

IDEA 49 Epi-literacy: Reaching all* students: Moving past traditional *struggles* around literacy and especially what being literate means today

Today, we have urban students who *struggle* to read at grade-level, but who do well in the digital world of the Internet, social media, and creating with computers. There, having more of an artist mindset, “Digi Kids” engage in the world of expression and communication, weaving together linguistic, visual, aural, gestural and spatial features to form coherent compositions.

This makes curricula reformers, teachers, and parents who generally fear neglecting traditional text-based literacy skills *struggle* to optimize DigiKids’ digitally savvy practices and capacities.

However, practices employed in arts methodologies (e.g. ceramics, theatre, and music) offer *OpportunINDY* a key resource to conceptualize new practices beyond traditional text-based literacy, and to situate a new post-literacy (i.e. epiliteracy) theory so all*students succeed.

To navigate the transition from traditional text-based literacy to epi-literacy, the paper, “Responding to the call: arts methodologies informing 21st century literacies” uses the metaphor of the archetypal Hero/Heroine’s Journey to describe, chart, and comprehend the trials tensions, and transformations as Indy responds to the call of epi-literacy in the 21st century.

<http://vorcreatex.com/wp-content/uploads/2016/06/Epiliteracy-Responding-to-the-Call-Arts-methodologies-informing-21st-century-literacies-.pdf>