Learning Acts and the Role of Digital Technology in Achieving Coherence among Them

Charles Crook, Colin Harrison, and Carmen Tomas
University of Nottingham, Nottingham, UK

**charles.crook@nottingham.ac.uk Colin.harrison@nottingham.ac.uk
carmen.tomas@ntu.ac.uk**

Abstract

An argument is made against singular conceptions of learning and in favour of a more practice orientation that embraces 'acts of learning' and presents learning as mediated interaction. The present paper explores this through fieldwork in secondary school classrooms in which new digital technology is observed in its meditational role for the orchestration of such acts. Orchestration is identified in terms of how it brings about conditions of learning 'coherence' - whereby meaning is rendered more solid through the coordination of learning acts within individual lessons, along with the effective coordination of acts across episodes and sites of learning and, finally, the creating of a stronger community dimension to learning through linking together different stakeholders in the learning practice.

Keywords: learning, technology, coherence, education

The full text of this paper is not yet available

Biography

Charles Crook is Reader in ICT and Education at the University of Nottingham. He has a doctorate in experimental psychology from Cambridge University, has been a Research Fellow at Brown and Strathclyde Universities, a lecturer in Psychology at Durham and a Reader in Psychology at Loughborough Universities. His main interest is in the psychology of human development, with special concern for young people's use of new technologies. He has published a number of papers developing a cultural psychological approach to education and developmental psychology. He wrote one of the early books on what has become known as "computer supported collaborative learning" and has published empirical papers in most of the major journals of developmental psychology. He is currently editor of the Journal of Computer Assisted Learning. He takes an active part in disciplinary matters and is currently Chief Examiner of the British Psychological Society Qualifying Examination