



ICRI-HASS CONFERENCE
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Changing Childhood, New Direction

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Changing Childhood,
New Direction

**Presentation
Outline:**

- About this study:
- Background
- Research question
- Rationale
- Gap
- Methods
- Insights
- Changing Childhood
- New Direction

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Changing Childhood, New Direction

- My research explores the engagement choices of 10- to 16-year-olds in informal learning networks. This is motivated by studies indicating that student engagement tends to decline as children progress through school, particularly at transition points across phases (Fredricks et al., 2019; Wigfield et al., 2019).
- At about the same time as they are disengaging from school, research indicates that they are also engaging more with technology in informal, out-of-school online contexts (Burns & Gottschalk, 2019; OECD, 2019).
- So, I became interested in what enables children to engage so well in their own settings, supported by technology.



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Research Question:

What contextual factors enable engagement in the informal learning networks of 10- to 16- year-olds in London, UK and how?



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2021

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Changing Childhood

- Conceptions of childhood
- 21st Century child with agency

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2021

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21ST CENTURY CHILD WITH AGENCY

These young Nigerian girls attended a coding camp. With their new skills, they built an online store to help their fishing community bypass the middlemen and earn more from fish sales.

Our students bring valuable funds of knowledge and skills to the classroom.

How can we use what they bring to make school relevant and engaging?

About GirlsCoding

Makoko fresh is a platform created by young girls to help fishermen living in Makoko sell more fishes and improve their standard of living. These passionate girls tried to solve such problem by building the platform to help them sell more and earn a better living.

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New Direction

- Childhood
A model cognizant of present-day realities
- School
Reconceptualised for contemporary needs

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Key References

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Fredricks, J. A., Reschly, A. L., & Christenson, S. L. (2015). *Handbook of student engagement interventions: Working with disengaged students*. London, England: Elsevier.

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Wigfield, A., Eccles, J. S., Fredricks, J. A., Goosser, R., Schiefele, U. & Simpkins, S. (2015). Development of achievement motivation and engagement. In R. Lerner (Series Ed.) & C. Garcia Coll. & M. Lamb (Vol. Eds.) *Handbook of child psychology, (3). Social, and emotional development* (7th ed.) (pp. 637-699). New York: John Wiley.

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Thank you!

Q&A

Feedback, insights welcome

Connect for updates

"... the child for whom traditional formal educational settings have been created is fading out of existence. It is time to reconceptualise childhood, school and research." (Eguara, 2021)

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