
In the Footsteps of a didactic learning material: Origins, Selection, Utilization, and Role in Educational Policy

Lone Nielsen^{*†1}

¹UCL Business School – Denmark

Abstract

Objectives and theoretical framework

Taking an actor-network theory-based approach, the project tracks a didactic learning material and its connection with the curriculum through three co-existent processes: 1)origin, 2)assessment, and 3)use. The aim is to adopt a holistic perspective on the realization of the connection between learning materials and curriculum within the three coexisting practices.

Research questions:

1. What characterizes the processes of origin, assessment, and use of a learning material?
2. What potentials and barriers exist for didactic learning materials for the subject Danish to act as a link between an intended subject (curriculum) and the realized, actual subject in the school within a didactic tradition?

Research methods

The project is designed as a multi-site ethnographic field study (Marcus, 1995), where the researcher moves between different fields to follow the actors "learning material" and "curriculum." The interest is directed towards translations of and between a range of contemporary, parallel conditions, and with a focus on how these multiple practices create both exclusions and connections (Law, 2002; Mol, 2002; Moser & Law, 1999).

It is structured with a three-step analytical model, framing a gradual depiction, visualization, and analysis of the patterns that emerge as traces from the actors:

The project aims to contribute to demonstrating complex connections between both learning materials and curriculum, as well as the three processes, and understanding the dependency relationships that are formed. Furthermore, it seeks to analyze opportunities within connections that may only be partially realized.

*Speaker

†Corresponding author: loni3@ucl.dk