Transliteracy:

Relationships Between the Use of Different Media

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**Introduction and Scope:**

This annotated bibliography describes transliteracy as the synergistic relationship of capabilities across different media. Through examination of student learning, the articles identify the complex interactions between multiple literacies, with a focus on information and technology use of today’s learners. Several articles discuss the different channels through which students develop literacy. Additional articles analyze the pedagogical practices used to teach various technical skills. The articles were published from 2005 to 2012 in the United States, the United Kingdom, and South Africa. As transliteracy is a new concept, quickly evolving and still developing, the most current research was the basis of the bibliography.

**Description:**

Transliteracy is dedicated to studying the unique convergence and subsequent interaction of proficiencies across different types of media (Thomas et al., 2007). The platforms through which students demonstrate these multiple fluencies include, but are not limited to reading, writing, television, film, digital and social networking (2007). Though the terminology is fairly new in the library and information world, the concept is not. Multiliteracy studies have demonstrated an implicit relationship between different modes of communicating information, and their parts in making meaning (Jewitt, 2008, p.247). Comprehensively, the studies indicate the beneficial development of these multiple literacies is dependent on student personal and academic use, exposure to various forms of media and pedagogical practice of integration.

**Summary of Findings:**

Emergent technology has had a tremendous impact on society. Incorporated into nearly every facet of life, this technology and consequential unrestricted access to information has
forever changed what it means to be literate. As a result, information professionals in the field of education, suggest a well-rounded picture of ‘new’ literacy, as including a wide range of skills that span various disciplines (Arnone & Reynolds, 2009). Along with the wide reaching technical skills, the 21st century learner also demonstrates analytical skills and self-regulation (2009), items that were not previously deemed related to the classical definition of literacy.

Traditionally, much of the available research in literacy development has only considered the academic form, or the singular development of language skills inside the realm of schools (Grennhow & Robelia, 2009, p.1131). But recent studies in the area of “non-academic” literacies, students’ use of “information and communication technologies” outside of school (p. 1131), have indicated the development of new literacies, which are essential for full participation and engagement in a media rich society (p. 1136).

Along with the development of these useful technical skills, Greenhow, Robelia, and Hughes (2009) also have identified using these ‘Web 2.0’ technologies in both settings could reinforce and foster learning of various educational “competencies” (p.280). New developments in information and communication technology have the “potential to help improve individual and collective access to information, knowledge, and participation” (p. 281). Referred to as ‘metaliteracy’ in some academic communities, this digitalized form of communication promotes critical thinking and collaboration (Mackey and Jacobson, 2011, p. 62). Additionally, one study indicates neurological research supporting a relationship between student immersion in the digital world and its implications on brain function (Owston, 2009, p.271).

The competencies developed through personal and academic use of multiple media types are numerous and varied. Sekeres and Watson (2011) studied this during an ‘immersive’ educational series called the 39 Clues. Narratives of the story were presented to students in the
form of selected readings, multimedia clips, interactive games and forums of discussion (p. 257). Student learning was found to be enriched with the combined effect of the different channels telling the story. The researchers claimed this effect of ‘multimediacy’ was a good indication of how newer literacies interact (p. 257-258). These ideas were also supported by Roswell and Burke’s (2009) findings that digital media adds ‘new layers’ to learning. Some of the layers mentioned were dynamic visuals, emphasis of storyline, and the related texts and providing associated genres that complement the story (p.115).

It’s true; educators cannot overlook the importance of technology based forms of media, as digitalization is in a large part of a student’s everyday life (Pillay, 2010, p.775). However, a student cannot benefit from these media rich technologies, if he or she does not have appropriate access. In, Greenhow, Robelia, and Huges (2009), research examined the differences between students of low-income students, with limited access to technology to their more affluent peers (p. 1138). The findings indicated that there was “differential use” between the two groups (p. 1154). The lower income students were more likely to use the computer for “drill and practice activities” during school (p.1154). These academically un-stimulating tasks do not contribute to the development transliteracy. Instead, students should be ‘reading, writing and interacting’ across a multitude of channels (Thomas et al., 2007), similar to those in The 39 Clues.

Additional research in the 39 Clues study, found information literacy’s unique dependence on teacher effort and student ability (Sekeres and Watson, 2011, p.272). Though students were born and raised in this digitally rich society, these ‘digital natives’ find some communication technologies a challenge, and therefore need someone to teach and facilitate their uses of these tools (Sherblom, 2010, p.503). For this reason, “instructional design, medium and
communication patterns” must be carefully considered to ensure correct implementation of the technology (p.511).

Despite teachers’ concerted efforts to implement technology into literacy instruction, research indicates advancements cannot be reached when teachers lack an understanding. A mixed methods study in New Zealand, found that teachers need to improve their own information literacy in order to be more effective in teaching their students (Probert, 2009, p. 31). Nearly 200 Teachers answered questions on their understanding of the meaning of ‘information literacy’ and reported on classroom practice. The investigation shows a direct correlation between teacher understanding and abilities to incorporate digital media into classroom practice (p.31).

Creating this scholarly, but digitally rich atmosphere is a challenge to many educators (Mackey and Ho, 2005, p.541). As a suggestion for overcoming this challenge, Mackey and Ho propose a “convergent model for information literacy,” which is in agreement of the concept of transliteracy. In the model, students are learning through a ‘combination’ of analytical thinking and application of technical skills (p. 545).

The goal of transliteracy is to identify the unique interaction of different forms of literacy. As the evolution of communication has been facilitated by new technologies, there have been developments in the research of multiple literacies, suggesting literacy is more of a holistic capability (Poyas and Eliam, 2012, 90). Additional research by Mackey and Jacobson (2011) insists that there are many similarities between digital and non-digital literacy types. Also, the authors suggest that most of the difference between the literacy types can be attributed to the changing nature of technology (p.67). Also, Buschman (2009) emphasizes the new kinds of literacy are much like traditional literacies and should be considered as such. “…assertions
about whole new epistemologies and forms of cognition based on the latest consumer products are hollow and silly and should disappear from our professional literature” (Buschman, 2009, p. 112). Greenhow and Robelli (2009) supports this in findings that ‘literary practices’ such as editing, word choice, style etc. were reinforced during personal use of social networking sites (p.1152). These articles indicate that there is a transferable skill set apparent in the various forms of literacy, which is the basic premise of transliteracy.

Transliteracy continues to evolve as society progresses toward newer technologies, increasing the accessibility of information. As we enter the second decade of the 21st century, information technology and instructional technology will continue to change the face of education. The research featured in these articles will convince teachers, librarians, and other information professionals to incorporate a variety of different media types into instruction to have a holistic impact on student learning.

**Bibliography:**

**Entry 1:**


**Abstract:** “AASL’s Standards for the 21st Century Learner are based on a number of common beliefs, including the importance of reading and technology skills, and the acknowledgement that the concept of information literacy has indeed become more complex since the last century. The data provided in this article support the importance of considering the dispositions-in-action component of the new standards when planning instruction. Specifically, this article investigates the contributions of perceived competence in information and digital literacy skills, perceived competence in reading, the disposition to read for enjoyment, and the disposition of curiosity, towards actual performance in an information and digital literacy skills knowledge test. Study participants included more than twelve hundred eighth grade students from twenty states. The study is grounded in historical literature on the construct of curiosity and on self-determination theory. Implications for curriculum design are discussed. The research was supported by a
National Leadership Grant from the Institute of Museum and Library Services.” [published abstract]

**Annotation:** This reference has high authority as it was published as part of the American Association of School Librarian’s Standard’s for 21st Century Learners. A benefit was the large size of study, spanning 20 states. Primarily, this article points out the connection between capabilities in reading, enjoyment for learning, and their relation to capabilities in different forms of literacy.

**Authority:** At the time of publication, Arnone was a Research Associate Professor and Director of Educational Media in the Center for Digital Literacy at Syracuse (N.Y.) University School of Information Studies. Reynolds was an AERA/AIR Research Scholar and Fellow at the American Institutes for Research in Washington, D.C.

**Scholarly/Refereed Status:** As a publication released by the American Association of School Librarian’s, I assumed it was peer reviewed and refereed, and I was correct. Ulrich’s describes it as inform, inspire, motivate, and assist school library media professionals in integrating theory and practice.

**Search Strategy:** Using thesauri on ERIC in an earlier search, I noticed there were more results on the phrase ‘multiple literacies.’ I predicted I would have similar luck with the phrase using Library Lit & Info Science on Dialog. To phrase search I did a proximity search of the keywords.

**Database:** Library Lit & Info Science [Dialog File 438]

**Method of Searching:** Keyword search using proximity operators

**Search String:** b438

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? s multiple(w) literacies
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S1 3 MULTIPLE(W) LITERACIES

**Entry 2:**


**Abstract:** “Literacy was once thought to be well understood and well defined. However, it has been argued that the digital world has disrupted previous notions of literacy, supplanting them with “new” forms of literacies—first in various new literacy studies and now in the library and information science (LIS) scholarship as it applies to information literacy (IL). But do the old forms of literacy in fact hold LIS back? Do the critiques of conceptions of literacy fully represent that foundational scholarship? Are the “new” literacies really all that different from traditional notions of literacy? A review both of concepts of literacy and IL that have been critiqued and of
core ideas of foundational scholarship on the shift from orality to literacy that stand at the center of the scholarly debate over literacy in general, together with an identifying of conceptual foundations of critical reflexivity that underwrite “new” literacies, is undertaken here to inform the scholarly assumptions and claims of LIS and IL.” [published abstract]

**Annotation:** The article provides insight into critical arguments made about development of the classic forms of literacy i.e. reading, writing, and speech in response to technologies that include these texts. Very interesting points are made about the cognitive effect of critical reflexivity, something that appears in the classic forms of literacy.

**Authority:** When the article was published, Buschman was a librarian for scholarly resources at Georgetown University. He is a well published author in the field of Library.

**Scholarly/Refereed Status:** The Library Quarterly is a refereed, peer reviewed scholarly journal. According to Ulrich’s it is “committed to research in all areas of librarianship” and is available in print and electronically.

**Search Strategy:** I noticed the references were becoming too specific. I wanted to broaden my topic and discuss one area of literacy. Since LISTA has such a sophisticated tool for keyword searching, I decided to search for information literacy. After it returned 5,276 articles, I limited the search to only scholarly, peer reviewed articles that were written in the last 6 years.

**Database:** Library & Information Science & Technology Abstracts (LISTA)

**Method of Searching:** Keyword search

**Search String:** ‘Information Literacy’ entered in the search bar.

**Entry 3:**


**Abstract:** “This study examined the role of a social network site (SNS) in the lives of 11 high school teenagers from low-income families in the U.S. We conducted interviews, talk-alouds and content analysis of MySpace profiles. Qualitative analysis of these data revealed three themes. First, SNSs facilitated emotional support, helped maintain relationships, and provided a platform for self-presentation. Second, students used their online social network to fulfill essential social learning functions. Third, within their SNS, students engaged in a complex array of communicative and creative endeavors. In several instances, students’ use of social network sites demonstrated the new literacy practices currently being discussed within education reform efforts. Based on our findings, we suggest additional directions for related research and educational practices.” [published abstract]
Annotation: The paper defends the importance of ‘nonacademic’ communicative literacies in adolescent development. Through research and explanation of findings, the authors show the relationship between different media, and how students must be literate in print based media to engage fully in the other channels. At the same time, it shows the disparity in use and practice between low-income students and students of middle to high income schools.

Authority: At the time of publication, Christine Greenhow was a postdoctorate assistant in the College of Education and Human Development at the University of Minnesota. She was also participating in a grant funded study on adolescent learning. Beth Robelia was the Executive Director of Kitchen Table Learning, a research and evaluation company. She was investigating informal learning at the time.

Scholarly/Refereed Status: The Journal of Computer-Mediated Communication is “devoted to research and essays on the social, organizational and political aspects of computerized communication,” according to Ulrich’s. The periodical directory also lists it as a referred/ peer reviewed journal. This is a credible source.

Search Strategy: On the Internet, I noticed mention of author Christine Greenhow’s name in relation to Ipri’s paper on Transliteracy. Interested to find more relevant information, I used Web of Science to find articles by this Author. I was able to use the GET IT! feature to access the article.

Database: Web of Science

Method of Searching: Author search

Search String: Author=(Greenhow C)

Entry 4:


Abstract: “In the past decade, significant shifts have occurred in the nature of the Internet and the conceptualization of classrooms. Such shifts have affected constructs of learning and instruction and paths for future research. In this article, the authors build on three ideas set forth in comments on their article “Web 2.0 and Classroom Research: What Path Should We Take Now?” The authors believe that these comments, which extend ideas from their initial article, make important contributions to the vision for transformative scholarship and practice they outlined. Specifically, the authors discuss the professional development of teachers, considerations for building research capacity and social scholarship, and the importance of bridging divides to advance a common research agenda on learning and teaching with Web 2.0.” [published abstract]

Annotation: This article is an important perspective on the new ways that learners construct meaning inside and outside of school. The authors wrote this in response to a former article,
where they described three considerations for the improvement of future of instruction. Again focusing on instructional practices, the research supports efforts to take a new direction in the development of interactive lessons.

**Authority:** In 2010, Hughes was an associate professor of instructional technology in the College of Education at the University of Texas. That same year, Christine Greenhow was a postdoctorate assistant in the College of Education and Human Development at the University of Minnesota and Beth Robelia was the Executive Director of Kitchen Table Learning, a research and evaluation company.

**Scholarly/Refereed Status:** The Educational Researcher “contains news and features of general significance in educational research,” according to Ulrich’s. It is a peer reviewed, refereed scholarly journal.

**Search Strategy:** The Greenhow et al. article, was useful at describing the benefits of information literacy and practice of technologies for personal use. I browsed the footnotes and discovered this even more supportive article using Web of Science.

**Database:** Web of Science

**Method of Searching:** Footnote chasing

**Search String:** Referenced in:


**Entry 5:**


**Abstract:** “The characteristics of contemporary societies are increasingly theorized as global, fluid, and networked. These conditions underpin the emerging knowledge economy as it is shaped by the societal and technological forces of late capitalism. These shifts and developments have significantly affected the communicational landscape of the 21st century. A key aspect of this is the reconfiguration of the representational and communicational resources of image, action, sound, and so on in new multimodal ensembles. The terrain of communication is changing in profound ways and extends to schools and ubiquitous elements of everyday life, even if these changes are occurring to different degrees and at uneven rates. It is against this backdrop that this critical review explores school multimodality and literacy and asks what these changes mean for being literate in this new landscape of the 21st century. The two key arguments in this article are that it is not possible to think about literacy solely as a linguistic accomplishment and that the time for the habitual conjunction of language, print literacy, and learning is over. This review, organized in three parts, does not provide an exhaustive overview of multimodal literacies in and beyond classrooms. Instead, it sets out to highlight key definitions
in an expanded approach to new literacies, then to link these to emergent studies of schooling and classroom practice. The first part outlines the new conditions for literacy and the ways in which this is conceptualized in the current research literature. In particular, it introduces three perspectives: New Literacies Studies, multiliteracies, and multimodality. Contemporary conceptualizations of literacy in the school classroom are explored in the second part of the chapter. This discussion is organized around themes that are central to multimodality and multiliteracies. These include multimodal perspectives on pedagogy, design, decisions about connecting with the literacy worlds of students, and the ways in which representations shape curriculum knowledge and learning. Each of these themes is discussed in turn, drawing on a range of examples of multimodal research. The third and final part of the article discusses future directions for multiple literacies, curriculum policy, and schooling.” [published abstract]

**Annotation:** The author presents interesting points about multiliteracies and multimodality. Her view is very modern on the development of multiple literacies in the classroom. Though the terminology is different from that of ‘transliteracy’ the concept is still present.

**Authority:** At the time the article was published, Casey Jewitt was a Professor of Technology and Learning with the University of London. She has been published previously on the subject of multimodality.

**Scholarly/Refereed Status:** From Ulrich’s, the journal “surveys research, development, and theory in education through critical, synthesizing essays.” It is a peer reviewed and refereed scholarly journal.

**Search Strategy:** I performed a proximity phrase search on [File 1 ERIC] in Dialog. I combined the results with the keyword pedagogy, because I was interested in the teaching behind multiple literacies. I then accessed the full text on Drexel Hagerty’s Website.

**Database:** Eric [Dialog File 1]

**Method of Searching:** Keyword search using proximity operators

**Search String:** b 1

```
? s multiple(w) literacies
S1  191 MULTIPLE(W) LITERACIES
? s pedagogy
S2  11389 PEDAGOGY (ADDED 12/11/1969)
? s s1 AND s2
S3  18 S1 AND S2
    t 3/ 3/ 9
```

**Entry 6:**

Abstract: “The authors propose a convergent model for information literacy (IL) based on complementary proficiencies in research and web literacy. Within this integrated framework, information technology (IT) is an essential dynamic in IL instruction. This model was designed, implemented and tested in an upper-level discipline-specific undergraduate information science (IS) course that requires students to develop research-oriented web pages. This study finds that student familiarity with IL and IT increased in this course. In addition, students who indicated a familiarity with certain web design terms also reported a familiarity with certain IL terms. A factor analysis of survey data indicates that a correlation may exist between research and web design in the development of comprehensive IL knowledge. This paper identifies three dimensions of IL and IT: web environment knowledge, web development knowledge, and research skills. This model is portable to other courses, programs, and organizations engaged in IL and IT instruction.” [published abstract]

Annotation: The research in this study supports the way literacy is transferred between media. Researchers proposed a convergent model for learning. The study focused on how Information Technology was incorporated into the Information Literacy instruction and had a direct correlation to student learning.

Authority/Scholarly: The authors were from SUNY Albany’s College of Computer & Information and have been published together researching information instruction. The Journal of Information Science is a peer reviewed journal and has refereed status according to Ulrich’s. The website also states the journal is published in the United Kingdom and “offers information scientists a theoretical and practical outlook on current developments and work being carried out.”

Search Strategy: After unsuccessfully finding the term transliteracy, I decided to use the CV from a previous annotation. Again, I used descriptors “information literacy” and “pedagogy”.

Database: Social Sci Search [Dialog File 7]

Method of Searching: Descriptor search using Boolean operators (controlled vocabulary)

Search String:

? b 7
? s information literacy/de
   S1 186 INFORMATION LITERACY/DE
? s pedagogy/de
   S2 1170 PEDAGOGY/DE
? s s1 and s2
   186 S1
   1170 S2
S3  3 S1 AND S2
? t 3/9/1-3
Entry 7:


**Abstract:** “Social media environments and online communities are innovative collaborative technologies that challenge traditional definitions of information literacy. Metaliteracy is an overarching and self-referential framework that integrates emerging technologies and unifies multiple literacy types. This redefinition of information literacy expands the scope of generally understood information competencies and places a particular emphasis on producing and sharing information in participatory digital environments.” [published abstract]

**Annotation:** The article has very useful input on metaliteracy as providing the user with multiple literacy types. I had trouble finding articles with the word ‘transliteracy’, but the concept is here so I can incorporate it into the paper. I especially like the emphasis of digital environments, as technology is critically examined in my paper.

**Authority:** At the time of the published article, Mackey the Interim Dean at the Center for Distance Learning at SUNY Empire State College. At the same time Jacobson was the Head of User Education Programs in the University Libraries of University at Albany, SUNY.

**Scholarly/Refereed Status:** The journal is scholarly, peer reviewed and refereed. *Ulrich’s* describes it as presenting studies and research on communication in instructional settings.

**Search Strategy:** The Mackey and Ho article from 2005, was useful and I was interested in finding more from Mackey, so I searched his name on Web of Science.

**Database:** Web of Science

**Method of Searching:** Author Search

**Search String:** Author=(Mackey T)

Entry 8:


**Abstract:** “In this comment article, the author elaborates on three significant issues that Greenhow, Robelia, and Hughes (2009) identified but did not explore. First, the author discusses the need for research on the impact that youth’s immersion in a digital world may have on meta-cognitive and social skill development. Then teacher learning with the Web is considered, and the author identifies research questions related to improving the design of professional learning
experiences. The author concludes with a discussion of digital games for learning and points to several key areas that need further research.” [published abstract]

Annotation: This article fills in the gaps of the cognitive research that the Greenhow et. al (2009) paper is lacking. The author presents arguments and evidence for the differences in teaching and learning.

Authority: During the time of the publication, the author was the Director of the Institute for Research on Learning Technologies at York University in Toronto, Ontario.

Scholarly/Refereed Status: I was able to assume it was peer reviewed since it had been cited in Greenhow et al. (2009). To verify, I researched the journal on Ulrich’s and it confirmed my prediction. I also found out it was refereed. The website identified the journal as “publishing scholarly articles that are of general significance to the education research community.”

Search Strategy: I liked the points addressed in Research on Learning and Teaching with Web 2.0: Bridging Conversations. This article was listed as one of their sources, so I researched it on Drexel Hagerty’s website.

Database: Summon, Drexel Hagerty Library Search

Method of Searching: Footnote Chasing

Search String: Referenced in:

Entry 9:


Abstract: “Through a review of the literature, this article argues that it is imperative that lecturers at institutions of higher education not just embrace multiliteracy for teaching and learning, but accept, incorporate and affirm the many literacies that students bring with them to the lecture room. Multiliteracy in the lecture room supplements traditional literacy pedagogy but focuses on modes of representation much broader than language alone and uses pedagogies that extend beyond traditional face-to-face teaching environments. This article argues that active learning strategies that embrace and affirm multiliteracies, cultural and linguistic diversity, and multimodal textual practices could create dynamic learning environments that will arm students with the skills required to face a rapidly changing world.” [published abstract]

Annotation: Multiliteracy is critically examined here. The author notes there is much to learn from the complex processes involved in becoming multiliterate. Specifically, the article expresses the importance of language and cultural literacies, incorporation of technology, and the development of literacy through different modalities.
**Authority:** The author was a researcher at the School of Language, Literacies and Media Education at the University of KwaZulu-Natal in South Africa in 2010.

**Scholarly/Refereed Status:** *Ulrich’s* identifies the journal as including “articles of interest to researchers and practitioners in higher education and provides a focal point for the publication of educational research from around the world.” It is a peer reviewed and refereed scholarly journal, published in South Africa.

**Search Strategy:** Again, I decided to perform a phrase search, based on an earlier search I did using the ERIC thesauri. I performed a proximity phrase search on ERIC on Dialog. I also was interested in instructional practices so included a search for the keyword pedagogy. I then accessed the full text on Drexel Hagerty’s Website.

**Database:** Eric [Dialog File 1]

**Method of Searching:** Keyword search using proximity operators

**Search String:**

```
? s multiple(w) literacies
S1  191 MULTIPLE(W) LITERACIES
? s pedagogy
S2  11389 PEDAGOGY (ADDED 12/11/1969)
? s s1 AND s2
S3  18 S1 AND S2
```

**Entry 10:**


**Abstract:** “This study draws on several theoretical domains: intertextuality, multimodality, and the pedagogy of multiliteracies. We introduced multimodal textbook materials to eleven experienced teachers and examined, through in-depth interviews, their approach to juxtapositions of literary texts and visual artwork. Our analysis revealed (a) three attitudes toward textbook juxtapositions: unconditional approval, conditional approval, and rejection; and (b) a three-phase pattern of behavior: identifying commonalities, repeatedly comparing texts, and interpreting juxtapositions as intertextual interpretive units. We suggest that enhancing teachers’ awareness of their own thought processes may promote their insight about the contribution of the weaving of visual art into literature instruction.” [published abstract]

**Annotation:** The study is the most up to date research, published in 2012! The researchers looked at three different aspects of learning: intertextuality, multimodality, and multiliteracies. Primarily, the research focused on 11 teachers’ instructional practices and use of materials that visually and textually challenged students. The findings illustrate the relationship between
teachers understanding and later use of material in the classroom, in hopes to improve teaching and incorporation of multimodal learning.

**Authority:** Yael Poyas is a professor at Oranim College of Education in Israel. Billie Eliam is with University of Haifa, also in Israel.

**Scholarly/Refereed Status:** *Ulrich’s* describes the journal as enhancing ‘theory, research, and practice in teaching and teacher education through the publication of primary research and review papers.’ It is peer reviewed and refereed and published in the United Kingdom.

**Database:** ERIC

**Method of Searching:** Thesauri using controlled vocabulary

**Method of Searching:** I wanted to narrow an earlier search I did on ERIC using the thesauri searching information literacy. Information Literacy was a controlled vocabulary, which led me to the ‘multiple literacies’ descriptor I used for the previous search. Again, I was also able to filter to ‘peer reviewed’ journal articles and select the descriptor ‘teaching methods.’

**Search String:** I entered Information Literacy in the ERIC thesaurus. I clicked on ‘multiple literacies’ as it was listed as a related term. I narrowed the search further by selecting another descriptor ‘teaching methods.’

**Entry 11:**


**Abstract:** “This article reports on a project, involving three New Zealand schools, which investigated teachers' understanding of information literacy and their associated classroom practices. Recently published work, while lamenting school students' lack of information literacy skills, including working with online resources, provides little research investigating classroom teachers' knowledge of information literacy skills and their related pedagogical practice. The findings of this project indicate that while some of the teachers in this project had a reasonably good understanding of the concept of information literacy, very few reported developing their students' information literacy skills. (Contains 3 figures.)” [published abstract]

**Annotation:** This article provides substantial evidence that though teachers may be knowledgeable in information literacy, transferring it to their students is another area in which they need to develop. Two points to consider, in the fidelity of the research, is the small sample size and that it only includes teachers of New Zealand.

**Authority:** The researcher was with the School of Arts in the Languages and Literacies Dept. at The University of Auckland at the time of publishing.
**Scholarly/Refereed Status:** Computers & Education is a reliable peer reviewed and refereed journal, published in the United Kingdom according to the website. *Ulrich’s* database states that the research is “technically-based” in the form of an “interdisciplinary forum for communication in the use of all forms of computing.”

**Search Strategy:** I was very unsuccessful at finding ‘transliteracy’ in any of the fields in ERIC. I decided to broaden the search to information literacy. I am interested in finding teacher practices for teaching information literacy across different media. Therefore, I tried to find an article about instruction of information literacy.

**Database:** Eric [Dialog File 1]

**Method of Searching:** Expand and descriptor search using Boolean operators (Controlled vocabulary)

**Search String:**

```
   b1
   ? s information literacy/ de
     S1  1921 INFORMATION LITERACY/ DE
   ? e pedagog*
   ? s e10,e13,e14
     S2  15540 E10,E13,E14
   ? s s1 and s2
     S3  47 S1 AND S2
   ? s ta=teachers
     S4  68992 TA=TEACHERS
   ? s s3 and s4
     47 S3
     68992 S4
     S5  3 S3 AND S4
   ? t s5/9/1
```

**Entry 12:**


**Abstract:** “Other issues to grapple with include how to best incorporate reading practices into a curriculum, how to assess online literacy practices, how to account for equity issues when some students in class do not have online access, and how to safely provide students access to the Internet (for example, our participants were often denied access to certain sites). In *Literacy Learning in Networked Classrooms*, Mary McNabb (2006) identified three ways in which the Internet can provide curricular benefits (1) designing Internet-based activities to help meet the diverse needs of students by engaging them through personal interests, (2) customizing teaching-learning cycles in ways that motivate students, and (3) fostering self-directed learning.”[published abstract]
**Annotation:** The authors assert interesting research on recent developments in digital literacy practices. The authors examine multimodality of digital reading of the student as well as the instructional practices that influenced student learning. Of particular interest is the comparison of high performing students and low performing students.

**Authority:** The article was a collaborative effort between Rowsell, who teaches at Rutgers University in Princeton, NJ and Burke, who teaches at Memorial University, St. John’s, Newfoundland.

**Scholarly/Refereed Status:** The publication is a peer reviewed and refereed journal. The journal’s website states that it is “the only literacy journal published exclusively for teachers of older learners.” The publication is comprised of ideas that have been tested and applied in real classroom settings.

**Search Strategy:** I was not satisfied with a result returned on Dialog, as it was older and outdated. When I searched for this article on Drexel’s Hagerty website, *Multiplying literacies in school libraries*, I had the chance to see works the article cited and then subsequently works that cited *Literacy in the New Media Age*. This article was one of the 440 which cited the highly used article.

**Database:** N/A

**Method of Searching:** Browsing-Footnote chasing and forward citation search

**Search String:** An original search using Dialog File Library Lit & Info Science, produced results that were older than I would have liked. After accessing the older article on Proquest, I was able to click a tab to find out which authors citations were used in the article. I found a very well cited article, *Literacy in the New Media Age*, and found newer more recent works which cited it.

**Entry 13:**


**Abstract:** “The 39 Clues (2009) is a multimedia series produced by Scholastic for readers 7–14 years old that includes printed texts released periodically; trading cards also published periodically in print and virtually; and a complex, intriguing, and entertaining website. To fully experience the multimedia series, the publishers expect that readers can read printed text, negotiate the website that blurs the boundaries between history and fiction, author, character, and reader, compete for prizes, and build online communities. The more able a reader is to use multiple media sources for her own purposes, the more likely she is to reach the end goal of solving the central mystery of the series and win cash prizes. We found that The 39 Clues is a unique instantiation of new literacies (e.g. Knobel and Lankshear, A New Literacies Sampler, 2007) in action. “[published abstract]
Annotation: A study was done on the multimedia series *The 39 Clues*, which used different types of content to teach a lesson. Researchers observed each of the different channels used in the multimedia series and the effects of the channels on student learning. The 39 Clues study was conclusive in showing a unique application of literacies skills. The students’ performance and teachers’ integration of the different media suggest a synergy of shared competencies.

Authority: Diane Carver Sekeres was a professor in the Literacy and Elementary Education Programs at the University of Alabama, at the time of publication. She is well published. Christopher Watson was a master’s student at that time.

Scholarly/Refereed Status: The article is peer reviewed because I limited my search to show only peer reviewed journal articles. An Ulrich search showed that it is also refereed and “provides for librarians, teachers, teachers-in-training, writers and interested parents.”

Search Strategy: I wanted to broaden my topic to find out about the information literate portion of transliteracy. I decided to use ERIC using the thesauri searching information literacy. Information Literacy was a controlled vocabulary. However, the main file showed related words, and led me to use instead multiple literacies. Since I had not used this term in searching transliteracy, I wanted to give it a try. I was also able to filter the search to retrieve ‘peer reviewed’ journal articles.

Database: ERIC

Method of Searching: Thesauri using controlled vocabulary

Search String: I entered Information Literacy in the ERIC thesaurus. I clicked on ‘multiple literacies’ as it was listed as a related term and narrowed the results to retrieve only peer reviewed articles.

Entry 14:


Abstract: “There is a “prevalence of computer-mediated communication (CMC) in education,” and a concern for its negative psychosocial consequences and lack of effectiveness as an instructional tool. This essay identifies five variables in the CMC research literature and shows their moderating effect on the psychosocial, instructional experience of the CMC classroom. These influences are: the medium, the social presence, the amount of student and instructor effort involved in classroom interaction, the student’s identity as a member of the class, and the relationships developed among the instructor and students. The essay articulates ways in which a CMC classroom instructor can strategically address the challenge of these influences to develop positive CMC classroom interactions, relationships, and learning experiences.”
Annotation: Valuable article that provides research on the communication side of information literacy and subsequently transliteracy. More specifically, the article is supportive in providing research on the connection between computer mediate communication (CMC) literacy and non-computerized communication. Interesting negative impacts are discussed, indicating that instruction incorporating CMC lacks certain directives, confusing students in meaning and understanding.

Authority: At the time the article was published, John C. Sherblom was a Professor of Communication and Journalism at the University of Maine. He is well published in the areas of instruction.

Scholarly/Refereed Status: The Journal of Communication Education is comprised of ‘sound studies that examine constructs that are important to teaching/learning processes’ according to its listing on the Taylor and Francis website. Ulrich’s lists it as a refereed and peer reviewed journal. This is a credible source.

Search Strategy: I found the Greenhow and Robelia article to be the most helpful, however, it was older than I would have liked. In this case, I needed to do a forward citation search, to find more current references. I then went to Drexel Hagerty’s Wiley library website and accessed the Greenhow article. There was a tab named ‘Cited by’ that I was able to click and I came across this article.

Database: N/A

Method of Searching: Forward citation search

Search String: Referenced:
I simply clicked on the ‘cited by’ tab.

Entry 15:


Abstract: “Transliteracy might provide a unifying perspective on what it means to be literate in the twenty-first century. It is not a new behavior but has only been identified as a working concept since the Internet generated new ways of thinking about human communication. This article defines transliteracy as “the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks” and opens the debate with examples from history, orality, philosophy, literature, and ethnography.” [published abstract]
**Annotation:** The article was published in 2007. At the time, transliteracy was not widely used to describe this phenomenon, which had been occurring since written language developed, five thousand years ago. As most associate it with being information literate, the authors clarify the definition of transliteracy through illustrating the various ways a person can become literate. Looking at the connection between the different forms is at the heart of transliteracy and the research in the article supports this meaning.

**Authority:** In 2007, Chris Joseph was a digital writer at the DMU Institute of Creative Technologies. Jess Laccetti was a doctoral student at the Institute of Creative Technologies researching Web fictions. Bruce Mason postdoctoral researcher and was a specialist in ethnography, folklore, linguistics and Artificial Intelligence. Simon Mills was a Senior Lecturer in New Media, De Montfort University. Simon Perril was a poet and Senior Lecturer in Creative Writing and English, though it didn’t list a university affiliation. Kate Pullinger was a published author. Sue Thomas was a writer and Professor of New Media.

**Scholarly/Refereed Status:** According to its website, “First Monday is one of the first openly accessible, peer-reviewed journals on the Internet, solely devoted to the Internet.” Ulrich’s validated that the journal is refereed and peer reviewed. Also, additional details on Ulrich’s list content as available online with open access.

**Search Strategy:** Transliteracy is a new term for library and information science. For that reason, I decided to use Dialog’s Library Literature and Information Science database. I expanded the term to receive more results, but I was unsuccessful. The only suitable Controlled Vocabulary was transliteracy which produced 2 results.

**Database:** Library Lit & Info Science [Dialog File 438]

**Method of Searching:** Controlled vocabulary searching

**Search String:**  
`b 438`  
`? e transliteracy`  
`? s e3`  
`S1 2 'TRANSLITERACY'`  
`? t 1/9/2`

**Personal Statement:**

This final project was the most appropriate capstone for demonstrating what I’ve learned this quarter in Info 522. The assignment required explicit instruction on how sources were located and evaluated, before they were used. Through this process, I developed better search strategy. More important, I learned about myself as a researcher. Therefore, constructing this
annotated bibliography was a meaningful assessment of how I access information as well as my ability to use and evaluate informational resources, which provided me with recommendations for future improvement.

Practice searching gave me even more of an appreciation for the volume and scope of indexed information. I was especially surprised with the differences that existed between the library specific databases. This was evident when I performed similar searches, using identical descriptors, but obtained varied results among the different databases, Library Lit & Info Science [Dialog File 438] and ERIC [Dialog File1]. In the future, I will be cognizant in using a variety of different databases and searching by different fields to make sure I’m accessing all of the available information.

Additionally, searching a topic as new and specific as transliteracy, was an invaluable learning opportunity. From the readings and class lecture, I was aware that newer topics were not as well indexed as older topics. Fortunately, this experience guided me towards successful searches with keywords as well as well-planned use controlled vocabulary. Using the ERIC thesauri, I was also able to identify the special controlled vocabulary ‘multiple literacies.’ This terminology was not only useful on ‘ERIC’, but also in following use by additional databases.

As my formal paper suggests, information retrieval was not the only area that was being tested during this assignment. As I expanded on my research and technological skillset, other professional skills were being utilized. Critical comprehension, evaluation of sources, incorporation of new information and communication of findings, give rise to an effective researcher. These ideal research proficiencies were fully employed during the creation of this annotated bibliography.
In summary, I enjoyed the assignment because it was a fair test of the information accessing and evaluation skills I developed this quarter. I feel fortunate to have had this meaningful experience and look forward to my future as a professional in the information research community.

I certify that:

- This assignment is entirely my own work.
- I have not quoted the words of any other person from a printed source or website without indicating what has been quoted and providing an appropriate citation.
- I have not submitted this assignment to satisfy the requirements of any other course.

Signature  Mary Price  
Date  12/7/11