Foreword

Here is a book that all of us have been waiting for. *Digital Tools for Writing Instruction in K-12 Settings: Student Perception* shows us the way forward with practical ideas and descriptions of how you can develop digital, online writing skills in your classroom today. Drs. Rebecca S. Anderson & Clif Mims have prepared an edited volume with some of our finest literacy scholars to document how digital and online writing is taking place both inside and outside of the classroom, always with an eye to how we can prepare our students for the new literacies of digital and online writing.

The Internet is a profoundly disruptive force, altering many elements of society (Christensen, 1997). The Internet is also disrupting the nature of writing. Writing is shifting from page to screen, where new tools continuously appear, containing new affordances that require additional reading, writing, and communication skills and social practices. The new literacies now required to write in our world are not just new today, they are new every day of our lives as new tools for writing continuously appear online, each containing new affordances and requiring additional, new skills, strategies, dispositions and social practices. How we adapt to this changing world will define how well are students are prepared for their future. This book will enable you to bring this changing world of writing into your classroom in powerfully insightful ways.

In section one, we enter the world of online writing and social media as a powerful context to support writing development. The authors share insights about classroom use of Google Docs, blogs, social networks, and argumentative writing, among others.

In section two, we learn about mobility, writing, and the power of multimodality for composition especially with English Language Learners, during digital storytelling, in hybrid spaces, with iPads and Nooks, and among preschoolers.

The authors in section three focus particularly on instructional practices in a wide variety of contexts. They explore selecting the correct digital tool for the job, paperless classrooms, classroom integration k-12, mathematics and writing, digital prompts, responsive design, writing and identities, and peer conferencing.

Teacher education and professional development are the foci of the final chapter. Here we explore the preparation of teachers for multimodal writing contexts, Common Core and writing, digital tools in secondary classrooms, strategic and interactive writing, and the changing conceptions of teachers about writing.
This is an amazingly rich and diverse set of chapters that will enable you to explore new areas to expand your own learning and improve classroom instruction. Your teaching will forever be changed; your students will forever be thankful.

Donald J. Leu  
University of Connecticut, USA

Donald J. Leu is Professor of Education and the Neag Endowed Chair in Literacy and Technology at the University of Connecticut. He directs the New Literacies Research Lab and is a member of the Reading Hall of Fame. He is a past President of the National Reading Conference and former member of the Board of Directors of the International Reading Association. A graduate of Michigan State, Harvard, and Berkeley, Don’s research focuses on the new skills and strategies required to read, write, and learn with Internet technologies and the best instructional practices that prepare students for these new literacies. He has received the A.B. Herr Award from the Association of Literacy Educators and Researchers, the Maryann Manning Medal from the University of Alabama, Birmingham, and the Friday Medal for Innovation and Leadership in Education from North Carolina State University.

REFERENCES