

The Age of Technology in Education

An audience response
to the HIP atlas

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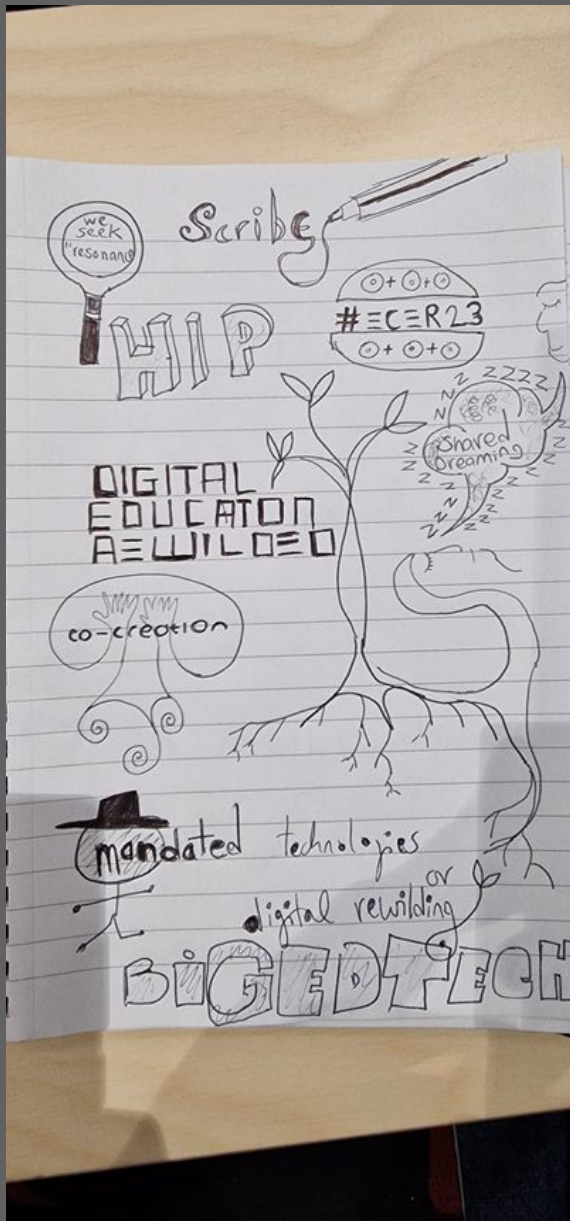
The following summary are audience comments and reflections the HIP Team collected during a project presentation at the ECER 2023 conference in Glasgow.



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We shared our early ideas about the role of technology in education with colleagues and asked them for their thoughts.

1. 'Technology is NOT neutral';
2. 'Placing technology into university environments DOES NOT lead to automatic learning gains'
3. 'Giving teachers access to educational technology DOES NOT make them automatically more professional and efficient';
4. 'Equipping universities with increased ICT DOES NOT lead to university improvement';
5. 'NOT ALL students need to be technological literate in order to be employable, participate in society or be a critical thinker'.



The participants I spoke to were very emotional about technology; one of them complained how much money was moved from education to technology (in Latvia), the other one mentioned how technology causes more work, more exclusion and is often imposed on students.

She also mentioned that there was too little feedback about the technology we are asked to use.

They talked about cyber psychology and cyber bullying and that we need a culture of communication.

One participant spoke about the question of care and that it is not enough to just criticise, but to propose how we want technology to be instead (co-production).

They discussed if we could assume that technology is good or bad when one participant gave an example: a WhatsApp group of students exchanged important info about life at university. However, you had to be invited to be part of that group and get access to the info. It turned out that black students were not on the list because you needed social capital first to then be part of the social network.

HERE IS THE REFLECTION FROM ONE OF ATTENDANTS
WHO I WORKED WITH:

HE AGREES THAT TECHNOLOGY IS NOT NEUTRAL, IT HAS
AGENCY THAT STARTS WITH THE RELATIONS TO THE
MATERIAL WORLD.

HE ALSO MENTIONED THE TERM "WORLDING",
STRESSING THAT TECHNOLOGY IS BEFORE RELATIONS.
THERE IS SOMETHING THAT PRECEDES RELATIONS -
WORLD ITSELF.

techno-feminism

can't afford a laptop

Men - it-oriented

gap between
gender or socio-economic

coding in computer science
school in Sweden

IT → power →
(men)

education + care

less of care and
research + productivity
efficiency + productivity



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Agree

except 5!

/

travel, bank, transport

tech increases the burden
of admin

tech

IF ~~A~~ breaks down

we are stuffed

One woman said: my own experiences support your arguments from the presentation.

We should invest in relationships and spend time to engage with humans. Our students and critical thinking is important.

We should compare lived experience (from educators) with theoretical concepts we use.

Techno-feminism could be a difficult concept to embrace and may depend on the country and culture? E.g. status/role of women in different countries?

Research should focus more on relations vs. human-centered approaches?



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