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## **Teaching based on children's experiences of learning at play in a hybrid reality**

### **Research topic/aim**

The aim of this paper is to highlight and discuss the digital didactical dilemmas with connecting learning in educational practices to children's experiences of learning at play in a hybrid reality. Hybrid reality here refers to children's play practices when the physical and the digital worlds intertwine into one practice for playing and learning (Wernholm, 2020). Children's previous learning experiences seldom appear to be acknowledged or built upon in schools (cf. Collins & Halverson, 2009/2018). This is problematic, since schools are the dominant educational institutions in contemporary societies, that determine what constitutes, defines and frames learning (Sefton-Green & Erstad, 2015). The findings have increased value for different stakeholders given the new formal demands on schools to provide conditions for pupils to develop digital competence, in combination with the aim of using digital tools and digital resources for educational purposes.

### **Theoretical framework**

Connected learning is here understood as an approach to learning which is grounded in educational theories that recognize that learning and development are embedded within social relationships and cultural contexts (Ito et al., 2020; Ito et al., 2013), embracing learner-centred strategies (Dewey, 1916/2011, 1938/2015) and how learning is part of belonging in situated practices (Lave & Wenger, 1991). The connected learning framework consists of three spheres of learning that are integrated: interests, opportunities and relationships. These concepts will be applied when highlighting and discussing digital didactical dilemmas.

### **Methodology/research design**

A number of methods, such as interviews, video-recorded play sessions and video-stimulated recall are used, all capturing the children's voices and activities, contributing with a nuanced understanding of children's experiences of learning at play. The analysis of the interviews was partly informed by nexus analysis, and multimodal interactional analysis was applied to the video-recorded play sessions and video-stimulated recalls.

### **Findings**

This paper contributes important knowledge by highlighting younger children's voices on the current state of their lived experiences of learning at play in a variety of digital contexts. Findings reveal how children through participation in digital play practices develop strategies for both learning and teaching, strategies that appear to have bearing on other contexts when it comes to, for example, formulating questions and answering them, and imitating and showing how something is done. The empirical models and conceptual frameworks presented here can be applied to and guide educational transformation if children and their play practices are given a prominent role. In such play practices, digital tools and digital resources are used as means for representing ideas and for communicating, and children are given the freedom to use suitable modalities. What appears to be a fruitful approach to education in the future is to invite all children to reconstruct themselves as subjects as whole selves, with all the skills and experiences the children represents. Thus, there is an obvious need for teachers

to consider and acknowledge the whole range of experiences that children have, in order to understand and support their becoming citizens in a digitized society.

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