Across university campuses, we see students looking up information on their smartphones and teachers and administrators distributing their course notes and podcasts on laptop computers. Educational researchers employ different (implicit or explicit) philosophical perspectives in their efforts to describe, make sense of and theorize the complex intersections evident today between technology and education. Two of the most common ones are the technology-as-tool and technology-as-future perspective. In the technology-as-tool view, technology is seen as a tool through which educators can reach educational ends. In the technology-as-future perspective, technology is seen as a force that is changing profoundly how students think and learn. In this poster session, I take a “hybrid” perspective, based on Actor-Network Theory, to explore smartphones. My research examines some of the human-technology assemblages that form and documents some of the new pedagogical practices that are emerging.