A POSTDIGITAL REIMAGINING OF THE UNIVERSITY

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POSTDIGITAL PROPOSITIONS

'The postdigital no longer opposes the virtual or cyber world to the world of face-to-face experience. The digital is integrated and imbricated with our everyday actions and interactions. This is the trend in education, where ambitious projects aimed at automation have given way to more modest attempts to integrate digital tools to conventional face-to-face courses.' Feenberg (2019: 8)

'The postdigital is hard to define; messy; unpredictable; digital and analog; technological and non-technological; biological and informational. The postdigital is both a rupture in our existing theories and their continuation. However, such messiness seems to be inherent to the contemporary human condition.' Jandrić et al. (2018: 895)

'Digital must not disappear into use, become invisible. An effective postdigital society must be one where we spend time and energy ensuring that digital is not only seen as present but also explicitly and critically noticed...Postdigital now must involve monitoring the algorithms, and those people who have the power to manipulate digital to exploit others." Cormier et al. (2019: 499)
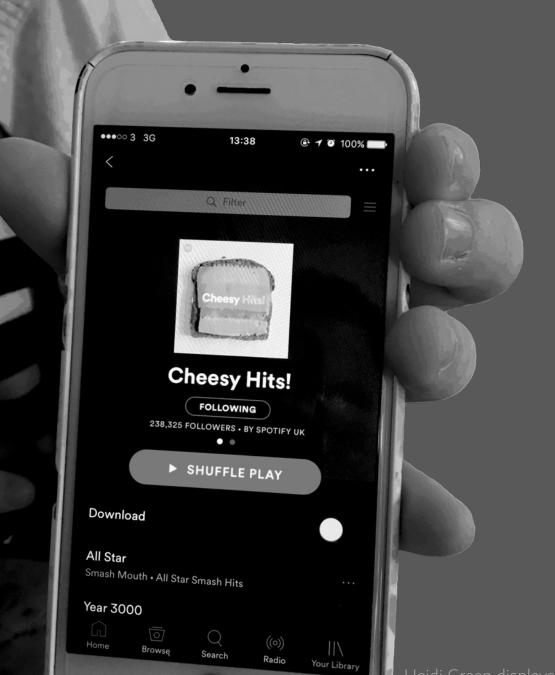
A POSTDIGITAL SENSIBILITY

'The postdigital is much more than an academic exercise - it questions how we feel about our reality. The postdigital is our present condition and our battlefield for the future.'
Jandrić in Cormier et al. (2019: 500)

'It takes an ethnographic sensibility: a feeling, an excitement, and a deep appreciation, maybe even a bit of awe, that human groups create the intricate, rich, and dynamic structures of living we call culture.'
Pader (2013: 205)

'The postdigital, as an aesthetic, gestures towards a relation produced by digital surfaces in a bewildering number of different places and contexts. This interface-centricity is not necessarily screenic, however, and represents the current emerging asterism that is formed around notions of art, computation and design. In this conception, the postdigital is not purely a digital formation or artefact – it can also be the concepts, networks and frameworks of digitality that are represented'
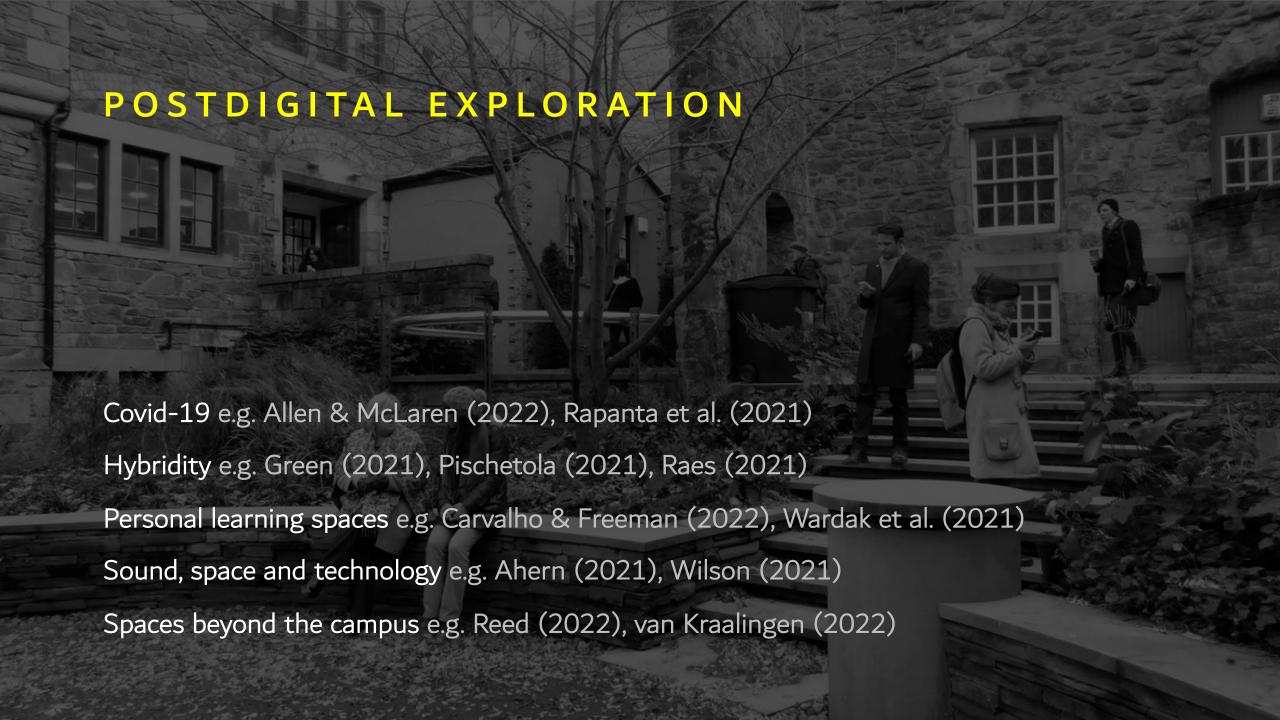Berry (2015: 44)

A POSTDIGITAL EPIPHANY

'Without generalising about their digital proficiency or preferences, unlike previous generations of undergraduates, these students had never reckoned with the finite number of cassettes that could be squeezed into a rucksack while packing for university. Their anytime-anywhere access to music, made possible by mass ownership of mobile devices, streaming services and an ability to seamlessly connect to the Internet, removed the dilemma of deciding which tape to slip into a Walkman ahead of an essay-writing stint in the library. Put simply, digital technologies and practices were woven into the fabric of their everyday experiences.'

Lamb 2022

Heidi Green displays the Cheesy Hits! Spotify playlist that brought early momentum to her essay writing

DEFINED SPACE

'The laptop computer and learning management system, and the smartphone and software application, are woven into the fabric of the university, shaping its educational spaces and practices. When students and teachers gather for a class, they are present in multiple spaces where the digital, material, biological and social are intrinsically connected and co-determining.'

The Postdigital Learning Spaces of Higher Education

Lamb, Carvalho, Gallagher & Knox (2021: 1-2)

POSTDIGITAL EXPLORATION

Covid-19 e.g. Allen & McLaren (2022), Rapanta et al. (2021)

Hybridity e.g. Green (2021), Pischetola (2021), Raes (2021)

Personal learning spaces e.g. Carvalho & Freeman (2022), Wardak et al. (2021)

Sound, space and technology e.g. Ahern (2021), Wilson (2021)

Spaces beyond the campus e.g. Reed (2022), van Kraalingen (2022)

REIMAGINING THE UNIVERSITY

'Now that the pandemic has put equity and inequality so indisputably on the higher education agenda, it has become evident, as so many have observed, that *nothing remains business as usual*. The pandemic has ironically provided possibilities for policy reformulations as well as for entrenching new practices that foreground flexible and equitable forms of provision'. Czerniewicz et al. (2020: 963)

'How can we unravel potential inequalities in students' current access to, and experiences of, learning so as to enable current pandemic-related shifts to inform processes for positive and more equitable educational change?' Boys (2021: 15)

'This involves encouraging movement in both directions: making the campus boundaries more permeable, making it easier for people who are not used to universities to feel comfortable in university spaces and supporting students who may feel underprepared or nervous about forging new community links...Technical and pedagogical innovations may be needed to help with this bridging work. Goodyear. (2021: 50-21)

...AND BEYOND

'We are undertaking this project amid profound ecological and humanitarian challenges affecting our world, including climate crisis, extremism, global pandemics, warfare and the mass displacement of people. In this edited collection we are interested in learning spaces and practices that draw on this convergence of nature, humans and the digital, in order to contribute to transformative action (that is likely) to effect change. We ask, how can learning spaces be more convivial, equitable or sustainable, considering the challenges our world is facing?

With a view to extending the reach and impact of existing postdigital scholarship, we are especially keen to hear about learning spaces beyond higher education. This could include, but is not limited to, learning spaces associated with cultural heritage, creative arts, traveller communities, refugees and displaced persons, schools, outdoor education, the city and elsewhere.'

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