

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

Learning element 1.3

Implementing Literacy Modalities

How are differing modes of literacy implemented?



Bill Cope, Mary Kalantzis and Adam Saulwick

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Framework map

Multiliteracies And Information Architectures

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

Aims

Knowledge scope

Implementing Literacy Modalities requires you to apply notions of multiliteracies to real world scenarios. You will develop course modules designed to meet the demands of specific learning environments and assess previous approaches to course design and education in the light of recent developments in the theory of multiliteracies. You will also employ primary and secondary source material in forward planning responses to the educational issues that you encounter in the pedagogy industry.

Knowledge and capability aims

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

- ⊗ apply the multimodal dimensions of literacy in developing a curriculum;
- ⊗ assess the impact of literacy theories on curriculum development;
- ⊗ relate literacy theory to the practicalities of curriculum development with particular regard to advances in technology driven learning environments;
- ⊗ develop a proposal for a substantive work on a theme related to the course;
- ⊗ improve your ability to research primary evidence and construct critical arguments; and
- ⊗ research and structure empirical data in such a way as to provide a platform for further critical analysis.

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'.

Learning processes

The primary learning process in this element is to discuss with fellow students the questions set out below. In your discussion you are to make reference to the readings listed underneath the questions. You should also seek out other material, including the list of weblinks provided.

You will notice that the information included along with the reference indicates the perspective of the reading, whether it tends to be:

Business,
Cultural studies or
Technology oriented.

In your discussions and learning activities you should take account of the different perspectives represented by the readings and acknowledge those in your responses. You may wish to address this theme from a particular perspective, such as technological changes taking place in the industry.

Learning activity: Online/Tutorial Issues

Engage in Online/Tutorial discussion in response to the following questions:

- 1) In the context of curriculum development, how does a multiliteracies approach to pedagogy differ to that of more traditional methods?**
- 2) How does the theory of multiliteracies impact on the development of curricula?**
- 3) Who are the key stakeholders in on-line course delivery? In what ways do the interests of these individuals interrelate? And how does the theory of multiliteracies change the traditional relationship between these individuals?**
- 4) What are the primary modes of communication in on-line content delivery? How do these differ from face-to-face content delivery?**
- 5) What does the theory of multiliteracies have to say about different modes of content delivery? How does a multiliteracies approach impact on the way content is developed?**

Recommended reading:

Focus your initial reading efforts on (Tyner, 1998; Fairclough, 2000; Kress and Van Leeuwen, 1996). They will help you scope out your initial responses to the above questions and direct further exploration of the Sources.

Sources

When viewing this online you can click on a learning source title to go to the reading. Each reading in the list is provided with a label titled '**Perspective**'. Use this as a guide in determining its relevance to the three categories: Business, Culture or Technology.

Listed in suggested reading order:

Title:	Translation in a Digital Environment
Author(s):	Gerber, Laurie
Year:	2001
Book Title:	Multilingual Book Production
Editor:	Cope, Bill; Gollings, Gus
City:	Altona
Publisher:	Common Ground Publishing
Pages:	105-122
Perspective:	Technology
Keywords:	Translation, Computer Science, Computational Linguistics
Abstract:	Laurie Gerber, who has worked for Systran, discusses the future of translation in a digital environment. She analyses the technical issues of machine translation, including language modeling techniques being developed in computer science and computational linguistics which she believes will make machine translation a viable option for many more types of translation in the future. She also discusses the inherent limitations of machine translation, pointing to an increasingly globalised future in which machine assisted human translation will be of increasing significance. Source: Cope 2001

Title: [The Multiliteracies Project: South African teachers respond](#)
Author(s): Newfield, Denise; Stein, Pippa
Year: 2000
Book Title: Multiliteracies: Literacy learning and the design of social futures
Editor: Cope, Bill; Kalantzis, Mary
City: Melbourne
Publisher: Macmillan
Pages: 292-310
Perspective: Culture, Technology
Keywords: Literacy, Pedagogical Directions, Technology
Abstract: Newfield and Stein describe a yearlong engagement with the Multiliteracies framework involving twenty-four Masters in English education students at the University of the Witwatersrand. These students are, in effect, writing back from a location in the developing world about a series of half-realised ideas and aspirations ignited by the notion of Multiliteracies.

Title: [Towards an Interactive Education](#)
Author(s): Tyner, Kathleen
Year: 1998
Book Title: Literacy in a Digital World
Editor: Tyner, Kathleen
City: New Jersey
Publisher: Lawrence Erlbaum Associates
Pages: 195-230
Perspective: Culture
Keywords: Digital Technologies, Pedagogical Directions, Intercultural Communication.
Abstract: Tyner provides examples of standards for elementary and secondary education, as they pertain to the uses of technology and electronic media.

Title:	Negotiating a pedagogy of Multiliteracies: the communication curriculum in South African management development programme
Author(s):	Bond, David
Year:	2000
Book Title:	Multiliteracies: Literacy learning and the design of social futures
Editor:	Cope, Bill; Kalantzis, Mary
City:	Melbourne
Publisher:	Macmillan
Pages:	311-320
Perspective:	Culture
Keywords:	Multiliteracies, Workplaces, Management Education
Abstract:	The author discusses the engagement of his Associate in Management students at the University of Cape Town. Students without formal management qualifications have entered the course because they have been disadvantaged and missed out on formal management education. Bond describes a module on negotiation: Situated Practice includes role plays of real-life negotiations; Overt Instruction involves the discussion of various negotiation models or frameworks; Critical Framing allows students to examine the military and confrontational metaphors used in negotiations; and Transformed Practice takes the student back to the real-life negotiations in their own work experience. Source: Multiliteracies

Title:	Four innovative programmes: a postscript from Alice Springs
Author(s):	Gazden, Courtney B.
Year:	2000
Book Title:	Multiliteracies: Literacy learning and the design of social futures
Editor:	Cope, Bill; Kalantzis, Mary
City:	Melbourne
Publisher:	Macmillan
Pages:	321-332
Perspective:	Culture
Keywords:	Literacy, Language Program Assessment
Abstract:	Gazden describes four curriculum experiments in Boston, California, Sydney, and Alice Springs, all of which involve negotiating cultural differences. She uses the ganma metaphor from Yirrkala in north-east Arnhem Land to capture the kinds of connections between Situated Practice, Overt Instruction, Critical Framing and Transformed Practice suggested in the Multiliteracies pedagogy. Source: Cope, Kalantzis, 2000

Title:	Multiliteracies and Language
Author(s):	Fairclough, Norman
Year:	2000
Book Title:	Multiliteracies: Literacy learning and the design of social futures
Editor:	Cope, Bill; Kalantzis, Mary
City:	Melbourne
Publisher:	Macmillan
Pages:	162-181
Perspective:	Culture
Keywords:	Multiliteracies, Literacy, Pedagogy, Social Discourse, Commodification, Discourse, Consumer, Provider
Abstract:	<p>Purpose is to develop a view of language on which the Multiliteracies Project is built. Conceptualisation of meaning-making in language. Requirement that a necessary view of language constitutes both form and social discourse. Stresses importance of social, cultural and technological change; examples are the marketisation and commodification of public services and institutions. Results in change in power relationship between learner/consumer and teacher/provider. This is fed by a dialectic between global and local forces. This changes the types of language and modes of address used in interaction. Analyses the 'discoursal negotiation of social identity' through the technique of discourse analysis. Cautions of the need to theorise language in ways compatible with transformations taking place. Moreover, cautions the multiliteracies notion needs to be carefully thought through.</p>

Title:	Raising the Standards: A proposal for the development of an information and communication technology (ICT) competency framework for teachers
Author(s):	Commonwealth Department of Education Science and Training
Year:	2002
Institution:	Commonwealth Department of Education Science and Training
URL:	http://dest.gov.au/schools/publications/2002/raisingstandards.htm
Perspective:	Business, Technology
Keywords:	Literacy, Information Technology, Communication
Abstract:	This report sets out details of the steps involved, and strategies required to develop a national framework for describing teacher ICT competency standards that could be used to inform the work of teacher education faculties and education authorities. It presents an analysis of the key issues and challenges associated with developing the framework, a proposed structure for the framework; and discussion of the kinds of standards that could be developed from it; and a proposal for ways in which this work could be supported and shared at a national level through participation in online networks and services such as EdNA Online.

Title:	Technology and media literacy: What do teachers need to know?
Author(s):	Grisham, D. L.
Year:	2001
Producer:	Reading Online
URL:	http://www.readingonline.org/editorial/edit_index.asp?HREF=/editorial/april2000/index.html
Perspective:	Culture
Keywords:	Technology, Media, Literacy
Abstract:	Discusses the change and development of new literacies, particularly "media literacy". Defines and discusses the impact of this in the education community. Some of the issues discussed are: access, integration, censorship, plagiarism, and copyright. Provides information and links to media literacy resources. Also discusses integrating media and technology into the language arts curriculum. Provides suggestions for critical appraisal of media.

Title:	New Media and New Literacies: Reconstructing Education for the New Millennium
Author(s):	Kellner, Douglas M.
Year:	2002
URL:	http://www.gseis.ucla.edu/courses/ed253a/kellner/newmedia.html
Access Date:	23 Oct 2002
Perspective:	Culture, Technology
Keywords:	Literacy, Media, Education
Abstract:	Kellner argues for the need of multiple literacies in the present multicultural society, and the need to develop new literacies to meet the challenge of new media and technologies. Kellner argues for the fundamental importance of print literacy, in restructuring education for a high tech and multicultural society and global culture.

Background reading:

Title:	Literacy in a Digital World
Author(s):	Tyner, Kathleen
Year:	1998
City:	New Jersey
Publisher:	Lawrence Erlbaum Associates
Perspective:	Culture
Keywords:	Cultural change, Education

Title:	Reading Images: The Grammar of Visual Design
Author(s):	Kress, K.; Van Leeuwen, Theo
Year:	1996
City:	London
Publisher:	Routledge
Keywords:	Visual literacy

Assessment Task A option

You may wish to draw on the issues raised in this element, **Implementing Literacy Modalities**, for your Assessment Task A (worth 25% of your overall grade).

A possible task would be to develop a plan for the implementation of a new curriculum based on the theory of multiliteracies. For example, you might ask the following questions:

How does a multiliteracies approach to pedagogy differ to that of more traditional methods in terms of the practice of teaching/learning?

What impact does this difference have on curriculum development?

How may technological advances in the field of education interact with changes in pedagogy theory?

To complete Assessment Task A, you must write a proposal (of approximately, but not exceeding, 1,500 words) for the larger work that will constitute Assessment Task B. In choosing the format of this proposal refer to the range of assessment formats provided in the framework level description of this course. If applicable, you can draw on experience from your own workplace to provide examples of how these issues impact on the education, communication, and/or business sectors.

The aim of Task A is to:

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

You also need to consider how you will later integrate the final work you produce for Task A into Task B.

Note: You are required to do only one Assessment Task A throughout the course.

Choosing issues from **Implementing Literacy Modalities** as the springboard for your Assessment Task A does not necessarily lock you into pursuing them for Task B. For example, on completion of this task, you may decide to pursue a different theme for Task B.

Even if you choose not to base your Assessment Task on the issues raised in this element, the knowledge and capabilities you have gained here can be fed into the topic you use as the basis for your Assessment Task A.

Note: Assessment Task A must be submitted by the end of week four.

Learning pathways

Transition from Learning Element 1.3

On completion of the learning process of this element (with or without completing the Assessment Task A option), you must decide which element to undertake next.

Possible transitions from this element are presented below, however it is recommended that you work out your own pathway in consultation with your teacher.

Pathway options

On completion of this element you should have a practical understanding of the application of 'multiliteracies', together with a more in-depth appreciation of the relationship between theory and curriculum development.

You may wish to now extend this applied knowledge by further exploring the way in which information is structured in web-based learning. This information is covered in the *Applied And Transferred* element called **Information Architecture: Flow–Retrieval**.

Alternatively, you may now wish to follow the *Empirical And Experiential* direction and pursue more practical issues regarding the relationship between the book and the Internet. This is covered in the element called **Print Media: Culture And Identity**.

You can choose to proceed to any other element. On completion of the entire course you must have worked through all nine elements. Your navigation path will reflect your past professional experiences and future interests.

Example pathways

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

About this Learning Element

Implementing Literacy Modalities addresses how a multiliteracies approach to pedagogy differs to that of more traditional methods. Further, this element asks what impact this difference has on curriculum development, and how may technological advances in the field of education interact with changes in pedagogy theory?

In this element you will focus on developing practical skills in devising curricula in the light of these types of questions, which inform new approaches to literacy and curricula.

Keywords

Commodification
Consumer
Discourse
Literacy
Multiliteracies
Pedagogy
Provider
Social discourse