

A Note from the Editors

In 1994, a group of scholars met in New London, New Hampshire, with a critical question in mind—What did the social changes they were witnessing mean for literacy pedagogy? Their discussions resulted in the article “A Pedagogy of Multiliteracies: Designing Social Futures,” published in the *Harvard Educational Review* in 1996. One of the most widely cited works from this journal, the New London Group’s article led to a paradigm shift in literacy studies, introducing the concept of “multiliteracies,” which highlights how meaning making is shaped by the varied life experiences and backgrounds of meaning makers. Conversations on multiliteracies continue to evolve today.

Three decades later, the *Harvard Educational Review* is publishing an article that again asks the question, What do the social changes we see in today’s world mean for literacy pedagogy? In their essay, Brady Nash and Allison Skerrett seek to extend conversations on multiliteracies by situating the theory in the changing digital technologies and our interconnected, complex world. They explore how the context of today, including the rise of artificial intelligence and the lived experiences of transnational youth, requires us to rethink agency and literacy education.

Nash and Skerrett’s reexamination of the New London Group’s multiliteracies theory prompted us to include a reprint of the original 1996 article in this issue. When the Editorial Board reached out to the original authors of the New London Group about the reprint, Mary Kalantzis and Bill Cope offered to contribute a piece on the development of multiliteracies theory in the past thirty years. In their reflection, they highlight the enduring relevance of multiliteracies in addressing issues of educational justice and offer new directions for this scholarship.

With the inclusion of Nash and Skerrett’s and Kalantzis and Cope’s articles and the reprint of the New London Group’s original article in this Spring issue, the Editorial Board looks forward to starting further conversations about multiliteracies in our ever-changing educational landscape.

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