

## Group Exercise 2 – Afternoon: EdTech Implosion

The exercise is based on the text by Joseph Dumit (2014). "Writing the Implosion: Teaching the World One Thing at a Time." which asks questions about *how the object is in the world* and *how the world is in the object*. The exercise has three steps

**Step 1:** Each group picks a technological artifact from the list below.

**Step 2:** Each group will answer some questions and draw on a poster divided in two:

1. Their **knowledge map** about the object
2. Their **ignorance map** about the object

**Step 3:** Each group will **present back to the plenary** a quick summary of the discussion, showing the poster with the two-sided map.

### Instructions for each step

**Step 1:** Each group picks an educational technology among the following ones:

#### Communication platforms:

- Zoom
- Teams
- Moodle / Absalon / AVA (course system functionality)

#### Hardware:

- Tablet
- Microphone
- Webcam
- 3D printer
- VR

#### Formats

- Podcast
- Video lecture

**Step 2:** Each group will answer some questions and draw on a poster divided in two:

1. Their **knowledge map** about the object
  2. Their **ignorance map** about the object
- Below will find a list of questions about the object. Draw upon your own existing knowledge and understanding to answer them.
  - Indicate in the maps how certain you feel about the knowledge you are listing (e.g. you know in detail, have a fairly good idea, make a guess or actually don't know something).
  - Complete the maps by stating: What is it you still do not know about the object? What are the possible explanations of *why* you do not know these things? How would you go about finding out the answers? Are all questions answerable? Feel free to supplement your knowledge with internet search.



**List of questions about the object:**

1. What is its history? How does its history matter?
2. Who makes it? How is it made? What materials are involved in its production? What are its parts? What are its stages?
3. What kind of professionals are involved in making expert decisions regarding its development, production, and dissemination?
4. What are the regulations concerning it? How do these regulations help constitute it?
5. How much do we learn about it? What kinds of people get to learn about it?
6. How does it impact organizations (e.g., schools, businesses, governments)? How does it impact personal life (e.g., family, friendship)?
7. How does it change what we know about the world? How does it change what kinds of information we value? What kinds of knowledge count in talking about it?

**Step 3:** Each group will **present back to the plenary** a quick summary of the discussion, showing the poster with the two-sided map.