Play as a literacy of possibilities: Expanding meanings in practices, materials, and spaces.
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Abstract:
This reconceptualization of play as an embodied literacy explores how its multimodal facility for manipulating meanings and contexts powerfully shapes children's learning and participation in classrooms. Three examples from one focal kindergarten in a three year study of literacy play in early childhood classrooms illustrate how young children emphasize or combine particular modes to strategically amplify their intended meanings as they play 1) to try out social practices, 2) to explore the multimodal potential of material resources, and 3) to construct spaces for peer culture within classrooms. Multimodal literacy research holds promise for convincing administrators and policymakers to reverse the erosion of play in schools. In this classroom, a pedagogy of literacy fusion (Millard, 2003) merged two literacies—multimodal play with school literacy—producing an inclusive space where children could play with meanings and achieve school goals as they enacted literate identities in both peer and school cultures.

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literacy as an autonomous set of skills; literacy as applied, practised and situated; literacy as a learning process; literacy as text. These broad areas of enquiry accommodate almost all theoretical understandings of literacy.2. This section relies heavily on academic research from the anglophone tradition, which has had by far the most significant influence on international policy. Other notable theoretical traditions come from the hispanophone, lusophone and sinophone countries. 2. Excluded is a postmodernist theory of literacy that views it as an instrument of power and oppression legit Digital literacy is usually conceived of as a combination of technical-procedural, cognitive and emotional-social skills. For instance, using a computer program is conceived as involving procedural skills (e.g., handling files and editing visuals), as well as cognitive skills (e.g., the ability to intuitively decipher or “read” visual messages embedded in graphic user interfaces). This list is conceived as a practical framework, derived from years of experience in the research and design of digital environments for youth and adults, as well as an analysis of recent literature on the subject, and based on a pilot study of the performance of scholars in different types of digital tasks (Eshet-Alkalai, 2004; Eshet-Alkalai & Amichai - Hamburger, 2004). Literacy is a gateway to learning. Through rich literacy programs, students discover the links among reading, writing, thinking, and knowing. They learn to engage with new ideas as they read, write, and talk about a broad range of themes, topics, experiences, and perspectives in a multimedia, multicultural world. • A productive environment for literacy learning offers spaces, containing movable furniture and equipment, in which students can gather to work collaboratively in flexible groupings and independently. Through immersion in a wide range of materials, students begin to make connections between the academic literacy generally associated with the classroom and the texts and literacies they will encounter in all areas of their lives.