



University of South Australia

Course information—Off-campus students

EDUC5073 (2009)

Literacy Teaching in Practice 3 (Literacies and New Technologies)

Course Coordinator: Associate Professor Helen Nixon

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This *Course information* needs to be read in conjunction with *Extra course information* at: <http://www.unisa.edu.au/ltu/staff/practice/materials/course-information/extra.asp>. It can also be accessed through myUniSA at: <http://www.unisa.edu.au/myUniSA/>.

INTRODUCTION

WELCOME

Welcome to your study of the topic Literacies and New Technologies in the Course named Literacy Teaching in Practice 3 (100362). In this course you will explore the changing literacies associated with the widespread use of information and communication technologies (ICT) and the potential implications for formal education, including literacy education in schools. We hope that your involvement in this course will provide you with the knowledge and skills to be able to make a positive contribution to debates about literacy/language arts/English teaching and learning. We also hope that your study supports you to ask critical questions about debates and to consider who benefits from the representations and issues and solutions that are offered about literacy and ICT in the social and educational contexts in which you live and work.

Helen Nixon
Course Coordinator

Location
University of South Australia
St Bernards Road
Magill SA 5072

Telephone: (08) 8302 4228
Fax: (08) 8302 4212

Email: helen.nixon@unisa.edu.au

Course Coordinator homepage:

<http://www.unisanet.unisa.edu.au/staff/homepage.asp?Name=Helen.Nixon>

Information regarding this course is available through myUniSA:

<http://www.unisa.edu.au/myUniSA/>

COURSE OVERVIEW

COURSE STATEMENT

'Literacies and New Technologies' explores the changing literacies associated with the widespread use of information and communications technologies (ICT). It argues that the intersection of literacy, technology and culture is a key issue for literacy educators in these times. The course also has a focus on the potential of the new technologies and associated 'new literacies' to amplify or ameliorate existing dimensions of inequity and social difference in the community, home, workplace and school, as well as in the literacy classroom. It asks you to consider the openings and possibilities for addressing such issues in your classroom, some of which are made available by ICT. It encourages you to articulate an informed critical position on new literacies and ICT, and to consider ways of responding practically to the issue in your own context(s).

LEARNING OBJECTIVES AND GRADUATE QUALITIES

In broad terms, we hope that participation in this course will enable you to:

- consider the complex economic, socio-cultural and political factors which shape the production and consumption of new technologies or 'new media' in the community, home, workplace and school
- review research into the uses children make of new technologies inside and outside school
- review theorisations of the multiple and emerging literacies associated with the move to the visual mode of meaning-making, and the take-up of networked, multimedia and Internet-capable computers
- draw on theoretical and practical understandings about the new 'multimodal' and 'electronic literacies' to articulate an informed, ethical and critical stance on the issues as they relate to your context(s)
- consider ways of responding ethically and practically to the issues raised.

In general terms, our objective is to produce Graduates of UniSA who:

1. operate effectively with and upon a body of knowledge
2. are prepared for lifelong learning
3. are effective problem solvers
4. can work both autonomously and collaboratively
5. are committed to ethical action and social responsibility

6. communicate effectively
7. demonstrate an international perspective

PREREQUISITE(S)/ ASSUMED KNOWLEDGE

N/A

TEACHING AND LEARNING ARRANGEMENTS

This course is taught online. You are expected to participate in Online Discussions by posting responses to activities outlined in the Study Guide and entering into dialogue with other students.

THE UNIVERSITY'S ONLINE ENVIRONMENT

You can access the University's online environment wherever you can access the Internet. If you do not have access to the Internet at home, other options include University computing pools and public libraries.

To log on to your University password-protected online resources

1. In the Username box, type **uninet** followed by your student Mail-ID. Your Mail-ID is printed on your enrolment form, for example uninet\doedy005.
2. Press the TAB key on the keyboard.
3. In the Password box type your password. **Note that the password is case-sensitive.** Your initial password is the first four letters of your surname followed by your day and month of birth. If your surname is less than four letters, it is supplemented with Xs. For example, if David Doe's birthday is 21 July, then his password would be doex2107. (Note that the Mail-ID uses a Y as a filler, while the password uses an X.)
4. Click the OK button on the screen to log on.

EMAIL

Course Coordinators may need to provide information via email about your studies during the study period. To obtain this information, if you are an **Australian student**, log on to your University of South Australia email account. To maintain effective email communication, you should log on to this account once per week. If you are unable to access your email, please inform your Course Coordinator at the beginning of the semester/term and alternative arrangements will be made. Assistance for accessing your email can be obtained at:

<http://www.unisa.edu.au/search/howtoemail.asp>

Canadian students may use their personal email addresses.

UNIT VALUE OF COURSE

4.5 units

LEARNING RESOURCES

TEXT(S)

There is no set text book for this course but Readings will be provided in a study package delivered to you by post. They are also available as online readings from the library. In addition, you will have access to an Online Study Guide and lists of suggested further reading. By following this Online Study Guide, you will have the opportunity to critically reflect on some of the key debates and issues about literacy and new technologies. This reflection will assist you to generate plans for investigating relevant issues about teaching and learning in your own context(s).

The study guide contains:

- explanations about the course content
- activities for you to complete
- notes about the readings you need to do and suggested further reading
- links to online readings and other sites to use in your study

Some online readings will open up in the site as HTML or as Adobe portable document format (PDF). You will need the Adobe Reader (free from the Adobe site) to view the documents.

MATERIALS DISPATCHED

- *Letter of welcome*
- *Course Information Booklet*
- *Readings*

MATERIALS TO BE ACCESSED ONLINE

Course homepage and myUniSA

<http://www.unisanet.unisa.edu.au/courses/course.asp?Course=EDUC5073>

and/or

<http://www.unisa.edu.au/myUniSA/>

Relevant links are:

- Course Information (this document)
- Online delivery of course and program material – follow links to online study guide.

Click on

'Learning Resources for this course'. Next click on 'Online delivery of program and course material' to access the 'Study Guide' which is a password protected area of the online learning environment. From there you can browse the website and work your way through the suggested order of reading and activities designed to assist you to successfully complete the assignments.

Extra course information

Extra Course Information provides important information relevant to the study of all your courses. This can be accessed at:

<http://www.unisanet.unisa.edu.au/extracourseinformation/>

and from the course homepage and myUniSA.

ASSESSMENT

ASSESSMENT SUMMARY

Form of assessment	Length	Weighting	Due date	Graduate Quality/Qualities being assessed*
Assignment 1— Discussion of key issues and debates	Approx 1500 words	40%	Wed 20 May	1, 3, 4, 6, 7
Assignment 2— Report of investigation	Approx 3000 words	60%	Mon 6 July	1, 2, 3, 4, 5, 6, 7

Graduates of UniSA:

1. operate effectively with and upon a body of knowledge
2. are prepared for lifelong learning
3. are effective problem solvers
4. can work both autonomously and collaboratively
5. are committed to ethical action and social responsibility
6. communicate effectively
7. demonstrate an international perspective

ASSESSMENT DETAILS

Details of assessment submission and return are listed under each assessment task. Assessment pieces should be sent by email and will be returned to you as soon as possible and within three weeks of submission. Feedback on the assessments will be provided on the Feedback forms, copies of which are included at the back of this booklet.

All assignments must use the *Assignment cover sheet* (available from your Course homepage <http://www.unisanet.unisa.edu.au/Courses/course.asp?Course=educ5073> and in myUniSA)

NB. You should save any word-processed documents in rich text format as rtf files. If you are including images in word processed or ppt files, you should ensure that they have been compressed for web/screen documents.

Summary of criteria for grading assignments

In this course, in addition to specific and general assessment criteria listed below, we are looking for evidence of:

- comprehension of, and intertextual links across, course materials
- critical engagement with concepts introduced in this course
- application of theory and research in order to evaluate and innovate in relation to current local practice
- engagement in online discussion and use of online materials
- the use of consistent and recognised academic bibliographic and referencing conventions (e.g. MLA, Harvard, APA)

Request for extensions to assignment due date

Students should note the following:

- Requests for an extension of time for submission of an assignment should be made **one week before the due date** of the assignment.
- Requests for an extension should be directed to the **lecturer**.

Assignment 1— Discussion of key issues and debates (1500 words)

Readings 1-10 explore the impact of new technologies on the literate practices of young people and claim that there are gaps between the practices of the generation(s) who have grown up in digital cultures and those who grew up in analogue and print-dominated worlds. In addition, the readings also claim that there are gaps between the in-school and out-of-school literate practices of young people and that this will have implications for schooling in general and literacy education in particular.

In this first assignment, you will **consider these readings and use them as a basis** to explore the impact of new technologies **within your own professional and**

personal contexts. There are four sections to this assignment, and **each section is given equal weighting.** The questions are prompts for your reflection and thinking and should help you with your writing.

Section 1: Your literate practices

How have your literacy practices evolved over the years, and how much does your academic and professional life influence the development of both traditional and digital literacies? How extensive is your engagement with and production of digital texts? What do you consider has extended or restricted your expertise in digital literacies? (Consistent with the readings you are encouraged to think broadly about your literacy practices such as online banking, formal academic essay writing, computerized report writing, sending handwritten Christmas cards, text messaging and so on.)

Section 2: Literate practices of one student

Focus on one of your students or a young person you know who has a keen interest in and access to digital literacies, which might include instant messaging, game playing, blogging, flash animations or other applications of choice. Spend time observing or chatting with this student about how they have developed expertise and their motivations for doing so. How similar or different are your own literacies in comparison to those of this young person? Attempt also to discover what the student sees as possible advantages, limitations or disadvantages of their expertise and engagement with digital literacies.

(If you are not currently teaching, choose a young person who can also give you a strong sense of what is available at their school, and possibly documentation of their school's curriculum to support your response to Section 3 below. Please negotiate an amendment if this is not possible)

Section 3: The context of schooling

Using the information you have gathered in Section 2, consider any gaps you can see between the literate practices of the young person and those valued within your educational context. School policies on literacies and ICT and official school curriculum statements will guide your discussion here. What evidence is there that the student's school or curriculum is taking account of digital literacies? How effective do you consider the integration of digital and traditional literacies within that educational setting? What changes might support this particular student to increase achievement in and/or engagement with school learning?

Section 4: Implications for your professional practice and learning

Given your responses to Sections 1 to 3 above, and in reference to the discussions in the readings, what are the questions and key implications for your own professional learning and expertise in digital literacies? What strategies or directions could you adopt to enhance your teaching in this area? What changes can you foresee might need to be made to the literacy policy and curriculum frameworks within which you and your colleagues are required to operate?

Course objectives assessed in this task are:

- consider the complex economic, socio-cultural and political factors which shape the production and consumption of the new technologies in the community, home, workplace and school
- review research into the uses children make of the new technologies inside and outside school
- consider ways of responding ethically and practically to the issues raised

NB. You should save any word-processed documents in rich text format as rtf files. The Assign IT system will not accept other formats. If you are including images in word processed or ppt files, you should ensure that they have been compressed for web/screen documents.

Criteria for assessment include:

- reference to course readings and key ideas
- evidence of reflection on and engagement with relevant issues and debates
- comprehension of, and intertextual links across, course materials
- critical engagement with concepts introduced in this course
- application of theory and research in order to evaluate and innovate in relation to current local practice
- engagement in online discussion and use of online materials
- the use of consistent and recognised academic bibliographic and referencing conventions (e.g. MLA, Harvard, APA)
- see general assessment criteria below

Feedback on this assignment will be provided on the *Feedback form*, a copy of which is included at the back of this booklet.

Assignment 2— Report of investigation (3000 words)

In this assignment you will **investigate, reflect and report on** a **possible teaching scenario** where you imagine ways of extending students' literacy repertoires by integrating some aspect of the study of ICT into the literacy/English curriculum within your current teaching context.

(NB. If you are currently on leave you might negotiate to 'situate' your assignment within a neighbourhood school, your child's school or another setting where you will have access to the information you require such as policies and information about resources).

Your scenario will be **closely based on one of the readings for Topics 2 and 3**. Within these readings you will be introduced to the work of several teachers who are integrating ICT within their curriculum. For the assignment, focus on just **ONE** of these readings, and explore more closely how one or more of the teachers described are **challenging traditional notions of literacy and changing their pedagogies and practices** to accommodate 'new' literacies, multiliteracies or multimodal literacies. For the purposes of this assignment, you will also **imagine the implications of attempting a similar initiative within your own context**.

(Please note that you are NOT required, and nor do you have time, to actually carry out the initiative.)

This assignment aims to challenge you to give thoughtful and deep consideration to the integration of ICT and literacy education **from multiple perspectives**. You must take into account **relevant school policies, existing curriculum, assessment procedures and physical and human resources**. Your report will demonstrate what you have learned from your investigation of and reflection on a) multiple considerations and perspectives, and b) your reflections on how you might potentially build on these new understandings and knowledge in your future practice.

The multiple considerations and perspectives that you should take into consideration are listed below. They might usefully serve as headings or organisers for your report.

Your scenario: Which reading is your focus, and why this reading rather than others? What are the basic details of the initiative you are investigating and reflecting on (year level, learning area, purpose, software, teacher/student role etc.)?

The educational context: How does the scenario in the reading connect with your setting, your students, your own interests and expertise? What do you imagine might be the benefits of such an initiative? How does it fit within the overarching curriculum?

The policy environment: Identify key aspects of state/province and school policies relating to literacy and ICT, and discuss how this initiative may challenge, support or extend current policies. What policy revisions might be required in your context in order to carry out an initiative like this, and how would you support or argue for these?

The curriculum: Describe in greater detail how this scenario supports your school or district curriculum statements and outcomes. How does the scenario challenge or extend current curriculum statements? Does the initiative provide opportunities for students to meet any mandated curriculum outcomes within your district/state?

Assessment: What are the implications for assessment practices? How are traditional assessment modes or criteria or practices challenged by the scenario?

How would you accommodate any new approaches to assessment that may be desirable or required in order for you to implement this scenario?

Pedagogies and practices: What are the implications for your pedagogies and classroom practices? What needs to change, and which of these changes might be difficult for you? Which of these changes might be difficult for some students, yet welcomed by others? How might classroom management and monitoring of student achievement be altered in this scenario?

Professional learning: What expertise would you require to successfully implement this scenario? What does this suggest to you about possible professional learning you might undertake? What encouragements and/or obstacles might there be?

Technological and human resources: Investigate the availability of technology, as well as your possible access to the technology. Are there other people in your school to support you, such as technical assistants or teacher librarians? Are there parents, students, help desks or printed help guides to support your work?

Conclusion: What might be the benefits of such a scenario for your students? Would some students more than others be likely to welcome or respond well to the scenario? What makes you think this? What are the implications for you as an educator? Thinking optimistically – but also pragmatically – what real direction might it be possible for you and other teachers to take in your current context given the existing possibilities and constraints?

Course objectives assessed in this assignment:

- develop theoretical and practical understandings about what the field describes as 'new' and 'multimodal' and 'literacies'
- review classroom-based studies into multiliteracies and multimodal literacy reported in the Readings for Topics 2 and 3 and in wider reading
- articulate an informed, ethical and critical stance on relevant issues as they relate to your context(s)
- consider ways of responding ethically and practically to the issues raised

You should save any word-processed documents in rich text format as rtf files. The Assign IT system will not accept other formats. If you are including images in word processed or ppt files, you should ensure that they have been compressed for web/screen documents.

Feedback on this assignment will be provided on the *Feedback form*, a copy of which is included at the back of this booklet.

Criteria for assessment include:

- appropriate and relevant reference to course **readings** and **key ideas**
- evidence of **reflection on** and engagement with **relevant issues and debates** about changing literacies and pedagogies associated with the move to the visual mode of meaning-making and the take-up of ICTs
- attention to the **multiple perspectives** influencing possibilities for and constraints upon change: relevant school policies, existing curriculum, assessment procedures and physical and human resources
- consideration of the potential **ethical and practical dilemmas** if relevant school and pedagogical change were to be seriously attempted
- see general assessment criteria below

GENERAL ASSESSMENT CRITERIA

Assessment of your assignments will take into account:

- relevance of your answer to the task set
- clarity of expression
- supporting documentation for arguments
- proper acknowledgment of documentation and use of consistent and recognised academic citation and bibliographic conventions
- logical planning, sequence and use of paragraphs
- use of inclusive language
- overall presentation, including correct grammar, spelling and punctuation
- comprehensive coverage reflecting engagement with set readings and other relevant materials
- use of language appropriate to an academic tertiary audience.

Criteria for grading assignments

In this course, in addition to general assessment criteria, we are looking for evidence of:

- comprehension of, and **intertextual links** across, course materials
- **critical** engagement with concepts introduced in this course
- **application** of theory and research in order to **evaluate and innovate** in relation to current local practice
- engagement in **online discussion** and use of online materials

- consistent use of recognised academic bibliographic and referencing conventions

IMPORTANT INFORMATION ABOUT ALL ASSESSMENT

All students must adhere to the University of South Australia's policies about assessment:

http://www.unisa.edu.au/policies/manual/2009/1_assessment_principles_requirements.pdf. Key information may also be found in the Assessment section of *Extra course information* at: <http://www.unisa.edu.au/ltu/staff/practice/materials/course-information/extra.asp>

Students with disabilities

Students with disabilities may be entitled to a variation or modification to standard assessment arrangements. Information for students with disabilities is available at: <http://www.unisa.edu.au/ltu/students/study/disability/default.asp>

VARIATIONS TO ASSESSMENT TASKS

Students may request a variance to assessment methods, tasks and timelines based on medical, compassionate or religious observance grounds, or community services. Such variations must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching). Alternative arrangements due to unexpected circumstances should be discussed with the Course Coordinator as required. More information about variation to assessment may be found by consulting the relevant policy:

http://www.unisa.edu.au/policies/manual/2009/3_moderation_variation.pdf

ACADEMIC INTEGRITY

The university aims to foster and preserve the scholarly values of inquiry, experimentation, critical appraisal and integrity, and to foster these values in its students. Academic Integrity is a term used at university to describe honest behaviour as it relates to all academic work (for example papers written by staff, student assignments, conduct in exams, etc) and is the foundation of university life.

One of the main principles is respecting other people's ideas and not claiming them as your own. Anyone found to have used another person's ideas without proper acknowledgement is guilty of Academic Misconduct and the University consider this to be a serious matter.

The University of South Australia wants its students to display academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens and that students adhere to high standards of academic integrity and honesty at all times, the University has policies and procedures in place to promote academic integrity and manage academic misconduct for all students.

More information about Academic Integrity and what constitutes academic misconduct can be found in Section 9 of the Assessment policies and procedures manual at: <http://www.unisa.edu.au/policies/manual/> or on the Learning & Teaching Unit website at: <http://www.unisa.edu.au/ltu/students/study/integrity.asp>

SUBMISSION AND RETURN OF ASSESSMENT PIECES

See above under Assessment details.

Refer also to *Extra course information* at:

<http://www.unisa.edu.au/ltu/staff/practice/materials/course-information/extra.asp>


Note: information on submission and return of assessment pieces in *Extra course information* is very important. Please read it before submitting assessments.

EVALUATION OF THE COURSE

At the conclusion of the course **Australian students** will be provided with access to the UniSA Course Evaluation Instrument (CEI). You will be contacted when the CEI is available and advised how you can complete it. **Canadian students** will be sent an equivalent evaluation questionnaire which we ask that you complete and return to us via email. This evaluation process is very important to us and assists in the process of updating and improving our courses.

Previous evaluations have led us to alter this course in several ways, including the timing of assignments, the updating of readings and the inclusion of online resources. We value your feedback.

FEEDBACK FORM

 University of South Australia		Assessment feedback
<p>Literacy Teaching in Practice 3 – Literacies and New Technologies (EDUC 5073)</p> <p>Assignment 1—Discussion of key issues and debates focussed on new technologies in relation to: your literate practices, literate practices of one student, the context of schooling, implications for your professional practice and learning.</p> <p>Length: 1500 words. Weighting: 40%. Due date: Wed 21 May 2009</p>		
<p>Key components of this assignment</p>		<p>Comment by marker</p>
<p>consider the complex economic, socio-cultural and political factors which shape the production and consumption of the new technologies in the community, home, workplace and school</p>		
<p>review research into the uses children make of the new technologies inside and outside school</p>		
<p>consider ways of responding ethically and practically to the issues raised</p>		
<p>general assessment criteria</p>		
<p>Summary comment</p>		
<p>The Graduate qualities being assessed by this assignment are indicated by an X:</p>		
<p><input checked="" type="checkbox"/> GQ1: operate effectively with and upon a body of knowledge</p>	<p><input checked="" type="checkbox"/> GQ5: are committed to ethical action and social responsibility</p>	
<p><input checked="" type="checkbox"/> GQ2: are prepared for lifelong learning</p>	<p><input checked="" type="checkbox"/> GQ6: communicate effectively</p>	
<p><input checked="" type="checkbox"/> GQ3: are effective problem solvers</p>	<p>GQ7: demonstrate an international perspective</p>	
<p><input checked="" type="checkbox"/> GQ4: can work both autonomously and collaboratively</p>		
<p>Assignment grade/mark</p>		

This form meets the 2007 requirements of UniSA's Code of Good Practice: Student Assessment

**Literacy Teaching in Practice 3 – Literacies and New Technologies (EDUC 5073)**

Assignment 2—Report on an investigation into the possibilities of an English/literacy teaching scenario which integrates ICT into the curriculum and pedagogy

Length: 2500 words. Weighting: 60%. Due date: 6 July 2009

Key components of this assignment	Comment by marker
Content should include reflection on your scenario and its connection with: the focus reading, the educational context, the policy environment, the curriculum and pedagogy, assessment, professional learning, technological and human resources.	
theoretical and practical understandings about what the field describes as 'new' and 'multimodal' literacies	
review one or more studies into multiliteracies and multimodal literacy	
articulate an informed, ethical and critical stance on relevant issues as they relate to your context(s)	
consider ways of responding ethically and practically to the issues raised	
general assessment criteria	
Summary comment	
The Graduate qualities being assessed by this assignment are indicated by an X:	
X GQ1: operate effectively with and upon a body of knowledge	X GQ5: are committed to ethical action and social responsibility
X GQ2: are prepared for lifelong learning	X GQ6: communicate effectively
X GQ3: are effective problem solvers	X GQ7: demonstrate an international perspective
X GQ4: can work both autonomously and collaboratively	
Assignment grade/mark	

This form meets the 2007 requirements of UniSA's Code of Good Practice: Student Assessment

COURSE CALENDAR—STUDY PERIOD 2, 2009

Week	Dates	Topic	Assessment
Prep	30 Mar-5 April	<i>Preparation*</i>	
Prep	6-12 April	<i>Preparation*</i>	
1	13-19 April	Topic 1	Activity 1
2	20–26 April	Topic 1	Activity 2
3	27 April–3 May	Topic 1	Activity 3
4	4–10 May	Topic 1	Activity 4
5	11-17 May	Topic 2	
6	18-24 May	Topic 2	Assignment 1 due Wednesday 20 May 2009 Activity 5
7	25- 31 May	Topic 2	Activity 6
8	1-7 June	Topic 3	
9	8-14 June	Topic 3	Activity 7
10	15-21 June	Topic 3	
11	22-28 June	Topic 3	
12	29 Jun-5 July	Topic 3	Assignment 2 due Monday 6 July 2009
13	6-12 July	Assessment week	

*NB. Note that this course starts later than most UniSA Study Period 2 courses to allow North American and Australian teachers to work together as students. Australian students who receive their material prior to week 1 are encouraged to explore the site and to begin reading and preparation for the course but to **wait until the suggested dates** for participating in the online elements. Discussion sites and the noticeboard for this cohort will be put onsite before week 1.

EDUC5073/CI/01/2009