

1. Record Nr.	UNINA9910795378903321
Titolo	Ideas that changed literacy practices : first-person accounts from leading voices // edited by Dennis Sumara and Donna E. Alvermann
Pubbl/distr/stampa	Gorham, Maine : , : Myers Education Press, , [2022] ©2022
ISBN	1-9755-0396-1
Descrizione fisica	1 online resource (xi, 336 pages)
Disciplina	121.4
Soggetti	Literacy - Study and teaching Authorship Idea (Philosophy)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover -- Half-Title -- Title -- Copyright -- Dedication -- Contents -- Chapter 1: Challenging the "I" That We Are (Dennis Sumara and Donna E. Alvermann) -- Chapter 2: Reading and Learning: An Intricate and Inseparable Bond (Patricia A. Alexander) -- Chapter 3: Entanglements: Searching for Historical Authenticity (Donna E. Alvermann) -- Chapter 4: Empowerment and Values in School Change (Kathryn H. Au) -- Chapter 5: Listening Across Differences (Maren Aukerman) -- Chapter 6: Literacy, English, and Video Games: Challenges and Continuities Through Change (Catherine Beavis) -- Chapter 7: When You Goin' Teach Us How to Make That Money? (George Boggs) -- Chapter 8: The Everydayness of Religious Literacies (Kevin Burke) -- Chapter 9: Nurturing Communities of Inquiry Across Difference: Decolonial Social Formations in Literacy Research and Practice (Gerald Campano) -- Chapter 10: On the Failure of Reason in the Face of Belief (Mark Dressman) -- Chapter 11: "Where Are You?": Reading, Repositioning, and Imagining for Antiracist Futures (Patricia Enciso) -- Chapter 12: Socially Embodied Experience: An Explanatory Model for Literacy Based on Strangeness (James Paul Gee) -- Chapter 13: Performed Ethnography (Tara Goldstein) -- Chapter 14: Rich Points on a Reflective Journey to Understanding Language-Literacy Relationships (Judith Green) -- Chapter 15: Rhizomatic Cartography of a Literate Life

(Margaret Carmody Hagood) -- Chapter 16: Land, Language, and Learning: Living in Good Relations (Jan Hare) -- Chapter 17: Transmediation: Nurturing Imagination Through Abduction (Jerome C. Harste) -- Chapter 18: Hybrid Spaces, Design, and Imagination in the Practice of Transformative Literacy Teacher Preparation: A Personal Journey (James Hoffman) -- Chapter 19: Naturalizing Literacy: Finding Meaning in the Biology of Language, Thought, and Being (George G. Hruby).

Chapter 20: Refusing and Accepting the Hail: Interpellation as a Personally Liberating Concept (Hilary Janks) -- Chapter 21: Memes and Meme-ing: Research and Meaning (Michele Knobel) -- Chapter 22: Virtual Shifts: Rethinking Literacies in Home and School (Linda Laidlaw) -- Chapter 23: Memes and Meme-ing: Rethinking Internet Memes for a Better Future (Colin Lankshear) -- Chapter 24: Agency and Assemblage in Children's Literacies (Kim Lenters) -- Chapter 25: Heteroglossia, Emotion, and the Transformation of Signs (Cynthia Lewis) -- Chapter 26: The Lyric of Witnessing and the Insight of Resonance (Rebecca Luce-Kapler) -- Chapter 27: Cultural Modeling on My Mind: Reframing Racialized Literacy Practices, and Reimagining Human Learning (Ramón Antonio Martínez) -- Chapter 28: Making Meaning, Making Sense (Guy Merchant) -- Chapter 29: Wahkohtowin: Reading, Writing, and Kinship (Lorri Neilsen Glenn) -- Chapter 30: Enacting Critical Race Parenting Through/With a Family Literacies Archive (Rebecca Rogers) -- Chapter 31: An Intellectual Path Paved With Emotions and Shaped by Cultures (Peter Smagorinsky) -- Chapter 32: Restorying My Archive of Deferrals (Dennis Sumara) -- Chapter 33: Going Public: Literacy Practices that Changed My Ideas (John Willinsky) -- Author Biographies -- Index.

---

### Sommario/riassunto

How do ideas change practices and people? In *Ideas That Changed Literacy Practices*, 32 influential scholars in literacy education get personal about how they have worked on ideas and how those ideas have worked on them. Together, the essays offer never-before revealed personal histories of the authors' published writing about ideas that have shaped the field of literacy education. As a collection, the essays highlight some of the major themes that have guided and changed literacy practices over the last few decades. They also offer a rare glimpse into the complex ways histories of research emerge alongside personal and political influences on policy and practice. The volume includes an introductory chapter by Sumara and Alvermann in which they detail the processes they used in creating a context for the significance of this work. They begin with the premise that most literacy scholars rarely, if ever, reveal their personal and intellectual investments in ideas that have animated their research and other scholarly endeavors. That this observation rang true for all of the contributors was evidenced in their responses to the invitation. For example, some replied by saying this was the most exciting project they had engaged in because it required reflection on what motivated them to write the requested 3,500-word essay; others mentioned they were looking forward to reading what their peers would share.

---