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Technology and Experience:
revisiting Ivan Illich's tools for conviviality for learning design
in a post-pandemic pedagogy

The online pivot due to the global Covid-19 pandemic has brought into focus issues anticipated by philosophers of technology, especially the subject of technology as experience. The experience of technology is not neutral as it changes both the rate and flow of information and by so doing it changes us in many imperceptible ways (Žižek, 2003, p.18). Much academic framing of technology plays down the role of experience in the relationship between people and technology in favour of something more objective, on the basis that objective analysis is required to advance theory and change practice. The public experience of technology through this global pandemic highlights that we should try to interpret the relationship between people and technology in terms of the felt life and the felt or emotional quality of action and interaction. This framing does enfold Ivan Illich's "tools for conviviality" (1975). Illich was interested in institutions and "tools" that could describe physical devices, conceptual frameworks, and social forms. Illich understood conviviality as designating the opposite of industrial productivity: emphasis was on cooperation rather than exploitation. Peter M. Lichtenstein remarks: "Illich, [Paolo] Freire, and [John] Dewey make an important contribution to the definition of a radical liberal humanistic vision of the future. Education in such a humanistic society would necessarily be a critical endeavor and would foster the development of people who are motivated by cooperation, altruism and compassion instead of by competition, egoism and hedonism." (Lichtenstein, 1995, p. 51). Approaching technology as experience has the potential to consider curriculum redesign as dialogical with potential to amplify new understandings of the dynamics of learning as enacted within communities of practice where learning is authentically situated and culturally mediated. Revisiting Illich's tools of conviviality can contribute to the scholarship of teaching and learning for a post-pandemic pedagogy.

Going all online - teaching practice, learning design and assessment
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