

### **C13. Researching digital literacy practices**

*Researching digital literacy practices is a methods course (2/4 ECTS) where we discuss methods, research design, and ethics in research on digital literacy and language practices including AI use from a social practices perspective.*

#### **Practical information**

**Title:** Researching digital literacy practices

**PhD program:** Educational Sciences (UTVIT). This course is an elective course under the category C: courses in research methods.

**Target group:** This course is at the Ph.D. level, open for individuals already admitted to a Ph.D. program.

**Admission requirements:** All candidates admitted to the UTVIT PhD programme and students at the DIALOGUES project will be admitted to the course. Others may be admitted if there is spare capacity. (Priority is given first to PhD candidates admitted to other PhD programmes at INN and at other institutions, and then to staff at INN who hold a relevant master's degree and are engaged in research. PhD candidates from programmes other than UTVIT, or those who fulfil the PhD admission requirements, may participate as single course ("enkeltemne") students to earn ECTS credits. If you are not currently enrolled in a Ph.D. program, you must provide documentation of having completed a master's degree with a grade average of B or better (or equivalent).)

**Study form:** Digital interactive seminars, digital resource base

#### **Dates:**

20 April 09.15-12.00 (UCT +1): Introduction, research design and methods,

22 April 13.15-15.00: hands-on workshop and data session,

23 April 11.15-14.00: Guest lecture: Researching students' use of AI by Rafael Lomeu Gomes, ethics, analysis,

27 April 09.30-13.00: Conference with international experts on digital literacy in families,

29 April 09.00-12.00: Student presentations

**ECTS:** 4 (with essay) or 2 (with presentation only)

**Language of instruction:** English

**Number of participants:** Up to 15

**Registration deadline:** as soon as possible and **no later than 10 April 2026**

**How to register:** Please use the registration form:

**Responsible for the course:** Professor Kristin Vold Lexander, [kristin.lexander@inn.no](mailto:kristin.lexander@inn.no)

**Administrative contact:** Tove Knudsen, [tove.knudsen@inn.no](mailto:tove.knudsen@inn.no).

Researching digital literacy practices is a PhD course for anyone interested in the use of digital tools from a qualitative, social perspective. The course takes place online with a combination of lectures and interactive hands-on sessions to discuss research design, data collection and analysis, and ethics. A half-day conference on *Digital languaging in the family* is part of the course, with contributions from international experts in the field: Xiao Lan Curdth-Christiansen, Åsa Palviainen, Fatma Said, Sabine Little, Andreas C. Stæhr and Elizabeth Lanza. There will also be a guest lecture by Rafael Lomeu Gomes from the University of Copenhagen on the study of students' use of AI.

**Course description/Emnebeskrivelse**

**C 13. Researching digital literacy practices (4 ECTS/2 ECTS)**

*Norwegian title: Forskningsmetoder i studier av digitale litterasitetspraksiser (4 eller 2 studiepoeng)*

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| <i>Type of course</i>             | Optional course in C: Courses in scientific research methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <i>Responsible for the course</i> | Professor Kristin Vold Lexander                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>Content of the course</i>      | <ul style="list-style-type: none"><li>- Research methods and research designs in studies of digital literacy practices, including AI</li><li>- Research ethics</li><li>- Research reviews and scientific ground</li><li>- Oral and written presentation and discussion of a methodological challenge in</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <i>Learning outcomes</i>          | <p><i>On completion of the course, the PhD candidates shall have achieved the following learning outcome):</i></p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"><li>- possess insight into central problems of researching digital communication as social practices with different research designs</li><li>- possess insight into how digital literacy research has been synthesized</li></ul> <p><i>Skills:</i></p> <ul style="list-style-type: none"><li>- can assess and critically analyze design, validity, reliability and research ethical problems, methods of analysis and results in studies of digital communication</li><li>- can discuss methodological problems in their own thesis work in the light of the course content</li></ul> <p><i>Competence;</i></p> <ul style="list-style-type: none"><li>- have acquired a basis for contributing to the development of methods in the field</li><li>- know and be able to critically discuss the state-of the-art on digital literacy research related to own PhD project</li></ul> |

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| <i>“Arbeidskrav”</i> | <p>- A seminar presentation of research design, research ethical reflections or data in process of analysis from own dissertation with focus on digital communication. Evaluated as either ‘pass’ or ‘fail’.</p> <p>- Participation at seminars</p>                                                                                                                                                                                                                                                  |
| <i>Assessment</i>    | <p>4 ECTS: - Individual essay, seminar participation and seminar presentation must be evaluated as passed for the course to be approved with 4 credits. The individual essay should build on the seminar presentation, co-participants’ comments, and on readings. Length 3000 words. Essay can be written in English, Norwegian, Swedish or Danish.</p> <p>2 ECTS: For the course to be approved with 2 credits, seminar participation and the seminar presentation must be approved (Bestått).</p> |
| <i>Organization</i>  | <p>4-day seminars on zoom and self-study</p> <p>Attending a 1-day online seminar on digital communication in families</p>                                                                                                                                                                                                                                                                                                                                                                            |
| <i>Credits</i>       | 4 or 2 credits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <i>Syllabus</i>      | Approximately 400 pages – out of which 150 pages are to be chosen individually (see list for suggestions). The individual syllabus must include a research review of a topic relevant for own dissertation, and other relevant methodological articles.                                                                                                                                                                                                                                              |

**Reading list:** 400 pages, including 150 pages of own choice – suggestions below, on the following topics: language learning online, acquisition of digital literacy, digital literacy practices for identity performance, belonging, and gender issues.

### **Methodological tools and concepts (ca. 150 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, 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. 18 p.

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

Mills, Kathy A, & Unsworth, Len. (2018). iPad Animations: Powerful Multimodal Practices for Adolescent Literacy and Emotional Language. *Journal of Adolescent & Adult Literacy*, 61(6), 609-620. 11p.

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. (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.

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)

### **AI in digital literacy practices (65 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>

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.

### **Ethics (ca. 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.

**Choose 150 pages, for example among the following references:**

### **Digital languaging in the family (ca. 100 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.

### **On learning language online (ca. 70 p)**

Barton, D. & C. Lee. (2013). *Language online: Investigating digital texts and practices*. London, Routledge. Chapter 9. Everyday learning online. 13 p. Chapter 11. Language online and education 11 p.

Benson, P. (2015). Commenting to learn: Evidence of language and intercultural learning in comments on YouTube videos. *Language Learning and Technology* 19 (3), 88-105. 18 p.  
<http://dx.doi.org/10125/44435>

Sauro, S., & Zourou, K. (2019). What are the digital wilds? *Language Learning & Technology*, 23(1), 1–7. 7 p. <https://doi.org/10125/44666>

Sultana, Shaila, & Dovchin, Sender. (2021). Relocalization in digital language practices of university students in Asian peripheries: Critical awareness in a language classroom. *Linguistics and Education*, 62, 100752. 10 p.

Tudini, V. (2007). Negotiation and Intercultural Learning in Italian Native Speaker Chat Rooms. *Modern Language Journal*, 91(4), 577-601. 24 p.

### **On acquiring digital literacy**

Bhatt, Ibrar, & De Roock, Roberto. (2014). Capturing the sociomateriality of digital literacy events. *Research in Learning Technology*, 21, 1-19. 19 p.

Brown, C, & Czerniewicz, L. (2010). Debunking the 'digital native': Beyond digital apartheid, towards digital democracy : Net generation. *Journal of Computer Assisted Learning*, 26(5), 357-369.

Deen-Swararray, M. (2016). Toward Digital Inclusion: Understanding the Literacy Effect on Adoption and Use of Mobile Phones and the Internet in Africa. *Information Technologies & International Development*, 12(2), 29–45. 16 p.

Dyers, Charlyn. (2014). Texting literacies as social practices among older women. *Per Linguam* 30(1), 1-

17. 17 p.

Eisenchlas, Susana A, Schalley, Andrea C, & Moyes, Gordon. (2016). Play to learn: Self-directed home language literacy acquisition through online games. *International Journal of Bilingual Education and Bilingualism*, 19(2), 136-152. 16 p.

Guerrero, Irán. (2013). Technology and literacy: Towards a situated comprehension of a Mexican teacher's actions. In: Kalman, J., & Street, B. (2013). *Literacy and numeracy in Latin America : Local perspectives and beyond*, 167-183. Routledge. 15 p.

Lemphane, Polo & Mastin Prinsloo. (2013). Children's digital literacy practices in unequal South African settings. *Tilburg Papers in Culture Studies* 60.

Tagg, C. & P. Seargeant. (2019). Context design and critical language/media awareness: Implications for a social digital literacies education. *Linguistics and Education*, 62. 9 p.

Walton, Marion, & Pallitt, Nicola. (2012). 'Grand Theft South Africa': Games, literacy and inequality in consumer childhoods. *Language and Education*, 26(4), 347-361.

### **On digital literacy practices for identity performance, multilingualisms, belonging, and gender issues**

Androutsopoulos, Jannis. (2015). Networked multilingualism: Some language practices on Facebook and their implications. *The International Journal of Bilingualism*, 19(2), 185-205.

Bullingham, Liam, & Vasconcelos, Ana C. (2013). 'The presentation of self in the online world': Goffman and the study of online identities. *Journal of Information Science*, 39(1), 101-112. 11 p.

Chau, Dennis, & Lee, Carmen. (2017). Discursive construction of identities in a social network-educational space: Insights from an undergraduate Facebook group for a linguistics course. *Discourse, Context & Media*, 18, 31-39. 9 p.

Deumert, Ana. (2018). Mimesis and mimicry in language – Creativity and aesthetics as the performance of (dis-)semblances. *Language Sciences (Oxford)*, 65, 9-17.

Deumert, A. (2014). Chapter 6: Bakhtine goes mobile. 100-121. 21 p.

Dovchin, Sender & Pennycook, Alastair. (2018). Digital metroliteracies: Space, diversity and identity. In Mills, K: *Handbook of writing, literacies, and education in digital cultures*, 236-259. Routledge.

Hannaford J. (2016). Digital worlds as sites of belonging for Third Culture Kids: A new literacies perspective. *Journal of Research in International Education*. 2016;15(3):253-265.

doi:10.1177/1475240916677442 12 p.

Heugh, Kathleen & Christopher Stroud (2019) Diversities, affinities and diasporas: a southern lens and methodology for understanding multilingualisms, *Current Issues in Language Planning*, 20(1), 1-15, DOI: 10.1080/14664208.2018.1507543

Kumar, N. (2014). Facebook for self-empowerment? A study of Facebook adoption in urban India. *New Media & Society*, 16(7), 1122–1137. 15 p.

Mainsah, H. (2014). Young African Norwegian women and diaspora: Negotiation identity and community through digital social networks. *Crossings: Journal of Migration & Culture*, 5(1), 105-119. 14 p.

Mudhai, Okoth Fred, Wright, Bianca, & Musa, Aliyu. (2016). Gender and critical media-information literacy in the digital age: Kenya, South Africa and Nigeria. *Journal of African Media Studies*, 8(3), 267-280.

Nkomo, Dion & Langa Khumalo. (2012). Embracing the mobile phone technology: its social and linguistic impact with special reference to Zimbabwean Ndebele, *African Identities*, 10(2), 143-153, DOI: [10.1080/14725843.2012.657832](https://doi.org/10.1080/14725843.2012.657832)

Pérez-Sabater, Carmen & Ginette Maguelouk-Moffo. (2020). Online Multilingualism in African Written Conversations: Local, Global Identity and Alignment. *Studies in African Linguistics*, 49(1), 141-159.

Strand, T. (2019). Tradition as innovation: Dialect revalorization and maximal orthographic distinction in rural Norwegian writing. *Multilingua* 38(1), 51-68. 17 p.

<https://doi-org.ezproxy.uio.no/10.1515/multi-2018-0006>

Stæhr, A. (2015). Reflexivity in Facebook interaction – Enregisterment across written and spoken language practices. *Discourse, Context & Media* 8, 30-45. 15 p.  
<https://doi.org/10.1016/j.dcm.2015.05.004>