Under the teacher’s radar: Literacy practices in task-related smartphone use in the connected classroom

# Details

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## Authors

Asplund S.-B.;Olin-Scheller C.;Tanner M.

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Amsterdam, The Netherlands

## Topics

* Learning
* Internet usage, practices and engagement
* Literacy and skills
* Access, inequalities and vulnerabilities

## Sample

Classroom activities including 1–2 focus students in each class in a total of 6 upper secondary school classes in year 3 of a preparatory programme for higher education in Sweden, i.e., students aged 18-19.

## Implications For Educators About

* Digital citizenship
* Professional development
* Other

## Implications For Stakeholders About

Researchers

# Abstract

In this article, we explore the role of smartphones in the classroom and how they interact with teaching. Drawing on examples of literacy events, we show how the students use the smartphone as a resource to exercise power and influence in the literacy practices in which they participate in the classroom, in relation to a teaching content. These actions take place without the teachers being aware of them, and thus these processes dismantle the teacher’s authority in terms of access to, and overview of, the diversity of texts that are managed by the students in the classroom. The article concludes that it is evident that digital tools in general, and smartphones in particular, change the role of the teacher and the school, and that the students’ design of texts places new or altered demands on students as well as teachers.

# Outcome

"[T]he students use the smartphone as a resource to exercise power and influence in the literacy practices in which they participate in the classroom, in relation to a teaching content. These actions take place without the teachers being aware of them, and thus theseprocesses dismantle the teacher’s authority in terms of access to, and overview of, the diversity of texts that are managed by the students in the classroom." (Authors, in Abstract)