

Global Storytelling in Motion: BookTok as a Bridge for Global Literacies and Digital Identity in Teacher Preparation

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Abstract

As literacy practices move across digital and cultural boundaries, preservice teachers must be prepared to select diverse texts and design instruction that reflects the ways contemporary readers encounter and share stories. This exploratory mixed methods study examined how a course embedded BookTok assignment influenced preservice teachers' engagement with multicultural children's literature, digital literacies, global literacies, and developing professional identities. Thirteen preservice teachers completed the assignment, and five voluntarily participated in the research study. Data included Likert scale responses, open ended reflections, and participant generated BookTok videos. Descriptive and thematic analyses revealed purposeful use of digital features to support comprehension and accessibility, increased attention to representation and belonging, and deeper interpretation of selected texts through repeated reading and digital composition. Participants also connected the experience to future literacy instruction while identifying concerns related to access, time, and instructional purpose. Findings suggest that structured digital literacy experiences centered on multicultural literature may help preservice teachers deepen literary understanding, examine representation, and rehearse instructional decision making for globally connected classrooms.

Keywords: BookTok, literacy instruction, teacher preparation, digital literacies, multicultural children's literature, diverse texts

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Introduction

Globalization has fundamentally transformed how individuals communicate, access information, and engage with literacy across cultural and geographic boundaries. Literacy is no longer confined to print based texts or classroom settings. Increasingly, readers create, share, interpret, and respond to texts within connected digital communities (Leu et al., 2019; The New London Group, 1996). These shifts have expanded both where literacy occurs and what it means to be literate in the twenty first century. Today's readers encounter stories and perspectives shaped by experiences beyond their own and participate in digital spaces where texts and conversations move rapidly across borders (Cope & Kalantzis, 2015; UNESCO, 2015).

For teacher education, this changing literacy landscape raises an important question: Are future teachers being prepared for the texts, communities, and ways of communicating their students already encounter? Teachers entering today's classrooms will work with children whose cultural identities, languages, families, and lived experiences may differ significantly from their own. The books placed in those classrooms matter. When students encounter characters and experiences that reflect their own lives, literature can affirm that their stories belong in the classroom. Diverse texts can also introduce students to lives beyond their own and create opportunities for empathy, discussion, and cultural understanding (Bishop, 1990; Gay, 2018).

Preservice teachers must therefore become familiar with multicultural and diverse children's literature before they are responsible for selecting texts for their own students. This familiarity requires more than recognizing the presence of diverse characters. Future teachers need opportunities to read widely, examine representation, consider whose voices are centered, and determine which books may be meaningful for particular learners and classroom communities. Bishop's (1990) description of books as mirrors, windows, and sliding glass doors remains relevant to this work. Children need opportunities to see themselves reflected in literature, but teachers cannot consistently provide those opportunities if their own knowledge of diverse texts is limited.

The ways young readers discover and respond to books are also changing. Children and adolescents increasingly encounter literature through social media, online reading communities, and short form video. Preparing future educators for this environment requires more than teaching them to add technology to an existing lesson. Preservice teachers need opportunities to consider how digital communication, culture, identity, audience, and instructional purpose intersect within literacy education (Jenkins, 2009; Mishra & Koehler, 2006).

Within this landscape, BookTok has emerged as a prominent online community centered on books and reading. As a literature focused community on TikTok, BookTok allows readers, educators, authors, and publishers to recommend books, interpret literary themes, share personal responses, and participate in conversations that extend across national and cultural boundaries (Jerasa et al., 2024). Unlike a traditional written book review, a BookTok video communicates through spoken language, written text, images, music, pacing, captions, and visual design. Meaning is shaped not only by what a creator says about a book, but also by how the book and its message are presented to an audience (Serafini, 2013).

BookTok is particularly interesting for literacy educators because it places reading within a participatory culture. Readers recommend, interpret, respond, create, and invite others into

conversations about texts. Jenkins (2009) describes participatory cultures as spaces in which individuals create and share content while learning through social interaction. Viewed through this lens, BookTok is more than a venue for promoting books. It is a contemporary literacy community where participants make decisions about audience, representation, communication, and identity.

Prior research has begun examining BookTok within teacher education, including how preservice teachers navigate digital design and transfer personal digital practices into imagined classroom instruction (Jerasa et al., 2024). Less attention, however, has been given to what occurs when BookTok assignments are intentionally centered on multicultural children's literature and preservice teachers are asked to consider culture, representation, belonging, and text selection as part of their instructional decision making. This distinction is important. Knowing that diverse books matter is not the same as developing the familiarity and judgment needed to select and teach those books thoughtfully.

When preservice teachers create digital literary content around multicultural children's literature, they must decide what aspects of a text deserve emphasis, which comprehension strategies to model, how digital features may support meaning, and how culture and identity are communicated to an audience. The process also requires them to read, reread, interpret, and consider how children may experience the story. Creating a BookTok video may therefore serve as a form of pedagogical rehearsal in which future teachers practice literacy decisions they will eventually make for students.

The purpose of this study was to examine how participation in a course embedded BookTok assignment influenced preservice teachers' engagement with multicultural literature, digital literacies, global literacies, and professional digital identity within an undergraduate literacy methods course. Thirteen preservice teachers completed the assignment, and five voluntarily consented to participate in the research study. Descriptive quantitative data from Likert scale items were considered alongside open-ended responses and participant generated digital artifacts. The study examined how participants used digital composition to communicate meaning, considered culture and representation in instructional decisions, and reflected on the possibilities and challenges of social media-based literacy practices in future classrooms.

Literature Review

Global Literacies, Diverse Texts, and Teacher Preparation

Digital communication has changed the context in which literacy is practiced. Readers routinely encounter stories, perspectives, and communities that extend beyond geographic and cultural boundaries. Literacy instruction must therefore prepare students to engage with difference, examine perspectives critically, and participate responsibly within connected environments (Leu et al., 2019). UNESCO (2015) similarly positions global citizenship education as preparation for appreciating cultural diversity, communicating across differences, and participating thoughtfully in an interconnected world.

Global literacies recognize that literacy practices are shaped by culture, language, technology, and social context. Reading globally involves more than reading a text from another country. It requires attention to how experiences, identities, and cultural perspectives shape the ways stories are written, interpreted, and shared (Cope & Kalantzis, 2015).

This responsibility has direct implications for teacher preparation. Preservice teachers may enter education programs with limited familiarity with children's literature representing cultures and lived experiences different from their own. Yet, they will eventually select the books students encounter in classrooms. Teachers must learn to examine representation, recognize whose voices are present or absent, and make thoughtful decisions about the texts they place before children.

Bishop's (1990) concept of books as mirrors, windows, and sliding glass doors provides an important foundation for this work. Literature can affirm children's identities while introducing them to experiences beyond their own. Providing those opportunities, however, requires teachers who know diverse literature and understand the cultural and instructional possibilities within those texts.

Digital Literacies and Participatory Culture

Digital literacies involve more than knowing how to operate a device or use an application. They include the knowledge and judgment needed to locate, evaluate, create, and communicate information in digital environments (Leu et al., 2019). Audience, purpose, credibility, accessibility, and communication choices all influence how meaning is created and received.

For preservice teachers, digital composition provides an opportunity to experience these decisions as creators. Adding captions, adjusting pacing, incorporating visual supports, or selecting audio for a literacy activity requires consideration of how an audience may access and understand information. These choices place technology within the larger work of literacy planning rather than treating it as an instructional addition (Mishra & Koehler, 2006).

Jenkins' (2009) concept of participatory culture is also relevant to digital literacy communities such as BookTok. Participants do not simply consume information. They create, share, respond, and contribute to larger conversations. For preservice teachers, creating literacy content for an audience may encourage them to think differently about communication, credibility, accessibility, and instructional purposes.

These experiences may also influence developing professional identity. Gee (2015) argues that identities are shaped through participation in social practices and communities. Preservice teachers are beginning to move from thinking primarily as students toward making decisions as educators. Opportunities to select texts, plan instruction, communicate with an audience, and reflect on those choices may contribute to how future teachers begin to see themselves as literacy educators.

Diverse Texts and Inclusive Literacy Instruction

Children's literature plays an important role in shaping the stories, experiences, and perspectives students encounter in classrooms. Scholarship on culturally relevant and culturally sustaining pedagogy has emphasized how students' experiences, language, and cultural knowledge shape learning (Gay, 2018; Ladson Billings, 1995; Paris, 2012). Within literacy instruction, this scholarship raises important questions about the range of texts available to students and the ways teachers select literature for classroom use.

Diverse children's literature can provide opportunities for recognition, perspective taking, and cultural learning. Representation, however, involves more than placing diverse characters in a

classroom library. Teachers must consider how cultures are portrayed, whose perspectives are centered, and whether a text invites meaningful engagement with identity and lived experience.

Selecting a diverse book alone does not ensure meaningful literacy instruction. Teachers must know the text well enough to recognize its instructional possibilities and consider how students may experience the story. These decisions require familiarity with diverse literature and opportunities to practice selecting and teaching such texts during teacher preparation.

BookTok as a Digital Literacy Community

BookTok has become an influential digital community in which readers recommend books, interpret themes, share personal responses, and participate in literary conversations through short form video (Jerasa et al., 2024). Books and reader responses can circulate among individuals who do not share a classroom, library, or geographic community.

The educational significance of BookTok extends beyond reading promotion. Creating BookTok content requires attention to audience, communication, pacing, accessibility, visual presentation, and representation. When connected to an instructional purpose, these decisions may provide preservice teachers with an authentic setting for literacy decision making (Mishra & Koehler, 2006; Serafini, 2013).

BookTok may also introduce readers to texts and authors they might not otherwise encounter. For preservice teachers, this raises possibilities related to text discovery and selection. Engagement with diverse literature in digital reading communities may broaden knowledge of available texts while encouraging future teachers to examine how books and cultural experiences are represented and shared.

Research examining BookTok in teacher education remains limited. Less is known about how structured participation in BookTok may support preservice teachers as they engage with multicultural children's literature, make instructional decisions, and begin developing professional identities as literacy educators (Jerasa et al., 2024). This study examines BookTok as one possible site of teacher learning within a literacy methods course.

Conceptual Framework

This study draws upon New Literacies Theory, participatory culture, diverse text scholarship, and global literacies. Together, these perspectives provide a framework for examining how digital communication, literature, culture, and instructional decision making intersect within preservice teacher education.

New Literacies Theory recognizes that literacy practices change as technologies and the social practices surrounding them evolve (Leu et al., 2019). Literacy within digital environments requires more than technical competence. It involves purposeful communication, critical judgment, and an understanding of how digital spaces influence participation and meaning.

Participatory culture recognizes learning within communities where individuals create, share, respond to, and contribute knowledge (Jenkins, 2009). BookTok reflects these characteristics as readers publicly recommend, interpret, and discuss texts. Participation requires attention to audience, communication, and the responsibility associated with sharing content within a larger digital community.

Diverse text scholarship provides a lens for examining participants' engagement with multicultural children's literature. Bishop (1990) explains that literature may allow readers to recognize their own experiences while also encountering lives and perspectives beyond their own. Scholarship on culturally relevant and culturally sustaining pedagogy further emphasizes how students' experiences, language, and cultural knowledge shape learning (Gay, 2018; Ladson Billings, 1995; Paris, 2012). In this study, these perspectives informed the examination of how preservice teachers selected multicultural children's literature, interpreted identity and representation within the texts, and considered the instructional possibilities of those books for future literacy classrooms.

Global literacies connect these perspectives by recognizing that readers increasingly encounter texts and ideas across cultural and geographic boundaries (UNESCO, 2015). BookTok provides a relevant context because literature and reader responses can circulate beyond local literacy communities. Together, these perspectives guided the analysis of how preservice teachers engaged with diverse texts, made digital and instructional decisions, and reflected on their developing identities as literacy educators.

Methodology

This exploratory mixed methods study examined preservice teachers' experiences with a course embedded BookTok assignment in an undergraduate literacy methods course at a public university in the southern United States. The course prepares future elementary and middle grades teachers to design literacy instruction through children's literature, comprehension strategy instruction, engagement with diverse texts, and purposeful uses of digital technology.

Thirteen preservice teachers completed the BookTok assignment as part of their coursework. Five voluntarily consented to participate in the research study, resulting in a final sample of five participants, $N = 5$. Institutional Review Board approval was obtained before data collection, and only data from consenting participants were analyzed.

Students selected a multicultural children's text, developed an instructional read aloud, and created a short form BookTok style video designed to engage young readers while demonstrating literacy instruction. The assignment required students to consider text selection, cultural representation, audience, accessibility, and comprehension support while making decisions about how to communicate the text through digital media.

Data included a researcher developed questionnaire containing Likert scale and open-ended items and participants' completed BookTok videos. Survey items addressed digital confidence, audience awareness, engagement with multicultural literature, instructional decision making, and anticipated classroom application. Open ended responses asked participants to explain their text selections, instructional choices, digital design decisions, challenges, and perceptions of how the experience might influence future teaching. Videos were reviewed alongside participants' reflections for evidence of instructional choices such as captions, visual supports, narration, pacing, vocabulary instruction, questioning, and prediction.

Likert scale responses were analyzed descriptively using frequencies and percentages. Open ended responses and digital artifacts were analyzed thematically using procedures informed by Braun and Clarke (2006). Initial codes included audience awareness, accessibility, comprehension strategies, cultural representation, empathy, belonging, reflection, instructional

planning, digital confidence, and future classroom application. Codes were compared across participants and organized into broader categories.

Five themes emerged: purposeful digital composition for literacy instruction, digital literacies developed through pedagogical practice, multicultural literature as a foundation for inclusive literacy instruction, deeper literary understanding through reflective digital composition, and professional identity development through authentic digital practice. A cross-participant coding matrix was used to document thematic evidence. One participant completed the Likert scale items but did not provide open ended responses; therefore, missing narrative data were treated as insufficient qualitative evidence rather than evidence that a theme was absent. Survey patterns, participant reflections, and digital artifacts were considered together during interpretation.

Findings

Analysis of the survey responses, open ended reflections, and participant generated BookTok videos revealed five related themes: purposeful digital composition for literacy instruction, development of digital literacies through pedagogical practice, multicultural literature as a foundation for inclusive literacy instruction, deeper literary understanding through reflective digital composition, and professional identity development through authentic digital practice. Although the themes are presented separately, participants often discussed them in connection with one another. Decisions about digital features were frequently tied to comprehension, accessibility, cultural representation, and anticipated classroom use. P2 completed the Likert scale portion of the questionnaire but did not provide open ended responses; therefore, the thematic findings primarily reflect the qualitative data of P1, P3, P4, and P5.

Purposeful Digital Composition for Literacy Instruction

Participants consistently connected their digital design choices to literacy instruction rather than entertainment. Captions, music, visual supports, pacing, and text were selected to support vocabulary, comprehension, and engagement. These choices reflect digital composition as the intentional coordination of linguistic, visual, and auditory resources to communicate meaning (Cope & Kalantzis, 2015; Serafini, 2013).

While reading *My First Maya Angelou*, P1 used text visuals to introduce vocabulary and soft background music to establish an inspiring tone. Questioning also encouraged students to consider how they might respond to events in the text.

Similar instructional choices appeared in P4's BookTok for *All Are Welcome*. Captions supported spoken words, vocabulary appeared in large text, and photo transitions kept illustrations visible. These choices were intended to help students recognize difficult words and understand the text.

Comprehension strategies were especially visible in P5's reading of *Last Stop on Market Street*. Prediction, questioning, and context clues were modeled throughout the video. Captions highlighted vocabulary and thinking moments, while intentional pauses created opportunities for response. P5 described these strategies as “more visible and accessible” while keeping students involved.

Across participants, digital features were connected to vocabulary, comprehension, accessibility, and audience engagement. The BookTok format required participants to consider not simply which features were available, but why they belonged within a literacy lesson. This pattern aligns with Mishra and Koehler's (2006) view that effective technology integration depends on the relationship among technological, pedagogical, and content knowledge.

Developing Digital Literacies Through Pedagogical Practice

Participants also described BookTok as a space for practicing digital communication within an instructional context. Creating short form video requires decisions about audience, clarity, pacing, and instructional goals. Such decisions reflect digital literacies as socially situated practices involving the production, communication, and interpretation of meaning (Lankshear & Knobel, 2011; Leu et al., 2019).

For example, a digital flipbook allowed P3 to display the illustrations and words in *The Name Jar* while pairing the visual presentation with prediction questions and discussion of Unhei's feelings. P3 later described short form video as a way to make reading more interactive through performing, summarizing, and visualizing.

A more cautious perspective emerged in P5's reflection. Although short form video could support summarizing, theme identification, and communication of understanding, video production could also distract from literacy goals when expectations were unclear. Time, technology access, and editing demands were additional concerns. Future classroom use, P5 emphasized, would require structure and equitable access.

These responses moved beyond viewing digital literacy as technology use alone. Participants considered how digital choices influence communication, access, and learning while recognizing the instructional judgment required for meaningful classroom use (Mishra & Koehler, 2006).

Multicultural Literature as a Foundation for Inclusive Literacy Instruction

The multicultural texts prompted participants to consider representation, cultural identity, belonging, and perspectives beyond their own. These ideas reflect literacy scholarship emphasizing how students' experiences and cultural knowledge shape engagement with texts (Gay, 2018; Ladson Billings, 1995).

Cultural identity became especially significant in P3's reading of *The Name Jar*. The participant focused on Unhei's experience as a Korean child worried that her name made her different from her American classmates and connected the story to children who may have felt different or wanted to fit in. After realizing Unhei's name had initially been pronounced incorrectly, P3 reconsidered the character's feelings and cultural experience more carefully.

Questions of belonging shaped P4's reading of *All Are Welcome*. Attention centered on the repeated message of welcome and the cultures represented in the illustrations. As P4 explained, "I feel like students learn better by seeing themselves in the text."

Socioeconomic difference, community, empathy, and perspective emerged in P5's reading of *Last Stop on Market Street*. The participant described multicultural literature as essential to classrooms where students see themselves reflected in what they read and warned that centering

only one type of story or perspective may leave some students feeling “invisible or disconnected from the material.”

Together, these responses moved beyond general statements about diversity. Participants considered how texts may affirm students' identities while introducing readers to cultural experiences and perspectives beyond their own. This finding echoes Bishop's (1990) concept of books as mirrors, windows, and sliding glass doors.

Reflective Digital Composition Deepened Literary Understanding

Digital composition also prompted participants to revisit and reinterpret their selected books. Preparing a video required rereading, identifying ideas for emphasis, and considering how a young audience might understand the story. This process reflects reader response perspectives in which meaning develops through interaction between reader and text (Rosenblatt, 1978).

Repeatedly hearing the phrase “all are welcome” changed P4's understanding of the book. The repetition “truly clicked,” leading the participant to interpret the text as a message not only for students but also for teachers and parents about creating welcoming environments.

An even more pronounced shift occurred as P5 revisited *Last Stop on Market Street*. Initially understood as a story about gratitude, the book took on greater complexity as P5 examined CJ's questions and comparisons with people who had nicer cars, headphones, and seemingly easier lives. P5 came to view the story as an exploration of how children notice inequality before fully understanding it and interpreted Nana as helping CJ reframe what he sees without dismissing his feelings. By the project's end, P5 described the book as “more emotionally layered” and as a conversation about empathy, perspective, and community.

These reflections show how BookTok construction became a form of close reading tied to instructional planning. In several cases, deciding what to emphasize changed how participants understood the text. The movement from reading to interpretation and digital composition reflects the recursive nature of meaning making described within multiliteracies scholarship (Cope & Kalantzis, 2015).

Authentic Digital Practice and Developing Teacher Identity

Participants frequently moved from discussing the assignment to imagining future classroom practice. P1 viewed digital tools as a way to involve students through audio, word visuals, music, and video. P3 anticipated using book talks on TikTok or YouTube to help students understand diverse texts and encounter different cultural perspectives, extending global storytelling into digital spaces where stories and ideas can reach audiences beyond the classroom.

Similar possibilities appeared in other participants' reflections. P4 expressed interest in using video to engage learners through visual and auditory support. P5 envisioned students creating short videos about character development, key events, and themes while explaining their thinking through inference, summarizing, and text connections. P5 also cautioned that comprehension should remain the focus and that teachers must plan for equitable participation.

Across the qualitative data, participants increasingly spoke as future teachers making decisions about learners, texts, access, and instructional purpose. The assignment provided space to

practice digital literacy and the professional judgment needed to determine when digital practices might serve students. Gee (2015) argues that identities develop through participation in social practices and communities. Participants' movement from completing a digital assignment to imagining similar practices for their own students reflects an emerging professional identity grounded in instructional decision making.

Discussion

The findings suggest that BookTok may offer teacher educators more than a familiar social media platform for increasing engagement. Within this study, the assignment created a space for preservice teachers to bring together digital literacy, instructional decision making, and sustained engagement with multicultural children's literature. Participants did not describe digital features as separate from teaching. Instead, captions, visual supports, pacing, music, and short form video were considered in relation to vocabulary, comprehension, accessibility, and audience. This finding supports the view that digital literacy involves purposeful communication and meaning making rather than technical competence alone (Leu et al., 2019; Mishra & Koehler, 2006).

The assignment also placed participants within a participatory literacy practice similar to the digital communities their future students increasingly encounter. Jenkins (2009) argues that participatory cultures position individuals as creators and contributors rather than passive consumers. Participants in this study moved from reading a children's book to interpreting it, making instructional choices, and creating literacy content for an audience. Their reflections suggest that this process required them to think about how a reader or viewer might encounter the text and what instructional supports might make meaning more accessible.

The findings also point to the importance of instructional structure. P5's concerns about technology access, editing time, and the possibility that video production could overshadow comprehension provide an important caution. BookTok itself does not produce meaningful literacy learning. The value of the assignment appeared to rest in the instructional expectations surrounding text selection, comprehension, cultural representation, audience, and reflection. This distinction is consistent with Mishra and Koehler's (2006) argument that technology becomes instructionally meaningful through its relationship with pedagogy and content.

Participants' engagement with multicultural children's literature also brought questions of representation, belonging, and perspective into their instructional thinking. Bishop's (1990) description of books as mirrors, windows, and sliding glass doors was reflected in participants' attention to children seeing themselves in literature while encountering experiences beyond their own. In this sense, global storytelling emerged through the movement of stories and cultural perspectives beyond a reader's immediate context, a connection central to global literacy education (UNESCO, 2015).

The composition process also prompted some participants to reinterpret the books themselves. P4's changing understanding of *All Are Welcome* and P5's deeper interpretation of inequality and perspective in *Last Stop on Market Street* suggest that digital composition may support reflective reading and pedagogical rehearsal. In some cases, preparing to communicate the text changed participants' understanding of it. A related pattern appeared in Jerasa et al. (2024), where repeated reading occurred as participants worked through BookTok construction decisions. The present findings extend that observation by showing how the composition process may also reshape preservice teachers' interpretations of literature.

Because this exploratory study included five consenting participants from one literacy methods course, the findings are not intended to be generalized to all preservice teachers. One participant did not provide open ended responses, limiting the qualitative evidence for that case. Future research should examine similar assignments with larger samples and consider how preservice teachers' familiarity with diverse texts and digital literacy practices develop over time. Despite these limitations, the study suggests that authentic digital literacy experiences may provide future teachers with opportunities to read diverse texts closely, consider representation, make instructional decisions, and imagine how contemporary literacy practices might be adapted for their classrooms.

Conclusion

The question raised at the beginning of this study was whether preservice teachers are being prepared for the texts, literacy communities, and forms of digital communication that increasingly connect readers across cultural and geographic boundaries. The findings suggest that preparation for contemporary literacy classrooms cannot stop with telling preservice teachers that diverse literature and digital literacy are important. Future teachers need opportunities to engage with diverse texts, examine representation, make instructional decisions, create for authentic audiences, and reflect on how those choices may shape students' literacy experiences.

In this study, BookTok provided one context for that work. Participants used digital features to support comprehension and accessibility, engaged with multicultural children's literature through questions of identity and perspective, and considered how similar practices might be adapted for future students. For some participants, the process of rereading and preparing a text for digital presentation also deepened their own literary interpretation.

BookTok should not be viewed as a replacement for established literacy instruction, nor should social media be incorporated into teacher preparation simply because it is popular. Its instructional value lies in the decisions surrounding its use. When grounded in purposeful text selection, literacy pedagogy, attention to learners and representation, and reflection, contemporary digital practices may create meaningful spaces for preservice teachers to rehearse the complex decisions they will eventually make in classrooms.

As literacy continues to move across digital, cultural, and geographic boundaries, teacher preparation must remain responsive to the ways readers encounter and share stories. Preparing future literacy educators means helping them know the texts, understand the learners, and make thoughtful choices about the spaces in which literacy learning occurs.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

During the preparation of this manuscript, the author used AI-assisted technologies to assist with language refinement, readability, and organization. The author reviewed and edited the manuscript and takes full responsibility for its content.

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