

THERE IS NO 'VIRTUAL LEARNING': THE MATERIALITY OF DIGITAL EDUCATION

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INTRODUCTION DIGITAL ↗ **IMMATERIAL** (does not require physical presence and is timeless).
↘ **NEVERTHELESS** the digital is sociomaterial and embodied.

THE MATERIALITY OF THE DIGITAL

BITS → are measured in microns in a cd-rom.

PHYSICAL WORLD → interacts with human intelligence.

SOCIOMATERIAL FRAMEWORK

DIGITAL → The environment and other people are necessary.

→ A social and material entanglement is built.

→ Interaction and engagement with digital objects exist.

DISTANCE, ABSENCE AND PRESENCE

TOPOLOGICAL MULTIPLICITY OF DISTANCE UNIVERSITY EDUCATION

- **SENTIMENTAL CAMPUS** → Emotional or family connection with the physical campus.
- **CAMPUS ENVY** → Present university and absent students / present students and absent campus.
- **IMAGINED CAMPUS** → Students in churn and flow.

By: Bayne, S., Gallagher, M. and Lamb, J. 2014. Being 'at' university: the social topologies of distance students. *Higher Education* 67(5), 569-583.

ACADEMIC GEOGRAPHIES UNDER COVID-19 →

COVID-19 → The university lacks a physical campus. the campus is absent, the university resides in thousands of dispersed bodies.

- THE UNIVERSITY HAS CONNECTED ONLINE -

CONCLUSIONS ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓

FROM A SOCIOMATERIAL PERSPECTIVE OF VIRTUAL LEARNING, ALL ITS DIGITAL ASPECTS ARE GROUNDED ON MATERIAL AND EMBODIED ENTANGLEMENTS WITH DEVICES AND OTHER ARTEFACTS.