

TECS- towards technological attentionality

Video 3:E = *Engagement* in using technology in situated
practice

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E = *Engagement* in using technology in
situated practice



Four reasons for technological attentionality



1. 'New Technology can be difficult to understand – but once learned is becomes too habitual'
2. 'Engagement with technology in practice changes both technology and humans'
3. 'Complex trajectories and lack of ownership of technologies in organizations'
4. 'Professionalism and Technologies' change each other over time.

What pay attention to technology?

“Are you asking us to focus on technology rather than our professional skills? That can’t be true, can it?”

(Teacher at a school with new iPads, Brok and Hasse 2015, 6)

Two reasons for paying attention to technology in practice

1. Even when we know how a new technology works we need to keep attending to what it does when we begin using it in engaged practice, because technologies change us and the practice simultaneously
2. Matter and meaning are not just inseparable but constantly change when technologies are put to use

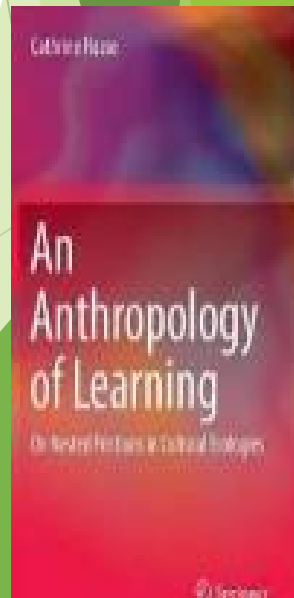
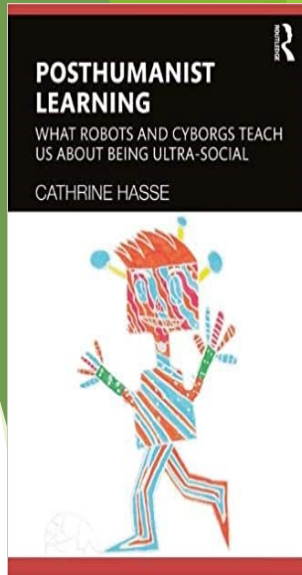
Humans and technology co-constitute each other

By saying that mediation is located “between” humans and world (as in the schema I–technology–world), Ihde seems to put subject and object over against one another, instead of starting from the idea that they mutually constitute each other (Verbeek 2005: 129).

Ongoing learning with technology transform our perception and materials

Artefacts (like clocks, chairs, iPads, robots and computers) and human perception are transformed in *frictioned engagements* in organisations of human activity - e.g. educational settings like physics institutes.

This is a learning process where material artefacts change the human learners' perception of the world, just as material artefacts help change the world of activity.
(Hasse 2014, 19)



We no longer make our own tools

- ▶ Technologies change who and what we are.
- ▶ Material artefacts are a prerequisite for learning.
- ▶ We learn in new *collectively shared* ways to render technologies meaningful.

Technology demand relational agency

Learning about technology involve learning while engaged in situated practices.

Use colleagues as a ressource

Knowing-how-to-know-who
(Edwards 2010)

Pay attention to how
technology change relations

iPads and electronic boards in
schools and hospitals are not
just instruments for new
didactics - they change
human relations

Pay attention to how technology change relations: case of screens in hospitals

"I remember it was fun in the beginning, when we had introduced it, because we always apologized each time we used it ..to the patients: 'Excuse me. I have to look into the screen' (and not at the patient). Now we have arranged it so that the screen is slightly to the side, so you still have contact with the patient."

(Nurse 4, Technucation)

Why did a nurse put a cloth over a monitor?

- ▶ In my old department, they have suggested that we make black screen inside the intensive patient ward. Because it seems that relatives cannot keep their eyes from the monitor. They want to see on how the numbers are changing, because these numbers indicate to them when their relatives will die. So the focus shifts from the patient to the screen. (Linea, nurse)



Monitors change what
relatives, a nurse and a
patient become in the
hospital ward (Brok and
Hasse 2015, 16)

More than: an instrument
with intended effects

▶ How does technologies
change relations in
your profession?