

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

**Learning element 2.1**

## **Information, The Book And The Internet**

*How are the structures of the book  
and the Internet related?*



*Bill Cope, Mary Kalantzis and Adam Saulwick*



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

## Aims

### Knowledge scope

**Information, The Book And The Internet** introduces you to some of the most recent innovations in aspects of digital printing technology as well as providing essential background information on the development of the book and the publishing industry.

You will be introduced to technological aspects of emerging book production, such as, metadata and the changes taking place in the relationship between writer and publisher, and the notion of Print-On-Demand in the context of digital publishing.

### Knowledge and capability aims

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

- ⊗ articulate the basic concepts and technology underpinning the architecture of the book;
- ⊗ comprehend the relevance of these principles for the emergence of new book production techniques;
- ⊗ understand the basic features of digital book publication and the involvement of the Internet; and
- ⊗ articulate the basic concepts and understand the developing technologies and protocols of information on the Internet.

## 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 what ways has the development of the Internet impacted on the structure of the book?**
- 2) What is the difference between traditional and digital forms of typesetting?**
- 3) How does the Internet and digital technologies modify the capacity for multilingual text production?**
- 4) What sort of information is included in metadata and what is its purpose?**
- 5) How do recent developments in Internet and digital technologies impact on content?**
- 6) What are some of the principle facets of the writer-publisher relationship and how has the development of the Internet and digital publishing changed these?**

### **Recommended reading:**

Focus your initial reading efforts on (Negroponte, 1996; Wilson, 1997; Freeman, 2001; Gurevitch, 1991; Cartwright, 2001). 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:

<b>Title:</b>	<a href="#">The book now – creative destruction and rebirth of an industry</a>
<b>Author(s):</b>	Geiselhart, Karen
<b>Year:</b>	2001
<b>Book Title:</b>	Creator to Consumer in a Digital Age
<b>Editor:</b>	Cope, Bill; Mason, Dean
<b>City:</b>	Altona
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 1
<b>Pages:</b>	195-212
<b>Perspective:</b>	Technology, Communication
<b>Keywords:</b>	Book Publishing
<b>Abstract:</b>	Geiselhart gives us a guided history of the book, mapping the factors that have changed our reception of cultural information over the years. She provides an overview of the functions of the book in an increasingly technological world, its need to compete with other media, and its place within a global society. She hypothesises that the book has become an integral part of the new technology, subject to change within our technological, social and economical contexts. [Source: C-2-C Book 1, Introduction]

<b>Title:</b>	<a href="#">The Globalization of Electronic Journalism</a>
<b>Author(s):</b>	Gurevitch, Michael
<b>Year:</b>	1991
<b>Book Title:</b>	Mass Media and Society
<b>Editor:</b>	Curran, James; Gurevitch, Michael
<b>City:</b>	London
<b>Publisher:</b>	Edward Arnold
<b>Pages:</b>	178-193
<b>Perspective:</b>	Technology
<b>Keywords:</b>	Journalism, Electronic Media
<b>Abstract:</b>	Gurevitch considers the wider implications of the creation of a 'global news room' and points to the way in which technological change impacts on, and potentially alters, 'older' patterns of power relationships both within the media industries and between the media and governments.

<b>Title:</b>	<a href="#">The Future of the Book</a>
<b>Author(s):</b>	Negroponte, Nicholas
<b>Year:</b>	1996
<b>Producer:</b>	Wired
<b>Perspective:</b>	Technology
<b>Keywords:</b>	Book Publishing, Internet, Digital Communication
<b>Abstract:</b>	Negroponte discusses the future of the book in a digital era.

<b>Title:</b>	<a href="#">Electronic publishing and the future of the book</a>
<b>Author(s):</b>	Wilson, Tom
<b>Year:</b>	1997
<b>Producer:</b>	Information Research
<b>URL:</b>	<a href="http://informationr.net/ir/3-2/infres32.html">http://informationr.net/ir/3-2/infres32.html</a>
<b>Access Date:</b>	24 Oct 2002
<b>Perspective:</b>	Technology
<b>Keywords:</b>	Book Publishing, Internet, Digital Communication
<b>Abstract:</b>	Wilson traces the history of the book and the rise of electronic publishing. He describes the characteristics of the book, as well as those of electronic publishing. He assesses those functions of the book that have been replaced by electronic publishing and those that still survive.

<b>Title:</b>	<a href="#">Typesetting Manuscripts</a>
<b>Author(s):</b>	Gollings, Gus
<b>Year:</b>	2001
<b>Book Title:</b>	Multilingual Book Production
<b>Editor:</b>	Cope, Bill; Gollings, Gus
<b>City:</b>	Altona
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 2.2
<b>Pages:</b>	61-74
<b>Perspective:</b>	Technology
<b>Keywords:</b>	Typesetting, Digital Character Encoding
<b>Abstract:</b>	Gus Gollings explains some of the technological developments in the areas of multilingual typesetting and character encoding. He begins with a history of the development of typesetting, and moves on to discuss the evolution of computerised text coding. Source: Cope 2001

<b>Title:</b>	<a href="#">Multilingual Script Encoding</a>
<b>Author(s):</b>	Gollings, Gus
<b>Year:</b>	2001
<b>Book Title:</b>	Multilingual Book Production
<b>Editor:</b>	Cope, Bill; Gollings, Gus
<b>City:</b>	Altona
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 2.2 Chap 6
<b>Pages:</b>	75-95
<b>Perspective:</b>	Technology
<b>Keywords:</b>	Script Encoding
<b>Abstract:</b>	Gollings outlines the technical basis and potential significance of the move from ASCII to the Unicode standard as the basis for all digital character encoding. Source: Cope 2001

<b>Title:</b>	<a href="#">Manuscript Use and Typesetting Issues</a>
<b>Author(s):</b>	Takagi, Atsushi
<b>Year:</b>	2001
<b>Book Title:</b>	Multilingual Book Production
<b>Editor:</b>	Cope, Bill; Gollings, Gus
<b>City:</b>	Altona
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 2.2
<b>Pages:</b>	97-104
<b>Perspective:</b>	Technology
<b>Keywords:</b>	Typesetting, Manuscript Production, Publishers
<b>Abstract:</b>	Takagi discusses some of the practical issues arising in a multilingual typesetting environment where the core technologies of computerisation have been created in the English-speaking world.

<b>Title:</b>	<a href="#">Internet Resource Discovery</a>
<b>Author(s):</b>	Tsembas, Stavroula
<b>Year:</b>	2001
<b>Book Title:</b>	Digital Book Production and Supply Chain Management
<b>Editor:</b>	Cope, Bill; Mason, Dean
<b>City:</b>	Altona
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 2.3
<b>Pages:</b>	21-38
<b>Perspective:</b>	Technology
<b>Keywords:</b>	Internet, Search Engines, Book Publishing, Metadata, Resource Location
<b>Abstract:</b>	Tsembas describes practical methods of embellishing digitised information within structured frameworks. Areas covered are search engines, resource location, content formats as well as the function of metadata.

<b>Title:</b>	<a href="#">Metadata Frameworks: An Overview</a>
<b>Author(s):</b>	Tsembas, Stavroula
<b>Year:</b>	2001
<b>Book Title:</b>	Digital Book Production and Supply Chain Management
<b>Editor:</b>	Cope, Bill; Mason, Dean
<b>City:</b>	Altona
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 2.3
<b>Pages:</b>	39-54
<b>Perspective:</b>	Technology
<b>Keywords:</b>	Metadata, Technology, Internet, Protocol
<b>Abstract:</b>	Tsembas details four major metadata frameworks and discusses the strengths and weaknesses of each of these.

<b>Title:</b>	<a href="#">Metadata for eCommerce in the Book Industry</a>
<b>Author(s):</b>	Mason, Dean; Tsembas, Stavroula
<b>Year:</b>	2001
<b>Book Title:</b>	Digital Book Production and Supply Chain Management
<b>Editor:</b>	Cope, Bill; Mason, Dean
<b>City:</b>	Altona
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 2.3
<b>Pages:</b>	55-74
<b>Perspective:</b>	Technology
<b>Keywords:</b>	Metadata, eCommerce, Book Publishing
<b>Abstract:</b>	Mason & Tsembas address the form of Electronic Data Interchange (EDI), the form of business-to-business communications, and how metadata relates to the management of digital rights.

<b>Title:</b>	<a href="#">Writer-Publisher Relationships</a>
<b>Author(s):</b>	Freeman, Robin
<b>Year:</b>	2001
<b>Book Title:</b>	Digital Rights Management and Content Development
<b>Editor:</b>	Cope, Bill; Freeman, Robin
<b>City:</b>	Altona
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 2.4, Chap. 7
<b>Perspective:</b>	Culture, Technology
<b>Keywords:</b>	Author, Writers, Publishers, Internet
<b>Abstract:</b>	Freeman examines the changing relationship between the writer and the publisher in the publishing industry in the light of digital technologies. These include the myriad of relationships that occur in the contractual and working domains.

<b>Title:</b>	<a href="#">From Printing Maps to Satisfy Demand, to Printing Maps on Demand</a>
<b>Author(s):</b>	Cartwright, William
<b>Year:</b>	2001
<b>Book Title:</b>	Markets for Electronic Book Products
<b>Editor:</b>	Cope, Bill; Mason, Dean
<b>City:</b>	Altona
<b>Publisher:</b>	Common Ground Publishing
<b>Volume:</b>	C-2-C Project: Book 3.2
<b>Pages:</b>	81-96
<b>Perspective:</b>	Technology
<b>Keywords:</b>	Publishing, Technology, Print-On-Demand
<b>Abstract:</b>	Cartwright looks at the application of digital and geospatial technologies in map production. He provides many examples of mapping products now being developed online, offline (CD ROM) and in printed formats, potentially from single source repositories. These are all in their infancy in terms of being scalable models for growth in mapping and atlas publishing, but all are indicators of the future. Source: Mason 2002

<b>Relevant web sites:</b> <a href="http://www.unicode.org">www.unicode.org</a>
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## Assessment Task A option

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

A possible task would be to choose a particular aspect of digital book production with which you are least familiar and undertake a project around one of the issues in this element. Some options are suggested below. Negotiate your choice with your teacher. For example, you might ask the following questions:

*What are the key issues that show change in one aspect of book production as a result of developments in digital technology and the Internet?*

*What significant changes in typesetting have taken place and how do these impact on (multilingual) book production?*

*What is different about writer-publisher relationship following digital technologies, and why are these important?*

*Why are metadata embellishments relevant to publishing?*

*What is the status of Print-On-Demand?*

*What impact has Unicode had on digital technologies?*

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, The Book 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 2.1

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 the relationship between the structure of the book and the Internet, together with a more in-depth appreciation of a specific aspect of the digital publishing industry.

You may now wish to build on this empirical knowledge by further exploring the way in which current theories of traditional versus digital information transfer. This information is covered in the *Conceptual And Critical* element called **Information Transference: Traditional–Digital**.

Alternatively, you may wish to follow the *Empirical And Experiential* direction and pursue more practical issues regarding print and culture. This is covered in the element called **Print Media: Culture And Identity**. If you wish to pursue 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>
<b>Theme 1: Multiliteracies</b>	1.1 Identifying Literacies	1.2 Pedagogy, Literacy And The Internet	1.3 Implementing Literacy Modalities
<b>Theme 2: Digital Information Architectures &amp; Communication</b>	2.1 → <b>Information, The Book And The Internet</b> ↓	2.2 <b>Information Transference: Traditional–Digital</b>	2.3 Information Architecture: Flow–Retrieval
<b>Theme 3: Literacy, Print... &amp; The Internet</b>	3.1 <b>Print Media: Culture &amp; Identity</b>	3.2 Locating Culture And Identity	3.3 Creating Online Culture

## About this Learning Element

**Information, The Book And The Internet** will provide you with a background to the architecture of the book and integrate this knowledge with current trends in book publishing in light of developments in digital communication.

This element charts the architecture of the book—traditional, contemporary and emerging. You will become familiar with the history of book. The purpose of this is to contextualise the medium of the book in terms of digital information architectures and developments in the communications sector. This sets the scene for addressing the effects of these developments on the publishing industry.

The element also addresses the various factors changing the nature of the book and the relationship between these changes and issues of diversity, sustainability and globalisation. This intersects with the revival of local cultures, languages and societies.

You will be introduced to technological aspects of emerging book production such as metadata and the changes taking place in the relationship between writer and publisher. Finally, the element introduces the notion of Print-On-Demand in the context of digital publishing.

### **Keywords**

Book

Digital information

History

Information Architecture

Internet

Printing-On-Demand

Publisher

Writer