MIK, what are the boundaries?

A study of media and Information literacy in relation to youth culture and the extended school environment.

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Abstract

The aim of this study was to observe how, and if, the concept of Media and Information Literacy (Medie- och informationskunnighet in Swedish) was used in the extended school environment. In Swedish primary schools, 21st century skills, such as critical thinking, are beginning to be implemented, but is that also the case with the fritidshem? In this study, I have used five observations to examine the situation at a specific school that has a vision of sustainability and focus of extensively working with information and communication technologies. Would this school break down the boundaries, and status divide, that often exist between school and fritidshem?

Målet med den här studien var att observera hur, och om, medie- och informationskunnighet användes i fritidshemmet. I den svenska grundskolan börjar 2000-talets förmågor, som kritiskt tänkande, att sätta sig, men gäller det även fritidshemmet? I denna studie har jag använt fem observationer för att undersöka hur det ser ut i en skola som har en vision om hållbarhet och fokus på informations- och kommunikationsteknologi. Kunde denna skola bryta barriärerna och statusskillnaderna, som ofta finns mellan skola och fritidshemmet?

Keywords: MIK, medie-och informationskunnighet, MIL, media and information literacy, extended school, fritidshem, recreation-centre, fundamental values
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V
Introduction

Come mothers and fathers
Throughout the land
And don’t criticize
What you can’t understand
Your sons and your daughters
Are beyond your command
Your old road is rapidly agin’
Please get out of the new one if you can’t lend your hand
For the times they are a-changin’

(Dylan, 1964)

Purpose and Research question

My focus in this study is the development and use of ICT’s in society, in relation to the extended school environment. I intend to examine the concept of MIK to determine if this development in society is encompassed within the skills described by MIK. Furthermore, I will look at the fundamental values described within the curriculum for compulsory schools and fritidshem and practiced in the extended school environment to discover the relation (if any) with the MIK concept.

Through five observations of a newly started school, that works actively with Information and communication technologies, I examine in which ways the skills incorporated within the MIK concept are implemented into the pupils’ education, and specifically the education in the extended school environment.
Summary and background

This study explores the fritidshems purpose in relation to the MIK concept and media usage. These two spheres can be seen and discussed separately, but this study’s aim is to examine if and how they connect. This is done by exploring the concept of the fritidshem and the concept of MIK, and then using this conceptual framework, examine the praxis shown by the empirical observations. This should then give an answer to the question of the MIK concept’s incorporation into the fritidshem.

Communication and socialisation between people in general, and within child and youth cultures specifically, has become much more diverse in later years. Bearing in mind these changes in socialisation and communication that have occurred, and continue to develop, how then do pedagogues within the extended school environment meet these challenges?

The rapid development of ICT (Information and Communications Technology) in the past decade has altered how people live their daily lives. Marc Prensky, used the terms Digital Native and Digital Immigrant to describe the difference between individuals born before and after the Internet and ICT’s became incorporated into our daily lives (Prensky, 2001). This, in turn, has led to the need to develop new skills, alternatively modify old skills to deal with this change.

The Swedish translation of Media and Information Literacy (MIL) is medie- och informationskunnighet (MIK) (Nordicom, 2017b). Media and Information literacy (MIL) has its foundations within UNSECO at the Paris Agenda of 2007 (UNESCO, 2017a), and is a combined set of competencies which address the fields of Information Literacy and Media Literacy.

How then has this concept of MIK been incorporated into the Swedish education system and what effects can it have on media and information consumption and production by younger citizens within the extended school environment?
How do pedagogues meet the needs of the students regarding their social development? Traditionally, emotional and social development was at the core of the “Fritids” work. This generally meant dealing with problems in the schoolyard between students. The problems that occurred in the schoolyard of the past have now overflowed to the internet via social media and other mobile applications. This new climate creates many new challenges for the pedagogues dealing with the students.

The national school system in Sweden has a set of fundamental values which are stated in the national curriculum *Lgr11* (Skolverket, 2016b), and are related to social values and morality. These fundamental values should permeate the compulsory school system, also leisure time centres/extended school (fritidshemmet), and be actively taught to students. Within the curriculum for leisure time centres there exists a further requirement for the development of communication as well as social and emotional skills (translation by author):

> create and maintain good relations and cooperate on the basis of a democratic and empathetic approach, communicate with linguistic expressions in different contexts and for different purposes

(Skolverket, 2016b, p. 25)

**Fritidshem in a state of change?**

In the latest descriptive report from Skolverket (Skolverket, 2017a) we can examine ongoing trends within the fritidshem. In a 10-year period 2005-2015, which is the period relevant to this study, there has been a large increase in the number of pupils but the increase in staffing hasn’t kept pace.

The number of pupils registered has increased dramatically, in 2005 there were 323,500 increasing with 138,400 to the autumn of 2015, an increase of 43% to a total of 461,900 pupils. In just one year, from 2014 to 2015 there was an increase of 7,500 pupils (Skolverket, 2017a, p. 70). Between 2005-2015, with this 43% increase the number of pupils, there was increase of only 21% in the number of staff (Skolverket, 2017a, p. 70).
In 1998, which is the first date that all three figures are available, 68% of the fritidshem staff had a degree in pedagogy. The latest figures from 2015 show that only 47% had a degree in pedagogy (Skolverket, 2017b).

In a press release dated 6 April 2017 relating to these figures, Skolverket says that one in five members of fritidshem staff have some other education for working with children but more than a third have no education for working with children (Skolverket, 2017c).

They continue to examine the differences between staff education levels in fritidshem nationwide and the great variation in education from one fritidshem to the next. Skolverket states that, in 528 fritidshem nationwide, with a total of 29,430 pupils registered in them, there are no staff with a pedagogical education which relates to 6% of pupils nationwide. In contrast to this, there are 3% of pupils nationwide (16,374 pupils) that are registered in 277 fritidshem, where all the staff have a pedagogical exam (Skolverket, 2017c).

In summary, there has been a noticeable increase in the number of pupils, in relation to the number of staff at the fritidshem and the number of staff with an education to deal with the pupils’ development has decreased. This situation poses difficulties for both the pupils and pedagogues’ workplace environment as well as the possibility to carry out a quality driven pedagogic.

Changes in media usage.

If we examine the statistics published on Nordicom’s Mediebarometer we can see that in Sweden use of the internet has increased from 1999, which is the first recorded measurement of citizens aged 9-79 years old. This in itself is no great surprise, in 1999 31% of the measured group used the internet at some point during a normal day. During the next six years that number increased 11% to 42% in 2005. In 2007, the number of daily users of the internet had increased to 64% in Sweden. At this time, a technological breakthrough appeared on the international market in the form of the first smartphone, the Apple iPhone which was followed a year later by the first Android smartphones and in 2010 by Apple’s tablet computer the Apple iPad. In 2010 in Sweden, daily internet usage, by the measured group, was at 68% and during the next six years, up to 2016, daily internet use had increased
a further 15%, to 83% of all Swedish citizens aged between 9 and 79 (Nordicom, 2017a, p. 4).

In the age group 9-14, we can see that in 2007 48% had access to a laptop computer at home and at this time smartphones and tablets were not available. In 2011, the same group had access to all three ICT’s, Tablets 12%, Smartphones 43%, and Laptop computers increasing to 87%. During the next 5 years, there occurred an exponential growth in access to these portable devices in Sweden. In 2016, the figures show that access to Laptop computers remained constant at 87%, but Tablet access increased to 88% and Smartphones to 93% (Nordicom, 2017a). Within these figures, we can also see that watching video clips, on sites such as YouTube and Social Media interaction are of great interest to this group, with 70% or more using these functions every day.

On the 8th of March 2017, Statens medieråd held a seminar where they presented the latest media report which the above figures were part of. Later this year, in May, a further report on younger children will be published, but we were given a preview of some of the important figures as part of the seminar (Nordicom, et al., 2017).

The first figures that are interesting relate to internet use by the youngest children aged 2 to 4-years-old. In 2010 only 2% of this group used the internet each day and in 2016 this figure rose to 22%. In the group of 5 to 8-year-olds, the figures showed a 30% increase from 6 to 36 percent. This illustrates a trend of internet use that is increasing, even in pre-school aged children (ibid.)

Looking at the group that consisted of 5 to 8-year-olds, we were presented with an image of how they use media each day. 61% watch films or TV programs, 40% use the internet, 38% read books or comic books, 32% play digital games and only 3% play games on a computer or games console (ibid.).

Method and theory

I focus on a hermeneutic approach in this study. The study of different kinds of texts, verbal and non-verbal communication as well as the importance of interpretation, which is central
to this approach, leads me to choosing this approach. I will also use a qualitative method. The qualitative method, is an umbrella term which incorporates different methods of collecting material such as interviews, observations, and field studies etc. These methods are not quantitative in themselves and this is the common denominator in qualitative methods, but as Bjereld states it is not possible or reasonable to completely separate qualitative from quantitative methods (Bjereld, et al., 2009, p. 119). With this in mind I will also be incorporating elements of quantitative data in this study as reference material.

In my study, I use secondary data such as previous research and reports, and empirical observation material. I was looking for evidence of the use of, and education relating to, the skills contained within the MIK concept. The empirical observation material consists of five observations I made. Out of the original five observations, two had a positive result which I show in the results section of this study. One of which took place during the compulsory school day, in a classroom environment, as opposed to during the fritidshems time in the afternoon. The second took place during the fritidshems time in the afternoon, in the outside environment of the schoolyard. The other three observations had a negative result, by this I mean that the key element I was looking for, the incorporation of MIK into the learning situation, did not present its-self during the observations. The two positive observations form the base for a case study of a local F-6 school within Huddinge kommun that is in the forefront of ICT (Information and Communications Technology) teaching. Patel describes the case study method in her book. A case study is an examination of a well-defined group, which could consist of an individual or a group of individuals, one or two organisations, alternatively a specific situation could be the subject of the study. In a case study, a holistic perspective is used, often to examine a process or a change, and an attempt to gather as much information as possible is made. It is common that this information is of differing character, such as observations, interviews, and surveys. From the results of this type of study, it is then possible to discuss generalisations. (Patel & Davidson, 2011, pp. 56-57). My case study would examine one specific school, in this case because of their use of ICT in teaching, which forms the core of their teaching environment, and the schools’ culture in regard to the inclusion of these technologies in day to day school activities. This method of
teaching is one possible way to change how students are traditionally educated and as such makes this school of particular interest for my study. The schools culture of including ICT’s into the everyday environment and how this affects the work carried out in the fritidshem, is of particular interest.

I used five observation occasions where I followed different groups of pupils aged between 6 and 10-years old, both in the compulsory school in the morning and in the fritidshems time in the afternoon. During each of the observations, written notes were taken, this choice was made to minimise the influence on the group’s activities. Electronic recording devices, such as video recorders, could pose a distraction for the pedagogues and become a focus of interest for the pupils. These were non-participatory, unstructured observations in nature, my intent with this was to enable viewing the behaviour and process of events as they naturally occurred, and with this in mind, to have as little influence on the participants as possible. To observe the activities first hand offers a better opportunity to interpret them without others’ interpretations or assessments of a particular activity. As Patel points out, other data collecting methods, such as interviews, can present difficulties such as the participants memory of events or their own individual interpretation of what has transpired (Patel & Davidson, 2011, pp. 91-101).

The constraints I employed in the unstructured observations were:

- Pupils in the fritidshems age group (6-10-years)
- ICT activities that related to the focus of this study (MIK and fundamental values)
- The physical situation (place and people both present and active in the activities)

With these constraints and the physical locations of the observations, I hoped to meet occurrences of the skills contained in the MIK concept. With the inclusion of the compulsory school day, a portion of the day not traditionally associated with fritidshems activities, I was able to observe the fritidshems staff’s interaction with the pupils in a larger holistic perspective.
Information regarding this case study, its focus and scope, was given to the schools’ management and permission was received to study the school. The pedagogues and teachers in charge of the groups of pupils that I observed were informed of my purpose and scope of the study, but information regarding my specific focus on the MIK concept was withheld so as to not influence their actions in accordance with the research ethics principles as laid out by Vetenskapsrådet (2002, pp. 7-8). All persons, in both the pedagogue and pupil-groups, have had their identities altered in a way that protects their integrity whilst still maintaining the accuracy and relevance to this study this being necessary due to the school being named (Vetenskapsrådet, 2002, p. 12).

I have used Social Contract theory to examine social and moral issues relevant to the study (Rawls, 2001). This, as a modern political theory, is associated with democracy and the citizens’ role as part of a democracy. The thought is that a citizens moral and political duty is dependent on an agreement or contract, generally tacit in nature, among all the citizens that live together in a society. A citizen would relinquish a portion of their free will to the society as a whole, and in this way, form a common will that the greater portion of society agreed upon and serves the greater good. What makes this relevant for this study is the inter-personal, the agreement between equals within a society, to behave in a fair and just manner towards one-another.

One modern Social Contract Theory is that of John Rawls, 1921-2002. In Rawls theory, he suggests an “Original Position” (Rawls, 2001, p. 30). An individual in this position, behind a “Veil of Ignorance” that shields them from the knowledge of their own circumstances, is able to choose fair and just principals. The knowledge that one is shielded for is that of, for example gender, age and cultural background. The assumption is made that the person in the “Original Position” is reasonable and rational.

In what I am now calling the first use of the original position, it models what we regard-you and I, here and now-as fair and reasonable conditions for the parties, who are rational representatives of free and equal, reasonable and rational citizens, to specify fair terms of cooperation for regulating the basic structure of this society. (ibid.).

Again, the relevant section of this theory is the inter-personal meeting of two parties, be it individuals or groups of individuals, and the morality of that meeting, as Rawls states:
Insofar as liberal conceptions require virtuous conduct of citizens, the necessary (political) virtues are those of political cooperation, such as a sense of fairness and tolerance and a willingness to meet others halfway. (Rawls, 2001, p. 15).

This philosophical theory is used in my study to examine the relationships between how people live together in society and how individuals submit to societies expectations. In what way has the change in communication methods between people altered the manner in which they communicate and does this have a bearing on modern society in reference to the principals of the social contract?

All translations from the original Swedish to English have been made by the author of this study, unless specifically stated otherwise, and are as close to the original language and context as possible.

Previous research

The fields of research on media usage, internet use, critical thinking etc. are extensive and I intend using several studies to examine the phenomenon associated with my study.

Marc Prensky *Digital Natives, Digital Immigrants* (Prensky, 2001). Prensky argued that a large discontinuity had occurred with the digital native generation compared to previous generations. Due to the immersion in technologies from an early age, and throughout their lives, Prensky states that these individuals are drastically different to earlier generations

Digital Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. But that assumption is no longer valid. Today’s learners are different. (Prensky, 2001, p. 3).

In 2008, Prensky wrote a follow-up article that dealt with the difficulties of the school system in meeting the need of these pupils. He argues that in the past, children had gone to school to learn useful things that they had not had access to in an out-of-school environment. The digital natives on the other hand, have access to this knowledge, via the internet and based in their own interests, from a very early age. He states the case that this generation “powers down” in school, feeling that the education given is not relevant to them
and is a generalised “one-size-fits-all” way of teaching and learning. He speaks of where these children learn, giving the “After School” environment as an example that addresses the pupils’ individual interests and their personal and collaborative input in designing the learning environment (Prensky, 2008).

Prensky’s statements are not without critique, for example, the paper by Bennet, Maton and Kervin (Bennett, et al., 2008), where they examine the evidence supporting the ‘digital native’ claim. They argue that there is little evidence to support a “widespread and profound disengagement in learning” (ibid.p. 781) also that the proponents arguing that this is true are creating a form of moral panic.

Bulfin and Koutsogiannis examined a proposed mismatch between school and home in regard to the pupils use of ICT’s (Bulfin & Koutsogiannis, 2012). They report on two studies, one in Greece and the other in Australia conducted during 2006-2007, that worked with children 14 to 16-year-olds and their use of digital media in- and out-of-school. They find that it is not simple mismatch, that there is no clearly defined boundary between home and school when it comes to digital literacy practices.

Dietrich and Balli examined another aspect of the use of ICT’s in their qualitative study of 34 pupils from 6 different fifth-grade (10-year-olds) classrooms (Dietrich & Balli, 2014). Their study looked at whether the pupils’ interaction with technology was authentic or ritualistic. Authentic engagement they describe as having “…an intrinsic desire to engage in personally meaningful work.” (ibid.p. 22). Ritualistic engagement on the other hand is described as engaging with the technology for reasons other than the content. The results of this study showed both Ritualistic and Authentic engagement were evident in the study group. They point out that having ICT’s in the classroom is not enough to encourage authentic engagement in itself and that:

…that digital natives need 21st-century lessons that feature not only technology but simultaneously include other aspects of authentic engagement such as control, choice, and real-world tasks. As described by study participants, technology in the classroom can be engaging; however, without other essential lesson qualities, it can have the opposite effect. (Dietrich & Balli, 2014, p. 30)
Steve Higgins raises also the issue of 21st century skills in his article (Higgins, 2014). Here Higgins questions the need for a change in the curriculum to include 21st century skills, although he suggests no specific skill set. These skills of which he speaks are varied, but one skill that is agreed upon, in general, is that of critical thinking and it is this skill that his article focuses its discussion on. According to this article, the concept of critical thinking is complex, context based as well as being dependant on cultural interpretation.

The use of smartphones was explored in Clayton and Murphy’s project where students created instructional videos using smartphones (Clayton & Murphy, 2016). They state that in American schools, almost 88% of students aged 13-17 have access to a mobile phone and that schools are changing policies to adapt to contemporary learners, also that nearly 70% of the schools that had banned mobile phone use have now overturned that decision. Clayton and Murphy studied how the pupils used their devices in the classroom and how to maximise the learning potential of these devices. The project they worked with, that the pupils created video tutorials for smartphone application use which were then shared, was seen as having positive influence on the participants also that the tutorials could be used by other students, and teachers, that found working with these technologies challenging.

Some work has been done in this area by Stina Hedlund and Linnea Malmsten. Their book IKT – möjligheter och utmaningar (Hedlund & Malmsten, 2016) gives some guidance as to possible ways to meet the challenges that ICT’s pose within the extended school environment.

**Fritidshem**

This study focuses on the pedagogical work carried out within the “Fritidshem”. But the concept of the fritidshem is quite difficult to translate in to English as it incorporates several different operations. Skolverket translate Fritidshem to “recreation centre” (Skolverket, 2011), per The Oxford English Dictionary (Oxford University Press, 2000-), recreation is defined as “relaxation, pleasure, entertainment or the process of creating again or anew” and according to The Cambridge Dictionary (Cambridge University Press, 2017) a recreation centre is ”A building that is open to the public where meetings are held, sports are played,
and there are activities available for young and old people”. Neither of these definitions fit the work carried out in the fritidshem, although elements of these activities do exist, the definition after-school-program fits better. Here, *The Oxford Dictionary* states that after-school schemes provide “childcare, organized activities, or supervised study after school hours, usually on school premises” usually after compulsory school hours. This definition of after-school, or alternatively extended school day (ESD) which is a term widely used in America, fits better to the pedagogical work carried out after the end of the compulsory school day in Swedish schools. This difference between recreation centres and extended school programs has been emphasised more with the release of a curriculum designed for Fritidhem which puts focus on education, collaboration with the elementary school work and the individual’s development (Skolverket, 2016b).

Björn Haglund has examined this issue in his 2009 article “Fritid som diskurs och innehåll En problematisering av verksamheten vid ’afterschool-programs’ och fritidshem” (Haglund, 2009). In this article Haglund examines the similarities and differences between the Swedish fritidshem and the American after-school programs (Haglund, pp. 30-38). The article looks at several ways of looking at the time spent in these facilities:

- As a “personal experience”, or as a “time for activities”. This is where the child’s own experience, interests, and freedom to choose lays at the core of the work done. How the child experiences the time alternatively the activities themselves are in focus. This is a subjective view and can be influence greatly by the choices available.

- As “leftover time”, after the school day is finished and before the child is picked up by the parent or guardian, after they have finished their working day. This is seen as a segment of time that is less important in regards the activities that fill it and more as child care.

- As a time for “useful activities”. In this type discussion, the activities carried out, are seen as educational for the individual and useful both at the individual level and for society as a whole. In the USA, many afterschool programs have moved from a child care system towards this kind of system, where it is possible to develop the
children’s’ academic skills and use the activities as tools to reach a learning situation. Haglund implies that one can interpret Skolverkets general advice from 2007 to be formed from this type of discussion but from the critique that was voiced regarding the content, i.e. the activities and work done at the Fritidshem, it seemed that there existed other social practices that were forged from other types of discussion (Haglund, 2009, p. 35).

- From a holistic perspective where the child’s life is not split into smaller segments but is seen as a whole. Within this discussion, Haglund lifts the fact that children’s free time (at the fritidshem) and their work (school) have become closer to one another. From this position, it is possible to aid the pupils with academic development as well as other elements of creativity, physical activity and other forms of recreation.

Haglund states that since the 1990s, when the fritidshem was incorporated into the education system in Sweden, it has become overshadowed by other areas of the compulsory school and this led to a lower level of research and political debate about the fritidshem (Haglund, 2009, p. 29). He goes on to describe the role of the pedagogues working within the fritidshem in relation to the school (Haglund, p. 38). According to Haglund, the fritidshem pedagogues often work within the compulsory school system earlier in day, before starting to work with fritidshem activities in the afternoon, but the role they play there is often that of a helper to the teacher. During this time, the fritidshem pedagogues do not work with their special competence relating to social and practical activities nor do they have any great influence over the content of the lesson, this leads to many feeling that they are placed in an inferior position to that of the teacher. This imbalance of status between the compulsory school and the fritidshem, along with quality issues within fritidshem, has started to be addressed by Skolverket. As Haglund states (Haglund, 2009, p. 29) Skolverkets attempts to raise the status and quality of the fritidshem, in the general advice for quality in the fritidshem published in 2007 by Skolverket, they have emphasised the importance of play and creativity also physical activity, outings and other artistic activates such as drama, music, dance and art.
Haglund wrote his paper in 2009, and since then the struggle to raise the status and quality has continued. In 2011, Skolverket published a new curriculum *Lgr11* (Skolverket, 2011) and a new general advice for fritidshem. Alongside these publications in 2011, a new teacher education was introduced “Grundlärares med inriktning mot arbete i fritidshem” which translates to: Primary Teacher Programme, with a Specialisation in Extended School Teaching (Linnaeus University, 2017). This meant that the new pedagogues starting to work in fritidshem after completing this program would be certified teachers. In 2016, Skolverket released a revised version of *Lgr11* (Skolverket, 2016b), where fritidshem received its own chapter.

Fundamental values as described by the curriculum

The Swedish Education Act states that:

The purpose of the education in the school system

… children and students should acquire and develop skills and values. It shall promote all children's and students' development and learning and a lifelong desire to learn. The education will also teach and establish respect for human rights and fundamental democratic values on which Swedish society is based. (Utbildningsdepartementet, 2010, p. Kap1. 4§).

This law is interpreted in the curriculums first chapter:

The school system is based on democratic foundations. The Education Act (2010:800) states that education in schools is aimed at pupils acquiring and developing skills and values. It shall encourage all students' development and learning and a lifelong desire to learn. The education shall teach and establish respect for human rights and the fundamental democratic values on which Swedish society is based. Everyone who works in schools should also promote respect for every person's self-worth and respect for our shared environment.

Inviolability of human life, individual freedom and integrity, peoples’ equal worth, equality between women and men and solidarity with the weak and vulnerable are all values that the school shall represent and impart. In accordance with the ethics borne by Christian tradition and western humanism, this by fostering in the individual sense of justice, generosity, tolerance and responsibility. Teaching in schools should be non-denominational. (Skolverket, 2016b, p. 7)

We can see in the statement, keywords relating to society as a whole, democracy, inviability of human life, peoples’ equal worth, equality between women and men, solidarity with the weak and vulnerable. These are social concepts that should be incorporated in the education
and actively worked with. The individual concepts of self-worth, individual freedom and integrity also exist here, and are of great importance to the development of an individual’s identity.

**Media and Information Literacy**

Media an Information Literacy, as defined by UNESCO (UNESCO, 2017), is a set of competencies essential to equip citizens for the 21st century. They bring together the once separate fields of Media Literacy and Information Literacy.

The illustration in Figure 1: The MIL Flower shows the different elements that comprise the MIL concept. The different elements address information sources and media in traditional forms, by that I mean books and newspapers printed on paper, as well as digital and film media. UNESCO state that the purpose of these skills is to:

> …empower citizens with essential knowledge about the functions of media and information systems in democratic societies, under what conditions these functions can be performed and how citizens can evaluate the quality of the content they provide. (UNESCO, 2011a, p. 3).
They continue to describe some of the 21st century skills that the MIL concept represents such as the ability to effectively engage with media and information systems, the development of critical thinking and life-long learning skills. Becoming an active citizen and socialisation skills are also lifted here (UNESCO, 2011a, p. 3).

From the twelve categories shown in the MIL flower, there are five which are of particular interest to this study and which I will focus on.

- **Computer, Internet, and Digital Literacies** are very closely intertwined in society today, and are at the core of working with ICT’s.

- **Freedom of Expression and Freedom of Information**, are of central interest. As explained in the MIL curriculum, teachers should develop competences including:

  … a knowledge of media ethics and info-ethics based on international standards and including intercultural competencies. The ability to select, adapt and/or develop media and information literacy materials and tools for a given set of instructional objectives and student learning needs should be skills that teachers acquire. In addition, teachers should develop skills in helping students apply these tools and resources in their learning, especially in relation to enquiry and media production. (UNESCO, 2011, p. 28)

- **Game Literacy** is a growing phenomenon and the study of the use of “video” games within a learning environment is also growing. One game which has had a noticeable breakthrough is *Minecraft* (Mojang, 2009-2017), as discussed in *Minecraft, Teachers, Parents, and Learning: What They Need to Know and Understand* (Ellison, et al., 2016).

**Media environment**

Media can be defined as all channels (such as newspapers, magazines, television, telephones, internet) used to communicate information. The information communicated can be news, entertainment, educational content, or other forms of messages and information. Traditionally much of the news and information communicated through media has been
regulated, but with the advancement of ICT’s the possibility of broadcasting information or a message has been opened to a much wider and generally unregulated user group.

As Mari Sol Pérez Guevara states, media literacy can be seen as an “umbrella expression: media literacy includes all technical, cognitive, social, civic, and creative capacities that allow a citizen to access the media, to have a critical understanding of the media and to interact with it.” (Guevara, 2017, p. 19). Societies changing behaviour is altering the media landscape, due to being “always online” and a greater amount of audio-visual content produced and distributed by individuals.

Results

Case Study

This school was chosen for several reasons, firstly due to the methods they employ and their vision for change, but also location and access were instrumental in the choice. The school which uses, and has an open-minded attitude to the use of, ICT’s is a contrast to many other schools that ban the use of mobile phones. An example of this closed-minded attitude, shown by many primary schools is that of Bräckeskolan, who banned the use of mobile phones (Wijk, 2015).

Out of the five observations occasions I held at this school, I have omitted three. These three omission are based on the lack of evidence collected during them. By this I mean that on these occasions, I did not witness any activates that matched the observation criteria, specify the use ICT’s in activities that related to the focus of Freedom of Expression, Freedom of Information, and Game Literacy.

The focus of Computer, Internet, and Digital Literacies, are as stated above central to working with ICT’s but also central to concept of digital natives (Prensky, 2001), so I considered them as insufficient in the organised lessons I witnessed.
I will instead examine the two observation occasions that remain. Observation 1 took place during the compulsory part of the school day and is examined here as one event. Observation 2 took place during the fritidshems time, outdoors, in the schoolyard. This observation yielded four situations, that I separated into observation 2a-2d, as the situations themselves are separate and individual, incorporating different individuals and groups of pupils.

The school

Glömsta school in Huddinge municipality is a public primary school. The youngest children here are around 6 years of age, they attend Förskoleklass (kindergarten class), which is not yet part of the compulsory education in Sweden. Compulsory school starts at first grade and Glömsta school has, at the moment, up to grade 6 and will successively expand to incorporate up to grade 9. The first classes started in the building autumn 2016. The school building itself is created by architect Peter C. Lippman, and uses evidence based design to create a better learning environment. It achieves this by having a variety of working areas that range from window ledges, group rooms with glass walls, larger work rooms and lecture rooms where a large group can receive instruction simultaneously. Each grade has its own set of rooms, a kind of habitat, within a section of the building. This is achieved by having one central staircase, that circles a large central area of the school, and leads up to all the levels in the school. On each level, radiating out from this circular centre, are entry doors to different habitats and staff working areas. In this way, almost all corridors are removed from the building which in turn removes one of the traditional areas where social problems occur.

The teaching staff and pedagogues work in teams with each grade, the size and makeup of each team varies depending on the needs of the grade they work with. A team can consist of, for example, two primary school teachers and two or three members of the fritidshem staff. The number of pupils in each grade also varies due to this being a new school, with larger numbers of younger pupils in förskoleklass and first grade. The fritidshem is situated
in the classrooms after the school day is over and is for pupils up to the age of 10, participation during this part of the school day is not compulsory (Utbildningsdepartementet, 2010).

Vision and methods

The schools vision is to equip the pupils with the skills and abilities they would need to live sustainably. Though a holistic approach to education and development, each pupil should reach their full personal potential. The motivation needed to accomplish this is achieved by making what is learnt, understandable and meaningful to the pupil. The schools’ work rests on the four cornerstones of communication, collaboration, creativity and critical thinking (Glömstaskolan, 2017).

The schools’ vision to have sustainability permeates the activities done and the building itself. Most of the teaching is done via tablet computers so very little paper is used and lights have automatic switches and movement sensors, these are just two immediately visible examples.

The school has one general rule “Vi vill varandra väl, vi gör varandra bra” which translates to We wish each other well, we make each other well, which again meets the concept of sustainability of the relationships people forge (Glömstaskolan, 2017). This is also a concept that can be linked to those of Rawls regarding justice and fairness between equal individuals (Rawls, 2001).

The students all have their own tablet computer, in this case Apple iPad mini, which are connected to the network and the internet via Wi-Fi. Each tablet has a suit of programs which are used for creation and documentation, for reading and sharing of files. The teachers’ assignments are posted to virtual classrooms, which the pupils log on to, to access and post replies to the assignments. Access to the internet is constantly available to the students, who are taught to use that access responsibly.

The school relies heavily on information and communication technology (ICT) which can be a problem when the technology breaks down or does not work as expected. One general
instance of this is when many pupils are logging onto the Wi-Fi, for example in the mornings. If many users log on at the same time, the network routers have trouble dealing with the requests, which results in pupils not being able to log on until later, and the data being transmitted through the network moves very slowly. This lag, that is to say the slow movement of data, effects the whole system and not just a small group of users. So, for instance if a teacher is showing a film from the internet on one of the large screen televisions, the data that is the film, is transmitted by the Wi-Fi to a receiver connected to the television. If the Wi-Fi is experiencing lag, then the film will stop. This in turn leaves the teacher standing in front of a group of pupils, waiting for the film to restart again, which could take several minutes. This type of issue can be compared to the problems discussed in Dietrich and Balli’s research (2014, p. 28), in their case it was a matter of teacher proficiency, but the result of technology not working correctly can give the same effect of the pupils becoming disengaged with the learning activity.

Observation 1

16-03-2017 Second grade morning meeting (30 minutes).

The pupils are sitting in the central common area of their habitat, the lights are quite dim and it’s early morning. There had been a teachers’ conference the evening before and the room still had chairs and sit cushions, from other rooms, still arranged in this area. Most of the pupil’s present, around 30, had taken the sit cushions to sit or lay in. Others sat in the windows or on the chairs. The teacher responsible for this grade was standing centrally positioned and would hold the morning meeting. Two other members of staff were present, one ICT pedagogue and one member of the fritidshems’ staff, and these positioned themselves to the sides of the group. The teacher, who I will refer to as John to assure anonymity both for the pedagogue and the pupils present, started the meeting by speaking of that day’s schedule for the pupils, what they would work with and at what times. John went on to talk about an issue that had arisen.
Some pupils had shown a scary film they had found on the internet to another pupil that had been scared by the film. The pupils having access to the internet via their school tablets and their own smart phones need to use that access responsibly.

The teacher, John, spoke of the incident in general terms so as not to discriminate against the pupils responsible. John spoke about taking responsibility for your actions and referred to the schools’ general rule “We wish each other well”. The pupils that showed the film had a responsibility to the other pupil, they should have thought about the possible effect the film could have. But also, the pupil that saw the film had a responsibility to themselves to not watch the film. Here I translate and paraphrase how John expressed this to the pupils “You have a responsibility for your own wellbeing, if someone tries to show you something that you suspect could be unpleasant, then you need to question yourself if you should watch”.

John went on to discuss this using a problem that had arisen in Sweden, and globally, during late 2016. ‘Scary clowns’ had been a problem in late 2016 and was linked to the new version of a Steven King film IT (IT, 2017). People dressed as creepy clowns to scare, and in some cases, do harm to others. Video clips, showing these ‘Scary clowns’, were posted online in social media and on video sharing sites such as YouTube. Many children had watched the videos online, the story was also present in both the mass media and on social media. From observations, I made during the time this was happening, in a primary school in Botkyrka municipality, many pupils expressed a fear of meeting a clown on the way to or from school. Others were using this story to scare younger pupils or as a story to gain popularity within their social groups.

John used this clown example, which pupils can relate to, to show the needs of the individual who was worried by these stories. Again, here I translate and paraphrase how John expressed this to the pupils “I remember the clown films from last year, some people got scared of these when they saw them and needed to talk about it with a friend, and that’s natural. It’s a way of dealing with what you’ve seen. But maybe your friend who you’re talking to doesn’t want to hear because they are scared too. You have to think about what you share with others and if you don’t want to hear what your friend is telling you then you
should tell them, that you understand that they need to talk, but that you don’t feel comfortable talking about just this and could they please talk to someone else this time.”

Again, John emphasised taking responsibility for others and your own wellbeing and the meeting concluded.

Afterwards I asked John about the reasons why the meeting had been held.

John replied that the important message of the meeting was that the pupils develop their own filter. In the tablets, there is a filtering tool, which is normally turned off. If a pupil has repeated instances of misuse, it can lead to this inbuilt feature of the tablet being turned on or the tablet being locked, but only for a certain length of time. John expressed the importance of this and that it was most important that the goal should be that the pupils develop and use their own filters. John stated that this had also been an issue for the parent group and that many thought that the filters on the tablet should be turn on to protect the children.

Observation 2

15-03-2017 Schoolyard (60 minutes). This is carried out during Fritidshems time at this school during the time I was present.

The weather is sunny, a little cold and the wind is blowing a little, but a nice day to be outside. This was the judgement of the pedagogues, so it was decided that all the children present in the fritidshem should be outside in the schoolyard. Present are around 90 children in ages 6 to 11. I notice that there are a larger number of younger children up to around 8 years of age compared to the older children, this seems to be because the older children go home alone in the afternoon and are not in need of adult supervision in the same extent as the younger ones. As the children arrive outside in the yard they form social groups that appear to be based on friendship and a consensus on which activity they wanted to do.

Two King courts are painted onto the yard. King is a game played by four people with a football/basketball. Each player stands in one of the painted squares and bounces the ball to one of the other players, who should catch the ball. If the player doesn’t catch the ball, then
they are ‘out’, and their place is taken by a new player. This game was popular and attracted larger groups varying between 5 to 15 players at each court during the time I observed.

A large group of boys of mixed ages, but mainly older children, played football on the adjoining football pitch. Other groups, mainly younger children and of mixed gender, were playing with skipping ropes or climbing on the climbing frame.

Observation 2a

The climbing frame is constructed of a net of ropes, like a spider’s web, that ascend up to a point several meters above ground. One boy, around 8 years old, climbs in the net to a point around 2 meters above the ground. Here he stops and looks to another boy, standing below, and watching the first boy’s ascent. After a short discussion between the two, the boy on the ground takes out a smartphone from his pocket, he uses this to photograph the boy in the climbing frame, who visibly poses for the photo. Once the photo is taken the smartphone is replaced in the pocket of the boy on the ground, the boy on the climbing frame climbs down again and both boys leave the area together. During the boys’ activity, a third child, of approximately the same age, stands at a distance to one side. She also has a smartphone in her hands which she is using to film or photograph the two boys. She is visibly not part of the boys’ activity and stands alone during the time she uses the phone. The photography or filming of the two boys takes place during the whole time of the boys’ own photo shoot. Once the boys were finished and started to walk away, the girl lowered her own phone and walked off in a different direction.

Observation 2b

A small group of children play together around a small rocky hill in the centre area of the yard. It is not possible to discern what the game is, possibly a roleplaying game, but they run around after each other and with each other. During the game, one girl stops and takes out a smartphone from a pocket. She looks at the phone, visibly showing focus on the screen for several seconds. After this focused pause, that lasted no more than 10 seconds, the girl continued playing with the others as if nothing had happened. During the girls’ pause, the other participants in the game had continued running and playing as if they had not noticed
their playmates temporary absence, even if they moved past and around where the girl examined her phone. This phenomenon gave the visual impression of the girl stepping out of the reality of the game she was part of, and into separate and parallel reality which was connected to the smartphone.

The football match continued throughout the observation, on the football pitch situated off to one side of the yard area and most of the boys playing stayed with this activity throughout. Other activities and games took place relatively centrally, utilising different physical objects such as the climbing frame or the swings, trampoline and sandpit which was connected to the rocky hill area. Other physical object such as hoops, balls and ropes were available and were being used in a variety of different way by many of the children still present during this time.

Observation 2c

Along the outside of the school building that adjoins the school yard, were several benches where a small number of children sat alone or in smaller groups. This area was calmer than the central area and offered a place for the children to withdraw to, from the often fast paced and loud central area. Here sat two of the oldest children, both sat individually and both had tablets. The children wore headphones which were connected to the tablets and the tablets were held and rested on the children’s laps. They watched and listened to videos and had created individual ‘privacy bubbles’. The positioning on the benches offered not only a calmer area but also, with the proximity to the school building, the possibility to connect to the schools Wi-Fi network.

Observation 2d

Another group of slightly younger children had gathered on the corner of the school building, also presumably to access the schools Wi-Fi network. This group was centred around one boy playing Clash Royale (Supercell Oy, 2016) on a smartphone. The player was focused on the game, talking with the four spectators occasionally and using short sentences. The four boys watching the match were offering advice as to strategies and comparing their own experience of the game. Even if only one of the group was playing
actively, it was obvious that this was a social activity and that it inspired a lively discussion between the members of the group.

Summary of case study

During the five observations that I made at the school, I observed the use of ICT’s within the classroom environment constantly. Within the age group range of the fritidshem pupils, 6 to 10 years, the situation described in observation 1 is a concrete example of the skills encompassed within the MIK concept. Critical thinking skills (UNESCO, 2011b), in this context, relate to the thought process described by the pedagogue. That both the person showing the film and the viewer have and equal role in the choice made and that engaging in a critical thought before viewing, or showing, media which could be potentially disturbing, is a skill that should be engaged. Marc Prensky sees the role of the educator changing in his 2008 article “Turning on the Lights” (Prensky, 2008), instead of the bringer of knowledge, the teacher would become the context providers and explainers to the children of this ‘digital native’ generation. The situation described can also be seen as relating to the relevant elements of social contract theory, fairness, or justice between equals (Rawls, 2001). The individuals involved can relinquish their freedom to watch, or show the film in order to maintain the social equilibrium. Also in this situation, we see the pedagogue working with elements encompassed by the fundamental values contained within the curriculum such as integrity, individual freedom and solidarity with the weak and vulnerable (Skolverket, 2016b, p. 7). Although this instant was observed during the normal school day and not part of the fritidshems educational mandate, members of the fritidshems staff were passively involved in the meeting.

On the occasions that I observed the fritidshems activities, I found no evidence of the staff working actively with ICT’s, or with the skills contained within the MIK concept. I am aware that the problem of induction can exists here (Thomassen, 2007, pp. 50-52), by that I mean that just because I haven’t observed evidence of the use of the MIK concept on the occasions I was making observations, does not mean that it never happens, but the evidence
I did observe indicated a trend towards a more traditional way of working with the pupils that attend the fritidshem.

An interesting phenomenon, as recorded in observation 2, was the effect the schools’ ICT culture had on the pupils themselves. The schools attitude towards ICT’s is one of openness and tolerance, allowing the pupils to use their devices openly. This allows the pupils to use the tools incorporated in the device, such as the camera which was used in observation 2a, in a creative way. In this activity, we can see similarities to Dietrich and Balli’s study (Dietrich & Balli, 2014), in so far as the activity was of an authentic nature. All three individuals involved in the activity, showed that it had meaning to them in some way, although one could question the motives of the third person, it was evident that her activity had meaning for her. In the curriculum for fritidshem it states that “In teaching the pupils through play they are given the opportunity to process impressions, test their identity, develop creativity and their ability to collaborate and communicate.” (Skolverket, 2016b, p. 24). This observation showed that the pupils had themselves created a learning situation, similar to those described by Prensky when talking about after school education (Prensky, 2008), incorporating creativity, collaboration, communication, and a situation where they could examine and test their identities. In the central content section of the curriculum, Skolverket also say that core elements should be followed by the pedagogues. In the instance of creative and aesthetic expression these should be:

- Creation through various aesthetic forms of expression, such as play, art, music, dance and drama.
- Different materials, tools and techniques to create and express themselves.
- Interpret and discuss various aesthetic expressions.
- Digital tools for the production of various aesthetic expressions.

(Skolverket, 2016b, p. 26)

In observation 2a, we see three of these core elements, with only the discussion and interpretation element missing. With this activity, it would be beneficial to have a pedagogue involved, to guide a discussion around what the pupils had created. This reflective phase is important to the learning process as it helps to create a greater
understanding of the action performed. We can also view the situation from Haglunds discussion on fritidshem as a time of subjective or personal experience alternately as left over time, after the school day is ended and before the pupils go home (Haglund, 2009, pp. 30-38). In this situation, we see the pedagogues are present, but not active in the surrounding activities, the pupils create their own activities or take part in the activities that are offered to them. As John Dewey stated, doing and thinking are two components that should always belong together (Kroksmark, 2011, p. 375).

In observation 2c we see another situation that can be connected to the curriculum in that the pupils have the opportunity to withdraw and relax. In the curriculum is says that the fritidshem should, “...complement the preschool class and the school also by offering students recreation and rest for health and well-being.” (Skolverket, 2016b, p. 24). The number of pupils present from this age group was limited, and many of the offered activities we physical activities for younger age groups, for example skipping and king. These activities, one can assume, have little meaning and offer only limited challenges, for the older pupils. Prensky states that “many students find that schooling is almost entirely irrelevant to their present and future lives.” (Prensky, 2008).

In observation 2d, where a group of pupils play together on one smartphone, we can see again links to the curriculum, for example “... students are encouraged and challenged to examine their own and others' ideas, solve problems and to translate ideas into action.” (Skolverket, 2011, p. 20) as well as collaboration and communication which are central in this instance of social activity. Collaboration and communication are also central concepts within MIK as well a Game literacy (UNESCO, 2011b). New literacies, such as those we see here, embedded into the popular culture of the game, and those we see in the instance of the girl in observation 2b, form part of the discussion in Bulfin and Koutsogiannis study (Bulfin & Koutsogiannis, 2012, pp. 332-333). They describe this as a “new media ecology” where the connection of new technologies is linked with young people’s literacy practices, beyond that of traditional print media.
Discussion

New medias, ICT’s and 21st century skills, such as the ones contained within the MIK concept, allow citizens, and in this study young citizens, to participate and contribute to the society they live in. In history, we see examples of the same principal. Peter Forskål, a student of Carl Linnaeus, fought for freedom of the press in the early 1700’s, but died without seeing Sweden, as the first country in the world, to introduce freedom of the press in 1766 (Carlsson, 2016). In the early 1960’s the British pop band, The Beatles, used the then more widely available new mass media, such as television and radio, to reach and influence a post war generation of youths. Not only did they open the doors to youth and pop culture but raised awareness for women’s and gay rights as well as environmentalism.

10 Years

From 2007 and up to the present, 2017, has seen drastic changes in both society and in the extended school environment. In the media sphere, since the launch of the smartphone in 2007 and the development of handheld tablet computers shortly afterwards, the access to these technologies has exploded. In 2016 93% of 9 to 14-year-old had access to a smartphone in Sweden and 88% had access to a tablet computer. We see also a trend that internet use is increasing in ever younger ages (Nordicom, 2017a). The studies such as Bulfin and Koutsogiannis’s that looked at media use in school and the home by children aged 14 to16-years-of-age in 2006-2007 (Bulfin & Koutsogiannis, 2012), can now reasonable be expected to be relevant for even younger children. Negative aspects of this trend were explored in the report from EU Kids Online (von Feilitzen, et al., 2011, pp. 14-16), where seeing inappropriate material on the Internet, was listed as one of the top worries for parents, and by association teachers.

During this period, a new curriculum was introduced into the school system. Lgr11 (Skolverket, 2016b) included many big changes from the earlier curriculum which meant that the teachers and pedagogues had to adapt to a new way of working. For the fritidshem, initially, this meant a smaller increase in degree of recognition they received as being a part
of the school system. But with both the introduction of a new education for pedagogues, and from the middle of 2016 a specific chapter for fritidshem in the curriculum, the status of fritidshem is slowly beginning to increase. Unfortunately, other trends within the school system, which started earlier than the ten-year period I speak of here, but continue nonetheless, are those regarding the decline in personal, in both the school and fritidshem. Fewer pedagogues with relevant education and larger groups of children (Skolverket, 2017a), have a negative effect on the quality of education available in the extended-school environment.

The study

The focus of my study was to discover if the 21st century skills that are incorporated in the MIK concept were present in the education in the extended school environment. From the evidence that I collected during this study, it is not possible to see any concrete connection between the education in the extended school environment of the school in the case study and the concept of MIK. In this context, education would be an activity or lesson designed or led by a pedagogue. Learning opportunities were witnessed, as shown by observations 2a to 2d, where pupil participation was genuine, and the activities had meaning for the individuals involved (Dietrich & Balli, 2014). As to what, and how much, the pupils learned is impossible to say without the involvement of a pedagogue.

What is evident from the observations I made was the influence that ICT’s and new media has on the pupils in relevant age group. This phenomenon can be related to Prensky, in reference to his theory of digital natives (Prensky, 2008), and to Dietrich and Balli’s meaningfulness to the pupils in their activities (Dietrich & Balli, 2014). But the activities themselves, even though both relevant and meaningful to the pupils, cannot be classed as part of the fritidshems education without the involvement of the pedagogues.

In the new chapter of the curriculum it states that the fritidshem shall work with digital tools and communication technologies. Specifically, that language and communication development should include the use of digital tools and media for communication also that safe and responsible communication, even in a digital conversation, should be central elements of the education in fritidshem. Civic and social
development shall include democratic values and principals, and that all people have an equal worth no matter their gender or cultural background. It is also stated that the education shall show how these values and norms are represented in media and pop culture. (Skolverket, 2016b, pp. 25-26). All of these goals within the curriculum can be directly related to the concept of MIK, or 21st century skills. We see also that these central goals of the education relate to Social Contract theory, that people should treat and be treated equally and fairly. A concept of an interpersonal justice that forms the foundation of the tacit contract of society (Rawls, 2001). The curriculum for fritidshem mentions another element, which connects firmly with the MIK concept. The use of digital tools for the production of different forms of aesthetical expression is a central element, this could involve photo and video production, which is of particular interest and relates to freedom of expression. Watching and publishing video, on sites such as YouTube, is meaningful to many young people today, and forms an important part of contemporary youth culture. This activity easily gives young people the opportunity to become producers of content and to explore and develop their identities. It also comes with a responsibility for the content that is shared.

**Conclusion**

The results of this study did not show any conclusive evidence of the use of the MIK concept, and even in a school where almost every pupil has access to a tablet computer, evidence of structured use of this technology within the extended school environment was lacking. The interaction between the fritidshems pedagogues and the pupils even here, was of a more traditional nature. The pedagogues that worked here were very good with the pupils, but the character of that interaction was similar to those described by Haglund as subjective or personal experience, alternately as left over time instead of a more holistic approach (Haglund, 2009, pp. 30-38). The advantage this school has over other schools I have seen, comparing to both my working role in the extended-school environment since 2010, and the internships I have taken part in during this program, where ICT’s were not
readily available, is this schools’ open mindedness to the use of ICT’s. Initiatives such as those raised by Hedlund and Malmsten, for instance programming (Hedlund & Malmsten, 2016, pp. 89-97), would have an extensive base to build on here due to the availability to ICT’s, but would require a more active role being taken by the pedagogues in the fritidshem.

Since the inclusion of the fritidshem in the curriculum in 2016, there is a requirement to work actively with many of the elements discussed in this study relating to media production and consumption (Skolverket, 2016b). These skills should be developed, as part of the core educational requirements within the fritidshem, by the pupils at the fritidshem, together with the pedagogues leading the education. Incorporating the principals of MIK into the didactic of the fritidshem, would give the pedagogues the tools required to meet the pupils where they are and where a large part of their social development occurs. Very many of the pupils, especially in the upper age range of the fritidshem, have a digital presence online. The pupils social lives, both physical and digital, become increasingly intertwined and the adult supervision and guidance they receive, physically in a school or in a home environment, is often not present in their virtual worlds. Due to the diversity of interaction that is available online, it is also not possible for pedagogues, or adults in general, to be present everywhere, all of the time. The only way to address this issue, is to educate this digitally competent generation with the tools they need to critically assess, to produce and consume in a fair and just manner. By teaching the concept of MIK to this generation, even from a younger age, could give them the tools required to create their own “Digital Social Contract”, both for themselves and the generations to come.

As Marc Prensky pointed out in 2008 near the beginning of this decade of change:

…the one might suppose that educators would acknowledge that today’s kids grow up differently and that kids are enlightened by all their various connections to the world. Educators would figure out ways to use, build on, and strengthen students' reservoirs of knowledge. (Prensky, 2008)
References


