



Transcultural Literacies: RE-Visioning Relationships in Teaching and Learning, ed. Karen M. Magro and Michelle A. Honeyford

Volume 8, Number 1-2, August–December 2020

URI: <https://id.erudit.org/iderudit/1076765ar>

DOI: <https://doi.org/10.7202/1076765ar>

[See table of contents](#)

Publisher(s)

International Centre for Innovation in Education/Lost Prizes International

ISSN

2291-7179 (print)

2563-6871 (digital)

[Explore this journal](#)

Cite this review

(2020). Review of [Transcultural Literacies: RE-Visioning Relationships in Teaching and Learning, ed. Karen M. Magro and Michelle A. Honeyford]. *International Journal for Talent Development and Creativity*, 8(1-2), 281–282. <https://doi.org/10.7202/1076765ar>

New Books (2):

Transcultural Literacies: RE-Visioning Relationships in Teaching and Learning

Edited by: **Karen M. Magro; Michelle A. Honeyford**
University of Winnipeg, Winnipeg, Canada

“*Transcultural Literacies* is a timely invitation to dialogue about one of the most challenging questions in contemporary schooling: how do we decolonize education to promote inclusive learning and teaching? Drawing on exciting literacy research across a range of transcultural contexts, the contributors to this volume offer valuable insights for both classrooms and communities. Provocative and compelling!”

— **Dr. Bonny Norton (FRSC)**
Professor and Distinguished University Scholar,
Department of Language and Literacy Education,
University of British Columbia

Canada is more diverse than ever before, and the application of transcultural literacies in Canadian classrooms is vital for the successful growth of students and teachers alike. In this timely edited volume, world-renowned educators consider the impact of race, culture, and identity in the classroom. Taking an interdisciplinary approach, *Transcultural Literacies* investigates not only how teachers can design learning spaces to meet the needs of diverse students, but also how they can build literacy programs to complement and further develop the varied strengths, skills, and experiences of their students.

The authors bring a range of viewpoints to the project, exploring transcultural literacies from different but complementary lenses, including race and identity, transformative learning, global citizenship, storytelling, anti-racist and decolonial literacy education, Indigenous knowledges, spatial theories, and curriculum studies. Featuring rich pedagogical tools, including chapter previews, visual organizers, questions for reflection, and recommended readings and resources, this invaluable text will benefit students in teacher education programs that focus on language and literacy, diversity, and global citizenship.

Toronto: Canadian Scholars Press

Edited by Karen M. Magro and
Michelle A. Honeyford

TRANS-CULTURAL LITERACIES

Re-Visioning Relationships in
Teaching and Learning