

**Youth, Diversity and
Change in the Digital Age
(YDCDA)**

To: *All Welcome*

When: 30 October 2008
1.00-2.30pm

Rm: m2.13 Bldg: M
Voicepoint to Geelong ic3.104

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**Rural and Regional
Seminar Series 2008**

Helen Nixon

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**Associate Professor of Education, University of South
Australia, Adelaide**

**Literacy and environment: curriculum and
teaching challenges**

Abstract

When teachers work with students to learn and communicate about their local rural and regional environments using a wide set of literate repertoires, they are faced with a range of curriculum and teaching challenges. This presentation draws on an ARC Linkage Project (2005-2007) in which teachers worked to address these challenges as part of the *Special Forever* 'environmental communications' program sponsored by the Primary English Teaching Association and the Murray Darling Basin Commission. I draw on case studies of 8 teachers who brought together studies of the environment and an expanded view of literacy—including multimodal literacy and multimedia communications—to explore what different approaches to studying and representing 'place' and 'the environment' make it possible for students to experience and to communicate about their learning.

Biography

Helen Nixon is Associate Professor of Education in the Hawke Research Institute at the University of South Australia. She has taught and researched in the fields of English and Cultural Studies, English Curriculum Studies and Literacy Education. Her research interests include the ways in which children's out-of-school media popular culture interests might be used within a critical literacy/English curriculum, and the challenges posed to literacy education by the widespread take-up of new media. She is currently working on an ARC Discovery project (with Sue Nichols, UniSA and Jennifer Rowsell, Rutgers USA, 2007-2009) titled *Parents' networks: the circulation of knowledge about children's literacy learning*. She is an Editorial Board member of the journals *Literacy* (UK) and *The International Journal of Learning and Media* (USA).