Undoing the Digital Sociomaterialism and Literacy Education Literacies

In a world where digital technologies are increasingly pervasive, the traditional view of literacy as a set of skills and knowledge that are acquired through formal instruction is no longer adequate. Instead, we need to understand literacy as a set of practices that are shaped by the social and material contexts in which they are used.

Undoing the Digital: Sociomaterialism and Literacy Education (Literacies) by Alain Combes

★★★★☆ 4.3 out of 5

Language	: English
File size	: 582 KB
Text-to-Speech	: Enabled
Screen Reader	: Supported
Enhanced typesetting	: Enabled
Print length	: 136 pages

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This book explores the ways in which digital sociomaterialism is shaping literacy education literacies. Digital sociomaterialism is a theoretical framework that emphasizes the ways in which social and material factors interact to shape human activity. In the context of literacy education, this means that we need to consider the ways in which the social and material contexts of digital technologies are shaping the ways that people learn to read and write.

The book is divided into three parts. The first part provides a theoretical overview of digital sociomaterialism and its implications for literacy education. The second part presents a series of case studies that explore the ways in which digital sociomaterialism is shaping literacy practices in different educational contexts. The third part of the book offers a set of recommendations for how to undo the digital sociomaterialism and promote more equitable and inclusive literacy education practices.

Part 1: Theoretical Overview

The first part of the book provides a theoretical overview of digital sociomaterialism and its implications for literacy education. It begins by defining digital sociomaterialism and discussing its key concepts. The chapter then explores the ways in which digital sociomaterialism is shaping literacy practices in different educational contexts. Finally, the chapter concludes by offering a set of recommendations for how to undo the digital sociomaterialism and promote more equitable and inclusive literacy education practices.

Part 2: Case Studies

The second part of the book presents a series of case studies that explore the ways in which digital sociomaterialism is shaping literacy practices in different educational contexts. The case studies include:

- A study of how social media is shaping literacy practices in a high school English classroom
- A study of how digital texts are shaping literacy practices in a university writing course

- A study of how digital games are shaping literacy practices in a middle school science classroom

The case studies provide a rich and detailed account of the ways in which digital sociomaterialism is shaping literacy practices in different educational contexts. They offer valuable insights into the challenges and opportunities that digital technologies present for literacy education.

Part 3: Recommendations

The third part of the book offers a set of recommendations for how to undo the digital sociomaterialism and promote more equitable and inclusive literacy education practices. The recommendations are based on the findings of the case studies and the theoretical overview presented in the first part of the book. They include:

- Rethinking the definition of literacy to include digital literacies

- Incorporating digital technologies into literacy instruction in a way that is equitable and inclusive

- Promoting critical digital literacy skills

- Creating more diverse and inclusive representations of literacy in the classroom
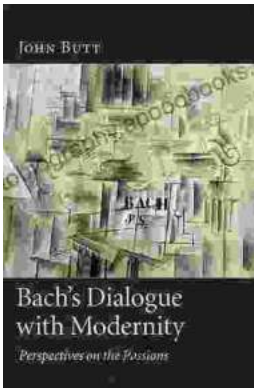
The recommendations in this book provide a roadmap for how to undo the digital sociomaterialism and promote more equitable and inclusive literacy education practices. They are essential reading for anyone who is interested in the future of literacy education.

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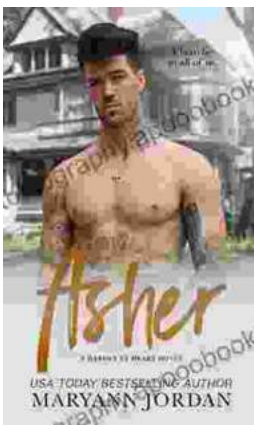
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