



Time and Space in Literacy Research

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Literacy researchers interested in how specific sites of learning situate students and the ways they make sense of their worlds are asking new questions and thinking in new ways about how time and space operate as contextual dimensions in the learning lives of students, teachers, and families. These investigations inform questions related to history, identity, methodology, in-school and out-of school spaces, and local/global literacies. An engaging blend of methodological, theoretical, and empirical work featuring well-known researchers on the topic, this book provides a conceptual framework for extending existing conceptions of context and provides unique and ground-breaking examples of empirical research.

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