

STS@MDU

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Reading Seminars series – Fall 2024

This series – in particular the seminars on September 20th, October 18th, and December 20th – includes readings related to the **STS event** that will take place at MDU (Campus Västerås) on **Friday, May 9th, 2025**. *Everybody is welcome to join the seminars regardless of their participation in the event!*

20 September 2024, 10:00 – 11:00 CET

Light, A., Choi, J.Hj., Houston, L. *et al.* (2024) Enacting Entanglement: CreaTures, Socio-Technical Collaboration and Designing a Transformative Ethos. *Comput Supported Coop Work*. <https://doi.org/10.1007/s10606-024-09497-8>

Join Zoom Meeting: <https://mdu-se.zoom.us/j/66022441914>

18 October 2024, 10:00 – 11:00 CET

Åsberg, C. (2024). Promises of Cyborgs: Feminist Practices of Posthumanities (Against the Nested Crises of the Anthropocene). *NORA - Nordic Journal of Feminist and Gender Research*, 32(2), 125–145. <https://doi.org/10.1080/08038740.2023.2294194>

Join Zoom Meeting: <https://mdu-se.zoom.us/j/65343540481>

15 November 2024, 9:00 – 10:00 CET (GUEST SEMINAR)

Guest: Mathias Decuypere

Title: Atmospheric analytics: Human Computer Interaction meets Critical Edtech Studies

Abstract: Over the last years, a growing number of (semi-)autonomous agents such as automated chatbots, feedback, and intelligent tutoring systems have spread into the educational field, commonly driven by artificial intelligence (AI) technologies. This proliferation raises interesting questions about human-computer interaction (HCI), and how said interaction is transforming through the influx of AI technologies. However, the HCI research field is primarily concerned with the design of effective computational systems. In education, this emphasis on design processes commonly translates into an explicit hierarchical focus of researchers designing and/or investigating new products that eventually ‘trickle down’ into educational contexts (Shum et al., 2024). Next to the field of HCI, a growing field of critical edtech studies (CES) can be discerned that aims not to take the promises and aspirations of edtech at face value, and is equally not interested in enhancing such productive integration. Rather than that, CES is interested in describing the performative consequences of what happens when specific edtech products, such as (semi) autonomous agents, enter the classroom (e.g., Macgilchrist, 2021).

In this contribution, we seek to infuse the field of HCI with insights generated by CES. As theoretical point of departure, we propose that edtech applications have slowly but steadily become elements of an atmosphere that surrounds (what) actors (can do) in educational practices. Elements and atmospheres are

not to be considered as neutral backgrounds; rather than that, they are lively forces that (co-)shape (the conditions of) culture, cognition, comportment, and, ultimately, education itself (McCormack, 2023:70). Methodologically, the paper proposes atmospheric analytics as a critical framework that pays attention to “situational encounters” where educational actors and edtech come together and engage in distributed sensemaking.

Bio: Mathias Decuyper is Professor of School Development and Governance at the Zurich University of Teacher Education. His research adopts an international, macro-level perspective on educational policymaking and governance. It is interested in how distinct global developments in governance (e.g., behavioral governance; platform governance; synthetic governance) affect local school practices.

Join Zoom Meeting: <https://mdu-se.zoom.us/j/69317531721>

20 December 2024, 10:00 – 11:00 CET

Haraway, Donna (2016). “Tentacular Thinking. Anthropocene, Capitalocene, Chthulucene”, In: Haraway, D. *Staying with the Trouble : Making Kin in the Chthulucene*. Duke University Press

Join Zoom Meeting: <https://mdu-se.zoom.us/j/61784094708>