

Seminar:

Digitalization and practices of inclusion

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Norway Inland University of Applied Sciences
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and online (Zoom)



Inland Norway
University of
Applied Sciences



Østfold University College

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About the seminar

New technologies are developed and implemented to solve a range of tasks in society, and digitalization processes exist in various contexts and forms. Technology is used to facilitate participation in different arenas, from mHealth and mobile banking services to improve living conditions to robot pets to improve elderly care and dementia patients' care. Digitalization is often understood as the solution to several problems, but how does this play out in the practical technology use? Is the focus on hardware and software or on the human and social systems (cf. Warschauer, 2003, p. 6)?

In this cross-disciplinary seminar, which is also part of a PhD course, we focus theoretically and empirically on digitalization and inclusion. The concept of inclusion encompasses policies or ideologies “used by governments and other policymakers to change or improve schools, workplaces, housing, or other community institutions so as to adjust them to meet human diversity, and in particular, to embrace people who experience exclusion” (Haualand 2017, p. 317). The concept in itself is not unproblematic; who should “be included” and who is responsible for this inclusion, into what? In the seminar, we investigate practices of inclusion critically, examine and discuss empirical work and theoretical approaches in studies of technology's role in practices of inclusion. Inclusion is thus considered as social practice, related to digitalization processes, and it is viewed from different theoretical perspectives, with a focus on educational contexts and linguistic aspects of inclusion (e.g., Krüger et al., 2021). What expectations do we have to technology and how do these affect our practices? How are digital tools used for practices of inclusion and do they lead to experiences of inclusion? Does the supposition that “everyone” has access to technology and digital literacy prevent participation and lead to exclusionary practices, accompanying digital exclusion (Helsper & Reisdorf, 2017)? How do persistent inequalities and global dynamics shape practices (Deumert, 2014)? What experiences can we draw from digital practices during the Covid-19 lockdowns (Bucholz et al., 2020)?

Abstracts

Literature teaching via social media: The quality of dissemination and use of digital lesson planning at lower secondary school

Christina Olin-Scheller, Karlstad University/INN

Teachers today use social media in their teaching practice. The material often replace publisher- produced textbooks, and is shared by other teachers who can be considered so-called edu-influencers. In light of the concept of re-contextualisation, the purpose of the study is to deepen knowledge of how this material is staged in teaching. A specific focus is the relationship between everyday knowledge and scientific knowledge in planning and implementation of literature teaching, with a specific focus on interpretation practices. The methodological approach is video ethnographic. Results show that the interpretation aspects of literary texts in the material and in teaching highlight everyday knowledge about literary reading and interpretation. This raises questions in relation to what resources Swedish teachers are offered in the form of teaching materials that are spread via social media by edu-influencers, but also what knowledge about literary reading and interpretation that counts as knowledge in L1.

Bernstein, B. (1971). *Class, codes and control, theoretical studies towards a sociology of language*. Routledge.

Liljekvist, Y. E., Randahl, A., van Bommel, J. & Olin-Scheller, C. (2020). Facebook for Professional Development: Pedagogical Content Knowledge in the Centre of Teachers' Online Communities. *Scandinavian Journal of Educational Research* DOI: 10.1080/00313831.2020.1754900

Läromedelsförfattarna, (2021). <https://www.laromedelsforfattarna.se/ratten-till-laromedel/>

Randahl, A-C. (2018). "Sharing is caring". *Svenskläraren*, 18(2), s. 6–8.

www.svensklaraforeningen.se/sharing-is-caring/

Shelton, C., Schroeder, S. & Curcio, R. (2020). Instagramming their hearts out: What do edu-influencers share on Instagram? *Contemporary Issues in Technology and Teacher Education*, 20(3), 529–554.

Digitalization as a driver of inclusion in education? Experiences from a journalism training institution in Uganda during the COVID-19 pandemic

Florence Namasinga Selnes, OsloMet

The lockdown and social distancing guidelines enforced because of the coronavirus led to the closing of education institutions between 2020 and 2021. This in turn necessitated immediate transition from physical classrooms to online teaching. In Uganda, the government directed universities, and tertiary institutions to adopt online teaching. Implementing online teaching assumes that (all) learners and teachers have access to Information and Communication Technologies (ICTs) and the requisite skills to participate in digital assisted teaching. In this paper, I draw on conversations with teachers at Makerere University's department of journalism and communication to reflect on the digitalization of teaching during the COVID-19 pandemic. I talk about how ICTs were integrated in teaching journalism; the opportunities, challenges and lessons learned in implementing online teaching at the department. I also discuss the barriers or limitations to adopting online teaching practices during the lockdown at the journalism department. I observe that the Covid-19 crisis presented universities with opportunities to innovate, test and implement new practices that cater for both teachers and students. But the requirement for online teaching highlighted persisting inequalities in terms of access to ICTs and relevant skills for using the technologies.

Adult learners' experiences of using translanguage-enabling technology in second language acquisition

Stine Brynildsen, HIOF

Sonja Nygaard-Joki, HIOF

This project examines how adult learners of Norwegian as a second language (L2) experience using digital tools that facilitate support in their first languages. It aims to contribute to research into translanguage praxis and technology-enhanced learning. Translanguage research positions students' pre-existing knowledge and multilingual competence as valued resources when acquiring an L2. We explore whether technology, like Microsoft's Immersive Reader, might support translanguage pedagogy. The study has a qualitative approach, using data from six interviews with Norwegian as L2 adult learners. Inductive thematic analysis was performed to develop themes. Results indicate that the learners were positive to use technology and employed a variety of learning practices when using the Immersive Reader. Still, they emphasized the importance of human interaction and communication when learning. Findings suggest the importance of L2 teachers to teach learners how to use translanguage-enabling technology.

Digital Inclusion for All (DI4all)

Egle Celiešienė, Lithuanian College of Democracy

Ebba Ossiannilsson, Swedish Association, for Open, Flexible and Distance Education

The object of this article is to present the on-going two-year project 2022-2024 Digital Inclusion for all (DI4all), financed by ERASMUS+ program (2021-2-SE01-KA210- SCH -000050728 project) as a best practice example. DI4all aims to improve the key competencies, skills, and learning outcomes of young people in schools by promoting quality improvement, innovation excellence at the educational level and mainstreaming digital inclusion, as well as improving the competencies of teachers and educators to promote digital inclusion and combat disinformation through education and training. The expected outcomes are: training of educators for the implementation of digital inclusion developed based on analysed results and best practices of teachers and educators in the field of digital inclusion, development of a guide for educators that includes materials from the intellectual results of the project, studies of best practices and case studies, and the implementation of an online contest for schools that present their best practices for digital inclusion of all learners. This project is based on main strategies and influenced by EU programs such as the UNESCO SDG4, the EU Digital Agenda, the DigComp2.2, the EU DigCompEdu, the Selfie, My Digiskills. The three priority areas for ERASMUS+ also serve as a basis, such as digital transformation, inclusion and sustainability.

Mediagrams for enhanced inclusion?

Hilde Thyness, INN

In Norway, the school is considered an important arena for inclusion of multilingual families, where interaction between parents and teachers is key for building trust and a sense of belonging. However, schools are criticized for prevailing monolingual ideologies. This paper proposes a didactic use of mediagrams as a tool for challenging these monolingual ideologies, reporting from an intervention at two Norwegian schools. Mediagrams are visual representations of a person's multilingual, multimodal and transnational digital communication. I will discuss how a *didactic* use of mediagrams may enhance teacher's critical awareness about multilingual parents and their digital language practices. For this purpose, I draw on discourse analytical approaches to analyse interview data collected among the teachers. The aim of this paper is thus to shed light on teachers' reflections on the use of mediagrams as a means for enhancing awareness about language diversity and multilingualism and thus for their approach to multilingual parents.

Video-mediated interpreting – a matter of efficient service provision or poor service quality?

Jessica Pedersen Belisle Hansen (HIOF)

Interpreting is considered a measure to provide the Norwegian population with equal access to public services regardless of individuals' linguistic background. Providing qualified interpreting services in more than 100 languages in scarcely populated areas as well as more densely populated areas has proven difficult. As such, technologies affording interaction at a distance are considered efficient remedies to solve logistical challenges. Video technology affords participants with visual and auditive access to each other and is therefore often considered a promising technology for providing interpreting. However, both quantitative and qualitative investigation of interaction find that technological mediation has consequences for the unfolding of the interaction. This in turn may affect access to the services in question. Political documents are found to argue for increased use of video technology to provide interpreting services while downplaying troubles that have been found to occur in the interaction. This raises concerns regarding the interplay between research and political documents and discourses used to propagate increased use of technology for service provision. Based on the analysis of political documents, interview data and field observations, I take a critical approach to discourses of video-mediated interpreting in political documents.

Multilingual digital stories as inclusion in practice

Espen Stranger-Johannessen, INN

The concept of inclusion in schools and adult education is largely used about overarching visions, organization, and attitudes, and to a lesser extent about how ambitions and principles can translate these into practice. This paper show concrete steps to strengthen the inclusion of multilingual students in schools and adult education by using multilingual digital stories, and gives an account of the theories and design principles this approach draws from. For multilingual students, the resource perspective is a key principle in education, and including the students' language and cultural background contributes towards inclusion both by recognizing core aspects of their identities, and by drawing on their linguistic resources to promote understanding and learning. The article presents how the websites *Barnebøker for Norge* (barneboker.no) and *LIDA forteller* (lidastories.net/norge) for students in schools and adult education, respectively, are designed and facilitate inclusive practice by treating the mother tongue as a resource.

Practices of inclusion in digital interaction at the multilingual workplace

Kristin Vold Lexander, INN

This presentation looks at digital interpersonal interaction in the multilingual workplace context, focusing on intended and unintended practices of inclusion and exclusion. The workplace is an important site for looking at the ways in which social inequality is (re)produced and challenged (Duchêne et al., 2013), and multilingualism is a crucial aspect of this, as it has direct economic and social implications and affects the power relationships of the employees (Zhu, 2014, p. 233). Digital media present a range of affordances that may be used to enhance understanding in second language contexts, like translation tools and correction programmes. However also other features, like multimodality, may be important resources when interacting in a multilingual setting. This presentation analyses interview data and digital interactional data from interpersonal communication in workplace settings, collected with Lithuanian migrant workers and their employees, to discuss practices of inclusion and exclusion from a sociolinguistic perspective.

Duchêne, A., Moyer, M., & Roberts, C. (2013). *Language, migration and social inequalities: a critical sociolinguistic perspective on institutions and work*. Multilingual Matters.

Zhu, H. (2014). Piecing together the 'workplace multilingualism' jigsaw puzzle: Multilingualism at work. *Multilingua*, 33(1-2), 233-242.

Schedule

10.00 Coffee

10.30 Welcome

11.00-12.45: Digitalization in and of education

Christina Olin-Scheller (Karlstad University / INN): **Literature teaching via social media: The quality of dissemination and use of digital lesson planning at lower secondary school**

Florence Namasinga Selnes (OsloMet): **Digitalization as a driver of inclusion in education: Experiences from a journalism training institution in Uganda during the COVID-19**

Stine Brynildsen and Sonja Nygaard-Joki (HIOF): **Adult learners' experiences of using translanguage-enabling technology in second language acquisition**

Lunch break

14.00-15.00: Media use by children and youth

Egle Celiešienė (Lithuanian College of Democracy) and Ebba Ossiannilsson (Swedish Association, for Open, Flexible and Distance Education): **Digital Inclusion for All (DI4all)**

Hilde Thyness (INN): **Mediagrams for enhanced inclusion?**

Coffee break

15.30-17.00: Multilingual perspectives

Jessica B. P. Hansen (HIOF): **Video-mediated interpreting – a matter of efficient service provision or poor service quality?**

Espen Stranger-Johannessen (INN): **Multilingual digital stories as inclusion in practice**

Kristin Vold Lexander (INN): **Practices of inclusion in digital interaction at the multilingual workplace**