

CHOICE *connect*

A publication of the Association of College and Research Libraries
A division of the American Library Association
Editorial Offices: 575 Main Street, Suite 300, Middletown, CT 06457-3445
Phone: (860) 347-6933
Fax: (860) 704-0465

FOR INTERNAL USE ONLY

Please do not link to this page.

July 2020 Vol. 57 No. 11

Information Age Publishing, Inc.

The following review will appear in the July 2020 issue of CHOICE. **The review is for your internal use only.** Please review our [Permission and Reprints Guidelines](#) or email permissions@ala-choice.org.

Social & Behavioral Sciences
Education

57-3722 HM851 MARC

Negotiating place and space through digital literacies: research and practice, ed. by Damiana Pyles, Ryan Rish, and Julie Warner. Information Age, 2019. 303p bibl ISBN 9781641134842, \$85.99; ISBN 9781641134835 pbk, \$45.99; ISBN 9781641134859 ebook, contact publisher for price.

Edited by Pyles (Appalachian State Univ.), Rish (SUNY, Buffalo), and Warner, an independent scholar—early-career researchers working in southern regions and/or rural communities in the US—this text examines the spatial turn: the “fundamental realization that all space is socially produced.” Articles include digital media explorations through media-arts-integrated curriculum by the Chicago Arts Partnerships in Education, mediating dialogue in Talkbass (a virtual affinity space for people who play the bass guitar), the use of cyber-trolls to mediate virtual conversations on queering text, social loafing online in a global collaboration project through “throwtogetherness” in a 24/7 digital literacy landscape, and “translanguaging” strategies to learn across online languages and culture. Other articles describe student uses of digital literacies to examine their personal and rural communal identities, “counterstorytelling” about southern peoples and places, indigenous activism in the digital sphere, online and street place attachments in Hull (the 2017 UK City of Culture), and the creation of an ecomuseum for Latiano, Italy. The text concludes with discussions on overcoming immobilizing literacies, the #besomebody project for student aspirations, tacit modalities for meaning making, Argentinian social imaginaries of self and other, and virtual carrels for “scholarly-ness.”

--D. L. Stoloff, *Eastern Connecticut State University*

Summing Up: Recommended. Graduate students, faculty, and professionals.