

HANDBOOK OF RESEARCH ON NEW LITERACIES

Editors

Donald J. Leu, Jr. University of Connecticut
Julie Coiro, University of Connecticut
Michele Knobel, Montclair State University, New Jersey
Colin Lankshear, James Cook University (to be confirmed)

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DESCRIPTION

The nature of literacy is rapidly changing as new information and communication technologies, such as the Internet, rapidly generate new literacies required to effectively exploit their potential for reading, writing, and communication (Bruce, 2003; Lankshear & Knobel, 2003; Leu, Kinzer, Coiro, & Cammack, 2004). Scholars from diverse disciplines, ranging from cognitive science (Gee, 2003; Mayer, 2001) to sociolinguistics (Cope & Kalantzis, 2000, 2003; Gee, 2004; Kress, 2003; Lemke, 1998) to cultural anthropology (Markham, 1998; Street, 2003; Thomas, forthcoming), have begun to recognize changes to literacy as they begin to study the consequences of these changes for their individual areas of study. As many new heuristics appear to inform this multidisciplinary work, a new perspective about the nature of literacy is beginning to emerge. This perspective, often referred to as “new literacies,” is still in its initial stages but it is clear to most that it will be a powerful one, redefining what it means to be literate in the 21st century.

The construct “new literacies” means many different things to many different people. However, most would agree there are at least three defining characteristics of this perspective:

1. new literacies are central to full civic, economic, and personal participation in a globalized community and, as a result, are critical to educational research and the education of all of our students;
2. new literacies are deictic – they regularly change as their defining technologies change;
3. new literacies are multifaceted – they benefit from analysis that brings multiple points of view to the discussion.

The purpose of this volume is to provide a central vehicle for directing research in this area. It will provide a single location to review the research from multiple lenses in multiple areas of investigation. Such a volume is critically important to help develop the multifaceted perspective necessary to inform educational research that might improve instruction as new technologies define even newer literacies that will be central to our lives in a global information society. The *Handbook of Research on New Literacies* will bring together leading scholars from around the world to review the research in their area, from the perspectives they find to provide the greatest insight into the questions that they address. We expect the *Handbook of Research on New Literacies* to provide the central leadership for this newly emerging field, directing scholars to the major issues, theoretical perspectives, and interdisciplinary research on new literacies.

Citations

Bruce, B. C. ed. (2003). *Literacy in the information age: Inquiries into meaning-making with new technologies*. Newark, DE: International Reading Association.

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- Thomas, A. (forthcoming). *e-selves | e-literacies | e-worlds: Children's literacies and identities in virtual communities*. New York, NY: Peter Lang.

AUDIENCE

The audience for this volume includes the literacy research community, broadly conceived. This includes scholars from the traditional reading and writing research communities in education and educational psychology as well as scholars from information science, cognitive science, psychology, sociolinguistics, computer mediated communication, and other related areas that find literacy to be an important area of investigation. Important additional audiences include libraries and graduate students. Finally, given the recent movement towards research-based reading instruction and policy initiatives, there will also be an important audience among school administrators and policy makers who are seeking summaries of the latest research to inform their actions.

Just as issues of reading attracted a broad collection of researchers, from many disciplines, in the last two decades of the 20th century, we believe a similar phenomenon is taking place now with new literacies. As literacy and technology converge, many scholars are now moving their research into this area since the emerging constructs appear to inform their own work in powerful ways and since the potential for influencing education appears so great. Most individuals recognize that these new literacies will be central to all literacy and learning issues in

the 21st century. Thus, we see this as a potentially large market that will only increase over time. We seek to make this the defining volume for this newly emerging field.

APPROACH AND SCOPE

A central assumption of this handbook is that we need to make visible the multiple perspectives and theoretical frames that currently drive work in new literacies. Each contributor will be asked to clearly establish what they consider to be the central questions in the area they represent, define the theoretical framework they find to be the most powerful for research on this issue, and explain why they choose this lens over others. Then, they will be asked to comprehensively review the research on the issues they explore; drawing conclusions for teaching and learning, or education policy more broadly defined, where these are possible. Finally, they will be asked to identify essential next questions.

Authors have been selected on the basis of their leadership and/or innovative research in their special area of investigation. Each has a clearly established reputation in his/her research area. We include leaders from the areas of social semiotics and multimodality, online research methodology, multimedia studies, computer-mediated communication, e-learning and learning management, reading comprehension research, child and adolescent literacy studies, and other areas of important inquiry.

Following an introduction by the editors, reviews of research will be clustered into six sections: methodology, knowledge and inquiry, communication, popular culture, citizenship in a globalized world, instructional practices and assessment. A unique, seventh section will consist of commentary by leaders in the area of new literacies research on articles that have been identified by section contributors as central to the fields in which they work. Each contributor to the volume will nominate what he or she considers to be the most important study in the area represented by his or her section. The editors will review all nominations and select one from each section. Then, two leaders in new literacy research will critique one of these studies and provide analytic commentaries on how that study teaches us important lessons about additional, new research that must be conducted in the future. In this way the book will make a valuable contribution to postgraduate training in research scholarship by modeling the practice of critical review of literature in relation to central texts.

OUTSTANDING FEATURES

Several aspects of this volume make it stand out from others:

- Two of the most important areas in educational research are literacy and technology. A handbook at the intersection of these two areas will draw upon the potential of each area while carving out important new territory, establishing a leadership position in an important, emerging area.
- Each of the authors is a pioneering leader in his/her area of study.
- Rather than imposing a theoretical structure on this emerging area, this handbook seeks to support the development of a rich array of theoretical perspectives to inform future research.

- “New Literacies” is strongly contested terrain and “players” at many locations within the overall endeavor of educational research have a stake in ongoing debate and developments in the area. This book will be an important catalyst in informing the debate and keeping it productively open.
- Collectively, the authors represent the widest possible combination of research traditions and theoretical perspectives.
- The final section is unique. No other volume, let alone handbook, includes research exemplars and then has preeminent individuals from around the world critique these studies, discussing how each leads us to important new investigations, both in terms of methodology as well as the next questions that need to be explored. This feature will provide an important model of critical analysis for emerging scholars in this area.
- The editors include both leaders in this area of research as well as emerging young scholars who have made a significant mark in the field. We believe it is essential to include the voices and perspective of our next generation of scholars in this area since younger scholars are quickly gravitating to research in this area.
- Once the draft chapters have been reviewed and previewed by the editors, a core of the contributors will meet for a working conference to enhance the scope, internal coherence, and quality of the final text.
- The book will make a strong pitch to public and education policy developers by including work that situates trends in the emergence, evolution, and importance of new literacies in relation to contemporary directions in formal schooling – which tend to respond to new literacies by either ignoring them or by trying to compress them into established school ways. Both responses are educationally counterproductive and contribute to the worrying levels of student disengagement that are widely acknowledged.
- The collection readily lends itself to the possibility of developing a companion website that includes regularly updated links to new research within each of the 6 focus areas addressed in this volume. The website could also host a forum for ongoing discussions about new literacies.

COMPETING VOLUMES

There are no volumes currently published that compete with this proposed collection. The closest handbooks in adjacent areas include the *Handbook of Reading Research* and the *Handbook of Literacy and Technology*. Each, however, looks at issues outside the specific area of this project. The former focuses almost exclusively on the reading of traditional, printed text. The *Handbook of Literacy and Technology* looks at many issues but lacks a general theoretical framework that captures the changes that are taking place, and so focuses substantially on software tools used to support traditional literacies and other issues that are framed in a more traditional fashion. Editors of the volume proposed here have authored chapters in each of these other handbooks.

MARKET CONSIDERATIONS

This volume will be highly appropriate for graduate classes on literacy, literacy and technology and new literacies. Indeed, we envisage the book becoming an integral text for postgraduate research programs at the intersection of literacy, technology and learning. The book will be of interest to researchers, graduate students, school administrators, public policy makers, and

libraries. As the defining volume in a new and rapidly expanding area, it will have a substantial presence in the marketplace. A conference that includes some of the major authors will be held at the University of Connecticut in early July, 2005 to bring additional visibility and interest in the volume. We expect to also present symposiums around this volume at the National Reading Conference in 2005 and at AERA in 2006.

Finally, we believe that the special, final section, with analytic commentary accompanying the most important studies in the field, holds a unique and dynamic marketing opportunity. We believe this section may be pulled out of the volume and marketed as a separate volume to graduate students and to graduate courses in literacy research (much in the manner of what was done by Sage with the *Handbook of Qualitative Research* edited by Denzin & Lincoln). Having the keenest minds share their analysis of the best studies in the field will provide graduate students with a unique model for seeing into the thought processes of leaders in literacy research.

APPARATUS

We are proposing a volume of around 700 bound pages (or 1725 mss pages) based on the following calculations: 35 chapters and an Introduction, each of 15 pages at 800+ words per page (for average chapter lengths of 12,000 words including references), plus five previously published articles that are central to the development of new literacies as a research field and for which we will obtain permission to reprint. Each article will be accompanied by two commentaries of no more than 5,000 words in length each.

STATUS OF THE BOOK AND TIMELINE

The selection of contributors and chapter topics has been tentatively completed and is listed in this proposal. There may be some slight modifications given the usual exigencies that often occur in complex projects of this type. Most of these authors have been notified and have agreed to the project. ***All authors listed below with an asterisk beside their name have written and agreed to write chapters to our timeline.*** Some have begun writing. The proposed timeline for this project is listed below:

December 1, 2004	Contract negotiations completed and contract signed.
January 1, 2005	Final invitations sent out and final chapters agreed to by editors and authors.
May 1, 2005	First draft manuscripts submitted and in hand.
July 1, 2005	Revision requests submitted to all authors.
July 1, 2005	New Literacies Conference to be held on the campus of the University of Connecticut. This will include researchers, selected authors, teachers, superintendents, and policy makers.
September 1, 2005	Final revisions are due for all chapters.
January 1, 2006	Complete manuscript submitted to the publisher.

ORGANIZATION OF THE BOOK

(An asterisk beside author name/team indicates that the author has agreed to contribute the specified chapter)

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PREFACE

ACKNOWLEDGEMENTS

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* Julie Coiro, University of Connecticut; Michele Knobel, Montclair State University;
Colin Lankshear, James Cook University; Donald J. Leu, Jr., University of Connecticut

II. METHODOLOGIES

Methodological issues in new literacies research

* Charles K. Kinzer, Teachers College, Columbia University, USA

Conducting research on multimodal texts using social semiotics

* Gunther Kress, University of London, England

The ethnographic investigation of online social practices

* Kevin Leander, Vanderbilt University, USA

Large-scale quantitative survey research on new technology uses

Ron Anderson, University of Minnesota, USA

Mixed methodology research on new literacies

Sonia Livingstone and Magdalena Bober, London School of Economics and Politics

Interviews and qualitative studies of online social practices

Lori Kendall, Purchase College-SUNY, USA

III. KNOWLEDGE AND INQUIRY

Comprehension and New Literacies for At-Risk Learners

* Bridget Dalton, Center for Applied Special Technology (CAST), USA

The Internet as an Information Resource

* Els Kuiper, Vrije Universiteit, Amsterdam, Netherlands

Hypertext and Navigation

* Kim Lawless, University of Illinois, Chicago, USA

Multimedia learning and literacy

* Richard Mayer, University of California, Santa Barbara, USA

Multimodal Reading and Comprehension in Online Environments

* Claire-Wyatt Smith and John Elkins, Griffith University, Queensland, Australia

Multiliteracies

*Len Unsworth, University of New England, Australia

IV. COMMUNICATION

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* Guy Merchant, Sheffield University, England

New technologies and second language learning

*Steven Thorne, Pennsylvania State University, USA

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*Torill Mortensen, Volda College, Norway

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Susan Herring, Indiana University, Bloomington, USA

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Gloria Jacobs, University of Rochester, USA

Effects and constructions of gender in online communications

Jon Marshall, University of Technology Sydney, Australia

V. POPULAR CULTURE

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* Rick Beach and David O'Brien, University of Minnesota, USA

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* Dana Cammack, Teacher's College, Columbia University, USA

Literacy and Gaming

*Kurt Squire, University of Wisconsin-Madison, USA

Identity, popular culture and new literacies of adolescents

* Margaret Hagood, College of Charleston, South Carolina, USA

Narratives and popular culture from a media perspective
Margaret Mackey, University of Alberta, Canada

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Jackie Marsh, Sheffield University, England

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Julian Sefton-Green, WAC Media Arts College, London

VI. CITIZENSHIP IN A GLOBALIZED WORLD

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* Jerry Everard, Visiting Fellow, Australian National University, Australia

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Chip Bruce, University of Illinois, Urbana-Champaign, USA

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* Neil Anderson and Colin Baskin, James Cook University, Australia

Researching multimodal literacy
* Carey Jewitt, Institute of Education, University of London, England

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* Ilana Snyder, Monash University, Victoria, Australia

Assessing learning in online contexts
Susan Goldman and Jim Pellegrino, University of Illinois, Chicago, USA

New literacies in math and science
Edys Quellmalz, Geneva Haertel, and Barbara Means, Center for Technology in Learning, SRI International, Boston, USA

VIII. ANALYSIS AND CRITIQUE OF FIVE RESEARCH ARTICLES CENTRAL TO THE FIELD

This section has two aims: (1) to survey key researchers in the area of new literacies and new technologies and identify five research articles considered by most to be central texts in the development of new literacies and new technologies as a distinct field of research endeavor; and

(2) to select ten key figures within this area to model for readers approaches to analyzing and critiquing published research.

The design of this section comprises five reprinted articles and two analytic commentaries on each of these articles. Each of the five areas of the handbook—i.e., Knowledge and Inquiry, Communication, Popular Culture, Citizenship in a Globalized World, Instructional Practices and Assessment—will be represented by one article. The editors will choose the articles based on input from Handbook chapter authors. The articles will have been previously published in journals. The commentators will be drawn from a pool of scholars widely recognized as having a direct impact on research focusing on new technologies and new literacies. This pool from which ten commentators will be drawn will include, but not be limited to, the following key figures:

James Gee (US), who has researched and published extensively in the area of learning, new literacies and digital gaming

Jay Lemke (US), who is known internationally for his work on new digital media, literacy and learning.

Donna Alvermann (US), who has published widely on adolescent literacies and popular culture

Suzanne de Castell (Canada), who has researched widely in the areas of literacy, gender and gaming

Catherine Beavis (Australia), who has published widely in the area of subject English pedagogy and digital technologies

Helen Nixon (Australia), who researches and publishes in the area of media, popular culture and the new technologies of information and communication

Nola Alloway (Australia), who researches and publishes in the area of gender and new technologies with a particular emphasis on early childhood settings

Wakio Oyanagi (Japan), who has worked with Nintendo in Japan as a consultant, and who is currently Aide to the President of Nara University with respect to teacher education and new technologies.

Richard Andrews (England), who is known internationally for his work on information and communication technologies and literacy education

John Furlong & Ruth Furlong (UK), who have studied home and school uses of computers and impacted directed on policy in the UK concerning new technologies, teaching and learning

Neil Selwyn (UK), who is known widely for his research work on national technology programs and critiques of instructional practices linked to, or promoted by, these programs

Sam Inkinen (Finland), who is well-known in northern Europe for his investigations of children and their new media engagement

Tapio Varis (Finland), who has worked for UNESCO as a consultant on new technologies, literacies and citizenship projects

Bill Cope & Mary Kalantzis (Australia), who are known internationally for their work in multiliteracies and digital technologies

NOTES ON CONTRIBUTORS

AUTHOR INDEX

SUBJECT INDEX

EDITOR INFORMATION

Editor: Donald J. Leu, Jr.

Address: Neag School of Education
University of Connecticut
249 Glenbrook Road, U-2033
Storrs, CT 06269-2033
Ph: 860.486.0168
Fax: 860.486.2994
Email: donald.leu@uconn.edu

Donald J. Leu, Jr. holds the John and Maria Neag Endowed Chair in Literacy and Technology at the University of Connecticut. His work focuses on the use of Internet technologies to support literacy and learning. Don has more than 100 publications and seventeen books. His most recent book is: *Teaching with the Internet: New Literacies for New Times, 4th edition* (2004) with Deborah Diadiun Leu and Julie Coiro. A recent work, defining a new literacies perspective, appears in the 5th edition of *Theoretical Models and Processes of Reading*. He has authored chapters on new literacies in *The Handbook of Reading Research* and *the Handbook of Literacy and Technology*. He edited the National Reading Conference Yearbook for six years and serves on the editorial advisory boards of *Reading Research Quarterly* and *Journal of Literacy Research*. Don is President-Elect of the National Reading Conference and is a Fellow in the National Conference on Research in Language and Literacy.

Editor: Julie Coiro

Address: Neag School of Education
University of Connecticut
249 Glenbrook Road, U-2033
Storrs, CT 06269-2033
Ph: 860.486.0168
Fax: 860.486.2994
Email: jcoiro@snet.net

Julie Coiro is currently completing her dissertation on the nature of reading comprehension on the Internet at the University of Connecticut in the department of Educational Psychology. Julie also provides job-embedded professional development opportunities in the areas of technology integration, curriculum development, and literacy skills and strategies and has been invited to speak on these topics at universities and K-12 schools around the United States. She has published articles on the changing nature of reading comprehension in *The Reading Teacher* and *New England Reading Association Journal*. Julie recently co-authored the book *Teaching with the Internet: New Literacies for New Times, 4th edition* (with Don and Deborah Diadiun Leu) and has published chapters in the 5th edition of *Theoretical Models and Processes of Reading*, *The Handbook of Literacy and Technology*, and in the upcoming book, *Envisionments: Expanding Literacies and Changing Technologies in Classroom Practices*.

Editor: Michele Knobel

Address: Department of Early Childhood, Elementary and Literacy Education
210 Finley Hall
Montclair State University
Montclair, NJ 07009, USA
Ph: 973-655-5405
Fax: 973-655-7043
Email: knobelm@mail.montclair.edu

Michele Knobel is an Associate Professor at Montclair State University, New Jersey (USA), where she is also the co-ordinator of the undergraduate and graduate literacy programs. Michele is also an Adjunct Professor at Central Queensland University, Australia, and at McGill University in Canada. She has worked within teacher education in Australia, Mexico, Canada and the US. Her research interests focus principally on school students' in-school and out-of-school literacy practices, and the study of the relationship between new literacies and digital technologies. She has published a number of books, including *Everyday Literacies: Students, Discourse and Social Practice*. She has co-written a number of books in English and Spanish with Colin Lankshear, including: *New Literacies: Changing Knowledge and Classroom Learning*; *Alfabetización en la Época de la Información: Perspectivas Contemporáneas*; and the recently published *Handbook for Teacher Research*.

Editor: Colin Lankshear

Address: School of Education
James Cook University
PO Box 6811
Cairns, Q. 4870
Australia
Email: colin@coatepec.net

Colin Lankshear is Research Professor at James Cook University in Queensland, Australia, where he coordinates research in the School of Education on the Cairns Campus. He is also an associate teacher at the National Autonomous University of Mexico in Mexico City, an Adjunct Professor on the Faculty of Education and Creative Arts at Central Queensland University, and a Visiting Scholar at McGill University in Montreal. His current research interests focus on literacy and new technologies, and he retains a long time interest in critical theory. Some of his books include *Literacy, Schooling and Revolution*, *The New Work Order* (with James Gee and Glynda Hull), *Changing Literacies, Teachers and Technoliteracy* (with Ilana Snyder), and two books in Spanish on qualitative research, *Maneras de Ver* and *Maneras de Descubrir* (with Michele Knobel).

REFEREES

Charles Kinzer

Department of Mathematics, Science and Technology
Teachers College, Columbia University
525 West 120th Street
New York
NY 10027
Tel: 212-678 3341
kinzer@exchange.tc.columbia.edu

Donna Alvermann

School of Leadership and Lifelong Learning
University of Georgia, Athens
309 Aderhold Hall
Athens, GA 30602-7125
Tel: 706-542-2718
dalverma@uga.edu

Joanne Larson

Chair, Teaching, Curriculum, and Change
Warner Graduate School of Education and Human Development
University of Rochester RC Box 270425
Rochester, NY 14627 USA
JLarson@ITS.Rochester.edu

Rick Beach

Department of Curriculum and Instruction
College of Education and Human Development
University of Minnesota
125 Peik Hall
159 Pillsbury Drive SE
Minneapolis, MN 55455-0208
Tel: 612-625 4006
rbeach@unm.edu

Catherine Kell

Learning Designer
Centre for Flexible and Distance Learning (CFDL)
University of Auckland
4th Floor, Fisher Building
Waterloo Quadrant
NEW ZEALAND
Tel: 64- 9-3737599x84883
Fax: 64-9-3737940x83840
c.kell@auckland.ac.nz