectures*'. This is comprised of three 'themes', presented in the left-hand column of the Framework map. Each theme is divided into three learning 'processes', presented in the top row of the Framework map. Altogether this constitutes nine 'elements'. The Learning Framework is also referred to as the 'course'.

## Aims

### Knowledge scope

*Multiliteracies And Information Architectures* examines the changing nature of published text, and the social and cultural impact of these changes. Literacy, or the mass access to the printed word, transformed the ways of communicating, thinking and acting characteristic of primarily oral cultures. The form of the book for instance, represented a radically new information architecture, and thus a new way of making meaning. Arguably, the information architecture of the printed book and the consequent formation of a literate society, played a significant part in shaping the modern world—commercially, culturally and technologically. The key questions for this course are: to what extent and in what ways will digital forms of communication create another wave of change? How is the information architecture of the Internet in some respects similar but in other respects different to that of the book? The concept of ‘multiliteracies’ will be developed to account for some of the key elements of this change, and the possible move towards new cultures and commercial environments in which a different kind of literacy is required.

### Knowledge and capability aims

As a result of working through this course you will have the capacity to:

- ⊗ identify and discuss the multimodal dimensions of literacy;
- ⊗ differentiate information architectures and modes of information flow (with specific regard to digital and print media);
- ⊗ appreciate the interrelation between information packaging, information architecture, cultural identity and cultural change;
- ⊗ appreciate the diversity of conceptions of E-learning and the relative importance that different countries place thereon;
- ⊗ explore in some detail theories of literacy, communication, culture and society and their relation to printing and publishing;
- ⊗ synthesise your understanding of real-world state of affairs cognizant of information communication technologies;
- ⊗ apply the knowledge of multiliteracies, information architectures and cultural identity to a real-world environment;
- ⊗ develop a proposal for a substantive work on a theme related to the course;
- ⊗ write a substantive piece of work on a theme relevant to the course; and
- ⊗ improve your ability to research primary evidence and construct critical arguments.

## Learning pathways

A feature of this course is that it allows you to choose your own pathway according to your learning preferences, although suggested pathways are provided at the end of each element. You can choose to begin the course at any element and proceed to any other element. On completion of the course you must have worked through all nine elements. Your navigation path will reflect your past professional experiences and future interests. You can use the possible pathways presented below as a guide, but it is recommended that you design your own pathway.

### Examples of transitions

You may wish to approach a learning theme by exploring the empirical data in the field taken up in an *Empirical And Experiential* learning process, then progress to broadening your knowledge of current theories of that theme. Or, you may progress to the empirical evidence of another theme.

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<b>Theme 1: Multiliteracies</b>	1.1 → Identifying Literacies ↓	1.2 Pedagogy, Literacy And The Internet	1.3 Implementing Literacy Modalities
<b>Theme 2: Digital Information Architectures &amp; Communication</b>	2.1 Information, The Book And The Internet	2.2 Information Transference: Traditional–Digital	2.3 Information Architecture: Flow–Retrieval
<b>Theme 3: Literacy, Print... &amp; The Internet</b>	3.1 Print Media: Culture & Identity	3.2 Locating Culture And Identity	3.3 Creating Online Culture

If you have a strong practical understanding in a particular area, you may wish to begin the course in an *Applied And Transferred* theme and then progress to engage with theme from a more theoretical perspective. Alternatively, you may then wish to explore another theme with the same learning process.

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<b>Theme 1: Multiliteracies</b>	1.1 Identifying Literacies	1.2 Pedagogy, Literacy And The Internet	1.3 Implementing Literacy Modalities
<b>Theme 2: Digital Information Architectures &amp; Communication</b>	2.1 Information, The Book And The Internet	2.2 Information Transference: Traditional–Digital	← 2.3 Information Architecture: Flow–Retrieval ↓
<b>Theme 3: Literacy, Print... &amp; The Internet</b>	3.1 Print Media: Culture & Identity	3.2 Locating Culture And Identity	3.3 Creating Online Culture

If you are well versed in the theory of a particular area, you may wish to begin the course in a *Conceptual And Critical* theme and then progress to address this theme from a more empirical perspective. Alternatively, you may then wish to apply your theoretical knowledge on a practical level.

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<b>Theme 1: Multiliteracies</b>	1.1 Identifying Literacies	1.2 Pedagogy, Literacy And The Internet	1.3 Implementing Literacy Modalities
<b>Theme 2: Digital Information Architectures &amp; Communication</b>	2.1 Information, The Book And The Internet	2.2 Information Transference: Traditional–Digital	2.3 Information Architecture: Flow–Retrieval
<b>Theme 3: Literacy, Print..., &amp; The Internet</b>	3.1 Print Media: Culture & Identity	← 3.2 → Locating Culture And Identity	3.3 Creating Online Culture

## Framework map

### Multiliteracies And Information Architectures

	<i>Empirical And Experiential</i>	<i>Conceptual And Critical</i>	<i>Applied And Transferred</i>
<p><b>Theme 1:</b> <b>Multiliteracies</b></p>	<p><b>1.1</b></p> <p><b>Identifying Literacies</b></p> <p><i>What are distinct literacies?</i></p>	<p><b>1.2</b></p> <p><b>Pedagogy, Literacy And The Internet</b></p> <p><i>How does the internet impact on notions of pedagogy?</i></p>	<p><b>1.3</b></p> <p><b>Implementing Literacy Modalities</b></p> <p><i>How are differing modes of literacy implemented?</i></p>
<p><b>Theme 2:</b> <b>Digital Information Architectures &amp; Communication</b></p>	<p><b>2.1</b></p> <p><b>Information, The Book And The Internet</b></p> <p><i>How is the structure of the book and the internet related?</i></p>	<p><b>2.2</b></p> <p><b>Information Transference: Traditional–Digital</b></p> <p><i>How do theories of traditional versus digital information transfer differ?</i></p>	<p><b>2.3</b></p> <p><b>Information Architecture: Flow–Retrieval</b></p> <p><i>What architecture is essential for successful information retrieval?</i></p>
<p><b>Theme 3:</b> <b>Literacy And Print; Culture, Identity &amp; The Internet</b></p>	<p><b>3.1</b></p> <p><b>Print Media: Culture And Identity</b></p> <p><i>How does print impact on culture and identity?</i></p>	<p><b>3.2</b></p> <p><b>Locating Culture And Identity</b></p> <p><i>Where is culture, who makes it and how?</i></p>	<p><b>3.3</b></p> <p><b>Creating Online Culture</b></p> <p><i>What are the essentials for creating online culture?</i></p>

## Assessment

There are three forms of assessment in this course. Two significant pieces of work must be submitted: **Assessment Task A** (worth 25% of your final mark) and **Assessment Task B** (worth 75% of your final mark). There is also the **Hurdle Requirement** that you participate in the Discussion Groups for each of the element topics.

You should aim to ensure that the work you complete for Assessment Task A and the Discussion Groups builds toward your major piece of assessment, Assessment Task B. Helping you to achieve this is the **Assessment Co-Design** process you undertake with your teacher.

### Assessment Criteria

Your assessment tasks will be assessed in accordance with the following criteria:

- ⊗ Have you clearly identified the issue(s) you intend to explore?
- ⊗ Have you clearly identified the assessment format through which you intend to carry out your exploration, and then properly applied that format?
- ⊗ Have you justified your choice of issue and choice of format?
- ⊗ Have you clearly stated your key arguments and/or conclusions?
- ⊗ Have you gathered evidence appropriate to your issue and assessment format?
- ⊗ In your analysis of the evidence have you clearly shown how it supports your arguments/conclusions?
- ⊗ Have you related your arguments/conclusions back to the print and publishing industries?

### Assessment Co-design

Your choice of an assessment task topic must be made in consultation with your teacher. During the introductory week you should familiarise yourself with the content of all nine Learning Elements of the Framework. The descriptions of the course readings are designed to assist you to do this. This will help you develop a sense of the topics and the **assessment format** that interests you and suits your background and/or professional experiences.

You must then discuss with your teacher your preferred assessment format for Assessments A and B and indicate the proposed focus. A Learning Report will be created between you and the teacher and will record your negotiations with regard to the assessment tasks and your preferred learning style.

The research for your final task will evolve as the course progresses; this will be documented in the Learning Report. As you progress through the Learning Elements, and engage in Online or Tutorial discussions, you will be testing ideas that can be used in your work for Assessment Tasks A and B. The smaller Assessment Task A represents a chance for you to trial the assessment format you intend to use in Assessment Task B. On completion of Assessment Task A you may decide to pursue a different assessment format in Assessment Task B. This will require renegotiation with your teacher.

## Assessment tasks

### Assessment Task A

This assessment is worth **25%** of the total course mark. It must be approximately (but not exceed) **1,500 words** and presented in the assessment format you choose during the Assessment Co-design process.

Assessment Task A has two purposes:

- (i) to help you begin to format the structure of Task B; and
- (ii) to help you begin to build the content for Task B.

In this task you will develop a proposal, which you will then implement for Assessment Task B.

Assessment Task A gives you the chance to develop your proposal in a particular format before you undertake the major task of Assessment B. Assessment Task A must be **submitted by the end of Week 4**. It will be marked and returned to you promptly in order to maximise the time you have to develop your Assessment Task B. With your approval, Assessment Task B may be uploaded onto the website on completion of the course.

### Assessment Task B

This assessment task is worth **75%** of the total course mark. It must be approximately (but not exceed) **3,500 words** and will be assessed by the teacher on completion of the course.

The purpose of this assessment is to provide you with the opportunity to explore course-specific knowledge through a particular assessment format in a more substantive nature. Templates will be supplied for the purposes of completing this assessment task. Remember—before undertaking this work, you must confirm with your teacher:

- (i) the subject matter and topic of the assessment task; and
- (ii) the assessment format.

### Hurdle Requirement

The ‘hurdle’ is a requirement which must be fulfilled before you are eligible for final assessment. This course sets as a Hurdle Requirement the satisfactory involvement in online Discussion Groups and/or attendance at tutorials before your Assessment Task B may be submitted for evaluation. ‘Satisfactory’ means a reasonable participation in online Discussion Groups (**3 posts or more**) in a **minimum of 6 of the 9 weekly Elements**. If this course is being delivered face-to-face, ‘satisfactory’ means reasonable participation at **70% of tutorials**.

## **Assessment formats**

The following pages provide information about different task formats you can choose for your assessment. Examples of specific studies are given after each format.

### **Case study**

The points below outline some possible steps followed when undertaking a Case Study:

- ⊗ Identify the key intellectual positions established by the literature in this field.
- ⊗ Review the literature. This should be relatively brief—around 500–800 words out of a total of 3,500.
- ⊗ On the basis of your understanding of the literature, decide on a research question you wish to explore.
- ⊗ If possible, break your research question down into smaller component parts that come together logically to help you answer the larger question.
- ⊗ In order to build an answer to your research question, select a case to be studied—it might be an institution or a phenomenon (issue or action).
- ⊗ Justify why that particular case has been chosen. How is it similar to, or different from, other cases in this field? How might your potential findings answer your research question?
- ⊗ Compile the data relevant to the case. This is usually unmediated data, e.g. primary documents (such as government and industry reports), commercial documentation (such as company annual reports), newspaper reportage, interviews with participants, etc.
- ⊗ Set out your data in a structured manner. You might do this thematically, chronologically or in a manner that reflects the institutional structure of the case studied.
- ⊗ Where possible, ‘triangulate’ between the different forms of data (i.e. compare how different data sources interpret a particular event or institution).
- ⊗ Analyse your research findings. How is your case study similar to, or different from, the key intellectual positions in this academic field?

Case studies tend to focus on empirical and experiential skills, although conceptual and critical abilities are also required.

An introductory text to case study methodology is [Burns \(1996\)](#).

### Case Study example

This example is based on issues raised in the Themes *Multiliteracies* and *Digital Information Architectures And Communication*.

#### Literature review

- Identify key themes in material such as Cope and Kalantzis's 2000 chapter "Pedagogy of Multiliteracies" from *Multiliteracies* or the COMMONWEALTH DEPARTMENT OF EDUCATION SCIENCE AND TRAINING'S 2002 report *Raising the Standards* such as: broadening an understanding of literacy pedagogy or the development of information communication technology (ICT) (which focuses on developing a national framework for describing teacher ICT competency).

#### Research question

- *Why are traditional notions of literacy inadequate?*
- Sub-questions: *What is the interrelation between InfoTech and pedagogical theory? What is the breakdown of penetration per student of ICT across sectors, i.e. Europe vs. Aus. vs. USA? Why are new theories of literacy important in the current climate of ebook innovation?*

#### Select a case

- An industry-wide focus: the Australian publishing industry.
- Alternatively, you may decide to focus on a single business: e.g. Cisco.
- Provide details of how Cisco is similar to, or different from, other deliverers of online education in Australia or elsewhere such as universities. You might identify and explain issues such as: the nature of the company's ownership, the nature of the products it produces, the nature of the production processes it employs etc.

#### Gather data

- Draw on material such as: industry and government reports; reports and statistical data from the Department of Education; publicly available business information on the specific organisation (e.g. Commission of the European Communities); reports from interest groups; reports from marketing groups; newspaper articles; and/or academic journal articles.
- Where appropriate (and in line with your academic institution's research ethics policy) you may wish to conduct interviews with key stakeholders in the industry or the particular organisation on which you are focusing.

### **Case Study example (continued)**

#### **Present data**

- In this case you might use the sub-questions of the research question as headings under which you divide up your data, e.g. discuss the interrelation between ICT and pedagogical theory, or interpret the breakdown of penetration per student of ICT across sectors, etc.
- Indicate where different types of data agree or disagree on particular issues (i.e., triangulation).

#### **Analyse data and make findings**

- Cisco's profit margin matches that of the industry as a whole—equivalent to x% of the value of annual expenditure—for many of the same reasons as other Australian-based online education providers: development costs, niche markets, competition, etc. A company, such as Cisco, may be able to lower costs through improved delivery modes, but these gains would be marginal at best. It is far more important that it improves its share of existing market and work with other online education providers to increase the overall size of the market.
- Provide detailed reasons for your findings and conclusion with reference to the data you have presented.

## Action Research project

Action research is 'learning by doing'. It is usually undertaken by a researcher (or a group) who is working within the organisation that is the object of study or is engaged in activities in the study area.

The points below outline possible steps to follow when undertaking an Action Research project:

- ⊗ The first step in action research is to define the real world problem that requires resolution.
- ⊗ A possible solution to the problem is then proposed.
- ⊗ This solution is then implemented, with performance outcomes regularly monitored.
- ⊗ The criteria by which performance is measured are also regularly re-assessed.
- ⊗ This research method is primarily qualitative, although quantitative measurements and data gathering may also be employed. In general, data is sourced through daily journals, interviews and group discussion, as well as primary documentation.
- ⊗ In the context of this course, an Action Research project may be conducted in a more 'second-hand' manner, where the researcher examines the experience of an organisation, or several organisations, in responding to a specific problem.
- ⊗ This assessment task incorporates elements of all three learning styles, though its focus is on *Empirical And Experiential* and *Applied And Transferred* approaches.

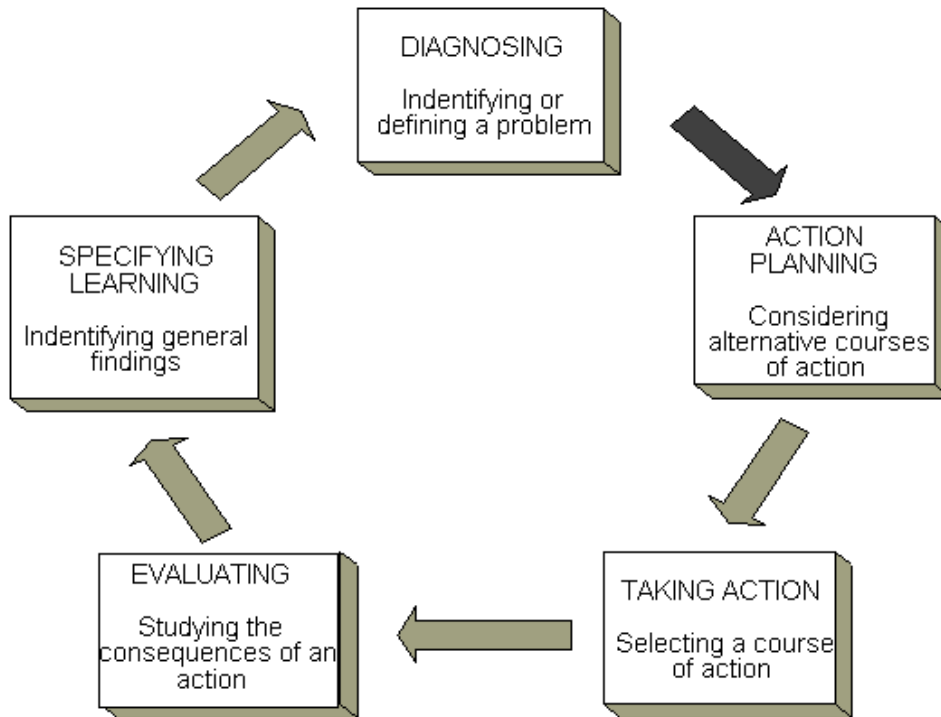
A clear description of Action Research methodology can be found in [O'Brien \(1998\)](#).

### **Action Research project example**

This example is based on issues raised in Element 2.3

*Information Architecture: Flow–Retrieval.*

#### **The Action Research Cycle**



Source: <http://www.web.net/~robrien/papers/arfinal.html>

#### **The Problem**

- (Assuming you work within E-Publishing and the following is a problem that is currently facing your business.) *Can the cost effectiveness of E-publishing be improved through new technology?*

## ***The Action Research Example (continued)***

### **The Plan**

- Run a mock pilot study comparing the start up and operational costs of traditional publishing with the operational costs of E-publishing over a variety of sectors (e.g. technical, fiction, academic).

### **The Project Strategy**

- Identify all potential costs and opportunities through an issue identification forum with work colleagues.
- Identify all potential costs and opportunities through the relevant literature: general economic material on mass production vs. customised production, industry-specific reports, technology-specific analyses, etc.
- Out of this process, clarify and justify the key measurements by which costs will be ascertained.
- Clarify the sources of data to be used: product analyses, industry and government reports and statistics, specific business costings (gathered from a range of publishing firms and averaged out) and your own cost analysis.

### **Evaluation**

- Collect the data and make the costs comparisons between existing publishing technology and new E-publishing technologies and processes
- Determine which is most effective at various points in a range of volumes and product types.
- Determine the impact of start-up costs on the efficiency of introducing E-publishing technology.

### **Findings And The Identification of New Problems**

- The conclusion to be drawn from this research process is that there are (not) cost advantages in setting-up and operating e-publishing technology. These cost advantages significantly decline once development and desktop publishing costs are factored in.
- A plan for further action, leading toward implementation, would take into account the problems encountered in the course of this project.

## Business or Strategy Plan

Business and Strategy Plans seek to apply pre-existing evidence and analysis to real world scenarios.

The points below outline some possible steps to follow when preparing a Business or Strategy Plan:

- ⊗ The goal here is to detail a course of future action for a private organisation (not necessarily a for-profit company) operating in the print, publishing or digital media markets.
- ⊗ The first action in drawing up a plan is to define the organisation for which the plan is intended and the environment in which it operates (e.g. publishing, printing, digital media, etc). The organisation may be a fictional or an existing entity.
- ⊗ Using the pro formas and business literature provided in the course readings, as well as the business data gathered from the organisation itself (e.g. annual reports), the task is to determine: the goals of the organisation (long-term and short-term); the market environment; the strategy whereby those goals might best be achieved within that environment; the capability of the organisation to follow that strategy; and the range of options the organisation has open to it.
- ⊗ While full financial costings are not required for the purposes of this exercise, there has to be evidence of some cost–benefit analysis.

A pro forma business plan can be found in [PlanWare \(1999a\)](#). Information on Strategy Plans can be found in [PlanWare \(1999c\)](#) and information on SWOT Analysis in [MindTools \(1995\)](#).

### ***Business Plan example***

- Assess the business' EXISTING Strengths & Weaknesses (internal to the business) and the current Opportunities & Threats presented by the industry (external to the business). This can be done in extended dot point format under the respective headings.
- Set out the vision you have of where the business will be in 4 to 5 years time. (e.g. Your business will be of a certain size, scope and nature—it will have a certain position in the market and in the industry.)
- Provide a short paragraph setting out the mission/purpose statement for business to cover the next 4–5 years. (e.g. Your business performs certain activities in pursuit of the defined vision.)
- Provide a statement of corporate values and beliefs. (*How does your business see its relationship with customers, staff, suppliers and stakeholders—how does it behave?*)
- Set out the key long-term objectives.
- Identify the business's key strategies and major functional areas.
- Assess possible FUTURE strengths, weaknesses, opportunities and threats.
- Review your vision, mission, values and objectives of the business.
- Specify major goals achievable over the next 4–5 years.
- Define strategic action programs.

## Reflective Journal

The purpose of this task is to provide a personal reflection on how the knowledge and techniques imparted in the course may, or may not, be applicable to daily work within the industry. The focus is on the participant's own practice, although observations on broader workplace practice can be made.

- ⊗ This task is most appropriate for those students who work in organisations relevant to the print and publishing industries.
- ⊗ Your reflections should be both chronological and thematic. They should explicitly refer to the relevant readings and analyse how those readings might relate to your workplace.
- ⊗ This assessment task combines all three learning approaches, although its emphasis is on the *Empirical And Experiential* style.

A: 'Keeping a Reflective Journal' by the Institute for Interactive Media and Learning, University of Technology Sydney, also at [http://www.clt.uts.edu.au/Scholarship/Reflective\\_journal.htm](http://www.clt.uts.edu.au/Scholarship/Reflective_journal.htm)

B: Australian National University's Centre for Educational Development and Academic Methods: 'Keeping A Reflective Journal', also at <http://www.anu.edu.au/CEDAM/ssfun.html>

### *Reflective Journal example*

#### Questions to ask yourself:

- *What is the current problem or issue I wish to address?*
- *What additional information would be useful?*
- *What are my assumptions?*
- *What can I do to create a change? Be as adventurous as you can in your suggestions.*
- *What are the possible outcomes of these?*
- *What action will I take? Why?*
- *What outcomes do I hope to achieve?*
- *Reflect on the actual outcome: What worked well?*
- *How does this connect with an aspect of my practice?*
- *What are the teaching and learning principles that are involved?*
- *What could I change in relation to this?*
- *What would happen if I did...?*
- Focus on a critical incident and describe it as objectively as possible.
- *What were the assumptions that I was operating with?*
- *What other ways are there to see this event?*
- *How would my students explain this event?*
- *How do the two explanations compare?*
- *What could I do differently?*

You may wish to examine a written autobiography of a bilingual writer and discuss the author's negotiation of identities in the light of Blackledge (2001).

## Argumentative Essay

This task involves the production of a critical academic paper. The essay must be argumentatively structured and focus on one of the key themes or debates within the course.

- ⊗ It is important to note that what is required here is an *argumentative* essay not a *descriptive* one.
- ⊗ In the Introduction to the paper you need to provide a reasoned argument that responds to your chosen topic.
- ⊗ In the Main Body of the paper you need to indicate the counter-arguments to the position you are supporting, and then explain why, on balance, you arrive at your conclusion.
- ⊗ Argumentative essays tend to rely on the discussion of secondary sources and analytical material. It is for that reason they generally fall within the ***Conceptual And Critical*** learning style.
- ⊗ Some useful tips on writing an argumentative essay can be found in [Peterson \(1996\)](#).

### ***Argumentative Essay example***

**Your essay should be set out in the following way:**

- A clear and unambiguous conclusion.  
This should be your first sentence, so the reader knows what you are trying to prove.
- Clearly state the issue and explain why it is important.
- Good organization.  
Keep sub-arguments together. A sub-argument usually takes one to three paragraphs to develop. Make the conclusion of the sub-argument the first sentence.
- Support claims with evidence.  
For every sentence, ask yourself, *why should my reader believe this?*  
Then give the evidence that will justify belief.
- Clarify.  
Do not assume the reader will understand what you mean.
- Define key terms.
- Use appropriate modalities.  
(In other words don't overstep your evidentiary limits.) When you use a high modality (for instance, "certainly") then you must use a sound argument (valid with true premises). You must use a deductive argument form in order to prove a claim with a high modality.
- Evidence of open-mindedness.  
It should be clear that thoughtful consideration is being given to all positions. The BEST reasons for both positions should be in evidence, and both should be fairly analysed, based on their logical adequacy, not their emotional appeal.



## About this Learning Framework

*Multiliteracies And Information Architectures* addresses the changing nature of publishing in terms of its impact on literacy, information architectures, society and culture. As a point of reference it explores ways in which digital communication influences orality, textual literacy and thought.

Just as the book introduced a radically new information architecture and instigated the formation of a literate society, we investigate the social and cultural changes that new digital forms of communication will usher in.

The term 'multiliteracies' has been used to describe the diverse range of literacies in which citizens of the 21<sup>st</sup> century will be required to be erudite. These diverse modes of communication include: textual, spatial, aural, gestural, visual and linguistic literacies. By identifying these multiple modes of communication in the context of new forms of (e-)book production, information transference and learning, this course aims to enable students to investigate the impact of these changes and assess the relevance of these for their own workplace environment.

### **Keywords**

Communication  
Cultural Change  
Culture  
Digital Communication  
Identity  
Internet  
Literacy  
Multiliteracies  
Pedagogy  
Publishing  
Society