

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Reading in the 21St Century

Unit ID: EDMST6014

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070303

Description of the Unit:

This unit will enable students to investigate the reading skills, processes and strategies that are essential to acquiring twenty-first-century literacies. Critical challenges facing reading comprehension in the digital era will be explored, with attention to multimodalities and their corresponding multiliteracies. Students will interrogate how reading texts from screens and from paper may differ in terms of deep versus shallow processing. They will examine multimodal and hybrid texts through various theoretical frameworks including semiotics and social constructivism. Students will research and plan for various pedagogical strategies for teaching critical digital reading practices.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Examine and interrogate the concepts and constructs that inform contemporary definitions of reading comprehension.
- K2.** Identify and examine multimodalities and their corresponding multiliteracies.
- K3.** Explore the semiotic systems through which meaning is made and the implications for reading comprehension via print and screen.
- K4.** Investigate approaches and strategies for teaching critical digital reading.

Skills:

- S1.** Analyse contemporary theories of reading comprehension to inform teaching.
- S2.** Interpret curriculum and apply understandings of multimodalities to support learner's critical digital reading skills.
- S3.** Incorporate a range of semiotic systems and modalities when planning for literacy learning.
- S4.** Identify effective pedagogical strategies to differentiate reading instruction for diverse learners.

Application of knowledge and skills:

- A1.** Critically evaluate the theoretical perspectives and pedagogical challenges of reading in the digital era.
- A2.** Interpret curriculum and apply understandings of multimodalities to support learner's critical digital reading skills.
- A3.** Plan and design lesson sequences incorporating effective pedagogical approaches, digital reading tools and strategies.

Unit Content:

- The digital culture and implications for cognitively demanding deep-reading processes.
- Contributions of neuroscience to the understanding of digital reading.
- Reading and learning from screens and from paper.
- Multimodal texts and their multiliterate affordances.
- Comprehension models and theories.
- Self-monitoring and digital reading comprehension skills.
- The importance of critical literacies in the digital age.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S1, S2, A1, A2	Literature review	Literature review	40-60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K3, K4, S2, S3, S4, A2, A3	Create comprehensive teaching materials, practices or programs for teaching reading, relevant to the student's own teaching context.	Negotiated unit of work	40-60%

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)