Learning lives of digital youth–
studying new mobilities across educational barriers

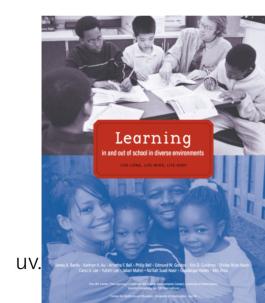Ola Erstad

Lyon

22.03.18

uv.uio.no/iped/english

Key issues

- 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

Learning
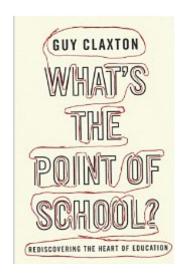in and out of school in diverse environments

Why relevant now?

- ## Not new in educational theory
  - Dewey, Vygotsky, Bourdieu++

- ## Societal changes
  - Technological developments
  - Lifelong learning

- ## The role of education and school?
  - The lives and orientations of young people.
  - Engagement, dropouts, authenticity
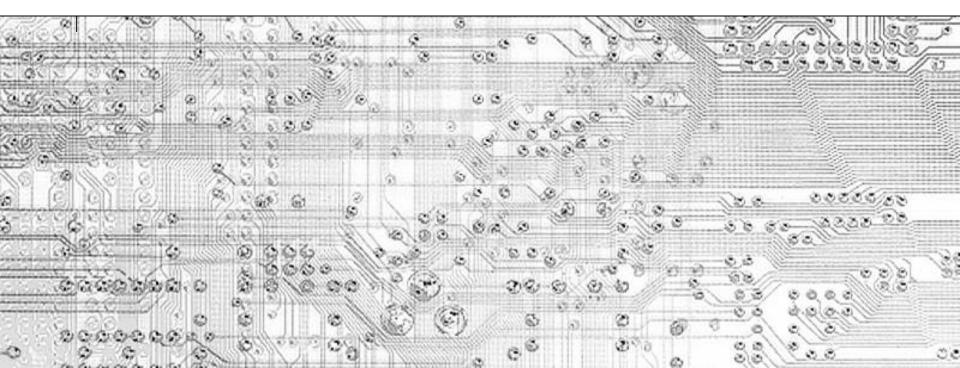 - Gap between school and leisure

Structure of presentation

1. Learning boundaries

2. Theoretical explorations – Learning Lives

3. Studying learning lives

    a) The expanded classroom

    b) Across time and space

4. New learning environments

5. Ways of concluding

1. Learning boundaries

Questioning the concepts of formal and informal

- **The formal**:
  - connected to institutional practices of education

- **The non-formal**:
  - Organized activities after school (sports ++)
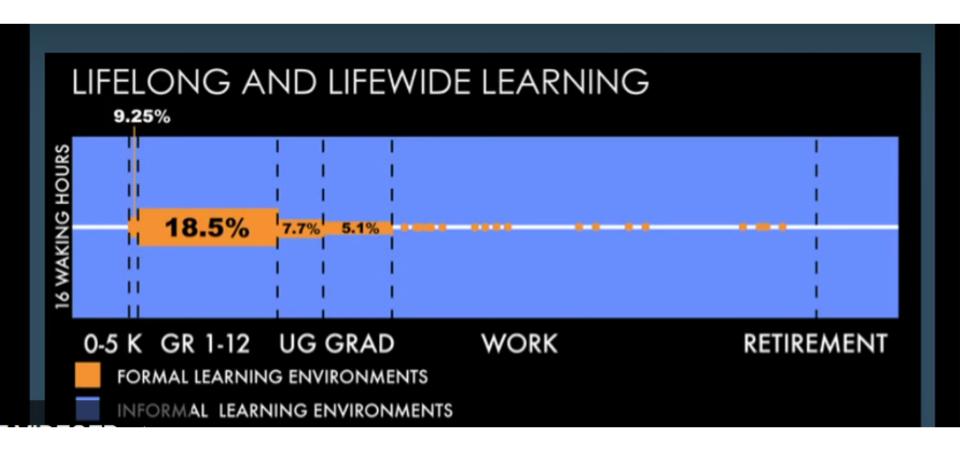 - Often initiated and organized by adults

- **The informal**:
  - 'Other stuff' outside of educational institutions (J. Sefton-Green).
  - Online – offline.
  - Often self-initiated. Youth as media users today, participation.

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

On boundaries – a growing field

- Connected Learning (MacArthur Foundation – Mimi Ito)

- Informal science learning (Bell, Lewenstein, Shouse & Feder, 2009; LIFE)

- Learning ecologies. (B. Barron, 2006)

- Connecting literacies, lives and learning (Barton, Ivanic, Appleby, Hodge & Tusting, 2007)

- 'New mobilities' (Leander, Phillips & Taylor, 2010, 'human geographies')

- 'The Class'; LSE, (S. Livingstone & J. Sefton-Green, 2016)
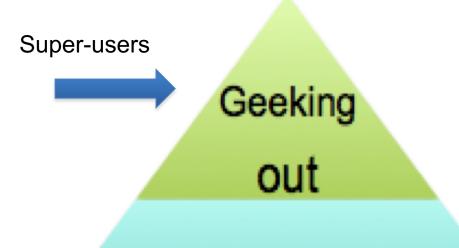
(Reed Stevens, LIFE center)

(Dis-)continuities (Bronkhorst & Akkerman, 2016)

- Defined by whom and for what purpose?

- Sports – Gaming – School grades

- «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. …. <u>Underlying conditions for continuity is the degrees of freedom afforded by school</u>.» (Meta-review, Bronkhorst & Akkerman, 2016: 27)

Super-users

Geeking out

Messing About
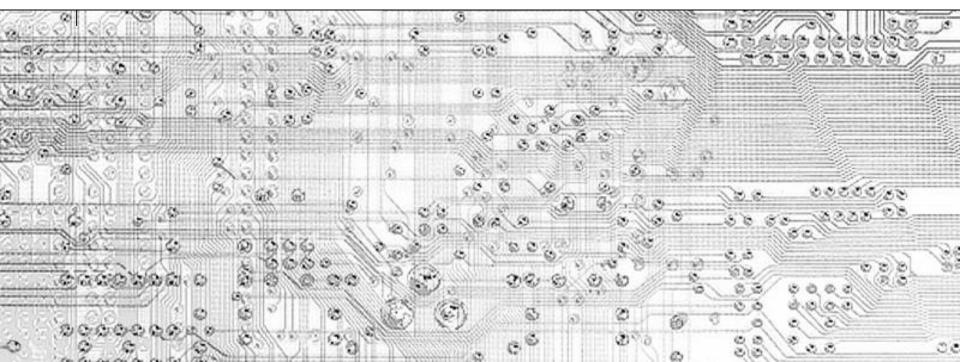
Young people's media use in generals

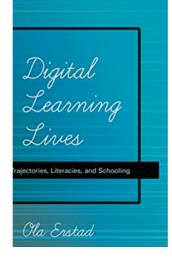Hanging out

('Digital youth project', M. Ito et al., 2013)
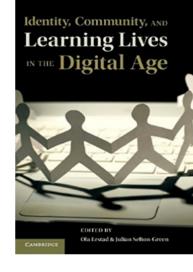
2. Theoretical explorations – Learning Lives

Learning Lives

- From UK study on adults' learning lives.
  - Biesta, Edwards, and others
  - Biographical data

- Our focus on young people and digital culture
  - New technologies – new practices

- Three main perspectives >>>

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

A) Space and time configurations

- From Henri Lefebvre, Edward Soja and Jan Nespor.

- On context (Cole 1996). Contextualization (van Oers, 1998). (Poly-contextuality. 'Third space')

- What defines a learning environment? (people, activities, resources, content, outcomes)

- Timescales (Lemke 2001)

B) Identity and agency

- Biographical studies of gender identities. (R. Thomson, 2011; Bjerrum Nielsen, 2009)

- 'Learning identity'. (S. Wortham, 2006; D. Holland et al. (1998) on 'positional identity', 'figured worlds'.)

- Relational agency (Edwards & Mackenzie, 2008)

- Trajectories of participation (Ludvigsen et al., 2011)

C) Everyday and academic practices

- Everyday practices (de Certeau, Drotner)

- The relationship between everyday and academic thinking (Vygotsky 1986).
  - "The decontextualized nature of learning and knowledge practices in schools in many subject domains is something students have to learn." (Lauren Resnick, 1987)

- "There is a growing consensus that we can come to <u>understand more about learning if we document both similarities and differences between learning processes inside and out of school and focus on the study of the complex relationships between them</u>." [Hull & Schultz, 2001].

uv.uio.no/iped/english

Diverse knowledge practices

- Different learning cultures/knowledge practices.
  - 'Funds of knowledge', Gonzalez, Moll & Amanti, 2005

- Digital technologies as embedded in practices, in different subject domains.

- What is a knowledge practice?
  - 'personal and social practices related to working with knowledge.' (Hakkarainen, 2009: 215).

uv

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?

3. Studying learning lives

1. 'The expanded classroom'

ˈSpace2cre8ˈ
(www.space2cre8.com)

– A social networking site, like Facebook. Made at UC Berkeley (Glynda Hull).

– S28 is a social networking site that connects 12 to 18-year-old students in India, Norway, Australia, South Africa, UK and the US.

'Space2cre8' - Norway

- 29 students in one 8. grade class (13-14 years old)

- During one academic year. English lessons.

- The school is located in a suburban low income area of Oslo, high percentage of non-western immigrants, and more than 40% of those living in the area are under the age of 19.

- Classroom observations (fieldnotes,
  video observations, interaction analysis,
  'postings on S28'). Interviews.

uv.uio.no/iped/english

Analysis; spaces and activities

	Classroom	Group work, making products	Interactions in front of computer	Activities on space2cre8
Forms of interaction	Whole group interactions	Small group interaction, formal-informal	2-3 persons in dialogue	Building relationships (chat, profiles)
Identity markers	Voices, movements, cloths	Presenting themselves to others	Negotiating meaning	Understanding the Other

Two muslim girls

Girl 1: Kuyna

From Kurdistan (Iraq). Attends Koran school in the afternoons and weekends, and wears a hijab at school. At school, Kuyna appears to be a relatively quiet and withdrawn, but values being with friends. Uses her computer, at home, for a couple of hours per day, playing games, chatting via MSN, and doing homework. Likes Kurdish music and Arabic films. She does not use e-mail or Facebook profile, but chats with friends and family living in Iraq. She perceives S28 as safer compared to other commercial sites. She had 75 friends out of a total of 162 members on S28.

Two muslim girls

Girl 2: Yasmin

Born and raised in Norway, family from Turkey. She neither wears a hijab nor goes to Koran school. An ambitious, active student and gets good grades. Interest in becoming an architect. Yasmin uses her computer for about two hours per day, uses MSN to chat with her friends and visits Facebook and Biip.no frequently (one of the most popular Norwegian social networking sites). Her profile name in S28 is Yasminx3u-. She has added an "x" and a "3" to her name to symbolize a heart, and a "u" and a "–" (hyphen) because she thinks it looks nice. She often changes her profile picture because she wants to use the most recent photo of herself.

Yasmin: School oriented

```
Ya:   hello check out the  IUP thing (individual education plan)
      where you can see which grade you have in the different
      subjects and stuff, but only the subjects in where we
      had L (teacher) for example in religion and stuff
Ya:   She says what results we have got in tests.
Ya:   She says I am glaying [gligger] a 5 in written Norwegian
      :D:D:D:D:D.
Ya:   I am laying on, I ment.
Om:   Good.
Ya:   Check out you too.
Om:   I will og into my IUP thing (individual education plan) to
      check.
Ya:   Ok.
Om:   Just wait a little bit.
Ya:   Wait, I will check out Am`s.
Ya:   hahahaha
Om:   hahahaha
Om:   I am laying on 4+.
Om:   That`s because of not so good fantasy.
Om:   Where is Am laying?
Om:   Where is Amal laying?
Om:   Where are you in laying in natural science?
Om:   I`m laying on 5.
Ya:   Ahhaha.
Ya:   Am is laying in  2-3 in religion
Ya:   And 3- in Norwegian
Ya:   Hahahahahah
Ya:   Lol
Om:   hahahaha
```

Kunya: Friendship oriented

```
N:          Hi
N:          hi
Ku:         hi
Ku:         what time is it there
Ku:         ?
N:          hi
N:          its 9 in da mornin
Ku:         :O
N:          wat time is it there?
Ku:         its 18.20
Ku:         18.30
N:          o
N           r u a boy or a girl
Ku:         i am a girl
N           o...nice
N           how old r u?
Ku:         13 how old are you
Ku:         ??
N           13, too
N           where r u from?
Ku:         ok
Ku:         Iraq
N           really
Ku:         hehe yes
N           is it like really hectic there?
N           u kno, wit all da war and stuff
N           wats it like there?
Ku:         I'm not actually from iraq
N           wel...then where r u from?
Ku:         I am from kurdistan but it is not a country but
            but Kurdistan is in Iraq
N           o
Ku:         yes
N           so r u in kurdistan rite now?
Ku:         now i am in Norway
Ku:         i live in Norway
```

Some findings

- 'Space2cre8' as a new space in the classsroom.
  - Ways of engagement across sosial spaces. School oriented – Friendship oriented.

- Identity markers across activities.
  - Making profiles, special interest groups, sharing films as school assignments

- New ways of participation for students.

- As a school activity. A web of formal and informal activities. (Vasbø, Silseth & Erstad, 2013)

2. Across time and space

Two relevant projects
(funded by the Norwegian Research Council)

- 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 (R. Thomson, 2009)
  - Children and families in everyday activities (Fleer & Hedegaard, 2008)
  - 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 1 to 2 years.

- Community approach.

- Two dimensions:
  - Vertical axis: Critical moments of transitions within the school as a system
  - Horisontal axis: Follow learners from school into the community and their everyday practices

cohorts and data collection

Type of data	Cohort 1	Cohort 2	Cohort 3
Videotaped events and fieldnotes across settings	24 children in three different preschools	20 youth (15-16) at two lower secondary schools	24 youth (18-19) in two upper secondary schools and six different educational streams
Interviews in (pre)-school, at home and at leisure time activities	Interviews with parents in preschools and at home	Interviews with youth in schools and in leisure time activities	Interviews with youth in schools and in leisure time activities
Online Questionaire	Addressed to parents with 33 questions	Addressed to students online	Addressed to students online
Data produced by the informants	Drawings, artefacts, school assignments and photos	Drawings, artefacts, school assignments and photos and maps	Drawings, artefacts, school assignments and photos and maps

The Community

- 'The Gorud Valley'. East in Oslo, multicultural

- About 130-140 000 inhabitants

- A transitional space historically

- Reports targeting challenges

- Ten year development plan by municipality

a) (Dis-)continuities - snapshots

Continuities

- Sports and school as continuities.
  - Positionings as learners

- Media use as flow
  - Diaries during a week.
  - Focusing on:
    - Spaces/places they are during a day
    - Activities they are involved in
    - The role of technology

Girl West (ethnic-Norwegian)

Monday:

I got up around 6.30. I was <u>awakened by the terrible sound from my mobile</u>. The first thing I did was to get dressed and make breakfast before I sat down with the <u>breakfast in front of the PC</u>. I then <u>checked Facebook</u>, even though I know that very few updates came during the night or that early in the morning, but it has become a habit. A bad habit! I went into by <u>blog to update</u> it.

At school today, we visited the "Clinic for Health and Sexuality Education" with the class. At the clinic, <u>I took a number of photos of my friends with my camera that I later might use for my blog</u> or just as nice and funny memories. When I came back to school after the main recess at noon, I <u>sat in the computer lab to find some information about the Cuba</u> crisis for a test in social sciences tomorrow.

When I arrived **home from school**, I <u>uploaded the photos I took during the school day</u> to my PC and <u>edited some of them with Photoshop</u>. Since I have problems to leave things aside that I think are fun, I continued <u>making some web designs in Photoshop</u>, because it is <u>one of my hobbies</u>. In addition, I am a bit <u>upset because my MSN does not work</u> after a crash with Windows Vista and the newest MSN. Ahh, I should pull myself together… It is just an awful small luxury problem! Later on, I sat down and read in the social science book and <u>wrote notes on the computer because of a test tomorrow</u>. When I finished the notes, <u>I printed them out</u> in order to read them again. At 18:00, I have <u>extra math</u>. At this teacher's, I get help with assignments I believe are difficult and to understand the connection between different themes better. Before I went home after extra math, I bought Costume, <u>a magazine</u> I read every month. This magazine I read in bed before I lie down to sleep. When I came home, I <u>put on a TV series</u> that I like a lot. It runs on MTV and is called *The Hills*, but I have several season packages (DVDs) at home, which I put on when I am tired or do not have anything special to do. I have also <u>downloaded some music</u> to my iPod and it is charged now, tonight, because I like to listen to my iPod when I am going to sleep. Now I have some new music! Goodnight☺

Home (Tharakesh)

- Photos taken by father sent by email, together with a vignette produced for the Tamil radio in which Tharakesh performed with his father.

- The father says: "He likes to talk and sing into the microphone. Because I work on the radio for Tamils in Oslo. Voluntary work, three times a week. He likes to watch me when I am talking into the microphone." (Fieldnote, home visit, Year 2)

- Implications in pre-school. Taking on the role as singer.

Picture 3 & 4; Tharakesh's mother made books for him to practice Norwegian letters, Tamil letters and latin numbers.
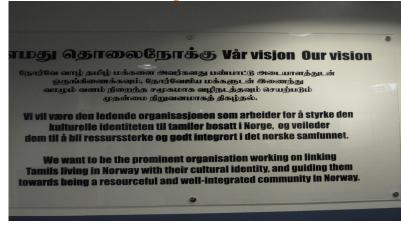
Dis-continuities
Ethnic community centre

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

Kamil, interest in Math

- During participant observation in the Math class at his upper secondary school Kamil plays iPhone games during class activities while commenting:
  - The Math level here is basic. Really basic! I cannot be bothered working with Math in school any more. That's why I play computer games, you know? (whispers while looking at the teacher). I practice at the Centre....don't tell my parents (laughs) (interview, ultimo 2011).

- At the out-of-school Turkish Centre Kamil involves himself with mathematics and Lego Robotics. He ranks the teachers as very good; most of them are Turkish bilingual university students.
  - "You have clever people, engineering students, technology students. You are one of two or three youngsters getting help from one student in a very small classroom. Very good! Very good! I joined the Math class to become as good as my older brother in Math." (interview, primo 2011).

Building alternative trajectories

I:mm, however, when you are playing games you comment while you play and then you put it on youtube. When did you start with that?

Petter : hm, In the beginning of 9th grade. But then I did not post videos all the time, just to try. The I used Eswid

I: Eswid?

Petter : yes, Eswid, then you do not talk or anything, just music and stuff.

I: mm, what do you use now??

Petter : eh, I use Windows moviemaker to record while you play. You do not see you face while playing, that you add afterwards using an editing software, and when I play I use bandicam, it records ingame-sounds and for the game itself I use Sonyvegas which has replaced using Windows moviemaker.

I: What will you do next year at upper secondary?

Petter: Game design, or programming first because there is no study program for game design. So I have do move to a school in another region to do that.
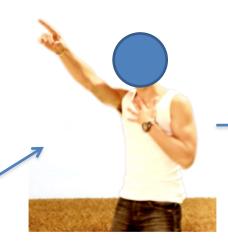
I: Has it improved your school subjects, for example English?

Petter: I do not speak so much loud in class, but, hm, I think I have improved a bit in English. I watch gaming videos in English, people speaking English while playing, and that improves things.

b) One narrative

Mathias

– *Boy, 18 years old*

– *Media and communication studies.*

– *Plans: Military or real estate agent.*

– *Lives with mother, who has Sami background, apartment building.*

– *Active rapper in the Valley from he was 12 until 16.*

I: It seems demanding this Thai-boxing, kind of rough.
M: Yes, I have injuries all the time, my nose is hurting and in the legs. However, if I am planning military service after school then it is incredibly good, and you get very good physically. Not only physically really, but also mentally. To be able to stand in front of strangers and hit each other that makes you stronger mentally.

UiO **: Department of Edu**
University of Oslo

uv.uio.no/iped/english

Texts and space

i kvela skal det skje/
i morgen skal vi dø/
natta den er svart/
morgendagen farges rød alt det som har vært/
har ikke noe Å si/
lever kun en gang sÅ kan alle sammen si/
nervøs igjen/
har ikke noe lurt Å si/
du ser det pÅ meg/
biter negler av som godteri/
vinner ikke i lotteri/
lykken har ikke fÅtt meg fri/
og vis ander lykkes sÅ sier jeg ironisk flott for de/
hele livet handler/
om å gjøre tinga riktig/
det du har pliktig/
pass pÅ vær forsiktig/
tjen no vanvittig til du er 90/
jeg vil ikke se det/
vil se fremtidplasner rase/
papiret det skal knase
skal leve i en fase/
der alt blir ren ekstase/
la meg slippe å tenke la meg slippe å ha mase/
la meg leve ut presse/ uten noe som forventer/
at jeg skal heve renter bli rik Å eie et senter/
ser meg i speilet nå/
liker ikke hva jeg ser/
så jeg knuser speilet/
jeg er sistemann som ler/
uansett hvem som ber uansett hvA DU TROR/
makten er plutsleig stor jeg skal ha det siste ord/
vil ikke forutse hva som kan skje/
kanskje blir jeg meia ned/
kanskje huse brenner ned/
tida gÅr vi kan telle ned/
men uansett bare la oss drite i hva det ender med/
la oss samle alle stemmene og ingen av oss glemmer det,
men en dag sÅ er vi er borte vi er lenger her/
vi er som støy pÅ puta vi er hogde trær
sÅ det vi klarer her det vi fÅr erklart/
blir vÅre riss i bakken ®Å gjett om mitt blir svært/
gjett om å jeg skal skal/
prøv å få meg ned/
jeg er en klippe her la det flomme ned/
kom med det du kommer med/
det her er det jeg ble/
har ikke noe tape/
for live ruller videre

uv.uio.no/iped/english

Interview Mathias

I: When did you get interested in rap?

Mathias: I guess I started in 7th grade. I was not very old at that time. After that it has just developed, to become more and more. However, during the last year it has become less, lost interest, because I want to put effort into other things, school and such things. It is dangerous future to be a rapper in Norway, it is not often very smart.

I: What did you think about school at that time, in 7th grade?

Mathias: In 8th grade it was worse, and in 10th grade I had to get good grades to get into where I am now, but while at upper secondary I think more about the future and that is why my interest in music has become less. **The sensible head has taken over. I was probably not the smartest at school, but what I did with music that was what I could do and there was no one that could do that better than me at that time. I felt like, this is my thing.** I feel like I manage school, and in addition I have trained a lot. Feel that I still am good in music, but I know many musicians that are very good , but it is not enough to be good. Everything has to connect.
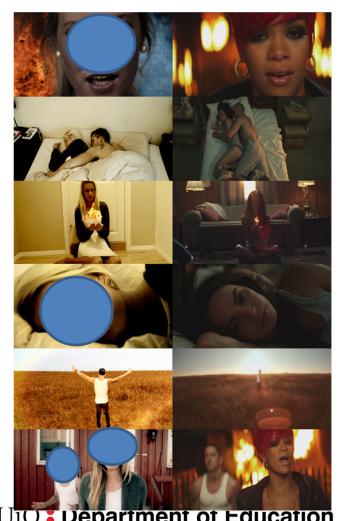
Representations in a school project

- Project in mother tongue on Ibsen.
  - Decided to make a video 'Love the way you lie, Hedda'.

- Students in Media and Communication studies and students in a social sciences program

- Mathias becomes a key person

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

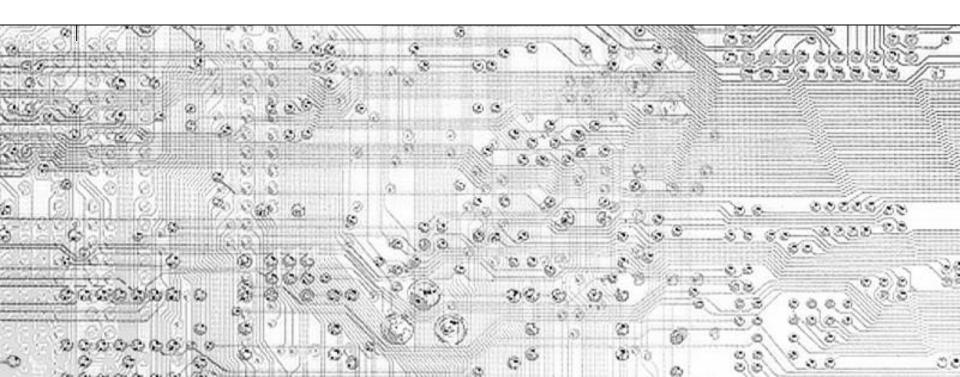uv.uio.no/iped/english

remixing Ibsen and Eminem

- 'Layerings' of texts

- An educational contexts, allowing students to bring in 'voices' from out-of-school interests and activities.

- Perform an identity as learner while working on a task in literature

4. New learning environments

'New mobilities' (Leander et al. 2010)

- By creating learning environments that enable students to "combine production, design, and communication in a variety of modes, through a range of media" it becomes possible to bring students closer to members of communities that have direct significance to them (Comber et al. 2001: 453).

- Teacher and student agency

Technology development (design intervention)

- Situated Simulations (SitSim): Explore knowledge building that is contextualized across physical locations and digital worlds by means of a digital learning ecology and mobile augmented reality.

- Climate change:
  https://www.youtube.com/watch?v=1paoiHS3N00
  - Smørdal, O., Liestøl, G. & Erstad, O. (2016) 'Exploring situated knowledge building using mobile augmented reality', in *QWERTY* 11, 1 2016, pp. 26-43.

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

uv.uio.no/iped/english

5. Ways of concluding

Typology of 'border crossers'

➢ *'Building bridges'* (connect strategically school and leisure)

➢ *'Making boundaries'* (define distance between school and leisure)

➢ *'Using resources across'* (more undefined use of cultural resources across school and leisure)

Findings – Learning lives project

- **Transitions**
  - Many change their learning identities in moments of transitions.
  - Many are insecure, educational choice. Decide last minute.
  - Often out-of-school experiences that are important.
- **Transfer**
  - Positionings in being a learner. Structure and strategies as learners.
  - Content from out-of-school in different subject domains. Teachers struggle.
- **Trajectories**
  - Ways of engagement and participation in different contexts and activities
  - Understanding knowledge building along trajectories of participation
  - Complex and integrated use of digital tools in diverse practices.

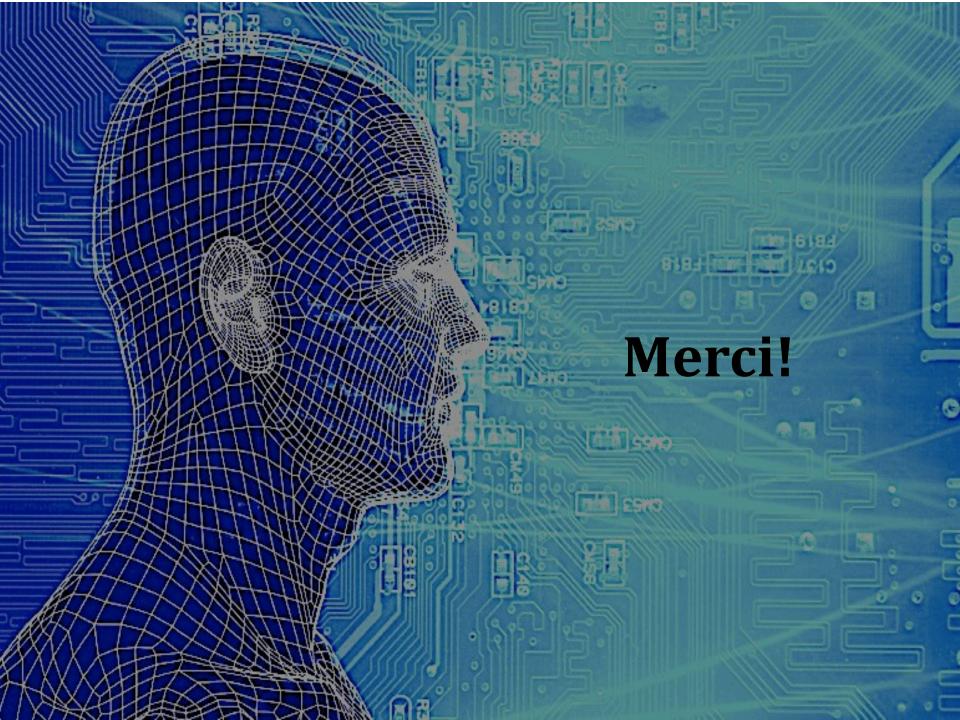UiO **: Department of Education**
University of Oslo

uv.uio.no/iped/english

- 'In defense of the school. A public issue.' (Masschelein & Simons, 2013)

- Pedagogization of everyday life (Bernstein, Sefton-Green)

- School reforms for the 21st century
  - Finland: "The new core curriculum recommends learning environments and pedagogies that are based on experiential, integrated and student-centered learning, modeling real-life inquiry and problem-solving with relevant social and material resources." (Rajala, & Kumpulainen, 2017)

Merci!

Typology of 'border crossers'

➢ *'Building bridges'* (connect strategically school and leisure)

➢ *'Making boundaries'* (define distance between school and leisure)

➢ *'Using resources across'* (more undefined use of cultural resources across school and leisure)