



UiO : **Department of Education**
University of Oslo

A Decade of Research on Digital Technology and Learning Lives

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Symposium on Educating and researching the digital generation:
Innovations in Europe and Asia-Pacific

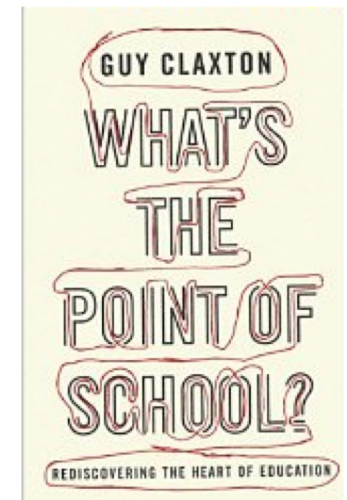
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Issues

- Addressing complexity
 - Digital society
 - Lifelong learning
- The role of education and school?
 - The lives and orientations of young people.
 - Engagement, dropouts, authenticity
 - Gap between school and leisure



A turning point – last decade

- Technological developments
 - Smart phones, tablets, Ipads, social media, global media consortia
- New divides.
 - Tech use, access
 - Inside and outside of school
- Multiliteracies-multilocalities

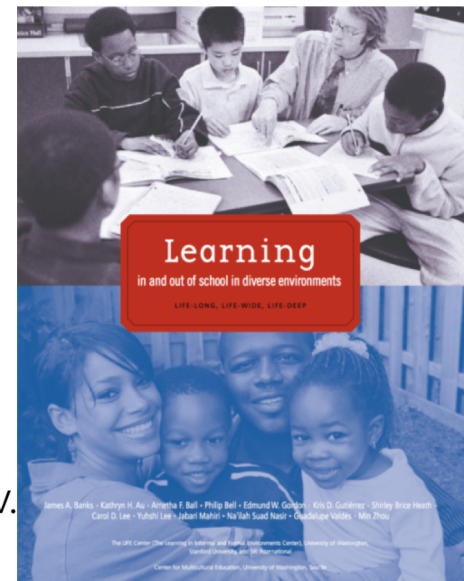


Educating/researching the digital generation

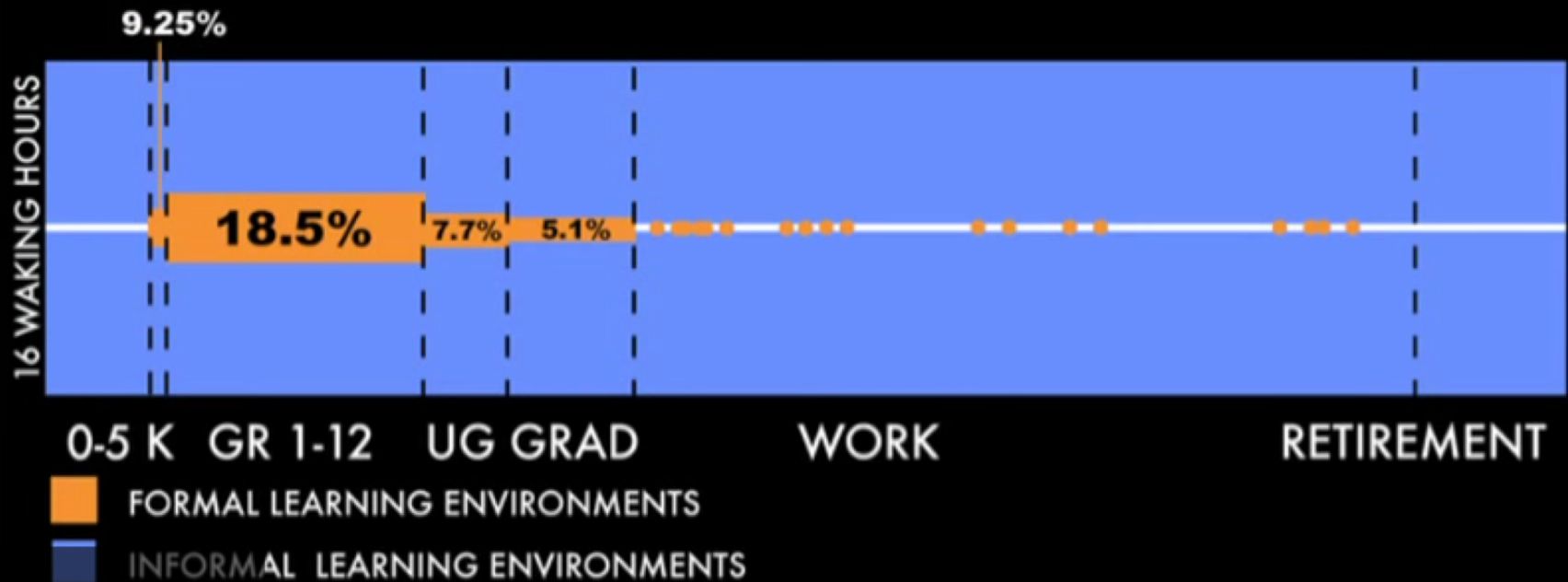
- Digital literacies – a key aspect in recent years
 - Use + knowledge construction + critical stance + citizenship
 - What it means to read and write. New production practices
 - 21st century skills
- Growing up today – being connected
- How do we evolve our research designs and methodologies to study new practices?

Learning Lives approach

- Unpacking conceptual understandings of learning, education and literacy.
 - A social consciousness to education and learning
- Focus on learners and practices rather than system
- Understanding learning as:
 - life-wide,
 - life-deep
 - life-long



LIFELONG AND LIFEWIDE LEARNING



(Reed Stevens, LIFE center)

Growing field of research

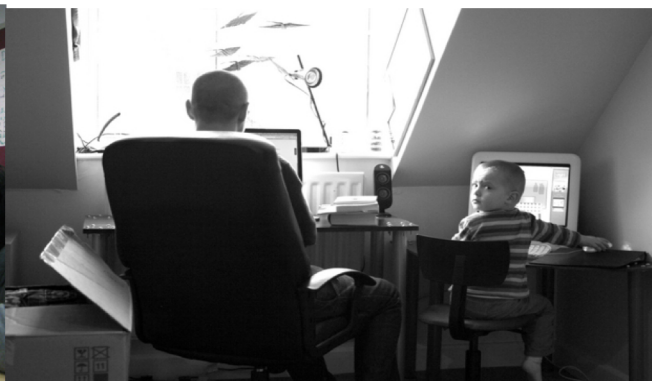
- Boundary crossing (CHAT) (meta-review Akkerman & Bakker, 2011)
- (Dis-)continuities (meta-review Bronkhorst & Akkerman, 2016)
- Connected Learning (MacArthur Foundation – Mimi Ito)
- Learning ecologies.
- ‘The Class’ (Livingstone & Sefton-Green, 2016)

Providing for diverse students

- «When **discontinuity** is given it is reported to have negative consequences for students in terms of being distressed and also possibly lead to disruptive classroom behavior, lower academic efficacy, lack of engagement or motivation, and failure to identify. Not surprisingly, most cases of lacking continuity concern students who are considered to be a minority, academically at risk, or both. Underlying conditions for continuity is the degrees of freedom afforded by school.» (Meta-review, Bronkhorst & Akkerman, 2016: 27)

Core themes

- Identity and agency (Wortham, 2006)
- Trajectories of participation (Ludvigsen et al., 2011)
- Learning contexts and ecologies (van Oers, 1998)
- Everyday and academic practices (Hull & Schultz, 2001)



Diverse knowledge practices

Activities and Structures: What aspect of the activities and literacy practices in each domain can be defined as knowledge practices? To what extent are these knowledge practices structured and supported? In which ways can different knowledge practices be characterized as formal or informal?

Content: How can we understand the body of knowledge made visible by the knowledge practice? What do young people as learners extract from the content of their out-of-school practices as well as the use of learning resources in the classroom?

Actors: Who are involved in the knowledge practice, and how do the respective actors contribute? What characterizes interaction between actors in specific knowledge practices?

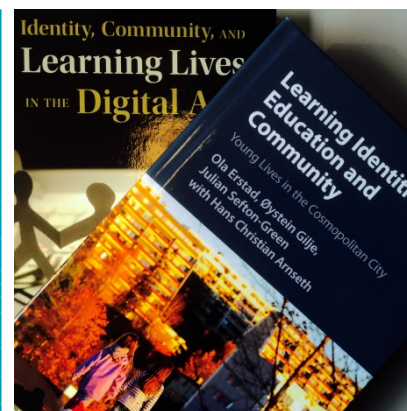
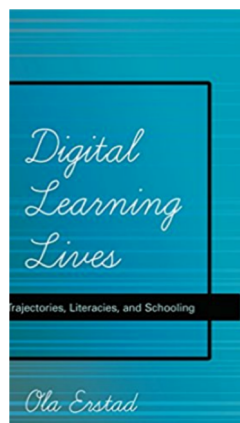
Mediation and Tools: What are the means of communication and collaboration within specific knowledge practices?

Outcome: What is the outcome of the knowledge practices in each domain? What characterizes students' motivation in different activities? And how is this outcome negotiated in classroom activities?



Two projects during last decade

- Local Literacies and community spaces – Investigating transitions and transfers in the 'learning lives' of Groruddalen. (2009-2013)
- Knowledge in Motion across Contexts of Learning. Investigating Knowledge Practices In and Out of School (2012-2016)



Methodological challenges

- How can we follow learners over time and across contexts?
- Ethnography as 'logic of inquiry' (Judith Green, Interactional ethnography, 2013)
- Framed within ethnography (Brice Heath & Street, 2008)
 - Biographical narratives (Thomson, 2009)
 - Children and families in everyday activities (Fleer & Hedegaard, 2019)
 - Geosemiotics (Scollon & Scollon 2003)
 - Multi-site ethnography (Marcus 1995; Vittadini et al 2014)
 - Participatory methods (Bergold & Thomas, 2012, Donovan, 2014)

Research design

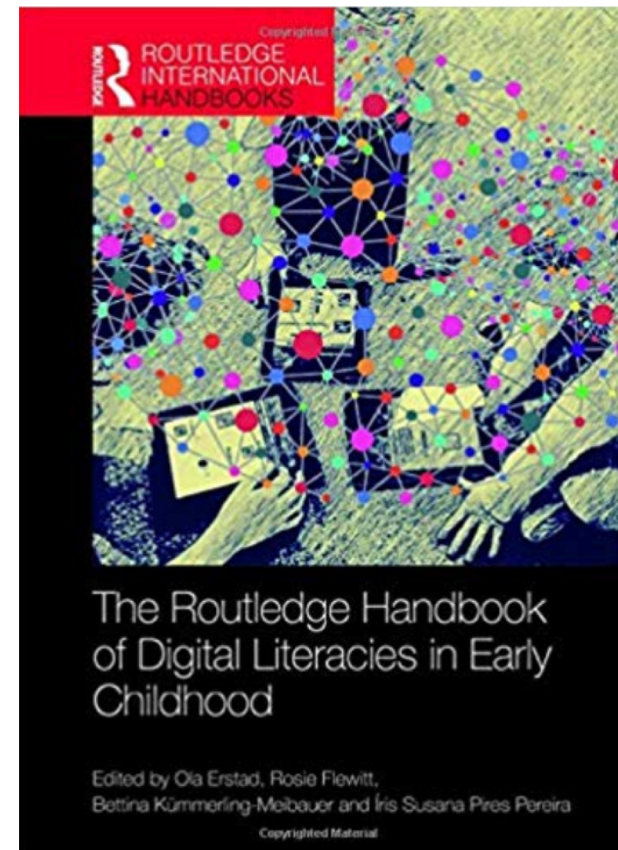
- Following learners between 2-3 years.
- Community approach.
- Two dimensions:
 - Vertical axis: Critical moments of transitions within the school as a system
 - Horizontal axis: Follow learners from school into the community and their everyday practices
- Diverse methods (interviews, video observation, questionnaire, school products, data produced by the informants)

Findings: 3 main themes

- **The understanding of the learner in a broad sense**
 - Narratives of transitions and transfers, typology of border crossers, futuremaking++
- **Technology use across boundaries, (dis)-continuity.**
 - Personal vs institutional use
 - Complex and integrated use of digital tools in diverse practices
- **Teachers struggle to integrate everyday and academic knowledge in diverse subject domains**
 - The ‘expanded’ classroom

New initiatives

- ‘Digital literacies and multimodality in early childhood’ (2015-2019) (digilitey.eu)
 - ‘Makey’ (2017-2019)
- A European COST Action
- Age group 0 to 8
- Bringing together researchers and research



Initiatives: The Digital Child

- Nordic network 'DigiChild' (NordForsk)
- Australian Centre for the Digital Child (ACDC)
 - 7 year Centre of Excellence
 - Leader: Susan Danby, 35 million Australian dollars
 - Following 3000 families for 5-6 years
 - Setting up children's technology laboratories

Initiatives: The Digital Child

- Australian Centre for the Digital Child (ACDC)
 - « This Centre will integrate child health, education, and digital and social connectedness, innovating across disciplines to meet Australia's ongoing challenges of supporting young children growing up in a rapidly changing digital age. The Centre will address tensions in a contested field to inform government and non-government policy, technology innovation, and develop programs and guidelines for children, families, educators and technology developers.»

- Risks and opportunities! Becoming citizens.



Thank you!