

[Special Issue "Young Children, Maker Literacies and Social Change"](#)

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Dear colleagues,

This Special Issue focuses on the transformative potential of digital literacies in the lives of children aged 4 to 12 years old. Specifically, it focuses on the emerging notion of maker literacies that draws together understandings of digital literacies, maker education, and children's agency. Maker literacies stand for children's creative, critical, and participatory engagement in design and making activities supported by a range of technologies and media. Maker literacies position children as active, creative, and critical investigators of digital literacies for personal and social change across formal and everyday settings, online and off.

One of the criticisms posed to the incorporation of key aspects of maker literacies into education programs is that it might be based on highly individualized values that foster the production of artifacts for their own sake with little relevance to or impact on children's lives in their communities. One way to avoid this is to ensure that children's engagement in maker literacies is relational and based upon participatory, critical, and ethical action, enabling children to engage in, learn, and make a collective change on issues that are pressing to themselves, their families, and/or their communities.

To these ends, this Special Issue welcomes articles examining topics such as the following:

- Children's communal action and maker literacies
- Intergenerational dialogue and maker literacies
- Children's rights and voice in maker literacies
- Maker literacies in early years curriculum and pedagogy
- Social justice and equity in maker literacies
- Agency and identity in maker literacies
- Creativity and imagination in maker literacies
- Critical making
- Material dimensions of maker literacies
- Epistemic dimensions of maker literacies
- Affective dimensions of maker literacies
- Ethical dimensions of maker literacies

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