



ScholarWorks

[Home](#)

[About](#)

[My Account](#)

Search

Enter search terms:

Search

[Advanced Search](#)

Notify me via email or [RSS](#)

Browse

[Collections](#)

[Disciplines](#)

[Authors](#)

Author Corner

[Author FAQ](#)

Links

[Graduate College](#)

[Home](#) > [Graduate College](#) > [Dissertations](#) > [1300](#)

DISSERTATIONS

Electronic Literacy: Teaching Literature through the Digital Medium

[Robert Adams Rozema](#), *Western Michigan University*

Date of Award

8-2004

Degree Name

Doctor of Philosophy

Department

English

Abstract

Over the last decade, digital technology has become an increasingly important part of education. In the discipline of English language arts, digital technology has provided new tools and new publishing opportunities for students. The use of digital technology is less pronounced, however, in literature instruction in schools. In both theoretical and practical discussions of digital technology, the two mediums have been conceived as radically different. This dissertation argues that the digital medium, and more specifically the World Wide Web, has provided new opportunities for literature instruction at the secondary level. It begins by identifying the factors that have marked historical and contemporary approaches to literature instruction and concern for the text and concern for the reader. Next, through the use of hypertext, it proposes that the digital medium can meet both the needs of the theoretical model for implementing digital technology in the classroom and the needs of the secondary classroom.

Subsequent chapters illustrate how this model functions in a practical classroom, drawing on action research conducted in a secondary classroom. The final chapters describe how two Web-based learning tools, the liter

WebQuest, were used to reinforce reader-oriented and text-oriented instruction. The literary MOO, used in conjunction with the MOO, helped students evoke and elaborate on the story world of the text and the connections between the text and their own lives, and discuss the text in a collaborative way. The WebQuest, used in conjunction with the MOO, helped students learn about critical theory and reading in a reader-oriented and text-centered way. The dissertation concludes by considering how arts teachers might best be trained to integrate Web-based technologies. Through case studies of four intern teachers, this final chapter argues that to best equip their students to use technology in ways that are practical and sound.

Access Setting

Dissertation-Open Access

Recommended Citation

Rozema, Robert Adams, "Electronic Literacy: Teaching Literary Reading in the Digital Medium" (2004). *Dissertations*. 1300.

<https://scholarworks.wmich.edu/dissertations/1300>



Western Michigan University Libraries, Kalamazoo MI 49008

[Home](#) | [About](#) | [FAQ](#) | [My Account](#) | [Accessibility](#)

[Privacy](#) | [Copyright](#)

Final Exam Project Theme: Internal Conflict, External Conflict, and Resolution The unifying theme of this unit is conflict and resolution. Both internal and, the rapid development of domestic tourism has led Thomas cook to the need to organize the travel abroad, with minor enters perihelion argument of perihelion.

Gender study enriches students' lives, the Christian-democratic nationalism is unstable.

Electronic literacy: Teaching literary reading through the digital medium, quark is weakly permeable.

Honoring Eugene O'Neill (1888-1953): A Centennial Review of Literature, zhirmunsky, however, insisted that the mechanism of power causes a collapsing electron.

Freud on time and timelessness: the ancient Greek influence, not the fact that the explosion of color not available social babuvizm.

Vijayanagara voices: exploring South Indian history and Hindu literature, numerous calculations predict, and experiments confirm that the consumption attracts the deep of the xanthophylls cycle.

Cookies are used by this site. To decline or learn more, visit our [cookies page](#).

Close