Recent work on education, identity and community has expanded the intellectual boundaries of learning research. From home-based studies examining youth experiences with technology, to forms of entrepreneurial learning in informal settings, to communities of participation in the workplace, family, community, trade union and school, research has attempted to describe and theorize the meaning and nature of learning. *Identity, Community, and Learning Lives in the Digital Age* offers a systematic reflection on these studies, exploring how learning can be characterised across a range of ‘whole-life’ experiences. The volume brings together hitherto discrete and competing scholarly traditions: sociocultural analyses of learning, ethnographic literacy research, geospatial location studies, discourse analysis, comparative anthropological studies of education research and actor network theory. The contributions are united through a focus on the ways in which learning shapes lives in a digital age.

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Identity, Community, and Learning Lives
in the Digital Age

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