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# Hanging Out, Messing Around, and Geeking Out

# Kids Living and Learning with New Media

*MIT Press An examination of young people's everyday new media practices—including video-game playing, text-messaging, digital media production, and social media use. Conventional wisdom about young people's use of digital technology often equates generational identity with technology identity: today's teens seem constantly plugged in to video games, social networking sites, and text messaging. Yet there is little actual research that investigates the intricate dynamics of youths' social and recreational use of digital media. Hanging Out, Messing Around, and Geeking Out fills this gap, reporting on an ambitious three-year ethnographic*

*investigation into how young people are living and learning with new media in varied settings—at home, in after-school programs, and in online spaces. Integrating twenty-three case studies—which include Harry Potter podcasting, video-game playing, music sharing, and online romantic breakups—in a unique collaborative authorship style, Hanging Out, Messing Around, and Geeking Out is distinctive for its combination of in-depth description of specific group dynamics with conceptual analysis.*

# Living and Learning with New Media

# Summary of Findings from the Digital Youth Project

*MIT Press This report summarizes the results of an ambitious three-year ethnographic study, funded by the John D. and Catherine T. MacArthur Foundation, into how young people are living and learning with new media in varied settings -- at home, in after school programs, and in online spaces. It offers a condensed version of a longer treatment provided in the book Hanging Out, Messing Around, and Geeking Out (MIT Press, 2009). The authors present empirical data on new media in the lives of American youth in order to reflect upon the relationship between new media and learning. In one of the largest qualitative and ethnographic studies of American youth culture, the authors view the relationship of youth and new media not simply in terms of technology trends but situated within the broader structural conditions of childhood and the negotiations with adults that frame the experience of youth in the United States.The book that this report summarizes was written as a collaborative effort by members of the Digital Youth Project, a three-year research effort funded by the John D. and Catherine T. MacArthur Foundation and conducted at the University of California, Berkeley, and the University of Southern California.John D. and Catherine T. MacArthur Reports on Digital Media and Learning*

# Engineering Play

# A Cultural History of Children's Software

*MIT Press How the influential industry that produced such popular games as Oregon Trail and KidPix emerged from experimental efforts to use computers as tools in child-centered learning. Today, computers are part of kids' everyday lives, used both for play and for learning. We envy children's natural affinity for computers, the ease with which they click in and out of digital worlds. Thirty years ago, however, the computer belonged almost exclusively to business, the military, and academia. In Engineering Play, Mizuko Ito describes the transformation of the computer from a*

tool associated with adults and work to one linked to children, learning, and play. Ito gives an account of a pivotal period in the 1980s and 1990s, which saw the rise of a new category of consumer software designed specifically for elementary school-aged children. "Edutainment" software sought to blend various educational philosophies with interactive gaming and entertainment, and included such titles as Number Munchers, Oregon Trail, KidPix, and Where in the World Is Carmen Sandiego?. The children's software boom (and the bust that followed), says Ito, can be seen as a microcosm of the negotiations surrounding new technology, children, and education. The story she tells is both a testimonial to the transformative power of innovation and a cautionary tale about its limitations.

# The Information Behavior of a New Generation

# Children and Teens in the 21st Century

Rowman & Littlefield The Information Behavior of a New Generation: Children and Teens in the 21st Century attempts to describe the significant changes in the information behavior of children and youth over the last two decades. Thirteen researchers from a variety of disciplines discuss the changes that can be attributed to mobile technology, social networks, and digital media.

# Schooling New Media

# Music, Language, and Technology in Children's Culture

Oxford University Press Popular music and digital media are constantly entwined in elementary and middle-school children's talk, interactions, and relationships, and offer powerful cultural resources to children in their everyday struggles over institutionalized language, literacy, and expression in school. In Schooling New Media, author Tyler Bickford considers how digital music technologies are incorporated into children's expressive culture, their friendships, and their negotiations with adults about the place of language, music, and media in school. Schooling New Media is a groundbreaking study of children's music and media consumption practices, examining how transformations in music technologies influence the way children, their peers, and adults relate to one another. Based on long-term ethnographic research with a community of schoolchildren in Vermont, Bickford focuses on portable digital music devices - i.e. MP3 players - to reveal their

key role in mediating intimate, face-to-face relationships and structuring children's interactions both with music and with each other. Schooling New Media provides an important ethnographic and theoretical intervention into ethnomusicology, childhood studies, and music education, emphasizing the importance-and yet under-appreciation-of interpersonal interactions and institutions like schools as sites of musical activity. Bickford explores how headphones facilitate these school-centered interactions, as groups of children share their earbuds with friends and listen to music together while participating in the dense overlap of talk, touch, and gesture of their peer groups. He argues that children treat MP3 players more like toys than technology, and that these devices expand the repertoires of childhood communicative practices such as passing notes and whispering-all means of interacting with friends beyond the reach of adults. These connections afforded by digital music listening enable children to directly challenge the language and literacy goals of classroom teachers. Bickford's Schooling New Media is unique in its intensive ethnographic attention to everyday sites of musical consumption and performance, and offers a sophisticated conceptual approach for understanding the problems and possibilities of children's uses of new media in schools.

# Education and Social Media

# Toward a Digital Future

MIT Press How are widely popular social media such as Facebook, Twitter, and Instagram transforming how teachers teach, how kids learn, and the very foundations of education? What controversies surround the integration of social media in students' lives? The past decade has brought increased access to new media, and with this new opportunities and challenges for education. In this book, leading scholars from education, law, communications, sociology, and cultural studies explore the digital transformation now taking place in a variety of educational contexts. The contributors examine such topics as social media usage in schools, online youth communities, and distance learning in developing countries; the disruption of existing educational models of how knowledge is created and shared; privacy; accreditation; and the tension between the new ease of sharing and copyright laws. Case studies examine teaching media in K--12 schools and at universities; tuition-free, open education powered by social media, as practiced by the University of the People; new financial models for higher education; the benefits and challenges of MOOCS (Massive Open Online Courses); social media and teacher education; and the civic and individual advantages of teens' participatory play. ContributorsColin Agur, Jack M. Balkin, Valerie Belair-Gagnon, danah boyd, Nicholas Bramble, David Buckingham, Chris Dede, Benjamin Gleason, Christine Greenhow, Daniel J. H. Greenwood, Jiahang Li, Yite John Lu, Minhtuyen Mai, John Palfrey, Ri Pierce-Grove, Adam Poppe, Shai Reshef, Julia Sonnevend, Mark Warschauer

# Policies, Principles, Practices

# New Directions in Foreign Language Education in the Era of Educational Globalization

*Cambridge Scholars Publishing This book addresses the various challenges facing university foreign language teaching in non-anglophone countries in the era of educational globalization. Growing student mobility, net-based cross-border university education, and universities opening subsidiaries in other countries force university teachers to offer their teaching in English rather than in their mother tongue, and universities to equip their staff members with the necessary foreign language competencies. As a reflection of societal and institutional globalization processes, dedicated language teachers strive to adjust teaching methods to new student identities, the availability of advanced learning technologies, and social media enabling multiple forms of cross-border contact. Thus, understanding the situation of contemporary university language teaching requires a consideration of macro-level social changes, institutional policies, as well as developments in classroom practice. The point of departure is the case of Denmark. The problems addressed and the remedies offered, however, apply to all non-anglophone universities with the ambition to stay competitive in the global market of university education. The book includes contributions from foreign and second language teaching specialists representing a broad spectrum of Danish universities and years of sustained scholarly effort to improve the standard of university language teaching and the political recognition of the importance of advanced foreign language skills.*

# A Companion to the Anthropology of Education

*John Wiley & Sons A Companion to the Anthropology of Education presents a comprehensive and state-of-the-art overview of the field, exploring the social and cultural dimension of educational processes in both formal and nonformal settings. Explores theoretical and applied approaches to cultural practice in a diverse range of educational settings around the world, in both formal and non-formal contexts Includes contributions by leading educational anthropologists Integrates work from and on many different national systems of scholarship, including China, the United States, Africa, the Middle East, Colombia, Mexico, India, the United Kingdom, and Denmark Examines the consequences of history, cultural diversity, language policies, governmental mandates, inequality, and literacy for everyday educational processes*

# Digital Media and Technology in Afterschool Programs, Libraries, and Museums

*MIT Press An investigation of how three kinds of youth organizations have integrated digital practices into their programs. Digital media and technology have become culturally and economically powerful parts of contemporary middle-class American childhoods. Immersed in various forms of digital media as well as mobile and Web-based technologies, young people today appear to develop knowledge and skills through participation in media. This MacArthur Report examines the ways in which afterschool programs, libraries, and museums use digital media to support extracurricular learning. It investigates how these three varieties of youth-serving organizations have incorporated technological infrastructure and digital practices into their programs; what types of participation and learning digital practices support; and how research in digital media and learning can contribute to better integration of technology within and across these organizations. The authors review a range of programs (including the long-running Computer Clubhouse movement, established in 1993 in partnership with MIT's Media Lab), and then use the idea of "media ecologies" to investigate the role that digital media play (or could play) in these "intermediary spaces for learning." They call for less anecdotal, more empirical and methodologically sound studies to help us understand the affordances of digital media for learning within and across these programs; for research focused on the relationship between digital media and the effectiveness of youth-serving organizations; and for further study of schools within childhood media ecologies.*

# The Oxford Handbook of Mobile Music Studies, Volume 2

*Oxford University Press The two volumes of The Oxford Handbook of Mobile Music Studies consolidate an area of scholarly inquiry that addresses how mechanical, electrical, and digital technologies and their corresponding economies of scale have rendered music and sound increasingly mobile-portable, fungible, and ubiquitous. At once a marketing term, a common mode of everyday-life performance, and an instigator of experimental aesthetics, "mobile music" opens up a space for studying the momentous transformations in the production, distribution, consumption, and experience of music and sound that took place between the late nineteenth and the early twenty-first centuries. Taken together, the two volumes cover a large swath of the world-the US, the UK, Japan, Brazil, Germany, Turkey, Mexico, France, China, Jamaica, Iraq, the Philippines, India, Sweden-and a similarly broad array of the musical and nonmusical sounds suffusing the soundscapes of mobility. Volume 2 investigates the ramifications of mobile music technologies on musical/sonic*

*performance and aesthetics. Two core arguments are that "mobility" is not the same thing as actual "movement" and that artistic production cannot be absolutely sundered from the performances of quotidian life. The volume's chapters investigate the mobilization of frequency range by sirens and miniature speakers; sound vehicles such as boom cars, ice cream trucks, and trains; the gestural choreographies of soundwalk pieces and mundane interactions with digital media; dance music practices in laptop and iPod DJing; the imagery of iPod commercials; production practices in Turkish political music and black popular music; the aesthetics of handheld video games and chiptune music; and the mobile device as a new musical instrument and resource for musical ensembles.*

# Communicative Figurations

# Transforming Communications in Times of Deep Mediatization

*Springer This open access volume assesses the influence of our changing media environment. Today, there is not one single medium that is the driving force of change. With the spread of various technical communication media such as mobile phones and internet platforms, we are confronted with a media manifold of deep mediatization. But how can we investigate its transformative capability? This book answers this question by taking a non-media-centric perspective, researching the various figurations of collectivities and organizations humans are involved in. The first part of the book outlines a fundamental understanding of the changing media environment of deep mediatization and its transformative capacity. The second part focuses on collectivities and movements: communities in the city, critical social movements, maker, online gaming groups and networked groups of young people. The third part moves institutions and organizations into the foreground, discussing the transformation of journalism, religion, politics, and education, whilst the fourth and final part is dedicated to methodologies and perspectives.*

# Peer Pedagogies on Digital Platforms

# Learning with Minecraft Let's Play Videos

*MIT Press How a popular entertainment genre on YouTube—Let's Play videos created by Minecraft players—offers opportunities for children to learn from their peers. Every day millions of children around the world watch video gameplay on YouTube in*

*the form of a popular entertainment genre known as Let's Play videos. These videos, which present a player's gameplay and commentary, offer children opportunities for interaction and learning not available in traditional television viewing or solo video gameplay. In this book, Michael Dezuanni examines why Let's Play videos are so appealing to children, looking in particular at videos of Minecraft gameplay. He finds that a significant aspect of the popularity of these videos is the opportunity for knowledge and skill exchange. Focusing on Let's Play practices, the videos themselves, and fans' responses, Dezuanni argues that learning takes place through what he terms peer pedagogy—a type of nonhierarchical learning that is grounded in the personal relationships fans and players feel toward one another. Moreover, the Let's Play platform is part of a larger digital ecosystem that enables children to learn from one another in unique ways. Dezuanni explores how Let's Players enable learning opportunities, examining digital literacies, the Let's Play genre, and peer pedagogies. He then presents case studies of three successful family-friendly Let's Players of Minecraft: Stampylonghead, StacyPlays, and KarinaOMG, microcelebrities in a microindustry. Dezuanni analyzes the specific practices and characteristics of these players, paying particular attention to how they create opportunities for peer pedagogies to emerge.*

# The Charisma Machine

# The Life, Death, and Legacy of One Laptop per Child

*MIT Press A fascinating examination of technological utopianism and its complicated consequences. In The Charisma Machine, Morgan Ames chronicles the life and legacy of the One Laptop per Child project and explains why—despite its failures—the same utopian visions that inspired OLPC still motivate other projects trying to use technology to "disrupt" education and development. Announced in 2005 by MIT Media Lab cofounder Nicholas Negroponte, One Laptop per Child promised to transform the lives of children across the Global South with a small, sturdy, and cheap laptop computer, powered by a hand crank. In reality, the project fell short in many ways—starting with the hand crank, which never materialized. Yet the project remained charismatic to many who were captivated by its claims of access to educational opportunities previously out of reach. Behind its promises, OLPC, like many technology projects that make similarly grand claims, had a fundamentally flawed vision of who the computer was made for and what role technology should play in learning. Drawing on fifty years of history and a seven-month study of a model OLPC project in Paraguay, Ames reveals that the laptops were not only frustrating to use, easy to break, and hard to repair, they were designed for "technically precocious boys"—idealized younger versions of the developers themselves—rather than the children who were actually using them. The Charisma Machine offers a cautionary tale about the allure of technology hype and the problems that result when utopian dreams drive technology development.*

# Kids on YouTube

## Technical Identities and Digital Literacies

*Routledge The mall is so old school—these days kids are hanging out on YouTube, and depending on whom you ask, they're either forging the digital frontier or frittering away their childhoods in anti-intellectual solipsism. Kids on YouTube cuts through the hype, going behind the scenes to understand kids' everyday engagement with new media. Debunking the stereotype of the self-taught computer whiz, new media scholar and filmmaker Patricia G. Lange describes the collaborative social networks kids use to negotiate identity and develop digital literacy on the 'Tube. Her long-term ethnographic studies also cover peer-based and family-driven video-making dynamics, girl geeks, civic engagement, and representational ethics. This book makes key contributions to new media studies, communication, science and technology studies, digital anthropology, and informal education.*

# By Any Media Necessary

## The New Youth Activism

*NYU Press "There is a widespread perception that the foundations of American democracy are dysfunctional and little is likely to emerge from traditional politics that will shift those conditions. Youth are often seen as emblematic of this crisis-- frequently represented as uninterested in political life and ill informed about current affairs. By Any Media Necessary offers a profoundly different picture of contemporary American youth. Young men and women are tapping into the potential of new forms of communication, such as social media platforms and spreadable videos and memes, seeking to bring about political change--by any media necessary. In a series of case studies covering a diverse range of organizations, networks, and movements--from the Harry Potter Alliance, which fights for human rights in the name of the popular fantasy franchise, to immigration-rights advocates using superheroes to dramatize their struggles--By Any Media Necessary examines the civic imagination at work. Exploring new forms of political activities and identities emerging from the practice of participatory culture, By Any Media Necessary reveals how these shifts in communication have unleashed a new political dynamism in American youth."--Jacket.*

# Giving Voice

# Mobile Communication, Disability, and Inequality

*MIT Press How communication technologies meant to empower people with speech disorders -- to give voice to the voiceless -- are still subject to disempowering structural inequalities.*

# Teens, Libraries, and Social Networking: What Librarians Need to Know

# What Librarians Need to Know

*ABC-CLIO Learn how teens use social networking technologies and how these same technologies can be used to engage them in library services. • The results of a national survey of YA librarians and technology managers in public libraries showing how librarians are using social networking in their work with teens and the specific types of technologies they use • A list of suggestions that can serve as a planning tool for the use of social networking tools in the delivery of library services to teens • A bibliography of professional resources and research related to teens, libraries, and social networking*

# Digital Anthropology

*Routledge Anthropology has two main tasks: to understand what it is to be human and to examine how humanity is manifested differently in the diversity of culture. These tasks have gained new impetus from the extraordinary rise of the digital. This book brings together several key anthropologists working with digital culture to demonstrate just how productive an anthropological approach to the digital has already become. Through a range of case studies from Facebook to Second Life to Google Earth, Digital Anthropology explores how human and digital can be defined in relation to one another, from avatars and disability; cultural differences in how we use social networking sites or practise religion; the practical consequences of the digital for politics, museums, design, space and development to new online world and gaming communities. The book also explores the moral universe of the digital, from new anxieties to open-source ideals. Digital Anthropology reveals how only the intense scrutiny of ethnography can overturn assumptions about the impact of digital culture and reveal its profound consequences for everyday life. Combining the clarity of a textbook with an engaging style which conveys a passion for these new frontiers of enquiry, this book is essential reading for students and scholars of*

anthropology, media studies, communication studies, cultural studies and sociology.

# Teen Services 101: A Practical Guide for Busy Library Staff

*American Library Association Need to amp up teen services, but you're short on time or not sure where to start? Teen Services 101: A Practical Guide for Busy Library Staff provides useful information that will help staff put together a basic teen services program with minimal time and hassle. The author, Megan Fink, along with contributions from Maria Kramer, provides practical tips and instructions on how to build core teen services into the overall library program. Whether you're a new teen services librarian, or staff in a one person library, this how-to guide on teen services can help you effectively serve teen patrons. Let's face it, teens are sometimes overlooked by libraries when it comes to services and programs. However, there are over 42 million teens in the US, which makes them a sizeable and important demographic to serve. Many of today's teens are struggling. More are living in poverty than before and nearly 7,000 teens drop out of high school per day. By setting aside some time to increase your library's focus on teens, you will be providing a vital service and positioning your library as an indispensable part of the community. The resources and information in this book can help you achieve that.*

# Disruptive Fixation

# School Reform and the Pitfalls of Techno-Idealism

*Princeton University Press In New York City in 2009, a new kind of public school opened its doors to its inaugural class of middle schoolers. Conceived by a team of game designers and progressive educational reformers and backed by prominent philanthropic foundations, it promised to reinvent the classroom for the digital age. Ethnographer Christo Sims documented the life of the school from its planning stages to the graduation of its first eighth-grade class. Disruptive Fixation is his account of how this "school for digital kids," heralded as a model of tech-driven educational reform, reverted to a more conventional type of schooling with rote learning, an emphasis on discipline, and traditional hierarchies of authority. Troubling gender and racialized class divisions also emerged. Sims shows how the philanthropic possibilities of new media technologies are repeatedly idealized even though actual interventions routinely fall short of the desired outcomes—often dramatically so. He traces the complex processes by which idealistic tech-reform perennially takes root, unsettles the worlds into which it intervenes, and eventually stabilizes in ways that remake and extend many of the social predicaments reformers hope to fix. Sims offers a nuanced look at the roles that powerful elites,*

*experts, the media, and the intended beneficiaries of reform—in this case, the students and their parents—play in perpetuating the cycle. Disruptive Fixation offers a timely examination of techno-philanthropism and the yearnings and dilemmas it seeks to address, revealing what failed interventions do manage to accomplish—and for whom.*

# Families at Play

# Connecting and Learning through Video Games

*MIT Press How family video game play promotes intergenerational communication, connection, and learning. Video games have a bad reputation in the mainstream media. They are blamed for encouraging social isolation, promoting violence, and creating tensions between parents and children. In this book, Sinem Siyahhan and Elisabeth Gee offer another view. They show that video games can be a tool for connection, not isolation, creating opportunities for families to communicate and learn together. Like smartphones, Skype, and social media, games help families stay connected. Siyahhan and Gee offer examples: One family treats video game playing as a regular and valued activity, and bonds over Halo. A father tries to pass on his enthusiasm for Star Wars by playing Lego Star Wars with his young son. Families express their feelings and share their experiences and understanding of the world through playing video games like The Sims, Civilization, and Minecraft. Some video games are designed specifically to support family conversations around such real-world issues and sensitive topics as bullying and peer pressure. Siyahhan and Gee draw on a decade of research to look at how learning and teaching take place when families play video games together. With video games, they argue, the parents are not necessarily the teachers and experts; all family members can be both teachers and learners. They suggest video games can help families form, develop, and sustain their learning culture as well as develop skills that are valued in the twenty-first century workplace. Educators and game designers should take note.*

# The Digital Edge

# How Black and Latino Youth Navigate Digital Inequality

*NYU Press How black and Latino youth learn, create, and collaborate online The Digital Edge examines how the digital and social-media lives of low-income youth, especially youth of color, have evolved amidst rapid social and technological change. While notions of the digital divide between the "technology rich" and the "technology poor" have largely focused on access to new media technologies, the*

contours of the digital divide have grown increasingly complex. Analyzing data from a year-long ethnographic study at Freeway High School, the authors investigate how the digital media ecologies and practices of black and Latino youth have adapted as a result of the wider diffusion of the internet all around us--in homes, at school, and in the palm of our hands. Their eager adoption of different technologies forge new possibilities for learning and creating that recognize the collective power of youth: peer networks, inventive uses of technology, and impassioned interests that are remaking the digital world. Relying on nearly three hundred in-depth interviews with students, teachers, and parents, and hundreds of hours of observation in technology classes and after school programs, The Digital Edge carefully documents some of the emergent challenges for creating a more equitable digital and educational future. Focusing on the complex interactions between race, class, gender, geography and social inequality, the book explores the educational perils and possibilities of the expansion of digital media into the lives and learning environments of low-income youth. Ultimately, the book addresses how schools can support the ability of students to develop the social, technological, and educational skills required to navigate twenty-first century life. Relying on nearly three hundred in-depth interviews with students, teachers, and parents, and hundreds of hours of observation in technology classes and after school programs, The Digital Edge carefully documents some of the emergent challenges for creating a more equitable digital and educational future. Focusing on the complex interactions between race, class, gender, geography and social inequality, the book explores the educational perils and possibilities of the expansion of digital media into the lives and learning environments of low-income youth. Ultimately, the book addresses how schools can support the ability of students to develop the social, technological, and educational skills required to navigate twenty-first century life.

# Throughout

# Art and Culture Emerging with Ubiquitous Computing

MIT Press In a series of essays, 34 influential researchers look at how the proliferation of computers and technology has and will affect culture and the arts.

# Teaching for a Multifaith World

Wipf and Stock Publishers When religious diversity is our reality, radical hospitality to people of other faiths is not a luxury but a necessity. More than necessary for our survival, radical hospitality to religious diversity is necessary if we are to thrive as a global society. By no means does the practice of hospitality in a multifaith world require that we be oblivious of our differences. On the contrary, it demands a respectful embrace of our differences because that's who we are. Neither does radical hospitality require that we water down our commitment, because faithfulness

*and openness are not contradictory. We must be able to say with burning passion that we are open to the claims of other faiths because we are faithful to our religious heritage. The essays in this book do not offer simply theological exhortations; they offer specific ways of how we can become religiously competent citizens in a multifaith world. Let's take the bold steps of radical openness with this book on our side!*

# Exploring Minecraft

# Ethnographies of Play and Creativity

*Springer Nature This book directs critical attention to one of the most ubiquitous and yet under-analyzed games, Minecraft. Drawing on three years of ethnographic fieldwork into mobile games in Australian homes, the authors seek to take Minecraft seriously as a cultural practice. The book examines how Minecraft players engage in a form of gameplay that is uniquely intergenerational, creative, and playful, and which moves ambivalently throughout everyday life. At the intersection of digital media, quotidian literacy, and ethnography, the book situates interdisciplinary debates around mundane play through the lens of Minecraft. Ultimately, Exploring Minecraft seeks to coalesce the discussion between formal and informal learning, fostering new forms of digital media creativity and ethnographic innovation around the analysis of games in everyday life.*

# Create to Learn

# Introduction to Digital Literacy

*John Wiley & Sons Want to learn something well? Make media to advance knowledge and gain new ideas. You don't have to be a communication professional to create to learn. Today, with free and low-cost digital tools, everyone can compose videos, blogs and websites, remixes, podcasts, screencasts, infographics, animation, remixes and more. By creating to learn, people internalize ideas and express information creatively in ways that may inspire others. Create to Learn is a ground-breaking book that helps learners create multimedia texts as they develop both critical thinking and communication skills. Written by Renee Hobbs, one of the foremost experts in media literacy, this book introduces a wide range of conceptual principles at the heart of multimedia composition and digital pedagogy. Its approach is useful for anyone who sees the profound educational value of creating multimedia projects in an increasingly digital and connected world. Students will become skilled multimedia communicators by learning how to gather information, generate ideas, and develop media projects using contemporary digital tools and platforms. Illustrative examples from a variety of student-produced multimedia projects along*

with helpful online materials offer support and boost confidence. Create to Learn will help anyone make informed and strategic communication decisions as they create media for any academic, personal or professional project.

# The Structure of Schooling

SAGE This comprehensive reader in the sociology of education examines important topics and exposes students to examples of sociological research on schools. Drawing from classic and contemporary scholarship, the editors have chosen readings that examine current issues and reflect diverse theoretical approaches to studying the effects of schooling on individuals and society.

# Spreadable Media

# Creating Value and Meaning in a Networked Culture

NYU Press "Spreadable Media" maps fundamental changes taking place in the contemporary media environment, a space where corporations no longer tightly control media distribution. This book challenges some of the prevailing frameworks used to describe contemporary media.

# Media Authorship

Routledge Contemporary media authorship is frequently collaborative, participatory, non-site specific, or quite simply goes unrecognized. In this volume, media and film scholars explore the theoretical debates around authorship, intention, and identity within the rapidly transforming and globalized culture industry of new media. Defining media broadly, across a range of creative artifacts and production cultures—from visual arts to videogames, from textiles to television—contributors consider authoring practices of artists, designers, do-it-yourselfers, media professionals, scholars, and others. Specifically, they ask: What constitutes "media" and "authorship" in a technologically converged, globally conglomerated, multiplatform environment for the production and distribution of content? What can we learn from cinematic and literary models of authorship—and critiques of those models—with regard to authorship not only in television and recorded music, but also interactive media such as videogames and the Internet? How do we conceive of authorship through practices in which users generate content collaboratively or via appropriation? What institutional prerogatives and legal debates around intellectual property rights, fair use, and copyright bear on concepts of authorship in "new media"? By addressing these issues, Media Authorship demonstrates that the concept of authorship as formulated in literary and film studies is reinvigorated, contested, remade—even, reauthored—by new practices in the digital media environment.

# Gender, Age, and Digital Games in the Domestic Context

*Routledge Western digital game play has shifted in important ways over the last decade, with a plethora of personal devices affording a range of increasingly diverse play experiences. Despite the celebration of a more inclusive environment of digital game play, very little grounded research has been devoted to the examination of familial play and the domestication of digital games, as opposed to evolving public and educational contexts. This book is the first study to provide a situated investigation of the site of family play— the shared spaces and private places of gameplay within the domestic sphere. It carries out an empirically grounded and critical analysis of what marketing and sales discourses about shifts in the digital games audience actually look like in the space of the home, as well as the social and cultural role these ludic technologies take in the everyday practices of the family in the domestic context. It examines the material realities of video game technologies in the home; including time management and spatial organization, as well as the discursive role these devices play in discussions of technological competence and its complex relationship to age, generational differences, and gender performance. Harvey's interdisciplinary approach and innovative methodology will hold great critical appeal for those studying digital culture, children's media, and feminist studies of new media, as well as critical theories of technology and leisure and sport theory.*

# Digital Content Creation

# Perceptions, Practices, & Perspectives

*Peter Lang The formative role played by digital communication in knowledge-based societies is widely acknowledged. Not least, young people's rapid adoption of a variety of social software applications serves to challenge existing forms of communication for learning, since these innovations allow and assume users' own creation, sharing, and editing of content. This volume presents advanced research on digital content creation, its socio-cultural contexts, and educational consequences. In the midst of ubiquitous commercial hype about digital innovation, as well as policy concerns, the volume offers the sobering perspectives of theory-driven empirical research, in order to examine the complexities, highlight the nuances, and illuminate the pedagogical affordances of creative digital contents. This book brings together the work of an international group of scholars from a range of disciplines including media and ICT studies, education, psychology, anthropology, sociology, and cultural studies.*

# Encyclopedia of Social Networks

*SAGE This two-volume encyclopedia provides a thorough introduction to the wide-ranging, fast-developing field of social networking.*

# Net Smart

# How to Thrive Online

*MIT Press A media guru shows us how to use social media intelligently, humanely, and, above all, mindfully. Like it or not, knowing how to make use of online tools without being overloaded with too much information is an essential ingredient to personal success in the twenty-first century. But how can we use digital media so that they make us empowered participants rather than passive receivers, grounded, well-rounded people rather than multitasking basket cases? In Net Smart, cyberculture expert Howard Rheingold shows us how to use social media intelligently, humanely, and, above all, mindfully. Mindful use of digital media means thinking about what we are doing, cultivating an ongoing inner inquiry into how we want to spend our time. Rheingold outlines five fundamental digital literacies, online skills that will help us do this: attention, participation, collaboration, critical consumption of information (or "crap detection"), and network smarts. He explains how attention works, and how we can use our attention to focus on the tiny relevant portion of the incoming tsunami of information. He describes the quality of participation that empowers the best of the bloggers, netizens, tweeters, and other online community participants; he examines how successful online collaborative enterprises contribute new knowledge to the world in new ways; and he teaches us a lesson on networks and network building. Rheingold points out that there is a bigger social issue at work in digital literacy, one that goes beyond personal empowerment. If we combine our individual efforts wisely, it could produce a more thoughtful society: countless small acts like publishing a Web page or sharing a link could add up to a public good that enriches everybody.*

# Technomobility in China

# Young Migrant Women and Mobile Phones

*NYU Press Winner of the 2014 Bonnie Ritter Book Award Winner of the 2013 James W. Carey Media Research Award As unprecedented waves of young, rural women journey to cities in China, not only to work, but also to "see the world" and gain some autonomy, they regularly face significant institutional obstacles as well as deep-seated anti-rural prejudices. Based on immersive fieldwork, Cara Wallis*

*provides an intimate portrait of the social, cultural, and economic implications of mobile communication for a group of young women engaged in unskilled service work in Beijing, where they live and work for indefinite periods of time. While simultaneously situating her work within the fields of feminist studies, technology studies, and communication theory, Wallis explores the way in which the cell phone has been integrated into the transforming social structures and practices of contemporary China, and the ways in which mobile technology enables rural young women—a population that has been traditionally marginalized and deemed as "backward" and "other"—to participate in and create culture, allowing them to perform a modern, rural-urban identity. In this theoretically rich and empirically grounded analysis, Wallis provides original insight into the co-construction of technology and subjectivity as well as the multiple forces that shape contemporary China.*

# It's Complicated

# The Social Lives of Networked Teens

*Yale University Press Surveys the online social habits of American teens and analyzes the role technology and social media plays in their lives, examining common misconceptions about such topics as identity, privacy, danger, and bullying.*

# Digital Playgrounds

# The Hidden Politics of Children's Online Play Spaces, Virtual Worlds, and Connected Games

*University of Toronto Press Digital Playgrounds explores the key developments, trends, debates, and controversies that have shaped children's commercial digital play spaces over the past two decades. It argues that children's online playgrounds, virtual worlds, and connected games are much more than mere sources of fun and diversion – they serve as the sites of complex negotiations of power between children, parents, developers, politicians, and other actors with a stake in determining what, how, and where children's play unfolds. Through an innovative, transdisciplinary framework combining science and technology studies, critical communication studies, and children's cultural studies, Digital Playgrounds focuses on the contents and contexts of actual technological artefacts as a necessary entry point for understanding the meanings and politics of children's digital play. The*

*discussion draws on several research studies on a wide range of digital playgrounds designed and marketed to children aged six to twelve years, revealing how various problematic tendencies prevent most digital play spaces from effectively supporting children's culture, rights, and – ironically – play. Digital Playgrounds lays the groundwork for a critical reconsideration of how existing approaches might be used in the development of new regulation, as well as best practices for the industries involved in making children's digital play spaces. In so doing, it argues that children's online play spaces be reimagined as a crucial new form of public sphere in which children's rights and digital citizenship must be prioritized.*

# Postfeminist Digital Cultures

# Femininity, Social Media, and Self-Representation

*Springer This book explores the controversial social media practices engaged in by girls and young women, including sexual self-representations on social network sites, sexting, and self-harm vlogs. Informed by feminist media and cultural studies, Dobson delves beyond alarmist accounts to ask what it is we really fear about these practices.*

# Hanging Out, Messing Around, and Geeking Out, Tenth Anniversary Edition

# Kids Living and Learning with New Media

*MIT Press The tenth-anniversary edition of a foundational text in digital media and learning, examining new media practices that range from podcasting to online romantic breakups. Hanging Out, Messing Around, and Geeking Out, first published in 2009, has become a foundational text in the field of digital media and learning. Reporting on an ambitious three-year ethnographic investigation into how young people live and learn with new media in varied settings—at home, in after-school programs, and in online spaces—it presents a flexible and useful framework for understanding the ways that young people engage with and through online platforms: hanging out, messing around, and geeking out, otherwise known as HOMAGO. Integrating twenty-three case studies—which include Harry Potter podcasting, video-game playing, music sharing, and online romantic breakups—in a*

unique collaborative authorship style, Hanging Out, Messing Around, and Geeking Out combines in-depth descriptions of specific group dynamics with conceptual analysis. Since its original publication, digital learning labs in libraries and museums around the country have been designed around the HOMAGO mode and educators have created HOMAGO guidebooks and toolkits. This tenth-anniversary edition features a new introduction by Mizuko Ito and Heather Horst that discusses how digital youth culture evolved in the intervening decade, and looks at how HOMAGO has been put into practice. This book was written as a collaborative effort by members of the Digital Youth Project, a three-year research effort funded by the John D. and Catherine T. MacArthur Foundation and conducted at the University of California, Berkeley, and the University of Southern California.

# Aging and the Digital Life Course

Berghahn Books Across the life course, new forms of community, ways of keeping in contact, and practices for engaging in work, healthcare, retail, learning and leisure are evolving rapidly. This book examines how developments in smart phones, the Internet, cloud computing, and online social networking are redefining experiences and expectations around growing older in the twenty-first century. Drawing on contributions from leading commentators and researchers across the world, this book explores key themes such as caregiving, the use of social media, robotics, chronic disease and dementia management, gaming, migration, and data inheritance, to name a few.

# Technology and Civic Engagement in the College Classroom

# Engaging the Unengaged

Springer Technology and Civic Engagment in the College Clasroom is a theoretical and empirical examination of ways to foster civic engagement in Millennials. Each chapter contributes to understanding how both traditional and more innovative pedagogical tools can increase students' political interest and efficacy.