Digital games: literacy in action

This book “is the result of a wide-ranging investigation into the educational possibilities involved in young people’s games. From their creation in the classroom to analysing games and the world of games as text, academics and teachers are now taking seriously the serious play of young people … The contributors use the interaction between the theoretical frameworks of games as text and games as action to explore a wide range of issues relevant to the teaching of English and literacy.” – Publisher website.

Multimodal literacy: researching classroom practice
by Maureen Walsh. Newtown, NSW: PETAA, 2011. 372.6 WAL

This book “highlights some of the literacy strategies needed for teaching and producing multimodal texts; and the relevant explicit pedagogy within both print-based and digital communication environments.” – Back cover. Based on research in primary schools in Sydney.

Picture books and beyond

This book “examines a wide selection of picture books, graphic novels, films, e-picture books and apps that reflect the diversity of these evolving cultural artefacts, and their opportunities for education and delight … aligns closely with the goals and directions of the Australian Curriculum: English.” – Back cover. Includes links to Australian Curriculum from Foundation to Year 6.

Put it in writing: context, text and language
by Joanne Rossbridge. Newtown, NSW: PETAA, 2015. 372.6 ROS

“Put it in writing focuses on the teaching of writing through the development of knowledge about context, text and language … Engages with multimodal and visual texts.” – Back cover. For primary teachers.

Reading the visual: an introduction to teaching multimodal literacy
by Frank Serafini. New York: Teachers College Press, 2014. 372.6 SER

“This engaging book provides theoretical, curricular, and pedagogical frameworks for teaching a wide-range of visual and multimodal texts, including historical fiction, picture books, advertisements, websites, comics, graphic novels, news reports, and film. Each unit of study presented contains suggestions for selecting cornerstone texts and visual images and launching the unit, as well as lesson plans, text sets, and analysis guides.” – Publisher website. For teachers of primary and middle years.

The shape of text to come: how image and text work
by Jon Callow. Newtown, NSW: PETAA, 2013. 372.6 CAL

“Designed to engage educators with both image and word, both effectively and intellectually. It seeks to provide a way for teachers to understand how images work in their own right, as well as in relation to written text … this book will guide readers through a framework that will enhance their understanding of visual grammar as well as build on concepts of written grammar.” – Back cover.

Teaching visual literacy: using comic books, graphic novels, anime, cartoons, and more to develop comprehension and thinking skills

“This collection of innovative articles shows classroom teachers … how to use students’ interest in picture books, comics, graphic novels, film, anime and other visual media to motivate and engage readers in years P-12.” – Back cover.

Thinking through new literacies for primary and early years

“This book explores a wide range of new literacies and considers how they can be incorporated into English and Literacy teaching in primary schools. It responds to the new Australian Curriculum: English, the general capabilities of Literacy and ICT, and the forthcoming new Australian Curriculum: Digital Technologies.” – Primary English Teaching Association Australia. Chapter 6: Visual literacy, by Ian Todd.

When writing with technology matters

 “[The authors] provide detailed descriptions of elementary and middle school literacy projects that teachers can follow step-by-step or use as a guide when planning their own technology-based projects.” – Back cover. Part 2: Authoring the visual non-fiction essay. Teacher resource for years 1-8.