

Call for Papers for a special issue of Literacy 'Popular Culture and Curriculum'

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What is the role of popular culture in primary, early years and secondary literacy curricula? In what ways can children and youths' popular culture knowledge and familiarity with the artefacts of their popular culture be viewed as an asset that can be utilized in their literacy learning?

Marsh and Millard's seminal study *Literacy and Popular Culture* (1999) and Anne Haas Dyson's long-term work with young children (1997, 2003) have uncovered the widespread assumption that children's experiences with popular cultural forms and characters, though motivating and generative of rich literacy play, often find no place within the official curriculum. Based upon these insights, it has now been long-claimed that children's literacy learning is best promoted when educators seek to build connections between young people's lived worlds, and the curriculum that they experience (Marsh, 2005).

However, tensions between those who believe that children and adolescents learn best when engaged with a meaningful and relevant curriculum, and the development of curricula and policy that seek to exclude popular cultural forms continue to exist (Carrington and Robinson, 2009). While in the 21st Century, children's literacy practices are firmly acknowledged as being increasingly hybrid and diverse, and influenced by the popular cultural forms and practices that permeate their worlds (Carrington and Robinson, 2009; Marsh, 2005), in the UK, draft proposals for the new National Curriculum for English remain firmly entrenched within traditional book- and print-based views of literacy.

These academic propositions are situated within a shifting and complex context, where definitions of text and what it means to be literate continue to evolve and expand in response to available modes of communication and expression. Print-based textual forms are interacting with new and rapidly evolving digital technologies and multimodal forms to allow a greater range of possibilities for the literacies of children and adolescents than ever before.

This special edition of *Literacy*, focusing on popular culture and curriculum, aims to explore different perspectives about the place of popular culture within children's literacy education. Contributors are invited to submit articles that focus on popular culture, curriculum and literacy from different theoretical, pedagogical, practical, policy and/ or research perspectives.

Please refer to the 'Notes for contributors' on the back cover of *Literacy* or at <http://wileyonlinelibrary.com/journal/literacy>.

Deadline: 30th June 2013.

Please mark submissions: **Special Issue: Popular Culture and Curriculum**