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# IDENTITY, COMMUNITY, AND LEARNING LIVES IN THE DIGITAL AGE

Recent work on education, identity and community has expanded the intellectual boundaries of learning research. From home-based studies examining youth experiences with technology, to forms of entrepreneurial learning in informal settings, to communities of participation in the workplace, family, community, trade union and school, research has attempted to describe and theorize the meaning and nature of learning. *Identity, Community, and Learning Lives in the Digital Age* offers a systematic reflection on these studies, exploring how learning can be characterised across a range of 'whole-life' experiences. The volume brings together hitherto discrete and competing scholarly traditions: sociocultural analyses of learning, ethnographic literacy research, geospatial location studies, discourse analysis, comparative anthropological studies of education research and actor network theory. The contributions are united through a focus on the ways in which learning shapes lives in a digital age.

**Ola Erstad** is a professor in the Department of Educational Research, University of Oslo. Professor Erstad works across the fields of media and educational research and has published widely on issues of technology and education.

J**ulian Sefton-Green** is an independent consultant and researcher. He is a principal research Fellow at the London School of Economics and an honorary professor at the Hong Kong Institute of Education. He has published widely on media education, informal learning and creativity.

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# Identity, Community, and Learning Lives in the Digital Age

Edited by

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people's development of conceptual understanding and skills called for by art, mathematics, science and language development.

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and youth's computer gaming, especially in co-located settings such as Internet cafés and LAN parties. Drawing primarily on video data, he studies situated and multimodal methods of communicating within such contexts. His dissertation 'Gaming Interaction: Conversations and Competencies in Internet Cafés' (Linköping University, 2011) deals with young players' interactional management of collaboration, disputes and gaming competence, and with how such interaction lies at the heart of participation in this gaming culture.

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