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YOUNG PEOPLE'S USE OF NEW MEDIA: LEARNING THROUGH PARTICIPATION IN COMMUNITIES OF PRACTICE

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Abstract
This study explored young people's use of new media and the learning that they experience through participation in shared online practices such as web browsing, using social media and gaming. The findings of this study revealed that the research participants have rich new media access and they engage in a variety of digital practices at an extended period of time at home. Their use of new media often involves other associates. The research participants' mutual engagement with other associates based on the shared digital practices that they participate in, the joint enterprise and shared repertoire indicate their belonging to communities of practice (COPs). Learning occurs as result of the research participants' active participation in shared new media practices with their associates. This kind of learning is social, and it takes place with or without them noticing it.

Keywords: *New media, young people, communities of practice, learning*.

Abstrak
Kajian ini menyelidik penggunaan media baru dalam kalangan generasi muda dan proses pembelajaran yang mereka lalui menerusi perkongsian amalan dalam talian seperti sewaktu melayari internet, menggunakan laman media sosial dan bermain permainan komputer. Dapatan kajian ini menunjukkan responden yang terlibat secara umumnya mempunyai akses media baru yang sangat meluas dan mereka terlibat di dalam pelbagai amalan digital di dalam tempoh waktu yang panjang sewaktu berada di rumah. Penggunaan media baru lazimnya membabitkan penglibatan individu-individu lain. Penggunaan media baru secara bersama dengan individu-individu lain, perkongsian amalan dan penghasilan bersama membuktikan penglibatan responden kajian di dalam *communities of practice* (COPs). Pembelajaran terjadi hasil daripada penglibatan aktif responden di dalam penggunaan media media baru secara bersama dengan individu-individu lain. Pembelajaran seperti ini adalah sosial, dan ianya terjadi di dalam atau di luar pengetahuan responden yang terlibat.

Kata kunci: *Media baru, generasi muda, communities of practice, pembelajaran*.

INTRODUCTION

The emergence of new media technologies transform every aspect of our lives (Albirini, 2007; Raza & Murad, 2008). Such transformation includes changes in the way we think, work, learn and communicate (Collins & Halverson, 2009; Flew, 2008). New media is not only widely used by adults, but also by young people in their everyday lives (Gee, 2007; Ismail, 2014; Prensky, 2006). Young people frequently engage in different new media

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practices to make their lives easier, as well as to communicate, and maintain relationship with each other (Green & Hannon, 2007; Ismail, 2014).

The importance of new media in young people's lives is demonstrated in the increased percentage of users, as the technologies are becoming more available to them in both contexts of in and out of school (Collins & Halverson, 2009; Lewin, 2004). For instance, there was an increase in the percentage of computer ownership at home among young people in the United States, from 73 percent in 1999 to 86 percent in 2005 (Yelland, 2007). A more recent study conducted by the Organisation for Economic Co-operation and Development (OECD) reported that, a huge percentage of 94 percent of students from all participating countries have computers, while 89 percent have access to the internet at home (OECD, 2011). Beyond the increasing percentage of digital ownership and access, it is important to note that, new media has become very significant for young people and this is evidenced in the way how it is integrated in every facet of their lives (Green & Hannon, 2007; Subramaniam, 2014; Weber & Dixon, 2010).

Despite the fact that today, young people live in a 'technologically rich' environment, where they own an average of six or seven devices, and engage in a variety of digital practices every day (Keating, Gardiner, & Rudd, 2009), their use of new media in general, is often viewed by others as limited to only for leisure, entertainment and social networking (Clark, Logan, Luckin, Mee, & Oliver, 2009). This view undermines the possibility of developing expertise in 'cyber relations' and learning as young people participate in numerous digital practices, especially when they are out of school (Iske, Klein, Kutscher, & Otto, 2008; Johnson, 2009c). Without parents and teachers informing them about the educational opportunity of their use of digital technologies, young people themselves may not be able to notice such learning, because they find it difficult to distinguish between 'work' and 'play', which hinders them from capitalising on the potential of new media (Clark et al., 2009; Johnson, 2009a). Thus, it is important especially for parents and educators, to understand how learning takes place through digital practices, and to be able to inform and educate young people about the potential of new media, in order for them to fully capitalise from its use (Clark et al., 2009).

LEARNING ONLINE THROUGH COMMUNITIES OF PRACTICE

Before parents and educators could inform young people about the educational potential of new media, they should first understand how such learning takes place through the online sphere. This led to the overarching question that this study attempted to answer: How does learning take place through young people's use of new media? To answer this question, the researcher employed Wenger's (1998) communities of practice (COPs) theoretical perspectives that enable meticulous investigation to be conducted on young people's practices of new media. As a theory of social learning (Hartnell-Young, 2006; Thomas, 2005), COPs provide a useful lens to thoroughly understand the learning that young people experience as they participate in a variety of new media practices every day.

COPs in general refer to groups of individuals, who share similar tasks, routines, practices, goals or interests (Campos, Moreno, & Landaeta, 2011). Members of a COP perform similar practices to accomplish their goals, and it is through their participation in these ongoing practices that they negotiate meanings and learn from one another (Campos et al., 2011; Ismail, 2013). According to Wenger (1998), learning in a COP is social, and it takes place as members of the community interact and do things together with one another. The dimensions of practice that consist of (a) mutual engagement, (b) a joint enterprise and (c) a shared repertoire are integral in COPs, because they indicate how participation, negotiation of meaning and learning occur in communities. The dimensions of practice are briefly described as follows:

a. Mutual engagement – Engagement allows members of COPs to come together and participate in the shared practices of their communities (Kisiel, 2010). In COPs, diversity is acknowledged, as members might comprise of individuals from different ethnicities, ages and genders. Engagement however, should not be mistakenly understood as harmony, as similarities, differences and conflicts may occur between members (Wenger, 1998).

b. Joint enterprise – A joint enterprise refers to the response that members of the communities provide, based on the series of negotiations that they have with each other. A joint enterprise is regarded as a process, where community members share a

negotiated enterprise, an indigenous enterprise and a mutual accountability (Wenger, 1998).

c. Shared repertoire – It is through their continuous participation in the negotiation of a joint enterprise, that community members produce a shared repertoire. Here, shared repertoire refers to the artefacts that are developed and shared by community members. It can be in the form of tools, ways of doing things, routines, stories and concepts (Wenger, 1998).

In order to specifically understand how COPs evolve within the online environment, this study also adopted Xiaoli and Bishop's (2011) model based on six elements of online COPs. The six interrelated elements are, (a) individuals – participants of any particular digital practice, (b) practice – shared digital practice, (c) content – repertoire that is produced as result of participation in a digital practice, (d) interactions – communication that takes place between members as they negotiate their practice, (e) community – the mutuality among members of a particular digital practice and (f) technology – the medium that is used to support the existence of the community (Xiaoli & Bishop, 2011).

RESEARCH METHODS

This study employed case study as the method of inquiry to understand of how learning takes place through young people's use of new media. According to Yin (2003) and Creswell (2008), a case study enables holistic investigation of the subject to be conducted and thorough understanding of the phenomenon. Similar to other studies that have employed case study, this study involved only a small sample size, making the findings impossible to be generalised. However, beyond the issue of generalisation, this study aimed to provide an in-depth analysis and understanding of how learning occurs through young people's everyday use of new media. As Berg (1998) explained, a case study that is properly conducted, can contribute to increased understanding of the area of research. For this reason, a case study, should not be compared to a quantitative study, and its quality, should not be solely judged based on generalisation and replication (Henderson, 2007). According to Henderson (2007), the worth of a case study should be deliberated by the readers, who may decide, if the study is suitable to them, based on their own contexts and situations.

This study was carried out in Malaysia for two important reasons. First, Malaysian youth are identified as avid users of new media (Ismail, 2014). They use digital media to serve different purposes, including for communication, entertainment and to overcome boredom and loneliness (Ismail, 2014). Second, there is an interest among scholars to study Malaysian youth's usage of new media and learning (Kabilan, Ahmad, & Zainol Abidin, 2010; Zakaria, Watson, & Edwards, 2010). However, these studies are limited only to youth who are in colleges (Kabilan et al., 2010; Zakaria et al., 2010). Therefore, this study is expected to add to the body of knowledge by focusing on younger Malaysian learners who are in school.

In this study, the researcher used (a) semi-structured interviews, and (b) a media diary, as two different methods of data collections. Semi-structured interviews enabled in-depth understanding pertaining to young people's use of new media, and the learning that they experience as they participate in different digital practices. The interviews were conducted face to face, with all participants, and each session lasted for a maximum duration of 30 minutes. Additionally, the participants were also asked to complete a media diary online. A Facebook group named 'Media Diary' was created, and the participants were asked to post their everyday use of new media on the group wall over a one week period. They were also encouraged to upload images related to their new media practices on the group wall (See Figure 1).

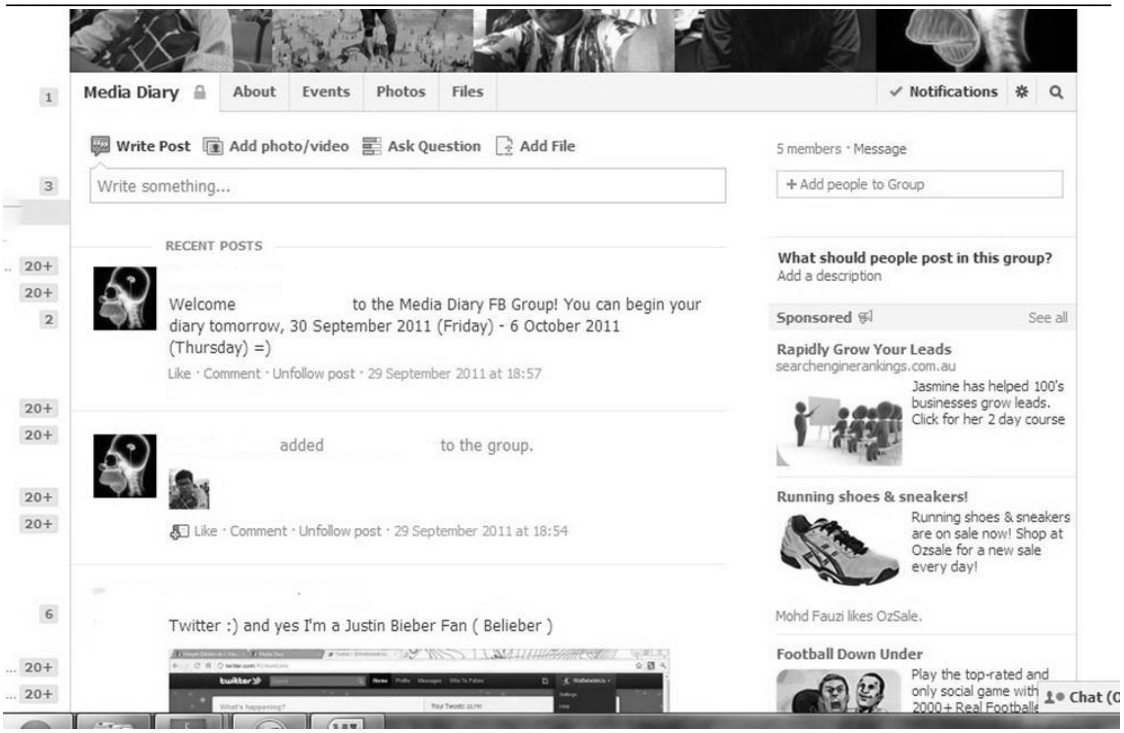

Figure 1. The media diary Facebook group

Purposive sampling method was adopted to suit the specific purpose of this study (Silverman & Marvasti, 2008). Seven 13-year-old participants who have access of new media and frequently engage in digital practices out of school were selected to participate in this study. At the age of 13, the participants were expected to have a certain level of experience and expertise with new media. Such justification was made based on the findings of earlier studies, such as Eow, Wan Ali, Mahmud and Baki (2009) and McQuillan and d'Haenens (2009) who indicated that, at the age of 13, majority of young people already have the experience of participating in various digital practices, including playing computer games and using social media.

RESEARCH FINDINGS

The findings of this study are divided into (a) participation is new media practices and (b) learning through communities of practice. The findings are discussed in the light of communities of practice.

Participation in new media practices

In this study, we found that all the participants have access to a variety of new media technologies at home, including personal computer, laptop, the internet, gaming consoles, mobile phones, video recorder, camera and digital media player. When asked about his usage of new media at home, Donald answered:

> *Woohoo (high voice)! Don't ask…I use laptop, I use my iPhone, iPad. PSP, iPod, iPod Shuffle, Nano, hmm (pausing)…PS3, my camcorder, I don't really use it, but camera, I use it most of the time.*

Donald begins his daily new media practices such as using social media, watching YouTube videos and downloading music as soon as he arrives home from school in the afternoon until early hours in the morning. According to Donald, he likes to multi-task, as he uses different technological devices and applications at one time (see Figure 2). This is explained by Courtney and Anderson (2010) who justify that, the opportunity to multi-task when at home is appreciated by young people as it allows them to engage in multiple new media practices simultaneously.

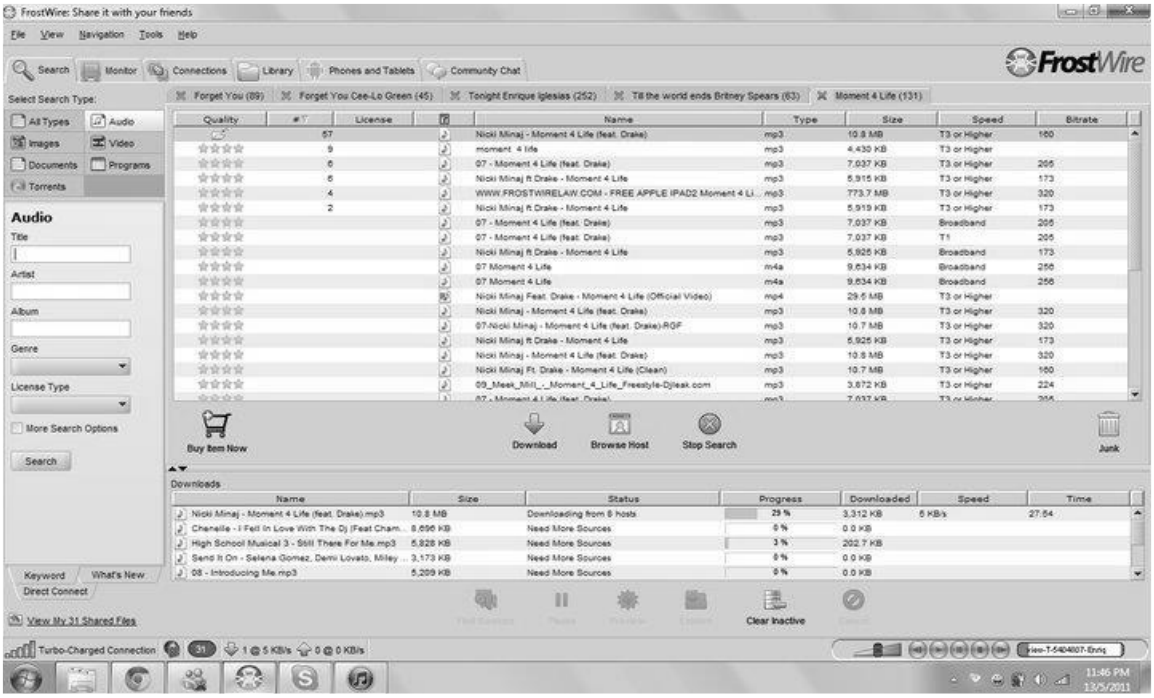

Figure 2. Screenshot that shows Donald multi-tasking multiple new media practices simultaneously

Not only that they have access to a variety of digital devices, the participants of this study also engage in various new media practices, including playing computer games, using mobile phone, communicating through social media, watching YouTube videos and downloading music for an extended period of time. This finding is similar to Kuhlemeier and Hemker (2007), Ilomaki and Kankaanranta (2009) and Keating et al. (2009) who indicate that, young people use new media for a long period of time without restriction when they are at home. Without doubt, young people's engagement in various digital practices, to serve different purposes over an extended period of time, shows the importance of new media in youth's everyday lives (Ilomaki & Kankaanranta, 2009).

Young people's shared interest in new media and participation in various digital practices together with family members, friends and other individuals indicates their belonging to COPs. This is explained by Landri (2009) who elaborates that, to be participating together in similar digital practices is, to be mutually engaged with one another in communities of practice. Based on COPs' dimensions of practice (see Figure 3), the research participants' belonging to communities of practice was analysed as follows:

a. Mutual engagement – Mutuality occurs as the participants of this study share similar interest in new media with family, friends and other associates. They also engage in the same practices such as using social media, playing computer games and downloading music with one another. Mutuality however, should not be misinterpreted with sameness or harmony. For example, as experienced by Ali in the past, there were times when he also had to deal with conflicts and was treated very harshly by some of the gamers in Garena online gaming platform.

b. Joint enterprise – As part of their participation in shared new media practices, the participants of this study are involved in an on-going negotiation process with their new media associates to accomplish certain tasks or objectives. For example, through Skype, Donald and his friends who are living in different states came together to discuss on a video production. In another instance, Elisha, Aida and other students use their own class Facebook group to discuss about homework and assignments.

c. Shared repertoire – As result of participation in shared new media practices, young people develop and produce a shared repertoire. This includes artefacts as well as certain ways of doing things. In this study, it was evident that, Ali and his friends develop a certain strategy as they attempt to accomplish their DotA gaming missions. They also use certain words such as 'noob', 'tw' and 'tq' as part of their language while playing DotA online.

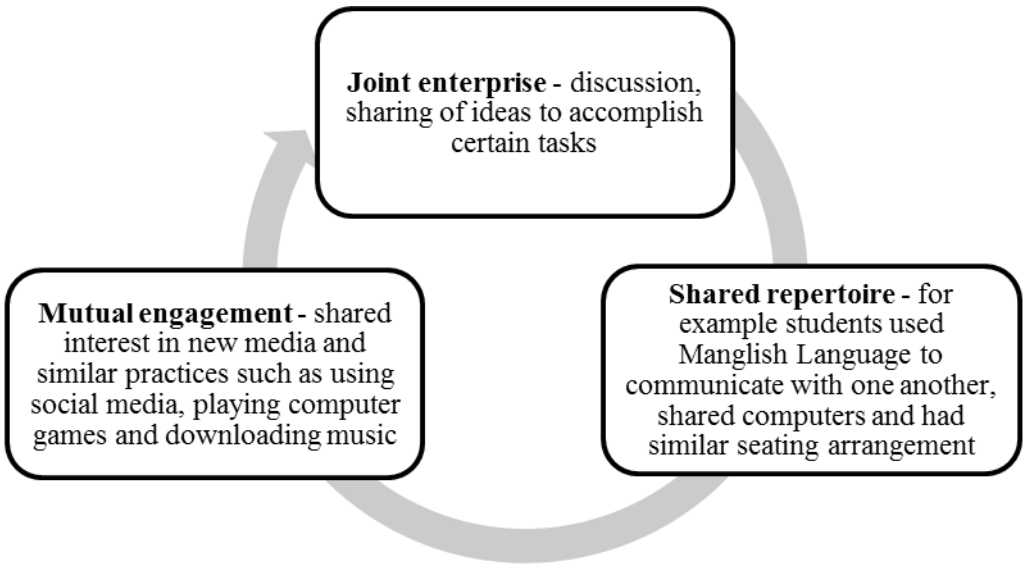

Figure 3. Young people's dimensions of new media practice (Wenger, 1998)

In addition to the dimensions of practice, the researcher also employed Xioali and Bishop's (2011) six elements of online COPs to examine further the evolvement of online communities of practice based on shared interest in new media and participation in digital practices. Using Amanda's new media practice of playing Habbo as an example, the six interrelated elements are discussed as follows (see Figure 4):

a. Individuals – Amanda had a lot of fun playing Habbo, an online social networking site that provides users with the opportunity to build new relationship, maintain existing ones and to network with one another. For Amanda, she enjoyed making new contacts from all over the world and at the same time maintaining relationships with existing friends on Habbo.

b. Practice – According to Amanda, playing Habbo is like living in a virtual world where she had the opportunity to equip her personal space or 'room' with furniture and decorations. With credits, Amanda bought new furniture and decorated her

'room'. She also owned a pet and went to places such as cafes, movie theatres and clubs to meet and socialise with other Habbo users. On Habbo, there are also numerous groups or 'clubs' for users to join.

c. Content – Amanda and many of her friends played Habbo for fun and to network with one another. Those on Habbo use unique avatars to represent themselves, meet other users, interact and socialise with each other in an online community environment.

d. Interactions – Amanda justified that the main reason why she preferred Habbo compared to The Sim was because of the former higher level of interactivity. According to Amanda, on Habbo, she was able to interact more freely with friends and other users using the chat function. They shared real-life stories, including personal problems with one another.

e. Community – Amanda's engagement with friends on Habbo signifies participation in COPs. The mutual engagement that takes place between members of COPs involves not only harmony, but it also entails conflicts and differences (Wenger, 1998). This is evidenced when Amanda reported that there were times when she was verbally and racially abused by other Habbo users. Nevertheless, mutuality among Habbo users is developed through shared interest and practices.

f. Technology – The technologies used by Amanda and her friends to play Habbo were computers and the internet.

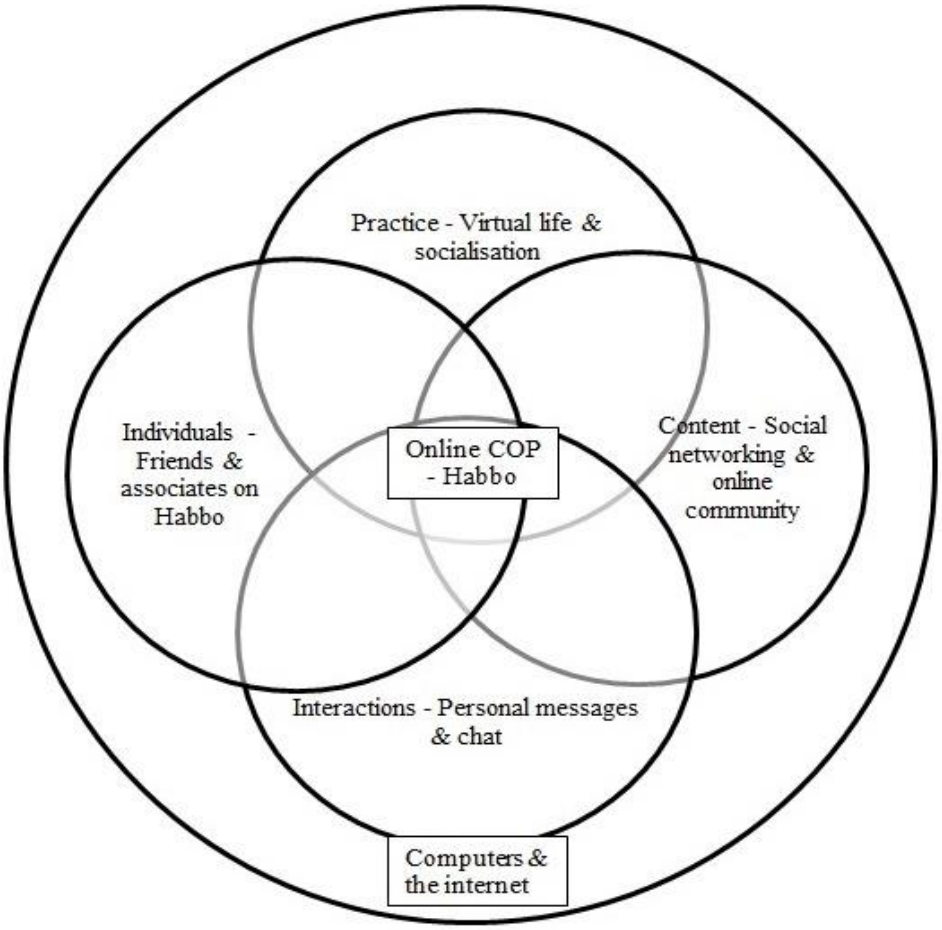

Figure 4. Visual representation of Xiaoli and Bishop's (2011) six inter-related elements that produce an online COP based on Amanda's Habbo practice

Amanda's active participation in Habbo with friends shows how the six elements of individuals, practice, content, interactions, community and technology are interrelated with one another in the making of online COPs. This finding is similar to Xiaoli and Bishop's (2011) who argue that the relationship between the six elements are crucial in supporting the development and evolution of online COPs.

Learning through communities of practice

The findings of this study revealed that learning takes place as result of young people's engagement in new media practices. These findings are similar to Gee (2003), Prensky (2006), Sarsar (2008) and Clark et al. (2009) who indicate that young people benefit from

their everyday usage of new media as they acquire different knowledge and competencies including literacy, thinking and socialisation. The kind of learning that young people experience through their participation in shared new media practices is social, and it occurs with or without them realising it. According to the COPs perspectives, this kind learning is regarded as an ongoing social process, where members learn through their participation in shared practices of the communities (Lave & Wenger, 1991; Wenger, 1998).

The kind of learning that characterises COPs is evident in the research participants' participation in new media practices, such as web browsing, using social media and playing computer games. This is further discussed in the subsequent sections.

i. ***Web browsing***

Web browsing is regarded as an educational activity by some of the research participants. When asked how do they learn with new media, Amanda, Aida and Elisha responded that they 'Google' it. Not only that they browse the internet to look out for interesting information or to feed their own curiosities, but the participants also use the internet to help them find information related to their school tasks. Figure 5 below shows a screenshot of Google search engine, uploaded by Elisha on media diary. When probed on her use of the internet, Amanda informed that, besides looking for information to complete school related tasks, she also uses the internet to improve and expand her vocabulary. Amanda told that she uses the online dictionaries to know meanings and definitions of new words.

Figure 5. Google screenshot uploaded by Elisha on the media diary

According to Green and Hannon (2007), young people who frequently use the internet to search for information can be referred to as the 'Information Gatherer'. Even though young people's search for information from the internet to complete school tasks is often undermined and regarded as plagiarised, Green and Hannon (2007) and Singh, Mallan and Giardina (2008) argue that, it is important for parents and teachers to appreciate young people's information gathering effort because it also involves careful analysis of the information collected. As young people gather information from multiple sources, they are required to critically analyse each information, combine knowledge from different sources and decide on the suitable information or knowledge to be used in completing their school tasks (Singh et al., 2008).

Unlike Amanda, Aida and Elisha who are aware of the educational potentials of web browsing, Ali does not think that he benefits from this activity. He could not relate web browsing with learning. But like the other participants, Ali admitted that he also uses the internet to search for information related to school tasks. This finding shows how learning takes place through young people's use of new media without some of them noticing it. Thus, it is crucial for parents and teachers to recognise the educational benefits of young people's

use of new media (Barker, 2009; Gangadharbatla, 2009; Goodstein, 2007; Nardi & Harris, 2006), and to inform them about the learning potentials of these practices.

While web browsing might be considered a self-directed activity as the research participants search information on the internet at their own convenience at home, the learning that takes place out of this activity is social. Take example of Donald, Amanda and their classmates who work together and collaborate to perform their school assignments. They search for information from the internet, discuss each source and decide on the information to be used in their assignments. This signifies active participation in shared new media practices. According to Singh et al. (2008), the learning that young people experience through web browsing activity is collective as they share information and knowledge with one another. Young people's collaboration and collective learning that take place online is discussed further in the following section as the research participants' use of their class Facebook group is addressed.

ii. Class Facebook group

This study found that Facebook group is used by the research participants as an online space for them to communicate, socialise, collaborate and learn with their classmates in school. In a way, the Facebook group has become an extention to school. When asked about their class Facebook group, Donald and Amanda reported:

Donald: *Yes, yes, we can chat. Like our class, we have our own Facebook group. I mean, One A my class...yeah we created that. We talk about our homework. They are (my classmates) in that group. We'll be asking like…eh, what's today homework ah? So we'll comment.*

Amanda: *Yeah, One A (Facebook group)! That's where we get attached. When there's homework and activities like if we have to read newspapers today, we can tell (inform our classmates) there.*

Amanda feels that the class Facebook group is very useful for students. Students can use the online group to get important information and to ensure that they don't miss out on anything

in case if they are absent from school. Similarly, Suresh, Vincent and their classmates in class One M also have their own class Facebook group. According to Suresh, he and his

classmates use their class Facebook group to inform each other about homework and assignments and to share information, photos and videos of events in school with one another.

The research participants also use their own class Facebook group as a platform to help one another when they encounter difficulty in accomplishing their school tasks. Students post questions related to their homework and assignments on the group wall and receive responses from their classmates. Based on her own experience as a group member, Amanda told:

> *I would just ask…Math, Science, BM (Malay language), the karangan (Malay language essay). Like today, (in the) morning…hahaha (laugh). I asked my friends in that group how to do the karangan (Malay language essay), the format, the points, because I didn't come to school yesterday.*

The above quote clearly indicates commitment and trust that class One A students have towards one another. Students feel belonged to the group, and this is shown in their engagement with each other, and commitment to share knowledge and assist one another.
The research participants' engagement with their classmates in class One A and class One M Facebook groups indicates participation in the shared practice of COPs. Participation is demonstrated as students participate in similar practices such as sharing useful information and knowledge, uploading photos and videos, posting questions and providing comments / responses on group wall. Learning takes place collectively as students continuously negotiate the meanings of their online practice and learn from each other.

iii. Online gaming

Johnson (2009b) argues that the kind of learning that takes place through young people's new media practices entails different ranges of knowledge and skills, including those that are not considered important in school but in reality, very essential to youth. In this study, we found that such learning is inherent within the research participants' online gaming practices. For

example, it is through his online gaming practice on Garena that Ali learns new skills, gain more experience and become more competent. According to Ali, playing games online can be difficult at times. There were times in the past when he had to endure with online bullies. Some gamers used harsh words to intimidate Ali. But that does not deter him from playing games online and acquire new gaming tips and skills from other gamers.

But how does learning takes place through gaming practice? By utilising Prensky's (2006) framework of five different levels of learning, this study analysed Ali's practice of playing Defense of the Ancients (DotA) as follows:

a. Learning level 1: How – To begin with, DotA requires Ali to choose whether to be in 'Sentinel' team or 'Scourge' team. There are a total of 108 heroes characters that Ali can choose from. His favourite hero is 'Tiny – The Stone Giant'. Ali is well aware of Tiny's strenghts and weaknesses, its attacking prowess, moves and speed.

b. Learning level 2: What – To win the game, Ali knows that he needs to destroy his enemy's base or 'Ancient'. This is in the main goal in DotA. To achieve this, Ali has to first, find ways to neutralise his enemy's towers and defeat the guarding units who are protecting them.

c. Learning level 3: Why – When playing as team member in two-on-two, three-on-three, four-on-four or five-onfive formats, Ali is aware of the needs to abide with his team's strategies and tactical decisions, to attack, cover and defend together and to provide support to other team members whenever necessary.

d. Learning level 4: Where – There are different strategies that can be used when playing DotA. According to Ali, he employs the strategies accordingly depending on with whom he plays with. For example, when playing with his close 'buddies', Ali prefers to use an all out attack strategy. On the contrary, when playing with other gaming associates whom he might not know well, he prefers to use a more balance strategy that pays importance to both attack and defence.

e. Learning level 5: Whether – Ali does not get easily influenced by the negative behaviours of some gamers online. Instead of retaliating, Ali prefers not to react to their intimidations and insults. If Ali could not tolerate their behaviours, he will either remove them from his 'buddies' list, sack them from the gaming room or report their behaviour using Garena's reporting tool.

Despite the learning potentials that are shown in the analysis above, Ali does not think that he gains anything valuable from his DotA gaming practice. Ali's failure to recognise the

learning experience that he gains through his gaming practice inhibit him from connecting it with the learning in school. Young people will benefit from their gaming practice only if they are able to recognise, connect and contextualise the learning experience that they gain through gaming practice with the learning that they go through in the classroom (Abrams, 2009). This, however, is a difficult task for young people to perform, considering that, the worth of new media practices such as playing computer games and using social media is often not properly valued by parents and teachers (Clark et al., 2009; Green & Hannon, 2007; Williams, 2012).

Although Ali does not think that playing computer games has any relevance to learning in school, he admits that playing computer games helps him to improve his English language proficiency. This is achieved through frequent interactions with other gamers online. Similarly, Elisha also feels that playing Gardens of Time on Facebook with friends helps her to expand her English vocabulary. According to Elisha:

Elisha: *The main purpose (of Gardens of Time) is to find hidden objects and stuffs…through that we also know how those objects actually look like. Like maybe, they give you a word or something…if that word is so foreign to you, once you find that object you'll know what it is, how it actually looks like. So we know more things.*

Interviewer: *Like what? Can you provide me one example of a word or an object that you know after playing Gardens of Time?*

Elisha: *Yes, like a 'mallet'…hahaha (laugh). I didn't know before. It looks a bit like a hammer, a wooden hammer…and that's a 'mallet'!*

The above example clearly indicates how learning takes place through young people's gaming practice. This kind of learning is self-directed, and it occurs socially, with or without young people realising it, as they play computer games online with their associates.

CONCLUSION

This study attempted to answer the question of: How does learning takes place through young people's use of new media? To answer this overarching question, we divided the findings of the study into (a) young people's participation in new media practices, and (b) their learning through COPs.

Without doubt, the research participants' use of new media is very frequent. At home, they participate in various digital practices such as using social media, playing computer games and downloading music at an extended period of time on a routine basis. This finding is similar to Johnson (2009a), Keating et al. (2009) and Clark et al. (2009) who ascertain that, young people enjoy rich new media access and freedom to engage in a variety of digital practices when they are at home. Young people's shared of interest and practices in new media open the possibilites for engagement with other individuals in online COPs. As the findings of this study suggest, the research participants actively participate in online COPs as they use social media and play computer games with friends and other associates. Based on the analyses performed on the research participants' participation in shared new media practices with friends and other associates (See Figure 3 and Figure 4), it can be noted that COPs can be used as a theoretical framework to understand young people's use of new media.

More importantly, we found that, beyond entertainment, the research participants also use new media for learning purposes. Learning takes place as the research participants engage in practices such as web browsing, using social media and gaming with friends and other associates through the virtual sphere. This indicates the learning potentials that are inherent within young people's new media practices (Gee, 2005; Prensky, 2010; Shaffer, Squire, Halverson, & Gee, 2008). Unfortunately, the kind of learning that young people experience through their use of new media may takes place without them realising. Young people's inability to recognise the learning experience that they gain through their usage new media inhibit them from connecting it with the learning that they go through in school. Thus, it is

necessary for parents and teachers to acknowledge the learning potentials of young people's use of new media, and to help them connect and contextualise their learning experience with the knowledge acquired in school (Ahn, 2011; Barker, 2009; Gangadharbatla, 2009; Goodstein, 2007; Nardi & Harris, 2006; Yelland, 2007).

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