

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

Learning element 1.1

Identifying Literacies

What are distinct literacies?



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

Identifying Literacies requires you to identify what are the different kinds of literacy. This element challenges you to investigate different modalities of literacy, such as textual, visual, oral, aural, and gestural.

In this element you will investigate the notion of multi-modes of literacy. As a student, you will identify a variety of literacies and describe the ways in which they are divergent. Each literacy packages information according to its modality and this, in-turn, impacts on the message itself. Identifying Literacies brings these differences to the fore in a practical way in the context of contemporary commentary and thus provides you with the opportunity to broaden your understanding of its basic notions through empirical and experiential investigation.

Knowledge and capability aims

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

- ⊗ identify and discuss the multimodal dimensions of literacy;
- ⊗ assess the impact that different communication modalities have on the message;
- ⊗ clarify the relationship between the body and different modes of communication;
- ⊗ relate different literacy modes to the conveyance of meaning;
- ⊗ 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) To what does the term literacy traditionally refer?**
- 2) What are the different types of literacies and what are the differences between them?**
- 3) In what ways does the mode of communication affect the message?**
- 4) Are some literacies considered ‘primary’ in traditional pedagogies: if so what are these?**
- 5) In what ways do new media impact on how information is packaged?**
- 6) What is the relationship between the body and different modes of communication?**
- 7) How is meaning conveyed? Do different literacy modes convey meaning in completely different ways? If so, what are these?**

Recommended reading:

Focus your initial reading efforts on (Alvermann and Heron, 2001; Snyder, 2002; Shambaugh, 2000; Warshauer, 1999; Hawisher and Selfe, 2000). 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:	Waiting for linguistic Viagra
Author(s):	Hawley, Michael
Year:	2001
Journal:	Technology Review
Volume:	104
Issue:	5
Pages:	25-27
Perspective:	Culture
Keywords:	Printing, Digital Communication, Communication
Abstract:	Hawley discusses impact of the printing press and the steam engine on printing technologies. He also draws parallels with new technologies and questions the impact on language of the digital communications revolution.

Title:	The Literacy Revolution
Author(s):	Watson, Alan
Year:	2002
Producer:	ABC
URL:	http://www.abc.net.au/rn/talks/perspective/stories/s636170.html
Perspective:	Culture, Business
Keywords:	Literacy, Cultural Change, Technology
Abstract:	Watson describes in general terms the revolution of literacy in the twenty first century.

Title:	Silicon Literacies interview transcript
Author(s):	Snyder, Ilana
Year:	2002
Producer:	Radio National
URL:	http://www.abc.net.au/rn/science/buzz/stories/s554935.htm
Access Date:	9 Oct 2002
Perspective:	Culture
Keywords:	Digital Communication, Internet
Abstract:	The concept of literacy is the single most important component of education. But these days being able to read and write is not enough. Powerful technologies offer more scope and greater challenges, both to the students and the educators.

Title:	Literacy identity work: playing to learn with popular media
Author(s):	Alvermann, Donna E.; Heron, Alison H.
Year:	2001
Journal:	Journal of Adolescent & Adult Literacy
Volume:	45
Issue:	2
Pages:	118-122
Perspective:	Culture, Technology
Keywords:	Identity, Computers And Literacy, Literacy, Education
Abstract:	This article provides a critique of contemporary and typical pedagogy in classroom situations and contrasts this with a new literacy. This is a self-gained literacy through the extra-curricular interaction with computer games. The authors discuss the value in harnessing students' high level of literacy skills that they have gained through playing with computer games to invigorate what they claim is an outmoded classroom based pedagogy.

Title:	What Does It Mean to Be X Literate? Literacy Definitions as Tools for Growth
Author(s):	Shambaugh, R. Neal
Year:	2000
Producer:	Reading Online
URL:	http://www.readingonline.org/newliteracies/lit_index.asp?HREF=/newliteracies/shambaugh/index.html
Access Date:	9 Oct 2002
Perspective:	Culture
Keywords:	Internet, Literacy, Pedagogy
Abstract:	Shambaugh advocates that teachers can improve students' critical reading and viewing skills through interactive learning activities that make use of a wide range of nonfiction media, including film, television, print, and the Internet. Shambaugh describes four classroom-learning experiences designed to facilitate careful analysis of the ways in which media messages are constructed are described in this article. These activities, appropriate for children aged approximately 12 and older, are intended to create a learning environment that encourages active discourse on critical questions about information sources, belief, uncertainty and doubt, authority, credibility, and judgments of realism. Finally, strategies for critically analyzing realism in nonfiction film and television and for evaluating the credibility of Web sites are emphasised.

Title:	Multimodality
Author(s):	Kress, Gunther
Year:	2000
Book Title:	Multiliteracies: Literacy learning and the design of social futures
Editor:	Cope, Bill; Kalantzis, Mary
City:	Melbourne
Publisher:	Macmillan
Pages:	182-202
Perspective:	Culture
Keywords:	Literacy, Communication, Modalities
Abstract:	Revolution in communication in Western societies over last two to three decades. This is the dislodgement of written communication form a position of centrality. Implications not assessed in a coherent fashion. Music is now seen as a means of expression rather than a form of communication.

Title:	Classroom Strategies for Exploring Realism and Authenticity in Media Messages
Author(s):	Hobbs, Renee
Year:	2002
Producer:	Reading Online
URL:	http://www.readingonline.org/newliteracies/lit_index.asp?HREF=/newliteracies/hobbs/index.html
Access Date:	9 Oct 2002
Perspective:	Culture
Keywords:	Literacy, Cultural Change, Internet
Abstract:	Teachers can improve students' critical reading and viewing skills through interactive learning activities that make use of a wide range of nonfiction media, including film, television, print, and the Internet. Four classroom-learning experiences designed to facilitate careful analysis of the ways in which media messages are constructed are described in this article. These activities, appropriate for children aged approximately 12 and older, are intended to create a learning environment that encourages active discourse on critical questions about information sources, belief, uncertainty and doubt, authority, credibility, and judgments of realism. Strategies for critically analyzing realism in nonfiction film and television and for evaluating the credibility of Web sites are emphasized.

Title:	What is Visual Literacy?
Author(s):	Stonehill, Brian
Year:	1998
Producer:	Pomona College, Claremont, California
URL:	http://www.pomona.edu/Academics/courserelated/classprojects/Visual-lit/intro/intro.html
Access Date:	9 Oct 2002
Perspective:	Culture
Keywords:	Visual Literacy, Literacy
Abstract:	Stonehill outlines some of the basics of a visual literacy.

Background reading:

Title:	Electronic literacies: language culture, and power in on-line education
Author(s):	Warshauer, M.
Year:	1999
City:	London
Publisher:	Lawrence Erlbaum Associates

Title:	Global Literacies and the World-Wide Web
Author(s):	Hawisher, G; Selfe, G.
Year:	2000
City:	London
Publisher:	Routledge

Links to relevant material on diverse websites:

<http://www.ivla.org/publications/publications.htm>

http://www.csun.edu/cod/conf/1998/proceedings/csun98_037.htm

<http://vislab.cs.wright.edu/Projects/gestureSpeechGaze/>

<http://www.noldus.com/events/mb2000/program/abstracts/wittenburg.html>

Visual literacy exercises:

Lee A. Makela – Department of History at Cleveland State University

<http://www.csuohio.edu/history/exercise/vlehome.html>

Robert Burkhardt

<http://www.chanel1.com/users/bobwb/vlit/>

Assessment Task A option

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

A possible task would be to choose a particular literacy modality, which you are least familiar with and undertake an exercise in describing the basic aspects of this modality as negotiated with your teacher. For example, you might ask the following questions:

What are the literacy modalities?

In what ways does the literacy modality impact on how the message is packaged?

In what ways does the literacy modality change the message itself?

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 **Identifying Literacies** 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 1.1

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 an understanding of basic concepts underpinning 'multiliteracies', together with a more in-depth appreciation of a single literacy mode.

You may now wish to build on this empirical knowledge by further exploring the way in which current theories of pedagogy are changing in the light of the introduction of web-based learning. This information is covered in the *Conceptual And Critical* element called *Pedagogy, Literacy And The Internet*.

Alternatively, you may 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*. If you wish to tackle an *Applied And Transferred* element at this point, you need to bear in mind that it will draw on information you may not have yet covered.

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

About this Learning Element

Identifying Literacies explores the different kinds of literacy, challenging you to identify and articulate different modalities of a—textual, visual, oral, aural or gestural nature.

This element investigates the notion of multi-modes of literacy. You will identify a variety of literacies and describe the ways in which they are divergent. Each literacy mode packages information according to its modality and this in-turn impacts on the message itself. Identifying literacies brings these differences to the fore in a practical way in the context of contemporary commentary and thus provides you with the opportunity to broaden your understanding of these notions through empirical and experiential investigation.

Keywords

Gestures

Literacy

Media

Multiliteracies

Orality

Text

Texts

Visual