

BOOK REVIEW

Reimagining Literacy in the Age of AI: Theory and Practice

Jason D. DeHart, Suriati Abas, Raúl Alberto Mora, and Damiana Gibbons Pyles
(editors)

New York: Chapman and Hall (2025) 213pp., hardback £105.00

ISBN: 978-1-032-839769

Murat Oztok, murat.oztok@abdn.ac.uk

 <https://orcid.org/0000-0001-8767-0856>

University of Aberdeen, Scotland

DOI Number: <https://doi.org/10.26203/7s9h-a633>

Copyright: © 2025 Oztok

To cite this book review: Oztok, M., (2025). Reimagining Literacy in the Age of AI: Theory and Practice. *Education in the North*, 32(3) pp.358-359.



This is an open-access article distributed under the terms of the Creative Commons Attribution-Non-commercial License (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits non-commercial use, distribution, and reproduction in any medium, provided the original author and source are credited.

BOOK REVIEW

Reimagining Literacy in the Age of AI: Theory and Practice

Jason D. DeHart, Suriati Abas, Raúl Alberto Mora, and Damiana Gibbons Pyles (editors)

New York: Chapman and Hall (2025) 213pp., hardback £105.00

ISBN: 978-1-032-839769

Murat Oztok, murat.oztok@abdn.ac.uk

University of Aberdeen, Scotland

Reimagining Literacy in the Age of AI: Theory and Practice, edited by Jason D. DeHart, Suriati Abas, Raúl Alberto Mora, and Damiana Gibbons Pyles, is an important, timely contribution to the ongoing dialogue about the role of artificial intelligence (AI) in contemporary literacy education. Amidst a proliferation of sensationalist predictions regarding AI's impact on human society, this book presents a nuanced, critical, and profoundly human-centric exploration of the transformative potential and challenges posed by AI in literacy practices.

The editors and contributors to this book effectively articulate their vision through the innovative conceptual lens of "living literacies", a framework which recognises literacy as deeply embedded in the social practices and daily realities of individuals. By situating AI within the familiar context of daily interactions and creative expressions, the book shifts the conversation from one of fear or technological determinism to one focused on meaningful integration and empowerment.

Central to this edited volume is the assertion that AI literacy must transcend mere technological proficiency. Instead, as argued compellingly by several contributors, AI literacy demands robust engagement with critical thinking, ethical reasoning, and creative expression. This perspective, crucially, underscores the human agency required in an AI-driven educational landscape and challenges educators to embrace new pedagogical paradigms. Particularly illuminating are chapters that discuss practical classroom approaches, emphasising AI's role not as an isolated technical skill but as a rich component of contemporary literacy practices.

The book is organised into three clear sections: Ethical Considerations, Practical Applications in Educational Contexts, and Theoretical Grounding and Future Applications. Each section offers valuable insights, allowing readers to select chapters according to their interests and professional needs.

The opening chapters, notably by Lynette Pretorius and Basil Cahusac de Caux, set a rigorous ethical framework, raising important questions around AI's integration into educational contexts. Their exploration of AI literacy underscores foundational competencies educators must possess to leverage

AI ethically and effectively. Jason D. DeHart's exploration of speculative creativity further enriches this conversation, reminding readers that technological integration can and should expand creative possibilities rather than limit them.

The heart of the book, arguably, is found in the practical chapters, which are grounded in day-to-day classroom realities. Clarice M. Moran and Damiana Gibbons Pyles offer a compelling narrative on the transformative potential of AI for enhancing creativity and reducing mundane classroom tasks, a discussion particularly relevant to secondary education. Similarly, Suriati Abas's insightful vignettes of pre-service teachers navigating generative AI effectively showcase the nuanced pedagogical shifts required in teacher training. Another standout contribution comes from Ismail Celik and Selcuk Dogan, who propose the Intelligent-TPACK framework, merging technology, pedagogy, and content knowledge with AI. Their practical, yet theoretically informed approach significantly advances our understanding of how educators can best prepare for AI-enhanced learning environments.

The third section, devoted to theoretical grounding and future-oriented speculation, broadens the conversation beyond immediate educational settings. Christopher Proctor and Ryan M. Rish's examination of youth interactions with AI illustrates how literacy practices are evolving among younger generations. Meanwhile, Jens Lloyd, Kristen Hawley Turner, Alex Rudniy, and Sandra Jamieson provide insightful reflections on future-oriented pedagogical frameworks, underscoring the imperative for education to remain responsive and flexible in the face of technological change. The final chapter by Raúl Alberto Mora and Manuela Yepes-Mora, examining AI literacies in "zero-gravity" or radically innovative spaces, encapsulates the visionary yet cautious optimism that runs throughout the volume. Their critical, historically informed perspective rightly encourages educators to be proactive architects rather than passive recipients of AI-driven educational practices.

A few minor limitations of the book are worth mentioning. While the editors and contributors do an excellent job addressing practical and theoretical implications, the work could benefit from additional perspectives addressing the inequalities that might emerge from the inappropriate use or unintended consequences of AI. Moreover, deeper engagement with case studies outside predominantly Western contexts could enrich the global applicability of the ideas presented.

Nevertheless, *Reimagining Literacy in the Age of AI: Theory and Practice* is a commendable academic achievement. The editors and contributors effectively argue that educators must embrace AI literacy not merely as a technical skill but as a profound, critical, and creative practice embedded within broader socio-cultural contexts. This is an essential read for educators, literacy researchers, and policy-makers, offering a comprehensive, insightful roadmap for navigating the evolving landscape of literacy education in an AI-augmented world.

In sum, the book successfully repositions AI not as a replacement for human intellectual and creative labour but as a potent collaborator in the continuous project of human expression, learning, and critical engagement. It provides readers with practical strategies, ethical guidance, and visionary insights, thereby equipping educators to reimagine their roles in shaping literate futures.