

Cambridge University Press

978-0-521-51332-6 - Constructing the Self in a Digital World

Edited by Cynthia Carter Ching and Brian J. Foley

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Constructing the Self in a Digital World

It has become popular in recent years to talk about “identity” as an aspect of engagement with technology – in virtual environments, in games, in social media, and in our increasingly digital world. But what do we mean by identity, and how do our theories and assumptions about identity affect the kinds of questions we ask about its relationship to technology and learning? *Constructing the Self in a Digital World* takes up this question explicitly, bringing together authors working from different models of identity but all examining the role of technology in the learning and lives of children and youth.

Cynthia Carter Ching is Associate Professor of Learning and Mind Sciences at the University of California, Davis. Her research focuses on how people across the lifespan and within particular sociohistorical contexts make meaning with and about the technologies in their lives. In 2007 she won the American Educational Research Association’s Division C Jan Hawkins Early Career Award for Humanistic Research and Scholarship in Learning Technologies for her study of digital photo journals in early childhood education. She has also served as an Associate Editor at *The Journal of the Learning Sciences*. Her work has appeared in *Teachers College Record*, *Urban Education*, *The Journal of the Learning Sciences*, *Computers & Education*, *Early Education and Development*, and *E-learning & Digital Media*. She has previously worked at the University of Illinois at Urbana-Champaign and received her PhD from UCLA.

Brian J. Foley is Associate Professor of Secondary Education at California State University, Northridge. His research focuses on the use of the Internet to support learning communities for students and teachers and the use of visualization in science education. This work includes studying communities of teachers as well as students. He explores how students in informal online environments such as Whyville.net create and define their community. Working with science teachers, Foley helped develop the Computer Supported Collaborative Science program, a model of teaching that takes advantage of cloud computing to enable a more collaborative science classroom. Foley completed his PhD at University of California, Berkeley, and has worked at the Caltech Precollege Science Initiative and University of California, Irvine.

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Edited by

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Series Foreword

This series for Cambridge University Press is widely known as an international forum for studies of situated learning and cognition. Innovative contributions are being made by anthropology; by cognitive, developmental, and cultural psychology; by computer science; by education; and by social theory. These contributions are providing the basis for new ways of understanding the social, historical, and contextual nature of learning, thinking, and practice that emerges from human activity. The empirical settings of these research inquiries range from the classroom to the workplace, to the high-technology office, and to learning in the streets and in other communities of practice. The situated nature of learning and remembering through activity is a central fact. It may appear obvious that human minds develop in social situations and extend their sphere of activity and communicative competencies. But cognitive theories of knowledge representation and learning alone have not provided sufficient insight into these relationships. This series was born of the conviction that new, exciting interdisciplinary syntheses are underway as scholars and practitioners from diverse fields seek to develop theory and empirical investigations adequate for characterizing the complex relations of social and mental life and for understanding successful learning wherever it occurs. The series invites contributions that advance our understanding of these seminal issues.

Roy Pea
Christian Heath
Lucy Suchman