

Multiliteracies and Technology Enhanced Education: Social Practice and the Global Classroom

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<i>Margaret Baguley, University of Southern Queensland, Australia</i>	
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This first chapter in the book provides a general overview of literacy, technology and the notion of multiliteracies. As such its purpose is to help orientate the reader and contextualise the concept of literacy and its evolution into multiliteracies through a chronological review of literacy, and specifically literacy pedagogy, over the last quarter of a century. Following this journey the concept of literacy combined with technology is expanded on. This chapter therefore provides the reader with an overview and understanding of the field of literacy and how technology has resulted in a range of multi-modal forms of communication known as multiliteracies.

Chapter 2

Multimodal, Multiliteracies: Texts and Literacies for the 21 st Century	18
<i>Radha Iyer, Queensland University of Technology, Australia</i>	
<i>Carmen Luke, Queensland University of Technology, Australia</i>	

This chapter examines how knowledge processes of the different types of text are central to the notion of multiliteracies. The authors argue that new textual types that ICT gives rise to have a direct impact on the literacy creativity of students. This creativity is figured as the process of connecting existing literacies to new literacies through design. The authors demonstrate their concept through the use of a vignette.

Chapter 3

Convergence: A Framework for a “New” Critical Literacy.....	35
<i>Jennifer C. Stone, University of Alaska Anchorage, USA</i>	
<i>Ryan A. Schowen, University of Alaska Anchorage, USA</i>	

The authors of this chapter use Jenkins’ theory of convergence to analyse students’ online participation in recreational websites. The chapter shows how multiliteracies may be built upon through criticality and convergence in order to explain important cultural processes that have an impact on school life as well as the lifestyle choices of children.

Chapter 4

The Dynamic Design of Learning with Text: The Grammar of Multiliteracies	53
<i>Lisa Patel Stevens, Boston College, USA</i>	
<i>Molly Dugan, Boston College, USA</i>	

This chapter explores notions taken from complexity theory to conceptualise the dynamic nature of multi-modal texts in an educational setting. The authors include two case studies in their work that exemplifies this problem and points to possible solutions. The chapter closes with an informative discussion about how the application of enabling constraints often works to simultaneously reveal institutional practices of power, and these can be explained with reference to the habitus.

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Riding Critical and Cultural Boundaries: A Multiliteracies Approach to Reading Television Sitcoms.....	71
<i>Julie Faulkner, RMIT, Australia</i>	
<i>Bronwyn T. Williams, University of Louisville, USA</i>	

The authors of this chapter describe a cross cultural study between the US and Australia, that examines graduate student participation in watching ‘foreign’ TV sitcoms and commenting on the corresponding cultural norms and resultant multiliterate practices.

Chapter 6

Rethinking Literacy in Culturally Diverse Classrooms.....	83
<i>Jennifer Rennie, Monash University, Australia</i>	

This chapter explores the differences in literacy practice between Indigenous and non Indigenous students in Australia. These differences are explored through a mixture of narrative excerpts from the lives of two indigenous students and theorisation about the types of literacy practice that their stories exhibit.

Chapter 7

Pragmatism and Philosophy: Enriching Students' Lives through a Critical Investigation
of Spatial Literacy in Shared Spaces 100

Margaret Baguley, University of Southern Queensland, Australia

Toni Riordan, St Joseph's Nudgee College, Australia

Martin Kerby, St Joseph's Nudgee College, Australia

The authors have investigated the concept of spatial literacy in an Australian boys' boarding school. The authors highlight the inherent tensions that the school community encounters between the design of building structures, which cater for a traditional form of teaching instruction, and a more contemporary curriculum which requires a less rigid learning and teaching environment. The chapter discusses the history and tradition of the college whilst simultaneously critically examining issues through the use of spatial literacy with the students.

Section 3

Multiliteracies in Practice

Chapter 8

Cam-Capture Literacy and its Incorporation into Multiliteracies 116

David R. Cole, University of Technology, Sydney, Australia

Vikashni Moyle, University of Tasmania, Australia

The authors of this chapter have expanded the multiliteracies framework to include cam-capture literacy, which may be defined as the social practice of using small cameras attached to computers for communicative purposes. Cam-capture literacy consists of visual literacy, information literacy and personal literacy. The authors conclude that cam-capture zones are useful markers for literacy teachers in order to reengage their students in their designated activities. Cam-capture literacy can be deployed by teachers for self-reflection and as a purposeful link between traditional print literacies and the new literacies that are becoming apparent due to digital technology.

Chapter 9

Theorizing Media Productions as Complex Literacy Performances Among Youth
In and Out of Schools 133

Theresa Rogers, University of British Columbia, Canada

The author of this chapter has taken data from two major research projects in British Columbia and applied it to understanding complex identity construction in a multimodal context. The chapter illustrates how the creativity and messages that media production may unlock in youth, and the ways in which making videos, songs and art may be deployed to extract important self-reflective moments.

Chapter 10

Practicing or Preaching? Teacher Educators and Student Teachers Appropriating

New Literacies 147

Margaret Lo, University of Hong Kong, Hong Kong

Matthew Clarke, University of Hong Kong, Hong Kong

This chapter describes how a Hong Kong teacher education degree has implemented a 12-hour new literacies course in their teacher-training programme. The chapter describes how the new course had been designed and the ways in which the students have approached its completion. The authors finish their investigation with an earnest reflection on the power related issues that their new course has highlighted, and they describe possible ways forward for teacher education.

Chapter 11

ICT Integration in Second Language Writing: A Malay Language Case Study 167

Christina Gitsaki, The University of Queensland, Australia

Abduyah Ya'akub, The University of Queensland, Australia

Eileen Honan, The University of Queensland, Australia

The authors of this chapter present an interpretive case study of two Singaporean secondary schools. In this context, the pedagogic value of ICT has been investigated, and in particular the ways in which computer use has impacted (or otherwise) on the Malay language curriculum.

Chapter 12

Multiliteracies in Secondary Chemistry: A Model for Using Digital Technologies

to Scaffold the Development of Students' Chemical Literacy 186

Annette Hilton, University of Queensland, and CRC Sugar Industry Innovation through Biotechnology, Australia

Kim Nichols, University of Queensland, and CRC Sugar Industry Innovation through Biotechnology, Australia

Christina Gitsaki, University of Queensland, and CRC Sugar Industry Innovation through Biotechnology, Australia

In this chapter the authors have used multiliteracies as a means to scaffold development in chemistry literacy, and as a manner of gauging representational competence with respect to multimodal texts and chemistry. The chapter includes a detailed description of a chemistry unit of work and the ways in which applying the multiliteracies framework works in this context.

Chapter 13

Robotics as a Vehicle for Multiliteracies 209

Marissa J. Saville, Scotch Oakburn College, Australia

This chapter describes how a practicing primary school teacher has used robotics in the curriculum as a way of expanding literacies and engaging students in multimodal problems. The chapter concludes with a number of suggestions for others to think about if they want to incorporate robotics in their own school curriculum.

Section 4
Selected Readings

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Digital Literacy and Cultural Mediations to the Digital Divide 231
Monica Fantin, Universidade Federal De Santa Catarina (UFSC), Brazil
Gilka Girardello, Universidade Federal De Santa Catarina (UFSC), Brazil

This chapter discusses the digital divide from the perspective of education and culture and highlights the forms in which the problem is presented in Brazil, understanding that it is not exclusive to this context. Given the complex challenges to digital inclusion in the context of globalization, the chapter emphasizes that for children and young people to be able to appropriate new technologies and languages in a significant manner, the promotion of digital literacy should be realized with respect to the concept of multiliteracies. Digital inclusion means much more than access to technologies and is understood as one of the fronts in the struggle against poverty and inequality. The authors propose that the understanding of the digital divide be enriched with the valorization of cultural mediations in the construction of digital literacy. In this sense, a culturalist perspective of media education can promote digital inclusion that is an experience of citizenship, belonging, and critical and creative participation of children and young people in the culture.

Chapter 15

Multi-Cultural E-Learning Teamwork: Social and Cultural Characteristics and Influence..... 254
Datta Kaur Khalsa, University of Maryland, USA

Virtual teamwork in the e-learning classroom has provided opportunities for merging social theory and learning theory, mixing technology, culture, identity, and community. Online learning teams have generated attention to the social and cultural characteristics that influence these global interactions. This chapter discusses the prevalence of eight traditional dimensions of culture occurring during online learning team interaction. A study with graduate students, who were experienced in virtual teamwork, provides quotes and examples of experiences, challenges, and suggestions for improvement to the multi-cultural, virtual team experience. The students' suggestions inform guidelines for e-learning faculty and students, while additional study results present understanding of the acculturation process, a process that occurs when diversified social and cultural characteristics come together and form a cultural hybrid to accomplish e-learning team goals.

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