

Abstract

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**Multiple presences in the
classroom**

The changing environment in which students are exposed to the various forms and contents of the literation processes has many advantages, challenges and side effects. The students' divided or multiple attention, the tendency to repeatedly cross the line between real and virtual spaces, the preference of multi-tasking exercises, the tendency to skip lessons or to work just with the information and data available in the present moment suggests that it is relevant to introduce some rules for 'presence literacy'. This form of digital literacy requires from the students to remain focused and concentrated for a significant amount of time in order to learn something new and meanwhile to maintain their social focus in this networked digital world provided by their perpetually internet-connected cell phones (Gergen's 'absent presence'). Is there a routine for 'heightened presence'? Is there a hierarchy of the different forms of present? Which form leads the students to inclusion, to empowerment, and in what extent are digitally even literate students illiterate in matter of presence, and therefore excluded from participation?