



The Many Faces of Text

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Chapter 23

Transforming English Language Arts in a Web 2.0 World

Chapter 24

Literacy and ICT in the Early Years

Chapter 25

The Material and the Situated: What Multimodality and New literacy Studies Do for Literacy Research

Multimodality-is used to describe the communication practices of a group in terms of learning styles.

Modern Day Researchers New Literacy Studies

- Leaders in the Study of Literacy as Situated:
 - Kate Pahl
 - Jennifer Roswell
- Leaders in Literacy as Multimodal:
 - Kate Pahl,
 - Jenny Wells,
 - Steve Pool,
 - Sally Newham,
 - Gail Harrison

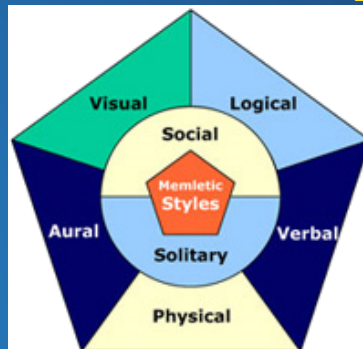
Modern Day Researchers New Literacy Studies

- Leaders in Literacy as Sedimenting Identities:
 - Kate Pahl
 - Sally Bean
 - Andy Pollard
 - Zahir Rafiq
 - Jennifer Rowsell
 - Marianna Diiorio
 - Kathy Broad
 - Mary Lynn Tessaro
- Leaders in Literacy as Ecological:
 - Kate Pahl
 - Margaret Lewis
 - Louise Ritchie
 - Sue Nichols (PI)
 - Jennifer Rowsell (Partner Investigator)
 - Sophia Rainbird

Understanding Today's Multimodal Learning Styles Divided into 7 Areas

Do you know your learning style?

“Everybody is a Genius. But If You Judge a Fish by Its Ability to Climb a Tree, It Will Live Its Whole Life Believing that It is Stupid.”
—Einstein



Educating the 3 Major Types of Learners

1. Some learners use different combinations of the three basic styles for different learning circumstances
2. No fixed mix (Learners can use a combination of styles while favoring one more than the others)
3. Schools typically use linguistic & logical learning methods
4. Recent Research thru the New Literacy Studies (NLS) has proven that the young learner is exposed to many cultural influences that affect how they learn and gather information.

Literacy as Situated

- By listening as a methodology researchers can make sense of meanings that are in text as well as visual modes.
- Discussions about family artifacts can become a tool for listening and add greater meaning to a complex modal property. (Pahl & Rowsell, 2010)
- Facebook can be used as a tool to enhance Situated Multimodal learning. It is an avenue of expression that did not exist thirty years ago.

Literacy as Multimodal

- Visual channels or modes of expression are used today as a means of communicating.
- We move from print-based learning to digital literacies in student learning.
- Students can be highly skilled in technological endeavors and still lack core academic literacies. (Rowsell & Burke, 2009)
- The use of Multimodal tools help students to express themselves in another level of literacy communication.

Literacy as Sedimenting Identities

- Ethnographies of literacy offers a systematic study of people and their cultures to help the researcher make connections between what the learner felt or experienced as related to their textual practices.
- The researcher has the ability to view society through the eyes of the subjects involved in the research.
- Observing what has value to the student helps the teacher to understand how the individual draws from their own life experiences to express textual content.

Literacy as Ecological

- Ecological literacy makes connections for the individual between home, everyday life and personal experiences.
- Many literacy experiences occur through school, home, letters, sporting events and relationships between parents and siblings.
- These social occasions that are multifaceted literacy experiences help support parents efforts to incorporate home with community.
- Researchers have found that there are three areas of interconnecting dimensions that are a part of ecological survey: environmental focus, organizational focus, and family focus.

References:

- Kress, G. (2003). *Literacy in the new media age*. London: Routledge; Lancaster, L. (2003). Beginning at the beginning: How a young child constructs time multimodally. In C. Jewitt & G. Kress (Eds.) *Multimodal literacy* (pp.107-122). New York: Peter Lang.; Pahl, K. (2004) Narratives, artifacts and cultural identities: An ethnographic study of communicative practices in homes. *Linguistics and Education*, 15(4), 339-358.; Pahl, K. (2009). Interactions, intersections and improvisations: Studying the multimodal texts and classroom talk of six to seven year olds. *Journal of Early Childhood Literacy*, 9(2), 188-210; Pahl, K. & Rowsell, J. (2005) *Literacy and education: The new literacy studies in the classroom*. London: Paul Chapman; Pahl, K. & Rowsell, J. (2010) *Artifactual literacies: Every object tells a story*. New York: Teachers College Press.

Chapter 26-Media Literacy

Modern Day Propaganda

Media Literacy as defined by The National Council of Teachers of English (NCTE) states it as "the capacity to access, analyze, evaluate and communicate messages in a wide variety of forms"(NCTE, 2008, "Media Literacy Education.")

Media literacy has a close relationship to the culture of a people, which has a strong impact on the socialization of its youth.

Core Principles of Media Literacy as Stated by the NAMLE

The National Association of Media Literacy Education (2007 p. 4) states that there are six core principles that are common in media literacy.

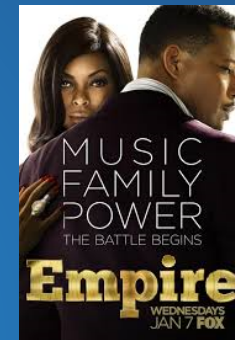
1. Requires active inquiry and critical thinking
2. Expands reading/writing content to all forms of media
3. Builds and reinforces skills for all learners at all ages
4. Develops informed, reflective and engaged participants essential for a democratic society
5. Recognizes media as a part of culture and functions as agents of socialization
6. People use their individual skills, beliefs and experiences to construct their own meanings from media messages

Core Principles of Media Literacy as Stated by the NAMLE

The National Council of Teachers of English (NCTE) have also identified some characteristics of media literacy.

1. All media messages are constructed
2. They have different characteristics and strengths along with unique language construction
3. They are produced for a particular purpose
4. They contain embedded values and point of view
5. People construct their own meanings from media messages
6. They can influence beliefs, attitudes, values, behaviors and the democratic process.

Everything Old Is New Again



Media Literacy

- Defined by the Media Literacy Project (MLP) as the ability to access, analyze, evaluate and create media.
- The MLP believes that through media literacy youth and adults are better able to understand the complex messages we receive from all of the media forms such as:
 - television,
 - radio,
 - internet
 - newspapers,
 - magazines
 - books,
 - billboards,
 - video games,
 - and music.
- All forms of media is conveying a message that must be evaluated and analyzed.

Effects of Media Literacy

- In the classroom it is embedded in other subject areas.
- In the English Language Arts Classroom it can help students to understand, critique and interpret the messages sent through popular music and advertisements.
- In Teacher Education Classroom programs it can be developed to help the teacher incorporate media literacy into the curriculum and learn to address changes in the culture of Multiliteracies.

The Future of Media Literacy

- According to Torres and Mercado we have four important aspects of Critical Media Literacy that should be addressed:
 - Act as intellectual self-defense
 - Discover and support the increase in number and in power of independent nonprofit media
 - Develop alternative media networks among special interest groups
 - Make information available on the democratic premise of education for all.
- An equitable access to all forms of media is not always readily available to all students school's creating a "digital divide" (Hess and Leal); because of insufficient digital access.
- Because of rapid growth in varying forms of media; media literacy helps to expand a student's communication skills and understanding of sociopolitical context that impacts daily lives.

Chapter 27

Critical Literacy, Critical Engagement, and Digital Technology Convergence and Embodiment in Global Spheres

Chapter 28

Making Visual Analysis Critical

Chapter 29

Webs of Significance: Semiotic Perspective
on Text