

Foreword

By Pamela K. Coke

When I was a graduate student at the University of Iowa, my adviser, Dr. Bonnie Sunstein emphasized the importance of praxis. This word comes from the Greek, meaning action. In the dictionary today, it means, “a set of examples for practice.” Dr. Sunstein consistently reminded me of the importance of putting theory into practice, of putting examples into action. This is exactly what Adam Mackie has done with *A New Literacies Dictionary: Primer for the Twenty-First Century Learner*. Here we, as readers and as teachers, get to interact with the recursive processes of reading and writing using twenty-first century literacy technologies, from [auto-e blogs](#) to [zines](#).

I have had the pleasure of serving as Adam’s graduate adviser. When Adam came to me to discuss his ideas for his Master of Arts project at [Colorado State University](#), we discussed first the purpose of the project. We talked about how this project should reflect Adam’s personal trajectory through the English education Master’s program, how the project should be the culmination of his work. During his program, Adam learned a great deal from [Dan Beachy-Quick](#), one of his poetry professors. Dan’s work inspired Adam to pursue the dictionary format, and this format proved to be the perfect way for Adam to achieve his purposes of defining, examining, and applying what he had learned about twenty-first century [literacy](#), learning, and teaching. Adam carefully mapped out the terms he wanted and needed to address, and the dictionary started to take form.

As I read consecutive drafts of this text, I asked myself, “What is my connection to this text? Why is this dictionary important?” For me, this

dictionary is vital because, as a teacher, I ask my students to engage in these literacy practices. I make space in my classroom and in my curriculum for [fan fiction](#), [kinesthetic literacy](#), and [role-play](#). This project reflects exactly what I value as an educator.

In a larger context, this project helps readers, as teachers and learners, understand the interconnectedness of twenty-first century literacy skills. As you read, you will notice the number of cross-referenced and hyperlinked terms. Adam has taken great care to select terms which impact – and are impacted by – his audience. He highlights the recursive nature of writing, and he challenges chronological modes of reading. He has, indeed, put theory into practice and examples into action.

Pamela K. Coke

Colorado State University