Finding space for student innovative practices with technology in the classroom

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# Abstract

This article examines the role students play in shaping the nature of the technologies they use in their classrooms and the role teachers play in supporting students' innovative practices. Drawing on research on the sociology of technological development from the field of Science and Technology Studies, the process by which one student's particularly innovative practice changes technology use in a classroom is unpacked. Through an analysis of the translation and re-inscription of a graphing calculator and an interactive whiteboard, this article highlights the role teachers have in providing both space for students to contribute their innovative technological practices, and support for the establishment and sharing of these practices as recurring patterns of use.

# Outcome

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