There is a growing body of research concerning home-school cooperation, both nationally and internationally. We are well aware that at its’ best, home-school cooperation benefits pupils’ wellbeing and academic achievement at school (e.g. Epstein 2013; Uludag 2008). Furthermore, parents and teachers profit from it in many ways. However, earlier research has mainly focused on the perspectives of adults’. The fact is, there is no home-school cooperation without the pupil, thus it is of utmost importance to recognize their role in cooperation.

In my presentation, I will concentrate on pupils’ experiences in relation to home-school cooperation and especially on WILMA, which is a central arena for cooperation in Finnish schools. Theoretically, I posit my presentation to materialist sociology with actor-network theory (Latour 2005) influences. This results in approaching WILMA as a network of different actors, both human and non-human. What pupils can do in WILMA and what motivates them? What kind of devices pupils use to apply WILMA in their school life? Spatially, where is WILMA used? Data is assembled through thematic group interviews (n= 12) with primary and secondary school pupils, aged 10 to 15. Data is analyzed according to Latour’s (2005) advice to follow the actors of the given network.

Pupils discuss WILMA as a central feature of their school life and a central arena for home-school cooperation. For pupils, it is important to be able to take actively part in their schooling through WILMA. Test results, remarks teachers have made during the school day as well as more practical guiding in relation to place of the next lesson and timetable of the test week, are some of the things pupils trace down from WILMA. Mainly smartphones but occasionally also tablet and table computers are used for WILMA. Pupils also notice that the WILMA software’s functionality is highly dependable on the device their use. WILMA is mainly used during the school day, and in the evenings at home though some of the pupils discuss using WILMA many times a day, and also during the weekends, especially when test results are under way.

Keywords: Home-school cooperation, WILMA, Actor-network theory, Pupils