Children's representation of self in social media communities

# Details

## Year

2019

## DOI

10.1016/j.lcsi.2019.100346

## Issued

2019

## Language

English

## Volume

23

## Start Page

## End Page

## Authors

Wernholm M.;Reneland-Forsman L.

## Type

Journal article

## Journal

Learning, Culture and Social Interaction

## Publisher

Elsevier BV

## Topics

* Learning
* Social mediation
* Internet usage, practices and engagement
* Digital and socio-cultural environment

## Sample

Eight children aged 6–11 in Sweden.

## Implications For Educators About

# Abstract

This is a study of how children represent themselves when performing participatory identities in social media communities with relevance to constructing a learning self. Data was generated by filming eight children (6–11 years of age) talking about and showing their multimodal self-re- presentations. On their out-of-school learning journeys, the children came into presences as ‘a someone’, in social media communities. The theoretical foundation informing the study is Wenger's theory on learning as social participation. Multimodal interactional analysis was ap- plied to move the analysis beyond transcripts of texts to include actions children take with or through multimodal mediational means. The results display significant aspects of children's learning trajectories in self representation, presented as: Input from comments, understanding the other, preparing for a performing self and taking actions. Out of these acts of participation, three different participatory identities were constructed: the user, the producer and the designer. The main results show how children through participation, widen their learning repertoire and critically reflect on space and place. This research adds to the educational field by presenting children's experiences from navigating new worlds and enacting participatory identities, which is of relevance for their ongoing construction of a learning self.

# Outcome

"Signs of children's learning trajectories of representing self were identified in the analysis, from which four categories emerged: Input from comments, understanding the other, preparing for a performing self and taking actions.... Three different participatory identities emerged in the analysis: the user, the producer and the designer." (Authors, in "Results")