

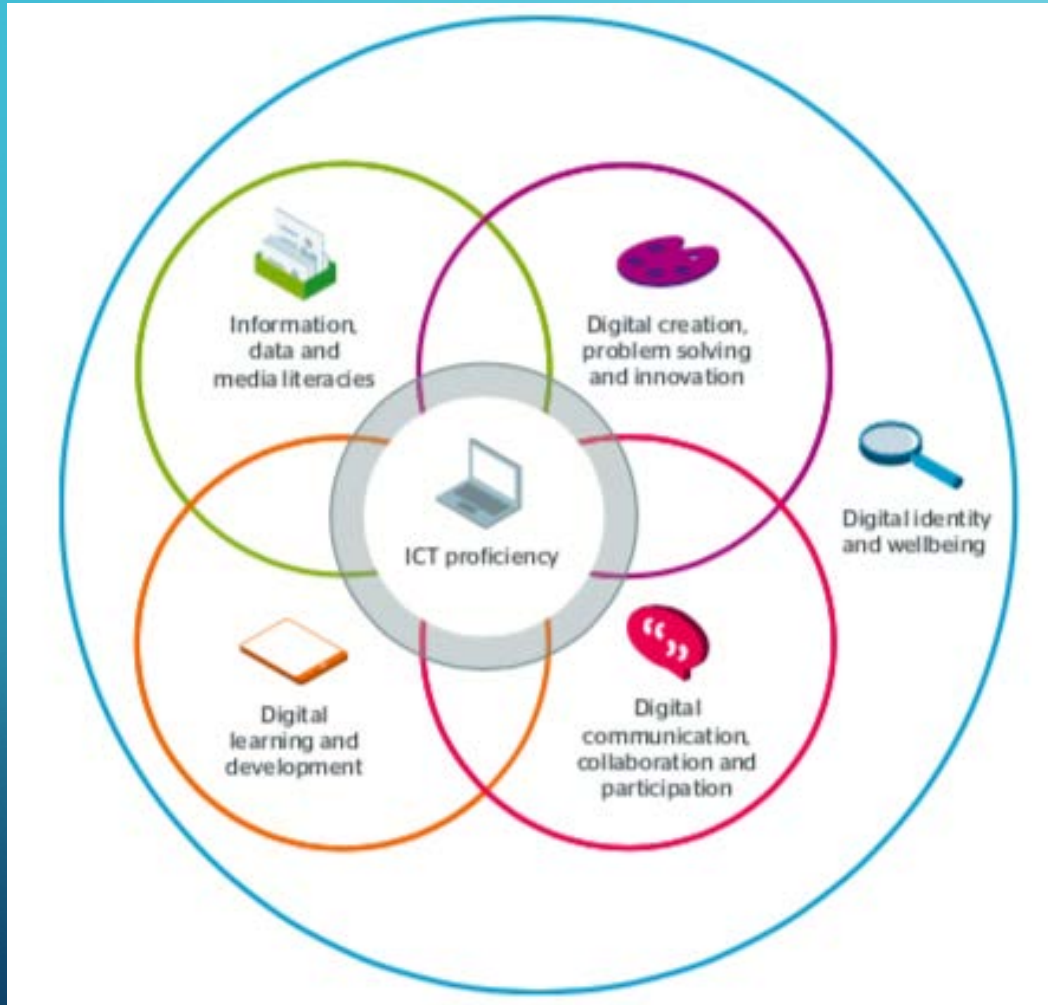


RESISTANCE AS A DIGITAL CAPABILITY

FRANCES BELL, ITINERANT SCHOLAR

@FRANCESBELL #FEMEDTECH

DIGITAL CAPABILITIES- THE SIX ELEMENTS

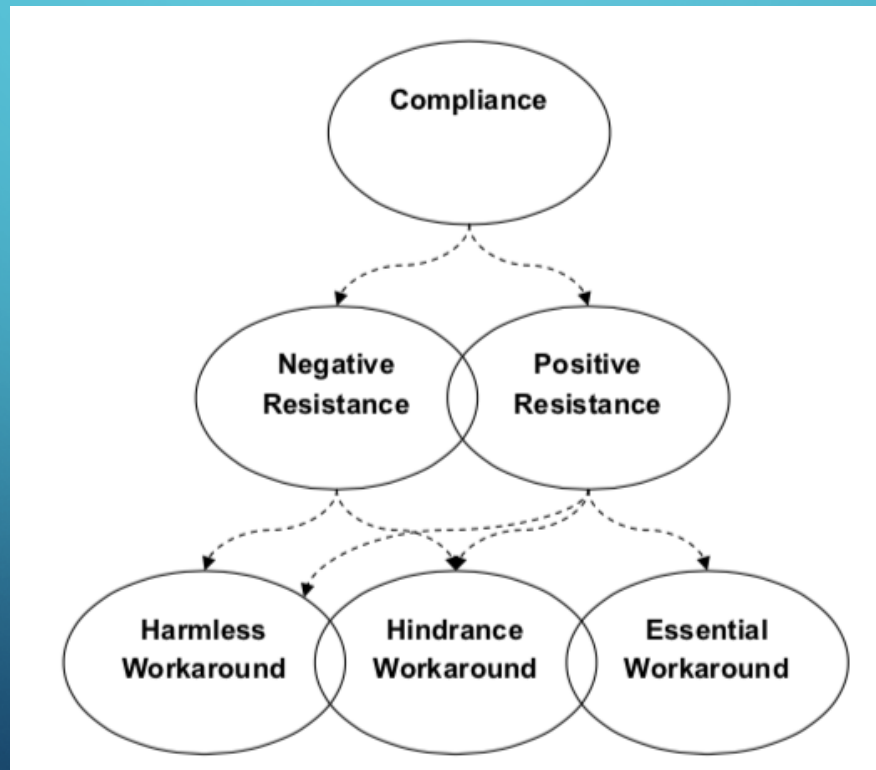


(Killen, 2016), (JISC.,n.d.).

RESISTANCE IN PRACTICE

(ORGANISATIONAL CONTEXT)

- A nuanced view of Compliance and Resistance from the Information Systems literature (eg Ferneley & Sobreperez 2006) **Compliance/ Resistance/ Workaround Model**



COMPLIANCE – WHERE? AND WHY?



The daydreams of cat herders

Herding Cats by Jim
Holmes **CC BY 2.0**

RESISTANCE AS A DIGITAL LITERACY



Edtech was in the wild – WWW- increasingly enclosed

More recently escaping into the ‘wild’? - Facebook, Twitter, ...

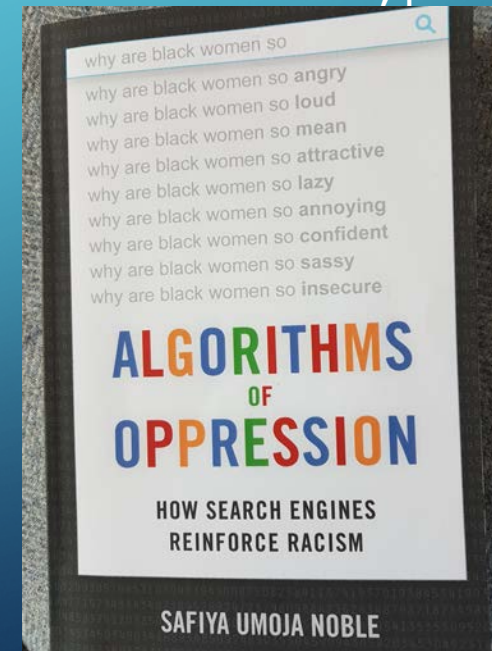
Relationship to institutions – issues of ethics, power?

(inspired by Safiya Noble’s book and talk in Manchester last week [#odmnoble](#))

This was what black girls would see if they searched for Why are black girls so ...

Learning is already in the wild – requiring which digital literacies?

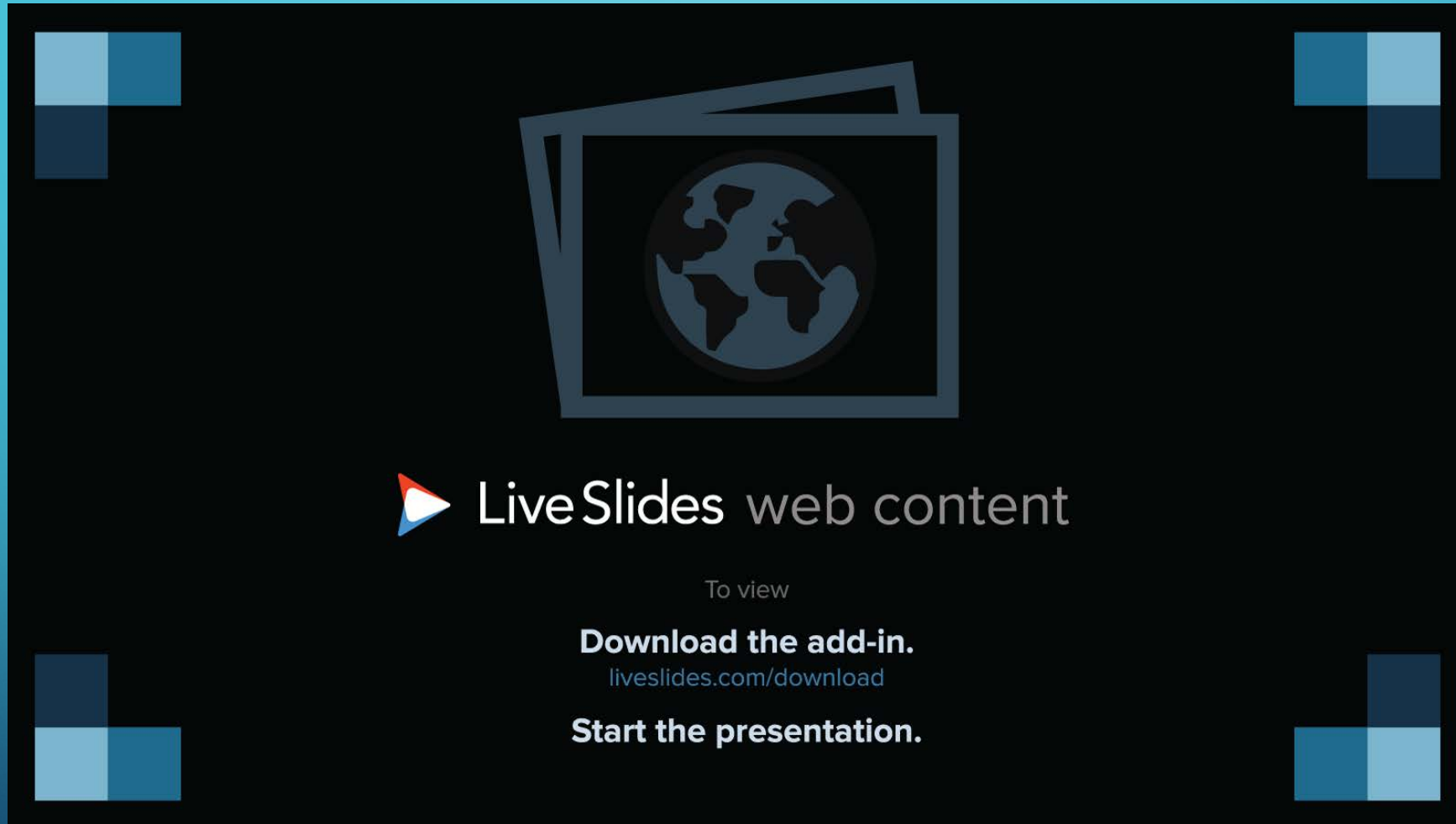
Or do we need more than individual competencies/capabilities?




A PROVOCATION

- You are knowledgeable about Digital Capabilities: I am presenting an argument for Resistance as a Digital Literacy.
- I hope we can bring these together in discussion
- But first, a provocation!

AN INSTITUTIONAL EXAMPLE

A screenshot of a presentation slide with a black background. At the top center, there is a graphic of two overlapping presentation slides, with the front slide showing a globe. Below this graphic, the text 'LiveSlides web content' is displayed in white, preceded by a play button icon. Underneath, the text 'To view' is shown in a smaller font. This is followed by the instruction 'Download the add-in.' and the URL 'liveslides.com/download'. At the bottom, the instruction 'Start the presentation.' is shown. The slide is framed by four decorative corner elements, each consisting of a 2x2 grid of squares in various shades of blue and grey.

 LiveSlides web content

To view

Download the add-in.
liveslides.com/download

Start the presentation.

<https://youtu.be/x85Suu2NYLI>

“The proliferation of personal digital devices and popular social media platforms such as Facebook, Twitter and Snapchat has given rise to unprecedented rates of data generation, collection and measurement. In some instances, digital technology users consciously volunteer data, however, in many other instances data are collected without an individual’s awareness. This is particularly the case when it comes to personal data, which are often generated by individuals unknowingly and with little understanding of where, how or why the data is being collected.” (Pangrazio & Selwyn 2017)

Please introduce yourselves to each other in one sentence.
Briefly reflect on video.

How can you choose and shape LT in your own practice?

What (if anything) does the concept of Resistance as a Digital Literacy mean for Digital Capabilities?



LET'S REPORT BACK

Thank you – what's next?



IMAGE CREDITS

Compliance/Resistance/ Workaround Model (Ferneley&Sobreperez 2006)

Herding-cats by Jim Holmes CC BY 2.0

<https://www.flickr.com/photos/jimholmes/5084241272/>

Escape! By Ross Burton CC BY-NC-ND 2.0

<https://www.flickr.com/photos/rossburton/4199951883/>

Book Cover - Algorithms of Oppression by Frances Bell CC BY-NC-SA 2.0

<https://www.flickr.com/photos/francesbell/42040297952>

References

Ferneley, E. H., & Sobrepez, P. (2006). Resist, comply or workaround? An examination of different facets of user engagement with information systems. *European Journal of Information Systems*, 15(4), 345–356. <https://doi.org/10.1057/palgrave.ejis.3000629>

Killen, C. (2016). *Enhancing the digital experience for skills learners*. Retrieved from <https://www.jisc.ac.uk/guides/enhancing-the-digital-experience-for-skills-learners>

JISC. (n.d.). *Building digital capabilities: The six elements defined*. Retrieved from http://repository.jisc.ac.uk/6611/1/JFL0066F_DIGIGAP_MOD_IND_FRAME.PDF

Noble, S. (2018). *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York 1: New York University Press.

Related Work

OER17 [Being Critical in and of Open Educational Practice](#)

ALT-C 2017 [What are the literacies of resisting the new norm\(al\)?](#)