In this talk, Thomas M. Philip explores how ideology and learning co-construct each other in and through interaction. He delves into two empirical examples: high school students making sense of a data visualization and undergraduate students in an engineering ethics course discussing militarized drones. Philip introduces the analytical constructs of ideological micro-contestations and ideological convergence/expansion. He illustrates how these constructs can be used to trace the locally constructed and contested nature of ideologies and to design learning environments that allow for greater ideological and epistemological heterogeneity.