INTERNATIONAL HANDBOOK OF RESEARCH ON Children’s Literacy, Learning, and Culture

WILEY-BLACKWELL
International Handbook of Research on Children’s Literacy, Learning, and Culture
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Notes on Contributors

The Editors

Kathy Hall is Professor and Head of the School of Education at University College, Cork. She researches and publishes in the areas of learning, literacy, and assessment and has co-edited and authored several books and research papers on these topics. She has recently co-edited two books on socio-cultural perspectives on learning: Learning and Practice: Culture and Identities (2008, Murphy and Soler); Pedagogy and Practice: Agency and Identities (2008, with Murphy) and edited a book arising from an ESRC-funded exploration of interdisciplinary perspectives on reading: Interdisciplinary Perspectives on Learning to Read: Culture, Cognition and Pedagogy (2010, with Goswami, Harrison, Ellis, and Soler). She is currently leading a knowledge exchange project on inclusion and pedagogy funded by the Irish Research Council and is working on a book with Curtin and Rutherford entitled Networks of the Mind: A Critical Neurocultural Perspective on Learning, to be published by Routledge in 2013.

Teresa Cremin is a Professor of Education (Literacy) at the Open University. She is a past President of the United Kingdom Literacy Association (UKLA) and a current Trustee and Board Member of Booktrust and the Poetry Archive in the UK. She is also joint coordinator of the British Educational Research Association Special Interest Group on Creativity, a member of the ESRC Peer Review College and currently Chair of the International Reading Association’s Outstanding Dissertation Award committee. Teresa’s socio-cultural research focuses on creativity in literacy teaching and learning, teachers’ literate identities and practices as readers and writers, and the pedagogy and practice of reading and writing for pleasure. She is currently leading a project exploring storytelling and story acting in the early years and another examining young people’s literary reading discussions in the context of extracurricular reading groups. Teresa has written and edited over 25 books and numerous research papers and professional texts, most recently Writing Voices: Creating Communities of Writers (2012, with Debra Myhill).

Barbara Comber is a Research Professor in the Faculty of Education at Queensland University of Technology. Her interests include literacy education and social justice, teachers’ work and identities, place and space, and practitioner inquiry. She has recently co-edited two books: The Hawke Legacy: Towards a Sustainable Society (2009, with McKinnon) and Literacies in Place: Teaching Environmental Communication (2007, with Comber, Nixon, and Reid). She
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is currently conducting three Australian Research Council funded projects: ‘Mandated literacy assessment and the reorganization of teachers’ work’; ‘New literacy demands in the middle years: Learning from design experiments’; and ‘Educational leadership and turnaround literacy pedagogy’.

Luis C. Moll is Professor in the Language, Reading and Culture Program of the Department of Teaching, Learning and Sociocultural Studies, College of Education, The University of Arizona. His main research interest is the connection between culture, psychology, and education, especially as it relates to the education of children in at-risk conditions. His co-edited volume, *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* (2005), received the 2006 Critics’ Choice Award of the American Educational Studies Association. He was elected to membership of the (US) National Academy of Education (1998).

Contributors

Sandra Schamroth Abrams is an Assistant Professor in the Department of Curriculum and Instruction at St John’s University in New York. Her interest in digital literacies and dynamic pedagogy fuels her research on virtual spaces and the identities and practices developed, maintained, and modified in online and offline social and academic contexts. Though Abrams primarily focuses on video games and learning, she recognizes the often symbiotic relationship among literacy practices, and, thus, examines digital narratives and multimodal representations to understand nuanced meaning-making at the seemingly irregular borders of digital and place-based environments. Along with Jennifer Rowsell, Abrams co-edited the NSSE volume, *Rethinking Identity and Literacy Education in the 21st Century* (2011), and she has published journal articles and book chapters that continue to explore the elements of behavior and learning, and the power and pedagogy shaping student understanding.

Florencia Alam received a BA in Language from the University of Buenos Aires. She is currently working on Master’s and PhD degrees in Discourse Analysis at the University of Buenos Aires and has obtained a doctoral scholarship from the CONICET (National Council of Scientific Research of Argentina). Her research is focused on interactions between children.

Evelyn Arizpe is a Lecturer in Children’s Literature at the School of Education, University of Glasgow. She is program leader for the MEd in Children’s Literature and Literacies and has taught and published widely in the areas of literacies, reader response to picture books, and children’s literature. She is co-author, with Morag Styles, of *Children Reading Pictures: Interpreting Visual Texts* (2003) and *Reading Lessons from the Eighteenth Century: Mothers, Children and Texts* (2006). Also with Morag Styles, she has co-edited *Acts of Reading: Teachers, Texts and Childhood* (2009). She has a particular interest in Mexican children’s books and children’s literature about Latin America. She is project leader for ‘Visual Journeys’, an international project based on research in Spain, Australia, and the United States that investigates immigrant children’s responses to wordless picture books. In the UK, the research was funded by a grant from the United Kingdom Literacy Association (UKLA); the follow-up project was funded by the Esmée Fairbairn Foundation.

Georgina Barton is a Lecturer in the School of Education and Professional Studies at Griffith University, Australia. For over 20 years Dr Barton has been a classroom teacher and literacy
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Catherine Beavis is a Professor of Education at Griffith University, Australia. She teaches and researches in the areas of English and literacy curricula, and around digital culture, young people, and new media. Her work has a particular focus on the changing nature of text and literacy, and the implications of young people’s experience of the online world for contemporary English and Literacy curricula. Her research looks particularly at computer or video games and young people’s engagement with them, exploring the ways in which games work as new textual worlds for players, embodying and extending ‘new’ literate and multimodal literacies and stretching and changing expectations about ‘reading,’ narrative, and participation. Her work explores the role of game-play in young people’s lives, connections between game-play and constructions of identity and community, and games as the spaces within which young people play. She has a keen interest in what might be learned about students’ experience of digital texts such as video games in their out-of-school lives that might in turn enrich contemporary classroom curriculum and pedagogy. Publications include *Teaching the English Subjects: Essays on English Curriculum History and Australian schooling* (edited with Bill Green), *P(ICT)ures of English: Teachers, Learners and Technology* (edited with Cal Durant), and *Doing Literacy Online: Teaching, Learning and Playing in an Electronic World* (edited with Ilana Snyder). Publications in press include *Digital Games: Literacy in Action* (edited with Joanne O’Mara and Lisa McNeice) and *Literacy in 3D* (edited with Bill Green).

Shirley Brice Heath, Margery Bailey Professor of English and Dramatic Literature and Professor of Linguistics, Emerita, Stanford University, studies learning environments within families and under-resourced communities. A linguistic anthropologist, she is best known for her longitudinal research on language socialization within families and community settings. She also studies situations in which project work by artists and scientists is taking place. This research, carried out in studios, rehearsal zones, and laboratories, has demonstrated the importance of sustained visual attentiveness, embodiment, and the envisionment of a future outcome to project work. Her recent research is informed by cognitive neuroscience research that can supplement explanations of learning documented through observations and recordings of behavior. She is the author of the classic *Ways with Words: Language, Life, and Work in Communities and Classrooms* (Cambridge University Press, 1983/1996) and the sequel volume, *Words at Work and Play: Three Decades in Family and Community Life* (Cambridge University Press, 2012).

Cathy Burnett is Senior Lecturer in Primary English at Sheffield Hallam University, UK, where she leads the Language and Literacy Research and Scholarship Group and co-leads the Teacher Education Research and Scholarship Group. Her research focuses on relationships between literacies within and beyond formal educational contexts, with a particular emphasis on the social practices emerging around new technologies in classrooms. She is interested in how children negotiate meaning through and around digital texts, using theories of space to explore meaning making across on/offline contexts. Her published work has also explored the continuities and discontinuities between pre-service teachers’ literacy practices in different domains of their lives and considered the barriers and possibilities that teachers associate with
Using new texts in schools. She is co-editor of the United Kingdom Literacy Association journal, *Literacy*.

**Brian Cambourne** is a Principal Fellow in the Faculty of Education at the University of Wollongong, Australia. Since 1980 Brian has been researching how learning, especially literacy learning, occurs. His current research interests have continued this tradition, and center on the re-examination of the concept of ‘learning’ through a ‘biological-cum-evolutionary’ lens rather than the traditional psychological lens. One outcome of this has been the reframing of ‘knowledge’ as ‘the sum total of all the meanings constructed using a range of abstract symbol systems.’ He is currently engaged in several schools, helping teachers develop discourse that reflects this way of framing ‘learning’ and monitoring how this discourse affects their pedagogies and their students’ knowledge building. Recent publications that reflect these interests include chapters in: *Changing Literacies for Changing Times* (2009); *Defying Convention, Inventing the Future in Literacy Research and Practice* (2010); and *Reading Researchers in Search of Common Ground* (2012).

**Victoria Carrington** took up a Chair in Education in the School of Education and Lifelong Learning at the University of East Anglia in March 2010. Before joining UEA, she held a Research SA Chair at the University of South Australia and has held posts at the University of Plymouth, the University of Queensland, and the University of Tasmania. Victoria writes extensively in the fields of sociology of literacy and education and has a particular interest in the impact of new digital media on literacy practices. She is co-editor of the international journal *Discourse: Studies in the Cultural Politics of Education* and sits on the editorial boards of a number of international journals. With Associate Professor Aaron Koh, she is the editor of a new book series *Cultural Studies and Transdisciplinarity in Education*. Recent publications include: ‘Literacy-lite in BarbieGirls’ (2010) in the *British Journal of Sociology of Education* (with K. Hodgetts); *Digital literacies: Social Learning and Classroom Practice* (2009, with M. Robinson); and ‘The contemporary gothic: Literacy and childhood in unsettled times’ in the *Journal of Early Childhood Literacy* (2012).

**Eveline Chan** is a Senior Lecturer in English and Literacies Education in the School of Education, Australia. Eveline has worked in language education for over two decades, in teacher preparation programs in the areas of language and literacy development and TESOL, and in teaching students from non-English speaking backgrounds in school and tertiary contexts. Her research interests include literacy pedagogy and assessment, classroom discourse analysis, multimodal representations of curriculum knowledge, image-language interaction in multimodal texts, and reading in hypertext environments. She has served as the assistant editor of *English for Specific Purposes: An International Research Journal* and continues to review articles submitted to various peer-reviewed, scholarly publications in her areas of expertise. Eveline’s recent publications include a chapter in: *Semiotic margins: Meaning in Multimodalities* (2011), and ‘Image-language interaction in online reading environments: Challenges for students’ reading comprehension’ in *The Australian Educational Researcher* (2011, with Len Unsworth).

**Johanne Clifton** was, until recently, Head teacher at Allens Croft Primary School. She was appointed in 2006, and has a passionate commitment to the use of literature in raising standards in literacy. On arriving at Allens Croft, she found that the school had a strong sense of community values but was struggling with raising standards of achievement. Through working with creative practitioners, staff and parents, the school developed a clear ethos of creative learning and partnership in order to develop an engaging and relevant curriculum through
which children were excited by learning and so able to achieve high standards in writing. She has since moved to Billesley Primary school, also in Birmingham.

Cassandra S. Coddington, PhD, is a graduate of the University of Maryland, College Park with a degree in Human Development Education. She has worked with the Reading Engagement Project, Concept-Oriented Reading Instruction (CORI), and Reading Engagement for Adolescent Learners (REAL) at the University of Maryland; the Center for Research on Atypical Development and Learning (CRADL) at Georgia State University; and the Mobile Youth Survey (MYS) at the University of Alabama. She has co-authored research on reading and engagement published in Reading Psychology, the Journal of Learning Disabilities, and the Journal of Literacy Research, and has edited three handbook chapters. She is currently a postdoctoral researcher at the University of Alabama in Tuscaloosa in the College of Human Environmental Sciences, working on the Mobile Youth Survey. The MYS is a 14-year longitudinal survey study of 10- to 18-year-old low-income African-American youth’s behaviors and affects. She is currently studying predictors and contextual factors associated with academic resiliency in African-American adolescents from high-poverty communities. Of particular interest is the relationship between early reading success and later academic success and the role of engagement in that association.

Catherine Compton-Lilly is an Associate Professor in Curriculum and Instruction at the University of Wisconsin Madison. Dr Compton-Lilly teaches courses in literacy studies and works with professional development schools in Madison. She is the author of Reading Families: The Literate Lives of Urban Children (2003), Rereading Families (2007), and Reading Time: The Literate Lives of Urban Secondary Students and their Families (2012). In these books she describes her experiences in following eight of her former first grade students through middle school. She is currently writing about the high school experiences of these same students. Dr Compton-Lilly has authored articles in the Reading Research Quarterly, Research in the Teaching of English, The Reading Teacher, Journal of Early Childhood Literacy, and Language Arts. She engages in longitudinal research projects. Her interests include examining how time operates as a contextual factor in children’s lives as they progress through school and construct their identities as students and readers. In an ongoing study, Dr Compton-Lilly is working with a team of graduate students to follow 15 children from immigrant families from primary school through high school. She is currently the editor-in-chief of Networks: An Online Journal for Teacher Research.

Alicia Curtin is a Lecturer in the School of Education, University College, Cork. Her research interests center on adolescent literacies and identities in both school and non-school contexts. Her research also explores socio-cultural and neuroscientific understandings of learning and the implications of these understandings for everyday practice. She is currently working on a knowledge exchange project on inclusion and pedagogy funded by the Irish Research Council and is co-authoring a book entitled Networks of the Mind: A Critical Neurocultural Perspective on Learning, to be published in 2013.

Sophie Dewayani graduated in 2011 from the University of Illinois at Urbana-Champaign where she completed her dissertation on the literacy practices of street children in Bandung, Indonesia. She will continue her research on the literacy practices of under-represented children in Indonesia, especially those related to the use of popular culture. Currently, she is an Adjunct Lecturer in Bandung Institute of Technology and Indonesia University of Education.
Clare Dowdall is a Lecturer in Education at Plymouth University where she works mainly with PGCE students in the areas of language and literacy. She has published several articles and book chapters on children’s use of social networking sites as platforms to perform identity through textual artifact construction. Her key research interests include children’s text production and design in the digital age, and the tensions that can be perceived between the formal curriculum for young children’s education and their creation of and engagement with texts in their own online spaces. Currently she is involved in a joint project researching urban textual landscapes with Victoria Carrington. Recent publications include: ‘Impressions, improvisations and compositions: Reframing children’s text production in the digital age,’ in Literacy – Literacy and Identity Special Issue (2009); chapters in Digital Literacies, Social Learning and Classroom Practices (2009, with M. Robinson) and Play, Creativity and Digital Cultures (2008); and (2006) ‘Dissonance between the digitally created words of school and home’, in Literacy (2006).

Bernadette Dwyer is a Lecturer in Literacy Studies in Education at St Patrick’s College, Dublin City University. Bernadette currently teaches at undergraduate and postgraduate levels in the Education Department of the college. She is also involved in a range of continuing professional development courses with teachers. Previously a classroom teacher, with over 23 years of teaching experience, she has taught at all levels of the primary school, including in Learning Support. She has also taught in a variety of school settings including in high-poverty districts. She earned her PhD at the University of Nottingham in 2010. Her doctoral dissertation: ‘Scaffolding Internet reading: A study of a disadvantaged school community in Ireland’, focused on the integration of the new literacies of the Internet within an inquiry-based classroom curriculum in a disadvantaged school setting. Her research work currently focuses on the development of new literacies, particularly online reading comprehension processes; digital tools that support the development of reading, writing, communication, and deep learning across the content areas; and supporting struggling readers from disadvantaged communities in an online environment.

Anne Haas Dyson is currently a Professor of Education at the University of Illinois at Urbana-Champaign. She studies the childhood cultures and literacy learning of young schoolchildren. Among her publications are Social Worlds of Children Learning to Write in an Urban Primary School, which was awarded NCTE’s David Russell Award for Distinguished Research, Writing Superheroes, The Brothers and Sisters Learn to Write: Popular Literacies in Childhood and School Cultures, and, with Celia Genishi, Children, Language, and Literacy: Diverse Learners in Diverse Times.

Sue Ellis studied Linguistics and Language Pathology at the University of Essex and is currently Reader in Education at the University of Strathclyde, where she teaches undergraduate and postgraduate courses on literacy development and literacy pedagogy. Her research interests are in literacy and literacy policy implementation. Recent funded projects have focused on support models for children with language impairment in mainstream classrooms; formative assessment in the writing curriculum; and on developing genre pedagogies in primary and secondary schools. She is interested in the ways in which different epistemological understandings of language and literacy can enhance teachers’ empirical knowledge base for making decisions about literacy teaching and learning in schools. She is a member of the editorial boards of Child Language Teaching and Therapy and the United Kingdom Literacy Association (UKLA) journal, Literacy, and sits on the publications committee of the International Reading Association. She coordinates the Language and Literacy Special Interest Group of the British Educational Research Association and is the UKLA representative on the International Development in
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**Maureen Farrell** is a Senior Lecturer at the University of Glasgow, School of Education. She has been a researcher and teacher, working in schools and FE colleges for 12 years before becoming a teacher educator. She has been a program leader and Associate Dean with responsibility for all Initial Teacher Education programs and is on the teaching team for the MEd in Children’s Literature and Literacies. She gained her PhD in Scottish Children’s Literature in 2008. Her research interests and publications are mainly in that field, though recently she has also worked on both the ‘Visual Journeys’ and ‘Journeys from Images to Words’ projects with Evelyn Arizpe and Julie McAdam.

**Peter Freebody** is a Professorial Research Fellow at the University of Sydney, and is based in the Faculty of Education and Social Work. He is a Fellow of the Academy of the Social Sciences in Australia. His research and teaching interests are literacy education, educational disadvantage, classroom interaction, and research methodology. He has authored and edited books, journal articles, and chapters on these topics, including invited entries in international handbooks and encyclopedias. He has served on Australian regional, state, and national advisory groups in the areas of literacy education and curriculum design. He was evaluator of the Australian national online curriculum initiative conducted by the Australian Curriculum Corporation, and a co-founder of the Centre for Research in Pedagogy and Practice at the National Institute of Education, Singapore. He is currently a member of the New South Wales State Ministerial Advisory Group for Literacy and Numeracy, the Australian Commonwealth Government’s National Literacy and Numeracy Expert Group, and the International Reading Association’s Literacy Research Panel. Recent publications include chapters in *The Handbook of Research on Teaching the English Language Arts* (2010); *Literacy and Social Responsibility: Multiple Perspectives* (2010); and *The International Handbook of Reading Research* (2011).

**Toni Gennrich** teaches in the School of Education at the University of the Witwatersrand, Johannesburg, South Africa. Her teaching and research are in the areas of media literacy, academic literacy, teacher identity, and drama teaching. She has written material for educational supplements in newspapers and has presented material for students on television. She is currently working on a PhD on teachers’ literate habits.

**Perry Gilmore**, PhD, a sociolinguist and educational anthropologist, is Professor of Language, Reading and Culture and Second Language Acquisition and Teaching faculty at the University of Arizona. She is also Professor Emerita at the University of Alaska, Fairbanks
where she maintains an affiliate faculty position at the Alaska Native Language Center. She has conducted communication, language, and literacy research in a wide variety of urban and rural settings in the US, Russia, Africa, and Australia. Interest in language and communication has led her to explore a wide range of questions on the origin, nature, and development of interaction and communication, including: field studies of nonhuman primate communication in the West Indies and East Africa; pidginization and creolization of languages; social aspects of literacy acquisition; and Indigenous language and culture regenesis. She is the author of numerous ethnographic studies and co-editor of several major ethnography collections including *Children In and Out of School: Ethnography and Education; The Acquisition of Literacy: Ethnographic Perspectives*; and *Indigenous Epistemologies and Education: Self-Determination, Anthropology and Human Rights*. Gilmore is a past President of the Council on Anthropology and Education.

**Bill Green** is Professor of Education in the School of Teacher Education and Strategic Research Professor in the Research Institute for Professional Practice, Learning and Education (RIPPLE) at Charles Sturt University, Australia. His research interests are focused on curriculum inquiry and literacy studies, English teaching and curriculum history, doctoral research education, education for rural-regional sustainability, and practice theory and professional education. He has a longstanding interest, in particular, in literacy and technology, and more generally in technocultural studies in education. His publications include a number of significant edited volumes, including *The Insistence of the Letter: Literacy Studies and Curriculum Theorizing* (1993), *Teaching the English Subjects: Essays on English Curriculum History and Australian Schooling* (1996, with Catherine Beavis), and more recently *Understanding and Researching Professional Practice* (2009). He also co-authored with Colin Lankshear and Ilana Snyder *Teachers and Technoliteracy: Managing Literacy, Technology and Learning in Schools* (2000). Publications in press and forthcoming include *Literacy in 3D: A Multidimensional Perspective in Literacy Education* (co-edited with Catherine Beavis) and *Rethinking Rural Literacies: Transnational Perspectives* (Palgrave Macmillan, 2013), co-edited with Michael Corbett. He is co-editor of the UK-based journal *Changing English: Studies in Culture and Education*, and among his recent activities is a Special Issue of *English Teaching; Practice and Critique* entitled ‘English(es) and the Sense of Place’, co-edited with Urszula Clark.

**Erica Hateley** teaches and researches children’s and adolescent literature in the School of Cultural and Language Studies in Education at Queensland University of Technology, Australia. She is the author of *Shakespeare in Children’s Literature: Gender and Cultural Capital* (2009) and is currently undertaking research into Australian children’s book awards.

**Jennifer I. Hathaway** is an Assistant Professor in the Department of Reading and Elementary Education at the University of North Carolina at Charlotte, where she teaches elementary reading methods courses at the undergraduate and graduate levels. She received her PhD at Vanderbilt University after teaching in elementary schools for several years. Her research interests include teachers’ beliefs, teacher education, and professional development for teachers. She is also interested in supporting struggling readers’ learning and is part of a research team working to improve young readers’ comprehension. She has served as the chairperson of the Disabled Reader Special Interest Group of the International Reading Association since 2009.

**Hilary Janks** is a Professor in the School of Education at the University of the Witwatersrand, Johannesburg. She is the editor and an author of the *Critical Language Awareness* series of workbooks and the author of *Literacy and Power* (2009). Her teaching and research are in the
areas of language education in multilingual classrooms, language policy, and critical literacy. Her work is committed to a search for equity and social justice in contexts of poverty.

**Rebecca Jesson** is a Research Fellow in the School of Curriculum and Pedagogy at the University of Auckland, and is a Senior Researcher with the Woolf Fisher Research Centre. Her research focuses on raising achievement in literacy in diverse communities in New Zealand. A specific focus is the pedagogy of writing and building teachers’ pedagogical content knowledge for writing using the theories of intertextuality and transfer as the impetus for refinements to writing instruction.

**Stephanie Jones** is concerned about women disciplining one another in service of a neoliberal state that excludes and exploits women. She is also Associate Professor at the University of Georgia where she teaches undergraduate and graduate courses on ethnographic and place-based teaching for social change, feminist theory and pedagogy, social class and poverty, early childhood education, and literacy. She is co-director of the Red Clay Writing Project, a site of the National Writing Project, and of the CLASSroom project for assembling class-sensitive pedagogies and ending classism in schools. Stephanie’s scholarly interests sit at the intersections of social class, gender, place, bodies, and critical literacies, and she is currently working with the comics medium to transform a three-year study of feminist pedagogy in teacher education into a graphic book. Recent publications include: ‘Negotiating mothering identities: Ethnographic and intergenerational insights to social class and gender in a high-poverty US context’, in *Gender and Education*; ‘Making sense of injustices in a classed world: Working-poor girls’ discursive practices and critical literacies’, in *Pedagogies: An International Journal*; ‘Speaking of bodies in justice-oriented, feminist teacher education’ (with Hilary Hughes-Decatur), in the *Journal of Teacher Education*; and ‘The precarious nature of social class-sensitivity in literacy: A social, autobiographic, and pedagogical project’ (with Mark Vagle), in *Curriculum Inquiry*. She serves on the editorial review boards for: *Language Arts; English Teaching: Practice and Critique; Reading and Writing Quarterly;* and the *Journal of Adolescent and Adult Literacy.*

**Tanya Kaefer** is Research Fellow at the University of Michigan. Dr Kaefer earned her doctoral degree in developmental psychology from Duke University in 2009. She studies reading development and the influence of content knowledge on early literacy skills.

**Barbara Kamler** is Emeritus Professor at Deakin University, Melbourne and Honorary Professor at the University of Sydney. She has researched extensively on the theory and practice of writing across the life span, from early childhood to old age, in primary, secondary, university, and community contexts. Her work with teacher researchers has used writing as a form of social action and identity formation to achieve socially just literacy outcomes. She currently runs *Writing Designs*, a program that offers seminars, workshops, and writing retreats to help doctoral and early career academics develop authoritative writing and a robust publication record. Recent book publications include *Helping Doctoral Students Write: Pedagogies for Supervision* (with Pat Thomson, 2006); *Publishing Pedagogies for the Doctorate and Beyond* (co-edited with Claire Aitchison and Alison Lee, 2010) and; *Writing for Peer Refereed Journals: Strategies for Success* (with Pat Thomson, 2012.)

**Eithne Kennedy** is a teacher educator at St Patrick’s College, Drumcondra, Dublin, where she teaches on a range of literacy courses at undergraduate and postgraduate level. Prior to joining the college faculty, she was a classroom teacher for many years in Dublin and the US. Her doctoral research, which focused on raising literacy achievement in disadvantaged
schools, was awarded the International Reading Association’s Outstanding Dissertation Award in 2010. As the director of the Write to Read research initiative, a St Patrick’s College, School and Community Literacy project, she works collaboratively with schools and communities to design and implement research-based approaches to literacy instruction aimed at raising achievement in ways that motivate and engage children as readers, writers, and thinkers. She has authored and co-authored several publications in the field including policy papers on literacy, articles for *The Reading Teacher, Reading Research Quarterly*, and her first book, *Raising Literacy Achievement in High-Poverty Schools: An Evidence-Based Approach* (2012). She regularly presents at national and international conferences including RAI, UKLA, LRA, and IRA. She is a past President and current executive committee member of the Reading Association of Ireland.

**Julie Kiggins** is Sub Dean in the Faculty of Education, University of Wollongong. She is an experienced senior lecturer with high-level involvement in and coordination of mainstream teacher education and an alternative teacher education program – the Knowledge Building Community program (KBC). The KBC program achieved recognition via national and international conference presentations, book chapters, and journal publications as well as favorable reviews in the Ramsey Report: *Quality Matters* (2000) and the NSW Inquiry into Public Education conducted by Professor Tony Vinson (2001). It was tabled in the NSW Parliamentary Enquiry into the Recruitment and Training of Teachers (2005) and the National Inquiry into Teacher Education (2006). In 2006, she was awarded the Vice Chancellor’s Early Career Academic Award for Outstanding Contribution to Teaching and Learning. Together with Brian Cambourne she won a Carrick Citation for Outstanding Contributions to Student Learning and a Carrick Australian University Teaching Award for a program that Enhances Student Learning in the Innovation in Curricula, Learning, and Teaching category for the Knowledge Building Community Program.

**Karl Kitching** is a Lecturer in the School of Education, University College, Cork. From his experiences of primary schools he developed his research interests in literacy, migrant education, and the politics of racism, schooling, and nation-building. He has published recent pieces on these themes in the journals *Race Ethnicity and Education, Power and Education,* *Irish Educational Studies,* and the books *Race and Intersectionality in Education* (with Bhopal and Preston, 2012), *Pedagogy, Oppression and Transformation in a ‘Post-Critical’ Climate* (O’Shea and O’Brien, 2011) and *The Changing Faces of Ireland* (with Darmody, Tyrrell, and Song, 2010). He is currently finishing a paper titled ‘Where is she from if she’s not making her Communion?’, which examines the politics of religion, secularism, childhood, and nation-building in the Irish public school system.

**Rachael Levy** is Lecturer in Early Childhood Education at the University of Sheffield. She directs and teaches on the Early Childhood Education strand of the University’s EdD program and is Course Director for the MA in Educational Studies, which is run in Malta. Rachael’s research interests focus on the factors that influence young children’s attitudes and beliefs about literacy. She is especially interested in understanding how constructions of reading are influenced by children’s home and school discourses, including the impact of technological change within communication practices in society. Issues of confidence and motivation for learning are also inherent factors within Rachael’s research. In particular, she is concerned with developing an understanding of the factors that influence young children’s confidence and attitudes toward themselves as learners. Rachael is also interested in gender studies and has explored young boys’ and girls’ attitudes toward aspects of literacy. She has recently published
Young Children Reading at Home and at School (2011), which reports extensive research that challenges existing approaches to the teaching of reading and encourages the reader to reflect on the ways in which practice needs to be developed to promote young children’s confidence and motivation for reading. She has also published a variety of journal articles and book chapters. Rachael reviews articles for several journals and is currently the editor for the UKLA minibook series.

Guofang Li is an Associate Professor of Second Language and Literacy Education in the Department of Teacher Education, Michigan State University. Li’s research focuses on immigrant students’ home literacy practices and their relationships to schooling framed around issues of culture, race, class, and gender; Asian immigrants’ education, their social processes of learning, and the impact of the ‘model minority’ myth on language and literacy development; and research-based practices in ESL/EFL education. Li has published nine books and over 60 journal articles and book chapters. Her recent works include: Best Practices in ELL Instruction (2010, with P. Edwards); Multicultural Families, Home Literacies, and Mainstream Schooling (2009); Model Minority Myths Revisited: An Interdisciplinary Approach to Demystifying Asian American Education Experiences (2008); and Culturally Contested Literacies: America’s ‘Rainbow Underclass’ and Urban Schools (2008). Li is the recipient of the 2011 Publication Award of the Association of Chinese Professors of Social Sciences in the US (ACPSS), the 2010 Early Career Award at the American Educational Research Association (AERA), the 2008 Division G Early Career Award of AERA, and the 2006 Ed Fry Book Award of the National Reading Conference.

Karen Littleton is Professor of Psychology in Education at the Open University, where she directs the Centre for Research in Education and Educational Technology. Her research addresses the complex interrelationship between context and cognition and highlights that ways of thinking are embedded in the use of language in social context. She has a particular interest in the use of language in the classroom. In collaboration with colleagues (notably Professor Neil Mercer, University of Cambridge, UK; Dr Lyn Dawes, University of Northampton, UK; and Professor Rupert Wegerif, University of Exeter, UK) she has developed a distinctive line of research concerned with understanding how classroom dialogue contributes to children’s intellectual development. A former editor of the International Journal of Educational Research and the European Association for Research on Learning and Instruction’s book series, Karen is currently editor of the Routledge Psychology of Education book series. She serves on the editorial boards of Educational Research Review, Journal of Computer Assisted Learning, and International Journal of Educational Research. Her most recent books are Educational Dialogues (2010, with Christine Howe), International Handbook of Psychology in Education (2010, with Clare Wood and Judith Kleine Staarman), and Orchestrating Inquiry Learning (2012, with Eileen Scanlon and Mike Sharples).

Margaret Mackey is a Professor in the School of Library and Information Studies at the University of Alberta. She teaches, researches, and publishes widely in the area of multimodal literacies and youth culture. Her most recent book is Narrative Pleasures in Young Adult Novels, Films, and Video Games (2011).

Jackie Marsh is Professor of Education at the University of Sheffield. Her research interests center on the role and nature of popular culture, media, and new technologies in young children’s literacy development, both in- and out-of-school. She is also interested in how teachers can develop literacy curricula and pedagogy appropriate for the digital age. Jackie
has been involved in a number of research projects that have explored these issues, funded by bodies such as the Arts and Humanities Research Council (AHRC), British Academy, BBC, and the Esmee Fairbairn Foundation. Jackie is currently involved in research on the history of childhood and play, based on the archive of material that the folklorists Iona and Peter Opie deposited at the Bodleian Library. Her recent publications include *Children, Media and Playground Cultures: Ethnographic Studies of School Playtimes* (with Willett, Richards, Burn, and Bishop, in press), *Children’s Virtual Play Worlds: Culture, Learning and Participation* (co-edited with J. Burke, in press), and *Virtual Literacies: Interactive Spaces for Children and Young People* (co-edited with Merchant, Gillen, and Davies, in press). She is also currently involved in editing, with Joanne Larson, a second edition of the *Handbook of Early Childhood Literacy*. Jackie is an editor of the *Journal of Early Childhood Literacy*.

**Janet Maybin** is a Senior Lecturer in Language and Communication at the Open University. Originally trained as a social anthropologist, she has written extensively for Open University courses and also researches and writes on children’s and adults’ informal language and literacy practices, focusing currently on voice and creativity. Recent publications include *Children’s Voices: Talk, Knowledge and Identity* (2006), *The Art of English: Everyday Texts and Practices* (edited with J. Swann, 2006), *Children’s Literature: Approaches and Territories* (edited with N.J. Watson, 2009) and *The Routledge Companion to English Language Studies* (edited with J. Swann, 2009).

**Julie McAdam** is a University Teacher at the University of Glasgow, School of Education. She has been involved in literacy teaching and establishing teacher education programs in international settings, such as Egypt, Portugal, Hungary, UAE, and Scotland. She has worked as a researcher on funded projects on teacher identity, mentoring, and visual literacy. Her most recent work has been with children newly arrived in Scotland in both the ‘Visual Journeys’ and ‘Journeys from Images to Words’ projects with Evelyn Arizpe and Maureen Farrell.

**Stuart McNaughton** is Director of the Woolf Fisher Research Centre at the University of Auckland. His research focuses on literacy and language development, including the design of effective instruction and educational programs for culturally and linguistically diverse populations. His current research focuses on the properties of effective teaching of literacy and language in the context of research-based interventions with clusters of schools, including a focus on literacy across and within content areas.

**Neil Mercer** is Professor of Education at the University of Cambridge, where he is also Chair of the Psychology and Education Group and Vice President of the college Hughes Hall. Previously, he was Professor of Language and Communications at the Open University. He is a psychologist with particular interests in the development of children’s language and reasoning, classroom talk, and the application of digital technology in schools. His research with colleagues generated the ‘Thinking Together’ practical approach to talk for learning, and he has worked extensively with teachers, researchers, and educational policy makers on its application in schools. Formerly editor of the journals *Learning and Instruction* and *The International Journal of Educational Research*, he is now an editor of the journal *Learning, Culture and Social Interaction*. His most recent books are *Exploring Talk in School* (with Steve Hodgkinson, 2008) and *Dialogue and the Development of Children’s Thinking* (with Karen Littleton, 2007).

**Guy Merchant** is Professor of Literacy in Education, and research lead for the Department of Teacher Education at Sheffield Hallam University. His research focuses on the relationship
between children and young people, new technology and literacy, and he has published widely in this area. *Web 2.0 for Schools: Learning and Social Participation* (2009), co-written with Julia Davies, has been influential in charting the way forward for new literacies in education. Guy is also lead editor of *Virtual Literacies: Interactive Spaces for Children and Young People* (2012), a collection that includes recent empirical research on virtual worlds and online spaces in and beyond educational institutions, and contains international studies from the UK, North America, and Australasia. He is a founding editor of the *Journal of Early Childhood Literacy*, and a member of the editorial board of *Literacy*. He is also active in literacy education and professional work, including writing curriculum materials and professional publications. He is research convener for the United Kingdom Literacy Association and a member of the association’s Executive Committee and National Council.

**Kathy A. Mills** is involved in language and literacy education at the Queensland University of Technology. Dr Mills has published educational research widely in multiliteracies, multimodality, reading comprehension, new pedagogies, critical ethnography, and literacy assessment. Dr Mills is currently part of a research team investigating a print and digital literacy educational reform funded by the Australian Research Council for students from low socio-economic and Indigenous backgrounds. Mills is the author of four books, most recently *The Multiliteracies Classroom*. She has published in international journals that include *Review of Educational Research*, *Linguistics and Education*, *Journal of Adolescent and Adult Literacy*, and the *Australian Educational Researcher*. Dr Mills serves internationally on the executive committee of the AERA Writing and Literacies SIG, and is a review board member of *The Reading Teacher*.

**Elizabeth Birr Moje** is Associate Dean for Research and an Arthur F. Thurnau Professor in the School of Education at the University of Michigan, Ann Arbor. Moje also serves as a Faculty Associate in the University’s Institute for Social Research, Latino/a Studies, and the Joint Program in English and Education. She teaches undergraduate and graduate courses in secondary and adolescent literacy, literacy and cultural theory, and qualitative and mixed research methods. Her research interests focus on the intersection between the literacies and texts youth are asked to learn in the disciplines and the literacies and texts they experience outside school. In addition, Moje studies how youth make cultures and enact identities from their home and community literacies, and from ethnic cultures, popular cultures, and school cultures. These research interests stem from the start of her career when she taught history, biology, and drama at high schools in Colorado and Michigan. Her current research focuses on communities and schools in Detroit, Michigan. She also engages in literacy professional development with teachers in Detroit and around the world.

**Susan B. Neuman** is a Professor in Educational Studies specializing in early literacy development. Previously, she served as the US Assistant Secretary for Elementary and Secondary Education. In her role as Assistant Secretary, she established the Early Reading First program, developed the Early Childhood Educator Professional Development Program and was responsible for all activities in Title I of the Elementary and Secondary Act. Along with Linda Gambrell, she is the incoming editor of *Reading Research Quarterly*, the most prestigious journal in reading research. Her research and teaching interests include early childhood policy, curriculum, and early reading instruction for pre-Kindergarten through Grade 3 children who live in poverty. She has written over 100 articles, and authored and edited 11 books, including the *Handbook of Early Literacy Research* (vols I, II, III) with David Dickinson, *Changing the Odds for Children at Risk* (2009), *Educating the Other America* (2008), and *Multimedia and Literacy Development* (2008).
Helen Nixon is Associate Professor of Education in the Children and Youth Research Centre at Queensland University of Technology in Brisbane, Australia. Her research interests include young people’s relationships with place, their meaning-making using new media, and the implications of the changing landscape of communication for literacy curricula and pedagogy. A recent book co-authored with Sue Nichols, Jennifer Rowsell, and Sophia Rainbird is *Resourcing Early Learners: New Networks, New Actors* (2012) published by Routledge.

Kate Pahl is a Reader in Literacies in Education at the University of Sheffield. Her work focuses on literacy in home and community contexts. She has conducted a number of research projects that focus on the nature of home writing practices, drawing on collaborative methodologies. She has increasingly focused on the co-production of research with communities, for example, through her research projects, including *Language as Talisman* funded by the AHRC’s Connected Communities program. She is the Deputy Director of the Research Exchange for the Social Sciences at the University of Sheffield, with a focus on community university partnerships. Kate has written widely in the field of arts practice, literacy and language in communities, and ethnography. She is the author of *Literacy and Education: Understanding the New Literacy Studies in the Classroom* (with Jennifer Rowsell, 2nd edn, 2012) as well as *Artifactual Literacies: Every Object Tells a Story* (2010, with Jennifer Rowsell). Kate is the Director of the EdD in Literacy and Language at the University of Sheffield. Her book *The Uses of Literacy Revisited: Materialising Literacies in Communities* is to be published in 2014.

Judy Parr is Professor of Education at the University of Auckland. Within literacy, her particular expertise is in writing, encompassing how writing develops, the cultural tools of written literacy, considerations of instructional issues like teacher knowledge and practice and, in particular, assessment of written language. A major focus of her research concerns school change and improvement in order to ensure effective practice and raise achievement in literacy for under-served students.

Ashley M. Pinkham is a Research Fellow at the University of Michigan. Dr Pinkham completed her doctoral studies in cognitive-developmental psychology at the University of Virginia in 2009. Her research focuses on sources of children’s knowledge acquisition and conceptual development, including observational learning, adult–child conversations, and book-reading experiences.

Taffy E. Raphael, PhD, is Professor of Literacy Education at the University of Illinois at Chicago and President of SchoolRise LLC. Her research includes strategy instruction in comprehension and writing, and frameworks for literacy curriculum and instruction (e.g., QAR, Book Club Plus). She directed Partnership READ (2002–2011), a school–university partnership to improve literacy instruction through professional development, recognized by the American Association of Colleges of Teacher Education’s 2006 Best Practices Award for Effective Partnerships. She has published several books and over 100 articles and chapters. She received the International Reading Association’s Outstanding Teacher Educator in Reading Award in 1997, the 2007 University of Illinois at Urbana-Champaign Distinguished Alumni Award, the 2011 University of North Carolina at Greensboro Distinguished Alumni Award, and the 2008 National Reading Conference Oscar Causey Award for Lifetime Contributions to Literacy Research. She has been a Fellow of the National Council of Research in Language and Literacy since 1996 and member of the Reading Hall of Fame since 2002. She served on the Board of Directors of International Reading Association (2007–2010) and on the Board
Notes on Contributors


Iliana Reyes (PhD, UC Berkeley) is an Associate Professor in the Department of Teaching, Learning, and Sociocultural Studies at the University of Arizona. She is also a faculty member in the following programs: Language, Reading and Culture, Early Childhood Education, SLAT (Second Language and Acquisition Teaching), and the Center for Latin American Studies. She is the Director of the Early Childhood LiBRO (Literacy and Biliteracy Resource Office) project, a resource collection that provides undergraduate and graduate students and teachers with updated research materials and early literacy development bilingual books to be used in the classroom with preschool and elementary educators and children. Her research encompasses a range of key issues in the areas of early childhood, early language and literacy development, biliteracy, and, more recently, the Reggio Emilia approach and inquiry in young children. Dr Reyes has also examined family and student engagement with immigrant families and their learning experiences outside the classroom and how these provide opportunities for young children to explore their 100 Languages (Malaguzzi, 1993) and use these to express their knowledge and theories about their worlds.

Victoria J. Risko is Professor Emerita, Vanderbilt University and the 2011–2012 President of the International Reading Association. She is a former classroom teacher and reading specialist and for years has collaborated with classroom teachers and curriculum specialists to provide literacy instruction that makes a difference for students, especially students who experience reading difficulties. She has taught prospective teachers, and Master’s and doctoral students, at Vanderbilt University. Her research focuses on teacher education, reading comprehension and meaningful learning, and uses of cases and multimedia environments to enhance learning, especially the learning of diverse and struggling learners. She has received teaching and research awards and in May 2011 was inducted into the Hall of Fame, International Reading Association. She is co-author of Declaration of Readers’ Rights (2007, with JoAnn Bass, Sheryl Dasinger, Laurie Elish-Piper, and Mona Matthews); Collaboration for Diverse Learners (2001, with Karen Bromley); and Be that Teacher! Breaking the Cycle for Struggling Readers (2012, with Doris Walker-Dalhouse).

Celia R. Rosemberg is a researcher at the National Council for Scientific and Technical Research of Argentina (CONICET) and a Professor in the School of Philosophy and Literature at the University of Buenos Aires. She was awarded her PhD in Education from the University of Buenos Aires and specializes in early literacy development. Her work, carried out within a psycholinguistic and socio-cultural framework, aims to study and promote literacy in children living in different socio-cultural contexts.

Lisa Schwartz is a Postdoctoral Research Associate at the University of Colorado, Boulder. She has worked with youth from diverse racial, working-class, and immigrant backgrounds. Currently, she works with Dr Kris Gutiérrez and a team on the Connected Learning Research Network (CLRN). Her dissertation research reflects the accumulation of her experience as a researcher, educator, and designer of digital learning environments. She has presented numerous papers and has journal articles in preparation as well as a chapter in Time and Space in Literacy Research (with Nogueron-Liu and González, forthcoming).

Kristy Shackelford is a former elementary school teacher, a mother of two, and a doctoral student at the University of Georgia. She teaches undergraduate courses in early childhood
education and helps future teachers perceive themselves as cultural beings who are shaped by – and can shape – social forces constituting privilege and marginalization. Her teaching goals include creating spaces for personal and collective transformations, and helping students see themselves as powerful advocates for themselves as educators, and for traditionally marginalized children and families. Kristy is also a facilitator and researcher for the CLASRoom project, aimed at building class-sensitive pedagogies and ending classism in schools. Her research interests include feminist theory, social class, and children’s literature, and the construction of working-class mothers in school-based discourses. Her personal experiences of being a girl living between social classes, a mother, and a teacher working with mothers struggling to make ends meet motivate her to build solidarity among women inside and outside educational institutions.

**Margaret Shane** is a professional librarian for the Alberta Teachers’ Association and a PhD student in the Department of Secondary Education at the University of Alberta. Her current research interests are reading theory, multimodal literacies, semiotics and philosophy in youth and media culture.

**Margaret Sheehy** is an Associate Professor in the Reading Department at University at Albany – State University of New York. Her current work concentrates on classroom literacy practices with a real interest in the various ways teachers and students build disciplinary content knowledge together. To that end, she has been teaching a supplemental instruction course (supplemental to social studies and language arts courses in general education classrooms) in an urban high school, working with young people who do not do well in school but have an interest in achievement nonetheless. She will continue piloting this course for the next several years and publish when she feels she can make a contribution to disciplinary learning. She remains interested in and informed by spatial theories and geography. Margi Sheehy’s most recent significant publication is a book based largely on David Harvey’s and Henri Lefebvre’s ideas about space, *Place Stories: Time Space and Literacy in Two Classrooms* (2010).

**Gerry Shiel** is a Research Fellow at the Educational Research Centre, St Patrick’s College, Dublin. He currently works on national and international studies, including the OECD Programme for International Student Assessment (PISA), and on test development. He also teaches courses on reading literacy as part of the MEd Programme at St Patrick’s College. His research interests include the assessment of literacy and teacher professional development. Recent publications include *Reading Literacy in PISA 2009: A Guide for Teachers* (with Rachel Perkins, Gráinne Moran, and Jude Cosgrove, 2011) and *Oral Language in Early Childhood and Primary Education: Children 3–8 Years* (with Áine Cregan, Anne McGough, and Peter Archer, 2012). Gerry is currently Chair of the Federation of European Literacy Associations (FELA) and is a member of the Implementation Group for Ireland’s National Literacy and Numeracy Strategy 2011–2020.

**Sandra Soto-Santiago** is a doctoral student in the Department of Teaching, Learning, and Sociocultural Studies, College of Education, The University of Arizona. Her research interests include qualitative research methods, teaching English as a second language, migration and education, and transnationalism and education. Her dissertation addresses the return migration of Puerto Rican youths from the US to the island, part of the transnational flow of this population, and the consequences for educational policy and practices.

**Alejandra Stein** received a PhD in Language from the National University of Córdoba (Argentina). She specializes in early and family literacy. She has obtained a doctoral and a
postdoctoral scholarship from the CONICET (National Council of Scientific Research of Argentina). She currently teaches at the University of Buenos Aires, Argentina.

**Pat Thomson** PSM PhD is Professor of Education in the School of Education, the University of Nottingham, Director of the Centre for Advanced Studies in the faculties of Arts, Humanities, and Social Sciences, Director of the Centre for Research in Schools and Communities, and editor of the *Educational Action Research Journal*. She was for 20 years a Head teacher of disadvantaged schools in South Australia. She remains committed to thinking about how schools can change to become more engaging and inclusive; her research mainly focuses on the arts and creativity in school and community change. Her most recent publications include *Writing for Peer Reviewed Journals: Strategies for Getting Published* (with Barbara Kamler, 2012); *The Routledge International Handbook of Creative Learning* (edited with Julian Sefton Green, Ken Jones, and Liora Bresler, 2011); and *Changing Schools: Alternative Ways to Make a World Of Difference* (with Terry Wrigley and Bob Lingard, 2011).

**Christopher S. Walsh** is a Senior Lecturer at the Open University. He has researched primary and secondary teacher education with specializations in literacy, new technologies, multimodality, and international development. His research investigates the ways in which English and literacy education might benefit from examining digital games to improve the teaching of print and multimodal forms of literacy. He is also currently involved in large-scale teacher professional development programs in Bangladesh and India where the projects are using mobile phones within a robust program of work-based teacher professional development. Recent co-edited book publications include *Transforming Practice: Critical Issues in Equity, Diversity and Education* (with J. Soler and A. Craft, 2012) and *Equality, Participation and Inclusion: Diverse Perspectives* (with J. Rix, M. Nind, K. Sheehy, and K. Simmons, 2010). He has published widely in the field of literacy, with articles in the *Journal of Research in Reading, Literacy, The Australian Journal of Language and Literacy*, and the *Journal of Adult and Adolescent Literacy*. He also edits the international peer-reviewed journal *Digital Culture & Education* (DCE).

**Catherine M. Weber**, PhD, is an Assistant Professor in the Mary Lou Fulton Teachers College at Arizona State University. She is a former elementary teacher and literacy coach who has spent the majority of her career working with diverse learners in high-poverty urban settings. She served as the Assistant Director of Partnership READ at the University of Illinois at Chicago. In this role, she supported teachers, curriculum leaders, and administrators to develop the skills necessary to create and sustain whole-school literacy improvements. She has presented to teacher and researcher audiences at national and international conferences. She is a member of the Literacy Research Association, American Educational Research Association, Arizona Reading Association, and the International Reading Association. Dr Weber’s research interests include teacher education and professional development, urban school reform, and teacher’s conceptions of literacy and how those conceptions influence curriculum and pedagogy.

**Leisy T. Wyman** is an Associate Professor in the Language, Reading, and Culture program and affiliate faculty member in American Indian Studies and Second Language Acquisition and Teaching at the University of Arizona. As a teacher-researcher and linguistic anthropologist of education, she has collaborated with Yup’ik adults and youth on books of Yup’ik elders’ narratives. Additional works include the book *Youth Culture, Language Endangerment and Linguistic Survivance* (2012), a theme issue on Indigenous youth language for the *Journal of Language, Identity and Education* (with McCarty, 2009), and a
book in progress on Indigenous youth language in North America (edited with McCarty and Nicholas).

**Dylan Yamada-Rice** is Lecturer in Early Childhood Education at the University of Sheffield. Her research interests are concerned with early childhood literacy, multimodal communication practices, and visual and multimodal research methods. Dylan is in the final stages of a PhD funded by the Economic and Social Research Council (ESRC) that focuses on young children’s interaction with, and comprehension of, the visual mode as one aspect of contemporary multimodality. Her previous research has explored children’s access to digital technologies that foreground the visual mode and has examined the way in which family members support engagement with digital technologies using the visual mode in the urban landscapes of Tokyo and London. Previously, she worked and studied for more than a decade in Japan; first, in the faculty of Japanese Art History at Kyoto University and then as an Assistant Director of an international preschool in Tokyo. Her previous postgraduate work was awarded the United Kingdom Literacy Association (UKLA) Postgraduate Research Award (2010). Dylan has published a number of journal articles and book chapters.
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