

## Mentor's Introduction for Sean Justice

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### Introduction

In this wonderfully elegant and insightful research essay, Sean Justice takes on the challenge of how teachers “learn to embody the ethos of digital making and learning.” Given the ever escalating array of voices at all levels of education calling for more research, insight and understanding about the place and role of digital technology in the school curriculum, his concern is to investigate how teachers acquire knowledge and insight of digital forms and how this knowledge supports the growth and development of their own and their students’ learning. He points to a lack of appropriate language in and through which to converse about the multi layered and complex possibilities of maker infused learning and highlights the need for new kinds of descriptive metaphors of a kind, we note, that infuses his own essay.

Sean brings to his research a mature practice as a digital artist and teacher who seeks within the complexity of schools pathways that open, albeit recalcitrantly we learn, to change. Embedded for over a year in one school, his research portals are several and his trajectories assisted by a nicely integrated fusion of methodologies drawn from the social sciences, narrative inquiry and actor-network theory. From within this networked orbit he observes that schools themselves must be understood as rather diffuse environments consisting of complexes of practices and conversations that create interplays among teachers of acceptance and rejection of the new. Within this dynamic ecology the tools and materials of the maker movement come to act as fresh voices articulating the kind of tacit ways of knowing long accepted as a feature of artistic practice and insight. Teachers must be present and open to indeterminacy as learning in the digital age oscillates across change, to-ing and fro-ing as knowledge is lost/found, only ever partial, and all the time co-constructed by teachers and their

pupils. Such indeterminacy he suggests holds power and purpose for it inspires both knowledge and pedagogical depth as teachers and their pupils experiment to find new kinds of traction that stabilize and forward their learning.