Digital Education and Learning

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Much has been written during the first decade of the new millennium about the potential of digital technologies to produce a transformation of education. Digital technologies are portrayed as tools that will enhance learner collaboration and motivation and develop new multimodal literacy skills. Accompanying this has been the move from understanding literacy on the cognitive level to an appreciation of the sociocultural forces shaping learner development. Responding to these claims, the Digital Education and Learning Series explores the pedagogical potential and realities of digital technologies in a wide range of disciplinary contexts across the educational spectrum both in and outside of class. Focusing on local and global perspectives, the series responds to the shifting landscape of education, the way digital technologies are being used in different educational and cultural contexts, and examines the differences that lie behind the generalizations of the digital age. Incorporating cutting edge volumes with theoretical perspectives and case studies (single authored and edited collections), the series provides an accessible and valuable resource for academic researchers, teacher trainers, administrators and students interested in interdisciplinary studies of education and new and emerging technologies.

More information about this series at
http://www.springer.com/series/14952

Michael Flavin

Disruptive Technology Enhanced Learning

The Use and Misuse of Digital Technologies in Higher Education

palgrave
macmillan

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To Geraldine, Liam and Rosie

SERIES PREFACE

Much has been written during the start of this millennium about the potential of digital technologies to radically transform education and learning. Typically, such calls for change spring from the argument that traditional education no longer engages learners or teaches them the skills required for the twenty-first century. Digital technologies are often described as tools that will enhance collaboration and motivate learners to re-engage with education and enable them to develop the new multimodal literacy skills required for today's knowledge economy. Using digital technologies is a creative experience in which learners actively engage with solving problems in authentic environments that underline their productive skills rather than merely passively consuming knowledge. Accompanying this argument has been the move from understanding literacy on the cognitive level to an appreciation of the sociocultural forces shaping learner development and the role communities play in supporting the acquisition of knowledge.

Emerging from this context the Digital Education and Learning series was founded to explore the pedagogical potential and realities of digital technologies in a wide range of disciplinary contexts across the educational spectrum around the world. Focusing on local and global perspectives, this series responds to the shifting demands and expectations of educational stakeholders, explores the ways new technologies are actually being used in different educational and cultural contexts, and examines the opportunities

and challenges that lie behind the myths and rhetoric of digital age education. This series encourages the development of evidence-based research that is rooted in an understanding of the history of technology, as well as open to the potential for new innovation, and adopts critical perspectives on technological determinism as well as techno-scepticism.

While the potential for changing the way we learn in the digital age is significant, and new sources of information and forms of interaction have developed, many educational institutions and learning environments have changed little from those that existed over one hundred years ago. Whether in the form of smartphones, laptops or tablets, digital technologies may be increasingly ubiquitous in a person's social life but marginal in their daily educational experience once they enter a classroom. Although many people increasingly invest more and more time on their favourite social media site, integrating these technologies into curricula or formal learning environments remains a significant challenge, if indeed it is a worthwhile aim in the first place. History tells us that change in educational contexts, if it happens at all in ways that were intended, is typically more incremental' and rarely 'revolutionary'. Understanding the development of learning technologies in the context of a historically informed approach therefore is one of the core aspects of this series, as is the need to understand the increasing internationalisation of education and the way learning technologies are culturally mediated. While the digital world appears to be increasingly 'flat', significant challenges continue to exist, and this series will problematize terms that have sought to erase cultural, pedagogical and theoretical differences rather than to understand them. 'Digital natives', 'digital literacy', 'digital divide', 'digital media'—these and such mantras as 'twenty-first century learning'—are phrases that are being used in ways that require further clarification and critical engagement rather than unquestioning and uncritical acceptance.

This series aims to examine the complex discourse of digital technologies and to understand the implications for teaching, learning and professional development. By mixing volumes with theoretical perspectives with case studies detailing actual teaching approaches, whether on or off campus, in face-to-face, fully online or blended learning contexts, the series will examine the emergence of digital technologies from a range of new international and interdisciplinary perspectives. Incorporating original and innovative volumes with theoretical perspectives and case studies (single authored

and edited collections), the series aims to provide an accessible and valuable resource for academic researchers, teacher trainers, administrators, policymakers and learners interested in cutting-edge research on new and emerging technologies in education.

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