

BEST PRACTICES IN TEACHING DIGITAL LITERACIES

Edited by Evan Ortlieb, Earl H. Cheek, Jr.
and Peggy Semingson

LITERACY RESEARCH,
PRACTICE AND EVALUATION

VOLUME 9

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LITERACY RESEARCH, PRACTICE AND EVALUATION

Series Editors: Evan Ortlieb and Earl H. Cheek, Jr.

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Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2018

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British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78754-434-5 (Print)

ISBN: 978-1-78754-551-9 (Online)

ISBN: 978-1-78754-720-9 (Epub)

ISSN: 2048-0458 (Series)



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FOREWORD

Living in a digital era with constant dynamic flux means that we must stay up to date with the ever-changing approaches to teaching literacy both in PK-12 settings and teacher preparation. Texts, curriculum, and literacy practices both in and out of educational spaces in PK-12 and teacher education are moving toward paperless, interactive, multimodal, and generally high-tech mediums. No longer is technology an add-on to instruction; it is essential to communication and creates new platforms and possibilities for learning. Indeed, classroom instruction and teacher preparation must embrace the digital turn to stay current and relevant. It is essential that we seek to understand and implement meaningful digital-based literacy instruction in the classroom and understand both the benefits and constraints of such practice within teacher education programs.

This volume showcases cutting-edge research that focuses on aligning PK-12 instruction and teacher education with digital pedagogies and literacy learning. The research setting varies from elementary and secondary classrooms (field-based research), pre-service teacher preparation (university-based settings), and cyberspace (e.g., social media). Across the chapters, the authors seek to connect theory to practice toward innovative teaching with emerging technology tools, digitally connected curricula, and reimagined teacher preparation processes. This volume is mindful of the possibilities of technology-based literacy learning while offering caveats and cautions when implanting this type of practice.

Peggy Semingson