

Inkluderede studier

	Reference	Abstract
1	Allen, L. K., Crossley, S. A., Snow, E. L. & McNamara, D. S. (2014). L2 Writing Practice: Game Enjoyment as a Key to Engagement. <i>Language Learning & Technology</i> , 18(2), 124-150	The Writing Pal (W-Pal) is an intelligent tutoring system (ITS) designed to provide students with explicit writing strategy instruction and practice. W-Pal includes a suite of educational games developed to increase writing engagement and provide opportunities to practice writing strategies. In this study, first (L1) (n = 26) and second (L2) language (n = 16) students interacted with W-Pal over eight sessions. We collected students' daily self-reports of engagement, motivation, and perceptions of performance, as well as their reported game attitudes (difficulty, helpfulness for learning, and enjoyment). Results indicated that, for all students, interactions with W-Pal led to increases in writing performance and more positive attitudes towards the system (engagement, motivation, and perceived performance). For L1 students, game difficulty was a significant predictor of boredom; however, for the L2 students, game enjoyment predicted both their motivation and perceived writing improvement. Notably, the L2 students' game ratings accounted for more variance in these daily reports than did the ratings of L1 students. This study suggests that L1 and L2 students experience similar benefits offered by game-based strategy practice in an ITS. Further, the link between game attitudes and overall daily perceptions of training may be stronger for L2 students than L1 students.
2	Al-Madani, F. M. (2015). The Effect of Blended Learning Approach on Fifth Grade Students' Academic Achievement. <i>Journal of International Education Research</i> , 11(4), 253-260.	This study aims at investigating the effect of Blended Learning approach compared to the traditional learning approach on fifth grade students' achievement in My Beautiful Language Textbook and the development of their verbal creative thinking. The study consisted of 49 students among which 25 are males in the Experimental Group and 24 females in the Control Group. The study found a statistical significant difference ($\alpha = 0.05$) between the mean scores of the two study groups in achievement

		<p>posttest and verbal creative thinking post application test. The experiment group which was taught using the blended approach of learning outperformed the Control Group in both tests. Thus, learning My Beautiful Language Textbook using the blended approach is more effective than the traditional method in terms of achievement and the development of verbal creative thinking skills. In light of this, the study recommends the adoption of blended approach in learning My Beautiful Language Textbook, the curriculum computerization, holding series of training courses, and workshops for teachers in school districts on how to effectively implement the blended approach.</p>
3	<p>Al-Mashabecq I. & Neama, M. (2015). The Effect of Computerized Instructional Program in the Intermediate First Grade Students Achievement in Arabic Language Grammar in Iraq. <i>Journal of Education and Practice</i>, 6(32), 21-26.</p>	<p>The aim of this study was to find out the amount of influence of a Computerized Instructional Program on the achievement for intermediate first grad students in the Arabic language grammar in Iraq. The study focused on students from the first intermediate grade, in the education directorate in the Diqar governorate in Iraq. While the study sample was intentional, that was selected by the researcher from the governorate's schools that have computers and relevant Instructional means for education. This was represented in four branches in two groups, experimental and control group (60) male and female students in the experimental group and (60) male and female students in the control group. The researcher has utilized the Computerized Instructional Program as he study instrument for the experimental group, while the control group utilized the educational program in the usual way. The achievement test to the two groups, the experimental and the control groups, and the study reached the following results. There are no differences, with statistical significance at significance level ($0.5 = \alpha$), between the group's grades average achievement in the Arabic language grammar subject. These two groups are the experimental group students who were taught by using (the Computerized Program) and students of the control group who were taught by the using the (normal)</p>

		way in education. There are no differences with statistically significance at significance level(0.5 = a) between the grades mean of the experimental group students who were taught by using (the computerized program) and the grades mean of the control group students who were taught by the (normal) way attribute to the gender variable (males, females).
4	Arnbak, E. & Petersen, D. K. (2017). <i>Projekt it og ordblindhed: En undersøgelse af it-støtte til ordblinde elever på mellemtrinnet</i> . DPU, Århus Universitet.	
5	Asplund, S.-B., Olin-Scheller, C. & Tanner, M. (2018). Under the teacher's radar: Literacy practices in task-related smartphone use in the connected classroom. <i>L1-Educational Studies in Language and Literature</i> , 18, 1-26	In this article, we explore the role of smartphones in the classroom and how they interact with teaching. Drawing on examples of literacy events, we show how the students use the smartphone as a resource to exercise power and influence in the literacy practices in which they participate in the classroom, in relation to a teaching content. These actions take place without the teachers being aware of them, and thus these processes dismantle the teacher's authority in terms of access to, and overview of, the diversity of texts that are managed by the students in the classroom. The article concludes that it is evident that digital tools in general, and smartphones in particular, change the role of the teacher and the school, and that the students' design of texts places new or altered demands on students as well as teachers.
6	Avidov-Ungar, O. & Amir, A. (2018). Development of a teacher questionnaire on the use of ICT tools to teach first language writing. <i>Computer Assisted</i>	The need for the education system to teach twenty-first century skills produces an emphasis on the teaching of first language (L1) writing on the assimilation into the teaching process of information and communications technology (ICT) tools that promote writing. The purposes of this study are to examine general aspects of the integration of ICT tools into teaching-learning-evaluation processes and the unique aspects of ICT tools relevant

	<p><i>Language Learning</i>, 31(7), 675-693.</p>	<p>to teaching L1 writing. A research questionnaire was developed to examine the disciplinary aspect of teaching L1 writing alongside general aspects of integrating ICT into teaching. The research tool tested on 391 L1 secondary school teachers. The findings show that e teachers perceive themselves as having achieved some mastery of the ICT tools examined and that they agree with positive statements about the value of using ICT tools in L1 teaching. Although they sometimes-to-often use ICT tools to assess their students' writing, they make limited use of them to teach L1 writing. We suggest that there may be a disciplinary barrier to ICT tool use in teaching in the form of a lack of teacher appreciation that ICT tools can greatly promote the teaching of L1 writing. [ABSTRACT FROM AUTHOR] Copyright of Computer Assisted Language Learning is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
7	<p>Bergman, L. (2007). <i>Gymnaasieskolans Svenskämnen. En studie av svenskundervisningen i fyra gymnasieklasser</i>. Malmö Studies in Educational Sciences No 36. Malmö högskola, Lärarutbildningen.</p>	<p>This dissertation explores how the school subject Swedish is constructed for various groups of upper secondary school students and how the meeting between teacher and pupils is embodied in a range of Swedish subjects. The overall aim of the study is to illustrate why the teaching of Swedish in the classes under investigation takes place the way it does, as well as to discuss possible changes on a more principal basis. Three basic perspectives give a point of departure for the more general argumentation about problems and possibilities that the subject Swedish has to face: social and cultural changes, the importance of communication and meaning-making context, and, finally, the traditions and values contained in the subject. Four</p>

		<p>different classes participated in the investigation during a period of two years. The empirical material consist mainly of field notes from classroom observations and of qualitative interviews. The result indicates that the teaching of Swedish has a tendency towards the formal training of skills. The content of the reading, writing and spoken exercises that the students meet is subordinate or even irrelevant. Most of the students find it difficult to formulate a satisfactory answer to why fiction is given such priority in the subject Swedish. The significance of literature in the classroom is reduced when reading simply becomes a process in skills training. The school subject Swedish is affected by the cultural changes. One teacher strategy is to counteract the influence of new media by adhering to a more traditional content, another to give some space to other kinds of textual and experiential worlds. Still, however, the teaching of Swedish remains largely faithful to its traditional practices. The study suggests that focus should be moved from language skills in themselves to language use in the quest for knowledge and, furthermore, that literature and other media is to be integrated in everyday teaching. Teachers? most demanding challenge is to discuss and adjust the content in relation to the students? development of knowledge and identity as well as in relation to the students as members of society. The question asked and tasks chosen must engage the students, encourage mutual exchange and give possibilities to form an opinion. It is of crucial importance to include the students? social and cultural experiences as well as the cultural products in their world and to treat them as active participants and citizens in dialogue with others. Such teaching contains the potential to provide the students with democratic experience and a preparedness for acting in the world.</p>
8	<p>Berthelsen, U. D. (2015). Flersprogethed på Facebook. Flersprogede unges interaktion</p>	<p>Many adolescent language users have their first authentic experiences with written language on the social media. Presumably, this is also true for bilingual adolescents, and this makes social media interesting from an</p>

	på Facebook i et sprogtilegnelsesperspektiv. <i>NyS – Nydanske Sprogstudier</i> , 48, 36-70.	acquisitional perspective. In this paper I present an explorative study on how three bilingual adolescents use Facebook. The point of departure is an investigation of the affordances of Facebook's user interface, and the purpose of the study is, firstly, to investigate whether or not activities on the social media support L2-acquisition and, secondly, if and how the affordances of Facebook facilitate L2-acquisition.
9	Berthelsen, U. D. (2019). Learning Despite Resistance: Engaging Resistant Learners through Creative Learning Activities. I. Kalir, J. H. (red.). <i>Proceedings of the 2018 Connected Learning Summit</i> . Carnegie Mellon University: ETC Press.	
10	Bigum, C., Knobel, M., Lankshear, C. & Rowan, L. (2003). Literacy, technology and the economics of attention. <i>L1 - Educational Studies in Language and Literature</i> , 3, 95-122.	This article is based on a project aimed at generating practical suggestions based on research findings about how new technologies might be used to enhance L1 literacy attainment in disadvantaged settings. The project involved designing, implementing and researching an innovative approach to curriculum and pedagogy using new digital technologies in language and literacy education within classroom settings involving small groups of "disadvantaged" learners. The paper reports activity and findings from one of four study sites. It focuses on four Grade 9 boys seen by their teachers as trouble-makers and at risk of failing in English. The researchers draw on current conceptual and theoretical work associated with the emergence of an Attention Economy theory to design a collaborative activity around constructing a website, and to identify and analyse positive literacy learning

		<p>outcomes associated with the pedagogical approach taken. The authors show how this new perspective on attention informs a critique of conventional approaches to school organization and classroom learning, and how it can be used to envisage alter-native approaches to understanding and teaching students who display literacy learning difficulties at school.</p> <p>[ABSTRACT FROM AUTHOR] Copyright of L1-Educational Studies in Language & Literature is the property of G.C.W.Rijlaarsdam and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
11	<p>Bjørger, A. M. (2010). Boundary crossing and learning identities – digital storytelling in primary schools. <i>Seminar.net</i>, 6(2), 161-177.</p>	<p>This article contributes to academic discussions on how digital storytelling in an educational setting may have potential to build and develop learning identities, agency and digital competences. With a socio-cultural framework on learning and identity as a point of departure, the article sets out to study these issues approached as boundary crossing between the intersecting contexts of leisure time and school. The analysis draws on three examples of digital storytelling among 5th - 7th graders in three Norwegian primary school classes. My findings suggest that digital storytelling might represent a boundary crossing enabling pupils to adopt new roles as producers of creative content, as mentors or guides, to explore new technology and software in a context different from that of outside school and to learn and develop competences related to production processes and multimodal resources. I argue that digital storytelling has a potential to contribute to learning, learning identity and agency, provided it is based on a more fully developed pedagogical strategy of carefully linking school and leisure time.</p>

12	Björkvall, A., & Engblom, C. (2010). Young children's exploration of semiotic resources during unofficial computer activities in the classroom. <i>Journal of Early Childhood Literacy</i> , 10(3), 271-293.	The article describes and discusses the learning potential of unofficial techno-literacy activities in the classroom with regards to Swedish 7-8-year-olds' exploration of semiotic resources when interacting with computers. In classroom contexts where every child works with his or her own computer, such activities tend to take up a substantial amount of time. The children have access to a wide range of sites and programs and show an interest in discovering these resources. The article thus explores a previously often neglected site for learning, located in the official classroom context but involving self-chosen activities with contemporary technology. In terms of theory and methodology, social semiotic ethnography is introduced into the field of young children's techno-literacies. It is illustrated how a social semiotic approach allows for a more detailed analysis of the semiotic resources, whereas ethnographic data are necessary for an understanding of how such resources are put to use.
13	Björkvall, A. & Jacquet, E. (2014). Skrivande och textskapande med datorer i högstadiet: Ett ekologiskt perspektiv på möjligheter och utmaningar med "en-till-en"-projekt. <i>Viden om literacy</i> , 16, 18-27.	Då individuella datorer delas ut till elever för att användas för skrivande och lärande i allmänhet brukar man tala om "en-till-en"-projekt: en dator per elev. I den här artikeln diskuterar författarna hur ett ekologiskt perspektiv på bärbara datorer i relation till fysiska och virtuella platser (t.ex. bloggar eller andra webbsidor) kan ge sätt att tänka kring textskapande och lärande i "en-till-en"-miljöer. Resonemangen illustreras med exempel från elever från två svenska högstadieskolor i en kommun i Stockholmsområdet. Artikeln lyfter fram den skrivpedagogiska potential som datorn har när det gäller gränsöverskridande textskapande.
14	Blikstad-Balas, M. (2012). Digital Literacy in Upper Secondary School – What Do Students Use Their Laptops for During Teacher	English abstract The present study uses video recordings and qualitative interviews to examine the digital literacy practices of Norwegian students who have a personal laptop for school use. It uses the dichotomy between dominant school texts and vernacular out-of-school texts to examine the new school literacy practices. Findings indicate that the teachers' use of visual

	Instruction? <i>Nordic Journal of Digital Literacy</i> , 7(2), 81-96.	technologies such as Power Point presentations in whole-class settings generates a variety of individual digital literacy practices among the students.
15	Bourgonjon, J. & Hanghøj, T. (2011). What Does It Mean to Be a Game Literate Teacher? Interviews with Teachers Who Translate Games into Educational Practice. I. <i>Proceedings of the 5th European Conference on Game-Based Learning</i> , Athens.	In this paper, two case studies are presented of teachers who translate video gaming into educational practice. These cases are situated within a broader framework of intermediality/multimodality and related to debates about (video game) literacy and the position of the teacher in education. The question of what it means to be a game literate teacher is explored.
16	Bremholm, J., Hansen, R. & Slot, M. F. (2018). Elevproduktion og skolens opgavevirkelighed. I. Bundsgaard, J., Georgsen, M., Graf, S. T., Hansen, T. I. & Skott, C. K. (red.). <i>Skoleudvikling med it</i> (s. 77-105). Århus: Århus Universitetsforlag.	Dette kapitel præsenterer centrale resultater fra studiet Elevopgaver og elevproduktion i det 21. århundrede der blandt andet rummer den første større kvantitative undersøgelse af opgavedidaktik og elevers produktive arbejde i den danske grundskole. Studiet omfatter også en kvalitativ del, og i kapitlet udfoldes – med multimodalitet som særlig optik dette metodiske dobbeltblik på elevproduktion med data fra alle skoler involveret i de tre demonstrationsskoleprojekter . Undersøgelsen omfatter fagene dansk, matematik og naturfag (natur & teknologi og biologi,) og centrale resultater fra undersøgelsen præsenteres og diskuteres gennem en række konkrete eksempler fra de berørte fag. I forhold til elevers produktive arbejde peger undersøgelsens resultater både på potentialer og særlige barrierer i forbindelse med at udvikle en kompetenceorienteret undervisning. I kapitlet argumenteres desuden for udvikling af en opgavedidaktik, som et betydningsfuldt didaktisk delaspekt, der især knytter sig til kategorier som

		elevaktivitet, fagligt indhold samt organisering og arbejdsmåde. Som et bidrag hertil gives i kapitlet et bud på en opgavedidaktisk model.
17	Bremholm, J., Hansen, R. & Slot, M.F. (2018). Student work and the multimodal challenge: A mixed methods study of students' productive work in L1, science and mathematics. <i>L1-Educational Studies in Language and Literature</i> , 18, 1-27.	Students' productive work constitutes an essential part of the various learning activities students are involved in while in school. However, empirical research on students' productive work in schools is quite sparse, and thus, we only know little about what kind of products the students make in different subjects, and how they relate to learning. This article presents a mixed methods study on students' productive work in the subjects L1, science and mathematics in primary and lower secondary school in Denmark. The article focus in particular on multimodality as an aspect of students' productive work since this aspect encapsulates a number of the main findings of the study. By combining a quantitative scoring of a large sample of tasks and student products (n = 451) and qualitative classroom studies in L1, science and mathematics, the mixed methods study provides a picture of the practices related to students' productive work in Danish schools. This picture shows, on the one hand, that there is obvious potential related to students' multimodal productive work, and, on the other hand, that this potential is difficult to fulfil due to a number of barriers indicating the prominence of conventional approaches to students' productive work in Danish classrooms.
18	Bueie, A. & Pihl, J. (2011). Litteraturbasert undervisning og digital publisering. I. Smidt, J., Tønnessen, E. S. & Aamotsbakken, A. (red.). <i>Tekst og tegn. Lesing, skriving og multimodalitet i skole og samfunn</i> (197-216). Trondheim: Tapir Akademisk Forlag	

19	Bundsgaard, J. (2003). <i>TV-nyheder og danskfaget i skolen. Forskningsrapport fra ITMF-projekt 177</i> . Danmarks Pædagogiske Universitet.	TVTEEN var et ITMF-projekt hvor målet var at eleverne skulle arbejde producerende med tv-nyheder. I artiklen diskuteres TVTEENs didaktiske grundlag, særlig i relation til danskfaglige kommunikative kompetencer som produktion og analyse. Desuden diskuteres videoproduktionens arbejdsform, projektarbejde, og hvordan projektarbejdet udmøntedes i TVTEEN.
20	Bundsgaard, J. (2005). <i>Bidrag til danskfagets it-didaktik. Med særligt henblik på kommunikative kompetencer og på metodiske forandringer af undervisningen</i> . Ph.d.-afhandling. Odense: Forlaget Ark.	
21	Bundsgaard, J., Buch, B. & Foug, S. S. (2017). De anvendte læremidlers danskfag belyst kvantitativt. I. Bremholm, J., Bundsgaard, J., Foug, S. S. & Skyggebjerg, A. K. (red.). <i>Læremidlernes danskfag</i> . Århus: Århus Universitetsforlag.	
22	Burgess, M. Ø. (2015). <i>Fra novelle til film. Elevproducerede multimodale tekster på 9. trinn</i> . Ph.d.-afhandling. Det humanistiske fakultet. Universitetet i Oslo.	

23	Carrasco, M. R. & Torrecilla, J. M. (2012). Learning environments with technological resources: a look at their contribution to student performance in Latin American elementary schools. <i>Educational Technology Research and Development</i> , 60(6), 1107-1128.	Research shows that computer access and use has a positive effect on the performance reached by Latin American schoolchildren in sixth grade. This is supported by Multilevel models of 4 and 3 levels with data from the Second Regional Comparative and Explanatory Study, developed by UNESCO (2008) in 16 countries and analyzing around 3,000 schools, some 92,000 sixth grade students and 3,900 teachers. The results: Barely one-third of Latin American sixth graders have a computer in their home, and schools where these children attend are unable to reverse this. Furthermore, there is a marked deficit of computers at home and schools in rural areas. Data shows that school performance in reading and math increases significantly among those students that have a computer in their home, an increase that is greater among those students that have at their disposal greater than 10 computers at school. In turn, increased use, both by pupils and teachers, improves school performance in both disciplines once the following variables are controlled: socio-economic level, family culture, gender, mother tongue and number of pre-school years.
24	Chang, K.-E-, Lan, Y.-J., Chang, C.-M. & Sung, Y.-T. (2010). Mobile-device-supported strategy for Chinese reading comprehension. <i>Innovations in Education and Teaching International</i> , 47(1), 69-84.	The work described in this paper explores the feasibility of using of a wireless handheld system (WHS) that supports the individual and co-operative reading activities of students and helps teachers implement reading strategy instruction in Chinese language classes. The experimental findings demonstrate that the WHS benefits students applying reading strategies and improves co-operative learning in relation to small reading groups. (Contains 5 tables and 7 figures.)
25	Christensen, V. (2015). <i>Nettekster fanger og fænger. Multimodale tekster, feedback og tekstkompetence i</i>	I børns liv uden for skolen fylder de multimodale tekster stadig mere i takt med den elektroniske og digitale udvikling. I skolen har undervisningsmaterialer gennem en årrække i stigende grad udviklet sig i multimodal retning eksempelvis ved øget brug af billeder og diagrammer og

	<i>danskundervisningen i udskolingen. Ph.d.-afhandling. Aalborg Universitet.</i>	ved ændret brug af farver og typografi, og gennem de seneste år har receptionen af disse multimodale tekster fundet vej ind i undervisningen gennem en øget fokus på faglig læsning. Det produktive arbejde i skolen har hovedsageligt været anskuet ud fra tale og skrift, og først med Forenklede Fælles Mål fra 2014 blev også multimodal produktion obligatorisk i skolen.
26	Cuban, L. (2016). Strukturelle reformer på Las Montanas og brugen af teknologi, 1976-2010. I. Bundsgaard, J. & Hansen, T. I. (red.). <i>It-didaktik i teori og praksis. Elevpositioner og digitale kompetencer i et dannelsesperspektiv.</i> Frederikshavn: Dafolo.	
27	Elf, N. F. (2007). Literacy and Semiocy: Learning from new modes and media of literacy classics. I. Martyniuk, W. (red.). <i>Towards a Common European Framework of Reference for Languages of School Education? Proceedings of a conference.</i> Krakow, Poland: Universitas.	
28	Elf, N. F. (2009). <i>Towards Semiocy?</i> . Ph.d.-afhandling. Det Humanistiske Fakultet, Syddansk Universitet.	I denne afhandling undersøges hvorledes mediepædagogik kan integreres med modersmålsdidaktik og H.C. Andersen-undervisning på gymnasieniveau. Tesen er at dette kan ske gennem opstilling af et nyt kompetencemål for faget, betegnet semiocy. Afhandlingen gennemfører en

		teoretisk diskussion og definition af dette begreb og undersøger på eksperimentelt-empirisk grundlag hvordan begrebet kan informere og udfordre undervisning på gymnasieniveau for lærere og elever i handelsgymnasiet.
29	Elf, N. F. (2012). Medieundervisning i modersmålsfaget - på vej mod multimodale perspektiver. I. Elf. N. F. & Kaspersen, P. (red.). <i>Den nordiske skolen - fins den? Didaktiske diskurser og dilemmaer i skandinaviske morsmålsfag.</i> Novus Forlag.	
30	Elf, N. F., Hanghøj, T., Skaard, H. & Erixon, P.-O. (2015). Technology in L1: A Review of Empirical Research Projects in Scandinavia 1992-2014. <i>L1 - Educational Studies in Language and Literature</i> , 15, Special Issue, 1-88.	In recent decades, several Scandinavian research projects have had an explicit focus on how technology intervenes in L1 (or so-called Mother Tongue Education) practices in Swedish, Norwegian and Danish educational contexts, and how this may impact on understanding of the subject. There is currently no systematic overview of the documented possibilities and challenges related to the use of technology in L1. At the same time, there is terminological confusion in use of 'technology' and related concepts in L1. Finally, there is a general lack of critical reflection on the relation between technological developments, political rhetoric, and the development of L1 teaching and learning as a social practice related to specific contexts and actors. Thus, the paper attempts to answer three interrelated research questions: 1) what do we mean when we talk about 'technology' in L1?; 2) based on a systematic review of empirical studies, what characterizes the research field?; and 3) for discussion, which broader implications does the review suggest for a rethinking of L1 in terms of practice and research? Introducing the notion of educational boundary

		<p>objects, a theoretical framework is developed, which suggests four metaphors for understanding technology within L1: as a tool, as media, as socialization, and as literacy practices. These are found useful for analyzing and comparing both theoretical perspectives and empirical research on L1. A key finding of the study is that, although the included research is characterized by a large degree of diversity, the conceptualization of technology as media is a dominating approach which downplays aesthetic, critical and tool-oriented perspectives. Another finding is the large number of studies that focus on student practices within L1 and the relationship to out-of-school literacy practices. A final finding is the emphasis on teacher uncertainty regarding how and why to integrate technology within existing paradigms of the subject. This calls for further research on how technology may be justified in L1 practice, including various forms of teacher education.</p>
31	<p>Erixon, P.-O. (2010). Svenskämnet i skärmkulturen. <i>Tidsskrift för litteraturvetenskap</i>, 40(3-4), 153-163.</p>	<p>Vi lever i ett multimedialt samhälle där skriftspråkets plats och funktion i den offentliga kommunikationen har decentrerats och dess tidigare roll som kommunikationsmediet framför andra nu tillsammans med bild, ljud och text i mer integrerande delar har förvandlats till ett bland flera kommunikationsmedier. Genom denna snabba utveckling av nya medier har skriftkulturen, och därmed också grunden och förutsättningen för skolämnet svenska alltmer kommit att utmanas. I denna "new media age", har skärmen delvis ersatt boken som det dominerande kommunikationsmediet. Men kommunikationsteknologier påverkar inte bara de sätt på vilka kunskap transmitteras, utan också innehållet i den kunskap som skapas, liksom de sätt på vilka undervisning organiseras. Bruket av IKT har inte vuxit fram i en skolkultur, utan utanför skolan. Därför finns det en inneboende spänning mellan IKT-stödd undervisning och traditionella sätt att arbeta i skolan. Introduktionen av IKT i en skolkontext kan ses som en förhandling mellan olika kulturer, där</p>

läraren ombeds att anpassa sin undervisning till en ”invaderande” kulturs behov, dvs. IKT-kulturen. Den starkaste faktorn när lärare bestämmer sig för att använda ny teknologi i undervisningen är de externa förväntningarna från skolledare och politiker, som tycks bli starkare ju längre undervisningserfarenhet en lärare har. Den svagaste faktorn rör datorn som ett verktyg för att utveckla och höja nivån på undervisningen och tycks minska i betydelse i takt med att lärare förvärvar undervisningserfarenheter. Skolämnena är i olika utsträckning ”inbäddade” i IKT[vi]. Inom vissa skolämnena betraktas IKT som en sorts ”trojansk häst”, som står i konflikt med en djupt liggande ”ämnesgrammatik”. Studier i USA, Kanada och Storbritannien visar att föreställningen om ämneskulturer har betydelse när det gäller lärares och elevers användning av IKT. Samtidigt för ungdomar med sig populär- och mediekulturella kunskaper och erfarenheter in i klassrummet och de specifika skolämnena. De lever i en multimedial kultur utanför skolan och brukar en mängd olika medieteknologier för olika ändamål och i olika kommunikativa situationer, där bilden, musiken och texten intar en framträdande plats, dvs. en ”screen culture” eller ”media ecology”. Bruket av ny teknik och nya medier i skolan tycks leda till en pedagogisk förändring i motsats till vad exempelvis Cuban hävdar. Överlappande kulturer och ”ownership” leder till förändrade lärar- och elevroller. Medieteknologin fungerar som en ”fulcrum”, dvs. som en sorts vändpunkt, tänkt som ett resultat inte av en plötslig insikt, utan som resultatet av en process, eller omorientering i den pedagogiska praktiken. Likt reminiscenser från ett gammalt samhälle tycks en sorts teknikfientlighet ligga inbäddad i den pedagogiska diskursen och skolans olika ämnesparadigm. Det finns en tendens till att uppfatta det som har med ny teknik och nya medier att göra som något virtuellt och därmed inte verkligt, dvs. som en verklighetsförlust. Den här artikeln tar sin utgångspunkt i skolämnet svenska, som i allt högre grad står under

		inflytande av en digital medie- och skärmkultur och ställer frågan om vad detta har för betydelse för ämnets (1) innehåll och (2) undervisningsformer.
32	<p>Erixon, P.-O. (2012). Svenskämnet i ett nytt medieekologiskt sammanhang. I. Skar, G. & Tengberg, M. (red.). <i>Svenskämnet i går, i dag, i morgon</i>. Svenskläraryörelningen 100 år 1912-2012. Svenskläraryörelningens Årsskrift 2012.</p>	<p>Den här artikeln handlar om ny teknologi i skolan och om vad som händer när den kommer in i undervisningen. Den utgör ett nedslag i ett VR-finansierat forskningsprojekt med titeln "Skolämneparadigm och undervisningspraktik i skärmkulturen – bild, musik och svenska under påverkan (2010-2012). Utgångspunkten i projektet är att olika skolämnen står i olika förhållanden till (ny) teknologi och att man därför inte kan tala generellt om skolans förhållande till (ny) teknologi. Införlivandet av digitala medier ser olika ut i de olika skolämnena (Hennesy, 2005), då skolämnena har sina karakteristiska strukturer (McEachron, 2003). Teknologi står också i relation till en undervisningspraktik, dvs. metoder och sätt att arrangera undervisning på. Med det resonemanget som utgångspunkt har penna, papper och bok varit de teknologier som inte bara varit förhärskande i skolan sedan dess början, utan också förutsättningarna för verksamheten i skolan, inte minst ämnet svenska (Johansson, 1977; Tyner 1998). Teknologin är en aktiv faktor och med hänvisning till exempelvis Dahllöf att betrakta som en ramfaktor (Jfr Broady & Lindblad, 1999). Teknologier är exempel på medierande redskap, som vi använder för att samhandla med omvärlden (Wertsch, 1991), exempelvis när en lärare undervisar i ett skolämne. I utbildningsvetenskaplig forskning är det emellertid något osynligt och neutralt, en blind fläck (Erixon, 2010; 2012 a,b; Elmfeldt & Erixon, 2007). Den digitala teknologin gör nu sitt intåg i skolans värld på bred front. Om det för tio år sedan var politiker och policymakare som försökte driva på utvecklingen tycks nu snarare trycket komma underifrån, dvs. från elever och lärare. Det framkommer tydligt i vår studie. Utvecklingen ser mycket olika ut i de tre ämnena, liksom i olika kommuner, men också mellan skolor i samma kommun. Ambitionerna att införliva ny teknologi i undervisningen tycks ändå ha en tydlig riktning, dvs. en dator</p>

		<p>till varje elev. Lärarna ser överlag positivt på att införa ny digital teknologi i undervisningen, även om tillgången på fortbildning och apparater är begränsad. Men det finns en utbredd uppfattning bland både elever och lärare om att den skolverksamhet som av tradition bedrivits ska kunna pågå på ungefär samma sätt, fast nu med hjälp av modern digital teknologi. Det är en fåvitsk tanke som kan skapa stora problem. Den här artikeln diskuterar och problematiserar utifrån ett medieekologiskt perspektiv några av de vinster och förluster som sker när ny digital teknologi kommer in i svenskundervisningen.</p>
33	<p>Erixon, P.-O., Marner, A., Scheid, M., Strandberg, T. & Örtegren, H. (2012). School Subject Paradigms and Teaching Practice in the Screen Culture: art, music and the mother tongue (Swedish) under pressure. <i>European Educational Research Journal</i>, 11(2), 255-273.</p>	<p>There are great expectations that new digital technology will become a powerful tool for developing education activities. Like many countries in Europe and worldwide, Sweden has invested a large amount of resources in new technology and new media (hereafter called digital media), and they have become a natural and important part of school teaching. The developed use of digital media is assumed to lead to educational change and, hence, better teaching. That such expectations have not been fulfilled, however, is shown in a number of Swedish, European and international studies. One explanation of this situation may be that the incorporation of digital media differs between different school subjects. School subjects have their characteristic structures, which are of great importance for how digital media can be integrated. Digital media influence the way in which school subjects can be described from a knowledge theory perspective — i.e. what constitutes the subject's paradigm and its teaching practice. The point of departure of this article is the school subjects of art, music and the mother tongue (Swedish), which, like other school subjects, are feeling the pressure of a digital media and screen culture to an ever increasing degree, and it queries whether and how teachers and pupils in these three school subjects conceive of and relate to the shifts that take place in the subjects when digital media are being increasingly integrated into the teaching. The</p>

		<p>study is based on interviews with pupils and teachers in the three school subjects, and the results are presented in terms of four themes that appear in the investigation — namely: (1) educational environments; (2) what teachers and pupils regard as the sacred and the profane; (3) motives for using digital media in teaching; and (4) whether and how working methods are changing with digital technology, i.e. questions concerning collective and individual aspects. In all three subjects, there are clear indications that digital media have already started to influence both the subject content and the working methods, while, at the same time, the proportion of digital media is limited and the impact is weak. [ABSTRACT FROM PUBLISHER] Copyright of European Educational Research Journal is the property of Sage Publications, Ltd. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
34	<p>Erixon, P.-O. (2014). Svenskämna's sociodigitala klassrum. I. Erixon P.-O. (red.). <i>Skolämnen i digital förändring. En medieekologisk undersökning</i> (s. 225-248). Lund: Studentlitteratur</p>	
35	<p>Erixon, P.-O. (2014). On the remediation, relativisation and reflexivity of mother tongue</p>	<p>In this article, education is regarded as a medium (Salomon, 2000). i.e. a channel for the transmission of knowledge with its specifically and historically defined form and content. From a media ecology perspective, media are not neutral, transparent or value-free channels for transporting</p>

	<p>education. <i>Education Inquiry</i>, 5(2), 171-194.</p>	<p>information. Instead, the inherent physical structures and symbolic form of media play a decisive role in the design of what and how information is coded and transferred and hence also how it is decoded. It is the structure of the medium that determines the content and nature of the information. In our digital era this medium, i.e. education, is now being remediated (Bolter & Grusin, 2002). With this point of departure, in this article traditional education is placed on a par with a coherent text in the form of an essay. This implies that what typifies an essay in a transferred sense is characteristic of traditional education based on paper, pencil and book technologies. In a new media ecology context, what is polyvocal, interactive and transient is also becoming characteristic of education in its capacity as a medium. Like all remediation this also offers a promise of reforms and changes in the sense of remoulding, which partly corresponds to all the expectations placed on new media as regards the possibilities to develop education, for teaching and for pupils' learning. This article aims to indicate and discuss what is identified as a relativisation that appears when schools and teaching are remediated and which manifests itself on three different levels in schools, i.e. regarding: (1) the content of the teaching; (2) the forms of teaching; and (3) the relations in the classroom. The examples are taken from teaching of the school subject Swedish (mother tongue).</p>
36	<p>Erixon, P.-O. (2016). Punctuated Equilibrium – Digital Technology in Schools' Teaching of Mother Tongue (Swedish). <i>Scandinavian Journal of Educational Research</i>, 60(3), 337-358.</p>	<p>This article deals with how teachers and pupils in seventh to ninth grade in Sweden look upon and relate to the incorporation of new digital technology in mother tongue education (Swedish). The result shows that both the classification and framing of the subject is being challenged by new technology, but that the awareness of the impact seems to be limited. It is suggested that the development might now be approaching a stage where the gradual change, "evolution", that has taken place through all the invasive "forms of media" that have been added to the teaching environment, will now contribute to a punctuated equilibrium, which will</p>

		<p>hopefully lead to a new inner stability or homeostasis, in other words a paradigm shift. This, however, requires teachers to appropriate new technology as well as an awareness of its influence on the pedagogical discourse. [ABSTRACT FROM AUTHOR] Copyright of Scandinavian Journal of Educational Research is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)</p>
37	<p>Erixon, P.-O. (2018). Necessity or eccentricity: teaching writing in a new ecology. <i>Scandinavian Journal of Educational Research</i>, 62(6), 865-883</p>	<p>This article concerns how teachers of Mother-Tongue Education (MTE) and pupils in Swedish secondary schools look upon and relate to the keyboard and screen and pen and paper, respectively, for writing in the context of MTE. The results showed that both teachers and pupils found that the computer on one side and the pen and paper on the other circumscribed different writing processes. Paper and pen offered greater resistance when writing than a computer. It was concluded that writing on a computer had been culturally appropriated in the MTE and represented the frame for both teachers and students from which they assessed the advantages and disadvantages of each technology, but also that paper and pen added a value of necessity rather than eccentricity for the pupils, in contrast to the teachers, in order to meet the requirements concerning grammar, longhand, and orthography. [ABSTRACT FROM AUTHOR] Copyright of Scandinavian Journal of Educational Research is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy.</p>

		Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)
38	<p>Flatøy, I. (2010). Bruk av IKT i norskfaget på ungdomstrinnet - ei styrking eller ei svekking av faget? I. Vavik, L. Andersland, S., Arnesen, T. E., Arnesen, T., Espeland, M., Flatøy, I., Grønsdal, I., Fadnes, P., Sømoe, K. & Tuset, G. A. (red.).</p> <p><i>Skolefagsundersøkelsen 2009</i> (s. 75-97). HSH-rapport 2010/1, Høgskolen Stord/Haugesund.</p>	
39	<p>Fougt, S. S. (2016). <i>Lærerens scenariekompetence – Et mixed methods-studie af lærerkompetenceevaluering i spændet mellem scenariedidaktik, faglighed og it</i>. Ph.d.-afhandling. DPU, Århus Universitet.</p>	<p>Denne ph.d.-afhandling identificerer og karakteriserer lærerens scenariekompetence i et mixed methods-studie og udleder konsekvenser for lærerkompetenceudvikling heraf på baggrund af en intervention blandt 17 udskolingsdansk lærere med scenariebaserede undervisningsforløb med fagdidaktisk reflekteret integration af it. Forskningsperspektivet er således tredelt: Hovedfokus er på læreres scenariekompetence, sekundært på scenariebaserede undervisningsforløb og tertiært på fagdidaktisk reflekteret integration af it.</p>
40	<p>Fougt, S. S. & Lorentzen, R. F. (2016). Eleven som målrettet og kreativ producent. I. Bundsgaard, J. & Hansen, T. I. (red.). <i>It-didaktik i teori og praksis</i>.</p>	<p>I de forenklede Fælles Mål fra 2014 har fire tværgående temaer fået særlig opmærksomhed med en selvstændig vejledning samt ved at være integreret i målene og omtalt i læseplanen for de enkelte fag. Omdrejningspunktet for bogen It-didaktik i teori og praksis elevpositioner og digitale kompetencer i et dannelsesperspektiv er det tværgående tema It og medier med</p>

	<p><i>Elevpositioner og digitale kompetencer i et dannelsesperspektiv.</i> Frederikshavn: Dafolo.</p>	<p>udgangspunkt i de fire elevpositioner, der repræsenterer fire måder at forholde sig på i omgangen med it og medier.</p>
41	<p>Geertsema, S., Hymanm C. & Deventer, C. D. (2011). Short message service (SMS) language and written language skills: educators' perspectives. <i>South African Journal of Education</i>, 31(4), 475-487.</p>	<p>SMS language is English language slang, used as a means of mobile phone text messaging. This practice may impact on the written language skills of learners at school. The main aim of this study was to determine the perspectives of Grade 8 and 9 English (as Home Language) educators in Gauteng regarding the possible influence of SMS language on certain aspects of learners' written language skills. If an influence was perceived by the educators, their perceptions regarding the degree and nature of the influence were also explored. A quantitative research design, utilising a questionnaire, was employed. The sample of participants comprised 22 educators employed at independent secondary schools within Gauteng, South Africa. The results indicated that the majority of educators viewed SMS language as having a negative influence on the written language skills of Grade 8 and 9 learners. The influence was perceived as occurring in the learners' spelling, punctuation, and sentence length. A further finding was that the majority of educators address the negative influences of SMS language when encountered in written tasks.</p>
42	<p>Gissel, S. T. (2014). Talking Books in Reading Instruction and Student Behavior. <i>Designs for Learning</i>, 7(1), 76–98.</p>	<p>In grade 1, Danish students used a talking book with TTS (text-to-speech) and participated in a learning design with emphasis on decoding and reading for meaning in written text. The students all read the same unfamiliar text, which for many of the students would traditionally be considered being at their frustration level. Basing the intervention on connectionist theory of reading and Share's self-teaching hypothesis, students were instructed to try to read the words before activating the TTS-function. Only five students out</p>

		<p>of 17 used the software in ways that could promote selfteaching, but underused the support. Five other students very quickly refrained from trying to decode, instead clicking the full page TTS. Another five students did not at any point try to decode words independently. These results suggest that by using TTS and talking books in reading instruction without measures to fine tune the scaffolding, it is very doubtful whether any students benefit from the TTS at all.</p>
43	<p>Gissel, S. T. (2015). Læreres brug af iSkriv. <i>Læremiddeldidaktik</i>, 8(1), 42-60.</p>	<p>I dette casestudie undersøges læreres brug af et didaktisk, digitalt læremiddel. Gennem interviews med tre lærere på mellemtrinnet i den danske folkeskole afdækkes deres brug og vurdering af et digitalt læremiddel. Det digitale læremiddel er iSkriv (Alinea), som er et didaktisk og stilladserende læremiddel til genreskrivning i danskundervisningen på mellemtrinnet. Læremidlet analyseres og vurderes ud fra aktivitetsteori og forskning om læremidler. Disse data holdes i artiklen op mod hinanden for at vise hvordan lærerne bruger læremidlet, udfolder læremidlets potentiale og på hvilke punkter lærerne gør noget forskelligt med læremidlet og/eller noget andet end der lægges op til i lærervejledningen. Desuden fokuserer undersøgelsen på lærernes vurdering af læremidlet og sætter vurderingen i relation til lærerens faktiske brug af læremidlet. Undersøgelsen viser, at lærerne bruger iSkriv meget forskelligt. En lærer følger læremidlets anvisninger og vurderer det meget positivt. De to andre læreres didaktiske design afviger på nogle områder markant fra læremidlets anbefalede didaktiske design, og disse lærere er kritiske i deres vurdering af læremidlet. Resultaterne viser, hvordan interaktionen mellem læremiddel og lærer kan tage sig ud, og kan potentielt bidrage med viden om hvordan vi udvikler hensigtsmæssige læremidler og rammesætter læreres brug af dem.</p>
44	<p>Gissel, S. T. (2015). Scaffolding students' independent decoding of unfamiliar text with a</p>	<p>This study was undertaken to design, evaluate and refine an eBook-feature that supports students' decoding of unfamiliar text. The feature supports students' independent reading of eBooks with</p>

	<p>prototype of an eBook-feature. <i>Journal of Information Technology Education: Research</i>, 14, 439-470.</p>	<p>text-to-speech, graded support in the form of syllabification and rhyme analogy, and by dividing the word material into different categories based on the frequency and regularity of the word or its constituent parts. The eBook-feature is based on connectionist models of reading and reading acquisition and the theory of scaffolding. Students are supported in mapping between spelling and sound, in identifying the relevant spelling patterns and in generalizing, in order to strengthen their decoding skills. The prototype was evaluated with Danish students in the second grade to see how and under what circumstances students can use the feature in ways that strengthen their decoding skills and support them in reading unfamiliar text. It was found that most students could interact with the eBook-material in ways that the envisioned learning trajectory in the study predicts are beneficial in strengthening their decoding skills. The study contributes with both principles for designing digital learning material with supportive features for decoding unfamiliar text and with a concrete proposal for a design. The perspectives for making reading acquisition more differentiated and meaningful for second graders in languages with irregular spelling are discussed.</p>
45	<p>Gissel, S. T. (2016). <i>Scaffolding second graders' reading of unfamiliar text with a digital learning material that supports and strengthens students' decoding while students are reading for meaning</i>. Ph.d.-afhandling. Syddansk Universitet.</p>	

46	Godhe, A.-L. (2013). Tensions and Contradictions When Creating a Multimodal Text as a School Task in Mother Tongue Education. <i>Nordic Journal of Digital Literacy</i> , 8(4), 208-224.	With digital technology it has become possible and relatively easy to create texts, which contain different kinds of expression, such as images and sound. This challenges the concept of literacy and what it means to create texts in education. By exploring tensions and contradictions in and between different components in the activity system of creating texts in classrooms this article attempts to illuminate conditions for transforming this activity. Activities are here conceptualized as activity systems where components at local and systemic levels influence and constitute each other. Tensions and contradictions at both levels, reflect general issues related to the concept of literacy, as they concern what kind of expressions are considered valuable and primary when creating and assessing texts in educational settings.
47	Godhe, A.-L. & Magnusson, P. (2017). Multimodality in Language Education - Exploring the Boundaries of Digital Texts. I. Chen, W. et al. (Eds.) (2017). <i>Proceedings of the 25th International Conference on Computers in Education</i> . New Zealand: Asia-Pacific Society for Computers in Education.	Considering the challenges of contemporary communication, largely due to the rapid development of media technology, the purpose of this article is to discuss the implications that these challenges may have for language education. In a digitalized society, texts more often than not include several modes, such as images, symbols, film clips and sound. What does this widened notion of texts mean for language subjects and teachers and how are these changes in texts reflected in curricula? In the article we use a multimodal framework to understand and discuss meaning-making when a widened notion of texts is incorporated in language education and the conflicts that may occur are discussed from an activity theoretical point of view. We conclude by arguing for native language education to fully embrace and recognize multimodal meaning-making.
48	Hanghøj, T. (2011). Clashing and Emerging Genres: The interplay of knowledge forms in educational gaming. <i>Designs for Learning</i> , 4(1), 22-33.	Based upon a series of design interventions with the educational computer game series Global Conflicts at various secondary schools, this article explores how educational gaming can be understood as a complex interplay between four knowledge forms - i.e. students' everyday knowledge (non-specialised knowledge), the institutionalised knowledge forms of schooling, teachers' subject-specific knowledge (specialised knowledge forms), and

		game-specific knowledge forms such as professional journalism, which is one of the inspirations for the game scenario. Depending on how the GC series was enacted by different teachers and students, these knowledge forms were brought into play rather differently. More specifically, several students experienced genre clashes in relation to their expectations of what it means to play a computer game, whereas other students experienced emerging genres - e.g. when one student was able to transform the game experience into a journalistic article that challenged her classmates' understanding of journalistic writing
49	Hanghøj, T. (2011a). <i>Playful Knowledge – An explorative study of educational gaming</i> . Ph.d.-afhandling. Lambert Academic Publishing.	This dissertation can be read as an attempt to explore the widespread assumption that games have educational value within the context of formal schooling. More specifically, this study tries to answer a number of questions related to this assumption: Why should games have a place in formal education? How should educational games support teaching and learning? And what characterizes “good” educational game design? These questions are repeatedly being addressed by game designers, policy makers, educators, news media and researchers in an attempt to explore – and often promote – the assumed learning potential of games. To bring matters to a head, such questions are often driven by an attempt to legitimise the educational use of games instead of actually exploring whether this goal is desirable or how it can be achieved.
50	Hanghøj, T., Hautopp, H., Jessen, C. & Denning, R. C. (2014). Redesigning and Reframing Educational Scenarios for Minecraft Within Mother Tongue Education. I. Busch, C. (red.). <i>Proceedings of The 8th European Conference</i>	The aim of this paper is to describe the opportunities and challenges involved in designing educational scenarios for teaching with the computer game Minecraft in mother tongue education (MTE). The empirical data presented is based on an on-going research project, funded by the Danish Ministry of Education, which explores the use of a particular game map entitled “The Mysterious Island” in the context of MTE in five primary school classes (age 7-8) located at two different Danish schools. The Mysterious Island scenario is a loosely structured Robinsonade narrative

	<p><i>on Games Based Learning</i>. Berlin: FKI, University of Applied Sciences, HTW Berlin</p>	<p>that invites the students to “survive” on a deserted island. The empirical data mainly consist of classroom observations collected and analysed using an ethnographically inspired approach to discourse analysis. The data analysis is based on theoretical perspectives on scenario-based education, which assumes that the educational use of game scenarios can be understood as a dynamic interplay of different domains and knowledge practices. In this way, the educational use of The Mysterious Island is understood as socially negotiated translations between the knowledge practices of the Robinsonade-based game scenario, the knowledge practices of the disciplinary domain of MTE, the knowledge practices of the pedagogical domain of “schooling”, and the knowledge practices of the everyday domain, especially in relation to the students’ prior Minecraft experiences. In summary, the analysis presents preliminary findings on different teachers’ educational redesign of The Mysterious Island and the students’ reframing of the various domains and narratives involved. We conclude that the meaningful use of Minecraft in MTE depends largely on the pedagogical approaches of the teachers to redesigning meaningful game scenarios and opportunities for students to reframe their experiences across the domains and knowledge practices involved.</p>
51	<p>Hanghøj, T. & Hautopp, H. (2016). Teachers' Pedagogical Approaches to Teaching With Minecraft. I. <i>Proceedings of the 10th European Conference on Games Based Learning</i>. Paisley: Academic Conferences and Publishing International. Academic Bookshop Proceedings Series.</p>	<p>Abstract: The aim of this paper is to explore teachers’ different pedagogical approaches to teaching the “sandbox” digital game Minecraft as a part of L1 primary education. The empirical data for the paper is based on a series of design interventions with a Minecraft curriculum in three different classes (two 1st grades and one 2nd grade) at three different Danish schools, which involved video observations of the teaching and interviews with the participating teachers. The project is financed by The Danish Ministry of Education (2013-2015) and is part of a larger project on “ICT in the Innovative School”, which aims to develop students’ 21st century skills. Drawing on theoretical work on professional practice (Schön, 1983), frame</p>

		<p>theory (Goffman, 1974), and Dialogic Self Theory (Ligorio, 2010), the paper aims to describe and understand how the teachers' positioned themselves through redesign and enactment of the Minecraft curriculum. In order to achieve this aim, the paper introduces a general model for understanding teachers' educational use of games, which describe the dynamic interplay between curricular concepts, game texts, game practices, and learning activities. Based on empirical analysis of teachers' I-positions to the Minecraft curriculum, the paper identifies three different pedagogical approaches, which are described as execution, improvisation, and transformation.</p>
52	<p>Hanghøj, T. (2017). Read This or Die! Including At-Risk Students Through Game-Related Literacy Practices. I. Pivec, M. & Gründler, J. (red.). <i>Proceedings of the 11th European Conference on Game-based Learning</i>. Reading: Academic Conferences and Publishing International.</p>	<p>The aim of this paper is to explore how at-risk students can become included in Danish as L1 by writing gamerelated texts such as game guides, character analysis or fictional stories, where they describe how to play and overcome key game challenges. The empirical data is based on The School at Play project (2015-2017), which involved a series of design interventions with the action co-op role-playing computer game Torchlight II. The interventions were carried out in eight classes (grades 3-6) distributed across four different Danish schools with a particular focus on four selected at-risk students in each class, who experienced social and subject-related difficulties. In order to analyze the students' game-related texts and their experience of writing them, the paper presents the Game as Curriculum model for understanding meaning-making processes involved in integrating games with curricular activities. The model is inspired by frame theory (Goffman 1974) as well as research on games and literacy (Apperley and Beavis 2011). Drawing on the perspectives of New Literacy Studies (Barton and Hamilton 2000), a dialogical perspective on student voice (Bakhtin 1981, Sperling and Appleman 2011) and Gee's (2003) notion of projective identity, I conduct an empirical analysis of three different types of students' game-related texts as well as data from post-intervention interviews. The</p>

		<p>findings indicate the importance of designing game-related assignments, which allow students to meaningfully extend their experience of overcoming game challenges in Torchlight II as well as expressing their voices through projected identities.</p>
53	<p>Hanghøj, T., Lieberoth, A. & Misfeldt, M. (2018). Can cooperative video games encourage social and motivational inclusion of at-risk students? <i>British Journal of Educational Technology</i>, 49(4), 775-779.</p>	<p>Abstract: Can the challenges encountered in cooperative video games encourage classroom inclusion? And can this experience be translated into curriculum engagement? This study describes a 3 week intervention with game-based learning activities in eight lower secondary classrooms (n = 190). The intervention combined the use of the co-op action role-playing game Torchlight II and analogue gamification aimed at including 32 students challenged by social difficulties and lack of motivation. The video game was used to create more inclusive classrooms by increasing students' opportunities for participation through collaboration in teams. The students also participated in game-related Danish (L1) and Mathematics activities. Effects on social well-being, learning and motivational patterns were measured through teacher assessment combined with the Children's Perceived Locus of Causality-scales. The results show multidimensional effects including positive impact on at-risk students' well-being and reduced experiences of external regulation to participate in Mathematics and Danish. The qualitative analysis not only confirms the positive findings, but also shows how the intervention created ambiguities surrounding the relationship between game activities and curriculum-related assignments. The findings indicate that the impact of game-based classrooms is not due to their fun element, but rather how they enable reframing of social participation and students' engagement with the curriculum. [ABSTRACT FROM AUTHOR] Copyright of British Journal of Educational Technology is the property of Wiley-Blackwell and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download,</p>

		or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)
54	Hanghøj, T., Møller, L. D. & Brøk, L. S. (2018). Elevers skrivepraksisser i og om Minecraft. I. Bundsgaard, J., Georgsen, M., Graf, S. T., Hansen, T. I. & Skott, C. K. (red.). <i>Innovativ undervisning med it</i> . Århus: Århus Universitetsforlag.	Kapitlet beskriver hvordan man kan udvikle elevers skrivepraksisser med "sandkassespillet" Minecraft, og det diskuteres på baggrund af en analyse af elevprodukter fra en 1. klasse, hvilke muligheder og begrænsninger der knytter sig til at anvende komplekse computerspil som Minecraft i undervisningen til at udvikle meningsfulde skrivepraksisser.
55	Hansen, H. M. (2006). "Læs med lyst!" - et elektronisk læselogforløb i 4. klasse. <i>Unge Pædagoger</i> , 4, 25-35.	
56	Hansen, J. J. & Gissel, S. T. (2019). Danskfaget i spil på læringsplatforme. <i>Learning Tech – Tidsskrift for læremidler, didaktik og teknologi</i> , (6), 176-199.	I denne artikel undersøger vi dansk læreres brug af læringsplatformen Meebook i forhold til at designe danskfaglige forløb. Forløbene har vi analyseret ud fra en fagdidaktisk analysetilgang hvor vi både ser på funktion, form og især indhold i de didaktiske forløb. Herigennem belyser vi bl.a. hvilket danskfag og danskdidaktiske diskurser, som tegner sig i lærernes arbejde, og hvordan lærerne arbejder med at designe læringsaktiviteter i læringsplatformen med særligt fokus på tilegnelsehandlinger og modalitetsbrug.

57	Hashemi, S. S. (2013). Wiki-mediated Writing: design, writing strategies and feedback in online text production. <i>Acta Didactica Norge</i> , 7(1), 1-21	Bringing social media arenas, such as wikis, into the classroom invites teaching approaches that engage students in authentic, participatory and creative writing processes. This case study examines the online text production of primary school students in a wiki environment and how the key functionalities for commentary, discussion, logging skills of text and multimodal expression are utilized in practice to develop writing. Exploring the design of assignments and analysing the nature of final texts, writing strategies and feedback reveals an iterative process of writing dominated by strategies of expanding texts with new information and occasional surface editing. The students composed individual narratives on selected themes augmented by drawings, images, speaking avatars and video clips. Feedback was mainly provided by the teachers in the form of encouraging comments and corrective revisions directly in the students' texts. Peer response was rare, in one project taking the form of discussion posts. Revising indicating increased language awareness was observed among second language learners. Overall, the study demonstrates a tension between instructional design, the affordances of the writing arena and the space for creativity when engaging students in advanced, participatory and reflective composing and revising of texts.
58	Haugsted, M. T. (2008). Udvikling af mundtlig kommunikativ kompetence gennem it? - eller "Chatten og musen". I. Bundsgaard, J. (red.). <i>Positioner i danskfagets didaktik</i> . Kursiv nr. 2. Institut for Curriculumforskning. Danmarks Pædagogiske Universitetsskole ved Aarhus Universitet."	

59	Henningsen, S. E. (2004). <i>Medier og læring i skolens danskundervisning</i> . Ph.d.-afhandling. Institut for Pædagogisk Forskning og Udvikling, Syddansk Universitet.	
60	Hoem, J. (2009). Memoz, et verktøy for spatiell nettpubliseringsprosjekt knyttet til fremtidens læringsomgivelser. <i>Nordic Journal of Digital Literacy</i> , 4(2), 117–127.	Memoz er et publiseringsverktøy for det vi kan kalle spatial nettpubliseringsprosjekt, utviklet ved Mediesenteret Høgskolen i Bergen. Et forskningsprosjekt, finansiert gjennom ITUs forskningsprogram Fremtidens læringsomgivelser, har i 2008 sett på bruken av Memoz i undervisning og læring. Memoz har vært utprøvd i utvalgte klasser på Rommen skole – Oslo, Fana gymnas – Bergen, Laksevåg gymnas – Bergen, og St. Paul skole – Bergen. Forskningsprosjektet knyttet til bruken av Memoz har hatt som utgangspunkt at en må finne arbeidsmåter i skolen som kan fange opp de betydelige endringene som skjer på medieområdet. Per i dag henger skolen etter når det gjelder IKT-utviklingen, noe som kommer godt til syne i ITUs kartlegging av digital kompetanse (ITU Monitor, 2007). Det dokumenteres at bruken av datamaskiner i skolen ikke bare er et spørsmål om tilgang til IKT-utstyr, men at dette i like stor grad er et spørsmål om kompetanse, samt hvilke verktøy som tas i bruk i undervisningen.
61	Holmberg, P. (2010). Digital argumentation – datorskrivandets transformering av skolans genrearbete. <i>Utbildning & lärande</i> , 4(1), 34-57.	This article investigates how the use of computers with internet access transforms the conditions of writing in the school context. The case study focuses on a class in Swedish Upper secondary school (16 years old) writing argumentative texts that the students may send to a local newspaper for digital publishing. The video recorded work in one writing group is analyzed in detail in order to show how the group struggles with two sets of demands; on the one hand the well known demands of the school task is

		<p>met (specified text length and text outline, etc.), and on the other the new demands of the public debate. By the use of Systemic Functional Linguistics the analysis uncovers how during the writing process the students interpersonally orient themselves towards different readers, sometimes writing just for their teacher, but sometimes for the readers of the internet paper. The analysis shows how their writing task quickly gets unexpectedly complex. As a consequence of the controversial proposal that the students want to publish, they need for strategic reasons to not “express their own opinion” as they are supposed to do according to the curriculum. They are also pushed by the situational context of public debate to not choose for the text they are writing the thesis argument outline recommended by their teacher. Instead they elaborate a pattern that makes their thesis a solution for a problem formulated in the introductory part. The study is a part of the research project “Text activities and the development of knowledge in school”, funded by the Swedish Research Council.</p>
62	<p>Hultin, E. & M. Westman (2013). Early Literacy Practices Go Digital. <i>Literacy Information and Computer Education Journal (LICEJ)</i>, 4(2), 1005-1013.</p>	<p>The aim of this study is to contribute to an understanding of how digitalization affects early literacy practices in terms of literacy teaching (methods, materials, routinized activities, etc.) and the use of literacy genres in digitalized writing. The study has an overall ethnographical design, where we as researchers, over the course of two years, follow a group of first grade teachers when they “go digital” in their literacy teaching. The study is theoretically influenced by New Literacy Studies, genre theory and multimodality. “Going digital” here includes both the new digital tools that the classrooms have been equipped with (e.g. computers, smart boards, projectors, etc.) and the use of a</p>

		<p>specific early literacy method, learning to read through writing on computers – without using a pencil. The method involves a change from children learning to read and write by using textbooks for reading and pencils for writing to using computers from the start. The children’s own texts are used as important reading material. When children use digital writing tools their texts become longer and they also use a wider range of literacy genres, specifically more factual genres</p>
63	<p>Hultin, E. & M. Westman (2013). Literacy teaching, genres and power. <i>Education Inquiry</i>, 4(2), 279-300.</p>	<p>The theoretical framework of this article is based on critical literacy (Janks, 2010) and genre theories (Swales, 1990; Schleppegrell, 2004). The article’s main purpose is to contribute to an understanding of the use and production of text genres as a power-embedded practice. In doing so, we analyse firstgrade children’s texts in terms of genres and sub-genres. Further, we analyse the subject positions that are constituted in the children’s texts. We understand genres as related to power since they both open and/or close ways of saying or stating things in and about the world. “Where there is power there is resistance”, as Foucault says (1976). Specific interest will be directed to children’s ways of offering resistance in their texts, namely resistance against prescribed dominant genres. This resistance is seen as a creative way for children to use their power and agency by creating hybrid genres.</p>
64	<p>Höglund, H. (2017). <i>Video Poetry: Negotiating Literary Interpretations: Students’ Multimodal Designing in Response to Literature</i>. Åbo Akademis Forlag.</p>	<p>This study focuses on students’ multimodal designing in response to literature by studying how a transmediation process of digital videomaking in response to a poetic text influences interpretive work among a group of students in lower secondary education. The research interest reflects a desire to strengthen the research-based platform for multimodal designing in relation to literature education, and thus this study aims to contribute to the larger conversation about the rationale for reading and teaching literature.</p>

65	Hylén, J. (2017). <i>Digitalisering i skolan. Att tillsammans utveckla digital kompetens</i> . Slutrapport från Ifous FoU-program. Ifous rapportserie 2017:4.	
66	Joaquim, G. (2017). Will education in the mother tongue contribute to the increase of digital literacies? <i>World Journal on Educational Technology</i> , 9(3), 139-143.	We live undoubtedly in a digital era in which younger people have more technological knowledge and use technology more than older people who mostly must adapt their lives and practices, learning how, why, and when to use digital tools. In schools, this gap is visible if we compare the curricula for teaching the Portuguese mother tongue and teachers' practices. As we demonstrate, the references in syllabi are residual, and teachers use digital tools as they used other tools before. This paper aims to summarize and to intersect the results from previous studies on information and communication technologies (ICT), Portuguese mother tongue syllabi, and teachers' practices with ICT. It also points out some causes of the lack of aims for the increase of digital literacy in mother tongue education.
67	Jönsson, K. (2012). "Paddagogik" - att använda ett digitalt redskap i svenskundervisningen. I. Persson, S. (red.). <i>Forskningscirklar - kunskapsutveckling för förskola, skola och högskola</i> . Fakulteten för Lärande och samhälle, Malmö högskola.	Vad säger läroplan och kursplan säger om användningen av digitala medier och hur detta kommer till uttryck i svenskundervisningen i en årskurs ett där alla barn utrustats med en surfplatta? I texten problematiseras vad läsplattan används till i undervisningen och hur användningen av plattan påverkar lärarens syn på undervisning.

68	Kabel, K., Christensen, M. V., & Brok, L. S. (red.) (2019). <i>Hvordan praktiseres grammatikundervisning i dansk, engelsk og tysk?</i> Statusrapport Gramma3. København/Aarhus: Københavns Professionshøjskole, VIA University College & Nationalt Videncenter for Læsning.	Denne titel udspringer af projektet Gramma3: Grammatikundervisning i dansk, engelsk og tysk2, hvor grammatikundervisning i de tre fag i folkeskolen gøres til genstand for undersøgelser og overvejelser.
69	Kiili, C. (2012). <i>Online reading as an individual and social practice.</i> Jyväskylä studies in education, psychology and social research, 441. University of Jyväskylä.	The aim of the study was to clarify how upper secondary school students locate and evaluate information and engage in content processing when they use the Internet as a source for writing an essay either in an individual or collaborative reading situation. Another aim was to illuminate how student pairs coconstruct meaning and knowledge when they read on the Internet in order to explore a controversial issue. Further, the study clarified how the construction of an argument graph promotes students' collaborative online reading. Two teaching experiments were arranged. In both experiments, the students were asked to write an essay on a given topic and search for source material for their essay on the Internet. In the first experiment, the students (n = 25) worked individually and in the second experiment the students (n = 76) worked in pairs. In the second experiment, the half of the students constructed an argument graph whereas half of the students took notes during online reading. Data consists of either think-aloud and interaction protocols, screen captures, and

		<p>students' essays. The quantitative-based qualitative approach was applied to analyze the data.</p> <p>The study found that some individual and collaborative readers had considerable difficulties in locating information. It was also found that the students more frequently evaluated the relevance of information than credibility of information in both individual and collaborative reading situation. Further, collaborative reading of online information, within an argumentative framework, seems to promote content processing that goes beyond simple gathering of facts. However, the differences in the way in which students interacted with one another were remarkable. When some students engaged in co-construction of meaning and knowledge, the other students had a stronger preference for working alone. Furthermore, the depth of content processing during online reading was related to the quality of students' essays in both individual and collaborative reading situations. Finally, it was found that the construction of an argument graph may promote students' collaborative online reading, in particular, their synthesizing processes.</p>
70	<p>Krumsvik, R. J., Berrum, E. & Jones, L. Ø. (2018). Everyday Digital Schooling - implementing tablets in Norwegian primary school. Examining outcome measures in the first cohort. <i>Nordic Journal of Digital Literacy</i>, 13(3), 152-178.</p>	<p>Implementation of tablets in Norwegian schools has become quite common, but we still have too little research knowledge about the learning outcome from these implementation measures. To achieve more knowledge about the topic, this trailing research examines the</p>

71	Kupiainen, R. (2015). Classroom strategies in Teaching the Media. <i>Estonian Journal of Education</i> , 3(2), 104-129.	This article is based on Chapter 5 of my book <i>Media and Digital Literacies in Secondary School</i> (2013). The chapter has been shortened and rewritten in some parts for the article. The article focuses on different classroom strategies identified during the ethnographic school research in one of the Finnish secondary schools carried out during the academic year 2009–2010. The study indicates that teachers analyse and produce media texts as key strategies in media education. In the article, I will give examples of an advertisement project, a soap opera drama, an animation project, a "life career assignment" and a newspaper strategy in different learning settings. All examples indicate that media education needs to build a strong bridge between youth and school culture and that technology in the school follows the content of learning.
72	Lee, C.-P., Shen, C.-W. & Lee, D. (2008). The effect of multimedia instruction for Chinese Learning. <i>Learning, Media and Technology</i> , 33(2), 127-138.	In Taiwan, lectures are commonly used for younger students to learn their own language, which is traditional Chinese. Passively listening to lectures has led to this group of students making such mistakes as forgetting strokes and word meanings, combining phrases to create incomprehensible blurs of information, and switching radicals with phonetic characters. Thus, the rationale of this study is that better and longer lasting Chinese learning results will occur when a combination of well-designed texts, audio, graphics, animation, and hands-on practice are employed. A multimedia system with computer-based courseware in combination with added, assistive technologies including sound equipment, digital boards, and pens was developed based on this rationale. This study used a treatment group who used the system and a comparison group who received lectures. The subjects were 41 second graders in a southern city in Taiwan and all of them received the same pretest, immediate posttest, and the delayed posttest. Even though some of the differences between the two groups did not reach statistical significance, the results revealed that the treatment group consistently performed better than the comparison group in almost all

		the areas of competencies in both posttests. (Contains 6 tables and 2 figures.)
73	Levinsen, K. T. (2010). Substituting ICT as a lever for inclusion with reading and writing difficulties. <i>Journal of Cases on Information Technology</i> , 12(3), 74-89.	This paper presents research findings from a 3-year development and research project named Project IT-folder (PIF) that aimed at the inclusion of young children with potential reading and writing difficulties into normal classes in a suburb of the Danish capital. The project ran from 2007 to June 2010 as collaboration between the Danish University School of Education, the local municipality government, the Pedagogic Development Centre and two primary schools in the municipality. The aim of the project was to produce research-based knowledge that grounds and consolidates a future-oriented and sustainable implementation strategy and practice for all schools in the municipality regarding ICT as a change agent. The project's methodology was designed as research-based interventions into everyday practice, while data was collected through qualitative and anthropological methods, collection of student work and school assessment measures. PIF has succeeded in producing a series of interventions ranging from everyday practices over competence building for teachers to organisational changes in the single school and at the municipality level. These interventions are at present being implemented in the municipality.
74	Lin, C.-P., Chen, W., Yang, S.-J., Xiet, W- & Lin, C.-C. (2014). Exploring students' learning effectiveness and attitude in Group Scribbles-supported collaborative reading activities: a study in the primary classroom. <i>Journal of Computer-Assisted Learning</i> , 30(1), 68-81.	Improving students' reading comprehension is of significance. In this study, collaborative learning supported by Group Scribbles (GS), a networked technology, was integrated into a primary reading class. Forty-seven 10-year-old students from two 4th grade classes participated in the study. Experimental and control groups were established to investigate the effectiveness of GS-supported collaborative learning in enhancing students' reading comprehension. The results affirmed the effectiveness of the intervention designed. In the experiment group, students' learning attitudes, motivation and interest were enhanced as well. Further analyses were done to probe students' interaction processes in the networked collaborative

		classroom and different collaboration patterns and behaviours were identified. Based on the findings obtained, implications for future learning design to empower L1 learning were elaborated. [ABSTRACT FROM AUTHOR] Copyright of Journal of Computer Assisted Learning is the property of Wiley-Blackwell and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)
75	Lorentzen, R. F. (2013). Nye veje med it i dansk - Hvordan kan danskfaget bidrage til at overkomme nogle af de udfordringer, børn i dag står overfor i det moderne informations- og videnssamfund? Og hvordan kan it i undervisningen understøtte dette arbejde?. I. Rørbech, H. (red.). <i>Didaktiske Destinationer - 12 Bidrag til danskfagets didaktik</i> . Cursiv, nr. 12. Institut for Uddannelse og Pædagogik (DPU), Århus Universitet.	This article argues that teachers of Danish in Danish primary and lower secondary schools must adjust their teaching to accommodate the digitized modern communication society, which is developing at an ever-increasing speed. To do this, they must formulate new objectives for the subject. When this is done, Danish as a subject will be able to contribute significantly to the digital literacy of students in primary and lower secondary schools today. As an example of how this can be achieved, and with reference to the Innovative Teaching and Learning-project (ITL, 2011), the article suggests more innovative teaching with ICT. In 2009-11, the ITL Research project investigated and developed innovative teaching with ICT through an international programme. On this background, the article calls for more knowledge on the specific challenges related to innovative teaching with ICT.
76	Lorentzen, R. F. (2017). <i>Lærernes dilemma - Mellem ideal og</i>	Denne ph.d.-afhandling bidrager til det fagdidaktiske forskningsfelt inden for læreruddannelsen med viden om dansklæreres didaktiske praksis med it-understøttet progressiv undervisning i udskolingen. Afhandlingen leverer et

	<p><i>praksis</i>. Ph.d.-afhandling. DPU, Aarhus Universitet.</p>	<p>svar på spørgsmålet om, hvordan progressiv undervisning med it i dansk kan designes, og hvad der foregår, når fire forskellige dansklærere integrerer et sådant didaktisk design i en iterativ proces. Afhandlingen leverer dermed et bud på, hvordan progressiv undervisning, som placerer sig mellem skolereformen og det 21. århundredes kompetencers krav om et problemorienteret curriculum, elevcentrerede undervisningsdesign og en øget anvendelse af it i undervisningen, kan udformes. Afhandlingens empiriske grundlag er en række kvalitative analyser af empiri, som er genereret gennem et design-based research-set up på to forskellige skoler i 8. klasse i dansk. Empirien beskriver dansklærernes arbejde med det didaktiske design tæt. Undersøgelsens primære analyseapparat udgøres af Engeströms aktivitetssystem og virksomhedsteorien. Denne sociokulturelle tilgang er valgt for at indfange og beskrive det dialektiske forhold mellem lærerne og den historiske og kulturelle kontekst, de agerer i. Igennem tre analyser undersøges først lærernes handlinger med designet som del af en større kollektiv virksomhed, dernæst det progressive design som et medierende artefakt for lærernes handlinger og endelig studeres lærernes it-didaktiske praksis. Analyserne afdækker en række double bind-situationer i modsætningerne mellem designets progressive ideal og de kulturelt indlejrede forståelse af danskfaget, som trives på skolerne. Dette medfører adskillige dilemmaer mellem designets ideal og de eksisterende aktivitetssystemers praksiskultur og deres indlejrede normer, som lærerne ikke er i stand til at overvinde alene.</p>
77	<p>Magnusson, P. (2014). <i>Meningsskapandets Möjligheter. Multimodal Teoribildning och multiliteracies i skolan</i>. Malmö Studies in Educational Sciences no 73. Malmö: Malmö högskola.</p>	<p>This thesis concerns the changing predispositions and conditions for contemporary meaning-making in school education. From a socio-cultural perspective, multimodal theory formation is used to find suitable tools and concepts for developing teaching and learning. The overall aims are to investigate and conceptualize meaning-making in school in the frame of multimodal theory. Firstly, the research questions are concerned with how</p>

		<p>teachers work with written; paper-based, expository texts, and secondly, with students' meaning-making, working with meaning-offerings from different modes and media. This is followed by questions surrounding the predispositions for a multimodal view in the Swedish curriculum outline. Finally, the consequences for the role of fiction in education, using multimodal theory formation as a framework are addressed. The thesis presents two empirical studies which investigate meaning-making in upper secondary education, followed by critical discussions of the curriculum outline and the role of fiction. The empirical data was collected using methods inspired by ethnography in classes taking social sciences and media courses. The analyses were inspired by multimodal research, and the main analytical tools consist of a discourse framework and model inspired by Roz IvaniC, the Learning Design Sequence developed by Staffon Selander, the wheel of multimodality and the pedagogy of multiliteracies, both developed by the New London Group and Bill Cope and :Mary Kalantzis. The first study focuses on the teachers' perspective in trying to develop students' meaning-making through written, paper-based expository texts. Analyses within the discourse framework and design layer model are used to describe the teachers' practical theory. The wheel of multimodality is used to differentiate the meaning-offerings used in class, and the pedagogy of multiliteracies is used to describe and analyze the discussions in groups and with the teacher. Results highlight three major possibilities for working with written, paper-based expository texts: a wider view on meaning-making, meaning-offerings encompassing several modes and media, and the teacher's modeling of the reading through discussion. The second study describes and analyzes meaning-making and design in learning with meaning-offerings from different modes and media from the students' perspective. The analytical tools are the wheel of multimodality, the Learning Design Sequence and the further-developed pedagogy of multiliteracies. Results</p>
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		<p>show a similarity in meaning-making regardless of mode and media, staiting with the visual mode and with the students focusing their efforts on comprehending the meaning-offering. This can be explained by lack of clarity and lack of guidance which are seen as obstacles for learning. The discussions surrounding the curriculum outline and the role of fiction show that, in using a multimodal theory formation frame, the curriculum does not explicitly support a multimodal view on meaning-making and that fiction can not be seen as unique due to neither mode nor media. The results suggest that multimodal theory formation gives access to tools that are useful in developing students' meaning-making according to the predispositions and conditions of today, in which reading development is viewed as part of developing meaning-making as a whole and that meaning-making in school should be based on a non-hierarchical and inclusive view on modes and media to create a readiness and a flexibility to meet demands of a rapidly-changing society. As a consequence, the curriculum outline needs to be reworded and the role of fiction in education needs to be problematized.</p>
78	<p>Michaelsen, E., Bueie, A. & Pihl, J. (2010). Bruk av blogg i norskfaget - om lesing, skriving, skolebibliotek og læreprosesser. <i>FoU i Praksis 2009. Rapport fra konferanse om praksisrettet FoU i lærerutdanning</i>. p. 33-44. Levanger, 23. og 24. april 2009. Tapir Akademisk Forlag.</p>	
79	<p>Moe, M. & Siljan, H. H. (2019). Nettbrett og novella i norskfaget. Om nettbrett som digitalt redskap</p>	

	i litteraturundervisningen. I. Wølner, T. A., Kverndokken, K., Moe, M. & Siljan, H. H. (red.). <i>101 digitale grep – en didaktikk for profesjonsfaglig digital kompetanse</i> . Fagbokforlaget.	
80	Nortvig, A.-M. & Christiansen, R. B. (2013). Grænseoverskridende nordisk undervisning. I. Meyer, S., Ruben, J. & Arnfred, J. H. (red.). <i>Europæiske Scenarier - Skandinaviske Perspektiver</i> . Forlaget Alkquantor.	At have nabolande med nabosprog rummer helt særlige muligheder for samarbejder på tværs af landegrænserne, da der ikke skal kommunikeres på et fremmedsprog, men man gennem brug af sit modersmål kan tale med de andre landes folk og blive klogere på forskelle og ligheder landene og menneskene imellem. Samtidig byder denne sproglige samhørighed også på udfordringer, ikke mindst i forhold til episoder, hvor man tror, man forstår hinanden, men så alligevel ikke gør det. Der er også en særlig udfordring i forhold til ikke at give afkald på for mange nuanceringer sprogene imellem, når man taler og gerne vil forstå og forstås. Det handler altså - når man skal tale skandinavisk - både om detaljefastholdelse og forståelse. Også i forhold til skole og undervisning gør disse forhold sig gældende. I denne artikel vil vi med en case fra et EU-støttet projekt om Grænseoverskridende Nordisk Undervisning (GNU) i svenske, norske og danske folkeskoler se på, hvordan samarbejde på tværs af nordiske grænser kan udfolde sig i en undervisning understøttet af digitale teknologier.
81	Okkels, E. M. & Christensen, V. L. (2010). Motivation og læring i det digitale rum. <i>Tidsskrift for læremiddeldidaktik</i> , 4, 10-17.	Hvorfor motiveres elever af digitale læremidler? Denne artikel giver et bud på, hvad eleverne motiveres af, når de skaber digitale produkter. Forfatterne analyserer elevernes motivation og læring gennem æstetiske læreprocesser og lærerrollen i forbindelse med arbejdsprocessen.

82	Rasmussen, J., Rasch-Christensen, A., Molbæk, M., Kristensen, R. M., Lorentzen, R. F., Reimer, D. & Torre, A. (2017). <i>Undervisning med Fælles Mål i dansk og matematik. Et overvejende kvalitativt mixed methods studie.</i> Århus: DPU, Århus Universitet og UC VIA.	DPU og VIA UC har som led i evaluerings- og følgeforskningen i forbindelse med implementeringen af folkeskolereformen gennemført en undersøgelse af læringsmålstyret undervisning i dansk og matematik baseret på et overvejende kvalitativt mixed methods-design. Undersøgelsen har fokus på 1) om og i givet fald hvordan Fælles Mål bruges i dansk- og matematikundervisningen og 2) hvilken betydning det har for undervisning og læring. Fælles Mål er nationalt bindende mål, som beskriver, hvad eleverne skal lære i fagene. Læringsmålstyret undervisning er en didaktisk ramme for lærernes planlægning, gennemførelse og evaluering af undervisning. I denne undersøgelse anvendes benævnelsen undervisning med Fælles Mål og læringsmål i dansk og matematik og benævnelsen læringsmålstyret undervisning synonymt, da Fælles Mål efter 2014 er formuleret som læringsmål. Undersøgelsen er den første af to. Denne første runde er gennemført i skoleåret 2015/16 cirka et halvt år efter, at forenklede Fælles Mål i august 2015 blev gjort gældende for folkeskolen. Anden runde gennemføres i skoleåret 2017/18. Den kvalitative del af undersøgelsen består af klasserumsobservationer med efterfølgende interviews af lærere og elever i de observerede klasser. Den kvantitative del af undersøgelsen består i en kobling af de kvalitative data med data fra nationale test i dansk og matematik, den nationale trivselsmåling og resultater fra de spørgeskemaundersøgelser, der gennemføres i evalueringsprogrammet. Undersøgelsen viser et ensartet billede af fagene dansk og matematik. Derfor sammenfattes undersøgelsens resultater under et, men med angivelse af de forskelle, der måtte være.
83	Rasmussen, J., Rasch.Christensen, A., Molbæk, M., Kristensen, R. M., Reimer, D. & Smith, E. (2019). <i>Undervisning med Fælles Mål i dansk og matematik. Et</i>	DPU og VIA UC har som led i evaluerings- og følgeforskningen i forbindelse med implementeringen af folkeskolereformen gennemført en undersøgelse af læringsmålstyret undervisning i dansk og matematik baseret på et overvejende kvalitativt mixed methods-design. Undersøgelsen har fokus på 1) om og i givet fald hvordan Fælles Mål bruges i dansk- og

	<p><i>overvejende kvalitativt mixed methods-studie (2. runde). Århus: DPU, Århus Universitet og VIA UC.</i></p>	<p>matematikundervisningen og 2) hvilken betydning det har for undervisning og læring. Fælles Mål er nationalt bindende mål, som beskriver, hvad eleverne skal lære i fagene. Læringsmålstyret undervisning er en didaktisk ramme for lærernes planlægning, gennemførelse og evaluering af undervisning. I denne undersøgelse anvendes benævnelsen undervisning med Fælles Mål og læringsmål i dansk og matematik og benævnelsen læringsmålstyret undervisning synonymt, da Fælles Mål efter 2014 er formuleret som læringsmål. Undersøgelsen er den første af to. Denne første runde er gennemført i skoleåret 2015/16 cirka et halvt år efter, at forenkledede Fælles Mål i august 2015 blev gjort gældende for folkeskolen. Anden runde gennemføres i skoleåret 2017/18. Den kvalitative del af undersøgelsen består af klasserumsobservationer med efterfølgende interviews af lærere og elever i de observerede klasser. Den kvantitative del af undersøgelsen består i en kobling af de kvalitative data med data fra nationale test i dansk og matematik, den nationale trivselsmåling og resultater fra de spørgeskemaundersøgelser, der gennemføres i evalueringsprogrammet. Undersøgelsen viser et ensartet billede af fagene dansk og matematik. Derfor sammenfattes undersøgelsens resultater under et, men med angivelse af de forskelle, der måtte være.</p>
84	<p>Roås, S. & Siljan, H. (2019). Skrive- og leseoplæring i det digitale klasserommet. I. Wølner, T. A., Kverndokken, K., Moe, M. & Siljan, H. H. (red.). <i>101 digitale grep – en didaktikk for profesjonsfaglig digital kompetanse</i>. Fagbokforlaget.</p>	

85	Sealey, A. & Thompson, P. (2007). Corpus, Concordance, Classification: Young Learners in the L1 Classroom. <i>Language Awareness</i> , 16(3), 208-223.	This paper reports on an ESRC-funded project that investigated the use of corpusbased activities in a primary-school context, with children aged 8-10 years. The study explored the contributions that could be made by a corpus - comprising language written for a child audience - and a modified version of the associated software, in helping these children (all L1 English speakers) to learn about language. Activities were devised which complied with educational policies in England, so the interactions recorded often involved classification of linguistic items. The paper presents a qualitative analysis of these interactions, identifying aspects of the approach which prompted metalinguistic discourse. It suggests that, in contrast with textbooks and other reference resources, this approach may provide a flexible route into metalinguistic understanding, which maintains links with an authentic discourse. [ABSTRACT FROM AUTHOR] Copyright of Language Awareness is the property of Taylor & Francis Ltd and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)
86	Silseth, K. & Gilje, Ø. (2017). Multimodal composition and assessment: a sociocultural perspective. <i>Assessment in Education: Principles, Policy & Practice</i> , 26(1), 26-42.	AbstractIn this article, we examine how assessment is enacted and negotiated in a school project that involves multimodal composition. The case is a project on advertisement in which lower secondary students collaboratively composed multimodal commercials about various products and topics. The theoretical framework is based on sociocultural perspectives on learning and assessment, and video data of classroom interaction are subjected to detailed analysis. The findings document the consequences of decoupling production and assessment practices. The analysis show that written texts and multimodal texts have different statuses in the project

		because of how they are assessed and that this has consequences for students? participation as learners. In addition, the analysis shows how students position themselves differently towards resources that are intended to help them in summative assessment situations. We discuss issues that teachers may reflect upon when planning and executing multimodal composition in schools.
87	Skaar, H., Buckingham, D. & Tingstad, V. (2010). Marketing on the internet: A new educational challenge. <i>Media Education Research Journal</i> , 2(1), 13-30.	
88	Skaar, H. & Hammer, H. (2013). Why students plagiarise from the internet: The views and practices in three Norwegian upper secondary classrooms. <i>The International Journal for Educational Integrity</i> , 9(2), 15-34.	In a two-part mixed methods study, internet-based plagiarism amongst Norwegian upper secondary students was measured and related to performance level and knowledge of source use. Subsequently, interviews were conducted to explore these students' views on internet access and plagiarism during essay writing. The quantitative part of the study showed that 75% of the 67 students in the study plagiarised from the online sources and that plagiarism accounted for 25% of the total amount of text.
89	Slot, M. F. (2010). <i>Læremidler i danskfaget. En undersøgelse af gymnasieelevers og læreres brug af tre læremidler i danskfaget – set i relation til udvikling af tekstkompetence</i> . Ph.d.-afhandling. Odense: Syddansk Universitet.	Afhandlingen undersøger tre læremidler (et analogt og to digitale læremidler) i gymnasiets danskfag og afdækker gymnasieelevers- og læreres brug af læremidler. Gennem studiet af lærerens planlægning og undervisning med hhv. en grundbog, et digitalt læremiddel til sprog og en interaktiv film giver afhandlingen et bud på, hvordan gymnasielærere kan tilegne sig et læremiddelfagsprog til gavn for undervisningen og elevers læringsudbytte.

90	Svendsen, H. B. (2016). <i>Teknologibaseret læsning og skrivning i folkeskolen</i> . Ph.d.-afhandling. DPU, Aarhus Universitet.	<p>Afhandlingens udgangspunkt er den danske praksis med at udlevere læse- og skriveteknologi til elever med dysleksi. Afhandlingen adresserer anvendelsen af læse- og skriveteknologi i en skolekontekst. Målet med ph.d. projektet er at udvikle didaktikken i den almene danskundervisning med fokus på dyslektiske elevers teknologibaserede læsning og skrivning. Ph.d.-projektet er et empirisk og kvalitativt studie, og det består af tre studier. Først et studie af unge dyslektikers læsning og skrivning, når de anvender læse- og skriveteknologi. Igennem dette studie udvikles begreberne teknologibaserede læse- og skrivestrategier. Dernæst et studie af praksiseksperters didaktiske refleksioner i forhold til at undervise unge med og i skriftsprogsvanskeligheder, der anvender læse- og skriveteknologi. Med afsæt i de to første studier udføres et studie med fokus på udvikling og afprøvning af et didaktisk design til danskfaget i 4. klasse med det formål, at elever med og i skriftsprogsvanskeligheder, der anvender læse- og skriveteknologi, udvikler selvstændige teknologibaserede læse- og skrivestrategier og inkluderes i den almene danskundervisning. Igennem ph.d.-projektets tre studier undersøges således et interdisciplinært forskningsfelt, der søger at belyse et komplekst fænomen, nemlig elever med og i skriftsprogsvanskeligheder og deres anvendelse af læse- og skriveteknologi i en skolekontekst.</p>
91	Svendsen, H. B. (2017). Et inkluderende didaktisk design? Afprøvning af et didaktisk design målrettet elever med og i skriftsprogsvanskeligheder, der anvender læse- og skriveteknologi. <i>Studier i læreruddannelse og -profession</i> , 2(1), 90-116.	<p>I artiklen præsenteres afprøvningen af et didaktisk design med fokus på elever med og i skriftsprogsvanskeligheder og deres anvendelse af læse- og skriveteknologi. Målet med det didaktiske design er: 1) at styrke elevernes udvikling af selvstændige teknologibaserede læse- og skrivestrategier, 2) at inkludere eleverne i den almene danskundervisning. Det første undersøges med dataindsamlingsmetoden think-aloud, mens det andet undersøges gennem observationer og elevinterview. Undersøgelsen peger på, at fokuseleverne stilladseres gennem det didaktiske design, mens designets</p>

		inklusionspotentiale falder forskelligt ud. I artiklen introduceres derfor tre perspektiver af betydning for disse elevers inklusion.
92	<p>Söderling, M. (2011). <i>Att sätta erfarenheter i rörelse. En undersökning av hur elever i år 7 läser film och hur svenskundervisningen kan förvalta deras filmläsning.</i> Malmö Studies in Educational Sciences: Licentiate Dissertation Series, 24. Lund Universitet.</p>	<p>ABSTRACT This licentiate thesis is a study of the curriculum of the school subject Swedish from a socio-cultural perspective. The aim of the study is to obtain insights into how pupils in the seventh grade of the Swedish secondary school system read films, and further to investigate how the education in Swedish can manage and make the most of various approaches to film. The survey was conducted in a class which I teach myself, and the empirical data consists primarily of oral and written statements by the pupils, concerning the films they have seen. Furthermore the social context around the reception of the films has been mapped. As part of the empirical data there is also a record of a discussion in the classroom concerning filmmaking. With the reception model of Kathleen McCormick as a point of departure, the filmic repertoires of the pupils are analyzed, described and interpreted as they stand out within the framework of the study. The general repertoires of the pupils are also dealt with to some extent. The representations and non-representations of the readings are further discussed in a social semiotic perspective. The research shows that the pupils bring rich experiences of fiction from television as well as film to school. The research also indicates that there is a potential for specific learning processes in the reading of film, since the reception of film entails a possibility to widen the general and filmic repertoires as well as to be conscious of them. The most important potential for learning is in the meeting with films that create a tension between the general repertoires of the reader and the film itself, since the film in those cases stands for something hitherto unknown for the reader. The pupils in my survey do not, however, primarily watch film in order to obtain new experiences, or to learn something; they watch film as a means to feel and share experiences with others in order to strengthen their sense of belonging to a group. One</p>

		<p>exception appears to be films that the pupils interpret as based on reality, since there is a tendency among the pupils to be more openminded for clashes between their own repertoires and the repertoires in films when it comes to fiction anchored in reality. The true challenge of the teaching is to attract the pupils to develop conscious relationships to films that imply a tension between repertoires. The reasons for these tensions have furthermore to be investigated. When it comes to films based on reality, the study makes it clear that the population of pupils represents a diverse set of attitudes towards the films; some pupils read the films as pure facts, while others read them in a more reflective way, comparing the mediated images of reality in the actual films with other types of experiences. The teaching of Swedish with the intention to take care of the reception of film among school children must be conducted in an awareness of the fact that not all pupils are representing their readings in a way that makes it possible to create meeting places around them within the educational framework. In my view, the education in Swedish for the secondary school must in a more active way open up for the possibility for the pupils to acquire strategies for a conscious handling of their film readings, as well as access to a language by which they can make their representations. The fact that not all pupils are aware of how film can mediate constructions of reality makes it important to take care of the children's readings in such a way that makes them aware of the semiotic resources of the cinematic medium. This is one reason why one should allow them make their own films. It is also important to use a diversity of semiotic resources when pupils are representing their readings in order to underline the plurality of interpretations and filmic repertoires. Finally, I discuss the results of my research in relation to the new curriculum of Swedish education as it is presented in the syllabus "Lgr 11" which will take effect as from the autumn semester of 2011. In my analysis I find that the space for work of</p>
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		the kind I have conducted in the classroom will be diminished due to the new curriculum. There are, however, still possibilities and a learning potential for a teaching in Swedish that in an active way will take care of film experiences, as well as other kinds of textual experiences.
93	Sørensen, B. H. & Levinsen, K. (2014). <i>Didaktisk design og digitale læreprocesser</i> . København: Akademisk Forlag.	Denne bog præsenterer en didaktisk tænkning og praksis, der understøtter differentieret undervisning og elevers egen digitale produktion. Forfatterne tager afsæt i tre didaktiske rammedesign, der har deres force i hver deres undervisningssammenhæng: A. Fagfaglige undervisningsforløb B. Tværfaglige projekter C. Individuelle fordybelsesprojekter Forfatterne introducerer begrebet elever som didaktiske designere og viser med konkrete eksempler fra dansk, matematik og tværfaglige forløb
94	Tay, L. Y., Lim, C. P. & Lim, S. K. (2015). Differences in ICT Usage Across Subject Areas: A Case of an Elementary School in Singapore. <i>Journal of Educational Computing Research</i> , 53(1), 75-94.	Many factors affect the use of information and communication technology (ICT) for teaching and learning in schools: policy and school leadership, physical and technological infrastructure, teachers' practices and beliefs, curriculum and assessment, and professional development. The subject area, that has not been given as much attention in previous research studies, may be another factor that affects ICT usage for teaching and learning in schools. This article examines how subject areas at an elementary school in Singapore affect the use of ICT for teaching and learning. This mixed-method study suggests that the subject area is another factor that could affect the ICT usage rates in teaching and learning, vis-à-vis the contextual, infrastructure, and human factors. Multivariate analysis of variance with follow-up discriminant analysis and teachers' interviews suggest that there are differences in ICT usage in subject areas and grade levels. Although several factors affect ICT usage, subject area is one other factor that also deserves our further exploration and attention.
95	Tække, J. & Paulsen, M., (2013). <i>Sociale medier i gymnasiet. Mellem forbud og ligegyldighed</i> .	Denne bog rapporterer det første år af Socio Media Education Eksperimentet, der tematiserede den konkrete udfordring det er at etablere en god it-kultur i en gymnasieklasse. Baseret på forskningsresultater undersøger bogen,

	<p>København: Forlaget Unge Pædagoger.</p>	<p>hvordan man kan skabe en god it-kultur i en klasse, og hvordan man kan forbedre deltagelse, opmærksomhed og engagement gennem brug af sociale medier i undervisningen. Herudover gives råd og tips til lærerne ud i den svære kunst at blande sig positivt – uden forbud eller ligegyldighed – i forhold til elevernes mediebrug.</p> <p>På baggrund af nationale og internationale forskningsresultater defineres og diskuteres de vanskeligheder og muligheder, som de nye medier bringer med sig i forhold til undervisningen.</p> <p>Denne forskningsrapport placerer sig centralt i debatten om hvordan vi etablerer rammerne for den enkeltes it-dannelse og en god it-kultur i klasserne i vores uddannelsesinstitutioner.</p>
96	<p>Taalas, P., Tarnanen, M., Kauppinen, M. & Pöyhönen, S. (2008). Media landscapes in school and in free time - two parallel realities? <i>Digital Kompetanse</i>, 4(3), 240-256.</p>	<p>This article is based on an extensive research project (Towards Future Literacy Pedagogies, ToLP) that deals with the literacy practices of Finnish and immigrant pupils, mother tongue (MT) and foreign language (FL) teachers. The overall aim of the project is to explore and interpret literacy practices both in school and out-of-school contexts by employing large-scale quantitative research approaches as well as qualitative classroom observations and teacher and pupil interviews. In this article, we will report findings of the comprehensive survey, our specific focus being on the materials and media the teachers and pupils use in school and in their free time. We are interested in exploring in which ways the media landscapes are either similar or different and to what extent the digital worlds have reached the language classroom. The results show that there is a growing gap between the practices in school and the way in which pupils use the various media in their free time for informal learning and for social existence. It seems that textbooks and other print-based materials dominate at school, whereas a quite</p>

		dynamic and multilayered digital world is the reality for pupils outside school.
97	Vassilikopoulou, M., Retalis, S., Nezi, M. & Boloudakis, M. (2011). Pilot use of digital educational comics in language teaching. <i>Educational Media International</i> , 48(2), 115-126	This paper presents a case study about the use of digital comics in teaching modern Greek in high schools (aged 12-13). The ultimate goal of the educational use of digital comics is to promote students' acquisition of language skills and to help them apply their imaginations and reuse their cultural experiences in creating multimodal comic-like digital stories. The core idea of this case study, which was conducted at a high school in Greece, was to provide the opportunity to students become authors of their own digital comic stories using an innovative authoring tool called ComicLab. (Contains 2 figures and 2 tables.)
98	Vindum, L. S. (2014). Dialog i digital danskundervisning kræver nærvær og organisering. <i>Viden om Literacy</i> , 16, 28-37.	
99	Wessbo, S. (2016). Fiktion genom två medier. En studie av gymnasieelevers arbete med fiktion från film och skönlitteratur. I Höglund, H. & Heilä-Ylikallio, R. (red.). <i>Framtida berättelser. Perspektiv på nordisk modersmålsdidaktisk forskning och praktik</i> (s. 185-206). Rapport från fakulteten för pedagogik och välfärdsstudier, nr. 39. Vasa, Finland: Åbo Akademi.	Artikeln presenterar resultat från en empirisk studie där gymnasieelever fått skriva om skönlitteratur och film inom ramen för gymnasieskolans svenskämne. Genom en experimentellt inspirerad ansats undersöks elevernas skriftliga respons på Hjalmar Södersbergs novell "Pälsen" (1898) och adaptationen Pälsen från 2008. Syftet med studien är att undersöka vad som utmärker gymnasieelever arbete med fiktion från två medier. Resultaten visar att eleverna skriver mer utförligt och presenterar svar som är mer homogena när de sett en film, än när de läst en novell. Novellläsarnas tolkningar visar inbördes en stor variation då tolkningarna går isär. Vidare visar sig eleverna anknyta mer till intrigen i berättelsen när det gäller filmen än när det gäller novellen.

100	<p>Yazici Okuyan, H. (2015). Turkish Language Student Teachers' Use of Instructional Materials in Teaching Turkish. <i>Educational Research and Reviews</i>, 10(3), 313-319.</p>	<p>The aim of the present study is to identify which materials Turkish student teachers use in teaching practicum and the usage characteristics of these materials. This is a descriptive study using survey model. The participants of the study were 75 final year students, 35 females and 40 males, studying at the Turkish Language Teaching Department of Mehmet Akif Ersoy University's Education Faculty in the 2012-2013 academic year. An observation form titled "The Use of Turkish Teaching Materials" developed by the researcher was used as the data gathering material. The literature was reviewed for the content validity of the observation form and expert's opinion was consulted with regard to its face validity. In terms of data analysis, frequencies and percentages were used. As a result of the study, it was found that the student teachers mostly employed visual materials in the teaching practicum, but never used audial materials. Besides, the student teachers were observed to use the materials they preferred in a suitable way for their aims.</p>
101	<p>Öman, A. & Hashemi, S. S. (2015). Design and Redesign of a Multimodal Classroom Task – Implications for Teaching and Learning. <i>Journal of Information Technology Education: Research</i>, 14, 139-159.</p>	<p>Digital technologies are increasingly implemented in Swedish schools, which impact on education in the contemporary classroom. Screen-based practice opens up for new forms and multiplicity of representations, taking into account that language in a globalized society is more than reading and writing skills. This paper presents a case study of technology-mediated instruction at the primary-school level including an analysis of the designed task and how the teacher orchestrated the digital resources during three introductory classes. The aim was also to explore the pupils' redesigning of advertising films based on teacher's instructions and available digital resources. Sequences of a learning trajectory were video recorded and analysed from a multimodal perspective with a focus on the designed task and the processes of how pupils orchestrate meaning through their selection</p>

		and configuration of available designs. The findings show a distinction between the selection of design elements in the teacher's orchestration of the laptop resources during instruction and the pupils' redesigning of the task. Pupils' work developed from the linguistic design provided by the teacher towards visual design and the use of images as the central mode of expression in the process of creating advertising films. The findings also indicate a lack of orientation towards subject content due to the teacher's primary focus on introducing the software.
102	Aagaard, T. (2015). Når teknologi møter fagtradisjoner i norsk og mediefag på videregående skole. <i>Acta Didactica Norge</i> , 9(1), 1-20.	Today Norwegian upper secondary school students have access to computers during lessons and during testing. To explore how teachers teaching Norwegian and Media-subjects experience the practices that emerge with students' access to technologies, I have analyzed interviews and observations of their meetings. The teachers who teach Norwegian mostly mention challenges, while teachers of Media-subjects tell how the students use digital tools when solving tasks. The study shows that technology supports traditional didactical practices in the Media-subjects, while it puts educational practices typical for lessons in Norwegian under pressure. To make sure that developing technology-rich schools is a good investment, it is crucial to learn from didactic practices that seem to work well in technology-rich classrooms.
103	Aagaard, T. & Silseth, K. (2017). Teachers' assessment of digital stories: challenges and dilemmas. <i>Nordic Studies in Education</i> , 37(3-4), 231-242.	In this article, we examine teachers' efforts to negotiate criteria for assessing digital stories. A discussion among six teachers who teach Norwegian at the upper secondary level shows that these teachers tend to focus on the verbal messages of digital stories. Further, the teachers tend to expect digital stories to have similar content as traditional verbal school texts. In the discussion, we illuminate some of the challenges and dilemmas that emerge when digital stories turn into assessment objects, and prepare the ground for further

		research on how assessment impacts the pedagogical potential of digital storytelling.
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