



**Digital kompetence i brydningen mellom formel og uformel læring**

Ola Erstad  
Universitetet i Oslo

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- The battle for the survival of man as a responsible being in the Communications Era is not to be won where the communication originates, but where it arrives. ... The universe of Technological Communication would then be patrolled by groups of communications guerillas, who would restore a critical dimension to passive reception. The threat that “the medium is the message” could then become, for both medium and message, the return to individual responsibility. (Eco, 1987, p. 142, 144)

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**Nye teknologier – nye muligheter**

- “My girls are academically weak because they both have dyslexia and during the years in primary school they have struggled all the time with not being able to prove themselves in any subject oriented way. I think it was incredibly positive for them to come here . . . to be able to work on computers and film and edit and such things. They have done a bit of that at home before, so they had knowledge that the other students could get from them, and through that they got a higher status in the group. So for them it has been like . . . I don’ t know . . . almost like a new life. It is very important that they gain ownership of their work. I think that is one of the keys to create engagement. For adults it is like this, and I do not think this is different for children.” (Mother of 13 year old girls)

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## Disposisjon

1. Ungdom, medier og skole
2. Digital kompetence
  - hva er det?
  - hva har det i skolen å gjøre?
3. To sentrale områder for digital kompetence
  - Brukerstyrt innholdsproduksjon
  - Det formelle og det uformelle ved læring
4. Connected Learning

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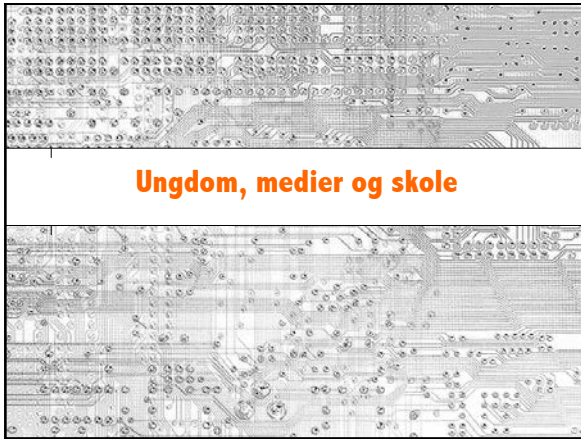
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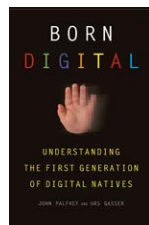
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Palfrey & Gasser, 2008



Buckingham & Willett, 2006

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## Digital Ungdom: kulturelle forskjeller

- US
  - PEW Internet and American Life Project
  - Mimi Ito, et al. (2010) Friendship driven vs. interest driven
- EU Kids Online
  - 60 % goes online every day (age 9-16)
  - 76 % are watching video clips
  - 62 % engage in instant messaging
  - 83 % are playing games
  - 59 % have a social networking profile
- Norge: Mange online, men færre aktive innholdsprodusenter
  - Betydningen av den offentlige skolen

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## Participatory and Expressive Culture

- Defining participatory culture as (H. Jenkins):
  1. Relatively low barriers to artistic expression and civic engagement
  2. Strong support for creating and sharing one's creations with others
  3. Some type of informal mentorship whereby what is known by the most experienced is passed along to novices
  4. Where members believe that their contributions matter
  5. Where members feel some degree of social connection with one another (at the least they care what other people think about what they have created).
- An expressive creative culture (Sefton-Green)
  - Offentlig opptatthet av - 'So you think you can dance', 'Idol', ....
  - Digitale rom som gjør kreative elementer mer tilgjengelige (YouTube)
  - 'The growth of creative industries'. Nye kompetanser

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## Tre bekymringer(H. Jenkins, 2010)

- **The Participation Gap** — the unequal access to the opportunities, experiences, skills, and knowledge that will prepare youth for full participation in the world of tomorrow.
- **The Transparency Problem** — The challenges young people face in learning to see clearly the ways that media shape perceptions of the world.
- **The Ethics Challenge** — The breakdown of traditional forms of professional training and socialization that might prepare young people for their increasingly public roles as media makers and community participants.
- Skole som sosial arena blir viktig for dannelse, kvalifikasjoner og kompetanser!

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## Medieutvikling og skole

- Tilgang til computere og Internet
- Implementering
- Pedagogisk bruk av IKT
- Fokus på 'Media literacies/competencies'
- Hva nu?

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### ICT use at home

- A majority of the students have better access to computers at home than at school.
- Students use computers on more advanced tasks at home than at school.
- Students use more time with the computer at home than at school.
- Boys spend more time with the computer at home than girls.
- The teachers use the computer for the same purposes at home as at school.
- Male teachers spend more time using the computer at home than female teachers.
- Male and female teachers spend as much time with the computer at home for preparing school work.
- Many students get parents, siblings and friends to help doing home work with the computer at home.

### ICT use at school

- Computers are mostly used at school to search the Internet and text-based services by both students and teachers.
- There are small differences between gender in how computers are used, both among students and teachers.
- The students use computers at school mostly in connection with project work.
- Teachers mostly use computers at school to prepare their teaching.
- Computers are not much integrated in subject domains, all levels.
- More than 50% of the students report that they use computers at school less than one hour per week integrated in subject activities.
- The teachers spend more time with computers at school than students.

From one survey (Erstad et al., 2005), with students age 14 and 17 (n=2330) and teachers (n=762).

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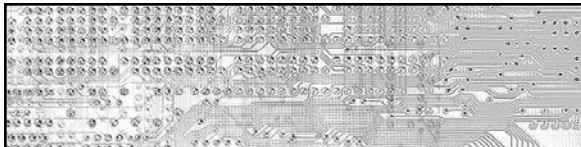
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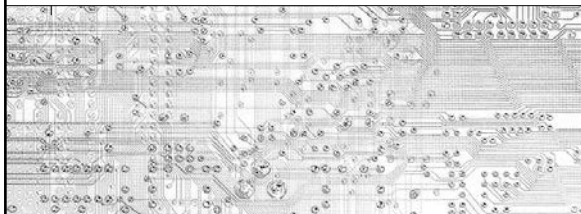
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## Digital kompetence – hvad er det?



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## Definisjon digitale kompetencer

- "Kompetencer er evnen og beredskapet til gjennom handling at møte en utfordring, hvor det ofte forstås at utfordringen ikke er givet, men kontekstafhængig, ikke er rutinemæssig, men ny og ikke på forhånd afspejlet i bestemte succeskriterier, men derimod i et åbent udfald." (Stefan Hermann, 2003: 11)
- "Media literacy is the ability to access, understand and create communications in a variety of contexts" (Ofcom 2005).
- "Digital kompetanse er ferdigheter, kunnskaper og holdninger ved bruk av digitale medier for mestring i det lærende samfunn." (Erstad, 2005: 101)

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## Fra noe marginalt til noe sentralt

- Media education (1980-tallet)
- Media literacy (kritisk refleksjon)
- Digital literacy
- En av 8 kjernekompetencer i EU (KeyCoNet project)
- 21st century skills

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## Å måle digitale kompetencer

- Ferdigheter
- Navigering, lesestrategier (OECD)
- Internasjonale tester (ICCE)
- Performance assessment
- Monitor 2011 (Egeberg et al. 2011), fem dimensjonene måles (3700 elever) :
  - Operativ bruk av IKT
  - Å tilegne seg og behandle digital informasjon
  - Produsere og bearbeide digital informasjon
  - Digital dømmekraft
  - Kommunisere digitalt

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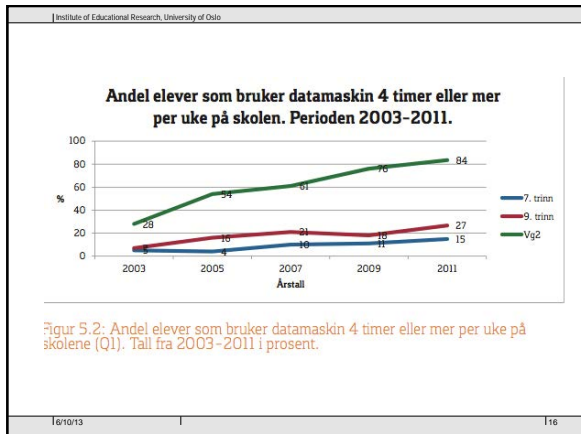
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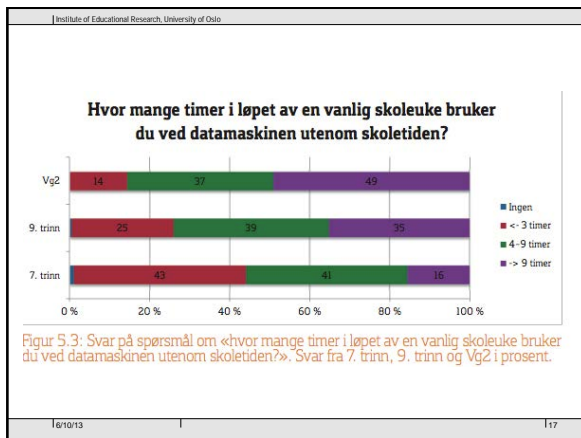
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Tabell 5.6. Svar på spørsmål om påstander om nytte av datamaskin på skolen (enig omfatter både helt og delvis enig, mens uenig omfatter både helt og delvis uenig).

Hvor enig/uenig er du i disse påstandene?	7. trinn		9. trinn		Vg2	
	Enig	Uenig	Enig	Uenig	Enig	Uenig
Datamaskinen er nyttig for å lære skolefag.	94 %	6 %	92 %	8 %	93 %	7 %
Bruk av datamaskin gjør det enklere å lære skolefag.	89 %	11 %	87 %	13 %	85 %	15 %
Datamaskinen forstyrrer meg på skolen.	12 %	88 %	18 %	82 %	45 %	55 %

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Tabell 5.7. Elevers rapportering om operativt bruk av datamaskiner.

	7. trinn		9. trinn		Vg2	
	Ja, uten hjelp	Ja, med litt hjelp	Ja, uten hjelp	Ja, med litt hjelp	Ja, uten hjelp	Ja, med litt hjelp
Jeg kan lage en presentasjon (f.eks. ved bruk av Microsoft PowerPoint)	85 %	13 %	92 %	6 %	97 %	3 %
Jeg kan bruke et regneark for å tegne en graf	37 %	46 %	51 %	39 %	66 %	27 %
Jeg kan redigere digitale fotografier eller annen grafikk	51 %	37 %	58 %	30 %	61 %	27 %
Jeg kan laste ned og installere programmer	55 %	37 %	75 %	20 %	75 %	20 %

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Tabell 5.8. Elevers rapportering av holdninger til tilegnelse og behandling av informasjon (enig omfatter både helt og delvis enig, mens uenig omfatter både helt og delvis uenig).

Hvor uenig eller enig er du i disse påstandene?	9. trinn		Vg2	
	Enig	Uenig	Enig	Uenig
Når jeg finner informasjon på Internett, sjekker jeg om den passer til oppgaven jeg holder på med.	94 %	6 %	97 %	3 %
Når jeg har funnet informasjon på Internett, sjekker jeg om den stemmer overens med informasjon fra andre kilder.	83 %	17 %	85 %	15 %
Når jeg har funnet informasjon på Internett, er jeg opptatt av hvor den kommer fra.	73 %	27 %	77 %	23 %

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**New Literacy Studies**

- Classical studies
  - Fokus på sosial praksis. (Brice Heath, Scribner & Cole, Street)
- Local literacies (David Barton & Mary Hamilton, 1998)
- New London Group, 'Multiliteracies' (Cope & Kalantzis, 2000)
- New literacy studies (Coiro, Knobel, Lankshear & Leu, 2010)

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### Literacy as social praxis

- "Socially recognized ways of generating, communicating and negotiating meaningful content through the medium of encoded texts within contexts of participation in Discourses (or, as members of Discourses)." (Lankshear and Knobel, 2006)
- Hva det vil si å kunne 'lese' og 'skrive'

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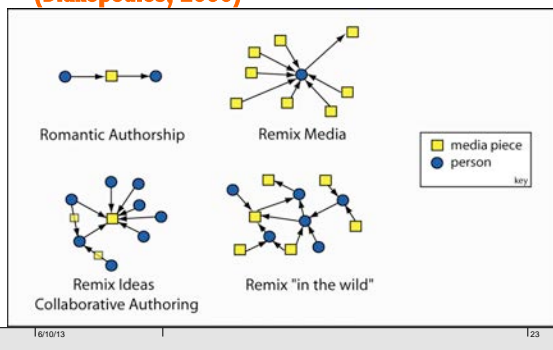
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### Networking, content creation, remixing, sharing (Diakopoulos, 2006)



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### Digital kompetence – hvad har det i skolen å gjøre?

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## Norge – skrevet inn i den nasjonale læreplan

- Formulert som ferdigheter
- Inn i alle fag
- På alle nivå
- Problem:
  - Bygge på innsikt om unges bruk av digitale medier
  - Progresjon
  - Ikke kun som verktøy for læring

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<b>Basic skills</b>	Be able to open software, sort out and save information on the computer, and other simple skills in using the computer and software
<b>Download</b>	Be able to download different information types from the Internet
<b>Search</b>	Know about and how to get access to information
<b>Navigate</b>	Be able to orient oneself in digital networks, learning strategies in using the Internet
<b>Classify</b>	Be able to organize information according to a certain classification scheme or genre.
<b>Integrate</b>	Be able to compare and put together different types of information related to multimodal texts
<b>Evaluate</b>	Be able to check and evaluate if one has got the information one seeks to get from searching the Internet. Be able to judge the quality, relevance, objectivity and usefulness of the information one has found. Critical evaluation of sources.
<b>Communicate</b>	Be able to communicate information and express oneself through different mediational means.
<b>Cooperate</b>	Be able to take part in netbased interactions of learning, and take advantage of digital technology to cooperate and take party in networks
<b>Create</b>	Be able to produce and create different forms of information as multimodal texts, make web pages, and so forth. Be able to develop something new by using specific tools and software. Sharing.

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## Dimensjoner ved digitale kompetencer i skolen

Dimensjon 1	Ferdigheter i bruk
Dimensjon 2	IKT som eget kunnskapsfelt
Dimensjon 3	IKT i fag
Dimensjon 4	IKT og læringsstrategier
Dimensjon 5	Digital dannelse (citizenship)

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### **Dimensjon 1: Ferdigheter i bruk av IKT**

- Sertifisering i å kunne bruke (Datakortet)
  - Grunnleggende IKT-forståelse
  - Bruk av datamaskin og operativsystem
  - Tekstbehandling
  - Regneark
  - Database
  - Presentasjons og tegneprogram
  - Internett og e-post
- Pedagogiske moduler

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### **Dimensjon 2: IKT som eget kunnskapsfelt**

- *Teknologihistorie:* Dagens medier har en historie som de færreste unge er klar over.
- *Medier og makt:* Digitale medier utgjør et vesentlig maktpotensiale i samfunnet. De setter dagsorden for den politiske debatt. De styrer informasjonstilgangen.
- *Medienes form:* Forholdet mellom ulike kommunikasjonsformer. Teknologi og design.
- *Medienes innhold:* Hva er det som formidles gjennom mediene?
- *Medienes sjangere:* Hvordan ulike medier innehar ulike sjangere?
- *Bruken av medier:* Hvordan barn, unge og voksne bruker ulike medier og hvilke konsekvenser det kan sies å ha?

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### **Dimensjon 3: IKT og fagområdenes kunnskapsgrunnlag**

- Vi står ovenfor et av de største valgene i skolens historie her. Om vi skal lære elevene å regne røtter og alt, eller om vi skal bruke datamaskinen. Det siste kunne jeg tenke meg for elever som ikke skal studere matematikk videre slik at de skal kunne løse alle mulige praktiske problemer på dataen. Det er jo en revolusjon i matematikken. Alle ligninger løses, slik at alt det arbeidet vi nå bruker mest energi på er vekke. Det er revolusjon. (Lærer, Agder)
- Sjølv om du ikkje er flink til å tegne, kan du få vise hva du kan og hva du er god til, viss du bruker data. Det er bra. (elev, Møre & Romsdal)

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■ "...Robo Lab synes eg gjer det lettare å skjønne korleis ting fungerer, og eg trur det er lettare å skjønne matematikk og fysikk når du ser ting 'i levande livet'. Vi kan diskutere ulike ting som er problematisk med kvarandre. Men eg trur det er viktig at læraren er der ilag med oss". (elev, Møre & Romsdal)

■ "I biologi var vi inne og så på sykdommer. Så fant vi nye behandlingsmetoder og medisiner. Det var kommet ut etter at boka var skrevet. Det er lærerikt, men det vi lærer på Internett er ikke pensum." (elev vår 2001, Vest-Agder)

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### Dimensjon 4: IKT og læringsstrategier

- Intervjuer: Kunne dere ha jobbet på samme måten hvis dere ikke hadde hatt datamaskiner?
- Gutt: Ikke tale om.
- Intervjuer: hvorfor ikke?
- Gutt: Fordi vi lærer mye mer på Internett.
- Jente: Ja, mer interessant. For det er så kjedelig å bare gå på biblioteket å finne en bok og bla. Det er mye enklere, også er det mye mer gøy.
- Intervjuer: ja, synes dere at det er lettere å finne informasjon på Internett?
- Jente: Ja, jeg synes det.
- Gutt: Lettere og gøyere.
- Intervjuer: men alt som ligger på Internett er jo ikke like bra. Vet dere når dere finner de bra sidene og hva som er riktig informasjon og sånn?
- Gutt: hvis du søker på Kvasir, så er det som regel de øverste greiene som er rett da. Det nederste er bare sånne tulleting som har kommet med på lasset.

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### Dimension 5: Digital dannelse (citizenship)

- "Bildung today can be described as interface. Interface is, as the word states, a border. It is not first of all about the self or culture, but about the interface where they meet. *Technocultural bildung* should, as the classical understanding, be a basic idea about bildung for humanity, like the literate human being. The challenge is to transform the classical concept of bildung's triade - the self, the world and the transformation - to the interfaces of technology and humanity and for the subject as distributed and situated. The technoculture is the culture of meeting spaces." (Løvlie 2003)
- Being a literate person in a digital age! Reflection og handling

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**To sentrale områder for digital kompetence – som utfordrer skolen!**

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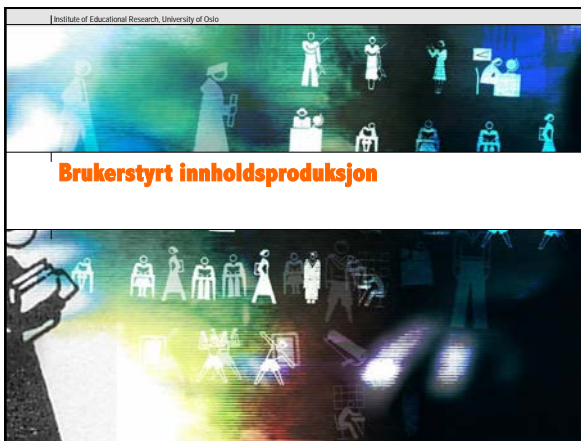
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**Brukerstyrt innholdsproduksjon**

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**Nye medier – nye muligheter**

- En av de sentrale funksjonene ved Web 2.0 teknologien
- Applikasjoner mer tilgjengelige, mobile og billige
- Mer personlige medier, enn massemedier.
- Knyttet til identitet og læring
- Lasse Gjertsen: 'I go for a walk' - <http://www.youtube.com/watch?v=8ncOAJpr3n0>

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## Utfordrer den pedagogiske modell

- Fra konsument til produsent
- Bort fra lærebok og lærer som styringsinstrument
- Men læreren fortsatt svært viktig for å ramme inn kunnskapsproduksjonen
- Viktig å definere hva er et læringsmiljø, og hvor skjer læringen
- Online – Offline. Eksempel 'Space2cre8'.

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## 'Space2cre8' ([www.space2cre8.com](http://www.space2cre8.com))



- En social networking site, ligner på Facebook. Utviklet ved UC Berkeley (Glynda Hull).
- Sosialt nettverk mellom 12 til 18-årige elever i India, Norway, Australia, South Africa, UK and the US. (Ressurssvake)

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## 'Space2cre8' - Oslo

- 29 elever i en 8. klasse (13-14 åringer)
- Fulgt gjennom ett skoleår. Fokus på engelskfaget.
- Skolen lokalisert i et område med familier med lav sosio-økonomisk status. Over 60% mer ikke-vestlig bakgrunn. Mer enn 40% av de som lever i området er under 19 år.
- Observasjoner i klasserom og online. Intervju.



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### To muslimske jenter

#### 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.

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### 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.

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### Tema 1: Nye rom– nye muligheter

- Skoleorientert (Yasmin):
  - "If it had marks I would have been working much harder."
- Vennskapsorientert (Kunya):
  - "If I had Facebook, I don't have, but if I had, and someone added me, and I didn't know the person, then I wouldn't talk to it, but this here is like school x or what it is, like from school, I feel that, it is like better to talk" (Kunya)

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**Yasmin: Skoleorientert**

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 [giigger] a 5 in written Norwegian :D:D:D:D:D.

Ya: I am laying on, I ment.

Om: Good.

Ya: Check out you to.

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: Hahahahahaha

Ya: Lol

Om: hahahaha

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**Kunya: Vennskapsorientert**

N: hi

Ku: hi

Ku: what time is it there

N: 7

N: hi

N: its 9 in da mornin

Ku: :O

N: wat time is it there?

Ku: its 10:20

Ku: 10:30

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: well...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

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**Tema 2: Innholdsproduksjon og empowerment**

- Handler mye om posisjonering og identitetsmarkører
- Å lage film som skoleprosjekt ('Ungdom og Alkohol')
  - Video; 'Have you forgotten? I am a muslim!' (Kunya svært aktiv)
  - Moralske dilemma om å være en ung muslims jente i Norge . En 'sann' historie fra hennes eget nærmiljø.
  - Skapte mye diskusjon i nettverket Space2cre8 etter at filmen ble lagt ut.

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Nothing, I'm drinking as usual. OK, are you coming out today?

No! How you forgotten? I'm a muslim! Its ok

Now it's enough, I'm calling Papa Ji, Your going to Pakistan!

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### Implikasjoner

- Nettverksbygging med andre ungdommer i et trygt online miljø.
- Fikk praktisert engelsk.
- To klare grupper mellom de som så dette som et skoleprosjekt og de som så det som noe mer.
- En ny arena ut over klasserommets bråk der de stillere elevene fikk vist seg frem.
- Inholdsproduksjon fungerte for enkelte som empowerment/'an agentive self' (Hull & Greeno, 2006)
- Læreren mistet dels kontroll med hva som skjedde (Vasbø, Silseth & Erstad, 2013)

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### Det formelle og det uformelle ved læring

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### Tid og Rom– innen og mellom læringsmiljø

- On places and spaces for learning (Bekerman, Burbules & Keller, 2006; Gruenewald, 2003)
- On context (M. Cole, 2006; van Oers, 2009)
- Timescales (Lemke, 2000)
- Boundary crossing (Akkerman, 2011)



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### 'Learning Lives' prosjektet

- 3 kohorter: 5-6 åringer, 15-16 åringer og 18-19 åringer. Totalt 60 elever.
- Fulgt både:
  - Kritiske overganger i utdanningssystemet
  - Innenfor og utenfor skolen (aktiviteter i nærmiljøet)
- Både forskerinnsamlede data og forskningssubjekter som 'co-researchers'

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#### Girl West (ethnic-Norwegian)

##### Monday:

I got up around 6.30. I was awakened by the terrible sound from my mobile. The first thing I did was to get dressed and make breakfast before I sat down with the breakfast in front of the PC. I then checked Facebook, 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 my blog to update it.

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

When I arrived home from school, I uploaded the photos I took during the school day to my PC and edited some of them with Photoshop. Since I have problems to leave things aside that I think are fun, I continued making some web designs in Photoshop, because it is one of my hobbies. In addition, I am a bit upset because my MSN does not work 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 wrote notes on the computer because of a test tomorrow. When I finished the notes, I printed them out in order to read them again. At 18:00, I have extra math. 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, a magazine I read every month. This magazine I read in bed before I lie down to sleep. When I came home, I put on a TV series 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 downloaded some music 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!

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### Kamil, teknologiinteressert gutt (15 år)

- Ved det tyrkiske senteret er han spesielt opptatt av matematikk og Lego Robotics. Han anser lærerne ved senteret som veldig flinke, de fleste av dem Tyrkiske tospråklige universitetsstudenter.
  - "You have clever people, engineering students, technology students" (he looks proud). 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).
- I et feltnotat I en matte-klasse på gymnasieskolen spiller Kamil spill på sin iPhone mens læreren underviser mens han kommenterer til meg:
  - 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) (ultimo 2011).

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Gatekunst' prosjektet, Medier og Kommunikasjonsklasse. Mathias spiller en sentrale rolle og trekker på sine funds of knowledge' og posisjonerer seg som en elev trives med å uttrykke seg med digitale medier

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I kveld' blir det brygget  
I morgen skal vi de/  
resten den er svart/  
sorgedagen farge rad alt det som har vært/  
hør ikke noe å si/  
lever kun en gang så kun alle sammen si/  
nervøs igjen/  
hør ikke noe lurt å si/  
du ser det på meg/  
biter regjer av som guller/  
visene ikke i latter/  
lykken har ikke fått meg fri/  
og vi om det jusses, så sier jeg ironisk flott for de/  
hvis livet holder/  
om å gjøre ting riktig/  
det du har plikket/  
puss på vær forstilt/  
Lær, no forståelse til du er 90/  
jeg vil ikke se det/  
vii en fremtidige, rose/  
papiret det skal krose  
skal leve i en rose/  
der alt blir ren østose/  
to meg slippe å bade, to meg slippe å ha masse/  
to meg leve ut, presse/ uten noe som forventer/  
at jeg skal have penger bil fik å ste et senter/  
er meg i spillet nå/  
liver ikke hva jeg ser/  
så jeg krose guller/  
jeg er stitemann som lev/  
sannst hvem som ber sannst hva du tror/  
måten er plutselig stor jeg skal ha det siste ord/  
vii ikke forude hva som kan skje/  
kanake bare brevner ned/  
sidd går, vi kan taile ned/  
men sannst bare to oss dette i hva det ender ned/  
to oss gamle alle stemmer, og ingen av oss glemmer, det  
men en dag så er vi er borte vi er lenger her/  
vi er som stjer, så suto vi er bogde trer  
så det vi klarer her det vi får østalt/  
blir ikke riss i bokken så gjeit om mitt blir svart/  
gjett om å jeg skal skoi/  
Bjørn, å få meg ned/  
jeg er en ligge, her to det fliome, ned/  
kun med det du kommer ned/  
det her er det jeg ble/  
hør ikke noe kose/  
for live tulle videre

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## Intervju 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.

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### Eksempel

- Video: 'Love the way you lie, Hedda'
- Prosjekt om Ibsen og 'Hedda Gabler'
- En blanding av elever på språklinje og medier og kommunikasjon.
- Elevene trekker på ulike ressurser.
- 'Multi-layered literacies'

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### Connected Learning (Mimi Ito)



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### Digitale kompetencer i brytning mellom formell og uformell læring ('expanded classroom')

- Digitale kompetencer som mer enn ferdigheter
- Å sette de lærende i sentrum. (Participatory pedagogy)
- Læreren er svært viktig!
- Utfordringer
  - Hvordan utnytte pedagogiske potensialer ved digitale medier?
  - Systemutfordringer (vurderingssystem, lærerutdannelsen ++)

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Takk for oppmerksomheten!



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