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10/16/17
Research in Digital Literacy
Annotated bibliography

- 1) Kersten, S. (2017). Becoming Nonfiction Authors: Engaging in Science Inquiry. *The Reading Teacher*, 71(1), 33-41. doi:10.1002/trtr.1577

This paper was written by a doctoral student who spent 16 weeks in a second grade class as they created multimodal non fiction books. The project combined Language Arts and Science. The students developed multimodal skills of data collecting, reading, writing, and experimentation. Additionally, they honed their informational literacy skills as they collected and confirmed text choices. Through interviews with students, this article positively showed the literacy and critical thinking skills developed in these young learners.

- 2) Reynolds, R. (2016). Defining, designing for, and measuring “social constructivist digital literacy” development in learners: a proposed framework. *Department of Library and Information Science, School of Communication and Information*, 1-28. doi:10.1007/s11423-015-9423-4

In an attempt to steer “digital literacy” definitions away from software based proficiency, Rebecca Reynolds adapts a general skill based theory which she has named social constructivist digital literacy. In short, it is leveraging digital literacy for product creation. Specifically, she uses this framework to experiment with impoverished learners (ie limited digital access/literacy) in the product area of game design. The framework includes: Create, Manage, Publish, Socialize, Research, and Surf (Play). The concluding findings were that these individual skills have great overlap and relationship and that higher digital literacy at school correlated to higher digital literacy and creation at home. I found this study to be interesting as it focused on underprivileged students but the conclusions found were not surprising or ideology challenging.

- 3) Ellison, T. L. (2017). Digital Participation, Agency, and Choice: An African American Youths Digital Storytelling About Minecraft. *Journal of Adolescent & Adult Literacy*, 61(1), 25-35. doi:10.1002/jaal.645

This article recounts research conducted with one young African American man that had the goal of better understanding the interplay between race/culture and identity formation/ expression through digital literacy. The author, Tisha Lewis Ellison, spent time with the student every week during an after school program geared at teaching students how to make a digital story. Her findings were that digital literacy opens a door to helping marginalized students build an identity apart from stereotypes as they come to view themselves as creators. She also made note of the multimodal characteristics of creating a digital story. This article has powerful implications for all students as we seek to involve them in participatory culture. Participatory culture inherently assumes that a contributor has something to say. I believe that every person does have a unique voice and perspective. This article encourages me to develop that awareness in my students.

- 4) Julien, H. (2016). Beyond the Hyperbole: Information Literacy Reconsidered. *Communications in Information Literacy*, 10(2), 124-133. Retrieved October 16, 2017.

This very interesting article was written as a call to arms for education and public librarians written by a librarian. The author begins by calling out the confusing use of many new terms associated with digital literacy. Namely, that they are frequently defined in different ways or that the different terms actually apply to the same concept but are used by different organizations. To this confusion, there is pressure to see informational literacy as the key to future world stability. Global organizations such as the UN have identified informational literacy as the key (or alternatively sledge hammer) to healthy democratic societies. Yet

we have little appreciation for the level of sophistication required for informational literacy. Information is situated in so many ways: culture, age, gender, economic status, location, etc. Even evaluation of information is much harder to actually inculcate than commonly asserted as much of our foundational understanding is rooted in cultural history and not necessarily fact. Additionally, teachers aren't informational literate so expecting them to teach students is not realistic. Overall, this was a fascinating read that was refreshing as it gave voice to some common frustration/confusion that comes from studying these new literacies. It was also helpful to place informational literacy in its proper perspective as it is an increasingly important skill for private and professional success, yet is more complicated than many definitions would have us believe.

- 5) Bazalgette, C., & Buckingham, D. (2012). Literacy, media and multimodality: a critical response. *Literacy*, 47(2), 95-102. doi:10.1111/j.1741-4369.2012.00666.x

This article challenges the current use of multimodal theory and claims that it has been simplified from its intended and original form in order to be "usable" by classroom teachers and school administration. The main critique is that, as it is now being used, multimodal theory is simply reinforcing the distinction between print and non-print text. Among other issues, this distinction seems to carry status assignment which leaves print text as the pinnacle of literacy and all other modes as lesser creations. The authors suggest incorporating moving images and film into curriculum to challenge these false interpretations of multimodality and also because film usage bypasses traditional curriculum progressions as children do not need to be print literate to engage in semiotic analysis. This text was an interesting critique. I can see their point as to the dumbing down of the theory to make it palatable to harried teachers.

- 6) Literat, I. (2017). The Power of a Pony: Youth Literacies, Participatory Culture, and Active Meaning Making. *Journal of Adolescent & Adult Literacy*, 61(1), 113-116. doi:10.1002/jaal.661

This short article is a review of a documentary about Bronies (adolescent boys and men who became fans of the latest remake of My Little Pony). The thrust of the article is that even this show intended for an audience of little girls has attracted participants who use their common interest to explore issues of identity and creation and multimodal literacy. Ideas for pedagogical influence is to view teachers and students as walking side by side, engaging together in semiotic experiences. Additionally, using pop cultural references as a starting point for media remixing and creation always including a social aspect for students to participate. This article gave me several specific lesson ideas and reinforced components of participation, personal engagement, and cultural relevancy that are becoming necessary in good learning experiences.

- 7) Nagle, J., & Stooke, R. (2016). Railways, rebellions and Rage Against The Machine: adolescents interests and meaning-making in the creation of multimodal identity texts. *Literacy*, 50(3), 158-165. doi:10.1111/lit.12081

This article details a study done to investigate how adolescents, who are currently engaging in identity making behaviors ousted of should, could be invited and encouraged to include identity in school works. Basically, kids are interested in putting more of their personal spin and interpretation on projects in school but are rarely given the opportunity to within current curriculum. So in an individualized history project students were encouraged to personalize their research and presentations. This led to many interesting interactions between the teacher and student as both sides shared out-of-school identities and uses those conversations to enrich the learning process. The whole time I was reading this article, all I could see is how they defined multimodal literacy in the way Literat was criticizing. The

teaching strategies isn't bad, but can it be called multimodal just because its relevant to a student's life?

- 8) Tucker-Raymond, E., Gravel, B. E., Kohberger, K., & Browne, K. (2016). Source Code and a Screwdriver: STEM Literacy Practices in Fabricating Activities Among Experienced Adult Makers. *Journal of Adolescent & Adult Literacy*, 60(6), 617-627. doi:10.1002/jaal.612

These researches looked to adults to inform their pedagogical recommendations. They conducted interviews with 14 Makers- people who physically create or repurpose-to see what STEM literacies were used at different steps of the process and just what comprised the process. A notable connection to other readings is the required social nature of making process. Most of the makers had a community of friends and experts who provided feedback and helped them to problem solve. Overall the article argued for contextualizing literacy curriculum for best results.

- 9) Rainey, E. C., & Storm, S. (2017). Teaching Digital Literary Literacies in Secondary English Language Arts. *Journal of Adolescent & Adult Literacy*, 61(2), 203-207. doi:10.1002/jaal.677

This article is a good resource for an old school teacher who doesn't know how to use digital texts in his or her classroom. It's title is misleading as it doesn't make use or reference to Digital Literacies as I have come to know it, but simply encourages teachers to use traditional literacy to interpret digital texts including text messages, music videos and online texts.

- 10) Cappello, M., & Walker, N. T. (2016). Visual Thinking Strategies: Teachers Reflections on Closely Reading Complex Visual Texts Within the Disciplines. *The Reading Teacher*, 70(3), 317-325. doi:10.1002/trtr.1523

This article detailed a research project in which teachers incorporated one specific thinking strategy, as opposed to the multiple suggested in the title, to improve student engagement and critical thinking. It's a strategy I've used myself and while simple, is very effective. For a chosen visual you ask 1) what is happening, 2) what in the visual makes you think that and 3) what else do you notice. It's a way of teaching learners how to closely "read" an image as they might a text.