

Notes

1 Introduction

1. The research for this report started life as part of a working group project on curriculum innovations in the digital age generously supported by the Digital Media and Learning Research Hub working groups competition 2010 with funding from the John D. and Catherine T. MacArthur Foundation. Thanks are due in particular to the working group participants, Ola Erstad, Øystein Gilje, Jen Groff, John Morgan, Sarah Payton, Rebecca Rufo-Tepper, and Arana Shapiro, whose insider experience of curriculum innovation helped shape the research.

2. Seminal research on curriculum and education reform from either side of the Atlantic includes Michael W. Apple, *Official Knowledge: Democratic Education in a Conservative Age*, 2nd ed. (New York: Routledge, 2000); Stanley Aronowitz and Henry A. Giroux, *Education Still under Siege*, 2nd ed. (Westport, CT: Bergin and Garvey, 1993); Stephen J. Ball, *Education Reform: A Critical and Post-structuralist Approach* (Buckingham, UK: Open University Press, 1994); David C. Berliner and Bruce J. Biddle, *The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools* (Reading: MA: Addison-Wesley, 1995); Basil Bernstein, *Pedagogy, Symbolic Control and Identity: Theory, Research, Critique*, rev. ed. (Oxford: Rowman and Littlefield, 2000); Ivor F. Goodson, *Learning, Curriculum*

and *Life Politics* (New York: Routledge, 2005); Linda McNeil, *Contradictions of School Reform: Educational Costs of Standardized Testing* (New York: Routledge, 2000); William F. Pinar, *What Is Curriculum Theory?* (Mahwah, NJ: Erlbaum, 2004); Michael F. D. Young, *Bringing Knowledge Back In: From Social Constructivism to Social Realism in the Sociology of Education* (New York: Routledge, 2008).

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Neo-liberal Imaginary (New York: Routledge, 2012); Faizal Rizvi and Bob Lingard, *Globalizing Education Policy* (New York: Routledge, 2010).

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Ball, Meg Maguire and Annette Braun, *How Schools Do Policy: Policy Enactments in Secondary Schools* (New York: Routledge, 2012).

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25. <http://www.innovationunit.org/our-services/projects/learning-futures-increasing-meaningful-student-engagement>

26. <http://education.qld.gov.au/corporate/newbasics/>.

27. <http://www.rsaopeningminds.org.uk/>.

28. <http://www.q2l.org>.

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30. <http://www.p21.org>.

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20. Sara Candy, “Opening Minds: A Curriculum for the 21st Century,” *Forum* 53, no. 2: 286.

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4. danah boyd, "Social Network Sites as Networked Publics: Affordances, Dynamics, and Implications," in *A Networked Self: Identity, Community, and Culture on Social Network Sites*, ed. Zizi Papacharissi (New York: Routledge, 2011), 39–58; Ito et al., *Hanging Out*.

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9. Salen et al., *Quest to Learn*, 32–33.

10. David Hartley, "The Instrumentalization of the Expressive," in *Schooling, Society and Curriculum*, ed. Alex Moore (New York: Routledge, 2006), 60–70.

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21. Jaron Lanier, *You Are Not a Gadget* (London, UK: Penguin, 2010).
22. Castells, *Communication Power*, 413.
23. Jaron Lanier, "Does the Digital Classroom Enfeeble the Mind?" *New York Times*, September 16, 2010.
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13. Benjamin R. Barber, *Consumed: How Markets Corrupt Children, Infantilize Adults, and Swallow Citizens Whole* (New York: W. W. Norton and Co., 2007).
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15. Ball, *The Education Debate*.
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19. <http://www.enquiringminds.org.uk>.
20. <http://www.wholeeducation.org>.
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3. Castells, *Communication Power*, 118–125.
4. Castells, *Communication Power*, 125.
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11. Morgan et al., *Enquiring Minds Guide*, 24.
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16. Xavier Bonal and Xavier Rambla, "Captured by the Totally Pedagogised Society: Teachers and Teaching in the Knowledge Economy," *Globalisation, Societies and Education* 1, no. 2 (2003): 169–184.
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7 Making Up DIY Learner Identities

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2. A theory of retrospective and prospective learner identities is supplied by Bernstein, Pedagogy, *Symbolic Control and Identity*.
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16. Miller and Rose, *Governing the Present*.

