1. Record Nr. UNINA9910737286103321

Autore	Mills Kathy <1974->
Titolo	Literacy for digital futures : mind, body, text / / Kathy A. Mills, Len Unsworth and Laura Scholes
Pubbl/distr/stampa	New York, New York ; ; London : , : Routledge, , [2023] ©2023
ISBN	1-00-313736-9 1-003-13736-9 1-000-68704-X
Descrizione fisica	1 online resource (274 pages)
Disciplina	302.23
Soggetti	Media literacy Media literacy - Study and teaching Digital media - Study and teaching Information society - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Cover -- Half Title -- Title Page -- Copyright Page -- Dedication -- Table of Contents -- List of Figures -- List of Tables -- Foreword - Theo van Leeuwen -- Acknowledgements -- Abbreviations -- Chapter 1: Introduction: Beyond education for Industry 4.0: Next-generation literacies -- What are literacies, multimodality, and modes? -- Mind and materiality of reading in a digital age -- The body and senses in thought, language, and digital practice -- Texts and digital semiotics -- Implications for curriculum and pedagogy -- References -- Part I: Mind and materiality -- References -- Chapter 2: Mind and materiality of digital reading -- How digital reading is reconceptualising literacy -- New understandings of the mind and materiality for digital reading -- Shifts in processes of the mind -- Mental images -- Shifts in embodied experiences -- Multisensory stimulation -- Learning to read -- Virtual reality -- Critical issues for digital reading as a mode of making meaning -- Reading behaviours that impact on meaning making -- Implications for literacy curriculum and pedagogy -- Scaffolding digital reading in the early years -- Supporting deep reading to learn in the

later years -- Recommendations for research of digital reading practices -- Acknowledgement -- References -- Chapter 3: Critically evaluating multiple sources for digital futures -- Why critical reading of online sources is important for digital futures -- Socio-scientific issues in the networked world -- Investigating socio-scientific issues -- New directions for critical literacy online: the epistemic turn -- Epistemic cognition -- Beliefs in action -- Implications for educational practice -- Critical issues in approaches to evaluation of socio-scientific issues -- Recommendations for research -- References -- Chapter 4: Why video gaming is an important digital literacy practice.
Advances in video games and implications for epistemic thinking -- Epistemic video games -- Serious video games -- Action and multi-player video games -- Video games for advancing critical literacy in educational contexts -- Critical issues, tensions, and debates -- Recommendations for research -- Acknowledgement -- References -- Part II: Body and senses -- References -- Chapter 5: Embodiment, literacies, and digital media -- Marginalised senses in embodied media literacies: Hearing, smell, and taste -- Hearing: Sonic dimensions of language, literacy, and digital media -- Smell: Olfaction in digital media -- Taste: Gustation in digital media -- Materiality in literacies and digital media practices and embodied cognition -- Tensions for engaging the full sensorium in digital media composition -- Classroom implications of the sensory turn for literacies -- Future directions for researching embodiment in digital media practices -- References -- Chapter 6: Haptics and motion in literacy practices with digital media -- Why touch and motion matter to literacy practices with new digital media -- New opportunities for touch and motion in literacy practices with digital media -- Bodily basis of meaning making and early language learning -- Haptics in digital media practices -- Body motion, language learning, and digital media practices -- Tensions and challenges for touch and motion in literacy practices with digital media -- Implications for digital media practices involving touch and motion in the classroom -- Recommendations for researching touch and motion in new literacy practices -- References -- Chapter 7: Virtual, augmented, and mixed reality: New literate bodies -- New directions for VR, AR, and MR literacies -- Social factors: AR, VR, and MR -- The medium: AR, VR, and MR -- Tensions for VR, AR, and MR literacies technologies.
Implications of VR, AR, and MR for literacy curriculum and pedagogy -- Recommendations for research of VR, AR, and MR literacy practices -- References -- Part III: Texts and digital semiotics -- References -- Chapter 8: Infographics and scientific literacy -- Introduction - infographics in 21st-century literacies -- Infographics in science learning and assessment -- Co-articulation of language and image in student-created infographic representations -- Mapping options for image-language integration and meaning aggregation in infographics -- Teaching-learning experiences to enhance infographic literacy development -- Recommendations for researching infographics literacy for digital futures -- Acknowledgement -- References -- Chapter 9: Advancing animated story composition through coding -- Refocussing programming as writing for integration in language arts curricula -- Re-balancing programming as writing and multimodal authoring -- Challenges in integrating coding animated narratives as multimodal authoring in ELA -- Implications for a pedagogy of coding animated narratives in ELA -- Re-configuring research in classroom integration of coding and literacy -- Acknowledgement -- References -- Chapter 10: Digital interactive literature -- Introduction -- Networking dimensions of interactivity and narrative function -- Imagic, bodily, and

verbal interactivity -- Imagic interactivity -- Bodily interactivity -- Interactivity in virtual reality story apps -- Narrative functions of interactivity -- Cultural challenges: interfacing digital interactivity and literary engagement -- Implications for curriculum and pedagogy -- Recommendations for research -- References -- Chapter 11: Conclusion: Multimaterial literacies for digital futures -- Materiality of representation: emerging directions -- Mind and materiality of reading: emerging directions.
Digital gaming futures and literacy practices -- Influence of AI and machine learning on textual practices: algorithm-driven media -- The future of text semiotics in multimaterial textual environments -- Implications for future curriculum and pedagogy -- Concluding thoughts: mind, body, and text -- References -- Author Index -- Subject Index.

Sommario/riassunto

"The unprecedented rate of global, technological, and societal change calls for a radical, new understanding of literacy. This book offers a nuanced framework for making sense of literacy by addressing knowledge as contextualized, embodied, multimodal, and digitally mediated. In today's world of technological breakthroughs, social shifts, and rapid changes to the educational landscape, literacy can no longer be understood through established curriculum and static text structures. To prepare teachers, scholars, and researchers for the digital future, the book is organised around three themes-Mind and Materiality; Body and Senses; and Texts and Digital Semiotics-to shape readers' understanding of literacy. Opening up new interdisciplinary themes, Mills, Unsworth, and Scholes confront emerging issues for next-generation digital literacy practices. The volume helps new and established researchers rethink dynamic changes in the materiality of texts and their implications for the mind and body, and features recommendations for educational and professional practice"--