

## Publications for Jon Callow

### 2017

Callow, J. (2017). "Nobody Spoke Like I Did": Picture Books, Critical Literacy, and Global Contexts. *The Reading Teacher*, 71(2), 231-237. <a href="http://dx.doi.org/10.1002/trtr.1626">[More Information]</a>

### 2016

Ewing, R., Callow, J., Rushton, K. (2016). *Language and literacy development in early childhood*. Port Melbourne: Cambridge University Press.

Callow, J. (2016). Viewing and doing visual literacy using picture books. *Practical Literacy: the Early and Primary Years*, 21(1), 9-12.

### 2015

Callow, J., Orlando, J. (2015). Enabling exemplary teaching: A framework of student engagement for students from low socio-economic backgrounds with implications for technology and literacy practices. *Pedagogies: an international journal*, 10(4), 349-371. <a href="http://dx.doi.org/10.1080/1554480X.2015.1066678">[More Information]</a>

### 2013

Arthur, L., Callow, J., Cole, B., Gilbert, S., Hatton, C., Hertzberg, M., Mooney, M., Munns, G., Nanlohy, P., Orlando, J., et al (2013). A new Monday morning and beyond. In Geoff Munns, Wayne Sawyer, Bronwyn Cole (Eds.), *Exemplary Teachers of Students in Poverty*, (pp. 187-190). Oxon, UK: Routledge. <a href="http://dx.doi.org/10.4324/9780203076408">[More Information]</a>

Zammit, K., Callow, J. (2013). Literacies in challenging contexts. In Geoff Munns, Wayne Sawyer, Bronwyn Cole (Eds.), *Exemplary Teachers of Students in Poverty*, (pp. 109-122). Oxon, UK: Routledge. <a href="http://dx.doi.org/10.4324/9780203076408">[More Information]</a>

Callow, J. (2013). *The shape of text to come: How image and text work*. Sydney, Australia: Primary English Teachers Association Australia (PETAA).

Sawyer, W., Callow, J., Munns, G., Zammit, K. (2013). What exemplary teachers do. In Geoff Munns, Wayne Sawyer, Bronwyn Cole (Eds.), *Exemplary Teachers of Students in Poverty*, (pp. 90-108). Oxon, UK: Routledge. <a href="http://dx.doi.org/10.4324/9780203076408">[More Information]</a>

### 2012

Callow, J., Zammit, K. (2012). 'Where lies your text?' (Twelfth Night Act I, Scene V): Engaging high school students from low socioeconomic backgrounds in reading multimodal texts. *English in Australia*, 47(2), 69-77.

Callow, J. (2012). The rules of visual engagement: images as tools for learning. *Screen Education*, 65, 72-79.

### 2010

Callow, J. (2010). "I'm way more interested": Using visual texts to engage students from low SES backgrounds. *Scan*, 29(3), 28-34.

Callow, J. (2010), *NOW literacies--everyday classrooms reading, viewing and creating multimodal texts - video*.

Peralta, L., Callow, J., Freebody, K., Zhang, H. (2010). Planning for student engagement in lecture contexts. *Synergy*, 30, 41-47.

Callow, J. (2010). Spot the Difference: The Changing Nature of Page-based and Screen-based Texts. *Screen Education*, 58, 106-110.

### 2008

Callow, J. (2008). Literacy and diversity - From Shakespeare to Second Life. *E Q Australia*, Winter, 34-35.

Callow, J. (2008). New literacies, New York & Web 2.0: a little insider knowledge is a helpful thing!. *Scan*, 27(4), 13-16.

Callow, J. (2008). Show Me: Principles for Assessing Students' Visual Literacy. *The Reading Teacher*, 61(8), 616-626. <a href="http://dx.doi.org/10.1598/RT.61.8.3">[More Information]</a>

### 2006

Callow, J., Hertzberg, M. (2006). Helping children learn to read. In R Ewing (Eds.), *Beyond the Reading Wars. Towards a balanced approach to helping children learn to read*, (pp. 41-53). Sydney: Primary English Teachers Association Australia (PETAA).

Callow, J. (2006). Images, politics and multiliteracies: Using a visual metalanguage. *Australian Journal of Language and Literacy*, 29(1), 7-23.

Callow, J., Hunter, D., Walsh, T. (2006). Visual literacy. In Fair Go Project (Eds.), *School Is For Me: Pathways to Student Engagement*, (pp. 33-39). Sydney: NSW Department of Education and Training.

### 2005

Callow, J. (2005). Literacy and the visual: Broadening our vision. *English Teaching: Practice and Critique*, 4(1), 6-19.

### 2003

Callow, J. (2003). Talking About Visual Texts With Students. *Reading Online*, 6(8), 1-16.