Regression From Game-Oriented to Traditional School

# Details

## Year

2013

## Scope

Local

## Countries

Sweden

## Type

Empirical research – Qualitative

## Methodologies

Ethnography / participant observation

## Researched Groups

Children

## Consents

Consent obtained from children

## Informed Consent

Consent obtained

## Ethics

Ethical considerations and/or protocol mentioned in the research design

## URL

https://journals-sagepub-com.ezproxy.ub.gu.se/doi/full/10.1177/0047239515588162

## Data Set Availability

Not mentioned

# Goals

"The problem was that all but three of the pupils had more or less given up on traditional school before attending the DR, which all pupils strongly appreciated. As pupils' dropout and failure rates are high in Sweden (Klefbom et al., 2012), this problem is central in designing formal education related to the digital culture where many pupils live today. Two questions are investigated here: How did the pupils act upon the consequences of the regression, transforming game-oriented formal education into traditional school? How can these acts inform design of education in digital culture?" (Authors, 352)