

models of literacy in changing circumstances.



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# Diversity and critical social engagement: How changing technologies enable new modes of literacy in changing circumstances

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| application/pdf<br> <a href="#">diversity_critical_engagement.pdf</a><br>(132kB) | pdf postprint of book chapter                            | PDF    |
| application/pdf<br> <a href="#">References.pdf</a> (235kB)                       | pdf postprint of combined references for the entire book | PDF    |

## Description

**Title:** Diversity and critical social engagement: How changing technologies enable new modes of literacy in changing circumstances

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**Abstract:** This chapter takes a historical perspective on the notion of new literacies (Bruce, 1998), raising the question of how literacies, technologies, and social circumstances co- evolve and what changes in literacy practices mean for adolescents today. It presents first the case that a fundamental transformation is visible already in the literacy practices of young people, but follows that with questions about what this change really means. It then considers a framework for a critical examination of literacy and technology and its implications for research and teaching.

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