

Speaker Notes for

What are the literacies of resisting the new norm(al)?

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Introduce myself.

When working in HE was academic not an Learning Technologist. Very interested in practice of Learning Technology by Learning Technologists, teachers, researchers, students - all of whom are learners. Subject discipline was Information Systems at University of Salford where we encouraged students to adopt critical approaches, and address issues of power and ethics as well as technology. Since retiring, I have had more time for learning - MOOCs, classes, private study, U3A groups and offered support via IT Buddy scheme at local library. I am also trying to engage with primary schools via Code Clubs or whatever works for them.

Meaning of Learning Technology

the ultimate learning technology? by [Donna Benjamin](#) CC BY 2.0

Learning Technology is created, shaped, experienced by students, teachers, learning technologists, businesses and citizens. There is no fixed understanding of what is LT. I'm what Learning Technology means to you, what are your new normals?



The new normals could be the VLE, bespoke or proprietary ebooks and eresources, Turnitin, search engines, Wordpress, Google for Education, social media such as Facebook. The context could be formal education in all sectors, informal education such as (older) people learning to use a smart phone or tablet, or using youtube to learn a craft technique, or people doing family history, or hybrids such as MOOCs, students doing social/independent study.

How ALT defines Learning Technology

We define Learning Technology as the broad range of communication, information and related technologies that can be used to support learning, teaching and assessment. Our community is made up of people who are actively involved in understanding, managing, researching, supporting or enabling learning with the use of Learning Technology.

Empowerment in LT



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Empowerment in LT theme at ALTC features strong sessions on student and staff empowerment in LT.

My scan of the ALTC programme revealed students participating in content creation, research, assessment, choice/configuration of VLE/ other institutional software. Student roles included ambassadors for LT, peer support in learning.

Empowerment is associated with the use of Web 2.0/social media / multimedia.
The need to listen to digital learner stories is stressed as a way for teachers and LTs to inform their work.

Learning Analytics can be seen as a way to improve student learning and/or to remove student choice. So possibilities for empowerment and disempowerment are both present.
Sian Bayne's keynote gave example of disconnection (from Yik Yak) as resistance.

Digital literacies

Josie Fraser's working definition of digital literacy is "functional technical skills + critical thinking + social engagement"



Communication in Cooper by
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Frameworks for digital literacy

I am making the case that however much we want to foster empowerment, if we see LT as an objective element in the learning context, we are removing it from the beneficial searchlight of critical reasoning. And if we try to categorise a LT as good/bad, as something to be used or not used, then we are removing it from the lens of social engagement. And if we treat the functional technical skills of using LT as concrete and completely achievable then we are ignoring the dynamic, complex nature of LTs that

represent a complex network of interests that change over time.

Digital literacy of LTs need all three elements of Josie's definition! and we need to bring technology out of what is given.

What can help?



Ethics, Critical Reasoning and Resistance

ethical implications of creation, adoption and use of technologies in education, and LT being the subject of critical reasoning by learners and teachers.

How Curtin University Advanced Smart Campus Vision with Hitachi IoT Solution

Pretty obvious what I think, and I am sure there will be a range of views in room so curious to know what you think of this video.

<iframe width="560" height="315" src="https://www.youtube.com/embed/x85Suu2NYLI" frameborder="0" allowfullscreen></iframe>

<https://youtu.be/x85Suu2NYLI>

“The proliferation of personal digital devices and popular social media platforms such as Facebook, Twitter and Snapchat has given rise to unprecedented rates of data generation, collection and measurement. In some instances, digital technology users consciously volunteer data, however, in many other instances data are collected without an individual’s awareness. This is particularly the case when it comes to personal data, which are often generated by individuals unknowingly and with little understanding of where, how or why the data is being collected.” (Pangrazio & Selwyn 2017)

in preparation for a discussion around the following questions:

- how can we choose and shape the LT used in learning and teaching?
- how can we adopt and use LT ethically?
- what critical literacies do we need to resist the new norm(al)?

Final Comment

I have made a case for the inclusion of resistance and a closer examination of what critical reasoning means in digital literacies, particularly in informal learning contexts. I think we need to think about these in the context of persistence of data, variably networked across organisations, for example thinking about, say, Google as a connector in the hidden networking of our personal data.

References

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