



International Handbook of Research on Children's Literacy, Learning and Culture

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The *International Handbook of Research in Children's Literacy, Learning and Culture* presents an authoritative distillation of current global knowledge related to the field of primary years literacy studies.

- Features chapters that conceptualize, interpret, and synthesize relevant research
- Critically reviews past and current research in order to influence future directions in the field of literacy
- Offers literacy scholars an international perspective that recognizes and anticipates increasing diversity in literacy practices and cultures

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Editorial Review

Review

As literacy teachers, scholars, and researchers, it is truly up to us to define the issues of most importance, talk with each other about them, and advance the field together. The *International Handbook of Research on Children's Literacy, Learning and Culture* does just that. It is the most comprehensive collection of authors who present some of the biggest issues facing us today, leaving room for its readers to advance the field and envision possibilities for tomorrow.—**Dawnene D. Hassett, University of Wisconsin-Madison**

One expects in a handbook of this nature, to find a comprehensive survey of the complex field of literacy around the globe. However, what sets this book apart from others is the undoubted ability of the editors to bring together a diverse group of highly talented scholars pursuing innovative lines of inquiry. The HB thus encapsulates their willingness to be proactive in fostering exciting, innovative directions for the future. All this will ensure that the volume will remain highly topical and current – a real pacesetter in the field for years to come. —**Roger Openshaw, Professor and Personal Chair in History of Education, Massey University Institute of Education, New Zealand.**

From the Back Cover

The *International Handbook of Research in Children's Literacy, Learning and Culture* presents a careful distillation of the current research in the field of primary years literacy studies. Well known contributors critically review and synthesize seminal studies on various themes, offer fresh perspectives and conceptualizations, and point to new directions for further investigation and study. Chapters vividly illustrate the interdisciplinary nature of contemporary educational thinking and research on literacy by offering perspectives from a wide range of disciplines—from aesthetics and anthropology to cultural psychology and curriculum theory.

Literacy topics are addressed in three sections, namely 'society, culture, and community', 'school, culture, and pedagogy', and 'teachers, culture, and identity'. In presenting cutting-edge knowledge on all aspects of literacy learning in the primary/elementary school years, the *International Handbook of Research in Children's Literacy, Learning and Culture* provides an essential resource for scholars, educators, and researchers in charting the future of the increasingly important field of literacy in the 21st century.

About the Author

Kathy Hall is Professor of Education at University College Cork. She is co-editor of *Learning and Practice: Culture and Identities* (2008) and *Interdisciplinary Perspectives on Learning to Read: Culture, Cognition and Pedagogy* (2010), and co-author of *Loris Malaguzzi and the Reggio Emilia Experience* (2010).

Teresa Cremin is a Professor of Education (Literacy) in the Faculty of Education and Language Studies at the Open University. She is co-author of *Writing Voices: Creating Communities of Writers* (2012) and co-editor of *Creative Learning 3-11* (2008).

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Luis C. Moll is Professor in the Language, Reading and Culture Program of the College of Education, University of Arizona. He is co-editor of *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* (2005), which received the 2006 Critics' Choice Award of the American Educational Studies Association.

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