

Power, Democracy and Care



Towards a normative framework for technology-enhanced learning

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★ Introduction

- Renewed interest in political ethics of care
- Focus on normative frameworks
- Extended to higher education
- Dependency and interconnectedness
- Care in public policies, institutional and global issues
- Useful as a lens into social injustices

★ Theoretical framework

At the most general level, care consists of everything we do to continue, maintain, and repair our world so that we may live in it as well as possible. That world includes our bodies, our selves, and our environment, all of which we seek to interweave in a complex, life-sustaining web. (Fisher and Tronto 1990: 40 in Tronto, 1993: 140)

★ Five elements of care (Tronto, 2013)

Caring about - attentiveness

Caring for - responsibility

Care-giving - competence

Care receiving - responsiveness

Caring with - trust and solidarity

★ The dark side of care

- paternalism - power differentials between care-giver and care receiver - infantilising
- parochialism - caring for only those close to oneself

Both are distortions of responsibilities that people should appropriately assume

★ Research design

Larger NRF study

20 interviews

Analytical framework - five elements of care

Seven interviews which exemplify findings

★ Use of emerging technologies in HE

Veletsianos (2010) context-aware definition

Focus on technologies and practices

Seven case studies

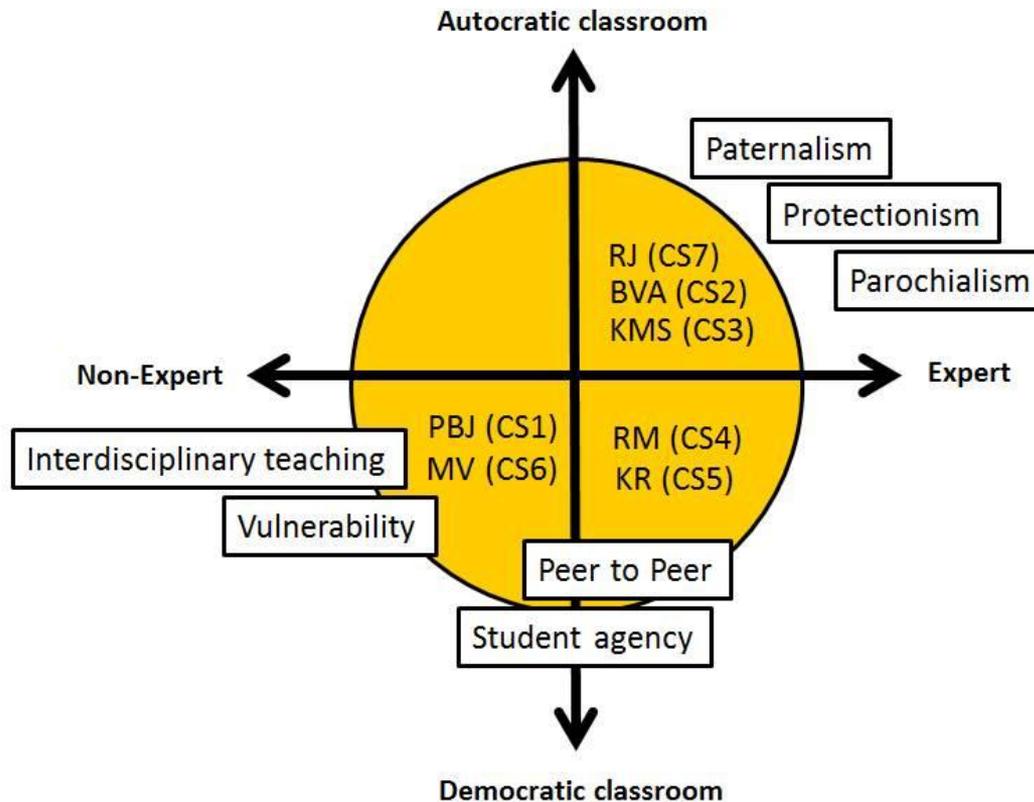
Tools - blogs, LMS, google drive, digital stories and facebook groups

Disciplines - health sciences (3), social work (2), education (1), natural science (1)

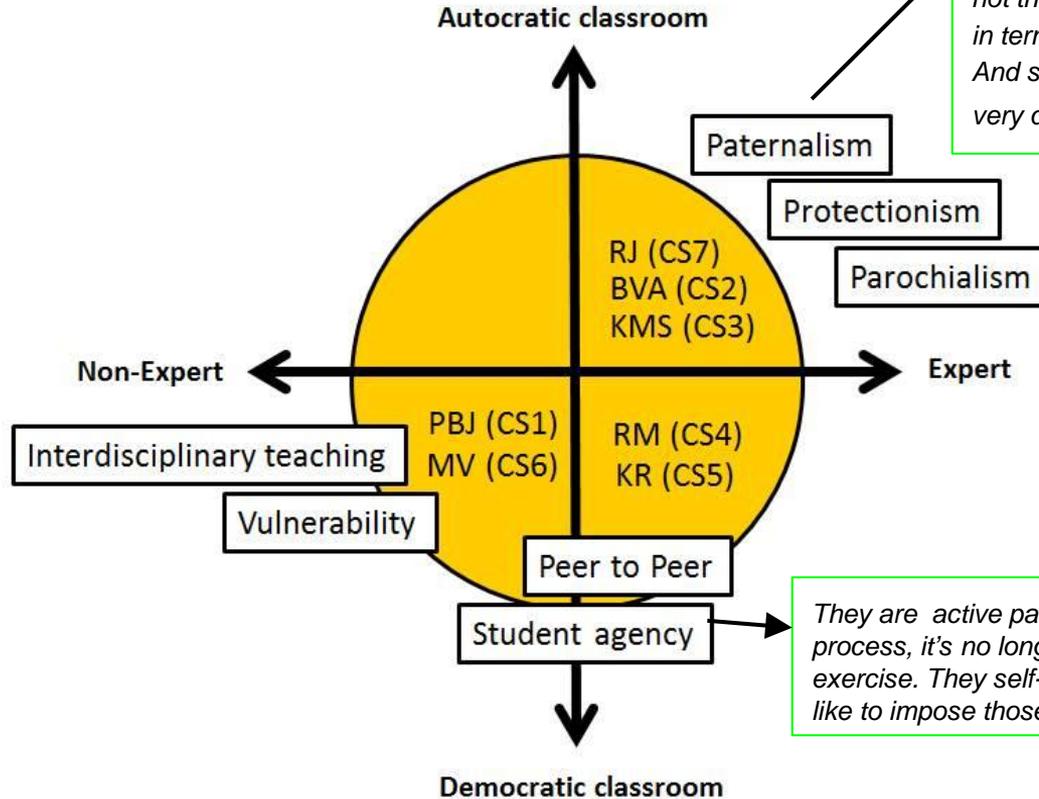
★ Findings

- Paternalism vs student agency
- Protectionism and expert knowledge
- Recognition of vulnerability and the power of interdisciplinarity
- Parochialism/dyadic vs peer-to-peer/cross disciplinary learning

✦ Model



★ Paternalism and student agency

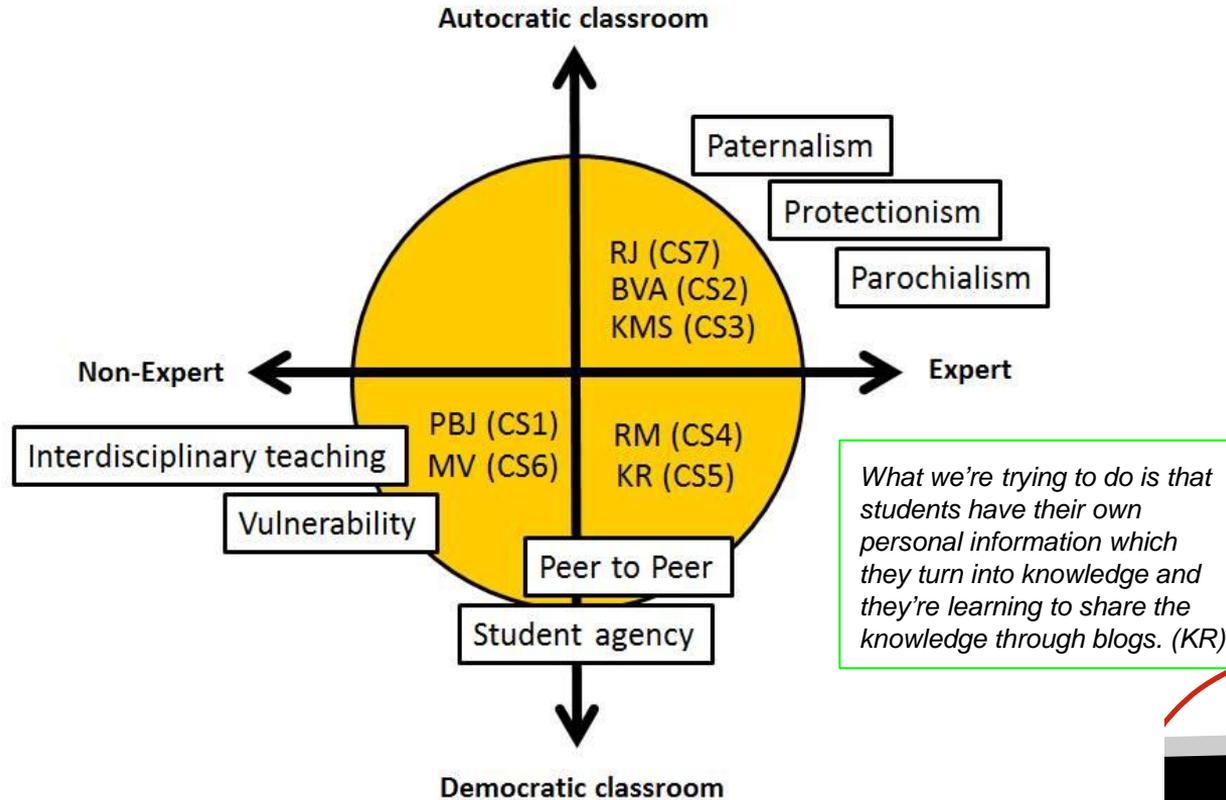


Many of our students come from very poor home backgrounds and also do not the best educational backgrounds in terms of their formative schooling. And so my teaching philosophy is a very developmental one (RJ)

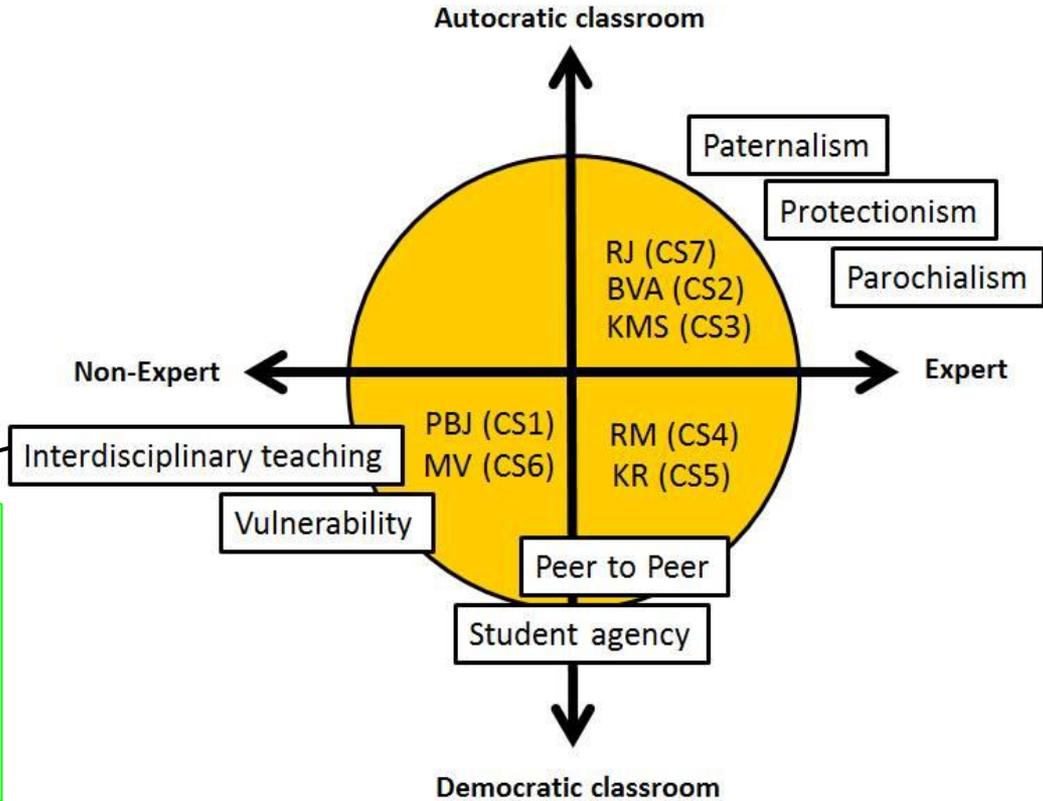
Many of our students take their Wizard card that they get, which is supposed to be used for buying food and books and they buy stuff and they sell it and send the money home. (BVA)

They are active participants in the process, it's no longer a passive exercise. They self-select, I don't like to impose those things. (KR)

★ Protectionism and expert knowledge

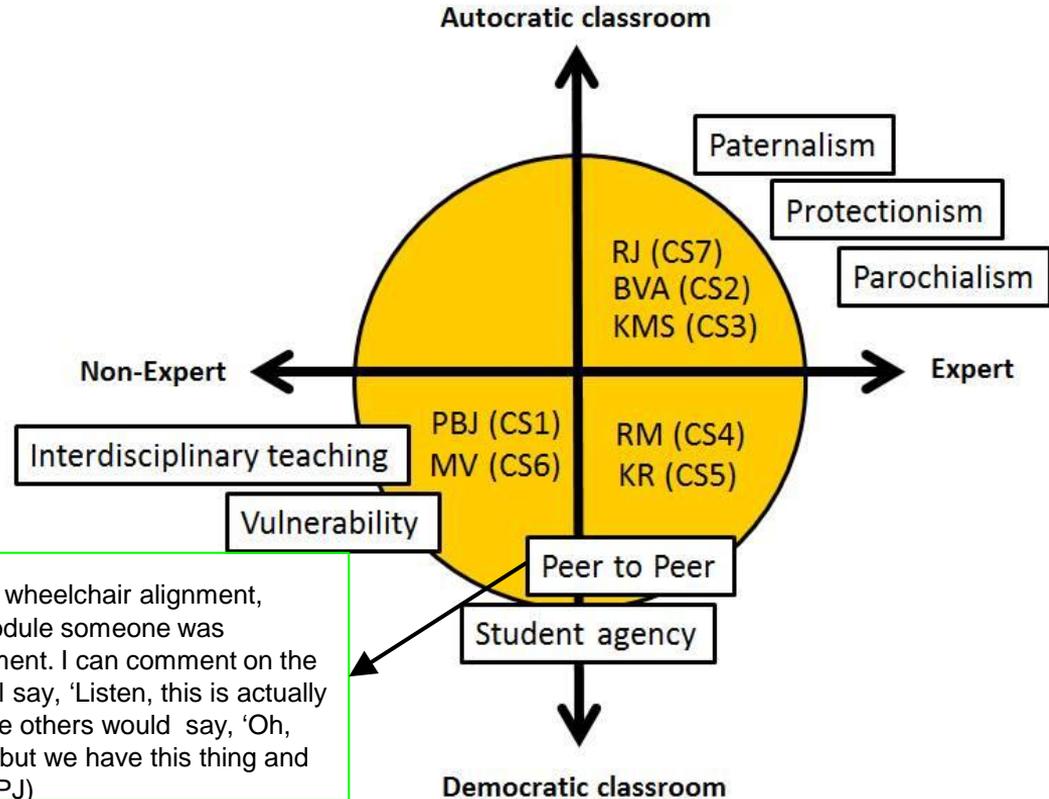


Recognition of vulnerability and the power of interdisciplinarity



I totally let the so-called knowledgeable students assist – I mean, they do, they just jump in. They would sometimes be working later at night than I am – so there would be a question and X would just jump in and the next morning I would see, ...that's way better than I could ever say it. So that really is my style. (BP.1)

★ Parochialism vs peer to peer / cross disciplinaryity



...how do we teach measuring for wheelchair alignment, because that was one specific module someone was developing. So I can't really comment. I can comment on the technologies but the other one will say, 'Listen, this is actually very good and it's needed.' And the others would say, 'Oh, that's interesting, we don't do that but we have this thing and we can also use it in this way.' (BPJ)

★ Conclusion

'A relational morality should encourage, not emotional or economic dependence, but interdependence, through the creation of a sense of self-esteem and mutual respect and an atmosphere of trust and responsibility among moral agents who recognize and respond to each other as concrete others' (Robinson, 2011:48)

Impacted by the choice of technologies

The problems that students encounter are not personal, but social and political

★ Conclusions

- Useful framework to look at teaching in HE
- Non-expert might have positive impact - particularly in deparochialising and democratising the curriculum
- We may not be conscious of paternalism, parochialism, protectionism due to current HE discourses of 'under- and unpreparedness'
- Could use it to self-reflect and for professional development

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✦ Any questions?

For more information on the project visit
www.emergingicts.blogspot.com

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