

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

Learning element 3.1

Print Media: Culture And Identity

How does print impact on culture and identity?



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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

Print Media: Culture And Identity addresses the impact of print media on the identity of key players in the printing industry. A change in printing technologies has resulted in a transformation in the identity of the ‘author’, ‘creator’, ‘designer’ and other identities. This bears on notions of authorship and the publisher and in turn challenges received notions of the industry’s culture in terms of the relationship between authors and publishers.

Knowledge and capability aims

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

- ⊗ articulate some significant changes in publishing technologies;
- ⊗ clarify the relationship between the industry changes and the identity of the key players;
- ⊗ comprehend basic concepts underpinning the notions of culture and identity with respect to the print industry;
- ⊗ understand some of the current aspects of the technology involved in re-shaping the identity of industry players;
- ⊗ assess how cultural changes come about and appreciate future developments in the field at a high level;
- ⊗ 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) How does the introduction of technology change the identity of key players in the industry?**
- 2) What are the crucial differences between the traditional and developing cultures in the industry?**
- 3) To what can ongoing developments in the industry be accredited?**
- 4) Given that digital technologies and the Internet break down some of the divisions between the identity of actors in the industry, what are the advantages and disadvantages of this process?**
- 5) How are professional industry stakeholders (i.e., organisations and associations) responding to the changing culture?**

Recommended reading:

Focus your initial reading efforts on (Freeman, 2001a; Freeman, 2001b; Jeffery, 2001; Langton and Australian Film Commission, 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.

Listed in suggested reading order:

Title:	Creative Relationships in the Publishing Supply Chain
Author(s):	Freeman, Robin
Year:	2001
Book Title:	Digital Rights Management and Content Development
Editor:	Cope, Bill; Freeman, Robin
City:	Altona
Publisher:	Common Ground Publishing
Volume:	C-2-C Project: Book 2.4, Chap. 8
Pages:	125-144
Perspective:	Business, Technology
Keywords:	Content Development, Publishing
Abstract:	Freeman discusses the changing relationships in the publishing supply chain as an opportunity for writers. This means, she argues, changes in the tasks that writers, editors, typesetters and designers will undertake.

Title:	New Ways with Content Control and Risk Sharing
Author(s):	Freeman, Robin
Year:	2001
Book Title:	Digital Rights Management and Content Development
Editor:	Cope, Bill; Freeman, Robin
City:	Altona
Publisher:	Common Ground Publishing
Volume:	C-2-C Project: Book 2.4, Chap. 9
Pages:	145-154
Perspective:	Business, Technology
Keywords:	Publishers, Author, Digital Technologies
Abstract:	Freeman discusses risk sharing and control in the commercial world through a series of case studies that review the technology enabled new players who have become part of the commercial publishing process, including universities, community groups and an innovative educational publisher, and how this impinges on the IP control-creation dichotomy. Source: Cope (2001)

Title:	The OzAuthors Experience
Author(s):	Jeffery, Libby
Year:	2001
Book Title:	Digital Rights Management and Content Development
Editor:	Cope, Bill; Freeman, Robin
City:	Altona
Publisher:	Common Ground Publishing
Volume:	C-2-C Project: Book 2.4
Pages:	155-162
Perspective:	Business, Technology
Keywords:	Authorship, Publishers, Digital Rights Management
Abstract:	Jeffrey's chapter is a description of the OzAuthors experience with digital self-publishing. In collaboration with IPR Systems, who provided the DRM system, the Australian Society of Authors created OzAuthors.com.au. This site has provided a working example of a locally produced digital rights management system, compatible with Australian copyright, taxation and ISBN requirements, facilitating the distribution of electronic texts.

Title:	Disability Access to Published Material
Author(s):	Fathers, Martin
Year:	2001
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:	97-132
Perspective:	Culture, Technology
Keywords:	Disability, ePublishing
Abstract:	<p>Part 1 of this book closes with Chapter 7, in which Martin Fathers addresses the needs of print handicapped people. New technologies are at risk of causing a new form of discrimination because they could make access to information and knowledge more difficult, rather than (as sometimes suggested) more immediate. It would be unwise for any publishing business to ignore the market potential around servicing this sector well. Within that task a whole series of new market opportunities may be found to serve the 'print-abled' community through more innovative design and interface techniques. Indeed, overcoming the difficulties associated with making content available in more varied and flexible formats, could entail an improved use of existing resources as well as an important stepping stone for the industry as a whole in its pursuit of new markets.</p>

Title:	"Well, I heard it on the radio and I saw it on the television" : an essay for the Australian Film Commission on the politics and aesthetics of filmmaking by and about Aboriginal people and things
Author(s):	Langton, Marcia; Australian Film Commission
Year:	1993
City:	North Sydney, NSW
Publisher:	Australian Film Commission
Perspective:	Culture, Education
Keywords:	Aborigines, Australian, In Mass Media, Ethnic Mass Media Australia, Mass Media And Race Relations Australia, Cultural Identity
Abstract:	Langton critiques the media's construal of Aboriginal identity and the impact of this on society's attitudes to indigenous culture.

Links to relevant material on diverse websites:

Australian Society of Authors:

www.asauthors.org

Australian Web Publishers Association:

www.awpa.asn.au

OzAuthors:

www.ozauthors.com.au

Assessment Task A option

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

A possible task would be to write a paper as negotiated with your teacher that sets out the key issues and changes in the print media industry and how these relate to culture and identity. Of particular significance in this are key players in the publishing/printing and content delivery industry. For example, you might ask the following questions:

What are some of the changes in the function of writers, editors, designers and typesetters?

In what way does the notion of shifting identity relate to print media?

How do these cultural and technical changes bear on developments in the industry?

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 **Print Media: Culture And Identity** 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 3.1

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 a basic appreciation of the interrelation between print media and culture and identity.

You may now wish to build on this empirical knowledge by further exploring some current theories of identity and culture and how these are changing. This information is covered in the *Conceptual And Critical* element titled **Locating Culture And Identity**.

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 **Information, The Book And The Internet**. If you wish to undertake 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

Print Media: Culture And Identity provides you with some of the basic notions that underlie the impact of print media on culture and identity. Recent and on-going changes in printing technologies has resulted in a transformation in the identity of the 'author', 'creator', 'designer' and other key players in the printing and publishing industries. These changes bear on notions of 'authorship' and 'the publisher', which in turn challenges the industry's time-honoured practices and culture.

In this element you will also address a range of factors that lead to changes in the nature of these key players in the book production industry, assessing the relationship between authors and publishers as well as shifting attitudes as regards the identity of 'consumers'.

Keywords

Author
Book
Consumer
Culture
Disability
Identity
Internet
Publisher