Blending the Boundaries –
trajectories of students across educational boundaries

## Ola Erstad

Department of Education, UiO

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Key issues

- Unpacking conceptual understandings of learning, education and literacy.

- 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
LIFE-LONG, LIFE-WIDE, LIFE-DEEP
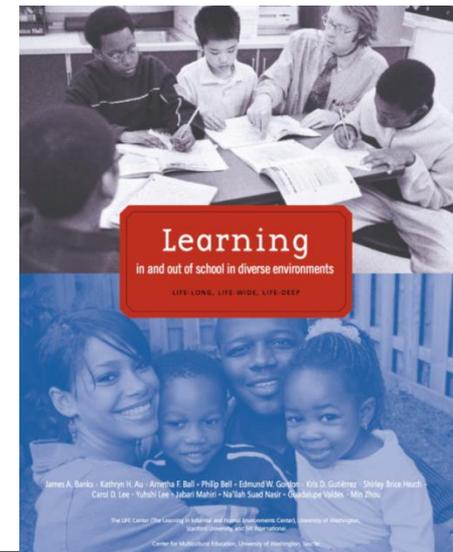
Why relevant now?

- 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
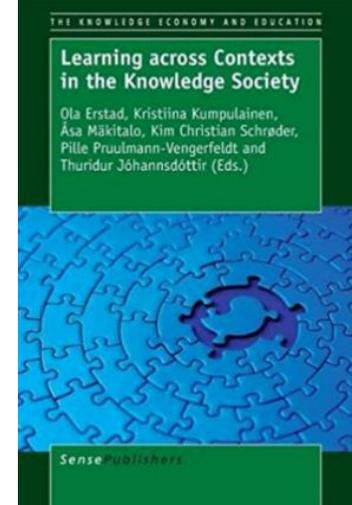
Mother tongue

- Focus on texts and language (utvidet tekstbegrep).
  - Ecology of written language (D. Barton, 1994/2007). New literacy studies (multiliteracies)

- 'Norsk som identitetsfag' (Sylvi Penne, 2001).
  - From 'Bildung' to 'identity' issues in Norwegian

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

Structure of presentation

1. Which boundaries?

2. Theoretical explorations

3. Studying Learning Lives

   a) (Dis-)continuities - snapshots

   b) One narrative

4. What about teachers?

5. Ways of concluding
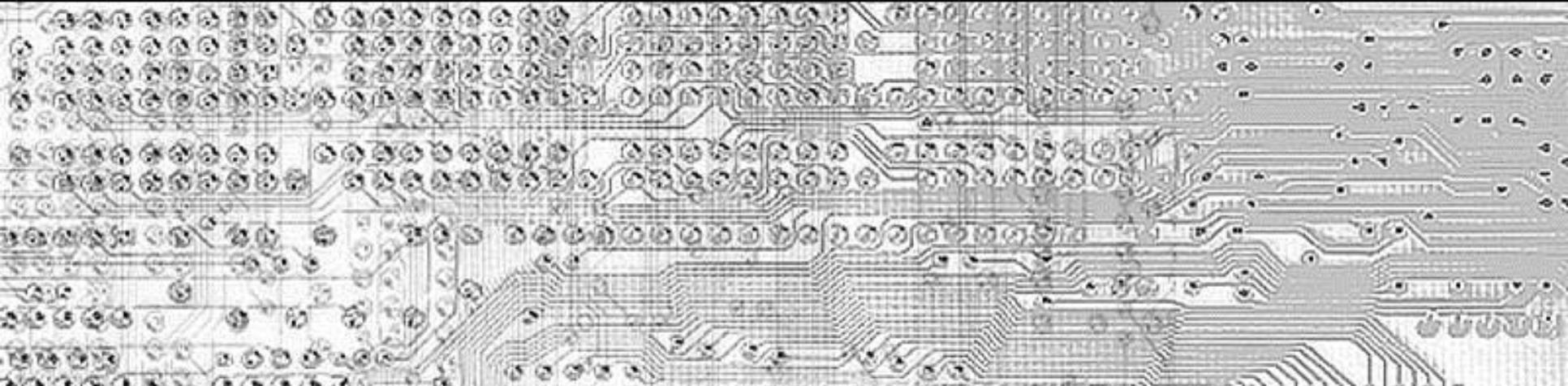
1. Which boundaries?
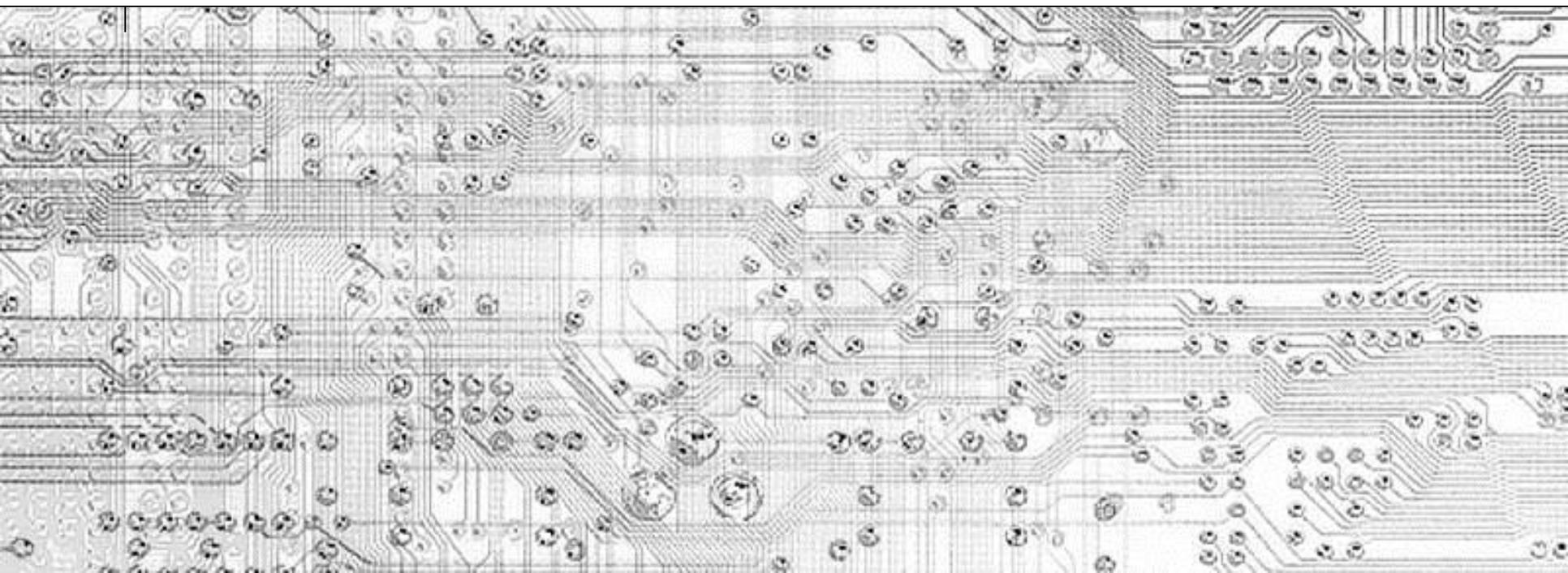
Questioning the concepts of formal and informal

- **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.
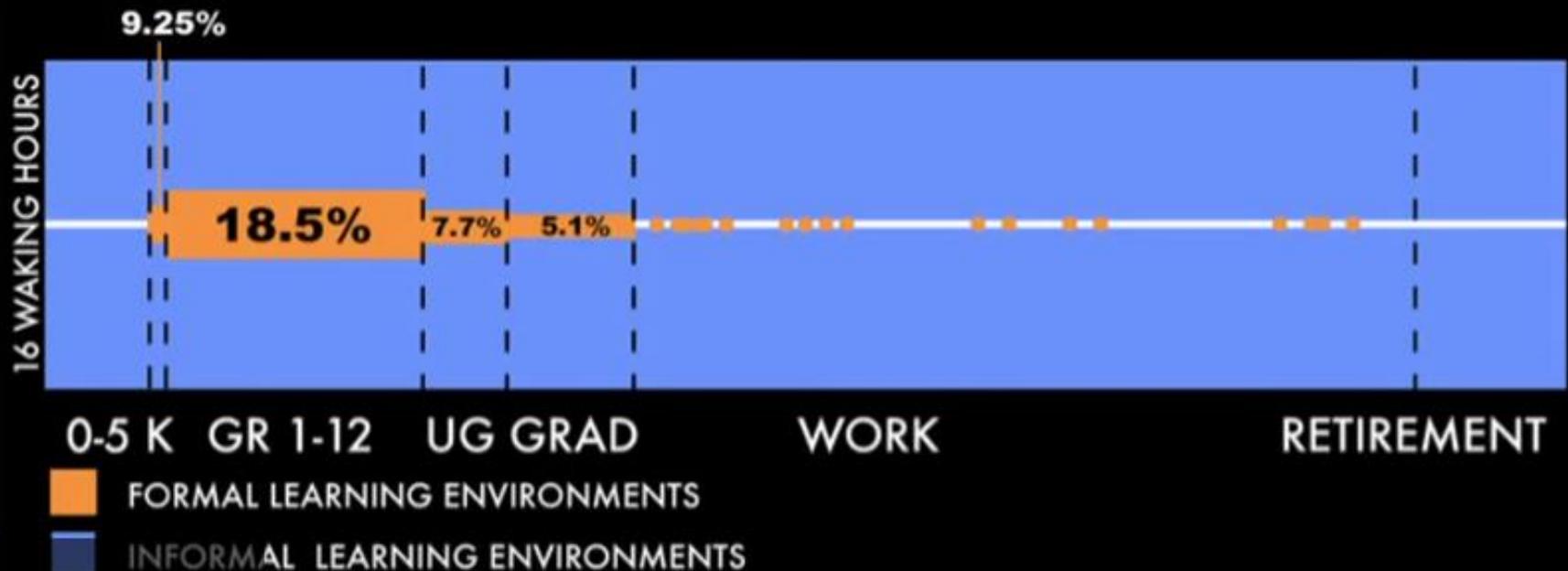
(Reed Stevens, LIFE center)

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

- Defined by whom and for what purpose?

- «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)

Sports - computer games and school grades

(Sletten, Strandbu & Gilje, 2015)
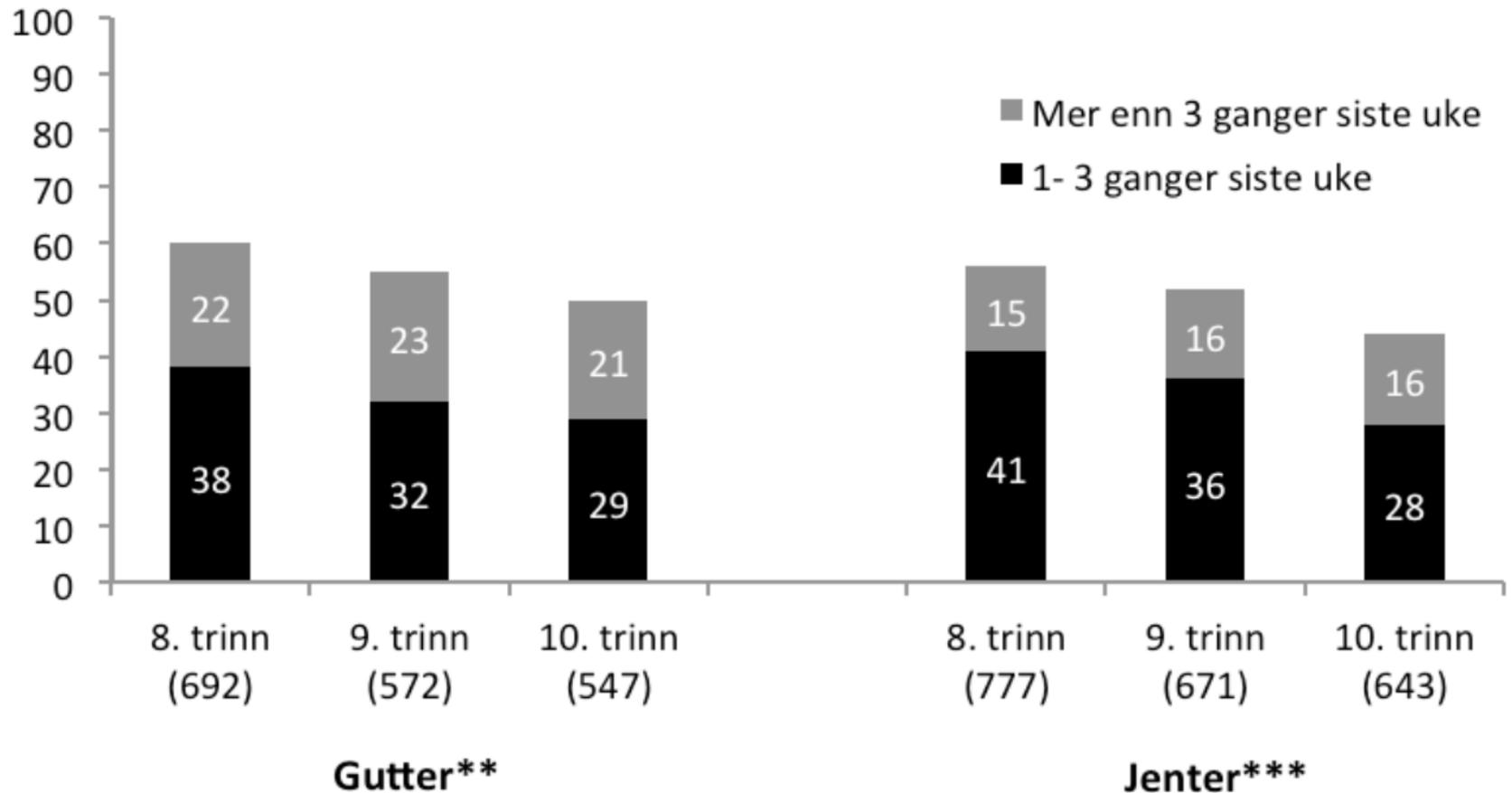
Figur 1. Trening i idrettslag sist uke etter kjønn og klassetrinn. Prosent.
(*p < 0,05, **p < 0,01, ***p < 0,001)
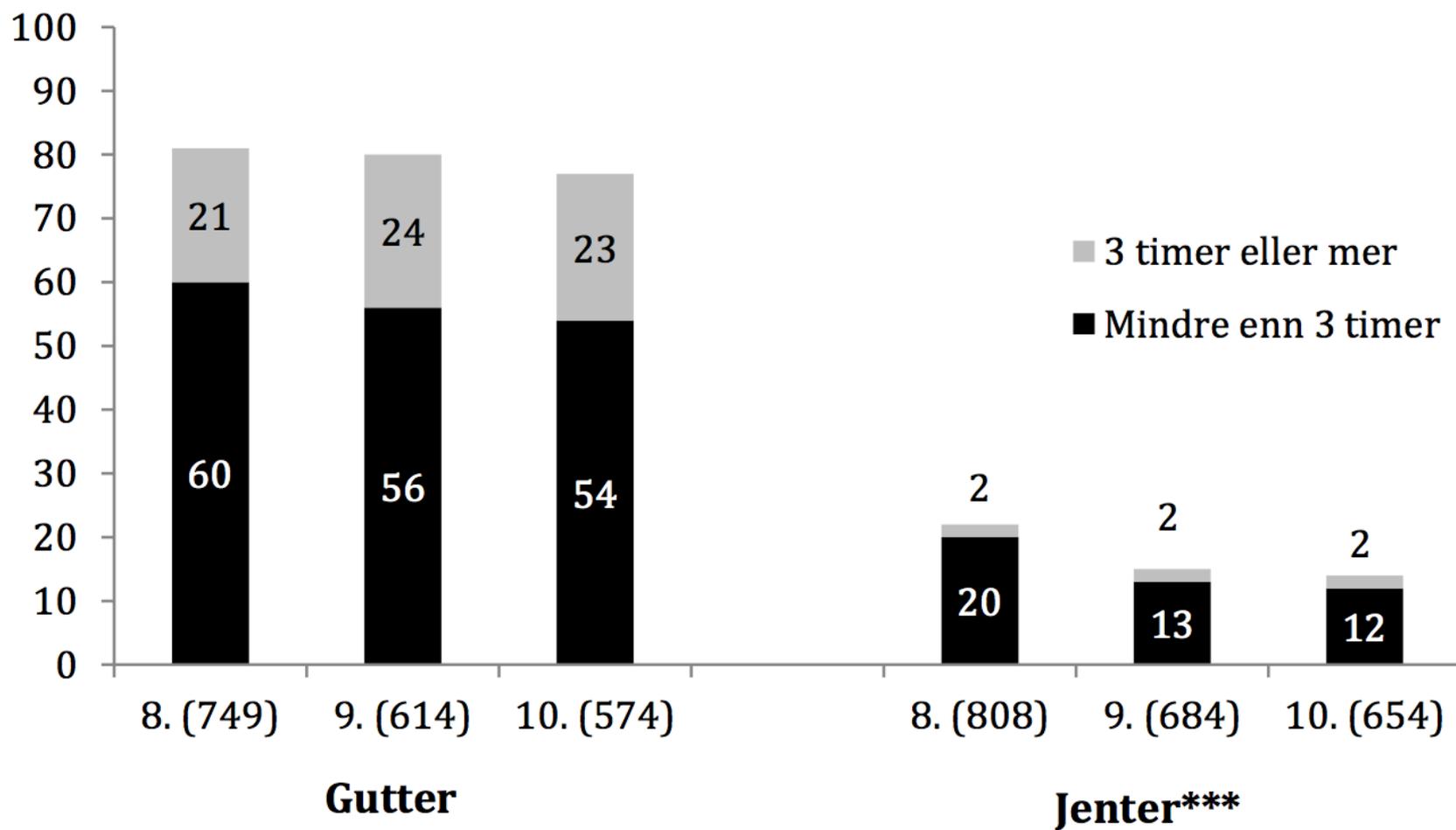
Figur 2. Andelen som spiller dataspill flere ganger i uken etter kjønn og klassetrinn. Prosent. (*p < 0,05, **p < 0,01, ***p < 0,001)
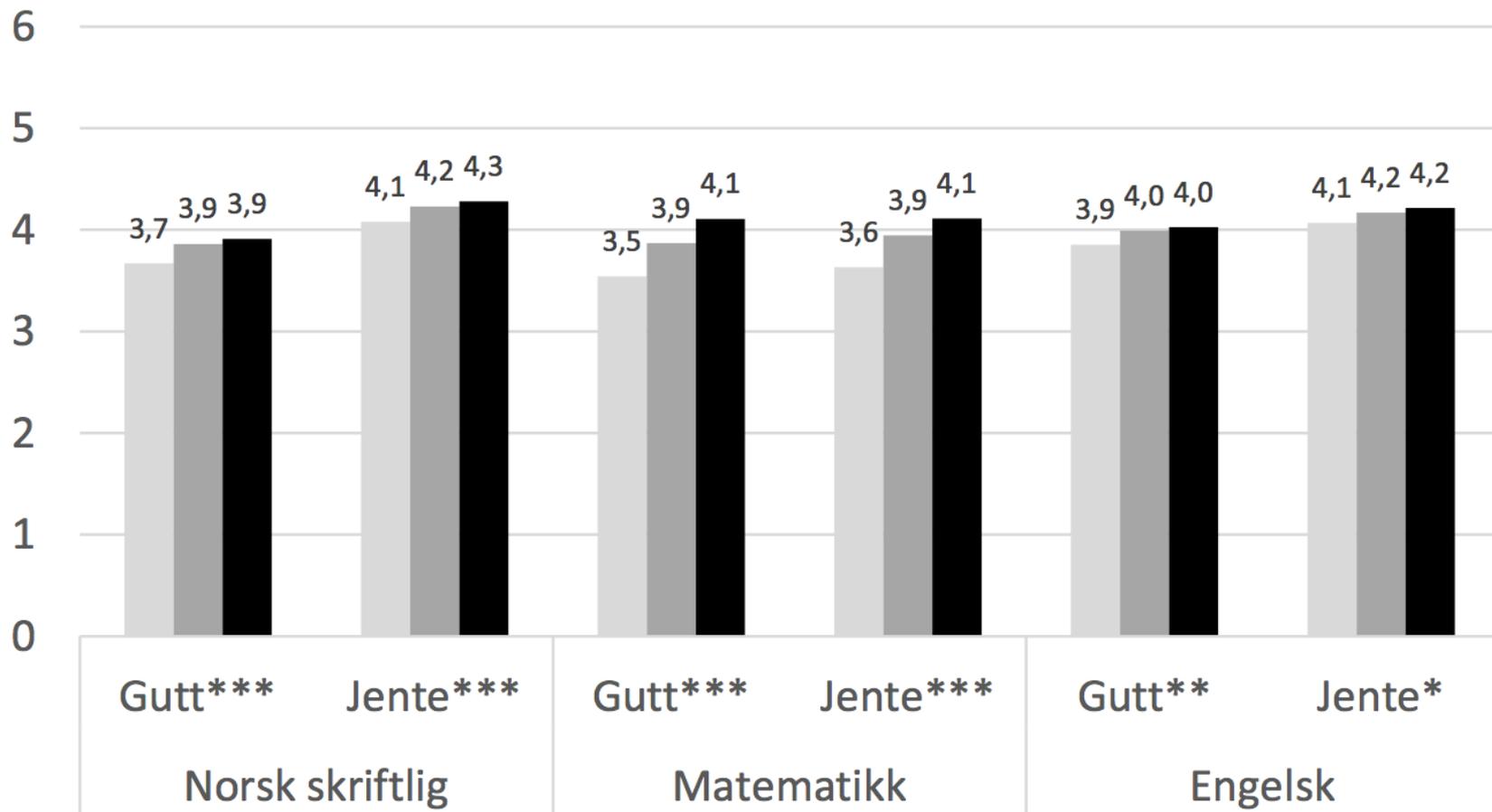
Figur 3. Karaktersnitt i norsk skriftlig, matematikk og engelsk etter kjønn og trening i idrettslag. (*p < 0,05, **p < 0,01, ***p < 0,001)
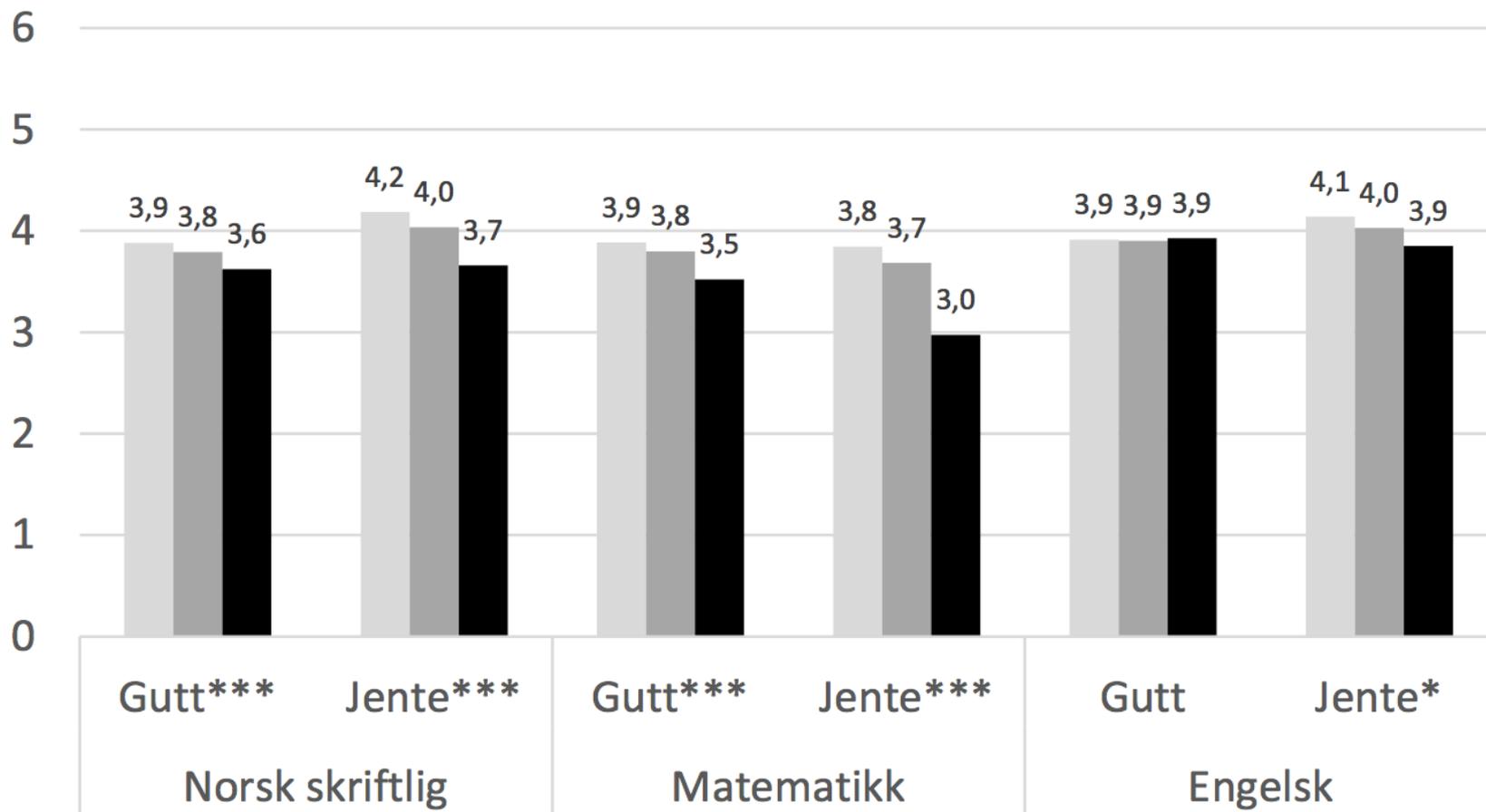
Figur 4 – Karaktersnitt i norsk skriftlig, matematikk og engelsk etter kjønn og data-spilling. (*p < 0,05, **p < 0,01, ***p < 0,001)

On boundaries: A growing field

- Connected Learning (MacArthur Foundation – Mimi Ito).

- 'The Class'; LSE, S. Livingstone & J. Sefton-Green

- Informal science learning (LIFE, Reed Stevens)

- 'Learning ecologies' (B. Barron)

- NordLAC (Nordic network on Learning Across Contexts)
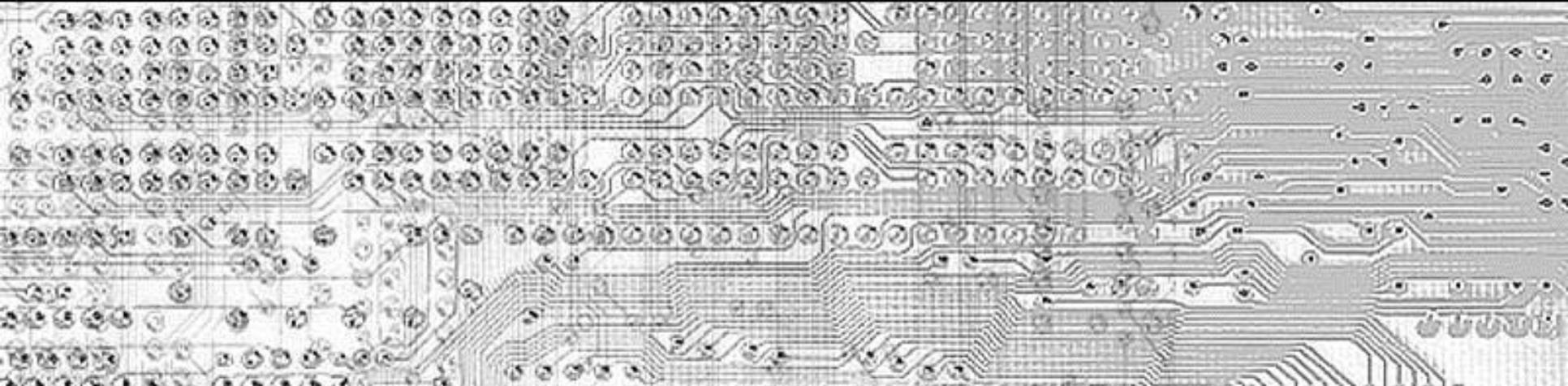
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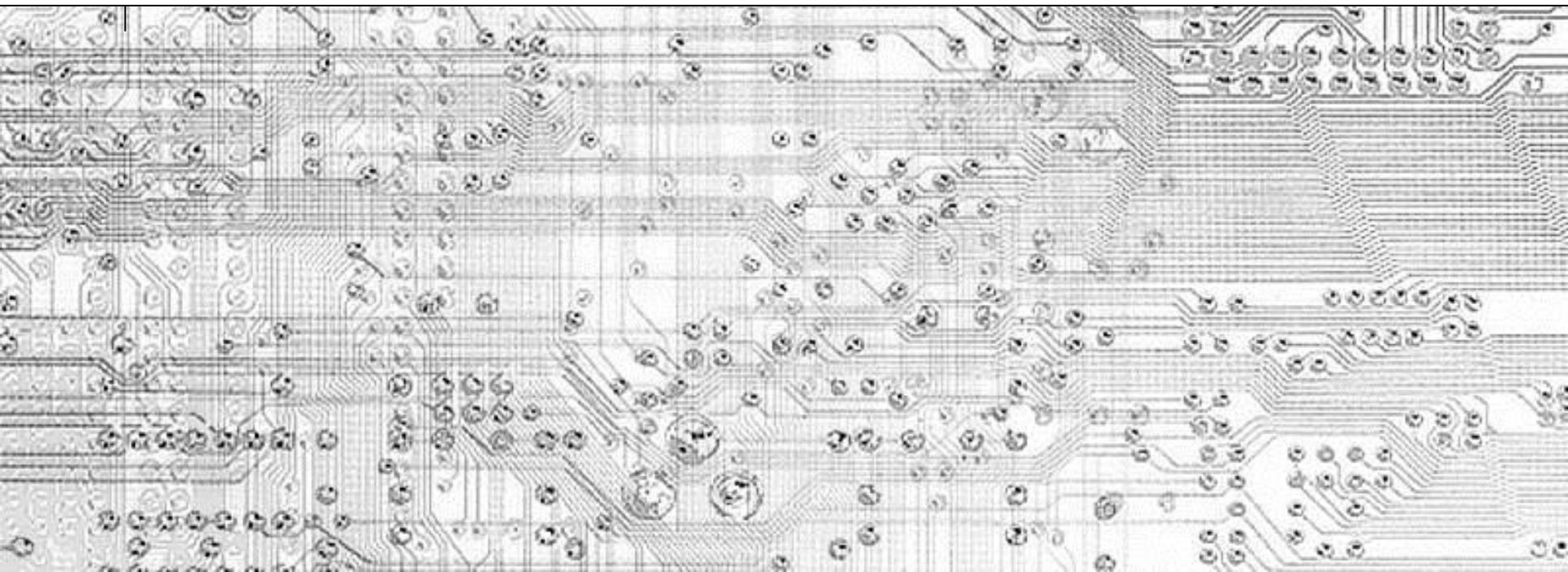
Perspectives

- From New Literacy Studies and Socio-cultural learning theory
    - Local literacy (Barton & Hamiltion, 1998).
    - Spatial literacies (Leander & Sheehy, 2004). 'Third space'
    - 'Funds of knowledge. Theorizing practices in households, communities and classrooms' (Gonzalez, Loll & Amanti, 2005)
    - 'Trajectories of participation' (O. Dreier, 2003; Ludvigsen et al., 2011)

- Three main themes ->

A) Space and time configurations

- On context (Cole 1996). Contextualization (van Oers, 1998). (Inter-contextuality. Poly-contextuality)

- 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' and 'figured worlds'.

- Relational agency (Edwards & Mackenzie, 2008)

C) Everyday and academic practices

- 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 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." [Hull & Schultz, 2001].
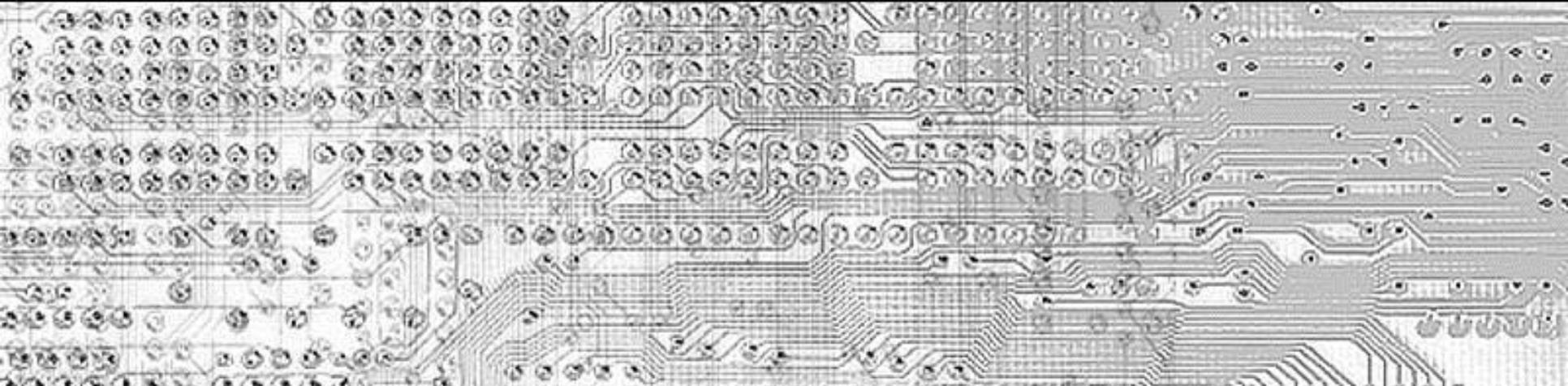
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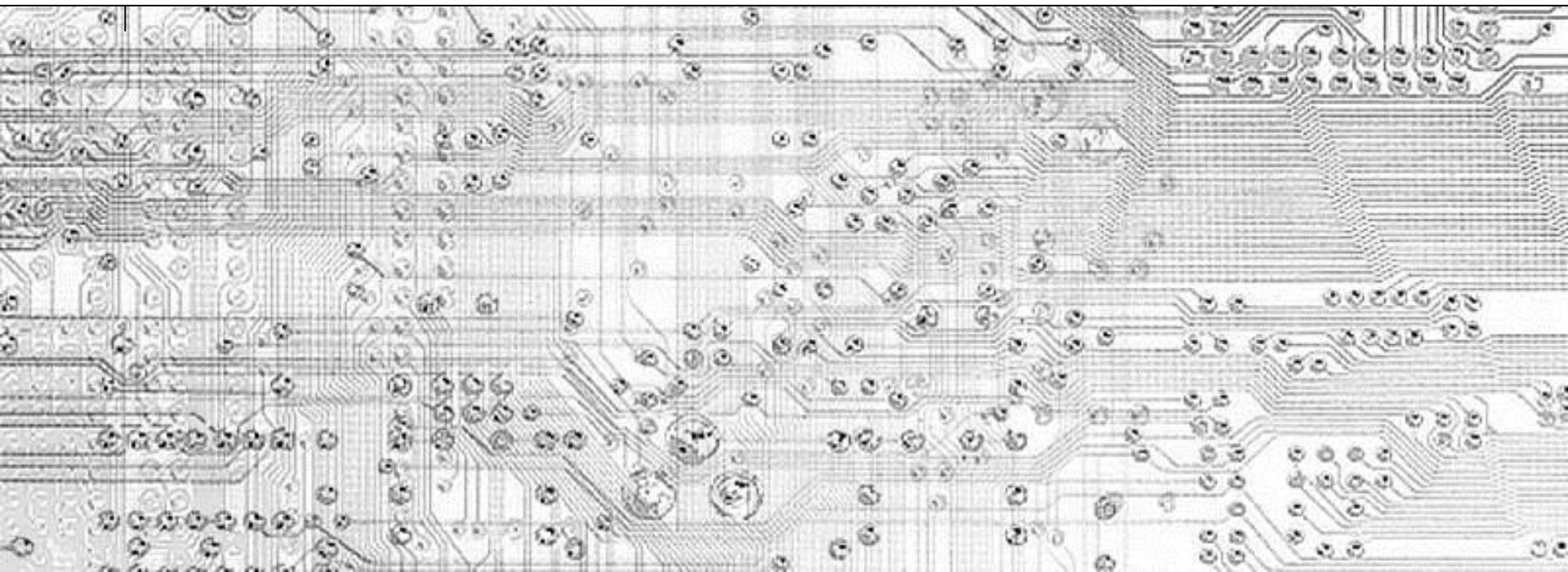
Two relevant projects
(funded by the Norwegian Research Council)
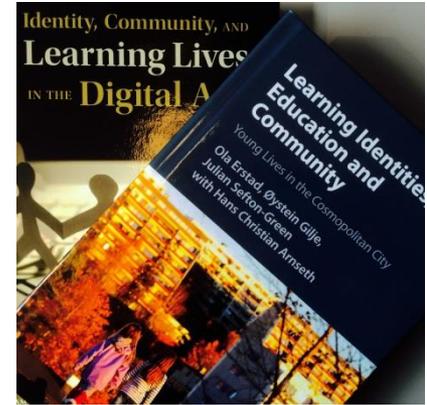
- Local Literacies and community spaces – Investigating transitions and transfers in the 'learning lives' of Groruddalen. (2009-2013)

- Knowledge in Motion across Contexts of Learning. Investigating Knowledge Practices In and Out of School (2012-2016)
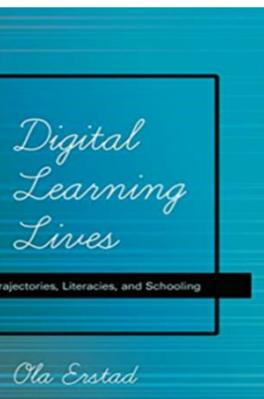
Methodological challenges

- 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

- We start by coding interviews, fieldnotes and diaries. Then add coding to other types of data to elaborate analysis of the written data types.

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

Levekår Groruddalen

Velferdsstatsavhengige

Mål på andel av befolkningen som ikke klarer seg uten trygd eller andre offentlige ytelser. Dette er en av flere levekårsindikatorer hvor noen av områdene i Groruddalen kommer like godt ut som Oslo ytre vest.

Bydelsgrenser

- 15-20 % velferdsavhengige
- 20-25 % – «–
- 25-30 % – «–
- 30-40 % – «–

Haugerudtoppen	16,9
Årvoll	18,0
Høybråten	18,1
Økern	20,0
Stovner	20,5
Ellingsrud	21,1
Teisen	21,3
Rødtvet	21,4
Nordtvet	22,7
Linderud	24,4
Veitvet	25,3
Ammerud	25,5
Tveita	26,0
Lindeberg	27,1
Trosterud	27,5
Grorud	27,8
Vestli	28,0
Furuset	28,5
Rommen	31,2
Romsås	31,3
Haugenstua	32,2
Fossum	38,3
Øvrige Oslo	17,9
Oslo totalt	19,9

Aftenposten grafikk

FRAFLYTTINGEN I DELER AV OSLO SKYTER FART

Nordmenn ut - innvandrerne inn

Ola og Kari flytter fra innvandrerne. I flere bydeler er innvandrerandelen over 40 prosent.

Lokalavisen Akers Avis
GRORUDDALEN
Bydelene Grorud • Bjerke • Alna • Stovner

FLERKULTUR. Hva var galt med norsk kultur, siden Arbeiderpartiet vil erstatte den med flerkultur? Som er rotløshet satt i system og vil rive landet vårt i filler.

Drøm fra Disneyland

Kronikk

KENT ANDERSEN   CHRISTIAN TYBRING GJEDDE

«Vi tror ikke noe på flerkultur.
Vi tror det er en drøm fra Disneyland.»

Groruddalssatsingen

a) (Dis-)continuities - snapshots

Continuities

- Diaries during a week.
  - What can such diaries tell us about learning activities across contexts?

- 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☺

Picture 3 & 4; Tharakesh's mother made books for him to practice Norwegian letters, Tamil letters and latin numbers.

Khalida: Oral presentation 'generation and values'

- I haven't forgotten my culture and my identity. Still, that does not mean that I don't have the opportunity to choose where I will live, where I will study, and if and when I will move out. But if I choose another way than the way my parents have thought of for me, that does not mean that I will reject their culture, which is also a part of my culture, but a mixed one.

- Four weeks each year, every summer break, that is the time I spend in Morocco. Is that enough time to really get to know a culture and its values? Unfortunately, no. I don't think so. Still, it is enough time to find a way, find what I don't like in that culture, and change it and Norwegianize it, with Norwegian values, so that you can call it a mix of cultures, of both Norwegian and Moroccan.

- So, sorry mum, sorry dad, sorry aunt, uncle, granny and relatives and all, you don't really understand me, and I don't really understand you. My opinion is a bit different from yours, and your opinion about what your children can be. Yes, this is how it is, and how you probably will stay for years to come.
  - (Videodata, Barnsley, Year 1)

Dis-continuities

First time i checked my mobile today was right after the the clock rang. **As usual I checked facebook, instagram, snapchat and yr.** I usually check yr every morning and evening to check what kind of weather will be next day. **I checked the same social media several times before school starts.** I use to send snapchats with my friends. If there is something I have to ask my friends about I use snapchat, facebook messenger, kik or just send an sms.

When I went to school I put the mobile away.

After school today I checked the usual social media. I used my PC to look at some series before a friend sent me a message and wondered if I wanted to join her in town. In town we enjoyed the good weather while eating an icecream. I took photos of my friend and shared it on instagram. Several people liked the photos. Last time I used my mobile today was just before going to bed.

(Girl, 14, media diary, april, 2014)

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, men når du spiller spill så kommenterer du mens du spiller og så legger du det på youtube? eller hva er det du legger på youtube?

Petter: jeg snakker mens jeg spiller ja, jeg legger ikke bare ut video som er tomme liksom

I: men husker du når du la ut din første video da? for du sa at du registrerte deg for tre år siden men da la du ikke ut noe? når begynte du å legge ut videoer?

Petter : hm, kanskje i niende eller noe sånt noe, eller veldig sent i åttende kanskje, eller nei, det blir litt tidlig... I niende. tror det var niende. Men da la jeg ikke ut videoer hele tiden, men da var det sånn for å prøve liksom. Men da brukte jeg Eswid

I: Eswid?

Petter : ja, Eswid, da snakker du ikke eller noen ting, da er det bare musikk og sånn

I: mm, hvordan er det faktisk nå? når du skal legge ut en video, hva bruker du for å ta opp ting og snakking og skjermen?

Petter : eh, jeg bruker Windows moviemaker for å ta opp og recorde mens du spiller... du ser jo ikke fjeset ditt mens du spiller, det legger du ut etterpå på redigeringsprogram... og når jeg spiller så bruker jeg bandicam, det tar opp ingame-sounds og selve spillet, så bruker jeg Sonyvegas til å redigere, eller jeg har begynt å bruke Sonyvegas, før så brukte jeg bare Windows moviemaker.

Developing expertise

- I: ja, har du tenkt noe om neste år da? hva du skal gå på videregående?
- Petter: Spilldesign
- I: på spilldesign
- Petter: mm, eller programmering først da for det er ikke noe fag som heter spilldesign på videregående, så da må jeg flytte til Telemark. Så da skal jeg gå nedi her
- I: på xxxx?
- Petter: ja, studiespess og velge programfag, programmering, og så tenker jeg videreutdanne meg deretter
- I: synes du at det har gjort noe med engelsken din?
- Petter: tja, eller...
- I: : merker du det på skolen når du har engelsk?
- Petter: mener du sånn karaktermessig?
- I: ikke nødvendigvis bare på karakter, men det er å snakke høyt fordi at da er det jo blitt vandt med å snakke høyt selv om det er med noen du ikke ser da...
- Petter: jeg snakker ikke så mye her sånn høyt i klassen, men, tja.. Jeg synes jo jeg har forbedret meg litt da. Jeg ser på engelsk, sånne folk som lager videoer med engelsk uttale og snakker mye engelsk på spill, så da blir det jo selvfølgelig forbedring

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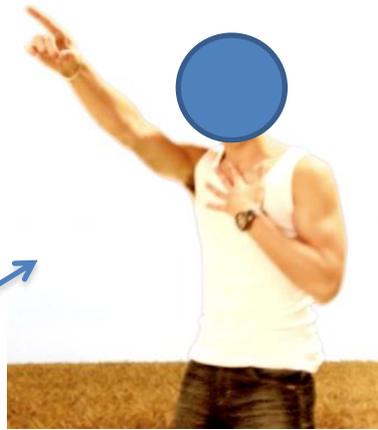
I: It seems demanding this Thai-boxing, kind of rough.
M: Yes, I have injuries all the time, my nose is hurting and in the legs. However, if I am planning military service after school then it is incredibly good, and you get very good physically. Not only physically really, but also mentally. To be able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

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

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
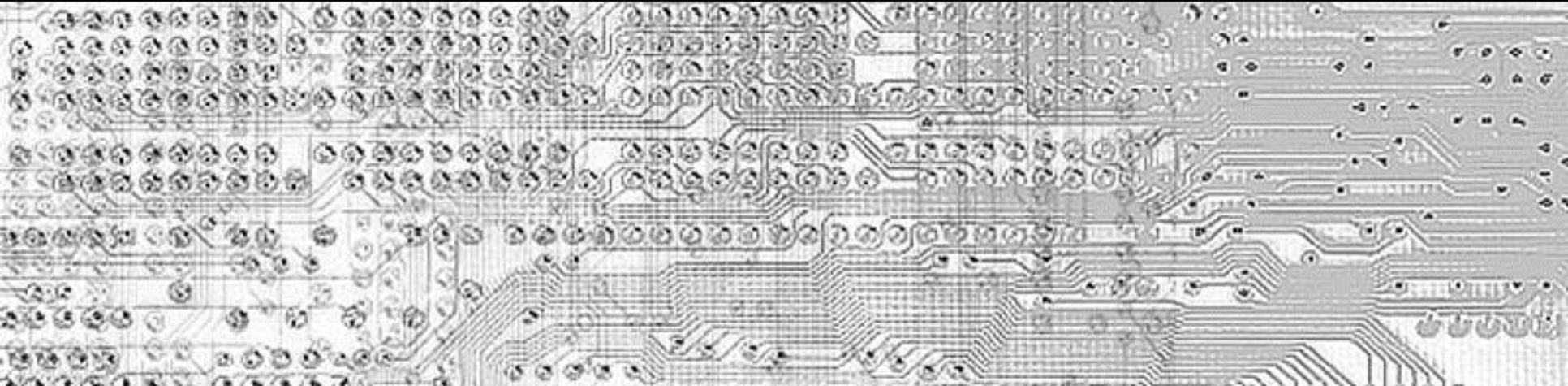
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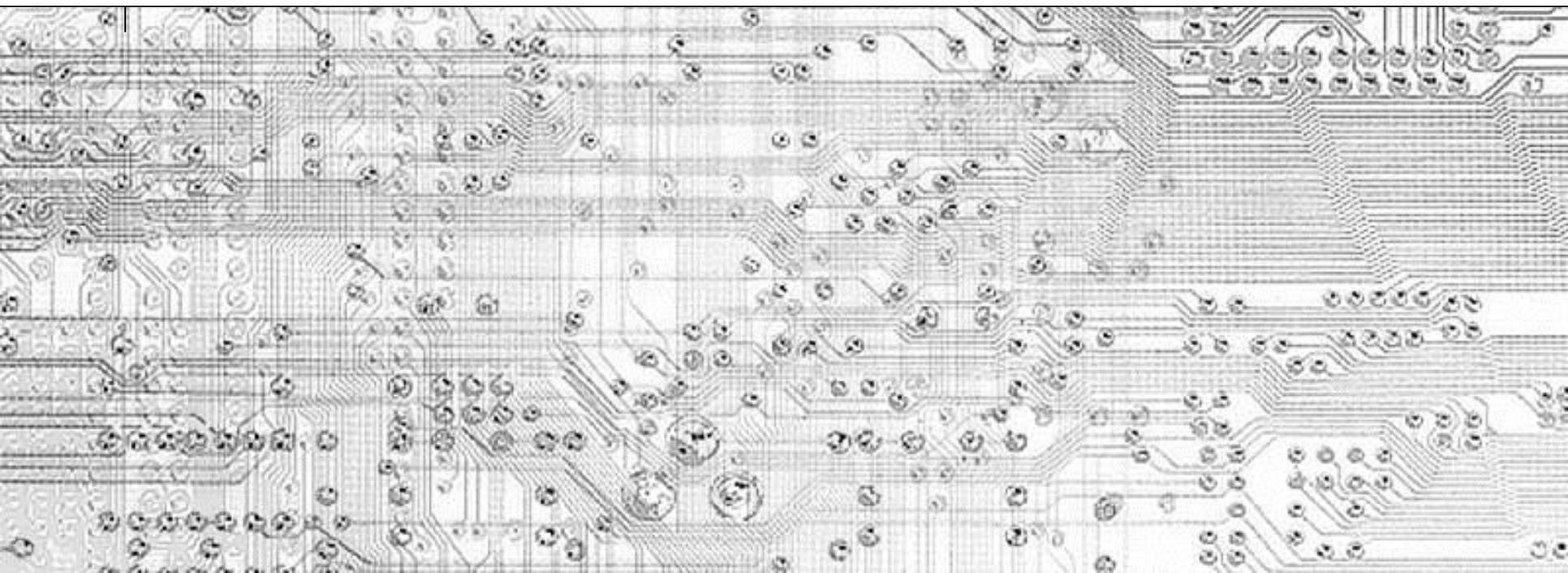
Project title: Knowledge in Motion Across Contexts of Learning

- Focus on teachers and students.

- Followed 100 students and 9 teachers at 2 lower secondary schools through 8th, 9th and 10th grades. Small town

- In different subject domains and three domains of everyday life (sport, home, media use)

Teachers blending boundaries in classroom interaction

Table 1. Video recorded lessons during one school year.

Subjects	Video-recorded lessons
Science	30
Mathematics	10
Norwegian Language and Literacy (LI)	10
Religion and ethics	10
In total	60 hours

- Focusing on:

- (1) episodes where teachers initiated a connection between everyday and scientific knowledge and

- (2) episodes where the teacher–student interactions generated classroom dialogues.

  - (Wiig, Silseth & Erstad, 2017)

1	Teacher:	What is it that fascinates you with Dan Brown?
2	Peter:	Well he writes very good books. He writes in a very good way.
3	Teacher:	Yes, can you explain that?
4	Peter:	Uhm, he describes what the main character does.
5	Teacher:	Yes.
6	Peter:	And then, at the end of each chapter he concludes with something exciting that makes you read further on.
7	Teacher:	Yes, and it is called in technical terms, a cliffhanger. You have to continue to read the chapter. In addition, [TV] series and stuff [are] connected in that way. You have to watch the next episode because the end is so exciting. It can be compared with a writing technique. Precisely that was what got me to read Dan Brown even though I should have gone to sleep a long time ago. Right?
8	Students:	Silence.

Categories of inter-contextuality

(Silseth & Erstad, in press)

- Characteristics of the local community

- Examples from everyday practices

- Connecting to personal level

- References to concrete objects

- Experiences from traveling abroad

Connecting to personal level

```
1   Teacher:   Eh (0.1) now this is (0.1) this has a lot to do about
2              concepts and to understand concepts but
3   Student:   M:m
4   Teacher:   So (1.5) if we now (0.4) here it says the Norwegian national
5              feeling
6   Student:   M:m
7   Teacher:   Yes. (0.2) what what does it mean to be Norwegian.
8   Student:   M:m
9   Teacher:   In the nineteenth century (0.1) we are done with (0.1) the
10             constitutional law in 1814 and (0.3) we wanted an independent
11             nation
12  Student:   Mm (1.9) so i::s it actually:: that we are going to write
13             about all [these concepts:: what was it like to
14  Teacher:   [Yes (0.2) and (0.2) how Norwegians yes (0.4) and yes how
15             (0.3) and (0.3) I think it is (0.2) good to write down cues.
16  Student:   M:m
17  Teacher:   Do you understand the word national feeling (1.0) no (0.9)
18             you are from Poland (0.7) I'm from Norway (1.5) I love my
19             country (0.4) you love your country (1.0) the feelings for
20             the nation Norway (0.3) the feelings for the nation Poland
21             (0.7) right
22  Student:   °Yes°
23  Teacher:   Yes (0.5) and in the nineteenth century (0.2) then Norway got
24             (2.2) they started to reflect upon what is the (0.4) very
25             Norwegian? (0.6) and in the book this is to some extent
26             described (0.6) perhaps you can (0.2) read a little bit and
27             (0.2) find it out
28  Student:   Mm
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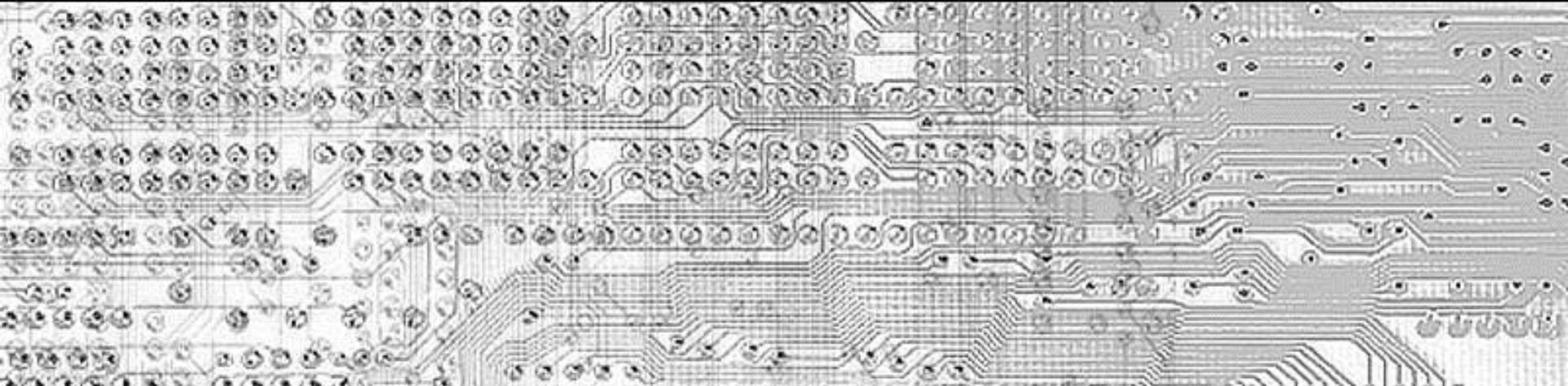
5. Ways of concluding
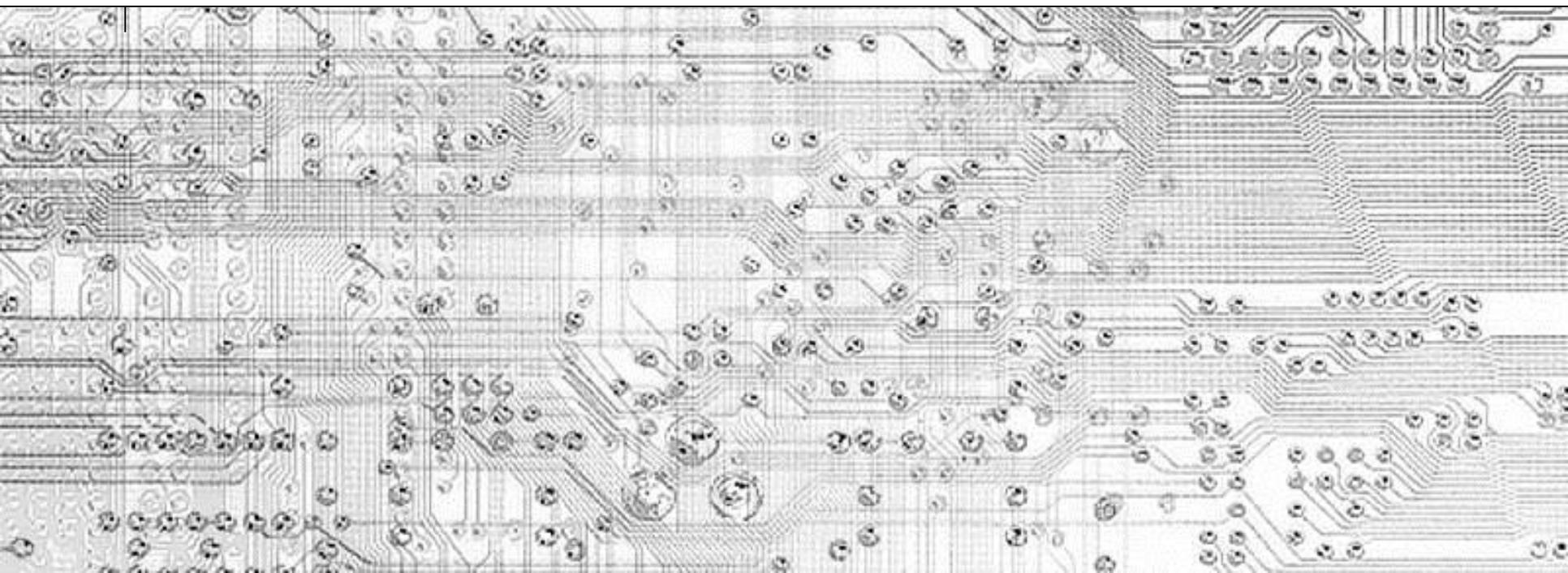
Typology of 'grænsegængere'

- *'Brobyggere'* (kobler skole og fritid strategisk)

- *'Grensesettere'* (definerer avstand mellom skoletilværelse og fritid)

- *'Nytteorienterte'* (mer udefinert bruk av kulturelle ressurser på tvers av skole og fritid)
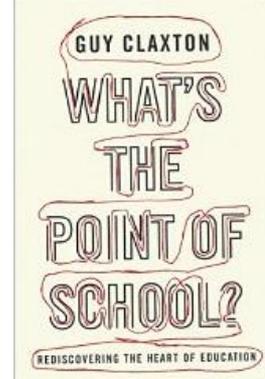
- 'In defense of the school. A public issue.' (Masschelein & Simons, 2013)

- 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)

Learning across school, home and leisure

- 'The expanded classroom' (Erstad, 2014)
  - Collaboration between schools, museums, libraries, online environments.

- Not only use the school as measure of learning!
  - How students experience continuities and dis-continuities.

- Epistemological and ontological aspects.
  - Learner identities, positionings among diverse student groups

- Teachers define 'bridging' activites as important, but unsure about didactic approach.

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Thank you for your attention!
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