

INSTRUCTIONS FOR AUTHORS

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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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Example citations

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(text)

The importance of knowledge as a crucial asset for firm performance has been of growing interest to organizational scholars over the last two decades (for example, Cook and Brown, 1999; Grant, 1996; Kogut and Zander, 1992; Nonaka and Takeuchi, 1995; Orlikowski, 2002; Spender, 1996). Whilst Nag et al. (2007) accepted that both institutional and organizational structures can retain knowledge, a significant portion of this knowledge is also contained in the cognition of the firm's constituent employees and other stakeholders; that is, within its human capital (Scott, 1995a, 1995b; Tsoukas, 1996).

References

Cook, S. D. N., and Brown, J. S. (1999). "Bridging Epistemologies: The Generative Dance between Organizational Knowledge and Organizational Knowing." *Organization Science* 10(4): 381–400.

Kogut, B., and Zander, U. (1992). "Knowledge of the Firm, Combinative Capabilities, and the Replication of Technology." *Organization Science* 3(3): 383–397.

Nag, R., Corley, K. G., and Gioia, D. A. (2007). "The Intersection of Organizational Identity, Knowledge, and Practice: Attempting Strategic Change via Knowledge Grafting." *Academy of Management Journal* 50(4): 821–847.

Nonaka, I., and Takeuchi, H. (1995). *The Knowledge-Creating Company* (New York: Oxford University Press).

Orlikowski, W. J. (2002). "Knowing in Practice: Enacting a Collective Capability in Distributed Organizing." *Organization Science* 13(3): 249–273.

Scott, W. R. (1995a). *Organizations and Institutions* (Thousand Oaks, Calif.: Sage).

Scott, W. R. (1995b). "Organizational Knowledge." *Organization Science* 6(5): 300–307.

Spender, J.-C. (1994). "Organizational Knowledge, Collective Practice and Penrose Rents." *International Business Review* 3(4): 353–367.

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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(text)

Historians need to engage what has come to be called “local knowledge,” or the autochthonous expertise of Indigenous peoples, the foundations of understanding any region.¹ Traditionally, Indigenous peoples of Paraguay interacted with the environment by uniting exploitation of nature for survival and a reverence for the ecosystem that sustained them. Like other Indigenous peoples, their approaches to scientific knowledge reflected what often is called Indigenous ecological knowledge, which “embodies the cosmological order of the human place in the physical, spiritual, and living biosphere with cognitive responsibility in balanced interactions that transcend time.”²

Notes

1. Nicola Miller, *Republics of Knowledge: Nations of the Future in Latin America* (Princeton, NJ: Princeton University Press, 2020).
2. Teresa Ryan Sm’hayetsk, “Territorial Jurisdiction: The Cultural and Economic Significance of *Eulachon Thaleichthys Pacificus* in the North-Central Coast Region of British Columbia” (PhD diss., University of British Columbia, 2014), 250–251.

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(text)

Copper holds an important place in the economy of Central Africa in the early 21st century and it have been known and valued for almost 1,500 years as “red gold” (Herbert 1984). It was primarily used to produce ornaments, valued objects and currency while everyday metal objects were typically produced using iron. In addition to the importance of metalworking and the figure of the smith in Central Africa (Dupré and Pinçon 1997; de Maret 1985b), copper’s scarcity, durability, and workability, as well as the symbolic aspects of its physical properties—color, luminosity, sound—made it the metal of choice to display wealth and prestige.

References

- de Maret, P. 1985b. “The Smith’s Myth and the Origin of Leadership in Central Africa.” In *African Iron Working*, edited by R. Haaland and P. Shinnie, 73–87. Oslo, Norway: Norwegian University Press.
- Dupré, M.–C., and B. Pinçon. 1997. *Métallurgie et politique en Afrique centrale: Deux mille ans de vestiges sur les plateaux batéké, Gabon, Congo, Zaïre*. Hommes et Sociétés. Paris: Karthala.
- Herbert, E. W. 1984. *Red Gold of Africa: Copper in Precolonial History and Culture*. Madison: University of Wisconsin Press.

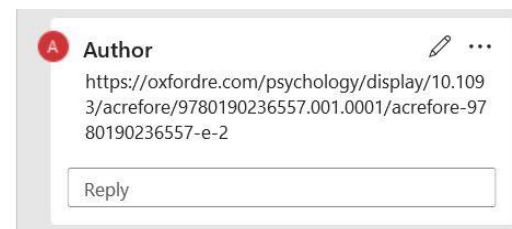
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