

Almqvist, Jonas (2008). Artefaktanvändning i undervisningssammanhang – en privilegieringsanalys. *Utbildning & demokrati*, 17(3), 47-68

Abstract:

The use of artefacts is a central part of many human activities. In education, for example, people use them to deal with didactic problems otherwise not possible to solve. However, even though often taken for granted and not explicitly thought of in most practices, the use of artefacts is not given beforehand. In fact, they are constituted in sociocultural contexts where different agents, including the users, may have contributed. Consequently, this is an issue possible to discuss and debate. The aim of this article is to describe an approach in studies of how the use of artefacts is constituted in educational settings. Examples from video recorded classroom situations illustrate how artefacts contribute to meaning making in practice. It is also argued that there is a need for further studies and discussions about the use of artefacts in education.

Keywords:

artefact, privileging, meaning making, sociocultural, sociotechnical