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(Re)searching learning in technology-enriched classrooms: Insights from sociocultural studies

Major national and global initiatives have been proposed in different parts of the world to consider the impact of technology on learning and education.

In addition to demonstrating the outcomes of learning with technology, many reports stress the need to increase understanding of the ways in which people learn with and from technology in and across various social and cultural spaces. While in the past it may have been adequate to research technology-mediated learning exclusively from the perspective of artificial intelligence or from the view point of cognitive psychology, it seems less likely today. We are all learning within the research community that the field is becoming much more complex, dynamic and intertwined. Technological innovations are providing learners and educators with new tools, spaces and possibilities for learning. New social technologies provide exciting possibilities for communal knowledge creation, changing the traditional ways of thinking about knowledge, its creation and ownership. Moreover, technologies provide learners new ways of collaborating, interacting and making oneself present during the learning activities. These innovations also draw attention to the identity work of learners in the social spaces of technology. My talk explores the possibilities offered by the sociocultural framework embedded in sociolinguistic and ethnographic analyses of interaction and learning to the research of the social practices of learning in technology-enriched classrooms. In drawing on some of my empirical research studies, I shall illuminate what this conceptual framework allows us to (re)search and see.