Information activities and appropriation in teacher trainees’ digital, group-based learning

# Details

## Year

2014

## Scope

National

## Countries

Sweden

## Type

Empirical research – Qualitative

## Methodologies

Ethnography / participant observation

## Researched Groups

Teachers / Educators

## Children Ages

Preschool (0-5 Years old)

## Consents

Consent obtained from teachers / caretakers

## Informed Consent

Consent obtained

## URL

http://informationr.net/ir/21-1/paper700.html#.YeCN1y8w3UJ

## Data Set Availability

Not mentioned

# Goals

"The aim of this paper is to show how information activities are performed in digital, group-based learning and their relation to the interplay between use and appropriation of digital tools and the learning environment. Drawing on the findings from an ethnographic study conducted at a teacher-training programme, observations of interactions with digital tools such as Facebook and Google Drive are analysed, together with field notes and interviews. Two research questions guide the investigation:
1. How do teacher trainees perform information activities during digital, group-based learning?
2. How is the process of using and appropriating digital tools to support and organise group-based learning constrained and enabled by the learning environment in teacher training?"
(Author, in Introduction)