Sociale medier og ulovlige netværk i gymnasieskolen

Engl. transl.: Social media and illegal networks in high school

# Keywords

* Education
* community
* networks
* media
* prohibition
* plagiarism
* produsage.

# Details

## Year

2016

## DOI

https://doi.org/10.7146/mediekultur.v31i59.18597

## Issued

2016

## Language

Danish

## Volume

31

## Issue

59

## Start Page

## End Page

## Editors

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## Type

Journal article

## Book title

Big Data Aesthetics / Big Aesthetics

## Journal

MedieKultur: Journal of media and communication research

## Publisher

SMID: Society of Media researchers In Denmark

## Place

Copenhagen

## Topics

## Sample

Case studies in high schools
Dialogues between teachers and researchers through observations, interviews, questionnaires, and data logging
Comparative empirical studies (questionnaires)
(translated by the coder)

## Implications For Educators About

# Abstract

Th e article describes how diff erent kinds of networks arise in a upper secondary school class. We describe how these networks secretly share results and interact through closed Facebook groups. Further we describe how the teachers try to forbid and sanctions such activities because they understand them mainly as plagiarism and therefore as illegal. Yet, leading Internet researchers describe similar working methods as progressive, desirable and appropriate to the new digital media environ-ment (Bruns, 2009; Jenkins, 2006, 2008, 2013). Drawing on media sociology (Mey-rowitz, 1985; Luhmann, 2000, 1999) we claim that the tension between the teachers and the new network activities stems from the fact that the present educational system has neither developed adequate social structures (especially the formal), nor a mature culture (especially the standards) meeting the new needs, challenges and opportunities of the digital era. Empirically we base our argument on the action research project Social Media Education – in which we have tried to promote new structures and a new more adequate learning culture among teachers and students.

# Outcome

Students are sharing educational information through self-constructed and curated online communities and channels (teaching networks)
The students are using these networks to rewrite and write each others homework
Being a part of these, often polarized networks can decrease certain student's professional and learning progression
The students are being punished for sharing educational content, especially concerning tests and exams and by that effect, the networks are closed even tighter, both for students and teachers
The collaboration between teachers and students are inhibited by the secret networks
Experimenting with using the network actively in the teaching situation showed that removing punishments and being aware of the existence of the networks is highly necessary
(translated by the coder)