A draw-talk-write (DTW) process evolved as one of the authors (Gluck) worked with indigenous Australians who had stories to tell, and encountered extreme difficulty in putting them into text that met the requirements of their audience, their discipline and, most of all, themselves. DTW enables literacy inefficient, visually strong and orally proficient people to journey to mastery of the language and discourse of any discipline. The process is rooted in Gardner’s (1983) multiple intelligence theory and Vygotsky’s (1978) zone of proximal development and (1962) ideas of thought and language.

Collaboration between indigenous students, the School of Information Technology and Computer Science and the Learning Development Unit at the University of Wollongong has generated a human computer interface (HCI) focused on enhancing indigenous students’ literacy efficiency through drawing, talking and writing.
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