

Learning, interactive technologies and the development of narrative knowing and remembering (LINT)

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Project summary

The main ambition of the project is to study how practices of learning and remembering are transformed through the use of technologies. In a historical perspective, the uses of text and textually mediated information (such as graphs, images etc.) implied that information could be stored outside the human body. In text cultures, learning and remembering are divided between people and texts (and other external tools). People who can read have capabilities for accessing and retrieving past experiences of their society. Digital technologies allow for the building up of a huge collective memory. The challenge for society is to make people competent in using such resources and in expressing themselves and exerting agency in a world of digitized information.

The generative theoretical interest behind our application is to study the relationship between human meaning-making, remembering and the use of external, digital tools. To learn and remember in a socio-cultural perspective is to be able to understand and reason by means of technological tools and various communicative genres. Learning and remembering in the context of digital resources go beyond the abilities of memorizing and reproducing what is already given.

These general issues will be studied in five co-ordinated projects:

Developing inquiry based learning (IBL) in science. This project is focussed on studying how IBL approaches to understanding and doing science are implemented in Swedish classrooms, and how young people learn not only about science but also about the nature of scientific inquiry.

Research as a metaphor for learning: Organizing new learning practices and developing new literacies. This project focuses on how children learn to learn and learn to organise information (i.e. remember) in project based work. The core issue is how young people become competent knowers in digital culture.

Games and gaming as contexts for learning. The interests here centre on two issues: I) how digital games serve as contexts for learning literacy skills and for learning about technology, and II) an attempt to build up communities that are inclusive with respect to groups that risk being marginalized. Digital games are 'disembodied' and this feature has obvious inclusive potentials in relation to people with handicaps.

Language learning in classroom interaction: Role play, project work and digital media. The core issue here is how digital technologies can be used to facilitate the development

of advanced language skills (English) through providing new and more varied and challenging communicative contexts for learning.

Interactive technologies, learning and remembering in early childhood. New technologies (digital video etc.) provide new resources for documenting and sharing experiences. This makes it possible to objectify processes of learning and remembering so that they can be accessible for reflection and discussion. This project will study how such resources can be used to support children during the first year of schooling.

The project is organized as a multidisciplinary, national activity with partners from Göteborg University, Linköping University, Stockholm Institute of Education and Uppsala University. It will be carried out in close connection with basic and advanced teacher training and in the context of in-service training in the education sector.