Digital Technology for Conviviality:
Making the Most of Students' Energy and Imagination in Learning Environments

by

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Abstract

This thesis contributes to the body of research on constructionist philosophy. It expands the conceptual framework to a broader scale by linking constructionism to Ivan Illich’s notion of conviviality. An emphasis on developing convivial learning environments has been made. The learning activities were developed with a special highlight on the idea of emergent design. The emphasis on conviviality and emergent design allowed a systematic and theorized framework to identify and discuss the pattern in the developmental process of learning activities, which is an area in the constructionist framework that needs more study. I gave special emphasis on learning activities that involve tool construction. I show how the making of tools could strengthen conviviality. I present a concept of dynamic equilibrium that allows different methods of learning and teaching to intertwine. I present a case study based on a five-week fieldwork conducted at a rural school of northern Thailand.

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