

# NEW MEDIA LITERACIES AND PARTICIPATORY POPULAR CULTURE ACROSS BORDERS

Edited by **Bronwyn T. Williams** and **Amy A. Zenger**



# New Media Literacies And Participatory Popular Culture Across Borders

**Kristine E. Pytash, Richard E.  
Ferdig, Timothy V. Rasinski**



## **New Media Literacies And Participatory Popular Culture Across Borders:**

**New Media Literacies and Participatory Popular Culture Across Borders** Bronwyn Williams, Amy A. Zenger, 2012-05-23

How do students online literacy practices intersect with online popular culture In this book scholars from a range of countries including Australia Lebanon Nepal Qatar South Africa Turkey and the United States illustrate and analyze how literacy practices that are mediated through and influenced by popular culture create both opportunities and tensions for secondary and university students The authors examine issues of theory identity and pedagogy as they address participatory popular culture sites such as fan forums video blogs social networking sites anime memes and comics and graphic novels Uniquely bringing together scholarship about online literacy practices and the growing body of work on participatory popular culture **New Media Literacies and Participatory Popular Culture across Borders** makes distinctive contributions to an emerging field of study pushing forward scholarship about literacy and identity in cross cultural situations and advancing important conversations about issues of global flows and local responses to popular culture

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**New Literacies around the Globe** Cathy Burnett, Julia Davies, Guy Merchant, Jennifer Rowsell, 2014-07-11 The increasing popularity of digitally mediated communication is prompting us to radically rethink literacy and its role in education at the same time national policies have promulgated a view of literacy focused on the skills and classroom routines associated with print bolstered by regimes of accountability and assessments As a result teachers are caught between two competing discourses one upholding a traditional conception of literacy re iterated by politicians and policy makers and the other encouraging a more radical take on 21st century literacies driven by leading edge thinkers and researchers There is a pressing need for a book which engages researchers in international dialogue around new literacies their implications for policy and practice and how they might articulate across national boundaries Drawing on cutting edge research from the USA Canada UK Australia and South Africa this book is a pedagogical and policy driven call for change It explores studies of literacy practices in varied contexts through

a refreshingly dialogic style interspersed with commentaries which comment on the significance of the work described for education The book concludes on the conversation developed to identify key recommendations for policy makers through a Charter for Literacy Education

Preparing Teachers to Teach Writing Using Technology Kristine E. Pytash, Richard E. Ferdig, Timothy V. Rasinski, 2013 Technology is changing not only how people write but also how they learn to write These profound changes require teachers to reconsider their pedagogical practices in the teaching of writing This books shares instructional approaches from experienced teacher educators in the areas of writing teacher education and technology Chapters explore teachers personal experiences with writing and writing instruction effective pedagogical practices in methods writing courses and professional development opportunities that effectively integrate technology into the writing classroom and contribute to students growth as writers and users of technology This collected volume provides as up to date understanding of how teachers are prepared to teach writing using technology

*Border Culture* Victor Konrad, Anne-Laure Amilhat Szary, 2022-12-29 This book introduces readers to the cultural imaginings of borders the in between spaces in which transnationalism collides with geopolitical cooperation and contestation Recent debates about the refugee crisis and the spread of the COVID 19 pandemic have politicized culture at and of borders like never before Border culture is no longer culture at the margins but rather culture at the heart of geopolitics flows and experience of the transnational world Increasingly culture and borders are everywhere yet nowhere In border spaces national narratives and counter narratives are tested and evaluated coming up against transnational culture This book provides an extensive and critical vision of border culture on the move drawing on numerous examples worldwide and a growing international literature across border and cultural studies It shows how border culture develops in the human imagination and manifests in human constructs of nation and state as well as in transnationalism By analyzing this new and expanding cultural geography of border landscapes the book shows the way to a fresh broader dialogue Exploring the nature and meaning of the intersection of border and culture this book will be an essential read for students and researchers across border studies geopolitics geography and cultural studies

Who Needs Experts? John Schofield, 2016-02-17 Taking the significant Faro Convention on the Value of Cultural Heritage for Society Council of Europe 2005 as its starting point this book presents pragmatic views on the rise of the local and the everyday within cultural heritage discourse Bringing together a range of case studies within a broad geographic context it examines ways in which authorised or expert views of heritage can be challenged and recognises how everyone has expertise in familiarity with their local environment The book concludes that local agenda and everyday places matter and examines how a realignment of heritage practice to accommodate such things could usefully contribute to more inclusive and socially relevant cultural agenda

Super Skills, Super Reading Perry Dantzler, 2020-12-25 What comes to mind when you think about superheroes Strength bravery and heroism are common answers However superheroes do not only have physical strength but they also have mental strengths and skills Superheroes tend to have intelligence and

detection skills which allow them to develop other skills In this analysis of superhero literacy aimed at students the connection between superhero media and larger theories of literacy are explored The author uses six superhero television shows to show how literacy is portrayed in superhero media and how it reflects and shapes cultural ideas of literacy The shows covered are Arrow The Flash Gotham Jessica Jones Luke Cage and Daredevil **Literacy in the Digital University** Robin Goodfellow, Mary R. Lea, 2013-10-08 Literacy in the Digital University is an innovative volume bringing together perspectives from two fields of enquiry and practice literacies and learning and learning technologies With their own histories and trajectories these fields have seldom overlapped either in practice theory or research In tackling this divide head on the volume breaks new ground It illustrates how complementary and contrasting approaches to literacy and technology can be brought together in productive ways and considers the implications of this for practitioners working across a wide range of contexts The book showcases work from well respected authorities in the two fields in order to provide the foundations for new conversations about learning and practice in the digital university It will be of particular relevance to university teachers and researchers educational developers and learning technologists library staff university managers and policy makers and not least learners themselves particularly those studying at post graduate level

Multimodal Approaches to Research and Pedagogy Arlene Archer, Denise Newfield, 2014-03-14 This book brings together social semiotics cultural studies multiliteracies and other approaches in order to theorize very different learning environments giving visibility to the modal effect in a range of disciplines It highlights the ideological nature of discursive practices examines questions of access and argues for transformation of these practices with a constant eye on issues of social justice and equity Contributors argue that we can harness learners representational resources through making these resources visible and creating less regulated spaces in the curriculum in which they can be used Examples from primary education through to adult continuing education are used throughout the text Integrating Virtual and Traditional Learning in 6-12 Classrooms Sandra Schamroth Abrams, 2014-09-19 Integrating Virtual and Traditional Learning in 6 12 Classrooms introduces a model of layered literacies as a framework for describing and illustrating how students digital experiences can inform educational methods Through the lens of layered literacies educators can envision opportunities to draw upon adolescents out of school interests and activities to meaningfully integrate digital practices within academic contexts Such an approach facilitates innovative teaching inspired learning and successful pedagogy and it thoughtfully highlights the role of technology within mandated standards based instruction in public schools Combining foundational and contemporary theories supported by data from multiple studies of adolescent learning and honoring teachers and students experiences and resources this text helps educators reconceptualize the ways students learn through and with digital texts and negotiate the connection between online and offline spaces A companion website extends the discussion onto the screen engaging readers in an intertextual approach to learning that complements the concept of layering literacies across

disciplines With a foreword by Jennifer Rowsell and an afterword by Bill Cope and Mary Kalantzis it will be of interest to experienced educators and administrators as well as postgraduate graduate and undergraduate students of education

**Literacy Practices and Perceptions of Agency** Bronwyn T. Williams, 2017-07-06 In this book Bronwyn T Williams explores how perceptions of agency whether a person perceives and feels able to read and write successfully in a given context are critical in terms of how people perform their literate identities Drawing on interviews and observations with students in several countries he examines the intersections of the social and the personal in relation to how and crucially why people engage successfully or struggle painfully in literacy practices and what factors and forces they regard as enabling or constraining their actions Recognizing such moments and patterns can help teachers and researchers rethink their approaches to teaching to facilitate students sense of agency as writers and readers Digital Media, Culture and Education John Potter, Julian McDougall, 2017-05-02 This book provides a critical commentary on key issues around learning in the digital age in both formal and informal educational settings The book presents research and thinking about new dynamic literacies porous expertise digital making coding remixing curation storying in digital media open learning the networked educator and a number of related topics it further addresses and develops the notion of a third space literacies in contexts for learning The book takes as its starting point the idea that an emphasis on technology and media as part of material culture and lived experience is much needed in the discussion of education along with a criticality which is too often absent in the discourse around technology and learning It constructs a narrative thread and a critical synthesis from a sociocultural account of the memes and stereotypical positions around learning media and technology in the digital age and will be of great interest to academics interested in the mechanics of learning and the effects of technology on the education experience It closes with a conversation as a reflexive afterword featuring discussion of the key issues with amongst others Neil Selwyn and Cathy Burnett The Case of the iPad Cathy Burnett, Guy Merchant, Alyson Simpson, Maureen Walsh, 2017-07-06 This book brings together an international group of literacy studies scholars who have investigated mobile literacies in a variety of educational settings Approaching mobility from diverse theoretical perspectives the book makes a significant contribution to how mobile literacies and tablets in particular are being conceptualised in literacy research The book focuses on tablets and particularly the iPad as a prime example of mobile literacies setting this within the broader context of literacy and mobility The book provides inspiration and direction for future research in mobile literacies based upon 16 chapters that investigate the relationship between tablets and literacy in diverse ways Together they address the complex and multiple forces associated with the distribution of the technologies themselves and the texts they mediate and consider how apps adults and children work together as iPads enter the mesh of practices and material arrangements that constitute the institutional setting **Pedagogical Perspectives on Cognition and Writing** J. Michael Rifenburg, Duane Roen, 2021-05-11 Pedagogical Perspectives on Cognition and Writing addresses a scholarly audience in writing studies

specifically scholars and teachers of writing writing program administrators and writing center scholars and administrators Chapters focus on the place of cognition in threshold concepts teaching for transfer rhetorical theory trauma theory genre writing centers community writing and applications of the Framework for Success in Postsecondary Writing The 1980s witnessed a growing interest in writing studies on cognitive approaches to studying and teaching college level writing While some would argue this interest was simply of a moment we argue that cognitive theories still have great influence in writing studies and have substantial potential to continue reinvigorating what we know about writing and writers By grounding this collection in ongoing interest in writing related transfer the role of metacognition in supporting successful transfer and the habits of mind within the Framework for Success in Postsecondary Writing Pedagogical Perspectives on Cognition and Writing highlights the robust but also problematic potential cognitive theories of writing hold for how we research writing how we teach and tutor writers and how we work with community writers Pedagogical Perspectives on Cognition and Writing includes a foreword by Susan Miller Cochran and an afterword by Asao Inoue Additional contributors include Melvin E Beavers Subrina Bogan Harold Brown Christine Cucciarre Barbara J D Angelo Gita DasBender Tonya Eick Gregg Fields Morgan Gross Jessica Harnisch David Hyman Caleb James Peter H Khost William J Macauley Jr Heather MacDonald Barry M Maid Courtney Patrick Weber Patricia Portanova Sherry Rankins Robertson J Michael Rifenburg Duane Roen Airlie Rose Wendy Ryden Thomas Skeen Michelle Stuckey Sean Tingle James Toweill Martha A Townsend Kelsie Walker and Bronwyn T Williams

*Handbook of Research on Acquiring 21st Century Literacy Skills Through Game-Based Learning* Lane, Carol-Ann, 2022-01-07 Emerging technologies are becoming more prevalent in global classrooms Traditional literacy pedagogies are shifting toward game based pedagogy addressing 21st century learners Therefore within this context there remains a need to study strategies to engage learners in meaning making with some element of virtual design Technology supports the universal design learning framework because it can increase the access to meaningful engagement in learning and reduce barriers The Handbook of Research on Acquiring 21st Century Literacy Skills Through Game Based Learning provides theoretical frameworks and empirical research findings in digital technology and multimodal ways of acquiring literacy skills in the 21st century This book gains a better understanding of how technology can support learner frameworks and highlights research on discovering new pedagogical boundaries by focusing on ways that the youth learn from digital sources such as video games Covering topics such as elementary literacy learning indigenous games and student worker training this book is an essential resource for educators in K 12 and higher education school administrators academicians pre service teachers game developers researchers and libraries

**Environmental Rhetoric and Ecologies of Place** Peter N. Goggin, 2013-07-18 Understanding how rhetoric and environmental rhetoric in particular informs and is informed by local and global ecologies contributes to our conversations about sustainability and resilience the preservation and conservation of the earth and the future of human society This book explores some of the complex relationships collaborations compromises

and contradictions between human endeavor and situated discourses identities and landscapes social justice and natural resources movement and geographies unpacking and grappling with the complexities of rhetoric of presence Making a significant contribution to exploring the complex discursive constructions of environmental rhetorics and place based rhetorics this collection considers discourses actions and adaptations concerning environmental regulations and development sustainability exploitation and conservation of energy resources Essays visit arguments on cultural values social justice environmental advocacy and identity as political constructions of rhetorical place and space Rural and urban case studies contribute to discussions of the ethics and identities of environment and the rhetorics of environmental cartography and glocalization Contributors represent a range of specialization across a variety of scholarly research in such fields as communication studies rhetorical theory social cultural geography technical professional communication cartography anthropology linguistics comparative literature ecocriticism literacy studies digital rhetoric media studies and discourse analysis Thus this book goes beyond the assumption that rhetorics are situated and challenges us to consider not only how and why they are situated but what we mean when we theorize notions of situated place based rhetorics

Emotions, Technology, and Learning Sharon Y. Tettegah, Michael P. McCreery, 2015-11-17 Research suggests two important roles of emotion related to learning and technology First emotion can be the key factor that is being learned or taught through technological means Second emotional responses with and through technology can alter what is being learned or how the content is learned The goal of this volume is to compile and synthesize research that addresses these two perspectives by focusing on the relationship between emotion and learning as facilitated by technology The book is divided into four sections to represent the specific interest related to emotion and learning Theory and Overview of Emotions and Learning Emotions and Learning Online Technology for Emotional Pedagogy with Students and Technology of Emotional Pedagogy with Teachers Provides a deeper theoretical and empirical perspective of emotion and learning Discusses how blended and online learning impact our ability to share emotion or learn emotion Explores how students learn emotion share emotion and how it impacts their ability to learn Examines how teachers learn emotion share emotion and how it impacts their ability to teach through technology Addresses student diversity

Horror Literature and Dark Fantasy Mark A. Fabrizio, 2018-05-16 Horror Literature and Dark Fantasy Challenging Genres is a collection of scholarly essays intended to address the parent whose unreasoning opposition to horror entails its removal from a school curriculum the school administrator who sees little or no redeeming literary value in horror and the teacher who wants to use horror to teach critical literacy skills but does not know how to do so effectively The essays herein are intended to offer opportunities for teachers in secondary schools and higher education to enrich their classes through a non canonical approach to literary study This book is a deliberate attempt to enlarge the conversation surrounding works of horror and argue for their inclusion into school curricula to teach students critical literacy skills

*Creative Writing Pedagogies for the Twenty-First Century* Alexandria Peary, Tom C



Hunley,2015-06-25 The creative writing workshop beloved by some dreaded by others and ubiquitous in writing programs across the nation For decades the workshop has been entrenched as the primary pedagogy of creative writing While the field of creative writing studies has sometimes myopically focused on this single method the related discipline of composition studies has made use of numerous pedagogical models In *Creative Writing Pedagogies for the Twenty First Century* editors Alexandria Peary and Tom C Hunley gather experts from both creative writing and composition studies to offer innovative alternatives to the traditional creative writing workshop Drawing primarily from the field of composition studies a discipline rich with a wide range of established pedagogies the contributors in this volume build on previous models to present fresh and inventive methods for the teaching of creative writing Each chapter offers both a theoretical and a historical background for its respective pedagogical ideas as well as practical applications for use in the classroom This myriad of methods can be used either as a supplement to the customary workshop model or as stand alone roadmaps to engage and reinvigorate the creative process for both students and teachers alike A fresh and inspiring collection of teaching methods *Creative Writing Pedagogies for the Twenty First Century* combines both conventional and cutting edge techniques to expand the pedagogical possibilities in creative writing studies *Asia Literate Schooling in the Asian Century* Christine Halse,2015-04-10

Globalization migration transnational movements and the development of the tiger economies of Asia have led education leaders and policy makers around the world but particularly in Australia the USA Canada and New Zealand to view schools as key sites for developing globally competent Asia literate citizens who have the capabilities to live work and interact with the peoples cultures and societies of Asia In what has been dubbed the Asian Century nations are increasingly seeking to transform their schooling policies curricula and teaching workforces to engage with the growing influence of the peoples cultures and societies both within and beyond Asia This is the first book to subject to critical scrutiny and analysis the concepts policies and practices of schooling involved in building intercultural relations with the diverse contemporary manifestations of Asia It brings into dialogue scholars who are at the forefront of current thinking policy and practice on Asia related schooling and contributes to a broader international debate about the future shape of intercultural schooling in a global world *Asia Literate Schooling in the Asian Century* offers chapters on Learning Asia In search of a new narrative Asia Literacy as Experiential Learning Professional Standards and Ethics in Teaching Asia Literacy The Feasibility of Implementing Cross Curricular Studies of Asia Deparochialising Education and the Asian Priority A Curriculum Re Imagination This book will appeal to scholars and practitioners in Education and is suitable as a reference for teacher education courses It will also interest scholars specialising in Asian Studies

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