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News Item

Minecraft and Children's Digital Making: Implications for Media Literacy Education | Taylor Francis Online

By Michael Dezuanni
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> This article aims to contribute new knowledge about the media literacies children assemble as they play the digital game *Minecraft* which it describes as a children's digital making platform. The article argues media literacy's tendency to use socio-cultural and humanist accounts of media participation limit its ability to fully explain digital making practices. Socio-material and performative literacy theories are used to introduce a framework for exploring digital media literacies across four nodes: digital materials, media production, conceptual understanding and media analysis [Dezuanni, M. 2015."The Building Blocks of Digital Media Literacy: Socio-material Participation and the Production of Media Knowledge."*Journal of Curriculum Studies* 47 (3): 416–419]. The article's second half outlines how the author uses digital ethnography in his home to understand children's *Minecraft* digital making and the article's theoretical claims are explored using empirical data. The conclusion considers the ramifications of digital making for media literacy research and practice.

Source: Minecraft and children's digital making: implications for media literacy education | Taylor Francis Online