

“When technology is taking place and taking over. Practices for learning in changing times.”

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Abstract

The upper secondary school's transition to digital education in spring 2020 showed Swedish schools' preparedness to redirect to distance learning (The Swedish Schools Inspectorate, 2020; The Swedish National Agency for Education, 2020; ifous, 2020). The processes during the transition revealed that technology not only occupied the physical space and replaced the walls of the classroom, but also took over every day learning practices. In this situation the teachers' "cultural capital" (Bourdieu 2011) regarding technology became crucial to develop teaching that matched a context that was characterized by a high degree of digitalization.

In order to create in-depth knowledge of the conditions and practices that facilitated the transition, a data set has been constructed based on upper secondary school teachers' stories about their personal experiences of the transitional period. In total, the analysis is based on 52 stories. A survey with partly open questions regarding the transition to distance education, answered by 1745 students, functions as a "mirroring" tool to these stories. The narrative approach (Riessman, 1993) methodologically serves to access qualitative aspects and different dimensions of practice in change. Theoretically, Kemmis (2019) describes the importance of paying attention to practices in motion and to provide for and support practices in the making, since human development and the individual's learning are based on constantly changing practices.

The data material has been collected in two Swedish regional upper secondary school settings and have been analyzed thematically based on the principle of researcher triangulation (Cohen et al, 2011; Lincoln & Guba, 1986). The results reveal three overarching thematic practices, *collaborative*, *communicative*, and *creative*, as crucial in the development work with digital and distance learning. The results offer indications that if these three practices work together satisfactorily for the teachers, the quality of the teaching, and, consequently, of the learning, will also develop.

Keywords: teaching practices, technology, narrative method, upper secondary school

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