

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

Learning element 1.2

Pedagogy, Literacy And The Internet

How does the Internet impact on notions of pedagogy?



Bill Cope, Mary Kalantzis and Adam Saulwick

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www.C-2-CCourse.com

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This Learning Element is published at RMIT University

First Published in Australia in 2003
by the Faculty of Education, Language
and Community Services
PO Box 71
RMIT University
Bundoora VIC 3083

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[Cataloguing-in-Publication and ISBN data]

Cover image: www.wvlibrary.org/literacy.jpg

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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

Pedagogy, Literacy And The Internet requires you to explore the relationship between learning and online communication.

In this element 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 impact 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 the basic notions on the basis of empirical and experiential investigation.

Knowledge and capability aims

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

- ⊗ understand contemporary theories of pedagogy and literacy as impacted upon by the development of Internet technologies;
- ⊗ engage in debate and assess the value of competing arguments regarding pedagogy and literacy by referring to existing primary sources, secondary analyses and your own experiences;
- ⊗ consider the impact of the Internet on literacy in a global context;
- ⊗ assess the impact of different pedagogies and how they relate to technology;
- ⊗ critique notions of the classroom, authority, school and teaching;
- ⊗ 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) What is generally meant by the term 'Multiliteracies'? How do different people interpret this term?**
- 2) How does the theory of multiliteracies influence contemporary theories of pedagogy?**
- 3) In what way do recent notions of 'literacy' mark a departure from more traditional conceptions?**
- 4) In what way does the Internet impact on traditional and new notions of literacy?**

Recommended reading:

Focus your initial reading efforts on (Cope and Kalantzis, 2000a; Cope and Kalantzis, 2000c; Johnson-Eilola, 1998; Kellner, 2002; Snyder, 2002; Taylor, 1998). 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:	Multiliteracies: the beginnings of an idea
Author(s):	Cope, Bill; Kalantzis, Mary
Year:	2000
Book Title:	Multiliteracies: Literacy learning and the design of social futures
Editor:	Cope, Bill; Kalantzis, Mary
City:	Melbourne
Publisher:	Macmillan
Pages:	3-8
Perspective:	Culture
Keywords:	Cultural Change, Pedagogical Directions, Technological Change
Abstract:	Cope and Kalantzis ask what constitutes appropriate literacy teaching in the context of the ever more critical factors of local diversity and global connectedness. They introduce and describe the new notion of 'multiliteracies'.

Title: [A Pedagogy of Multiliteracies](#)
Author(s): The New London Group
Year: 2000
Book Title: Multiliteracies: Literacy learning and the design of social futures
Editor: Cope, Bill; Kalantzis, Mary
City: Melbourne
Publisher: Macmillan
Pages: 9-37
Perspective: Culture
Keywords: Multicultural Education, Literacy, Pedagogical Directions, Critical Pedagogy, Critical Theory
Abstract: The New London Group (NLG) poses questions regarding the importance of immersion and explicit teaching in the areas of multimedia, workplace literacies and cultural and linguistic diversity. In this context, they define and outline the notion of 'Multiliteracies'. They relate these questions to the realities of increasing local diversity and global connectedness, identifying and discussing what for the NLG is a fundamental question: what do these changes mean for literacy pedagogy? The NLG put forward their discussion as a 'programmatic manifesto', that is, an invocation to open discussion of these issues.

Title: [Multiliteracies: Literacy learning and the design of social futures](#)
Author(s): Cope, Bill; Kalantzis, Mary
Year: 2000
City: Melbourne
Publisher: Macmillan
Perspective: Culture
Keywords: Cultural Change, Communication, Technological Change, Pedagogical Directions
Abstract: The authors broaden our understanding of literacy and literacy teaching and learning to include negotiating a multiplicity of discourses. Principle aspects of this multiplicity are broadening the idea and scope of literacy pedagogy to account for the context of our culturally and linguistically diverse and increasingly globalised societies. Second, they argue that literacy pedagogy now must account for the burgeoning variety of text forms associated with information and multimedia technologies.

Title:	Communication, Imagination, Critique – Literacy education for the electronic age
Author(s):	Snyder, Ilana
Year:	2002
Book Title:	Silicon Literacies
Editor:	Snyder, Ilana
City:	New York
Publisher:	Routledge
Pages:	173-183
Perspective:	Culture, Technology
Keywords:	Communication, Education, Literacy
Abstract:	Snyder asks what is the impact of Information Communication Technologies on pedagogy and curriculum and what are the important questions to ask with regard to establishing new goals for pedagogy. She suggests a number of directions and draws on the ideas of some contemporary and established analysts in setting a direction for the future.

Title:	Literacy After the Revolution: 1996 CCCC Chair's Address
Author(s):	Faigley, Lester
Year:	1998
Book Title:	Literacy Theory in the Age of the Internet
Editor:	Taylor, Todd; Ward, Irene
City:	New York
Publisher:	Columbia University Press
Perspective:	Culture
Keywords:	Internet, Literacy, Literacy Theory
Abstract:	The author considers what it means to be literate in the information age, and offers practical advice not only for getting networked computers into the classroom but also for instructing students and other teachers how to tap into their boundless potential. Taylor reiterates statistics on Internet use, on economic inequality, and on college funding to suggest that writing teachers "are caught in a riptide that is carrying us away from where we want to go" (p. 4) and to wonder whether they "can sustain a shared sense of values when in many respects history is not on our side" (p. 13). Source: John Thurston

Title: [Negative Spaces: From Production to Connection](#)
Author(s): Johnson-Eilola, Johndan
Year: 1998
Book Title: Literacy Theory in the Age of the Internet
Editor: Taylor, Todd; Ward, Irene
City: New York
Publisher: Columbia University Press
Pages: 17-33
Perspective: Culture, Technology
Keywords: Literacy Theory, Internet, Digital Communication
Abstract: Johndan Johnson-Eilola uses theory to show how computer-mediated communications can lead us further in what he sees as the direction postmodernist texts must follow. This path is "between extremes of enlightenment authorship and postmodernist dispersal of agency and identity into powerless lines of indeterminate intensities" (pp. 31–32). He has tried to show us this path through a survey of other theorists and by presenting two examples. Source: John Thurston

Title: [Introduction](#)
Author(s): Taylor, Todd; Ward, Irene
Year: 1998
Book Title: Literacy Theory in the Age of the Internet
Editor: Taylor, Todd; Ward, Irene
City: New York
Publisher: Columbia University Press
Pages: xv-xxi
Perspective: Culture
Keywords: Internet, Literacy, Critical Theory
Abstract: Taylor and Ward compare the changing nature of teaching with the changes in the Internet. This leads on to question about the impact of this on literacy and literacy theory.

Title:	Reading the Networks of Power: Rethinking "Critical Thinking" in Computerized Classrooms
Author(s):	Mayers, Tim; Swafford, Kevin
Year:	1998
Book Title:	Literacy Theory in the Age of the Internet
Editor:	Taylor, Todd; Ward, Irene
City:	New York
Publisher:	Columbia University Press
Pages:	146-157
Perspective:	Culture
Keywords:	Critical Pedagogy, Education, Digital Communication
Abstract:	Mayers & Swafford critique pedagogical practices in the light of changes in technology. They discuss notions of scholarship and situating oneself in cultural, historical and economic terms.

Title:	Writing Teachers, Schools, Access, and Change
Author(s):	Fitzsimmons-Hunter, Patricia; Moran, Charles
Year:	1998
Book Title:	Literacy Theory in the Age of the Internet
Editor:	Taylor, Todd; Ward, Irene
City:	New York
Publisher:	Columbia University Press
Perspective:	Technology
Keywords:	Literacy, Theory, Internet
Abstract:	A hopeful message is delivered by Patricia Fitzsimmons-Hunter and Charles Moran who conclude that their experiments show ways that teachers can be empowered to become "the most effective agents of change" (p. 168). Source: John Thurston

Title: [The Persistence of Authority: Coercing the Student Body](#)
Author(s): Taylor, Todd
Year: 1998
Book Title: Literacy Theory in the Age of the Internet
Editor: Taylor, Todd; Ward, Irene
City: New York
Publisher: Columbia University Press
Pages: 109-121
Perspective: Culture
Keywords: Literacy, Internet, Digital Communication, Critical Theory
Abstract: Taylor questions the degree to which it makes sense to continue discussing classroom authority in terms of teacher-centered versus student-centered models.

Title: [Technological revolution, Multiple literacies, and the restructuring of education](#)
Author(s): Kellner, Douglas M.
Year: 2002
Book Title: Silicon Literacies
Editor: Snyder, Ilana
City: New York
Publisher: Routledge
Pages: 154-169
Perspective: Culture
Keywords: Education, Communication, Digital Communication
Abstract: Kellner challenges educators to rethink education – to restructure schools in response to the social and technological changes we are experiencing, but at the same time, to make sure that we cater for the needs of peoples from diverse cultures, races and backgrounds. Source: Snyder 2002

Background reading:

Title:	Multiliteracies: Literacy learning and the design of social futures
Author(s):	Cope, Bill; Kalantzis, Mary
Year:	2000
City:	Melbourne
Publisher:	Macmillan
Perspective:	Culture
Keywords:	Cultural Change, Communication, Technological Change, Pedagogical Directions
Abstract:	The authors broaden our understanding of literacy and literacy teaching and learning to include negotiating a multiplicity of discourses. Principle aspects of this multiplicity are broadening the idea and scope of literacy pedagogy to account for the context of our culturally and linguistically diverse and increasingly globalised societies. Second, they argue that literacy pedagogy now must account for the burgeoning variety of text forms associated with information and multimedia technologies.

Title:	Silicon literacies: communication, innovation and education in the electronic age
Author(s):	Snyder, Ilana
Year:	2002
City:	London
Publisher:	Routledge
Perspective:	Culture, Communication, Education
Keywords:	Computers and Literacy, Cultural Change, Education
Abstract:	Snyder brings together a 'collection of articles which unravel the key features of the new communication order. By expanding the theoretical perspectives available to the field, writers illuminate the multiple dimensions of the world of communication.' Source: Snyder 2002)

Relevant web site:

http://www.21stcenturyschools.com/Critical_Media_Literacy.htm

Assessment Task A option

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

A possible task would be to assess how the Internet impacts on and is transformed by theories of pedagogy and literacy. For example, you might ask the following questions:

- How has the theory of Multiliteracies influenced pedagogical theory?*
- In what way does the Internet impact on how a pedagogical message is packaged?*
- What assumptions underlie traditional notions of literacy and in what way have more recent conceptions challenged these?*

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 **Pedagogy, Literacy And The Internet** 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 1.2

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 developed a more in-depth understanding of the 'multiliteracies' and how this relates to online technologies.

You may now wish to build on this theoretical knowledge by relating this theory to the practice of web-based learning. This information is covered in the *Empirical And Experiential* element called **Implementing Literacy Modalities**.

Alternatively, you may wish to further follow the direction *Conceptual And Critical* and continue with theoretical discussions. This is covered in the element called **Locating 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>
<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

Pedagogy, Literacy And The Internet investigates the impact of the Internet on theories of teaching, pedagogy and literacy. This element investigates contemporary theories of pedagogy and literacy in light of developments in the communication technology. The emphasis is on theoretical and critical analysis of the Internet in terms of its impact on literacy and teaching. Through assessing and critiquing these theories an appreciation will be gained of the fundamental change in society that this technology has ushered in.

This element provides an opportunity for you to develop your own notion of pedagogy in the light of the theory of 'multiliteracies' and to theorise the ways in which the Internet is, and can be, used as a productive tool for teaching, information distribution and publishing.

Keywords

Culture
Educational Theory
Internet
Literacy
Multiliteracies
New Media
Pedagogy
Theory