

‘Digitisation of education’ ... what is it all about?

presentation to Lunds universitet 28. maj 2021 // [@neil_selwyn](#)

**“Technological affairs
contain a rich texture of
technical matters, scientific
laws, economic principles,
political forces, and social
concerns”**

(Thomas Hughes 1983)

Premises & promises

#1. Personalisation

#2. Platformisation

#3. Datafication

#4. Automation

Consequences / concerns

#1. Hyper-individualisation

#2. Inequalities & unfairness

#3. Poor pedagogies

#4. Worse work

#5. Corporate reforms

“Public education cannot be dependent on digital platforms provided by private companies ... public education cannot be defined and controlled by content and methods built outside of the pedagogical space and outside of the human relationships between teachers and students”

(UN International Commission on the Futures of Education 2020)

#1. Tensions between personalisation and collectivity

The use of digital technologies in education has become increasingly imbued with values of personalization and the ‘hyper-individualization’ of engagement. How can we reimagine forms of technology engagement in education that are based around alternate values of collectivity, community and conviviality?

#2. Tensions between inclusivity and exclusivity

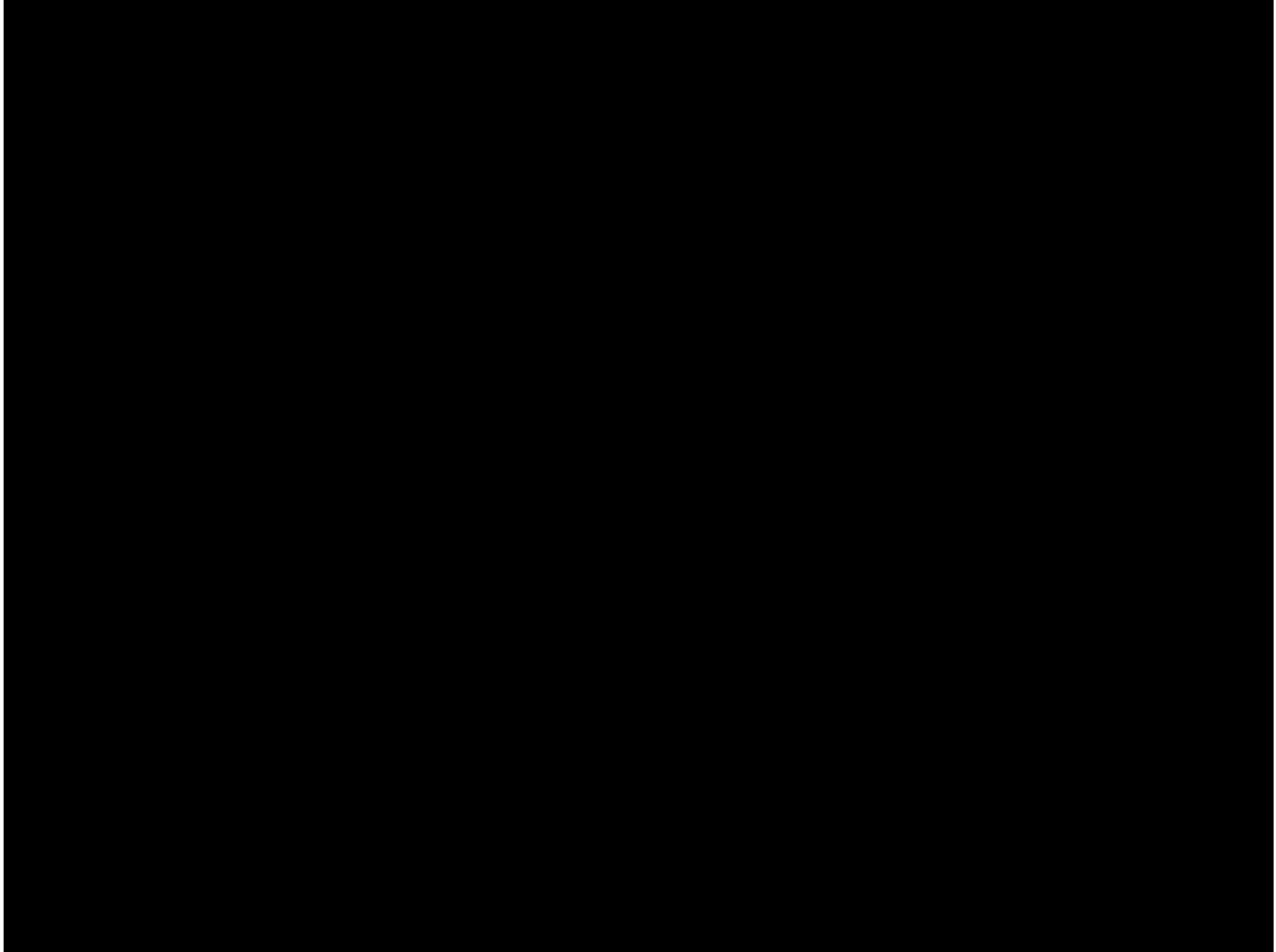
The use of digital technologies in education seem to persistently advantage those who are already relatively well-resourced, well-educated and otherwise advantaged. How can we reimagine forms of technology use in education that are explicitly designed to address issues of equity, diversity and overcoming disadvantage?

#3. Tensions between the commercial and the commons

The use of digital technologies in education the use of digital technologies in education is increasingly led by commercial interests, values and agendas of private sector corporations. How can these be reconciled with the design, development and production of educational technologies that are based around values of the public good?

#4. Tensions between autonomy and automation

Emerging forms of digital technology in education are based increasingly around the standardized automation of key teaching and learning processes. How can we imagine forms of educational technology that do not limit the agency and autonomy of teachers and students?



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#5. Concerns over environmental sustainability

Emerging forms of digital technology in education are based on unsustainable depletion of natural resources and energy demands. How can new approaches be developed that prioritise essential - rather than profligate - educational uses of technology ... and how might these be achieved in more environmentally sustainable ways?