

C13. Researching digital literacy practices

Teaching plan with readings, spring semester 2026

20 April: 09.15-12.00

09.15-10.00 Presentation of participants. Introduction to the course.

10.15-12.00 Qualitative research design and data collection methods in the study of digital literacy practices, multiliteracies, and multimodal digital interaction. Visualization tools and ethnographically oriented research.

Readings (95 p.):

Androutsopoulos, J. & A. Stæhr. (2018). Moving Methods Online. Researching Digital Language Practices. In: *The Routledge Handbook of Language and Superdiversity* edited by Angela Creese and Adrian Blackledge, 118-132. London: Routledge. 14 p.

Androutsopoulos, J. (2021). Polymedia in interaction. *Pragmatics and Society*, 12(5), 707-724. 17 p.

Erstad et al. (2019). Introduction. The emerging field of digital literacies in early childhood. In: O. Erstad, R. Flewitt, B. Kuemmerling-Meibauer, I. Pires Pereira. *The Routledge Handbook of Digital Literacies in Early Childhood (Eds)*. Routledge International Handbooks of Education. 16 p.

Lexander, K. V. (2011). Texting and African languages literacy. *New Media and Society* 13(3), 427–443. 16 p.

Tagg, C., & Lyons, A. (2022). Chapter 2: Post-digital ethnography and the networked individual, in *Mobile messaging and resourcefulness: A post-digital ethnography* (Routledge focus on language and social media). New York, New York: Routledge. 18 p.

Extra readings (30 p.):

Jørgensen, Kristian M. 2016. The Media Go-along. Researching Mobilities with Media at Hand. *Mediekultur: Journal of Media and Communication Research* 60: 32–49. 17 p.
<https://doi.org/10.7146/mediekultur.v32i60.22429>

Kaufmann, K., Peil, C., & Bork-Hüffer, T. (2021). Producing In Situ Data From a Distance With Mobile Instant Messaging Interviews (MIMIs): Examples From the COVID-19 Pandemic. *International Journal of Qualitative Methods*, 20. 14 p.
<https://doi.org/10.1177/16094069211029697>

22 April: 13.15-15.00

13.15-14.00 Mediagram hands-on workshop.

14.15-15.00 Data session.

Readings (45 p.):

Lexander, Kristin V. & Jannis Androutsopoulos. (2021). Working with mediagrams: a methodology for collaborative research on mediational repertoires in multilingual families. *Journal of Multilingual and Multicultural Development*, 42 (1), 1-18.

<https://doi.org/10.1080/01434632.2019.1667363>

Lexander, K. V., & Thyness, H. (2024). Innovative methods in collaborative research: mediagrams in the study of digital multilingual workplace communication and home-school interaction. *Journal of Multilingual and Multicultural Development*, 1–15.

<https://doi.org/10.1080/01434632.2024.2334745>

Little, S., & Cheng, K. (2024). Digital funds of identity: understanding a young child's plurilingual development through mediagrams. *Innovation in Language Learning and Teaching*, 18(3), 208–222. <https://doi.org/10.1080/17501229.2023.2276952>

Extra reading (20 p):

Thyiness, H. (2024). Exploring mediagrams as a visual tool to encourage teacher critical multilingual awareness through parent-school interaction in Norway. *Apples - Journal of Applied Language Studies*, 18(3), 45-65. <https://doi.org/10.47862/apples.142142>

23 April: 11.15-14.00

11.15-11.30 Recap

11.30-12.30 Guest lecture by Rafael Lomeu Gomes, University of Copenhagen:
Researching students' use of AI

Readings (50 p.):

Coeckelbergh, Mark & David J. Gunkel. 2025. Communicative AI: A critical introduction to large language models. Cambridge: Polity Press. Chapter 1, 'LLM 101', (pp. 11–26)

Hmensa, P. A. (2024). Artificial intelligence and the future of sociolinguistic research: An African contextual review. *Journal of Sociolinguistics*, 28(5), 26-30.

Lunde, I. M., Beiler, I. R., Sahlström, F., Paakkari, A., & Valasmo, V. (2026). Screen recording: a qualitative method for making visible digital activities in educational practices. *Learning, Media and Technology*, 1-17.

<https://doi.org/10.1080/17439884.2026.2642198>

Extra reading (30 p.):

Yudytska, J. & Androutsopoulos, J. (2025) The use of language technologies in forced migration: An explorative study of Ukrainian women in Austria. In Mendes de Oliveira, M. & Conti, L. (eds.). *Explorations in Digital Interculturality: Language, Culture, and Postdigital Practices*, pp. 135-165. Transcript.

12.45-13.30 Ethics

Readings (40 p.):

Flewitt, R. (2019). Ethics and researching young children's digital literacy practices. In: O. Erstad, R. Flewitt, B. Kuemmerling-Meibauer, I. Pires Pereira. *The Routledge Handbook of Digital Literacies in Early Childhood (Eds)*. Routledge International Handbooks of Education. 15p.

Elisabeth Staksrud (2019). Top ten types of informed consent your supervisor never told you about, *Journal of Children and Media*, 13:4, 490-493, DOI: 10.1080/17482798.2019.1669298 4 p.

Pål Aarsand. (2012). Family Members as Co-researchers: Reflections on Practice-reported Data. *Nordic Journal of Digital Literacy*, 7(3), 186-204. 18 p.

13.30-14.15 Analyzing digital literacy practices data

Readings (65 p.):

Palviainen, Å., & Räisä, T. (2022). The winding road to accessing the voices of one thousand schoolchildren: a nexus analysis of collecting data for a survey. *Scandinavian Journal of Educational Research*, 66(5), 793-807.

Tagg, C., & Lyons, A. (2021). Polymedia repertoires of networked individuals: A day-in-the-life approach. *Pragmatics and Society*, 12(5), 725-755.

Zhao, Sumin & Rosie Flewitt (2020). Young Chinese immigrant children's language and literacy practices on social media: a translanguaging perspective, *Language and Education*, 34:3, 267-285, 18 p. DOI: [10.1080/09500782.2019.1656738](https://doi.org/10.1080/09500782.2019.1656738)

27 April 09.30-13.00: Online conference: Digital languaging in the family 2026

With Xiao-Lan Curdt-Christiansen, Sabine Little, Åsa Palviainen, Fatma Said, Andreas C. Stæhr. Discussant: Elizabeth Lanza (see individual programme).

Readings (105 p.):

Lanza, E. (2020). Digital storytelling: Multilingual parents' blogs and vlogs as narratives of family language policy. *Språkreiser. Festskrift til Anne golden på 70-årsdagen*, 177-192.

Li, L., Liu, X., & Curdt-Christiansen, X. L. (2024). Parental involvement in online education during Covid-19 lockdown: a netnographic case study of Chinese language teaching in the UK. *Multilingua*, 43(2), 241-266.

Little, S. (2019). 'Is there an app for that?' Exploring games and apps among heritage language families. *Journal of Multilingual and Multicultural Development*, 40(3), 218-229.

Palviainen, Å., & Kędra, J. (2020). What's in the family app?. *Journal of Multilingual Theories and Practices*, 1(1), 89-111.

Said, F. F., Jaafarawi, N., & Dillon, A. (2021). Mothers' accounts of attending to educational and everyday needs of their children at home during COVID-19: The case of the UAE. *Social Sciences*, 10(4), 141.

Stæhr, A. C., & Nørreby, T. R. (2021). The metapragmatics of mode choice. *Pragmatics and Society*, 12(5), 756-781.

29 April: 09.00-12.00

Student presentations, course evaluation.