

The sticky web of legitimization discourses: the changing role of schools and domestic digital use

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As digital technologies enter the home and become part of everyday social interactions for young children and their families, they continue to be a source of friction and anxiety. This presentation draws on recent work with teachers describing their evolving experiences of schools' mediation and legitimization of the digitalisation of the home. In contrast to a earlier study of a secondary school (*The Class* by Livingstone & Sefton-Green , 2016) where the appearance of connectivity concealed active practices to disconnect home and school, the primary school teachers in Geelong seem to be taking on a diverse range of new responsibilities in relationship to the digital ecosystem (especially around BYOD policies). This positions the school as a constantly self-justifying source of legitimization for non-schooled digital use; at the same time as constructing a new set of authority and responsibility relationships between the school, parents, local businesses and the community.

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