

INSTRUCTIONS FOR AUTHORS

PREPARING YOUR MANUSCRIPT

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Sample Summaries and Keywords

[Digital Literacies in Early Childhood](#)

Summary

The study of digital literacies in early childhood (0–8 years) is an emergent and fast-growing area of scholarship. Young children’s communicative practices are today more complex and diverse in scope than ever before, encompassing both “traditional” reading and writing and a growing range of “new” communicative competencies across multiple digital media contexts. Scholars are increasingly interested in children’s literacy practices outside traditional print-based texts, and the theory of multimodality helps them to understand children’s communicative practices in relation to a range of modes, including those present in digital technology. At the same time, the boundaries between what constitutes “digital” and “traditional” literacies are themselves blurred. Multiple academic disciplines have contributed to our understanding of children’s digital literacy practices. Numerous definitions for digital literacy or literacies exist, and scholars have proposed a range of theoretical approaches to the topic. Bill Green’s “3D model” of literacy provides a useful starting point for understanding the different dimensions of children’s digital literacy: operational, cultural, and critical.

It is acknowledged that children’s digital literacy practices are specific to particular social and cultural contexts. In particular, scholars have identified important differences between accepted literacy practices in schools and early years’ settings (“school literacies”) and children’s literacy practices in a socioculturally diverse range of home settings (“home literacies”). A growing field of research is explicitly concerned with the unique skills developed at home, as children learn to produce and interpret a range of “new” digital and multimodal texts. At the same time, numerous scholars have suggested that there is still a general lack of progress with regard to early years’ practitioners’ use of technology in the curriculum. Gaps and absences in knowledge still exist, and it will be important for scholars over the coming years to continue research into young children’s digital literacy practices, both in homes and communities and across early years’ settings.

Keywords digital literacies, early childhood, home literacies, school literacies, multimodality, digital media, 3D model, communication, digital technology

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Tsoukas, H. (1996). “The Firm as a Distributed Knowledge System: A Constructionist Approach.” *Strategic Management Journal* 17(Winter special issue): 11–25.

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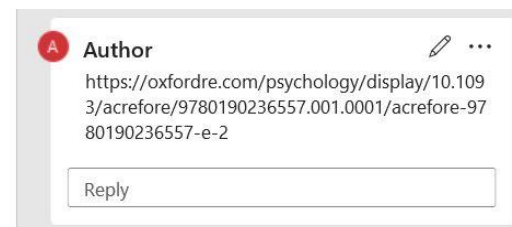
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