In this digital era, an important educational task is to support children as they develop an understanding of the complex world of today—a world that is flooded by information and technology that shifts communication towards images and screens. New demands are placed on the students, who are expected to develop their abilities and readiness to find their place in a society that is more intricate and complex than before. How do we teach these students? What do they need and how can it be provided?

Linnéa Stenliden illustrates how data visualization technology for visual storytelling can be shaped and used in relation to social science education in primary schools, as well as how social dimensions, technology and other matters create emerging learning conditions in such educational settings.

It is shown on one hand that the data visualization technology can be seen as relevant for the educational practice, but on the other hand that the learning conditions are highly complex. This contributes to a discussion about the future of schooling that may adapt uses of data visualization technologies in ways that bring about new ways of teaching and learning in social science education, including reflections on didactic design, knowledge formation and the quality of learning.