Mobilising multiliteracies: pedagogy for mobile students


Abstract

By building on the Multiliteracies work of The New London Group (1996) and the Learning by Design framework described by Kalantzis, Cope and the Learning by Design Project Group (see Kalantzis & Cope, 2004; Kalantzis, Cope, & the Learning by Design Project Group, 2005), this chapter considers the challenging task of designing literacy curriculum and instigating literacy pedagogy for students who are, or have been, mobile. I begin this chapter by briefly exploring two fields: literacy learning and mobility. I then explore the potential of a problem-based multiliteracies project that focuses on the water shortage that is currently being experienced in Australia, and consider how the project might enhance learning and engage learners, both permanent (residentially-stable) school/class members and those who are attending temporarily.

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