Lankshear, Colin / Knobel, Michele (eds.)

**Digital Literacies**

Concepts, Policies and Practices

New Literacies and Digital Epistemologies. Vol. 30
General Editors: Colin Lankshear, Michele Knobel and Michael Peters

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**Book synopsis**

This book brings together a group of internationally-reputed authors in the field of digital literacy. Their essays explore a diverse range of the concepts, policies and practices of digital literacy, and discuss how digital literacy is related to similar ideas: information literacy, computer literacy, media literacy, functional literacy and digital competence. It is argued that in light of this diversity and complexity, it is useful to think of digital *literacies* – the plural as well the singular. The first part of the book presents a rich mix of conceptual and policy perspectives; in the second part contributors explore social practices of digital remixing, blogging, online trading and social networking, and consider some legal issues associated with digital media.

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**About the author(s)/editor(s)**

The Editors: Colin Lankshear received his Ph.D. in philosophy of education at Canterbury University in New Zealand. He is currently a research leadership Professor of Literacy and New Technologies at James Cook University in Australia. Michele Knobel completed her Ph.D. in language and literacy education at Queensland University of Technology, Australia. She is currently Professor of Education at Montclair State University, where she coordinates the graduate and undergraduate literacy programs. Lankshear and Knobel’s recent publications include *A Handbook for Teacher Research* (2004), *New Literacies: Everyday Practices and Classroom Knowledge* (2006), and *A New Literacies Sampler* (Peter Lang, 2007). They also edited (with Julie Coiro and Donald Leu) *The Handbook of Research on New Literacies* (2008).

**Reviews**

«With their fingers on the pulse of digital literacies research, Colin Lankshear and Michele Knobel have again pulled together a volume as far-reaching in its consequence as it is rich in theory and analysis. Edited and synthesized for academic and lay audiences alike, this volume will prove a lasting contribution to the contemporary conversation among literacy scholars, technology and media researchers, pop culture theorists and those with interests in contemporary education, theory and practice, and literacy and learning in the twenty-first century. Highly recommended.» (Constance Steinkuehler, University of Wisconsin-Madison)
This impressive volume consolidates cutting-edge work across several disciplines to outline a field of digital media and new literacies. Crisply edited to be readable yet exhaustively researched enough to serve as an authoritative resource, this book has created a backbone [for] the field and is sure to earn a place on almost any literacy, technology or media studies scholar’s bookshelf.» (Kurt Squire, University of Wisconsin-Madison)