



## Rethinking Rural Literacies: Transnational Perspectives

*By Michael Corbett*

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The chapters in this international collection investigate a wide range of theorizations of rurality and literacy; literate practices and pedagogies; questions of place, space, and sustainability; and representations of rurality that challenge simplistic conceptions of standardized literacy and the real-and-imagined world beyond the metropolis.

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## **Editorial Review**

### **Review**

"I found a great deal to think about as a result of reading the thought-provoking essays in Rethinking Rural Literacies. The editors and contributors offer what I regard as a new space to consider where and how education occurs. I recommend this book to researchers and practitioners working in rural studies, but also those who appreciate the idea that we all teach, research and live somewhere. The essays in it are likely to inspire many new studies and new questions related to place-conscious education: in other rural contexts, 'downtown', by the side of the road, in high-density housing, and in relation to the place of physical location and online communities. The essays are provocative, reflexive, and truly offer a rethinking of rural literacies." - Claudia Mitchell, James McGill Professor, McGill University, Canada, and Honorary Professor, University of KwaZulu-Natal, South Africa

"Rethinking Rural Literacies makes multiple important conceptual and scholarly contributions in exploring a variety of issues that lie at the nexus of literacy, rurality and education. Green and Corbett's volume represents an excellent and essential complement to existing work in the field." - Kai A. Schafft, Associate Professor, Pennsylvania State University, USA, and Editor, Journal of Research in Rural Education

"This collection is much needed. It will be immensely useful, bridging conceptual and actual sites and spaces with global reach but offering a respectful attention to the sometimes-forgotten literacies of the rural, locating and describing that field more clearly, and drawing on contemporary theory and practice in literacy studies." - Kate Pahl, Reader in Literacies in Education, The University of Sheffield, UK

### **About the Author**

Kate Cairns, University of Toronto, Canada Barbara Comber, Queensland Institute of Technology, Australia Phillip Cormack, University of South Australia, Australia Kim Donehower, University of North Dakota, USA Karen Eppley, Penn State Altoona, USA Kathryn Hibbert, University of Western Ontario, Canada Craig B. Howley, Ohio University, USA Ursula A. Kelly, Memorial University of Newfoundland, St. John's, Newfoundland, Canada Lyn Kerkham, University of South Australia Maija Lanås, University of Oulu, Faculty of Education, Finland Pauliina Rautio, University of Helsinki, Finland Jo-Anne Reid, Charles Sturt University, New South Wales, Australia Margaret Somerville, University of Western Sydney, Australia Anne Vibert, Acadia University, Canada

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