Children’s shared experiences of participating in digital communities

# Details

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## Topics

* Internet usage, practices and engagement
* Digital and socio-cultural environment
* Other

## Sample

Nnine children, all born in Sweden and native speakers of Swedish, aged 8 to 12.

## Implications For Educators About

## Implications For Stakeholders About

Researchers

# Abstract

The aim of this study is to gain knowledge about children’s participation in digital communities and to develop a model that can be used as a tool for practitioners. The research question guiding the study is: What kind of participation emerges from children’s shared experiences when engaging in digital communities? Lave and Wenger’s theory about communities of practice, and their notion of legitimate peripheral participation, are used. The data consist of nine individual interviews with children. Through nexus analysis, four different kinds of participation are identified: friendship-driven, interest-driven, knowledge-driven and performance-driven. The study generates an empirical model that can be used for interpreting and understanding children’s participation. The main findings are significant aspects of participation, linked to friendship, the connection between digital cultures, learning, literacy, identity and performativity, democratic implications and practices in constant change.

# Outcome

"Four different kinds of participation are identified: friendship-driven, interest-driven, knowledge-driven and performance-driven. The study generates an empirical model that can be used for interpreting and understanding children’s participation. The main findings are significant aspects of participation, linked to friendship, the connection between digital cultures, learning, literacy, identity and performativity, democratic implications and practices in constant change." (Author, in English-language abstract)