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Nota di contenuto	1 The Case of the iPad -- 2 The fluid materiality of tablets: Examining 'the iPad multiple' in a primary classroom -- 3 Russian dolls and three forms of capital: Ecological and sociological perspectives on parents' engagement with young children's tablet use -- 4 Chasing literacies across action texts and augmented realities: E-books, animated apps and Pokemon Go -- 5 Multimodel layering: Students learning with iPads in Primary school classrooms -- 6 The new digital divide: Digital technology policies and provision in Canada and Australia -- 7 Slate-enabled literacy practices in a FutureSchool@Singapore classroom -- 8 Apps and Autodidacts: Wayfaring and emplaced thinking on iPads -- 9 Game 2 Engage: Using iPads to mediate and develop social relationships in college learning -- 10 The affordances of touchscreen tablets and digital cameras as tools for young children's multimodal, multilingual composing -- 11 Personalised story-making on the iPad: Opportunities for developing the Self and building Closeness with others -- 12 Children's engagement with iPads in Early Years classrooms: Exploring peer cultures and transforming practices -- 13

Collaborative and dialogic meaning-making: How children engage and immerse in the storyworld of a mobile game -- 14 Relational methodologies for mobile literacies: Intra-action, rhythm, and atmosphere -- 15 Hands, fingers and iPads -- 16 Mobile literacies in education: Moving from the Word to the World.

Sommario/riassunto

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.
