IndieWeb: Building Agency and Authors a Website at a Time
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The web, which is the primary mode of literacy for today's youth (Pew Research, 2013) faces global threats that will harm the reading and skills of students.

The earliest research in critical evaluation came not from educators but from marketers looking to improve how a potential audience would view their sites as credible (Metzger, 1998). This development cycle lead to better presentation and ease of use of web based tools. This phenomenon exists in our devices and our networks. Markets will always respond this way (Gartner, 2005).

Soon the users are left with few decisions to make. Three decades after work began in in evaluation students now get fed an algorithmic news feed in an environment that behaves in ways they do no not control. Their friendships and social hierarchies get influenced by the feed. Children, and more often their parents, readily share treasure troves of personal data.

While they don't control how they publish students also face challenges reading Students have to wade through dozens of daily sources creating socially complex texts where "social issues unfold across modes and social media with varying degrees of amplification and and authority."

As literacy scholars we must protect the open web for future generations. If left unaddressed we will recreate literacy gaps of the last two centuries. One strategy emerging is to encourage students to build a "personal cyber infrastructure" (Campbell, 2010) through a Domain of One's Own (Groom, 2008). Having students build their own websites is the first step in reclaiming the IndieWeb (Celik, Marx, Pernacki, 2010).

This theoretical piece explores the intersection of research on identity and agency (Gee, 2007), writing communities and critical evaluation of sources to explore how the first step to addressing social justice online is to ensure students can control a place to publish their own work.

The piece will begin with a history of #DoOO and the #IndieWeb movement. It will then include a review of research stressing the importance of seeing

oneself as a writer and the implications this have for digital spaces. The piece will conclude with a step by step guide faculty can use for themselves and their students.

This manuscript will address innovative pedagogies that me must adopt to protect internet health and ensure our students can read, write, and participate online.