

Introduction to Volume 3 Number 1

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Welcome to the Spring 2003 issue of The Journal of Literacy and Technology and thank you for visiting our site. If this is your first exploration of our e-journal, you might want to read about the mission and scope of the journal. If you are a returning reader, we should tell you about some changes that we have recently implemented.

We will again be accepting texts for consideration in September 2003. We no longer will leave open the option for authors to do their own web design, as we have yet to have an author who wanted to do his or her own design. Also, our preferred format for documentation is APA style, 5th ed. However, we will work with authors who have extensive existing references listed in MLA style. We also have used a newly updated page design. However, for consistency, previous issues will remain in their original state. Finally, we have added printer-friendly versions of articles for our readers' convenience.

We are pleased to present three texts in this issue of The Journal of Literacy and Technology, and as with past issues, the articles for the Spring 2003 issue provide a diverse cross-section of inquiry into the critical nexus of literacy and technology.

In "Subversive Practices: The Internet as a Site of Colonization" author Vanessa Raney presents her review of Gail Hawisher and Cynthia L. Selfe's *Global Literacies and the World Wide Web* (2000), which as Raney reminds us is "a collection of essays that explores the role of the Internet in non-US countries" (para. 1). Raney's review offers both an overview of this work and a critical analysis of the authors' theoretical framework, noting that one "common thread" that binds the essays of the collection together is the way that most of its contributors "see the US involved in subversive practices that reveal the Internet as a site of colonization" (para. 1). Raney accepts this postmodern-informed concern with the United State's influence on the Internet and its commercialization and politicization of this cyber-terrain; however, she intriguingly also posits some skepticism about whether the colonizing force of the U.S. in this matter has been fully vetted against the competing cultural and literacy practices within the countries examined by the articles in the collection. Ultimately though, Rainey's review can be tallied along with the many voices that have commended Hawisher and Selfe for their collection and the important issues the authors in their book explore.

In "Understanding Technology-Enhanced Storybooks and Their Roles in Teaching and Learning: An Investigation of Electronic Storybooks in Education" authors Minchu Chen, Richard Ferdig, and Aisha Wood catalog existing "interactive toys and games, educational CD-ROMs, web-based storybooks and story-sharing tools" (para. 13). In this capacity, their article acts as an important resource for its readers in terms of the comprehensive descriptions the authors present about these products. In the more overtly theoretical sections of their article, the authors note that the educational uses of these e-devices such as electronic storybooks show promising results based on recent studies and that these products are "becoming increasingly important in developing children's literacy abilities" (para. 6). In these sections, Chen, Ferdig, and Wood

present a strong review of the existing research on these products and their positive impact on children's educational growth. Nevertheless, the authors are careful to explicitly identify the limits of their own research and the extant research on this subject, noting that the "commercial nature of many of these products" complicates their deployment for altruistic educative purposes (para. 18). This caveat notwithstanding, Chen, Ferdig, and Wood deliver considerable insight into a field of inquiry that promises to grow exponentially in importance in coming years.

In Kate Williams' "Literacy and Computer Literacy: Analyzing the NRC's 'Being Fluent with Information Technology,'" the author presents a critical review of The National Research Council's 1999 *Being Fluent with Information Technology*, a report that Williams' notes is indicative of the "scientific establishment's" stance toward technological literacy (para. 4). Williams posits that the Tofflerian "third wave of technological and social transformation" we are experiencing has created myriad directions of inquiry for both literacy studies and information technology fluency, and her article presents an overview of eleven major theses on literacy that she identifies based on her review of research on literacy and information technology literacy from the last 20 years (para. 1). Thus, in addition to the excellent theoretical insights that Williams delivers in her article, her work serves as an comprehensive source of information on most of the major trends in literacy over the last few decades.

We want to take this opportunity to thank the authors who submitted their work for this issue. We hope you will enjoy reading their texts as much as we have.