Re-shaping of writing in the digital age: a study of pupils' writing with different resources

# Details

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Literacy and skills

## Sample

Three 9th-grade classes (two classes in history and one class in chemistry) in two different schools in a suburb of Stockholm, Sweden.

## Implications For Educators About

Other

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Impact of digital tools on writing skills and knowledge representation

# Abstract

This article explores how resources used in test situations shape pupils’ writing and to some extent their possibilities to represent their knowledge. Two conditions (pen-and-paper and digital) are investigated in two subjects. The theoretical underpinnings stem from a design-oriented and multimodal perspective on learning (Jewitt, 2009; Kress, 2010; Selander Kress, 2010). Findings presented in this article are in line with previous research, which has shown that digital writing technologies have an impact on pupils’ writing process (Haas, 1996; Stapleton, 2012; Genlott Grönlund, 2013) and that the modes and media used for learning shape communication and to some extent delimit what is possible to represent as knowledge in a given situation (Kress, 2003; Jewitt, 2009; Selander Kress, 2010).

# Outcome

"Findings presented in this article are in line with previous research, which has shown that digital writing technologies have an impact on pupils’ writing process (Haas, 1996; Stapleton, 2012; Genlott Grönlund, 2013) and that the modes and media used for learning shape communication and to some extent delimit what is possible to represent as knowledge in a given situation (Kress, 2003; Jewitt, 2009; Selander Kress, 2010)." (Author, 172)