

Current  
Debates in  
Educational  
Psychology

# Rethinking Learning in an Age of Digital Fluency

Is being digitally tethered a new learning nexus?



Maggi Savin-Baden

ROUTLEDGE

# RETHINKING LEARNING IN AN AGE OF DIGITAL FLUENCY

Digital connectivity is a phenomenon of the twenty-first century and while many have debated its impact on society, few have researched the relationship between the changes taking place and the actual impact on learning. *Rethinking Learning in an Age of Digital Fluency* examines what kind of impact an increasingly connected environment is having on learning and what kind of culture it is creating within learning settings.

Engaging with digital media and navigating through digital spaces are things that many young people appear to do with ease, although the tangible benefits of these activities are unclear. This book, therefore, will present an overview of current research and practice in the area of digital tethering, whilst examining how it could be used to harness new learning and engagement practices that are fit for the modern age. The book also addresses such questions as:

- Is being digitally tethered a new learning nexus?
- Are social networking sites spaces for co-production of knowledge and spaces of inclusive learning?
- Are students who are digitally tethered creating new learning maps and pedagogies?
- Does digital tethering enable students to use digital media to create new learning spaces?

This fascinating and at times controversial text engages with numerous aspects of digital learning amongst undergraduate students, including mobile learning, individual and collaborative learning, viral networking, self-publication and identity dissemination. It will be of enormous interest to researchers and students in education and educational psychology.

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*Rethinking Learning in an Age of Digital Fluency:*

*Is being digitally tethered a new learning nexus?*

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# RETHINKING LEARNING IN AN AGE OF DIGITAL FLUENCY

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For my brilliant, bright and beautiful daughter Anna, whose digital tethering inspired both the title and the idea for this book

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# INTRODUCTION

This book emerged from my reflections whilst taking some time to think and read during a short sabbatical in New England in the fall of 2013. My time visiting interesting colleagues at the Massachusetts Institute of Technology and Harvard was punctuated by reading a range of literature in an attempt to re-energize my creative spirit. Despite periods of frustration and stuckness, of living with liminality and being unable to write the books and articles I desired, I also experienced irritation from reading negative perspectives about the relative value and impact of digital media on young people. The difficulty, it seemed to me, was that there was a lot of pontificating based on relatively little evidence. Whilst this is not entirely still the case, there remains confusion and a number of unjustified and strongly argued positions. Further, much of the currently referenced work (and probably still the most up to date) was based on research conducted in 2008 (e.g. Crook, 2008; Ito et al., 2010), but now, in 2015, it would appear things have moved on considerably. This text therefore reviews a diverse range of studies and opinions and seeks to shed light on a broader range of issues than those covered in other texts.

Digital tethering is defined here as the constant interaction and engagement with digital technology, the sense of being ‘always on’, ‘always engaged’, characterized by wearing a mobile device, texting at dinner, or driving illegally while ‘Facebooking’. The argument of the text centres on the idea that while digital tethering might be challenging and troublesome, it might also be resulting in a different kind of networked society, and education systems that are creating new genres of learning and participation which are of value for staff, students, policy-makers and wider society. As yet, this still remains unrecognized. This book seeks to examine what kinds of impact an increasingly connected environment is having on learning and what kinds of cultures this is creating within learning settings.

## 2 Introduction

Central to the idea of digital tethering is the recognition that online lives are extensions of offline lives. Some of the questions this book will seek to explore are:

- To what extent is being digitally tethered creating a new learning nexus?
- How and to what degree are social networking sites becoming spaces for coproduction of knowledge and spaces of inclusive learning?
- Are students who are digitally tethered creating new learning maps and pedagogies and hence becoming ‘cartographers on tour’ (Lammes, 2008)?
- To what extent is digital tethering enabling students to use digital media to create new learning spaces?

Thus, the book aims to explore the impact of digital tethering on learning in education and illustrate its benefits and distractions on student engagement. It also delineates strategies for managing digital tethering in ways which will enhance digital learning and digital fluency across the education sector. It will be argued that digital tethering is a phenomenon of the twenty-first century, and while many have debated its impact on society, few have researched its impact on learning. It will present an overview of current research and practice in this area thus far (e.g. Turkle, 2010; Ito et al., 2010; Buckingham, 2007).

The idea of exploring digital tethering in this text is to move beyond an exploration of what people are *doing*, and with whatever technology, in the realm of digital media, and instead examine what they are *learning*, where they are learning and from whom they are learning. To date, the focus has tended to be on what is being used rather than what is being learned, with relatively little acknowledgement that digital tethering could be harnessing new learning and engagement practices that are fit for the age of digital fluency (following Crook, 2012).

The book is divided into ten chapters which address various questions and issues. [Chapter 1](#) explores how digital tethering could be seen as harnessing new learning and engagement practices that are fit for the age of digital fluency. It begins by setting out the argument of the book as a whole, and then presents different types of digital tethering, before examining contexts in which digital tethering is currently in evidence.

[Chapter 2](#) begins by exploring digital tethering as something that offers choice, development and opportunities for becoming in the context of a behavioural learning culture. It argues for the need to shift away from the current (and even possible future) rhetoric about flexible pedagogies, student satisfaction and engagement and instead move towards new spaces where students’ choices and responses are recognized as being central to the way learning is configured and structured. Digital tethering, it is suggested, is creating ‘new spaces of response’ and prompting pedagogies of the imagination.

[Chapter 3](#) begins by reflecting on what are deemed or presented as pedagogies and examines the validity of the argument that these actually are pedagogies, rather than theories or methods. The chapter then advocates some reconceptualization of higher education, suggesting a need to revisit its purposes and values in the digital

age. Finally, it presents a range of media that are being adopted and developed in higher education, but offers a critique of current practices, proposing that some are new whilst others are in fact reconfigurations of older methods and technologies adapted for the twenty-first century that may not have a sound fit.

**Chapter 4** examines expanding theories surrounding new mobilities and geographies, proposing that we should be concerned not only with an exploration of polarities such as home/school and formal/informal learning, but also about the kinds of learning trajectories that digital tethering is prompting. Analysis is needed to determine whether this makes learning more or less effective than, or just different from, current practices, and whether it is different across diverse disciplinary contexts. This chapter will therefore explore learning and engagement and examine how universities could be more open, accessible and engaging.

**Chapter 5** examines how students share learning, essays, learning resources and techniques, and how they learn both in collaborative learning spaces and across large, proliferating networks. Furthermore, this chapter will analyse the extent to which digital tethering is liminal in nature, since students seem to be working at the border of the real and the augmented, and across diverse digital media, with high degrees of fluency: they sift, shift, research, explore, critique, learn and question, moving through these spatial zones and landscapes with an ease that seems to deny complexity or troublesomeness. It would appear, then, that making digital tethering practice explicit is likely, at one level, to unsettle staff perspectives about when and where learning occurs (and with whom).

**Chapter 6** explores what it means to learn in an age of digital fluency. It analyses a range of pedagogies and draws on earlier thinking in the area to examine current practices and suggest future pedagogies. This chapter also explores the contradictions in the presence and use of social media in the classroom, in terms of about when and how it is acceptable to use digital technology. These contradictions arise from the mixed messages circulating in the classroom, at home and in society in general about the usefulness of technology.

**Chapter 7** presents the concept of digital fluency and explores its emergence as an idea and a way of viewing current practices. It also explores digital fluency in relation to other relatively recent concepts, such as digital literacy and electracry. The second section of the chapter argues that in the context of digital fluency, a new view of digital literacy is needed, which takes into account wider concerns and moves away from a focus on gaining and developing particular predefined skills. Instead, it is suggested that digital fluency needs to incorporate a wide array of practices, such as lifewide learning, moving knowledge, disruptive media learning and vectors of transformation. The new forms of digital fluency are defined and examples are provided.

In the final chapters of the book, more recent developments are considered. In **Chapter 8**, tethered identities are examined from a number of angles, beginning with a short overview of earlier perceptions of identity and then analysing the notion of friendship identities. It then explores the impact of context collapse on identities and suggests that this has resulted in many of us becoming what Lammes

## 4 Introduction

(2008) calls ‘cartographers on tour’. The second part of the chapter examines some of the darker concerns around identity – such as security, secrets and suspicion – whilst the final section suggests that our tethered identities bear some relationships with Plato’s metaxis and the notion of in-between-ness.

[Chapter 9](#) examines the way in which surveillance and privacy are affected in online spaces, and analyses the research findings to date. It suggests that the concepts and practices associated with privacy have become increasingly complex and remain areas that many users of social networking sites still find troublesome. Furthermore, it introduces some questions about the ethics that need to be considered in relation to being digitally tethered. The chapter argues that, rather than focusing solely on surveillance, privacy and disclosure, it is perhaps more helpful to engage with the possibilities for creating and sustaining some forms of tethered integrity in order to cope with the shifts and changes that are occurring continually across cyberspace.

Finally, [Chapter 10](#) identifies the levels of brinkmanship that occur across higher education and examines some of the worries, ideas, suggestions and agendas that are being promoted. It suggests that play and performativity, as well as improvisation, have rather been lost and that these need to be regained, whilst also proposing the idea of a university that has been mislaid. In the context of such losses and the marketization of learning, it is argued that it is perhaps the case that students have not lost their way; rather, that they have become capable users of digital technologies who are able to engage with the wider debates about power and politics.

## Conclusion

The use of technology is already a culturally embedded practice, even if its impact on learning is not entirely understood. For example, there is a sense that participatory culture characterized by the use of Facebook and YouTube prompts or encourages the democratization of media production, bringing with it the suggestion that young people are not only central to the digital age but key players in its formulation and (re)creation. It seems important to understand how students live and learn across the many digital media available to them, what is new, changed or changing about how they live and learn today, and what evidence there is for these shifts.

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