

# Chapter 107

## What Does Digital Media Allow Us to “Do” to One Another? Economic Significance of Content and Connection

**Donna E. Alvermann**  
*University of Georgia, USA*

**Crystal L. Beach**  
*University of Georgia, USA*

**George L. Boggs**  
*Florida State University, USA*

### ABSTRACT

*The purpose of this integrative review of theory and research is to assess the economic impact of digital media in ways that are unreached by instrumental means of measuring economic activity. Specifically, we use three overarching arguments identified from a review of the literature that broadly defines the economic force of digital media content in contemporary society. We contextualize those arguments in terms of current issues in the field and gaps in the research base before concluding with a discussion of the implications of what we learned for education, civic engagement, social practice, and policy.*

### INTRODUCTION

The purpose of this chapter is to interpret the economic significance of digital media through three general arguments about digital communication in contemporary society. Understanding linkages between digital media and social networks enables a view of economic significance driven by digital media's potential to shape human life. In the rapidly shifting digital world, moving beyond explicitly financial or monetary measures of economic activity shifts emphasis away from reactive analysis of completed sales toward proactive understanding of change and exchange as a core feature of human culture. Such a view helps

DOI: 10.4018/978-1-5225-3417-4.ch107

interpret tensions in education surrounding literacy. It affords analysis of changes in human communication readily, but not yet fully, commodified economically. Such a perspective, we argue, is necessary for productive thinking about literacy as a social practice, literacy education, civic engagement, and policy.

## **SUCCINCT OVERVIEW OF THE RESEARCH**

We begin with an integrative review of theory and research on the role of digital media in contemporary society’s global economy. Definitions of *digital media*, *contemporary society*, and *global economy* are best formulated as systems within systems. For example, in Nick Couldry’s (2012) *Media, Society, World: Social Theory and Digital Practice*, he lays the foundation for a new sociology of digital media as a means of dealing with the complexities of living in a 21<sup>st</sup> century media-saturated world that extends beyond the social to include the economics of production and consumption. Amid unceasing calls for education, policy, social practice, and civic engagement to “keep up” with digital media, Couldry asks a moral question that holds a key, we argue, to understanding the nested economic impact of systems within systems. What does digital media allow us to “do” to one another?

The term *digital media* defies attempts to reach consensus on its meaning. We review literature on the construction of digital media as content (print and nonprint) that has been digitized and thus potentially ready for dissemination on the Internet. We echo the insistence from various fields of research on digital media that digital media content is a kind of tip of the iceberg for the ways digital media is reorganizing and managing our actual and metaphorical households and villages. Starting with content serves as a starting point for discussing digital media’s broader impact on our lives in the broad sense that Couldry intends.

Below, we pursue three arguments we identified from a review of the literature that broadly define the economic force of digital media content in contemporary society. We then contextualize the arguments about digital media content in terms of relevant social, political, and economic factors that mediate the production of digital content. This approach makes it possible to assess economic impact of digital media in ways that are unreachable by instrumental means of measuring economic activity (e.g., Boggs, this volume; Chambers, 2013). We seek to capture the essence of how digital media affects the “management of the household or village” (Author C’s interpretation of etymology of *Greek oikonomia*).

### **Argument #1**

*Digital media in a contemporary society—one that requires a global marketplace to satisfy daily needs—is multimodal (i.e., composed of images, sounds, and bodily performances, as well as oral and written language).*

One result of the breakdown between formal and informal learning (Dabbagh & Kitsantas, 2012; Hull, Stornaiuolo, & Sterpont, 2013) is the opening up of spaces in which users explore new online ways of participating and communicating specifically in multimodal ways—ways that require collaboration, production, and dissemination of one’s own digital texts as opposed to mere consumption of such. Media production has always been multimodal, but digital media makes multimodality a core feature of interactions with economic potential.

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/what-does-digital-media-allow-us-to-do-to-one-another/189042](http://www.igi-global.com/chapter/what-does-digital-media-allow-us-to-do-to-one-another/189042)

## Related Content

---

### Media Ecology and the 21st Century Classroom

Benjamin J. Cline (2016). *Handbook of Research on Media Literacy in the Digital Age* (pp. 275-290).

[www.irma-international.org/chapter/media-ecology-and-the-21st-century-classroom/141704](http://www.irma-international.org/chapter/media-ecology-and-the-21st-century-classroom/141704)

### Digital and Inter-Generational Divide

Paolo Ferri (2010). *International Journal of Digital Literacy and Digital Competence* (pp. 1-23).

[www.irma-international.org/article/digital-inter-generational-divide/39060](http://www.irma-international.org/article/digital-inter-generational-divide/39060)

### Coping Strategies of Primary School Students With Specific Learning Disabilities

Karin Bagnato (2017). *International Journal of Digital Literacy and Digital Competence* (pp. 39-52).

[www.irma-international.org/article/coping-strategies-of-primary-school-students-with-specific-learning-disabilities/202980](http://www.irma-international.org/article/coping-strategies-of-primary-school-students-with-specific-learning-disabilities/202980)

### Digital Storytelling and Teachers' Disciplinary Multiliteracies

Sally Humphrey, Thu Ngo and Tingjia Wang (2021). *Connecting Disciplinary Literacy and Digital Storytelling in K-12 Education* (pp. 59-84).

[www.irma-international.org/chapter/digital-storytelling-and-teachers-disciplinary-multiliteracies/268212](http://www.irma-international.org/chapter/digital-storytelling-and-teachers-disciplinary-multiliteracies/268212)

### Tracing the Development of Touchscreen Education: How Young Children's (0-10 Years)

### Appropriation of New (Touchscreen) Technologies is Leading Us to Revisit Our Teaching

### Strategies and Vision of Learning

Paolo Ferri and Stefano Moriggi (2017). *International Journal of Digital Literacy and Digital Competence* (pp. 22-35).

[www.irma-international.org/article/tracing-the-development-of-touchscreen-education/186997](http://www.irma-international.org/article/tracing-the-development-of-touchscreen-education/186997)