

A HETEROGENEOUS CLASSROOM- AN EFFECT OF A NEW MEDIA ECOLOGY

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Abstract

Most young people in their late teens in Sweden, and probably also in many other parts of the world, devote several hours every day to fictional stories. The stories help them to construct realities, create identities, and can, in the most concrete sense, be used as tools in different ways, (Bruner 1986). Narrative forms of expression are, however, currently in transition. Novels become games, games become movies, movies become TV-series and so on, and everything is mediated digitally and globally in a convergence culture (Jenkins 2006). This act of transformation places great demands on young people's cultural, medial, and linguistic skills.

However, not every student in a class uses fictional texts, and those who do use them to a lesser or greater extent, do not use stories in the same text or media form. This varied use of fictional texts contributes to an already heterogeneous classroom. What implication does this heterogeneous classroom have for teaching and learning processes in general and for the teaching of literary studies in particular? Based on the results from a questionnaire study, this paper aims to explore this heterogeneity further, and in addition, discuss the effects of a heterogeneous classroom.

Keywords: Heterogeneous classrooms, Young people, Learning processes, Questionnaire study.

