



New Literacies Practices: Designing Literacy Learning (New Literacies and Digital Epistemologies)

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New literacies have been researched with various age groups in a variety of settings, illustrating how text uses differ across contexts and highlighting stark divides between schooled and out-of-school literacies. Not surprisingly, schools have difficulty staying abreast of the technological and social aspects associated with new literacies. *New Literacies Practices: Designing Literacy Learning* takes into account these two concerns - the dichotomy of contextual uses of new literacies across spaces, and concerns that schooled instructional attempts with new literacies reify conventional literacy practices. Authors in this volume include classroom teachers and researchers who begin from a stance that in an interconnected, multimodal world, new literacies exist across spaces. It is no longer appropriate to consider if literacies between contexts, such as out-of-school and in-school, dovetail. Instead, we must shape examinations according to how they dovetail. The essays in this volume forge the amorphous divide between out-of-school and in-school literacies through a design of pedagogy and examine how teachers and researchers collaborate to design instruction that accounts for students' new literacies. This book acknowledges that new literacies must be embedded into the curriculum, not just included as an add-on course or activity to the school day.



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