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**KEY=WITH - IVY KRISTOPHER**

# Working with Multimodality

# Rethinking Literacy in a Digital Age

*Routledge* In today's digital world, we have multiple modes of meaning-making: sounds, images, hypertexts. Yet, within literacy education, even 'new' literacies, we know relatively little about how to work with and produce modally complex texts. In Working with Multimodality, Jennifer Rowsell focuses on eight modes: words, images, sounds, movement, animation, hypertext, design and modal learning. Throughout the book each mode is illustrated by cases studies based on the author's interviews with thirty people, who have extensive experience working with a mode in their field. From a song writer to a well known ballet dancer, these people all discuss what it means to do multimodality well. This accessible textbook brings the multiple modes together into an integrated theory of multimodality. Step-by-step, beginning with theory then exploring modes and how to work with them, before concluding with how to apply this in an investigation, each stage of working with multimodality is covered. Working with Multimodality will help students and scholars to: • Think about specific modes and how they function • Consider the implications for multimodal meaning-making • Become familiar with conventions and folk knowledge about given modes • Apply this same knowledge to their own production of media texts in classrooms Assuming no prior knowledge about multimodality and its properties, Working with Multimodality is designed to appeal to advanced undergraduate and postgraduate students interested in how learning and innovation is different in a digital and media age and is an essential textbook for courses in literacy, new media and multimodality within applied linguistics , education and communication studies.

# The Routledge Handbook of Literacy Studies

*Routledge* The Routledge Handbook of Literacy Studies offers a comprehensive view of the field of language and literacy studies. With forty-three chapters reflecting new research from leading scholars in the field, the Handbook pushes at the boundaries of existing fields and combines with related fields and disciplines to develop a lens on contemporary scholarship and emergent fields of inquiry. The Handbook is divided into eight sections: • The foundations of literacy studies • Space-focused approaches • Time-focused approaches • Multimodal approaches • Digital approaches • Hermeneutic approaches • Making meaning from the everyday • Co-constructing literacies with communities. This is the first handbook of literacy studies to recognise new trends and evolving trajectories together with a focus on radical epistemologies of literacy. The Routledge Handbook of Literacy Studies is an essential reference for undergraduate and postgraduate students and those researching and working in the areas of applied linguistics and language and literacy.

# The Language of Literacy Education

*BRILL* This volume is an encyclopaedic reference of prominent literacy terms. Key terms with frequent misconceptions are debunked to provide a critical perspective. Citation of relevant theorists and research findings enables readers to further explore these topics.

# Integrating Virtual and Traditional Learning in 6-12 Classrooms

# A Layered Literacies Approach to Multimodal Meaning Making

*Routledge* Integrating Virtual and Traditional Learning in 6-12 Classrooms introduces a model of "layered literacies" as a framework for describing and illustrating how students' digital experiences can inform educational methods. Through the lens of layered literacies, educators can envision opportunities to draw upon adolescents' out-of-school interests and activities to meaningfully integrate digital practices within academic contexts. Such an approach facilitates innovative teaching, inspired learning, and successful pedagogy, and it thoughtfully highlights the role of technology within mandated standards-based instruction in public schools. Combining foundational and contemporary theories, supported by data from multiple studies of adolescent learning, and honoring teachers' and students' experiences and resources, this text helps educators reconceptualize the ways students learn through and with digital texts and negotiate the connection between online and offline spaces. A companion website extends the discussion onto the screen, engaging readers in an intertextual approach to learning that complements the concept of layering literacies across disciplines. With a foreword by Jennifer Rowsell and an afterword by Bill Cope and Mary Kalantzis, it will be of interest to experienced educators and administrators, as well as postgraduate, graduate, and undergraduate students of education.

# Critical Literacy Across the K-6 Curriculum

*Taylor & Francis* Through stories from kindergarten to sixth grade classrooms where students and teachers have attempted to put a critical edge on their teaching, this book shows critical literacy in action across the curriculum. Readers see students and teachers together using critical literacy discourse to frame conversations in ways that engage students in examining the meaning of the texts they read and acting on local and global social issues that emerge. Drawing on multiple perspectives such as cross-curricular explorations, multimedia, and child-centered inquiry pedagogies, the text features a theoretical toolkit; demonstrations from across the content areas including art, music, and media literacy; integration of technology; and attention to how critical literacy can inform decisions about standards and assessment. Annotated booklists, examples of students' work, Reflection Questions, Try This (practical classroom strategies), and Resource Boxes can be used to encourage and support engaging in critical literacy work in different areas of the curriculum.

# Studio-Based Approaches for Multimodal Projects

# Models to Promote Engaged Student Learning

*Rowman & Littlefield* This book examines a range of strategies for studio approaches and models from multiple educational contexts that enable process-oriented multimodal projects and promote student learning. This collection features chapters by leaders and innovators in studio-based approaches and offers vivid examples of ways in which they are realized.

# Remixing Multiliteracies

# Theory and Practice from New London to New Times

*Teachers College Press* The essays in this book not only provide an overview of the fundamental ideas of the New London Group and their importance across literacy, communications, and media studies but also explore how they have been adapted by todays educators to better prepare students for a rapidly changing, globalized world.

# Conference Proceedings. The Future of Education

*libreriauniversitaria.it Edizioni*

# Literacy, Place, and Pedagogies of Possibility

*Routledge* How can teachers ensure a pedagogy of possibility underpinned by social justice, and what has literacy got to do with this? This book explores the positive synergies between critical literacy and place-conscious pedagogy. Through rich classroom research it introduces and demonstrates how a synthesis of insights from theories of space and place and literacy studies can underpin the design and enactment of culturally inclusive curriculum for diverse student communities, and illustrates how making place and space the objects of study provide productive resources for teachers to design enabling pedagogical practices that extend students' literate repertoires. The argument is that systematic study of and engagement with specific elements of place can enable students' academic learning and literacy. Literacy, Place, and Pedagogies of Possibility is informed by critical literacy, place-conscious pedagogy and spatial theory is richly illustrated with examples from classroom research, including teacher and student artifacts provides new directions for classroom practice in critical literacy This novel combination of multidisciplinary theory and classroom research extends previous work in critical literacy pedagogy, drawing on two decades of ethnographic and collaborative inquiry in classrooms situated in culturally and linguistically diverse classrooms.

# From Critical Literacy to Critical Pedagogy in English Language Teaching

# Using Teacher-made Materials in Difficult Contexts

*Springer Nature* With a Foreword by Hugh Starkey and Audrey Osler, and Afterwords by Graham Crookes, Hilary Janks and Allan Luke, this book promotes critical language education and illustrates how a critical agenda can be enacted in English language education in real classrooms. It presents four cases located in primary and secondary schools in the province of Buenos Aires in Argentina in contexts that can be characterised as vulnerable or difficult. It describes the possibilities, challenges and limitations of this critical agenda using students' drawings, posters, leaflets, artwork, classroom activities and conversational data as foundation, and including the voices of local teachers in their classrooms. Importantly, these teachers used teacher-made, locally produced, critical post-method materials, described by the author of those materials in one of the chapters. In this way, the book offers a unique balance of researcher, teacher and materials writer voices. These materials are included in the book and can help language teachers around the world to introduce critical perspectives in their specific contexts. The book is appealing to researchers, classroom teachers, teacher educators, and materials writers and developers interested in critical language education.

# Researching and Teaching Reading

# Developing pedagogy through critical enquiry

*Routledge* Many agree that engaging in research is what makes a teacher's professional development sustainable, and Researching and Teaching Reading studies the ways in which research and teaching are entwined both within and beyond the classroom. Gabrielle Cliff Hodges encourages readers to deepen their understanding of reading through high-quality teaching and research activities designed to engage young learners and generate rich research data, in the expectation that teachers will wish to adapt or develop them further within their own contexts. The author explores how teachers' research and critical reading can further develop their understanding of their students' reading practices and argues that innovative approaches to teaching integrated with research enable English teachers to re-construct ideas and change how reading is taught. Key issues considered in this book include: Studying reading in terms of extending young people's ability to interpret and enjoy texts; The idea of reading as a social practice; The concept of culture in relation to reading; Why historical and spatial theoretical perspectives matter when researching and teaching reading. This book is a valuable resource for any student teachers or practising English teachers wishing to learn more about the connection between researching and teaching reading, how to combine them in the classroom and the positive effect bringing the two together can have on their own professional development.

# Handbook of Research on Integrating Digital Technology With Literacy Pedagogies

*IGI Global* The allure and marketplace power of digital technologies continues to hold sway over the field of education with billions spent annually on technology in the United States alone. Literacy instruction at all levels is influenced by these evolving and ever-changing tools. While this opens the door to innovations in literacy curricula, it also adds a pedagogical responsibility to operate within a well-developed conceptual framework to ensure instruction is complemented or augmented by technology and does not become secondary to it. The Handbook of Research on Integrating Digital Technology With Literacy Pedagogies is a comprehensive research publication that considers the integration of digital technologies in all levels of literacy instruction and prepares the reader for inevitable technological advancements and changes. Covering a wide range of topics such as augmented reality, literacy, and online games, this book is essential for educators, administrators, IT specialists, curriculum developers, instructional designers, teaching professionals, academicians, researchers, education stakeholders, and students.

# Literacy Education

# A History of Research and Practice

*Teachers College Press* "The scope and nature of this account of the modern history of reading/literacy education (especially tied to the aspirational readers) are unique. Enlisting the metaphor of waves, it traces monumental shifts in theory, research and practice related to reading education and literacy that represent developments that verge on revolutionary changes. Each of these waves is accompanied with a discussion of the aspirational reader that sets the stage for contemplating these shifts and their significance. The discussions trace the research and theoretical developments in a fashion that exemplifies the origins of the shifts and their influences"--

# The Reading Turn-Around with Emergent Bilinguals

# A Five-Part Framework for Powerful Teaching and Learning (Grades K–6)

*Teachers College Press* This practical resource will help K–6 practitioners grow their literacy practices while also meeting the needs of emergent bilingual learners. Building on the success of The Reading Turn-Around, this book adapts the five-part framework for reading instruction to the specific needs of emergent bilinguals. Designed for teachers who have not specialized in bilingual instruction, the authors provide an accessible introduction to differentiating instruction that focuses on utilizing students' strengths, identities, and cultural backgrounds to foster effective literacy instruction. Chapters

include classroom vignettes, teacher exercises, illustrations of powerful reading plans for the student and teacher, resources for culturally and linguistically diverse children's literature, and tools to engage with students' families and communities. "Emergent bilinguals are the fastest growing population in our schools, and this important resource equips literacy educators with tools for providing equitable literacy experiences for emergent bilingual students. The authors have done an exceptional job of presenting their turn-around framework in a way that not only puts forth a vision for effective language and literacy development, but also presents a practical approach for applying the framework in today's multilingual, multicultural classrooms." —Jana Echevarria, professor emerita, California Statute University, Long Beach

# Literacy Practices and Perceptions of Agency

# Composing Identities

*Taylor & Francis* In this book, Bronwyn T. Williams explores how perceptions of agency—whether a person perceives and feels able to read and write successfully in a given context—are critical in terms of how people perform their literate identities. Drawing on interviews and observations with students in several countries, he examines the intersections of the social and the personal in relation to how and, crucially, why people engage successfully or struggle painfully in literacy practices and what factors and forces they regard as enabling or constraining their actions. Recognizing such moments and patterns can help teachers and researchers rethink their approaches to teaching to facilitate students' sense of agency as writers and readers.

# Metaliteracy in Practice

*American Library Association*

# Teaching Literacy in the Twenty-First Century Classroom

# Teacher Knowledge, Self-Efficacy, and Minding the Gap

*Springer Nature* This book discusses current issues in literacy teacher education and illuminates the complexity of supporting self-efficacious educators to teach language and literacy in the twenty-first century classroom. In three sections, chapter authors first detail how teacher education programs can be revamped to include content and methods to inspire self-efficacy in pre-service teachers, then reimagine how teacher candidates can be set up for success toward obtaining this. The final section encourages readers to ruminate on the interplay among teacher candidates as they transition into practice and work to have both self- and collective- efficacy.

# The Cambridge Handbook of Childhood Multilingualism

*Cambridge University Press* Childhood multilingualism has become a norm rather than an exception. This is the first handbook to survey state-of-the-art research on the uniqueness of early multilingual development in children growing up with more than two languages in contact. It provides in-depth accounts of the complexity and dynamics of early multilingualism by internationally renowned scholars who have researched typologically different languages in different continents. Chapters are divided into six thematic areas, following the trajectory, environment and conditions underlying the incipient and early stages of multilingual children's language development. The many facets of childhood multilingualism are approached from a range of perspectives, showcasing not only the challenges of multilingual education and child-rearing but also the richness in linguistic and cognitive development of these children from infancy to early schooling. It is essential reading for anyone interested in deepening their understanding of the multiple aspects of multilingualism, seen through the unique prism of children.

# Living Literacies

## Literacy for Social Change

*MIT Press* An approach to literacy that understands it as lived and experienced in the everyday across varied spaces and populations. This book approaches literacy as lived and experienced in the everyday. A living literacies approach draws not only on such official, schooled activities as reading, writing, speaking, and listening but also on such routine, tacit activities as scrolling through Instagram, watching news footage, and listening to music. It goes beyond well-worn framings of literacy as an object of study to reimagine literacy as constantly in motion, vital, and dynamic, filled with affective intensities. A lived literacies approach implies a turn to activism, to hopeful practice, and to creativity. The authors examine literacies through a series of active verbs: seeing, disrupting, hoping, knowing, creating, and making. Case studies—ranging from an exploration of photography as a way to shift perspectives to a project in which adults teach young people how to fish—show lived literacies in both theory and practice. With these chapters, the authors position literacy differently. They make it possible to see literacy in everyday activities, woven into the modes of seeing and knowing. By disruption and activism, literacy can encompass a wide array of practices—exchanging information at a school gate or making a collage. Grounding theory in the sites and spaces of their research, working with artists, photographers, poets, and makers, the authors issue a call to action for literacy education.

# Rethinking L1 Education in a Global Era

## Understanding the (Post-)National L1 Subjects in New and Difficult Times

*Springer Nature* This book brings together a range of scholars from 10 different countries to address the contemporary state of play in national standard language education – i.e. the L1 subjects. It seeks to understand the field from within a comparative-historical and transnational frame. Four thematic threads are woven through the volume: educationalisation; globalisation; pluriculturalism; and technologization. The chapters range over various aspects of L1 as a school subject: literature, language and literacy; reading and writing; media and digital technology; the dialogue between curriculum inquiry and Didaktik studies; the continuing relevance of Bildung; the significance of history and nation; and new challenges of culture and environment in the face of climate change. The book concludes with a reflection on the prospects for L1 education today and tomorrow, in a now thoroughly globalised context and, accordingly, deeply implicated in a necessary new project of nation re-building.

# Power and Meaning Making in an EAP Classroom

## Engaging with the Everyday

*Multilingual Matters* This book examines how critical literacy pedagogy has been implemented in a classroom through a year-long collaboration between the author (a researcher) and an EAP teacher. It will be of interest to both researchers and practitioners for the ethnographic and pedagogical issues it raises as well as its accessible theoretical frameworks illustrated by relevant classroom interactional data, mediated, multimodal and critical discourse analysis.

# Rewriting Composition

## Terms of Exchange

*SIU Press* This book shows how dominant inflections of key terms in composition reinforce composition's low institutional status and the poor working conditions of many of its instructors and tutors. Horner demonstrates ways to challenge debilitating definitions of these terms and to rework them and their relations to one another in constructive ways.

# Global Perspectives on Gameful and Playful Teaching and Learning

*IGI Global* In the fast-changing field of education, the incorporation of game-based learning has been increasing in order to promote more successful learning instruction. Improving the interaction between learning outcomes and motivation in games (both digital and analog) and promoting best practices for the integration of games in instructional settings are imperative for supporting student academic achievement. Global Perspectives on Gameful and Playful Teaching and Learning is a collection of innovative research on the methods and applications that explore the cognitive and psychological aspects underpinning successful educational video games. While highlighting topics including nontraditional exercise, mobile computing, and interactive technologies, this book is ideally designed for teachers, curriculum developers, instructional designers, course designers, IT consultants, educational software developers, principals, school administrators, academicians, researchers, and students seeking current research on the design and integration of game-based learning environments.

# Reclaiming Early Childhood Literacies

# Narratives of Hope, Power, and Vision

*Taylor & Francis* At a time when literacy has become more of a political issue than a research or pedagogical one, this volume refocuses attention on work with young children that places them at the center of their literacy worlds. Drawing on robust and growing knowledge which is often marginalized because of political and legislative forces, it explores young children's literacies as inclusive, redefined, and broadened—encompassing technologies, the arts, multiple modalities, and teaching and learning for democracy, cultural sustainability and social justice. Highlighted themes include children's rights to grow through playful engagements with multiple literacies to interrogate their worlds; adults who expand and inspire children's consciousness and awareness of others and the world around them; the centrality of meaning making in all aspects of language and literacy development; a deep respect for diversities, including languages, cultures, sexual orientation, socioeconomic status and more; and an expansive understanding of the nature of texts.

# Apps, Technology and Younger Learners

# International evidence for teaching

*Taylor & Francis* This book provides an in-depth analysis of the challenges, potential and theoretical possibilities of apps and considers the processes of change for education and home learning environments. Drawing together a diverse team of international contributors, it addresses the specific features, context of use and content of apps to uncover the importance of these tools for young children's learning. Apps, Technology and Younger Learners focuses on ways that apps support early years and primary school learning, connect various learning spaces and engage children in a range of edutainment and knowledge-building activities. In each chapter, the current state of knowledge and key research questions in the field for future study are identified, with clear messages provided at the end of each chapter. Focusing on empirical studies and strong theoretical frameworks, this book covers four key parts: Understanding the learning potential of children's apps; Key app challenges; Empirical evidence; Future avenues. This book is an essential guide for educators, post-graduate students, researchers and all those interested in the advantages or challenges that may result from integrating apps into early education.

# Compassion and Empathy in Educational Contexts

*Springer* This book explores the importance of compassion and empathy within educational contexts. While compassion and empathy are widely recognised as key to living a happy and healthy life, there is little written about how these qualities can be taught to children and young people, or how teachers can model these traits in their own practice. This book shares several models of compassion and empathy that can be implemented in schooling contexts, also examining how these qualities are presented in children's picture books, films and games. The editors and contributors share personal insights and practical approaches to improve both awareness and use of compassionate and empathetic approaches to others. This book will be of interest and value to all those interested in promoting compassion and empathy within education.

# Adolescent Literacies

## A Handbook of Practice-Based Research

*Guilford Publications* Showcasing cutting-edge findings on adolescent literacy teaching and learning, this unique handbook is grounded in the realities of students' daily lives. It highlights research methods and instructional approaches that capitalize on adolescents' interests, knowledge, and new literacies. Attention is given to how race, gender, language, and other dimensions of identity--along with curriculum and teaching methods--shape youths' literacy development and engagement. The volume explores innovative ways that educators are using a variety of multimodal texts, from textbooks to graphic novels and digital productions. It reviews a range of pedagogical approaches; key topics include collaborative inquiry, argumentation, close reading, and composition.

## What Is a "Good" Teacher?

*Pembroke Publishers Limited* Drawn from the classrooms of real teachers, the latest research, and over 70 years of combined teaching experience, this book offers valuable insights on being the best teacher you can be for your students. Beginning with developing your teacher identity and getting to know your students, What Is a "Good" Teacher? goes on to show you how to implement effective strategies and techniques in your classrooms, and gain a better understanding of how effective schools work. 35 compelling characteristics of "good" teachers offer inspiration and guidance, along with tangible ways of continuing to grow and develop into your own best teacher.

## Kinematic Rhetoric

## Non-Discursive, Time-Affect Images in Motion

Joddy Murray, in "Kinematic Rhetoric," puts forward a theory of rhetoric that adds the elements of movement, sound, image, affect and duration to traditional accounts of digital, visual and multimodal rhetorics. His concept of "time-affect" images provides a complex and nuanced theory for composing that builds upon his earlier concept of "nondiscursive texts." By turning to Deleuze's work on cinema, Murray presents the "time-affect image," which "generates" and amplifies affectivity through duration and motion, and is the key concept in this rhetorical theory. Motion, he argues, creates meaning that is independent of the content and, like all images, carries with it the potential for persuasion through the affective domain.

## Digital Literacies

*Routledge* With our increasing use of digital and online media, the way we interact with these forms of communication is having an enormous impact on our literacy and learning. In Digital Literacies, Julia Gillen argues that to a substantial extent Linguistics has failed to rise to the opportunities presented by studying language in digital contexts. Assuming no existing knowledge, and drawing from a wide range of research projects, she presents a range of approaches to the study of writing and reading language online. Challenging some of the existing concepts, Digital Literacies traces key ideas through both the history of literacy studies and contemporary approaches to language online, including linguistic ethnography and corpus linguistics. Examples, taken from real life studies, include the use of digital technologies in everyday life, online teenage communities and professional use of Twitter in journalism. Within each chapter, the relevant research methods used are explored and then tied to the theory underpinning them. This book is an innovative and essential read for all those studying and researching applied linguistics, particularly in the areas of literacy and multimodality, at an upper undergraduate and postgraduate level. The title will also be of interest to those working with new media in the fields of Media and Communication Studies, Cultural Psychology, and Education.

## After Urban Regeneration

# Communities, Policy and Place

*Policy Press* Focusing on the history and theory of community in urban policy, and including a unique set of case studies that draw on artistic and cultural community work, After urban regeneration engages with debates on how urban policy has changed and continues to change following the financial crash of 2008

# Perspectives on Arts Education Research in Canada, Volume 2

## Issues and Directions

*BRILL* Provides an overview of the current research undertaken across the country, thereby providing a valuable resource for students, professors and research associates working in the arts disciplines, media studies, education, and cultural studies.

# Multimodal Literacy

*Peter Lang Pub Incorporated* &ltI>Multimodal Literacy challenges dominant ideas around language, learning, and representation. Using a rich variety of examples, it shows the range of representational and communicational modes involved in learning through image, animated movement, writing, speech, gesture, or gaze. The effect of these modes on learning is explored in different sites including formal learning across the curriculum in primary, secondary, and higher education classrooms, as well as learning in the home. The notion of literacy and learning as a primary linguistic accomplishment is questioned in favor of the multimodal character of learning and literacy. By illustrating how a range of modes contributes to the shaping of knowledge and what it means to be a learner, &ltI>Multimodal Literacy provides a multimodal framework and conceptual tools for a fundamental rethinking of literacy and learning.

# New Literacies around the Globe

## Policy and Pedagogy

*Routledge* The increasing popularity of digitally-mediated communication is prompting us to radically rethink literacy and its role in education; at the same time, national policies have promulgated a view of literacy focused on the skills and classroom routines associated with print, bolstered by regimes of accountability and assessments. As a result, teachers are caught between two competing discourses: one upholding a traditional conception of literacy re-iterated by politicians and policy-makers, and the other encouraging a more radical take on 21st century literacies driven by leading edge thinkers and researchers. There is a pressing need for a book which engages researchers in international dialogue around new literacies, their implications for policy and practice, and how they might articulate across national boundaries. Drawing on cutting edge research from the USA, Canada, UK, Australia and South Africa, this book is a pedagogical and policy-driven call for change. It explores studies of literacy practices in varied contexts through a refreshingly dialogic style, interspersed with commentaries which comment on the significance of the work described for education. The book concludes on the 'conversation' developed to identify key recommendations for policy-makers through a Charter for Literacy Education. .

# Reading at a Crossroads?

# Disjunctures and Continuities in Current Conceptions and Practices

*Routledge* The Internet is transforming the experience of reading and learning-through-reading. Is this transformation effecting a radical change in reading processes as readers synthesize understandings from fragments across multiple texts? Or, conversely, is the Internet merely a new place to use the same reading skills and processes developed through experience with traditional print-based media? Are the changes in reading processes a matter of degree, or are they fundamentally new? And if so, how must reading theory, research, and instruction adjust? This volume brings together distinguished

experts from the fields of reading research, teacher education, educational psychology, cognitive science, rhetoric and composition, digital humanities, and educational technology to address these questions. Every question is not answered in every chapter. How could they be? But every contributor has many thoughtful things to say about a subset of these important questions. Together, they add up to a comprehensive response to the issues the field faces as it approaches what may well be—or not —a crossroads. A website devoted to extending discussion around the book in creative (and disjunctive) ways [readingatacrossroads.net] moves it beyond the printed page.

# Community Filmmaking

## Diversity, Practices and Places

*Taylor & Francis* This book examines the role of community filmmaking in society and its connection with issues of cultural diversity, innovation, policy and practice in various places. Deploying a range of examples from Europe, North America, Australia and Hong Kong, the chapters show that film emerging from outside the mainstream film industries and within community contexts can lead to innovation in terms of both content and processes and a better representation of the cultural diversity of a range of communities and places. The book aims to situate the community filmmaker as the central node in the complex network of relationships between diverse communities, funding bodies, policy and the film industries.

# Beyond the Flow

## Scholarly Publications During and After the Digital

*BoD – Books on Demand* In the wake of the so-called digital revolution numerous attempts have been made to rethink and redesign what scholarly publications can or should be. Beyond the Flow examines the technologies as well as narratives driving this unfolding transformation. However, facing challenges such as the serial crisis, knowledge burying or sudoku research the discourses and practices of scholarly publishing today are mainly shaped by confusion, heterogeneity and uncertainty. By critically interrogating the current state of digital publishing in academia the book asks for how a sustainable post-digital publishing ecology can be imagined.

# Arts and Preaching

## An Aesthetic Homiletic for the Twenty-first Century

*Wipf and Stock Publishers* In our highly sensory and interactive age, how might drawing upon various arts—music, film, architecture, dramatic performance, painting, fashion, and more—expand the aesthetic experience and mode of preaching? This book presents a critical, practical answer to the question. As our society becomes more visually oriented, art-seeking, and body-positive, the practice of preaching is likewise challenged to demonstrate the mind-body, word-visual, and artistic proclamation of the Sacred (after all, isn't the writing of the Bible itself highly art-full and aesthetic?). In this book, Sunggu A. Yang, a seasoned preacher and experienced teacher of preaching, encourages preachers to utilize their unique artistic talents as critical sources of theological and homiletical imagination and as hermeneutical-perspectival tools to aid their rigorous exegetical process of interpreting Scripture, eventually toward artistic-holistic sermon composition and delivery. A sample syllabus, included in the appendix, will greatly assist any preaching instructor who wants to offer a creative course on arts and preaching.

# Video Research in Disciplinary Literacies

*Emerald Group Publishing* This edited volume provides a collection of research-based chapters that reflect the state of the art for video reflection in literacy settings. The volume foregrounds explorations of disciplinary literacies and discourses in teacher education and pre-K-12 classrooms.