Mastering Digital Literacy
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As the wake left by ever-improving technology is felt throughout education, Hayes Jacob, Ed.D, gathers current thinkers in the field to provide, *Contemporary Perspectives on Literacy*, in her four volume series. For those interested in the digital education revolution, *Mastering Digital Literacy,* seeks to close the gap between the digital literacies students use in and outside of school. Hayes employs the help of Marie Alcock; Michael L. Fisher; Steve Hargadon; Bill Sheskey; and Silvia Rosenthal Tolisano to provide practitioners with curriculum applications that meet the demands heard by digital natives in our current school systems.

With five chapters in all, this volume provides readers with need-to-know information, leaving out unnecessary educational jargon, allowing a clear and straightforward read, perfect for busy educators. Chapter One, Digital Masters: Becoming a Blogmaster, Annotexter, or Web Curator, examines the importance of web-design, and its implications to student learning in primary and secondary learning institutions. Chapter Two, Six Curriculum Actions for Developing Digitally Literate Learners, seeks to provide a concrete definition to digital literacy. This chapter provides six implications for curriculum design which adhere to digital literary competencies found in the Common Core State Standards. Chapter Three, Notes From the Revolution: Peer-Driven Social Learning Communities, dives into the various structures found in digital learning environments. This chapter invites educators into the virtual spaces in which students learn, share, and experience academic content with themselves and one another. Chapter Four, Gaming as Literacy: An Innovation, is the most informative chapter for two simple reasons. First, it explains how the act of playing a video game may require its participant to use many of the same set of skills needed to participate in any literary experience. Second, it justifies the need for educators to believe that video games should be employed to teach a wide variety of literary skills in a whole new way. Chapter Five, The Classroom Website: A Marketplace for Learning, addresses the rationale behind creating digital learning clearinghouses and marketplaces where students can access digital literacies beyond the confines of the classroom.

Mastering Digital Literacy encourages practitioners to walk-a-mile in the shoes of the millennial generation, thus asking educators to empathize with students' use of digital literacies outside of school. Paralleling these student experiences outside of school with in-school activities is the central motif found in all five easy-to-read chapters. Contributing authors argue that digital literacies found in many of the activities that students already participate in outside of school need to be included in everyday classroom curriculum.

The perspectives and curricular suggestions found in this book are easily understood, and most educators will find themselves critically thinking about how to put these curricular suggestions to work. Supplemental resources are found in every chapter to assist the educator in their inquiries; however, not all web links in the book work. Dead and

unpopulated website references in some of the chapters will most likely frustrate the reader, and gently question the book's integrity as a real contribution to the field of study. The ideologies presented are clear and provide a common ground for both the educator and student, but they fail to provide the scaffolding needed to support such ideas in the first place. While riding the wake of presented ideas in this book, educators may often find themselves asking, "Great, but how?"

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