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## INTERNATIONAL LITERACY ASSOCIATION'S LATEST BRIEF DEFINES CONTEXTS OF LEARNING IN A DIGITAL AGE

Newark, Del. (July 31, 2018) — Instead of relying on the latest device or app, administrators should leverage the expertise of teachers to sustain classrooms that reflect the contexts of learning encountered in the *real* world, according to the International Literacy Association's (ILA) latest brief, *Improving Digital Practices for Literacy, Learning, and Justice: More Than Just Tools*.

In our increasingly technology-driven and globalized world, literacy instruction should prepare students to “produce, communicate, interpret and socialize with peers, adults and the broader world.” These skills require a mastery of written and spoken language as well as a familiarity with literary devices and rhetorical structures and must translate across digital and analog worlds.

“Intentionally building time for these online and offline literacy practices allows students to see themselves as agents of change *across* settings,” says the brief.

The brief discusses the need for more digital instruction that mirrors the work environments students will eventually encounter. This means a shift away from rote instructional practices and toward digital resources that inspire students to “make, play, design, hack and innovate.”

The brief also explores technology's potential role in perpetuating power structures.

“When school administrators take away students' phones or tell them to put them away during class time, they are teaching implicit lessons about the kind of work environments these students are expected to enter. In this light, digital literacies are a matter of social justice.”

Instead of trying to disrupt inequality with “expensive devices,” the brief suggests that administrators invest in teacher knowledge of the contexts of literacy learning. The brief closes with a list of limitations to what digital resources can do (i.e., cure legacies of inequity) and a set of next steps.

Access the full brief [here](#).

### ***About the International Literacy Association***

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers and experts across 146 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught and evaluated. ILA's Standards for the Preparation of Literacy Professionals 2017 provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather and disseminate high-quality resources, best practices and cutting-edge research to empower educators, inspire students and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy* and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit [literacyworldwide.org](http://literacyworldwide.org).