

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

Learning element 2.3

Information Architecture: Flow–Retrieval

*What architecture is essential for
successful information retrieval?*



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

Information Architecture: Flow–Retrieval will provide you with a practical approach to the architecture of the book. You will engage in tasks relating to Information architecture as regards ePublishing and current and developing industry standards.

You will develop a research project or Information architecture model that would be suitable for industry implementation.

Knowledge and capability aims

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

- ⊗ apply concepts acquired in this element to developing a project;
- ⊗ comprehend the commercial realities of information technology;
- ⊗ implement information technology models;
- ⊗ assess previous approaches to the use of information technology in a practical way; and
- ⊗ employ primary and secondary source material in forward planning responses to the use of information technology and structures.

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 an Information architecture?**
- 2) What impact does the architecture of Information have for your particular facet of the publishing/printing or content delivery industry?**
- 3) Are there currently any industry wide standards for Information architecture in your industry? If so what are the advantages and disadvantages of the current models?**
- 4) Are there proposed models for industry-wide Information architecture standards? If so, what are these? Who is responsible for their development and implementation?**
- 5) How do these recent or proposed developments in Information architecture impact on content and its delivery?**

Recommended reading:

Focus your initial reading efforts on (Andrew, 2002; Zhiming, 1998; Rheingold, 1998; Kaufer and Carley, 1993). 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.

Title:	An IT Architecture for ePublishing
Author(s):	Andrew, Mark
Year:	2002
Book Title:	Markets for Electronic Book Products
Editor:	Cope, Bill; Mason, Dean
City:	Altona
Publisher:	Common Ground Publishing
Volume:	C-2-C Project: Book 3.2
Pages:	227-251
Perspective:	Technology
Keywords:	Information Technology, Information Architecture, ePublishing
Abstract:	The author defines an emerging field of IT architecture. Discusses the future of information technology in light of the convergence of associated technologies. This leads on to talk about the impact of these on publishing. The author also discusses aspects of e-publishing.

Title:	Electronic Typography: The New Visual Language
Author(s):	Helfand, Jessica
Year:	2001
Book Title:	Screen: Essays on Graphic Design, New Media, and Visual Culture
City:	New York
Publisher:	Princeton Architectural Press
Pages:	105-112
Perspective:	Technology
Keywords:	Electronic Typology, Design, ePublishing
Abstract:	As a result of advances in technology which introduce more complex creative challenges, screen-based typography must be reconsidered as a new language with its own grammar and syntax. The author advocates better models to reinforce an understanding of designing with electronic media. The article discusses some of the experimental precursors to contemporary electronic typography.

Title: [The New Illiteracy](#)
Author(s): Helfand, Jessica
Year: 2001
Book Title: Screen: Essays on Graphic Design, New Media, and Visual Culture
City: New York
Publisher: Princeton Architectural Press
Pages: 91-95
Perspective: Technology
Keywords: Authorship, Editing, Design
Abstract: Helfand discusses a new kind of illiteracy resulting from widespread online culture and ability of self-publishing. She addresses the problems that these pose for quality, authorship, editing together with some of the tensions that these present for the design professions.

Title: [Print](#)
Author(s): Kaufer, David S.; Carley, Kathleen M.
Year: 1993
Book Title: Communication at a Distance: The Influence of Print on Sociocultural Organization and Change
City: New Jersey
Publisher: Lawrence Erlbaum Associates
Pages: 253-296
Perspective: Culture, Technology
Keywords: Print, Society, Culture, Information Architecture
Abstract: Kaufer and Carley employ a formal model designed to distinguish between oral and print-based technologies and their impact on sociocultural organization and change. The model is used to examine idealized print-based settings, described as "societies" that include professional groups, resembling the acceleration of specialization in the print market at the end of the 19th century.

Title: [Electronic Books and Reading](#)
Author(s): Zhiming, Liu
Year: 1998
Producer: The Book & The Computer
URL: <http://www.honco.net/archive/rt-1.html>
Access Date: 14 Nov 2002
Perspective: Technology
Keywords: ePublishing, Publishers, Literacy, Digital Communication
Abstract: Discusses the changing demographic of readers in China with statistical information regarding the amount of time people are spending reading at the computer. This touches on the impact of electronic books for political and economic change in China.

Title: [The New Online Book Community](#)
Author(s): Rheingold, Howard
Year: 1998
Producer: The Book & The Computer
URL: <http://www.honco.net/archive/rt-1.html>
Access Date: 23/10/2002
Perspective: Technology
Keywords: Publishing, Internet, ePublishing
Abstract: The author discusses the importance of the book and describes it as a 'bundle of technologies'. This is in contrast with the efficacy of new e-technologies. This leads to a discussion of time frames and processes of book production when in the hands of transnational entertainment corporations

Relevant sites:
Information architecture

<http://www.jjg.net/ia/>
http://www.jjg.net/ia/jjg_visvocab_intro.ppt
<http://argus-acia.com/>

The Book And The Computer
<http://www.honco.net/index.html>

Assessment Task A option

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

A possible task would be to develop a model for Information architecture industry standards, explaining your reasons for its structure. For example, you might ask the following questions:

Are there currently any industry wide standards for an Information architecture in your industry? If so what are the advantages and disadvantages of the current models? If not, are there proposed models for industry wide Information architecture standards?

Who is responsible for their development and implementation?

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 **Information Architecture** 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 eventually 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 2.3

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 producing an Information architecture model for your workplace.

You may now wish to build on these applied and transferred skills by further exploring the way in which this model impacts on issues of culture and identity in the literacy and print industries. To do this proceed to Element 3.1, [Print Media: Culture And Identity](#).

Alternatively, if you have not already done so, you may wish to pursue the theme of multiliteracies. You may wish to proceed to Element 1.1, [Identifying Literacies](#).

Be aware that if you proceed to an *Applied And Transferred* learning style at the present stage you may cover material for which you do have not reviewed background theories.

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:
<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

Information Architecture: Flow–Retrieval will provide you with a practical approach to the architecture of the book. This element is a forum to explore practical tasks in information architecture as regards ePublishing and current and developing industry standards.

You can develop a research project or Information architecture model that would be suitable for industry implementation.

Keywords

Book
Cultural Change
Digital Information
Information Architecture
Internet
Printing-On-Demand
Publishing
Typography