

Chapter 11

Exploring Multiliteracies Pedagogies With Pre- Service Teachers: A Canadian Perspective

Joanne A. Robertson
University of British Columbia, Canada

ABSTRACT

This chapter provides a review of the research literature related to contemporary views of literacy, including the concept of multiliteracies that originated with the New London Group in the 1990s. The chapter aims to facilitate understanding of a pedagogy of multiliteracies from a Canadian perspective, both in terms of the current research agenda and the implementation of multiliteracies in practice, with a specific focus on the role of teacher education programs. Using a self-study methodology, the author shares her experiences as a teacher educator in British Columbia and proposes a pedagogical framework for pre-service teachers that aims to deepen their understanding of multiliteracies through situated practice, overt instruction, critical framing, and transformed practice. The chapter includes a discussion of digital resources that may enhance educators' ability to design literacy programs that are responsive to the rich cultural and linguistic identities of their students.

INTRODUCTION

The concept of multiliteracies was conceived by the New London Group, a group of ten scholars who met in New London, New Hampshire in 1994 to develop a new pedagogical approach to literacy instruction. Their manifesto on multiliteracies was published in a seminal article that appeared in the Harvard Review in 1996. Multiliteracies recognized the powerful, emergent influences of globalization and proliferation of digital technologies. A pedagogy of multiliteracies expanded the traditional concept of literacy instruction by prioritizing multilingualism and multimodal forms of expression and representa-

DOI: 10.4018/978-1-5225-9261-7.ch011

Exploring Multiliteracies Pedagogies With Pre-Service Teachers

tion through the use of new technologies and increased access to cultural and linguistic diversity within local communities and schools.

A pedagogy of multiliteracies has been well researched over the past two decades by members of the original New London Group (e.g., Cope & Kalantzis, 2000; Kalantzis, Cope & Harvey, 2003; Kress, 2003). In Canada, there has been extensive research on multiliteracies that focuses specifically on making classroom literacy instruction more inclusive and respectful of students' cultural and linguistic *identities* (e.g. Cummins, 2008; Cummins & Early, 2011; Cummins, Hu, Markus, & Montero, 2015; Cummins et al, 2016; Li, 2008; Taylor, Bernhard, Garg & Cummins, 2008). However, despite the emphasis on multiliteracies pedagogies in Canadian educational research and post-secondary education programs over the past two decades, significant gaps between the theoretical conceptualizations of multiliteracies and their implementation in classroom literacy practices and programs still exist (e.g. Early & Kendrick, 2017; Naylor, 2005).

Purpose

This chapter provides a broad theoretical review of the literature related to expanded, socially-constructed views of literacy and literacy instruction, including the conceptual framework of *multiliteracies* that originated with the New London Group. More specifically, the chapter examines a pedagogy of multiliteracies from a current educational perspective, drawing primarily on contemporary Canadian research. The chapter aims to facilitate understanding of the concept of multiliteracies and its operationalisation in practice within Canadian educational contexts, with a specific focus on how multiliteracies can be implemented in teacher education programs. The broad aims of this chapter are twofold: (1) to share a contemporary Canadian perspective on multiliteracies with a broader international educational audience; and (2) to offer a pedagogical framework for teacher education that may help in addressing the gap between multiliteracies theories and current classroom practices.

Research Methodology

Four key research questions guided the design of this inquiry:

1. What are the historical origins of the concept of multiliteracies?
2. How have multiliteracies been conceptualized in current Canadian research?
3. To what extent have multiliteracies pedagogies been understood and implemented by teachers in Canadian classrooms?
4. How might teacher education programs effectively model and advance a pedagogy of multiliteracies?

A mixed method approach was used to explore these inquiry questions. In response to the first three questions, I provide a general theoretical/historical review of the literature on multiliteracies and, more specifically of the current research on multiliteracies that has been conducted within a Canadian context. Specific inclusion criteria were used to select articles for this review. First, I considered only research with specific relevance to the topic of multiliteracies; second, I selected only published peer-reviewed journal articles for review; and finally, the studies I selected for discussion in this chapter represent primarily empirical research conducted in Canada between 2000 and 2019.

13 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/exploring-multiliteracies-pedagogies-with-pre-service-teachers/232058

Related Content

Documenting Teachers and Students Experiences with Interactive Whiteboards in Ireland: Key Findings from an Irish Pilot Project

Miriam Judge (2013). *Digital Literacy: Concepts, Methodologies, Tools, and Applications* (pp. 558-571).
www.irma-international.org/chapter/documenting-teachers-students-experiences-interactive/68470

Science Popularization by Organizing Training Activities Within the Electronic Game Laboratories

S. N. Pozdnyakov, I. A. Posov, A. F. Pukhovand I. V. Tsvetkova (2012). *International Journal of Digital Literacy and Digital Competence* (pp. 17-31).
www.irma-international.org/article/science-popularization-organizing-training-activities/67532

Computing and ICT Literacy: From Students' Misconceptions and Mental Schemes to the Monitoring of the Teaching-Learning Process

Antonio Cartelli (2005). *Technology Literacy Applications in Learning Environments* (pp. 37-48).
www.irma-international.org/chapter/computing-ict-literacy/30204

Open Educational Resources Repositories: Current Status and Emerging Trends

Nadim Akhtar Khanand S. M. Shafi (2021). *International Journal of Digital Literacy and Digital Competence* (pp. 30-44).
www.irma-international.org/article/open-educational-resources-repositories/281641

A Study on the Feasibility of Promoting the Functions of Traditional Schools in Line With the Implementation of Smart Schools in Iran

Hasani Jafari Fatane, Khoshneshin Zohrehand Annamaria Curatola (2017). *International Journal of Digital Literacy and Digital Competence* (pp. 15-24).
www.irma-international.org/article/a-study-on-the-feasibility-of-promoting-the-functions-of-traditional-schools-in-line-with-the-implementation-of-smart-schools-in-iran/202978