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## **Children's learning during play in a hybrid reality**

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aim is to investigate children's learning during play in a hybrid reality, by studying how an only child learns to play digital games together with his parents. Hybrid reality refers to children's play practices when the physical and the digital worlds intertwine into one practice for playing and learning (Wernholm, 2020). This study answers researchers' call (Stephen & Edwards, 2018; Wohlwend, 2018) for new concepts of children's play which are required in the research field of digital play, a need that outweighs the need for further research on teachers attitudes or beliefs on using digital tools with children. A theoretical framework is applied using five concepts for interpreting and understanding children's learning at play in a hybrid reality: *performing self*, *exploration*, *contribution*, *connection* and *multimodal participatory literacies* (Wernholm, 2021). The study is qualitative combining the theoretical framework with multimodal analyses. This case-study focuses on one family with a four-year old child, playing various digital games at home. Both the researcher and the parents conducted the video-recordings, which were analyzed qualitatively focusing on the child's and the parents' actions when playing in a hybrid reality. The researcher was sensitive and paid particular attention to the child's nonverbal communication in order to ascertain genuine consent to participation. Familiar characteristics of play such as to interact and communicate, to become a moral subject and to take risks, take slightly different forms when children play in a hybrid reality. Applicability of the theoretical framework to pedagogical settings is implied.