

Exploring the impact of *Techno-biography* on the development of Digital Literacy

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"The stories we tell ourselves, about ourselves, are incredibly powerful" (Dennis, 2021).

As a result of the global pandemic, teaching staff moved from face-to-face delivery to online teaching. The pivot to online learning took place in two main ways. Firstly, pre-recorded lectures were created. Secondly, interactive online sessions were delivered. A critical task was to provide both training and support to lecturers to help them make the move to online teaching successfully. One approach was to explore the story they told about their relationship with technology. The idea of "folk pedagogies" has been identified as a way to describe how teaching staff explore their ideas about online pedagogy (Drumm, 2019).

Stories can be understood in three different categories: material, symbolic and experiential (Bell, 2021 in Kennedy, 2003: p120). Working with a lecturer in a pilot study, a series of prompts in the form of questions were asked. The output was a reflective blog post in the Royal Agricultural University's [Digital Transformation blog](#).



Education and
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As a Learning Technologist, it is also possible to explore my own relationship with technology, moving from a techno-biographic to a techno-autobiographic approach. Exploring autobiographic accounts of digital literacy can be understood as an "identity performance" (Clark, 2020). The output was a poem submitted to the [Creative Higher Education \(#CreativeHE\)](#) magazine.



The pivot to online learning can be argued to be a critical "autobiographical incident" for a range of professionals working in different educational contexts (Tripp, 1993: p97). Employing a techno-biographic or autobiographic approach can help to provide an innovative opportunity to articulate our changing identities and help us co-create future pedagogical realities.

Clark, D. (2020). Tech and me: an autoethnographic account of digital literacy as an identity performance. *Research in Learning Technology*, 28. <https://doi.org/10.25304/rlt.v28.2389> [Accessed: 29 November 2021]

Dennis, N. (2021). The stories we tell ourselves: History teaching, powerful knowledge and the importance of context. In A. Chapman (Ed.), *Knowing History in Schools: Powerful knowledge and the powers of knowledge* (pp. 216–233). UCL Press. <https://doi.org/10.2307/j.ctv14t477t.15> [Accessed: 29 November 2021]

Drumm, L. (2019). Folk pedagogies and pseudo-theories: how lecturers rationalise their digital teaching. *Research in Learning Technology*, 27 (Online) Available at: <https://journal.alt.ac.uk/index.php/rlt/article/view/2094> [Accessed: 12 January 2021]

Tripp, D. (1993) *Critical Incidents in Teaching: Developing Professional Judgement* (London & New York: Routledge)

Kennedy, H. (2003) Technobiography: Researching Lives, Online and Off in *Biography*, vol. 26, no. 1, University of Hawaii Press, 2003, pp. 120–39 (Online) Available at: <http://www.jstor.org/stable/23540390> [Accessed: 29 November 2021]