Chapter 4
Teaching Multiple Literacies through Collaboration

Judith C. Stanton
Walden University, USA

ABSTRACT

Through collaboration, teacher librarians aid teachers in embedding multiple literacies skills across the curriculum. As school leaders and technological resources, teacher librarians have the necessary skills to teach digital, information, and media literacy to students. Collaboration enhances student achievement. Through a social constructivist platform, teachers and teacher librarians can teach the 21st century skills needed to prepare students for future employment.

COLLABORATION

Ash-Argyle and Shoham defined collaboration as a partnership “...based on shared goals, a shared vision, and a climate of trust and respect where each partner has a defined role [sharing] the leadership, risk, control and resources” (2012, p. 2). Through co-teaching, school librarians and teachers can provide their students with effective and engaging instruction in the multiple literacies that many of today’s students prefer. Zmuda and Harada (2008) and Palfrey and Gasser (2008) emphasized the necessity of teaching students the information and digital literacies needed in the 21st century. Together, school librarians and teachers contributed to their students’ acquisition of these multiple literacies skills (Asselin & Doiron, 2008). The New London Group coined the term “multiliteracies” to describe literacy found in popular mediums (Alvermann, 2009). These multiple literacies include information, digital, and print literacy. When school librarians and teachers collaborate, student learning and student achievement is enhanced.

TECHNOLOGY AND MULTIPLE LITERACIES

Many of our students enter the classroom with skills in a variety of technologies, including online gaming, social media, and Internet searching. Although they may possess these skills, the pupils may not have the ability to use them effectively or discriminately (Palfrey & Gasser, 2008). Using Internet browsers (such as Google Chrome, Mozilla Firefox, or Apple’s Safari), they often choose the first results offered by search engines.
Related Content

Learning Object Based Instruction
[www.igi-global.com/chapter/learning-object-based-instruction/51855?camid=4v1a](www.igi-global.com/chapter/learning-object-based-instruction/51855?camid=4v1a)

Impact of Technological Advancement on the Higher Education Curriculum and Program Development
[www.igi-global.com/chapter/impact-of-technological-advancement-on-the-higher-education-curriculum-and-program-development/106317?camid=4v1a](www.igi-global.com/chapter/impact-of-technological-advancement-on-the-higher-education-curriculum-and-program-development/106317?camid=4v1a)

Going Online: A Pedagogical Assessment of Bioethics Distance Education Courses for Health Sciences Professionals
[www.igi-global.com/article/going-online/164974?camid=4v1a](www.igi-global.com/article/going-online/164974?camid=4v1a)

The Learning Satisfaction, Attitudes, and Grades of E-Tutees Receiving Online English Tutoring
[www.igi-global.com/article/the-learning-satisfaction-attitudes-and-grades-of-e-tutees-receiving-online-english-tutoring/127035?camid=4v1a](www.igi-global.com/article/the-learning-satisfaction-attitudes-and-grades-of-e-tutees-receiving-online-english-tutoring/127035?camid=4v1a)