



Digital Literacy Readers Choice

**Judith Elkin, Briony Train, Debbie
Denham**



Digital Literacy Readers Choice:

The Reading Lives of Teens Chin Ee Loh, 2024-11-04 In these changing times of global flows of media and technologies and reports of declining reading enjoyment researchers policymakers and educators need to engage anew with essential issues of what counts as reading what kinds of reading matter and how to support teen reading engagement in school and out of school settings Bringing together contributions from well known and emerging adolescent literacy researchers from different disciplinary perspectives this edited collection consolidates contemporary research on teens volitional print and digital reading whether in school or out of school contexts The first part of the book offers overviews of what teens are reading followed by chapters on community support on reading and new ways of researching teen reading With chapters from North America Europe Australia Asia and the Middle East the collection will offer multifaceted and complex insights into what how and why teens read in different contexts Reflection questions at the end of each chapter encourage readers to consider how the research can be applied in their own research policy and practice contexts This book will be of interest to researchers policymakers and educators who are invested in supporting adolescent engaged reading with evidence based policies and strategies

Creating Equitable Literacy Learning Environments Helen Adam, 2025-11-24 This groundbreaking book introduces the Model for Equitable Literacy Learning Environments MELLE a comprehensive framework that integrates evidence based instruction with culturally responsive pedagogy to create truly equitable learning environments for all children Despite decades of reading instruction reform persistent achievement disparities remain between students from marginalised communities and their more privileged peers Drawing on extensive international research across Australia the United Kingdom and the United States the author examines how three key dimensions quality instruction opportunity to read and authentic representation in reading materials must work together within supportive cultural and community contexts Interwoven with real classroom examples the text showcases how this framework can be applied to address persistent achievement gaps and promote inclusive education Moving beyond polarised literacy debates this book is a must read for educators seeking practical solutions to create equitable learning environments that empower learners from a range of backgrounds

Reading Teachers Teresa Cremin, Helen Hendry, Lucy Rodriguez Leon, Natalia Kucirkova, 2022-08-31 This engaging text offers primary school educators a principled way forward on their mission to nurture the life changing habit of reading in childhood Informed and inspiring Reading Teachers accessibly demonstrates how teachers who are motivated engaged and reflective readers themselves can develop new understandings of reading for pleasure and make a difference to young learners Drawing on a range of research evidence including studies on reading teachers dis engaged boy readers student teachers as readers and work with over 150 schools developing communities of readers this book provides an accessible overview of international research alongside a highly practical classroom focus Combining the insights of academics with 24 reading teachers in co authored chapters the book includes Case studies of how practitioners have used

research to inform and improve their practice In conversation dialogues between educators about classroom practice that fosters positive reader identities Reflections on the editors own reading habits practices and histories Recommended reading and suggestions of engaging children s books Reading Teachers Nurturing Reading for Pleasure enables practitioners to develop principled practice helping all children find pleasure and purpose in reading This book is therefore essential reading for all primary teachers head teachers literacy coordinators and trainee teachers Reading Still Matters Catherine Sheldrick Ross,Lynne (E.F.) McKechnie,Paulette M. Rothbauer,2018-03-01 Drawing on scholarly research findings this book presents a cogent case that librarians can use to work towards prioritization of reading in libraries and in schools Reading is more important than it has ever been recent research on reading such as PEW reports and Scholastic s Kids and Family Reading Report proves that fact This new edition of Reading Matters provides powerful evidence that can be used to justify the establishment maintenance and growth of pleasure reading collections both fiction and nonfiction and of readers advisory services The authors assert that reading should be woven into the majority of library activities reference collection building provision of leisure materials readers advisory services storytelling and story time programs adult literacy programs and more This edition also addresses emergent areas of interest such as e reading e writing and e publishing multiple literacies visual texts the ascendancy of young adult fiction and fan fiction A new chapter addresses special communities of YA readers The book will help library administrators and personnel convey the importance of reading to grant funding agencies stakeholders and the public at large LIS faculty who wish to establish and maintain courses in readers advisory will find it of particular interest **Young Adult Literature, Libraries, and Conservative Activism** Loretta M. Gaffney,2017-02-01 This incisive study analyzes young adult YA literature as a cultural phenomenon explaining why this explosion of books written for and marketed to teen readers has important consequences for how we understand reading in America As visible and volatile shorthand for competing views of teen reading YA literature has become a lightning rod for a variety of aesthetic pedagogical and popular literature controversies Noted scholar Loretta Gaffney not only examines how YA literature is defended and critiqued within the context of rapid cultural and technological changes but also highlights how struggles about teen reading matter to and matter in the future of librarianship and education The workbridges divides between literary criticism professional practices canon building literature appreciation genre classifications and recommendations standard histories and commentary It will be useful in YA literature course settings in Library and Information Science Education and English departments It will also be of interest to those who study right wing culture and movements in media studies cultural studies American studies sociology political science and history It is of additional interest to those who study print culture publishing and the book histories of teenagers and research on teen reading Finally it will offer those interested in teenagers literature libraries technology and politics a fresh way to look at book challenges and controversies over YA literature Reading Achievement and Motivation in Boys and Girls Pelusa Orellana García,Paula Baldwin Lind,2018-05-02

This volume links theoretical and instructional approaches on how reading is motivated and assessed and examines the interrelationship between reading motivation and achievement among boys and girls in culturally and geographically different settings. Much of the research on children's reading has focused on cognitive processes; however, reading is an activity that also requires interest and motivation. These attitudes are generally defined as readers' affect toward reading and their consequence is that children with more positive attitudes are more motivated to read. Taking into account the variability that exists within the notion of gender and age, this volume aims to examine and scrutinize previous research on the topic as well as test theories on how the different dimensions of reading motivation vary with gender in relation to cultural issues, motivational constructs such as engagement, and classroom climate, the role of emotions, interests, and attitudes towards reading, among others. The book will be of interest to researchers, educators, graduate students, and other professionals working in the area of literacy, reading motivation, reading achievement, and gender differences.

Current Index to Journals in Education, 2001 *Digital Literacy* Paul Gilster, 1998-04-03

Readers leery of ramping onto the information highway and surfers suffering Internet overload will value the solid advice supplied by Gilster. Booklist: Paul Gilster's intelligent, sobering look at the Internet is a breath of fresh air. Amazon.com: This book sheds light on the skills that Web surfers need to separate the digital garbage from the golden nuggets of good data. It's a good place to start for adult newcomers to the information highway. Courant Now in paper: *Digital Literacy* provides Internet novices with the basic thinking skills and core competencies they'll need to thrive in an interactive environment so fundamentally different from passive media. PAUL GILSTER, Raleigh, North Carolina, is the author of *The Web Navigator* and *Finding It on the Internet*, which have sold over 200,000 copies.

PISA 2009 Technical Report OECD, 2012-05-02

The PISA 2009 Technical Report describes the methodology underlying the PISA 2009 survey. It examines additional features related to the implementation of the project at a level of detail that allows researchers to understand and replicate its analysis.

Reading and Reader Development Judith Elkin, Briony Train, Debbie Denham, 2003

Reader development focuses on readers rather than reading skills. The purposes of reader development are to enhance the reading experience, to make it a more pleasurable and creative act, for the reader to increase people's confidence in their reading, and to make reading a more communal activity by bringing readers together to share their experiences. The focus of reader development is pleasure reading, which the authors interpret as reading fiction. They observe that public libraries were not at the forefront of this movement, but librarians are responding by changing library culture to focus on readers rather than books. The ways in which librarians responded and additional responses they could undertake are described within the context of the broader social movements in the United Kingdom to promote reader development. Three themes dominate the chapters: First, the authors tirelessly celebrate reading. Reading is good. Reading will make one happy. Reading elevates. The second theme is opportunism. If society is paying attention to reading, librarians should get on board and seize the opportunity to build their status and to secure the place of

libraries as critically important institutions The third theme is social inclusiveness Librarians should always keep in mind the political dimensions of public library service and assure that all sectors of the populations share in the benefits of library service Readers in search of guidance concerning what librarians should do will find plenty of that here EDITOR Illinois Reading Council Journal ,2019 **Library & Information Science Abstracts** ,2008 **Cyberscience** Michael Nentwich,2003 Describes and analyses the use of information and communication technologies in the academic world Microform & Imaging Review ,2003 **Reading Across International Boundaries** Roger Openshaw,Janet Soler,2007-05-08 This book explores debates about teaching reading set in social cultural and political contexts It highlights historical and comparative dimensions international influences and challenges preconceptions The collection aims to broaden understanding and propose alternative visions for improving reading education *Passagen* ,2006 Writing from Sources Brenda Spatt,2011-03-01 Covering every step of research writing and documentation Writing from Sources provides a complete guide to source based writing The book builds from fundamental skills such as annotating a passage to more demanding ones such as integrating sources smoothly into an original argument Examples exercises and guidance throughout help students gain confidence with essential concepts while numerous readings drawn from a variety of sources provide models and practice in every skill **56th Yearbook of the National Reading Conference** ,2007 *Travel Notes from the New Literacy Studies* Kate Pahl,Jennifer Rowsell,2006 This book joins two important fields that of literacy and multimodality with a focus on local and global literacies Chapters include work on media popular culture and literacy weblogs global and local crossings in and out of educational settings in such locations as the US the UK South Africa Australia and Canada **Methodologies for Estimating Advisory Curve Speeds on Oregon Highways** Karen Dixon,2008

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