

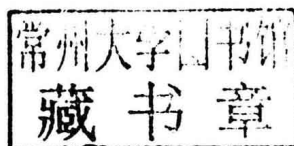
HANDBOOK of Writing, Literacies, and Education in Digital Cultures



Edited by
KATHY A. MILLS, AMY STORNAIUOLO,
ANNA SMITH, and JESSICA ZACHER PANDYA

Handbook of Writing, Literacies, and Education in Digital Cultures

Edited by
Kathy A. Mills
Amy Stornaiuolo
Anna Smith
Jessica Zacher Pandya



First published 2018
by Routledge
711 Third Avenue, New York, NY 10017

and by Routledge
2 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2018 Taylor & Francis

The right of Kathy A. Mills, Amy Stornaiuolo, Anna Smith, and Jessica Zacher Pandya to be identified as the authors of the editorial material, and of the authors for their individual chapters, has been asserted in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

Library of Congress Cataloging-in-Publication Data
A catalog record for this book has been requested

ISBN: 978-1-138-20630-4 (hbk)
ISBN: 978-1-138-20633-5 (pbk)
ISBN: 978-1-315-46525-8 (ebk)

Typeset in Minion
by codeMantra

Handbook of Writing, Literacies, and Education in Digital Cultures

At the forefront of current digital literacy studies in education, this handbook uniquely systematizes emerging interdisciplinary themes, new knowledge, and insightful theoretical contributions to the field. Written by well-known scholars from around the world, it closely attends to the digitalization of writing and literacies that is transforming daily life and education. The chapter topics—identified through academic conference networks, rigorous analysis, and database searches of trending themes—are organized thematically in five sections:

- Digital Futures
- Digital Diversity
- Digital Lives
- Digital Spaces
- Digital Ethics

This is an essential guide to digital writing and literacies research, with transformational ideas for educational and professional practice. It will enable new and established researchers to position their studies within highly relevant directions in the field and to generate new themes of inquiry.

Kathy A. Mills is a Professor of Literacies and Digital Cultures at Learning Sciences Institute Australia at Australian Catholic University, Australia.

Amy Stornaiuolo is an Assistant Professor in the Reading, Writing, and Literacy program of the Graduate School of Education at the University of Pennsylvania, USA.

Anna Smith is an Assistant Professor of Secondary Education at Illinois State University, USA.

Jessica Zacher Pandya is the Chair of Liberal Studies and Professor of Teacher Education and Liberal Studies at California State University, Long Beach, USA.

Preface

Kathy A. Mills

The decision to produce an academic research volume with a distinctive focus on writing and literacies emerged from our service as elected officers of the Writing and Literacies Special Interest Group (SIG) of the American Educational Research Association. It all began one brisk, spring day as we sipped hot coffee in a busy café in Chicago, Illinois, during the 2015 AERA Annual Meeting. Jessica Zacher Pandya was incoming Chair, Kathy Mills the Program Chair, Amy Stornaiuolo the Treasurer, and Anna Smith the Communications Chair. We recognized our shared vision to extend the scope of our international research leadership and bring together our expertise as digital writing and literacies scholars. Encouraged by the outgoing Chair, Leslie Cook, we made a collective commitment that day to produce a volume that synergized research of writing in the digital turn by leading scholars within and beyond the Writing and Literacies SIG, a network that includes nearly 600 members across multiple countries and continents, including the US, Canada, UK, Australia, South Africa, Europe, South America, New Zealand, and Cyprus.

Why writing and why now? The *Handbook of Writing, Literacies, and Education in Digital Cultures* has grown from a vibrant legacy of writing and literacies scholars, such as Steve Witte, Steve Cahir, Shirley Brice Heath, Brian Street, Kris Gutierrez, Glynda Hull, Allan Luke, Colin Lankshear, Michele Knobel, Sarah Warshauer Freedman, Anne Haas Dyson, Linda Flower, Bill Cope, Mary Kalantzis, and many other influential scholars. These scholars had earlier recognized the great potential of attending seriously to writing and literacies as a substantial and significant research field. Reading research had a visible presence at the American Education Research Association (AERA) in the 1970s and early 1980s, with clearly designated forums for research dissemination. However, there were no similar networks or programs of writing and literacies research.

There was a palpable excitement in the establishment of the Writing and Literacy Special Interest Group at AERA, which later became Writing and *Literacies*. As Sarah Freedman has stated in our SIG's series of podcasts, "No longer was writing to follow literacies, but indeed to lead it" (Wargo & Smith, 2015). The interest and anticipation had a ripple effect as writing began to emerge as a distinct research focus both within and beyond AERA members. The use of the term "literacies" became an important inclusive way to reflect the diversity of literacy as social practices across communities, aligned with key international research of the way in which children, young people, and adults participate in multiple spheres of communication. This move was aligned to the emergence of bodies such as the National Centre for the Study of Writing and Literacy (NCSWL) and the National Writing Project in the US.

Why digital cultures? The digitalization of writing and literacies is becoming increasingly apparent and transformational in everyday life. Technologies of inscription are changing in complex ways,

and writing cultures take on innumerable forms across all stages of life, across media, and across social contexts. The time is right to recognize research of literacy across diverse digital contexts of use as a mature, yet rapidly expanding field of research in its own right. Research of the multiple digital contexts of writing is no longer positioned at the margins of literacy studies, reserved for young, tech-savvy literacy academics. The field is expanding to include many who appreciate that literacy is no longer dominated by practices that involve eraser fragments and pencil shavings on the desk. In daily life, less of what we now write and read is produced with pen and paper, or distributed as printed text.

In recent years, the Writing and Literacies SIG at AERA has continued to be a significant player in research as theorists from around the world meet to establish and develop new frontiers in new literacy studies, multiliteracies, media literacy, digital literacies, multimodal literacy, and other original approaches to writing and literacies research studies. This is a substantial volume that brings together leading scholars to provide in-depth and authoritative knowledge of this vital research field. This benchmark reference work organizes and systematizes the field of writing and literacies in digital cultures, providing an essential guide for researchers, educators, graduate and post graduate students, librarians, policy makers, and projects—one that can't be ignored. This volume, *Handbook of Writing, Literacies, and Education in Digital Cultures*, will accomplish two significant aims: First, it will bring together new knowledge about digital composition and literacies research that showcases many theoretical contributions and multiple perspectives in this field of education. Second, it will provide an essential guide to the emerging strands of writing and literacies research across diverse digital cultures, generating new themes of inquiry and consolidating others.

This vital research volume addresses the field of digital composition and literacies research beyond literacy uses in classrooms. This is strategic, because social practices involving digital technologies for writing occur in many spheres of our everyday lives, and are generating increased international research interest across many disciplines. The book is primarily aimed to gain the interest of researchers of literacy across all levels of education. However, it may also appeal to academics in fields such as applied linguistics, English and language studies, media and communication studies, composition and rhetoric studies, sociology of education, cultural geography and anthropology, visual arts, creative industries, and other related fields within the humanities.

The book is uniquely conceptualized around essential themes of digital cultures that have become salient in writing and literacies research—digital futures, digital diversity, digital lives, digital spaces, and digital ethics. The book will enable new and established researchers to position their inquiries within relevant directions in the research field, with recommendations for educational and professional practice more broadly. Most importantly, it will enable us to think differently about writing and literacies research.

Reference

Wargo, J. & Smith, A. (Producers). (2015, December 11). *Writing and literacies on air: Why writing?* [Audio podcast]. Retrieved from <https://soundcloud.com/writing-and-literacies>.

Acknowledgments

Kathy, Amy, Anna, and Jessica would like to thank the contributing authors for their thoughtful contributions to the volume and for being important interlocutors in broader conversations about writing and literacies in digital cultures.

The editors thank the anonymous international and professorial reviewers of the book proposal. You have helped to make this volume inclusive of diverse priorities and perspectives of academics across several continents in the field of writing and digital literacies.

We would like to acknowledge the following peer reviewers of the volume who contributed insightful critique of the chapter manuscripts through blinded review:

Donna Alvermann, University of Georgia
Kristin Arola, Washington State University
Beth Buchholz, Appalachian State University
Cathy Burnett, Sheffield Hallam University
Jen Scott Curwood, University of Sydney
Sender Dovchin, University of Technology, Sydney
Tisha Lewis Ellison, University of Georgia
Beryl Exley, Griffith University
Antero Garcia, Stanford University
Matthew Hall, The College of New Jersey
Ty Hollett, Pennsylvania State University
Glynda Hull, University of California, Berkeley
Kristine Rodriguez Kerr, New York University
Jayne Lammers, University of Rochester
Ariel Loring, University of California, Davis
Alecia Magnifico, University of New Hampshire
Kathy A. Mills, Learning Sciences Institute Australia, Australian Catholic University
Jessica Zacher Pandya, California State University, Long Beach
Alastair Pennycook, University of Technology, Sydney
Nathan Phillips, University of Illinois at Chicago
Laura Scholes, Queensland University of Technology
Anna Smith, Illinois State University
Amy Stornaiuolo, University of Pennsylvania
Tamara Tate, University of California, Irvine

Len Unsworth, Learning Sciences Institute Australia, Australian Catholic University
Jon Wargo, Boston College
Mark Warschauer, University of California, Irvine
Karen Wohlwend, Indiana University

We also owe a major debt of gratitude to Naomi Silverman at Routledge, for her vision and support at every stage of bringing this book to fruition.

Contents

Preface		viii
KATHY A. MILLS		
Acknowledgments		x
Introduction	Digital Diversity, Ideology, and the Politics of a Writing Revolution	1
	KATHY A. MILLS AND AMY STORNAIUOLO	
Section I	Digital Futures	11
	KATHY A. MILLS	
Chapter 1	Cosmopolitan Practices, Networks, and Flows of Literacies	13
	AMY STORNAIUOLO, GLYNDA HULL, AND MATTHEW HALL	
Chapter 2	Sensory Literacies, the Body, and Digital Media	26
	KATHY A. MILLS, LEN UNSWORTH, AND BERYL EXLEY	
Chapter 3	Experiencing Electracy: Digital Writing and the Emerging Communicative Landscapes of Youth Composing Selves	37
	ANNA SMITH AND JON WARGO	
Chapter 4	Fostering Impossible Possibles through Critical Media Literacies	50
	JESSICA ZACHER PANDYA AND NOAH ASHER GOLDEN	
Section II	Digital Diversity	61
	JESSICA ZACHER PANDYA	
Chapter 5	Digital Divides and Social Inclusion	63
	MARK WARSCHAUER AND TAMARA TATE	
Chapter 6	Beyond the Techno-Missionary Narrative: Digital Literacy and Necropolitics	76
	ELIZABETH LOSH	

Chapter 7	Integrating and Humanizing Knowledgeable Agents of the Digital and Black Feminist Thought in Digital Literacy Research TISHA LEWIS ELLISON	88
Chapter 8	Global Refugee Crisis: Literacy Concerns and Media Coverage ARIEL LORING AND VAIDEHI RAMANATHAN	99
Chapter 9	Race and Racism in Digital Media: What Can Critical Race Theory Contribute to Research on Techno-Cultures? KATHY A. MILLS AND AMANDA GODLEY	111
Section III	Digital Lives ANNA SMITH	123
Chapter 10	Embodiment and Literacy in a Digital Age: The Case of Handwriting CHRISTINA HAAS AND MEGAN McGRATH	125
Chapter 11	Playful Literacies and Practices of Making in Children's Imaginaries KAREN E. WOHLWEND, BETH A. BUCHHOLZ, AND CARMEN LILIANA MEDINA	136
Chapter 12	Digital Geographies TY HOLLETT, NATHAN C. PHILLIPS, AND KEVIN M. LEANDER	148
Chapter 13	Youths' Global Engagement in Digital Writing Ecologies DONNA E. ALVERMANN AND BRADLEY ROBINSON	161
Chapter 14	Literate Identities in Fan-Based Online Affinity Spaces JAYNE C. LAMMERS, ALECIA MARIE MAGNIFICO, AND JEN SCOTT CURWOOD	173
Section IV	Digital Spaces KATHY A. MILLS	185
Chapter 15	Assembling Literacies in Virtual Play CHRIS BAILEY, CATHY BURNETT, AND GUY MERCHANT	187
Chapter 16	Space, Time, and Production: Games and the New Frontier of Digital Literacies ANTERO GARCIA	198
Chapter 17	Digital Metroliteracies: Space, Diversity, and Identity SENDER DOVCHIN AND ALASTAIR PENNYCOOK	211
Chapter 18	Critically Reading Image in Digital Spaces and Digital Times PEGGY ALBERS, VIVIAN M. VASQUEZ, AND JEROME C. HARSTE	223
Chapter 19	The Quantified Writer: Data Traces in Education ANNA SMITH, BILL COPE, AND MARY KALANTZIS	235

Section V	Digital Ethics	249
	AMY STORNAIUOLO	
Chapter 20	Digital Ethics, Political Economy, and the Curriculum: This Changes Everything	251
	ALLAN LUKE, JULIAN SEFTON-GREEN, PHIL GRAHAM, DOUGLAS KELLNER, AND JAMES LADWIG	
Chapter 21	Digital Youth and Educational Justice	263
	LALITHA VASUDEVAN, KRISTINE RODRIGUEZ KERR, AND CRISTINA SALAZAR GALLARDO	
Chapter 22	Composing as Culturing: An American Indian Approach to Digital Ethics	275
	KRISTIN L. AROLA	
Chapter 23	Aesthetics and Text in the Digital Age	285
	THEO VAN LEEUWEN	
List of Contributors		301
Index		303

Introduction

Digital Diversity, Ideology, and the Politics of a Writing Revolution

Kathy A. Mills and Amy Stornaiuolo

For writing and literacies researchers, the opening decades of the twenty-first century seem replete with possibilities, as emerging digital technologies facilitate expanded communicative repertoires and multiple forms of participation, collaboration, and civic engagement. These possibilities motivate three key agendas for writing and literacies research that inform this book. The first is the rapid and increased role of digital technologies that have become ubiquitous in daily life, in schools, in workplaces, and in every sphere of society. Such transformations have led to a groundswell of literacy research to help education keep pace with the changes to the digital communications environment, to ensure that schooling practices continue to be relevant in a world in which we cannot predict the technologies of tomorrow. Writing and literacy education is not simply an agenda of the past—of basic skills, of narrow curriculum, a means through which governments can create good citizens with functional literacies. Rather, literacies are central to education, to society, to human cognition, to human socialization, cultural identities, power relations, and to the very construction of social space.

The second transformation that literacy research must address is the ideological nature of language and literacies. Language is always ideological, located within broader structures of cultural, economic, and political power (Luke, Comber, & Grant, 2003). Writing and literacies research will have a central role in drawing attention to the ideological nature of literacy education. This underpins the political debates that currently circulate in relation to literacy standards in schools, in national literacy testing, and in pre-service teacher education programs. These debates have long existed, and the pressures of literacy achievement and school accountability are not likely to retrocede. Internationally, educational researchers must make a stand to expose the dominant Western or European colonizing powers that use narrow conceptions of skills-based, universal sets of literacy practices to oppress cultures and communities that are positioned marginally in education. Research on writing and literacies is needed to challenge the dominant ideologies in educational practice, in society, and in the media.

Third, and related to the second point, writing and literacies studies must critically account for the role of interrupting subordination of marginalized groups on the basis of race, language, culture, geographical location, class, gender, ability, religion, and national origin. Language is inextricably tied to culture and identity (see Chapter 9). Writing and literacies research needs to continue to address the increasing realities of local difference and global connectedness. It needs to guide educators to know how to respect cultural difference in local and global contexts, and to understand

the complexity of literacies against the multiplicity of identities, socio-material relations, textual practices, and labor markets that cross national, state, cultural, and linguistic boundaries. And not only this, we need also to envisage innovative and broadened understandings of the very constitution of literacies, to expand notions of semiotics to take account of the full role of the senses and the body in meaning making, and to challenge the ocularcentrism—the privileging of what is perceived through the eyes—that continues to underpin many conventional definitions of literacy. We need to recognize the diverse bodily ways of making meaning across different communities and social practices, understanding the techniques of the body and pursuing the education of the senses for communicating meaningfully for contemporary social purposes.

In considering the broad scope of these questions, we examine how the three agendas we detailed above can push forward new directions for writing and literacies scholarship even as they raise central challenges for educators and researchers. Each chapter of this book is aimed at theorizing writing and literacies in ways that move the field forward into the future of a world in which concepts, such as globalization, are increasingly inadequate to account for social actions that extend beyond the cosmos. How, for example, will rapid communication be configured for astronauts confined in spacecraft millions of miles away from earth in planned explorations to Mars? To what extent are the complex socio-material relations of communication across time and space changing as objects, digital devices, and voices become networked in the Internet of Things? How are digital childhoods reshaping the future world for babies and toddlers who already interact with an expanded array of digital toys, books, and cold (often slimy) glass screens? What are the implications of changes to writing and literacy pedagogies in schools that blend both old and new(ish) technologies of inscription? What is the role of media sharing platforms, such as YouTube and DeviantArt, in the construction of children and youth identities and futures? How are virtual and augmented reality technologies reshaping potentials for the orchestration of multiple senses in children's online practices? These and many other questions would not have been asked a decade ago. So, what has changed, what has not changed, and what is the role of culture in these transformations?

Writing and Cultures Past and Present: A Brief Background

In light of this rapidly evolving communicative landscape, a central task facing writing and literacies scholars involves understanding the recursive nature of the relationship between evolving communication technologies and literacy practices within and beyond schooling. While we may be tempted to characterize these digitally facilitated communicative practices as “new”—and certainly the ways many people use digital technologies to communicate in 2017 looks different to any decade prior—we must also acknowledge that people's writing and literacy practices are always being transformed over time and space in relation to the unfolding rhythms of social and cultural life.

People have always used new technologies to engage in the basic human need to communicate with others; particularly with those who are separated geographically beyond the reach of one's own voice. For example, picture postcards have been a social communication practice from the beginning of the twentieth century in Britain, when beautiful images were combined with a short message around the margins of the card. These were delivered within a few hours through a special rapid postal service that could be described as “near-synchronous” multimodal communication. This occurred a century before Instagram and Pinterest were invented (Gillen, 2016). As Gillen argues, people subverted the etiquette of epistolary writing to send sentiments to loved ones on picture postcards that were less private than the letter, while opening up greater spontaneity in written communication. Today, we still have the rapid consumption of printed books, greeting cards, food packaging, collectable cards, and burgeoning niche markets for stylized writing and stationery materials. Yet these texts exist alongside the growth of texts that are circulated by multinational technology

corporations, the Internet, telecommunications and media companies, and broadcasting systems. A primary aim of this volume is to examine how these shifts in people's literacies are tied to emergent social practices in digital cultures.

The focus on writing, on encoding and inscription, in the title of this volume is a response to the salience of textual design in Web 2.0 or "social web" environments and beyond (O'Reilly, 2005), where the ease of production and rapid circulation of texts has reached a greater level than ever before, instantiated by millions of images and sounds that are shared to a plethora of social media sites by groups of users of all ages (Mills, 2016). In comparison with earlier features of the Internet, Web 2.0 technology or the read-write web supports the sharing of music, videos, synchronous document editing, blogging, microblogging, online polls and surveys, wikis, and other collaborative forms of online text production and dissemination (Mills, 2010).

The idea of the public contributing to knowledge and textual production is much older than the invention of the Internet, or the idea of "participatory culture" by the Birmingham School of Cultural Studies (Jenkins, 2006b). Walter Benjamin entitled his 1934 essay "The Author as Producer," observing that media technologies such as newspapers, television, film, radio, and photography were blurring distinctions between authors and consumers. He argued half a century ago that "the conventional distinction between author and public that the press has maintained...is disappearing" (Benjamin, 1968, p. 83). Examples of the day included the way in which newspapers position letters and opinions from readers alongside the journal's editorials. Interestingly, Benjamin already maintained that authors should not only publish revolutionary content, but also aim to revolutionize the means through which texts are produced and circulated (Deodato, 2014). This volume examines how these revolutionary forms of production, participation, and circulation emerge and are practiced rhetorically in contemporary digital cultures.

Such a focus on how writing and literacies are practiced and transformed in relation to intersecting social, historical, political, and economic contexts makes central the notion of *culture*. By appending digital to the terms "writing" and "literacies" in the title, we signal the ways digital technologies influence and create cultural practices, particularly as they cut across traditional divides and facilitate different allegiances and connections. To theorize culture, we draw on Brian Street's (1993) conception of it as "an active process of meaning making and contest over definition" (p. 25). Street argues that understanding culture as a verb moves us away from more reified, static, and neo-colonial definitions of culture as a "fixed inheritance of shared meanings" (p. 23). He maintains that traditional conceptions of culture, in addition to essentializing groups of people and disguising the active forms of semiosis involved, obscure the ways power operates in reinforcing racial and ethnocentric divisions. Instead of examining what culture *is*, Street suggests focusing on what it *does*. Such an emphasis on culturing as an active process of production (Chapter 22; cf. Lyons, 2010) draws attention to the ways people's literacy-making practices are rooted in collective histories. If, as Geertz (1973) suggests, culture is made from "webs of significance" that we collectively create through semiotic activity (p. 4), literacy researchers are well positioned to study how people's emergent social semiotic practices and digital cultures are co-constructed over time.

Looking Forward: Emerging Directions in Writing and Literacies Research

A book about digital practices runs the risk of becoming quickly dated in a constantly evolving communicative landscape; we sought to mitigate that possibility by highlighting enduring issues that we predict will only grow more prominent for writing and literacies researchers over time. Throughout the volume, readers will find the agendas we identified above taken up in significant ways. As the authors suggest innovative theoretical, methodological, and pedagogical directions for the field of writing and literacies research that take up the challenges of ubiquitous communication

technologies, questions of ideology in communicative practice, and the persistence of racism in digital cultures. We highlight here several theoretical contributions we found particularly generative for animating the field in important ways for years to come.

Emergence

As people connect across devices, platforms, spaces, and geographies at a scale and pace previously unimagined, a central question revolves around how people and things move, associate, and intersect across space and time. In other words, in light of the ways texts and people circulate in unpredictable fashion across global networks (Appadurai, 1996; Jenkins, Ford, & Green, 2013), how can writing and literacies scholars account for the ways meaning *emerges* from and in relation to the world? While multiliteracies research (New London Group, 1996) helpfully emphasized the patterned, designed aspects of literacy practices, it is equally important to attend to the more improvisational, idiosyncratic, and contingent dimensions of meaning making that are amplified in digital cultures (Stornaiuolo, Smith, & Phillips, 2017). One of the most important implications of an emergent perspective on literacy practices is an emphasis on the affective dimensions of literacies—their emotional, sensorial, and embodied nature (see Chapters 2, 10, and 11) as well as their aesthetic qualities (see Chapters 18 and 23). A focus on emergence also highlights the constraints to connecting, as algorithms, software, and corporate infrastructures all influence how texts flow and circulate in online spaces (Lynch, 2015). Moving forward, we anticipate significant scholarship will attend to how meaning emerges in these material-semiotic assemblages, including the rise of the Internet of Things, that can both enfranchise and marginalize individuals and groups in different measure.

These emergent dimensions of writing and literacy practices are often particularly challenging to identify and study, as they are always situated in and responsive to the interactional flow of people and materials in a given moment, fleeting and ephemeral. Look only to recent practices of using technologies to geolocate oneself for entertainment or navigation, including the use of wearable tech to collect personalized data and situate and re-situate the self in relation to unfolding activity in the world (see, for example, Chapters 12 and 16). Such practices suggest the need for new methodologies that take into account big and small data (see Chapter 19), and allow more fine-grained tracing of literacies across material/immaterial assemblages (see Chapter 15). Scholars might productively draw on interdisciplinary methods from fields such as the arts and human geography that are sensitive to the emergent ways people make meaning in and across spaces in response to other people, texts, and data.

Diversity

Decades ago, the New London Group (1996) identified the diversity of peoples and communicative forms as a central aspect of making meaning in a globally connected world, but in the years since then, issues of diversity and “superdiversity” have been at the center of theorizing the challenges of communicating across multiple cultural, national, and linguistic contexts (Blommaert, 2010; Canagarajah, 2012; see Chapter 5). Some of the most important contributions in this area have come from critical, postcolonial scholars who examine issues of power and oppression in how diversity is conceptualized (see Chapter 4). We see scholarship that pushes back on the ways nationalism and standardization continue to marginalize communities of color, an important avenue for writing and literacies scholars. The scholarship highlights perspectives that begin with assumptions of diversity as a resource and positions communities and individuals as knowledgeable (see Chapter 7) and as already cosmopolitan intellectuals with unique vantage points on the world (Campano & Ghiso, 2011). A number of scholars are exploring the role of digital media in contexts of forced migration and transnational rhetorical practice, both in maintaining

connections across borders and in imagining how to create equitable conditions in the face of inequitable and unjust treatment (see Chapter 8).

Some of the greatest challenges for writing and literacies researchers studying how diversity is imagined, practiced, and regulated across mobile, digital cultures revolve around issues of power and privilege, requiring not only critical but also ethical frameworks for theorizing diversity now (see Chapter 20). Scholars involved in anti-racist, coalition-building work with communities have explored how methodologies must endeavor to take better account of the ways power and privilege influence research design and participation (see Chapter 9). Many researchers interested in intersections of language and literacy in mobile contexts are attempting to attend to these complexities by working to privilege multiple languages and voices in more equitable and reflexive ways (see Chapters 13 and 17). We are heartened by scholarship that puts justice and equity at the forefront, positioning young people and their everyday experiences as central to understanding how community partnerships and activist practices can create more just contexts for writing and literacies (see Chapter 21).

Performativity

Over the past decade, the face-to-face “presentation of self in everyday life” (Goffman, 1959) plays out in new ways online, as users curate their digital selves through multiple and online profiles for different professional, familial, interest-driven, or peer-oriented virtual audiences, who may or may not ever meet face-to-face (see Chapter 14). The Internet has become the new stage, while Goffman’s (1959) “back-stages”—the hidden or private places—are no longer very private, as users display images of the meals they eat, their pregnant belly diaries, or details of reduced price underwear sales to their followers. The flip side is that social media sites, such as Facebook, also become sites of curating the self in plastic and sanitized ways that obscure the real pain and everyday realities of people’s lives. Theorists such as Jenkins (2006a, p. 3) argued about the nature of “participatory culture” that can be facilitated through the web, when there are relatively low barriers, technical or otherwise, to artistic expression and civic engagement. Various concepts have been put forward to encapsulate this mega production of texts, calling it “produsage” (Bruns, 2008), “designing” (New London Group, 1996), “Edutainment” (Buckingham, Scanlon, & Sefton-Green, 2001), or new technologies for “multimodal communication” (Jewitt, 2006). All of these frameworks recognize the centrality of performing the self online through rhetorical practice (see Chapter 3), with the attendant risks and opportunities for participating in visible ways in networked publics (boyd, 2011).

One of the most pressing questions for the future involves the uncertain implications of composing in public, with interactive audiences who not only collaborate in the production of texts but comment, critique, and circulate materials in impactful ways (see Chapter 1). Writing and literacies researchers are well positioned to ask about the identity politics of participating in these public writing and literacy practices, including possibilities for digital activism (Bonilla & Rosa, 2015; Stornaiuolo & Thomas, 2017) as well as the consequences of reinscribing and even magnifying oppressive practices against already marginalized groups (Love & Bradley, 2013). With the technological means of production in the hands of the public, one could argue that “cultural hegemony”—the ideological “common sense” worldviews of society that were controlled by the ruling class, along with the means of material production (Gramsci, 1971)—has been eroded. Yet while the Internet has enabled more users to become co-creators of culture and public discourse, the extent to which users simply reproduce or alternatively resist dominant culture is always dynamic, shifting, and constantly contested (see Chapter 6).

What is now at stake in online participation is a loss of privacy that has become embedded in millions of digital footprints that can be traced by others. The production of writing on the Internet

is not so participatory that users can escape from power relations and online corporate surveillance. For example, in the participation of individuals in online markets, they become economic subjects associated with the commodification of privacy. Internet advertising servers and infomediaries are third parties that compile economic profiles of web users to classify and target consumers with ads that are tailored to their patterns of use (Campbell & Carlson, 2002). Digital footprints are ever-expanding, raising new questions about digital ethics, online surveillance, and the performance of identities. Future directions for scholarship in this area must include attention to the commodification of users, as online production increasingly translates into free labor for corporate interests and a new means of governmental surveillance and control. For scholars interested in examining how people's identities are shaped across digital cultures, there is great need for the development of critical and intersectional perspectives sensitive to the less visible and machine-driven dimensions of composing and creating digitally.

Conclusion

This chapter has outlined some key theoretical directions important for studying writing and literacies in digital cultures. In suggesting that emergence, diversity, and performativity represent promising directions for future scholarship, we hope also to illuminate new tensions and challenges that require writing and literacies scholars to build on previous scholarship while continuing to innovate theoretically and methodologically. We explore the themes and challenges discussed in the introduction across the five sections of the book, which are organized around central dimensions of writing and literacies scholarship in socially and linguistically heterogeneous contexts of global communication and education: digital futures, digital diversity, digital lives, digital spaces, and digital ethics.

Section I: Digital Futures articulates new perspectives concerning the ethical, sensorial, and critical elements of writing and literacies, and contemporary debates at the nexus of literacies and digital rhetoric that have direct relevance to the social construction of authorial identities for youth and other writers in education contexts. It outlines an ethically oriented approach to contemporary writing and literacies practices in a world in which privacy is often exchanged for participation. It provides a new perspective of the forgotten sensorial dimensions and role of the body in writing and literacy practices in the digital and non-digital contexts of use, with a particular focus on the education of touch or haptics in schooling. This book section also explores how multimodality, *techne*, and *praxis* emerge and resonate as youth write the self in relation to place, trope, and culture across new communicative platforms and in transmediated contexts. The section concludes with debates about the potentials and limitations of participatory politics in new spaces for writing and literacies, providing critiques of representation and collaborative design in contemporary ecologies and power relations.

Section II: Digital Diversity brings together the work of scholars from around the world to address issues of inclusion in contemporary writing and literacies research, from race to gender, and to the geographical displacement of refugees. Our approach to issues of social justice and diversity in this volume is that structural inequality in society is absolutely core to all writing and literacies research and should not be compartmentalized. It is the warp and woof of this volume woven throughout the handbook, but several issues are foregrounded explicitly in this section. Continual changes to the digital communications environment interplay with social inclusion and marginalize groups in complex ways that do not remain static over time, raising specific agendas of urgency. For example, how does the ongoing massive refugee displacement of this century intersect with digital inclusion? We can pursue research interventions with computer coding, 3D printing, and augmented reality goggles, but do we understand the real barriers to literacies and social inclusion for children and adolescents who live in contexts of abject poverty, violence, and the struggle for daily survival?