













10 November 2023 – 9.30 am/6.00 pm Italian time 11 November 2023 – 9.15 am/1.30 pm Italian time International Conference

SCHOOL4THINKING &JUDGING III Edition

Fostering a Critical Relationship with AI Technologies in Primary School. The Role of Aesthetic Experiences











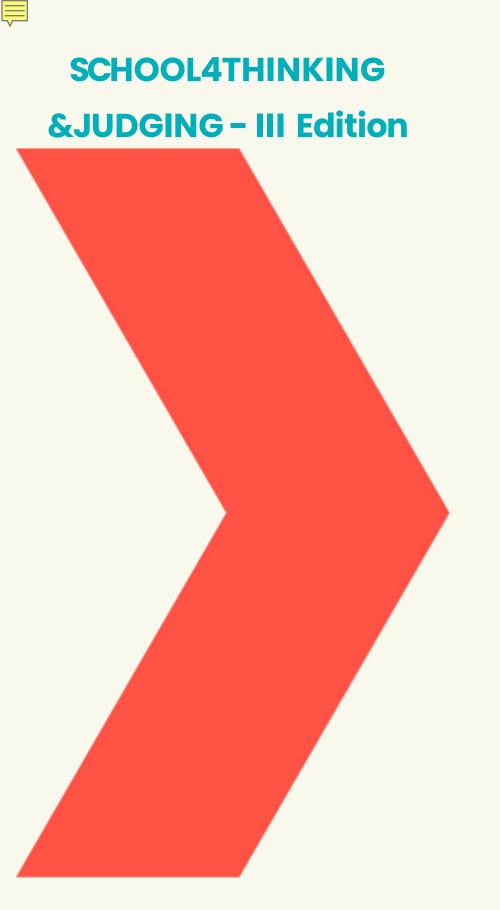




Hybrid-transitions as a spaces for children's agency

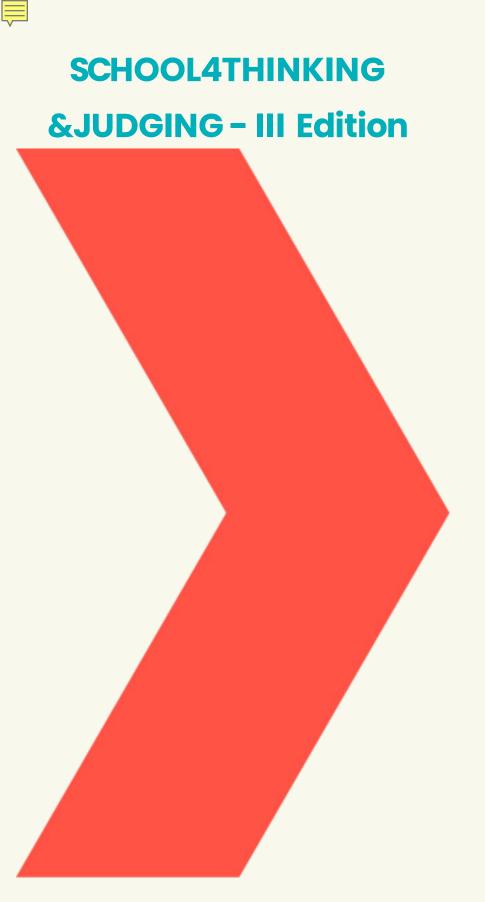
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Since the early 21st century, psycho-pedagogical research has explored the impact of digital technology on the cognitive and social development of the child

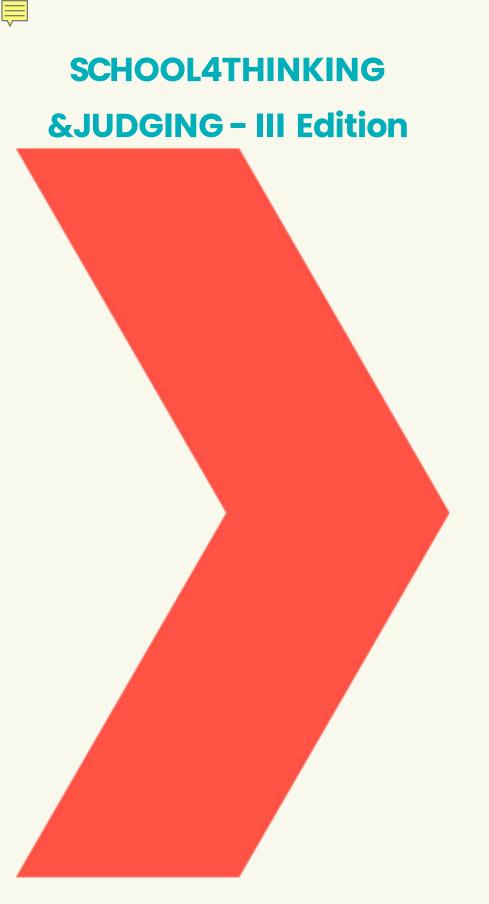
suggesting that digital technology can bring learning opportunities



Research has been concerned about the use of digital technologies *for* children's learning

overlooking children's active role as they move between digitally enhanced experiences and non-digitally enhanced experiences

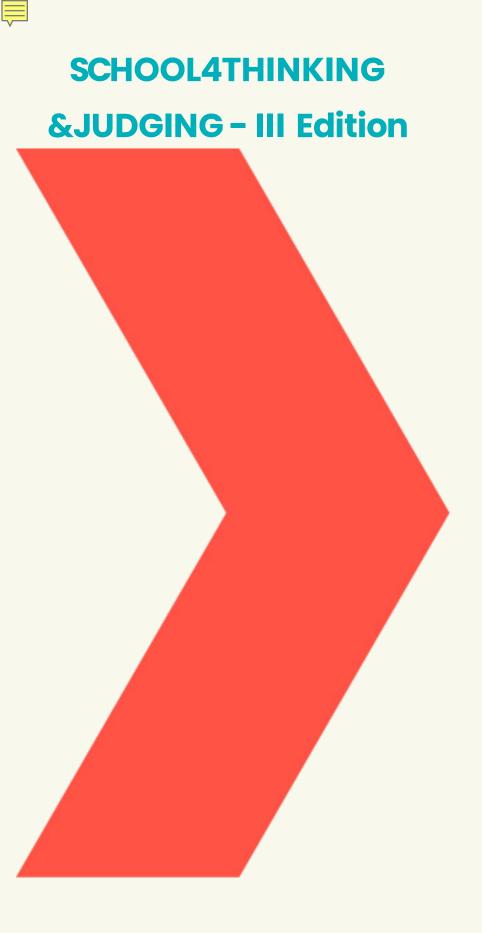
This presentation discusses situations when children move between the use of Al-based technology and non-digitally enhanced interactions to co-construct narratives, showing agency by claiming authorship of valid knowledge



Al-based technology -> intelligent voice assistants (IVA) technology

Children's transitions between IVA-based technology and non-digitally enhanced interactions are conceptualised as social paces where children generate and access domains of knowledge

Hybrid-transitions. children's movement between the use of IVA-based technology and non-digitally enhanced interactions



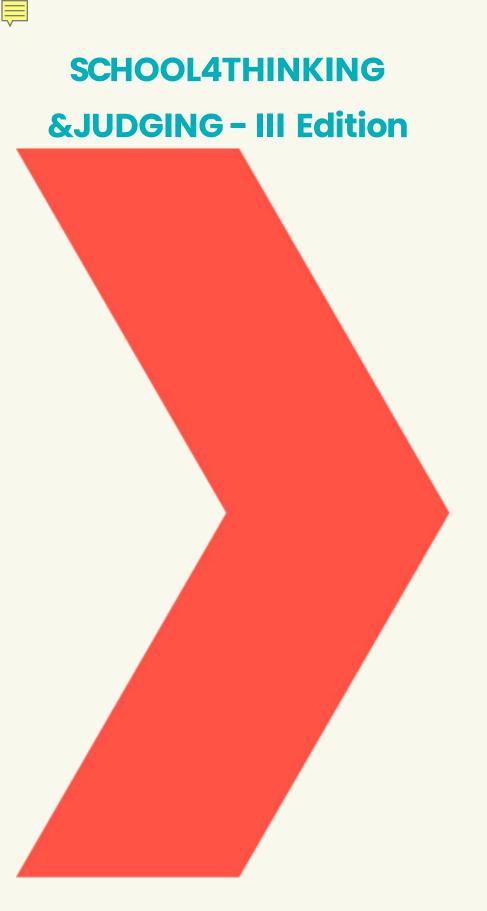
Hybrid-transitions

elements of temporal sequences

✓ social spaces where children combine the use of IVAbased technology with non-digitally enhanced interactions in the co-construction of narratives, taking the role of autonomous authors of knowledge

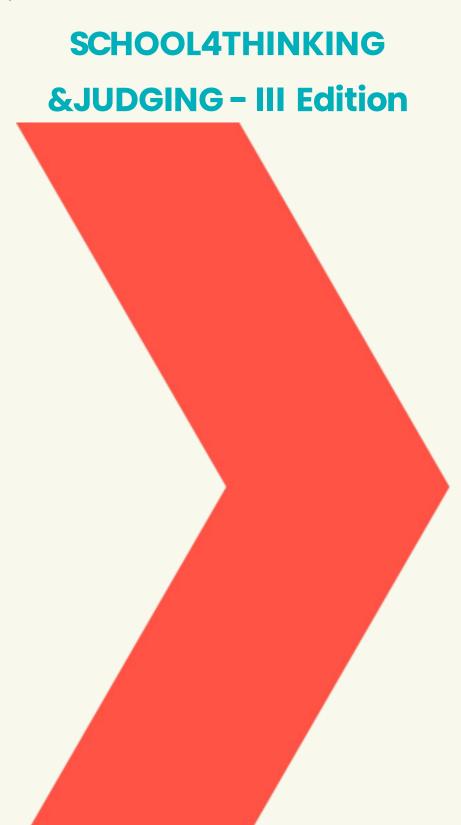
children display agency:

- 1) autonomous access to domains of knowledge (epistemic status);
- 2) taking rights and responsibilities for constructing knowledge (epistemic authority)



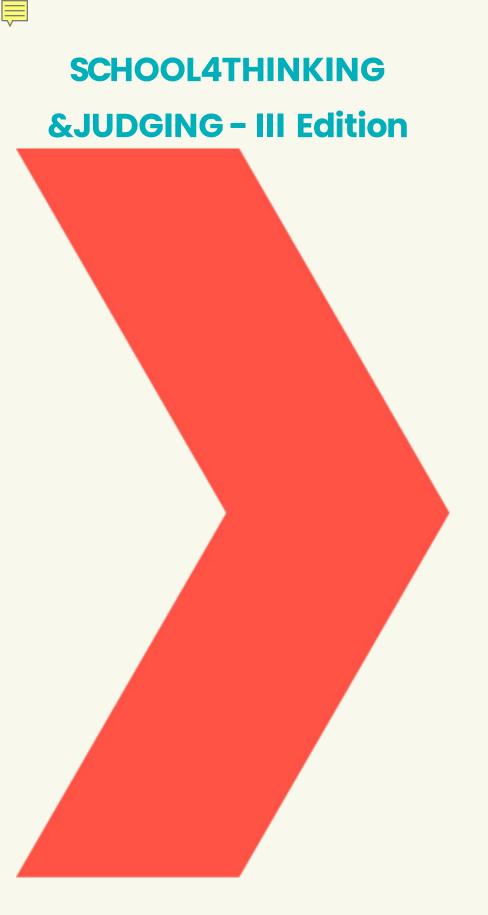
Discussing today...

Ethnographic study offering examples of children who author knowledge as they transition from the use of IVA-based technology and non-digitally enhanced interactions in the context of activities in a primary school in Boston



Contextual notes

- use of a software for the development of communication skills for children with English as second language
- 2 IVA smart speakers, connected with a tablet where the communication skills software is installed; 2 children using each IVA (8 children were observed using the software over two weeks)
- Activity: 'vampire' game. Every time that words starting with the letter 'V' are pronounced correctly, the IVA device emits a deep and scary long laugh

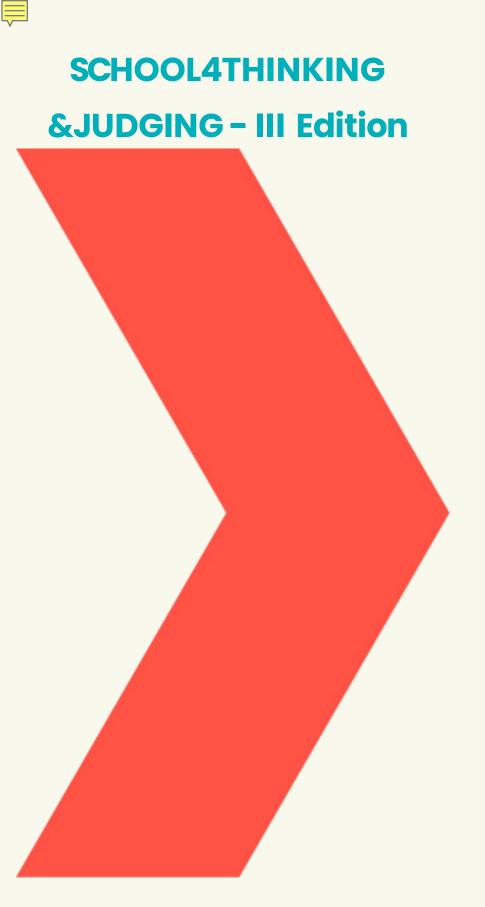


Use of IVA-based technology: pivot for children's agency

from the IVA experience, a rich array of non-digital faceto-face interactions develop as children co-construct narratives

co-construction of narratives \rightarrow a form of agency within the peer-group. Children:

- mutually recognise their statuses as producers of valid knowledge
- co-operate in combining narratives of personal experiences, knowledge of Vampire physiology and technical skills in the use of smart speakers...

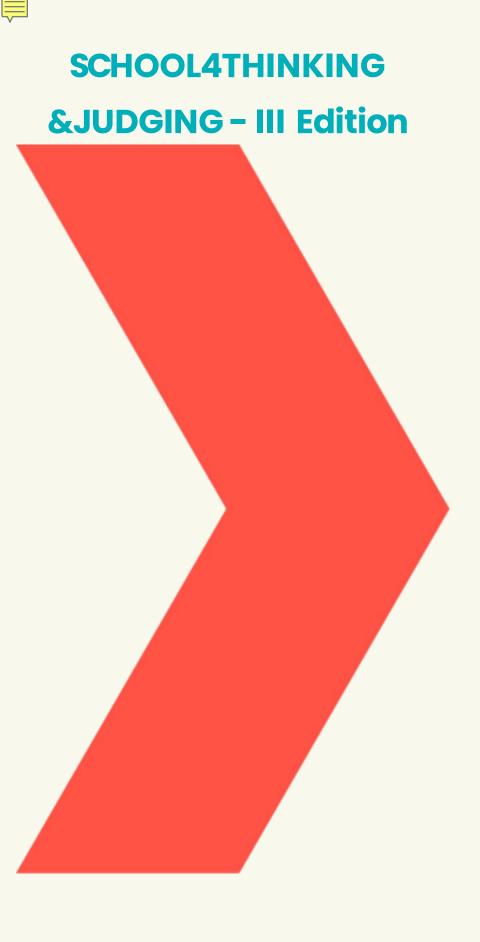


The material substrata of experiences (digital play and non-digital interactions) are two components of the same fluid, but nevertheless unified, lifeworld

The use of IVA technology and non-digitally enhanced interactions were both used by children to produce complex texts built through creative combination of individual authorships

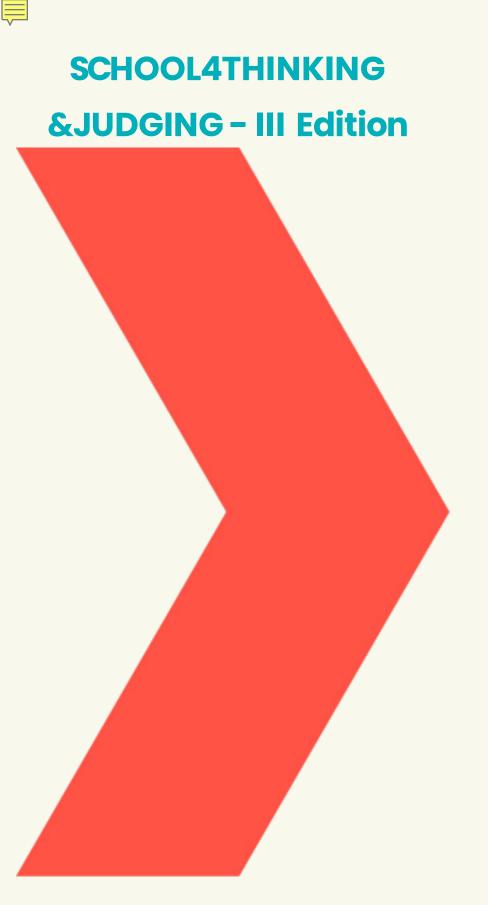
Display of agency ->

- authorship of knowledge
- cooperation in the authorship of knowledge: personal stories, ideas, experiences and emotions were "interlaced" in co-constructed group narratives



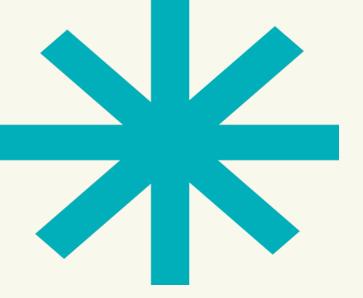
Main themes, generated from a perspective focused on the social use of digital technologies by young children ->

- digitally enhanced experiences are exchanged in non-digital interactions, and non-digital experiences are used to enrich the experience of digital resources
 - 2) a sociological interpretation of hybridtransitions as spaces of children's agency, where knowledge generated through digital resources is used in non-digitally mediated interactions, and vice-versa
 - 3) IVA technology enables more cohesive and collaborative moments of storytelling



- 4) the idea of a separation between digital world and non-digital world is untenable
- 5) children effortlessly connect and understand their shared movement in 'hybrid-transitions'
- 6) dynamic and agentic concept of transitions \rightarrow in continuing transitions (between the use of IVA and non-digital interactions) children co-construct social spaces where their agency is displayed as authorship of knowledge
- 7) hybrid-transitions between digital and non-digital realms occur continuously





Thank you!

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