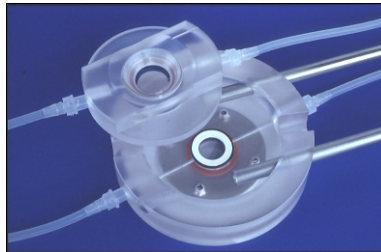


Multiliteracies And Information Architectures: Creator To Consumer In A Digital Age

Learning element 3.3

Creating Online Culture

What are the essentials for creating online culture?



Bill Cope, Mary Kalantzis and Adam Saulwick

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www.C-2-CCourse.com

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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

Creating Online Culture relates theories of culture and identity to the process of creating an online environment. You will analyse some of the processes and issues involved in instigating and maintaining an online business or learning enterprise and undertake a practical task planning the implementation of an online environment.

In carrying out this project you will assess the extent to which setting up online environments matches up with the theory. You will also report on your experience and indicate some of the essential requirements for online cultures.

Knowledge and capability aims

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

- ⊗ engage in the development of a model for creating an online environment;
- ⊗ build on the basic concepts of online environments and technology and apply these to the negotiated project;
- ⊗ relate the notion of active citizenship to engagement in online education;
- ⊗ employ primary and secondary source material in forward planning responses to the use of information technology and structures encountered in the publishing, print and content delivery industries; and
- ⊗ assess previous approaches to the use of information technology in a practical way.

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) What are the key factors in creating an online culture?**
- 2) What are essential components of classroom reading and writing practice that are integral to the educational goal of promoting ‘active citizenship’? What is the difference between this approach and more traditional approaches to pedagogy?**
- 3) What types of new skills do teachers of online courses need?**
- 4) What impact does the Internet have on attitudes toward text?**
- 5) What is ‘unilinear writing’ and how has the Internet changed culture in some countries, such as Thailand?**

Recommended reading:

Focus your initial reading efforts on (Agre, 1998; Lankshear and Knobel, 1997; Wongyannava, 1998; Agre, 2002). They will help you scope out your initial responses to the above questions and direct further exploration of the Learning 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:	Critical Literacy and Active Citizenship
Author(s):	Lankshear, Colin; Knobel, Michele
Year:	1997
Book Title:	Constructing Critical Literacies
Editor:	Muspratt, Sandy; Luke, Allan; Freebody, Peter
City:	St. Leonards, N.S.W.
Publisher:	Allen & Unwin
Perspective:	Technology
Keywords:	Literacy, Social Change
Abstract:	Lankshear and Knobel suggest a possible component of classroom reading and writing practice that is integral to the educational goal of promoting active citizenship, and that can reasonably be identified as components of a critical literacy. Source: Lankshear & Knobel (1997)

Title:	Online classes get a mixed report card
Reporter(s):	Cook, Margaret
Year:	2002
Newspaper:	The Age
City:	Melbourne
Pages:	16
Section:	Education
Issue Date:	11-9-2002
Type of Article:	Education report
Perspective:	Culture
Keywords:	Education, Internet, On-Line Learning, Pedagogical Directions
Abstract:	The author argues that teachers need new skills and good material to make e-classes work. The author also draws a link between the social class, location, and linguistic background of the student and the efficacy with which they can use the Internet.

Title:	Statewide web of learning
Reporter(s):	Sinclair, Jenny
Year:	2002
Newspaper:	The Age
City:	Melbourne
Pages:	14
Section:	Education
Issue Date:	11-9-2002
Perspective:	Technology, Culture
Keywords:	Pedagogical Directions, Technology, Education
Abstract:	Sinclair reports on some of the issues facing deliverers of on-line distance education programs as well as the approach to this by government bodies.

Title:	Text Makes a Comeback: The Power of Words
Author(s):	Chizuko, Ueno
Year:	1998
Producer:	The Book & The Computer
URL:	http://www.honco.net/archive/rt-1.html
Perspective:	Culture
Keywords:	ePublishing, Internet, Publishing
Abstract:	The author discusses the impact of the Internet on attitudes toward text and argues for new modes of expression as a result of the technological revolution. This is contrasted with a discussion of the lack of personality in Internet communication, thus arguing for a special status for the printed text.

Title:	The Oral Tradition in the Digital Age
Author(s):	Wongyannava, Thanet
Year:	1998
Producer:	The Book & The Computer
URL:	http://www.honco.net/archive/rt-1.html
Access Date:	14 Nov 2002
Perspective:	Culture, Technology
Keywords:	Orality, Internet, Digital Communication
Abstract:	This article draws parallels between the cycle of life and the evolution of the book. It discusses the impact of unilinear writing and the Internet in Thailand, which was previously fundamentally an oral tradition.

Title:	Building an Internet culture
Author(s):	Agre, Phil
Year:	1998
Journal:	Telematics and Informatics
Volume:	15
Issue:	3
Pages:	231-234
Perspective:	Culture, Technology
Keywords:	Internet; Information Technology; Social Aspects; Economic And Social Effects; Electronic Communities; Social Mobilization
Abstract:	The Internet offers the hope of a more democratic society. By promoting a decentralized form of social mobilization, it is said, the Internet can help us to renovate our institutions and liberate ourselves from our authoritarian legacies. The Internet does indeed hold these possibilities, but they are hardly inevitable. In order for the Internet to become a tool for social progress, not a tool of oppression or another centralized broadcast medium or simply a waste of money, concerned citizens must understand the different ways in which the Internet can become embedded in larger social processes. Source: Agre (1998)

Title:	Cyberspace as American Culture
Author(s):	Agre, Phil
Year:	2002
Journal:	Science as Culture
Volume:	11
Issue:	2
Pages:	171-189
Perspective:	Culture, Technology
Keywords:	Culture, Institutions, Cultural Change, Technology
Abstract:	Like many inventions before it, the Internet is disruptive. Individuals must learn how to use the Internet, of course, but in a deeper sense the culture as a whole must learn about it as well. Culture happens in the routine patterns of action and interaction by which people coordinate their activities and negotiate their lives together. Source: Agre (2002)

Relevant web sites:

Online culture:

<http://www.serviceleader.org/vv/culture.html>

<http://www.serviceleader.org/vv/culture/safeplace.html>

<http://dlis.gseis.ucla.edu/people/pagre/>

Assessment Task A option

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

A possible task would be to develop a strategy plan for the implementation of an online environment and assessing its success. For example, you might ask the undertake the following:

What course of action is required for implementing a business or strategic plan for the development of an online environment?

What sort of information is required for the business plan?

What is the appropriate balance between cost and benefit?

What are the primary aims of the business plan and how can these best be assessed?

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; and
- (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 **Creating Online Culture** 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 3.3

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

By the completion of this element you should have gained practical experience in developing a model for the implementation of an online environment and assessing its impact on online culture.

You may now wish to build on these Applied and Transferred skills by further exploring the way in which this model relates to issues of Information architecture in the printing and publishing industries. This is covered in Element 2.3, **Information Architecture: Flow–Retrieval**.

Alternatively, if you have not already done so, you may wish to pursue the **Conceptual And Critical** style in the theme of multiliteracies and explore and clarify the relation between online culture and pedagogy and the Internet. This is covered in Element 1.2, **Pedagogy, Literacy And The Internet**.

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:
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

Creating Online Culture provides you with the opportunity to develop a strategy for an online environment linked to your specific industry focus.

This element introduces applied and transferred activities to the themes of literacy and print, and its relationship with culture and identity. This requires you to undertake a practical task planning the implementation of an on online environment. Your research project should be suitable for implementation in an actual workplace environment. The broader aim of this is to provide you with the ability to carry the necessary knowledge and skills over into your professional lives with real benefits for the workplace.

Keywords

Business Plan

Culture

Identity

Internet

Online

Orality

Strategic Plan

Website