



Multimodal Approaches to Non-Fiction Reading

¹Bethany A. Silva, ²David J. Baroody

¹University of Pennsylvania, ²Germantown Academy (USA)

silvab@gse.upenn.edu, david.barood@germantownacademy.net

Abstract

More than a decade into the 21st century, education still approaches the incorporation of technology in the non-fiction curriculum as a tack-on, positioning print-based text hierarchically as the most valid learning tool. In situations of time-constraint, the lessons that get cut are generally multimodal, whereas print-based reading, as the reified medium, remains.

Methodologies that privilege print-based reading and learning no longer meet the needs of 21st century students. This paper examines theories of reading that both pre-date the internet as well as theories that emerged once technology changed information-gathering experiences. This paper also examines a 21st century middle school lesson plan on the Lascaux Caves which uses as its text the virtual tour of this paleolithic site created by the French government.

By highlighting the differences in pedagogy between the transmission model and the adaptive 21st century model, our question becomes: if we take what we know about theories of how students have historically developed a sense of non-fiction, and merge that understanding with an interactive relationship with technology, what does it mean for ways that students read non-fiction today?

References

- [1] Alvermann, D. E. (2008). Why bother theorizing adolescents' online literacies for classroom practice and research?. *Journal of Adolescent & Adult Literacy*, 52(1), 8-19.
- [2] Anzaldúa, Gloria. (1987). *Borderlands/La frontera: The new mestiza*. San Francisco, CA: Spinster/Aunt Lute.
- [3] Common Core State Standards Initiative. (2010). *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. Retrieved from: http://www.portal.state.pa.us/portal/server.pt/community/current_initiatives/19720/common_core_state_standards/792440
- [4] Darling-Hammond, L. (2010). *The flat world and education*. New York: Teachers College Press.
- [5] Delpit, L. D. (1986). Skills and other dilemmas of a progressive black educator. *Harvard Educational Review*, 56(4), 379-386.
- [6] Ellsworth, Elizabeth. (2006). *Places of learning: Media architecture pedagogy*. New York, NY: Routledge.
- [7] Lascaux Caves Web Tour. <http://www.lascaux.culture.fr/?lng=en#/fr/00.xml>.
- [8] Luke, A. & Freebody, P. (1997). Shaping the social practices of reading. In S. Muspratt, A. Luke and P. Freebody (Eds.), *Constructing critical literacies: Teaching and learning textual practice* (pp. 185-225). Cresskill, NJ: Hampton.
- [9] Pink, D. H. (2010). *Drive: The surprising truth about what motivates us*. Canongate.
- [10] Robinson, S. K. (2010). *Out of our minds: Learning to be creative*. Capstone.
- [11] Rymes, B. (2011). Deference, Denial, and Beyond A Repertoire Approach to Mass Media and Schooling. *Review of Research in Education*, 35(1), 208-238.#
- [12] Siegel, M. (1995). More than words: The generative power of transmediation for learning. *Canadian Journal of Education/Revue canadienne de l'education*, 455-475.
- [13] Street, B. (1984). *Literacy in theory and practice*. New York: Cambridge University Press.
- [14] Sumara, Dennis. (1996). *Private readings in public: Schooling the literary imagination*. New York, NY: Columbia University Press.
- [15] Willis, Arlette. (2007). *Reading comprehension research and testing in the U.S.: Undercurrents of race, class and power in the struggle for meaning*. Mahwah, NJ: Erlbaum.