The Expanded Classroom; Spatial Relations in Classroom Practices using ICT

# Details

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## Topics

* Learning
* Literacy and skills
* Internet usage, practices and engagement

## Sample

One class of eighth grade students (13-14 year olds) at a lower secondary school in Norway. These students had taken place in an online community 'S28/Space 2 Create' for one academic year.

## Implications For Educators About

* Professional development
* Digital citizenship
* School innovation
* School networking

# Abstract

The aim of this article is to raise some key issues about how spatial relationships between learning contexts can inform us on the implications of using ICT in classroom settings. Data from an international research project on using social media for learning in school is presented. The findings show the relevance and importance of studying learning practices using digital media as a way to expand traditional conceptions of spatial relationships in classrooms, challenging ways of understanding where learning takes place, and of what and how students learn.

# Outcome

"The findings show the relevance and importance of studying learning practices using digital media as a way to expand traditional conceptions of spatial relationships in classrooms, challenging ways of understanding where learning takes place, and of what and how students learn." (Erstad, 2014)