

New Roles of the Reader
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Challenges Facing Readers in New Times

Multimodal Complexity: Readers are confronted with multimodal texts with greater frequency than written texts without accompanying visual images and design elements.

Temporal vs. Spatial Logics: Text is governed by the logic of time or temporal sequence, whereas, visual image is governed by the logic of spatiality, composition, and simultaneity.

Shift from Dominance of Print: Text is often subordinate to visual image as the primary mode that readers draw upon to construct meaning.

Need for New Strategies: The blending of visual design elements, images and printed language into multimodal texts presents readers with new challenges, and requires a new set of competencies and skills.

Perspectives on Comprehension

Focus on Written Text

Cognitive Perspectives: The “Big 7” Reading Strategies

Literary Theories: Archetypal, Psychoanalytical, Feminist

Textual Analysis: Systemic Functional Linguistics

Focus on Image-Multimodal Texts

Art & Media Studies: Psychology of Perception, Iconography

Semiotic Theories: Visual Grammar and Structural Analysis

Picturebook Theories: Design, Formats & Postmodernism

4 Roles (Resources) Model: Allan Luke & Peter Freebody (1992)

Reader as Decoder

Reader as Meaning Maker

Reader as Text User

Reader as Text Analyst

4 New Roles of the Multimodal Reader

Reader as Navigator

Reader as Interpreter

Reader as Designer

Reader as Critical Analyst

Reader as Navigator

Decoding and Directionality
Navigate Structures and Design
Hypertext Structures
Multimodal Structures

Reader as Interpreter

Focus on Constructing Meaning
Meaning does NOT reside IN text.
Multiple Perspectives and Interpretations
Tolerate Ambiguity
A Community of Interpreters
Suspend Closure

Reader as Designer

Form follows Function
The Medium is the Message
Understand Basic Elements of Design
Font, Borders, Color, Orientations etc...

Reader as Critical Analyst

Multiple Perspectives and Meanings
Not only what is written BUT who is doing the writing
How do texts position readers?
How do texts marginalize readers?
Whose purpose does this text serve?

Roles of Children's Literature

Modernist

Literature as Add-On
Literature as Leveled Task

Transactional

Literature as Component
Literature as a Way of Knowing

Critical

Literature as a Space for Critical Conversations
Disrupting Common Perceptions

Making a Shift in Perspectives

From Modernist to Transactional-

- reader as constructor of meaning
- texts have multiple meanings
- aesthetic experience is acknowledged

From Transactional to Critical-reading is no longer an individual act

- all readings are constrained by social systems
- readers are constructed by social, historical and political factors
- meaning is socially negotiated

Concerns

Loss of Classroom Control

Lack of assessment information for decision making

Lack of resources

Limited knowledge of children's literature

Mismatch of tests and skills

Administrative pressures

Parents and community concerns

Role of the Teacher: Joyfully Literate Human Being

Multi-Literate

Shares Reading Life

Conduct Book Talks

Sense of Humor

Enjoys Children

Provides Resources

The Literary Docent

Has an Extensive Knowledge of Literature and Literacy Processes

Develops Students' Interpretive Repertoires

Challenges Readers to "Go Deeper"

Facilitates Discussions and Inquiry

Keeps Current on Research and Pedagogy

Expanding One's Interpretive Repertoire

Analytical Perspectives

Perceptual - Noticing, Navigating, Naming Elements of Multimodal Texts

Structural - Constructing Meanings from Images, Text and Design

Ideological - Analysis of an Image, Text and Context, Meaning Systems

Analytical Perspectives

Analytical Perspectives

Each of the perspectives is "nested" within the others and affects the other perspectives

Our Perceptions are influenced by our Knowledge - "The Innocent Eye is Blind"

Our Interpretations are influenced by Socio-Cultural Contexts and Experiences

Perceptual Focus

Focus on what is there, what is presented in the image itself - Noticing
Perception - Perceived through the Sense of Sight
Inventory of Contents - Classification
Navigating the Spatial Composition
Naming Visual Elements
Basic Elements of Design - line, shape etc.
Denotation

Structural Focus

Response to what was Perceived
Interpreting what has been Noticed
Connotation - Interpretation
Use Experience to Understand Image
Analysis of Structures and Designs
Symbols and Recurring Patterns (Motifs)
Looking for Meanings, Themes, Messages

Ideological Focus

Considering the Context, Culture and History of an Image
Social Meanings of the actors and events portrayed
Text and Image as Social Artifacts
What are the Implications of the Image?
Cultural Symbols and Messages
Who is included, excluded?
Stereotypes and Portrayals

Noticings / What Might It Mean? / So What ?